



# THE UNIVERSITY *of* EDINBURGH

H/02/02/02  
e-S: May 2020

The University of Edinburgh

Electronic Senate

5 – 13 May 2020

## Agenda

Electronic Senate will commence on Tuesday 5 May 2020 and close at noon on Wednesday 13 May 2020

### FORMAL BUSINESS

1. Minutes of the meeting held on 5 February 2020  
For approval e-S 19/20 3 A
2. New Members:  
Professor S Vallor, Baillie Gifford Chair of Ethics of Data and  
Artificial Intelligence  
For noting
3. Conferment of Emeritus Professor:  
For approval e-S 19/20 3 B
4. Annual Report of the Senate Standing Committees  
For formal noting and approval e-S 19/20 3 C
5. Ordinance 212: Composition of Senatus Academicus  
To make a recommendation e-S 19/20 3 D

### MATTERS ARISING

#### COMMUNICATIONS AND REPORTS

6. Senate Election results 2020: Academic Staff Members e-S 19/20 3 E
7. Communications from the University Court e-S 19/20 3 F
8. Resolutions e-S 19/20 3 G
9. Knowledge Strategy Committee Report e-S 19/20 3 H
10. Research Policy Group Update e-S 19/20 3 I
11. College Academic Management Structures 2020/21 e-S 19/20 3 J
12. Dates of Meetings of Senate 2020/21 e-S 19/20 3 K

- Wednesday 7 October 2020
- Wednesday 10 February 2021

- Wednesday 2 June 2021

**CLOSED**

13. Report of the Senate Exception Committee

e-S 19/20 3 L

**Electronic Senate**

**5 – 13 May 2020**

**Minutes of Senate meeting held on 5 February 2020**

**Description of paper**

1. The paper provides the minutes of the Senate meeting held on 5 February 2020.

**Action requested / recommendation**

2. For approval.

**Resource implications**

3. None.

**Risk management**

4. Not applicable.

**Equality & diversity**

5. Not applicable.

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

6. 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)

**Any additional information**

7. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. 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 A". These comments will be added verbatim at <http://edin.ac/18tbekG>

**Author**

Senate Secretariat  
May 2020

**Freedom of Information**

Open paper

## SENATUS ACADEMICUS

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

**ACADEMICUS** held in Lecture Theatre 5, Appleton Tower

Wednesday 5 February 2020

Present: Professors T Harrison (in the Chair), T Ahnert, S Anderson, H Branigan, J Cruz, S Cunningham-Burley, J Danbolt, P Dayan, L Forrester, C French, I Gordon, L Grant, K Halliday, J Hardy, M Harris, J Hillston, M Hogg, E Hunter, G Jarvie, L Kendall, A Lascarides, D Leach, A Newman, J Seckl, A Sorace, J Thomas, T Worrall, S Tudhope; A Turk

J Ainslie, M Carson, D Cavanagh, A Constantin, J Crang, C Eleftheriou, H Ellis, D Evensen, E Harper, L Kendall, S Lamont-Black, P Larkman, H McQueen, S Morley, P Navarro, P Norris, O Ogunbayo, S Riley, S Rolle, P Smith, S Smith, M Stefan, N Treanor, N Tuzi, S Warrington

Associate Members: G Binns, D Chakravarthi, S Haynes, O Miller, O Tornyedz, S Vallancey, A Wilson

In Attendance: F Adam, C Alexandru, J Anderson, J Ball, M Ballam, L Barde, J Barnhart, R Baxter, M Beagan, G Bell, L Berridge, C Bevan, H Binnington, G Black, S Boateng, S Boljevic, J Bovenzi, R Brodie, J Brown, SJ Brown, P Buckley, V Buchanan, A Bunni, C Calia, K Castle, L Cattell, C Chadd, C Christison, R Claase, S Clarke, A Clayworth, E Connick, M Cox, D Coxon, D Craske, K Dargo, I Darmon, K Davidson, A Desler, G Dick, C Discolo, S Donneadiou, G Douglas, K Douglas, K Duncan, C Duncanson, K Dundas, E Dzieciol, R Edwards, C Elder, E Fairchild, V Farrar, K Farrow, A Forrest, S Fowlie, C Fox, T French, J Furness, J Gardiner, P Geddes, A Giannopoulos, G Giganti, O Gorie, K Graham, P Graham, S Green, J Grier, M Grieve, C Guymer, J Haldene, A Haley, S Harvey, E Haycock-Smith, N Heatley, S Hendry, S Hill, J Holtan, J Hopgood, L Jack, P Jackson, M Jancisk, J Johnston, S Kean, L Kelly, J Kemp, M Khattar, N Kokciyan, A Laidlaw, S Larios, C Lennie, R Lezomore, C Lightfoot, R Lindsay, D Livingstone, T Lubicz-Nawrocka, S McAllister, G McCabe, A McCormick, J McGregor, S MacGregor, J McMahon, J Maclean, H Mateer, K Mazurkiewicz, H Melville, M Michou, J Miller, S Montgomery, S Mori, T Morrison, M Morton, C Mowat, D Murray, J Murray, B Neilson, E Nelson, K Nicol, K Nicoll Baines, T Noden, J O'Donoghue, K Orsi, P Orzechowski, R Panesar, K Phimister, K Picozzi, L Porter, L Quickfall, R Quirk, S Renton, A Ritchie, L Robertson, E Rodriguez-Dorans, G Richardson, M Ruffert, H Ryall, H Sang, F Scanlon, R Shade, A Shanks, D Shaw, L Sheal, F Shields, L Singleton, P Skehel, T Slaven, A Solomon, D Spence, J Smith, D Sterratt, J Stewart, L Stokes, H Stringer, N Summers, J Tait, S Tait, J Taylor, J Terry, J Thin, J Thor, L Tip, K Torokoff, R Tring, S van den Driesche, R Valentine, L Walford, J Watson, J West, S Widdicombe, D Woolley, K Wright

#### CONVENER'S COMMUNICATIONS

Assistant Principal Professor Tina Harrison convened the meeting. Professor Harrison passed on the apologies of the Principal, Professor Peter Mathieson, who was unable to attend.

Professor Harrison updated Senate on the topics below, on behalf of Professor Mathieson:

- **Brexit**

The UK has now entered the formal transition period. We recognise that Brexit has created uncertainty for many staff and students, and the University will continue to provide as much

support as possible over the coming months, and updated advice will be provided via University websites. The University remains fully committed to internationalisation and diversity.

More information can be found on Staff News: [European ties vital as UK exits EU](#)

- **UNA Europa**

Professor Harrison highlighted this project as one example of our commitment to internationalisation. UNA Europa is an alliance of European universities, and is one of 16 alliance networks that has received funding from the European Commission to create a 'European University'. The University of Edinburgh is one of only three UK higher education institutions who were successful in bidding for membership.

Professor Harrison also noted recent communications sent to staff by the Vice Principal Planning, Resources and Research Policy on the continuing availability of Horizon 2020 funding, and encouraged colleagues to continue to take advantage of these opportunities.

- **Industrial action**

It was noted that UCU have now announced 14 strike days in February and March. The issues underlying the strike are not unique to the University of Edinburgh, and it is important that staff are accepting of colleagues' decisions to strike or not the strike, while also working to minimise the impact on students.

- **Coronavirus**

The University is continuing to liaise with the government and health authorities, and providing support and advice to students and staff. Professor Harrison asked colleagues to be supportive of each other, and students, at this time.

- **Advanced Care Research Centre (ACRC)**

This is a major multidisciplinary collaboration between the University and Legal and General, and will fund research into care in later life. This is the largest industry investment yet to be confirmed as part of the Data-Driven Innovation Initiative.

More information can be found on Staff News: [Collaboration to improve life for ageing population](#)

- **Admissions update**

UCAS data indicates that overall undergraduate applications are up, but that this does not represent growth across all categories. Applications from the UK have decreased, and applications from Europe are at similar levels as the previous cycle, while international applications have risen. It was noted that growth in international applications is dominated by applications from China. PGT applications show a similar profile, with particular increases in applications from East Asia and China.

## **SENATE PRESENTATION YEAR-ON UPDATE: RESEARCH EXCELLENCE FRAMEWORK**

Senate invites presenters from previous Senate meetings to return with a brief year-on update.

### **1. Introduction and Update**

**Professor Jonathan Seckl, Vice-Principal Planning, Resources and Research Policy**

Professor Seckl emphasised both the reputational significance of REF, as well as the complex and challenging nature of the exercise, and thanked staff for their engagement and significant contributions to what is recognised to be a resource intensive process.

## **2. REF 2021: Process, effort and challenges involved in preparing the REF 2021 submission**

**Professor David Leach, Dean of Academic Excellence, College of Science and Engineering**

Professor Leach introduced the aims and components and assessment criteria contained in the framework, and emphasised that REF is a review of the institution, rather than individuals.

Professor Leach noted some new challenges for REF 2021, resulting from changes to the rules. These include ensuring that all submissions are compliant with open access requirements, and completing an institutional-level environment statement.

The University of Edinburgh expects to submit around 6000 outputs, and 5 joint submissions with research partners. Work is underway to identify staff whose outputs must be submitted and to select the appropriate outputs for each member of staff. In a large institution this is a complex task. Professor Leach noted the potential value of REF in terms of reputation and funding, and therefore the success of the University.

## **SENATE PRESENTATION AND DISCUSSION: STUDENT SUPPORT AND WELLBEING**

### **Introduction:**

**Gavin Douglas, Deputy Secretary Student Experience**

The University is reviewing how it provides student support and promotes student wellbeing, and Mr Douglas emphasised that the aim of the review is primarily to address systems of student support that have not been working well, while recognising that many staff provide excellent student support. Mr Douglas noted evidence from National Student Survey results and feedback from current staff and students that indicate that current systems are not satisfactory, leading to lack of clarity for students and stress for staff.

Mr Douglas provided an overview of a support model that distinguishes complex versus transactional issues, and academic versus non-academic issues, and highlighted the interaction of student mental health and provision of student support. He then invited the speakers to give their presentations on current work to address these issues.

### **1. Review of personal tutoring and student support**

**Rosalyn Claase (Design Lead) and Professor Emma Hunter (Professor of Global and African History)**

Ms Claase and Professor Hunter outlined the work done so far on this project, including substantial research on the current state of student support at the University, and research into alternative models at other higher education institutions. The review team have engaged in extensive consultations with staff and students, and with a Design Board including representatives from across the University.

Following this research and consultation process, the team have developed an 'Evolved Model' of student support. This has now been approved by the Senate Education Committee and Service Excellence Project Student Administration and Support Board, and the next stage is for a finalised investment case to be presented to the Senior Leadership Team and University Executive.

If approved, changes in student support are planned to come into effect in September 2021, but preparation and planning for implementation will continue throughout 2020/21, and some changes will be phased in during 2020/21.

The Evolved Model has four key 'pillars' of student support:

1. Academic Cohort Leadership
2. Student Experience Teams (within each School)
3. Teaching Teams
4. Integrated peer support networks

These 'pillars' are supported by University-wide support services such as the Disability Service, Counselling Service, Careers Service, Institute for Academic Development, Residence Life and Student Wellbeing Services.

The project team are meeting with Schools and Deaneries to plan for changes and work on how best to communicate changes to students and staff.

## **2. Student Mental Health Strategy**

**Andy Shanks, Director of Student Wellbeing**

Mr Shanks outlined the changing context for supporting student mental health in universities. Increasing numbers of students are declaring mental health concerns before arriving at university or while at university, and resources (including the Student Counselling Service, Student Disability Service, Chaplaincy and Residence Life) are largely at capacity. In response, the University is increasing funding and developing new or enhanced resources. However, Mr Shanks noted that the University cannot and is not attempting to replicate statutory National Health Service services.

The new Student Wellbeing Centre will open in March 2020. This will provide students with accessible and flexible support, but services will continue to be offered at King's Buildings and Easter Bush campuses. The GP practice currently located in the Wellbeing building will remain.

Mr Shanks outlined funding being made available under the Student Experience Action Plan to scale up support services, including additional Counselling and Disability Services staff and a Wellbeing Practitioner post.

Mr Shanks also highlighted work being done by the University to address gender-based violence. This includes establishing a Sexual Violence and Harassment support team, funding research into gender-based violence in university communities, and introducing a 'Report and Support' online reporting platform. University of Edinburgh are also working with other universities in Edinburgh to fund a post with Edinburgh Rape Crisis.

The University is also continuing to work on addressing gender-based violence on campus with the group Consent Collective. All staff can now sign up for membership, and Mr Shanks encouraged all staff to take advantage of this: further information can be found on the [Consent Collective website](#).

### **Discussion**

Queries were raised about the number of Counselling Services sessions offered to each student, with the concern that some students have reported to staff or representatives that they had not received enough sessions. Mr Shanks reported that five sessions was the normal offering, and that research showed that most students needed less than five sessions to experience an improvement. However, students with more complex or serious needs are

offered up to 10 sessions, or more if they were assessed to require further support. Mr Shanks noted that no students who attend counselling are simply 'cut off' after five sessions, and emphasised the professional support and assessments provided by the service, and high levels of reported student satisfaction with the service. Mr Shanks invited any reports of student dissatisfaction to be forwarded to him or Ronnie Millar, Director of the Student Counselling Service.

In relation to academic mentorship and teaching teams under the Evolved Model, it was noted that this will be School-specific, and Schools will need to consider what is most appropriate for their academic discipline and programme structures, as well as what is sustainable for that School.

A query was raised about whether a review of curriculum and programmes was also required, to consider what impact complex and demanding programmes have on student support and wellbeing. It was noted that a curriculum review is planned in the near future.

Longitudinal academic support was raised, particularly for students on professional programmes. It was recognised that professional programmes may have particular requirements and it was emphasised that Schools will be expected to consider what academic / teaching team support is appropriate for their disciplines.

In relation to the role, and skills, of current Student Support team staff, it was noted that key aims of the changes are to ensure student support staff have the skills and support required to enable them to carry out these roles, and it was recognised that staff are already carrying out key student support activities, but that staff are not always as well supported, and the work is not as well-recognised, as it should be.

It was confirmed that the Evolved Model envisions 80 students per Academic cohort lead. It has not yet been decided whether non-university staff, such as clinicians, will take on this role. Ratios of Student Support Officers to students, and whether these teams will be per-School or per-Subject Area, has not yet been defined.

## **SENATE PRESENTATION AND DISCUSSION: ENHANCEMENT-LED INSTITUTIONAL REVIEW**

**Presented by Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance**

Sarah Smith, Vice-Principal Strategic Change & Governance and University Secretary, took the chair for this item.

Professor Harrison outlined the format and purpose of ELIR, and noted that the next University of Edinburgh ELIR will take place in semester 1, 2020/21.

Work is currently underway on the Reflective Analysis – this is a substantial report prepared by the University in advance of the review. Professor Harrison expressed appreciation for the input of staff and students to date, and noted that a final draft will be made available to staff and students in March, and will be presented to Senate and Court by June 2020.

A planning meeting with the ELIR review team will take place on 1 October 2020, and the full review visit will take place on 16 November 2020. University staff and students who are required to be involved in the meetings will be contacted and briefed in advance.

## **FORMAL BUSINESS**

1. **New members:**



	<p>Shruti Anand, CAHSS PG School Representative Dhruti Chakravarthi, CAHSS UG School Representative</p> <p>Senate welcomed and noted these new members.</p>
2.	<p><b>Senate members' feedback on presentation and discussion topics</b></p> <p>Senate members noted that the language in the review of Student Support appeared to be focused on students on Taught Programmes. It was reported that there are current plans to develop a Doctoral College to enhance support for postgraduate research students.</p> <p>It was agreed that ELIR and REF should be recognised as having equal significance in terms of the University's reputation. While some of the language around REF can be competitive, it was also noted that the process itself is highly collaborative, and the University will be making a number of joint submissions with other institutions.</p> <p>A query was raised about whether the student record system (EUCLID) will be replaced or upgraded as part of the review of student support. It was reported that although there is a recognition that a replacement will be required at some point, there are no current plans or timescale for this, and staff should assume that the new student support system will be using the current student record system.</p> <p>A comment was made that the presentation and discussions had tended to focus on problems to be solved, and therefore are we also taking opportunities to celebrate successes and good practice? Professor Harrison noted that there is a good practice sharing event taking place on Thursday 6 February 2020.</p>
3.	<p><b>Report of Electronic Business conducted 14 – 22 January 2020 (S 19/20 2 A)</b></p> <p>The report was approved.</p>
4.	<p><b>Senate Election arrangements 2020 (S 19/20 2 B)</b></p> <p>Senate approved the appointments of the Returning Officer and Deputy Returning Officer. Senate also approved the dates for opening and closing nominations, and the dates of election.</p>
5.	<p><b>Externally-facilitated review of Senate and its committees: University response (S 19/20 2 C)</b></p> <p>Senate noted the response, and no questions were raised at the meeting.</p>
	<p><b>COMMUNICATIONS</b></p>
6.	<p><b>Enhancement-led Institutional Review (ELIR) (S 19/20 2 D)</b></p> <p>Senate noted the update.</p>
7.	<p><b>Report from the Research Policy Group (S 19/20 2 E)</b></p> <p>Senate noted the report.</p>

**Electronic Senate**

**5 – 13 May 2020**

**Conferment of the Title of Emeritus Professor**

**Description of paper**

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

**Action requested / recommendation**

2. For approval.

**Discussion**

3. This Senate is invited to confer the title of Professor Emeritus upon those professors who retired recently or whose retirement is imminent:

Professor J MacInnes, School of Social and Political Science  
Professor D Owens, Deanery of Clinical Sciences  
Professor G Pullum, School of Philosophy, Psychology and Language Sciences  
Professor I Ralston, School of History, Classics and Archaeology  
Professor W Rees, Business School  
Professor A Tate, School of Informatics

The Special Minutes are attached as an appendix.

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

**Any Additional Information**

8. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. 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 2 B." These comments will be added verbatim at <http://edin.ac/18tbekG>

**Author**

Senate Secretariat  
May 2020

**Freedom of Information**

Open paper.

**Special Minute**  
**Professor John MacInnes MA, PhD, FAcSS CStat**  
**Emeritus Professor of Sociology and Statistics**

John MacInnes retires from The University of Edinburgh on 30 April 2020. By this time, he will have completed 25 years as a Lecturer, Senior Lecturer (1996), Reader (2000), and Professor of Sociology (2007) at the university. He has also served as Head of Sociology (2010-2011) and Associate Dean Quantitative Methods, for CAHSS since 2012. John has been a highly regarded teacher and researcher, with an international reputation particularly in the fields of industrial sociology, demography, and latterly playing a key role in the revival of statistical literacy and quantitative skills in sociology and the social sciences in the UK.

John received a first-class MA in Sociology from the University of Aberdeen in 1978, and a PhD from the University of Glasgow in 1983. He was based at the University of Glasgow as a Research Assistant and Research Fellow at the Department of Social and Economic Research (1978-1989), and as a Lecturer in Sociology (1989-1995). During this time he worked closely with John Eldridge and Peter Cressey producing important publications and government research papers on the sociology of industrial relations in the Thatcher era.

He joined the University of Edinburgh Sociology Department in April 1995. This began a period of critical work on nationalism and national identity, and the historical transformation of masculinity. A year as Visiting Professor at the Departament de Ciències Polítiques i Socials at the Universitat Pompeu Fabra (Barcelona), led to his appointment as Honorary Research Fellow at the Centre d'Estudis Demogràfics at the Universitat Autònoma de Barcelona from 2003 on. This marked a period of intensive work on demography, fertility and family reproduction, often in collaboration with J. Perez Diaz.

From 2009 to 2014 John was ESRC Strategic Advisor on Quantitative Methods Teaching, and from 2016 to 2019 he was Strategic Advisor on Quantitative Skills for the British Academy. These appointments, among many others, indicate his key leadership in the improvement of quantitative methods training in the UK. His 2009 report to the ESRC on quants training led to the creation of the Q-Step Programme, which now thrives at the School of Social and Political Science at the University. It also led to the creation of the British Academy Quantitative Methods High Level Strategy Group and the ESRC Secondary Data Analysis Initiative. In 2019-2020 he became Vice President (Professional Affairs) of the Royal Statistical Society, a member of its Council, Executive and Statistical Literacy Advisory Board.

More locally, John has helped build a community of scholars in Sociology, the School of Social and Political Science, and the wider university, committed to building up the quantitative skills of the social sciences. This is a community of former PhD supervisees, research fellows, and colleagues inspired by his dedication and teaching. His course on Statistical Literacy for beginning university students has quickly become a mainstay of this wider initiative. Numerous publications over the last decade have contributed both to quantitative methods pedagogy and critical debates about the importance of such methods for social science. Among other things, John looks forward to doing a lot of gardening with his partner Esther, and seeing his daughter Jana head off to university, probably in the Netherlands to study biomedical engineering.

**Special Minute**  
**David Cunningham Griffith Owens MB ChB, MD (Hons), FRCP, FRCPsych**  
**Emeritus Professor of Clinical Psychiatry**

Professor David Cunningham Griffith Owens has held a Personal Chair in Clinical Psychiatry at the University of Edinburgh for 20 years and has been at the University of Edinburgh since 1992.

He trained initially in general medicine and neurology before entering psychiatry. He was an MRC Training Fellow at the Clinical Research Centre, Northwick Park Hospital, London where he subsequently worked as Consultant Psychiatrist and member of the External Scientific Staff of the MRC on very many important and several landmark studies of schizophrenia alongside such luminaries as Tim Crow, Chris Frith and Eve Johnstone. He moved to Edinburgh University in 1992 to work again with Professor Eve Johnstone and together they set about improving the clinical research strengths and research opportunities for psychiatry trainees in the Department of Psychiatry.

Prof Owens was a recurrent MRC grantholder and indeed integral to the success of the Edinburgh High Risk study of Schizophrenia and the Edinburgh Study of Co-morbidity (of Learning Disability). They were and still are particularly influential longitudinal, prospective cohort studies of people at elevated risk of schizophrenia (as a result of family histories and low IQ respectively) until sizeable numbers became ill. These studies necessitated detailed, repeated structured assessments that required particular dedication, skill and patience to retain participants' co-operation over several years. In recent years, Prof Owens has taken the lead in supervising all aspects of the ESC and indeed there is at least one further major paper to write up – on structural imaging prediction of schizophrenia in those at risk.

All Prof Owens' research has been clinically based and he remains one of the last clinical academics in the UK to participate in routine, sector-based, general psychiatric practice. In addition to maintaining his research interests, he has been actively involved in drug regulation at the UK and European level and continues to be so in teaching and training. Until last year he was a member of the Commission on Human Medicines and Chair of their Neurology, Psychiatry and Pain Expert Advisory Group. He was until very recently also a member of the EMA Scientific Advisory Group (Psychiatry) and Chair of the Secretary of State for Transport's Honorary Advisory Panel on Driving and Psychiatry.

It is in teaching and training, in addition to research, that Prof Owens has and will continue to make valuable contributions to the work of the Division of Psychiatry and beyond. He lectures to medical students in Years 4 and 5, primarily on the mental state examination, schizophrenia and psychopharmacology, about which he is very knowledgeable and entertaining – and accordingly gets excellent feedback. In recent years, Prof Owens has also examined the clinical aspects of several PhDs. He continues to teach postgraduate psychiatrists and indeed has just taken on the role of updating their psychopharmacology course. He also continues to serve (as the longest standing member) on the Examinations Subcommittee of the Royal College of Psychiatrists charged with setting, standardising and monitoring the MRCPsych examination.

**Special Minute**  
**Geoffrey K Pullum BA, PhD, FBA, MAE**  
**Emeritus Professor of General Linguistics**

Geoffrey K. Pullum was born in Irvine, North Ayr, in 1945. His father was flying for the RAF out of the nearby Turnberry field (now a Trump golf resort). After the war ended, he was raised in West Wickham, Kent. He attended Eltham College (1957-1961), where to say the least he did not distinguish himself scholastically.

With Eltham's encouragement, he left school at 17 and took a job. He spent the next five years earning his living as a professional musician and songwriter. His academic life did not really begin until he finally decided that soul music was a fine enthusiasm but a bad career. In 1968, despite his chequered educational past, he was lucky enough to gain admission to the University of York, and in linguistics he found for the first time a subject that fully engaged him intellectually.

He earned a First Class Honours degree in Language in 1972, served a year as a Teaching Fellow (1972-73), and studied for a year as a Research Student at King's College, Cambridge (1973-74), before obtaining an appointment as Lecturer in Linguistics at University College London. He worked there from 1974 to 1980, earning his PhD in general linguistics in 1976. In 1980-81 he went to America as a College Visiting Professor at the University of Washington in Seattle, and in 1981 taught for one term at Stanford University.

During his year on the USA's west coast he accepted a tenured post at the beautiful campus of the University of California, Santa Cruz, on the central coast south of San Francisco. He remained there for the majority of his career (1981-2007), served six years as Dean of Graduate Studies and Research, and enjoyed Fellowship years at the Center for Advanced Study in the Behavioral Sciences (1990-91) and the Radcliffe Institute for Advanced Study at Harvard University (2005-06). He became an American citizen in 1987.

From 1996 to 2001 he spent several months each year in Australia working with Professor Rodney Huddleston (an Edinburgh PhD) on completing *The Cambridge Grammar of the English Language*, a massive reference grammar of standard English. It was published in 2002 and won the Leonard Bloomfield Book Award of the Linguistic Society of America in 2004. A textbook based on it followed in 2005.

In 2007 Geoff accepted the Professorship in General Linguistics in the School of Philosophy, Psychology and Language Sciences at the University of Edinburgh. He served as Head of Linguistics and English Language from 2008 to 2011, during which time he worked with his second wife, the American philosopher Barbara C. Scholz, to bring the disciplines of philosophy, psychology and linguistics closer together. After Barbara's death from cancer in 2011 he worked for a year as Gerard Visiting Professor at Brown University (2012-2013), and then returned to Edinburgh. In his 13 years in Edinburgh, Geoff made a substantial contribution to the department and its relations with Informatics and with other departments within the School. He was a creative Head of Department, a supportive mentor to students and colleagues, and a formidable presence in the classroom.

Geoff is a member of the American Academy of Arts and Sciences (elected 2003), a Fellow of the Linguistic Society of America (2007), a Fellow of the British Academy (2009), and a member of the Academia Europaea (2019). At the time of his retirement his scholarly publications numbered about 285 articles and books, and in addition he had written more than 1,500 posts about language for group blogs on the subject, and done hundreds of public lectures. Writing is his foremost pleasure, and will occupy most of his time in a retirement that he hopes to divide between Edinburgh and the USA. He will be sorely missed in the department, and we wish him all the best for the coming new chapter of his life.

**Special Minute**  
**Professor Ian Ralston OBE, MA, PhD, DLitt,**  
**FRSE, MAE, FSA, FSA Scot, MCIfA**  
**Abercromby Emeritus Professor of Archaeology**

Ian Ralston studied under Professor Stuart Piggott at Edinburgh University and took part in fieldwork in Britain, training on excavations from Orkney to Silbury Hill in Wiltshire. Since his student days he has also developed a strong connection with France, completing a PhD on the Iron Age fortifications of the Limousin region. From 1974 until 1985 he was successively Research Fellow and then Lecturer in Geography/Archaeology at Aberdeen University. He (re)joined Edinburgh University in 1985, being promoted to a Senior Lectureship in 1990, and to a Personal Chair in Later European Prehistory in 1998. His fieldwork in Britain has focused on eastern Scotland north of the Tay, including prehistoric and early historic sites, most recently at Burghead in Moray. In France he has carried out several projects in collaboration from Dr Olivier Buchsenschutz (CNRS), notably at the Iron Age sites of Levroux, Bibracte, and Bourges/Avaricum. Among the achievements of this work has been the excavation of the Porte du Rebut at Bibracte, one of the largest and best-studied gatehouses in the 'Celtic' world, and the identification of an important large Iron-Age settlement belonging to the 5th century BC at Bourges. In addition, his monograph "Celtic fortifications" provides the best Europe-wide summary on defensive works – walls, ditches, gatehouses – from the first millennium BC.

Between 1990 and 2000 he was Director of the Centre for Field Archaeology, the University's applied archaeological unit, now in the private sector as CFA Archaeology Ltd. Outside the University, he has held many senior administrative roles, and chaired the Scottish Archaeological Finds Allocation Panel from 2003 to December 2011. He has also been Chair of the Subject Committee for Archaeology, President of the Council for Scottish Archaeology and a Vice-President of the Society of Antiquaries of Scotland. He currently chairs the Arts and Humanities Awards Committee of the Royal Society of Edinburgh. Professor Ralston has been a visiting professor at the Ecole Normale Supérieure, Paris, and a visiting lecturer at Eotvos Lorand University, Budapest. In 2006 he was Brown Fellow and Visiting Professor of Anthropology at the University of the South, Tennessee. The same year he was also elected a Fellow of the Royal Society of Edinburgh, and in 2009 he was made an Officer of the British Empire for services to archaeology in Scotland. In 2012, he was appointed to the prestigious Abercromby Chair of Prehistoric Archaeology. He was Head of the School of History, Classics and Archaeology, 2013-2016. During that time, he also co-directed a large AHRC funded project entitled "An atlas of the hillforts of Britain and Ireland". This research has created the first comprehensive database of Bronze and Iron Age hillforts in Britain and Ireland, encompassing more than 4,000 sites. Ian Ralston will continue to publish work arising from the hillfort atlas and on other aspects of Scottish and French late prehistoric and early historic archaeology. His colleagues wish him well in his retirement.

**Special Minute**  
**Professor William Rees: CA, PhD, MBA**  
**Emeritus Professor of Financial Analysis**

Bill joined the University of Edinburgh Business School in 2009 as Professor of Financial Analysis, having returned from serving as Director of the Business School of the University of Amsterdam (UvA). Beyond the core tasks of teaching, research and leadership, Bill has made significant contributions to academia in 2 particular spheres: internationalisation and PhD/junior researcher development.

Internationalisation: whilst at Strathclyde University Bill was asked to strengthen their international profile. At the time many UK schools used the collapse of Eastern European economies to encourage cooperation and Bill was active in the Scottish initiative to build links with Albanian schools. He also established long lasting collaborations with Spanish academics, leading to the development of Spanish business research and culminating in a series of joint publications in reputable journals (see C.V. for details). This experience in international cooperation was put to good use at UvA where he was instrumental in the internationalisation of both faculty and students, thereby gaining EQUIS accreditation at the first time of asking. He continues to maintain strong international links, particularly within Europe.

Doctoral/early career development: helping those from less academic backgrounds and early stage academics has been a longstanding interest, rooted in the unorthodox start to his career as a professionally-trained accountant who joined academia without doctoral experience. At UEBS he has served twice as Head of the PhD programme, and as the main supervisor of nine doctoral graduates (1 in 5 of A&F graduates since 2012/13; three remaining students are currently in their final year). Much of his research time in recent years has been devoted to helping junior researchers achieve publications. From 2010 – 2017 Bill was co-chair of the EAA Doctoral Programme. In this capacity he helped organise 8 of the 10 symposia, tutor 275 European doctoral students, and recruit and organise the 9 - 12 visiting academics typically required each year. From 2011 – 2018 he was also a faculty member of the International Accounting Research Symposium held annually in Madrid.

Bill is an editorial board member of the Journal of Business Finance and Accounting, the British Accounting Review, Accounting and Business Research, and the Revista Espanola de Financion y Contabilidad. He was a member of the EAA congress standing committee from 2006 – 2009 and concurrently a member of the EFMD programme Accreditation System Committee.

Bill hopes to maintain his links with UEBS, principally working on several joint research projects with doctoral students and junior members of EUBS faculty. His recent research has shown a shift into the areas of corporate governance, environmental management, artificial intelligence and corporate corruption. Bill is also considering issuing a third edition of his published book, Financial Analysis, (1990, 1995) for electronic distribution. The current version costs £33.00 and the publisher no longer promotes it. Financially-stretched students would no doubt appreciate a more cost-effective version.

## **Special Minute**

### **Professor Austin Tate BA, MSc, PhD, FEng, FRSE, FBCS, FAAAI** **Emeritus Professor of Knowledge-Based Systems**

Professor Austin Tate has been a member of the University of Edinburgh since 1972 and has contributed in a wide variety of roles, making a major contribution to our community in both breadth and depth.

His interest in science and engineering started at an early age. When asked at the time of his 11+ what he would like to do when he grew up he stated that he wanted to be a scientist. While still at secondary school he attended evening classes at Leeds College of Technology to learn more about computing prior to completing his Bachelor's Degree with First Class Honours in Computer Science at Lancaster University. This included studying Artificial Intelligence and carrying out a final year project to create an AI planner, during which time he corresponded with AI scientists at Edinburgh working in the same area. He would later become a key member of this foundational group of researchers.

Professor Tate first came to Edinburgh in 1972 to pursue a PhD under the supervision of Professor Donald Michie, the Bletchley Park code breaker and colleague of Alan Turing. He completed his PhD in Machine Intelligence before going on to develop hierarchical AI planning algorithms now in widespread use. In the mid-1970s these were used to guide assembly tasks for the world famous Freddy robot, which is now in the National Museum of Scotland accompanied by a video made by Professor Tate's team. Automated planning is now recognised as one of the foundational components of AI.

The University also prides itself on our data infrastructure. While a member of the Edinburgh Regional Computing Centre (ERCC) in the late 1970s and early 1980s, Professor Tate directed the ERCC Microcomputer Support Unit which helped many departments and units across the University to install and use their first personal and distributed computers, and he helped establish the University's Office Systems approach. Also while in ERCC, working with ICL he led the University team which created the Fortran Interface to IDMS, a commercial data base system in use across major engineering companies and was awarded an IT Fellowship to explore links between the University and industry.

A considerable part of the University's innovation culture in data science was stimulated through our School of Informatics. Prior to the broader Informatics initiatives, Professor Tate pioneered our efforts in applying AI in synergy with research and was the Director of the University's Artificial Intelligence Applications Institute (AIAI) since the mid-1980s. AIAI was an internationally recognised innovator in AI applications to practical tasks. It was for some 25 years a non-profit completely self-funded applied research group and had many staff, visitors and visiting students. AIAI hosted some of the most advanced computers produced for research and trial uses in its Knowledge Engineering Lab and its Parallel Architecture Lab (which was subsequently moved into the Edinburgh Parallel Architecture Centre - EPCC - when that was formed). Over the years AIAI has supported an extraordinary range of government agencies in the UK and internationally, small and large businesses, and fellow academics to assist them in creating their teams, developing and using AI methods for their purposes. Some of its innovative mechanisms for encouraging work between industry and academics won a number of national and international awards.

Professor Tate was named as a Professorial Fellow in 1989 and given the Personal Chair in Knowledge-Based Systems in 1995. His research on AI planning systems, plan representation, teamwork and coordination, especially in search and rescue, is internationally known. His development of the hierarchical task network planning algorithms



are the basis of text book descriptions of this technique. He has been awarded over £5m for research on the O-Plan and I-X AI planner projects. He was PI for a £2.6m enterprise and process modelling project with Unilever, Logica and others. He was also a PI on the Interdisciplinary Research Centres (IRC) for the £8m Advanced Knowledge Technologies (AKT) and the £2.5m FireGrid programme. He was Project Director for the 30 organisation, 4 country \$20+m Coalition Agents eXperiment (CoAX). He has led EPSRC and UK MoD funded projects for AI planning, collaboration and the EPSRC Autonomous Intelligent Systems (AIS) programme. Unusually, he was PI for large scale US DARPA, USAF, USJFCOMM and US Army Research Lab funded planning related projects (CoSAR-TS, Co-OPR, OpenVCE, etc.) over a 30 years period from the mid-1980s. He was a consultant to the European Space Agency (ESA) on the design of the first autonomous spacecraft (PROBA) amongst a number of space-related projects. One such collaboration involved the design of his O-Plan planning system being the basis for the OPTIMUM-AIV planning system used for assembly, integration and testing of the payload bay of ESA's Ariane rockets. In recent years he has worked with the US Joint Forces Command and the US Army Research Laboratory on virtual collaboration environments for training and simulation, especially in distributed multi-agency operations centres. Other significant research projects have been funded by EPSRC, industry, UK, European and US government agencies.

Professor Tate is a lifelong learner and enthusiast for open education. He embraced the World Wide Web when it was first introduced, creating one of the first web servers in the UK in the early 1990s and acting as an international demonstration site for the emerging technology. The repository of historical and current information has continued to be available at long term stable URLs since that time, making it one of the more persistent and rapidly indexed sources of AI knowledge worldwide. His teaching materials and related media resources have for some years been made available online. Professor Tate was an enthusiastic supporter of Massive Open Online Courses (MOOCs) for outreach and provided one of the first MOOCs in the UK via Coursera, the University of Edinburgh's first MOOC partner. The AI Planning MOOC materials are now available as an Open Educational Resource (OAR) on University servers as well as via YouTube. Characteristically, he immersed himself in the practicalities of on-line learning by, himself, gaining an MSc with Distinction in e-Learning in 2012, a course delivered via our Distance Education efforts.

Professor Tate was an early adopter of teleconferencing systems to support his international research work and continues to innovate via his collaborations and research interests in "intelligent" distributed meeting spaces, often using virtual world facilities. He helped form the Virtual University of Edinburgh (Vue) in 2007, is its Coordinator, and hopes to continue to be involved post-retirement. Vue is a virtual educational and research institute bringing together all those interested in the use of virtual worlds for teaching, research and outreach related to the University of Edinburgh. It raises funding for its virtual worlds services and facilities and makes them available on behalf of users across the University.

Professor Tate served for many years as the School of Informatics Ethics coordinator, establishing its first procedures and with other senior colleagues developing its code of ethics. In this role he assisted staff, student and visiting members of the School to consider the ethical dimension of their work. Professor Tate is a Fellow of the Royal Academy of Engineering (FREng) and Fellow of the Royal Society of Edinburgh (FRSE) as well as Fellow in a number of other scientific and engineering institutions.

After 48 years as a member of the University of Edinburgh, Professor Tate will retire in July 2020. Post retirement, Professor Tate hopes to continue to play a role at the University in the development of innovative educational approaches, AI and robot ethics, continuing to develop the Virtual University of Edinburgh and collaboration facilities on emerging platforms, in handling contacts for applied AI, and in the curation of AIAI's web site and knowledge engineering repository.

**Electronic Senate**

**5 - 13 May 2020**

**Annual Report of the Senate Standing Committees**

**Description of paper**

1. This is the annual report of the Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2019-20. It also proposes outline plans for 2020-21.

**Action requested**

2. Senate is invited to note the major items of committee business from 2019-20 and to approve the plans of the Senate Committees for the next academic year, noting also that the context within which the committees are currently operating may affect the development of priorities early in the next academic year.

**Background and Context**

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

**Resource implications**

4. The proposed plans for 2020-21 will have some resource implications relating to time spent by members of the Committees and Policy Officers in Academic Services or staff invited to participate in working groups. Some of the resource requirements for wider work of the Committees will be met through existing resources or have agreed funding in place.

**Risk Management**

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

**Equality and Diversity**

6. Where required, Equality Impact Assessments will be carried out for individual work packages completed next year.

**Next steps / implications**

7. The approved report will be highlighted in the Senate Committees' Newsletter. The Senate Committees will progress the agreed strategic approach during 2020-21 as set out in the report. This report will also be shared with the University Court for information.

**Any additional information**

8. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. 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 C". These comments will be added verbatim at <http://edin.ac/18tbekG>

**Author**

Sue MacGregor, Director of Academic Services  
May 2020

**Freedom of Information**

Open

## Annual Report of the Senate Committees 2019-20

### 1. Executive Summary

This report summarises the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2019-20, along with their proposed plans for 2020-21.

### 2. Introduction

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

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

Proposals for future work have arisen from Committee discussions, and discussion at the Senate Committee Conveners' Forum. The proposals are designed to assist the University in pursuing its Learning and Teaching Strategy and meeting the goals of the University Strategy 2030, see:

- [Learning and Teaching Strategy](#)
- [Strategy 2030](#)

Please note that Committee discussions over the latter part of 2019/20 have been heavily affected by Covid-19 preparations which has meant that, in some cases, Committee priorities for 2020/21 are still under review and will require full sign-off by the relevant Committee at the start of 2020/21 session.

### 3. Key Committee and Task Group Activities in 2019-20\*

Name of Committee	No. of meetings
Senate Education Committee	4
Academic Policy & Regulations	6
Senate Quality Assurance Committee	5

Name of Task Group	Task Group of:
Personal Tutor System Oversight Group	SQAC
Support for Curriculum Development Group	SEC
Learning Analytics Review Group	SEC
HEAR Recommendation Panel	SEC

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

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

#### 4. Senate Committees' Achievements 2019-20

##### 4.1 Activities involving wider contribution or cutting across all Committees

A number of activities proposed in last year's report involved all three Committees. In addition, the Coronavirus Covid-19 pandemic has necessarily involved each of the Committees in response and mitigation activity, some of which is noted below:

Previously agreed Activity
<ul style="list-style-type: none"><li>• <b>Continue to work with Students' Association to promote and implement the Student Partnership Agreement</b> At its meeting in October 2019, Senate Education Committee approved a refreshed version of the Student Partnership Agreement for 2019-2020. The revised themes relate to ongoing work in the Student Experience Action Plan and have been discussed with the Students' Association, the Deputy Secretary Student Experience and the Vice Principal (Students). The themes include Community, Student Voice and Social Justice.</li><li>• Funds were allocated through the Sense of Belonging Task Group for students and staff to submit bids for projects to take forward the priorities within the partnership agreement during 2019-2020. A total of thirteen applications were received and twelve projects secured funding, covering areas including a ceilidh, a student-staff sustainability think-tank to develop meaningful and embedded sustainability conversations throughout the BVM&amp;S curriculum, and the purchase of garden tools to facilitate the development of the Kings Building's Permaculture Garden.</li><li>• This activity has been coordinated by a member of the Academic Services Quality Team. For further information see: <a href="http://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement">www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement</a></li></ul>
<ul style="list-style-type: none"><li>• <b>Implement any agreed changes to the operation of Senate and to its Committee structures following the externally-facilitated review of Senate, and the review of the structure of the Senate committees.</b> Each Committee received new Terms of Reference (ToR) and memberships and successfully launched their meetings under those arrangements at the beginning of the academic session. These ToR reflected the new approach suggested in the external review. The terms of reference for SQAC remained similar to those of the preceding year. However, the creation of the Education Committee following the disbanding of the Learning and Teaching Committee and Research Experience Committee involved additional considerations on how we might effectively combine Postgraduate Research matters alongside other Learning and Teaching strategy, policy and oversight. The PGR representatives from the three Colleges have maintained an input to agenda setting this year in order that this balance can be set.</li></ul>
<ul style="list-style-type: none"><li>• <b>Continue to take steps towards aligning with the new UK Quality Code, with a view to full alignment prior the University's next Enhancement-Led Institutional Review (ELIR).</b> The Committee has maintained its oversight of alignment with the UK Quality Code and has coordinated the detailed activities and wider consultation on the draft Reflective Analysis document.</li></ul>
Covid-19 Response / Industrial Action
<ul style="list-style-type: none"><li>• APCR has been consulted a number of times as emergency academic guidance was produced in response to both industrial action and most urgently the Covid-19 pandemic. A number of temporary concessions to regulations were agreed by APCR during the session.</li></ul>

- SQAC agreed proposals at its May meeting for the suspension of normal annual monitoring, review and reporting process due to the Covid-19 outbreak. Proposals for an interim process to review and reflect on 2019/20 were agreed.
- Education Committee held discussions at its May meeting on the shape and approach to delivering teaching and learning in Semester 1.

## 4.2 Education Committee

Progress with activities proposed in last year's report:

Activity
<ul style="list-style-type: none"> <li>• <b>Oversee continued implementation of University Learning and Teaching Strategy</b> – it was agreed at the October 2019 meeting of Education Committee that 2019/20 would be the final year of the operation of the Learning and Teaching Strategy. The University will transition to a new strategy in due course, the main focus of which will be plans for curriculum reform. The new strategy will also incorporate the key principles from the Accessible and Inclusive Learning Policy to ensure that the curriculum is inclusive by design.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>In partnership with the Service Excellence Programme's Student Administration and Support board, oversee and guide the review of student support</b> - Education Committee received an update on the Student Support and Personal Tutor Project at its October 2019 meeting and approved the proposed support model at its December 2019 meeting.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Oversee the implementation of recommendations from the 2018-19 task group on inclusion, equality and diversity in the curriculum</b> – it has been agreed that a taskforce will be established by Professor Sarah Cunningham-Burley under the new Equality, Diversity &amp; Inclusion Committee to drive forward the recommendations of this task group and the Thematic Review of black and minority ethnic (BME) students' experiences of support at the University.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Monitor the implementation of the new institutional policy to support the University's Lecture Recording service</b> – the Lecture Recording Policy is currently being reviewed to take account of learning from use of the service during the COVID-19 pandemic.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ensure continued progress to enhance support for Careers, Employability and the development of graduate attributes</b> – members received a copy of a briefing paper in February 2020 summarising research undertaken by the Careers Service into the future of work and what this means for Edinburgh's students. Graduate attribute development and a curriculum that supports this will be a key focus of the planned curriculum reform.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Continue to monitor implementation of the Student Mental Health Strategy</b> – an update from the Director of Student Wellbeing will be brought to the September 2020 meeting of Education Committee.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Continue to strengthen the University's understanding of retention and continuation rates for different undergraduate student groups, and to focus on enabling students from all groups to succeed</b> – this is now being taken forward by Senate Quality Assurance Committee.</li> </ul>

The priorities agreed for Researcher Experience Committee (now being taken forward by SEC) and progress made to date are as follows:

- **Excellence in Doctoral Training and Career Development programme - evaluate the effectiveness of School / College briefings for supervisors, assess the impact of changes to requirements of supervisor training and support planned for 2019-20, and explore the development of online training to supplement School / College**

<p><b>briefings for supervisors</b> – Education Committee received an update at its October 2019 meeting on work being undertaken under the ‘Supervisor Support and Training’ work stream of the programme. It also endorsed a proposal to develop an online course for doctoral supervisors to complement mandatory supervisor briefings at its December 2019 meeting.</p>
<ul style="list-style-type: none"> <li>• <b>Review the University’s approach to overseeing, coordinating, and managing postgraduate research student (PGR) support and development activities at an institutional level (subject to clarifying the relationship with the planned Service Excellence Programme strand of work on the PGR student lifecycle)</b> – the Committee received an update on proposals to establish a ‘Doctoral College’ at its October 2019 meeting, and considered more detailed proposals later in the academic year. In the meantime, Education Committee approved (at its December 2019 meeting) temporary governance arrangements to ensure that the business formerly undertaken by REC continues to be well managed. The Doctoral College Management Group met in April 2020 to shape the next steps towards an intended launch of the Doctoral College in the Autumn.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Evaluate the implementation of the revised Code of Practice for Researchers and Supervisors</b> – at the meeting in March 2020, SEC noted an evaluation of the effectiveness of communication of the Code of Practice for Supervisors and Research Students (Code of Practice) and revised content published in 2018.</li> </ul>

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

Progress with activities proposed in last year’s report:

Activity
<ul style="list-style-type: none"> <li>• <b>Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the current programme of work (e.g. Special Circumstances and Coursework Extensions, Programme and Course Information Management)</b> The Committee has been working closely with colleagues in the Service Excellence Programme, providing feedback on proposed changes to policy and regulations relating to extensions and special circumstances. The Committee will consider for approval final proposals at its May 2020 meeting, in order to support the introduction of the Extensions and Special Circumstances Team ahead of 2020/21.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Guide the University’s response to any policy issues raised by the UK Standing Committee for Quality Assessment’s report on degree classification outcomes</b> Developments in this area are being monitored by the Committee. There has been no specific need to consider any policy changes at this time. However, we have made significant progress on the issue of borderlines for classification, covered below.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Oversee the implementation of changes in policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements</b> Academic Services is not aware of any issues arising from the implementation of the new regulations relating to resubmission of PGT dissertations. However, we will be keen to seek feedback from Schools and Colleges. In light of the demands upon Schools and Colleges imposed by Covid-19 contingency, we will delay seeking this feedback until 2020/21.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Oversee the implementation of changes to the Code of Student Conduct following the review in 2018-19, and conduct a light-touch review of the impact of the amendments</b> In light of the impact of Covid-19 on relevant stakeholders, we will delay seeking feedback on the amendments to the Code of Student Conduct until 2020/21. Staff in Academic</li> </ul>

Services are in frequent contact with staff at the Advice Place, who support students through the conduct process.
<ul style="list-style-type: none"> <li>• <b>Oversee the implementation of any agreed changes to the Support for Study Policy following the review in 2018-19</b> The policy was agreed and the website updated and the revised policy will kept under review.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Develop an institution-wide approach to borderlines for Honours degree classification</b> Academic Services and Colleges are currently assessing whether to delay the introduction of any new approach beyond 2020/21 in order to prevent unreasonable impact upon Schools dealing with Covid-19 contingency planning.</li> </ul>

#### 4.4 Quality Assurance Committee (QAC)

Progress with activities proposed in last year's report:

Activity
<ul style="list-style-type: none"> <li>• <b>Continue to evaluate the impact of the new programme-based approach to the Class Representation System</b> SQAC has overseen the move to the new programme-based representative system from the start of the 2019-20 academic session. Academic Services and the Students' Association produced a graphical guide for students giving feedback (including feedback on the new student representation system) which was published online and hard copy versions shared across the University.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Oversee institutional activities in response to the University's 2015 Enhancement-led Institutional Review (ELIR) and contribute to preparations for the 2020 ELIR, including continuing to work on assessment and feedback</b> SQAC has overseen preparations for the 2020 Enhancement-led Institutional Review (ELIR). The Convenor and Academic Services drafted the institutional Reflective Analysis report and coordinated contributions from colleagues across the University. However, at the request of Quality Assurance Agency (QAA) Scotland, the ELIR has now been postponed due to the coronavirus. SQAC will communicate the outcome of the discussion about new dates for the review to colleagues once it has been confirmation.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Oversee implementation of mid-course feedback to taught postgraduate courses (subject to the outcome of the review during 2018-19)</b> SQAC continues to monitor the implementation of mid-course feedback through annual monitoring, review and reporting processes. The Committee approved the Mid-Course Feedback Guidance for the start of the 2019-20 academic session (as requested by Learning and Teaching Committee in May 2019 in response to the follow-up evaluation of mid-course feedback). The guidance encourages the use of mid-course feedback for taught postgraduate courses with a view to making it Policy for 2020/21.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Continue to monitor the effectiveness of the operation of the Personal Tutor system</b> SQAC has continued to monitor the effectiveness of the Personal Tutoring (PT) system via the PT Oversight Group. Since the last Senate report, the Group met to approve the School Personal Tutoring Statements for 2019-20. While the Group was broadly content with the Tutoring Statements, it asked some Schools to make some amendments to their Statements before publishing them. The Group is due to meet twice during the remainder of the 2019-20 academic session: in July to approve the School Personal Tutoring Statements for 2020-21; and in August to reflect on the student survey results and feed the outputs into the annual School quality report process. This Group will continue to oversee the PT system until the implementation of the evolved model of Student Support.</li> </ul>

- **Continue to support Schools to reflect on their patterns of degree classification outcomes**

SQAC continues to monitor subject areas for patterns in degree classification outcomes which diverge substantially from either the institution average or disciplinary comparators. This year six subject areas were identified as statistically significant outliers. While acknowledging that there may be good reasons for these areas to have these patterns of degree outcomes, SQAC invited them to clarify their position by including a detailed reflection on the degree classification outcome data in their School's annual quality report. Each School provided an explanation of trends and actions taken to address any inappropriate patterns and SQAC will continue to annually monitor degree classification outcomes across the University.

## **5 Exercising of delegated powers in 2019-20**

Senate has delegated to the Committees a range of its powers. These powers are set out in the Committees' terms of reference (see Section 2, above). The main powers that the Committees have exercised during 2019-20 (in addition to the project-based activities set out in Section 4, above) can be summarised as:

- Strategies / regulations / policies / codes
  - Approval of curriculum changes
  - Quality Assurance
  - Student concessions
- The attached Annex sets out any new strategies / regulations / policies / codes that the Committees have approved (the more substantive of which are covered in Section 4 above), along with changes to existing documents.
  - APRC was asked in November 2019 to approve a suite temporary concessions to regulations and policies in response to planned industrial action in Semester 1 and subsequently to cover Semester 2. The aim of this was to mitigate the academic impact on students of the industrial action which had been announced by The University & College Union (UCU) while maintaining academic standards and the value of the University's award.
  - In addition, at its meeting in March 2020 and on the recommendation of the Academic Contingency Group, APRC approved the extending of these temporary concessions in response to the Covid-19 pandemic.
  - Preparation for the Enhancement-Led Institutional Review (ELIR) has been overseen by SQAC throughout the period. It should be noted that the impact of the Covid-19 outbreak has led the Quality Assurance Agency Scotland (QAAS) to consider changes to their schedule for ELIR visits and have asked that our review is postponed until Semester 2 in 2020/21.
  - SQAC agreed proposals at its May meeting for the suspension of normal annual monitoring, review and reporting process due to the Covid-19 outbreak. Proposals for an interim process to review and reflect on 2019/20 were agreed.

## **6 Senate Committees' Priorities for 2020-21**

### **6.1 Planning Context**



As noted above, the year 2019/20 has been influenced both by periods of industrial action and intense response and mitigation of the Covid-19 pandemic. In addition, it is noted that the Committee priorities for 2020/21 will need to be revisited and that the Committees aim to focus on these at the start of the new academic year.

It is recognised that the University's Academic Governance arrangements and new plans for the management and direction of our Adaptation and Renewal Programme will need to work in harmony, with all Committees playing a major part.

Key areas of activity which will affect the cycles of business of all three Senate Committees will include the evolving approach to Curriculum Reform; response to the ELIR outcomes now expected in Semester 2 and the quality of academic experience for students and learners at all levels.

## 6.2 Education Committee

Activity
<ul style="list-style-type: none"> <li>• Drive the curriculum reform agenda in the evolving context</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure effective responses to ELIR recommendations (NB: ELIR now running in Semester 2)</li> </ul>
<ul style="list-style-type: none"> <li>• Oversee the ongoing development of the Doctoral College and monitor its impact upon the experiences of PGR students including discussion and influence of the University approach to PGR scholarships.</li> </ul>
<ul style="list-style-type: none"> <li>• Monitor the evolution and implementation of the institutional policy to support the University's Lecture Recording service in the context of Adaptation and Renewal post-Covid-19.</li> </ul>
<ul style="list-style-type: none"> <li>• Monitor ongoing effectiveness of Student Health &amp; Wellbeing Strategy in the context of overall student learning experience.</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure strengthening of the Committee's link to the Space Strategy Group.</li> </ul>

## 6.3 Academic Policy and Regulations Committee

Note: the following list provides a sense of APRC priorities which were under discussion at the time of writing this report. The main focus at the May 2020 meeting of APRC will be the firming up of its priorities for the coming year:

Activity
<ul style="list-style-type: none"> <li>• Work with the relevant work streams of the Adaptation and Renewal Programme to oversee the implementation of any significant policy changes associated with the developing programme of work.</li> </ul>
<ul style="list-style-type: none"> <li>• Monitor any requirement for longer term regulatory and policy changes as a result of Covid-19 and take appropriate action as required.</li> </ul>
<ul style="list-style-type: none"> <li>• Input as required into curriculum reform (led by Education Committee).</li> </ul>

- Review of Enhancement-Led Institutional Review outputs and take appropriate action as required.

#### 6.4 Quality Assurance Committee

Activity
<ul style="list-style-type: none"><li>• Continue to contribute to preparations for the University's 2020 Enhancement-led Institutional Review (ELIR) and oversee activities in response to the review.</li></ul>
<ul style="list-style-type: none"><li>• Oversee School and College responses to the coronavirus pandemic via the University's Quality Assurance Framework and share good practice across the institution.</li></ul>
<ul style="list-style-type: none"><li>• Review the approach to gathering student feedback across the University from Course Enhancement Questionnaires (CEQs).</li></ul>
<ul style="list-style-type: none"><li>• Examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.</li></ul>

**Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2019-20**

<b>Senate Committee</b>	<b>Name of document</b>	<b>Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)</b>
Education Committee	Student Partnership Agreement	Revision : update of themes for 2019/20
Quality Assurance Committee	Student Voice Policy	Revision: SSLC principles mandatory from 2020-21 Mid-course feedback will become a requirement for all taught postgraduate courses that run for 10 weeks or longer from academic session 2020/21.
Quality Assurance Committee	Work-based and Placement Learning Policy	Technical Updates
APRC	Postgraduate Assessment Regulations for Research Degrees 2020/21	To be reviewed and approved at APRC on 28 May 2020
APRC	Undergraduate Degree Regulations 2020/21	Reviewed and approved at APRC in March 2020. See papers at: <a href="http://www.ed.ac.uk/files/atoms/files/20200319agendaandpapers.pdf">www.ed.ac.uk/files/atoms/files/20200319agendaandpapers.pdf</a>
APRC	Postgraduate Degree Regulations 2020/21	Reviewed and approved at APRC in March 2020. See papers at: <a href="http://www.ed.ac.uk/files/atoms/files/20200319agendaandpapers.pdf">www.ed.ac.uk/files/atoms/files/20200319agendaandpapers.pdf</a>
APRC	Authorised Interruption of Study Policy	Minor addition with a link to the relevant Privacy Notice at <a href="http://www.ed.ac.uk/files/atoms/files/specialcircumstancesaisconcessionsloprivacynotice.pdf">www.ed.ac.uk/files/atoms/files/specialcircumstancesaisconcessionsloprivacynotice.pdf</a>
APRC	UG Progression Board policy	Removal of link which no longer exists and updated dates for next review
APRC	University use of e-mail as a method of contacting students	Updated a link which was no longer valid and updated dates for next review

**Electronic Senate**

**5 – 13 May 2020**

**Ordinance 212: Senate Composition**

**Description of paper**

1. This action requested in this paper will complete Senate's role in the implementation of Ordinance 212: Senate Composition.

**Action requested / recommendation**

2. Senate is asked to recommend to Court that Ordinance 212 be brought into force on 1 August 2020.

**Background and discussion**

3. Ordinance 212 was approved by University Court on 17 June 2019 ([Paper K](#)).
4. Ordinance 212 states that: '12.This Ordinance shall come into force after its approval by Her Majesty in Council on a date to be determined by the University Court acting upon the recommendation of the Senatus Academicus.'
5. Ordinance 212 was approved by Her Majesty in Council on 8 October 2019.
6. Senate's recommendation is therefore required to bring Ordinance 212 into force on 1 August 2020, when the new Senate membership will take up their seats.

**Resource implications**

7. There are no relevant resource implications.

**Risk management**

8. Implementation of Ordinance 212 is required in order for the University to comply with the Higher Education Governance (Scotland) Act 2016.

**Equality & diversity**

9. This paper does not raise any equality and diversity issues.

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

10. Senate's recommendation will be communicated to Court via the Senate report to Court.

**Any additional information**

11. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved and a recommendation will be passed to Court. 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>

**Author**

Kathryn Nicol, Academic Policy Officer  
May 2020

**Freedom of Information**

Open

**Electronic Senate**

**5 – 13 May 2020**

**Senatus Academicus (Senate) Election Results 2020 – Academic Staff**

**Description of paper**

1. The paper notifies Senate of the outcome of the Senate Elections for Academic staff members 2020.

**Action requested / recommendation**

2. Senate is asked to note the election outcome.

**Background and context**

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

**Discussion**

5. Details of the election outcome are provided in Appendix 1.

**Resource implications**

6. There are no relevant resource implications.

**Risk management**

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

**Equality & diversity**

8. 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**

9. 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.

**Any additional information**

10. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed noted. 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 E”. These comments will be added verbatim at <http://edin.ac/18tbekG>

**Author**

Kathryn Nicol, Academic Policy Officer  
May 2020

**Freedom of Information**

Open

## Appendix 1

### Senatus Academicus (Senate) Election Results 2020 – Academic Staff

Nominations for election to Senate closed at 12 noon on 5 March 2020.

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)	34	32 <sup>1</sup>	33
Academic staff (Professorial)	33 <sup>2</sup>	33	33

87 nominations were received. One nomination was ineligible. 86 eligible nominations were received in the categories below.

<b>Staff Group</b>	<b>College of Arts, Humanities and Social Sciences</b>	<b>College of Medicine and Veterinary Medicine</b>	<b>College of Science and Engineering</b>	<b>Total</b>
Academic staff (Non-professorial)	29	17	14	60
Academic staff (Professorial)	12	7	7	26
<b>Total</b>	<b>41</b>	<b>24</b>	<b>21</b>	<b>86</b>

The number of nominations in each category is less than the number of available positions. Therefore, under section 30 of the Senatus Academicus (Senate) Election Regulations it is declared that these nominees are returned unopposed, and are elected to Senate.

The elected academic staff members of Senate are listed below. Their terms of membership will begin on 1 August 2020.

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<sup>1</sup> Total positions in this category 33. One position in this category is currently held by a Senate Assessor to Court.

<sup>2</sup> Total positions in this category 34. One position in this category is currently held by a Senate Assessor to Court.

**Academic staff (Non-professorial)**

College of Science and Engineering	Dr Christopher Beckett, School of Engineering Dr Julian Bradfield, School of Informatics Dr David Cavanagh, School of Biological Sciences Mr Neil Chue Hong, Edinburgh Parallel Computing Centre Dr Simone Dimartino, School of Engineering Dr Daniel Friedrich, School of Engineering Dr Stuart Gilfillan, School of GeoSciences Dr James Hopgood, School of Engineering Dr Alistair McCormick, School of Biological Sciences Dr Sean McMahon, School of Physics and Astronomy Dr Paul Taylor, School of Biological Sciences Dr Jonathan Terry, School of Engineering Dr Nadia Tuzi, School of Biological Sciences Dr Patrick Walsh, School of Biological Sciences
College of Medicine and Veterinary Medicine	Dr Celine Caquineau, Edinburgh Medical School Dr Heather Ellis, Edinburgh Medical School Mr Jay Evans, Usher Institute Dr Tim Fawns, Edinburgh Medical School Dr Gillian A Gray, Edinburgh Medical School Dr Zoeb Jiwaji, Edinburgh Medical School Dr Medhat Khattar, Edinburgh Medical School Dr John Menzies, Edinburgh Medical School Dr Steven Morley, Edinburgh Medical School Dr Pau Navarro, Edinburgh Medical School Dr John Reynolds-Wright, Centre for Reproductive Health Dr Simon Riley, Edinburgh Medical School Dr Tobias Schwarz, Royal (Dick) School of Veterinary Studies Dr Kirsteen Shields, Royal (Dick) School of Veterinary Studies Dr Sarah Stock, Edinburgh Medical School Mr Rob Thomas, Edinburgh Medical School Dr Dorothy Tse, Edinburgh Medical School
College of Arts, Humanities and Social Sciences	Mr Jonathan Ainslie, School of Law Dr Michael Barany, School of Social and Political Science Dr Shereen Benjamin, Moray House School of Education and Sport Mr Stuart Bennett, Edinburgh College of Art Dr Andrew Connor, Edinburgh College of Art Dr Alan Convery, School of Social and Political Science Dr Sam Coombes, School of Literatures, Languages and Cultures Dr Kevin Donovan, School of Social and Political Science Dr Anne Dresler, Edinburgh College of Art Dr Lawrence Dritsas, School of Social and Political Science Dr Darrick Evensen, School of Social and Political Science Dr Manuel Fernandez-Gotz, School of History, Classics and Archaeology Dr David Grumett, School of Divinity Dr Lorna Hamilton, Moray House School of Education and Sport Dr Elaine Haycock-Stuart, School of Health in Social Science Dr Kirsten Jenkins, School of Social and Political Science Dr Simone Lamont-Black, School of Law Dr Sarah E MacPherson, School of Philosophy, Psychology and Language Sciences Dr Craig Martin, Edinburgh College of Art

	<p>Dr Nikki Moran, Edinburgh College of Art  Mrs Tara Morrison, Business School  Dr Jonathan Murray, Edinburgh College of Art  Dr Matthew Novenson, School of Divinity  Dr Richard Oosterhoff, School of History, Classics and Archaeology  Dr Mike Orr, Moray House School of Education and Sport  Dr Michelle O'Toole Business School  Miss Katerina Pantoula, School of Philosophy, Psychology and Language Sciences  Dr Emily Taylor, School of Health in Social Science  Dr Kamini Vellodi, Edinburgh College of Art</p>
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### **Academic staff (Professorial)**

College of Science and Engineering	<p>Professor Marialuisa Aliotta, School of Physics and Astronomy  Professor Robert Fisher, School of Informatics  Professor Chris French, School of Biological Sciences  Professor Karen Halliday, School of Biological Sciences  Professor Keith Matthews, School of Biological Sciences  Professor Ken Rice, School of Physics and Astronomy  Professor Tim Stratford, School of Engineering</p>
College of Medicine and Veterinary Medicine	<p>Professor Ruth Andrew, Edinburgh Medical School  Professor Karen Chapman, Edinburgh Medical School  Professor A. Mark Evans, Edinburgh Medical School  Professor David Hay, Edinburgh Medical School  Professor Peter Hoskins, Edinburgh Medical School  Professor Damian Mole, Edinburgh Medical School  Professor Richard G M Morris, Edinburgh Medical School</p>
College of Arts, Humanities and Social Sciences	<p>Professor Elizabeth Bomberg, School of Social and Political Science  Professor Mary Brennan, Business School  Professor Jonathan Crook, Business School  Professor Jo Danbolt, Business School  Professor Paul du Plessis, School of Law  Professor Suzanne Ewing, Edinburgh College of Art  Professor Caroline Heycock, School of Philosophy, Psychology and Language Sciences  Professor Aisha Holloway, School of Health in Social Science  Professor Neil Mulholland, Edinburgh College of Art  Professor Robbie Nicol, Moray House School of Education and Sport  Professor Diana Paton, School of History, Classics and Archaeology  Professor Antonella Sorace, School of Philosophy, Psychology and Language Sciences</p>



**Electronic Senate**

**5 – 13 May 2020**

**Communications from the University Court**

**Description of paper**

1. To update Senate on certain matters considered by the University Court at its meeting on 17 February 2020.

**Action requested / recommendation**

2. Senate is invited to note the report.

**Resource implications**

3. Where applicable, as covered in the report.

**Risk management**

4. Where applicable, as covered in the report.

**Equality and diversity**

5. Where applicable, as covered in the report.

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

6. Where applicable, as covered in the report.

**Any additional information**

7. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed noted. 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 19/20 3 F.” These comments will be added verbatim at <http://edin.ac/18tbekG>

**Author**

Dr Lewis Allan  
Head of Court Services, 1 May 2020

**Freedom of Information**

Open Paper

# COMMUNICATIONS FROM THE UNIVERSITY COURT

17 February 2020

## 1 Introductory Items

The meeting was preceded by a presentation of the Science Council Employer Champion award to the University by Helen Gordon, Chief Executive of the Science Council.

## 2 Communications and Engagement on Student Experience

An update on how communications are supporting activities within the Student Experience Action Plan to improve the student experience was reviewed. The following points were raised in discussion:

- the importance of communicating potentially disruptive building works;
- working in partnership with the Students' Association to develop Teviot Row as the heart of the Central Area;
- uniting disparate projects under a common theme when communicating progress, e.g. using a single hashtag or strapline;
- considering alumni volunteers as a channel of communication, e.g. alumni from widening participation backgrounds sharing experiences with current students from similar backgrounds;
- enabling students to act in implementing actions in addition to a consultative 'student voice' role; and,
- the interaction between staff and student experience activities, e.g. designing a new curriculum with the support of staff and students and empowering professional services staff in their work with students to the benefit of all.

The update and examples in the paper of the communications approach for major projects was welcomed.

## 3 EUSA President's Report

The Students' Association President reported on recent developments including a student referendum on ceasing the sale of all beef products in Students' Association venues. The motion was defeated, with 2,439 votes for and 3,378 against. Other recent developments included activities around National Student Money Week from 3-7 February, with many ideas received to make the city more affordable and a request from the Students' Association that the University's rent guarantor scheme is reviewed to improve flexibility. It was noted that rent guarantor scheme is sector-leading and is due for review having been in operation for four years.

## 4 Edinburgh BioQuarter: Route to Formalising Partnership Arrangements

A proposal to formalise the partnership between the University, Scottish Enterprise, the City of Edinburgh Council and NHS Lothian at the BioQuarter site at Little France was reviewed. Court approved in principle the formation of a company limited by shares split between the partners and associated actions subject to conditions set out in the paper.

## 5 World Class Data Infrastructure IT Equipment Procurement

Procurement of Information Technology (IT) equipment for the City Region Deal's World Class Data Infrastructure (WCDI) programme to be located at the newly named Edinburgh International Data Facility was considered. Incorporating quantifiable sustainability measures within future proposals with potential climate impacts was discussed, with work underway led by Sandy Tudhope, University Lead on Climate Responsibility & Sustainability, and Dave Gorman, Director of Social Responsibility & Sustainability. Court approved the procurement for the IT equipment for the WCDI programme, using an open procedure through the Official Journal of the European Union. Court agreed that, following the successful conclusion of the procurement process, contract signature (for an initial period of 5 years) is delegated to Professor Peter Mathieson, Principal and Vice-Chancellor. Subsequent to contract signature, authority is delegated to Professor Mark Parsons, EPCC Director and WCDI Senior Responsible Officer, under the governance of City Deal Executive Governance Group, to issue Purchase Orders against the IT Building Block price list, the key output of the procurement. An annual expenditure update was also requested.

## 6 Estates

### • Capital Prioritisation 2019

The outcome of a further capital prioritisation process undertaken during autumn 2019 by the Senior Leadership Team was noted.

### • Usher Institute for Population Health Sciences

A funding request to deliver a new building for the Usher Institute for Population Health Sciences as one of the five innovation hubs funded by the City Region Deal was reviewed. An anticipated future funding request for car parking was discussed, noting that this a City of Edinburgh Council requirement. Ensuring that newly available space in the Central Area is reconfigured to an equivalent standard to new facilities at the BioQuarter site was discussed, with funding provisionally set aside in the capital prioritisation plan for Central Area redevelopment.

Court:

- approved funding from City Region Deal sources and University Resources to deliver the Usher Institute, in addition to the previously approved funding from University Resources for design team fees;
- noted that this does not include a Usher allocation to University car parking which will be requested as part of a separate project; and,
- noted the proposal to incorporate 1200sqm of shell space for future fit-out.

### • Queen's Medical Research Institute (QMRI) – including BioResearch and Veterinary Services (BVS) Estates Strategy

Court:

- noted the interdependency of the QMRI refurbishment project with the Institute for Regeneration & Repair Expansion as part of the overarching co-location strategy;
- approved funding from University Resources to deliver the QMRI Biomedical Research Facility refurbishment project at the BioQuarter campus;
- noted that this funding is in addition to the previously approved funding for design team fees; and,
- noted the outline BVS Estates Strategy and that the Full BVS Estates Strategy will be presented to Estates Committee in March 2020.

- **Peffermill Sports Village: Student Accommodation**

Court approved funding from University Resources to deliver new student accommodation at Peffermill Sports Village and approved a request to the University of Edinburgh Estates Services Company to deliver the Peffermill Sports Village.

- **41-45 Gilmore Place Student Accommodation**

A refurbishment and new build opportunity on the site of a former nunnery and care home to form new student accommodation was considered. Court:

- approved the corporate investment appraisal model as set out in the paper; and,
- approved proceeding with the finalisation of Heads of Terms and Agreement to Lease documentation for entering into a 20-year full repairing and insuring lease on 41- 45 Gilmore Place at the initial rental level set out in the paper.

## **7 Draft Ordinances: Academic Freedom; Removal of Court Members**

Court considered the following draft Ordinances and approved their transmission for statutory consultation:

- i) Ordinance No. 215: Amendment of Ordinance 208: Employment of Academic Staff; and,
- ii) Ordinance No. 216: Removal of Members of the University Court.

## **8 Exception Committee Report**

The following matters approved on behalf of Court by Exception Committee were noted:

- Edinburgh BioQuarter Infrastructure Projects: noting the rationale for consideration outwith the Court meeting cycle to allow a potential time-limited VAT saving to be realised and the overarching co-location and development strategy for the campus, funding from City Region Deal sources to deliver enabling infrastructure works at the Edinburgh BioQuarter was approved and funding from University Resources was approved to progress the Institute for Regeneration and Repair Expansion (noting that the latter does not include previously approved funding for design team fees, statutory approvals and main contractor pre-construction services).
- the extension of the Cirrus Engineering & Physical Sciences Research Council Tier 2 High Performance Computing service was approved and signing authority delegated to the Head of College of Science & Engineering.

## **9 Resolutions**

The following resolutions were approved:

- Resolution No. 1/2020: Foundation of a Personal Chair of Scottish Legal History  
Resolution No. 2/2020: Alteration of the title of the Chair of Geography  
Resolution No. 3/2020: Foundation of a Personal Chair of Computational Statistics  
Resolution No. 4/2020: Foundation of a Personal Chair of Fine Art

**Electronic Senate**

**5 - 13 May 2020**

**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

Establishment of Chairs

Draft Resolution No. 5/2020: Foundation of a Charles and Ethel Barr Chair of Cancer Research

Draft Resolution No. 6/2020: Foundation of a Chair of Digital Manufacture

Draft Resolution No. 8/2020: Foundation of a Personal Chair of Future Construction

Alteration of the title of Existing Chairs

Draft Resolution No. 7/2020: Alteration of the title of the Chair of Chemical Engineering Technology

Draft Resolution No. 11/2020 Alteration of the title of the Chair of Physics

Degree Regulations

Draft Resolution No. 9/2020: Undergraduate Degree Regulations

Draft Resolution No. 10/2020: Postgraduate Degree Programme Regulations

**Resource implications**

3. There are no resource implications. Part of the approval process involved confirmation of the funding in place to support new Chairs.

**Risk management**

4. The paper does not include a risk analysis. There are reputational considerations in establishing and renaming Chairs and updating regulations which are considered as part of the University's approval processes.

**Equality and diversity**

5. There are no specific equality and diversity issues associated with this paper. However equality and diversity best practice and agreed procedures are adopted in appointing individuals to chairs.

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

6. Via Senate's report to University Court.

**Any additional information**

7. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received it will be reported to Court that no observations were received. 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 19/20 3 G." These comments will be added verbatim at <http://edin.ac/18tbekG>

**Author**

Ms K Graham, Deputy Head of Court Services  
May 2020

**Freedom of Information**

Open Paper

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 5/2020**

**Foundation of a Charles and Ethel Barr Chair of Cancer Research**

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

WHEREAS the University Court deems it expedient to found a Charles and Ethel Barr Chair of Cancer Research.

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

1. There shall be a Charles and Ethel Barr Chair of Cancer Research in the University of Edinburgh.
  
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
  
3. This Resolution shall come into force with effect from 1 August Two thousand and twenty.

For and on behalf of the University Court

SARAH SMITH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 6/2020**

**Foundation of a Chair of Digital Manufacture**

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

WHEREAS the University Court deems it expedient to found a Chair of Digital Manufacture.

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

1. There shall be a Chair of Digital Manufacture in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 August Two thousand and twenty.

For and on behalf of the University Court

SARAH SMITH

University Secretary

# **UNIVERSITY OF EDINBURGH**

## **Draft Resolution of the University Court No. 7/2020**

### **Alteration of the title of the Chair of Chemical Engineering Technology**

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

WHEREAS the University Court deems it expedient to alter the title of the Chair of Chemical Engineering Technology founded by Resolution No. 67/2019;

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships;

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the University Court itself:

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

1. The Chair of Chemical Engineering Technology shall hereafter be designated the Chair of Interfacial Science and Engineering.
2. This Resolution shall come into force with effect from 28 July Two thousand and twenty.

For and on behalf of the University Court

SARAH SMITH

University Secretary



# **UNIVERSITY OF EDINBURGH**

## **Draft Resolution of the University Court No. 8/2020**

### **Foundation of a Personal Chair of Future Construction**

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

WHEREAS the University Court deems it expedient to found a Personal Chair of Future Construction:

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

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

For and on behalf of the University Court

SARAH SMITH

University Secretary

# **UNIVERSITY OF EDINBURGH**

## **Draft Resolution of the University Court No. 11/2020**

### **Alteration of the title of the Chair of Physics**

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

WHEREAS the University Court deems it expedient to alter the title of the Chair of Physics founded by Resolution No. 2/1969;

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships;

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the University Court itself:

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

1. The Chair of Physics shall hereafter be designated the Chair of Formulation Science.
2. This Resolution shall come into force with effect from 15 April Two thousand and twenty.

For and on behalf of the University Court

SARAH SMITH

University Secretary

# **UNIVERSITY OF EDINBURGH**

## **Draft Resolution of the University Court No. 9/2020**

### **Undergraduate Degree Programme Regulations**

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

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2020/2021);

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 (2020/2021):

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](#)
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## 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 that is part of their degree programme more than two weeks after the start of semester in which the course is taught without the permission of the Head of College. 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, 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. Students will not be permitted to undertake concurrent degree programmes in any circumstances.

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

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

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

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

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

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

The overall curriculum must include at least:

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

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

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

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



## **Merit and Distinction**

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

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

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

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

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

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

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

## **Distinction in Oral Language**

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

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

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

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

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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 (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 undergraduate regulations and assessment regulations for degrees set out in appendix 1 and specifically revokes Resolution No. 10/2018.

4. This Resolution shall come into force with effect from the commencement of the 2020/2021 academic year on 1 August 2020.

For and on behalf of the University Court

SARAH SMITH

University Secretary

## Appendix 1 to Resolution No. 9/2020

### **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**

## **Resolution of the University Court No. 10/2020**

### **Postgraduate Degree Programme Regulations**

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

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2020/2021);

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 (2020/2021):

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

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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](#)
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- 90 [Masters in Transfusion, Transplantation and Tissue Banking \(MSc\)](#)

**Professional Higher Degrees**

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



## Introduction

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### Compliance

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

[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

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## **A General Postgraduate Degree Regulations**

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### **Late Admission**

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

### **Part-time Study**

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

### **Registration for University Staff**

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

### **Conflicting Studies**

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

### **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. 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/Paediatic 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.

- 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
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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**

### **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. 11/2018.

4. This Resolution shall come into force with effect from the commencement of the 2020/2021 academic year on 1 August 2020.

For and on behalf of the University Court

SARAH SMITH

University Secretary

## Appendix 1 to Resolution No. 10/2020

### **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)

**Higher Degrees**

Doctor of Science (DSc)  
Doctor of Divinity (DD)  
Doctor of Laws (LLD)  
Doctor of Letters (DLitt)  
Doctor of Music (DMus)  
Doctor of Arts (DArts)

**Electronic Senate**

**5 – 13 May 2020**

**Knowledge Strategy Committee Report**

**Description of paper**

1. Report of the Knowledge Strategy Committee meetings on 24 January 2020 and 24 March 2020 (by correspondence).

**Action requested / recommendation**

2. For noting.

**Resource implications**

3. None.

**Risk management**

4. Not applicable.

**Equality & diversity**

5. Not applicable.

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

6. Not applicable

**Any Additional Information**

7. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed noted. 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 H". These comments will be added verbatim at <http://edin.ac/18tbekG>

**Author**

Dr Lewis Allan  
May 2020

**Freedom of Information**

Open paper.

# REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

24 January 2020

## 1 Information Services Plan

The Chief Information Officer presented the emerging key components for the Information Services Group's (ISG) annual planning round submission. The submission is being developed around the four Strategy 2030 areas: people; research; teaching and learning; and, social and civic responsibility. A key element within the people strand is to expand workplace experiences within ISG for students. 300 students a year are currently benefiting, with the near term intention to grow to 500 students and a long-term aspiration of 1,000 students. Within the teaching and learning strand, the successful 'makerspace' in the Library could be a model for other parts of the University to establish makerspaces, with a paper to be submitted to the Committee on this topic.

The following points were raised in discussion:

- How to adopt the online/distance learning technologies for the hybrid online/in person approach to be pioneered by the Edinburgh Futures Institute – a course in teaching online courses has been developed and a course in teaching hybrid online/in person courses could be developed in partnership with the Edinburgh Futures Institute;
- Managing the tension between maintaining sufficient recurrent funding for core services and funding digital transformation projects – this will be done in close consultation with the Colleges to ensure that the appropriate balance is met;
- The potential for very different makerspaces in engineering or medicine is exciting – student demand for such provision is likely strong but will need to be considered against other high student demand areas, e.g. refurbishment of audiovisual facilities;
- Avoiding any disconnect between ISG, Colleges and Edinburgh Futures Institute colleagues on Distance Learning at Scale activities – the consolidation of virtual learning environments (see Item 6 below) has helped bring staff across the University together. ISG are working to connect staff specialising in online learning across the University and this will continue.

## 2 World Class Data Infrastructure IT Equipment Procurement

Following an overview presentation at the previous meeting, the planned procurement of Information Technology equipment for the City Region Deal's World Class Data Infrastructure hub was reviewed. The inclusion of an information security component was welcomed and plans to mitigate software costs by using open source software where possible discussed. Consideration of data ethics was raised, to be overseen on a project by project basis by the City Deal Executive Governance Group and by the AI & Data Ethics Board chaired by Vice-Principal Professor Richard Kenway as appropriate. Provision for long term costs after the end of the 10 year funding period was queried, with the funding provided including a replacement cycle to cover a 15 year period and the intention to move towards self-funding over the period.

Environmental sustainability in relation to high performance computing systems more generally was discussed, noting that the largest system is the ARCHER2 system, which is a UK national resource hosted in Edinburgh and should be considered on a national level. The University uses a green electricity tariff and for the next generation of high performance computing systems is considering novel approaches to cooling and heat reclamation. An initial study is underway and funding to develop this applied for.

The Committee agreed to recommend to Policy & Resources Committee and Court that the University procure the IT equipment using an open procedure through the Official Journal of the European Union. The Committee further agreed to recommend to Court that, following the successful conclusion of the procurement process, contract signature (for an initial period of 5 years) is delegated to the Principal and subsequent to contract signature,



authority is delegated to Professor Mark Parsons under the governance of City Deal Executive Governance Group to issue Purchase Orders against the IT Building Block price list.

### **3 Information Security Update**

An update on current and planned work being undertaken to address the ongoing information security threat facing the University was considered. How to effectively publicise the Information Security Guidance for Travel to High Risk Countries was discussed, with the intention for the guidance to be raised automatically when arranging insurance for travel to one of the high risk countries. The Chief Information Security Officer was invited to meet with groups undertaking regular travel to China such as those involved in teaching in collaborative institutes. Information Services Group were encouraged to ensure that a potential unintended consequence of the sustainable IT policy in the form of staff purchases of personal IT devices was avoided and to ensure that the provision of 'clean' University devices for those travelling to high risk countries is made as simple as possible to encourage take up.

### **4 Data-Driven Innovation: Regional Internet of Things Sensor Network**

Following approval of the first phase data platform appliance at the previous meeting, the purchase of the second phase sensor network as part of the City Region Deal's World Class Data Infrastructure Internet of Things service was considered. Ethical and data security considerations in the establishment of a sensor network were raised, with projects to be reviewed by School-level Ethics Committees and the AI & Data Ethics Board as appropriate and an intention to set an exemplar in data security for the sensor network. The Committee approved the investment and delegated signing authority for the purchase to the Vice-Principal & Chief Information Officer.

### **5 IT Committee: Revised Terms of Reference**

Following review by a working group, revised terms of reference for the IT Committee were submitted for approval. The intention to bolster the IT Committee's ability to govern the acquisition and implementation of IT systems with the aim of avoiding proliferation of systems in different parts of the University was welcomed. Adding pre-approval checks to procurement processes as a further safeguard was also suggested. Subject to minor textual amendments in consultation with the Deputy Secretary Strategic Planning, the revised terms of reference were approved.

### **6 Virtual Learning Environment Programme Closure Report**

A closure report on the four year programme to consolidate the number of Virtual Learning Environment (VLE) platforms used within the College of Medicine & Veterinary Medicine was reviewed. The Committee congratulated all those involved in the programme for the success achieved and discussed how to embed findings in institutional memory. It was suggested that ensuring that the main VLE now in use, 'Learn', is sufficiently flexible to incorporate novel uses by teaching staff is key to avoiding the creation of new VLEs within Schools without the support of the Information Services Group.

# REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

24 March 2020 (Meeting by correspondence)

## 1 Core Systems Supporting Strategies

A progress report on the development of Core Systems Supporting Strategies was considered and the process for reviewing and approving the supporting strategies approved. Addressing ethical implications was considered, with each supporting strategy template document to include a section reflecting on potential ethical impacts. Privacy implication will be considered by the Data Protection Officer and accessibility, equality and diversity implications will be considered by the Information Services Group's disability officer and data governance implications currently under review. Any changes to the strategies will be reviewed by the Core Systems Sub-strategy Board.

## 2 National Student Survey Library and IT Questions Report

A summary of the 2019 National Student Survey scores and analysis for the three IT and Library related questions was reviewed.

## 3 Research Publications and Copyright Policy: Open Access

A new Research Publications and Copyright Policy to replace the existing Research Publications Policy given changes in funder regulations relating to open access was noted. The move to establishing author copyright was supported and it was noted that monographs are not covered as yet, with the College of Arts, Humanities & Social Sciences to be consulted if and when changes relating to monographs are proposed as funder regulations change.

## 4 LEARN Foundations

An update on the Learn Foundations project that aims to make all courses in the Learn Virtual Learning Environment more usable and consistent was noted.

## 5 Other Matters

The work of information services staff including Melissa Highton and colleagues in the Directorate of Learning, Teaching and Web Services in supporting the move to online teaching during the Covid-19 pandemic was welcomed and thanked.

The Committee also: received an update on recent changes to the People & Money Programme to deliver core IT systems for HR, Finance, Payroll and Procurement; received a regular update from Chief Information Security Officer; and, reviewed additional information security risk management controls, primarily URL (i.e. web address) filtering, that could be introduced within the network replacement project.

**Electronic Senate**

**5 – 13 May 2020**

**Research Policy Group Update**

**Description of paper**

1. Summary of issues within the scope of Research Policy Group (RPG) that are relevant to the wider University community.

**Action requested / recommendation**

2. For information

**Background and context**

3. The last meeting of RPG took place on 26<sup>th</sup> February. A month after this the UK wide lockdown to reduce the spread of the Coronavirus (Covid-19) began.
4. It is estimated that more than 60% of the University's research and innovation activities have been put on hold. Lab and team-based research is particularly affected as well as research requiring personal contact, field work or travel. Additionally, many colleagues have been substantially constrained from research because of caring, other responsibilities or ill-health. Those staff with teaching and research responsibilities have also been contributing to the transition to the provision of teaching online and preparation for online exams for specific groups.
5. This report outlines:
  - The impact of Covid-19 on REF2021 preparations
  - How the University is contributing to the battle against Covid-19
  - "Restarting research" activity – the measures that will be necessary

**Discussion**

The impact of Covid-19 on REF2021 preparations

6. On 24 March, on behalf of the four UK research funding bodies, Research England announced that the REF2021 submission deadline on 27 November 2020 will no longer apply. Research England also stated that it would make sure that the new submission date is announced at least eight months before it is due. The staff census date of 31 July 2020 is unchanged, which means that all eligible University staff who are employed on that date will contribute to the University's REF submission.
7. While awaiting further news, the University's REF board decided to continue Round 2 of its review of each Unit of Assessment's submission for REF submission. This decision was made because the REF board is keenly aware of concerted effort that had been put in by academic and professional services staff to refine their UoA's submissions after Round 1.
8. On 21 April Research England launched a consultation<sup>1</sup> that is intended to enable the HEI community and stakeholders to contribute views on when the new submission deadline should be and what the new date for end of the impact assessment period should be. The consultation closes at noon on 5 May. The UK research bodies will use the responses to the consultation and, in particular, the rationale given for the choices to decide the new REF deadlines.

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<sup>1</sup> Link to the UKREF2021 survey to collate view on what the the new submission deadline should be and how to mitigate the effects of Covid-19 on impact case studies. <https://www.ref.ac.uk/guidance/training-and-events-materials/webinar-and-survey-initial-views-on-ref-timetable/>

### How the University is contributing to the battle against Covid-19

9. The University of Edinburgh is contributing across a number of different research areas to the fight against Covid-19. The activities draw on expertise and staff from all three Colleges. Some projects are re-purposing existing research funding, some are applying externally for funds. Other projects are using otherwise dormant UoE kit / facilities (to make PPE for example). Several of the projects are interdisciplinary endeavours and others are collaborations with the NHS, industry, and Government departments to address not only the health challenges in the UK and internationally but also economic and social impact of the pandemic.
10. The projects include those proposing novel techniques for decontaminating face masks that would enable their safe reuse in the NHS or developing techniques that will avoid the risk of shortages of the materials needed for Covid-19 testing. Research clinicians are developing therapeutic protocols for Covid-19 patients, which include treatments to lessen lung inflammation so that individuals do not need to be put on a ventilator. Other clinical activity draws on the University's expertise in Data Driven research to analyse cohorts. These projects include identifying factors that predispose individuals to developing severe Covid-19 symptoms. There are a number of cross institutional and international collaborations such as activity to sequence the virus to help and identify its scope to mutate which will help control the outbreak and improve treatments.
11. The University's researchers are also studying the economic and social effects of the pandemic as well as serving on Covid-19 advisory groups in UK and internationally. The social and economic studies include those considering the impact of lockdown measures by assessing the number, type and value of financial transactions in Spain, Scotland and the rest of UK as well as the possible long term societal impacts on younger and older members of our communities.

### "Restarting" the University's research activity

12. Planning is already under way in preparation for the UK and Scottish Government announcing what is expected to be a phased easing of lockdown. Restarting research at the same time as finding ways of working that are safe for staff and students to resume teaching as soon as it is allowable presents some immediate challenges. This process may also mean refocussing some areas of research activity. It is estimated that it may take up to 3 months to re-open all University areas.
13. Lab-based research poses particular challenges and so the main focus at this point is on these areas. Research conducted outside of lab settings that involves face to face interactions especially with groups that are particularly vulnerable to Covid-19 or field work outside the UK involves factors that are even more difficult to plan at this stage due a greater number of issues that are outside the University's control.
14. Working together, the Deans of Research in each College, the Director of Edinburgh Research Office and the Senior Vice-Principal have drawn up a generic plan that Schools and MVM research centres have been asked to work through in order to safely restart their research. The plan envisages several stages to ensure that social distancing can be assured as well as safe working practices that are consistent with the University's high standards of research integrity. The assessments may involve significant technical input from colleagues in Estates and Health & Safety. A balance will have to be found between these activities and preparations for the return of students in September. Depending on the source of the funding of the research activity it may be necessary to secure additional funding. ERO will work with researchers so that they can quickly respond to any changes in research funding priorities.

### **Resource implications**

15. Restarting research and teaching and carrying out these dual responsibilities under very different conditions than before lockdown will require careful planning and thought so that we make the most effective use of the University resources.

### **Risk management**

16. The University of Edinburgh is closely monitoring the Covid-19 outbreak and liaising with government and NHS agencies to get their latest advice on public health guidance. At its meeting on 6 May, RPG will hold a discussion about the longer term implications for the University and its research. This discussion will bear in mind the University's [Statement of Risk Policy and Appetite](#).

### **Equality & diversity**

17. The Governance and Strategic Planning REF team are mindful of the need to identify and minimise the potential for the plans to reset the REF submission deadline to have an impact on individuals may come within scope of the Equality Act 2010 and supporting Regulations. The GASP REF team is making use of the collated Covid-19 contingency plans from each UoA which include information relevant to identifying and minimising risk in preparing the University's response to the UK REF2021 consultation mentioned above.
18. Additional meetings of the University's REF Equality and Diversity Advisory group have been set up. It is anticipated that this group may recommend additional monitoring activity that the GAS REF team should undertake.

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

19. Once the new deadlines have been publicised the REF Board will plan its next steps and communicate these decisions and what they mean via several channels to staff. The process of developing detailed plans for 'restarting research' is taking place at School level and it is expected that the input of all relevant staff will be sought.

### **Any additional information**

20. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed received for information. 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 I". These comments will be added verbatim at <http://edin.ac/18tbekG>

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### **Author**

Dr Susan Cooper, Research Policy Group Secretary  
30 April 2020

### **Freedom of Information**

Open

**Electronic Senate**

**5 – 13 May 2020**

**College Academic Management Structures 2020/21**

**Description of paper**

1. The paper lists the College Academic Management Structures for 2020/21.

**Action requested / recommendation**

2. For noting.

**Resource/Risk/Compliance**

3. These will have been considered by each College when deciding on their College Academic Management Structures for 2020/21.

**Risk Management**

4. None included.

**Equality and Diversity**

5. Not relevant.

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

6. Not applicable.

**Any Other Relevant Information**

7. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed noted. 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 19/20 3 J." These comments will be added verbatim at <http://edin.ac/18tbekGX>

**Originator of the paper**

Senate Secretariat  
May 2020

**Freedom of Information**

Open paper.

## College Academic Management Structures 2020/21

### For information

#### Arts, Humanities & Social Sciences

Head of College	Vice-Principal Professor D Miell
Dean of Research	Professor C Boswell
Deputy Dean of Research	Professor E Hollis (ECA)
Dean of Undergraduate Studies	Dr S Rolle
Dean of Postgraduate Studies	Professor S Bowd
Dean of Students	Dr J Crang
Dean International	Dr S Garcia-Ferrari
Dean Quality Assurance and Curriculum Approval	Dr P Norris
College Academic Misconduct Officer	Dr D Saunders
Associate Dean (Research, Knowledge Exchange and Impact)	Professor L Jackson
Associate Dean (Research Ethics and Integrity)	Dr A Niven
Associate Dean (Widening Participation)	Professor G Trousdale
College Registrar	Dr L Lovejoy

#### Medicine & Veterinary Medicine

Head of College	Vice-Principal Professor M Whyte
Deputy Head of College	Professor D Argyle
Head of the Edinburgh Medical School	Professor M Whyte
Director of Undergraduate Learning and Teaching	Professor N Turner
Dean of Postgraduate Research	Professor R Semple
Director of Postgraduate Taught	Dr S Henderson
Director of Quality Assurance	Dr C Phillips
Dean of Students	Dr G Pearson
Dean of Research	Professor C French-Constant
Dean International	Professor R Reynolds
College Registrar	Dr C Elliott

#### Science & Engineering

Head of College	Vice-Principal Professor D Robertson
Dean of Learning and Teaching	Professor J Hardy
Dean of Student Experience	Mr S Warrington
Dean of Postgraduate Research	Dr A Maciocia
Dean of Research	Professor A Mount
Dean, International – Students	Professor T Bruce
Dean, International – Partnerships	Professor N Robertson
Dean of Education Quality Assurance and Culture	Dr L Kirstein
Associate Dean (e-Research)	Professor M Parsons
Dean of Academic Excellence	Professor D Leach
Dean of Diversity and Inclusion	Dr N Shortt
Dean of Innovation	Dr G Spittle
Dean of Systematic Inclusion	Professor K Halliday
College Registrar	Dr D B Nelson

**Electronic Senate**

**5 – 13 May 2020**

**Dates of Meetings of Senate 2020/21**

**Senate Meetings**

Members are asked to note that the Senate will meet on the following dates during the next academic session:

Wednesday 7 October 2020, Lecture Theatre 2, Appleton Tower  
Wednesday 10 February 2021, Lecture Theatre 2, Appleton Tower  
Wednesday 2 June 2021, Main Lecture Theatre, Swann Building

All meetings are scheduled to begin at 2.00 p.m.

**Electronic Senate Meetings**

Electronic Senate business will be conducted between the following dates during the next academic session:

Tuesday 15 September – Wednesday 23 September 2020  
Tuesday 19 January – Wednesday 27 January 2021  
Tuesday 11 May – Wednesday 19 May 2021

Members will be sent a link as usual to the electronic business when each E-Senate opens.

**Deadline for Agenda Items**

The table below sets out the deadline for agenda items and papers for submission to Senate meetings.

<b>Meeting</b>	<b>Deadline for Papers</b>
September E Senate	Friday 11 September
7 October Senate	Friday 25 September
January E Senate	Friday 15 January
10 February Senate	Friday 29 January
May E Senate	Friday 7 May
2 June Senate	Friday 21 May

It is helpful if members can send early notification of any likely Senate agenda items to the Senate Secretariat ([senate.support@ed.ac.uk](mailto:senate.support@ed.ac.uk)). The Senate Secretariat can advise on whether proposed business should be conducted via the electronic Senate or at a Senate meeting.