



# THE UNIVERSITY *of* EDINBURGH

## Electronic Senate

E-Senate will commence on Tuesday 11 May 2021 and close  
at noon on Wednesday 19 May 2021

### AGENDA

1. **Minute**  
To approve the minute of the meeting held on 10 February 2021 **e-S 20/21 3 A**

### ITEMS FOR NOTING OR FORMAL APPROVAL

2. **New Members:**
  - Professor Stuart Forbes
  - Professor Bryne NgwenyaTo note
3. **Resolutions** **e-S 20/21 3 B**  
To comment
4. **Senate Exception Committee: call for volunteers** **e-S 20/21 3 C**  
For action
5. **Conferment of the title of Professor Emeritus / Emerita** **e-S 20/21 3 D**  
To approve
6. **Communications from the University Court** **e-S 20/21 3 E**  
To note
7. **Senatus Academicus (Senate) Election Results 2021 – Academic Staff** **e-S 20/21 3 F**  
To note
8. **College Academic Management Structure 2021/22** **e-S 20/21 3 G**  
To note
9. **Report of the Knowledge Strategy Committee** **e-S 20/21 3 H**  
To note
10. **Report of the Senate Exception Committee** **e-S 20/21 3 I**  
To note **CLOSED**
11. **Dates of Meetings of Senate 2021/22**
  - Wednesday 20 October 2021
  - Wednesday 9 February 2022
  - Wednesday 25 May 2022

**Electronic Senate**

**11 – 19 May 2021**

**Minutes of Senate meeting held on 10 February 2021**

**Description of paper**

1. The paper provides the minutes of the Senate meeting held on 10 February 2021.

**Action requested / recommendation**

2. For approval.
3. For E-Senate, a nil response is regarded as approval / agreement. A comment need only be submitted to raise an objection / suggest corrections. In this context any comments on this paper should be emailed to [SenateSupport@ed.ac.uk](mailto:SenateSupport@ed.ac.uk) quoting "comment on e-S 20/21 3 A". These comments will be added verbatim at <https://edin.ac/2DYSYJT>

**Resource implications**

4. None.

**Risk management**

5. Not applicable.

**Equality & diversity**

6. Not applicable.

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

7. Key decisions were communicated in the Senate Committees' Newsletter to stakeholders on the distribution list:  
[www.ed.ac.uk/academic-services/committees/newsletter](http://www.ed.ac.uk/academic-services/committees/newsletter)

**Author**

Senate Secretariat  
May 2021

**Freedom of Information**

Open paper

## SENATUS ACADEMICUS

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

held online Wednesday 10 February 2021

#### OPEN SESSION

This section of the meeting is open to all members of staff. 403 members of staff attended this open session.

#### 1. Convener's Communications

An update from the Convener, Principal Professor Peter Mathieson

The Convener gave a short update followed by a Q&A.

The Convener opened by thanking staff for the extraordinary efforts, resilience and innovation that they have shown over the last year.

Regarding University planning assumptions for 2021/22:

- Some form of social distancing requirement will likely be in place.
- As a result, all in-person graduations in 2021 have been cancelled, although the final decision on November graduations is being reviewed.
- The delivery model will continue to be hybrid.
- It is likely that Covid-19 restrictions will be sufficiently eased and facilities will be sufficiently open for there to be valuable reasons for students to want to be in Edinburgh in person.
- The focus will be on delivering in person what is absolutely essential.
- It will be critical that staff and students are given clear expectations.

In response to questions, the Convener and other senior staff noted:

- The 'best endeavours' approach was formulated in order to recognise and address the impacts of the pandemic on staff and particularly on staff with caring responsibilities. It is recognised that many staff are balancing competing demands. Managers have been asked to work with colleagues to try to adapt workloads to circumstances. There are no simple answers to the possible longer-term impact on the career progression of individuals.
- ISG can provide support such as laptop loans and wifi dongles for students struggling with working from home.
- The Convener had been quoted (inaccurately initially) in an article in The Guardian on aspects of teaching. The article had been rapidly corrected by The Guardian to clarify that the statement was specifically in relation to levels of in-person teaching. The Convener felt that the corrected statement, that there had not been much in-person teaching for undergraduates, was in line with communications that have been sent to students. The Convener rejected the idea that anything in his comments implied that he did not value online teaching or the work and expertise of colleagues delivering online teaching.
- In relation to university finances: the impact of the pandemic on international recruitment was less severe than predicted, but the impact on income from conferences, accommodation, catering and events has been longer and more severe than expected. This has included both the cancellation of the Fringe and the University's (correct, and sector-leading) decision to release students from

accommodation contracts without penalty if they are not living in their accommodation.

- The University's current financial position is reasonable. However, costs have been rising more quickly than income over the last five to six years. This disparity is unsustainable and must be addressed. This situation predates the pandemic but the impact of the pandemic on income has not helped.
- In response to a concern that suspending promotions affects mostly younger staff and colleagues at the end of pay scales, while others will receive incremental increases, it was noted that suspending promotions was a short-term response to immediate pressures on cash-flow, and it was hoped that this would not be a lever used in future years, but also that planning for the next financial year is still in progress.
- It was noted that although there was an operating surplus last year, the majority of this surplus is ring-fenced and cannot be spent on staffing costs, and the surplus represents only around two weeks' worth of running costs.
- The University is considering offering staff respite days around Easter [these have since been confirmed]. Staff were encouraged to take annual leave to give themselves breaks.
- The University has not currently made plans to allow students to self-isolate in university accommodation instead of private hotels, but there is awareness of this issue.
- A query will be raised with the Study and Work Away Team on whether any support can be offered to year abroad students who are required to self-isolate.
- In relation to a query on whether line management responsibilities are appropriately accounted for in work allocation models, to allow staff appropriate time to be effective line managers, it was agreed that this question, and specifically the issue of some staff having a very large number of direct reports, might be usefully raised at the Staff Experience Committee chaired by the VP Strategic Change and Governance.
- The VP Students hopes to provide an update in the near future on the status of the Personal Tutor and Student Support Review, but noted that it has not been practical to attempt to implement the recommendations of the review in the current circumstances.
- The UKRI announcement that from 2024 all recipients of funding will be asked to demonstrate that they are sustainable was noted.
- In response to a question on how input on University planning is elicited from staff, the Convener noted that staff can contact senior leadership or the leaders of the Adaptations and Renewal workstreams by email, that there are regular staff surveys, and that meetings such as this, and Townhall meetings, provide opportunities for colleagues to share their views. The Convener noted that some staff surveys have indicated that colleagues don't feel adequately consulted or informed about change, that this is a cause for concern, and he encouraged colleagues to make use of the communication channels available to contribute constructive thoughts or new ideas.

The Convener thanked colleagues for their contributions and closed the Q&A.

## **2. Strategic Presentation and Discussion**

### **Adaptation and Renewal: Research and Innovation**

Senate heard presentations on the following topics:

- **Research in the time of corona** by Professor Jonathan Seckl

- **Enriching our research culture** by Dr Sara Shinton

Professor Seckl spoke on the impact of the pandemic on the work of researchers in the University, steps taken by the University to support researchers, and the contributions of University researchers to research on Covid-19.

Key points included:

- During the first period of lockdown research productivity was at around 40%, but there were significantly different levels of impact in different areas.
- Research restarted quickly when the lockdown was eased in July, though this was an extremely complex and difficult process requiring huge effort from colleagues, particularly in Health and Safety, and Estates.
- Research outputs in 2020 were only 10% down on 2019.
- Grant applications increased in 2020 compared to 2019.
- The ART: Research and Innovation team has brought together Heads of College, College Deans of Research, College Postgraduate Deans, representatives from Human Resources, Research Offices, Estates, Data Driven Innovation, Information Services, the Institute for Academic Development, and Edinburgh Innovations. These groups are continuing to plan, revise and reprioritize in order to support continuing research activity as we move forward in the changing situation of the pandemic.
- Emergency funding to support research activity was received from the Scottish Government, UK Research and Innovation, and the University.
- Emergency funding was used to extend the funding of final year PhD students and to extend the contracts of around 150 post-doctoral researchers.
- This funding was also used to award 40 Chancellors' Fellowships. Targets were set for 50% of awards to be to women and 20% of awards to be to Black, Asian and Minority Ethnic (BAME) appointees, and these targets were broadly achieved, with 19% BAME appointees and over 50% female appointees.
- University researchers have won significant funding for Covid-19-related research, with all three Colleges being around 5<sup>th</sup> in the UK for the amount of funding won.
- Around 5% of the research outputs on Covid-19 in the UK have come from this University, and University colleagues have been involved in advising members of the UK Scientific Advisory Group for Emergencies (SAGE) and the Scottish Government, and communicating with the public via the media.
- The University has drawn down funding from the Data Driven Innovation City Deal and outcomes from the project so far include securing over 1000 new jobs in international companies and start-ups, providing digital and data skills development to over 50,000 people, and starting up 15 high-growth ventures. Very considerable research funding has been secured and a large number of companies have engaged in the project, bringing in external investment. This work is vital for this region of Scotland and particularly now looking towards post-pandemic recovery.
- Engagement with industry by the University has increased significantly, and Edinburgh Innovations has played an important role in this.

Professor Seckl also gave a brief update on REF 2021.

- The REF submission will be made at the end of March.
- There will be 28 units of assessment submitted.

- As in past REFs, there will be a large number of joint submissions, possibly the highest for any Higher Education institution.
- Research income has increased since the last REF submissions by two thirds per annum, and the number of PhDs has increased by 50% per annum.
- Professor Seckl congratulated colleagues on these are significant achievements.

Dr Sara Shinton spoke on the decisions made on the allocation of emergency research funding, and on other priorities that have been put forward in the last year to foster a more inclusive research culture.

Key points included:

- Work this year has been in the context of a previous grant award from the Engineering and Physical Sciences Research Council to look at the lack of diversity in large strategic grants and research projects, and also work undertaken to implement the UK Concordat to Support the Career Development of Researchers, which was signed by the University a year ago.
- An action plan has been developed and will be published shortly. Equality, Diversity and Inclusion (EDI) is a key driver in this work.
- Key challenges identified through this process were: improving communication of information about available support for researchers; support, resources and training for managers of researchers; researcher security; gathering better information on the research population to enable better decision-making.
- A research culture survey was run in July 2020 by Professor Malcolm MacLeod and has been benchmarked against a UK-wide Wellcome Trust survey. This highlighted three areas for attention: institutional commitment to diversity and inclusion; reported levels of experiencing or witnessing bullying; different experiences of research culture for different groups of staff.
- This research informed decisions on distributing Scottish Funding Council funds, including funding 40 Chancellors' Fellowships. The Institute for Academic Development (IAD) are also working with people who narrowly missed out on this funding, to support future applications.
- Online and flexible training materials have been developed, including a tailored programme for women of colour, and programmes for early career researchers. Programme information will be released soon, and staff are encouraged to contact the IAD for further information.
- Work will continue of the action plan, and outcomes from this work will be reported to the Research Integrity Reporting Group, and then to the Research Policy Group.

In response to questions, the presenters and senior staff noted:

- One aim of the development of resources and support for managers of researchers is to foster a research environment that is free from bullying. A race action plan is also forthcoming. The 'Respect at Edinburgh' web-hub was also highlighted as a source of guidance and training opportunities (<https://www.ed.ac.uk/equality-diversity/respect>). The introduction of a 'behaviours charter' is also being considered.
- Some data has been gathered on the impact of covid-related caring responsibilities on researchers, and guidance has been developed for individuals whose research has been disrupted by these challenges. This is intended as a tool for discussions with line managers to produce a statement of the extent to

which research has been disrupted, which can then be used in reviews and decision-making. Data will also be tracked by a newly-formed Research EDI Committee which will be chaired by Professor Jane Hillston.

- There is not currently a programme of training for professional services staff who support research activity, but staff were encouraged to contact IAD if they would be interested in this.
- There are no plans to create nursery facilities at the BioQuarter. There was some discussion on the accessibility of the nurseries at King's Buildings and Easter Bush, and the past success of the University in running nurseries.
- The CAHSS Research Hub was noted as a resource for researchers in that College (<https://www.ed.ac.uk/arts-humanities-soc-sci/research-ke/serch-research-hub>)
- Discussions are taking place on the use of narrative CVs by researchers that may allow for a broader and more inclusive representation of research contributions.
- The new Research Staff Hub will be developed over the next six months.

The Convener thanked the presenters and all participants for their contributions to the presentation and discussion.

The Convener closed the open session of Senate, noting that Senate members were invited to join the formal meeting of Senate at 4pm.

Break

### **FORMAL MEETING OF SENATE – from 4pm**

This section of the meeting is open to Senate members only

**Members Present:** P Matheson, (Chair), F Abou Jawad, R Andrew, R Andrews, M Barany, C Beckett, S Benjamin, S Bennett, S Bowd, H Branigan, M Brennan, D Byrne, D Cavanagh, U Chan, S Chandran, N Chue Hong, A Connor, A Convery, S Cooper, H Critchley, J Crook, J Cruz, S Cunningham-Burley, J Danbolt, L De Mets, A Desler, L Dritsas, L Duncan-Karrim, J Dunlop, J Esteves Craveiro De Oliveira, M Evans, D Evensen, S Ewing, M Fernandez-Gotz, C French, D Friedrich, S Gilfillan, I Gordon, S Grant, G Gray, L Hamilton, J Hardy, C Harmon, T Harrison, D Hay, E Haycock-Stuart, S Henderson, M Highton, J Hillston, A Holloway, J Hopgood, K Jenkins, J Jarrett, N Kahuam Lopez, S Kelley, L Kirstein, S Lamont-Black, W Loretto, S McCaffery, G McLachlan, F MacKay, S McMahon, S MacPherson, E MacRae, A Maciocia, C Martin, E Mavin, D Miell, N Moran, S Morley, T Morrison, N Mulholland, A Murray, J Murray, P Navarro, R Nicol, P Norris, C Naydani, A Ngoben, M Novenson, R Oosterhoff, I Omah, C Phillips, R Reynolds, J Reynolds-Wright, S Riley, J Robbins, S Rolle, C Sayer, T Schwarz, A Scully, M Shipston, M Siddiqui, S Smith, L Snellgrove, S Stock, A Swan, T Stratford, E Taylor, P Taylor, J Terry, R Thomas, A Trew, S Tudhope, N Tuzi, B Wahi-Singh, P Walsh, S Warrington, M Whyte

In attendance: K Nicol, P Ward

**Apologies:** E Bomberg, K Chapman, K Collins, S Dimantino, R Irwin, R Kenway, C Martin, L McAra, N McCrossan, L McKie, A Morris, M Napierska, P Onyemaechi, D Robertson, G Ross, G Simm, J Smith, J Turner, M Whyte

### **3. Welcome to new members**

Senate welcomed the members below who have joined Senate since the last Ordinary meeting on 7 October 2020:

- Claire Johnson - Student Carers' Representative
- Lara De Mets - Commuter Students' Representative
- Steve Anderson - Student Parents' Representative
- Ifeanyi Omah - Postgraduate Taught Representative
- Martyna Napierska - Postgraduate Research Representative
- Emma Mavin - Divinity Postgraduate School Representative
- Pierre Ezard - Economics Postgraduate School Representative
- Joana Esreves Craveiro De Oliveira - Health in Social Sciences Postgraduate School Representative
- Nicholas Kahuam-Lopez - Clinical Sciences Postgraduate School Representative
- Cynthia Naydani - Veterinary Postgraduate School Representative

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

No comments were made.

## **SUBSTANTIVE ITEMS**

### **5. Report from E-Senate (S 20/21 2 A)**

To approve the minute of E-Senate held from 19 to 27 January 2021



No comments were received and the minutes were approved.

**6. Titles for Teaching-dominated roles at Grade 8 and 9 (S 20/21 2 A)**

To discuss

Professor Alan Murray presented the paper. The paper proposes that :

- Grade 8 roles that include an element of teaching be re-titled 'Lecturer' (replacing the title 'Teaching Fellow');
- Senior Teaching Fellows that are promoted to Grade 9 obtain the title 'Senior Lecturer'.

The following comments and questions were raised by Senate members:

- Many members of Senate supported the proposal, noting in particular support for the intention behind the proposal, which is to support institutional recognition of the importance of teaching. Several members indicated that the proposals in the paper are already standard practise in their Schools.
- Queries were raised about the use of the title 'Reader': this is not affected by the current proposal, but there was some discussion about the use of this title and whether this should also be under review.
- The change proposed will potentially effect a significant number of staff in CAHSS. It was also noted that in CSE 'Teaching Fellow' posts are often offered as temporary contacts, for example to cover parental leave: would these posts need to be re-badged as 'Lecturer' appointments?
- Some Senate members spoke in favour of retaining the titles 'Teaching Fellow' and 'Senior Teaching Fellow', arguing that these titles are preferable to 'Lecturer' from a pedagogical point of view.
- Some Senate members expressed concern that the title of an individual currently employed as a Grade 8 'Senior Teaching Fellow' will change to 'Lecturer', which may be seen as being downgraded.
- Some Senate members spoke in favour of using the titles 'Associate Professor, Assistant Professor and Professor', on the basis that these titles are widely understood in international contexts.
- It was noted that a small number of staff are in hybrid roles involving teaching, research and professional services roles. It is possible to be promoted within hybrid roles, but this can be very challenging within current University structures.
- Job titles require clear and shared definitions, with clear promotion requirements and clear expectations for the person in the role. Greater consistency across Schools and Colleges was encouraged.
- The implications of the title change must be clearly understood and managed, including managing expectations of staff affected by the change. How will the change in title be communicated to staff involved? It must be made clear whether the change in title indicates any change in role, or any change in employment status.
- Questions were raised about whether or not staff in teaching-centred roles are eligible for any equivalent to research leave, and whether any time for research (including supporting research-led teaching) will be built into the Workload Allocations Models of these staff.
- It was noted that while the proposal may result in the same titles being applied to teaching-focused roles and roles that involve both teaching and research, these roles will still have different role descriptions. Therefore there will continue to be different 'types' of Lecturers, for example: this will not be recognised in the job title, but in the role description. The proposal before Senate does not consider role descriptions.

- It was noted that the University has clear grade descriptors to be used in aligning roles and grades, and that the annual review process should be used by staff and line managers to discuss and agree promotion requirements, training needs, requests for development opportunities or changes to current roles.
- Some Senate members suggested that making changes to titles in isolation is not sufficient, and that a more comprehensive review of titles, role descriptions, promotion requirements, and Human Resources policy and guidance is required. Such a larger-scale review has been identified as a requirement by a university working group, but this review has not yet started. It was suggested that the change in titles is not an urgent requirement and could wait for a more comprehensive review. Alternatively, it was suggested that this change could be an interim measure, pending a more comprehensive review.

The Convener summarised the discussion, noting that there appeared to be broad support for the proposal, with some qualified support and many suggestions for further thinking. There was clear support for equity in recognition of people's contributions to the University. The Convener will review the collated comments of the discussion with the Vice Principal Students, and the proposal will be taken forward for discussion at the University Executive.

## **ITEMS FOR FORMAL APPROVAL OR NOTING**

### **7. Conferment of the title of Professor Emeritus / Emerita (S 20/21 2 C)**

To approve

Senate approved the conferral of these titles.

### **8. Senate Election Arrangements 2021 (S 20/21 2 D)**

To approve

Senate approved the election arrangements as presented.

### **9. Senate Standing Committees – upcoming business (2 20/21 2 E)**

To note and comment

The paper from the Senate Committees was welcomed as a useful regular addition to Senate's agenda. It was noted that if the Senate Committees could provide further details on the issues coming before them, this would assist Senate in framing their comments. However, it was also noted that this paper is forward-looking and that more detailed information may not be available in advance of the Senate Committees' own discussions. Senate members were reminded that they could contact the Senate Committee conveners if they wish to explore an issue in more detail.

Senate commented on upcoming or recent work on Course Enhancement Questionnaires and attainment measures (Quality Assurance Committee), developments in academic and pastoral support policies (Senate Education Committee), and work on fully-taught postgraduate Masters programmes in College of Medicine and Veterinary Medicine (Senate Education Committee).

**Electronic Senate**

**11 - 19 May 2021**

**Resolutions**

**Description of paper**

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

**Action requested / recommendation**

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

Draft Resolution No. 2/2021: Undergraduate Degree Programme Regulations

Draft Resolution No. 3/2021: Postgraduate Degree Programme Regulations

3. These draft Resolutions were scrutinised by the Academic Policy and Regulations Committee at their meeting on 25 March 2021.
4. For E-Senate, a nil response is regarded as approval / agreement. A comment need only be submitted to raise an objection / suggest corrections. In this context any comments on this paper should be emailed to [SenateSupport@ed.ac.uk](mailto:SenateSupport@ed.ac.uk) quoting "comment on e-S 20/21 3 B". These comments will be added verbatim at <https://edin.ac/2DYSYJT>

**Resource implications**

5. There are no resource implications.

**Risk management**

6. The paper does not include a risk analysis. There are reputational considerations in updating regulations, which are considered as part of the University's approval processes.

**Equality and diversity**

7. There are no specific equality and diversity issues associated with this paper.

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

8. Via Senate's report to University Court.

**Author**

Kirstie Graham  
Deputy Head of Court Services  
April 2021

**Freedom of Information**

Open Paper

# UNIVERSITY OF EDINBURGH

## Draft Resolution of the University Court No. 2/2021

### Undergraduate Degree Programme Regulations

At Edinburgh, the Fourteenth day of June, Two thousand and twenty one.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2021/2022);

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 (2021/2022):

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

1. The Undergraduate Degree Regulations are hereby set out:

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

##### **Compliance**

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

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

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

## **Study Period**

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

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

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

## **Attendance and Participation**

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

## **Optional Study Abroad**

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

## **Withdrawal and Exclusion**

- 33 [Withdrawal and exclusion](#)

## **Progression and Permissible Credit Loads**

- 34 [Credit point and level requirements](#)
- 35 [Credit volumes](#)
- 36 [Requirement to attain credits](#)
- 37 [Failure to attain the full volume of credits](#)

- 38 [Minimum progression requirements](#)
- 39 [Requirement to attain more than minimum number of credits for progression](#)
- 40 [Progression with a credit deficit](#)
- 41 [Exclusion for unsatisfactory academic progress](#)
- 42 [Continuation without progression](#)
- 43 [Pre-honours: taking additional credits](#)
- 44 [Honours: taking additional credits](#)
- 45 [Limitations on courses taken in honours years](#)
- 46 [Work may be submitted for credit for only one course](#)
- 47 [Conflicting studies](#)

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

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

#### **Awards and Qualifications**

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

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

- 62 [College requirements](#)

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

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

- 70 [College requirements](#)
- 71 [College Fitness to Practise Policy](#)
- 72-84 [MBChB](#)
- 85-93 [BVM&S](#)
- 94-99 [Bachelor of Medical Sciences](#)
- 100-105 [BSc in Veterinary Sciences](#)
- 106-112 [BSc in Oral Health Sciences](#)
- 113-116 [Bachelor of Science](#)

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

- 117 [College requirements](#)
- 118 [Bachelor of Sciences Ordinary Degree in a Designated Discipline or Combined Disciplines](#)
- 121 [Degree of Bachelor of Medical Sciences](#)
- 122-124 [Professional Requirements: School of Engineering](#)





## **A General Undergraduate Degree Regulations**

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### **Compliance**

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

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

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

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

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

- a relevant pending charge or relevant unspent criminal conviction on matriculating at the University (students must provide this information no later than one week after matriculation); or

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

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

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

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

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

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

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

H.	Integrated Masters with Honours (in named subject/discipline)	At least 600 credits of which a minimum of 120 is at level 11.
	Integrated Masters (with a subsidiary subject)	At least 600 credits of which a minimum of 120 is at level 11.
	Integrated Masters (with combined honours in two disciplines)	At least 600 credits of which a minimum of 120 is at level 11.
I.	MBChB (5 year programme)	720 credits
	MBChB (6 year programme)	780 credits
J.	BVM&S Graduate Entry Programme	560 credits
	BVM&S 5 Year Programme	640 credits

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

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

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

### **Mode of Study**

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

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

## Study Period

12. A student must complete the requirements of the degree programme within the period of study specified in the Degree Programme Table, unless given a concession with the approval of the Head of College.
13. The maximum period for completion of an Ordinary or General degree programme is 8 years. The maximum period for completion of an Honours degree programme is 10 years. This maximum period includes any concessions and any authorised interruptions of study.
14. With the annual permission of the Head of College, a student may take longer than the study period specified in the Degree Programme Table to undertake an Ordinary, General or Honours degree programme, provided that a minimum of 40 credit points are undertaken in each year of study.
15. Where a student needs to meet specific progression requirements, the Head of College may approve a student taking fewer than 40 credit points.
16. Certain elements of a degree programme may require full-time attendance. Students given permission to undertake study over an extended period must comply with any requirements specified for a particular degree programme.
17. For the award of a University of Edinburgh degree a student must study University of Edinburgh courses for a minimum period of two years and obtain 240 credits or the pro-rata equivalent in the case of part-time study (for part-time study, the period of study will be longer but the same minimum credit levels must be achieved). This regulation does not apply to intercalating medicine and veterinary medicine students. In exceptional circumstances, the Head of College may approve a concession to allow the award of a University of Edinburgh degree to a student who has studied University of Edinburgh courses for a minimum of one year (obtaining 120 credits or the pro-rata in the case of part-time study). This may include students studying at the University of Edinburgh on 2+2 arrangements, or students entering the University directly into year 3 of study.
18. A student studying for an Honours degree is not allowed to substitute study at another institution for the final year of their Honours programme.
19. A student may apply for an authorised interruption of study and it may be authorised by the Head of College if there is good reason for approving the interruption. Students may be required to provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one academic year, unless authorised by the Head of College. The total period of authorised interruption of study is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study.
20. Study undertaken at another institution during a period of authorised interruption of study will not be credited to a student's programme of study at the University of Edinburgh.
21. Students registered for the 5-year MBChB programme or the BVM&S may elect to take an intercalated Honours year, or undertake a postgraduate degree programme during their period of enrolment. This is not categorised as interruption of study.

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

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

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

## **Attendance and Participation**

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting 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](http://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 agree these changes with the School Exchange Coordinator. The Exchange Coordinator is responsible for confirming that the amended Learning Agreement corresponds appropriately with the University of Edinburgh degree curriculum for the relevant year of study.

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

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

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

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

32. In cases where assessment is optional at a partner university, students are required to undertake assessment. Credit awarded on a "pass/fail" basis will only be accepted in

exceptional circumstances or where the partner institution confirms there is no alternative, and with advance approval of the appropriate College.

### **Withdrawal and Exclusion**

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

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

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

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

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

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

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

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

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

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

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

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

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

42. The College may offer students who are unable to progress due to a credit deficit the opportunity to return to study the following year in order to seek to address this deficit. Such



a return to study without progression may be offered on a full-time, part-time, or assessment-only basis.

43. In pre-Honours years, a student may be allowed to take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, [www.scqf.org.uk/](http://www.scqf.org.uk/)) level 7 and 8 courses (in addition to the normal 120 credits), subject to the approval of the 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/](http://www.scqf.org.uk/)) level 7 or 8 credit and, more rarely, up to 10 credits at levels 9-11 in the Honours years.

45. Students may attend courses on a class-only basis (i.e. not for credit), with the agreement of the Course Organiser and the approval of the 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 registered on a programme of study at this University may not undertake any other concurrent credit bearing studies in this (or in any other) institution, unless the College has granted permission. The College must be satisfied that any additional credit-bearing studies will not restrict the student's ability to complete their existing programme of study.

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

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

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

### **Awards and Qualifications**

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

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



52. The attainment requirements for students for General and Ordinary degrees are specified in the relevant College regulations below.
53. The attainment requirements for students for MBChB and BVM&S degrees and the BSc in Oral Health Sciences are specified in the College of Medicine and Veterinary Medicine regulations below (Section C).
54. The award of Honours is based on the student's performance in assessment in the Honours year(s). For information on the award of Honours see the Taught Assessment Regulations for the current academic session: [www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations)
55. A student who satisfies the examiners in the Honours assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division I, Second Class Division II and Third Class.
56. Students who have been assessed, classed or failed for Honours may not present themselves for re-assessment in the same programme, or assessment in a closely related programme. The Head of College determines whether a programme is closely related.
57. During a single period of continuous registration, a student may be awarded only the University qualification with the highest status for which they have attained the required credits.
58. A candidate who already holds a General or Ordinary degree may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than three years have elapsed between their first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the Head of the receiving College, at the levels stipulated in the appropriate Degree Programme Table. Candidates who have exited the University with a General or Ordinary degree due to failure to meet relevant requirements for an Honours degree are not eligible to apply for readmission on this basis.
59. In exceptional circumstances, notwithstanding any existing Resolutions to the contrary, the University may confer all existing Honours degrees with unclassified Honours if insufficient information is available to the relevant Board of Examiners to classify those degrees. Where a Board of Examiners has insufficient information to enable an unclassified Honours degree to be conferred on a candidate for Honours, a General or Ordinary degree may be awarded to that candidate where they are qualified for such a degree under the existing Regulations. Conferment of an unclassified Honours degree or General or Ordinary degree in these cases is an interim measure: final awards will be confirmed when sufficient information is available to the relevant Board of Examiners.
60. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Academic Policy and Regulations Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

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

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

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

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

### **General and Ordinary Degrees**

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

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

The overall curriculum must include at least:

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

Courses at SCQF level 8, 9, or 10 must include:

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

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

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

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

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

The overall curriculum must include at least:

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

Courses at SCQF level 8, 9, or 10 must include:

- A minimum of 200 credit points from courses in Arts, Humanities and Social Sciences.
- A minimum of 160 credit points in a major subject of study in Arts, Humanities and Social Sciences (which may be part of the 200 credits listed in the point above)

comprising related and consecutive courses in this subject over three years of which 80 credit points must be at SCQF level 9 or 10.

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

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

### **Merit and Distinction**

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

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

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

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

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

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

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

### **Distinction in Oral Language**

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

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

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

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

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

71. The College Fitness to Practise policy is available at [www.ed.ac.uk/files/atoms/files/cmvm ftp\\_regulations\\_2017.pdf](http://www.ed.ac.uk/files/atoms/files/cmvm ftp_regulations_2017.pdf)

### **MBChB**

#### **Compliance**

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

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

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

#### **Attendance and Participation**

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

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

77. In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Students who wish to be considered for a further

interruption or repeat year of study must apply to the Progression Review Committee. Approved study for an intercalated degree does not constitute interrupted progress.

### **Progression**

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

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

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

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

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

### **Awards**

#### Passes with Distinction

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

#### Honours at Graduation

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

### **BVM&S**

#### **Compliance**

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

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

## **Attendance and Participation**

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

## **Progression**

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

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

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

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

## **Awards**

### **Passes with Distinction**

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

### **Distinction at Graduation**

93. Students who 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](http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/mbchb/intercalated-honours)

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

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

### Ordinary Degree

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

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

## **BSc in Veterinary Science**

### Honours Degree

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



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

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

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

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

#### Ordinary Degree

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

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

#### **Compliance**

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

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

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

## **Attendance and Participation**

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

## **Progression**

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

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

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

## **Bachelor of Science**

### **Honours Degree**

113. Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours assessment. Students may attend additional Honours courses on a class-only basis (i.e. not for credit), with the agreement of the Programme Organiser and the approval of the 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/](http://www.scqf.org.uk/)) level 8, 9 or 10; 80 credit points at SCQF level 8, 9, 10 in courses listed in Medicine and Veterinary Medicine Schedule T,

Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 60 credit points at SCQF level 9 or 10.

#### Bachelor of Science Ordinary Degree

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

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

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

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

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

Qualifications

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

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

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

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

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

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

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

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

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

122. An Honours student who is eligible for progression or for the award of an 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 (2021/2022), 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. 9/2021.

4. This Resolution shall come into force with effect from the commencement of the 2021/2022 academic year on 1 August 2021.

For and on behalf of the University Court

SARAH SMITH

University Secretary

Appendix 1 to Resolution No. 2/2021

**Undergraduate Degree Programme Regulations**

**Degrees covered by these Regulations**

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

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

**College of Science and Engineering**

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

Bachelor of Engineering with Honours

Degrees of Master of Arts with Honours

Master of Chemistry with Honours

Master of Chemical Physics with Honours

Master of Earth Science with Honours

Master of Engineering with Honours

Master of Mathematics with Honours

Master of Physics with Honours

Master of Informatics with Honours

Master of Earth Physics with Honours

**College of Medicine and Veterinary Medicine**

Bachelor of Medicine and Bachelor of Surgery

Bachelor of Veterinary Medicine and Surgery

Bachelor of Science with Honours

Bachelor of Science (Medical Sciences)

Bachelor of Science (Medical Sciences) with Honours

Bachelor of Science (Biomedical Sciences)

Bachelor of Science (Biomedical Sciences) with Honours

Bachelor of Science (Oral Health Sciences)

Bachelor of Science (Oral Health Sciences) with Honours

Bachelor of Science (Veterinary Science)

Bachelor of Science (Veterinary Science) with Honours

Bachelor of Medical Sciences

Bachelor of Medical Sciences with Honours

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 3/2021**

**Postgraduate Degree Programme Regulations**

At Edinburgh, the Fourteenth day of June, Two thousand and twenty one.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2021/2022);

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 (2021/2022):

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

1. The Postgraduate Degree Regulations are hereby set out:

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- 70 [Master of Fine Art](#)
- 71 [Master of Social Work/Diploma in Social Work \(MSW/DipSW\)](#)
- 72 [Master of Chinese Studies \(MCS\)](#)
- 73 [Diploma in Educational Leadership and Management/Scottish Qualification for Headship Programme](#)
- 74 [Master of Counselling/Diploma in Counselling \(MCouns/DipCouns\)](#)
- 75 [MSc in Transformative Learning and Teaching](#)
- 76 [MSc in Middle Eastern Studies with Arabic](#)
- 77 [Postgraduate Certificate in Democracy and Public Policy \(Edinburgh Hansard Research Scholars Programme\)](#)
- 78 [MSc in Architectural Project Management](#)

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

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

**Professional Masters**

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

**Professional Higher Degrees**

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

## **Introduction**

### **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](http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment)

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

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

### **Authority Delegated to Colleges**

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

### **Code of Practice**

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

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

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

### **Fitness to Practise**

6. Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in

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

### **Disclosure of Criminal Offences**

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

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

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

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

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

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

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

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

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	At least 60 credits of which a minimum of 40 should be at SCQF Level 11 or above
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	At least 120 credits of which a minimum of 90 should be at SCQF Level 11 or above
Masters in a named subject discipline Master of a named discipline	At least 180 credits of which a minimum of 150 are at SCQF Level 11
Masters in a named subject discipline Master of a named discipline	At least 240 credits of which a minimum of 150 are at SCQF Level 11
MSc by research	At least 180 credits of which a minimum of 150 are at level 11. The research element will be worth a minimum of 120 credits of which a minimum of 60 must be attributable to the research project (for example, a portfolio of artefacts, artworks and other practice-based outputs) or dissertation.
MPhil	At least 240 credits of which a minimum of 150 are at SCQF Level 11
ChM	At least 120 credits at SCQF Level 12.
Doctorate	At least 540 credits of which a minimum of 420 are at SCQF Level 12
EngD	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above

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

## **A General Postgraduate Degree Regulations**

### **Late Admission**

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

### **Part-time Study**

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

### **Registration for University Staff**

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

### **Conflicting Studies**

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

### **Applicants Awaiting Results**

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

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

### **Consecutive Registration**

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

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

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

16. RPL can only be recognised at the point of admission to the University. The Head of College has the authority to recognise the transfer of a student's credit previously gained either at the University or another institution and to count it towards their intended award. Before approval is granted the College must be satisfied that the learning to be recognised and transferred provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table. The maximum number of credits that the Colleges will grant RPL for taught programmes is one-third of the total credits for the award for which the student is applying, that is 20 credits for a postgraduate certificate; 40 credits for a postgraduate diploma; and 60 credits for a masters (or 80 credits where a masters programme is comprised of 240 credits). For research programmes, the maximum number of credits that the Colleges will grant RPL is 360 credits.

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

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



### **Permissible Credit Loads**

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

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

### **Credit Award**

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

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

### **Transfer to Another Programme**

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

### **Attendance and Participation**

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

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

## Study Period

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

See the Study Period Table:

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

## The Prescribed Period of Study

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

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

## Reductions to the Prescribed Period of Study

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

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

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

See the Study Period Table:

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

### **Submission Period**

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

See the Study Period Table:

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

### **Leave of Absence**

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

### **Withdrawal and Exclusion**

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

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

### **Collaborative Degrees**

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

### **Authorised Interruptions of Study**

33. A student may apply for an Authorised Interruption of Study, and it may be authorised by the College if there is a good reason for approving the interruption. Students may be required to provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one year, unless authorised by the College. The total permitted period of Authorised Interruption of Study is the same for full-time and part-time continuous students and will not exceed 100% of the prescribed period of full-time study. For part-time intermittent students, the total permitted period of Authorised Interruption of Study is calculated as half of the prescribed period of study, for example, three years for a six-year Master's programme.

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

Also see the Study Period Table:

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

### **Extensions of Study**

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

See the Study Period Table:

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

### **Maximum Degree Completion Periods**

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

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

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

### **Supervision**

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

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

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

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

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

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

41. Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period. Students attending the University on Tier 4 visas may be required to make more frequent contact with their supervisor according to the terms of their visa. Students should contact the Student Immigration Service for advice about this. Tier 4 information for staff: [www.ed.ac.uk/student-administration/immigration/tier-4-compliance](http://www.ed.ac.uk/student-administration/immigration/tier-4-compliance)

#### Changes to supervision

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

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

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

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

### **Termination of supervision**

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

### **Transfers from Another Institution**

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

### **Request for Reinstatement**

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

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

46. Research Students are entitled to a maximum of eight weeks' vacation leave (including public holidays) in a year without applying for an interruption of study. Students must seek approval for vacation leave from their supervisor and the School Postgraduate Office. Visa restrictions may also apply in the case of International students.

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

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

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

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

The thesis must:

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

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

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

### **Additional Doctoral Programme Considerations**

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

### **MPhil by Research**

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

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

The thesis must:

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

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

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

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

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

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

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



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

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

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

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

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

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

#### **Period of Study**

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

#### **Assessment**

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

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

### **MSc by Research Degrees only**

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

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

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

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

60. A candidate who already holds a postgraduate certificate or diploma from the University of Edinburgh may be permitted by the appropriate College to apply for candidature for the associated postgraduate diploma or masters degree, provided that not more than five years have elapsed between their first graduation and acceptance as a candidate for the subsequent award. Marks awarded for courses taken previously as part of the certificate or diploma may be used in progression and award decisions relating to the new programme.

### **Posthumous Awards**

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

### **Aegrotat Awards**

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

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

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

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

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

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

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

65. The degree specific regulations are:
- a. **Grounds for Award.** The degree of EdD may be awarded on the basis of successful completion of assessed coursework, a research project and a thesis.
  - b. **Prescribed Period of Study.** The prescribed period of study is 60 months part-time, but this may be increased to a maximum of 72 months.

- c. **Thesis Length.** The thesis length should be no more than 75,000 words.

### **PhD in Musical Composition**

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

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

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

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

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

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

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

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

- a. The portfolio of artefacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years

postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and

- b. The portfolio of artefacts or artworks should normally be accompanied by a thesis of not more than 20,000 words (including bibliography and footnotes but excluding appendices).

### **Master of Fine Art**

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

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

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

71. The degree specific regulations are:

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

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

72. The degree specific regulations are:

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

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

73. The degree specific regulations are:

- a. **Grounds for Award.** Students will be assessed on each course through coursework (assignments, portfolios, reports and oral assessments) and through school visits by SQH field assessors in the case of course 5. In accordance with the national agreement all courses are assessed only on a pass/fail basis. Students who fail a course will be permitted one further attempt to pass the assessment of that course within six weeks of the result being made known to the student.

- b. **Mode of Study and Prescribed Period of Study.** The programme is available by part-time study only, and the period of study is between 27 and 60 months.

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

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

### **MSc in Transformative Learning and Teaching**

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

### **MSc in Middle Eastern Studies with Arabic**

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

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

- 77. The degree specific regulations are:
  - a. **Mode of Study and Prescribed Period of Study.** The period of study is 13 weeks full time.
  - b. **Assessment Type.** Students will be assessed on each unit through coursework, examination and a research project linked to a placement. All units are assessed only on a pass/fail basis. Students who fail a unit will be

permitted one further attempt to pass the assessment of that unit within six weeks of the result being made known to the student.

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

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

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

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

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

80. **Grounds for Award.** The degree is assessed on a single output that consists of two components:

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

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

81. **Grounds for Award.** There are three possible variations for final submission, which combine the submission of audio-visual material and a thesis:

- a. audio-visual material to a maximum of 1 hour documentary film or 100 photographs, plus an extended critical essay of 25,000 - 30,000 words; or
- b. audio-visual material to a maximum of 40 minutes documentary film or 70 photographs, plus an extended critical essay of 45,000 - 50,000 words; or
- c. audio-visual material to a maximum of 20 minutes documentary film or 40 photographs, plus an extended critical essay of 65,000 - 70,000 words.

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

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

### **Master of Architecture**

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

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

84. The degree specific regulations are:

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

## **Diploma in Professional Legal Practice**

85. The degree specific regulations are:

- a. **Grounds for Award.** Students must pass all of the core courses and three elective courses to be awarded the Diploma in Professional Legal Practice. Attaining a mark of 50% 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**

86. Grounds for award. The programme is assessed via a portfolio of writing which should include:



- a. A substantial piece or pieces of creative work of no more than 75,000 words of creative prose; or 75 page of verse; or a dramatic composition of no more than three hours length and
- b. An extended critical essay of no more than 25,000 words reflecting on the work's aims and context(s).

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Professional Higher Degrees**

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

91. An applicant for the degree of Doctor of Medicine (MD) must:

- a. hold a qualification which is registrable with the General Medical Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the applicant's profession, or in the practice of Medicine or Surgery, and will be performing their work in the South East of Scotland\*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh or an Associated Institution or an NHS establishment
  - b. all applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.
92. The grounds for the award of the degree of MD are:
- a. a student must have demonstrated by the presentation of a thesis, a significant amount of material worthy of publication or public presentation, and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
  - b. the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.
93. Supervisors must accommodate the student and the project within their research facilities, and obtain permission from line managers as required. Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland\* postgraduate deanery.
94. Registration may be full-time or part-time.
- a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in

which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.

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

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

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

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

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

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

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

97. An applicant for the degree of Doctor of Dental Surgery (DDS) must hold a qualification which is registrable with either the General Dental Council or the General Medical Council or both and must have been engaged since graduation for

at least two years either in scientific work bearing directly on the applicant's profession, or in the practice of Dentistry or other related disciplines, and will perform their research work in the South-East of Scotland\*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.

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

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

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

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

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

- a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the DDS project. They may be either

not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their DDS project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. These Regulations, including Assessment Regulations (2020/2021), 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. 10/2020.

4. This Resolution shall come into force with effect from the commencement of the 2021/2022 academic year on 1 August 2021.

For and on behalf of the University Court

SARAH SMITH

University Secretary



## Appendix 1 to Resolution No. 3/2021

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

#### **Research Degrees**

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

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

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

#### College of Medicine and Veterinary Medicine

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

#### College of Science and Engineering

Doctor of Engineering (EngD)

#### **Higher Professional Degrees**

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

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

##### College of Medicine and Veterinary Medicine

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

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

Master of Science (MSc)

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

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

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

College of Medicine and Veterinary Medicine

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

## Addendum to Paper B, E-Senate 11-19 May 2021

### Key changes to the Undergraduate and Postgraduate Degree Programme Regulations 2021/22

1. The key changes to the **Undergraduate Degree Programme Regulations 2021/22** are as follows:

<b>Regulation Updated</b>	<b>What has changed</b>
<b>9 Timing of admittance onto degree programmes and courses</b>	Clarifies that two week rule also applies to courses which are not “core” or “compulsory”.
<b>47 Conflicting studies</b>	Removes prohibition on concurrent degree programmes – remains at Colleges’ discretion.
<b>64 BA (Arts, Humanities and Social Sciences)</b>	Further clarification from CAHSS about this degree.

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

2. The key changes to the **Postgraduate Degree Programme Regulations 2021/22** are as follows:

<b>Regulation Updated</b>	<b>What has changed</b>
<b>12 Conflicting Studies</b>	<p>Removed prohibition on concurrent degree programmes. Leaving this at Colleges’ discretion.</p> <p>This proposed change is based on discussions with Colleges and admissions colleagues during the current session, in which it was established that it was not uncommon for students to undertake, for example, a part-time Master’s programme at UoE, while also completing a part-time PhD programme elsewhere.</p> <p>The proposal presents minimal risk, since it reverts to the regulation in place before 2020/21. Colleges will still be entitled to refuse to allow concurrent study, where this may have a detrimental impact upon a student’s ability to complete their programme.</p>

<b>16 Recognition of Prior Learning (RPL)</b>	Added “(or 80 credits where a masters programme is comprised of 240 credits)” for consistency with granting RPL for one-third of total credits for taught programmes.
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Links within the regulations to other information have been updated as necessary.

**Electronic Senate**

**11 – 19 May 2021**

**Senate Exception Committee: call for volunteers**

**Description of paper**

1. Senate members are asked to nominate themselves for membership of the Senate Exception Committee.

**Action requested**

2. From 1 August 2021, there will be one vacancy on the Senate Exception Committee. Senate members are invited to put themselves forward for this role by contacting [SenateSupport@ed.ac.uk](mailto:SenateSupport@ed.ac.uk) and indicating their interest in being a member of the Committee. **Expressions of interest must be submitted by the end of Monday 24 May 2021.**
3. If more than one Senate member volunteers for this role, one name will be randomly selected.

**Background**

4. The current Senate Exception Committee Terms of Reference and membership can be found on the Senate website at <https://edin.ac/3uf58Dp>
5. This opportunity is also being advertised to newly elected members of Senate who will take up their membership from 1 August 2021.

**Resource implications**

6. None.

**Risk management**

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

**Equality & diversity**

8. All eligible members of Senate are invited to put themselves forward.

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

9. The membership of the committee will be reported to Senate at their next meeting, and the Senate website will be updated on 1 August 2021.

**Author**

Kathryn Nicol, Academic Policy Officer  
May 2021

**Freedom of Information**

Open

**Electronic Senate**

**11 – 19 May 2021**

**Conferment of the Title of Emeritus / Emerita Professor**

**Description of paper**

1. The Senate is invited to confer the title of Professor Emeritus / Emerita upon those professors who retired recently or whose retirement is imminent.

**Action requested / recommendation**

2. For approval.
3. For E-Senate, a nil response is regarded as approval / agreement. A comment need only be submitted to raise an objection / suggest corrections. In this context any comments on this paper should be emailed to [Senate.Support@ed.ac.uk](mailto:Senate.Support@ed.ac.uk) quoting “comment on E-S 19/20 3 D.” These comments will be added verbatim at <http://edin.ac/18tbekG>

**Discussion**

4. This Senate is invited to confer the title of Professor Emeritus / Emerita upon those professors listed below:

Professor A Amos, Deanery of Molecular, Genetic and Population Health Sciences  
Professor C Bonsall, School of History, Classics and Archaeology  
Professor P Clarke, School of Physics and Astronomy  
Professor G Crow, School of Social and Political Science  
Professor M Fourman, School of Informatics  
Professor S Harris, Business School  
Professor R Harrison, Business School  
Professor D Leach, School of Biological Sciences  
Professor G Leng, Deanery of Biomedical Sciences  
Professor H Macqueen, School of Law  
Professor H McCann, School of Engineering  
Professor J Moncrieff, School of GeoSciences  
Professor J Moore, School of Informatics  
Professor A Murray, School of Engineering  
Professor L Plowman, Moray House School of Education  
Professor O Taxidou, School of Literatures, Languages and Cultures

The Special Minutes are attached as an appendix.

**Resource implications**

5. None.

**Risk management**

6. Not applicable.

**Equality & diversity**

7. Not applicable.

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

8. Those Professors who have been conferred with the title of Professor Emeritus / Emerita will be contacted by Senate Secretariat in due course.

**Author**

Senate Secretariat, May 2020

**Freedom of Information**  
Open paper

**Special Minute**  
**Catherine Amanda Amos, BA, PhD, MSc, OBE, HonFFPH**  
**Emeritus Professor of Health Promotion**

Amanda Amos retired on 31<sup>st</sup> January 2021 after 35 years of service to the University of Edinburgh. Amanda graduated from the University of Cambridge in 1976 in Natural Sciences and initially pursued a career as a molecular geneticist, including at the then MRC Clinical and Population Cytogenetics Unit at the Western General Hospital, Edinburgh. She gained her doctorate in 1983, also at the University of Cambridge. She then retrained to work in public health, specifically the emerging field of health promotion, through undertaking the MSc in Community Medicine at the Usher Institute, University of Edinburgh. After a couple of years as Senior Scientific Officer, Department of Community Medicine and Health Education, Hampstead Health Authority, London, Amanda returned to academia and Edinburgh, this time as Lecturer in Health Education at the Usher Institute in 1985. She was awarded a personal chair in health promotion in 2006.

A key challenge for health promotion has been developing a better understanding of the determinants of health and a strong theoretical basis for policy and practice. Amanda has made major contributions to this through her research, teaching and policy impact. She has had a career long interest in inequalities in smoking and tobacco control, and conducted many innovative research studies. Her early work revealed how women were being targeted by the tobacco industry through cigarette advertising in women's magazines, research that led to the UK Government banning cigarette advertising in this media. Her work on inequalities focussed on three priority groups: young people, women and disadvantaged smokers and she championed holistic research approaches that located smoking within the broader context of smokers' lives. Amanda's work on women, smoking and disadvantage led to the first major community based intervention programme in Europe on this issue, her contributing to the US Surgeon General's report on Women and Smoking, being a WHO consultant on gender and smoking, and the international expert adviser to the Canadian Health Research Councils on developing a research agenda on teenage girls and smoking. The model that she developed on youth smoking is widely used in teaching and tobacco control policies including the Scottish Government's current tobacco control strategy. A multi-disciplinary academic, Amanda has published over 150 peer-reviewed papers in social science, public health and medical journals and held over 50 research grants.

Throughout her career Amanda has worked to integrate health promotion understandings into public health research, policy and practice, as well as developing the discipline of health promotion. She has been instrumental in developing undergraduate and postgraduate training in health promotion, integrating this into the University's medical and public health degrees. Through extensive PhD supervision she has built research capacity in a field where that had been no tradition of PhD research. She has been an outstanding mentor, including through the International Network of Women Against Tobacco and has displayed a strong commitment to public service through her long membership of the Board of Action on Smoking and Health (ASH) Scotland. In 2019 she was awarded the OBE for her contribution to public health.

Amanda has many interests outside of her academic work and passions including art history, films, swimming, and gardening. She is committed to continue working to reduce inequalities in health and has recently joined the Board of the Scottish youth charity Fast Forward. She is looking forward to being able to focus on these activities once restrictions ease and to continue her long relationship with the University of Edinburgh.



**Special Minute**  
**Clive Bonsall BA, FSA, FSA Scot**  
**Emeritus Professor of Early Prehistory**

Clive Bonsall retires from The University of Edinburgh on 31 January 2021, by which time he will have completed over 42 years as Lecturer, Senior Lecturer (1992), Reader (1999) and Professor of Early Prehistory (2009). He also served as Head of Archaeology from 2001 to 2007. Clive has been a highly regarded teacher and researcher, with an international reputation in the field of hunter-gatherer archaeology.

Graduating from Sheffield University, Clive went on to work at the British Museum for five years before joining the Edinburgh Archaeology Department in October 1978. As Head of Archaeology he oversaw the introduction of six taught Masters (MSc) degree programmes and secured funding for the establishment of a new laboratory for archaeological chemistry. He has supervised 20 doctoral students, seven of whom have gone on to hold full-time academic posts at universities in Britain and abroad.

Clive's research interests focus on the period of the last hunter-gatherers and first farmers in Britain and Continental Europe. He has undertaken field projects in Scotland, northern England, Romania and Slovenia, which not only laid the foundations for his research there but also provided generations of Edinburgh undergraduate students with vital experience of practical archaeology. His early work on the Mesolithic of northern Britain earned him international recognition and an invitation to organise the highly prestigious International Mesolithic Symposium in Edinburgh in 1985 (published 1989). His research in Southeast Europe has been particularly influential. He pioneered the use of stable isotope analysis of human bone to investigate the diets of Mesolithic and Early Neolithic populations in the Iron Gates region, and his recognition that regular consumption of freshwater fish from the Danube resulted in anomalously old radiocarbon dates from human bone was a watershed moment that stimulated research into freshwater reservoir effects worldwide.

He has been an investigator or co-investigator on research grants totalling ~£1M. His scholarly publications include 9 books and over 160 journal articles and book chapters, with 2 books and 46 articles published in the current REF cycle including papers in *Nature* and other high-impact scientific journals. In addition, he has delivered 84 presentations at scientific conferences in 14 countries. He continues to make important contributions to scholarship as exemplified in his latest books *Archaeology and Environment on the North Sea Littoral* (2016), and *Not Just for Show: The Archaeology of Beads, Beadwork and Personal Ornaments* (2017).

In recognition of his contribution to Southeast European prehistory, Clive was made an Honorary Member of the 'Vasile Pârvan' Institute of Archaeology of the Romanian Academy of Sciences (2011), and in 2017 he was presented with a *Festschrift* at a ceremony in Bucharest.

In his retirement Clive is looking forward to having more time to pursue his research in Scotland and Southeast Europe. He intends continue to support colleagues in Archaeology in preparing research grant proposals and co-authored publications, and will contribute to supervision of research students. His colleagues wish him well in his retirement.

## **Special Minute**

### **Professor Peter Clarke, FRSE, C.Eng, C.Phys, FIET, FInstP**

### **Emeritus Professor of Experimental Particle Physics & Computing**

Prof Peter Clarke joined the University in 2004, taking up the Chair of eScience. His research career has been focussed on both Particle Physics research and International large-scale computing for data intensive science. His DPhil from Oxford was in Experimental Particle Physics "*A Study of Tau Leptons in  $e^+ e^-$  Collisions at High Energies*". He moved to CERN on a Fellowship (and later Associateship), worked at the Stanford Linear Accelerator Centre in the USA, was a lecturer at Brunel University and then a Professor at University College London where he became Head of the Particle Physics Research Group prior to moving to Edinburgh.

He has worked extensively at CERN, the European Centre for Particle Physics Research in Geneva, collaborating in the OPAL experiment at the Large Electron-Positron Collider (LEP), and the ATLAS and LHCb experiments at the Large Hadron Collider (LHC). His work includes definitive measurements of the electro-weak force, the properties of W and Z bosons, the proof of only three light neutrino species in the universe and measurements of the different behaviour of matter and anti-matter, a phenomenon essential to the understanding of the early Universe. He been part of the Large Hadron Collider programme since 2000. He was a proponent of key European computing projects, known as EDG and EGEE, that constructed the global computing infrastructure for the LHC - known as the Worldwide LHC Computing Grid (WLCG) – this remains the largest compute-intensive scientific project in the world. He was a founder the GridPP, the national facility providing the UK share of the WLCG.

He moved to Edinburgh in 2004 to become Deputy director of the National eScience Centre (NeSC) and then Director from 2006 to 2009. The NeSC was known nationally and internationally as a venue to promote eScience and hosted a very large number of international meetings. eScience was very much driven by the new Grid computing paradigm, and his organisational skills led him to become a member of the governing council of its standards body - the *Global Grid Forum* – for several years. He was PI or co-PI on grants totalling £4.8M. As NeSC Director he immediately noted the lack of a central Research Computing Facility within Edinburgh, needed to cope with the fast-rising number of data-intensive projects across all Colleges. He obtained cross-disciplinary support, and secured the funding, for the first University Research Computing service, and ran the entire procurement (there being no expertise in IS at that time). This service, now updated, is run today by IS and is well known as ECDF (including the EDDIE central cluster). He chaired the ECDF *Oversight by Researchers Committee* (ORC) for several years, during which time he firmly set the spirit of partnership between researchers and Information Services coming above all else, a spirit that persists today. He worked particularly closely with the Head of IS to develop the University open data management policy to meet the complex and diverse funding council requirements, as well as development of the data-storage-for-all-researchers service that we have today, and he chaired the first incarnation of its oversight committee.

In 2009 he was a member of the ICCER panel chaired by Sir Muir Russel, that carried out an independent investigation into the claims of impropriety in climate science at the University of East Anglia (commonly known as "climategate"). This was a very public and charged period. A key role he took in this was to apply his data analysis expertise to independently reproduce the climate data analysis showing rising temperature trends and thereby demonstrate that the data was freely available and produced the same results as were contested.

In 2010 he became Head of Institute for Particle and Nuclear physics in the School of Physics & Astronomy for a short period before going to CERN on a sabbatical to become Deputy Computing Coordinator for the LHCb Experiment. This was a fruitful period during the first run of the LHC accelerator and he was a leader in a flagship analysis measuring CP violation in matter anti-matter interference. This international role required planning of a large scale global distributed computing infrastructure, and negotiations with international funding agency representatives. He was in this role until 2012.

He is Deputy Project Leader of GridPP and has been part of its senior management board for nearly 20 years. This is the largest distributed scientific computing facility in the country, with nearly 100,000 cores and 100 Petabytes of storage. He has been a principal proponent of successive GridPP grants totalling over £100M nationally since inception. This led to a series of grants to Edinburgh to support the “*LHC Tier-2 centre*” which we have done in a highly successful partnership with Information Systems for over a decade. GridPP has been overwhelmingly successful in delivery to the LHC. He is also a member of the management board of the WLCG, which itself has over 1 million cores and an Exabyte of storage (GridPP furnishing approximately 10% of this). He is an external international advisor on computing to the US DOE Fermi National Accelerator Laboratory.

Much of his career has led him to undertake many national roles to enable a much wider range of science activities than Particle Physics. He was invited to be a member of the STFC Science Board from 2014-18, the body that makes the final funding recommendations to the STFC Executive Board for its entire science programme. He was Chair of its Computing Advisory Panel from 2006-14. He participated in the RCUK expert group for e-Infrastructure for many years prior to the formation of UKRI and in this capacity he was a principal author on several recent white papers requested by UKRI in respect of a national “Digital Research Infrastructure”. Throughout his career he has liaised closely with the JISC-JANET network where he instigated the first national advanced research “lightpath” capability on JANET, known as UKLIGHT.

In 2018 he became Scientific Director of the IRIS Consortium (eInfrastructure for Research and Innovation for STFC). This encompasses all of the large science projects funded by STFC from the national Neutron Source (ISIS), the Diamond Light Source, through to all data intensive Particle Physics, Particle-Astro Physics, Nuclear and Astronomy projects including the Square Kilometer Array and the Large Synoptic Survey Telescope. He obtained funds for IRIS of now over £20M to deploy a nationally distributed shared infrastructure to support all of these activities, which is seen as so successful by STFC that it now intends to channel all future computing funds via IRIS. Most recently he prepared the core of the case submitted by STFC to UKRI and the CSR for £120M future funding of its computing, working in partnership with its Programmes Directorate.

His computing leadership roles have been national and internationally scoped, as the scale of computing for projects with which he has been involved is far larger than the capability of any individual university, or even country in some cases. These roles have benefitted the University of Edinburgh in a foundational way through federated capability available to all those funded directly by STFC in the School of Physics & Astronomy (the LHC, SKA, LSST, LIGO, GAIA, Dark Matter and Nuclear physics), as well as indirect users across the University of the national neutron, light source and laser facilities and the Diamond light source.

Prof. Clarke is a Fellow of the RSE, and well as the IET and the Institute of Physics. He continues today as a member of the particle physics research group collaborating on LHCb at CERN and he leads the Edinburgh involvement in the future advanced neutrino experiment at Fermilab in the USA, known as DUNE.

After 17 years at Edinburgh, Prof Clarke will retire this year on 31<sup>st</sup> August 2021. Post retirement Prof Clarke intends to actively contribute to the University through continued research in LHCb and management of GridPP, as a continuing PI of key grants, and through modest levels of graduate/undergraduate teaching. With a following wind, he hopes to complete a second round of the Scottish Munros that he completed for the first time in 2015.

**Special Minute**  
**Professor Graham Crow BA, MA, PhD, FAcSS**  
**Emeritus Professor of Sociology and Methodology**

Graham Crow retires from The University of Edinburgh on 31 August 2021, having been Professor of Sociology and Methodology since 1 January 2013, following 30 years working at Southampton University. Graham's broad interests assisted his service in various roles, notably as Director of the Scottish Graduate School of Social Science (SGSSS).

The first in his family to attend university, Graham studied at Oxford and Essex Universities. He joined Southampton in 1983, becoming Professor in 2004. A mentor's encouragement to range broadly paid dividends in his roles as SGSSS Director, Deputy Director of ESRC's National Centre for Research Methods (NCRM), 2014 REF sub-panel for Sociology member, and co-editor of the British Sociological Association's journals, *Sociological Research Online* and *Sociology*.

Graham's PhD was on rural communities, and community has been a career-long interest. Research methods and ethics have been another. At NCRM, a key task was organizing Research Methods Festivals, bringing together 7-800 social scientists from all methodological traditions. Thanks to Graham's NCRM work, Edinburgh is now established as one of three institutional bases (alongside Southampton and Manchester Universities). Another long-standing interest in key sociologists' lives led to his current projects on academic careers and retirement and writing the sociologist Ann Oakley's biography. Graham's teaching has been broad-ranging and innovative. He was among the first people in the UK to develop a course on the sociology of disability. At Edinburgh he promoted on-line training through SGSSS's 'When methods meet' and, most recently, a seminar on mixed methods for SSPS's Research Training Centre (RTC). Graham and SGSSS colleagues' report to ESRC on virtual learning in doctoral training informed these initiatives.

Graham's publications include 12 books, 30 peer-reviewed articles, and 5 journal special issues. He has supervised 19 successful MPhil/PhD students (11 ESRC-funded). His research funders include ESRC, AHRC, HEFCE, and Leverhulme. Through these projects, his editorial work (including editing Bloomsbury Academic's book series on research methods), and as an Academy of Social Sciences publications committee member, he has influenced research and training agendas in sociology and social science methodology.

In his retirement, Graham will continue supervising his remaining doctoral student, and contribute to research methods training through the RTC and NCRM (e.g. in relation to the history of research methods). He could also contribute to discussions of Gender-ed and Race-ed being followed by a similar initiative around disability. His ongoing research projects on academic careers and Oakley's biography (under contract in John Scott's Emerald series) relate to discussions with colleagues in Moray House and elsewhere about forces currently re-shaping academic careers and retirement.

Graham has contributed greatly to the University of Edinburgh. As SGSSS Director he oversaw its organisational consolidation, the introduction of on-line training, and the substantial growth of the internship scheme, giving PhD students 3-month paid placements with the Scottish Government and other partner organizations. NCRM's on-going work builds on his enhancement of the local profile of research methods training. The sociology subject area at Edinburgh has been enhanced by Graham's contributions, and we wish him and his family well. His continued association with SSPS, and his ongoing contribution to sociology and social research methods, would be greatly beneficial.

## **Special Minute**

### **Professor Michael Paul Fourman, BSc, MSc, DPhil, FBCS, FRSE** **Emeritus Professor of Computation and Logic**

Michael Fourman wrote his first program in Algol 60, to solve quadratic equations while still at school. He studied for a BSc in Mathematics with Philosophy and Computing at Bristol, with a summer job programming, in Algol, with data stored on magnetic tapes, statistical analyses for a research project in neonatal medicine at Leeds. Then in Oxford studied Mathematical Logic for his MSc (supervised by Robin Gandy, a close colleague of Turing) and DPhil (with Turing-award-winner Dana Scott).

He held research and teaching posts in mathematics, at Oxford, Clark (Worcester, MA), Columbia (New York, NY), Cambridge, Sydney and McGill (Montréal), before joining the Department of Electronic and Electrical Engineering at Brunel, where he applied logic to VLSI chip design and verification, and was promoted to a personal chair of Formal Systems. He was Technical Director of Abstract Hardware Ltd., an early start-up, and chief designer of its LAMBDA (Logic and Mathematics Behind Design Automation) software, written in Standard ML (a language designed by Prof. Robin Milner, at Edinburgh). In 1988 Prof. Fourman joined the Laboratory for the Foundations of Computer Science (the LFCS, led by Professors Milner, Burstall, and Plotkin) to take up a Chair of Computer Systems in the Department of Computer Science at the University of Edinburgh.

He has made seminal contributions to mathematical logic, to the philosophy of mathematics, and to the application of logic to the design and verification of digital systems, and is the author of over 50 technical publications. He has supervised nine PhD students, all now with successful careers in academia and industry.

Prof. Fourman has designed and taught courses at all levels, from first-year teaching to postgraduate summer schools. Since 2014 he has focussed on the development of innovative new approaches for our first-year teaching of Computation and Logic.

He was Head of Informatics for twelve of the fifteen years from 1994-2009. Under his leadership three departments, several research centres, teaching and commercialisation, were brought together to form an academic community with a coherent, shared intellectual foundation. Informatics at Edinburgh was established as the leading research centre in the UK for Artificial Intelligence, Cognitive Science, Computing, etc. – or as we now put it, for Informatics, with strong commercialisation links to the wider technology community.

In 2002 the South Bridge Fire destroyed some 3,000 m<sup>2</sup> of Informatics accommodation. Fourman led School's immediate response to this disaster, then worked with the Principal and senior colleagues on a longer-term project, to design, build, and occupy the Informatics Forum.

During his two terms as Head of Informatics, Fourman was responsible for over 60 academic appointments, creating new strengths in Databases, Natural Language Processing, Neuroinformatics, Statistical Machine Learning, Hardware Design, Robotics, and Systems and Synthetic Biology, inter alia, and provided a solid foundation for the University's more recent expansion in all areas of Data-Driven Innovation. He was elected to fellowship of the Royal Society of Edinburgh in 2010 in recognition of this work and its impact on the wider community.

Recently he has been working with final-year students to produce tools for teaching and learning logic and computation, and pursuing a research programme to develop a formal model of Brouwer's development of intuitionistic analysis from a foundation in elementary constructive mathematics.

Prof Fourman plans to continue to pursue these interests in retirement and continue as an active member of LFCS. He also hopes to find time for cooking, sailing, gardening, and grandchildren.

**Special Minute**  
**Professor Simon Harris PhD, MA, BA**  
**Emeritus Professor of International Strategy**

Professor Harris joined Edinburgh University Business School in 2008 as Senior Lecturer. Prior to his academic career he has been corporate planner at an international organization, and international financier, and was then Lecturer and Senior Lecturer at the University of Stirling, then Reader at Strathclyde University. He was promoted to a Personal Chair in International Strategy in 2012 and retired in November 2019.

**Contribution to understanding in the field of International Business**

Working from the Behavioural Theory of the Firm in a research stream begun in the 1970s, Professor Harris informed understanding of the challenges faces by businesses when growing into new international territories, and how to overcome them. He has shown that how businesses learn in new territories is fundamental to their success, and that their underlying understandings of how business works dictates how they grow and the challenges that they face. His publications are widely cited, but his research output stopped just before the 2014 world Academy of International Business Conference in Vancouver, when his wife died.

**Contributions to student experience**

Professor Harris carried his research into both his teaching subject and into its experiential learning pedagogy, his students working with and for the managers of growing businesses. He took it to new and unique levels with UG, MSc and MBA students between 2015 until his retiral in 2019, a time when he could not find the mental focus needed for top level research.

**Contributions to the Business School**

Professor Harris began his first term as head of the Strategy and International Business Group (now the Strategy Group) shortly after joining the University. He successfully developed the research output of junior staff, recruited new talent, expanded the PhD cohort, and redesigned the MSc in International Business and Emerging Markets, while ensuring strong financial contributions to the school and shifting the teaching focus towards more advanced methods of learning involving engagement with practitioners.

**Future contributions as Emeritus Professor at the University of Edinburgh**

Having now relocated outside the city, remarried, retired, and with the care and support of his research team, and with significant interest from his field, Professor Harris has once again returned to publish key relevant research contributions from his work while he continues to advise international business on their work in (and following Brexit, withdrawal from) foreign territories. His team's first publication has just been accepted for publication in the Journal of World Business, and there is considerable interest in their second (to be submitted later in 2021) and third (to be submitted in 2022). Professor Harris would very much wish the University of Edinburgh to be included as his affiliation in these publications.



**Special Minute**  
**Professor Richard T Harrison BA, PhD**  
**Emeritus Professor of Entrepreneurship and Innovation**

Professor Harrison has been a member of the University of Edinburgh Business School between 2002 and 2005, when he held the endowed Dixons Chair in Entrepreneurship and Innovation, and from 2013, when he was appointed to the Chair in Entrepreneurship and Innovation and Co-Director of the Centre for Strategic Leadership.

His contributions to the life of the Business School and University – in research, scholarship, education and service – have been extensive and varied.

Professor Harrison's major research interest is the nature of the entrepreneurial process – in social and corporate as well as new venture contexts - as it is reflected in business development (particularly in the financing, by business angels and venture capitalists, of innovation and growth), and in the implications of research and theorizing for practice and public policy. During his time at Edinburgh this interest has been extended to include studies of the entrepreneurial response to climate change, entrepreneurial identity and identity work, entrepreneurial learning and leadership, family business, entrepreneurship and innovation in emerging economies (including Saudi Arabia, Malaysia and China), the nature of peace entrepreneurship and entrepreneurial resilience in conflict and post-conflict societies (including Rwanda and Democratic Republic of Congo), and the analysis of gender and entrepreneurship.

Specifically, over his career Professor Harrison has made a major contribution to our understanding of the early stage risk capital market and the funding of start-up and high-growth potential businesses in the UK and internationally. This is reflected in his highly cited and influential writings as the first scholar to research the business angel investment market outside North America, and in his more recent research into emerging financial instruments such as crowdfunding and impact investing. Academically, through the peer-reviewed academic journal *Venture Capital: An International Journal of Entrepreneurial Finance*, which he co-founded in 1999 and edited for 21 years, he provided a forum for the publication of research on new and emerging topics in entrepreneurial finance. His contribution is also reflected in the impact of his research on government policy and practice, and in recognition of the importance of his angel finance research he was the 2015 recipient of the UK Economic and Social Research Council Award for Outstanding Research Impact on Business, and 2018 recipient of the United States Academy of Management award for Impact on Entrepreneurial Practice.

Professor Harrison has taught graduate-level courses at the intersection of entrepreneurship and leadership, an interface which he has pioneered in his research, with particular reference to social and sustainable entrepreneurship. He has also, through his role in the Centre for Strategic Leadership, developed and taught extensively on the School's portfolio of executive education programmes, applying his research to practice.

Professor Harrison has also been instrumental in developing the Business School's presence internationally, and specifically in China. He was a member of the University team developing the relationship with Shanghai Jiao Tong University based on the establishment of the Low Carbon College, which led to a number of joint research projects and faculty exchanges, and he played a major role in developing the School's partnership with the Guanghua School of Management at Peking University – this has led to major teaching and research collaborations, including the multidisciplinary research programme on carbon capture, utilization and storage, and the MBA/MSc Global Immersion Programme in

Leadership for the Social and Sustainable Enterprise which Professor Harrison designed and delivered.

After his retirement Professor Harrison plans to maintain his research connections and collaborations with the University of Edinburgh Business School, and with the international network of scholars and collaborators he has contributed to developing.

## **Special Minute**

### **Professor David RF Leach BSc DPhil FRSB FRSE**

### **Emeritus Professor of Molecular Genetics**

David Leach graduated with a first-class Honours degree in Biology from the University of Sussex in 1976 and completed his DPhil under the supervision of Prof Neville Symonds at the University of Sussex in 1980. During his undergraduate studies he was inspired by dynamic teachers including Prof John Maynard Smith and Prof Brian Goodwin. However, it was the molecular basis of inheritance that captivated his attention above all else; he was fascinated by the gymnastics of DNA molecules. This led him to investigate the transposition of bacteriophage Mu for his DPhil and then to move to Eugene Oregon (USA) and probe the mechanism of homologous recombination under the guidance of Prof Frank Stahl.

It was in Frank Stahl's laboratory that he started to work with the palindromic DNA sequences that have illuminated his entire career in Edinburgh, where he and his family settled upon their return to the UK in 1982. He was attracted to the University of Edinburgh because of the ground-breaking work of Profs Noreen and Ken Murray, who gave him laboratory space to work independently in the Department of Molecular Biology, until he was appointed to a lectureship in the same department in 1983.

DNA palindromes are sequences that are identical whether read from left to right or right to left and can form hairpin or cruciform structures by intra-strand base pairing. He discovered the genes responsible for preventing the propagation of DNA sequences containing long palindromes and revealed that these genes encode a nuclease that can cleave hairpin DNA structures. He then went on to use long DNA palindromes as sites of chromosomal cleavage in order to study the repair of DNA double-strand breaks by homologous recombination. In 1994 he proposed a model for DNA repair, hypothesising that a cell might (on purpose) inflict a DNA double-strand break on one damaged copy of a chromosome and repair this break by homologous recombination with an undamaged copy. Since then, he has verified many of the predictions of this model. In recent years, he has collaborated with Dr Bénédicte Michel (Paris) to reveal a new DNA cleavage activity associated with DNA trapped when a cell tries to divide, and with Prof Andrey Kulbachinskiy (Moscow) to reveal a third line of defence (in addition to restriction/modification and CRISPR) that bacterial cells use to destroy invader DNA. This was published in *Nature* just before he retired.

Prof Leach served as Head of the Institute of Cell Biology from 2004 to 2008 and as Head of the School of Biological Sciences from 2008 to 2013. He spearheaded the expansion of Synthetic Biology and laid the groundwork for the massive building project required to replace the Darwin building. He discovered that he enjoys the challenge of leadership, he has an ability to solve tough problems, and a talent for dealing with people. In 2017 he took on the role of Dean of Academic Excellence in the College of Science and Engineering, in which capacity he has been overseeing the College's return to the Research Excellence Framework (REF2021). Throughout his career Prof Leach has enjoyed inspiring many thousands of undergraduate students and 30 PhD students, guiding them to realise their individual potential.

Prof. Leach looks forward to returning to the lab (once more to wield a pipette), embedded in a collaboration with the lab of Prof. Meriem el Karoui. He will also renew his interest in painting, and spend more time with his wife Judith Fewell, his two grown up children, Justine and Jonathan, and their families.

David Leach has brought great reputation to the University in a long and distinguished research career during which he has found time to inspire the next generation of biologists and to lead and guide the School of Biological Sciences during a period of change. The University should honour David with the award of Emeritus status both for his contributions to the life of the School, College and University and for the internationally-recognised quality of his research.

**Special Minute**  
**Professor Gareth Leng, FRSE**  
**Emeritus Professor of Experimental Physiology**

Gareth Leng will retire on 17<sup>th</sup> of June 2021 after more than 25 years of service to the University of Edinburgh as Professor of Experimental Physiology. He graduated BSc (Honours) in Mathematics from the University of Warwick in 1974, MSc in Neurocommunications from the University of Birmingham in 1975 and PhD in Physiology from the University of Birmingham in 1977. He was appointed a Project Leader at the Babraham Institute, Cambridge in 1977. In 1994 he moved from Cambridge to the University of Edinburgh and was appointed to the Chair of Experimental Physiology.

Gareth Leng is a key node in a network of interdisciplinary researchers across the UK and Europe, has made a paradigm-shifting impact in his field, and is internationally recognised as a committed and visionary leader in the science and public engagement of neuroendocrinology. As an opinion leader he has published more than 300 papers, has been cited over 7000 times, has delivered over 80 invited talks since 2000, and has been pivotal in the award of over £40m in research funding over the last 15 years. This funding brought together for the first time large multidisciplinary and multinational EU consortia that forged unique partnerships between academia, industry, policy makers and the public, enabling hundreds of researchers to advance scientific understanding of obesity and appetite regulation, which are critical in predisposition to cardiometabolic syndrome and diabetes. This has had a direct impact on improving human health through changing public opinion and policy regarding food choice and appetite control, while establishing strong and lasting collaborations that integrate this diverse field of research. Gareth has also been at the forefront of creating and nurturing support networks for early-career researchers, being an unstinting mentor who has transformed the community of neuroendocrinologists and helped to establish critical mass and senior leadership positions across the globe, as well as enhancing social mobility and removing barriers to success.

He was President of the International Neuroendocrine Federation and a founder (now honorary) member of the British Society for Neuroendocrinology, a community of over 400 academic researchers and students devoted to carrying out and promoting learning and research into the systems that control human biology and behaviour. Over seven years he transformed the Society's journal (*The Journal of Neuroendocrinology*) as Editor-in-Chief into the leading international beacon for dissemination of neuroendocrinology research. As Associate Editor for *Physiological Reports*, a collaboration between the UK-based Physiological Society and the American Physiological Society, he has been at the vanguard of developing a new open-access publishing model that proactively promotes the open sharing of scientific data.

His sustained contribution to science was recognised by his peers when he was elected a Fellow of the Royal Society of Edinburgh in 2012. His enthusiasm and lifelong passion for sharing the fruits of scientific endeavour are reflected in his teaching and public outreach activities. He is a dedicated and articulate educator who has taught at all undergraduate and postgraduate levels at the University of Edinburgh for the last 25 years and was Head of the University's School of Biomedical Sciences for 7 years. He is a role model who has consistently taken an innovative and creative approach to education, for example with the creation of the Our Changing World (OCW) course and the University of Edinburgh's first massively open online course (MOOC). The OCW course is open to the public and to school pupils, who are invited to attend engaging and accessible talks alongside students, the lectures also available online, with over a million downloads to date. Gareth is also deeply committed to public engagement activities, including regular appearances in the media, at

the Edinburgh Science Festival and online over the last 20 years. His recently published book (*The Heart of the Brain*) is aimed at engaging lay readers and designed to give an accessible account of the contributions to knowledge and understanding made by neuroendocrinologists. His relentless pursuit of scientific rigour and evidence-based decision making is also the subject of a book targeted to the lay community which was published in 2020 (*The Matter of Facts*), an investigation into the nature and uses of evidence. We wish Gareth a happy retirement, when he will move to the South of France to spend more time with his family. It is said that there are three things a man should do in his life: write a book (he has written 2), sire a son (he has 4) and plant a tree (that is what he is going to do in France). He is looking forward to continuing his scholarly activities in his emeritus status, and will continue to write, to be active in editorial matters and to support his close collaborators. His colleagues in Edinburgh will miss his company, his humour and his wise counsel.

## **Special Minute**

### **Professor Hector MacQueen LLB PhD**

### **Professor Emeritus of Private Law**

Professor Hector MacQueen has been a member of Edinburgh Law School for nearly 47 years, since he arrived in 1974 to begin his LLB degree. He joined the Law School staff in 1979 while he was studying part-time for the PhD degree between 1978 and 1985. He was appointed to the Chair of Private Law in 1994, and was Dean of the Law School between 1999 and 2003.

Professor MacQueen has maintained an unbroken connection with the School since his arrival. Although he took leave to serve as a member of the Scottish Law Commission between 2010 and 2018, he continued to deliver his stint of Contract and Unjustified Ordinary lectures through that period. Nigh-on two generations of first-year Law students have learned their contract law from Professor MacQueen. That contribution was marked in 2015 by the University of Edinburgh's Campbell Award for Teaching in the Humanities and the Social Sciences. His standing as a scholar was marked by his election as a Fellow of the Royal Society of Edinburgh in 1995 and to the British Academy in 2006. He chaired the Law section of the Academy 2016-2020. Professor MacQueen was President of the Society of Legal Scholars 2012-2013 and Vice-President (Humanities) of the RSE 2008-2011. He was awarded a CBE in 2019 for services to legal scholarship.

Professor MacQueen has maintained a wide range of scholarly activity through all stages of his career. He began as a legal historian of the middle ages in Scotland. His work on the Scots common law and feudal society has extended to studies of Scottish ideas of legal distinctiveness down to the twentieth century. His legal history work has also encompassed the Literary Directorship of the Stair Society (1999-2016) and he was elected as the Society's Vice-President in 2017. He was Chair of the Scottish Medievalists Conference (2007-2011) and of the Scottish Records Advisory Council 2001-2008, and is a Vice-President of the Scottish Text Society (Council member since 1993).

Alongside Professor MacQueen's contribution as a legal historian is his equally influential work as a modern scholar and reformer of the law of obligations. He has shaped two generations of students' understanding of the Scots law of contract and unjustified enrichment by his standard student texts on these subjects (Contract Law in Scotland, 5th edition 2020; Unjustified Enrichment Law Basics, 3rd edition 2013). He has done the same for the standard works of reference used by the judiciary and the practising legal profession. He was the Scottish editor of Atiyah's Sale of Goods (10th, 11th, 12th and 13th edns, 2001, 2005, 2010, 2016). He also recast the relevant chapters of the general textbook Gloag & Henderson's Law of Scotland (14th edn, 2017) (of which he has been a General Editor since the 11th edition).

As a law reformer at the Scottish Law Commission, Professor MacQueen has both restated the settled understanding of the current law Scots law of contract and has been instrumental in its development through legislation. He led the Commission's review of Scottish contract law. This has resulted so far in the Legal Writings (Counterparts and Delivery) (Scotland) Act 2015 and the Contract (Third Party Rights) (Scotland) Act 2017, and a series the Commission Discussion Papers and Reports (of which he was the principal author). Joint projects with the Law Commission for England & Wales led to the Third Parties (Rights against Insurers) Act 2010, the Consumer Insurance (Disclosure and Representations) Act 2012, the Consumer Protection (Amendment) Regulations 2014, the Insurance Act 2015, Parts 1 and 2 of the Consumer Rights Act 2015, Part 5 of the Enterprise Act 2016, and the Intellectual Property (Unjustified Threats) Act 2017.

In intellectual property Professor MacQueen now focuses on the legal history of the subject in Scotland since 1707, particularly copyright. Previously copyright and design law were his principal areas of interest in contemporary law, although he also carried out research on common law aspects of the subject such as passing off and breach of confidence. He was the first Director (2002-2007) of the AHRC Research Centre in Intellectual Property and Technology Law in the Law School (SCRIPT). He was a member from 1985 to 2017 of the Law Society of Scotland Working Party on the subject, and also served on the DTI Intellectual Property Advisory Committee (2003-2005), as Scottish Representative on the UK Justice Ministry Advisory Panel on Public Sector Information (2004-2011), and as a member of the Intellectual Property Institute Advisory Council of Experts (1999-2009), the Legal Advisory Board of Creative Commons UK, and Intellectual Property Specialist Accreditation Panel of the Law Society of Scotland (1998-2017). Professor MacQueen was an invited member of the RSA group which produced the Adelphi Charter on Creativity, Innovation and Intellectual Property in 2005, and played a leading role in the British Academy Review of Copyright and Research in the Humanities and Social Sciences (2006).

Professor MacQueen expects to remain fully immersed in the life of the Law School after he retires. His main centre of scholarly interest will probably return to Scots legal history. There he will work among a new generation of legal historians, many of whom he taught or whose theses he examined. His commitment to teaching newcomers to the law remains strong. He will come back for the next couple of years to deliver his hugely popular Ordinary lectures in Contract and Unjustified Enrichment, two subjects which he could fairly claim to have made his own, and indeed made in Scotland, over his long career as a scholar and teacher at Edinburgh.



**Special Minute**  
**Professor Hugh McCann BSc, PhD, CEng, FIET, FEng, FRSE**  
**Emeritus Professor of Tomographic Imaging**

Hugh McCann is a world authority on Agile Tomography, whereby the tomography system is physically and electronically adapted to the image subject *in situ*. At the University of Edinburgh, he was appointed to the position of Head of the School of Engineering and Professor of Tomographic Imaging in 2013. He stood down from the Headship in 2018 and became Professorial Fellow in February 2020. From 1996 to 2013, he was Professor of Industrial Tomography at UMIST/University of Manchester, where he was Head of the School of Electrical and Electronic Engineering (1999-2002) and Associate Dean (Research) in the Faculty of Engineering and Physical Sciences (2010-13).

Hugh graduated from the University of Glasgow with First Class Honours in Natural Philosophy in 1976, and a PhD in High-Energy Particle Physics in 1980. With the University of Manchester, seconded to DESY (Hamburg) 1979-83, he worked in the JADE collaboration at the PETRA electron-positron collider, and in 1984-86 he studied high-energy photon-proton interactions at CERN. For 10 years, he worked at the Thornton Research Centre of Royal Dutch/Shell, including 5 years as founding Leader of Shell's specialist Engine Measurements Group, devising new in-situ methods to penetrate the physical and chemical processes of automotive combustion and lubrication. For the latter, he won the Society of Automotive Engineers *Arch T. Colwell Merit Award* in 1995.

Returning to academia in 1996, Hugh developed Manchester's research activity in Industrial Process Tomography (IPT) to encompass four departments, and established it as the world-leading centre in the field. In his personal research portfolio, he pioneered the topic of Chemical Species Tomography (CST) using infra-red spectroscopy and pursued long-standing challenges in electrical tomography. His work in Electrical Capacitance Tomography underpinned a unique method of sub-sea gas/liquid separation with annual benefits measured in hundreds of millions of US dollars. For the measurement of human brain function using externally-mounted electrodes, he implemented the most sensitive Electrical Impedance Tomography system devised to date. He was the first subject to be measured by this system; in response to various types of stimulus, no brain function has yet been detected in Hugh's head, nor, for that matter, in the heads of a further 50 volunteers! So, that challenge continues.

With a range of industrial partners such as Shell and Ford, his Chemical Species Tomography systems have been implemented in several types of automotive engine, yielding thousands of images per second and penetrating the detailed interplay of fluid flow, thermodynamics and reaction chemistry. This work was recognised in 2007 by the *Maurice Beck Prize* of the World Congress in IPT. Working with Rolls-Royce, Shell and Siemens and several other companies, Hugh is currently extending that technology to pursue reduced emissions from jet engines and power generation turbines by enabling better modelling of their combustion behaviour. This work is also carried out in partnership with several other universities, and is spread over three active research grants.

In 2018, Hugh was appointed Honorary Professor at Beihang University, Beijing, recognising his pioneering research in Chemical Species Tomography, which is now pursued by over 20 groups worldwide, with intensive industrial involvement. Hugh has published 117 papers in peer-reviewed journals and his h-index is 32 (Web of Science). He has taught classes in measurement and instrumentation at all levels and has been Principal Supervisor of 14 doctoral students. He is a Fellow of the Royal Academy of Engineering, and of the Royal Society of Edinburgh. He supports colleagues in the School of Engineering in preparing research grant proposals and co-authored papers, and he provides mentorship and advice

to colleagues in the School and further afield. The award of Emeritus Professorship to Prof. McCann would provide recognition of his important ongoing contributions.

Hugh and his wife Margaret have returned to live in Cheshire, where they have three grandchildren and where they are closer to their other two grandchildren in Bristol. They remain very frequent visitors to Edinburgh and to the Scottish highlands. Hugh is a keen golfer and is very fortunate in that his enthusiasm for the game is not blunted by his self-proclaimed lack of ability! We would like to convey our best wishes to Hugh and his family for a long and happy retirement.

**Special Minute**  
**Professor John Moncrieff BSc, PhD, FRMetS**  
**Emeritus Professor of Micrometeorology**

John Moncrieff retires from his Personal Chair in Micrometeorology in the School of GeoSciences in July 2021 after nearly 37 years working at the University of Edinburgh. John graduated with a BSc in Geography from the University of Edinburgh in 1978 and obtained a PhD in 1983, working with John Monteith at the University of Nottingham. He worked as a mathematical modeller in the then Department of Industry in Stevenage for 18 months before joining the University of Edinburgh in 1985.

John's first role at Edinburgh was to establish the micrometeorology laboratory which expanded rapidly and became a European centre of excellence in land-atmosphere interactions, with a focus in the early days of developing the novel technique of eddy covariance for measuring the land-atmosphere exchange of carbon dioxide and water vapour. Many overseas field campaigns originated from this and his laboratory was instrumental in establishing the EuroFlux network, which itself was an early prototype for the now global FluxNet network. Many PhD students were mentored during this period and happily, have gone on to continue this work around the world. John's interest in the atmospheric surface layer has developed in that he became more interested in the mesoscale boundary layer processes both in terms of the basic physics but also in that observational data can improve our models of land-atmosphere exchange at larger scales. His journey 'up' into the atmosphere started with the establishment of the UK's first Tall Tower to make high precision measurements of a range of greenhouse gases. This was followed by the procurement and development of the University's research aircraft for boundary layer sampling and surface remote sensing. The aircraft and its facility continue to expand in terms of capability and with colleagues; this now includes an unmanned aerial vehicle fleet which is well used on field campaigns on surfaces such as ice sheets and tropical forests. His last few years have been spent developing a Differential LiDAR (DiAL) to observe greenhouse gases with support from Scottish Enterprise and the EU. Our DiAL can reach the top of the troposphere with a resolution of 50 m in any direction - so at last, he may finally have 'arrived'. More recently, John has developed the School's capability in mesoscale modelling using the Weather and Research Forecasting model and this is now becoming a useful tool at undergraduate and postgraduate levels as well as supporting colleagues in research programmes.

Throughout his career at Edinburgh, John has contributed widely to the management of the School of GeoSciences and also contributed at College level. He was Deputy Head of the School of Earth and Environmental Sciences, the forerunner to the present School of GeoSciences, and was instrumental in bringing together the Departments of Meteorology, Geography, Geology and Geophysics, and Ecology and Resource Management into the current unit. He was also Head of the Edinburgh Earth Observatory, one of the early research institutes in the new School. He has served as course organiser, personal tutor, exam board Chair, Degree Programme Convenor and College Library Chair for various periods in the past 36 years. He served on the School's Policy and Resources Committee for periods totalling 8 years. Although colleagues may not wish to thank him for it, he developed and implemented the School's Workload Model!

John has always been an enthusiastic teacher of undergraduate students and in the period since EUSA started their Teaching Awards he has been recognised for his commitment to students every year of the awards; this has been immensely gratifying and a source of real pride to him and the School. He will continue to teach undergraduates in an honours air pollution course and supervise honours theses. John will continue his leadership of the airborne geosciences facility and the development of the DiAL system, hopefully morphing

into a university spin-out. He does plan to devote more time to golf in Lundin Links and to visit various National Trust properties throughout Scotland with his wife Catherine, upon his retirement.

**Special Minute**  
**Professor Johanna D. Moore, BS, MSc, PhD, FBCS, FRSE**  
**Emeritus Professor of Computational Linguistics**

Prof. Johanna D. Moore was recruited to the Established Chair in Artificial Intelligence and as the Director of the ESRC Human Communication Research Centre (HCRC) in 1998. She was one of the first appointments made in the Division (now School) of Informatics following its inception in 1998, making significant contributions to the strategic direction of the School. She was instrumental in the formation of the Institute for Language, Cognition and Computation (ILCC), playing a leading role in Artificial Intelligence and Natural Language Processing research with funding from EPSRC, ESRC, NSF, ONR, and the EU.

In collaboration with Prof Mark Steedman and colleagues in the School of Philosophy, Psychology, and Language Sciences, Johanna played a key role in restructuring speech and language research at Edinburgh, as the field shifted from signal processing (speech) and symbolic rule-based approaches (language) to an integrated field based on mathematically sound statistical methods. As Director of HCRC and subsequently co-Director of ILCC, she was responsible for a number of strategic decisions which ensured that Edinburgh continues to lead in the development of the field of language and speech technology. In these roles, and as Head of the School of Informatics (2014-18) she made key appointments in Informatics and Linguistics, including ones that established new activities in speech recognition, statistical machine translation, computational cognitive science, information retrieval, security and privacy, and learning analytics. These have had a transformative effect on Informatics research and teaching.

Johanna graduated from UCLA with an undergraduate degree in Maths and Computer Science, followed by an MSc in Computer Science, and a PhD in Computer Science in 1989. In 1990 she was appointed to the University of Pittsburgh Departments of Computer Science and Linguistics, and the interdisciplinary Learning Research and Development Centre. At the University of Pittsburgh she gained tenure, and became the Director of the Intelligent Systems Program, a multidisciplinary graduate program dedicated to applied artificial intelligence. During her time at the University of Pittsburgh, she brought in numerous research grants, including a prestigious 5-year fellowship as a National Science Foundation National Young Investigator (similar to an ERC Consolidator Grant).

Johanna's research over three decades spans the areas of natural language processing, artificial intelligence, knowledge representation, human computer interaction, and technology and education. Her recent work investigates the effects of different information presentation strategies on user comprehension and satisfaction in spoken dialogue; using machine learning to recognize emotions in multimodal interactions; and identifying effective feedback methods for inducing behaviour change in domestic energy use, to name just a few. Her work on intelligent tutoring systems focuses on teaching conceptual knowledge, where students must explain their reasoning, and tutoring systems must interpret and diagnose the students' explanation in order to generate feedback adapted to the current situation. She is the author of "Participating in Explanatory Dialogues" (MIT Press, 1995) and over 180 publications. She has served as President of the Association for Computational Linguistics (ACL) and Chair of the Cognitive Science Society, the most prestigious academic societies in their fields of study, respectively. She has also served as Program Chair for ACL, Cognitive Science, and the World Conference on AI and Education.

Johanna has supervised 13 PhD students to successful completion. Many are now in senior academic and industrial research positions throughout the world, and leading their own research groups.

Johanna has acted as PI or co-PI on numerous interdisciplinary research projects in the UK, EU and USA. Most recently she has been co-PI on the EU/ESRC FLORA project which investigates self-regulated learning in online learning environments. The focus of education is increasingly set on students' ability to regulate their own learning within technology-enhanced learning environments (TELEs). Prior research has shown that self-regulated learning (SRL) can lead to better learning performance but students often experience difficulties adequately self-regulating their learning.

More recently she has worked with colleagues in Education and at Monash University in the area of Learning Analytics, with a focus on personalised feedback and tutoring. This culminated in her sabbatical research at Monash prior to retirement, and is the direction she plans to continue to pursue in retirement, initially in the context of the ongoing FLORA project, which is employing learning analytics and machine learning to better understand SRL-processes during student learning.

**Special Minute**  
**Professor Alan F. Murray, CEng, FIET, FRSE, FIEEE, PFHEA**  
**Emeritus Professor of Biomedical Engineering**

Alan Murray is a leading figure in biomedical engineering, with 40+ years' experience in silicon chip design, neural computation/machine learning, and biomedical engineering. He became Professor of Neural Electronics at The University of Edinburgh in 1994. He was Head of the Institute for Micro and Nano Systems from 2002-2008, Head of the School of Engineering from 2008-2012 and of the Institute for BioEngineering from 2015-2018. He was Dean of Students for CSE (2012-2015) and has been Assistant Principal for Academic Support since 2015.

Alan has taught at all levels in Engineering, in particular bringing his Physics background to the teaching of Electromagnetics from 1984 until 2019. He is an enthusiastic teacher who enjoys "playful" lecturing, particularly in first year, where his musical interests, teaching duties and Fender Telecaster come together to disturb the denizens of the Appleton Tower annually. Alan's passion for teaching has spilled into a long-term commitment to improving the way in which teaching excellence is recognised in the University. He has made a series of gradual but important changes to the way in which we recognise teaching excellence. These changes have catalysed an increasing number of excellent cases for promotion and are beginning to rebalance the way in which teaching and research are viewed and esteemed at this extremely research-intensive University.

Alan's research interests have moved from solid-state Physics, via silicon chip design, to biomedical engineering. He moved from Physics to Electronic Engineering in 1982, spending 3 years as a chip designer with Wolfson Microelectronics – a spinout company from the University. He developed the "Pulse Stream" approach to on-chip neural computation and explored the way in which the vagaries of silicon hardware affect machine learning. In particular, he showed in 1993 that "noise" in the arithmetic of a neural machine can improve learning. This finding has implications for hardware, but also illuminates biological learning, where individual synaptic computations are intrinsically noisy.

Alan's interests moved into the interface between silicon hardware and the human body in 2000. In 2012, as PI for the £5.2M EPSRC "IMPACT" (Implantable Microsystems for Personalised Anti-Cancer Therapy) Programme Grant, Alan took that interest into reality. He collaborated with colleagues in Chemistry, Medicine, Veterinary Medicine, and Social Sciences to show it was possible to implant sensors in the body that can provide an evidence base for improved radio and chemotherapy of a solid tumour. IMPACT also showed that inert prodrugs can be activated local to a tumour by an electronic implant and that IMPACT's sensors could monitor the progress of healing in internal wounds such as bowel anastomoses. Alan is key to a series of proposals to take this work forward and extend it to include miniature robots that will insert sensors deep in the body with minima trauma to healthy tissue.

Alan has received several research papers awards and multiple nominations for EUSA teaching awards in every year of the scheme. He is a Fellow of the Royal Society of Edinburgh, the Institute for Engineering and Technology and the Institute of Electrical and Electronics Engineers. He is also a Principal Fellow of the Higher Education Academy. Alan has supervised 45 doctoral students to completion, has co-authored more than 350 publications and has won over £20m in research funding for the University.

Alan continues to support colleagues in preparing research papers and proposals, cases for promotion, and mentors of both early-career researchers and senior colleagues. Alan works toward further recognition of teaching excellence, and continues to write increasingly

adventurous research proposals. The award of Emeritus Professorship to Prof. Murray would provide recognition of these important ongoing contributions to the University. It would also allow him to continue to contribute proactively to the University's teaching, research and leadership.

Alan lives with his fiancée, Gill, in Penicuik. They enjoy walking, gardening, reading, music and amusing the Penicuik Brownies. Alan is a keen guitarist, singer and songwriter and any extra time produced by retirement will be spent making music, largely with Gill. They are both devoted parents and grandparents (in Gill's case, step-grandparent) and realise how blessed they are to have family nearby. We would like to convey our best wishes to Alan and his family for a long and happy working retirement.



**Special Minute**  
**Professor Lydia Plowman BA, PGCE, PhD**  
**Emerita Professor of Education**

Lydia Plowman held the Chair in Education and Technology in the Moray House School of Education and Sport from 2012 to 31 March 2021.

The first in her family to go to university, Lydia Plowman was a secondary school teacher of English in Norwich and Norfolk for most of the 1980s and then took a post as research assistant at Brighton Polytechnic, not realising that this involved registering for a PhD. Later, disabused of the notion that only really clever people could go on to do a PhD, she discovered her métier in research and thrived on her first postdoc positions in the School of Cognitive and Computing Sciences at the University of Sussex. This experience created a unique foundation for research on interaction design and user experience relating to children's play and learning with a range of digital media, including toys, in contexts ranging from formal education to the home.

Among the first to take an interest in what was then known as ICT (information and communication technology) in the preschool years, her research underpinned Early Learning, Forward Thinking (2003), which put the then Scottish Executive at the forefront of worldwide policy in this area. This advocated principles to inform the use of technology in the early years: that it should serve the best interests of children, maintain the central importance of relationships, ensure that all children feel included and be predicated on understanding the ways in which children learn. The technology has changed dramatically since then but, twenty years later, these principles hold. This research was subsequently developed over a series of projects funded by both the ESRC and EPSRC as well as consultancy for organisations including the BBC, Early Childhood Australia, Education Scotland, NHS Scotland, Save the Children, the UK Department for Education and Which? magazine.

She was a member of ESRC's Grant Assessment Panel for Linguistics, Education and Psychology (2010-2014) and Vice Chair of the panel for Education, Linguistics, Sociology and Social Work (2014-2015). She was also a member of the EPSRC's Strategic Advisory Network (2013-2019) and a member of its advisory groups on public engagement, initial thinking on the Global Challenges Research Fund, doctoral training and, most recently, responsible innovation. Elected a Fellow of the Academy of Social Sciences in 2013, she is frequently a commissioning panel member for the Norwegian Research Council and for the Carnegie Trust.

Professor Lydia Plowman joined the University of Edinburgh in 2012 from the University of Stirling. Since then, she has coordinated the REF2014 and contributed to the REF2021 submission for Education, was Dean of Research in the College of Arts, Humanities and Social Sciences (2014-2017), a member of the management group for the Institute for Advanced Study in the Humanities and, most recently, co-Director of Research in MHSES and Associate Director for the Scottish Graduate School of Social Sciences.

Professor Plowman plans to remain in Edinburgh after her retirement, but hopes to revive her schooldays French and make frequent visits to France to see her grandchildren. She is looking forward to a future in which she continues to support research in MHSES but with time for more pilates classes and the prospect of new beginnings.

**Special Minute**  
**Olga Taxidou BA, MSc, PhD**  
**Professor Emerita in Drama and Performance Studies**

Olga Taxidou retired on 31st January 2021 after 26 years of service to the University of Edinburgh. An internationally-renowned scholar of theatre history, performance theory and classical drama, Olga has been instrumental in fostering the study of drama and performance at the University, including the establishment of the James Tait Black prize for Drama in 2013 and through her on-going work in strengthening the links between the University and the Edinburgh Festival. As Co-Director (1992-5), Associate Dean (1995-2002) and then a Board member (2002-present) of the Scottish Universities International Summer School, she has been committed to continuing Edinburgh's reputation for hospitality and international exchange.

She began her long relationship with the University of Edinburgh in 1985, studying for an MSc in Modernism, before completing a PhD in 1991 on the work of Edward Gordon Craig, establishing her long-standing interest in modernist performance. After a post as Lecturer in Drama at the University of Exeter, she returned to Edinburgh in 1995 as Lecturer in the Department of English and Scottish Literature, becoming Senior Lecturer in 1998, Reader in 2006 and taking up a personal chair in Drama and Performance Studies in 2014.

Olga has secured an international reputation for her work on modernism and performance, and on the reception of Classical drama and Hellenism. She has published four single-authored monographs: on Edward Gordon Craig (1998), tragedy, modernity and mourning (2004), modernism and performance (2007), and most recently Greek Tragedy and Modernist Performance: Hellenism as Theatricality (2021). She co-edited, with Vassiliki Kolocotroni and Jane Goldman, the authoritative *Modernism: An Anthology of Sources and Documents* (1998), a best-seller which has become highly influential across many disciplines beyond the field of literature and drama. More recently, with Vassiliki Kolocotroni, she published its sister-volume *The Edinburgh Dictionary of Modernism* (2018). She has served on the Board of Directors of the Athens and Epidaurus International Festival, has held a Visiting Professorship in Hellenic Studies at NYU since 2015, and has given many lectures, workshops and talks on her research worldwide. Her research has been supported by the Arts and Humanities Research Council, the Onassis Foundation and the NYU Global Research Institute, among other bodies.

Alongside her scholarly career Olga has been involved with many theatrical productions as translator, dramaturge and writer. Major contributions have been *Women and War*, co-authored with John McGrath, performed in Athens in 1993; and a series of adaptations of Greek tragedies which have been performed worldwide. *Medea: A World Apart*, from Euripides, was translated into Georgian and performed by the Tumanishvili Company in Tbilisi to inaugurate their GIFT Festival of the Arts (1998), the first after the civil war of 1995-7; it subsequently toured to festivals in Edinburgh, Sarajevo, Warsaw and Moscow (1998-2000). More recently a new adaptation of *Medea* has been staged by Mabou Mines Theatre in New York (2018) and Oxford (2019); it was the American director Lee Breuer's final work before his death earlier this year.

Olga's future endeavours include work on an adaptation of *The Oresteia* for screen and stage, and a new monograph presenting a comparative study of motherhood on the world stage from Classical Greek drama to the present. She will continue her collaboration, begun in 2015, with a group of international scholars and artists on cultural and pedagogical programmes addressing the refugee crisis in Greece, with annual visits to the camps on the island of Lesbos.

**Electronic Senate**

**11 – 19 May 2021**

**Communications from the University Court**

**Description of paper**

1. To update Senate on certain matters considered by the University Court at its meeting held by videoconference on 22 February 2021.

**Action requested / recommendation**

2. Senate is invited to note the report.
3. For E-Senate, a nil response is regarded as approval / agreement. A comment need only be submitted to raise an objection/suggest corrections. In this context any comments on this paper should be emailed to [SenateSupport@ed.ac.uk](mailto:SenateSupport@ed.ac.uk) quoting "comment on e-S 20/21 3 E". These comments will be added verbatim at <https://edin.ac/2DYSYJT>

**Resource implications**

4. Where applicable, as covered in the report.

**Risk management**

5. Where applicable, as covered in the report.

**Equality and diversity**

6. Where applicable, as covered in the report.

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

7. Regular reports on the Court's work of interest to Senate will continue to be submitted.

**Author**

Dr Lewis Allan  
Head of Court Services  
7 May 2021

**Freedom of Information**

Open Paper

# COMMUNICATIONS FROM THE UNIVERSITY COURT

22 February 2021

## 1 Introductory Remarks

The Rector welcomed members and attendees to the meeting, held by videoconference and thanked Evelyn Dunton, Court Services Officer, for her 16 years' of service to the Court ahead of her retirement later this month. Court members, staff members and honorary fellows recognised in the New Year's Honours were congratulated on their awards:

- Caroline Gardner, Court member, CBE for services to the Scottish public sector;
- Professor Wendy Bickmore, Director, MRC Human Genetics Unit, CBE for services to Biomedical Sciences and to Women in Science;
- Dr Heather Bacon, Animal Welfare and Veterinary Outreach Manager, Jeanne Marchig International Centre for Animal Welfare Education, OBE for services to Veterinary Education, to Animal Welfare and to Charity in the UK and Abroad; and,
- Professor Bashabi Fraser, Honorary Fellow, Centre for South Asian Studies, CBE for services to Education, to Culture and to Integration in Scotland.

## 2 Principal's Report

The Principal thanked the Rector, and Evelyn Dunton, Court Services Officer, on the occasion of their last Court meeting and wished them well for the future. Court noted the contents of the report and additional information on on-going discussions between the Scottish Funding Council and the Principals of all Scottish universities regarding potential additional funding given the financial impact of the pandemic. Any additional funding will be welcomed but is unlikely to address the full financial impact of the current period and the long-term need to increase the unit of resource for higher education.

## 3 Research Excellence Framework 2021 Briefing

The Senior Vice-Principal delivered a presentation on the upcoming Research Excellence Framework, a UK-wide assessment of research quality and impact used in the allocation of future public funding for research and to evidence the benefits of previous public funding. The University was ranked 4<sup>th</sup> in the UK and 1<sup>st</sup> in Scotland in the previous exercise held in 2014 under the measure of research power (quality of research multiplied by volume). For the 2021 exercise, the University intends to submit to 28 of the 34 Units of Assessment (broad subject areas). Five of the units are joint submissions with other institutions given research collaborations in these areas.

The following points were discussed:

- How assessments of research quality are made and if appeals are allowed – assessments are by peer review using panels mainly comprised of senior UK-based academics, with some international panel members and some from industry also. Appeals can be made on process but not on a panel's judgements;
- The importance of assessing research impact and how well the sector was prepared for this in the previous exercise – research impact was introduced in 2014 at 20% of the overall score (and is now 25% of the overall score), with some institutions better prepared for this new element than others. Significant effort is being made at the University to ensure that the impact case studies submitted in 2021 are of the highest quality given that they can be a key differentiator; and,
- The extent to which lessons learned from the previous exercise can be applied. As there are important changes in assessment criteria and other rules between each

exercise learning applicable lessons can be difficult. However, continuities do exist and colleagues have learned both from personal experience of previous submissions and from sector wide learning.

#### **4 Adaptation & Renewal Report**

An update on the work of the Adaptation and Renewal Team from December 2020 to mid-February 2021 was reviewed. Efforts have focused on responding to the increased public health restrictions announced in December and January, with teaching moving to a digital-only rather than hybrid model for the majority of students. Following Government advice, students who vacated accommodation over the Christmas period have been encouraged not to return to their accommodation in Edinburgh at the present time and more flexible rent breaks for University accommodation have been introduced to assist with this. Working from home remains the default for most staff, with exceptions for some research and teaching activities (e.g. in-person teaching in medicine and veterinary medicine).

The following points were discussed:

- Expectations for the period after Easter and for the first semester of the next academic year – Government guidance is awaited but if restrictions allow, access will be prioritised after Easter for specialist teaching spaces and for the supervision of dissertations. For the first semester of the next academic year a cautious approach to planning is currently being taken in the absence of Government guidance;
- The message that staff should make ‘best endeavours’ in the current circumstances in managing their work when most workloads have not been reduced and most recruitment of new staff is being paused – this is being discussed by the Staff Experience Committee and the next ‘pulse’ staff survey will focus on home and hybrid working. The phased return of nursery and school provision should help many staff with childcare responsibilities;
- Engagement with equality and diversity impact assessments of measures taken as result of the pandemic – this is presently being reviewed by Professor Sarah Cunningham-Burley, University Lead on Equality, Diversity & Inclusion within the Adaptation & Renewal Team structure;
- The extent to which enhanced cleaning measures has added to the workload of cleaning staff – as many buildings are closed and fewer students are resident in University accommodation the overall requirement for cleaning services is reduced at present; and,
- Childcare provision and whether a partnership approach could be taken with other agencies in the city – the University has continued to engage externally, including on the issue of including university staff as key workers in respect of childcare provision, as has occurred in England.

#### **5 EUSA President’s Report**

The Students’ Association President reported on activities since the last meeting, including: the work of the Sports Union; the ‘Green During Covid-19’ campaign; high levels of nominations for the Teaching Awards and candidate nominations for the forthcoming student elections; and, noted concerns over the cost for international students of recently announced Government quarantining measures, including costs for those required to return to the UK for visa applications. It was noted that Government quarantining measures have yet to be finalised for higher education students and it is hoped that University-owned accommodation can be used for quarantining purposes. Members discussed which areas the Students’ Association would suggest the University prioritise to most benefit the student experience in the present circumstances – more pro-active engagement in offering additional support to those experiencing difficulties and clear communications on the likely

arrangements for teaching and student services for the next academic year were suggested.

## **6 Communications and Marketing Update Report**

A report on the work of the Department of Communications & Marketing including highlights and data from engagement channels was considered. The report was welcomed and the following points raised in discussion:

- Understanding how the University of Edinburgh is perceived externally and the work of the Department in reputation building and encouraging media engagement across the University to contribute to this – a brand governance group exists to help ensure consistency and the University Executive will shortly be considering a more strategic approach to brand communications;
- Building a future set of metrics to try and understand the return on investment of different communications activity, e.g. impact on student applications;
- The extent of relationship management with the media – good relationships exist and the pandemic has led to greatly increased media interest in expert commentary that many University staff can provide, with organisations such as the Science Media Centre assisting as a trusted intermediary;
- Internal communications – the extent of staff and student engagement with internal communications and how communications and awareness can be improved, e.g. communicating the adoption of the International Holocaust Remembrance Alliance definition of anti-Semitism, University values and freedom of expression more generally. It was noted that the recent focus of the Bulletin staff magazine on Covid communications has worked well, that the ‘open rates’ for all staff and all student emails are at an expected level but other forms of communication may be more effective and this will be explored, e.g. disseminating information locally using devolved structures provided this is done strategically and links local and central communications. Feedback from the communication sub-group of the Staff Experience Committee has echoed that there is interest in more communication of policy decisions and other initiatives;
- Media training for staff likely to be approached for media appearances – a range of training including for broadcast media has been offered to Vice-Principal and other frequently approached staff; and,
- Communications to and from Court – improving the press cuttings service to highlight key articles and improving communication of the work of the Court to stakeholders.

## **7 Strategic Partnership with Edinburgh International Book Festival**

Initial agreement of Heads of Terms for a strategic partnership with the Edinburgh International Book Festival (EIBF) and the intention to negotiate and agree a Framework Agreement were reviewed. It was agreed to consider further how the partnership can contribute to tackling the climate emergency. Court agreed to delegate to the Principal acting in consultation with the Director of Place and the Director of Legal Services the negotiation, approval and signing of the terms of the proposed Framework Agreement for the strategic partnership with EIBF and the Annex for the 2021 event.

## **8 Resolutions**

The following resolution was approved: Resolution No. 1/2021: Foundation of a Personal Chair of Security Engineering.

## 9 Any Other Business

The approach to interpreting the International Holocaust Remembrance Alliance definition of anti-Semitism and the level of consultation prior to adopting the definition, including with academic specialists on the topic, was raised. It was noted that the decision to adopt the definition was made by the University Executive, including academic staff members who serve on the University Executive. Interpretation and application is currently being discussed, with a case-by-case approach to be taken.

The Rector thanked all Court members for their contributions and closed the meeting with some reflections on her period of office on the occasion of her last meeting. The Rector paid tribute to her Assessor, Angi Lamb, and thanked the former Vice-Convener of Court, Anne Richards, for presiding at meetings when she was not able to attend.

The Rector commented on:

- Encouraging Court to consider further the governance changes brought about by the 2016 legislation to best impact positively on the Court, e.g. the interaction between the Senior Lay Member and the Rector, assisting the trade union nominated positions and new elected positions in all facets of their roles;
- Considering the interaction between the different policies and requirements relating to equality and diversity, noting the Rector's personal experience of the University's complaints process, the importance of protecting freedom of expression and providing clarity for any Court member involved in the complaints process;
- When public health restrictions allow, the importance of in-person events, both formal and informal, for connecting Court members and the wider University community and the benefits to good governance of these; and,
- Welcoming the Rector-elect, Debora Kayembe. The Rector will meet with Debora Kayembe shortly and will facilitate introductions with student and staff contacts, having discussed with the Students' Association how to engage with the Rector across the Association's wide range of activities.

On behalf of Court, the Senior Lay Member thanked the Rector for her service to the University and for her reflections on her period of office, to be considered further, and wished her well for the future.

**Electronic Senate**

**11 – 19 May 2021**

**Senatus Academicus (Senate) Election Results 2021 – Academic Staff**

**Description of paper**

1. The paper notifies Senate of the outcome of the Senate Elections for Academic staff members 2021.

**Action requested / recommendation**

2. Senate is asked to note the election outcome.
3. For E-Senate, a nil response is regarded as approval / agreement. A comment need only be submitted to raise an objection / suggest corrections. In this context any comments on this paper should be emailed to [SenateSupport@ed.ac.uk](mailto:SenateSupport@ed.ac.uk) quoting “comment on e-S 20/21 3 F”. These comments will be added verbatim at <https://edin.ac/2DYSYJT>

**Background and context**

4. In February 2020, Senate opened the call for nominations for academic staff to stand for election to Senate.
5. Elections were conducted under the [Senatus Academicus \(Senate\) Election Regulations](#).

**Discussion**

6. The declaration of results can be found in Appendix 1.

**Resource implications**

7. There are no relevant resource implications.

**Risk management**

8. Electing members to Senate ensures that the University is in compliance with relevant statutory requirements.

**Equality & diversity**

9. The Scottish Code of Good Higher Education Governance stipulates that Senate will conduct a review its effectiveness on an annual basis and equality and diversity in relation to the election process and Senate membership will be considered as part of that review process.

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

10. Elected members have been notified by the Senate Support team. The election results have been made available via the [Senate website](#) and a hard copy will be posted on the Old College Noticeboard when circumstances allow.

**Author**

Kathryn Nicol, Academic Policy Officer  
May 2021

**Freedom of Information**

Open



## Appendix 1

# Senatus Academicus (Senate) Election Results 2021 – Academic Staff

## Context

The positions that were available for election are below.

	<b>College of Arts, Humanities and Social Sciences</b>	<b>College of Medicine and Veterinary Medicine</b>	<b>College of Science and Engineering</b>
Academic staff (Non-professorial)	12	15	19
Academic staff (Professorial)	21	27	26

43 eligible nominations were received in the categories below.

	<b>College of Arts, Humanities and Social Sciences</b>	<b>College of Medicine and Veterinary Medicine</b>	<b>College of Science and Engineering</b>
Academic staff (Non-professorial)	17	4	4
Academic staff (Professorial)	7	6	5

The number of nominations in all categories, with the exception of 'CAHSS Non-Professorial Academic Staff,' is less than the number of available positions. Therefore, under section 30 of the Senatus Academicus (Senate) Election Regulations it is declared that the nominees in these categories are returned unopposed, and are elected to Senate, as listed below.

An election for CAHSS Non-Professorial Academic Staff roles was held online between 24 March 2021 and 31 March 2021. Following the counting of votes, it is declared that the staff listed below are elected to Senate. A detailed breakdown of the votes cast is available on request from [SenateSupport@ed.ac.uk](mailto:SenateSupport@ed.ac.uk)

The elected academic staff members of Senate are listed below. Their terms of membership will be three years, from 1 August 2021 to 31 July 2024.

## Results

The staff listed below have been elected to Senate.

### College of Arts, Humanities and Social Sciences - Academic staff (Non-Professorial)

- Dr Arianna Andreangeli, School of Law
- Dr Adam Budd, School of History, Classics and Archaeology

- Dr Jite Eferakorho, Moray House School of Education and Sport
- Dr Darrick Evensen, School of Social and Political Science
- Dr Manuel Fernandez-Gotz, School of History, Classics and Archaeology
- Dr Elaine Haycock-Stuart, School of Health in Social Science
- Dr Kirsten Jenkins, School of Social and Political Science
- Dr Meryl Kenny, School of Social and Political Science
- Dr Ashley Lloyd, Business School
- Dr Rebecca Marsland, School of Social and Political Science
- Dr Tamara Trodd, Edinburgh College of Art
- Miss Shona Warwick, School of Law

#### College of Arts, Humanities and Social Sciences - Academic staff (Professorial)

- Professor John Cairns, School of Law
- Professor Melissa Terras, School of Literatures, Languages and Cultures
- Professor Gbenga Ibikunle, Business School
- Professor Jane Calvert, School of Social and Political Science
- Professor Emma Hunter, School of History, Classics and Archaeology
- Professor Diana Paton, School of History, Classics and Archaeology
- Professor Marion Schmid, School of Literatures, Languages and Cultures

#### College of Medicine and Veterinary Medicine - Academic staff (Non-professorial)

- Mr Constantinos Eleftheriou, Edinburgh Medical School
- Dr Susan Morrow, Edinburgh Medical School
- Dr Tobias Schwarz, Royal (Dick) School of Veterinary Studies
- Dr Uzma Tufail-Hanif, Deanery of Clinical Sciences

#### College of Medicine and Veterinary Medicine - Academic staff (Professorial)

- Professor Carmel Moran, Edinburgh Medical School
- Professor Margarete Heck, Edinburgh Medical School
- Professor Matt Bailey, Edinburgh Medical School
- Professor Gillian Gray, Edinburgh Medical School
- Professor Hamish Simpson, Edinburgh Medical School
- Professor Christopher Weir, Edinburgh Medical School

#### College of Science and Engineering - Academic staff (Non-professorial)

- Mr Neil Chue Hong, Edinburgh Parallel Computing Centre
- Dr George Kinnear, School of Mathematics
- Dr Alistair McConnell, School of Engineering
- Dr E. Alper Yildirim, School of Mathematics

#### College of Science and Engineering - Academic staff (Professorial)

- Professor Avery Meiksin, School of Physics and Astronomy
- Professor Heather McQueen, School of Biological Sciences
- Professor Richard Blythe, School of Physics and Astronomy
- Professor Ed Mitchard, School of GeoSciences
- Professor Andrew Hudson, School of Biological Sciences

**Electronic Senate**

**11 – 19 May 2021**

**College Academic Management Structures 2021/21**

**Description of paper**

1. The paper lists the College Academic Management Structures for 2021/22.

**Action requested / recommendation**

2. For noting.
3. For E-Senate, a nil response is regarded as approval / agreement. A comment need only be submitted to raise an objection / suggest corrections. In this context any comments on this paper should be e-mailed to [Senate.Support@ed.ac.uk](mailto:Senate.Support@ed.ac.uk) quoting “comment on e-S 20/21 3 G.” These comments will be added verbatim at <http://edin.ac/18tbekG>

**Resource/Risk/Compliance**

4. These will have been considered by each College when deciding on their College Academic Management Structures for 2021/22.

**Equality and Diversity**

5. Considered by the relevant College.

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

6. Not applicable.

**Originator of the paper**

Senate Secretariat  
May 2021

**Freedom of Information**

Open paper.

## College Academic Management Structures 2021/22

### For information

#### Arts, Humanities & Social Sciences

Head of College	Vice-Principal Professor Dorothy Miell
Dean of Research	Professor Christina Boswell
Deputy Dean of Research	Professor Ed Hollis (ECA)
Dean of Undergraduate Education	Dr Sabine Rolle
Dean of Postgraduate Education	Professor Stephen Bowd
Dean of Students	Dr Jeremy Crang
Dean International	Dr Soledad Garcia-Ferrari
Dean Quality Assurance and Curriculum Approval	Dr Paul Norris
Dean Equality, Diversity and Inclusion	Ms Jenny Hoy
College Academic Misconduct Officer	Dr Dave Saunders
Associate Dean (Research, Knowledge Exchange and Impact)	Professor L Jackson
Associate Dean (Research Ethics and Integrity)	Dr Ailsa Niven
Associate Dean (Widening Participation)	Professor G Trousdale
College Registrar	Dr L Lovejoy

#### Medicine & Veterinary Medicine

Head of College	Vice-Principal Professor Moira Whyte
Deputy Head of College	Professor David Argyle
Head of the Edinburgh Medical School	Professor Moira Whyte
Dean of Clinical Medicine	Professor Siddharthan Chandran
Director of Undergraduate Learning and Teaching	Vacant
Dean of Postgraduate Research	Professor Rob Semple
Director of Postgraduate Taught	Dr Sarah Henderson
Director of Quality Assurance	Dr Claire Phillips
Dean of Students	Dr Debbie Shaw
Dean of Research	Professor Stuart Forbes
Dean International	Professor Rebecca Reynolds
College Registrar	Vacant

#### Science & Engineering

Head of College	Vice-Principal Professor Dave Robertson
Dean of Learning and Teaching	Professor Judy Hardy
Dean of Student Experience	Mr Stephen Warrington
Dean of Postgraduate Research	Professor Antony Maciocia
Dean of Research	Professor Andrew Mount
Dean, International – Students	Professor Tom Bruce
Dean, International – Partnerships	Professor Neil Robertson
Dean of Education Quality Assurance and Culture	Professor Linda Kirstein
Associate Dean (e-Research)	Professor Mark Parsons
Dean of Innovation	Dr Graham Spittle
Dean of Systematic Inclusion	Professor Karen Halliday
College Registrar	Dr A Payne

May 2021

**Electronic Senate**

**11 – 19 May 2021**

**Knowledge Strategy Committee Report**

**Description of paper**

1. The paper reports on the Knowledge Strategy Committee meetings held by videoconference on 26 January and 22 March 2021.

**Action requested / recommendation**

2. Senate is invited to note the report.
3. For E-Senate, a nil response is regarded as approval / agreement. A comment need only be submitted to raise an objection / suggest corrections. In this context any comments on this paper should be emailed to [SenateSupport@ed.ac.uk](mailto:SenateSupport@ed.ac.uk) quoting "comment on e-S 20/21 3 H". These comments will be added verbatim at <https://edin.ac/2DYSYJT>

**Resource implications**

4. Where applicable, as covered in the report.

**Risk management**

5. Where applicable, as covered in the report.

**Equality & diversity**

6. Where applicable, as covered in the report.

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

7. Regular reports on aspects of the Committee's work of interest to Senate will continue to be submitted.

**Author**

Dr Lewis Allan  
Clerk to Knowledge Strategy Committee  
7 May 2021

**Freedom of Information**

Open paper

# REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

26 January 2021

## 1 Digital Strategy Presentation

A presentation updating on the development of a new digital strategy linking to Strategy 2030 and the University's adaptation and renewal work in response to the pandemic was received. The following points were raised in discussion:

- The provision of training resources for staff who wish to improve their digital skills – the existing suite of digital skills courses have increased in popularity over the course of the pandemic and the team now intend to identify any gaps in take-up in different parts of the University and engage with those areas;
- Links with the Scottish Government's forthcoming Digital Strategy for Scotland – University staff were involved in advising on the Scottish Government draft strategy and the intention is for the University's digital strategy and the Scottish Government's digital strategy to be complementary;
- The importance of aligning with the work of the Near Future Teaching project and its emphasis of a culture-driven approach to digital learning;
- Ensuring that there is no 'digital divide' for the University's students in accessing digital services if they require equipment purchases and more advanced digital skills (it should not be assumed that all students are highly skilled digital users) – some of the responses to the pandemic such as the student laptop loan service and the increased provision of digital support have helped in this regard; and,
- Continuing to take a consultative and open approach in the strategy's development, including connecting with a broad range of staff through Town Halls and other methods that can help reach those who would not regard themselves as digital enthusiasts.

## 2 Chief Information Officer Update

The Chief Information reported on key activities and events since the last meeting, including new public health restrictions that have meant that the majority of student study spaces cannot be utilised although there is limited provision in the Main Library and in locations convenient for medical and veterinary students as in-person teaching is continuing in these subjects. The reduction in study spaces has led to some complaints from students in other disciplines who have remained in Edinburgh but the University is following public health requirements and is instead assisting students through a scan and deliver service for printed texts, to be complemented by a click and collect service from next week as demand increases from those working on dissertations. Two measures introduced last semester to help remote learning have been expanded: the student laptop loan scheme; and, the bandwidth for the Virtual Private Network established for students in countries subject to local firewalls to allow access to remote learning. IT helpline and helpdesk support has also been expanded in response to greater demand and, where possible, IT equipment has been purchased at earlier dates and stored in the UK to help mitigate against delays in global IT supply chains as a result of the pandemic.

## 3 Sustainable IT – Printing

A discussion paper outlining the proposed direction for managing the central service for printing on campus to enable a reduction in environmental impact and costs was considered. The following points were raised in discussion:

- There was support from a sustainability and financial perspective but concern that this may increase printing at home on less environmentally and cost friendly devices – to help counteract this improvements in digital document signing and a move to fully digital University processes are being introduced;

- Reductions should be assessed on a building-by-building basis in consultation with building managers and local computing managers rather than applying a blanket reduction to all buildings although there will be an overall target; and,
- Many external stakeholders (e.g. regulators, overseas partner universities) will continue to require scanned forms so multi-functional devices with scanning capabilities will continue to be needed.

#### **4 Network Replacement Programme Update**

Progress on the deployment of the new University data network, approved by Court in December 2018, was reviewed. The new network is currently being installed in University halls of residence, having been given increased priority as a result of the pandemic, beginning with Pollock Halls in January 2021. The re-prioritisation was welcomed and communications to students returning or moving into halls of residence on the benefits of the new network proposed.

#### **5 Information Services Group Adaptation & Renewal Update**

An update on the provision of Covid secure study spaces for students on campus and an update on a working group established to consider longer-term home and hybrid working was noted.

#### **6 The Contract for the Web**

The University's endorsement of the Contract for the Web, "a global plan of action, created by experts and citizens from across the world to make sure our online world is safe, empowering and genuinely for everyone", established by the World Wide Web Foundation, was noted.

#### **7 Core Systems Cloud Computing Strategy**

Following initial review of a draft strategy at the Committee's meeting in May 2020, the final draft Core Systems Cloud Computing Strategy was considered and approved. The following points were raised in discussion:

- While the advantages of cloud computing are recognised in many areas, it typically allows for less customisation than users will be used to. Given this, the intention is only to use cloud computing in those areas where there are clear benefits rather than a wholesale move to cloud computing; and,
- Connected to this, the importance of offering expert advice and guidance to colleagues across the University on when cloud computing may be a suitable option.

**22 March 2021**

#### **1 Chief Information Officer Update**

The Chief Information Officer reported on key activities and events since the last meeting, including planning for the expected gradual relaxation of public health restrictions and the resumption, following consultation, of more library and museum services in modified form. A working group considering hybrid and home working is continuing to meet and is considering the topics of longer term hybrid working and hybrid meetings.

## **2 Sustainable IT**

A proposed amendment to the Sustainable IT: Personal Computing Devices policy to extend the replacement lifespan of devices by one year and a recommendation to reduce the number of leased printers ahead of a full re-tender of the printing and print management software in 2024 was reviewed.

Regarding the Personal Computing Devices proposal, members welcomed the plan to test supported devices every six months to mitigate risks from extending the replacement lifespan and discussed the importance of using supported devices for IT security reasons. Non-supported devices will continue to be allowed given the number of staff who need specialist equipment for research purposes or other valid reasons that it would not be efficient to provide centrally.

Regarding the Sustainable Printing proposals, it was noted that printers planned for removal have been identified based on pre-pandemic usage levels but would only be confirmed following discussion with building owners, with scope for negotiation provided that the overall target remains. It was commented that the pandemic has likely changed perceptions given the reduction in printing but that clear communication and explanation of the plans will be important in generating support.

The Personal Computing Devices proposal and Sustainable Printing proposals were recommended for approval by the University Executive.

## **3 Digital Research Services Programme**

A proposed annual budget allocation for the Digital Research Services programme to deliver and maintain a suite of digital services for the University's research community was considered. The Data Safe Haven project was discussed, noting that temporary staffing resource is being utilised while the operating costs of the Safe Haven are being reviewed, with more work being undertaken on improving the financial accessibility of the service for researchers. The budget allocations were approved as set out in the paper.

## **4 Network Replacement Programme Update**

Progress on the deployment of the new University data network, approved by Court in December 2018, was reviewed. The rollout of the new network in University halls of residence is continuing, with a doubling and up to a quadrupling of download speeds recorded in completed properties. The positive feedback received from students and staff who have benefited from the rollout to date was welcomed by the Committee.