



# THE UNIVERSITY of EDINBURGH

## Senatus Academicus

Wednesday 25 May 2022 at 2pm

In-person meeting

Lecture Theatre A, 40 George Square (Central Area)

## AGENDA

### OPEN SESSION

This section of the meeting is open to all members of staff.

- 1. Convener's Communications** **2.00 –  
2.15pm**  
An update from the Convener, Principal Professor Peter Mathieson, followed by Q&A
  
- 2. Strategic Presentation and Discussion**
  - Enhancement-led Institutional Review (ELIR) Outcomes and Actions** **2.15 –  
3.00pm**
    - **Introduction and overview of ELIR response:** Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
    - **Update on approach to student support:** Professor Colm Harmon, Vice-Principal Students; Lisa Dawson, Director of Student Systems and Administration; Dr Chris Mowat, Director of Teaching, School of Chemistry
    - **Update on approach to assessment and feedback:** Dr Sabine Rolle, Dean for Undergraduate Studies, College of Arts, Humanities and Social Sciences; Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
  
  - Research Excellence Framework 2021** **3.00 –  
3.45pm**
    - **Introduction and Overview of Results:** Professor Christina Boswell, Dean of Research for CAHSS and incoming Vice Principal for Research and Enterprise
    - **Funding and the Research Excellence Grant:** Ms Pauline Manchester, Deputy Director of Planning and Policy
    - **Perspective from Physics:** Prof Ken Rice, Unit of Assessment Coordinator, Physics
    - **Perspective from Art and Design:** Dr Kamini Vellodi, Director of Research Excellence, Edinburgh College of Art

The audience will have opportunities to provide feedback and ask questions following the presentations. The meeting will be recorded, and made available to staff on request.

**Closes at 3.50pm**

Break

## FORMAL MEETING OF SENATE – from 4pm

This section of the meeting is open to Senate members only

### 3. Senate Members' Feedback on Presentation and Discussion Topic

## SUBSTANTIVE ITEMS

- |  |                               |
|--|-------------------------------|
| <b>4. Senate Minutes</b><br><b>4.1 To approve:</b> <ul style="list-style-type: none"><li>• Minutes of Senate meeting held on 9 February 2022</li><li>• Report of E-Senate held from 27 April – 11 May 2022</li></ul><br><b>4.2 Matters arising</b> <ul style="list-style-type: none"><li>• Presentation and Discussion topics – selection process (<a href="#">Senate paper S 21/22 D</a> - Appendix 1, Suggested actions in response to 2020/21 review)</li><li>• Senate Standing Committees (<a href="#">Senate minutes 12 November 2021, item 2</a>)</li><li>• Report of Curriculum Transformation Programme costs (<a href="#">Senate minutes 9 February 2022, item 4</a>)</li></ul> | <b>S 21/22 4 A</b>            |
| <b>5. Revocation of Honorary Degree</b><br>For formal noting and approval  | <b>S 21/22 4 B<br/>CLOSED</b> |
| <b>6. Annual Report of the Senate Standing Committees</b><br>For formal noting and approval  | <b>S 21/22 4 C</b>            |
| <b>7. Senate Standing Committees: Membership and Terms of Reference</b><br>For formal noting and approval  | <b>S 21/22 4 D</b>            |
| <b>8. Proposal to bring forward External Effectiveness Review</b><br>For formal noting and approval  | <b>S 21/22 4 E</b>            |
| <b>9. Court Resolution – Undergraduate and Postgraduate Degree Regulations</b><br>To comment   | <b>S 21/22 4 F</b>            |
| <b>10. Court Resolution – Amendment to the Blackie Memorial Prize</b><br>To comment  | <b>S 21/22 4 G</b>            |
| <b>11. Court Resolution – Personal Chairs</b><br>To comment  | <b>S 21/22 4 H</b>            |
| <b>12. Clarification to Senate Election Regulations for Vacant Elected Positions</b><br>For formal noting and approval   | <b>S 21/22 4 I</b>            |
| <b>13. Proposal to hold a By-Election to Fill Senate Vacancies</b><br>For formal noting and approval   | <b>S 21/22 4 J</b>            |

- |            |  |                    |
|------------|--|--------------------|
| <b>14.</b> | <b>Guidelines for Senate Committee Papers</b><br>For formal noting and approval  | <b>S 21/22 4 K</b> |
| <b>15.</b> | <b>Regulations Experts and Senate Capacity Building</b><br>To comment            | <b>S 21/22 4 L</b> |
| <b>16.</b> | <b>Proposed Revision to the Sustainable Travel Policy (2021)</b><br>For approval | <b>S 21/22 4 M</b> |

**ITEMS FOR FORMAL APPROVAL OR NOTING**

- |            |   |                                     |
|------------|---|-------------------------------------|
| <b>17.</b> | <b>Enhancement-led Institutional Review (ELIR) Report</b><br>For comment                    | <b>S 21/22 4 N</b>                  |
| <b>18.</b> | <b>Senate Exception Committee Terms of Reference and Membership 2022-23</b><br>For approval | <b>S 21/22 4 O</b>                  |
| <b>19.</b> | <b>Report from the Central Academic Promotions Committee</b><br>For information             | <b>S 21/22 4 P</b>                  |
| <b>20.</b> | <b>Annual Review of Effectiveness of Senate</b><br>For noting                               | <b>S 21/22 4 Q</b>                  |
| <b>21.</b> | <b>Report from the Senate Exception Committee</b><br>For noting                             | <b>S 21/22 4 R</b><br><b>CLOSED</b> |

2022/23 Senate meeting dates are now available on the Senate website:  
<https://www.ed.ac.uk/academic-services/committees/senate/dates>

**Senate**

**25 May 2022**

**Senate Minutes**

**Description of paper**

1. The paper provides the minutes of the Senate meeting held on 9 February 2022 and and report of electronic business conducted between 27 April – 11 May 2022.

**Action requested / recommendation**

2. For approval.

**Resource implications**

4. None.

**Risk management**

5. Not applicable.

**Equality & diversity**

6. Not applicable.

**Communication, implementation and evaluation of the impact of any action agreed**

7. Senate minutes are published on the Senate website: [Senate agendas, papers and minutes](#).
8. Key decisions are communicated to members via the Senate Committees' Newsletter. Papers and minutes related to meetings of Senate Standing Committees have been circulated via email to Senate members.

**Author**

Senate Secretariat  
May 2022

**Freedom of Information**

Open paper

## SENATUS ACADEMICUS

### UNCONFIRMED MINUTES OF AN ORDINARY MEETING OF THE SENATUS ACADEMICUS

held online on Wednesday 9 February 2022 at 2pm

#### OPEN SESSION

This session is open to all members of staff. Approximately 320 members of staff attended.

#### 1. Convener's Communications

The Convener noted the following points

- Professor David Argyle, the Head of the Royal (Dick) School of Veterinary Studies, is acting as interim Head of the College of Medicine and Veterinary Medicine in the absence of Professor Moira Whyte due to sudden severe illness.
- Two new appointments to the Senior Team were announced before Christmas: Professor Kim Graham will be joining the University from Cardiff in the role of Provost, Professor Christina Boswell has been appointed Vice Principal for Research and Enterprise. More recently Professor Iain Gordon has been appointed Vice-Principal and Head of the College of Science and Engineering and (note added in proof since the meeting) Professor Sarah Prescott will join from University College Dublin as Vice-Principal and Head of the College of Arts Humanities and Social Sciences.
- The process to appoint a new University Secretary will begin soon, with the intention of having the role filled by the summer.
- An all staff message will be circulated shortly, addressing issues of staff morale, workload, fatigue, uncertainties caused by the pandemic and current and longer term attractiveness of the UK higher education sector, and issues of freedom of expression.
- A new piece of legislation, the National Security and Investment Act, requires universities to register any acquisition of an entity by a foreign collaborator, particularly in relation to areas of concern for national security. The University will assess its responsibilities under this new legislation.
- Legislation (the Foreign Agents Registration Act) is being considered which would introduce a new requirement for university staff who are overseas nationals working in the UK to join a register. The sector has significant concerns this may introduce onerous bureaucracy without significantly improving national security, and there are ongoing discussions in which the University is represented.
- The University has come through two extraordinary years and demonstrated great resilience, maintaining our excellence in teaching and research, and the Convener thanked all staff for their efforts.

In response to questions, the Convener further noted:

- An all staff email will be circulated shortly, commenting on the University position in relation to upcoming industrial action.
- In relation to recruitment of international students, the University is keen to diversify the regions from which international students are recruited, and to improve accessibility for international students from less privileged backgrounds, particularly through scholarships.

- UK association with the Horizon 2020 scheme is still under discussion, and the University and its international partners, along with other Russell Group universities, are actively supporting association as the best outcome.

## 2. Strategic Presentation and Discussion The Edinburgh Graduate Vision

Attendees received the following presentations.

### **Introduction**

- Colm Harmon, Vice Principal (Students)

### **Establishing foundations**

- Amanda Percy, Programme and Portfolio Manager Curriculum Transformation Programme

### **Building engagement**

- Jon Turner, Director Institute for Academic Development

### **Insights from our Workstreams and Groups**

- Professor Conchúr Ó Brádaigh, Head of School Engineering, Chair Future Skills Workstream
- Professor Tim Drysdale, School of Engineering, Digital Education Workstream

### **Specific focus on student engagement**

- Ellen MacRae, Edinburgh University Students' Association President
- Tara Gold, Edinburgh University Students' Association VP Education

### **Looking ahead and concluding comments**

- Colm Harmon, Vice Principal (Students)

A recording of the presentation and subsequent discussion is available on request from [SenateSupport@ed.ac.uk](mailto:SenateSupport@ed.ac.uk) Further information on the Curriculum Transformation project can be found on the [Curriculum Transformation Hub](#).

Key points made during the presentation:

- Work on the 'Edinburgh Graduate Vision' is being undertaken within the Curriculum Transformation (CT) project. This project has been live for 12 months, and builds on discussions and experience within the University, and experiences of curriculum review in universities internationally. The project is fully committed to engaging internally and externally. The 'Edinburgh Graduate Vision' will inform the CT project and is intended as a basis for further dialogue.
- Feedback from students suggests that they feel they are getting training from the best people in their chosen discipline, but that they are less confident in the support they get to navigate the University, and to manage their path through higher education and into what comes next.
- Feedback from students challenges us to consider, in the broadest terms, the possibilities of the four-year Scottish undergraduate degree, the infrastructure of postgraduate taught programmes, and the introduction of micro credentials, short courses and standalone courses. There is a sense that the nature of the university learner is changing. This may create opportunities to introduce greater flexibility, and to encourage students to embrace challenge and creativity in their learning.
- Work in 2021 has focused on considering what values, attributes, skills and competencies we would expect and hope our future students and graduates will achieve. Work in 2022 will focus on how these aspirations will shape the curriculum in terms of design and structure, but also in relation to approaches to

teaching and learning, as well as the systems, processes and infrastructure that support the curriculum.

- Extensive consultation within the University has been undertaken, through the online CT Hub, dedicated events for staff and students, through the Teaching Network, Colleges and Specialist Services, and the Teaching and Learning Conference. The project is now at a point where consultation and communications must broaden to engage as many members of the University community as possible. Staff interested in joining the Curriculum Transformation Forum or in exploring secondment opportunities were encouraged to contact Jon Turner, the Director of the Institute for Academic Development, at [j.d.turner@ed.ac.uk](mailto:j.d.turner@ed.ac.uk)
- Consultation on the Edinburgh student vision is ongoing and will run through to late April 2022. This will feed into work on curriculum design principles and architecture.
- Work on 'Future Skills' is ongoing, and is considering discipline related skills, transferable skills, employability and entrepreneurial skills. This workstream will produce a final report in the next month or two.
- Work on 'Digital Education' is ongoing, and is addressing issues of transparency and data governance, the desire to break down divisions between 'on campus' and 'online' students, the environmental impact of online and offline resources and infrastructure, and ensuring online platforms align with University values and aspirations. A key insight is that digital education is not just about delivery mechanisms, and digital education must be built into curriculum design and development.
- The Student Engagement Strategy Group within the CT project have highlighted the importance of student-staff co-creation of the curriculum and of the CT project. Such collaboration and co-creation is vital to students' sense of belonging and engagement, and as such impacts on the student experience and in particular has the potential to positively impact on equality, diversity and inclusion.
- The first cohort of students following the revised curriculum will enter the University in September 2025. This would require the changes to be communicated to external stakeholders by January 2024, and therefore a substantial part of the project must be undertaken and completed in 2023. It is recognised that this will require significant resource.

The following points were raised during the discussion:

- The Edinburgh Futures Institute provides valuable examples of the kind of thinking that should inform the CT project.
- Examples of the kind of change that may emerge from the project include major / minor degree models, and further possible models will be developed for discussion. The early years of undergraduate programmes, and the final year of undergraduate programmes, may provide particular opportunities for innovation.
- While it is recognised that students may have some 'change fatigue,' the Student Support review is in its final stages and this is intended to improve how students interact with the University and, it is hoped, will support students in engaging with and benefiting from curriculum change. Furthermore, an intended outcome of the CT project is to simplify and clarify students' experiences of University systems and processes.
- The introduction of University-level courses for all students was raised in early iterations of the project and this remains a possibility but no decision has been made. But more generally it was noted that changes to current Degree Programme Tables cannot be ruled out.

- In relation to how the CT project relates to and is building on existing curriculum review mechanisms and outcomes, consultation with Schools has provided opportunities to feed in their current plans for curriculum development. The project is capturing examples of practises and approaches that have worked across the University, and is engaging with Schools who have recently gone through curriculum reviews locally. The CT project is an opportunity to identify institutional barriers to change and innovation, and an opportunity to begin with 'blue sky' thinking rather than optimisation of current provision as a first step.
- As well as a student vision, there is a need for a 'teacher vision' and a review of the skills and resources teachers will need to deliver a revised curriculum.
- The student vision is intended to encompass postgraduate as well as undergraduate students.
- The need to continue to meet the requirements of external Professional Statutory and Regulatory Bodies is recognised.
- Members of the CT programme would be very happy to visit Schools to discuss the project.

The Convener thanked the presenters and attendees for a very engaged discussion.

#### FORMAL MEETING OF SENATE

This section of the meeting is open to Senate members only.

**Present:** ANDREANGELI Arianna, ANDREW Ruth, ANDREWS Richard, ARGYLE David, BAILEY Matthew, BARANY Michael, BARLETTANI Diego, BENJAMIN Shereen, BENNETT Stuart, BLYTHE Richard, BOND Helen, BOWD Stephen, BRANIGAN Holly, BRENNAN Mary, BRUCE Tom, CABRELLI David, CAIRNS John, CALVERT Jane, CAQUINEAU Celine, CAVANAGH David, CHAN Un Ieng, CHUE HONG Neil, COHEN Shalhavit Simcha, CONNOR Andrew, CONVERY Alan, COOMBES Sam, COOPER Sarah, CRANG Jeremy, CRUZ Juan, CUNNINGHAM-BURLEY Sarah, DANBOLT Jo, DESLER Anne, DIMARTINO Simone, EFERAKORHO Jite, EUSA VP Activities, EUSA VP Education, EUSA VP Welfare, EVANS Mark, FERNANDEZ-GOTZ Manuel, FISHER Bob, FRENCH Chris, FRIEDRICH Daniel, GILFILLAN Stuart, GORDON Iain, GRANT Liz, GRANT Liz, GRAY Gillian, GREWAL Nisha, HALLIDAY Karen, HARDY Judy, HARMON Colm, HARRISON Tina, HAY David, HAYCOCK-STUART Elaine, HECK Margarete, HENDERSON Sarah, HOLT Sophie, HOPGOOD James, HOY Jenny, HUDSON Andrew, HUNTER Emma, IBIKUNLE Gbenga, JACOBS Emily, Jane HILLSTON, JENKINS Kirsten, KENNY Meryl, KINNENAR George, KIRSTEIN Linda, LIKONDE Samantha, LLORENTE PRADA Jaime, LOS Bettelou, MACCALLUM Sam, MACIOCIA Antony, MACKAY Fiona, MACPHERSON Sarah E, MACRAE Ellen, MARSLAND Rebecca, MATTHEWS Keith, MAVIN Emma, MCCORMICK Alistair, MCMAHON Malcolm, MCQUEEN Heather, MEIKSIN Avery, MENZIES John, MIELL Dorothy, MITCHARD Edward, MORAN Carmel, MORAN Nikki, MORLEY Steven, MORROW Susan, MURRAY Jonny, NAVARRO Pau, NICOL Kathryn, NICOL Robbie, NORRIS Paul, NOWAR Silmee, OMAH Ifeanyi, OOSTERHOFF Richard, OOSTERHOFF Richard, PANTOULA Katerina, Peter MATHIESON, PULHAM Colin, REYNOLDS Rebecca, REYNOLDS-WRIGHT John, RICE Ken, RILEY Simon, ROBBINS Jeremy, ROLLE Sabine, SCHWANNAUER Matthias, SCHWARZ Tobias, SEMPLE Robert, SHIELDS Kirsteen, SHIPSTON Mike, SMITH Sarah, SORACE Antonella, STORRIER Rachel, STRATFORD Tim, TAYLOR Emily, TAYLOR Paul, TERRAS Melissa, TERRY Jonathan, THOMAS Jonathan, THOMAS Robert, TRODD Tamara, TUFAIL-HANIF Uzma, TURNER Adam, TURNER Jon, TUZI Nadia, UPTON Jeremy, WAHI-SINGH Pia, WALSH Patrick, WARRINGTON Stephen, WEIR Christopher, WOHRLE Marie-Louise, YILDIRIM Alper

In attendance: NICOL Kathryn, ALLAN Lewis, MACGREGOR Sue

**Apologies:** ALIOTTA Marialuisa, BALTARETU Iona, CAMERON Ewen, CHAPMAN Karen, COLLINS Kevin, DAVIES Mia Nicole, DAWSON Karen, DU PLESSIS Paul, DUNLOP James,



ELLIS Heather, EUSA VP Community, EWING Suzanne, HIGHTON Melissa, HOLLOWAY Aisha, JIWAJI Zueb, KENWAY Richard, LAMONT-BLACK Simone, MARTIN Catherine, MCARA Lesley, MCCONNELL Alistair, MCLACHLAN Gavin, MORAN Nikki, MORRIS Andrew, NAYDANI Cynthia, PATON Diana, PHILLIPS Claire, POWELL Wayne, ROBERTSON David, SECKL Jonathan, SIMM Geoff, TURNER Neil, WAD Shrikant, WHYTE Moira

### 3. Welcome to new student members

The student members below were welcomed to their first Ordinary meeting of Senate:

- Nisha Grewel – PGR School Representative (Physics and Astronomy)
- Silmee Nowar – PGT Section Representative
- Marie-Louise Wohrle – PGR Section Representative
- Diego Barlettani - PGT School Representative (Physics and Astronomy)
- Sam Maccallum - PGT School Representative (Biomedical Sciences)
- Shalhavit Simcha Cohen – PGR School Representative (Health in Social Science)

### 4. Senate members' feedback on the presentation and discussion topic

Senate members were invited to make any further comments on the presentation and discussion topic. The following points were discussed.

- Costs associated with the Curriculum Transformation (CT) project are approved through the standard University process. The Vice Principal (Students) would be happy to provide a paper to Senate at a later date.
- A query was raised as to how the aims of the CT project build on or are linked to what is unique to Edinburgh: in particular, what evidence on current practices within Schools is being gathered and used to inform the project. This question has been raised and discussed by the CT board. Steven Morley made himself available to be contacted for further information about experiences in Edinburgh Medical School.
- It was recognised that some academic staff may not engage with events such as Senate presentations, and the CT team are keen to engage directly with individual Schools to share information about the project. The 'roadshow' approach that was used for the recent Student Support Project was cited as an example of successful engagement.
- There is anxiety in some areas that the CT project may lead to a cull in disciplines. It was affirmed that the project is not about cutting subject areas; the University's breadth of provision is a key positive feature, and there may be substantial benefits from the project for subject areas with fewer enrolments. The Vice Principal (Students) noted this as a key priority for future communications.
- There was concern about the feasibility of developing, designing and approving significant changes to large numbers of courses and programmes within the timeframe indicated by the project timeline. There was also concern about whether and how the University would provide the level of resource that Schools would require to engage successfully with these changes. The Vice Principal (Students) noted that the need for sufficient resource is recognised and that the project must be successful in giving staff confidence that the required resources will be provided.

## SUBSTANTIVE ITEMS

### 5. Senate minutes

#### 5.1. Approval of the minutes:

- Minutes of the Senate meeting held on 12 October 2021
- Minutes of the Senate meeting held on 12 November 2021
- Minutes of E-Senate held from 12 – 26 January 2022

The minutes were approved as presented. Senate extended their gratitude to Kate Nicol for documenting a challenging set of meetings.

#### 5.2. Matters arising

##### 5.2.1. E-Senate process

Two proposals for managing E-Senate going forward were presented to Senate. Senate supported, via a vote, the proposal in Paper S 21/22 2 C, as amended at the meeting on 12 November 2021. The decision will be implemented by Senate Support.

##### 5.2.2. Presentation and Discussion topics - **selection process** (Senate paper [S 21/22 2D](#))

Senate was given advance notice that it will be consulted on this via email prior to the next Ordinary meeting on 25 May 2022.

##### 5.2.3. Senate Standing Orders (Senate paper [S 21/22 2D](#))

A brief update was provided by the Convener. Minor revisions to the Senate Standing Orders were proposed following the last Senate annual internal effectiveness review. This action will be held back to allow time to consider whether more substantial updates would be desirable, to make the Standing Orders more accessible and support Senate business. Any revision will require consultation with and approval by Senate.

##### 5.2.4. Senate Standing Committees (Senate minutes 12 November 2022, item 2)

A brief update was provided by the Convener:

- This concerns the Senate Education Committee, Academic Policy and Regulations Committee and Senate Quality Assurance Committee.
- At the last Senate meeting, Conveners of the Standing Committees committing to working to improve communications between Senate and the Standing Committees.
- As an initial measure, Senate members will be notified by email when committee papers for SEC, APRC and SQAC are published, and can pass any comments to their College committee representatives.
- In addition, Senate committee conveners will briefly present the regular update on forthcoming committee business.
- Further thought is required on bringing together a group to review what future improvements to the structure / function of Senate Standing Committees may be required, and Senate will be updated in due course.

### 6. Senate Assessor Election Regulations

To approve

The following points were discussed:

- Court members do not act as a representative of a particular constituency, but speak from their perspective and experience. Therefore, it may be desirable to reserve one role for a professorial staff member of Senate and one for a non-professorial staff member of Senate.
- Whether ex officio members of Senate should be eligible to stand for election, or whether this should be restricted to elected academic staff members. It was noted that this option had not been explored in the paper. Senate resolved via a vote to put this question to a vote.
- There was some objection to the Chair's decision to take a vote on a contentious issue.
- Senate Assessors' term of office on Senate may end during their term of office on Court. However, the Senate Election Regulations allow for this, and in this circumstance, the Senate Assessor continues to be a member of Senate as an ex officio member.
- In the regulations as proposed, student representative members of Senate would not be eligible to stand or vote.
- Postgraduate Research students who are employed as Tutors and Demonstrators and who are members of Senate in that capacity would be eligible to stand or vote, as members of staff.

Senate approved via a vote the following amendments to the regulations:

1. reserve one Senate Assessor position for a member of non-professorial academic staff, and one for professorial academic staff, and;
2. amend the election regulations to state that only elected academic staff are eligible to stand for election as a Senate Assessor on Court.

Senate approved the regulations with the above amendments. The amended regulations will be published as soon as possible.

#### **7. Senate Academic Staff Member Elections 2021/22**

To approve and for information

Senate approved the paper.

#### **8. Senate Standing Committees – upcoming business**

To note and comment

No comments were received during the meeting. (Note: the meeting had overrun the allotted time).

Some comments were received by email following the meeting. The Senate Standing Committee Conveners responded by email and a summary is provided below. Conveners will note these queries and responses to their committees at their next meeting.

#### **Senate Quality Assurance Committee (SQAC)**

- A Data Task Group is currently considering retention and progression monitoring data, including data on EDI and awarding gaps, and will report to SQAC in due course.
- SQAC annually review reports on the student discipline and complaints processes. Issues arising are raised with Senate if Senate action is required.
- Student feedback on teaching, learning and the wider student experience is now managed under the [Student Voice Policy](#).

### **Academic Policy and Regulations Committee (APRC)**

- Review of the Extensions and Special Circumstances Service (ESC) is ongoing and is interlinked with the work of the Assessment and Feedback Working Group. This work will not be concluded in time for the beginning of the 2022/23 academic year.
- APRC will receive a paper at their March meeting addressing possible interim measures that might be taken, ahead of 2022/23, to alleviate the impact of high numbers of extensions on the marking and moderation process.
- APRC has not to date formally considered any policy adjustments in response to the ongoing industrial action, but will consider any possible future concessions to academic regulations as required.

### **Senate Education Committee (SEC)**

- Optional Postgraduate Taught Experience Survey questions are recommended by the Deputy Secretary Students working in consultation with the Students' Association Sabbatical Officers, and discussed by SEC members with their relevant stakeholder groups. The proposed topic this year is 'Welfare', reflecting the ongoing work taking place on student support. Inclusion of questions on this topic would enable monitoring of responses before, during and after the implementation of the new student support model.
- SEC are in the process of considering proposals for additions to the activity recognised under the Higher Education Achievement Report (HEAR), and there will be further discussion on this at the SEC meeting in March 2022.
- The Vice Principal (Students) will continue to update Senate on developments in relation to the Curriculum Transformation (CT) programme of work, including through the 'open session' format as at the 9 February 2022 meeting. All proposed changes will be tracked through the appropriate governance channels, including University Executive and Court, with matters of academic consideration being the focus of all three of the delegated Senate Standing Committees with feedback from and to Senate. Court will also consult with Senate as required. Timelines for the CT programme were discussed at the Senate open session on 9 February 2022.

## **9. Resolutions**

To comment

No comments were received.

## ITEMS FOR FORMAL APPROVAL OR NOTING

### **10. Research Strategy Group update**

To note

The paper was noted

## Electronic Senate

### Report of Electronic Business of Senate conducted between Wednesday 27 April and Wednesday 11 May 2022

#### ITEMS FOR NOTING OR FORMAL APPROVAL

2. **New Members**

Senate noted the new members.

3. **Resolutions (e-S 21/22 3 B)**

Senate considered the draft Resolutions below and offered no observations.

No. 7/2022: Foundation of a Personal Chair of Energy Systems

No. 8/2022: Foundation of a Personal Chair of Matter and Motion

No. 9/2022: Foundation of a Personal Chair of Ecology

No. 10/2022: Foundation of a Chair of Epidemiological Statistics

No. 11/2022: Foundation of a Personal Chair of Politics and Gender

No. 12/2022: Foundation of a Personal Chair of Politics and International Relations

No. 15/2022: Foundation of a Personal Chair of English Literature

5. **Conferment of the title of Professor Emeritus / Emerita (e-S 21/22 3 C)**

Senate agreed to confer the title of Professor Emeritus / Emerita on those professors listed in the paper.

6. **Communications from the University Court (e-S 21/22 3 D)**

Senate noted the report of the University Court from its meeting held by videoconference on 29 November 2021 and 21 February 2022.

7. **Senatus Academicus (Senate) Election Results 2022 – Academic Staff (e-S 21/22 3 E)**

Senate noted the election outcome of the Senate Elections for Academic Staff members 2022.

8. **College Academic Management Structure 2022/23 (e-S 21/22 3 F)**

Senate noted the College Academic Management Structures for 2022/23.

9. **Report of the Knowledge Strategy Committee (e-S 21/22 3 G)**

Senate noted the Reports of the Knowledge Strategy Committee meetings held by videoconference on 1 February and 22 March 2022.

One comment was received in relation to paragraph 2 of the Sustainable IT report. We talk about greening our IT centres, it is unlikely we will reduce the amount of computation we use, and the cost of that electricity is now increasing further. Most of our machine rooms (I think) jump pump the heat away to the atmosphere. Can an estimate be made for the cost of capturing that for each machine room be made, at the very least it could heat water in the buildings. If we are considering replacing air conditioning with more efficient units, that should be a target?

Senate has relayed this to the Clerk of the Knowledge Strategy Committee.

10. **Report of the Senate Exception Committee (e-S 20/21 3 I) CLOSED**

Senate noted the report of the Senate Exception Committee.

11. **Dates of Meetings of Senate 2022/23**

Senate noted the dates of the Senate meetings in 2022/23.

**Senate**

**May 2022**

**Annual Report of the Senate Standing Committees**

**Description of paper**

1. This is the annual report of the Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2021-22. It also proposes outline plans for 2022-23.

**Action requested**

2. Senate is invited to NOTE the major items of committee business from 2021-22 and to APPROVE the plans of the Senate Committees for the next academic year.

**Background and Context**

3. The Senate Standing Committees provide an annual report setting out progress on activities in the past year and seeking Senate approval for their general strategic direction and priorities for the next academic year.

**Resource implications**

4. The proposed plans for 2022-23 will have some resource implications relating to time spent by members of the Committees and Policy Officers in Academic Services or staff invited to participate in working groups. Some of the resource requirements for wider work of the Committees will be met through existing resources or have agreed funding in place.

**Risk Management**

5. Each individual strand of proposed activity will be subject to risk assessment as appropriate.

**Equality and Diversity**

6. Where required, Equality Impact Assessments will be carried out for individual work packages completed next year. It is noted that following discussion of Committee effectiveness in the last academic year, all Senate Standing Committees undertook to place more focus on effective evaluation of E&D dimensions.

**Next steps / implications**

7. The approved report will be highlighted in the Senate Committees' Newsletter. The Senate Committees will progress the agreed strategic approach during 2022-23 as set out in the report. This report will also be shared with the University Court for information.

**Authors**

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May 2022

**Presenters**

Professor Colm Harmon, Convenor of Senate  
Education Committee  
Professor Tina Harrison, Convenor of Senate  
Quality Assurance Committee  
Dr Paul Norris, Convenor of Academic Policy  
and Regulations Committee

**Freedom of Information Open**

## Annual Report of the Senate Committees 2021-22

### 1. Executive Summary

This report summarises the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2021-22, along with their proposed plans for 2021-22.

### 2. Introduction

The three Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Senate Education Committee (SEC), Academic Policy and Regulations Committee (APRC), and Senate Quality Assurance Committee (SQAC).

Senate has delegated to these Committees a range of its powers, and these powers are set out in the Committees' Terms of Reference. Links to the Terms of Reference and memberships of the Senate Standing Committees are below:

- [Education Committee](#)
- [Academic Policy and Regulations Committee](#)
- [Quality Assurance Committee](#)

Sections 3, 4 and 5 below provide information on the Standing Committees' activities in 2021/22.

Section 6 sets out proposals for future work. These proposals have arisen from Committee discussions, and discussion at the Senate Committee Conveners' Forum. The proposals are designed to assist the University in pursuing its Learning and Teaching agenda and wider goals and laid out in the University Strategy 2030:

- [Strategy 2030](#)

### 3. Key Committee and Task Group Activities in 2021-22\*

Name of Committee	No. of meetings
Senate Education Committee	5 (one electronic)
Academic Policy & Regulations	7 (two additional, special meetings)
Senate Quality Assurance Committee	5

Name of Task Group	Task Group of:
Personal Tutor System Oversight Group	SQAC
Student Support Services subcommittee	SQAC
Data Task Group	SQAC
Exams Sub-Group	SEC

\*Includes meetings scheduled for the remainder of the session.

The remits and memberships of any task groups are available within the relevant Committee pages at: [www.ed.ac.uk/academic-services/committees](http://www.ed.ac.uk/academic-services/committees)



#### 4. Senate Committees' Progress in 2021/22

Section 4 provides information on progress against the activities proposed in last year's report to Senate. Section 5 provides information on other committee activity in 2021/22.

##### 4.1 Education Committee

Progress with activities proposed in last year's report:

Activity
<p><b>1. Input into the Curriculum Transformation project</b></p> <p>Curriculum Transformation was a standing item on Education Committee agendas in 2021/22.</p> <p>Members received a presentation on Curriculum Transformation timelines and the draft 'Edinburgh Student Vision' at its March 2022 meeting, and an update on the Vision consultation at its May 2022 meeting.</p>
<p><b>2. Ensure effective responses to ELIR recommendations</b></p> <p>Members received and endorsed the ELIR response action plan at its September 2021 meeting.</p> <p>At its March 2022 meeting, the Committee commented on a paper outlining proposals to develop a holistic and strategic approach to the design and management of assessment and feedback in response to ELIR recommendations. This included consideration of the University's overall approach to assessment and feedback, and assessment and feedback principles aimed at providing a clear set of expectations to bring consistency across the University. An updated version of the principles was brought to the May 2022 meeting for final approval.</p> <p>Education Committee also received, for information and comment, copies of the student experience updates that were taken to University Executive throughout the year.</p>
<p><b>3. Other matters considered during the year</b></p> <p>Other key items considered by Education Committee during the year included:</p> <ul style="list-style-type: none"><li>- Progress with the Doctoral College</li><li>- The University's involvement in the delivery of microcredentials</li><li>- Digital Strategy</li><li>- Academic integrity</li><li>- Ongoing input into academic year planning in the context of the COVID-19 pandemic (capacity planning, exam diet planning etc.)</li></ul>

##### 4.2 Academic Policy and Regulations Committee (APRC)

Progress with activities proposed in last year's report:

Activity
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**1. Input as required into Curriculum Transformation project (led by Education Committee, carried forward from 2019/20).**

The Committee has not yet been required to provide detailed input to this project, although the Committee's experience with regards to the diversification of PGT degree models has been fed into the discussions of the Curriculum Transformation Project. The Committee expects to have greater involvement as at the detailed design and implementation stages, as these are where interaction with academic regulations will occur.

**2. Review of Enhancement-Led Institutional Review outputs and take appropriate action as required. (Carried forward from 2019/20).**

The committee has not yet been asked to consider any policy or regulation changes as a result of this work. Discussions with relevant colleagues have occurred when the regular work of the Committee has overlapped with points of the ELIR action plan. For instance, APRC discussions around possible changes around coursework extensions and the ELIR response on assessment and feedback

**3. Monitor any requirement for longer term regulatory and policy changes as a result of Covid-19 and take appropriate action as required. (Continued from 2020/21).**

The Committee has not needed to make any regulatory or policy changes as a result of Covid-19 in 2021-22. The Committee continues to monitor the requirement for longer term regulatory and policy changes as a result of Covid-19.

**4. Other matters considered during the year**

Other key items considered by Academic, Policy and Regulations Committee during the year included:

- The potential impact of industrial action
- Changes of terminology due to the implementation of the new model of student support
- Short-term adjustments to the policy around extensions and special circumstances
- Minor updates to the Support for Study Policy
- Arrangements for awarding credit to UG students who have a single semester overseas
- Mechanisms for approving courses and programmes offered by EFI

#### **4.3 Quality Assurance Committee (QAC)**

Progress with activities proposed in last year's report:

**Activity**

**1. Develop and oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).**

The Committee continues to receive regular updates on the ELIR Action Plan. The University is required to provide a follow-up report to QAA Scotland on actions taken or in progress to address the outcomes of the review one year after the publication of the ELIR reports (15 July 2022). A first draft of the report has been submitted to the University Executive (10 May 2022 meeting), and an update on ELIR actions will be presented to Senate (25 May 2022 meeting). The report will be developed in response to comments from the University Executive and Senate and the ELIR Oversight Group will approve the final version before it is submitted to QAA (with the

proviso that it will need to be endorsed by University Court in October 2022 before the final version can be published).

**2. Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme.**

The Committee is working with Academic Services to develop a SharePoint site to optimize the presentation of quality data/evidence to Schools/Deaneries and encourage greater engagement and traction with quality processes.

**3. Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data in response to the recommendations from Thematic Reviews.**

The Committee has driven work to identify awarding gaps across the University via the Thematic Review process (and the Data Task Group established to progress the recommendations of recent reviews) and the annual quality assurance (QA) processes. Schools and Deaneries have increasingly engaged with widening participation (WP) and equality, diversity and inclusion (EDI) data to identify any gaps in attainment for different groups of students. However, they have struggled to understand the underlying causes of these gaps or what good practice should be encouraged and cultivated to address them.

The University's Equality, Diversity and Inclusion Committee (EDIC) is now undertaking work to determine the underlying causes of awarding gaps and share good practice with Schools to help them address these gaps. The EDIC will explore options to establish a set of expectations or baselines in relation to WP and EDI data (based on the findings of the work to understand the causes of gaps and good practice) to allow Schools to gauge their relative performance. These expectations/baselines will in turn be monitored by the SQAC as part of the School annual reporting process.

The Convenor of EDIC attended the April 2022 meeting of SQAC to consider the roles both committees will have in overseeing the work to determine the underlying causes of the awarding gaps with the aim of establishing and sharing good practice with Schools and Deaneries to help them address these gaps.

**4. Engage with quality assurance and enhancement-related aspects of the Scottish Funding Council review of coherent provision and sustainability.**

The Committee's focus on the use of quality data (see above) will allow the University to address one of the core principles for the approach to quality assurance and enhancement in the Review report (building on feedback from stakeholders about what is valued in existing approaches): "Evidence-based: data and evidence should inform our understanding of practice and quality assurance, and our plans for enhancement" (page 70). The Committee will receive an update later in this session on the SFC Review and its implications for the University's Quality Framework

**5. Implement the recommendations from the review of Course Enhancement Questionnaires (CEQs).**

The Committee is monitoring the implementation of the new Student Voice Policy through annual monitoring, review and reporting processes. The Project Board is focused on developing a toolkit to support local collection of end of course feedback (e.g. question banks, different methods of collecting feedback).

## 5 Other Committee Activity in 2021/22

### • Scotland's Rural College (SRUC) Accreditation Committee

The Committee continues to oversee the accreditation of the SRUC programme, 'Environmental Management (BSc)' and the outgoing 'Environmental Resource Management (BSc)'. The Accreditation Committee met in March 2022 and affirmed continued accreditation of the programmes. SRUC's application for Degree Awarding Powers (DAP) has been approved to progress to the scrutiny stage by the QAA Advisory Committee. SRUC has now entered a period of scrutiny which will continue for a minimum of a full year, and there may be an indication of the outcome in Summer 2023.

- The attached Annex sets out any new strategies / regulations / policies / codes that the Committees have approved (the more substantive of which are covered in Section 4 above), along with changes to existing documents.

## 6 Senate Committees' Priorities for 2022/23

### 6.1 Planning Context

The year will be planned in the post-Covid context and with continuing attention paid to Strategy 2030. Some ongoing need or preferences for hybrid working will influence the mode of operation and interaction between the Committees and their stakeholders and it is expected that the balance will shift substantially towards in-person/on-campus activity.

### 6.2 Education Committee

Activity
Curriculum Transformation
Student Experience – ongoing input into matters being taken forward by University Executive
Enhancement-led Institutional Review – ongoing response to outcomes of 2021 ELIR, particularly around assessment and feedback
Doctoral College developments
Academic Integrity

### 6.3 Academic Policy and Regulations Committee

Activity
Feed into the Curriculum Transformation Programme and support discussion around this.
Continue to support policy changes required as part of the new Student Support model.
Support the review of the Support for Study policy to ensure this remains fit for purpose, particularly in the context of changes resulting from the new Student Support model.
Support a review of coursework extensions and special circumstances policies, taking account of the recommendations of the ESC Review (conducted during 21/22).
Develop a timeline for undertaking the scheduled periodic review of policies which were delayed due to external factors.

#### 6.4 Quality Assurance Committee

<b>Activity</b>
Oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).
Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme.
Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.
Continue to monitor the implementation of the Student Voice Policy via annual quality assurance processes.
Engage with the QAA and Universities UK review focused on strengthening the external examining system.

**Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2021/22**

New and updated policies, regulations and guidance will be published on the Academic Services website in due course: <https://www.ed.ac.uk/academic-services/policies-regulations/new-policies> (currently showing updates for 2021/22. 2020/21).

<b>Senate Committee</b>	<b>Name of document</b>	<b>Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)</b>
SEC	Open Educational Resources Policy	Revision
SEC	Policy for the Recruitment, Support and Development of Tutors & Demonstrators	Revision
SEC	Academic & Pastoral Support Policy	Review underway to take account of changes to the Student Support model
SEC	Virtual Classroom Policy	Minor revision to take account of changes to the Student Support model
SEC	Accessible and Inclusive Learning Policy	Review (ongoing)
APRC	Undergraduate Degree Regulations 2022/23	Reviewed and approved at APRC in March 2022.
APRC	Postgraduate Degree Regulations 2022/23	Reviewed and approved at APRC in March 2022.
APRC	Support for Study	Reviewed and approved at APRC in March 2022.
APRC	Authorised Interruption of Study	Reviewed to take account of changes to the Student Support model.
APRC	Course Organiser: Outline of Role	Reviewed to take account of changes to the Student Support model.
APRC	International Student Attendance and Engagement Policy	Reviewed to take account of changes to the Student Support model.
APRC	Performance Sport Policy	Reviewed to take account of changes to the Student Support model.
APRC	Programme and Course Handbooks Policy	Reviewed to take account of changes to the Student Support model.
APRC	Protection of Children and Protected Adults	Reviewed to take account of changes to the Student Support model.
APRC	Undergraduate Progression Boards Policy	Reviewed to take account of changes to the Student Support model.
APRC	Withdrawal and Exclusion from Studies Procedure	Reviewed to take account of changes to the Student Support model.

**Senate****25 May 2022****Senate Standing Committees: Membership and Terms of Reference****Description of paper**

1. Senate Standing Committee Membership and Terms of Reference for 2022/23.

**Action requested / recommendation**

2. The Membership and Terms of Reference are presented to Senate for approval.

**Background and context**

3. Under the Senate Standing Orders (22a), Senate may appoint Committees and delegate powers to these committees. Senate approves the membership of these committees annually.
4. Senate currently delegates powers to three Standing Committees: Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC).
5. The membership and terms of reference for SEC, SQAC and APRC were most recently reviewed and approved by Senate in [June 2021](#). This followed a detailed review of these committees in academic year 2018/19 (see [Senate paper C, 29 May 2019](#)).
6. Senate Standing Committees report to Senate annually. These committees feed into and out of College level committees (Undergraduate Education, Postgraduate Education, Quality Assurance) and specialist Support Services (the Institute for Academic Development, Careers Service, Student Recruitment and Admissions, Student Systems) via the committee members. In many cases, therefore, the committee roles are ex officio, to ensure that committee members have the appropriate knowledge, expertise and responsibility / accountability to fulfil the committee remit. All committees include student representation.
7. Senate members who are not included in the Senate Committees' membership may have opportunities to contribute to the work of these committees as co-opted members or as members of working groups.
8. Senate members receive notification via email when papers for Senate Standing Committees are available. Members are encouraged to feed into Standing Committee's by sharing comments or feedback with either their College representative, or in their absence, the relevant Standing Committee Convener.
9. Two diagrams are appended below for information.
  - a. University Court and Senate Committee structure (extracted from the [University Committees](#) webpage)
  - b. An overview of the Senate and College Committee structure

**Discussion**

10. The Committee membership for Senate Education Committee is in the document below.
11. The Committee membership for Senate Academic and Policy Regulations Committee (APRC) is shared with Senate in draft format. The membership will be confirmed at the final meeting of APRC, to be held on Thursday 26 May. The Convener and Vice-Convener will also be confirmed at the final meeting of APRC in line with 4.1 of the APRC Terms of Reference.
12. The Committee membership for Senate Quality Assurance Committee is included in draft format, and will be confirmed at the final meeting of the Committee to be held on Thursday 19 May.
13. A minor change to the remit of SQAC is proposed for 2022/23, and this change is marked in red in the document below.
14. The Senate Standing Committee webpages will be updated with membership once all positions are confirmed.

**Resource implications**

15. No amendments with resource implications are proposed.

**Risk management**

16. Effective academic governance assists the University in managing risk associated with its academic activities.

**Equality & diversity**

17. The composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principal, Director of a defined Support Service or delegate) or as representatives of particular stakeholders (e.g. a College or the Students' Association). The membership of these Committees is therefore largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

**Communication, implementation and evaluation of the impact of any action agreed**

18. The Senate Standing Committees' Membership and Terms of Reference are communicated via the Academic Services website: <https://www.ed.ac.uk/academic-services/committees>
19. Senate Standing Committees are subject to an annual internal review process, and this is reported annually to Senate.

**Authors**

Olivia Hayes Academic Policy Officer  
May 2022

**Freedom of Information**

Open



**The University of Edinburgh**  
**Senate Education Committee**  
**Terms of Reference**

**1. Purpose and Role**

- 1.1. The Education Committee is responsible, on behalf of Senate, for taught and research student matters, particularly strategy and policy concerning learning, teaching and the development of curriculum.

**2. Remit**

- 2.1. Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners.
- 2.2. Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations.
- 2.3. Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback.
- 2.4. Give specific consideration to instances in which the experience of one particular cohort of students or learners (undergraduate, postgraduate taught or postgraduate research students, and those involved in non-standard programmes) may diverge from that of others.
- 2.5. Anticipate and prepare for new opportunities and likely future developments in learning and teaching for all cohorts of students and learners.
- 2.6. Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.

**3. Operation**

- 3.1. The Committee reports to Senate, acting with delegated authority to take strategic and high-level policy decisions.
- 3.2. The Committee may bring matters to the attention of the University Executive as required.
- 3.3. The Committee will meet at least four times each academic year and will interact electronically, as necessary.
- 3.4. The Committee will follow a schedule of business set prior to the start of the academic year and which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community.
- 3.5. From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

**4. Composition**

<b>Role</b>	<b>Term</b>	<b>2022/23 membership</b>
Vice Principal for Students (Convener)	Ex Officio	Professor Colm Harmon
Assistant Principal Academic Standards & Quality Assurance	Ex Officio	Professor Tina Harrison
2 x senior staff members from each College with responsibility for learning and teaching		<p>Dr. Sabine Rolle, Dean of Undergraduate Education (CAHSS)</p> <p>Dr. Lisa Kendall, Director of Academic and Student Administration (CAHSS)</p> <p>To be confirmed - Dean of Learning and Teaching (CSE)</p> <p>Dr. Patrick Walsh, Director of Teaching, School of Biomedical Sciences (CSE)</p> <p>Professor Jamie Davies, Dean of Taught Education (CMVM)</p> <p>Dr. Sarah Henderson, Director of Postgraduate Taught Education (CMVM)</p>
1 x senior staff member from each College with responsibility for postgraduate research		<p>Professor Laura Bradley, Dean of Postgraduate Education (CAHSS)</p> <p>Dr. Antony Maciocia, Dean of Postgraduate Research (CSE)</p> <p>Dr. Paddy Hadoke, Director of Postgraduate Research and Early Career Research Experience (CMVM)</p>
1 x Edinburgh University Students' Association, Vice-President Education	Ex Officio	Sam Maccallum, Vice-President Education, Edinburgh University Students' Association
1 x member of the Edinburgh University Students' Association permanent staff	Ex Officio	Stuart Lamont, Edinburgh University Students' Association Academic Engagement Coordinator
1 x postgraduate research student representative		Marie-Louise Wohrle

1 x Head of School from each College chosen by the Heads of College		To be confirmed – Head of School, CSE  To be confirmed – Head of School, CAHSS  Professor Mike Shipston, Dean of Biomedical Sciences (CMVM)
Director of Academic Services, or nominee	Ex Officio	Dr. Tom Ward, Director of Academic Services (from July 2022)
Director of Institute for Academic Development, or nominee	Ex Officio	Dr. Velda McCune, Deputy Director Institute for Academic Development
Director of Student Recruitment & Admissions, or nominee	Ex Officio	Rebecca Gaukroger, Director of Student Recruitment and Admissions
Director of Learning, Teaching and Web Services Division of Information Services, or nominee	Ex Officio	Melissa Highton, Director of the Learning, Teaching and Web Services Division of Information Services
Director for Careers & Employability, or nominee	Ex Officio	Shelagh Green, Director of Careers and Employability
Up to 3 co-options chosen by the Convener	Up to 3 years	Marianne Brown, Head of Student Analytics, Insights and Modelling  Sian Bayne, Personal Chair of Digital Education

- 4.1. The Convener can invite individuals for specific meetings or agenda items.
- 4.2. Substitution of members (i.e. due to inability to attend) shall be at the discretion of the Convener of the Committee.

## **5. Responsibilities and Expectations of Committee Members**

- 5.1. Be collegial and constructive in approach.
- 5.2. Attend regularly and participate fully in the work of the Committee and its task / working groups. This will involve looking ahead and consulting / gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.
- 5.3. Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members should take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
- 5.4. Be committed to communicating the work of the Committee to the wider University Community

**The University of Edinburgh  
Senate Academic Policy and Regulations Committee  
Terms of Reference**

**1. Purpose and Role**

- 1.1. The Academic Policy and Regulations Committee is responsible, on behalf of Senate, for the University's framework of academic policy and regulation, apart from those aspects which are primarily parts of the Quality Assurance Framework.

**2. Remit**

- 2.1. Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.
- 2.2. Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.
- 2.3. Scrutinise and approve proposals for new or revised academic policy or regulation, ensuring that policy and regulation is only introduced where it is necessary, and that all policy and regulation is suitably accessible to its intended audience.
- 2.4. Act with delegated authority from the Senate on matters of student conduct and discipline.
- 2.5. In taking forward its remit, the Committee will seek consistency and common approaches while supporting and encouraging variation where this is beneficial, particularly if it is in the best interests of students.
- 2.6. Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.

**3. Operation**

- 3.1. The Committee reports to Senate, acting with delegated authority to take decisions regarding the regulatory framework for the University's educational activities.
- 3.2. The Committee may bring matters to the attention of the University Executive as required.
- 3.3. The Committee will meet at least four times each academic year and will interact electronically, as necessary.
- 3.4. The Committee will follow a schedule of business set prior to the start of the academic year and which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community.
- 3.5. The Convener, or Vice-Convener will have delegated authority, on behalf of the Committee, to make decisions on student concession cases, and this business may be conducted electronically where appropriate.
- 3.6. From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

**4. Composition**

Role	Term	Draft 2022/23 membership
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<p>3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels</p>		<p>Dr Paul Norris, Dean of Quality Assurance and Curriculum Approval (CAHSS)</p> <p>Dr Jeremy Crang, Dean of Students (CAHSS)</p> <p>Rachael Quirk, Head of Taught Student Administration and Support (CAHSS)</p> <p>To be confirmed, Dean of Learning and Teaching (CSE)</p> <p>Stephen Warrington, Dean of Student Experience (CSE)</p> <p>To be confirmed, previously Head of Academic Affairs (CSE)</p> <p>Professor Jamie Davies, Dean of Taught Education (CMVM)</p> <p>Philippa Burrell, Head of Academic Administration (CMVM)</p>
<p>1 x senior staff member from each College with responsibility for postgraduate research</p>		<p>Kirsty Woomble, Head of PGR Student Office (CAHSS)</p> <p>Dr Antony Maciocia, Dean of Postgraduate Research (CSE) (Senate member)</p> <p>Dr Paddy Hadoke, Director of Postgraduate Research and Early Career Research Experience (CMVM)</p>
<p>1 x Edinburgh University Students' Association sabbatical officer</p>	<p>Ex Officio</p>	<p>Sam Maccallum, Vice-President, Education</p>
<p>1 x member of the Edinburgh University Students' Association permanent staff</p>		<p>Charlotte Macdonald, Advice Place Deputy Manager, Students' Association</p>
<p>1 x member of staff from Student Systems and Administration</p>	<p>Ex Officio</p>	<p>Sarah McAllister, Scholarships and Financial Support Team, Student Systems</p>

1 x member of staff from the Institute for Academic development		Dr Cathy Bovill, Senior Lecturer in Student Engagement
1 x member of staff from Academic Services		To be confirmed, Head of Governance and Regulatory Framework Team
1 x member of staff from Information Services' Learning, Teaching and Web Services Division		Currently vacant
Up to 3 co-options chosen by the Convenor	Up to 3 years	Stuart Lamont, Edinburgh University Students' Association Academic Engagement Coordinator

- 4.1. At the final meeting of the academic year, the Committee will identify a Convenor and Vice-Convenor for the Committee from amongst its membership, to serve in the following year.
- 4.2. The Convenor can invite individuals for specific meetings or agenda items.
- 4.3. Substitutions of members (i.e. due to inability to attend) will be at the discretion of the Convenor of the Committee.

#### **5. Responsibilities and Expectations of Committee Members**

- 5.1. Be collegial and constructive in approach.
- 5.2. Attend regularly and participate fully in the work of the Committee and its task/working groups. This will involve looking ahead and consulting/gathering input in order to provide the broad spectrum of thoughts and opinions that are necessary for proper consideration of the area being discussed.
- 5.3. Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members must take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
- 5.4. Be committed to communicating the work of the Committee to the wider University community.

Terms of Reference: Approved by Senate June 2021

## The University of Edinburgh

### Senate Quality Assurance Committee Terms of Reference

#### 1. Purpose and Role

- 1.1 The Quality Assurance Committee is responsible, on behalf of Senate, for the framework which assures standards and enhances the quality of the student learning experience.

#### 2. Remit

- 2.1 Oversee the delivery and enhancement of the University's quality assurance framework, ensuring that it meets external requirements.
- 2.2 In partnership with Edinburgh University Students' Association, ensure effective student engagement and representation of student voices in the University's quality framework.
- 2.3 Maintain oversight of the outcomes of the quality assurance framework, ensuring that actions are addressed, and support the sharing of good practice.
- 2.4 Promote the quality assurance framework as an important part of the University's activities and ensure that the outcomes inform relevant University business.
- 2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.
- 2.6 Identify areas for innovation and enhancement of the student experience and ensure that these inform Senate Education Committee's policy development.
- 2.7 Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.
- 2.8 In relation to academic collaborations with partner institutions: maintain oversight of development, approval, monitoring and review / renewal processes; receive annual reports on activity and identify any areas where action is required to maintain academic standards and the quality of the student experience.

#### 3. Operation

- 3.1 The Committee reports to Senate, acting with delegated authority to take decisions in the area of quality assurance and academic standards.
- 3.2 The Committee may bring matters to the attention of the University Executive as required.
- 3.3 The Committee has the following sub-committees:
- Student Support Service Sub-Committee - with delegated authority for monitoring the quality assurance of student support services in relation to the student learning experience
  - School Annual Quality Report Sub Group - with delegated authority to review reports and prepare recommendations for consideration by the Committee
- 3.4 The Committee will meet at least four times each academic year and will interact electronically as necessary.
- 3.5 The Committee will follow a schedule of business set prior to the start of the academic year which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other

relevant members of the community.

- 3.6 From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

#### 4. Composition

<b>Role</b>	<b>Term</b>	<b>2022/23 Membership</b>
Assistant Principal Academic Standards and Quality Assurance		Professor Tina Harrison, Academic Standards and Quality Assurance (Convener)
An external member from within the Scottish Higher Education sector with experience in quality assurance	3 years (with no reappointment until 4 years has elapsed)	Professor Leigh Sparks, Deputy Principal, University of Stirling
College Deans of Quality (or equivalent)		To be confirmed, Dean of Quality (CMVM)  Dr Paul Norris, Dean of Quality Assurance and Curriculum Approval (CAHSS)  Professor Linda Kirstein, Dean of Education Quality Assurance and Culture (CSE)
1 x member of staff from each College with experience of and an interest in quality assurance at a School level		Dr Gail Duursma, Director of Quality, School of Engineering (CSE)  Dr Jeni Harden, Director of Quality, School of Molecular, Genetic and Population Health Sciences (CMVM)  Dr Katherine Inglis, Director of Quality Assurance & Enhancement, School of Literatures, Languages and Cultures (CAHSS)
1 x Edinburgh University Students' Association sabbatical officer		Sam Maccallum, Vice-President, Education
1 x member of the Edinburgh University Students' Association permanent staff		Stuart Lamont, Edinburgh University Students' Association Academic Engagement Coordinator
1 x member of staff from the Institute for Academic Development		Olivia Eadie, Assistant Director and Head of Operations and Projects, Institute for Academic Development
1 x member of staff from Academic Services		Nichola Kett, Academic Policy Manager, Academic Services



Up to 3 co-options chosen by the Convenor	Up to 3 years	Marianne Brown, Head of Student Analytics, Insights and Modelling
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4.1 The Convenor can invite individuals for specific meetings or agenda items.

4.2 Substitutions of members (i.e. due to inability to attend) will be at the discretion of the Convenor of the Committee.

## **5. Responsibilities and Expectations of Committee Members**

5.1 Be collegial and constructive in approach.

5.2 Attend regularly and participate fully in the work of the Committee and its task / working groups. This will involve looking ahead and consulting / gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.

5.3 Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members must take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.

5.4 Be committed to communicating the work of the Committee to the wider University community.

May 2022

**SENATE****25 May 2022****External Effectiveness Review****Description of paper**

1. This paper proposes to bring forward the next External Effectiveness Review of Senate to 2022-23.

**Action requested / Recommendation**

2. For approval

**Background and context**

3. The Scottish Code of Good Higher Education Governance was introduced on 1 August 2013 and includes a Main Principle covering externally-facilitated effectiveness reviews. The revised version of the Code published in 2017 states this requirement as follows:

*49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances.*

4. The University undertakes an annual review of the effectiveness of Senate and its committees. In addition to these annual reviews, in 2018/19, the University held an externally-facilitated review of Senate and its Committees with the aim of improving the effectiveness of their operation. In 2018/19 the University also held an internal review of the structure of Senate Committees to ensure these remained fit for purpose following the inception of Senate Committees in 2009/10. Progress has since been made in implementing the recommendations from both of these reviews.
5. Composition of Senate was revised in 2020, in line with the requirements of the [Higher Education Governance \(Scotland\) Act](#), passed in 2016. The revised composition of Senate, which saw Senate move to a largely elected body, was introduced in October 2019 in line with Ordinance 212.
6. Feedback from Senate members following the previous external review indicated a hope that an increase in the proportion of elected members would mean that members were motivated to ensure that Senate was an effective and influential body ([Minute of meeting of Senatus Academicus held on 29 May 2019, Paper C](#)).

**Discussion**

7. The change in the composition of Senate to a largely elected body has led to increased engagement of members with Senate processes.  
This is a positive shift and reflects the hope of Senate that an increase in the proportion of elected members to Senate would result in greater engagement to ensure Senate was an effective and influential body.

8. Whilst changes have been positively received, some Senate members have expressed discontent with Senate processes and functions, including the composition of Senate Standing Committees. Given concerns, and to avoid a piecemeal approach to addressing any potential reforms, the proposal in this paper is to bring the planned external review in 2023-24 forward by one year to 2022-23, which will support reflection and provide opportunities for Members to shape Senate business and operation thus addressing impairments.
9. The process for appointing the external reviewer and the Terms of Reference are attached in Appendix 1. The development of the review will be a matter for the University Secretary.

#### **Resource implications**

10. There are resource implications for Academic Services and specifically the Senate Clerk in relation to staff time in preparing for and supporting an external review.
11. The external review process is expected to have a budgetary implication, which will be covered by the University Secretary's Group.

#### **Risk Management**

12. There are minimal risks anticipated to be associated with an externally-facilitated review.

#### **Responding to the Climate Emergency and Sustainable Development Goals**

13. Not applicable

#### **Equality and Diversity**

14. The externally-facilitated review will be designed to ensure a breadth of inputs from a wide range of stakeholders, and will provide an opportunity to identify any barriers to equality, diversity and inclusion in the conduct of Senate business.

#### **Communication, implementation and evaluation of the impact of any action agreed**

15. The report of the externally-facilitated review will be shared with Senate members once available. Any agreed changes to Senate processes to be taken forward by Academic Services.

#### **Consultation**

16. Senate is being consulted on the proposal to bring the external review forward and the Terms of Reference for the review.

#### **Further information**

##### **Author(s)**

Olivia Hayes, Senate Clerk & Academic  
Policy Officer  
On behalf of the Director  
Academic Services  
May 2022

##### **Presenter(s) (if required)**

Professor Peter Matheson  
Principal & Convener of Senate

#### **Freedom of information**

Open

## **Appendix 1**

### Terms of Reference

Draft Terms of Reference for the externally facilitated review of Senate Effectiveness:

- To offer advice on how the University's Senate can best operate as a forum which both encourages discussion and debate and provides high standards of academic governance appropriate to this institution, through:
  - Reviewing effectiveness of existing approach of Senate and its Committees in fulfilling their roles; and
  - Reviewing the membership of Senate Standing Committees and their Terms of Reference

It is proposed that the review address the following specific issues:

#### *Current arrangements*

- The operation and effectiveness of Senate and its committees including how they manage their business and reflect on performance
- The effectiveness of the governing documents in place, including the Standing Orders and Terms of Reference
- The effectiveness of the relationship between Senate, its committees, and the wider University governance structure
- The effectiveness of the communication between Senate, its committees and their stakeholders across the University
- The effectiveness and suitability of the current membership of the Senate committees

#### *Planning for the future*

- How Senate can operate as a forum which encourages discussion and debate, and provides effective governance
- The future role and authority of the Senate committees

### Process

It is proposed that the review be conducted by one external individual according to the process outlined below. It is estimated that this will amount to around 8-10 days' work.

- Approximately 10-15 interviews with the Principal; Senate Committee Conveners; the Provost and University Secretary; Senate members, and student representatives, as well as key institutional staff involved with Senate and its Committees
- Emphasis will be given in any review to the views of the elected members of Senate.
- The review will in addition provide for electronic submission of comments and views from the wider Senate membership to be incorporated.

- Review of governance documents which set out the operation and function of Senate, including relevant legislation, Senate Handbook, Standing Orders, Senate Committee Terms of Reference and sample Senate and committee papers
- Review of recent Senate Standing Committees reports
- Two-day, predominantly desktop based review in Semester 1, 2022
- Outputs include a report and summary of findings and recommendations for presentation at the Senate meeting on 24 May 2023.

#### Appointment of external reviewer

- It is recommended that the University approach external consultant, Dr Jennifer Barnes of Saxton Bampfylde to undertake the externally-facilitated review of Senate.
- Dr. Barnes undertook the last external review of Senate in 2018-19 and it is expected that her familiarity with Senate will be invaluable as she is equipped with existing knowledge of Senate operation.

**SENATE****25 May 2022****Resolutions – Degree Programme Resolutions****Description of paper**

1. This paper is presented to Senate for consultation in accordance with the procedures for the creation of Resolutions as set out in the Universities (Scotland) Act 1966.

**Action requested / Recommendation**

2. Senate is invited to make observations on the following draft Resolutions:

No. 13/2022: Undergraduate Degree Programme Regulations

No. 14/2022: Postgraduate Degree Programme Regulations

**Background and context**

3. Universities (Scotland) Act 1966 enabled the University Court to exercise by Resolution a wide range of powers, including 'to approve any additions or amendments to the regulations for existing degrees'. The Act sets out the procedure for making Resolutions and stipulates that Senatus Academicus, the General Council and any other body or person having an interest require to be consulted on draft Resolutions throughout the period of one month, with the months of August and September not taken into account when calculating the consultation period.

**Discussion**

4. Senate has delegated responsibility for detailed work on the academic regulatory framework to its Academic Policy & Regulations Committee (APRC). APRC has undertaken its annual review of the undergraduate and postgraduate regulations and has recommended some changes. Draft Resolutions have been formulated to incorporate the recommended changes. At its meeting on 25 April 2022, Court agreed to refer the attached draft Resolutions to Senate and the General Council for observations. Degree Regulations.

**Undergraduate Degree Programme Regulations**

5. The key changes proposed to the Undergraduate Degree Programme Regulations 2022/23 are as follows:

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

<b>Regulation Updated</b>	<b>What has changed</b>
<b>Various</b>	Added "Director of Teaching" and "Student Adviser" to list of named contact roles for students, reflecting changes to student support arrangements for taught students.
<b>5 Disclosure of criminal offences</b>	Amended to "Student Conduct Team" to named contacts and remove "Student

	Support Team” and “Graduate School” from named contacts.
<b>24 Attendance and Participation</b>	Amended to add clarification that students are expected to attend and participate in person, unless they are on a designated online or distance learning programme, or remote participation has been specifically stated as permissible for an activity.
<b>26 Leave of absence</b>	Amended to add clarification that leave of absence can affect the visa conditions of some students.
<b>93 Bachelor of Veterinary Medicine and Surgery (BVM&amp;S) Distinction at graduation</b>	Amended to reflect planned changes to criteria for Distinction at graduation, which will affect students entering the BVM&S from 2022/23. The new criteria will be published in the relevant programme handbook. Any equality and diversity implications of revised criteria will be subject to consideration by the School and College, as necessary.
<b>122-126 Professional requirements: School of Engineering</b>	Amendment and clarification regarding the use of resits for professional purposes on accredited degree programmes in the School of Engineering. These amendments reflect requirements stipulated by accrediting bodies.

Postgraduate Degree Programme Regulations

7. The key changes proposed to the Postgraduate Degree Programme Regulations 2022/23 are as follows:

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

<b>Regulation Updated</b>	<b>What has changed</b>
<b>Throughout</b>	Added “Director of Teaching,” “Cohort Lead” and “Student Adviser” to list of named contact roles for students, reflecting changes to student support arrangements for taught students.
<b>7 Disclosure of criminal offences</b>	Amended to “Student Conduct Team” to named contacts and remove “Student Support Team” and “Graduate School” from named contacts.
<b>24 Attendance and Participation</b>	Amended to add clarification that students are expected to attend and participate in person, unless they are on a designated

	online or distance learning programme, or remote participation has been specifically stated as permissible for an activity.
<b>30 Leave of absence</b>	Amended to add clarification that leave of absence can affect the visa conditions of some students.
<b>31 Withdrawal and Exclusion</b>	Amended to remove “permanently” from the regulation
<b>60 Application for Associated Postgraduate Diploma or Masters (also 16 Recognition of Prior Learning)</b>	Amended to add clarification that credit for courses completed previously, which form part of the Degree Programme Table for the new programme, does not count against the credit allowance for Recognition of Prior Learning (RPL).
<b>85a Diploma in Professional Legal Practice: Grounds for Award</b>	Amended to reflect practice which requires students to achieve a mark of 60% for pass and exemption to be offered. Relevant courses are named in the regulation.
<b>110 – 114 MSc Engineering degrees: profession requirements</b>	<b>New</b> College specific regulations setting out requirements where MSc courses are required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies. Includes requirements for resits for professional purposes and options for award of unaccredited degree.

### Resource implications

9. There are no direct resource implications.

### Risk Management

10. APRC has considered any risks presented by the proposed amendments.

### Responding to the Climate Emergency and Sustainable Development Goals

11. N/A

### Equality and Diversity

12. There are no specific equality and diversity issues associated with the proposed amendments.

### Communication, implementation and evaluation of the impact of any action agreed

13. Final draft Resolutions will be submitted to Court on 13 June 2022 for consideration and approval.



## **Consultation**

14. Academic Services has consulted on the revisions to the degree regulations and these were recommended for approval by Senate's Academic Policy & Regulations Committee. The General Council will also be invited to make observations prior to Court consideration of the final draft Resolutions.

## **Further information**

### **Author(s)**

Kirstie Graham  
Deputy Head of Court Services  
May 2022

### **Presenter(s) (if required)**

## **Freedom of information**

Open paper

# UNIVERSITY OF EDINBURGH

## Draft Resolution of the University Court No. 13/2022

### Undergraduate Degree Programme Regulations

At Edinburgh, the Thirteenth day of June, Two thousand and twenty two.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2022/23);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2022/23):

THEREFORE the University Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraphs 2 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Undergraduate Degree Regulations are hereby set out:

#### **A. General Undergraduate Degree Regulations**

##### **Compliance**

- 1 [Compliance and concessions](#)
- 2 [Head of College authority for concessions](#)
- 3 [Compliance with requirements](#)
- 4 [Fitness to practise](#)
- 5 [Disclosure of criminal offences](#)
- 6 [Undergraduate degrees, diplomas and certificates](#)
- 7 [Compliance with Degree Programme Tables](#)
- 8 [Pre-requisites, co-requisites and prohibited combinations](#)
- 9 [Timing of admittance onto degree programmes and courses](#)

##### **Mode of Study**

- 10 [Full-time and part-time](#)
- 11 [Changing mode of study](#)

##### **Study Period**

- 12 [Compliance with time periods](#)

- 13 [Maximum degree completion periods](#)
- 14 [Minimum credit points taken in each year](#)
- 15 [Credit points where a student needs to meet specific progression requirements](#)
- 16 [Elements requiring full-time attendance](#)
- 17 [Minimum period of study for a University of Edinburgh degree](#)
- 18 [Study at another institution](#)
- 19 [Authorised interruption of study](#)
- 20 [Credit from other institutions during interruption of study](#)
- 21 [Cases where interruption of study does not apply to BVM&S and MBChB](#)

### **Recognition of Prior Learning (RPL)**

- 22 [Recognition of prior learning for admission](#)
- 23 [Overlapping curricula](#)

### **Attendance and Participation**

- 24 [Students' responsibilities for attendance and participation](#)
- 25 [Student contact details](#)
- 26 [Leave of absence](#)

### **Optional Study Abroad**

- 27-32 [Optional study abroad](#)

### **Withdrawal and Exclusion**

- 33 [Withdrawal and exclusion](#)

### **Progression and Permissible Credit Loads**

- 34 [Credit point and level requirements](#)
- 35 [Credit volumes](#)
- 36 [Requirement to attain credits](#)
- 37 [Failure to attain the full volume of credits](#)
- 38 [Minimum progression requirements](#)
- 39 [Requirement to attain more than minimum number of credits for progression](#)
- 40 [Progression with a credit deficit](#)
- 41 [Exclusion for unsatisfactory academic progress](#)
- 42 [Continuation without progression](#)
- 43 [Pre-honours: taking additional credits](#)
- 44 [Honours: taking additional credits](#)

- 45 [Limitations on courses taken in honours years](#)
- 46 [Work may be submitted for credit for only one course](#)
- 47 [Conflicting studies](#)

#### **Transfer to Different Degree Programme**

- 48 [Approval to transfer degree programme](#)
- 49 [Transferring students: compliance with Degree Programme Tables](#)

#### **Awards and Qualifications**

- 50 [Requirements for Undergraduate Certificate of Higher Education](#)
- 51 [Requirements for Undergraduate Diploma of Higher Education](#)
- 52 [Requirements for General and Ordinary Degrees](#)
- 53 [Requirements for MBChB and BVM&S](#)
- 54 [Award of Honours](#)
- 55 [Honours classifications](#)
- 56 [Limits on Honours re-assessment](#)
- 57 [Award of the highest qualification attained](#)
- 58 [Use of General or Ordinary degree to apply for Honours admission](#)
- 59 [Unclassified Honours](#)
- 60 [Posthumous awards](#)
- 61 [Aegrotat degrees](#)

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

- 62 [College requirements](#)
- 63 [College Fitness to Practise Policy](#)
- 64 [General and Ordinary Degrees](#)
- 65 [General and ordinary: Merit and Distinction](#)
- 66 [LLB Ordinary: Merit and Distinction](#)
- 67 [MA \(Fine Art\): Distinction](#)
- 68 [Distinction in Oral Language](#)
- 69 [Bachelor of Medical Sciences and Bachelor of Science \(Veterinary Sciences\)](#)

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

- 70 [College requirements](#)
- 71 [College Fitness to Practise Policy](#)

72-84 [MBChB](#)

85-93 [BVM&S](#)

94-99 [Bachelor of Medical Sciences](#)

100-105 [BSc in Veterinary Sciences](#)

106-112 [BSc in Oral Health Sciences](#)

113-116 [Bachelor of Science](#)

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

117 [College requirements](#)

118 [Bachelor of Sciences Ordinary Degree in a Designated Discipline or Combined Disciplines](#)

121 [Degree of Bachelor of Medical Sciences](#)

122-124 [Professional Requirements: School of Engineering](#)

## A General Undergraduate Degree Regulations

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### Compliance

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

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

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

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

5. The University considers that certain types of criminal offences may constitute a breach of the Code of Student Conduct and/or a degree programme's Fitness to Practise requirements. Accordingly, students must inform the relevant Student Support Team or Graduate School (as applicable) if they have:

- a relevant pending charge or relevant unspent criminal conviction on matriculating at the University (students must provide this information no later than one week after matriculation); or
- been charged or convicted of a relevant criminal offence since matriculating at the University (students must provide this information no later than one week after the date of the charge or conviction).

Information about offences considered relevant and which should therefore be reported under this regulation is provided on the University website, and may be updated on occasion: [www.ed.ac.uk/academic-services/students/conduct/criminalconvictions](http://www.ed.ac.uk/academic-services/students/conduct/criminalconvictions)

Where a student discloses a relevant charge or conviction, the Student Support Team or Graduate School (as applicable) will refer the case to the Deputy Secretary, Student Experience (or delegated authority), who will decide whether to:

- take no further action; or
- refer the matter for investigation under the Code of Student Conduct; or
- (where a student's degree programme is subject to Fitness to Practise requirements) refer the matter for consideration under the relevant College's Fitness to Practice procedures.

Alternatively, action may be taken under both the Code of Student Conduct and relevant Fitness to Practise procedures, where the Deputy Secretary (or delegated authority) and the relevant College consider this appropriate.

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

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

	MBChB (6 year programme)	780 credits
J.	BVM&S Graduate Entry Programme	560 credits
	BVM&S 5 Year Programme	640 credits

7. Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study. In exceptional cases, the Head of College may approve a concession allowing a student to substitute a course marked as compulsory in the relevant Degree Programme Table with another course (or courses) with the same credit volume and SCQF level.

8. When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements for the degree programme, unless a concession is approved by the relevant Head of College.

9. Students should commence their degree programme at the start of the academic year, and should commence the courses that they are enrolled on at the start of semester in which the courses are taught. No student will be admitted to a degree programme more than two weeks after the start of the academic year without the permission of the Head of College. No student will be enrolled on a course more than two weeks after the start of semester in which the course is taught without the permission of the Head of College. Where a student withdraws from a course more than six weeks after the start of the relevant semester, the course enrolment remains on the student's record. Students in Honours years are not permitted to withdraw from a course marked as optional on the Degree Programme Table more than six weeks after the start of the relevant semester in order to substitute the course with another optional course in a subsequent semester, unless the relevant Board of Examiners has awarded a null sit for the course under the Special Circumstances procedure.

### **Mode of Study**

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

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

### **Study Period**

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

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

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



15. Where a student needs to meet specific progression requirements, the Head of College may approve a student taking fewer than 40 credit points.
16. Certain elements of a degree programme may require full-time attendance. Students given permission to undertake study over an extended period must comply with any requirements specified for a particular degree programme.
17. For the award of a University of Edinburgh degree a student must study University of Edinburgh courses for a minimum period of two years and obtain 240 credits or the pro-rata equivalent in the case of part-time study (for part-time study, the period of study will be longer but the same minimum credit levels must be achieved). This regulation does not apply to intercalating medicine and veterinary medicine students. In exceptional circumstances, the Head of College may approve a concession to allow the award of a University of Edinburgh degree to a student who has studied University of Edinburgh courses for a minimum of one year (obtaining 120 credits or the pro-rata in the case of part-time study). This may include students studying at the University of Edinburgh on 2+2 arrangements, or students entering the University directly into year 3 of study.
18. A student studying for an Honours degree is not allowed to substitute study at another institution for the final year of their Honours programme.
19. A student may apply for an authorised interruption of study and it may be authorised by the Head of College if there is good reason for approving the interruption. Students may be required to provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one academic year, unless authorised by the Head of College. The total period of authorised interruption of study is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study.
20. Study undertaken at another institution during a period of authorised interruption of study will not be credited to a student's programme of study at the University of Edinburgh.
21. Students registered for the 5-year MBChB programme or the BVM&S may elect to take an intercalated Honours year, or undertake a postgraduate degree programme during their period of enrolment. This is not categorised as interruption of study.

### **Recognition of Prior Learning (RPL)**

22. RPL can only be recognised at the point of admission to the University. The Head of College has the power to recognise the transfer of up to 240 credits of prior learning and on this basis to admit a student to the second or later years of a programme of study. RPL can potentially be granted for programmes taken at the University of Edinburgh, as well as those from elsewhere. Before approval is granted the College must be satisfied that the learning to be recognised and transferred provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to a student's admission on the basis of RPL will not count towards the student's degree programme.
23. The University can also consider prior learning for admissions purposes. [University RPL policy for admissions](#).

### **Attendance and Participation**

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and

meeting with Personal Tutors or allocated Student Adviser face to face and electronically. Except when registered on a designated online or distance learning programme, or where remote participation is specifically stated, students are expected to attend and participate in person. The Degree Programme Table and programme handbook sets out programme requirements for engagement. Certain students' visa requirements may require the University to monitor attendance and engagement in specific ways.

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

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

### **Optional Study Abroad**

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

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

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

30. Students who undertake Optional Study Abroad must undertake the equivalent volume of credits and level of courses at the partner university to that which they would study if they were remaining in Edinburgh. Credit achieved at a partner university is converted to University of Edinburgh credit, and counts towards the total credit required for the award of an Edinburgh degree. Individual marks/grades achieved at a partner university are not converted to University of Edinburgh marks/grades.

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

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

[www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf](http://www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf)

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

### **Withdrawal and Exclusion**

33. Any student may withdraw permanently from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:

[www.ed.ac.uk/files/atoms/files/withdrawal\\_exclusion\\_from\\_study.pdf](http://www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf)

### **Progression and Permissible Credit Loads**

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

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

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

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

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

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

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

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

41. Students who do not attain sufficient credits to progress within the specified period may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies:

[www.ed.ac.uk/files/atoms/files/withdrawal\\_exclusion\\_from\\_study.pdf](http://www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf)

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

43. In pre-Honours years, a student may be allowed to take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, [www.scqf.org.uk/](http://www.scqf.org.uk/)) level 7 and 8 courses (in addition to the normal 120 credits), subject to the approval of the Director of Teaching or delegated nominee (e.g. student's Personal Tutor or Student Adviser).

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

45. Students may attend courses on a class-only basis (i.e. not for credit), with the agreement of the Course Organiser and the approval of the Director of Teaching or delegated nominee (e.g. Personal Tutor or Student Adviser). Decisions will be based on the overall load (credit and non-credit bearing) on the student, which must not exceed 160 credits.

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

47. Students registered on a programme of study at this University may not undertake any other concurrent credit bearing studies in this (or in any other) institution, unless the College has granted permission. The College must be satisfied that any additional credit-

bearing studies will not restrict the student's ability to complete their existing programme of study.

### **Transfer to Different Degree Programme**

48. A student may be allowed to transfer to a different degree programme in the University by permission of the receiving College. The College may approve the transfer of some or all of the credits the student has attained for their previous programme into the new programme, as appropriate.

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

### **Awards and Qualifications**

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

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

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

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

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

55. A student who satisfies the examiners in the Honours assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division I, Second Class Division II and Third Class.

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

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

58. A candidate who already holds a General or Ordinary degree may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than three years have elapsed between their first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the

Head of the receiving College, at the levels stipulated in the appropriate Degree Programme Table. Candidates who have exited the University with a General or Ordinary degree due to failure to meet relevant requirements for an Honours degree are not eligible to apply for readmission on this basis.

59. In exceptional circumstances, notwithstanding any existing Resolutions to the contrary, the University may confer all existing Honours degrees with unclassified Honours if insufficient information is available to the relevant Board of Examiners to classify those degrees. Where a Board of Examiners has insufficient information to enable an unclassified Honours degree to be conferred on a candidate for Honours, a General or Ordinary degree may be awarded to that candidate where they are qualified for such a degree under the existing Regulations. Conferment of an unclassified Honours degree or General or Ordinary degree in these cases is an interim measure: final awards will be confirmed when sufficient information is available to the relevant Board of Examiners.

60. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Academic Policy and Regulations Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

61. In exceptional circumstances Senatus may authorise the conferment of aegrotat degrees, which are unclassified. Each such conferment requires a proposal from the College concerned to be approved by the Academic Policy and Regulations Committee. An aegrotat degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree aegrotat.

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

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

63. The College Fitness to Practise policy is available at: [www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/fitness-to-practise](http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/fitness-to-practise)

### **General and Ordinary Degrees**

#### **64. BA (Arts, Humanities and Social Sciences)**

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

The overall curriculum must include at least:

360 credit points, of which at least 240 credit points must be at SCQF level 8, 9 or 10. Courses at SCQF level 8, 9, or 10 must include:

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

In addition, there must be at least 40 credit points at SCQF levels 7-10 in each of a minimum of two other subjects of study.

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

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

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

The overall curriculum must include at least:

360 credit points, of which at least 240 credit points must be at SCQF level 8, 9 or 10. Courses at SCQF level 8, 9, or 10 must include:

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

In addition, there must be at least 40 credit points at SCQF levels 7-10 in each of a minimum of two other subjects of study.

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

### **Merit and Distinction**

65. General and Ordinary degrees may be awarded with Merit or Distinction.

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

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

66. The LLB Ordinary, Graduate Entry degree may be awarded with Merit or Distinction.

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

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

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

### **Distinction in Oral Language**

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

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

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



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

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

71. The College Fitness to Practise policy is available at [www.ed.ac.uk/files/atoms/files/cmvm\\_ftp\\_regulations\\_2017.pdf](http://www.ed.ac.uk/files/atoms/files/cmvm_ftp_regulations_2017.pdf)

### **MBChB**

#### **Compliance**

72. Students should refer to the Virtual Learning Environment for detailed curriculum and assessment information.

73. Students entering the first year of the MBChB programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation. Admission to the medical profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the MBChB programme are therefore not entitled to withhold information about any conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

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

#### **Attendance and Participation**

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

76. Students in the final three years of study are required to undertake placements in hospitals across the South East of Scotland.

77. In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Students who wish to be considered for a further interruption or repeat year of study must apply to the Progression Review Committee. Approved study for an intercalated degree does not constitute interrupted progress.

#### **Progression**

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

79. A student who fails the professional requirements (attendance, engagement, and conduct) of the programme may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.

80. No student may proceed to the next year of study for the MBChB programme until they have passed all components of the previous year of the programme, unless the Board of Examiners or Progression Review Committee has exceptionally granted permission.

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

82. Students on the 6- year MBChB programme may be permitted to interrupt their studies during the honours year with medical evidence and proceed directly into Year 4 of the MBChB programme the following academic year with approval of the Progression Review Committee.

### **Awards**

Passes with Distinction

83. MBChB Distinctions are awarded for outstanding performance over a whole year of the programme.

Honours at Graduation

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

### **BVM&S**

#### **Compliance**

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

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

#### **Attendance and Participation**

87. In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Approved study for an intercalated degree does not constitute interrupted progress.

#### **Progression**

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

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

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

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

## **Awards**

Passes with Distinction

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

Distinction at Graduation

93. [Students who entered the BVM&S prior to the 2022/23 academic year and have displayed special merit in the Professional Examinations over the whole degree programme will be awarded BVM&S with Distinction at the time of graduation. Students who have displayed special merit in the Professional Examinations over the whole degree programme will be awarded BVM&S with Distinction at the time of graduation.](#) Awards are made based on calculations equally across all years and are weighted by course credit value. [For students who entered the BVM&S from the 2022/23 academic year onwards, criteria for the award of Distinction at graduation are set out in the relevant programme handbook.](#)

## **Bachelor of Medical Sciences**

Honours Degree

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

95. In addition, every student must pursue studies for at least one academic year in the University of Edinburgh in one of the Honours Degree Programmes available at [www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/mbchb/intercalated-honours](http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/mbchb/intercalated-honours)

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

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

#### Ordinary Degree

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

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

### **BSc in Veterinary Science**

#### Honours Degree

100. Every student admitted for the degree must also be a student for the degree of BVM&S, or have obtained the BVM&S degree not more than five years before the date of admission as a student for the Honours Degree. A student in another University studying for a recognised primary veterinary undergraduate qualification may be admitted as a student for the degree of BSc in Veterinary Science, subject to the approval of the College of Medicine & Veterinary Medicine.

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

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

103. The year of study in the Honours Degree Programme may be intercalated not earlier than the end of the second year of study, provided that a student has successfully completed the appropriate assessments and satisfied such conditions as the Head of the School

concerned may require, subject to the approval of the College of Medicine & Veterinary Medicine.

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

#### Ordinary Degree

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

### **BSc in Oral Health Sciences**

#### **Compliance**

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

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

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

#### **Attendance and Participation**

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

#### **Progression**

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

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

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

## Bachelor of Science

### Honours Degree

113. Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours assessment. Students may attend additional Honours courses on a class-only basis (i.e. not for credit), with the agreement of the Programme Organiser and the approval of the Director of Teaching or delegated nominee (e.g. Personal Tutor or Student Adviser).

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

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

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

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

### Bachelor of Science General Degree

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

### Bachelor of Science Ordinary Degree

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

116. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc Honours degree and with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

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

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

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

Qualifications

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

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

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

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

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

120. In the case of Combined Degree programmes, the Examiners will recommend the award of the BSc Ordinary Degree in single (as above) or combined disciplines in order to best reflect the achievements of the individual student.

### **Degree of Bachelor of Medical Sciences**

121. The Degree Programme Requirements of the Bachelor of Medical Sciences and Bachelor of Science (Veterinary Sciences) are in the College Undergraduate Regulations of the College of Medicine and Veterinary Medicine.

### **Professional requirements: School of Engineering**

122. An Honours student who is eligible for progression or for the award of an accredited Honours degree by the University regulations but who fails a level 9, 10 or 11 course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies will be required to “resit for professional purposes” the failed course.

123. A student requiring “resit(s) for professional purposes” will be ineligible for the degree of Bachelor of Engineering with Honours / Master of Engineering with Honours unless the necessary passes at “resit for professional purposes” are achieved, but may be eligible either for the award of the degree of Bachelor of Science (Ordinary) in a Designated Discipline or for the award of the unaccredited degree of Bachelor of Engineering Technology with Honours / Master of Engineering Technology with Honours in a Designated Discipline.

124. ‘Resits for professional purposes’ should be taken at the next available opportunity. The maximum number of attempts will equal that permitted for pre-Honours or non-Honours students in the Taught Assessment Regulations. Where students are offered a third attempt at an assessment, having failed twice, they will be offered an assessment-only repeat year. Where a student has exhausted the maximum number of attempts and has still yet to pass a course or courses, they will not be eligible for the accredited Honours degree or to progress, but will be considered for an exit award in line with Regulation 123.

125. Where resits for professional purposes are required, the first (fail) mark will be recorded for the Honours degree classification.

126. It will be for each Discipline within the School of Engineering to identify the requirements for each degree programme. This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Discipline will be stated in the relevant Degree Programme Handbook.

~~122.—An Honours student who is eligible for progression or for the award of an Honours degree by the University regulations but who fails an Honours course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies, will be required to “resit for professional purposes” the examination and/or resubmit the course work at the next available opportunity. However, the first (fail) mark will be recorded for the Honours degree classification.~~

~~123.—Should the resit or resubmission still fail to achieve a pass, the student will not be eligible to progress or graduate with Honours. In such cases, the student will be required to interrupt for a year and take a further “resit for professional purposes”. A final year student requiring “resit(s) for professional purposes” will be ineligible for the degree of Bachelor of Engineering with Honours / Master of Engineering with Honours until such time as the necessary passes at “resit for professional purposes” are achieved, but may be eligible for the award of the degree of Bachelor of Science (Ordinary) in a Designated Discipline. The maximum number of attempts will be the same as the number normally allowed by undergraduate assessment regulations.~~

~~124.—It will be for each Discipline within the School of Engineering to identify “courses for which a pass is required...” This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Discipline will be stated in the Degree Programme Handbook.~~



2. These Regulations, including Assessment Regulations (2022/23), shall apply to degrees as set out in appendix 1 of this Resolution.

3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with undergraduate regulations and assessment regulations for degrees set out in appendix 1 and specifically revokes Resolution No. 2/2021.

4. This Resolution shall come into force with effect from the commencement of the 2022/23 academic year on 1 August 2022.

For and on behalf of the University Court

SARAH SMITH

University Secretary

Appendix 1 to Resolution No. 13/2022

**Undergraduate Degree Programme Regulations**

**Degrees covered by these Regulations**

**College of Arts, Humanities and Social Sciences**

Degrees of Master of Arts with Honours  
Bachelor of Arts in Arts, Humanities and Social Sciences  
Bachelor of Music  
Bachelor of Music with Honours  
Bachelor of Music Technology  
Bachelor of Music Technology Honours  
Bachelor of Arts (Health Studies)  
Bachelor of Arts (Health Studies) with Honours  
Bachelor of Nursing with Honours  
Bachelor of Science (Social Work) with Honours  
Bachelor of Arts  
Bachelor of Arts with Honours  
Bachelor of Architecture  
Bachelor of Architecture with Honours  
Master of Arts (Architecture) with Honours  
Master of Arts (Architecture in Creative and Cultural Environments) with Honours  
Bachelor of Divinity  
Bachelor of Divinity with Honours  
Master of Divinity with Honours  
Bachelor of Arts (Divinity)  
Master of Arts (Divinity) with Honours  
Bachelor of Arts Religious Studies  
Master of Arts Religious Studies with Honours  
Bachelor of Arts (Community Education)  
Bachelor of Arts (Community Education) with Honours  
Bachelor of Arts (Education Studies)  
Bachelor of Arts (Childhood Practice)  
Bachelor of Education (Design and Technology) with Honours  
Bachelor of Education (Physical Education) with Honours  
Bachelor of Education (Primary Education) with Honours  
Bachelor of Science (Applied Sport Science)  
Bachelor of Science (Applied Sport Science) with Honours  
Bachelor of Science (Environmental Archaeology) with Honours  
Bachelor of Science (Sport and Recreation Management)  
Bachelor of Science (Sport and Recreation Management) with Honours  
Bachelor of Science (Psychology) with Honours  
Bachelor of Laws  
Bachelor of Laws with Honours  
Bachelor of Medical Sciences with Honours  
Bachelor of Arts: Arts, Humanities and Social Sciences in a designated discipline.  
Bachelor of Veterinary Sciences with Honours

**College of Science and Engineering**

Bachelor of Science: Ordinary degree in a designated discipline and Honours degree

Bachelor of Engineering with Honours

Degrees of Master of Arts with Honours

Master of Chemistry with Honours

Master of Chemical Physics with Honours

Master of Earth Science with Honours

Master of Engineering with Honours

Master of Mathematics with Honours

Master of Physics with Honours

Master of Informatics with Honours

Master of Earth Physics with Honours

**College of Medicine and Veterinary Medicine**

Bachelor of Medicine and Bachelor of Surgery

Bachelor of Veterinary Medicine and Surgery

Bachelor of Science with Honours

Bachelor of Science (Medical Sciences)

Bachelor of Science (Medical Sciences) with Honours

Bachelor of Science (Biomedical Sciences)

Bachelor of Science (Biomedical Sciences) with Honours

Bachelor of Science (Oral Health Sciences)

Bachelor of Science (Oral Health Sciences) with Honours

Bachelor of Science (Veterinary Science)

Bachelor of Science (Veterinary Science) with Honours

Bachelor of Medical Sciences

Bachelor of Medical Sciences with Honours

# UNIVERSITY OF EDINBURGH

## Draft Resolution of the University Court No. 14/2022

### Postgraduate Degree Programme Regulations

At Edinburgh, the Thirteenth day of June, Two thousand and twenty two.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2022/2023);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2022/2023):

THEREFORE the University Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraphs 2 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Postgraduate Degree Regulations are hereby set out:

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72 [Master of Chinese Studies \(MCS\)](#)

73 [Diploma in Educational Leadership and Management/Scottish Qualification for Headship Programme](#)

74 [Master of Counselling/Diploma in Counselling \(MCouns/DipCouns\)](#)

75 [MSc in Transformative Learning and Teaching](#)

76 [MSc in Middle Eastern Studies with Arabic](#)

77 [Postgraduate Certificate in Democracy and Public Policy \(Edinburgh Hansard Research Scholars Programme\)](#)

- 78 [MSc in Architectural Project Management](#)
- 79 [MSc in Advanced Sustainable Design \(mixed mode\)](#)
- 80 [PhD in Creative Music Practice](#)
- 81 [PhD in Trans-Disciplinary Documentary Film](#)
- 82 [PhD in Architecture by Design](#)
- 83 [Master of Architecture](#)
- 84 [Master of Public Policy \(MPP/DipPP\), PG Dip and PG Cert of Public Policy](#)
- 85 [Diploma in Professional Legal Practice](#)
- 86 [PhD in Creative Writing](#)

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

**Professional Masters**

- 87 [Master of Clinical Dentistry \(Orthodontics/ Paediatric Dentistry/ Prosthodontics/ Oral Surgery\)](#)
- 88 [Masters in Surgical Sciences](#)
- 89 [Master of Surgery \(ChM\)](#)
- 90 [Masters in Transfusion, Transplantation and Tissue Banking \(MSc\)](#)

**Professional Higher Degrees**

- 91-96 [Doctor of Medicine \(MD\)](#)
- 97-101 [Doctor of Dental Surgery \(DDS\)](#)
- 102-105 [Doctor of Veterinary Medicine and Surgery \(DVM&S\)](#)
- 106-108 [Doctor of Veterinary Medicine \(DVetMed\)](#)
- 109 [Doctor of Engineering \(EngD\)](#)



## Introduction

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### Compliance

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

<https://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment-regulations> [www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment](https://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment)

2. Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study. In exceptional cases, the Head of College (or delegated nominee) may approve a concession allowing a student to substitute a course marked as compulsory in the relevant Degree Programme Table with another course (or courses) with the same credit volume and SCQF level.

3. When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements for the Degree Programme, unless a concession is approved by the relevant College.

### Authority Delegated to Colleges

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

### Code of Practice

5. The degree regulations are supported by the Code of Practice for Supervisors and Research Students:

[www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf](https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf)

The Code of Practice, although not regulatory, provides essential information for staff and students.

### **Fitness to Practise**

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

### **Disclosure of Criminal Offences**

7. The University considers that certain types of criminal offences may constitute a breach of the Code of Student Conduct and/or a degree programme's Fitness to Practise requirements. Accordingly, students must inform the ~~relevant Student Support Team or Graduate School (as applicable)~~ Student Conduct Team ([studentconduct@ed.ac.uk](mailto:studentconduct@ed.ac.uk)) if they have:

- a relevant pending charge or relevant unspent criminal conviction on matriculating at the University (students must provide this information no later than one week after matriculation); or
- been charged or convicted of a relevant criminal offence since matriculating at the University (students must provide this information no later than one week after the date of the charge or conviction).

Information about offences considered relevant and which should therefore be reported under this regulation is provided on the University website, and may be updated on occasion:

[www.ed.ac.uk/academic-services/students/conduct/criminalconvictions](http://www.ed.ac.uk/academic-services/students/conduct/criminalconvictions)

Where a student discloses a relevant charge or conviction, the ~~Student Support Team or Graduate School (as applicable)~~ Student Conduct Team will refer the case

to the Deputy Secretary, Student Experience (or delegated authority), who will decide whether to:

- take no further action; or
- refer the matter for investigation under the Code of Student Conduct; or
- (where a student’s degree programme is subject to Fitness to Practise requirements) refer the matter for consideration under the relevant College’s Fitness to Practice procedures.

Alternatively, action may be taken under both the Code of Student Conduct and relevant Fitness to Practise procedures, where the Deputy Secretary (or delegated authority) and the relevant College consider this appropriate.

### **Postgraduate Awards and Degree Programmes**

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

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	At least 60 credits of which a minimum of 40 should be at SCQF Level 11 or above
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	At least 120 credits of which a minimum of 90 should be at SCQF Level 11 or above
Masters in a named subject discipline Master of a named discipline	At least 180 credits of which a minimum of 150 are at SCQF Level 11
Masters in a named subject discipline Master of a named discipline	At least 240 credits of which a minimum of 150 are at SCQF Level 11
MSc by research	At least 180 credits of which a minimum of 150 are at level 11. The research element will be worth a minimum of 120 credits of which a minimum of 60 must be attributable to the research project (for example, a portfolio of artefacts, artworks and other practice-based outputs) or dissertation.
MPhil	At least 240 credits of which a minimum of 150 are at SCQF Level 11

ChM	At least 120 credits at SCQF Level 12.
Doctorate	At least 540 credits of which a minimum of 420 are at SCQF Level 12
EngD	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
PhD with Integrated Study	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
MD,DDS,DVM&S* Doctor of a named discipline	*Note: these awards are not included in the SCQF therefore a credit value has not been included here

## **A General Postgraduate Degree Regulations**

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### **Late Admission**

9. No student will be admitted to a postgraduate degree, diploma or certificate programme or a course that is part of their programme more than two weeks after their given start date without the permission of the College. Students are not permitted to withdraw from a course marked as optional on the Degree Programme Table more than six weeks after the start of the relevant semester in order to substitute the course with another optional course, unless the relevant Board of Examiners has awarded a null sit for the course under the Special Circumstances procedure.

### **Part-time Study**

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

### **Registration for University Staff**

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

### **Conflicting Studies**

12. Students registered on a programme of study at this University may not undertake any other concurrent credit bearing studies in this (or in any other) institution, unless the College has granted permission. The College must be satisfied that any additional credit-bearing studies will not restrict the student's ability to complete their existing programme of study.

### **Applicants Awaiting Results**

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

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

### **Consecutive Registration**

15. At the time of application, MSc by Research applicants may be invited to be registered for consecutive MSc by Research, followed by PhD study within the same School. This option may not be available in all Schools. Depending on the outcome of assessment the student will be invited to follow one of three routes:

- a. Start First Year of Doctoral Programme. If successful in the MSc by Research programme, the student graduates and also registers in the next academic session on the first year of the doctoral programme; or
- b. Start Second year of Doctoral Programme. Prior to the completion of the masters research project or dissertation, the School is content that the quality of the student's work merits treating the masters year as the first year of doctoral study. No research project or dissertation is submitted, no masters degree is awarded, and the student registers in the next academic session on the second year of the doctoral programme; or
- c. Graduate with MSc by Research Degree and Exit. If successful in the MSc by Research programme, the student graduates and permanently withdraws.

### **Recognition of Prior Learning (RPL)**

16. RPL can only be recognised at the point of admission to the University. The Head of College has the authority to recognise the transfer of a student's credit

previously gained either at the University or another institution and to count it towards their intended award. Before approval is granted the College must be satisfied that the learning to be recognised and transferred provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table. The maximum number of credits that the Colleges will grant RPL for taught programmes is one-third of the total credits for the award for which the student is applying, that is 20 credits for a postgraduate certificate; 40 credits for a postgraduate diploma; and 60 credits for a masters (or 80 credits where a masters programme is comprised of 240 credits). For research programmes, the maximum number of credits that the Colleges will grant RPL is 360 credits. [These restrictions do not apply to credit transferred when a student starts an associated Diploma or Masters, in line with regulation 60.](#)

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

18. The University can also consider prior learning for admissions purposes. [University RPL policy for admissions.](#)

### **Permissible Credit Loads**

19. Exceptionally, with College approval, students may take up to 20 credits of additional study at Scottish Credit and Qualifications Framework (SCQF) levels 7-11 during each year of study.

20. Students may take courses on a class-only basis (i.e. not for credit), with the agreement of the course organiser, and the approval of the ~~Programme Director, or supervisor~~ [Director of Teaching or delegated nominee \(e.g. Programme Director or Student Adviser\), or supervisor](#). Decisions will be based on the overall load (credit and non-credit bearing) on the student in the year. Students may not take more than 40 additional credits in any year.

### **Credit Award**

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

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

### **Transfer to Another Programme**

23. A student may be allowed to transfer to a different degree programme from another within the University by permission of the receiving College. When such permission is granted, the student shall, in addition to satisfying the requirements for the degree to which transfer is made, pursue such further courses of study as the College may require. The College may approve the transfer of some or all of the credits the student has attained for their previous programme into the new programme, as appropriate.

### **Attendance and Participation**

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting, Personal Tutors or Student Adviser(s), Programme Directors or Cohort Leads or supervisors face-to-face and/or electronically. Except when registered on a designated online or distance learning programme, or where remote participation is specifically stated, students are expected to attend and participate in person. The Degree Programme Table and programme handbook sets out programme requirements for attendance and participation. Certain students' visa conditions may require the University to monitor attendance and participation in specific ways.

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

### **Study Period**

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

See the Study Period Table:

[www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf](http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf)

### **The Prescribed Period of Study**

27. The University defines the prescribed period of study for each authorised programme. These are as stated in the study period table, unless the Academic Policy and Regulations Committee (APRC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission. See the Study Period Table:

[www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf](http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf)

## Reductions to the Prescribed Period of Study

28. The College may reduce the prescribed period of study as indicated below:

- Postgraduate Certificate:
  - for **part-time continuous** students by up to 4 months.
  - for **part-time intermittent** by up to 12 months.
- Postgraduate Diploma:
  - for **part-time continuous** students by up to 8 months.
  - for **part-time intermittent** students by up to 24 months.
- Postgraduate Masters:
  - for **part-time continuous** students by up to 12 months.
  - for **part-time intermittent** students by up to 36 months.
- MPhil:
  - Members of the University staff and students holding a MPhil research appointment under the auspices of the University may be registered for a minimum period of 24 months part-time.
  - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 24 months part-time.
  - For full-time students the College may reduce the prescribed period by up to two months. The College may reduce the prescribed period by up to 24 months for part-time students. Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 24 months.
- Doctorate:
  - Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time.
  - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 36 months part-time.
  - For full-time students the College may reduce the prescribed period by up to three months. The College may reduce the prescribed period by up to 36 months for part-time PhD students. Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 36 months.

See the Study Period Table:

[www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf](http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf)

## Submission Period



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

See the Study Period Table:

[www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf](http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf)

### **Leave of Absence**

30. Leave of absence is required ~~for~~ [where students undertake](#) compulsory and optional activities related to [, or part of,](#) the programme of study ~~that are not undertaken away from~~ campus in Edinburgh. Students must have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or [Director of Teaching or delegated nominee](#) (e.g. Personal Tutor [or Student Adviser](#)). Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. [Certain students' visa conditions may be affected by study away from Edinburgh.](#) This regulation does not apply to students on a recognised distance learning programme.

### **Withdrawal and Exclusion**

31. Any student may withdraw ~~permanently~~ from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:

[www.ed.ac.uk/files/atoms/files/withdrawal\\_exclusion\\_from\\_study.pdf](http://www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf)

### **Collaborative Degrees**

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

### **Authorised Interruptions of Study**

33. A student may apply for an Authorised Interruption of Study, and it may be authorised by the College if there is a good reason for approving the interruption. Students may be required to provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of

authorised interruption of study will not exceed one year, unless authorised by the College. The total permitted period of Authorised Interruption of Study is the same for full-time and part-time continuous students and will not exceed 100% of the prescribed period of full-time study. For part-time intermittent students, the total permitted period of Authorised Interruption of Study is calculated as half of the prescribed period of study, for example, three years for a six-year Master's programme.

<https://www.ed.ac.uk/files/atoms/files/authorisedinterruption.pdf>

[www.edweb.ed.ac.uk/files/atoms/files/authorisedinterruption.pdf](http://www.edweb.ed.ac.uk/files/atoms/files/authorisedinterruption.pdf)

Also see the Study Period Table:

[www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf](http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf)

### **Extensions of Study**

34. In exceptional circumstances, a student may apply through the supervisor or School postgraduate director to the College for an extension and it may be authorised by the College if there is good reason. Colleges may authorise individual extensions of up to 12 months. The total maximum period of permitted extensions is 24 months.

See the Study Period Table:

[www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf](http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf)

### **Maximum Degree Completion Periods**

35. The maximum periods for completion of research degree programmes are the total of the prescribed period of study, any submission period, any interruptions of study, any extensions of study, and any other concessions. The maximum period includes any concessions. The Study Period Table sets out maximum degree completion periods. See the Study Period Table:

[www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf](http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf)

### **Additional Regulations for Doctoral and MPhil Research Degrees**

#### **Supervision**

36. Each student will work under the guidance of at least two supervisors appointed by the College. Supervision continues until the final version of the thesis is submitted. There are two types of supervisory arrangement: Principal Supervisor plus Assistant Supervisor (or supervisors if more than one); or Co-Supervisors, one of whom is designated the Lead Supervisor. The former option is the usual arrangement, but the latter option may be chosen when it is clear that the student's work involves interdisciplinary research.

37. Schools are responsible for ensuring that all supervisors who are members of University staff (including honorary staff), and staff at Associated Institutions, have attended a supervisor briefing at the University (for example, one delivered by the relevant College or School) within the last five years. Schools are also responsible for ensuring that supervisors who are not University staff, honorary University staff, or staff at Associate Institutions, for example staff at other higher education institutions, have either attended a supervisor briefing at the University within the last five years, or undertaken an equivalent training / briefing elsewhere within the same timescale.

38. The Principal/Lead Supervisor must be appointed prior to registration, and the other supervisor should be appointed within two months of the programme start date. Schools are responsible for recording supervisors on the student record.

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

- a) a salaried member of the academic staff of the University; or
- b) a non-academic member of staff employed by the University who has appropriate expertise in research; or
- c) an honorary member of staff; or
- d) (when the student is studying full time in an Associated Institution) an employee of an Associated Institution.

40. Where the Principal/Lead Supervisor is an employee of an Associated Institution, the Assistant Supervisor(s) must be a University employee. A Principal/Lead Supervisor who is an employee of an Associated Institution has exactly the same responsibilities as one working within the University.

41. Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period. Students attending the University on Tier 4 visas may be required to make more frequent contact with their supervisor according to the terms of their visa. Students should contact the Student Immigration Service for advice about this.

Tier 4 information for staff:

[www.ed.ac.uk/student-administration/immigration/tier-4-compliance](http://www.ed.ac.uk/student-administration/immigration/tier-4-compliance)

### **Changes to supervision**

42. In order to ensure that postgraduate research students are provided with appropriate supervision for the duration of their programme, it may be necessary on occasion to make changes to supervisory arrangements. The College is responsible for decisions on changes to supervisory arrangements and for notifying students of

any changes to their supervisory arrangements at the earliest opportunity. The College reserves the right to:

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

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

### **Termination of supervision**

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

### **Transfers from Another Institution**

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

### **Request for Reinstatement**

45. A student who has been excluded for lapse of time may ask the College to reinstate their registration at a later date to permit examination of a completed thesis. The College will decide whether or not a student should be reinstated, and factors such as the passage of time and its implications for the topic of study will be taken into account. The student must provide good reason for the previous failure to complete. If reinstatement is approved, the student's thesis will be examined in accordance with the Postgraduate Assessment Regulations for Research Degrees, subject to payment of a reinstatement and examination fee.

### **Vacation Leave for Research Students**

46. Research Students are entitled to a maximum of eight weeks' vacation leave (including public holidays) in a year without applying for an interruption of study. Students must seek approval for vacation leave from their supervisor and the School

Postgraduate Office. Visa restrictions may also apply in the case of International students.

## **Grounds for the Award of Doctoral and MPhil Research Degrees**

### **Demonstration by Thesis and Oral Exam for the Award of PhD**

47. The student must demonstrate by the presentation of a thesis and/or portfolio, and by performance at an oral examination:

- capability of pursuing original research making a significant contribution to knowledge or understanding in the field of study;
- adequate knowledge of the field of study and relevant literature;
- exercise of critical judgement with regard to both the student's work and that of other scholars in the same general field, relating particular research projects to the general body of knowledge in the field; and
- the ability to present the results of the research in a critical and scholarly way.

The thesis must:

- represent a coherent body of work; and
- contain a significant amount of material worthy of publication or public presentation.

### **PhD Thesis Length - Word Count**

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

### **Additional Doctoral Programme Considerations**

49. Some doctoral programmes will have additional entrance, curriculum and examination requirements. Information is provided in relevant Degree Programme Tables and programme handbooks. Students must successfully complete all additional requirements to be awarded the degree.

### **MPhil by Research**

50. The student must demonstrate by the presentation of a thesis and/or portfolio and by performance at an oral examination:

- capability of pursuing original research making a contribution to knowledge or understanding in the field of study;
- adequate knowledge of the field of study and relevant literature;
- exercise of critical judgement with regard to both the student's work and that of other scholars in the same general field, relating particular research projects to the general body of knowledge in the field;and
- the ability to present the results of the research in a critical and scholarly way.

The thesis must:

- represent a coherent body of work, and
- contain material worthy of publication or public presentation.

51. The thesis must not exceed a maximum of 60,000 words. There is no minimum word count. The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

### **PhD (by Research Publications)**

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

53. Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit a list of their published or creative work, together with a statement (including the theme and summary of the work) and their CV. If the College approves registration, it will appoint an adviser to assist the applicant with the format of their submission and to guide them on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

54. In order to qualify for the award of PhD (by Research Publications) the applicant must demonstrate by the presentation of a portfolio of published or publicly exhibited creative works and by performance at an oral examination:

- capability of pursuing original research making a significant contribution to knowledge or understanding in the field of study;
- adequate knowledge of the field of study and relevant literature;
- exercise of critical judgement with regard to both the student's work and that of other scholars in the same general field, relating particular research projects to the general body of knowledge in the field; and
- the ability to present the results of the research in a critical and scholarly way.

The portfolio submitted for the PhD by Research Publications must present a coherent and substantial body of work, which would have taken the equivalent of three years of full-time study to complete.

55. Students must submit their portfolio within 12 months of registration for the degree. The submission for assessment will include: the portfolio of published work or publicly exhibited creative work; an abstract; and a critical review of all their submitted work. The portfolio must consist of either one or two books or creative works, or at least six refereed journal articles or research papers, which are already in the public domain. The total submission, including the critical review should not exceed 100,000 words.

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

### **Additional Regulations for Postgraduate Taught Degrees and MSc by Research, Postgraduate Diplomas and Postgraduate Certificates**

#### **Programme-Specific Regulations**

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

## **Period of Study**

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

## **Assessment**

58. Students must comply with any assessment requirements specific to their degree programme and the University's taught or research (as appropriate) assessment regulations for the current academic session:

[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations)

## **MSc by Research Degrees only**

59. In addition to any requirements as detailed in the relevant Degree Programme Table, the student must present:

- a research project or dissertation; or
- a critical survey of knowledge in the field of study, combined with a satisfactory plan for a more advanced research project.

The research must demonstrate competence, knowledge and be presented in a critical and scholarly way. The assessed work, including the research project or dissertation must not exceed 30,000 words. The word count includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, or abstract.

## **Application for Associated Postgraduate Diploma or Masters**

60. A candidate who already holds a postgraduate certificate or diploma from the University of Edinburgh may be permitted by the appropriate College to apply for candidature for the associated postgraduate diploma or masters degree, provided that not more than five years have elapsed between their first graduation and acceptance as a candidate for the subsequent award. Marks awarded for courses taken previously as part of the certificate or diploma may be used in progression and award decisions relating to the new programme. [Credit for courses taken previously which form part of the Degree Programme Table for the new programme does not count against the credit allowance for Recognition of Prior Learning \(RPL\).](#)

## **Posthumous Awards**



61. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Academic Policy and Regulations Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

### **Aegrotat Awards**

62. In exceptional circumstances, Senatus may authorise the conferment of *aegrotat* degrees to postgraduate students. Each such conferment requires a proposal from the relevant College to be approved by the Academic Policy and Regulations Committee. An *aegrotat* degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree *aegrotat*.

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

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### **Doctor of Clinical Psychology (DClinPsychol)**

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

### **Doctor of Psychotherapy and Counselling (DPsychotherapy)**

64. The degree specific regulations are:
- a. **Placement.** Students will undertake a practice placement, consisting of 300 hours of supervised counselling practice and 60 hours of counselling supervision.
  - b. **Thesis Length.** The thesis will be between 35,000 and 55,000 words in length unless in exceptional cases the College has given permission for a longer thesis.
  - c. **Prescribed period.** The prescribed period of study for students undertaking the programme on a full-time basis is 48 months, and for students undertaking the programme on a part-time basis is 84 months.
  - d. **Resits.** A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement if in the opinion of the Board the failure was attributable to illness, hardship or other relevant circumstances beyond the student's control. A repeat placement is to be completed within a further 24 months.
  - e. **Recognition of Prior Learning (RPL).** In the case of formal, certificated study, up to 60 credits of prior learning at Scottish Credit and Qualifications Framework (SCQF) level 11 may be recognised. In the case of non-certificated study, up to 20 credits of prior learning may be recognised.

### **Doctor of Education (EdD)**

65. The degree specific regulations are:
- a. **Grounds for Award.** The degree of EdD may be awarded on the basis of successful completion of assessed coursework, a research project and a thesis.

- b. **Prescribed Period of Study.** The prescribed period of study is 60 months part-time, but this may be increased to a maximum of 72 months.
- c. **Thesis Length.** The thesis length should be no more than 75,000 words.

### **PhD in Musical Composition**

66. **Grounds for Award.** The student must compose to a high creative level as demonstrated both by the student presenting a portfolio of compositions as well as attendance at an oral examination. The portfolio of compositions must comprise original work which:

- a. is suitable for professional performance and worthy of publication;
- b. shows competence in the ancillary technical skills appropriate to the chosen style;
- c. contains material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study;
- d. is presentationally satisfactory and intelligible to any musician who might have to use it.

67. The portfolio of compositions should include at least one major and extended work, except where a shorter submission may be accepted in the case of electronic compositions. If a substantial part of the portfolio was completed before registration for the degree, the student should indicate this and identify the part of the portfolio so completed.

### **PhD- Submission by Portfolio in Art, Design and Landscape Architecture**

68. The degree specific regulations, when a student is submitting for award of PhD by means of a portfolio of artefacts, artworks and other practice-based outputs, are:

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

### **MPhil- Submission by Portfolio in Art, Design and Landscape Architecture**

69. The degree specific regulations, when a student is submitting for award of MPhil by means of a portfolio of artefacts, artworks and other practice-based outputs, are:

- a. The portfolio of artefacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- b. The portfolio of artefacts or artworks should normally be accompanied by a thesis of not more than 20,000 words (including bibliography and footnotes but excluding appendices).

### **Master of Fine Art**

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

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

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

71. The degree specific regulations are:

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

### **Master of Chinese Studies (MCS)**

72. The degree specific regulations are:

- a. **Grounds for Award.** Students will be assessed by essays, examinations, a placement report and a dissertation. An oral examination will be required in the Chinese language and may be required for other courses. Students must carry out their studies at the University of Edinburgh and in a Chinese institution approved by the Programme Director.
- b. **Prescribed Period of Study.** The period of study is 24 months, full-time.

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

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

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

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

## MSc in Transformative Learning and Teaching

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

## MSc in Middle Eastern Studies with Arabic

76. The degree specific regulations are:

- a. **Collaboration.** The first year of study is taken at the University of Edinburgh. An intensive course is taken in an Arabic speaking country during the summer, followed by year two at the University of Edinburgh.
- b. **Prescribed Period of Study.** The period of study will be 24 months, full-time.

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

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

### **MSc in Architectural Project Management**

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

### **MSc in Advanced Sustainable Design (mixed mode)**

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

### **PhD in Creative Music Practice**

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

### **PhD in Trans-Disciplinary Documentary Film**

81. **Grounds for Award.** There are three possible variations for final submission, which combine the submission of audio-visual material and a thesis:
- a. audio-visual material to a maximum of 1 hour documentary film or 100 photographs, plus an extended critical essay of 25,000 - 30,000 words; or

- b. audio-visual material to a maximum of 40 minutes documentary film or 70 photographs, plus an extended critical essay of 45,000 - 50,000 words; or
- c. audio-visual material to a maximum of 20 minutes documentary film or 40 photographs, plus an extended critical essay of 65,000 - 70,000 words.

### **PhD in Architecture by Design**

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

### **Master of Architecture**

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

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

84. The degree specific regulations are:
- a. **Prescribed Period of Study – Master.** The period of study is 12 months.
  - b. **Prescribed Period of Study – PG Dip and PG Cert.** Students on the PG Certificate in Public Policy may complete this full-time over four months or part-time over a two year period. On successful completion of the PG Certificate, students may transfer to the PG Diploma in Public Policy (within a three year time period). Students on the PG Diploma in Public Policy may complete this full-time over nine months or part-time over a four year period. On successful completion of the PG Diploma, students may transfer to the Master Public Policy programme (within a three year time period).
  - c. **Grounds for Award.** Students will complete a compulsory programme of courses in the first and second semesters, comprising eight 15-credit courses, and a three-month placement in a policy organisation on which the Capstone Project/dissertation will be based. Students who decide not to complete the Capstone Project may, at the discretion of the College, be awarded a Postgraduate Diploma in Public Policy.
  - d. **Resits.** Students who fail a unit of academic assessment other than the Capstone Project on the first occasion may be allowed one further attempt to complete the assessment.
  - e. **Placement.** A student who fails the placement component of the Capstone Project may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 12 months.

## Diploma in Professional Legal Practice

85. The degree specific regulations are:
- a. **Grounds for Award.** Students must pass all of the core courses and three elective courses to be awarded the Diploma in Professional Legal Practice. Attaining a mark of ~~50~~60% or ~~more~~ more is required for a pass in the coursework for the following courses: LAWS11250 Company and Commercial; LAWS11249 Financial Services and Related Skills; LAWS11310 Professional Skills and Responsibility.
    - ~~a. in the assignments, participation and attendance gives exemption from sitting the examination in Company and Commercial, Financial Services and Related Skills and Professional Responsibility.~~
  - b. **Assessment Type.** Students will be assessed in writing in each course of the curriculum. Students may only present themselves for examination in a course if they have been certified as having given regular attendance and having successfully completed the requisite work of the class in that course. Students may be permitted a single re-sit examination for each course of the curriculum in which they have failed.

## PhD in Creative Writing

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

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

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

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### Doctor of Clinical Dentistry (DClin Dent) (Orthodontics/Paediatric Dentistry/Prosthodontics/Oral Surgery)

87. Students will pursue an integrated programme of teaching and taught clinical practice. Work for an independent research dissertation will commence during the first year and will be spread over the duration of the programme. The independent research component will be assessed by examination of the written dissertation and subsequent oral examination.



## **Masters in Surgical Sciences (MSc)**

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

## **Master of Surgery (ChM)**

89. The ChM suite of programmes are two year Scottish Credit and Qualifications Framework (SCQF) level 12 programmes worth 120 credits. In order to be awarded the ChM students must:

- a. pass at least 80 credits at SCQF level 12 with a mark of at least 50% in each of the courses which make up these credits; and
- b. attain an average of at least 50% for the 120 credits at SCQF level 12 and;
- c. satisfy any other specific requirements for the ChM degree programme, that are clearly stated in respective handbooks.

An exit award is available to students leaving the programme without qualifying for the award of ChM. Based on the criteria set out in the Taught Assessment Regulations, a named Postgraduate Diploma (PGDip) will be awarded if students:

- a. pass at least 80 credits at SCQF level 12 with a mark of at least 40% in each of the courses which make up these credits; and
- b. attain an average of at least 40% for the 120 credits at SCQF level 12
- c. satisfy any other specific requirements for the ChM degree programme, that are clearly stated in respective handbooks.

## **Masters in Transfusion, Transplantation and Tissue Banking (MSc)**

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

## **Professional Higher Degrees**

### **Doctor of Medicine (MD)**

91. An applicant for the degree of Doctor of Medicine (MD) must:
- a. hold a qualification which is registrable with the General Medical Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the applicant's profession, or in the practice of Medicine or Surgery, and will be performing their work in the South East of

Scotland\*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh or an Associated Institution or an NHS establishment

- b. all applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.

92. The grounds for the award of the degree of MD are:

- a. a student must have demonstrated by the presentation of a thesis, a significant amount of material worthy of publication or public presentation, and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
- b. the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.

93. Supervisors must accommodate the student and the project within their research facilities, and obtain permission from line managers as required.

Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland\* postgraduate deanery.

94. Registration may be full-time or part-time.

- a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct

the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.

- b. Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

#### **MD Timetable for submission**

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

95. A student who is registered for a MD may apply to the College for conversion to an alternative degree, including abbreviating the prescribed period to 1 year full time equivalent in order to complete a MSc by Research, completing a 2 year full time equivalent prescribed period to complete a MPhil, or extending the prescribed period to 3 years full time equivalent in order to complete a PhD. Conversion can only be considered prospectively, in advance of completing the necessary prescribed period of research, and will incur fees applicable for the new degree.

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

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

#### **Doctor of Dental Surgery (DDS)**

97. An applicant for the degree of Doctor of Dental Surgery (DDS) must hold a qualification which is registrable with either the General Dental Council or the General Medical Council or both and must have been engaged since graduation for at least two years either in scientific work bearing directly on the applicant's profession, or in the practice of Dentistry or other related disciplines, and will perform

their research work in the South-East of Scotland\*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.

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

98. The grounds for the award of the DDS are that:
- a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
  - b. the thesis must deal with one or more of the subjects arising directly from contemporary dental or surgical practice relevant to oral health. It must be an original work that:
    - makes a significant contribution to knowledge in or understanding of the field of study;
    - contains a significant amount of material worthy of publication or presentation;
    - shows a comprehensive knowledge and a critical appreciation of the field of study and related literature;
    - shows that the student's observations have been carefully made;
    - shows the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field;
    - contains material which presents a unified body of work;
    - is satisfactory in its literary and general presentation, gives full and adequate references and has a coherent structure;
    - is understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

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

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

100. Registration may be full-time or part-time.
- a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the DDS project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to

their DDS project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.

Part-time registration will apply to students who are in employment unrelated to their DDS project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the DDS research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is three years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

#### **DDS Timetable for submission**

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

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

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

#### **Doctor of Veterinary Medicine and Surgery (DVM&S)**

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

103. The grounds for the award of the degree of DVM&S are:

- a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by College) that the student is capable of pursuing original research in the field of study relating particular researches to the general body of knowledge in the

field, and presenting the results of the researches in a critical and scholarly way.

- b. the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgement with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

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

105. The thesis length should be no longer than 60,000 words.

### **Doctor of Veterinary Medicine (DVetMed)**

106. DVetMed students will undertake courses to obtain 180 credits in each year of the four year programme. In order to qualify for the award of Doctor of Veterinary Medicine, students must obtain a total of 720 credits across the duration of the programme, in accordance with the progression requirements below.

107. Students are permitted one re-sit attempt for each SCQF Level 12 course on the programme. Students may be awarded credit on aggregate for up to 60 credits of SCQF Level 11 courses in each year, provided they meet the following criteria:

- Achieve a mark of 50% or more in 120 credits worth of courses (at the first or second attempt for SCQF Level 12 courses);
- Achieve an average of 50% or more across 180 credits of courses (based on performance at the first or second attempt for SCQF Level 12 courses).

108. Exit awards are available to students leaving the programme without qualifying for award of the DVetMed.

Based on the criteria set out in the Taught Assessment Regulations relating to Postgraduate degree, diploma and certificate award, the following will be awarded:

- PGCert (VetMed) upon completion of 60 credits of courses
- PGDip (VetMed) upon completion of 120 credits of courses

In order to qualify for the award of MSc (VetMed), students must meet the following criteria:

- Achieve a pass in 180 credits of courses;
- Achieve an average of 50% across 180 credits of courses based on performance at the first attempt in each course;
- Achieve a mark of at least 50% in a minimum of 120 credits of courses based on performance at the first attempt in each course; this must include a minimum of 50 credits worth of research courses\*

\*Research Proposal; Study design and methods of research; Research project part 1, 2, 3

## **D College of Science and Engineering Postgraduate Degree Regulations: College specific regulations**

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### **Doctor of Engineering (EngD)**

109. The Prescribed Period of Study is 48 months full-time and 96 months part-time.

#### **MSc Engineering degrees: professional requirements**

110. An MSc student who is eligible for progression or for the award of an accredited MSc degree by the University regulations but who fails an MSc course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies, will be required to “resit for professional purposes” the failed course.

111. A student requiring “resit(s) for professional purposes” will be ineligible for the accredited MSc degree unless the necessary passes at “resit for professional purposes” are achieved, but may be eligible for the award of the unaccredited degree of MSc in Engineering Technology in a Designated Subject.

112. ‘Resits for professional purposes’ should be taken at the next available opportunity. Only one resit attempt will be permitted. Where a student has exhausted the maximum number of attempts and has still yet to pass a course or courses, they will not be eligible for the accredited MSc degree, but will be considered for an exit award in line with Regulation 111.

113. Where resits for professional purposes are required, the first (fail) mark will be recorded for the MSc degree classification.

114. It will be for each MSc Programme Director within the School of Engineering to identify the requirements for each degree programme. This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Programme will be stated in the Degree Programme Handbook.

2. These Regulations, including Assessment Regulations (2022/23), shall apply to degrees as set out in appendix 1 of this Resolution.

3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with postgraduate regulations for degrees set out in appendix 1 and specifically revokes Resolution No. 3/2021.

4. This Resolution shall come into force with effect from the commencement of the 2022/23 academic year on 1 August 2022.

For and on behalf of the University Court

SARAH SMITH

University Secretary



## Appendix 1 to Resolution No. 14/2022

### **Degrees covered by these Regulations**

#### **Research Degrees**

Doctor of Philosophy (PhD)  
Master of Philosophy (MPhil)  
MSc by Research (MScR)  
Master of Research (MRes)  
PhD with Integrated Study (PhD)  
PhD (by Research Publications)

#### College of Arts, Humanities and Social Sciences

Master of Letters (MLitt)  
Master of Education (MEd)  
Doctor of Education (EdD)  
Master of Theology by Research (MTh by Research)  
Master of Laws by Research (LLM by Research)

#### College of Medicine and Veterinary Medicine

Master of Medical Sciences by Research (MMedSci by Research)  
Master of Veterinary Sciences by Research (MVetSci by Research)

#### College of Science and Engineering

Doctor of Engineering (EngD)

#### **Higher Professional Degrees**

##### College of Arts, Humanities and Social Sciences

Doctor of Clinical Psychology (DClinPsychol)  
Doctor of Psychotherapy and Counselling (DPsychotherapy)

##### College of Medicine and Veterinary Medicine

Doctor of Medicine (MD)  
Doctor of Dental Surgery (DDS)  
Doctor of Veterinary Medicine and Surgery (DVM&S)  
Doctor of Veterinary Medicine (DVetMed)  
Doctor of Clinical Dentistry (DClinDent)

#### **Postgraduate degrees (by coursework)**

Master of Science (MSc)

##### College of Arts, Humanities and Social Sciences

European Masters in Landscape Architecture (EMLA) 52  
Master of Architecture (MArch)  
Master of Art (eca) MA (eca)  
Master of Fine Art (MFA)  
Masters in Architecture (MArch)  
Master of Architecture (Studies) (MArch (Studies))

Master of Landscape Architecture (MLA)  
Master of Architecture (Design) (MArch (Design))  
Master of Architecture (Digital Media Studies) (MArch (Digital Media Studies))  
Master of Business Administration (MBA)  
Master of Counselling (MCouns)  
Master of Chinese Studies (MCS)  
Master of Laws (LLM)  
Master of Music (MMus)  
Master of Nursing (MN)  
Master of Public Policy (MPP)  
Master of Social Work (MSW)  
Master of Teaching (MTeach)  
Master of Theology (MTh)  
Master of International Relations (MIA)

College of Medicine and Veterinary Medicine

Master of Clinical Dentistry (MClinDent)  
Master of Public Health (MPH)  
Master of Surgery (General Surgery) (ChM (General Surgery))  
Master of Surgery (Trauma and Orthopaedics) (ChM (Trauma and Orthopaedics))  
Master of Surgery (Urology) (ChM (Urology))  
Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular))  
Master of Veterinary Sciences (MVetSci)  
ChM Master of Surgery (Clinical Ophthalmology)  
Master of Family Medicine (MFM)

**SENATE****25 May 2025****Repurpose of Blackie Memorial Prize Endowment****Description of paper**

1. The School of Languages, Literatures and Cultures seek to change the use of the Blackie Memorial Prize Endowment, with approval to be sought from the University Court following consultation with Senate.

**Action requested / Recommendation**

2. Senate is invited to make observations on the proposed repurposing of the Black Memorial Prize endowment.

**Background and context**

3. Edinburgh Ordinance No. 209 empowers the University Court to vary the conditions on the application of endowment funds which have been held in excess of 25 years. Before exercising this power, the University Court must consult with the Senate or any body or person as the University deems appropriate.

**Discussion**

4. The Blackie Memorial Prize Endowment dates back more than 25 years (it was established after the death of Professor John Stuart Blackie in 1895) and is used to fund small student prizes for high achieving students studying Celtic degrees. As Celtic and Scottish Studies is a small department the level of accumulated income available is too large to simply increase the number of prizes made, nor is there a realistic possibility of offering the numbers of scholarships in Celtic which would make effective use of the underspend. The proposal is to use the accumulated income and a proportion of the capital funds to fund a 5 year Senior Lectureship in Celtic Linguistics. This would leave sufficient capital in the endowment to continue to award Blackie Memorial prizes to students in perpetuity, thus ensuring that the current advantages to students represented by the endowment would not be diminished.

**Resource implications**

5. No additional funds are being requested as part of this proposal.

**Risk Management**

6. Risk is being managed through adherence to the provisions of Ordinance 209.

**Responding to the Climate Emergency and Sustainable Development Goals**

7. N/A

**Equality and Diversity**

8. Endowment support will be available on an equitable and non-discriminatory basis to the student community.

## **Communication, implementation and evaluation of the impact of any action agreed**

9. Following observations, the proposal will be submitted to the University Court on 13 June 2022 for consideration and approval.

### **Consultation**

10. Dr Neill Martin, Senior Lecturer in Scottish Ethnology and Head of Department, has developed the proposal following discussion with the Head of School, Professor Jeremy Robbins and with the support of the Head of College, Professor Dorothy Miell. The proposal has been subject to consultation with the Director of Finance and the Director of Legal Services, in conjunction with the powers made available under Ordinance 209. Endowments that have been established for over 25 years can be varied without the need for consent from, or consultation with, the founders/patrons/donors but the University would still seek to consult with any living donors or close living relatives of donors if possible before proposing any changes. For this endowment, the donor died in 1895 without any children so there are no close living relatives. The University Executive considered the proposal at its meeting on 10 May and supported its progression to the University Court for approval.

### **Further information**

#### **Author(s)**

Kirstie Graham  
Court Services  
May 2022

#### **Presenter(s) (if required)**

#### **Freedom of information**

Open paper

**SENATE****25 May 2022****Resolutions – Personal Chairs****Description of paper**

1. This paper is presented to Senate for consultation in accordance with the procedures for the creation of Resolutions as set out in the Universities (Scotland) Act 1966.

**Action requested / Recommendation**

2. Senate is invited to make observations on the following draft Resolutions:

- No. 16/2022: Foundation of a Personal Chair of Societal Aspects of Credit
- No. 17/2022: Foundation of a Personal Chair of Sociology
- No. 18/2022: Foundation of a Personal Chair of Women's and Gender History
- No. 19/2022: Foundation of a Personal Chair of Student Engagement in Higher Education
- No. 20/2022: Foundation of a Personal Chair of Sustainable Architecture
- No. 21/2022: Foundation of a Personal Chair of Sociology of Emotions and Relationships
- No. 22/2022: Foundation of a Personal Chair of Innovation
- No. 23/2022: Foundation of a Personal Chair of Data Science
- No. 24/2022: Foundation of a Personal Chair of Kantian Philosophy
- No. 25/2022: Foundation of a Personal Chair of Modern and Contemporary Literature
- No. 26/2022: Foundation of a Personal Chair of Experimental Linguistics
- No. 27/2022: Foundation of a Personal Chair of European Politics
- No. 28/2022: Foundation of a Personal Chair of the History of Medicine
- No. 29/2022: Foundation of a Personal Chair of International Child Protection Research
- No. 30/2022: Foundation of a Personal Chair of Contemporary Curating
- No. 31/2022: Foundation of a Personal Chair of Modern Poetry
- No. 32/2022: Foundation of a Personal Chair of Sociology of Medicine and Technology
- No. 33/2022: Foundation of a Personal Chair of Sociolinguistics
- No. 34/2022: Foundation of a Personal Chair of Historical Phonology
- No. 35/2022: Foundation of a Personal Chair of Bible and Literature
- No. 36/2022: Foundation of a Personal Chair of Music and Politics
- No. 37/2022: Foundation of a Personal Chair of Gaelic Ethnology and Linguistics
- No. 38/2022: Foundation of a Personal Chair of History and Theory of Psychology
- No. 39/2022: Foundation of a Personal Chair of Human-Data Interaction
- No. 40/2022: Foundation of a Personal Chair of Children and Technology
- No. 41/2022: Foundation of a Personal Chair of Romantic Literature and Philosophy
- No. 42/2022: Foundation of a Personal Chair of Comparative Social Policy
- No. 43/2022: Foundation of a Personal Chair of Physical Activity
- No. 44/2022: Foundation of a Personal Chair of Organisational Behaviour
- No. 45/2022: Foundation of a Personal Chair of Language and Cognition

No. 46/2022: Foundation of a Personal Chair of Student Learning (Interdisciplinary Education)

No. 47/2022: Foundation of a Personal Chair of Private International Law

No. 48/2022: Foundation of a Personal Chair of Political Theory

No. 49/2022: Foundation of a Personal Chair of Modern Literature and Critical Theory

No. 50/2022: Foundation of a Personal Chair of Modern and Contemporary German Art

No. 51/2022: Foundation of a Personal Chair of African Religions and World Christianity

No. 52/2022: Foundation of a Personal Chair of Chinese Art

No. 53/2022: Foundation of a Personal Chair of Clinical Education

No. 54/2022: Foundation of a Personal Chair of Translational Neuroscience

No. 55/2022: Foundation of a Personal Chair of Medical Cardiology

No. 56/2022: Foundation of a Personal Chair of Translational Farm Animal Biology

No. 57/2022: Foundation of a Personal Chair of Colorectal Cancer Genetics

No. 58/2022: Foundation of a Personal Chair of Molecular Epidemiology and Global Cancer Prevention

No. 59/2022: Foundation of a Personal Chair of Mathematical Modelling and Global Food Systems

No. 60/2022: Foundation of a Personal Chair of Global Health and Nutrition

No. 61/2022: Foundation of a Personal Chair of Equine Cardiovascular Medicine

No. 62/2022: Foundation of a Personal Chair of Molecular Epidemiology of Aging

No. 63/2022: Foundation of a Personal Chair of Avian Reproductive Technologies

No. 64/2022: Foundation of a Personal Chair of Cilia Biology

No. 65/2022: Foundation of a Personal Chair of Molecular Neuroscience

No. 66/2022: Foundation of a Personal Chair of Veterinary Surgery and Remote and Rural Medicine

No. 67/2022: Foundation of a Personal Chair of Visual Neuroscience

No. 68/2022: Foundation of a Personal Chair of Veterinary Radiology

No. 69/2022: Foundation of a Personal Chair of Nucleolar Signalling and Cancer Prevention

No. 70/2022: Foundation of a Personal Chair of Maternal and Fetal Health

No. 71/2022: Foundation of a Personal Chair of Medical Dermatology

No. 72/2022: Foundation of a Personal Chair of Molecular Anatomy

No. 73/2022: Foundation of a Personal Chair of RNA and Infection Biology

No. 74/2022: Foundation of a Personal Chair of Programme Languages and Systems

No. 75/2022: Foundation of a Personal Chair of Research Software Policy and Practice

No. 76/2022: Foundation of a Personal Chair of Structural Biology and Gene Expression

No. 77/2022: Foundation of a Personal Chair of Biogeochemistry

No. 78/2022: Foundation of a Personal Chair of Electrical Power Systems

No. 79/2022: Foundation of a Personal Chair of Artificial Intelligence

No. 80/2022: Foundation of a Personal Chair of Applied Geophysics and Computational Electrodynamics

No. 81/2022: Foundation of a Personal Chair of Quantitative Genetics

No. 82/2022: Foundation of a Personal Chair of Computational Physics

No. 83/2022: Foundation of a Personal Chair of Chromosome Organisation

No. 84/2022: Foundation of a Personal Chair of Categorical Symmetry

No. 85/2022: Foundation of a Personal Chair of Agile Energy Systems

No. 86/2022: Foundation of a Personal Chair of Regenerative Neurobiology

No. 87/2022: Foundation of a Personal Chair of Supramolecular Chemistry

No. 88/2022: Foundation of a Personal Chair of Electromagnetic Theory

No. 89/2022: Foundation of a Personal Chair of Net Zero Emission Technologies  
No. 90/2022: Foundation of a Personal Chair of Biomolecular Simulation  
No. 91/2022: Foundation of a Personal Chair of Climate Change Ecology  
No. 92/2022: Foundation of a Personal Chair of Parallel Computer Architecture  
No. 93/2022: Foundation of a Personal Chair of Digital Health  
No. 94/2022: Foundation of a Personal Chair of Evolutionary Genetics  
No. 95/2022: Foundation of a Personal Chair of Theoretical Particle Physics  
No. 96/2022: Foundation of a Personal Chair of Disease Ecology  
No. 97/2022: Foundation of a Personal Chair of Theoretical High Energy Physics  
No. 98/2022: Foundation of a Personal Chair of Derived Algebraic Geometry  
No. 99/2022: Foundation of a Personal Chair of Stochastic Analysis and Algorithms  
No. 100/2022: Foundation of a Personal Chair of Computational Psychiatry  
No. 101/2022: Foundation of a Personal Chair of Mirror Symmetry  
No. 102/2022: Foundation of a Personal Chair of Noncommutative Algebra  
No. 103/2022: Foundation of a Personal Chair of Planetary Astronomy  
No. 104/2022: Foundation of a Personal Chair of Bioinspired Engineering  
No. 105/2022: Foundation of a Personal Chair of Mathematics of Machine Learning  
No. 106/2022: Foundation of a Personal Chair of Sustainable Catalysis  
No. 107/2022: Foundation of a Personal Chair of Natural Language Processing  
No. 108/2022: Foundation of a Personal Chair of Fluid Mechanics and Bioinspired Engineering  
No. 109/2022: Foundation of a Personal Chair of Biological Education  
No. 110/2022: Foundation of a Personal Chair of Engineering Education  
No. 111/2022: Foundation of a Personal Chair of Energy and Society  
No. 112/2022: Foundation of a Personal Chair of Public Law  
No. 113/2022: Foundation of a Personal Chair of European Archaeology  
No. 114/2022: Foundation of a Personal Chair of Meta Science and Translational Medicine  
No. 115/2022: Foundation of a Personal Chair of Structural Cell Biology  
No. 116/2022: Foundation of a Personal Chair of Financial Computing (Risk Modelling)

### **Background and context**

3. The Universities (Scotland) Act 1966 enabled the University Court to exercise by Resolution a wide range of powers, including the creation of Chairs. The Act sets out the procedure for making Resolutions and stipulates that the Senate, the General Council and any other body or person having an interest require to be consulted on draft Resolutions throughout the period of one month, with the months of August and September not taken into account when calculating the consultation period.

### **Discussion**

4. Attached to this paper is draft Resolution No. 16/2022: Foundation of a Personal Chair of Societal Aspects of Credit as an example. All the Resolutions founding Personal Chairs follow the same format.

### **Resource implications**

5. The approval processes includes confirmation of the funding in place to support the Chairs.

### **Risk Management**

6. There are reputational considerations in establishing Chairs which are considered as part of the University's approval processes.

### **Responding to the Climate Emergency and Sustainable Development Goals**

7. N/A

### **Equality and Diversity**

8. Equality and diversity best practice and agreed procedures are adopted in appointing individuals.

### **Communication, implementation and evaluation of the impact of any action agreed**

9. Via Court's report to Senate.

### **Consultation**

10. The statutory process for the creation and renaming of Chairs requires consultation with Senate and the General Council prior to approval by the University Court.

### **Further information**

#### **Author(s)**

Kirstie Graham  
Deputy Head of Court Services  
May 2022

#### **Presenter(s) (if required)**

### **Freedom of information**

Open paper



**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 16/2022**

**Foundation of a Personal Chair of Societal Aspects of Credit**

At Edinburgh, the Thirteenth day of June, Two thousand and twenty two.

WHEREAS the University Court deems it expedient to found a Personal Chair of Societal Aspects of Credit:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Societal Aspects of Credit in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Societal Aspects of Credit together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 August Two thousand and twenty two.

For and on behalf of the University Court

SARAH SMITH

University Secretary

## SENATE

25 May 2022

### Clarification to Senate Election Regulations for Vacant Elected Positions

#### Description of paper

1. This paper specifies a procedure for allocating vacant academic elected seats in Senate left open from previous elections or vacated due to departures in a way that preserves the intent from the 2019 election regulations of refreshing 1/3 of the academic elected Senate positions each year. This provides for a regular cycle of members elected to 3-year terms in each constituency while allowing further vacancies to be filled to the extent possible.
2. There is a possible contradiction between paragraphs 8 and 17 with paragraph 22 regarding the status of Senate Assessors as *ex officio* or elected members. It is suggested that Senate Assessors to Court be considered as *ex officio* members for the duration of their term as Senate Assessors, as the most straightforward correction to this contradiction.

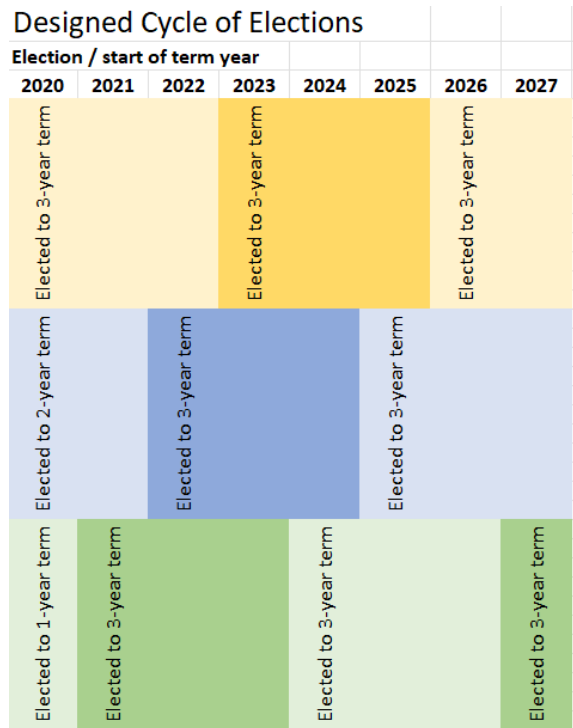
#### Action requested / Recommendation

3. Senate is requested to approve the following insertions in the Senate Regulations under Election of Academic Staff Members to Senate, subject to review and approval by Court:
  - 3.1. In paragraph 22: “The Senate Support team will inform Colleges of the number of vacancies in each elected academic staff category and will report on an annual basis the members of each College in each category who will continue in office. **There shall ordinarily be 11 vacancies of three years in each category each year (exceptionally 12 in both CAHSS categories for terms starting in 2020 and every three years thereafter). Any previously unfilled or vacated positions shall be open to election for the remaining term of the position after all three-year terms have been filled. [...]**”
  - 3.2. In paragraph 35: “The elections will be conducted by means of the Single Transferrable Vote, Weighted Inclusive Gregory Method (STV WIGM). The candidates with the greatest share of the vote will automatically be elected **to the longest vacancy remaining in their category, proceeding in order of vote share and reallocating surplus votes by the WIGM until there are either no more vacancies or no more candidates for the category.**”
4. Senate is requested to approve the following deletion from paragraph 22 in the Senate Regulations, subject to review and approval by Court: “~~Senate Assessors will be included in the count of College-elected members throughout their term of office as a Senate Assessor.~~”

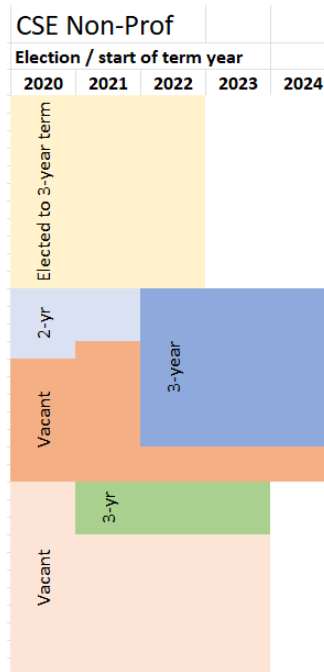
#### Background and context

5. Senate Election Regulations give the detailed procedure for implementing university Ordinance 212, which set out a revised composition for the Senate in 2019 to comply with the Higher Education Governance (Scotland) Act 2016.
6. The election procedures for the newly composed Senate adopted in 2019 included a special provision for the 2020 election for allocating new members to terms of 1, 2, or 3 years. This was intended to seed the Senate so that approximately 1/3 of elected academic positions would become vacant and subject to election each year.

Subsequent elections were planned to fill these vacancies with 3-year terms going forward.



- There were not enough candidates in 2020 in most categories to seed the Senate, and currently only the CAHSS Non-Professorial category is on track for a regular cycle of refreshing 1/3 of its members each year. The situation for non-professorial members from CSE is illustrated here for example. In this situation, next year's election would have 11 vacancies from 3-year terms coming to an end, 2 vacancies from unfilled positions from the most recent election, and 8 vacancies from unfilled positions from the prior year.



- The 2019 election regulations did not account for the contingency of such a significant underfill and did not specify one way or another how future vacancies surplus to the regular 1/3 of seats were to be filled. The election regulations state that terms "will not

exceed three years” and there is latitude within the regulations and Ordinance 212 to include shorter terms in elections with Court’s approval.

9. Ordinance 212 paragraph 2 directs Court to specify which posts or offices shall be *ex officio* members of Senate. In the election regulations as they currently stand, Court has included Senate Assessors in this list. This is reflected in Election Regulations paragraph 8.
10. Ordinance 212 paragraph 3 specifies that elected academic staff members to Senate shall not include holders of posts or offices from paragraph 2, which would include Senate Assessors. This is reflected in Election Regulations paragraph 17.
11. However, paragraph 22 of the Election Regulations includes Senate Assessors in the count of elected members, in apparent contradiction to this Ordinance.

### **Discussion**

12. It seems clear that the intention in 2019 was to prioritize the value of annually refreshing 1/3 of each constituency. This is evidenced by the decision to include the 1/2/3-year terms for the initial 2020 election.
13. Annually refreshing 1/3 of a constituency provides a functional balance of continuity and experience in Senate with regular opportunities for new members to join. These features help Senate to fulfil its statutory purposes in an effective and responsive manner.
14. Simply electing all vacancies to 3-year terms has not yet over-filled any categories. However, in the hopeful event that more members of academic staff stand for Senate positions, there is a potential for the cycle of refreshing 1/3 of vacancies each year to be seriously disrupted in ways difficult to correct if there are significantly more than 11 vacancies in a category.

### **Resource implications**

15. This does not change the overall resource needs already committed to Senate elections and operations.

### **Risk Management**

16. This addresses the governance risk associated with overfilled elected Senate cohorts and the corresponding lack of interim vacancies in their respective categories.

### **Responding to the Climate Emergency and Sustainable Development Goals**

17. N/a.

### **Equality and Diversity**

18. Regularly refreshing Senate membership allows academic staff members to respond to imbalances through recruitment and election to regular Senate vacancies.

### **Communication, implementation and evaluation of the impact of any action agreed**

19. The proposal, once approved, will go to the next meeting of Court and would subsequently be implemented by Senate Support and Court Services.

### **Consultation**

20. Senate Support and Court Services as well as a number of members of Senate and Court have been consulted in preparing this.

### **Further information**

**Author: Dr Michael Barany**

**Freedom of information: Open**

## SENATE

25 May 2022

### By-Election to Fill Senate Vacancies

#### Description of paper

1. The last round of Senate elections filled just 35 of the 111 vacancies for elected academic staff in Senate, with no category receiving more nominations than vacancies, leaving over 3/8 of the elected positions vacant and significant imbalances in representation across rank and college. This paper proposes a further round of nominations and elections to attempt to rectify this in the interest of Senate effectiveness.

#### Action requested / Recommendation

2. Senate is asked to approve a by-election to fill vacant positions for elected academic members of Senate, subject to Court approval.
3. Subject to Court approval of the above, Senate is asked to approve:
  - 3.1. The appointment of Leigh Chalmers (Deputy Secretary Governance & Legal) as Returning Officer and Olivia Hayes (Academic Policy Officer) as Deputy Returning Officer.
  - 3.2. The call for nominations to be made as soon as reasonably practical, no later than 30 June, with nominations to close at noon on Monday, 1 August.
  - 3.3. Voting to take place between 8 and 25 August.
4. Senate members are encouraged to discuss standing for Senate with colleagues who may wish to stand.

#### Background and context

5. Under the Universities Scotland Act and various other legislation, Senate is given the important responsibility “to regulate and superintend the teaching and discipline of the University and to promote research.” Senate is the university’s supreme academic body, representing the responsibility of academic staff, together with university executive and students, to govern academic matters.
6. In 2019, following regulatory changes, the university updated the composition of Senate to include 200 elected academic staff plus a number of student and *ex officio* members. Under this design, academic staff are meant to be represented at large by 33 (exceptionally 34) academic colleagues from their respective college and rank (non-Professor or Professor), refreshed on revolving three-year basis. This provides a balance of experiences and perspectives to enable Senate to undertake its statutory purpose.
7. Prior to the changes, all Professors were automatically members of Senate, reflecting the historical status of Professors as privileged trustees of universities’ academic standards (reflected today in the appointment process to personal chairs as well as other aspects of university governance reserved for grade 10 academic staff). Since the changes, there has been a notably large number of Senate vacancies at the Professor rank.
8. University Ordinance 212, which establishes the composition of Senate, provides in accordance with the Higher Education Governance (Scotland) Act 2016 that vacancies in membership do not affect the *validity* of Senate proceedings. However, this ordinance also provides that elected academic plus student members should

form a majority of Senate, and the language and context indicate that a robust representation from academic staff is considered valuable.

9. The following number of vacancies were unfilled in the most recent election, with possible other vacancies arising since then:

	CAHSS	CMVM	CSE
Non-Professorial	0	8	11
Professorial	18	20	19

## Discussion

10. There are numerous benefits to having a relatively full elected academic cohort in Senate:
- 10.1. This provides a balance of representation across ranks and colleges, so that priorities and perspectives particular to each category are suitably represented and considered.
  - 10.2. This shares the work of reviewing and engaging with Senate business, producing more substantial engagement and a lower likelihood of important matters receiving insufficient attention.
  - 10.3. This builds capacity within Senate, allowing more staff to gain experience with the operation of this vital entity and its effects on the life of the university. Such capacity is valuable both within Senate and in the rest of the university that Senate superintends.
  - 10.4. This better integrates Senate into the rest of university life, by having a sufficient number of members of Senate across colleges and roles to share experiences and perspectives from Senate with colleagues and, conversely, to reflect colleagues' experiences and perspectives in Senate.
11. The most recent nomination period intersected with industrial action including strike action and action short of strike, both of which account in part for the especially low number of nominations. A summer by-election has other related risks in terms of engagement opportunities, but even a partial success in filling vacancies would be of benefit.
12. A usual month-long nomination period is proposed together with a longer 2.5-week voting period to allow for summer absences. This still leaves time for orientation in advance of the usual first e-Senate dates in mid-September.
13. Some colleagues may have declined to stand on the belief that enough other colleagues would put themselves forward. This belief will now have some pretty compelling counter-evidence from the last round of nominations.
14. Conducting an additional election involves resource costs primarily in the form of staff time. It should be considered that:
- 14.1. The regular election was considerably less resource-intensive to run than budgeted due to the low number of nominations and the lack of need to conduct a ballot and voting process.
  - 14.2. A substantial amount of the work that did take place in preparation for the regular election can be repurposed with light updates.
  - 14.3. The cost should be compared against the benefits of a fuller Senate, including longer-term indirect benefits to staff time coming from greater Senate effectiveness and capacity building.

## Resource implications

15. The primary cost of elections is staff time. All academic staff spend some time on election announcements and participation, even if it is just to delete the messages. Most of the logistical effort comes from Academic Services in the form of:

- 15.1. Communications for nominations and voting, including updates to election information on the Senate website. Most staff communications can be repurposed with light updates, and some elements (such as social media communications) are unnecessary if too demanding on resources.
  - 15.2. Answering queries about eligibility.
  - 15.3. Answering questions about Senate membership itself. This may be alleviated in part by referring questions to Senate members willing to be contacted.
  - 15.4. Liaising with Information Services to manage voting and post-election notifications.
16. For regular elections, resource issues are not considered to require separate itemized consideration by Senate, and resources are instead deemed to be 'met from existing budgets' (S 21/22 3 D). As such, more detailed estimates are not presently available.

### **Risk Management**

17. The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation.' Senate elections are mandated by University Ordinance 212.
18. This paper addresses the risks to Senate effectiveness associated with uneven and insufficient representation of elected academic staff in Senate.

### **Responding to the Climate Emergency and Sustainable Development Goals**

19. N/a.

### **Equality and Diversity**

20. A by-election will help the university to better meet the assumptions and priorities established in the [Equality Impact Assessment](#) conducted for the 2019 update to Senate composition, by producing a Senate whose actual membership is closer to the intended composition.
21. Senate members are recruited from across the university. A by-election contributes to rectifying a current imbalance in representation in Senate. It also provides an opportunity, through nominations and voting, for university staff to address other aspects of equality and diversity in Senate membership.

### **Communication, implementation and evaluation of the impact of any action agreed**

22. Upon approval, this paper will require consideration at Court, supported by Court Services.
23. Following Court's decision, Academic Services will have primary responsibility for implementation. Communication will include a variety of university channels, with the Senate webpage providing a central hub for information.

### **Consultation**

24. This paper has been prepared in consultation with Academic Services, Court Services, and members of Senate and Court.

### **Further information**

**Author(s) Dr Michael Barany**

**Presenter(s) (if required)**

**Freedom of information OPEN**

## SENATE

25 May 2022

### Guidelines for Senate Committee Papers

#### Description of paper

1. Members of Senate need to be able to access proposals, analyses, and policies considered by Senate committees in order to be engaged with university governance and fulfil our statutory role of superintending teaching and discipline and promoting research at this university. This paper articulates guidelines for access to papers that may contain sensitive or privileged information.

#### Action requested / Recommendation

2. Senate is asked to approve the following guidelines for committee papers:
  - 2.1. Papers should be open by default, meaning they can be accessed at will by members of Senate whether or not they are on the committee and they have open freedom of information (FOI) status.
  - 2.2. Papers should be available in advance of the meeting at which they are considered, if possible, to facilitate comments and participation. If information is presented as an oral report, a detailed summary shall be included either in the minutes or as a supplementary paper that includes details beyond what are usually minuted.
  - 2.3. Exceptionally, papers may be considered closed or reserved by the committee convenor in situations where closed or reserved FOI status is appropriate. In such cases, the reason for not considering the paper open shall be made available. Such papers will be distributed to members of the committee and shall be available on request to other members of Senate.
  - 2.4. In situations involving personal information of individual students, closed or reserved papers may be redacted to remove sensitive personal information (consistent with applicable data protection legislation and policies) before being made available to members of Senate. Such papers shall be accompanied by an explanation of the reason for redaction and a sufficient summary of any redacted information to allow consideration of any matters relevant to Senate's oversight role.

#### Background and context

3. The Universities Scotland Act gives Senate the power and responsibility of superintending teaching and discipline and promoting research. Our Standing Orders allow us to delegate certain of these powers to committees, which need not consist of just members of Senate. However, the statutory responsibilities continue to apply to Senate as a whole.
4. Following discussions on Senate effectiveness and transparency, committees have taken steps to share committee papers proactively with Senate as a whole.
5. Senate business occasionally includes matters to which Freedom of Information (FOI) exemptions apply. These papers, whether considered by committees or Senate as a whole, are considered privileged and are to be handled in a way that prevents their deliberate or accidental release to those who should not see them.
6. Absent explicit guidelines on the distribution of closed committee papers, committee convenors have exercised discretion to withhold closed papers from interested



members at large of Senate. Convenors have asked for this paper to clarify Senate's view on the matter.

7. The Senate Handbook explains that "It is good practice to minimise closed business, in order to ensure as much transparency as possible regarding the operation of Senate." This principle is widely shared in governing institutions, especially where there are matters of public accountability.

### **Discussion**

8. Recent developments to support greater engagement from Senate at large with Senate committees have been welcome. These promote transparency and good governance and, just as importantly, help build capacity by giving Senate members opportunities to learn about aspects of the university under Senate's purview.
9. The fact of delegating certain Senate powers to committees does not remove the statutory authority and responsibility of members of Senate. Access to papers, including ones on sensitive matters subject to FOI exemptions, is essential to fulfilling this responsibility individually and collectively. Members of Senate are elected into positions of trust in university governance and are quite capable of respecting rules and norms of document security associated with those positions of trust.
10. The recent change in Senate composition, dramatically reducing the number of members and requiring explicit nomination and election for a majority of positions, may affect some assumptions about transparency, access, and responsibility. Papers that might have been imprudent to distribute to all members of the vastly larger Senate as previously composed would not be subject to such concerns with a Senate made up of a smaller number of members who have affirmatively taken on the responsibilities of membership, including appropriate handling of confidential documents.
11. It has been past practice in some instances to restrict access to certain non-personal sensitive information, such as confidential business agreements or non-finalised information about university priorities for investment. These proposed guidelines take the perspective that such papers may be appropriately closed for FOI purposes but should be accessible to all members of Senate as they are relevant to Senate's effective conduct of its statutory role.
12. Where sensitive personal information is involved, it should be possible for Senate to carry out its role with redacted and summarised documents that preserve confidentiality, in accordance with data protection legislation and policies. These guidelines balance the needs of oversight and data protection.

### **Resource implications**

13. Preparing and circulating papers is already provisioned in the ordinary conduct and support of Senate.

### **Risk Management**

14. This paper balances the risks of disclosure of sensitive information and the risks of ineffective oversight and governance.
15. The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation.' This paper improves capacity for effective compliance with the Universities Scotland Act by enabling Senate to fulfil its statutory role with all appropriate information.

### **Responding to the Climate Emergency and Sustainable Development Goals**

16. n/a

### **Equality and Diversity**

17. Senate at large, by virtue of its numbers and constitution, reflects more dimensions of the university's diversity than Senate's individual committees. These guidelines

establish as default this diversity of capable stewards of Senate's governance responsibilities, increasing effectiveness in considering equality and diversity across Senate's role.

**Communication, implementation and evaluation of the impact of any action agreed**

18. To be implemented by Senate Support and committee convenors.

**Consultation**

19. Current committee convenors have discussed the matter with the author and with their committees.

**Further information**

**Author(s)** Dr Michael Barany

**Presenter(s) (if required)**

**Freedom of information** Open

## SENATE

25 May 2022

### Regulations Experts and Senate Capacity Building

#### Description of paper

1. Senate meetings could have gone more smoothly this year than they did. Appointing Regulations Experts from among members of Senate could assist the convenor and Senate Support in the effective conduct of meetings and building capacity for future Senate effectiveness.

#### Action requested / Recommendation

2. Senate is asked to discuss the issues from this paper, leading to possible actions that do not require a formal action of Senate to take forward.
3. The Principal has the formally designated responsibility of understanding and communicating both the formal rules and informal norms of Senate business, and of supporting good practice in Senate. However, this is a responsibility that is most effectively shared and developed collectively. It is proposed that a version of Regulations Experts be used in Senate for this purpose.

#### Background and context

4. Senate business is conducted according to our Standing Orders, which implement relevant legislation and ordinances. These give the Principal responsibility for presiding over meetings.
5. Senate is very capably supported by a team from Academic Services whose role includes advising members of Senate on the lawful and effective conduct of Senate business. This role is only a fraction of these staff members' workload.
6. At several points this academic year, Senate has encountered confusion over proposals and votes, leading to delays, ambiguity, and the need for additional meeting time and repeated votes. Some of these situations involved risks that our proceedings were not complying with standing orders.

#### Discussion

7. The new composition of Senate adopted in 2019 has represented an opportunity to revitalise Senate as a cornerstone of university governance. A smaller and deliberately selected membership makes it possible and desirable to consider Senate as a whole as a group capable of engaging in serious discussion and decision-making, rather than just as a sounding board and certifying authority for detailed work by committees.
8. The Principal has adopted a norm of open discussion and consensus-based action that is appropriate and effective for most of Senate's business. However, there are times when Senate must decide between alternatives or take action on proposals on which not all members are agreed. In these circumstances, Senate must proceed according to its established decision-making rules to reach decisions efficiently in a way that is legally valid.
9. Comporting to regulations and norms of good governance is a legal requirement, and need not be an onerous one. In practice the standing orders and other relevant procedural guideposts give considerable adaptability and discretion to support effective consideration appropriate to the needs of Senate and the demands of the question under discussion. Familiarity with applicable regulations and norms

empowers us to use them flexibly and appropriately, so that they facilitate effective conduct rather than feel like a procedural burden.

10. We are used to situations where a firm command of regulations and their applicable flexibilities is important. On exam boards, we appoint regulations experts so that someone is designated with the responsibility of being familiar with the regulations and interpreting them on the spot. This helps exam boards operate efficiently without requiring every participant to worry about regulatory details.
11. This year we have relied heavily on Senate Support to advise both during and between meetings on matters of procedure and best practice. This has at times been burdensome to Senate Support, especially on top of challenges of minuting and other activities that become harder precisely when questions of procedure arise.
12. Deliberately developing regulations expertise among members of Senate will help us to operate more effectively in a way that is less burdensome to Senate Support, much in the way we benefit from colleagues rotating through the role of regulations expert on exam boards.
13. Having multiple regulations experts in Senate would give multiple points of contact for members figuring out how to raise questions and proposals effectively, and forms a cohort for discussing procedural questions while limiting the demands on Senate Support to provide advice.

### **Resource implications**

14. Over the long term, building regulations expertise will improve Senate effectiveness and reduce support resource needs.

### **Risk Management**

15. The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation.' This paper proposes approaches to reduce the risk of regulatory noncompliance or breach of statute due to ineffective knowledge or application of relevant regulation regarding the conduct of Senate business.

### **Responding to the Climate Emergency and Sustainable Development Goals**

16. n/a

### **Equality and Diversity**

17. Well-understood and implemented norms and procedures preserve access and voice in deliberative settings, reducing the risk of arbitrary or biased effects of *ad hoc* proceedings.

### **Communication, implementation and evaluation of the impact of any action agreed**

18. To be implemented by members of Senate in collaboration with Senate Support.

### **Consultation**

19. Consulted with members of Senate and Court, Senate Support, Director of Academic Services, and the Director of Student Systems and Administration (oversees Senate Support within Academic Services).

### **Further information**

**Author(s)** Dr Michael Barany

**Presenter(s) (if required)**

## PAPER FOR SENATE

25 May 2022

### Proposed Revision to the Sustainable Travel Policy (2021)

#### Description of paper

University staff have raised concerns regarding the [University's Sustainable Travel Policy \(2021\)](#) and its effects on: (1) our ability to carry out research projects abroad; (2) our workload; (3) those of us with caring responsibilities, with disabilities and those early in their career; (4) our safety; (5) our commitments to environmental and economic sustainability; and (6) the University's reputation for delivery best value for money. This paper addresses these concerns by proposing that Senate direct the University Executive to remove the requirement that university-related travel bookings must be made through its single supplier for national and international travel and accommodation bookings ("the Single Travel Supplier").

#### Action requested / Recommendation

By creating an effective monopoly on national and international travel through a Single Travel Supplier, the existing Policy cannot meet its own sustainability rationale. This rationale is based on the [University's Climate Strategy 2016](#) that enjoys broad support among university staff. Since the Sustainable Travel Policy came into force, staff have raised concerns about the Single Travel Supplier requirement.

This paper recognises university staff commitments to the Policy's sustainability rationale, which staff can meet only by Senate directing the University Executive to remove the requirement that "all University-related domestic, national and international travel undertaken by rail, air, or Eurostar must be booked via University's chosen Travel Management Supplier" ([Policy](#) 2.3.1). This paper recommends that Senate direct the Executive to do this.

#### Background and context

1. Travel policy is properly a matter for Senate consideration, most directly as an aspect of the Senate's power "to promote research" designated in the [Universities Scotland Act 1966](#). Travel is also required to conduct some activities that support teaching, also under Senate's purview.
2. The University Executive has adopted a [Sustainable Travel Policy](#) despite considerable staff opposition to its compulsory provision for a Single Travel Supplier. Staff share the Executive's stated aim of promoting sustainability and to meet our carbon-reduction commitments, as set out in its laudable goal of [Zero by 2040](#).

3. The Policy's rule of consolidating all travel through a Single Travel Supplier closely resembles a previous proposal not linked to the sustainability rationale. In 2018, following an open letter (Appendix 1) opposing the previous proposal's provider monopolies, the Director of Finance at the time confirmed in writing (Appendix 2) that staff were entitled to opt out of using it. A 2021 letter (Appendix 3) reiterated and elaborated these concerns, in light of the new proposal and the apparent lack of an opt-out provision.
4. At the height of Covid pandemic, from 6 March to 30 April 2020 an all-staff consultation on the proposed Sustainable Travel Policy was carried out by the Department of Social Responsibility and Sustainability. The [consultation document](#) refers to a travel management company only once (on p. 40) and without any hint that it could or would comprise a monopoly on staff travel arrangements. Nonetheless, some respondents commented critically on the then-optional services of the single travel management company with which the university had contracted at the time (p. 13).
5. A Travel Management Company is also mentioned only once in the report on the [University Executive meeting on 23 March 2021](#) and there is also no reference that its use could or will be compulsory.

## Discussion

6. Limiting choice of travel and accommodation providers to the Single Travel Supplier raises the cost of like-for-like university-related travel, as staff have found since the Policy has come into force. In areas of work where travel is not predominantly supported by large grants that cover all costs directly, the additional costs and inflexibility of a Single Travel Supplier incur additional out-of-pocket travel expenses for staff and limit staff ability to draw on their own experience to seek more efficient, cost-effective, and environmentally sustainable travel plans.
7. Local knowledge, with which experienced research staff may be uniquely familiar, can be vital to securing safe and affordable accommodation abroad. When the Single Travel Supplier does not have access to this knowledge or its ability to book such travel through its own tools, booking this accommodation is not possible.
8. Staff, notably women, are concerned that limiting accommodation to suppliers approved by the Single Travel Supplier may affect their ability to choose local options they consider safe, based on personal knowledge of their destination – or to change accommodation urgently in case safety concerns arise.
9. Limiting options to approved suppliers may favour big hotel chains over local guesthouses with a much lower carbon footprint (and often closer to the site of interest, thus reducing travel-related emissions). This has been justified with concerns about modern slavery, a pressing issue that staff recognise. The Single Travel Supplier may seek to remedy this by booking with international chains. But this, in turn, may prevent staff from encouraging local, inclusive, and sustainable economic growth in the host country.
10. Experience shows that research staff, and not the Single Travel Supplier, are best able to identify the most direct and least emitting travel routes. By necessitating staff involvement in time-consuming negotiation with the Single Travel Supplier, the Policy creates pressure to increase carbon emissions by simply accepting routes generated by Single Travel Supplier.

11. The Policy creates an effective monopoly through by mandating compulsory use of the Single Travel Supplier. This may conflict with grant-holders' obligations to seek the most cost-effective use of charitable or public funds. Our current Supplier, Diversity Travel, does not guarantee price-matching on like-for-like bookings by air. This means staff cannot report to funders that they have ensured best value for money, with important consequences for the University's reputation.
12. In the limited time since the Single Travel Supplier requirement came into force, staff have reported that Diversity Travel cannot book journeys within continental Europe by train, forcing staff members to fly instead, contrary to the policy's stated aim of ensuring environmentally-sustainable travel. They have also been unable to book sleeper tickets in the UK. Diversity Travel has acknowledged capacity and performance issues even in the short time under contract with our university. The compulsory provisions of the Policy do not allow mitigation of these circumstances.

### **Resource implications**

13. The proposed reform will save staff time and promote best value for money. The administrative implications of not having to use a Single Travel Supplier are well known and understood. If the using the Single Travel Supplier were optional and not compulsory, then staff could resort to it when doing so will reduce administration and costs.

### **Risk Management**

14. The proposed reform will reduce risk to staff, allowing the benefit of the travel provider when it is truly beneficial, while enabling flexibility for staff to make other arrangements where alternative approaches better mitigate risk. Staff will continue to submit risk assessments to managers and arrange travel insurance internally, so the University will be as well informed on staff whereabouts and potential risks as it would be the under proposed policy.

### **Responding to the Climate Emergency and Sustainable Development Goals**

15. Enabling staff to choose the most sustainable form of accommodation and the most direct travel routes provides incentives for choosing sustainable forms of travel, e.g., to take the train or ferry whenever possible. The proposed reform will make a much greater contribution to our sustainable development goals than the current version of the Policy, which subcontracts these decisions to a Single Travel Supplier who may not have appropriate local knowledge and expertise.

### **Equality and Diversity**

16. By widening choice and flexibility within travel planning, this proposed reform will mitigate the impact of the Policy among those with less scope to accept increased administrative workloads, namely early-career researchers and those with caring responsibilities and disabilities. It will also address concerns with gender-inequitable impacts that obligatory use of the Single Travel Supplier may impose, unintentionally, on the safety of members of staff travelling on their own.

## **Communication, implementation, and evaluation of the impact of any action agreed**

17. Since this paper restores the flexibility that staff enjoyed before the Policy was implemented, staff will be familiar with the effectively conventional system. Evaluation should take place through existing mechanisms of policy and travel accounting and review.

## **Consultation**

This paper has been developed through extensive discussions among academic staff, both within and outwith Senate.

## **Further information**

### **Author(s)**

Prof Eberhard Sauer  
Prof Diana Paton  
Dr Adam Budd  
Dr Pau Navarro

### **Presenter(s) (if required)**

Prof Diana Paton  
Dr Adam Budd

**Freedom of information** This is an open paper.

**Appendix 1:** Open letter to the Director of Finance opposing provider monopolies:



9 March 2018

To  
Mr Phil McNaul  
Director of Finance, University of Edinburgh

Dear Mr McNaul,

We write as academic members of staff at the University of Edinburgh to express our sincere concerns regarding the University's new Expenses Policy. We are very concerned by numerous of its provisions, as well as by its fundamental disregard for the sound handling of financial resources within the University. In our view, this policy is unethical, will bring the University into disrepute, and will massively diminish our productivity, morale and success. We here merely summarise our key concerns, which arise in particular from the policy's unethical provision to establish provider monopolies at the expense of tax payers and external funding providers, including charities. In addition to the particular requests listed below, we ask for an urgent meeting with a view to amending the relevant parts of the policy before further damage is done to the productivity, efficiency and reputation of the University and its staff.



## **1. Unethical provision to establish provider monopolies**

The provision (§ 3.3) that ‘The majority of business expenditure must be incurred through University procurement routes, primarily purchase orders’, applied (in the case of travel and accommodation bookings over £300) to Key Travel (§§ 5.4 and 6.1) and (in the case of catering) to Edinburgh First or EUSA (§ 7.3), means to establish provider monopolies, also in the case of the expenditure of externally granted funds. This provision is at odds with the policy statements that (§ 3.1) ‘In the interests of value for money and to support the appropriate use of public funds, claimants are expected to be prudent in their spending’ and that (§ 3.2) ‘Claimants and authorisers must aim to ensure that economy, efficiency and effectiveness are achieved in respect of all expenses incurred’. (Note also the proper emphasis on scrutiny and audit: § 10.2). Commission payments and mark-ups mean that Key Travel and Edinburgh First do not offer competitive pricing, making these providers always a more expensive option vis-à-vis other providers. By way of example, a colleague was recently quoted £1416.06 (Fez – Edinburgh return) by Key Travel, whilst the same return journey was available for £350 elsewhere. We note further that where itemised price quoting is part of (e.g.) a research grant application, inflated pricing due to mark-up and commissions will not be supported by external funding bodies, such as the AHRC, the ERC, the Leverhulme Trust, etc. This provision should be withdrawn immediately for the purchase of goods and services funded through external funders unless the additional expense has been both applied for and granted. In the case of *existing* grants and fellowships, as well as of *submitted* applications to funders, there exists no opportunity to add at this stage commission or an extra mark-up (whether 15% or more) to the costs budgeted at the point of application and subsequently granted. Such cases should therefore be excluded from this **provision**, in compliance with § 1.3, which states that ‘This policy takes precedence unless more restrictive financial limits are stipulated by the funder (for example, a research grant)’. We trust that the University will now clearly acknowledge the exclusion of external funding sources from this provision where funders have not approved the excess costs that it will now entail. To act otherwise would be a misuse of public and charitable funds and would open up the University to accusations of graft, contrary to § 10.3. With regard to internal funds, the provision is hugely damaging to many core activities that depend on competitive pricing, and is therefore plainly undesirable.

## **2. Negative impact of procurement and purchase regulations**

More broadly, we should like to emphasise the impracticality of the purchase and procurement regulations imposed as a result of the new Expenses policy. We note here only in brief

- that projects in our fields regularly require specialised goods at short notice (for instance as a result of new research opportunities arising in the course of fieldwork or due to damage during use);
- that foreign partners often send information on requirements at the last minute, which necessitates flexibility and speed in the ordering and procurement process;
- that inefficiency in the ordering and procurement process is potentially hugely damaging to our research (for instance by rendering teams on fieldwork unproductive at high cost while they wait for cumbersome quotes to be administered).

We note moreover that competitive tender is frequently unworkable, as in our fields many specialised services are often met by a sole provider, and even where there are more than one, these will not normally provide quotations for lower-cost goods and service, and will certainly not do so repeatedly. In this regard, too, the Policy is unrealistic and unworkable.

In our view, there are other, significant repercussions arising from the new Expenses Policy, regarding work efficiency and work relations. The Policy and the associated purchase and procurement regulations have substantial and negative implications for workload management at School level, where the extra administrative work of both academic and administrative staff is not covered by existing budgets. Research-active academic staff whose research is funded by external funding bodies have clear workload limits imposed by the funder that do not permit the addition of the extra administrative workloads that the new Policy brings with it.

As members of academic staff we too have a strong interest in rigour and integrity in the institution's handling of financial resources. We regard these qualities as threatened by the new Policy, and are therefore forced to challenge it. We request that you, not a deputy, meet with members of staff in the School of History, Classics and Archaeology and the School of Literatures, Languages and Cultures to respond to our questions and concerns. We shall contact your Office to arrange a suitable date, time and venue and should be grateful if you could let them know your availability as soon as possible. We look forward to seeing you soon in our Schools and ask for your assurance that provisions that threaten to damage our and the University's reputation, productivity, team spirit and morale are abandoned.

Yours sincerely,

*Signed by 130 members of academic staff (63 in the School of History, Classics and Archaeology, 63 in Literatures, Languages and Cultures, 1 member of both Schools and 3 members of other Schools; NB: the letter was only circulated in HCA and LLC and the low number of signatures from other Schools is a result of them not having been informed and is no evidence of lack of support)*

**Appendix 2:** Response by the Director of Finance confirming that the use of a Travel Management Company was optional at the time:



## THE UNIVERSITY *of* EDINBURGH

Finance Department  
The University of Edinb  
Charles Stewart House  
9-16 Chambers Street  
Edinburgh EH1 1HT  
Tel 0131 650 1000  
D/D  
Fax

Dear Dr Aird et al,

Thank you for your letter dated 9<sup>th</sup> March 2018 expressing your concerns about the University's Expenses policy.

The policy was approved by Central Management Group (CMG) on 26<sup>th</sup> September 2017 and signed by the Combined Joint Consultative Negotiative Committee (CJCNC) on 13<sup>th</sup> October 2017. There were no ethical concerns raised by committee members in this policy drafting and approval process and the University takes seriously the fiduciary responsibilities of taking care of its financial and other assets.

One of the main drivers for change in the new policy was an Internal Audit Report in August 2016 that highlighted a number of issues with staff expenses. In particular, the Report highlighted that the policy did not provide appropriate guidance on what is and what is not permitted in staff expense claims.

The Report also concluded that the policy was also followed inconsistently across the Schools in the review. Due to the lack of clarity in the current policy, the expenses system was used to procure goods and services such as laptops, tablets, mobile phones, vouchers, advertising, furniture, vehicles, and consultancy which the Internal Audit Report concluded was an inappropriate route to procurement and that these purchases on expenses must be stopped.

We have also introduced more flexibility in the revised policy to allow staff with disability, impairment and other health related issues to access non-standard fares as deemed appropriate.

We reviewed our policy for compliance with tax legislation and operational considerations that address, for example, the purchase of potentially hazardous materials, travel to higher risk destinations, insurance cover and the University's sustainability targets, zero by 2040, particularly around the impact of University business travel on carbon targets and included this in the new policy.

I will address the points raised in your letter:

1. Unethical provision to establish provider monopolies
  - 1.1. The Key Travel clauses (5.4 & 6.1) were not approved by CMG in September 2017 and a footnote to the policy explains this. We can recommend that colleagues use the University Travel Management Service, Key Travel, for booking travel and accommodation but cannot enforce this therefore there is no requirement to withdraw this for external funders.
  - 1.2. Clause 7.3 states that colleagues should use Edinburgh First or EUSA for catering working lunches or dinners with University colleagues on University premises. This is not a requirement of the policy although we encourage staff to support the university by choosing to use its competitive offers rather than spending funds outside the HE system.
  - 1.3. There is no mark-up on flights. We pay a transaction fee according to the booking fee matrix in the procurement framework agreement. These costs are on our website: <http://www.docs.csg.ed.ac.uk/Procurement/Suppliers/KeyTravel/SUPCFeesMay2014.pdf>

Director of Finance Phil McNaull

2. Negative impact of procurement and purchase regulations

- 2.1. You can buy specialised goods at short notice. Clause 3.3 states that “the *majority* of business expenditure must be incurred through University procurement routes, primarily purchase orders.” There have been about 130 requests to buy specialised goods or service to the Expenses Policy helpline since December 2017. These requests have all been agreed. Last-minute, unforeseen requests are also permitted although we encourage forward planning to reduce the incidence of these.
- 2.2. Inefficiency in ordering and procurement process. Our eProcurement system, SciQuest, holds easily searchable catalogues and pricing for 80 of the University’s most commonly used suppliers. It takes a couple of minutes to search for and select items, and submit an electronic order direct to the supplier. In most cases, goods are delivered the following day. Invoices are received directly to the Finance Department and, provided the goods have been received, matched against the order and paid. Once the order has been placed and the goods received, there is no additional effort required in schools for the invoice to be paid.
- 2.3. Competitive tender is required by law for sealed bid tenders for goods and services over £50,000 under the Public Contracts (Scotland) Regulations 2015 and the Procurement Reform (Scotland) Act 2014. For goods and services over £181,302, by law, an official EU advert (OJEU) tender is required. It needs to be remembered that the University is one legal entity and whilst individual Schools and units may be spending amounts below this threshold, it is the cumulative spend across the Institution that is scrutinised for legal compliance. Failure to comply with the law can lead to an unlimited fine and serious reputational damage. The University risk register, approved by Court, has no appetite for such risks.
- 2.4. Quotations. The University as a public body in Scotland is subject to the National Procurement Journey which aims to provide Scottish public bodies with practical, straightforward procurement guidance that aligns with current legal obligations and currently serves as the basis for University policies and procedures. There are three routes to procurement, for purchases below £50,000, from £50,000 to £163,999 and for purchases over £164,000 that are explained in the University’s Procurement Journey:  
<https://www.ed.ac.uk/procurement/policies-procedures/procurement-journey>

I trust that this detailed explanation has shed more light on the rationale for the review and upgrade of the expenses policy and that you will see that it is not as restrictive as you suggested.

Kind regards



Phil McNaull

**Appendix 3:** Letter to the Principal expressing concerns about the compulsory use of a Travel Management Company:

2 November 2021



To  
Professor Peter Mathieson  
Principal and Vice-Chancellor  
University of Edinburgh

Dear Principal,

As academic staff in History, Classics, and Archaeology, we write to express deep concerns about the negative repercussions for core research activities arising from the proposed implementation of the new Travel Policy. It purports to be driven by concern over sustainability and the university's carbon footprint, a matter which we all recognise is of the utmost importance and urgency. But significant and troubling aspects of the policy are unconnected with decarbonisation, notably the bureaucratic and inflexible booking policy, which is seemingly designed for business travel, lacks understanding of the nature of humanities and social science research, and bears witness to inadequate consultation with researchers. Indeed, the policy is likely to advance practices that are economically and ethically dubious, potentially even increasing the carbon footprint of some of the travel undertaken by academic staff.

The policy envisages that, with few exceptions (e.g. funding via existing restricted grants), *all* travel will be pre-booked by a travel company appointed by the University – whether in the UK or elsewhere, whether for £5 or £5000, and requiring pre-authorisation in most cases. In short, the travel company will have a monopoly to book all travel for all staff. Booking of travel and accommodation will only be made for travel providers listed on the company's list, likely excluding smaller, local providers while privileging international chains. In many cases, it is clear that the selected travel company will not have the expertise on the ground, especially in non-Anglophone countries, that we as researchers ourselves possess. Each booking will accrue a commission for the travel company, thereby enriching a monopoly business potentially at the expense of external funding bodies, including charities.

A similar policy was proposed 3.5 years ago and opposed in an open letter by 130 colleagues in two Schools (HCA and LLC). Despite the concerns expressed at the time, the policy has been revived, disguised as a sustainable travel policy. Staff consultation was minimal, with the changes only made public in a recent bulletin when it was already a *fait accompli*. A recent discussion between the Director of Social Responsibility and some of the signatories of this letter in no way assuaged our concerns.

In short, the new policy will result in inflated charges and delayed booking, while a smaller choice of travel providers is likely to increase travel expenses substantially with doubtful environmental benefits. Past experience with contracted travel firms has shown a repeated pattern of identifying far higher prices for fares than otherwise available, and failing to identify much simpler (and lower emitting) solutions. In some

instances price increases may be multi-fold, e.g. when accommodating a team or student group in an expensive hotel as opposed to an affordable guesthouse (not to mention the higher carbon footprint of the former). This could mean that offering students opportunities abroad will in many instances become impossible.

Schools are apparently expected to make up some of the financial shortfall, but it is unlikely that this will cover the extra costs incurred, and external funding bodies may question funding bids with inflated costs and be unwilling to pay extra for a travel company's monopoly. Even if not, already limited funds will be wasted. Humanities research largely depends on making the greatest possible use of heavily rationed funds. Often not all of our expenses are covered, so economy is vital. Short of reducing our research activities, we will end up having to finance some of the extra costs (e.g. conference attendance, collaborative project meetings etc.) ourselves. Furthermore, we have a moral duty to avoid waste in using public and charitable funds.

Our workload (including the necessary checks that the proposed options are suitable and not excessively over-priced) will increase substantially. Colleagues have stressed that the burgeoning bureaucracy and costs involved are a significant disincentive when it comes to applying for any research funding or that they may opt for making a partner organisation the lead applicant. This policy will cost Edinburgh dearly in terms of lost research income and outputs.

The policy also jeopardises staff safety, notably of women travelling alone, no longer allowed to select accommodation in a safe location that inspires trust or able to change it instantly in case of safety concerns. International hotels, favoured by travel agents, are in some countries potential terrorism targets.

Decisive action against climate change is essential. The university's sustainable travel policy therefore must not prevent staff from opting for low-carbon accommodation, must not boost the profits of a monopoly at the expense of charities and sustainable local businesses, and must not undermine the credibility the University's climate strategy and damage our reputation. The University must trust its staff and support them in making the right decisions. We therefore request an immediate pause in implementation of the proposed harmful and irresponsible procedures to enable proper consultation, and a collaborative attempt to redraft the sustainable travel policy in a way that supports rather than hinders research in our fields. We will be very happy to join in discussion of how this could be done in writing or in person.

With best wishes,

*Signed by 78 members of academic staff in the School of History, Classics and Archaeology (74 current and 4 former members)*

**SENATE****25 May 2022****Enhancement Led Institutional Review (ELIR)  
Draft Follow-up Report****Description of paper**

1. This paper provides a progress summary of the University's Enhancement-led Institutional Review (ELIR) Action Plan.

**Action requested/Recommendation**

2. Discuss and comment on progress and activities in response to the ELIR recommendations.

**Background and context**

3. ELIR is the method used by the Quality Assurance Agency Scotland (QAAS) to review and assess the effectiveness of higher education institutions' approaches to securing academic standards and the quality of the student experience.
4. Our review was conducted in a series of online meetings with students and staff in February and March 2021. QAAS published the outcome of the review online in July 2021: [University of Edinburgh \(qaa.ac.uk\)](http://qaa.ac.uk). A shorter "outcome report" provides the formal outcome of the review and an overview of the commendations and recommendations; the longer "technical report" provides further information on the background and findings from the review, providing context to the commendations and recommendations.
5. An Action Plan setting out the University's response to the ELIR was approved by Senate in October 2021 and an ELIR Oversight Group established to progress activities in response to the ELIR recommendations. The ELIR Oversight Group is comprised of: VP Students; Assistant Principal Academic Standards and Quality Assurance; Deputy Secretary Student Experience; Director of IAD; Director of Strategic Change; and Head of Quality Assurance and Enhancement, Academic Services.
6. The Vice Principal Students and the Assistant Principal Academic Standards and Quality Assurance held a series of consultative meetings with each School/Deanery (between November 2021 and March 2022) during which the School/Deanery Heads and key staff were invited to discuss the ELIR recommendations and share any related issues or activities.

**Discussion**

7. The University is required to provide a follow-up report to QAAS on actions taken or in progress to address the outcomes of the review one year after the publication of the ELIR reports (due July 2022).
8. The attached paper represents the first draft of the follow-up report, capturing updates from each of the action leads. It will be developed over the next couple of months in response to comments from University Executive (10 May 2022)

meeting), Senate Quality Assurance Committee (19 May 2022 meeting), Senate (25 May 2022 meeting), and University Court (13 June 2022 meeting).

9. The ELIR Oversight Group will approve the final version of the follow-up report before it is submitted to QAAS in July 2022 (with the proviso that it will need to be endorsed by University Court in October 2022 before the final version can be published).

### **Resource implications**

10. Oversight of the ELIR Action Plan does not have overt resource implications, but some of the recommended actions may have implications in regard to staff time.

### **Risk Management**

11. The approach to responding to ELIR is designed to mitigate the risks associated with a poor outcome in the next review and is monitored as part of the University Risk Register - Strategic Risk 5 “Continued or worsening of NSS or other measures of student experience”.

### **Responding to the Climate Emergency & Sustainable Development Goals**

12. Relates to SDG 4: Quality Education, ensuring inclusive and equitable quality education. The overall focus of the recommendations is aimed at improving the quality of education and the student experience. There is a specific recommendation aimed at address equality and diversity in relation to student achievement and attainment gaps.

### **Equality & Diversity**

13. No new or revised policies are currently being proposed, but some of the recommendations and actions will give rise to new or revised policies and practices. Equality impact assessments will be carried out at the point when a new or revised policy or practice is proposed. Equality and diversity is a key focus of one of the main recommendations.

### **Next steps/implications**

14. The ELIR Oversight Group will play a formal role in monitoring progress against the recommendations and, together with Senate Quality Assurance Committee, will advise University Executive of progress and any concerns.

### **Further information**

13. Authors

Presenter

**Professor Colm Harman,**

**Professor Tina Harrison,**

Vice Principal Students

Assistant Principal,

**Professor Tina Harrison,**

Academic Standards and Quality Assurance

Assistant Principal,

Academic Standards and Quality



Assurance

**ELIR Action Leads**

**Freedom of Information**

14. This paper is open



# THE UNIVERSITY *of* EDINBURGH

## The University of Edinburgh Enhancement-led Institutional Review (ELIR) 2020/21 Follow-up Report – First Draft (May 2022)

### Introduction

The University of Edinburgh welcomed the ELIR reports and communicated the successful outcome widely to staff and students.

The Action Plan, setting out the University's response to the ELIR recommendations, was approved by Senate in October 2021 and an ELIR Oversight Group established to provide direction and oversight of the actions. The ELIR Oversight Group is convened by the Assistant Principal Academic Standards and Quality Assurance and the membership comprised of: Vice Principal Students; Edinburgh Students Association Vice President Education; Deputy Secretary Student Experience; Director of the Institute of Academic Development; Director of Strategic Change; and Head of Quality Assurance and Enhancement, Academic Services. The ELIR Oversight Group formally reports to the University Executive, advising on progress and any concerns, and also provides regular updates to Senate Quality Assurance Committee (SQAC).

The Action Plan takes a themed approach to the implementation of the ELIR recommendations in order to ensure alignment with existing learning and teaching priorities. Actions are grouped as follows:

- strategy, growth and planning (encompassing the oversight and planning for growth of student numbers, and the strategic approach to the enhancement of learning and teaching);
- change management (and the pace of change);
- monitoring consistency of implementation of strategy, policy and practice (encompassing oversight and implementation of policy and practice, and training for postgraduate research (PGR) students who teach);
- student support (the personal tutor system);
- assessment and feedback;
- developing and promoting teaching excellence (encompassing the recognition and support for academic staff development, and promotion of academic staff based on teaching); and,
- attainment gap monitoring.

The Vice Principal Students and the Assistant Principal Academic Standards and Quality Assurance held a series of consultative meetings with each School/Deanery (between November 2021 and March 2022) during which the School/Deanery Heads and key learning and teaching staff were invited to discuss the ELIR recommendations, the Action Plan, and any related issues or activities.

## 1. Theme: Strategy, growth and planning

### 1.1 Oversight and planning for growth of student numbers

#### ELIR Recommendation:

***“... implement an approach to facilitate institutional oversight and the effective planning and monitoring of student numbers, in order to ensure that appropriate and timely actions can be taken where increases in student numbers impact on arrangements for learning and teaching and student support.”***

The Vice Principal Students and the Director of Strategic Planning & Insight are leading actions and activities related to the oversight and planning of student numbers.

The need for “institutional oversight and the effective planning and monitoring of student numbers” is fully recognised and aligned with the University’s own intentions. A range of actions have been/are being taken, including:

- Sep 2021: Planning Round approach re-set to focus on a 5 year timeframe.
- Oct 2021: Strategic Performance Framework to drive and demonstrate delivery of Strategy 2030 developed and approved by Court in October 2021, including two KPIs focused on student population:
  - KPI1 - Widening participation: Number (and proportion) of undergraduate entrants from an SIMD0-20 area. Baseline (2020/21): 190 (9.3%)
  - KPI2 - International student diversity: Ratio of largest overseas market to 5th and 10th largest overseas markets. Baseline (2020/21): Ratio to 5th: 20:1, Ratio to 10th: 37:1
- Nov/Dec 2021: Intake targets for 2022 set within context of cross-University ‘parameters’ for key intake groups, discussed with Senior Leadership Team and Colleges in November 2021, and agreed by University Executive in December 2021. ‘Side target’ proposed for SIMD0-20.
- Dec 2021/Feb 2022: Intake targets supplied by Colleges for 2022-2026.
- Feb/Mar 2022: Strategic Planning review of intake targets for 2022 against agreed parameters, with some follow-on discussions to understand divergences.
- Feb 2022: Update provided to Student Recruitment and Fees Strategy Group, aligned with discussion on fees strategy and agreement of Strategic Enrolment Plan (six key objectives, which encompass enhanced use of data and collaborative working around recruitment).
- Mar 2022: Briefing session on recruitment and admissions held with College office staff, Heads of School and Directors of Professional Services.
- Ongoing:
  - Close engagement throughout with SFC and Scottish Government on controlled subject expectations and non-controlled undergraduate places expectations, as well as upskilling.
  - Weekly review of UCAS data on applications, offers for Edinburgh vs our peer group.
  - Embedded planning for annual Clearing Operation: Clearing provides an important mechanism to mitigate the risk of potential under-recruitment,

particularly in RUK and OVS intakes. This is particularly relevant in the context of continued uncertainty about the impact of Covid-19 restrictions on international travel, which might otherwise suppress intakes at a late stage in the recruitment cycle.

- Underway: Work to 're-set' previous 'Size and Shape' work – in progress.

For 2022 entry, working within constraints of current systems, processes and resourcing, the continuing high demand in terms of application numbers, set against priority given to managing the intake to target, has resulted in greater caution in offer-making, and some delays to admissions decision-making until relatively late in the cycle. There is evidence this is impacting on applicant experience. All options are under consideration to improve the process and timeliness of offer-making.

In terms of ensuring “that appropriate and timely actions can be taken where increases in student numbers impact on arrangements for learning and teaching and student support”, over the course of 2021-22 to date, in addition to previously agreed budget allocations, the University has deployed additional resources in-year, including investments totalling £5.5m to support the increase in teaching and professional costs associated with our additional students in 2021-22, as well as up to £4.7m investment across a range of areas including Curriculum Transformation, managed isolation and other initiatives to support the student experience. Recruitment of Wellbeing Advisors and Student Support Advisors is underway as a key milestone in relation to the Student Support Project.

### Context

It is worth highlighting that several of the factors driving above-target intakes in 2021 (and 2020), particularly for undergraduates, related to the external context and hence impacted many institutions, but were acutely felt by Edinburgh due in particular to our mix of applicants/students. Rates of application, and rates of conversion, of applicants for University level study in almost all intake groups varied significantly compared to historic norms.

Whilst initial forecasts early in the pandemic were for a potentially significant negative impact on recruitment of international students, the relaxation of restrictions in autumn 2020, and again in autumn 2021, resulted in international student numbers holding up and in many cases exceeding targets (though incoming and outgoing visiting student numbers continue to be lower than pre-pandemic). The unprecedented Scottish Higher and A level results in 2021 saw high numbers of Scotland Fee Rate and Rest of UK undergraduate applicants meeting the conditions of their offer. The reintroduction of post-study visas is an additional driver influencing international student choice of the UK, with particular impact on certain institutions, including Edinburgh.

Many of the external conditions impacting on student recruitment and admissions will prevail in 2022, and undergraduate application figures are again high and increased on 2021. An overarching aim for 2022-23 is to deliver an intake population which is closer to target than was achieved in 2021-22, and hence to minimise risks associated with unplanned over- or under-recruitment. In terms of process, we are aiming to set clear agreed intake targets as early as possible, to then enable all

involved to focus efforts and deploy strategies to deliver these targets, using all of the levers which are available as part of the recruitment and admissions process. This will be underpinned by enhanced use of data and analytics on conversion, supported through work being progressed by Strategic Planning, working with SRA and recruitment leads in Colleges. In contrast to last cycle, in the context that we know the status of EU and ROI entrants; have more clarity on total funded places; have clear public statements on examination intentions; and have an expectation of multi-year Scottish Government funding horizon, this gives us a much more certain platform for planning Scotland Fee Rate (SFR) and RUK UG intakes than was the case in the previous cycle. However, a number of inherent risks remain linked to: varying retention rates of continuing students; differing patterns of demand; changed behaviour of applicants; provision of additional places for SFR which don't account for re-categorisation of EU; and ongoing uncertainty around potential Scottish and UK Government responses to the pandemic over the coming months, including remaining moderate potential risks of disruption to plans for school exams. Against this backdrop, Colleges and SRA have undertaken careful planning work to ensure we have in place a set of levers to enable achievement of targets. As part of the approach, and to help with expectation management, a short article setting out how we are approaching the 2022 entry admissions cycle was published in November 2021: [How we are approaching the 2022 entry admissions cycle | The University of Edinburgh](#)

Looking ahead, in line with Strategy 2030, we will work towards delivering on the following commitments: "We will not grow for growth's sake. We will improve our student experience while aiming to keep our undergraduate community at a stable size. In reshaping our teaching for the future, we expect to expand interdisciplinary and multidisciplinary, postgraduate and digital education." Over the medium term, our total student population may therefore change more in composition than in overall size.

## 1.2 Strategic approach to the enhancement of learning and teaching

### ELIR Recommendation:

*"... in view of the current transition between the Learning and Teaching Strategy 2017 and future plans, the University should provide institutional oversight, and ensure clarity for staff, on the strategic direction underpinning current learning and teaching developments."*

Vice Principal Students is leading actions and activities related to the strategic enhancement of learning and teaching.

The current "strategic direction underpinning current learning and teaching developments" is being driven through the Curriculum Transformation Programme (CTP). The present stage of the CTP is setting the vision for the Edinburgh Student and the principles and architecture for the curriculum. When finalised, following a number of co-design workshops with staff and students, it is envisaged that a new Learning and Teaching Strategy will be developed to drive the implementation of the curriculum. A task group of Senate Education Committee (SEC) will take forward the development of a new Learning and Teaching Strategy during the first half of academic year 2022-23.

## 2. Theme: Change management

### **ELIR Recommendation:**

*“... develop an effective approach to the strategic leadership and management of change that will ensure more immediate and timely implementation of identified solutions in order to support staff and enhance the student experience.”*

The Director of Strategic Change is working with senior managers from across the University to take work forward in relation to this recommendation. The ELIR observation plays into broader activity regarding the approach to change at Edinburgh and is understood as an important issue for the University to address.

Some immediate steps are being taken and the student experience initiatives are included in this exercise, as are other non-student facing initiatives. Improving visibility of current ‘change’ initiatives and projects is key (i.e. purpose, ownership, governance, key timeline) including impact on business as usual activities and an estimation the size and where we can expect that effort to land. Better co-ordination of the current initiatives is also important. Working with the leadership of current initiatives and business areas will enhance our chances of successful implementation.

We recognise that the above will only get us so far, so to enhance our collective capability and capacity there are some further steps on our planning, management, governance and capabilities we are starting to review. Utilising the move to a fiveyear planning horizon by developing a clearer pipeline of strategic initiatives/projects (a small, clear, prioritised list) and building this into resource planning. We will ensure greater co-ordination in the scheduling of these activities, impact on operational area, and understanding of the period to embed and refine initiatives. We will also review and enhance how we best structure strategic change capacity and capability in the longer term as well as a number of areas such as developing compelling narrative; project capabilities; lessons learned.

In addition, we have utilised our engagement with an external consultant on a brief piece of work helping us to establish a strategic framework to manage our enhancements to the student experience and deliver these in a more effective manner. As part of this work we asked for input into enhancements we can make to the way we approach change in the organisation. There are some areas of process we can focus on, such as the establishment of a student experience framework and roadmap with both short and longer term deliverables and initiatives. There are common attributes of successful change that we will seek to enhance/embed in our practice: be clear on objectives and measure as we go; leaders must be visible and engaged; listen and communicate (in that order); and maintain momentum and don’t take too long. There are also leadership behaviours that will drive success: prioritise experience of students in design of policies, operations, procedures and ways of working; drive accountability; empower staff to commit to strategic improvements; acknowledge that strategic trade-offs may need to be made; and embed a commitment to continuous improvement.

Finally, we are seeing some of this change of approach in action. In particular in the implementation of the student support model. We have set out from the start with a different delivery and implementation model which specifically drives accountability for the delivery from the Board and through the Colleges and the Professional Service Group that will implement and own the changes.

### **3. Theme: Monitoring consistency of implementation of strategy, policy and practice**

#### **3.1 Oversight and implementation of policy and practice**

##### **ELIR Recommendation:**

*“... recognising the decentralised nature of university structures, the institution should establish a systematic approach to enable effective institutional oversight and evaluation of the implementation of policy and practice. As part of this, the University is asked to increase the range and use of institutionally determined baseline requirements to ensure consistency and accountability. The institution should ensure that mechanisms are put in place to adequately evaluate the consistency of implementation of strategic objectives across the institution and act when Schools deviate from institutional expectations.”*

Activities related to the oversight and implementation of policy and practice are being taken forward by the Vice Principal Students; Assistant Principal Academic Standards and Quality Assurance; and Interim Deputy Secretary Student Experience (with support from Director of Strategic Change).

Some policies have a more direct impact on learning and teaching and the student experience, and we will focus on those priority areas (and associated policies and practices) to ensure consistent implementation, develop a set of associated indicators from which to measure and evaluate, and establish a clear approach for monitoring consistency of implementation. Immediate priority areas of work include student support, assessment and feedback, training and support for PGR tutors and academic staff development. Much of this work is being taken forward as part of the other ELIR recommendations and reported elsewhere.

Stakeholder discussions have taken place (facilitated by Nous Consulting) around the student experience priority and will help refine our institutional planning.

#### **3.2 Training for postgraduate research (PGR) students who teach**

##### **ELIR Recommendation**

*“... ensure effective implementation of its policy for the training and support of postgraduates who teach and ensure all PGR students are trained before engaging in teaching activities.”*

Training for PGR students who teach is being taken forward by the Doctoral College leads.

A Tutor and Demonstrators (T&D) Network has been formed with representatives from all Schools, and HR. It will be expanded to include other services as well as

UCU representation. So far it has 94 members from all Schools and Deaneries. These include School managers and academic leaders as well as the trainers and those involved with administration of T&D. The forum will act as a sounding board for policies, enable exchange of good practice, share problems and liaise better with the services. A senior oversight group has been convened as a formal body and has met once. The group includes representatives from the Doctoral College, the three Colleges, the Institute for Academic Development (IAD), Human Resources, and Academic Services. Tutor and Demonstrators representatives will join the group once identified. This group will meet a small number of times each year and report to the ELIR oversight group and Senate Quality Assurance Committee and act as a governance body for the network.

A working group has also been formed to look specifically at training led by the IAD and consisting of a selection of those involved with training in the Schools. The remit of the group is to:

- map the training provided to Tutors and Demonstrators throughout the University;
- understand who has responsibility for Tutor and Demonstrator training throughout the University and propose a structure to ensure oversight of T&D in each School/Deanery;
- gauge awareness of the Policy for the recruitment, support and development of tutors and demonstrators at School level;
- make recommendations to the Oversight Group. It will use the established T&D Network to consult all Schools.

#### **4. Theme: Student Support**

##### **ELIR Recommendation:**

*“...make significant progress in implementing plans to ensure an effective approach to offering personal student support. In doing so, and recognising the extended period of time that the University has been developing its approach to personal tutoring, it is asked to reflect on whether the current timescale for implementation of the institutional Student Support and Personal Tutor Plan in 2023-24, is sufficiently ambitious. The University should make demonstrable progress within the next academic year in respect of ensuring parity of experience for students and effective signposting to support services and delivery of an agreed and consistent baseline level of provision. As part of its approach, the University is asked to develop an effective mechanism to monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience.”*

The Interim Deputy Secretary Student Experience is leading work to address the recommendation on student support.

##### **Governance**

Work continues on the implementation of the new student support model. Full implementation of the model is on target for September 2023, with some variation in implementation across the University in September 2022. The Student Support Project Board has been established and terms of reference agreed back in November 2021. A number of the key responsibilities of the Board are directly relevant to service quality, and there has already been a commitment that the Board



will continue for an agreed period post implementation in September 2023. Key responsibilities are set out below and these will remain an ongoing focus for Board agenda, discussions and decisions:

- a. Responsible for the overall operating model of student support being implemented, including the services delivered to students (functional perspective), the policies, business processes (and where relevant systems) and the interface between School and centrally provided services;
- b. Responsible for agreeing School implementation plans, roadmaps, support required and any proposed variation from the preferred model due to recognised local needs/requirements; and
- c. Responsible for agreeing measures/outcomes expected from the service/model and establish a governance approach for the ongoing measurement, evaluation and improvement of the service model.

### **Roles**

Job and role descriptions have been developed for the key professional service roles and cohort leads. An important milestone has been reached with recruitment, voluntary moves or transition now underway for both the student adviser and well-being adviser roles to ensure the phase one adopters are ready to implement the new model by September 2022. A single recruitment approach has been agreed across the three Colleges for student advisers and with the Director of Student Well-being for the well-being advisers.

An early draft of the training plan for Wellbeing Adviser and Student Advisers has been shared with College leads. Work on the training plan began with an inventory of training available within the University and has included detailed analysis of what the various courses cover. The project team also held meetings with other HEIs running Wellbeing Services in order to learn from their experiences.

For the Cohort lead role, the model moves away from a single point of individualised support to an eco-system of support where the cohort lead has an exciting opportunity through the group aspect to build community. A Cohort Lead design document has been developed to provide clarification on the role within Schools and Deaneries.

### **Developing student journey maps: A student lens**

For each stage of the journey, we need to articulate the expected experience, touch points and the likely forks in the road where students will take different pathways. For example, there will be additional pre-arrival and settling in tasks for international students, there will be students who join us with complex needs, there will be students who need help being ready to study, there are students who don't think they need any help but with a bit of support could achieve more. That expanded Student Journey map can then be developed into a Support Timeline which can help students visually to understand how they interact with the ecosystem of support within each segment, how and where they access support (the roles within the model should be seamless to them, this is the fault of the current model, where students need to know how the University works to get help from the right service or individual). Key deliverables:

- Student support ecosystem – An overview of the support network for students, both static and animated/interactive

- Support Timeline – An expansion of the “Student Journey” to show students where support available as they progress, identifying likely support needs for each stage. This needs to be in a format that can be used by project team preparing case studies/personas, so they can relate those to the Support Timeline

### **Student journey maps: A staff lens**

For staff delivering within the model, does their training and understanding of the eco-system match the student lens? How can we articulate how the roles within the organisational chart deliver seamlessly to students removing the barriers of the institutional hierarchy? Key deliverable:

- Organisation Explainer - An interactive/animated tool, which can be included in general communications and staff induction materials, to explain where new roles fit within the wider support ecosystem.

In preparation for the new academic year policy revisions will be presented to the relevant Senate committee for approval during semester 2. Consistent implementation and use of policy and regulations will be a pivotal aspect of training for new roles.

The new student approach in being phased in, starting with a number of pilot schools in academic year 2022-23 and starting with new incoming students. The Personal Tutor system will remain in the short-term for continuing students and student experience of the current Personal Tutor system will continue to be monitored. The February Student Pulse Survey asked a series of questions about students’ experience of the personal tutor and student support systems as they are run within their School or Deanery. This was a repeat of the questions from April 2021. The findings of these surveys were discussed at a meeting of the Senior Tutor Network in semester two, along with the plans for the transition to the new system of student support (the meeting was led by the Vice Principal Students and Assistant Principal Student Support).

## **5. Theme: Assessment and feedback**

### **ELIR Recommendation:**

*“... over an extended period of time, the University has considered a broad evidence-base which has highlighted concerns about assessment and feedback and this remains an area of challenge for the institution. The University is asked to make demonstrable progress, within the next academic year, in prioritising the development of a holistic and strategic approach to the design and management of assessment and feedback. The University should also progress with proposals for the establishment of a common marking scheme to ensure comparability of student assessment processes across Schools.”*

An Assessment & Feedback Task Group (co-convened by Professor Tina Harrison, Assistant Principal, and Dr Sabine Rolle, Dean for Learning and Teaching CAHSS, and reporting to the Curriculum Transformation Board) was established to take forward this work.

The Task Group has set out plans for a “*holistic and strategic approach to the design and management of assessment and feedback*” which were discussed at the 10<sup>th</sup>

March 2022 Senate Education Committee. The Committee endorsed the direction of travel and made some comments for further refinement to be taken back to the May meeting of the committee for final approval. The overall approach comprises:

- a. **Assessment and feedback principles.** A set of key principles to guide practice in assessment and feedback. The principles set out the baseline expectations for quality, ensuring a degree of consistency in assessment and feedback practice. The principles also signal to students what they can expect to experience with regards to assessment and feedback practice. The intention is for the principles to have the status of a policy and to sit alongside the taught assessment regulations. Schools would be expected to map their practice against the principles, identify gaps and actions to address them. The principles are that, assessment and feedback should be:
  - i. Fit for purpose
  - ii. Inclusive, equitable and fair
  - iii. Reliable, robust and transparent
  - iv. Proportionate to amount and level of credit
  - v. Constructive, developmental and timely
  - vi. Make appropriate use of learning technologies
  - vii. Developed and implemented in conversation with students
  - viii. Overseen at programme level (to ensure adherence to the above)
- b. **Assessment and Feedback Priorities.** The principles set the baseline expectations, but we should also strive for creativity and enhancement of our assessment practice. Feeding in to the Curriculum Transformation Programme, the Task Group is also producing a set of strategic priorities for assessment. These will be forward-looking and aspirational, encouraging greater creativity in assessment practice including, but not limited to, the following areas: greater emphasis on authentic assessments; increased formative assessment and feedback; increased assessment for learning; increased student partnership in assessment and student agency in assessment.
- c. **Support/guidance for staff.** To support colleagues in implementing the assessment and feedback principles, and strategic priorities, we propose to curate a series of Teaching Matters blogs that address each of the core principles and priority themes, drawing on insight and best practice from within the university and further afield and establish an Assessment and Feedback network to share and enhance practice.
- d. **Guidance for students.** To help students make the most of assessment and feedback, a student-facing guide will be produced explaining the assessment and feedback principles from a students' perspective and helping students to understand the assessment and feedback process and their role in it. The student guide will be co-created with the student interns that are working with the Task Group.

Work is progressing on a recommendation for a single Common Marking Scheme with a preferred approach identified. However, further scoping work is required to explore the implications for students systems of a revised marking schema on APT (Assessment and Progression Tool). Consultation with staff is planned throughout the rest of the year. The aim is to agree a new marking schema by the end of the year, but implementation will depend on any system changes required.

## **6. Theme: Developing and promoting teaching excellence**

### **6.1 Recognition and support for academic staff development**

#### **ELIR Recommendation:**

*“... take action to remove barriers which exist that prevent some academic staff from fully engaging with its existing suite of development opportunities for the professionalisation of teaching.”*

This work was paused in March 2020 due to the impact of COVID-19 however the University is exploring the potential to restart this work in spring/summer 2022.

This would align with the Curriculum Transformation Programme and the desire to enhance support for the professional development in teaching we are seeing in several Schools. It has also been flagged in recommendations from our last ELIR and is likely to be a topic of interest to the new Provost. The University will arrange to have this embedded into the annual quality reports, with Schools required to report on progress on an annual basis.

A final decision on how and when to progress this may need to wait for the arrival of the new Provost.

### **6.2 Promotion of academic staff based on teaching**

This is an area that the new Provost (with the Vice Principal Students) can drive thinking and planning.

The University has made changes to the Exemplars of Excellence (extending to grade 8 and updating) and to policies and procedures (including developments this year focussed on those in hybrid roles).

The University is exploring the potential benefit of commissioning an external evaluation of the policies and procedures introduced over the last 5 years relevant to this topic. This includes the introduction and updating of the Exemplars of Excellence, introduction of the requirement to assess teaching when recruiting new academic staff, outcomes and experience of promotion system for individual staff, changes in policy and procedure around academic promotions. We hope to initiate the evaluation work before the end of the current academic year and have it completed by the end of 2022.

## **7. Theme: Attainment gap monitoring**

#### **ELIR Recommendation:**

*“...consider how to address attainment gaps in student performance through the oversight, coordination and monitoring at an institutional level of school-level actions.”*

Assistant Principal Academic Standards and Quality Assurance (Convenor of Senate Quality Assurance Committee) and the University Lead, Equality, Diversity and Inclusion (Convenor of the University Equality, Diversity and Inclusion Committee) are leading work to monitor and address attainment/awarding gaps.

Senate Quality Assurance Committee has driven work to identify awarding gaps across the University via the Thematic Review process (and the Data Task Group established to progress the recommendations of recent reviews) and the annual quality assurance (QA) processes. Schools and Deaneries have increasingly engaged with widening participation (WP) and equality, diversity and inclusion (EDI) data to identify any gaps in attainment for different groups of students. However, they have struggled to understand the underlying causes of these gaps or what good practice should be encouraged and cultivated to address them.

The University's Equality, Diversity and Inclusion Committee (EDIC) is now undertaking work to determine the underlying causes of awarding gaps and share good practice with Schools to help them address these gaps. The University will establish a set of expectations or baselines in relation to WP and EDI data (based on the findings of the work to understand the causes of gaps and good practice) to allow Schools to gauge their relative performance. These expectations/baselines will in turn be monitored by the University as part of the School annual reporting process.

The Convenor of EDIC attended the April 2022 meeting of SQAC to consider the roles both committees will have in overseeing the work to determine the underlying causes of the awarding gaps with the aim of establishing and sharing good practice with Schools and Deaneries to help them address these gaps.

## **Summary**

This follow-up report outlines the actions taken by the University of Edinburgh to address the areas for development identified in the ELIR reports. The significant progress made is detailed and planning for areas still to be addressed is outlined. We are confident that our approach over the next three years will deliver enhancements to the student experience and that we will be able to demonstrate the effectiveness of these actions by the time of the next ELIR.

**Senate**

**25 May 2022**

**Senate Exception Committee Terms of Reference and Membership**

**Description of paper**

1. Minor update to the Senate Exception Committee Membership

**Action requested / recommendation**

2. Senate is asked to approve the updated Membership. The Terms of Reference are unchanged and are attached for information.

**Background and context**

3. The Senate Exception Committee operates under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings.

**Discussion**

4. The Committee Membership appended below has been updated to note one change in the membership. Niamh Roberts, the new President of the Students' Association will take up position on 13 June 2022 and will become a member of the Exception Committee from this date.

**Resource implications**

5. None

**Risk management**

6. Effective academic governance assists the University in managing risk associated with its academic activities.

**Equality & diversity**

7. The membership of the Committee is largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

**Communication, implementation and evaluation of the impact of any action agreed**

8. The Terms of Reference and updated Membership will be published on the Senate website.

**Author**

Olivia Hayes

Academic Policy Officer

May 2022

**Freedom of Information**

Open

## **APPENDIX 1**

### **Senatus Exception Committee**

#### **1 Purpose**

1.1 Under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings of Senatus subject to defined principles and on the understanding that any matter so referred can be referred to the full Senatus should this be the wish of the Exception Committee.

#### **2 Composition**

2.1 The Committee shall consist of at least six members.

2.2 The Principal, the Vice-Principal Students, the Convener of the Research Strategy Group, and the Convener of each of the Standing Committees of Senate shall be ex officio members of the Committee.

2.3 Unless otherwise represented, the membership of the Committee must also include two Senate members and a representative of the Edinburgh University Students' Association (normally the President).

2.4 The term of office for Senate members, where they are not ex officio members of the Committee, will be no longer than their membership of the Senatus and will be for a maximum of three years.

2.5 Edinburgh University Student Association annually nominate one fully matriculated student to be a member of the Exception Committee; this is normally one of the elected Students' Association sabbatical officers.

2.6 Previous members are eligible for re-appointment up to a normal maximum of two consecutive terms of office.

2.7 The Principal shall be appointed Convener of the Committee.

2.8 The Vice-Principal Students will be appointed Vice-Convener of the Committee.

#### **3 Meetings**

3.1 The Committee will be convened only if required and much of its business is expected to be conducted through correspondence.

3.2 The aim will be to circulate minutes, agendas and papers to members of the Committee at least five working days in advance of the meeting or prior to the conclusion of the consultation period. In cases of extreme urgency, which is likely to be the case given the nature of this Committee, and with the agreement of the Convener, papers may be tabled at meetings of the Committee. If being conducted by correspondence the consultation period may be no shorter than a 24 hour period.

3.3 Papers will indicate the originator/s and purpose of the paper, the matter/s which the Committee is being asked to consider and any action/s required and confirm the status of the paper in respect of freedom of information legislation.

3.4 Four members of the Committee shall be a quorum. This number must include the Principal or Vice-Principal Students and a Senate member.

3.5 A formal minute will be kept of proceedings and submitted for approval as soon as practicable to members of the Committee. The draft minute will be agreed with the Convener of the Committee prior to circulation.

#### **4 Remit**

4.1 To consider any matter between meetings of the Senatus and with the full delegated authority of Senatus to make a decision on the matter on behalf of the Senatus.

4.2 The Committee in reaching a decision must be satisfied regarding the following:

- there is evidence of the consideration given to the equality impact of the matter under consideration; and
- there is a robust rationale for the proposals or options being presented by the identified lead senior officer or officers including information on the outcome of any consultation undertaken.

#### **5 Other**

5.1 A report on issues discussed at each meeting or concluded via correspondence will be provided to the next available Ordinary Meeting of the Senatus.

5.2 Membership of the Committee will be published on the University's website.



## Senate Exception Committee Membership 2022-23

Name	Position/School	Term of office	Composition Section
Professor Peter Mathieson (Convener)	Principal	Ex Officio	2.2
Professor Colm Harmon (Vice Convener)	Convener of the Education Committee, Vice Principal Students	Ex Officio	2.2
Dr Paul Norris	Convener of Academic Policy and Regulations Committee	Ex Officio	2.2
Professor Tina Harrison	Convener of Senatus Quality Assurance Committee, Assistant Principal (Academic Standards and Quality Assurance)	Ex Officio	2.2
Professor Jonathan Seckl	Convener of the Research Strategy Group	Ex Officio	2.2
Dr Ashley Lloyd	Business School	1 August 2021 – 31 July 2024	2.3
Professor David Hay	Edinburgh Medical School	29 September 2020 – 31 July 2023	2.3
Niamh Roberts	Students' Association President	Nominated	2.3

**SENATE**

**25 May 2022**

**Report from Central Academic Promotions Committee**

**Description of paper**

1. Report of the recommendations of the Central Academic Promotions Committee.

**Action requested / Recommendation**

2. For information.

**Resource implications**

3. Increased salaries will impact on each individual College's staff budget.

**Risk Management**

4. N/A

**Responding to the Climate Emergency and Sustainable Development Goals**

5. N/A

**Equality and Diversity**

6. Equality and Diversity is central to the considerations of the Central Academic Promotions Committee.

**Communication, implementation and evaluation of the impact of any action agreed**

7. N/A

**Further information**

**Author(s)**

Louise Kidd  
HR Partner Reward  
University HR  
11 May 2022

**Presenter(s) (if required)**

**Freedom of information:** Open

## REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE

The Committee met on 11 May 2022 to consider academic promotions to Grade 10 plus award of title of Personal Chair and award of title of Personal Chair to clinical academic staff.

The Committee approved 99 nominations for award of the academic title of Personal Chair. All Personal Chairs are effective 1 August 2022 as follows:

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	G	Andreeva	CAHSS	Business School	Personal Chair of Societal Aspects of Credit
Dr	A	Bancroft	CAHSS	School of Social and Political Science	Personal Chair of Sociology
Dr	C	Beattie	CAHSS	School of History, Classics and Archaeology	Personal Chair of Women's and Gender History
Dr	C	Bovill	CAHSS	Institute for Academic Development	Personal Chair of Student Engagement in Higher Education
Mr	J	Brennan	CAHSS	Edinburgh College of Art	Personal Chair of Sustainable Architecture
Dr	J	Brownlie	CAHSS	School of Social and Political Science	Personal Chair of Sociology of Emotions and Relationships
Dr	R	Bunduchi	CAHSS	Business School	Personal Chair of Innovation
Dr	R	Calabrese	CAHSS	Business School	Personal Chair of Data Science
Dr	A	Cohen	CAHSS	School of Philosophy, Psychology and Language Sciences	Personal Chair of Kantian Philosophy
Dr	P	Crosthwaite	CAHSS	School of Literatures, Languages and Cultures	Personal Chair of Modern and Contemporary Literature
Dr	J	Culbertson	CAHSS	School of Philosophy, Psychology and Language Sciences	Personal Chair of Experimental Linguistics
Dr	C	Damro	CAHSS	School of Social and Political Science	Personal Chair of European Politics
Dr	G	Davis	CAHSS	School of History, Classics and Archaeology	Personal Chair of the History of Medicine
Dr	D	Fry	CAHSS	Moray House School of Education and Sport	Personal Chair of International Child Protection Research

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Ms	T	Giblin	CAHSS	Edinburgh College of Art	Personal Chair of Contemporary Curating
Dr	A	Gillis	CAHSS	School of Literatures, Languages and Cultures	Personal Chair of Modern Poetry
Dr	G	Haddow	CAHSS	School of Social and Political Science	Personal Chair of Sociology of Medicine and Technology
Dr	L	Hall-Lew	CAHSS	School of Philosophy, Psychology and Language Sciences	Personal Chair of Sociolinguistics
Dr	P	Honeybone	CAHSS	School of Philosophy, Psychology and Language Sciences	Personal Chair of Historical Phonology
Dr	A	Jack	CAHSS	School of Divinity	Personal Chair in Bible and Literature
Dr	E	Kelly	CAHSS	Edinburgh College of Art	Personal Chair of Music and Politics
Dr	W	Lamb	CAHSS	School of Literatures, Languages and Cultures	Personal Chair in Gaelic Ethnology and Linguistics
Dr	P	Lamont	CAHSS	School of Philosophy, Psychology and Language Sciences	Personal Chair in History and Theory of Psychology
Dr	E	Luger	CAHSS	Edinburgh College of Art	Personal Chair of Human-Data Interaction
Dr	A	Manches	CAHSS	Moray House School of Education and Sport	Personal Chair of Children and Technology
Dr	T	Milnes	CAHSS	School of Literatures, Languages and Cultures	Personal Chair in Romantic Literature and Philosophy
Dr	I	Naumann	CAHSS	School of Social and Political Science	Personal Chair of Comparative Social Policy
Dr	A	Niven	CAHSS	Moray House School of Education and Sport	Personal Chair of Psychology of Physical Activity

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	K	Potocnik	CAHSS	Business School	Personal Chair of Organisational Behaviour
Dr	H	Rabagliati	CAHSS	School of Philosophy, Psychology and Language Sciences	Personal Chair of Language and Cognition
Dr	S	Rolle	CAHSS	School of Literatures, Languages and Cultures	Personal Chair of Student Learning (Interdisciplinary Education)
Dr	V	Ruiz Abou Nigm	CAHSS	School of Law	Personal Chair of Private International Law
Dr	M	Thaler	CAHSS	School of Social and Political Science	Personal Chair of Political Theory
Dr	A	Thomson	CAHSS	School of Literatures, Languages and Cultures	Personal Chair of Modern Literature and Critical Theory
Dr	C	Weikop	CAHSS	Edinburgh College of Art	Personal Chair of Modern and Contemporary German Art
Dr	E	Wild-Wood	CAHSS	School of Divinity	Personal Chair of African Religions and World Christianity
Dr	C	Yang	CAHSS	Edinburgh College of Art	Personal Chair of Chinese Art
Mrs	G	Aitken	CMVM	Edinburgh Medical School	Personal Chair of Clinical Education
Dr	S	Cobb	CMVM	Deanery of Biomedical Sciences	Personal Chair of Translational Neuroscience
Dr	M	Denvir	CMVM	Deanery of Clinical Sciences	Personal Chair of Medical Cardiology
Dr	X	Donadeu	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Translational Farm Animal Biology
Dr	S	Farrington	CMVM	Deanery of Molecular, Genetic and Population Health Sciences	Personal Chair of Colorectal Cancer Genetics
Dr	J	Figuroa	CMVM	Deanery of Molecular, Genetic and Population Health Sciences	Personal Chair of Molecular Epidemiology and Global Cancer Prevention

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	J	Hillier	CMVM	Royal (Dick) School of Veterinary Studies	Chair of Mathematical Modelling and Global Food Systems
Dr	L	Jaacks	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Global Health and Nutrition
Dr	J	Keen	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Equine Cardiovascular Medicine
Dr	R	Marioni	CMVM	Deanery of Molecular, Genetic and Population Health Sciences	Personal Chair of Molecular Epidemiology of Ageing
Dr	M	McGrew	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Avian Reproductive Technologies
Dr	P	Mill	CMVM	Deanery of Molecular, Genetic and Population Health Sciences	Personal Chair of Cilia Biology
Dr	E	Osterweil	CMVM	Deanery of Biomedical Sciences	Personal Chair of Molecular Neuroscience
Dr	P	Pollock	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Surgery and Remote and Rural Medicine
Dr	N	Rochefort	CMVM	Deanery of Biomedical Sciences	Personal Chair of Visual Neuroscience
Dr	T	Schwarz	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Radiology
Dr	E	Sena	CMVM	Deanery of Clinical Sciences	Personal Chair of Meta Science and Translational Medicine
Dr	L	Stark	CMVM	Deanery of Molecular, Genetic and Population Health Sciences	Personal Chair of Nucleolar signalling and cancer prevention

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	S	Stock	CMVM	Deanery of Molecular, Genetic and Population Health Sciences	Personal Chair of Maternal and Fetal Health
Dr	R	Weller	CMVM	Deanery of Clinical Sciences	Personal Chair of Medical Dermatology
Dr	T	Wishart	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Molecular Anatomy
Dr	A	Arulanandam	CSE	School of Biological Sciences	Personal Chair of Structural Cell Biology
Dr	A	Buck	CSE	School of Biological Sciences	Personal Chair of RNA and Infection Biology
Dr	J	Cheney	CSE	School of Informatics	Personal Chair of Programming Languages and Systems
Mr.	N	Chue Hong	CSE	College of Science and Engineering (EPCC)	Personal Chair in Research Software Policy and Practice
Dr	A	Cook	CSE	School of Biological Sciences	Personal Chair of Structural Biology of Gene Expression
Doctor	G	Cowie	CSE	School of GeoSciences	Personal Chair in/of Biogeochemistry
Dr	S	Djokic	CSE	School of Engineering	Personal Chair of Electrical Power Systems
Dr	J	Fleuriot	CSE	School of Informatics	Personal Chair of Artificial Intelligence
Dr	A	Giannopoulos	CSE	School of Engineering	Personal Chair of Applied Geophysics and Computational Electrodynamics
Dr	J	Hadfield	CSE	School of Biological Sciences	Personal Chair of Quantitative Genetics
Dr	A	Hermann	CSE	School of Physics and Astronomy	Personal Chair of Computational Physics
Dr	P	Heun	CSE	School of Biological Sciences	Personal Chair of Chromosome Organisation
Dr.	D	Jordan	CSE	School of Mathematics	Personal Chair of Categorical Symmetry
Dr	A	Kiprakis	CSE	School of Engineering	Personal Chair of Agile Energy Systems
Dr	T	Kunath	CSE	School of Biological Sciences	Personal Chair of Regenerative Neurobiology

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	P	Lusby	CSE	School of Chemistry	Personal Chair of Supramolecular Chemistry
Dr	T	Ma	CSE	School of Informatics	Personal Chair of Financial Computing (Risk Modelling)
Dr	T	Mackay	CSE	School of Mathematics	Personal Chair of Electromagnetic Theory
Dr	O	Masek	CSE	School of GeoSciences	Personal Chair of Net Zero Emission Technologies
Dr	J	Michel	CSE	School of Chemistry	Personal Chair of Biomolecular Simulation
Dr	I	Myers-Smith	CSE	School of GeoSciences	Personal Chair of Climate Change Ecology
Dr	V	Nagarajan	CSE	School of Informatics	Personal Chair of Parallel Computer Architecture
Dr	K	Nazarpour	CSE	School of Informatics	Personal Chair of Digital Health
Dr	D	Obbard	CSE	School of Biological Sciences	Personal Chair of Evolutionary Genetics
Dr	D	O'Connell	CSE	School of Physics and Astronomy	Personal Chair of Theoretical Particle Physics
Dr	A	Pedersen	CSE	School of Biological Sciences	Personal Chair of Disease Ecology
Dr	A	Portelli	CSE	School of Physics and Astronomy	Personal Chair of Theoretical High Energy Physics
Dr	J	Pridham	CSE	School of Mathematics	Personal Chair of Derived Algebraic Geometry
Dr	S	Sabanis	CSE	School of Mathematics	Personal Chair of Stochastic Analysis and Algorithms
Dr	P	Series	CSE	School of Informatics	Personal Chair of Computational Psychiatry
Dr	N	Sheridan	CSE	School of Mathematics	Personal Chair of Mirror Symmetry
Dr	S	Sierra	CSE	School of Mathematics	Personal Chair of Noncommutative Algebra
Dr	C	Snodgrass	CSE	School of Physics and Astronomy	Personal Chair of Planetary Astronomy
Dr	A	Stokes	CSE	School of Engineering	Personal Chair in Bioinspired Engineering
Dr	L	Szpruch	CSE	School of Mathematics	Personal Chair of Mathematics of Machine Learning
Dr	S	Thomas	CSE	School of Chemistry	Personal Chair of Sustainable Catalysis
Dr	I	Titov	CSE	School of Informatics	Personal Chair of Natural Language Processing
Dr	I	Viola	CSE	School of Engineering	Professor of Fluid Mechanics and Bioinspired Engineering



Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	P	Walsh	CSE	School of Biological Sciences	Personal Chair of Biological Education
Mr.	S	Warrington	CSE	School of Engineering	Personal Chair of Engineering Education
Dr	L	Watts	CSE	School of GeoSciences	Personal Chair of Energy & Society

The following Out of Cycle award of Personal Chair has been made since the last report to Senate:

Title	Initial	Surname	College	School/Deanery	Personal Chair Title	Date of Effect
Dr	M	Fernandez-Gotz	CAHSS	School of History, Classics and Archaeology	Personal Chair of European Archaeology	1 August 2022
Dr	C	MacAmhlaigh	CAHSS	School of Law	Personal Chair of Public Law	1 August 2022
Dr	D	Friedrich	CSE	School of Engineering	Personal Chair of Energy Systems	1 February 2022

**Senate****25 May 2022****Annual review of effectiveness of Senate****Description of paper**

1. This paper notifies Senate members of plans for the annual internal review of Senate's effectiveness.

**Action requested / recommendation**

2. Senate is asked to note the plans for the review, and to engage with opportunities to provide feedback on Senate's functioning and effectiveness.

**Background and context**

3. The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years: "49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances."
4. In line with the requirements of the Code, during Summer 2022, Academic Services is conducting a light-touch review of Senate. The outcomes of this review will be reported to Senate in September / October 2022.
5. Academic Services are also conducting effectiveness reviews of the Senate Standing Committees, and the report of these reviews will be presented to Senate in September / October 2022.
6. The previous annual internal effectiveness review was reported to Senate on 12 November 2021. Actions identified in the previous annual effectiveness review, and progress against these actions, are in Appendix 1.
7. A discussion paper will be presented to Senate May 2022 recommending that the externally-facilitated review of Senate be brought forward to 2022-23. This follows a period of exceptional change, whereby the Senate moved to be partially elected in 1 August 2020. The 2017 Scottish Code of Good Higher Education Governance recommends that externally facilitated reviews be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made).

**Discussion**

8. The review process will be primarily self-reflective. Senate members will be invited to respond to a brief online questionnaire during Summer 2022 (managed by Academic Services). The draft questions are contained in Appendix 2

9. Members of Senate Standing Committees will also be asked for brief feedback on working with Senate and this will be fed into the report.
10. The review process is intended to gather information on and evaluate effectiveness in terms of the:
  - a. Support and facilitation of Senate meetings;
  - b. Engagement of members and knowledge and understanding of their roles and the remit of Senate;
  - c. Impact and strategic relevance of Senate's work.
11. Senate membership and composition will be reviewed, following the move to a partially elected Senate from 1 August 2020. This review will be undertaken as part of the externally facilitated review to be brought forward to 2022-23.
12. Academic Services will collate the information gathered and produce a report on the findings, including proposed actions.

### **Resource implications**

13. The review will be conducted by Academic Services and any resource requirements will be met from existing budgets. The resource implications of any actions identified in response to the outcomes of the review will be considered at that stage.

### **Risk management**

14. The annual effectiveness internal review process assists the University in ensuring that its academic governance arrangements are effective and enables the University to manage a range of risks associated with its academic provision.

### **Equality & diversity**

15. The review provides an opportunity to identify any equality and diversity issues in the make-up of the Committee and the way it conducts its business.

### **Communication, implementation and evaluation of the impact of any action agreed**

16. The report will be presented to Senate in September / October 2022. If the review identifies required actions or enhancement opportunities, these will be taken forward by Academic Service (if directly related to the functioning and support of Senate) or referred to the appropriate body for consideration. A note of the report will be sent to Court via the routine Senate report to Court.

### **Author**

Olivia Hayes, Academic Policy Officer  
10 May 2022

### **Freedom of Information**

Open

## Appendix 1

<b>Area Under Review</b>	<b>Recommended Action</b>	<b>Responsible</b>	<b>Progress</b>
<b>Role and Remit</b>	1. Review of Senate Standing Orders to take place in 2021/22, this is an opportunity to simply and communicate the Senate agenda-setting process	Academic Services	<p>1 – It was reported at the 9 February meeting of Senate that this action would be held back to allow time to consider whether more substantial updates would be desirable, to make the Standing Orders more accessible and support Senate business. Any revision will require consultation with and approval by Senate.</p> <p>The External Effectiveness Review will be asked to review the effectiveness of the governing documents in place, including the Standing Orders and Terms of Reference</p>
<b>Oversight of Senate Standing Committees</b>	2. Bring a discussion paper on the Senate Standing Committees to Senate	Academic Services and Senate Standing Committee Convenors	2 – A discussion paper was presented at the 12 November meeting recommending that Senate Standing Committee Convenors continue to improve the effectiveness of their committees and communication with Senate. A group would be formed to review what future improvements to the structure and function of Standing Committees may be required.

	<p>3. Revise the format of the annual Senate Standing Committees report to focus more on key and strategic themes rather than granular detail.</p>		<p>2 - The External Effectiveness Review will be asked to consider the operation and effectiveness of Senate and its committees including how they manage their business and reflect on performance. The External Effectiveness Review will be asked to consider the effectiveness of the communication between Senate, its committees and their stakeholders across the University.</p> <p>3 – The next annual Senate Standing Committees report will be presented to Senate at the May 2022 meeting of Senate.</p>
<p><b>Senate engagement with strategic priorities</b></p>	<p>4. Review process for identifying Senate presentation and discussion topics</p>	<p>Convener and Senate Support, in consultation with Senate</p>	<p>4 – Senate members were invited to submit suggested presentation topics and themes for 2022-23. The Convener will consider suggestions when making the final selection of presentation topics for 2022-23.</p>
<p><b>Committee Support</b></p>	<p>5. Continuously review practical arrangements for Senate meetings to prioritise accessibility and opportunities for discussion.</p>	<p>Academic Services</p>	<p>5 – Work on this is ongoing as part of a continuous review.</p>

## Appendix 2

Draft questionnaire. These are the same questions as used in Summer 2021. All questions allow free text responses.

1. During your time as a member of Senate, have you had a clear understanding of your role on Senate? Do you have any suggestions for how this could be better communicated, for example via the Senate Induction sessions, the Senate Members' Handbook, or the Senate website?
2. In May each year, Senate receives an Annual Report of the Senate Standing Committees. Does this provide Senate with appropriate oversight of the Committees' work?
3. During your time as a member of Senate, do you feel Senate has engaged effectively with the strategic priorities of the University? In what ways? How could Senate engagement with strategic priorities be improved?
4. Do you feel that Senate is supported effectively by the Senate Support team within Academic Services? Please comment on what works well, and what you think could be improved.