

Senate Academic Policy and Regulations Committee
Thursday 21 November 2024 at 2:00pm
Boardroom, Chancellor's Building, BioQuarter / Teams

AGENDA

1.	Welcome and apologies	
2.	Minutes of the previous meeting To approve <ul style="list-style-type: none"> • 19 September 2024 	APRC 24/25 2A
3.	3.1 Matters Arising <ul style="list-style-type: none"> • Convener's communications • Actions log 3.2 Report of Convener's Action <ul style="list-style-type: none"> • Summary of approved concessions 	Verbal Update
4. SUBSTANTIVE ITEMS		
4.1	Taught Postgraduate (PGT) Curriculum Framework and Programme Archetypes To discuss and comment on proposals	APRC 24/25 2B
4.3	Academic Year dates 2026/27 and provisional Academic Year dates 2027/28 To approve	APRC 24/25 2D
BREAK		
4.4	College Progression Boards for Optional Study Abroad: amendments to Terms of Reference To approve	APRC 24/25 2E and 2E Appendix 1
4.5	Visiting and Non-Graduating Student Policy and Procedure To approve	APRC 24/25 2F and 2F Appendix 1
5. ITEMS FOR INFORMATION/NOTING		
5.1	Update on response to Watch That Gap project For information and to note	APRC 24/25 2G
5.2	Annual Concessions Report 2023/24 To note and comment	APRC 24/25 2H CLOSED
6.	Any Other Business	
Date of next meeting Thursday 23 January 2025, 2-5pm, Cuillin Room, Charles Stewart House, Central Area / Teams		

Senate Academic Policy and Regulations Committee
Thursday 19 September 2024 at 2:00pm
Cuillin Room, Charles Stewart House, Central Area / Teams

Unconfirmed minutes

<p>Present: Professor Gill Aitken Dr Adam Bunni</p> <p>Professor Jeremy Crang Lisa Dawson Dr Murray Earle Amanda Fegan Dr Valentina Ferlito Professor Patrick Hadoke (Convener)</p> <p>Clair Halliday Professor Linda Kirstein Isabel Lavers Cristina Matthews (Secretary) Katy McPhail Catriona Morley</p> <p>Dr Donna Murray Callum Paterson</p> <p>Dr Emily Taylor (Vice-Convener)</p> <p>Dylan Walch Professor Stephen Warrington Kirsty Woomble</p> <p>Substitute members: Dr Patrick Walsh on behalf of Dr Matt Bell</p> <p>In attendance: Dr Peter Adkins Professor Richard Blythe</p> <p>Apologies: Dr Matt Bell Lucy Evans Professor Mohini Gray Karen Howie</p>	<p>Dean of Education (CMVM) Head of Academic Policy and Regulation, Registry Services Dean of Students (CAHSS) Academic Registrar, Registry Services Senate representative (CAHSS) Postgraduate Research Manager (CSE) Senate representative (CMVM) Director of Postgraduate Research and Early Career Research Experience (CMVM) The Advice Place, Deputy Manager Dean of Education (CSE) Academic Administration Manager (CMVM) Academic Policy Officer, Registry Services Deputy Head of Academic Affairs (CSE) Head of Taught Student Administration & Support (CAHSS) Head of Taught Student Development (IAD) Academic Engagement Coordinator, Students' Association (Co-opted member) Dean of Quality Assurance and Curriculum Validation (CAHSS) Vice President Education, Students' Association Dean of Student Experience (CSE) Head of PGR Student Office (CAHSS)</p> <p>Senate representative (CSE)</p> <p>Senate Task and Finish Group observer Senate Task and Finish Group observer</p> <p>Senate representative (CSE) Deputy Secretary, Students Dean of Students and Alumni (CMVM) Head of Digital Learning Applications and Media, Information Services</p>
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1.	<p>Welcome and apologies</p> <p>The Convener welcomed all members to the first meeting of the academic year 2024/25, and welcomed the new College representatives, the new Students' Association VP Education, the new Senate representatives and a substitute member.</p> <p>The Convener also welcomed the two members of the Senate Task and Finish Group who were observing this meeting.</p>	
2.	<p>Minutes of the previous meeting</p> <p>To approve</p> <ul style="list-style-type: none"> • 23 May 2024 <p>The Committee approved the minutes of the meeting from the 23 May 2024, with the addition of one member to the list of members present.</p>	APRC 24/25 1A
3.	<p>3.1 Matters Arising</p> <ul style="list-style-type: none"> • Convener's communications <p>Issue regarding PG Degree Regulation 85: The Committee was notified of a discrepancy between PG Degree Regulation 85, which is a degree-specific regulation for the Diploma in Professional Legal Practice, and an amendment to this regulation which has been approved by the School's Board of Studies and is being implemented for 2024/25. Registry Services were made aware of the change after the Degree Regulations had been approved by the Committee in March 2024, and agreed to fit this in as a late amendment before the Regulations were reviewed by Senate and then approved by Court. The amendment was however subsequently missed and not included in the next set of papers for Senate.</p> <p>The Convener presented two options for next steps:</p> <ol style="list-style-type: none"> 1. Request an amendment from University Court of the current Degree Regulations 2024/25: We have consulted with Court Services and established that amending the Degree Regulations at this stage is possible, but that it is not straightforward given that Court Resolutions are subject to legislation that lays down specific processes for this, and it is not clear how long this may take. 2. Accept the discrepancy between this regulation and School-level regulations for 2024/25, and amend for 2025/26: Registry Services have reviewed the amendment and note the following: <ol style="list-style-type: none"> a. These sorts of changes to programmes would not normally require APRC approval – they only require approval because they are included in the degree-specific regulations section, which is a non-comprehensive list of all degree-specific regulations. b. The changes made are more generous relative to the current regulations, i.e. the pass mark comes down from 60% to 50% and students now have two resit attempts rather than one attempt. If the amendment to the regulation were to make it more stringent, this could present difficulties for any appeals, but given that it is the other way around the risk of any appeals on this is very low. 	Verbal Update

	<p>c. The Law School has also confirmed that they don't foresee any other issues with leaving regulation 85 as it is for 24/25, and that their main concern was the fact that there would be grounds for appeals due to the discrepancy in the information.</p> <p>The Committee agreed to proceed with the second option, i.e. to accept the discrepancy for 2024/25, and amend this for 2025/26. If there were to be any queries regarding the discrepancy, the Committee agreed that the information provided by the Law School in their handbooks would take precedence.</p> <p>Action: Committee Administrator to follow up with Court Services.</p> <ul style="list-style-type: none"> • Actions log The Convener reviewed the actions log and noted the actions which were ongoing. <p>3.2 Report of Convener's Action</p> <ul style="list-style-type: none"> • Student Discipline Committee members The Committee has previously agreed that the annual membership of the Student Discipline Committee can be approved by Convener's action. The updated membership has been approved for 2024/25. • Summary of approved concessions <p>2023/24 (from last meeting in May 2024-end of July) Total number of individual student concessions approved: 15 (12 PGR students, 2 UG students, 1 PGT student) Total number of cohort concessions approved: 0</p> <p>2024/25 (since start of August 2024) Total number of individual student concessions approved: 14 (10 PGR students, 4 UG students) Total number of cohort concessions approved: 0</p>	
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4. SUBSTANTIVE ITEMS

<p>4.1</p>	<p>Students' Association Sabbatical Officer Priorities 2024/2025 For discussion</p> <p>The paper was presented by Dylan Walch, Vice President (VP) Education 2024/25 Students' Association.</p> <p>This paper notes the priorities of the Students' Association VP Education and the Sabbatical team for 2024/25:</p> <ul style="list-style-type: none"> - To advocate for transparency and accountability in University decision-making, giving students more power to make informed decisions and empowering student representatives with data so that they can provide more effective representation. 	<p>APRC 24/25 1B</p>
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	<ul style="list-style-type: none"> - To enhance students' experience of interacting with the University, by streamlining key processes and setting high standards of service delivery. This includes making student support services easier to identify and navigate, making course choices easier, and ensuring students know their rights, e.g. support available for transport, housing, food. - To empower student leaders to create positive change within Schools, through developing strong student partnerships, and ensuring staff engage meaningfully with student feedback as part of quality assurance processes. This includes exploring pay and reward for student representatives, and ensuring they are key components of the feedback loop. <p>The Committee discussed various aspects relating to the priorities, including:</p> <ul style="list-style-type: none"> - Challenges in pay and reward for students have some similarities to pay and reward issues for ad hoc staff - Ensuring there is better student representation and support for the postgraduate online student community, taking into account that this student population is often challenging to engage with due to the distance from Edinburgh and their lack of time. Members noted that support for online students does not match the level of support provided to students who live on campus. There would be benefit from looking at areas of good practice across the University and developing student support resources that are tailored to the online student community. - Often there is support available, but students and/or staff are not aware of it, so it is critical to ensure that support services are visible and accessible - The VP Education confirmed that there is a dedicated budget for supporting students in crisis, and that EUSA want to ensure it is used appropriately and in full - Collecting and using data in the University can be challenging, but EUSA are keen to work with Schools and services to make the best use of the data that is available. The Academic Registrar provided an update on a project regarding making better use of data across the University in order to enhance processes and the student experience. 	
4.2	<p>Doctoral programme length and submission periods For discussion</p> <p>The paper was presented by Professor Patrick Hadoke and Dr Adam Bunni.</p> <p>The paper provides an overview of standard doctoral programme models across the University, as well as more recent developments across the Colleges, whereby the length of doctoral programmes has been amended due to external funding requirements. These new programme models include non-integrated PhD programmes of 3.25, 3.5, 3.75, or 4 years in duration, and these may or may not have a submission period beyond the prescribed period of study.</p> <p>The Committee had a discussion which covered the following:</p>	APRC 24/25 1C CLOSED

Regulations: The range of programme durations is not currently reflected in the regulations or the prescribed periods of study for PhDs, as stated in the Study Period Table. Members agreed on the need for the regulations and practice to be in alignment.

Members noted that often the design of the PhD programme is within the regulations; however, practice may in some cases deviate from the regulations. Discussions covered student lifecycle and the importance of consistent implementation of regulations at key progression points.

Academic rationale and consistency: Members agreed on the need for standardised models of PhD programmes in order to ensure consistency of academic requirements and equity of student experience. While funders are increasingly funding four-year PhD programmes, there is concern that such changes do not adequately consider academic requirements, and could potentially lead to inequities for students in different areas. The standard 540-credit PhD is designed to be completed in three years; however, increased expectations of supervisors, e.g. publishing papers and conducting larger experiments, can sometimes push this timeline to four years. Members noted that PhD duration for many students in some areas had increased to six or seven years, even before Covid, with students taking a number of extensions and/or interruptions of study. Having standardised models would also be very helpful for Colleges when reviewing and approving new PhD programmes. Members agreed that there is value in having diversity which allows for interdisciplinarity and innovation, but that the diversity should be coherent and justified, rather than due to ad hoc decision-making. There was also recognition that the University must continue to align with broader UK PhD frameworks.

The Students' Association VP Education raised the possibility of using a 'PhD Archetypes' approach to help categorise programme types. The Convener noted that he is currently using a PhD archetypes approach to try to categorise the current PhD portfolio in all three Colleges. Initial efforts have shown that this is not straightforward, given the variety of models currently in use. There was agreement regarding the need to include the PhD student voice in this work, which is already being considered.

Risks and inequities: Members noted that the current lack of consistent PhD models carries risks and the potential for unintended consequences. Students and supervisors are not always clear on the duration and expectations of the programme for which they are signing up. There are inequities for students and supervisors arising from the lack of consistency as to why some PhD programmes have longer durations than others, why some have integrated study and others have not, and why some PhD programmes have an additional submission period while others do not. The differences in the duration of the study period also result in equity issues when it comes to interruptions of study entitlement.

Members also expressed concerns about removing the submission period, and noted that it would be helpful to clarify both to students and to supervisors the purpose of the submission period.

	<p>Fees: Members expressed concerns about fee implications of extending the duration of programmes, particularly for self-funded students and for students whose funders would not extend the duration of their funding. There was also acknowledgement that the current arrangement whereby students pay only the cost of matriculation in their fourth year does not adequately cover the cost of supervisor time.</p> <p>Action: PH to provide an update to the Committee regarding any progress on University-wide PhD archetypes.</p> <p>Action: Academic Services to bring proposals to the Committee regarding the specific regulatory issues presented in the paper, i.e. entitlement to authorised interruption of study; early submission.</p>	
The Committee had a short break.		
4.3	<p>Amendments to policy on University use of email as a method of contacting students To approve</p> <p>The paper was presented by Cristina Matthews, Academic Policy Officer.</p> <p>The paper proposes minor amendments to this policy in order to reflect current practices and terminology.</p> <p>One member noted that the amendment to section 4 was not sufficiently clear regarding whether this applied to the forwarding rule or to individual emails. The paper author agreed to amend this.</p> <p>There was discussion regarding IS providing more information on how they review these requests for exemptions. Members noted that it is outwith the remit of this Committee to determine the process which IS should use, but that a communication could be sent on behalf of the Committee requesting that IS consider providing more information on their webpages about the process to be followed.</p> <p>The Committee agreed to approve the amendments, including the clarification to section 4.</p> <p>Action: Committee Secretary to request IS consider providing more information on their webpages about the process regarding exemptions for email forwarding rules.</p>	APRC 24/25 1D and 1D Appendix 1
5. ITEMS FOR INFORMATION/NOTING		
5.1	<p>Senate Committees' Internal Effectiveness Review 2023/24 To note and comment</p> <p>The paper was presented by the Committee Convener.</p> <p>This paper provides the Committee with analysis and proposed actions drawn from the responses received to the Committee internal</p>	APRC 24/25 1E

	<p>effectiveness review conducted in summer 2024, which is intended to aid continuous improvement of our approach to academic governance.</p> <p>The internal review indicates that members consider the committee functions effectively to fulfil its remit. One point of note was the low response rate, which has been similarly low for other Senate Standing Committees. In order to address this issue, one of the actions proposed is to allow time during the last Committee meeting of the academic year to provide members the opportunity to complete the survey. The Convener proposed to allow time during the last meeting, and additional time for completion afterwards in case members need more time or would prefer to complete it afterwards. The purpose of this is to increase the response rates to the survey and ensure it captures feedback from all members.</p> <p>Responses highlighted that effectively communicating the work of the Committee to the wider University remains challenging. The Convener noted it is important that all members of the Committee communicate effectively with their constituencies.</p>	
5.2	<p>Committee Administration:</p> <ul style="list-style-type: none"> • APRC Membership • APRC Terms of Reference <p>To note</p> <p>This information is approved by Senate on an annual basis and was provided to members for information.</p> <p>Committee Priorities 2024/25:</p> <p>To note</p> <p>The priorities for 2024/25 were provided as a reminder to the Committee.</p> <ul style="list-style-type: none"> • Curriculum Transformation Programme (policy and regulatory arrangements) • Postgraduate research students • Scheduled review of policies • Students with support needs beyond the scope of the Exceptional Circumstances policy <p>The Convener provided some additional context for new members regarding the priority on students with support needs beyond the scope of the Exceptional Circumstances policy. The Academic Registrar, Registry Services, noted that progress had been made on recommendations following the project Watch that Gap, which the Committee received updates on in 2023/24, and that the aim was to implement a number of recommendations during the current academic year 2024/25. Members from the Committee noted that they had not received updates on this, and the Academic Registrar agreed to provide an update on this at the next meeting.</p> <p>The Convener also provided a summary of the work of the Committee's PGR sub-group for 2023/24, in the context of the priority on PGR students. The original aim of this group was to review whether individual concessions for PGR students could be handled in a better way,</p>	

	<p>particularly given the increase in the number and complexity of cases. The PGR sub-group will continue this work in 2024/25 and will review its priorities for the current year, particularly in light of the discussion of paper 1C on duration of doctoral programmes.</p>	
<p>6.</p>	<p>Any Other Business</p> <p>The Committee received five concession requests from the School of Mathematics. As previously agreed, these requests were circulated to the Committee for review (rather than for review by Convener's action) because industrial action was a factor in the requests. The concession requests were presented by Professor Linda Kirstein, Dean of Education (CSE).</p> <p>The Convener acknowledged the comments of members submitted via email. The Committee agreed to approve these concessions, and also agreed that:</p> <ul style="list-style-type: none"> - The College should ensure that the School has adequate arrangements in place to support these students throughout this academic year - Registry Services will work with CSE and CAHSS in order to determine whether there may be students in other Schools whose circumstances were similar to those of the students considered in these concession requests. CMVM confirmed that they would not have students in similar circumstances given the limited impact of industrial action in the College. If any students were identified who may benefit from similar concession requests, Colleges should consider submitting these to the Committee for review. Where future cases are substantially similar to those approved at this meeting, the committee agreed that they can be approved by Convenor's action. 	
<p>Date of next meeting Thursday 21 November 2024, 2-5pm, Boardroom at Chancellor's Building, BioQuarter / Teams</p>		

Senate Academic Policy and Regulations Committee

21st November 2024

Taught Postgraduate (PGT) Curriculum Framework and Programme Archetypes

Description of paper

1. At their meeting on 23rd May 2024, APRC received an outline of the likely regulatory updates required to implement the proposed Curriculum Transformation Programme PGT Framework (paper APRC 23/24 7G). This paper provides an update on work undertaken since that meeting and asks APRC to comment on a range of issues currently under consideration. Where required, detailed proposals for changes of specific regulations will be presented to future APRC meetings.
2. Curriculum Transformation contributes to Strategy 2030 outcomes ii, v, vi, and ix, and is relevant to other outcomes including iv, x and xiii.

Fit with remit

Academic Policy and Regulations Committee	Y/N
Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.	Y
Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.	Y
Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.	Y

Action requested / recommendation

3. The Committee is asked to discuss the paper and comment on proposals in sections 13, 14, 18, 29, 37, 43 and 52.
4. For several of the issues raised in this paper, APRC are asked to provide guidance as to the proposals they would like to see taken forward for further consideration ahead of the development of detailed proposals. These issues are highlighted below.

Background and context

5. At their meeting on Wednesday 22nd May 2024, Senate considered the proposal for a new PGT Framework, developed as part of the Curriculum Transformations

Programme (CTP). The proposed framework was welcomed by Senate through approval of the following motion: “Senate thanks the CTP board for the progress and requests Senate Academic Policy & Regulations Committee (APRC) take forward the technical implementation and detail of policy changes for final approval in a future Senate meeting.”

6. Current timelines continue to propose that the majority of PGT degrees would conform to the new framework for students beginning their studies in autumn 2026, with several stop/go decision points identified to check that the University is in a position to support any switchover. The next of these is scheduled for July 2025 (with a further check in July 2026, for programmes moving to the framework in autumn 2027). These decisions will consider both the preparedness of programmes to follow the new framework, and the extent to which University regulations and systems are ready to support the new degree structures.
7. Support from Academic Services was used to seek input from other institutions as to their position in relation to two issues raised in the previous discussion; specifically, the maximum period of study permitted for an MSc degree and the relationship between course pass marks and MSc progression/awarding criteria. In total, responses were received from 15 institutions, and relevant points are summarised below.
8. In addition to on-going discussions with Colleges, Schools and Professional Services Groups across the University, a “critical friends group” consisting of representatives of each College, Academic Services and Student Systems has been formed (and meets monthly) to discuss, and informally test, possible amendments to academic regulations before they are shared for wider consultation. These discussions are helping to highlight key issues which might require further discussion as part of the wider consultation process.
9. In paper APRC 23/24 7G, it was assumed that approximately 20% of existing PGT programmes would require changes to be compliant with the proposed CTP archetypes. Over the summer, Colleges have investigated the current level of compliance as part of wider work on portfolio review. The latest estimate is that no more 10-15% will require changes and these will mostly be minor. The CTP team are willing to assist any specific programmes with adapting their programme design as required. Of the 554 programmes looked at, 64% are aligned to model programme structure A (traditional Masters), 2% to structure B (2 year), 21% to structure C (flexible/stackable), 5% to structure D (pathways to study) and 8% to structure E (individualised student led activities). The main uncertainty at this stage is how many areas will want to make changes to take advantage of the increased flexibility offered through the new framework and model programme structures.

Discussion

Issues with Academic Regulations Associated with the Introduction of the PGT Framework

Degree Specific Regulations Contained Within the Postgraduate General Degree Regulations

10. As outlined in paper APRC 23/24 7G it is anticipated that the greater flexibility offered by the proposed CTP archetypes would reduce the need for degree specific opt-outs from university regulations. Establishing where this is the case provides an opportunity to review degree specific regulations more generally, and to remove such information from the General Degree Regulations (which is currently an incomplete record of such opt-outs, and unlikely to be an information source students will go to find degree specific information).
11. In discussions to date, colleagues have generally been accepting of the argument that the General Degree Regulations are not an appropriate place to record degree specific information. However, there were concerns raised (particularly from Professional Services colleagues) that only placing such information in Programme Handbooks (or equivalent) could mean that future changes to such opt-outs are made without following required procedures (for example approval by APRC).
12. In light of the above concerns, it is proposed that degree specific regulatory opt-outs continue to be recorded centrally. One option would be to add degree specific regulations to the appropriate programme DPT. Further work is however required to establish if some degree specific regulations might be too detailed to be neatly recorded within a DPT.
13. **APRC are asked to agree to the CTP team and Academic Services undertaking further work to establish if Programme Specific Regulations can be recorded within a DPT, or if a separate central resource would be more appropriate.**
14. **APRC is asked to support the idea that CTP colleagues will work alongside College Offices to meet with individual programmes and establish, whether current opt-outs are still required, if the issue they are intended to address can be covered through the new proposed PGT archetypes (without an opt-out), and how the current opt-out is communicated to students. It is hoped to present this information to APRC during Semester 2 of Academic Year 24/25 such that any changes to (or deletions from) the General Degree Regulations could be considered ahead of Academic Year 25/26.**

Study Periods for PGT Programmes

15. Consideration has been given to whether the proposed CTP archetypes require an update of the Study Period Table referenced in Postgraduate Degree Regulation 26.

16. In general, the archetypes proposed by CTP can be applied to any of the study models proposed in Regulation 26, and as such the table can remain largely unchanged.
17. Exceptions to the above point are the “stackable degree archetype” (see next section) and the proposal for a 2 year MSc programme.
18. **APRC are asked to support the idea that the 2-year (240 credit) MSc model be treated as a 2 year programme for the purposes of establishing appropriate levels of extensions and authorised interruption of studies. For example, policy around authorised interruption of studies indicates that the maximum period of interruption should be equal to the full-time prescribed period of the programme. For a 2 year MSc this would suggest a maximum period of interruption equal to 24 months, in contrast to the vast majority of (1 year, 180 credit) MSc degrees where the maximum period of interruption is 12 months.**

Stackable Degree Structure and Proposed Maximum Degree Length

19. The wider CTP team are currently engaging with schools who have expressed an interest in offering degrees in line with the proposed stackable degree archetype. These discussions are intended to help establish a broad understanding of how schools might like to offer stackable study, and surface the key obstacles to achieving their aims. It is intended that the findings of this work will be presented to Senate Education Committee early in 2025, and fuller consideration of the regulations needed to support stackable study will be presented to APRC after that.
20. Key concerns identified so far include:-
 - a) maintaining the timeliness of knowledge over an extended period of study
 - b) a student’s status (and access to university services) during periods when they are not actively studying
 - c) fee implications of studying over an extended period
 - d) ensuring that the way students are invited to join stackable programmes does not leave the University in a position where it is required to continue to offer specific teaching (which would otherwise have closed) over an unduly extended period.
21. The stackable degree archetype is intended to cover all forms of extended study, including programmes currently taught under our intermittent degree model (the need to continue to be able to offer existing intermittent programmes has been a consistent point in discussions with Schools).
22. At the point a stackable model of PGT study is approved, it is likely the University will need to teach out students on existing intermittent programmes. How these students are supported, and the process of integrating existing intermittent programmes with wider stackable teaching will need to be considered in any implementation plan for future models of stackable study.

23. The maximum time period allowed for completing an MSc programme was one of the issues other institutions were asked to comment on when approached by Academic Services. There was wide variation in the responses received, although a period of between 6 and 8 years (similar to our current intermittent programmes) was most common overall.
24. As highlighted in paper APRC 23/24 7G our existing regulations allow Colleges to approve alumni who have completed a PGCert to apply to join a PGDip within 5 years of completing their PGCert. Colleges can also approved students who have achieved a PGDip returning to complete an MSc within 5 years of finishing their PGDip.
25. While the long-term stackable degree archetype is still under development, several schools have indicated a wish to consider offering this form of teaching in the short-term. One way of achieving this would be for the CTP team to work with interested colleagues (and relevant College Offices) to consider offering extended PGT study under our current regulations.
26. Such an offer would likely see schools invite students to join a PGCert (possibly under the current part-time or intermittent programme). Students could then be encouraged to apply to join a PGDip programme within 5 years of the PGCert graduation, assuming such a programme was offered at the time of application (the offer then been repeated for moving from PGDip to MSc).
27. Such an approach would address the question of a person's status when not studying, since they would only be registered as a student during their periods when they were explicitly studying. Similarly, with regards to fees, students would pay the appropriate fees for the programme they were registered for at the time of study.
28. As students would be registered for a specific award when studying (PGCert to begin with, then PGDip, then MSc) rather than on a single stackable degree it should be possible to offer this approach without committing the University to specific teaching requirements over the long-term (providing the original advertising/offer makes clear that students are only registered for each award in turn, and that they will only be able to apply to join the subsequent award should that degree be available at the time of application).
29. **APRC are invited to comment on the above suggestion and indicate if they are willing to support the idea of the CTP team working with interested Schools, relevant College Offices, and other relevant colleagues, to take forward the development of a model extended PGT teaching within our current regulations.**

30. As covered in the May 2024 APRC discussion, the diversity of PGT degree archetypes proposed by CTP means that the current MSc progression and awarding regulations (which are based on a 120+60 credit MSc) are likely to need to be adapted to be applicable across different models of degree (this should also reduce the need for APRC to explicitly approve progression/awarding rules for degrees that do not follow the 120+60 model).
31. Three planning assumptions have underpinned current thinking on future possible progression rules:-
- a) It remains crucial that the level of academic achievement required for an award is consistent between different degree archetypes.
 - b) The implied spirit of the University's Taught Assessment Regulations is that the failure of no single course should lead to the failure of an academic programme (resits are offered at pre-honours UG level, credit on aggregate available for course at UG Honours and Taught PGT courses, while resit opportunities are offered for MSc dissertations graded 45-49). It is assumed that any revised regulations will continue to follow this philosophy.
 - c) Where a "pass grade" is required for a specific course, or part of an MSc programme, it is believed this should reflect how that unit of assessment covers programme level learning outcomes which are not demonstrated elsewhere within the programme.
32. During the discussion of paper APRC 23/24 7G APRC indicated a concern that too much flexibility for programmes to develop bespoke awarding criteria could lead to unnecessary variation across the institution. Instead, APRC suggested that a menu of possible progression/awarding rules be developed for each PGT archetype – with programmes invited to use whichever of those rules they saw as most appropriate for their academic needs.
33. Appendix 1 provides a possible example of what such a menu might look like for some of the PGT archetypes proposed by CTP
34. Initial discussion of the ideas presented in Appendix 1 has highlighted a concern that the number of progression/awarding rules which might be offered through such an approach would be so large as to lead to an unnecessarily complex set of regulations.

35. One alternative suggestion (raised in initial discussions around the ideas presented in Appendix 1) is that a more streamlined/restricted general awarding rule be developed. For example, the award of an MSc, will require :-
- a. An average of 50+ across all 180 credits
 - b. A programme may indicate up to 60* credits (the precise level here would be an issue for forthcoming consultation) that would require a mark of 50+
 - c. Externally accredited programmes could have a higher level of must pass credits where the requirement for a pass is directly related to accreditation requirements
36. It might be expected that a rule similar to that proposed in paragraph 35 would be required for each degree archetype, e.g. the proportions of credits requiring 50+ marks might be greater in a 2 year (240 credit) programme.
- 37. APRC are invited to discuss the above issues, and asked if they would support further consultation taking place on the basis of the progression/awarding rule proposal outlined in paragraphs 35 and 36.**
38. The issue of credit on aggregate has been raised in several discussions (with a variety of colleagues) around MSc awarding criteria.
39. The current Taught Assessment Regulations allow for students to receive credit on aggregate for up to 40 of the 120 taught credits in a 120+60 MSc programme.
40. In line with the current regulations, credit on aggregate would only be available for taught aspects of programmes which have designated capstone elements.
41. The question is how this might apply to different PGT archetypes, for example the fully taught (180 credit) MSc programme. Should the maximum level of permitted credit on aggregate be consistent absolute level (for example 40 out of a total of 180) or be considered proportional to the number of taught credits (for example 60 credits out of 180 for a fully taught MSc)?
42. Initial feedback has favoured a maximum absolute level of credit on aggregate across different degree archetypes, irrespective of the number of taught credits. For example, a maximum of 40 credits in a 180 credit programme, irrespective of degree structure.
- 43. APRC are asked to support a maximum allowance of 40 credits on aggregate across a 180 credit MSc Programme. This idea will then be subject to wider consultation with a formal proposal returning to a future APRC meeting.**

PGT Course Pass Mark and MSc Progression/Award Requirements

44. At their May meeting, APRC indicated they would like the CTP team to consider the current discrepancy between Level 11 course pass marks (40%) and the grades required for MSc progression/award (50%).

45. Academic Services received responses from 15 institutions detailing their PGT pass requirements at course and programme level. Of those institutions, all indicated that the mark required to pass courses and to be awarded an MSc were identical (one institution noted a higher level could be requested for award in PSRB associated programmes). Variation existed in how institutions addressed academic failure.

46. Across the 15 institutions which provided information there was no consistent relationship between the level required for a pass at PGT level and at UG level; a handful of institutions appear to have the same pass grade at both UG and PG level (i.e. equivalent to setting both at 40% at University of Edinburgh). However, the dominate position, both in terms of those institutions who replied directly to Academic Services, and it would appear across the sector more generally, is for a higher pass mark to be required at PGT level (i.e. a pass mark of 50% might be required at PGT level when a grade of 40% would be accepted at UG level).

47. The PGT archetypes proposed by CTP can, ultimately, be implemented whichever position is adopted with regards to pass levels. However, having a consistent pass mark for courses and MSc award is likely to allow for simplification of processes. For example, having consistent pass marks between courses and programmes could be expected to simplify the process of evaluating previous awards for progression in stackable degrees as described in paragraphs 19-29 above.

48. In light of the above, three positions can be considered: -

49. Maintain the current position (course pass mark at 40, MSc award requires 50+)

In addition to complicating the consideration of previous awards across stages of a stackable degree (and likely in relation to RPL in general), this outcome could be expected to maintain the current confusion which exists for (some) students and staff around what constitutes the pass mark at MSc level. This position also appears at odds with the wider sector.

50. Move the course pass mark to 50 (ensuring consistency between course pass marks and MSc award)

Any evaluation of this option will need to consider the potential impact on students who currently achieve PGCert and PGDip awards (either as their

intended award or as an exit award from an MSc programme), since these students would now be required to achieve a higher course pass mark than is currently the case; which may particularly impact students from non-traditional backgrounds and could raise concerns around equality and diversity. This option appears most consistent with the sector norm.

51. Move the MSc progression/award requirement to 40 (ensuring consistency between course pass marks and MSc award)

Informal feedback, collected as part of wider CTP discussions, indicate that the primary concern with this proposal would be the (perception) of a lowering of academic standards, with the grades required for the award of an MSc lower than is currently the case. It is also noted that, although present in some institutions, this position deviates from the sector norm.

- 52. APRC are asked to support further consultation on revising the PGT pass mark, centred on the proposal to move the course pass mark to 50%.**

Degree Programme Specification Documents

53. As part of ongoing work around how the implementation of CTP might affect the approval processes used to consider programmes and courses, the CTP team have been considering the current need to publish Degree Programme Specification (DPS) documents.
54. Specifically, CTP are working to understand what changes, if any, might be required given the features of the proposed degree archetypes (for example the development of a Skills Framework as an approach to presenting graduate attributes). In addition, should the implementation of CTP require, or provide an impetus for, changes to current degree programme approval processes, the process of preparing/publishing DPS has been highlighted as one area where workload could be reduced.
55. Discussion of DPS as part of CTP has raised a range of other issues with their current use, not related to the requirements of CTP (including whether their content still meets the University's external publication needs). It is expected that APRC will receive a paper on DPS during Semester 2 of Academic Year 24/25, and the CTP team are expecting to contribute to that work.

Resource implications

56. The programme resources to date have included programme team staff time to support the development of the curriculum framework and the supporting the curriculum work.
57. A Full Business Case for the PGT aspect of CTP was approved by the University Initiatives Portfolio Board (UIPB) and University Executive in July 2024. The PGT Full Business Case covers four academic years from AY24/25 to AY27/28. This comprises a 2 year Transitional Phase followed by the main roll out in AY26/27 and a move to Business As Usual and a Secondary Roll Out in AY27/28, including investment for Schools & Colleges; Regulatory, Process & System enhancements & implementation; together with support for course & programme design (including thematic priorities) Work arising from CTP is reflected within APRC's priorities for Academic Year 24/25, and so it is expected that the committee's time can be managed on that basis.

Risk management

58. The programme team maintain a risk register which is reviewed, presented and discussed at the Curriculum Transformation Programme Board in addition to follow up actions with the risk owners and those responsible for taking any actions set out to mitigate the risks. The approach to risk management will be reviewed and refined in response to the recommendations of the external review of People & Money. The implementation timetable presented to Senate identified specific stage gates where progress required to implement the PGT Curriculum Framework (including associated regulations will work) will be formally assessed.

Responding to the Climate Emergency & Sustainable Development Goals

59. Curriculum Transformation will support a positive contribution to the Sustainable Development Goals (SDGs) by the University. Objectives around inclusive and equitable access to education (SDG4), wellbeing (SDG3) and gender equality (SDG5) align with the purpose of Curriculum Transformation and the prototype Curriculum Design Principles. SDG13 (action to combat climate change and its impact) features directly in the Edinburgh Student Vision and through consideration by a Climate and Sustainability working group.

Equality & diversity

60. An Equality Impact Assessment (EqIA) for the overall approach to Curriculum Transformation, the organisation and management of the Curriculum Transformation Programme was completed in November 2022. Further EqIA will be undertaken as part of the development and implementation phases of Curriculum Transformation.
61. Work is underway, based on discussions with the Curriculum Transformation Board, the University Equality, Diversity & Inclusion Committee and other stakeholders, on the development of an Equality Impact Assessment for the proposed Curriculum Framework. The approach being taken is to identify opportunities to design in positive action and support for equity, diversity and

inclusion, and to identify risks and amelioration around roll out and adoption. This will be discussed by the Board and with Senate Quality Assurance Committee.

62. Equality Impact Assessments for specific policy changes will be completed as required.

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

63. Depended on feedback/decisions from APRC. This paper will be followed by the development of detailed policy proposals for each of the areas outlined. These proposals will be subject to consultation with staff and students across the institution. It is anticipated that detailed proposals will return to APRC throughout the remainder of the 24/25 academic year.

Author

Dr Paul Norris (CTP Secondee)

6th November 2024

Presenter

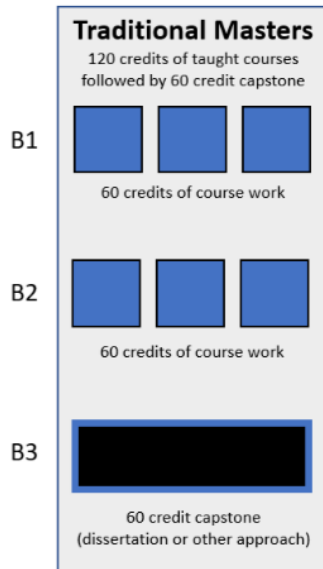
Dr Paul Norris

Freedom of Information Open

If you require this document in an alternative format, such as large print or a coloured background, please contact academicpolicy@ed.ac.uk or Academic Quality and Standards, Old College, South Bridge, Edinburgh, EH8 9YL.

Appendix 1: Examples of Possible Progression/Awarding Rules for Some CTP Proposed PGT Degree Archetypes

Traditional 120+60 Credit MSc

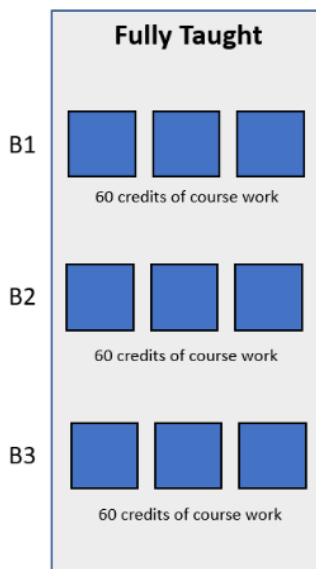


Rule 1 – Achieve average grade of 50 across all credits, irrespective of average in taught component (B1+B2) and capstone (B3)

Rule 2 – Achieve average grade of 50 in taught component (B1+B2) and a grade of 50 in capstone (B3) – this is the current regulation

Rule 3 – Achieve an average of 50 across all credits and a mark of 50+ in capstone (B3) i.e. average for B1+B2 can be lower than 50 if offset by good capstone grade

Fully Taught 180 Credit MSc



Rule 1 – Achieve average grade of 50 across all credits

Possible extension:

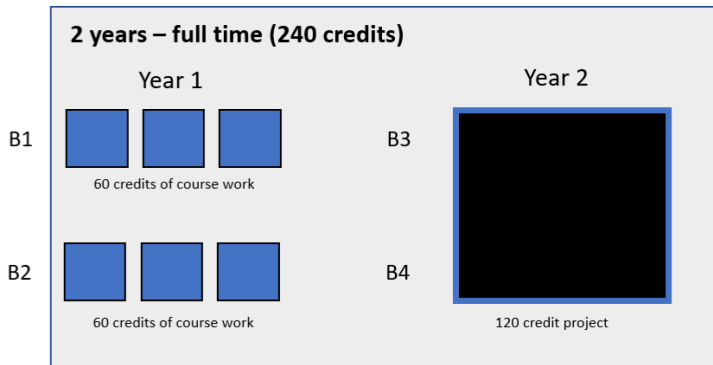
Treat B1, B2 and B3 separately – if courses in those blocks cover specific skills/learning outcomes

Rule 2 – Require separate averages of 50+ in B1,B2 and B3

Rule 3 – Require a programme average of 50+ with average of 50+ in specific block(s) i.e. must average 50+ across B3 courses

- programme proposal would have to justify why learning outcomes in one block are not covered by courses in other blocks

Two Year (240 credit) MSc



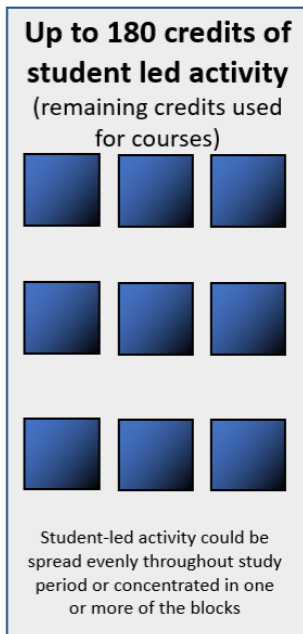
Essentially update 120+60 rules to reflect 120+120 model.

Rule 1 – Achieve average grade of 50 across all credits, irrespective of average in taught component (B1+B2) and capstone (B3+B4)

Rule 2 – Achieve average grade of 50 in taught component (B1+B2) and a grade of 50 in capstone (B3+B4)

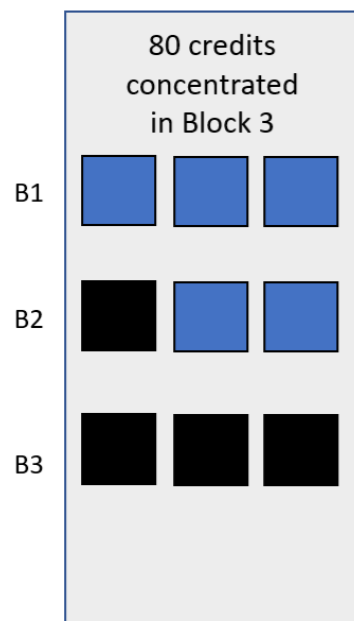
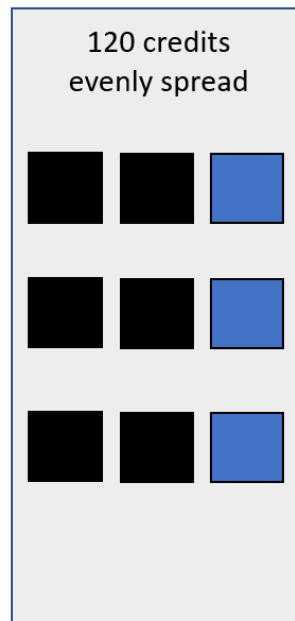
Rule 3 – Achieve an average of 50 across all credits and a mark of 50+ in capstone (B3+B4) i.e. average for B1+B2 can be lower than 50 if offset by good capstone grade

Student-led Activity Spread Through the Programme



Where student-led work is spread through all credits in the programme, this is essentially the same structure as a fully taught MSc programme – so the rules suggested for those degrees could be applied

However, if the student-led material is concentrated in specific courses, but is potentially not focussed at the end of the programme, or can vary in terms of its credit load then the number of progression/awarding rules needed will quickly multiple.



Senate Academic Policy and Regulations Committee

21 November 2024

Academic Year Dates 2026/27 and Provisional Academic Year Dates 2027/2028

Description of paper

1. This paper requests Committee approval for the academic year dates for 2026/27, which were approved as provisional dates at the 25 January 2024 meeting of APRC. The paper also requests Committee approval for the provisional academic year dates for 2027/2028.

Fit with remit

Academic Policy and Regulations Committee	Y/N
Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.	Y
Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.	Y

Action requested / recommendation

2. The Committee is invited to approve the proposed academic year dates 2026/27 provided in Appendix 1.
3. The Committee is invited to approve the provisional academic year dates 2027/28 provided in Appendix 1.

Background and context

4. This is an annual paper to approve final and provisional academic year dates. The academic year dates are drafted following the academic structure approved by Senate and published at [Academic year structure](#).
5. The Committee received the provisional dates for 2026/27 at its January 2024 meeting. At that meeting the Committee discussed the challenges presented by the later than usual date for Welcome Week, particularly in ensuring that there is adequate time for the revision period and examination period for the December examination diet. The Committee confirmed its position that allowing two days for the revision period was insufficient. Residence Life also confirmed that starting Welcome Week a week earlier (i.e. 7 September 2026) would not be feasible due to the turnaround times required to prepare University student accommodation for Welcome Week.
6. The December exam period requires that a minimum of 11 sessions be allocated to the December exam diet (including Saturdays) and that the diet conclude by

21 December. In the years since the Covid period, the exam diet has usually taken place over 11 days, each day with a single exam session. In December 2023, due to the timings of the academic calendar, the examination period ran over 10 days, with two days which had two exam sessions, enabling all examinations to be successfully accommodated.

7. Following challenges in the delivery of the examination diet in December 2023, Registry Services began a review of the Exams Service in order to ensure it is fit for purpose for the future. This includes assessment of the constraints of the December diet.
8. In January 2024 the Committee agreed to approve the 2026/27 dates as provisional, with the dates for the revision period and the examination period for the December diet noted as 'to be confirmed', pending further information on the operation of two-session days in the exam diet, as well as further information following the review of the Exams Service.
9. The provisional dates for 2027/28 are being presented to the Committee for the first time.

Discussion

10. One of the outcomes of the review of the Exams Service is the proposal to reintroduce two-session days to the exam diet as standard practice. Work is ongoing regarding the impact, benefits and risks of this proposal for students and staff. It is intended that a paper will be presented to the Committee at its January 2025 meeting regarding this proposal, with a view to collaboration between the Examinations Team and Schools across the remainder of 2024/25 for implementation in 2025/26.
11. Registry Services will also undertake modelling specifically for the December 2026 and December 2027 diet in order to clarify the options available if the exam diet were to include two-session days, and the implications of this for the revision period.
12. The dates for the revision period and exam diets are presented in these provisional dates for 2026/27 as 'to be confirmed', given that these may still change following the outcomes of the consultation regarding the exam diet and the outcomes of the modelling for the December 2026 and December 2027 diets. There are, however, no changes expected to the remaining dates. Given this, the Committee is invited to approve the dates for 2026/27 as in Appendix 1. The exact dates for the revision period and the examination period will be confirmed following the consultation and approval of changes to the operation of the exam diet.
13. The provisional dates for 2027/28 do not present the same challenges as those for 2026/27, given that Welcome Week would start a day earlier in 2027. Nevertheless, the dates for the revision period and the exam diets in 2027/28 are also noted as 'to be confirmed' until it is clear whether or not the University will

be implementing two-session days in the exam diet as a more regular occurrence, and whether there are any other changes to be implemented.

Resource implications

14. No resource implications.

Risk management

15. No key risks associated with this paper.

Equality and diversity

16. Equality and diversity issues, including the risks to specific student groups, will be considered as part of proposals for changes to the operation of the exam diet. No equality impact assessment is required at this stage.

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

17. If the academic year dates were to be approved, a request would be made to Communications and Marketing to update the dates published on the University website.

Author

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Academic Quality and Standards

Presenter

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Academic Quality and Standards

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Appendix 1: Proposed Academic Year Dates 2026/27 and Provisional Academic Year Dates 2027/2028

Academic Year Dates 2026/2027

Week	Week commencing	Activity
1	14 September 2026	Welcome Week
2	21 September 2026	T1
3	28 September 2026	T2
4	5 October 2026	T3
5	12 October 2026	T4
6	19 October 2026	T5
7	26 October 2026	T6
8	2 November 2026	T7
9	9 November 2026	T8
10	16 November 2026	T9
11	23 November 2026	T10
12	30 November 2026	T11
13	7 December 2026	Revision/Exams
14	14 December 2026	Exams
15	21 December 2026	Exams/Winter vac 1
16	28 December 2026	Winter vac 2
17	4 January 2027	Winter vac 3
18	11 January 2027	T1
19	18 January 2027	T2
20	25 January 2027	T3
21	1 February 2027	T4
22	8 February 2027	T5
23	15 February 2027	Flexible Learning Week
24	22 February 2027	T6
25	1 March 2027	T7
26	8 March 2027	T8
27	15 March 2027	T9
28	22 March 2027	T10
29	29 March 2027	T11
30	5 April 2027	Spring vac 1
31	12 April 2027	Spring vac 2
32	19 April 2027	Revision
33	26 April 2027	Exams
34	3 May 2027	Exams
35	10 May 2027	Exams
36	17 May 2027	Exams
37	24 May 2027	Summer vac 1
38	31 May 2027	Summer vac 2
39	07 June 2027	Summer vac 3
40	14 June 2027	Summer vac 4
41	21 June 2027	Summer vac 5
42	28 June 2027	Summer vac 6
43	5 July 2027	Summer vac 7
44	12 July 2027	Summer vac 8

45	19 July 2027	Summer vac 9
46	26 July 2027	Summer vac 10
47	2 August 2027	Summer vac 11
48	9 August 2027	Summer vac 12
49	16 August 2027	Summer vac 13
50	23 August 2027	Summer vac 14
51	30 August 2027	Summer vac 15
52	6 September 2027	Summer vac 16

Additional notes 2026/27 - to be incorporated on the University website

Semester 1

Date	Event
14 September 2026	Welcome Week
21 September 2026	Semester 1 starts / Teaching block 1 starts
23 October 2026	Teaching block 1 ends
26 October 2026	Teaching block 2 starts
To be confirmed	Graduations
4 December 2026	Teaching block 2 ends
To be confirmed	Revision
To be confirmed	Examinations
21 December 2026	Semester 1 ends
22 December 2026	Winter teaching vacation starts
To be confirmed	University closed
10 January 2027	Winter teaching vacation ends

Semester 2

Date	Event
6-8 January 2027	January Welcome
11 January 2027	Semester 2 starts / Teaching block 3 starts
12 February 2027	Teaching block 3 ends
15-19 February 2027	Flexible Learning Week
22 February 2027	Teaching block 4 starts
2 April 2027	Teaching block 4 ends
5-16 April 2027	Spring teaching vacation
To be confirmed	Revision
To be confirmed	Examinations
22 May 2027	Semester 2 ends
24 May 2027	Summer teaching vacation starts
To be confirmed	Graduations
To be confirmed	Resit examinations

Academic Year Dates 2027/28

1	13 September 2027	Welcome Week
2	20 September 2027	T1
3	27 September 2027	T2
4	04 October 2027	T3
5	11 October 2027	T4
6	18 October 2027	T5
7	25 October 2027	T6
8	01 November 2027	T7
9	08 November 2027	T8
10	15 November 2027	T9
11	22 November 2027	T10
12	29 November 2027	T11
13	06 December 2027	Revision/Exams
14	13 December 2027	Exams
15	20 December 2027	Exams
16	27 December 2027	Winter vac 1
17	03 January 2028	Winter vac 2
18	10 January 2028	Winter vac 3
19	17 January 2028	T1
20	24 January 2028	T2
21	31 January 2028	T3
22	07 February 2028	T4
23	14 February 2028	T5
24	21 February 2028	Flexible Learning Week
25	28 February 2028	T6
26	06 March 2028	T7
27	13 March 2028	T8
28	20 March 2028	T9
29	27 March 2028	T10
30	03 April 2028	T11
31	10 April 2028	Spring vac 1
32	17 April 2028	Spring vac 2
33	24 April 2028	Revision
34	01 May 2028	Exams
35	08 May 2028	Exams
36	15 May 2028	Exams
37	22 May 2028	Exams
38	29 May 2028	Summer vac 1
39	05 June 2028	Summer vac 2
40	12 June 2028	Summer vac 3
41	19 June 2028	Summer vac 4
42	26 June 2028	Summer vac 5
43	03 July 2028	Summer vac 6
44	10 July 2028	Summer vac 7
45	17 July 2028	Summer vac 8
46	24 July 2028	Summer vac 9
47	31 July 2028	Summer vac 10
48	07 August 2028	Summer vac 11
49	14 August 2028	Summer vac 12

50	21 August 2028	Summer vac 13
51	28 August 2028	Summer vac 14
52	04 September 2028	Summer vac 15

Additional notes 2027/28 - to be incorporated on the University website

Semester 1

Date	Event
13 September 2027	Welcome Week
20 September 2027	Semester 1 starts / Teaching block 1 starts
22 October 2027	Teaching block 1 ends
25 October 2027	Teaching block 2 starts
To be confirmed	Graduations
3 December 2027	Teaching block 2 ends
To be confirmed	Revision
To be confirmed	Examinations
21 December 2027	Semester 1 ends
22 December 2027	Winter teaching vacation starts
To be confirmed	University closed
10 January 2028	Winter teaching vacation ends

Semester 2

Date	Event
12-14 January 2028	January Welcome
17 January 2028	Semester 2 starts / Teaching block 3 starts
18 February 2028	Teaching block 3 ends
21-25 February 2028	Flexible Learning Week
28 February 2028	Teaching block 4 starts
7 April 2028	Teaching block 4 ends
10-21 April 2028	Spring teaching vacation
To be confirmed	Revision
To be confirmed	Examinations
27 May 2028	Semester 2 ends
29 May 2028	Summer teaching vacation starts
To be confirmed	Graduations
To be confirmed	Resit examinations

Senate Academic Policy and Regulations Committee

21 November 2024

College Progression Boards for Optional Study Abroad: amendments to Terms of Reference

Description of paper

1. The paper proposes some minor amendments to the College Progression Boards for Optional Study Abroad: Terms of Reference (the “Terms of Reference”), following the scheduled periodic review of this policy document.

Fit with remit

Academic Policy and Regulations Committee	Y/N
Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University’s educational activities.	Y
Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.	Y

Action requested/recommendation

2. APRC is asked to approve the proposed amendments to the Terms of Reference. Should APRC approve the proposed amendments, the timing of implementation is considered in section 10 of the paper.

Background and context

3. Academic Quality and Standards (formerly Academic Services) carry out periodic reviews of all academic policies to ensure they remain fit for purpose, in line with a schedule agreed by APRC. The Terms of Reference are scheduled for review during the current session.
4. The Colleges operate annual progression Boards to make progression decisions for students returning from a period of optional study abroad, in order to ensure they are able to resume their normal studies in the next session. Where students undertake a period of compulsory study abroad as part of their programme, Boards of Examiners in Schools make progression decisions for these students as normal. All Progression Boards operate in line with the expectations of the Taught Assessment Regulations, Handbook for Boards of Examiners for Taught Courses and Programmes, and the Undergraduate Progression Boards Policy. The Terms of Reference provide additional information for College Boards to support progression decisions where these are being made based on non-UoE credit.

5. The Terms of Reference provide largely operational detail, and the Colleges report that the process of making progression decisions for optional study abroad is working well. As such, the consultation as part of the review of the Terms of Reference was focused on the key stakeholders: the College Offices and the Study and Work Away team. EUSA were also provided with an opportunity to comment on the proposed amendments. The amendments proposed are modest and do not involve substantive changes in policy.

Discussion

6. The proposed amendments to the Terms of Reference are detailed in the below table. The amended document with tracked changes is provided in Appendix 1.

Section	Proposed amendment
1.1	Various minor clarifications to wording.
1.6	Removed footnote stating that “only students in the School of Biomedical Sciences undertake optional study abroad” in CMVM, as this is unnecessary.
2.3	Replaced reference to “International Office” with reference to Study and Work Away team.
2.4	Removed reference to the fact that External Examiner oversight “may be done remotely”, as this is permitted for all Boards of Examiners. Added wording from the Undergraduate Progression Boards Policy to clarify the External Examiner’s role: “The purpose of the External Examiner is to confirm that the process has been carried out appropriately: the External Examiner does not need to approve individual progression decisions.”
3.2	Removed section which covered additional requirements for College Progression Boards in their first three years of operation, as this is no longer relevant.
4.4	Various minor clarifications to wording.
4.5	Included reference under Category 3 to situations where students return from study abroad early due to personal or other circumstances. In some cases, students may have accrued some credit for study abroad, but not enough to qualify for the award of credit on aggregate for 60 or 120 UoE credits. In these cases, College Progression Boards may award e.g. 20 or 40 credits so that students gain some recognition of credit gained abroad.
4.8	Removed additional detail regarding Schools’ obligations in relation to publication of results as redundant.

Appendix 1	Proposed removal of the Appendix to the document. The models for degree classification presented are all reflected in the Taught Assessment Regulations (55). Several of the models relate to compulsory- rather than optional- study abroad, and College Progression Boards have no role in making classification decisions. The rationale section does not provide any mandatory policy content. We would propose instead to add the rationale to the explanation of the University's approach to degree classification provided on our web pages: https://registryservices.ed.ac.uk/academic-services/students/assessment/degree-classification

Resource implications

7. The proposals do not involve any change in practice for any area, and do not therefore carry any resource implications.

Risk Management

8. The proposed amendments do not present any new risks. Where the removal of content is proposed (e.g. the Appendix to the document), this content is either already provided in another document, or does not represent mandatory policy.

Equality & Diversity

9. The proposed amendments do not represent changes of policy or process, and do not therefore carry any equality and diversity implications.

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

10. Since the changes proposed to the Terms of Reference do not entail a change in practice for any area, or affect the rights of students, it would be possible to implement these with immediate effect, if APRC is agreeable to this. Academic Quality and Standards would circulate an email communication to Schools via Colleges, informing them of the changes to the policy.

Author

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Academic Quality and Standards

Presenter

Adam Bunni

Freedom of Information

Open



College Progression Boards for Optional Study Abroad: Terms of Reference

THE UNIVERSITY
of EDINBURGH

Summary

The Terms of Reference provide information on the remit, composition and responsibilities of the Progression Boards in Colleges which make progression decisions for University of Edinburgh students who undertake optional study abroad during their degree programmes.

Scope: Mandatory Policy

The Terms of Reference apply to all students who study abroad during their degree programmes and to the members of the College Progression Boards which consider their academic achievements for progression purposes. The Terms of Reference do not apply to students studying for a Modern Language (single or joint honours), whose progression decisions for their study abroad are made by the relevant Board of Examiners.

Contact

Academic Quality and
Standards

academicpolicy@ed.ac.uk

Document control

Dates	Version Approved:	Effective date:	Equality impact assessment:	Last Reviewed:	Next Review:
	X	1.8.15	23.3.15	21.11.24	2028/29

Approving authority

Academic Policy and Regulations Committee

Related policies, procedures, guidelines & regulations

The policy is subsidiary to the Taught Assessment Regulations.
www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf
It is part of a suite of policies and guidance that support the Board of Examiners process:
www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners

Alternative format

If you require this document in an alternative format please email academicpolicy@ed.ac.uk

Keywords

Study abroad, progression board, college progression board, credit for study abroad

College Progression Boards for Optional Study Abroad: Terms of Reference



1. Purpose and Remit

- 1.1 The University offers periods of study abroad within its teaching and ~~the~~ learning experience. The College Progression Board for Study Abroad is responsible for ensuring that ~~consistent~~ progression decisions are taken for students who have a period of optional study abroad. The College Progression Board confirms the award of credit for this study abroad. The College Progression Board does not consider students studying for a Modern Language (single or joint honours), or students who are studying on degree programmes whose title contains "...with a Year Abroad", whose progression decisions for their study abroad are made by the relevant Board of Examiners within a School. The College Progression Board also recommends appropriate courses of action ~~following its progression decisions regarding students who have failed to meet progression requirements~~. Progression Boards operate within the University's Taught Assessment Regulations and Degree Regulations and are consistent with the UK Quality Code.
~~www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf~~
~~<http://www.drps.ed.ac.uk/>~~
- 1.2 The remit of College Progression Boards for Study Abroad is:
- 1.2.1 to make decisions on the award of credit for students returning from periods of study abroad, including the award of credit on aggregate where appropriate;
 - 1.2.2 to make progression decisions for these students; and
 - 1.2.3 where students have insufficient credits for progression, to consider appropriate action and to make recommendations for any concessions required from the Taught Assessment Regulations to be considered as appropriate by the relevant College or, if required, by the Senate Academic Policy and Regulations Committee (APRC).
- 1.3 In reaching its decisions, the College Progression Board ensures that:
- 1.3.1 credit conversions are academically appropriate and supported by evidence and documentation;
 - 1.3.2 decisions align with relevant criteria and requirements in the University's Curriculum Framework; the Degree Regulations and Programmes of Study and Degree Programme Tables; the Taught Assessment Regulations; and the Scottish Credit and Qualifications Framework;
 - 1.3.3 its decisions are consistent and, where appropriate, take account of any relevant exceptional circumstances, in line with the Exceptional Circumstances Policy.
- 1.4 The College Progression Board operates in accordance with the University's models of degree classification (Appendix 1 below).
- 1.5 The College Progression Board for Study Abroad operates as a Progression Board, in accordance with the Undergraduate Progression Board Policy, unless specified otherwise in these Terms of Reference. www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf

College Progression Boards for Optional Study Abroad: Terms of Reference



1.56 The University has two College Progression Boards for Study Abroad: one for the College of Arts, Humanities and Social Sciences and one which covers the Colleges of Medicine and Veterinary Medicine and Science and Engineering.

Commented [AB1]: Footnote removed as unnecessary.

2. Composition

2.1 The Head of the relevant College² appoints a Convener for the College Progression Board. The Convener is eligible for appointment for a period of three years and may be re-appointed. In the absence of the Convener at any meeting, the College Progression Board is chaired by a Deputy Convener appointed by the Head of the relevant College. The Convener of the meeting shall have both a deliberative and a casting vote.

2.2 Each College Progression Board consists of at least one internal examiner from each School in the College which sends students on study abroad. Where appropriate, these internal examiners may be the School's Exchange Coordinator.

2.3 Each College Progression Board has at least one member from the other College Progression Board within the University; and at least one member from the ~~International Office~~ Study and Work Away team.

2.4 Each College Progression Board is the responsibility of at least one External Examiner, who has oversight of the process. This oversight may be done remotely; the External Examiner does not need to be physically present.

2.5 The Head of College has the right to appoint an ex officio College member to the College Progression Board.

2.6 The College Progression Board is supported by an administrator appointed on behalf of the relevant College and by a regulations expert.

2.7 The College Progression Board is quorate if at least two internal examiners, the College Progression Board Convener, a member from the other College Progression Board and a member from the Study and Work Away Team ~~of Edinburgh Global~~ are present.

3. Governance

3.1 The College Progression Boards ~~shall~~ report decisions via Schools using the usual progression board decision reporting route.

~~3.2 In addition, for the first three years of their operation, College Progression Boards report at least annually, following conclusion of their decision-making process for the year, to the Academic Policy and Regulations Committee. These reports will provide some statistics on the students considered by the College Progression Board, including the numbers in each of the different categories considered (see paragraph 4.4); whether there were any issues regarding receipt of transcripts; and other relevant issues in relation to study abroad.~~

Commented [AB2]: Removed as no longer required.

¹ Only students in the School of Biomedical Sciences undertake optional study abroad.

² The Convener of the CSE/CMVM Progression Board needs to be agreed by the Heads of both Colleges.

College Progression Boards for Optional Study Abroad: Terms of Reference



3.32 The College Progression Boards liaise with College and University concession processes when necessary.

4. Operation

4.1 At the beginning of each academic year the relevant Colleges produce an agreed list of the members of the College Progression Board for Study Abroad.

4.2 Each College Progression Board must meet at least once in each academic year at the appropriate time, and prior to the start of the following academic year.

4.3 College Progression Boards ~~shall~~ will hold such meetings as the Convener may call, including electronic or virtual meetings.

4.4 Responsibilities for the College Progression Boards are as follows (see definition of categories below):

The Study and Work Away Team will:

- liaise with Student Systems and provide each College Office with an accurate list of candidates for the board to consider, highlighting any potential category 3 cases ([see 4.5 for categories](#));
- liaise with Partner Institutions and students to gather in academic transcripts;
- forward transcripts to the relevant College Offices as they are received; and
- provide guidance on partner grading and credit conventions.

The College Offices will:

- categorise each transcript as it is received;
- forward copies of transcripts to the relevant School Exchange Coordinator for confirmation of the category;
- liaise with the relevant School to gather further documentation for category 3 cases, for example on exceptional circumstances;
- prepare all required documentation, summaries and statistics for the exam board;
- following the Board meeting, provide Student Systems with a list of the students who were on optional study abroad and their confirmed credit allocations for their period abroad; and
- send ~~each School~~ the ~~relevant~~ progression decision for ~~each student on optional study abroad~~ to ~~in~~ the School ~~who were on optional study abroad~~ that owns their ~~programme~~, so ~~that~~ the School can upload and publish the progression decisions in EUCLID.

4.5 The following classifications shall be used for processing transcripts.

Category 1: This comprises students who have undertaken a normal load of study (equivalent to 120 SCQF credits, as agreed in the Exchange Learning Agreement); who appear to have taken all courses at an appropriate level, and who have successfully passed all courses.

Category 2: This comprises students who appear to have taken fewer courses than expected; or who have taken courses at a lower level; or who have failed elements of their

College Progression Boards for Optional Study Abroad: Terms of Reference



programme abroad but still met the requirements of the University's Taught Assessment Regulations for the award of credit on aggregate or for the provision of a further assessment opportunity.

Category 3: This comprises students who appear to have failed badly, have returned early from study abroad, or for whom there are other problems with the transcript. For all such cases, the relevant Personal Tutor/Exchange Co-ordinator is asked to comment on the student's performance and is offered the opportunity of recommending how to proceed. The College Progression Board may award smaller volumes of credit in recognition of credit achieved while abroad to students who have not completed enough study abroad to qualify for the award of credit on aggregate.

- 4.56 The College Progression Board will decide the process for dealing with transcripts that are received out of cycle. For example, for category 1 and straightforward category 2 cases the decision could be ~~covered~~ handled under by Convener's Action.
- 4.67 Each College Progression Board will consider ~~E~~exceptional ~~C~~ircumstances in line with the University's Exceptional Circumstances Policy.
- 4.78 Progression decisions are sent by the Board to the relevant Schools, so the School can upload and publish the progression decisions in EUCLID for their students who were on optional study abroad. Progression decisions are reported using EUCLID Student View. The College Board liaises with Schools to ensure that the School can meet its responsibility to support students under regulations governing the publication of results (Taught Assessment Regulations – Publication of Results)
<https://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

13 June 2024 **21 November 2024**

College Progression Boards for Optional Study Abroad: Terms of Reference



Appendix 1

Credit for Study Abroad Classification Models

The models below use degree classification information from the Taught Assessment Regulations:
<https://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

~~Model A: Degree programme, except for modern languages, with two honours years with an **obligatory** period of residence/study abroad:
Credit for study abroad awarded at the level attained for the courses, usually SCQF level 9 or 10 equivalent
Classification based on both honours year equally weighted~~

~~Model B: Modern language degree programmes, with two honours years with an **obligatory** period of residence/study abroad:
Credit for study abroad awarded at the level attained whether by study or language acquisition, usually SCQF level 9 or 10 equivalent
Classification based on both honours years, with the credit points for language acquisition through residence abroad aggregated with final year language learning credit in the calculation~~

~~Model C: Degree programme with two honours years with an **optional** period of residence/study abroad:
Credit for study abroad awarded at the level attained for the courses, usually SCQF level 9 or 10 equivalent
Classification is based on the final year only~~

~~Model D: Integrated masters degree programmes with three honours years with an **obligatory** period of residence/study abroad (MChem and MChemPhys "with Industrial Experience" and "with a Year Abroad" and MPhys "with a Year Abroad"):
Credit for study abroad awarded at the level attained for the courses, usually SCQF level 9, 10 or 11 equivalent
Classification is based on all three honours years, weighted 20,20,60~~

~~Model E: Integrated masters degree programmes with three honours years with an **optional** period of residence/study abroad:
Credit for study abroad awarded at the level attained for the courses, usually SCQF level 9, 10 or 11 equivalent
Classification is based on the other two honours years only have the following weighting:
students studying abroad in year 3: 0,50,50 (i.e. years 4 and 5 equally weighted);
students studying abroad in year 4: 33.3, 0, 66.6 (i.e. years 3 to 5 in the ratio 1:2)~~

Rationale

~~The University's practice is consistent with the QAA Quality Code.:~~

~~The University adopts the above models of degree classification for students who have studied abroad for the following reasons:~~

College Progression Boards for Optional Study Abroad: Terms of Reference



- ~~1. Where students' degree programmes include an obligatory period of study abroad this requires the attainment of both credit and grades for the study abroad.~~
- ~~2. A primary learning outcome for modern language students is language acquisition, especially in the year abroad. This can be attained via study or work and in all cases through immersion in the target language and culture. The model recognises the importance of this by weighting the language learning with the final year language learning. By awarding credits but not grades for the year abroad this increases the flexibility of students to blend study, work and residence abroad arrangements.~~
- ~~3. Where the study abroad is optional then students need to attain credit. These students are on degree programmes where most of the cohort studies only within Edinburgh. The University therefore classifies these degrees solely on the grades from Edinburgh for consistency and robustness.~~
- ~~4. Integrated masters spending their three honours years at the University of Edinburgh have them weighted 20,40,40. The integrated masters with an obligatory year abroad are weighted 20,20,60. As study abroad is not taken in the final year this means the study abroad year is weighted 20%, regardless of whether taken in third or fourth year. This is consistent for the cohort taking these degree programmes.~~
- ~~5. Integrated Masters students spending their three Honours years at the University of Edinburgh have them weighted 20, 40, 40. For those who have an optional year abroad in years 3 or 4, the rationale for the weighting is that the ratio of the years at the University of Edinburgh should be in the same proportion as for students spending their three Honours years at University of Edinburgh.~~

May 2021

Senate Academic Policy and Regulations Committee

21 November 2024

Updates to the Visiting and Non-Graduating Student Policy and Procedure

Description of paper

1. The paper proposes some minor amendments to the Visiting and Non-Graduating Student Policy and Procedure, following the scheduled periodic review of this policy document.

Fit with remit

Academic Policy and Regulations Committee	Y/N
Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.	Y
Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.	Y

Action requested/recommendation

2. APRC is asked to approve the proposed amendments to the Visiting and Non-Graduating Student Policy and Procedure. Should APRC approve the proposed amendments, the timing of implementation is considered in section 11 of the paper.

Background and context

3. Academic Quality and Standards (formerly Academic Services) carry out periodic reviews of all academic policies to ensure they remain fit for purpose, in line with a schedule agreed by APRC. The Visiting and Non-Graduating Student Policy and Procedure is scheduled for review during the current session.
4. The University receives as Visiting Students individuals who are studying at another higher education institution abroad, usually for a period of up to a year. Visiting Students undertake taught courses or research at the University, which then contributes towards their studies at their home institution. Visiting Students do not graduate with an award from the University. The University also receives as Non-Graduating Students individuals who are not registered as students elsewhere, but who take taught courses or undertake supervised research at the University, generally for the purposes of professional development.

5. As with other admissions, the admission of visiting and non-graduating students to the University is managed primarily by Colleges.
6. The consultation undertaken as part of the review of the Policy focused on feedback from key stakeholders: the College Offices, the Study and Work Away team, and the Visiting Student Office in CAHSS. EUSA were also provided with an opportunity to comment on the proposed amendments. The amendments proposed are modest and do not involve substantive changes in policy.

Discussion

7. The proposed amendments to the Policy are detailed in the below table. The amended document with tracked changes is provided in Appendix 1.

Section	Proposed change
Throughout	Links to University web pages updated as required. Formatting amended for clarity.
1	Amended to remove statement that the University “encourages Visiting Students from other British higher education institutions”. Feedback from Colleges indicates that applications from students at other UK and Irish HEIs are generally rejected in practice. Removal of this statement does not preclude Colleges from accepting applications from students at other UK or Irish HEIs but does not set an expectation that they are likely to be accepted.
2	Added reference to “credit-bearing courses” since the policy does not cover non-credit-bearing CPD or similar courses.
4, 5	Moved from previous 6 and 8. Abbreviation for Visiting Taught Undergraduates changes to VUGTs to reflect the fact that visiting undergraduate students can also be registered as Visiting Research Students if they are attending the University for research only.
6	Added new heading, “Duration of study”. Amended maximum study durations to clarify these. For example, Visiting Taught Undergraduates may study for two semesters spanning two academic years.
7	Added reference to the fact that some collaborative programmes involve students being registered as Visiting Students for longer than the normal maximum duration, for example as part of Centres for Doctoral Training. Curriculum and Student Progression Committee, the predecessor to APRC, approved an exemption to

	the Policy to allow this to be agreed as part of formal memoranda of agreement in March 2019.
9-10	Separated out information regarding admissions requirements for Visiting Students and NGS. Visiting Students must meet requirements defined by the Study and Work Away service. NGS must meet any requirements set by the relevant School or College.
18	Added a footnote referring to programmes with bespoke admissions arrangements, where students are recorded on the student record system by the relevant School, rather than College.

Resource implications

8. The proposals do not involve any change in practice for any area, and do not therefore carry any resource implications.

Risk Management

9. The proposed amendments do not present any new risks.

Equality & Diversity

10. The proposed amendments do not represent changes of policy or process, and do not therefore carry any equality and diversity implications.

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

11. Since the changes proposed to the policy and procedure do not entail a change in practice for any area, or affect the rights of students, it would be possible to implement the changes with immediate effect, if APRC is agreeable to this. Academic Quality and Standards would circulate an email communication to Schools via Colleges, informing them of the changes to the policy.

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Academic Quality and Standards

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Freedom of Information

Open



Visiting and Non-Graduating Student Policy and Procedure

Summary

Visiting Students are students registered at another higher education institution (HEI) who are studying or conducting research at the University for a short period of time, i.e. for less than or up to one year. Non-graduating Students (NGS) are individuals, who are not registered on a degree programme at this or another HEI, who take one or more taught courses (usually postgraduate) or undertake supervised research at the University. The University actively welcomes and encourages Visiting Students from higher education institutions around the world. The University also provides opportunities for individuals, who are not students registered at another HEI, to study as NGSs, often to promote Continuing Professional Development.

This policy sets out the University's approach to Visiting Students and NGSs and outlines procedures for recording such students that will enable the University to meet its legal responsibilities, including on immigration.

This policy defines the categories of Visiting Students and NGSs and the procedure outlines how they are documented in the student record.

Scope: Mandatory Policy

The policy and procedure apply to all Visiting Students who are applying to and studying or conducting research at the University. This policy and procedure also applies to all individuals, who are not students registered at another institution, who are applying to and studying or conducting research at the University. The policy and procedure does not apply to students of the Centre for Open Learning (COL) in line with the separate recording treatment which applies to COL students.

The policy and procedure apply to all staff involved in Visiting Student and NGS admission and administration

Contact

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Standards

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Document control

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Approving authority	Academic Policy and Regulations Committee (APRC)				
Related policies					
Alternative format	If you require this document in an alternative format please email academicpolicy@ed.ac.uk				
Keywords	Study Abroad, exchange, visiting undergraduate student, visiting research undergraduate, visiting postgraduate student, visiting research student, VUGT, VPGT, VRes				



Visiting and Non-Graduating Student Policy and Procedure

1. As a leading research higher education institution, the University actively welcomes and encourages Visiting Students ~~from other British higher education institutions and~~ from higher education institutions around the world.
2. The University also provides opportunities for individuals, who are not students registered at another higher education institution, to study as Non-Graduating Students (NGSs), often to promote Continuing Professional Development (CPD). NGSs may be people who want to try one or more courses prior to deciding whether to apply for a degree programme; professionals who want to take credit-bearing courses to enhance their career without enrolling on a full degree programme; and people who are required to take course(s) to prepare them for postgraduate study.

Definitions

3. Visiting Students are students who are registered on a degree programme at another higher education institution (their home institution), from which they plan to ultimately graduate, who take credit-bearing taught courses and/or conduct research at the University of Edinburgh. This applies to study undertaken at any point in the calendar year. Credit gained and/or research conducted at Edinburgh will transfer back to the home institution and may count towards the student's final qualification. Visiting Students do not graduate from the University of Edinburgh. The Visiting Students category includes students who study at the University of Edinburgh via any exchange or study abroad programme offered by the University.

64. There are three categories of Visiting Students:

- A. Visiting Taught Undergraduates (VUGTs)
- B. Visiting Taught Postgraduates (VPGTs)
- C. Visiting Research Students* (VRes).

*Visiting Research Students may be undertaking an undergraduate, postgraduate taught, or postgraduate research programme at their home institution.

85. NGS are individuals, who are **not** registered on a degree programme at this or another higher education institution, who take one or more credit-bearing taught courses or undertake supervised research at the University.

Duration of study

46. Visiting Students study or conduct research at the University for less than or up to one year. Where a Visiting Student makes multiple visits to the University, the total duration of these visits must not exceed one year. V-UGT students study at the University for a maximum of two semesters. VPGT students study at the University for a maximum of one semester. VRes students conduct research at the University for maximum of 12 months. Where a Visiting Student makes multiple visits to the University, the total cumulative duration of these visits must not exceed the maximum study durations stated here.



Visiting and Non-Graduating Student Policy and Procedure

~~7. Some collaborative programmes involve students being registered as Visiting Students for longer than the maximum duration defined above, where this has been agreed as part of a formal memorandum of agreement with a partner institution or multiple institutions.~~

~~5. Visiting Students and NGSs must meet the University's standard admissions requirements. <https://www.ed.ac.uk/studying>~~

~~6. There are three categories of Visiting Students:~~

- ~~A. Visiting Taught Undergraduates (VUGs)~~
- ~~B. Visiting Taught Postgraduates (VPGTs)~~
- ~~C. Visiting Research Students* (VRes).~~

~~*Visiting Research Students may be undertaking an undergraduate, postgraduate taught, or postgraduate research programme at their home institution.~~

~~7.8. VPGT students may not undertake more than 60 credits of courses. Applicants who request more than 60 credits should be referred to the appropriate taught postgraduate programme (part-time or full-time).~~

~~8. NGS are individuals, who are **not** registered on a degree programme at this or another higher education institution, who take one or more credit-bearing taught courses or undertake supervised research at the University.~~

Regulations

~~9. Visiting Students must meet the University's Visiting Student admissions requirements: <https://global.ed.ac.uk/study-abroad> <https://medicine-vet-medicine.ed.ac.uk/prospective-undergraduates/visitingstudents>~~

~~10. Non-Graduating Students must meet any admissions requirements defined by the relevant School or College.~~

~~9.11. Visiting Students and NGSs are subject to the University's regulations, policies and codes of practice.~~

Immigration

~~12.0 It is the responsibility of the Visiting Student to ensure that they have obtained the appropriate visa.~~

~~13.4 It is the responsibility of the NGS to ensure that they already have the right to live and study in the UK before starting their study or research.~~

~~14.2 The Student Immigration Service provides advice on visa issues to students and staff and has standard letter templates.~~

~~<https://www.ed.ac.uk/student-administration/immigration> <https://registryservices.ed.ac.uk/immigration>~~

Recording students on the University student record



Visiting and Non-Graduating Student Policy and Procedure

- 4315.** All Visiting Students and NGSs who study at the University for more than two weeks must be recorded on the University's student record system, EUCLID. VRes students must be recorded in the student record [system](#) even when they are not undertaking any taught course.
- 4416.** Visiting Students and NGSs must not be recorded on the Visitor Registration System or as a staff visitor.
- 4517.** Recording Visiting Students and NGSs on the student record [system](#) means that the University can meet its legal obligations for monitoring and oversight of students, e.g. for immigration, insurance, health and safety purposes, and can meet its obligations to partners such as the NHS.
- 4618.** VUGT [students](#) are recorded on the student record [system](#) by the relevant College.¹ VPGT and VRes students in the College of Arts, Humanities and Social Sciences (CAHSS) and the College of Medicine and Veterinary Medicine (CMVM) are recorded by the relevant College. In the College of Science and Engineering (CSE), VPGT [students](#) are recorded ~~on the student record~~ by the College, and VRes [students](#) are recorded by the relevant School.
- 4719.** The relevant College Office will advise on whether the School or College has responsibility for recording NGSs on the student record.
- 4820.** Information is available in student record guidance for staff which explains how to record Visiting Students and NGSs in the student record and which codes, and hence fees, apply.
- <https://www.ed.ac.uk/student-systems/support-guidance>
<https://registryservices.ed.ac.uk/student-systems/support-guidance>
<https://registryservices.ed.ac.uk/tuition-fees/find>
www.ed.ac.uk/schools-departments/student-funding/tuition-fees

Extending the period of study

- 4921.** A Visiting Student studies or conducts research at the University on a specific programme with a defined duration. If a Visiting Student requests to extend the duration of their study at the University (within the maximum permitted duration), the approving School or College will change them to a new programme, which may incur an additional fee.

Tuition Fee Arrangements

- 2022.** The fee arrangements of VUGs~~T~~, VPGTs~~s~~ and VRes students who are on reciprocal exchange programmes are governed by the relevant University-approved Memorandum of Understanding (MoU) or Memorandum of Agreement (MoA). They may not be liable for fees, dependent on the terms and conditions of the relevant MoU/MoA.

¹ There are a small number of visiting programmes which operate bespoke admissions arrangements. On these programmes, the relevant School is responsible for recording students in the student record system.



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Visiting and Non-Graduating Student Policy and Procedure

2423. The tuition fee arrangements for VUGs^I, VPGTs^s and VRes students who are not covered by a reciprocal exchange programme are set and published by the University on an annual basis. The tuition fee arrangements for NGSs are also set and published by the University on an annual basis. **See:**

<https://registryservices.ed.ac.uk/tuition-fees/find>

<http://www.ed.ac.uk/student-funding/tuition-fees>

2224. In addition to these tuition fees, Colleges or Schools may also charge additional fees for work that incurs additional costs, e.g. lab fees, bench fees, use of specialised equipment or particular materials. These will be negotiated by the College with the School and charged to the student.

21 March 2019
21 November 2024

Senate Academic Policy and Regulations Committee**21 November 2024****Update on response to Watch that Gap report****Description of paper**

1. To provide APRC with an update on proposed work being undertaken in response to the Watch that Gap report (initial findings presented to APRC 21 March 2024).
2. In line with committee priority for 2024-25, Watch that Gap aims to support students with needs beyond the scope of the Exceptional Circumstances policy.

Action requested / Recommendation

3. For information and noting

Background and context

4. In academic year 2023-24 a short-term research project was undertaken on behalf of Lucy Evans (Deputy Secretary, Students) and with endorsement from the University Secretary and the Vice Principal Students, 'Watch That Gap', exploring the learning and assessment needs of students with caring responsibilities.
5. Initial findings have been presented to Academic Policy and Regulations Committee (March 2024) and Senate Education Committee (May 2024).
6. This paper provides an update on work being undertaken by Registry Services in response to the report.

Discussion**7. Data**

The report identified limitations in the data collected to identify students who are parents and carers and how this is presented to relevant staff. We are taking steps to identify those students who are parents and carers to enable provision of more proactive support by reviewing the questions we ask students as part of Annual Registration. In the longer term, we plan to integrate validated data into the student record, as this is currently managed off-system, allowing those interacting with students access to information about their needs.

8. Developments within the Assessment Support Tool for Coursework Extensions and Exceptional Circumstances now allow us to record when student parents and carers are requesting Coursework Extensions and Exceptional Circumstances due to their parental and/or caring responsibilities. This is available within reporting tools as well as in the actual system and will be reviewed at the end of semester 1 to identify trends in the number of students who are parents or carers requesting coursework extensions or Exceptional Circumstances and whether we can support these trends through changes in process or policy.

9. Coursework Extensions and Exceptional Circumstances

We will explore ways to support student parents and carers through our Coursework Extensions and Exceptional Circumstances policy and processes. Options being considered include three automatic extension periods per semester, therefore 6 per academic year, within the Assessment Support Tool and/or reductions in requirements for evidence for Exceptional Circumstance applications would be of benefit. These proposals will be cross-referenced with semester 1 data, when available, as part of

validation process which would also include consultation with students. Any changes would require a concession to policy via APRC.

10. Timetabling

We are committed to considering how best to address the challenges faced by student parents and carers, focusing on taught on-campus students. We acknowledge that online and research students are also parents and carers, however these groups do not have the same challenges in attending classes.

11. For timetabling, we will explore the possibilities to prioritise the allocation of student parents and carers to sub-groups for teaching, working with Colleges/Schools and the Timetabling Unit to review processes. We will also explore ways that the new Timetabling system can be used to provide a more stable timetable for these students. An update will be provided at the next meeting.

12. Longer term responses

We will consider how extending our Case Management System can incorporate a “tell us once” principle, ensuring information is captured once and students do not have to repeat information to numerous staff and services across the institution. We will work with students to ensure they are comfortable with who can access this information, managing via user permissions.

13. We will provide a further update on our work, including detail of how the impact will be evaluated, later in semester 1, 2024-25.

Resource implications

14. Resources required to respond to the report will be incorporated into continuous improvements works undertaken within Registry Services.

Risk Management

15. Risk of maintaining the status quo and not responding to this report constitute a reputational risk to the University.
16. The risk of any action arising from the ideas discussed in the paper will be assessed as specific action(s) are confirmed.

Responding to the Climate Emergency and Sustainable Development Goals

17. This paper does not itself directly impact the SDGs or Climate Emergency, but this will be considered when specific actions are confirmed.

Equality and Diversity

18. The ideas discussed in the paper aim to encourage and support equality, diversity, and inclusion. The equality impact of any specific actions arising from the paper will be assessed once the actions are confirmed.

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

19. Regular communications on this work will be cascaded via Student Lifecycle Management Group. Updates will be provided to interested groups and committees, including APRC and the University’s Student Parent’s Group.

Consultation

20. Colleagues with specialist knowledge have input to these discussions e.g. Edinburgh Cares and the Disability and Learning Support Service, as have our colleagues in Colleges and EUSA.
21. As the proposed work moves from plan to action, students who are parents and carers will be consulted to ensure this work will begin to address their concerns raised in the original report.

H/02/02/02

APRC 24/25 2G

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Freedom of information

Open