

Senatus Academicus

Wednesday 31 May 2017 at 2.00 p.m.
Lecture Theatre G.03, 50 George Square

AGENDA

Presentation and Discussion Theme: Research-led learning and teaching

1. **Introduction: Dimensions of Research-led learning and teaching**
Professor Sarah Cunningham-Burley, Assistant Principal, Research-led learning
2. **BSc (Hons) Biomedical Sciences: inspiring students through research-rich learning and teaching**
Dr Philip Larkman (Biomedical Sciences)
3. **Developing a student and research-led course**
Dr Meryl Kenny (School of Social and Political Science), James Bryson (Student, Politics) and Kirsten Ainslie (Student, Sociology)
4. **Creating and delivering a research-led University-wide online course: presenting perspectives on sustainability, encouraging critical reflection**
Professor Dave Reay (School of GeoSciences), Professor Pete Higgins (Moray House School of Education), Vanessa Ombura (Student, Civil Engineering)
5. **Using educational research to inform our teaching**
Dr Velda McCune (Institute for Academic Development) and Dr Kate Saunders (School of GeoSciences)

Interlude and Tea/Coffee Break

PRINCIPAL'S COMMUNICATIONS

Oral Update

FORMAL BUSINESS

- | | |
|--|-------------|
| 1. Report of E-Business conducted 9–17 May 2017
For approval | S 16/17 3 A |
| 2. Special Minute
For approval | S 16/17 3 B |
| 3. Higher Education Governance (Scotland) Act –
Proposals for the composition of Senatus Academicus
For agreement | S 16/17 3 C |
| 4. Enhancement-led Institutional Review Follow-Up Report
For noting | S 16/17 3 D |
| 5. Annual Report of the Senate Committees
For approval | S 16/17 3 E |
| 6. Senate Researcher Experience Committee: Amended Terms of
Reference
For approval | S 16/17 3 F |

COMMUNICATIONS

- | | | |
|-----|---|-------------|
| 7. | Communications from the University Court
For comment and noting | S 16/17 3 G |
| 8. | Resolutions – Chairs
To make observations | S 16/17 3 H |
| 9. | Report from Central Academic Promotions Committee
For information | S 16/17 3 I |
| 10. | Knowledge Strategy Committee Report
For information | S 16/17 3 J |

CLOSED

- | | | |
|-----|---|-------------|
| 11. | Report from the Honorary Degrees Committee
For approval | S 16/17 3 K |
|-----|---|-------------|

The University of Edinburgh

Senate

31 May 2017

Report of E-Business conducted 9 – 17 May 2017

Executive Summary

This paper provides the draft report of the electronic business of Senate conducted from 9 – 17 May 2017.

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

Not applicable.

Action requested

For noting.

How will any action agreed be implemented and communicated?

Key decisions will be communicated in the Senate Committees' Newsletter.

Resource/Risk/Compliance

1. Resource implications
Does the paper have resource implications? No
2. Risk assessment
Does the paper include a risk analysis? No
3. Equality and Diversity
Does the paper have equality and diversity implications? Not relevant
4. Freedom of Information
This is an open paper.

Any other relevant information, including keywords

Minutes, Emeritus, Resolutions

Originator of the paper

Senate Secretariat
May 2017

**Report of Electronic Business of Senate conducted from
Tuesday 9 May to Wednesday 17 May 2017**

FORMAL BUSINESS

1. Minutes of the meeting held on 1 February 2017

Senate approved the minutes of the meeting of Senate held on 1 February 2017.

2. New Members

Senate welcomed the new Senate member, Professor A Baggs, Chair of Food and Environmental Security.

3. Conferment of the title Emeritus Professor

Senate agreed to confer the title of Professor Emeritus on Professor A Boyle and Professor R Rodger, requesting that the Head of College prepare the Special Minute.

MATTERS ARISING

4. Special Minute

Senate adopted the Special Minute for Professor A Cumming.

COMMUNICATIONS AND REPORTS

5. Communications from the University Court

Senate noted the content of the report from the University Court on its meeting of 6 February 2017.

6. Report from the Central Academic Promotions Committee

Senate noted the award of an out-of-cycle Personal Chair from the Central Academic Promotions Committee.

7. Resolutions

Court presented to Senatus draft Resolutions in accordance with the procedures for the creation of new chairs, renaming of existing chairs and the process for personal chairs. Senatus, having considered the draft Resolutions below, offered no observations.

- | | |
|-------------------------------|---|
| Draft Resolution No. 16/2017: | Foundation of a Personal Chair of Jurisprudence |
| Draft Resolution No. 17/2017: | Foundation of a Sir Timothy O'Shea Chair of Veterinary Informatics and Data Science |
| Draft Resolution No. 19/2017: | Foundation of a Chair of Material Design and Innovation |
| Draft Resolution No. 20/2017: | Foundation of a Chair of Isotope Geochemistry |
| Draft Resolution No. 21/2017: | Foundation of a Chair of Food and Environmental Security |
| Draft Resolution No. 18/2017: | Alteration of the title of the Chair of Learning Analytics and Informatics |

8. Senate Standing Committees: Amended Terms of Reference

Senate approved the proposed changes to the Terms of Reference for Senate Learning and Teaching Committee and Curriculum and Student Progression Committee.

9. Membership of Senate 2017/18

The Senatus noted those colleagues who had been elected or re-elected by their College as readers, senior lecturers and lecturers, and University demonstrators and academic research staff, for a period of three years from 1 August 2017 – 31 July 2019. It further noted those colleagues nominated as *ex officio* members by the Colleges. Senate extended a welcome to the new members.

10. College Academic Management Structures 2017/18

Senate noted the College Academic Management Structures for 2017/18.

11. Report of Senatus Exception Committee

Senate noted the business approved by the Senate Exception Committee on 19 April 2017.

12. Dates of Meetings of Senate 2017/18

Senate noted the Senate meeting dates for 2016/17:

Wednesday 4 October 2017
Wednesday 7 February 2018
Wednesday 30 May 2018

Senate noted the e-Senate meeting dates for 2017/18:

Tuesday 12 September – Wednesday 20 September 2017
Tuesday 16 January – Wednesday 24 January 2018
Tuesday 8 May – Wednesday 16 May 2018

The University of Edinburgh

Senate

31 May 2017

Special Minute

Executive Summary

The paper provides the Special Minute for Professor David J Porteous.

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

Not applicable

Action requested

The Senatus is invited to adopt the Special Minute.

How will any action agreed be implemented and communicated?

Emeritus Professor procedures for communication will be followed.

Resource/Risk/Compliance

1. Resource implications
Does the paper have resource implications? No.
2. Risk assessment
Does the paper include a risk analysis? No.
3. Equality and Diversity
Has due consideration been given to the equality impact of this paper? Not relevant.
4. Freedom of Information
This is an open paper.

Any other relevant information, including keywords

Special Minute

Originator of the paper

Senate Secretariat
May 2017

Special Minute
Professor David J Porteous
BSc, PhD, OBE, FRSE, FRCP(Edin), FMedSci
Emeritus Professor of Human Molecular Genetics and Medicine

David Porteous retired on 31st March 2016 after 17 years of service to the University of Edinburgh as Chair of Human Molecular Genetics and Medicine. He graduated from the University of Edinburgh in 1975 with a BSc in Biological Sciences and with a PhD in Genetics in 1979. His PhD on the genetics of flux control in *Neurospora crassa* was under the supervision of Dr Henrik Kacser, pioneer of what we now call Systems Biology. Following post-doctoral training in biomedical science in Oxford, he returned to Edinburgh to take up an MRC Recombinant DNA Training Fellowship with Professor Ed Southern at the MRC Mammalian Genome Unit. In 1983, he moved to the MRC Human Genetics Unit to join Professor Hastie, FRS, where he was closely involved with Hastie and Prof. van Heyningen, FRS, in transforming the Unit into one of the leading centres in human molecular genetics. Promoted in 1993 to Head of Molecular Genetics when Hastie assumed the Directorship of MRC HGU, David developed three strands of translational research: cystic fibrosis gene therapy, psychiatric genetics and population health genetics, bringing all three to the University in 1999. He is one of the few non-clinical Fellows of the Royal College of Physicians Edinburgh (elected in 2004 and awarded the Ballantyne Prize in 2010). He has received various other prizes from learned societies, including the prestigious Fondation IPSEN Neuronal Plasticity Prize in 2015. He was made OBE for contributions to science in 2013.

David was appointed to a newly established Chair of Human Molecular Genetics and Medicine at the University of Edinburgh in 1999 and Head of Medical Genetics at the Molecular Medicine Centre (now Centre for Genomic and Experimental Medicine) at the Western General Hospital Campus. He served as Centre Director from 2003-2015. He also established and directed the Genetics Core at the Wellcome Trust Millennium Clinical Research Facility, providing state-of-the-art genetics and genomics support for clinical investigators. As CGEM Director, he was intimately involved in the formation of the MRC/ University of Edinburgh Institute of Genetics and Molecular Medicine by joining together the Centre for Genomic and Experimental Medicine, the Edinburgh Cancer Research Centre and the MRC Human Genetics Unit. He led the scientific case for support, the architectural design and the commissioning of a 5-storey link building between the three constituent buildings. Opened in 1996 by the Chancellor, HRH Princess Anne, the building provides a 180-seat auditorium, social interaction space, meeting and training rooms, executive suite and two floors of dedicated space for over 100 staff undertaking computational, bioinformatics and statistical science.

All of David's work has applied knowledge emerging from the Human Genome Project to the identification of risk factors, disease processes and new treatments for inherited disorders. In cystic fibrosis gene therapy, he developed a genetically engineered mouse model of the disease that he used to demonstrate proof-of-principle for gene therapy. This work led directly to the first UK clinical trial of gene therapy for cystic fibrosis in 1995. In 2001, his group joined with Imperial College London and Oxford University to form the UK Cystic Fibrosis Gene Therapy Consortium to develop and apply the next generation of clinical gene therapy, with a Phase II clinical trial successfully completed in 2015. In psychiatric genetics, his group has identified several genes of major effect in determining the risk of developing major mental illness, most notably *DISC1*, shown to be a key regulator of brain development and signalling. In population health genetics, Porteous conceived and initiated Generation Scotland on joining the University in 1999. This collaborative initiative between the Scottish Medical Schools and the NHS in Scotland has become a major platform for research into the genetic and environmental determinants of common causes of ill-health. The study links clinic and questionnaire data with routine health records and prescribing data. Importantly, Generation Scotland asks and helps answer questions about both mental and physical health.

David has always considered working in academia as a privilege with an attendant responsibility to conduct health relevant research. He hopes to continue to do so after retirement, but also to repay his wife and three daughters for their enormous support over his whole career with more family time and shared activities in Edinburgh and abroad. He also harbors a fond hope that his French will improve, his health remain intact and his brain active.

The University of Edinburgh

Senate

31 May 2017

**Higher Education Governance (Scotland) Act –
Proposals for the composition of Senatus Academicus**

Executive Summary

At its meeting on 1 February 2017, Senate considered the implications for the composition of Senate of the Higher Education Governance (Scotland) Act 2016. Senate discussed five possible options for its future composition, identifying two preferred models. This paper provides a more detailed analysis of those two models.

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

Effective academic governance arrangements will assist the University to deliver all relevant aspects of its Strategic Plan.

Action requested

Senate is invited to recommend a model for the composition of Senate to comply with the Act, and to agree that this model will then be subject to University-wide consultation.

How will any action agreed be implemented and communicated?

The paper proposes that the Task Group discuss a plan for consulting the wider University community on the proposed changes to Senate.

Resource/Risk/Compliance

1. Resource implications

There are resource implications in relation to staff time and resource in preparation for implementation of the Act and the revision of Ordinances through the Privy Council. The resource implications involved in managing and supporting the Senate in future will in part be determined by which model for the composition of Senate is finally approved. The paper highlights some resource implications of the different models.

2. Risk Assessment

The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation'. The paper is designed to assist the University to select the model for academic governance which will be most effective in managing risks associated with the University's teaching and research in the future.

3. Equality and Diversity

A formal equality assessment of the final agreed model will be carried out by the Task Group appointed by Senate to consider the implications of the Act.

4. Freedom of Information

Open paper.

Originator of the paper

Theresa Sheppard; Tom Ward
Academic Services

Higher Education Governance (Scotland) Act – Proposals for the composition of Senatus Academicus

1. Background

Previous Acts have determined that the Senate will be the academic body within the University that has the power to regulate and superintend the teaching and discipline and to promote research. While the Higher Education Governance (Scotland) Act 2016 (hereafter “the Act”) does not amend the powers or role of Senate, the principal objective of the Act is to enable Senate to exercise them within a ‘more modern, inclusive and accountable’ framework.

The main changes that the 2016 Act brings in relate to the composition of Senate:

- More than 50 per cent of Senate members must be elected
- Persons appointed by being elected by the students of the institution from among the students of the institution must make up at least 10 per cent of the total membership of Senate, up to a total of 30 members
- The University is no longer required to make all professors members of Senate

The full text of the Act is located here:

<http://www.legislation.gov.uk/asp/2016/15/contents/enacted>

At its meeting on 1 February 2017, Senate discussed five possible models for the future composition of Senate that would comply with the Act, identifying two preferred models. In discussion, Senate members expressed preference for Model 1 (large Senate reaching a membership of around 1,400) and Model 2 (medium-sized Senate of around 250).

Following this discussion, the Task Group appointed by Senate to consider the implications of the Act has met to consider a more detailed analysis of these two models. This paper sets out this analysis, placing the proposed models in the context of current membership and attendance of Senate.

Senate is now invited to recommend a model for the future composition of Senate, and to agree that the model will then be subject to University-wide consultation.

2. Current Senate membership and attendance

At present, Senate is regulated by the Universities (Scotland) Act 1966 and Ordinance 204, and the exact number of places available for election to Senate are governed by a framework approved by Court on 4 November 2013.

The table below shows the numbers of Senate members against each membership category:

Table 1

Senate Membership	Current number of members (as at 1 August 2016)
The Principal	1
All Professors of the University who hold an established or Personal Chair	675
Elected Readers, Senior Lecturers, and Lecturers	53
Elected representatives of University Demonstrators and Research Staff	2
Elected student representatives - associate members	10
Ex Officio members not in any categories above	22
Total Membership	763

Attendance at Senate meetings since 2014/15 has ranged between 40 and 105 members at each meeting, averaging 60 members, which represents slightly less than 10 per cent of the current number of Senate members.

3. Analysis of the two preferred models for the future composition of Senate

Model 1 – Large Senate

This model would allow all professors of the University and the other current *ex officio* members to retain their membership of Senate without election. The model would allow sufficient places for elected academic staff and students in order to meet the Act's requirement that at least 50 per cent of the membership be elected.

Under this model, the total size of Senate, and the number of spaces available for elected members, would be determined largely by the number of professors at the University. As such, the total size of Senate would fluctuate over time as the number of professors increases or decreases. Based on the current number of professors, the minimum size of Senate under this model would be about 1,400.

There is scope to modify this model, for example to increase or decrease the number of non-professorial *ex officio* members, or to increase the number of elected places allotted for staff or students.

Table 2

Position	Membership
Principal	1
Professors	675
Heads of Schools and the current <i>ex officio</i> appointments	17 (Note a and b)
Elected academic staff	664
Elected students	30 (Note c)
Total	1,387

a. Excluding those in Professorial category

- b. Working on the basis that the meaning of 'Heads of Schools' in the Act corresponds with the same terminology in the University (rather than, for example, referring to Heads of Colleges).
- c. There is no obligation to include more than 30 student members, but universities have the right to increase the number.

The advantages of Model 1 include the following:

- Membership is broad and inclusive, and reflects the diversity of the institution;
- This broad membership would assist Senate in securing strong engagement across the academic community, which could assist the University when it needs to address major challenges;
- There is no requirement to disenfranchise existing members of Senate.

The disadvantages of Model 1 include the following:

- It will be more challenging to have effective and engaging discussion with a larger membership;
- If Senate's ability to conduct effective and engaging discussion were constrained by its size, this could lead to it delegating strategic and significant business, which could in turn reduce the incentives for members of the University community to stand for election;
- Achieving a quorum (one third of membership, meaning c. 400 members¹) would be more challenging than at present, creating risks to Senate's ability to exercise power and take decisions.

Practical implications of Model 1 include the following:

- In order to have sufficient staff and students standing for election to fill available places, a large number of staff and students would need to understand Senate's role and recognise the reasons for becoming a member;
- The operation of this model would involve large-scale and potentially complex election processes, which would have resource implications;
- The University only has a small number of venues that could accommodate a quorum based on a Senate of this size and only one venue large enough to accommodate Senate, were all members to attend.

Model 2 – Medium-sized Senate

Under this model, professors would not automatically become members of Senate. The model would specify separate pools for election for professors and for other academic staff, however, and would allocate around 100 places for elected professorial representatives. This should be sufficient to allow all professorial candidates who wish to serve on Senate to be elected, and provide a suitable balance between academic leaders and the academic community as a whole.

The model would include all other *ex officio* appointments that are currently on Senate.

There is scope to modify this model, for example by increasing the number of places for the election of professorial staff.

¹ Quorum refers to the minimum numbers of members who must be present for Senate to make valid decisions. The Universities (Scotland) Act 1858, unmodified by the 2016 Act, defines quorum as "one third of Senate".

Table 3

Position	Membership
Principal	1
Heads of Schools	22 (Note a)
Other <i>ex officio</i> appointments	47 (Note b)
Elected academic staff (Professorial pool)	100
Elected academic staff (Other)	50
Elected students	24 (Note c)
Total	244

- a. Working on the basis that the meaning of 'Heads of Schools' in the Act corresponds with the same terminology in the University (rather than, for example, referring to Heads of Colleges)
- b. Including all *ex officio* appointments currently on Senate (including those who are Professorial)
- c. Assumes 10 per cent of total membership are elected students

The advantages of Model 2 are summarised as follows:

- The composition would accommodate current levels of attendance at Senate;
- While smaller than Model 1, this model is still sufficiently large to be reasonably representative of the University's academic community;
- The model provides sufficient places to allow all professorial candidates who wish to serve on Senate to be elected;
- All current *ex officio* members would be retained;
- The smaller size (compared to Model 1) would be more conducive to engaging and effective discussion, which in turn would be likely to give members of the University community incentives to stand for election;
- If Senate's ability to conduct effective and engaging discussion were constrained by its size, this could lead to it delegating strategic and significant business, which could in turn reduce the incentives for members of the University community to stand for election;
- It would be less challenging to achieve a quorum (around 80 members) than under Model 1.

The disadvantages of Model 2 are summarised as follows:

- The model is less broad and inclusive than Model 1;
- The right of all professors to be members of Senate would be removed.

Other implications of Model 2:

- Given the relatively small number of places available for the election of academic staff compared to those currently available, it is likely that the University will need to run elections.
- There would be a greater number of suitable venues around the University to hold Senate meetings.

4. Proposed consultation processes

Once Senate has reached agreement on the preferred model, the Court Nominations Committee (the Court committee responsible for advising on how Court will amend its own composition in response to the Act) will have an opportunity to confirm that the preferred model aligns with emerging thinking regarding the future arrangements for Court. As long as the Court committee is content, a period of consultation with the wider University community will begin on the preferred model.

Whichever model for the newly-constituted Senate the University chooses to adopt, its successful introduction will require high levels of engagement from across the University's academic community. For example, in order to fill the places for election to Senate, it will be necessary for a sufficient number of eligible staff and students to stand for election. This consultation process provides an opportunity to develop this engagement with the newly-constituted Senate.

There will be two phases of consultation:

a. University-wide consultation on the preferred model and key aspects of the electoral arrangements

During Semester 1 2017-18, key stakeholders, including Schools, Colleges, the Students' Association, and the General Council will be invited to submit comments on the proposals. In addition, there will be a broader consultation with staff and students of the University on the proposals.

The Task Group appointed by Senate to consider the implications of the Act will manage this consultation process and will present the outcomes to Senate's February 2018 meeting. Senate will then be invited to agree a final set of proposals to submit to Court.

b. Consultation on the draft Ordinance

Once Senate and Court have agreed the future constitution of Senate and associated electoral arrangements, the Ordinance setting out the terms of the new constitution will be drafted by the University Court and subject to an eight week consultation period by Senate and the General Council. Any amendments will then be considered by the University Court. The Ordinance will then be sent for approval by the Privy Council. This process may take one to two years.

The provisions of the Act came into force on 30 December 2016 with a transitional period of four years. During this four year period, the University must amend its current governance documents and work towards full compliance with the Act. Full compliance will be required by 30 December 2020.

The University of Edinburgh

Senate

31 May 2017

Enhancement-led Institutional Review Follow-Up Report

Executive Summary

The paper presents the year on Follow-up Report of the University's 2015 Enhancement-led Institutional Review (ELIR). The Follow-up Report was submitted to the Quality Assurance Agency Scotland by the required deadline of 3 March 2017. The Report was presented to the Senate Quality Assurance Committee for information on 19 April 2017 and to University Court for endorsement on 24 April 2017.

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

This paper relates to the Strategic Plan's mission to "provide the highest-quality research-led teaching and learning" and the strategic objective "leadership in learning."

Action requested

For noting.

How will any action agreed be implemented and communicated?

Theme leads will implement and communicate actions within their area. The Senate committees' newsletter includes an item on ELIR actions.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The implementation of the plans has resource implications for support services as well as for Colleges and Schools, which need to be taken account of when setting the priorities for the Senate Committees.

2. Risk assessment

The ELIR has been managed within the University's risk management process.

3. Equality and Diversity

The paper does not require an Equality Impact Assessment. Equality and diversity considerations will be taken into account by the theme leads.

4. Freedom of information

Open.

Key words

Enhancement

Originator of the paper

Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
Nichola Kett, Academic Services
21 March 2017



THE UNIVERSITY *of* EDINBURGH

The University of Edinburgh Enhancement-led Institutional Review (ELIR) 2015/16 Follow-up Report – 3 March 2017

Introduction

The University of Edinburgh welcomed the ELIR reports and the successful outcome was communicated widely to staff and students, including through the University's website¹. A themed approach is being taken to implementation as part of an integrated planning process in order to ensure alignment with existing learning and teaching priorities and Assistant/Vice Principal roles and responsibilities. Senate Quality Assurance Committee (SQAC) is responsible for overseeing actions in response to the ELIR reports. Learning and Teaching Policy Group also receives regular reports on actions and discusses and advises on matters in line with its strategic remit. Management of the overall response process is being undertaken by the Assistant Principal Academic Standards and Quality Assurance. Reports on progress to SQAC have been made every three months during the first year following the ELIR outcome, and will continue to be made every six months thereafter. The aims are to make substantial progress during the first year, to ensure all actions are completed by the end of year three and that, as far as possible, there is evaluation of their impact.

The five themes and their leads are: (1) assessment and feedback (Assistant Principal Assessment and Feedback, Professor Susan Rhind); (2) personal tutor system (Assistant Principal Academic Support, Professor Alan Murray); (3) postgraduate research student experience (Assistant Principal Researcher Development, Professor Jeremy Bradshaw); (4) staff engagement in learning and teaching – workload allocation models (Vice-Principal People and Culture, Professor Jane Norman); and (5) student representation – college and school level (Tanya Lubicz-Nawrocka, Edinburgh University Students' Association, hereafter referred to as the Students' Association, and the College Deans of Quality, Professor Robert Mason, Dr Gordon McDougall and Professor Jeremy Bradshaw). The University was also encouraged to progress existing work on student data dashboards and this is being led by Barry Neilson (Director of Student Systems).

Theme leads are responsible for developing and implementing a plan of work to address areas for development and for providing progress reports to SQAC. The following paragraphs are an overview of the information gathered from these reports.

The Students' Association Vice President Academic Affairs is a member of SQAC and has the opportunity to comment on progress reports and was sent a draft version of this report. The Students' Association have been involved in follow-up activity and are leading one of the themes.

Assessment and Feedback

A broad and balanced approach has been taken to addressing the areas for further development relating to assessment and feedback identified in the ELIR reports, recognising that the National

¹ <http://www.ed.ac.uk/academic-services/quality/elir> and <http://www.ed.ac.uk/staff/teaching-matters/features/institutional-review>

Student Survey (NSS) is an important indicator of success but not the only one that should be considered.

The ELIR reports encouraged progressing with planned further analysis of NSS free text answers. In order to do this, a methodology for thematic qualitative analysis of NSS data was developed, initially using three schools as pilots. This has been expanded with half of all Schools now complete and the remaining due by the end of March. The Student Surveys Unit also made available to staff via an internal wiki a more quantitative analysis of free text comments in October 2016. Key findings from these analyses specific to assessment and feedback, highlight issues of perceived fairness, lack of transparency and a need to better manage expectations. These themes are now forming the basis of discussion and prompting action among the Directors of Teaching Network and through individual discussions with Schools, the Institute for Academic Development (IAD) and the Assistant Principal (Assessment and Feedback). IAD carried out a project exploring student perceptions of the NSS question set which has informed the development of our NSS processes. In addition, the September 2016 meeting of the Directors of Teaching Network, led by an external consultant, focussed on NSS results and prompted attendees to consider and review their action plan. As an alternative source of information, an analysis of the 2014/15 and 2015/16 External Examiners' reports was carried out which revealed many more commendations than suggestions or issues for the topics 'student feedback' and 'assessment methods'. Text analysis highlighted the constructive nature of much of the feedback and the clear efforts being made to improve, whilst amongst the small number of issues raised, the theme of inconsistency was highlighted. This mirrors the theme of inconsistency highlighted by students in NSS free text comments previously identified that is being discussed with Schools through the mechanisms described above.

The ELIR reports asked the University to work with students in Schools to address matters raised and to understand specific issues and needs. This is being undertaken at a School level, using both local information and information provided through University-level initiatives. A University-wide approach to course enhancement questionnaires was implemented in 2016/17 and the core question set includes the question 'Feedback so far has been helpful and informative'. It is anticipated that a reasonably complete picture of semester 1 performance in relation to this metric across Schools will be available by mid-semester 2. This will then inform further conversations between individual Schools and the Assistant Principal (Assessment and Feedback). During semester 1 2016/17 mid-course feedback was introduced, giving students the opportunity to give early feedback on courses and for immediate issues to be addressed. An evaluation of this exercise revealed positive feedback in general and no immediate concerns with assessment and feedback.

The Leading Enhancement in Assessment and Feedback (LEAF) project continues to work closely with Schools to explore students' experiences of assessment and feedback. To date, 24 programmes across 20 Schools (spanning all three Colleges) have been audited and a further three audits are planned for 2016/17. Follow up action continues with several Schools and key themes emerging from audits have been reported to the Senatus Learning and Teaching Committee² (LTC). The key themes informing ongoing practice are: over-assessment and deadline log-jams; inconsistency in assessment and teaching; agency/assessment literacy; and the importance of aligned authentic assessment and a sense of place and belonging. As the LEAF project progresses, we are learning more about the experiences of Edinburgh students and the issues that affect them. Solutions that help LEAF programmes develop are likely to be adaptable to other programmes and can help develop support that is local and discipline-based and therefore more likely to have longer-term 'ownership' at programme and discipline level. Furthermore, both good practice that is identified and the solutions themselves can be shared to the benefit of the wider University community.

² <http://www.ed.ac.uk/files/atoms/files/agendapapers20160921.pdf> (Paper Q)

In relation to the ELIR recommendation to implement feedback policy and practice in a clear and consistent manner, the Assessment and Feedback Enhancement Group has been formalised as a Task Group of LTC³ with responsibility for reviewing the Feedback Standards and Guiding Principles⁴ to support the consistent implementation of assessment and feedback policy (as prominently outlined in the Learning and Teaching Strategy⁵ published in January 2017) and practice (as outlined in the Assessment regulations). It is anticipated that this exercise will be completed by September 2017 and will result in the creation of an interactive resource with case studies. In relation to Taught Assessment Regulation 16⁶ and the 15 day feedback turnaround deadline, in January 2017 LTC agreed that, from semester 2 2016/17, Schools would no longer be required to report on turnaround times at an institutional level, but increased emphasis would be placed on local oversight, monitoring of turnaround times and ownership. Heads of School must ensure that arrangements are in place to monitor and address any problems regarding feedback turnaround times.

In order to promote the importance of the provision of formative feedback opportunities that help student progress and consistent with Taught Assessment Regulation 15, a series of presentations at College and School level continue to highlight the importance of formative feedback experiences and provision of opportunities for students to gain skills in assessment literacy. The balance of formative and summative feedback is also explored through the LEAF project audits.

With reference to reflecting on the positive experiences of assessment and feedback reported by Online Distance Learning (ODL) students, a high level agreement has been made to move towards the increased usage of online submission of assessment and return of feedback and marks where appropriate and the College of Arts, Humanities and Social Sciences (CAHSS) implemented it at the start of 2016/17 through its electronic submission of assessment and return of feedback project. Additionally, the Learning and Teaching Strategy outlines a commitment "... to the creative use of digital technologies in our teaching and assessment where appropriate whether online, blended or on-campus". The Assessment and Feedback Enhancement Group continues to receive updates on the CAHSS project. Furthermore, opportunities to share practice will continue through the Directors of Teaching Network and the Assessment and Feedback Enhancement Working Group.

The University's Assessment and Feedback Enhancement Group has discussed how to approach the actions identified in the ELIR reports relating to information provided to students about marking schemes and grade descriptors. An initial stage of action is underway involving gathering examples from across the Colleges and analysing available sources of student feedback for relevant responses.

The work undertaken as part of this theme aims to result in: students and staff having a sound mutual understanding of standards and expectations in assessment and feedback; increased understanding at School-level of students' issues and needs in relation to assessment and feedback; a continued small percentage year on year increase in NSS and course enhancement questionnaire assessment and feedback question scores; and continued positive comments on assessment and feedback from External Examiners.

Personal Tutor System

A holistic approach has been taken to addressing the areas for further development of the Personal Tutor (PT) system identified in the ELIR reports, with feedback from a wide variety of sources being considered. Results from the Edinburgh Student Experience Survey, NSS and the Postgraduate

³ http://www.ed.ac.uk/files/atoms/files/16_november_2016_-_agenda_and_papers_final.pdf (Paper I)

⁴ http://www.ed.ac.uk/files/atoms/files/feedback_standards_guiding_principles.pdf

⁵ http://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf

⁶ <http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

Taught Experience Survey have been considered along with the PT-related results of the Teaching Award nomination analysis⁷ and an external benchmarking exercise. Additionally, consultative meetings on the measures that have been taken to encourage excellence in teaching and student support have been held with every School. The PT system was one of the less frequently raised issues by staff at these meetings, however, staff noted that the University could do more to understand and manage students' expectations regarding the PT system.

A number of actions have been taken to revisit the way in which Schools are implementing the PT system. The PT Oversight Group (a sub-committee of SQAC) have agreed actions in relation to: minimising and effectively managing the changing of PTs; sharing good practice examples identified through the Teaching Award nomination analysis; and monitoring of free text comments relating to PT/tutee contact. The Group have concluded that more robust and granular internal survey data is required if meaningful conclusions are to be drawn and/or judgements made in regard to the relative performance of both Schools and individual PTs.

The Learning and Teaching Policy Group have agreed to: (1) consider how Schools/Colleges/University can communicate to students regarding what to expect from their PT, and how the PT role relates to the broader academic and pastoral support arrangements; and (2) to explore the models of student support teams operating in different Schools, and the way that they interact with the PT systems in the Schools, and assess whether some models are more effective than others. An agreed set of activities is planned in order to progress these actions, including a review of website information and consultation with a virtual student panel. Three non-mandatory proposed enhancements to the PT system to help support staff in their roles as PTs have been discussed and broadly supported by the PT Oversight Group and the Senior Tutor Network: guidance on holding meaningful meetings; pre-arrival questionnaires; and PTs working in a supportive group (PT group practices).

In response to consistent feedback from staff about the different needs of ODL students and the extensive existing support provided, the PT Oversight Group approved a pilot approach in the College of Medicine and Veterinary Medicine for postgraduate taught students. In December 2016 the Senior Tutor Network was asked to consider appropriate ways of supporting ODL students within the PT system framework and it was agreed that the Assistant Principal (Academic Support) would consult further in order to establish the needs of ODL students in relation to the PT system to inform any developments and a meeting of key stakeholders has been organised for March 2017.

The ELIR reports outlined the value of the University providing additional clarification for students around the aims of the system and providing students with information on alternative avenues of support in order to align expectations of students and staff. A review of the Academic and Pastoral Support Policy⁸ and the School Personal Tutoring Statement template⁹ took place in advance of academic session 2016/17 in order to provide greater clarity on expectations of both staff and students. The School Personal Tutoring Statement and the My Personal Tutor webpage¹⁰ now include a prominently placed standard paragraph on the aims of the PT system. Students are provided with information on alternative avenues of student support through many different mechanisms, for example, the student website¹¹ and programme and course handbooks¹². The

⁷ https://issuu.com/eusa/docs/teaching_awards_report_2015_16_issu

⁸ http://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf

⁹ <http://www.ed.ac.uk/files/atoms/files/schoolpersonaltutoringstatementtemplate.docx>

¹⁰ <http://www.ed.ac.uk/students/academic-life/personal-tutor>

¹¹ <http://www.ed.ac.uk/students>

¹² <http://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf>

Personal Tutor staff website¹³ was extensively redeveloped for September 2016. This website aims to support staff in their PT system roles and was redeveloped using staff feedback. The Academic and Pastoral Support Policy contains information on briefing, training and development and notes: “All Schools will offer a training session for Personal Tutors and Student Support Teams at the start of each academic session”. Since the roll out of the Student Mental Health training programme this academic year, 127 staff have attended training. There are another eight sessions planned for this semester, and the programme will continue in 2017/18.

In the ELIR reports, the University was encouraged to continue to support staff and students to embed peer learning and support and to continue working with the Students’ Association to deliver appropriate training for peers. There is growing engagement with Peer Learning and Support activities and the commitment for development is outlined in the Edinburgh University Students’ Association and University Student Engagement Statement and the Learning and Teaching Strategy. LTC discussed peer learning and support at its January 2017 meeting and identified a number of practical issues to take forward. The Spring 2017 meeting of the Senior Tutor Network will take the form of a show and tell, highlighting the successes and challenges with peer learning and support systems across the University.

Work on the enhancement of the Personal Tutor system aims to ensure that staff and students are clear on the aims of the system, their respective roles and that expectations are met. Progress will continue to be monitored through student survey feedback and opportunities to develop further sources of feedback will be explored.

Postgraduate Research Student Experience

The University is addressing two of the areas for further development from the ELIR reports relating to the postgraduate research (PGR) student experience through the creation of a programme of work titled the Excellence in Doctoral Research and Career Development programme.

Aligning with the ELIR reports’ findings that the University should review the effectiveness and regularity of research supervisor training, one of the strands of the programme is Supervisor Training and Support which aims to:

- Enhance the content of compulsory supervisor briefings by sharing practice across Colleges and ensuring updated database of resources;
- Identify, design and pilot additional optional training for supervisors, including facilitation guides for Schools to use;
- Consult with Schools and Colleges to design an online toolkit to support supervising at a distance;
- Explore ways in which to ensure accurate, central recording of supervision training; and
- Identify ways to recognise and share practice of excellence in supervision.

The ELIR reports also asked the University to analyse the needs and experience of PGR students (School, College and University) to ensure effective support (particularly in the context of increasing numbers) and clarify where students go for further support. Another one of the strands of the programme, Mentorship and Wellbeing, aims to:

- Explore the PGR mentor function across the University and identify a number of possible models. This involves benchmarking current practice, scoping and defining different models.

¹³ <http://www.ed.ac.uk/staff/student-support/student-support-website>

- Benchmark and carry out a gap analysis of support for PGR wellbeing across the University.

In line with the ELIR reports' recommendation to ensure that PGR students who teach are properly trained and supported, the Senatus Researcher Experience Committee has set up a Task Group to review the Code of Practice on Tutoring and Demonstrating, which sets out the University's training and support arrangements for tutors and demonstrators. The Group has produced a new draft document to replace the Code¹⁴, on which it is seeking views from stakeholders in February/March 2017.

In relation to the recommendation that PGR students who teach should be made aware of career development resources available through the IAD, PGR students who teach can consult the IAD webpages for Tutors and Demonstrators for information on workshops, routes to Higher Education Academy accreditation and relevant resources¹⁵. IAD also launched a new brochure¹⁶ for PGR students in 2016/17 which gives a comprehensive overview of professional and personal development opportunities available.

The ELIR reports encourage the University to effectively communicate and consistently implement the Code of Practice for Supervisors and Research Students. Including a reference to the Code is now a requirement of the Programme and Course Handbook Policy. The Code is currently undergoing a review to ensure that its purpose is clear, that information is contained within the appropriate place and to minimise duplication of information. Two focus groups with students and staff have been held to guide the development of the Code. Consideration will then be given to communicating and implementing the updated version of the Code.

Methods for monitoring progress with the recommendations relating to the postgraduate research student experience will be determined as implementation and evaluation plans develop for the programme and Task Group.

Staff Engagement in Learning and Teaching – Workload Allocation Models

The ELIR reports encouraged the University to progress with plans to develop existing workload allocation models to recognise in a consistent way contribution to priority learning and teaching areas and the Academic Work Allocation Models – Development Principles and Operational Guidance has since been agreed and published¹⁷. In terms of implementation, Heads of College were contacted in early January 2017 to alert them to the publication of the Guidance. They were asked to encourage individual Heads of School to take this forward, and were reminded of the responsibility Heads of School have for developing and maintaining appropriate models for their respective Schools which are in line with the principles set out in the Guidance and that reflect the work undertaken by the School. Heads of College were also asked to cascade to Heads of School a reminder of the need to consult with affected staff as part of the process of introducing a new work allocation model or revising an existing one. Feedback on the Guidance will be sought from Schools.

Related developments which demonstrate the University's holistic commitment to enhancing the student experience include work on: annual review; continuing professional development; reward and recognition; recruitment; and capability.

¹⁴ <http://www.ed.ac.uk/academic-services/projects/reviewing-the-code-of-practice-for-tutoring-and-de>

¹⁵ <http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators>

¹⁶ http://www.docs.hss.ed.ac.uk/iad/Postgraduate/PhD_researchers/PGR_Researcher_IAD_Brochure_onlinev2_01617.pdf

¹⁷ http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Academic_Work_Allocation_Models_Development_Principles_and_Operational_Guidance.pdf

Student Representation – College and School Level

A number of recommendations were made in relation to enhancing student representation at College and School level and these have been taken forward through joint working between the Students' Association and the University, namely the College Deans of Quality. The ELIR reports encouraged the University and the Students' Association to continue working in partnership to ensure that there is more effective student representation at College and School level.

In relation to progressing work to promote and implement more effective representation at College level, since January 2016 the Students' Association has worked with the three Colleges to clarify their committee structures and which College level committees need student representation. The Students' Association effectively recruited student representatives for each of these College level committees for 2016/17 and produced a College Committee Student Member Handbook¹⁸ in partnership with the Colleges to prepare these student representatives for their role. A meeting was scheduled for mid-February 2017 to check in with College committee student members to assess the effectiveness of these new processes and support mechanisms. Additionally, the Students' Association and College Deans of Quality have been exploring new roles for one elected student College Rep per College to be implemented in the future. The Students' Association has drafted a general role description for the position. In response to various communications with the Colleges, the Students' Association has revised the timetable for implementing the College Rep positions to allow time to be taken to ensure that all stakeholders have had an opportunity to consider how these new positions can be tailored to support the needs and expectations of the Colleges and Students' Association. Furthermore, the payment rate (which would be paid by the Students' Association) also needs to be confirmed. Therefore, the roles will not be included during the March 2017 Students' Association elections, but the aim is to resolve issues for subsequent years so that the new College Rep role is as effective as possible.

The ELIR reports asked the University to review the processes for appointing students to School committees and to provide more effective training and preparation for the roles, ensuring that staff in Schools understand the student roles and are able to support students to contribute effectively. In 2015/16, the Students' Association received responses from School Directors of Quality to establish which School level committees include student representation and how they are chosen and supported by the School. The information gathered shows wide variation in the recruitment processes and committees which include student representation. In many cases, elected School Convenors or Class Reps become the student representatives on School-level committees. In 2016/17, the Students' Association produced a Student Representative Handbook¹⁹ and provided training to student representatives. 100% of all elected School Convenors (a total of 55 individuals) participated in the Students' Association's in-person training for their role. 73% of Class Reps (a total of 1,306 individuals) successfully completed the Students' Association's online basic training for their role, an increase on last year's high engagement after the move to online training. This year, a record number of Class Reps and School Reps have also written a blog post (totalling over 600 thus far) to share their work as a student representative, and copies of these anonymised blog posts are shared with the wider student body via the Students' Association's School pages²⁰. In addition, the Students' Association has been working with administrative and support staff to hone and improve the processes of recruitment and registration for Class Reps and has produced guidance for administrative and support staff²¹ and guidance for academic staff²² on these processes. The

¹⁸ https://issuu.com/eusa/docs/college_committee_student_member_ha

¹⁹ https://issuu.com/eusa/docs/student_representative_handbook_201

²⁰ https://www.eusa.ed.ac.uk/representation/your_school/

²¹ <https://www.eusa.ed.ac.uk/representation/studentrepresentation/staffinformation/supportstaff/>

²² <https://www.eusa.ed.ac.uk/representation/studentrepresentation/staffinformation/academicstaff/>

Students' Association held meetings in August 2016 and January 2017 to work in partnership with support staff to share the new guidance and best practices. The Students' Association will continue to work to train and support large numbers of student representatives to be effective in their role within each School.

The ELIR reports noted that there would be benefit in the University disseminating the outcomes of the 2014/15 Postgraduate Programme Review of Online Distance Learning Postgraduate Taught Programmes in the College of Medicine and Veterinary Medicine. The recommendation relating to student representation from this review and the work of the 2015/16 SQAC Task Group on Student Representation for Distance Learners have been disseminated and have led to revised guidance for Student-Staff Liaison Committees²³ as well as all-student and all-staff emails about the purpose and mechanisms of student representation. The recommendations from this Task Group will continue to be communicated and implemented. In addition, the Students' Association will continue to review how well it supports and engages ODL student representatives.

Student Data Dashboard

The ELIR reports encouraged the University to progress with the work of the Student Systems Roadmap and, in particular, the student data dashboard. The first phase of the staff-facing dashboard (undergraduate) has been delivered successfully²⁴ and the project has closed. Positive feedback has been received from stakeholders, particularly with reference to the ability to provide a detailed level of information to a large proportion of both academic and administrative staff. Feedback is being collated and analysed, and analytics on the use of the dashboards is being collected. The development was commended in the recent annual review of student support services and is being used to support quality assurance and enhancement processes. Further iterations of the dashboard are planned dependent on funding.

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.

²³ http://www.edinburgh.ac.uk/files/atoms/files/student_staff_liaison_committees_principles.pdf

²⁴ <http://www.ed.ac.uk/staff/data-matters/student-dashboard>

The University of Edinburgh

Senate

31 May 2017

Annual Report of the Senate Committees

Executive Summary

This is the annual report of the four Senate Standing Committees: Learning and Teaching Committee; Researcher Experience Committee; Curriculum and Student Progression Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2016-17 and proposes plans for 2017-18. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment.

How does this align with the University/College School/Committee's strategic plans and priorities? The paper is relevant to the University's strategic objective of 'leadership in learning'.

Action requested: Senatus is invited to note the major items of committee business from 2016-17 and to approve the plans of the Senate Committees for the next academic year.

How will any action agreed be implemented and communicated?

Once approved, the paper will be circulated to Senate Committees at their next meeting and highlighted in the Senate Committees' Newsletter.

Resource/Risk/Compliance

- 1. Resource Implications:** Yes this paper will have resource implications. Some of the resource requirements will be met through existing resources or have agreed funding in place. In some cases activities will have funding cases considered on an individual basis through relevant channels. These will be taken forward by the relevant committee or functional area.
- 2. Risk Assessment:** Does the paper include a risk analysis? No – each individual strand of activity proposed work packages will be subject to risk assessment as appropriate.
- 3. Equality and Diversity:** Does the paper have equality and diversity implications? Equality impact assessments will be carried out for individual work packages completed next year.
- 4. Freedom of information:** Can this paper be included in open business? Yes

Originator of the paper

Tom Ward, Director of Academic Services
Brian Connolly, Academic Policy Officer, Academic Services
Susan Hunter, Academic Policy Officer, Academic Services
Theresa Sheppard, Academic Policy Officer, Academic Services
Ailsa Taylor, Academic Policy Officer, Academic Services
Philippa Ward, Academic Policy Officer, Academic Services

Annual Senate Committees' Report 2016-17

1. Executive Summary

This report outlines the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2016-17, along with and their proposed plans for 2017-18.

2. Introduction

The four Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Learning & Teaching Committee, Researcher Experience Committee, Curriculum and Student Progression Committee, and Quality Assurance Committee. Links to the Terms of Reference and memberships of the Senate Standing Committees:

Learning and Teaching Committee: [Link](#)

Researcher Experience Committee: [Link](#)

Curriculum and Student Progression Committee: [Link](#)

Quality Assurance Committee: [Link](#)

The report sets out the Senate Committees' achievements for the year 2016-17. It also proposes their priorities for 2017-18. These proposals arose from Committee discussions, discussion at the Learning and Teaching Policy Group (which is composed of the Conveners of the four Committees, along with relevant Assistant Principals, College Deans, and other key staff), and discussion at the Senate Committees' Away Day which took place on 20 April 2017.

In 2016-17, the Senate Learning and Teaching Committee approved the University's new Learning and Teaching Strategy, see:

http://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf

Academic Services are currently preparing an implementation plan for the Strategy, which will incorporate the Senate Committees' plans for 2017-18.

3. Key Committee and Task Group Activities in 2016-17

Name of Committee or Task Group	No. of meetings
<i>Learning and Teaching Committee (LTC)</i>	5
Assessment and Feedback Enhancement Working Group	4
Lecture Recording Policy Task Group	2
University-Wide Courses Task Group	3
Research-Led Learning and Teaching Task Group	3
Learning Analytics Policy Task Group	2
Postgraduate Taught Experience Survey (PTES) Task Group	2
Digital Education Task Group	3
<i>Researcher Experience Committee (REC)</i>	5
Distance PhDs Implementation Group	3
Code of Practice for Tutors and Demonstrators Task Group	4
MSc by Research Task Group	2

Curriculum and Student Progression Committee (CSPC)	6
Assessment and Progression Tools Task Group	7
Credit for Study Abroad Task Group	2
Resit Entitlement Task Group	2
Models of Degree Types Task Group	1
Student-Led Individually Created Courses Task Group	4
Quality Assurance Committee (QAC)	6
Student Support Services Quality Assurance Framework Sub-Committee	2
Personal Tutor System Oversight Sub-Group	2

The remits and memberships of the task groups are available at:

www.ed.ac.uk/academic-services/committees/learning-teaching/task-groups
www.ed.ac.uk/academic-services/committees/researcher-experience/task-groups
www.ed.ac.uk/academic-services/committees/curriculum-student-progression/task-groups
www.ed.ac.uk/academic-services/committees/quality-assurance/task-groups

4. Senate Committees' Achievements 2016-17

At its meeting on 1 June 2016, Senate approved the Standing Committees' plans for 2016-17. The Committees' progress in relation to those plans is set out below. This summary does not take account of business conducted at the final cycle of Senate Committee meetings of 2016-17 (Researcher Experience Committee's meeting on 23 May 2017, Learning and Teaching Committee's 24 May 2017 meeting, the Quality Assurance Committee's 25 May 2017 meeting, or the Curriculum and Student Progression Committee's 1 June 2017 meeting).

In general, the Committees have made good progress in delivering their plans for 2016-17. In addition, they have addressed some significant areas of work not included in the original plans (for example, the development of a new Learning and Teaching Strategy). One of the key themes for the Committees this session has been 'simplification', with significant progress in rationalising the number of different policies / guidance documents, and implementing streamlined quality assurance processes.

4.1 Key general developments

4.1.1 New Learning and Teaching Strategy

The Senate Learning and Teaching Committee (LTC) oversaw the development of a new University Learning and Teaching Strategy, which replaced the existing Learning and Teaching Enhancement Strategy. A successful launch event for the new Strategy was held in March 2017, and an implementation plan for the Strategy is being developed.

4.1.2 National Student Survey- continued coordination and support for activities to address issues raised by NSS

The Senate Committees have continued to support a range of activities to address issues raised by the National Student Survey (NSS). These are covered under a range of headings below, for example enhancing aspects of assessment and feedback (see 4.2.5), and introducing mid-course feedback arrangements for Honours courses (see 4.5.5).

4.1.3 Teaching Excellence Framework

While Court has agreed that the University would not enter the Teaching Excellence Framework in year two, the Senate Learning and Teaching Committee has maintained oversight of sector developments regarding the TEF.

4.1.4 Data matters

With input from the Senate Quality Assurance Committee, Student Systems has delivered an undergraduate Student Data Dashboard and overseen the roll-out of Evasys Course Enhancement Questionnaires. In addition, Student Systems and Academic Services have continued with the implementation and evaluation of the External Examiner Reporting System.

4.2 Learning and Teaching Committee (LTC)

4.2.1 Refine Personal Tutor system, enhance training and published guidance for Personal Tutors and Student Support Officers, clarify workload allocation for Personal Tutors, and clarify how Personal Tutor scheme applies to Online Distance Learning

The Committee approved several optional enhancements to the Personal Tutor system (guidance on holding meaningful meetings, pre-arrival questionnaires and group practice). In addition, the University has introduced student mental health training for Personal Tutors (PTs) and Student Support Officers (SSOs), and enhanced the web-based resources for PTs and SSOs. The Assistant Principal (Academic Support) has also reviewed how the PT scheme applies to ODL students, and will be presenting proposals to LTC in May 2017. LTC has also explored the future strategic direction of the peer learning and support, which is being supported and developed by the Students' Association.

4.2.2 Implement changes to academic year structure (subject to outcome of review)

In summer 2016, following a thorough review process, LTC decided not to make any changes to the University's academic year structure.

4.2.3 Oversee development of Continuing Professional Development for Learning and Teaching

LTC has discussed progress on the implementation of the University's overarching CPD framework relating to learning and teaching, noting good progress in terms of positive feedback from participants and increasing levels of participation, but that the main barrier to further increases in participation is staff workload (both for staff participating in the scheme and for mentors). The Committee recognised the importance of Heads of Schools supporting the framework, and therefore referred the matter to the April 2017 meeting of Academic Strategy Group (ASG) for further consideration. LTC also oversaw the development of new guidance to support Peer Observation of Teaching.

4.2.4 Transitions Enhancement Theme –institutional coordination and oversight

LTC continued to oversee this work, which has been managed by an Institutional Team. A successful 'Gearing up for Transitions 2017' event took place on 9 March 2017, sharing best practice and providing opportunities for students to talk about their experiences of transitions in, through and out of university. A number of projects were funded and the University's external engagement with the Theme continued, including a number of proposals being accepted for the Quality Assurance Agency's Enhancement Themes conference in June 2017. This will be the last year of the 'Transitions' theme – the QAA (Scotland) will announce the next theme in June 2017.

4.2.5 Leading Enhancement in Assessment and Feedback (LEAF) Project

There has been good progress regarding LEAF, with three programme audits across three Schools undertaken in 2016-17 under the leadership of the Assistant Principal Assessment and Feedback. In total 27 programmes across 13 Schools and all three Colleges have now undergone an audit. The LEAF project continues to prove helpful in identifying areas for enhancement, and Colleges have found the process helpful. The Assessment and Feedback Enhancement Group has been reviewing evidence of the impact of these audits.

4.2.6 Take forward recommendations from Task Group on Innovation in Teaching and Learning, including implementing changes to Innovative Learning Week

The Committee initiated two significant strands of work to follow up the recommendations of the Task Group on Innovation in Teaching and Learning – developing the University's approach to research-led teaching and learning, and developing a framework for University-wide courses. These groups aim to report early in 2017-18.

The Committee also oversaw the changes in the use of the week between Teaching Blocks 3 and 4, from Innovative Learning Week to a Flexible Learning week which Schools can use for a broader range of purposes. Alongside this, the Committee oversaw the launch of a Festival of Creative Learning, which includes a programme of activities running throughout the academic year and curated activities within Flexible Learning Week. LTC will evaluate the impact of these changes at its May 2017 meeting.

4.2.7 Develop a policy framework / guidance to support Lecture Capture technologies

The Committee endorsed a proposal (subsequently approved by Court) to accelerate the introduction of a reliable and comprehensive lecture recording system. The University has now chosen a supplier and the new lecture recording system will replace existing provision in 116 locations across the University in time for the start of the 2017-18 session. The Committee has established a sub-group to develop a policy to support the new system. The group plans to develop a draft policy and guidance over summer 2017, with a wider consultation on the draft anticipated in Semester 1 2017-18. The new policy is expected to be approved in time for the 2018-19 session, to coincide with integration of the lecture recording system with the timetable system. Existing School-level policy arrangements will continue in the meantime.

4.2.8 Feed into Knowledge Strategy Committee's work on developing a policy regarding Learning Analytics

LTC and Knowledge Strategy Committee have approved the establishment of a Learning Analytics Policy Task Group which is developing and consulting on an institutional Policy on Learning Analytics. The Group plans to seek approval from LTC and KSC for a set of Principles and Objectives in May/June 2017, and then to develop a more detailed policy and procedure setting out how the University will handle issues such as data governance, consent and security.

4.2.9 New priorities identified and progressed during the session

- LTC initiated the development of a Student Partnership Agreement, which will be an explicit statement of the way in which the institution and the student body will work in partnership. Work on the Agreement will continue into 2017/18 to take account of the views of incoming Student Sabbatical Officers.
- In response to feedback from Schools, LTC agreed that from Semester 2 2016/17, Schools would no longer have to submit reports regarding feedback turnaround times, although Heads of Schools remain accountable for implementing Taught Assessment Regulation 16 and ensuring that there are systems in place to identify and address breaches. The Course Evaluation Questionnaire, which includes a question about

feedback, will play a key role in monitoring the quality of assessment and feedback in future.

- The Committee has approved a new University Student Mental Health Strategy.
- LTC has discussed how to align the University's Space and Learning and Teaching Strategies.
- LTC has established a Digital Education Task Group to consider how the future of digital education at Edinburgh might be designed.

4.3 Researcher Experience Committee (REC)

4.3.1 Postgraduate Research Enhancement Project

While the planning round did not allocate funding for this project, REC has reframed this project as the Excellence in Doctoral Research and Career Development Programme. It has identified three work strands: Supervisor training and support; Mentoring and well-being; and the development of a personal and professional development record. REC has undertaken scoping work on these strands, and has begun to take them forward.

4.3.2 Enhance tutoring and demonstrating

REC established a task group to review the Code of Practice for Tutors and Demonstrators. The group has made good progress on consulting with stakeholders regarding a new policy to replace the Code, although it is not yet clear whether the new policy will be ready for sign-off from REC, and from the Senate Learning and Teaching Committee, by the end of 2016-17.

4.3.3 Implement recommendations of task group on Flexible / Distance PhDs

In 2015-16. REC agreed an action plan to enable the University to make distance PhD study a normal part of the University's offerings. These recommendations include action on online training for PGR students, supervisor training, and access to hard-copy library materials. In 2016-17, REC established a task group to review progress on implementation of these recommendations. In general, the recommendations have been completed or are in progress, although the group has identified some challenges and barriers to implementation.

4.3.4 Address regulatory issues regarding MSc by Research programmes, and the status of students during the writing-up period

A Task Group has clarified how the University's assessment regulations apply to MSc by Research programmes. These changes will be implemented from 2017-18, subject to approval from the Senate Curriculum and Student Progression Committee. REC has also identified some issues regarding student status during the "writing-up" period, and will be having a more detailed discussion of them at its May 2017 meeting. The Service Excellence Programme (SEP) is expected to consider related issues as part of the planned PGR lifecycle strand of SEP.

4.3.5 Enhance support for Early Career Researchers

REC has continued to guide activities relating to support for Early Career Researchers. For example, it has considered how to take account of Early Career Researchers in preparations for the 2021 Research Excellence Framework, and advised on the question-set and approach to promotion for the Careers in Research Online Survey (CROS).

4.3.6 New priorities identified and progressed during the session

- REC has initiated a review of the Code of Practice for Supervisors & Research Students by undertaking focus groups with supervisors and researchers to understand what they would like from the Code. Taking account of these focus group discussions, the Committee has agreed that significant work is required to reframe the Code as a non-

mandatory handbook. It plans to undertake this work in 2017- 18, with a view to making it available for 2018-19.

- REC has agreed a new approach to electronic submission of the final thesis to the Library.
- REC continued to forge closer links with Space Strategy Group to ensure postgraduate research student needs are considered in development plans.

4.4 Curriculum and Student Progression Committee (CSPC)

4.4.1 EUCLID Assessment and Progression Tools Project

The Project is on track to roll out the Tools to 18 Schools in 2016-17. The Tools support the process from the recording of individual assessment marks through to the calculation of course, progression and overall degree classifications. Students now have access to their course assessment structures through EUCLID student view, along with summative assessment marks, and Boards of Examiners have access to management reports. The transition planning is in progress for the remaining Schools, and the project is on track for a full roll-out for 2017/18.

4.4.2 Develop and raise awareness of policies and processes regarding publishing information regarding courses and programmes, and regarding curriculum approval processes, to ensure compliance with Competition and Marketing Authority (CMA) guidelines

CSPC revised the Programme and Course Approval and Management policy in order to consolidate information on programme and course approval and management into one policy, in line with the University's simplification agenda, formalise good practice in relation to student recruitment, and assist the University to comply with CMA guideline when developing and changing programmes and courses. Academic Services and Communications and Marketing have taken various steps to raise awareness of the policy and to ensure compliance with the CMA, including a round of meetings with staff in Colleges and Schools.

4.4.3 Further phase of piloting and evaluation of Student-Led Individually-Created Courses (SLICCS).

SLICCs offer a flexible reflective learning framework for experiential learning based around generic learning outcomes, an e-portfolio of evidence, reflective blogs and reports. With input and oversight from CSPC, during 2016-17 the SLICCs moved successfully from pilot to mainstreamed activity, following two successive years of evaluated summer pilots. As a result, the Moray House School of Education now formally hosts summer SLICCs as an outside elective course, targeted at Y1 and Y2 undergraduates from any discipline. In-programme SLICCs continue to be hosted locally within individual Schools.

4.4.4 Conduct business analysis and develop systems for EUCLID business processes for Special Circumstances.

The Student Administration and Support sub-programme of the Service Excellence Programme has taken a lead on this strand of work. It has initiated a project, relating to Special Circumstances, Extensions, and Concessions, which is seeking to develop a workflow system and EUCLID-based support for the Special Circumstances process. The intention is to deliver this in time for the 2018/19 academic session.

4.4.5 Review regulations regarding resits

A task group clarified the regulations surrounding resit entitlement and academic failure for undergraduate students; the Taught Assessment Regulations for 2017-18 will reflect these minor changes. The Committee also reviewed current policy regarding the resubmission of Master's dissertations, and decided to maintain the current position of not allowing

resubmission in the absence of special circumstances. The Committee is however planning to undertake a broader review of PGT reassessment and dissertation arrangements in 2017-18.

4.4.6 New priorities identified and progressed during the session

- The Committee reviewed the University's policy on moderation, and agreed to simplify the existing University documentation, to develop new information and resources, and to undertake some 'myth-busting' activities.
- The Committee approved a new Board of Examiners' Handbook which consolidates a number of existing documents into a single "how to" guide for members of Boards of Examiners.

4.5 Quality Assurance Committee (QAC)

4.5.1 Enhancement-led Institutional Review (ELIR) – develop and oversee implementation of plan of action in response to ELIR.

In its autumn 2015 ELIR, the University achieved the highest possible judgement: "effective arrangements for managing academic standards and the student learning experience". QAC has overseen the establishment of plans to address the main areas for development identified by the ELIR, clustering these plans under five themes: Postgraduate Research Student Experience; Personal Tutoring System; Student Representation at College and School Level; Assessment and Feedback; and Staff Engagement in Learning and Teaching. In 2016-17, QAC has monitored progress under these themes, and in February 2017 it approved the University's year-on progress report to the Quality Assurance Agency for Scotland.

4.5.2 Quality Assurance Framework – implement and monitor effectiveness of those changes resulting from review of quality assurance framework introduced for 2016-17, and further develop and implement changes for 2017-18.

In 2015-16, following extensive consultation with Schools and Colleges, QAC approved proposals to streamline processes and reduce the burden on colleagues, while deriving maximum benefit from quality activity. In 2016-17, QAC has focussed on implementing these new streamlined processes for Schools' and Colleges' annual quality reviews and for periodic reviews (Teaching Programme Reviews and Postgraduate Programme Reviews). Colleges have welcomed the new annual review arrangements, which have led to much shorter annual College reports. While Schools are not due to submit their first annual reports under the new process until August 2017, they have provided positive feedback on the new arrangements (which involve a revised annual report template, and stronger focus on the programme as the key level for reflection).

4.5.3 Roll-out of Evasys course evaluation tool.

During 2016-17, Student Systems has managed the roll-out of the Course Enhancement Questionnaire to UG and PGT courses in all Schools. As part of this, further work has been undertaken to develop guidance for staff regarding key points for colleagues to consider when using Course Enhancement Questionnaire data, to refresh communications and web information for students, and to explore data from the questionnaire for evidence of bias.

4.5.4 External Examiner Project – further monitoring of the implementation of the External Examiner Reporting system and the revised External Examiner Policy.

Following the roll-out of the External Examiners Reporting online system (EERS) in 2015, Academic Services and Student Systems have continued to work with Colleges and Schools to encourage them to utilise the new management information that the system makes available. In 2016-17, the Committee undertook a post-project evaluation, which indicated broad satisfaction with the system while identifying some issues regarding the system for potential enhancement. The Committee also reviewed data from the system covering

undergraduate and postgraduate taught programmes for the academic year 2015/16, identifying general themes and recommending University-level actions.

4.5.5 New priorities identified and progressed during the session

- The Committee supported the introduction of mid-course feedback arrangements for Honours courses. At its meeting in May 2017, the Committee will consider whether to extend these arrangements to include pre-Honours courses from 2017-18.

5. Overview of delivery of core functions in 2016-17

Senate has delegated to the Committees a range of its powers. These powers are set out in the Committees' terms of reference (see Section 2, above). The following is a summary of the main powers that the Committees have exercised during 2016-17 (in addition to the activities set out in Section 4, above):

5.1 Strategies / regulations / policies / codes

The attached Annex sets out any new strategies / regulations / policies / codes that the Committees have approved, along with changes to existing documents.

5.2 Approval of curriculum changes

While Schools and Colleges have delegated approval for the introduction of new programmes and courses, and changes to and closure of existing ones, the Senate Curriculum and Student Progression Committee is responsible for programme and course developments that are not compliant with the University's Curriculum Framework or the academic year structure, and/or which have wider implications. In 2016-17, the Committee approved proposals in relation to five different degree programmes.

5.3 Quality Assurance

The Quality Assurance Committee continued to oversee the operation of the Teaching Programme Review (TPR) and Postgraduate Programme Review (PPR) processes, approving review reports and reviewing Schools' responses to the reviews. Eight Teaching Programme Reviews (TPR), and four Postgraduate Programme Reviews (PPR) have taken place in this academic year. It was confirmed that all reviewed areas had effective management of the quality of the student learning experience, academic standards, and enhancement. The Committee also identified key themes for development and further action, such as the need for improved transparency and communication in assessment and feedback processes, as well as the need for greater consistency of marking and quality of feedback. Examples of innovation in learning and teaching identified during TPRs and PPRs were identified and disseminated at a Sharing Good Practice event held on 23 November 2016. The Committee also conducted the annual quality review of student support services. Key issues raised by services include student mental health and the increased demand on services in the context of constrained budgets and resources.

The Committee continued to monitor trends and patterns regarding Student Conduct, Student Appeals and Complaint Handling. The main theme to emerge this year was the continuing increase in the volume of student appeals (which is generally in line with increases seen across the Higher Education sector) and in the number of detected breaches of the Code of Student Conduct (which appears likely to be associated with an increased use of plagiarism detection software). There were no discernible trends in the complaint handling cases.

The Quality Assurance Committee's Personal Tutor System Sub-Group is tasked with QA oversight of the PT system. Since the last Senate report, the Group has met on two occasions to approve the School Personal Tutoring Statements for 2016-17 and to consider the operation of the PT system in relation to the most recent National Student Survey (NSS),

Edinburgh Student Experience Survey (ESES), and Postgraduate Taught Experience Survey (PTES) results. While there are some limitations to the data currently available regarding the operation of the PT system, the sub-group reviewed all Schools and, where the data suggested that student satisfaction with the PT system had declined, the sub-group was satisfied with the Schools' mitigating actions.

5.4 Student concessions

The Senate Curriculum and Student Progression Committee has responsibility for considering some of the more exceptional categories of student concessions, for example to allow a student to extend or interrupt their study beyond what is permitted by the Degree Regulations, or to graduate without the required number and / or level of credits for the degree programme. To date this session, the Committee has approved 18 concessions.

6. Senate Committees' Priorities for 2017-18

The following are the Senate Committees' planned priorities for 2017-18. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment. The majority involve the completion of projects started in 2016-17, with relatively few new activities planned.

6.1 Proposed activities cutting across the four Committees

Activity
<ul style="list-style-type: none"> Oversight of implementation of University Learning and Teaching Strategy
<ul style="list-style-type: none"> Senate task group to consider how to implement the HE Governance (Scotland) Act 2016 in relation to Senate's operation*
<ul style="list-style-type: none"> Student Administration and Support strand of Service Excellence Programme – likely to raise various strands of activity for Senate Committees, for example regarding academic policy and regulations*
<ul style="list-style-type: none"> Implementation of University Recruitment Strategy – Portfolio Development, Innovation and Review (overseen by the University's Student Recruitment Strategy Group, but likely to raise issues of relevance to the Senate Learning and Teaching Committee, Senate Curriculum and Student Progression Committee and Senate Quality Assurance Committee.)*
<ul style="list-style-type: none"> Engagement with further development of Teaching Excellence Framework*
<ul style="list-style-type: none"> Policies and Codes – Ongoing programme of review of policies

* Already underway in 2016-17

6.2 Learning and Teaching Committee

Activity
<ul style="list-style-type: none"> Assessment and Feedback - strands of work regarding the quality of assessment, grade descriptors, and the Leading Enhancement in Feedback and Assessment (LEAF) project.*
<ul style="list-style-type: none"> Develop a policy to support the University's Lecture Recording service*

<ul style="list-style-type: none"> • Develop an institutional vision on Digital Education*
<ul style="list-style-type: none"> • Research-led Teaching and Learning – developing the University’s narrative regarding how its research strengths enable it to offer programmes underpinned by research-led teaching and learning, and identifying barriers to and enablers of research-led teaching and learning, and considering ways to support innovation in research-led teaching and learning (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*
<ul style="list-style-type: none"> • Develop a framework for the development and embedding of University-wide courses in the curricula and student experience (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*
<ul style="list-style-type: none"> • Develop an institutional policy on Learning Analytics (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*

* Already underway in 2016-17

6.3 Researcher Experience Committee

Activity
<ul style="list-style-type: none"> • Excellence in Doctoral Training and Career Development programme - Governance arrangements – three significant strands of work* <ul style="list-style-type: none"> ○ Supervisor training and support ○ Mentorship and wellbeing ○ Personal and Professional Development Record
<ul style="list-style-type: none"> • Review the Code of Practice for Supervisors and Research Students*
<ul style="list-style-type: none"> • Review the Code of Practice for Tutors and Demonstrators* (originally planning to complete work in 2016-17 but may need to continue into 2017-18)
<ul style="list-style-type: none"> • Monitor and guide the development of the planned Enlightenment Scholarships scheme
<ul style="list-style-type: none"> • Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)

* Already underway in 2016-17

6.4 Curriculum and Student Progression Committee

Activity
<ul style="list-style-type: none"> • Complete the Assessment and Progression Tools project*
<ul style="list-style-type: none"> • Evaluate the impact of the revised Special Circumstances Policy and Coursework Extensions regulation
<ul style="list-style-type: none"> • Develop an institutional policy for Authorised Interruption of Studies encompassing both taught and research students (this is a recommendation of the University’s review of support for disabled students)

<ul style="list-style-type: none"> • Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements
<ul style="list-style-type: none"> • Review Programme and Course Approval and Management Policy, to take account of recent Competition and Markets Authority rulings, and to provide additional information on business planning and on implementation

* Already underway in 2016-17

6.5 Quality Assurance Committee

Activity
<ul style="list-style-type: none"> • Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)*
<ul style="list-style-type: none"> • Continued implementation and monitoring of the streamlining of the quality assurance framework (with a particular focus on periodic review processes)*
<ul style="list-style-type: none"> • Oversee and evaluate the effectiveness of Personal Tutor system*
<ul style="list-style-type: none"> • Review of progress on collaborative undergraduate programmes with Zhejiang University
<ul style="list-style-type: none"> • Thematic review of support for student parents/student carers/mature students

* Already underway in 2016-17

S 16/17 3 G

Annex – new regulations / policies / Codes, and reviews of and amendments to existing regulations/policies/Codes approved by Senate Committees during 2016-17

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
Learning and Teaching	Feedback Standards and Guiding Principles*	Deletion of existing Feedback Standards and Guiding Principles document Introduction of new practical guidance on Feedback and Assessment
Learning and Teaching	Peer Observation of Teaching	Deletion of existing Peer Observation of Teaching Guidance Introduction of new Peer Observation of Teaching Guidance
Learning and Teaching	Learning and Teaching Strategy	Deletion of existing Learning and Teaching Enhancement Strategy Introduction of new Strategy
Learning and Teaching	Student Mental Health Strategy	Introduction of new Strategy
Learning and Teaching	Learning Analytics Principles and Purposes*	Introduction of new document
Curriculum and Student Progression	Board of Examiners Handbook	Introduction of new document, consolidating and updating six existing documents (which have subsequently been deleted)
Curriculum and Student Progression	Course Organiser: Outline of Role*	Revision of existing document
Curriculum and Student Progression	Curriculum Framework documentation*	Revised version of existing documents (Framework for Curricula; Models for Degree Types); deletion of existing documents (Masters Guiding Principles; Structure for Teaching and Assessment; Professional and Practice-based Doctorates).
Curriculum and Student Progression	Programme and Course Approval Policy	Revision of existing document
Curriculum and Student Progression	Degree Programme Specification template	Technical update to existing document
Curriculum and Student Progression	Taught Assessment Regulations*	Revision of existing document
Curriculum and Student Progression	Postgraduate Assessment Regulations for Research Degrees*	Revision of existing document

Curriculum and Student Progression	Undergraduate Degree Regulations#	Revision of existing document
Curriculum and Student Progression	Postgraduate Degree Regulations#	Revision of existing document
Curriculum and Student Progression	Principles of Internal Moderation of Taught Assessment	Deletion of existing document (elements to be incorporated into Taught Assessment Regulations, with new guidance also to be produced)
Curriculum and Student Progression	Resits and Supplementary Assessment Guidance*	Revised version of existing document
Curriculum and Student Progression	Student Maternity and Family Leave Policy*	Revised version of existing document
Quality Assurance Committee	Annual Monitoring, Reporting and Review Policy	Revised version of existing document
Quality Assurance Committee	Edinburgh University Students' Association and University Student Engagement Statement	Revised version of existing document
Quality Assurance Committee	Principles and operational notes for Student Staff Liaison Committees (SSLCs)	Technical update to existing document
Quality Assurance Committee	University Remit and Reflective Report template for Internal Periodic Review	Revised version of existing document
Quality Assurance Committee	External Examiners for Taught Programmes Policy	Revised version of existing document
Researcher Experience Committee	Code of Practice for Supervisors and Research Students*	Revised version of existing document

*Subject to Committee approval May/June 2017

#Subject to approval by Court via resolution June 2017

The University of Edinburgh

Senate

31 May 2017

Senate Researcher Experience Committee: Amended Terms of Reference

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper sets out proposed changes to the Terms of Reference for Senate Researcher Experience Committee. The proposed changes are highlighted within the document.

Action requested

For approval

Communication and Implementation

The Terms of Reference will be updated on the Academic Services website.

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper?

There are no equality implications for the proposed changes. Senate Committee Terms of Reference are covered by an Equality Impact Assessment:

[www.docs.csg.ed.ac.uk/EqualityDiversity/EIA/Senate_Committees_ToR\(Academic_Services\).pdf](http://www.docs.csg.ed.ac.uk/EqualityDiversity/EIA/Senate_Committees_ToR(Academic_Services).pdf)

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information, including keywords

Standing Committee

Originator of the paper

Senate Secretariat, Academic Services
May 2017

**The University of Edinburgh
Senatus Researcher Experience Committee
Terms of Reference**

1. Purpose and Role

- 1.1 The Researcher Experience Committee is responsible, on behalf of Senatus, for postgraduate research degree training, higher degrees and provision for the training of other, early career researchers.
- 1.2 The Committee provides a forum to facilitate and encourage the development of appropriate strategy and also discusses and promotes relevant developments, whether internally driven or externally indicated.

2. Remit

The remit of the Researcher Experience Committee is to:

- 2.1 Discuss, formulate and promote strategic initiatives which enhance the Postgraduate Research student experience and the early researcher experience and which contribute to and support attainment of the University's objectives.
- 2.2 Offer strategic advice on the University's provision of postgraduate research programmes in order to support continued growth and development.
- 2.3 Support the creation and development of a high level research skills and employability training framework.
- 2.4 Promote and promulgate specific innovations, embracing new pedagogies and technologies, in support of the enhancement of the research experience.
- 2.5 Approve any specific developments or initiatives which could have substantial implications for University strategy or policy or for University level services and/or operations.
- 2.6 Proactively engage with any high level issues or themes arising from the Postgraduate Research Experience Survey, the International Student Barometer, the Careers in Research Online Survey and other relevant internal and external satisfaction surveys, including outcomes from REF and internal Postgraduate Programme Reviews.
- 2.7 Engage in horizon scanning to anticipate and prepare for new opportunities and likely future developments in postgraduate research student education and the early career researcher experience.
- 2.8 Proactively and positively respond to any changes, initiatives and developments in the external environment which relate to postgraduate research student education and/or the training of early career researchers.

3. Governance

- 3.1 The Committee will act with authority, as delegated by the Senatus, in order to take decisions in the area of postgraduate research student education and support and training for early career researchers.

- 3.2 In taking forward its remit, the Committee will support and encourage diversity and variation where this is beneficial, whilst seeking consistency and common approaches, where these are in the best interests of staff and students.
- 3.3 The Committee shall report direct to the Senatus as necessary, but at least annually.
- 3.4 The Committee shall liaise with relevant Court Committees and with specific managers and offices in respect of issues or instances where matters of academic policy intersect with management issues. The Committee will specifically interact with the University Staff Committee and the Human Resources Department in areas of relevance.
- 3.5 The Committee shall identify and agree the ways in which it will periodically interact and exchange information with relevant University services in matters relating to the early researcher experience.

4. Operation

- 4.1 The Committee will meet at least four times per annum. The Committee will also interact electronically, as is necessary for its business to be effectively progressed.
- 4.2 The Committee may also meet electronically to note formal items or items which are not considered to be of strategic importance.
- 4.3 The Committee will follow a strategic agenda which is set prior to the start of the Academic Year and which is agreed through consultation with Senatus, the Convenors of the other Senatus Committees, and other relevant members of the University community.
- 4.4 It is expected that limited life Task Groups will be critical to the detailed examination of, and consultation on, the strategic issues which make up the majority of the Committee's work.
- 4.5 Task Groups will be given a clear brief and will consult as appropriate during their work in order to ensure the confidence of the Committee, the Senatus, and the wider University Community in the resulting conclusions and recommendations.
- 4.6 Information on Task Group activities will be made available electronically to ensure that members of the University Community are kept informed and can contribute to specific developments.
- 4.7 Agenda, papers and approved minutes will be published on the University's web pages in accordance with the University's agreed publication scheme and the status of the above listed in respect of freedom of information legislation. This will include details of the membership of the Committee.

5. Composition

- 5.1 The Committee shall be convened by the Assistant Principal Researcher Development.
- 5.2 At its first meeting the Committee shall identify a Vice-Convenor for the Committee from amongst its membership. The Vice-Convenor should serve for a period of at least one year.

- 5.3 The Colleges shall each nominate a senior member of staff within the College who has responsibility for postgraduate research students.
- 5.4 The Edinburgh University Students' Association shall nominate an appropriate Research Postgraduate Student Representative and an appropriate member of permanent staff who shall be an ex officio member.
- 5.5 The Director of the Institute for Academic Development or his/her nominee shall be an ex officio member of the Committee.
- 5.6 The University Secretary or his/her representative shall be an ex officio member of the Committee. The University Secretary or his/her representative shall also identify a member of staff from Academic Services to act as the expert academic governance member of the Committee.
- 5.7 The Director of Human Resources or his/her nominee shall be an ex officio member of the Committee.
- 5.8 The Colleges shall each nominate a Postgraduate Research Student member.
- 5.9 The Colleges shall each nominate an Early Career Researcher Representative.
- 5.10 Up to 5 additional members may be co-opted onto the Committee by the Convenor depending on the expertise required. Co-opted members will normally serve a three year term.
- 5.11 The Convenor may invite individuals by invitation for specific meetings or agenda items.
- 5.12 Substitutions of members (due to an inability to attend) shall be at the discretion of the Convenor of the Committee.
- 5.13 The University Secretary will be responsible for ensuring the provision of secretariat support for the Committee.
- 5.14 The Convenors of the other Senatus Committees shall receive papers for the Committee and can attend any of the meetings.

6. Responsibilities and Expectations of Committee Members

All members of the Committee:

- 6.1 Are expected to be collegial and constructive in approach.
- 6.2 Should attend regularly and participate fully in the work of the Committee and its Task 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.
- 6.3 Will need to 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.

6.4 Are expected to be committed to communicating the work of the Committee to the wider University Community.

Version 8, 23 May 2017

The University of Edinburgh

Senate

31 May 2017

Communications from the University Court

Executive Summary

To update Senate on certain matters, including draft Resolutions, considered by the University Court at its meeting on 24 April 2017.

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

Not applicable.

Action requested

Senate is invited to comment on the draft Resolutions (Undergraduate and Postgraduate Degree Programme Regulations) in Appendix 1 and note the report.

How will any action agreed be implemented and communicated?

Any comments made on the draft Resolutions will be considered prior to submission of a final draft for approval by the University Court.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Where applicable, as covered in the report.

2. Risk assessment

Where applicable, as covered in the report.

3. Equality and Diversity

Where applicable, as covered in the report.

4. Freedom of information

This paper is open.

Key words

University Court

Originator of the paper

Dr Lewis Allan, Head of Court Services, May 2017

COMMUNICATIONS FROM THE UNIVERSITY COURT

24 April 2017

1 Vice-Principal and Assistant Principal Appointment/Extensions

Court formally approved the appointment of Professor David Robertson as Vice-Principal and Head of the College of Science and Engineering from 1 August 2017 for an initial period of five years.

Court approved the extension of terms of office until 31 July 2018 of:

- Vice-Principal High Performance Computing, Professor Richard Kenway;
- Vice-Principal People and Culture, Professor Jane Norman;
- Vice-Principal International, Professor James Smith;
- Vice-Principal Data Science, Professor Andrew Morris;
- Assistant Principal Religion and Society, Professor Mona Siddiqui;
- Assistant Principal External Relations, Professor Susan Deacon;
- Assistant Principal Global Justice, Professor Christine Bell;
- Assistant Principal Global Health, Dr Elizabeth Grant;
- Assistant Principal Research-led Learning, Professor Sarah Cunningham-Burley;
- Honorary Assistant Principal Mental Health Research Development and Public Understanding of Medicine, Professor Eve Johnston;
- Honorary Assistant Principal Cancer Research Development, Professor John Smyth.

2 Policy & Resources Committee Report

The Vice-Convenor noted the update on collaborative activities with Hua Xia Healthcare, the purchase of 7-8 Chambers Street and congratulated the Principal on the naming of the student accommodation in the Holyrood Development as the O'Shea Hall in honour of Professor Sir Timothy O'Shea's service as Principal and Vice-Chancellor.

3 Student Experience Update

The Deputy Secretary, Student Experience, presented the University's Learning & Teaching Strategy, approved by the Senatus Learning & Teaching Committee and following discussion at the December Court seminar. The strategy was welcomed, with a greater focus on the student experience in estates projects and progress with improving student communications noted. Including best practice examples in the online version of the strategy was suggested.

4 Edinburgh Futures Institute – Quartermile

The full business case and academic vision for the Edinburgh Futures Institute, Quartermile development, was reviewed. Members discussed developing new courses for the Institute, continued demand for teaching space in the Central Area, the significant potential for philanthropic funding, designing the development to boost public engagement, business engagement, and the 'porous University' and the importance of staff recruitment and working closely with all Schools involved.

Court endorsed the full business and academic vision and approved funding from University Corporate Resources to progress the project to completion.

5 Low Carbon College

Court noted an update on the development of the University's partnership with Shanghai Jiao Tong University and endorsed planned work to advance the development of a Low Carbon College in Shanghai Lingang.

6 Edinburgh University Students Association (EUSA) President's Report

The EUSA President reported on activities since the last meeting and forthcoming events, encouraging financial results for the year to date and significantly improved responses from the annual survey of members. Court welcomed EUSA's award as Higher Education Student Union of the Year in the 2017 NUS Scotland Awards and recorded its thanks to the EUSA President and Vice-President Services for their commitment to the Court and the University as a whole over their terms of office and wished them well for the future.

7 Equality & Diversity

- **Equality, Diversity Monitoring & Research Committee (EDMARC) Staff and Students Reports 2016**

The annual reports were approved for publication.

- **Equality Outcomes 2017-2021**

The Equality Outcomes 2017-2021 were approved for publication.

8 Resolutions

The following draft Resolutions were referred to the General Council and to Senate for observations:

Draft Resolution No. 22/2017: Undergraduate Degree Programme Regulations

Draft Resolution No. 23/2017: Postgraduate Degree Programme Regulations

The following resolutions were approved:

Resolution No. 9/2017:	Foundation of a Chair of Environmental Law
Resolution No. 10/2017:	Foundation of Additional Chairs of Finance (2 chairs)
Resolution No. 11/2017:	Foundation of a Chair of Infection Medicine
Resolution No. 12/2017:	Foundation of a Chair of Interdisciplinary Science
Resolution No. 13/2017:	Foundation of a Chair of Software Engineering
Resolution No. 14/2017:	Foundation of a Chair of Quantum Technology Innovation
Resolution No. 15/2017:	Alteration of the title of the Chair of Classroom Learning

UNIVERSITY OF EDINBURGH**Draft Resolution of the University Court No. 22/2017****Undergraduate Degree Programme Regulations**

At Edinburgh, the Nineteenth day of June, Two thousand and seventeen.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2017/2018);

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 (2017/2018):

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

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

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

4. Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and

is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College Committee, irrespective of their performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld, or other penalty set out in College procedures. An appeal against this decision may be submitted to the Student Fitness to Practise Appeal Committee. See the Student Appeal Regulations at: <http://www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf>

5. Students must inform their Personal Tutor if they have been charged or convicted of a relevant criminal offence since matriculating at the University. 'Relevant' offences are as defined in the University's [Policy and procedure for the admission of applicants who disclose criminal convictions or who require Protecting Vulnerable Groups Scheme membership](#). The Student Support Team (or equivalent) will refer the case to the relevant College which will decide whether the University should take action under the Code of Student Conduct or (where a student's degree programme is subject to Fitness to Practise requirements) the College Fitness to Practice procedures.

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

I	Undergraduate Certificate of Higher Education	At least 120 credits of which a minimum of 90 are at level 7 or higher.
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.

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

9. Students should commence their degree programme at the start of the academic year, and should commence the courses that they are enrolled on at the start of semester in which the courses are taught. No student will be admitted to a degree programme more than two weeks after the start of the academic year without the permission of the Head of College. No student will be enrolled on a course that is part of their degree programme more than two weeks after the start of semester in which the course is taught without the permission of the Head of College. A student who leaves a course after six weeks from the start of the relevant semester will be deemed to have withdrawn from the course and the course enrolment remains on the student's record.

Mode of Study

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

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

Study Period

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

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

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

Recognition of Prior Learning (RPL)

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

appropriate Degree Programme Table. The University [RPL policy for admissions](#) is available.

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

Attendance and Participation

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

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

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

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

Optional Study Abroad

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

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

29. Students undertaking Optional Study Abroad are required to complete a Learning Agreement in consultation with 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 liaise 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 by Senate Curriculum and Student Progression Committee, in consultation with the International Office.

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.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study_Abroad_College_Progression_Board.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

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/) 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

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/) level 7 and 8 courses (in addition to the normal 120 credits), subject to the approval of the student's Personal Tutor.

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/) 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 Personal Tutor. 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 can only be concurrently registered for one full-time award at the University of Edinburgh.

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.

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
55. A student who satisfies the examiners in the Final Honours assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division I, Second Class Division II and Third Class.
56. Students who have been assessed, classed or failed for Honours may not present themselves for re-assessment in the same programme, or assessment in a closely related programme. The Head of College determines whether a programme is closely related.
57. During a single period of continuous registration, a student may be awarded only the University qualification with the highest status for which they have attained the required credits.
58. A candidate who already holds a General or Ordinary degree may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than five 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.
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 Curriculum and Student Progression Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.
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 Curriculum and Student Progression Committee. An aegrotat degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree aegrotat.

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

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

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 should be at SCQF level 8, 9 or 10, comprising:

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

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

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

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

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

The overall curriculum must include at least:

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

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

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

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

Merit and Distinction

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

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 <http://docstore.mvm.ed.ac.uk/Committees/Fitness-to-Practise.pdf>

MBChB

Compliance

72. Students should refer to the Programme Handbook and appropriate Course Handbooks on 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 relevant 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 compulsory 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 outside Edinburgh and the Lothians.

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. 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 attendance requirements may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.

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

81. 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.

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

Awards

Passes with Distinction

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

Bachelor of Medical Sciences

Honours Degree

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

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.evec.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 Personal Tutor.

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

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

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

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

Bachelor of Science General Degree

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/) 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

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 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 (2017/2018), 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. 9/2016.
4. This Resolution shall come into force with effect from the commencement of the 2017/2018 academic year on 1 August 2017.

For and on behalf of the University Court

SARAH SMITH

University Secretary

Appendix 1 to Resolution No. 22/2017

Degrees covered by these Regulations

College of Humanities and Social Science

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.

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. 23/2017

Postgraduate Degree Programme Regulations

At Edinburgh, the Nineteenth day of June, Two thousand and seventeen.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2017/2018);

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 (2017/2018):

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:

Compliance

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

www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment

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

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

Authority Delegated to Colleges

4. Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Personal Tutor, Student Support Team, Supervisor or School as to the

appropriate point of contact, and must not approach the College directly. Where the College does not have authority to award a particular concession then the Curriculum and Student Progression Committee may award the concession.

Code of Practice

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

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

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

Fitness to Practise

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

Disclosure of Criminal Offences

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

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

Postgraduate Awards and Degree Programmes

8. The University awards the following types of postgraduate degrees, diplomas and certificates. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF: www.scqf.org.uk/) unless an

exemption has been approved by the Curriculum and Student Progression Committee, or the award is not included in the SCQF. The SCQF credit levels required for each programme are specified within the appropriate Degree Programme Table.

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

A General Postgraduate Degree Regulations

Late Admission

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

Part-time Study

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

Registration for University Staff

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

Conflicting Studies

12. Students at this University must not, except in exceptional cases and with the permission of the College, undertake any concurrent credit bearing studies in this (or in any other) institution other than the one for which they are registered in this University.

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. At the point of admission to the University, the College has the authority to recognise a student's prior learning. Before approval is granted the College must be satisfied that the

learning to be recognised provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table.

[University RPL policy for admissions.](#)

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

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

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

Permissible Credit Loads

18. 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.

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

Credit Award

20. 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.

21. 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

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

Attendance and Participation

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

24. It is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by their funding or grant authority, are met. All students are required to check their University email account frequently for

communications from the University and respond where appropriate. See the University policy on Contacting Students by Email:

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

Study Period

25. 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.

The Prescribed Period of Study

26. The University defines the prescribed period of study for each authorised programme. These are as stated in the study period table, unless the Curriculum and Student Progression Committee (CSPC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission. See the Study Period Table:

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

Reductions to the Prescribed Period of Study

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

- Postgraduate Certificate:
 - for **part-time continuous** students by up to 4 months.
 - for **part-time intermittent** by up to 8 months.
- Postgraduate Diploma:
 - for **part-time continuous** students by up to 8 months.
 - for **part-time intermittent** students by up to 16 months.
- Postgraduate Masters:
 - for **part-time continuous** students by up to 12 months.
 - for **part-time intermittent** students by up to 24 months.
- MPhil:
 - Members of the University staff and students holding a MPhil research appointment under the auspices of the University may be registered for a minimum period of 24 months part-time.
 - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 24 months part-time.
 - For full-time students the College may reduce the prescribed period by up to two months. The College may reduce the prescribed period by up to 24 months for part-time students. Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 24 months.
- Doctorate:
 - Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time.
 - 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.

Submission Period

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

Leave of Absence

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

Withdrawal and Exclusion

30. 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

Collaborative Degrees

31. 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

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

Extensions of Study

33. 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. See Authorised Interruption of Study or Extension to Study – postgraduate research:

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

Maximum Degree Completion Periods

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

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

Additional Regulations for Doctoral and MPhil Research Degrees

Supervision

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

- a. At least one supervisor (the Principal/Lead Supervisor) must be appointed prior to registration, and the other should be appointed within two months of the programme start date.
 - b. The Principal/Lead Supervisor is responsible to the School's Postgraduate Director for the duties set out in the Code of Practice for Supervisors and Research Students, and must be:
 - a salaried member of the academic staff of the University; or
 - a non-academic member of staff employed by the University who has appropriate expertise in research; or
 - an honorary member of staff
 - The nomination of non-academic or honorary members of staff to act as Principal/Lead Supervisor for a stated period must be specifically approved by the College. In appropriate cases the other supervisor(s) may not need to be a member of the staff of the University, provided they assume their supervisory duties in accordance with University regulations and requirements. Supervisors must maintain regular contact with their students who, in turn, have a responsibility to make themselves available at times agreed with their supervisors.
 - c. In certain circumstances when the student is studying full time in an Associated Institution the Principal/Lead Supervisor may, if the College approves, be a full-time employee of the Associated Institution. In such a case the assistant supervisor(s) must be a University employee. A Principal/Lead Supervisor who is a member of an Associated Institution has exactly the same responsibilities as one working within the university.
 - d. Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period.
- Attendance and Engagement Policy:
www.ed.ac.uk/files/atoms/files/tier_4_student_engagement_and_attendance_policy_feb_2017_update.pdf
 - Code of Practice for Supervisors & Research Students

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

- QAA UK Quality Code Chapter B11: Research Degrees
www.qaa.ac.uk/en/Publications/Pages/Quality-Code-Chapter-B11.aspx#.VUIc92Mt3lY

Changes to supervision

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

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

Termination of supervision

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

Transfers from Another Institution

38. 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

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

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

Grounds for the Award of Doctoral and MPhil Research Degrees

Demonstration by Thesis and Oral Exam for the Award of PhD

41. The student must have demonstrated by the presentation of a thesis and/or portfolio, which presents a coherent body of work, and by performance at an oral examination that the student is capable of pursuing original research making a significant contribution to

knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.

PhD Thesis Length - Word Count

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

Additional Thesis Considerations

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

MPhil by Research

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

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

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

PhD (by Research Publications)

45. Applicants must be either graduates of the University of Edinburgh of at least five years' standing; or members of staff of the University of Edinburgh or of an Associated Institution of not less than three years' standing. Permission to register will not be granted to applicants who are in a position to submit for the PhD by dissertation or who already possess a PhD. 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.

46. The portfolio submitted for the PhD by Research Publications must demonstrate a substantial and coherent body of work which would have taken the equivalent of three years of full-time study to accomplish. The portfolio must demonstrate original research and make

a significant contribution to knowledge or understanding in the field of study, and is presented in a critical and scholarly way.

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

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

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

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

Programme-Specific Regulations

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

Period of Study

50. 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

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

www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

MSc by Research Degrees only

52. In addition to any requirements as detailed in the relevant Degree Programme Table, the student must have demonstrated by the presentation of a research project or dissertation that they are capable of pursuing research, or a critical survey of knowledge in the field of study, or both combined with a satisfactory plan for a more advanced research project. The research must demonstrate competence, knowledge and be presented in a critical and

scholarly way. The assessed work, including the research project or dissertation must not exceed 30,000 words.

Application for Associated Postgraduate Diploma or Masters

53. 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.

Posthumous Awards

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

Aegrotat Awards

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

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

Doctor of Clinical Psychology (DClinPsychol)

56. 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)

57. 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)

58. 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

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

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

60. 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(eca) - Submission by Portfolio

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

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

MPhil(eca) - Submission by Portfolio

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

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

Master of Fine Art

63. 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)

64. 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)

65. The degree specific regulations are:

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

Master of Teaching

66. The degree specific regulations are:

- a. **Mode of Study and Prescribed Period of Study.** The period of study is between 36 and 60 months part time.
- b. **Recognition of Prior Learning.** The total number of exemptions which may be granted for any student is 90 credits.

- c. **Grounds for Award.** Students will be assessed directly or synoptically on each course taken. In accordance with the national guidelines, courses are assessed on a pass/fail basis. Students who fail a course will be permitted a further attempt to pass the assessment of that course within three months of the result being made known to the student.

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

- 67. 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)

- 68. 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

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

MSc in Middle Eastern Studies with Arabic

- 70. The degree specific regulations are:
 - a. **Collaboration.** The first year of study is taken at the University of Edinburgh. An intensive course is taken in an Arabic speaking country during the summer, followed by year two at the University of Edinburgh.

- b. **Progression.** Progression from Year 1 to Year 2 will be decided by the University of Edinburgh's Board of Examiners, after completion of the taught element, and before the students commence their summer placement in an Arab country. Decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.

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

71. 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

72. **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)

73. **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

74. **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

75. **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

76. 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

77. **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

78. 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

79. The degree specific regulations are:

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

PhD in Creative Writing

80. 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

Professional Masters

Master of Clinical Dentistry (MClIn Dent) (orthodontics/Paediatric Dentistry/Prosthodontics/Oral Surgery)

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

Masters in Surgical Sciences (MSc)

82. 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)

83. 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.

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

Masters in Transfusion, Transplantation and Tissue Banking (MSc)

84. 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)

85. 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.
86. 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.
87. 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.
88. 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.

c.

MD Timetable for submission

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

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

90. 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)

91. 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.

92. 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.

93. 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.

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

40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is three years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

DDS Timetable for submission

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

95. 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)

96. 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.

97. 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.

98. 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.

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

2. These Regulations, including Assessment Regulations (2017/2018), 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.10/2016.

4. This Resolution shall come into force with effect from the commencement of the 2017/2018 academic year on 1 August 2017.

For and on behalf of the University Court

SARAH SMITH

University Secretary

Appendix 1 to Resolution No. 23/2017

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 Humanities and Social Science

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 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 Clinical Dentistry (DClinDent)

Postgraduate degrees (by coursework)

Master of Science (MSc)

College of Humanities and Social Science

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)

The University of Edinburgh

Senate

31 May 2017

Resolutions

Executive Summary

This report is presented to Senate in accordance with the procedures for the creation of new chairs, renaming of existing chairs and alteration of Resolutions.

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

Not applicable.

Action requested

Senate is invited to make observations on the attached draft Resolutions.

How will any action agreed be implemented and communicated?

Via Senate's report to University Court.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
There are no resource implications. Part of the approval process involved confirmation of the funding in place to support new Chairs.
- 2. Risk Assessment**
The paper does not include a risk analysis. There are reputational considerations in establishing and renaming Chairs and updating regulations, which are considered as part of the University's approval processes.
- 3. Equality and Diversity**
There are no specific equality and diversity issues associated with this paper. However equality and diversity best practice and agreed procedures are adopted in appointing individuals to chairs.
- 4. Freedom of Information**
Open paper.

Key words

Court, Resolutions, Chairs

Originator of the paper

Ms K Graham
Deputy Head of Court Services
May 2017.

Senate

Resolutions

Personal Chairs

These Personal Chairs require to be created as a result of the deliberations of the University's Central Academic Promotions Committee. Resolutions founding Personal Chairs follow a standard format and Appendix 1 is therefore included as example for each Resolution as listed below, with the exception of Draft Resolution No. 68/2017, which has a start date of 1 July 2017 and is therefore included as a separate Resolution at Appendix 2:

- Draft Resolution No. 24/2017: Foundation of a Personal Chair of Anti-Racist and Multicultural Education
- Draft Resolution No. 25/2017: Foundation of a Personal Chair of Acoustics and Audio Signal Processing
- Draft Resolution No. 26/2017: Foundation of a Personal Chair of Early Modern History
- Draft Resolution No. 27/2017: Foundation of a Personal Chair of Food Marketing & Society
- Draft Resolution No. 28/2017: Foundation of a Personal Chair of Ethics and Epistemology
- Draft Resolution No. 29/2017: Foundation of a Personal Chair of Roman Law
- Draft Resolution No. 30/2017: Foundation of a Personal Chair of Social History
- Draft Resolution No. 31/2017: Foundation of a Personal Chair of Social Policy and Research Methods
- Draft Resolution No. 32/2017: Foundation of a Personal Chair of War and Peace
- Draft Resolution No. 33/2017: Foundation of a Personal Chair of Russian and Sociolinguistics
- Draft Resolution No. 34/2017: Foundation of a Personal Chair of Evolutionary Linguistics
- Draft Resolution No. 35/2017: Foundation of a Personal Chair of History of Art
- Draft Resolution No. 36/2017: Foundation of a Personal Chair of Economic and Social History
- Draft Resolution No. 37/2017: Foundation of a Personal Chair of Renal Physiology
- Draft Resolution No. 38/2017: Foundation of a Personal Chair of Veterinary Epidemiology
- Draft Resolution No. 39/2017: Foundation of a Personal Chair of Cellular and Systems Neuroscience
- Draft Resolution No. 40/2017: Foundation of a Personal Chair of Global Health and Development
- Draft Resolution No. 41/2017: Foundation of a Personal Chair of Tissue Engineering
- Draft Resolution No. 42/2017: Foundation of a Personal Chair of Quantitative Trait Genetics
- Draft Resolution No. 43/2017: Foundation of a Personal Chair of Immunology
- Draft Resolution No. 44/2017: Foundation of a Personal Chair of Comparative Medicine
- Draft Resolution No. 45/2017: Foundation of a Personal Chair of Stem Cell and Cancer Biology
- Draft Resolution No. 46/2017: Foundation of a Personal Chair of Neurodegeneration
- Draft Resolution No. 47/2017: Foundation of a Personal Chair of Medicines Discovery
- Draft Resolution No. 48/2017: Foundation of a Personal Chair of Neonatal Medicine
- Draft Resolution No. 49/2017: Foundation of a Personal Chair of Molecular Imaging and Healthcare Technology
- Draft Resolution No. 50/2017: Foundation of a Personal Chair of Respiratory Medicine
- Draft Resolution No. 51/2017: Foundation of a Personal Chair of Biological Physics
- Draft Resolution No. 52/2017: Foundation of a Personal Chair of Algebraic Geometry
- Draft Resolution No. 53/2017: Foundation of a Personal Chair of Theoretical Chemistry
- Draft Resolution No. 54/2017: Foundation of a Personal Chair of Particulate Materials Processing

- Draft Resolution No. 55/2017: Foundation of a Personal Chair of Synthesis and Chemical Biology
- Draft Resolution No. 56/2017: Foundation of a Personal Chair of Collider Physics
- Draft Resolution No. 57/2017: Foundation of a Personal Chair of Global Health Infection and Immunity
- Draft Resolution No. 58/2017: Foundation of a Personal Chair of Evolutionary Ecology
- Draft Resolution No. 59/2017: Foundation of a Personal Chair of Computational Biomechanics
- Draft Resolution No. 60/2017: Foundation of a Personal Chair of Computational Bioinformatics
- Draft Resolution No. 61/2017: Foundation of a Personal Chair of Nuclear Envelope Biology
- Draft Resolution No. 62/2017: Foundation of a Personal Chair of Polymer Chemistry
- Draft Resolution No. 63/2017: Foundation of a Personal Chair of NMR Spectroscopy
- Draft Resolution No. 64/2017: Foundation of a Personal Chair of Computational Neuroscience
- Draft Resolution No. 65/2017: Foundation of a Personal Chair of Theoretical High Energy Physics
- Draft Resolution No. 66/2017: Foundation of a Personal Chair of Climate and Low Carbon Innovation
- Draft Resolution No. 67/2017: Foundation of a Personal Chair of Business Analytics
- Draft Resolution No. 68/2017: Foundation of a Personal Chair of Aquaculture Genetics

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 24/2017

Foundation of a Personal Chair of Anti-Racist and Multicultural Education

At Edinburgh, the Nineteenth day of June, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Anti-Racist and Multicultural Education:

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 Anti-Racist and Multicultural Education 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 Anti-Racist and Multicultural Education 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 seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 68/2017

Foundation of a Personal Chair of Aquaculture Genetics

At Edinburgh, the Nineteenth day of June, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Aquaculture Genetics:

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 Aquaculture Genetics 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 Business Analytics 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 July Two thousand and seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

The University of Edinburgh

Senate

31 May 2017

Report from Central Academic Promotions Committee

Executive Summary

Report of the recommendations of the Central Academic Promotions Committee.

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

Action requested

For information.

How will any action be implemented and communicated? N/A

Resource/Risk/Compliance

1 Resource implications

Does the paper have resource implications? Yes, increased salaries will impact on each individual College's staff budget.

2. Risk Assessment

Does the paper include a risk analysis? No

3. Equality and Diversity

Has due consideration been given to the equality impact of this paper? Equality and Diversity is central to the considerations of the Central Academic Promotions Committee.

4. Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Louise Kidd
HR Partner Reward
University HR Services
19 May 2017

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE

The Committee met on 17 May 2017 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 43 nominations for award of the academic title of Personal Chair. All Personal Chairs are effective 1 August 2017 as follows:

Personal Chairs

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	R	Arshad	CAHSS	Moray House School of Education	Anti-Racist and Multicultural Education
Dr	S	Bilbao	CAHSS	Edinburgh College of Art	Acoustics and Audio Signal Processing
Dr	S	Bowd	CAHSS	History, Classics and Archaeology	Early Modern History
Dr	M	Brennan	CAHSS	Business School	Food Marketing & Society
Dr	M	Chrisman	CAHSS	School of Philosophy, Psychology and Language Sciences	Ethics and Epistemology
Dr	P	Du Plessis	CAHSS	School of Law	Roman Law
Dr	A	Fox	CAHSS	History, Classics and Archaeology	Social History
Dr	A	Koslowski	CAHSS	School of Social and Political Science	Social Policy and Research Methods
Dr	S	Neff	CAHSS	School of Law	War and Peace
Dr	L	Ryazanova-Clarke	CAHSS	School of Literatures, Languages and Cultures	Russian and Sociolinguistics
Dr	K	Smith	CAHSS	School of Philosophy, Psychology and Language Sciences	Evolutionary Linguistics
Dr	G	Warwick	CAHSS	Edinburgh College of Art	History of Art
Dr	N	Zahedieh	CAHSS	History, Classics and Archaeology	Economic and Social History
Dr	M	Bailey	MVM	Clinical Sciences	Renal Physiology
Dr	M	Bronsvort	MVM	Royal (Dick) School of Veterinary Studies	Veterinary Epidemiology
Dr	I	Duguid	MVM	Biomedical Sciences	Cellular and Systems Neuroscience
Dr	E	Grant	MVM	Molecular, Genetic and Population Health Sciences	Global Health and Development
Dr	D	Hay	MVM	Clinical Sciences	Tissue Engineering
Dr	C	Hayward	MVM	Molecular, Genetic and Population Health Sciences	Quantitative Trait Genetics
Dr	J	Hope	MVM	Royal (Dick) School of Veterinary Studies	Immunology

Dr	R	Mellanby	MVM	Royal (Dick) School of Veterinary Studies	Comparative Medicine
Dr	S	Pollard	MVM	Clinical Sciences	Stem Cell and Cancer Biology
Dr	T	Spires-Jones	MVM	Biomedical Sciences	Neurodegeneration
Dr	S	Webster	MVM	Clinical Sciences	Medicines Discovery
Dr	J	Boardman	MVM	Clinical Sciences	Neonatal Medicine
Dr	K	Dhaliwal	MVM	Clinical Sciences	Molecular Imaging & Healthcare Technology
Dr	S	Walmsley	MVM	Clinical Sciences	Respiratory Medicine
Dr	R	Allen	CSE	Physics & Astronomy	Biological Physics
Dr	A	Bayer	CSE	Mathematics	Algebraic Geometry
Dr	P	Camp	CSE	Chemistry	Theoretical Chemistry
Dr	X	Fan	CSE	Engineering	Particulate Materials Processing
Dr	A	Hulme	CSE	Chemistry	Synthesis and Chemical Biology
Dr	V	Martin	CSE	Physics & Astronomy	Collider Physics
Dr	F	Mutapi	CSE	Biological Sciences	Global Health Infection and Immunity
Dr	D	Nussey	CSE	Biological Sciences	Evolutionary Ecology
Dr	P	Pankaj	CSE	Engineering	Computational Biomechanics
Dr	G	Sanguinetti	CSE	Informatics	Computational Bioinformatics
Dr	E	Schirmer	CSE	Biological Sciences	Nuclear Envelope Biology
Dr	M	Shaver	CSE	Chemistry	Polymer Chemistry
Dr	D	Uhrin	CSE	Chemistry	NMR Spectroscopy
Dr	M	Van Rossum	CSE	Informatics	Computational Neuroscience
Dr	R	Zwicky	CSE	Physics & Astronomy	Theoretical High Energy Physics
Dr	A	Kerr	CSE	GeoSciences	Climate and Low Carbon Innovation

The following Out of Cycle awards of Personal Chair have been made since the last report to Senate:

Title	Initial	Surname	College	School	Personal Chair Title	Date of Effect
Dr	R	Houston	MVM	Royal (Dick) School of Veterinary Studies	Aquaculture Genetics	1 July 2017
Dr	J	Ouenniche	CAHSS	Business School	Business Analytics	1 August 2017

The University of Edinburgh

Senate

31 May 2017

Knowledge Strategy Committee Report

Executive Summary

Report of the Knowledge Strategy Committee, a joint committee of Senate and Court.

How does this align with the University/College School/Committee's strategic plans and priorities? Not applicable.

Action requested

For information

How will any action agreed be implemented and communicated?

The report is provided for information.

Resource/Risk/Compliance

1. Resource implications

Not applicable

2. Risk assessment

Not applicable

3. Equality and Diversity

Not applicable

4. Freedom of Information

Open paper

Originator of the paper

Dr Lewis Allan, Head of Court Services

KNOWLEDGE STRATEGY COMMITTEE REPORT

24 March 2017

1 Initial Draft Information Services Group Plan 2017/20

An overview of the initial draft Information Services Group plan for the period 2017/20 was reviewed. The context of the University planning round was discussed, with prioritisation of the additional Information Services funding requests important in ensuring overall affordability for the University. Members suggested that the distance learning at scale funding request should closely involve Colleges from an early stage, use the University's research quality as a differentiator to attract students and improve course delivery for both students and academics compared to existing smaller scale courses.

2 Network Replacement Programme

The Director of the IT Infrastructure Division presented a summary of the outcome of the IT Infrastructure review project, with an additional £4M (£9.5M in total) of capital investment sought through the University's Planning Round given the larger than initially expected level of equipment replacement and need to restructure some areas of the network. The Planning Round submission was endorsed.

3 Digital Preservation Policy

A Digital Preservation Policy to aid in managing and preserving digital records that the University aims to retain on a long term basis as a corporate memory and archive was approved. It was noted that no additional funding is requested to implement the policy.

4 Information Services Group Key Performance Indicators

Key Performance Indicators (KPIs) for Information Services Group were reviewed, encompassing: quality, learning and teaching, staffing and space utilisation, public engagement, and national and international digital research services measures. It was noted that KPIs without targets set at present would have targets set shortly. The Committee discussed moving from KPIs that are measures of activity to more meaningful strategic performance measures and benchmarking the performance of the library with comparator institutions.

5 Joint item:

i) Core Systems Strategy Programme – Terms of Reference

ii) Digital Transformation Governance Board

The proposed terms of reference for the Core Systems Strategy Programme Board and for the Digital Transformation Governance Board were noted. Improving academic representation on the boards was discussed, with the Chief Information Officer and Assistant Principal Online Learning to consider approaching individuals.