



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus

Tuesday 20 May 2025, 1:10-4pm

Larch Lecture Theatre, Nucleus, Kings Buildings / Microsoft Teams

Voting will be undertaken using Wooclap.

AGENDA

1 Welcome and Apologies 13:10-13:25, 15 minutes (items 1&2)

2 Minutes and e-Senate Reports

To approve the minutes of the meetings held on:

- 5 February 2025.
- 26 March 2025.

S 24/25 6A

S 24/25 6B

To approve the e-Senate report of 23 April to 7 May 2025.

S 24/25 6C

2.1 Matters arising

To consider any matters arising.

2.2 Senate Action Log

S 24/25 6D

To note updates to the Senate Action Log.

3 Convener's Communications 13:25-13:40, 15 minutes

Verbal Update

4 Report from the Honorary Degrees Committee 13:40-13:45, 5 minutes

S 24/25 6E

CLOSED

To approve the recommendations from the Honorary Degrees Committee.

5 Insights into student use of Artificial Intelligence 13:45-13:55, 10 minutes

S 24/25 6F

To note the student perspective on AI in Education, and to discuss how to help students thrive as they adapt to the changing landscape of AI in Education and the workplace.

- 6 Committee Business 13:55-14:25, 30 minutes**
- 6.1 Knowledge Strategy Committee – Future Governance S 24/25 6G**
To approve the proposals as set out in the paper.
- 6.2 Senate Standing Committee Membership S 24/25 6H**
To approve the Senate Standing Committee Membership for the 2025-2026 academic year.
- 6.3 Senate Annual Internal Effectiveness Review S 24/25 6I**
To approve the plans for the 2024-25 review.
- 6.4 Senate Exception Committee Membership S 24/25 6J**
To approve the Senate Exception Committee membership for the 2025-26 academic year, and to note the process for filling vacancies.
- 6.5 Senate External Review Task and Finish Group S 24/25 6K**
To receive an update on activity in response to the Advance HE External Review of Senate Effectiveness.
- 7 University Finances 14:40-15:20, 40 minutes**
- 7.1 Budget Working Group S 24/25 6L**
To discuss the report and approve the recommendations from the Budget Working Group.
- 7.2 Financial Resilience Strategy Update and Confidence in the University Executive S 24/25 6M**
To discuss and vote on the motion detailed within the paper.
- 8 Research 15:20-16:00, 40 minutes**
- 8.1 Recommendations for enhancing Senate oversight of research S 24/25 6N**
To discuss the recommendations for enhancing Senate oversight of, and engagement with, research matters.
- 8.2 Research Ethics and Defence and Security S 24/25 6O**
To discuss the report and recommendations arising from the Research Ethics for Defence Working Group.

Items for information

To note the following:

9	Court Communications	S 24/25 6P
10	Court Resolutions	S 24/25 6Q
11	Senate Election Results	S 24/25 6R
12	Students' Association Sabbatical Officers' Priorities for 2024/2025 Reflection	S 24/25 6S
13	Learning and Teaching Strategy – Implementation Plan Update	S 24/25 6T
14	Senate Standing Committee Priorities for Academic Year 2025-26	S 24/25 6U
15	Research Strategy Group Report	S 24/25 6V
16	Report of Chair Promotions for Academic Year 2024-25	S 24/25 6W
17	Date of next meeting: 1 October 2025	

Senate will meet in the 2025-26 academic year as follows:

- Wednesday 1 October 2025
- Wednesday 10 December 2025
- Wednesday 4 March 2026
- Tuesday 19 May 2026



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus

Wednesday 5 February 2025, 1:10-4pm

Main Lecture Theatre, Swann Building, Kings Buildings / Microsoft Teams

Unconfirmed Minute

Attendees: Peter Adkins, Gill Aitken, Sham Alhousiki, James Andrew, Ruth Andrew, Jonathan Ansell, Mohammad Amir Anwar, David Argyle, Kate Ash-Irisarri, Kasia Banas, Michael Barany, Christine Bell, Matthew Bell, Shereen Benjamin, Philip Best, Ayesha Bibi, Richard Blythe, Barry Bradford, Laura Bradley, Mary Brennan, Paul Brennan, Aidan Brown, Tom Bruce, Mette Cameron, Carol Campbell, Tony Carbery, Jeremy Carrette, Seongsook Choi, Neil Chue Hong, Aurora Constantin, Sam Coombes, Martin Corley, Jeremy Crang, Juan Cruz, Jo Danbolt, Kirsty Day, Afshan Dean, Luigi Del Debbio, Jean-Christophe Denis, Chris Dent, Charlotte Desvages, John Devaney, Simone Dimartino, Kevin Donovan, Julia Dorin, Leonidas Doulas, Claire Duncanson, Susan Dunnett, Tosin Durodola, Olivia Eadie, Andrea English, Mark Evans, Omolabake Fakunle, Tonks Fawcett, Valentina Ferlito, Sue Fletcher-Watson, Emily Ford-Halliday, Chris French, Vashti Galpin, Marc Geddes, Akrit Ghimire, Antonis Giannopoulos, Stuart Gilfillan, Laura Glendinning, Benjamin Goddard, Iain Gordon, Kim Graham, Liz Grant, Richard Gratwick, Ankita Gupta, Patrick Hadoke, Rachel Happer, Colm Harmon, Tina Harrison, Helen Hastie, David Hay, Dora Herndon, Melissa Highton, Jane Hislop, Willem Hollmann, James Hopgood, Jenny Hoy, David Ingram, Julie Jacko, Max Jaede, Jakov Jandric, Amanda Jarvis, Aarnesh Kapoor, Jim Kaufman, Tobias Kelly, Meryl Kenny, George Kinnear, Linda Kirstein, David Kluth, Andy Law, Steff Lewis, Dawn Livingstone, Jason Love, Sophia Lycouris, Upasana Mandhata, Guangzhao Mao, Peter Mathieson, Sarah McAllister, Hayley McCormack, Mike McGrew, Gavin McLachlan, Avery Meiksin, Kyleigh Melville, Tijana Mitic, Meera Mokashi, Steven Morley, Ben Morse, Chris Mowat, Simon Mudd, Rachel Muers, Zahid Mushtaq, Rupert Nash, Pau Navarro, Bryne Ngwenya, Steven O'Hagan, Richard Oosterhoff, Diana Paton, Cheryl Patrick, Jamie Pearce, Josephine Pemberton, Nick Polydorides, Sarah Prescott, Jon Pridham, David Quinn, John Rappa, Tianyi Ren, Ricardo Ribeiro Ferreira, Ken Rice, Simon Riley, Aryelly Rodriguez Carbonell, Brodie Runciman, Enrique Sanchez-Molano, Giulio Santori, Eberhard Sauer, Bernd Schroers, Pablo Schyfter Camacho, David Smith, Sean Smith, Stewart Smith, Antonella Sorace, Perdita Stevens, Gavin Sullivan, Emily Taylor, Jessica Thackeray, Alex Thomson, Sally Till, Tamara Trodd, Niki Vermeulen, Natasha Vijendren, Julia Voigt, Dylan Walch, Patrick Walsh, Lena Wanggren, Michele Weiland, Charles West, Iain Wright, Benjamin Wynne, Ingrid Young.

In attendance: Nina Bremner, Lisa Dawson, Sinéad Docherty, Arlene Duffin, Lucy Evans, Richard Kenway, Nichola Kett, Dean Pateman, Fraser Rudge (Clerk) Michael Rovatsos.

Apologies: Marialuisa Aliotta, Niall Anderson, Liz Baggs, Christina Boswell, Catherine Bovill, Julian Bradfield, Celine Caquineau, Leigh Chalmers, Kevin Collins, Hannah Crocombe, Kate Davison, Kevin Dhaliwal, Sameer Dhumale, Izzy Drago Ferrante, Murray Earle, Ruth Elliott, Anne-Maree Farrell, Susan Farrington, Thorunn Helgason, Emma Hunter, Gavin Jack, Itamar Kastner, Barry Laird, Ewa Luger, Antony Maciocia, Cait MacPhee, Catherine Martin, John Menzies, Marc J Metzger, Lyndsay Murray, Suvankar Pal, Naraya Papilaya, Wayne Powell, Carin Runciman, Ewelina Rydzewska-Fazekas, Ash Scholz, Matthias Schwannauer, Tobias Schwarz, Jo Shaw, Mike Shipston, James Smith, Jeremy Upton, Shannon Vallor, Philip Wadler, Indigo Williams, Thomas Wishart.

Prior to the meeting commencing, Senate members were reminded that the Senate meeting would be recorded to aid in the production of the minutes as per the Senate Recordings Privacy Statement.

1 Welcome and Apologies

The Convener, Principal Sir Professor Peter Mathieson, welcomed members to the third Senate meeting of the 2024-25 academic session. It was confirmed that Senate had reached quorum.

2 Minutes and e-Senate Reports

2.1 Minutes

Senate received the unconfirmed minutes of the meetings of 22 May 2024 (S 24/25 3A), 18 June 2024 (S 24/25 3B), 9 October 2024 (S 24/25 3C), and 11 December 2024 (S 24/25 3D). The Academic Registrar, Lisa Dawson, provided an update to Senate on the process to consider the minutes held over from previous meetings.

At its meeting of 11 December 2024, Senate voted not to approve the minutes of May, June, and October 2024. Subsequent to this meeting, an out-of-meeting process was conducted to consider the proposed corrections to these minutes. It was reported that 101 Senate members had participated in this process, and that a quorum had therefore been reached. The Academic Registrar gave thanks to those who had participated in this process, advised that all of the proposed corrections had been approved, and reported that the minutes had been updated accordingly. Members were advised that they could access the voting results, and corrections made, on the Senate Members Portal.

For the minutes of 11 December 2024, it was explained that one member had proposed three corrections to the unconfirmed minutes. Following review, these corrections were adopted and updated minutes were issued as part of a revised meeting pack. Members were advised that they could access information on the corrections made on the Senate Members Portal.

Without requiring a vote, Senate approved the minutes of the meetings of 22 May 2024, 18 June 2024, 9 October 2024, and 11 December 2024.

A member observed that the unconfirmed minutes of the December 2024 meeting had been circulated late, and that members would appreciate receiving the unconfirmed minutes of Senate meetings sooner. The Academic Registrar acknowledged the members comment, and confirmed that unconfirmed minutes of the February 2025 meeting would be drafted and shared with Senate members in a timelier manner.

2.2 e-Senate report of 8-22 January 2025 (S 24/25 2E)

Without requiring a vote, Senate approved the e-Senate report of 8-22 January 2025. The Convener congratulated the new Emeritus Professors on behalf of Senate.

2.3 Matters arising

There were two matters arising from the minutes of the previous meetings.

2.3.1 Meeting of 9 October 2024

There was one matter arising from the minutes of the 9 October 2024. Under minute eight, Research Ethics and Defence and Security, Senate was advised that the final report and recommendations arising from the Research Ethics for Defence Working Group would be presented to its meeting of 5 February 2025. Senate was informed that the associated paper would instead be presented to the May 2025 Senate meeting to enable consideration by the Research Ethics and Integrity Review Group and the Research Strategy Group.

2.3.2 Curriculum Transformation

A member commented that they were concerned that work on the curriculum transformation project was progressing without Senate having had the opportunity to vote on its final shape. They added that they were concerned about aspects becoming fixed prior to consideration by Senate; and separately commented that Senate could meaningfully contribute to ongoing work on experiential learning. Another member commented on references within the meeting papers which appear to imply that the postgraduate taught elements of the Curriculum Transformation Programme were in implementation phase, and that information had been cascaded to schools which had implied that approval had been given. Another member reminded Senate of an amendment approved by Senate at its meeting of 22 May 2024 (minute eight, pg. 15):

“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.”

In response the Vice Principal Students, Professor Colm Harmon, confirmed that work had been progressing on operational issues and that Senate would be presented with formal proposals on key elements for consideration and approval in due course.

Senate Clerk’s Note: following the meeting, the Vice Principal Students advised that consideration was being given to the timing for presentation to Senate of a proposals paper. It was explained that a paper could be presented to the May 2025 meeting of Senate but that further consideration would be required by the Academic Policy & Regulations Committee, which was scheduled to meet two days after Senate’s meeting. Further discussion would be held with the Convener of APRC.

2.4 Senate Action Log

Senate noted the status of actions as detailed within the Action Log (S 24/25 3F).

A member noted the update provided to Senate’s meeting of December 2024 on the Finance, HR and Research Improvement Programme; and commented that they would like it to be a standing item on Senate’s agenda. Professor Kim Graham, Provost, agreed that Senate could receive further updates on the Programme, but did not feel that a standing agenda item was necessary.

3 Convener's Communications

The Convener provided a verbal update and also invited contributions from Dylan Walch, Edinburgh University Students' Association Vice-President Education; and from Professor Richard Kenway, Convener of the Senate External Review Task and Finish Group.

3.1 Financial Context

The Convener commented briefly on recent media coverage which illustrated the challenging financial situation being experienced across the Scottish and UK higher education sector. The Convener also reflected briefly on the changing perception of UK universities by lenders, and the associated implications for borrowing costs. It was explained that UK universities had previously been perceived of as very credit worthy by lenders, and that lenders were now expressing concerns around the sustainability of UK universities.

The Convener reflected on how changing circumstances had put the University at significant risk of entering a deficit position if expenditure continued to grow faster than income, and that a deficit position would occur based on the University's current budgets. It was queried when the University was anticipated to enter a deficit position. In response, the Convener commented that financial modelling indicated that a breakeven position could be achieved for the financial year ending 31 July 2025 and that, in the absence of action, a deficit was anticipated for the financial year ending 31 July 2026. The Convener added that the University would need to increase income, reduce expenditure, or both to avoid entering a deficit position.

Senate received a brief update on the status of the ongoing voluntary severance scheme, and it was reported that the cost savings likely to be achieved were unlikely to close what was a substantial gap between income and expenditure. The Convener commented that the Interim Director of Finance was working on quantifying the cost savings required and how these would be distributed across budget areas; and added that staff would receive further information as it became available. The Convener added that consideration was being given to all potential methods of responding to the University's financial difficulties; with consideration also being given to the protection of the University's strategic priorities, which included the student experience, the staff experience, and the University's research contributions.

A member queried a decision which had recently been communicated that heating would be turned off within the University's buildings after 5pm, and it was observed that the University's teaching timetable ended at 6pm. The member added that they had had sight of the equality impact assessment, but sought further information on the impact on particular categories of staff such as disabled staff, those working out of hours, and those on flexible work arrangements. The Convener commented that they were unaware of the communication, and that the matter would be investigated.

3.2 Visit to Gujarat Biotechnology University

The Convener reported on a recent visit to the Gujarat Biotechnology University, where the University was supporting the provision of a two-year master's program that had benefited from curriculum design support from the University of Edinburgh. Members were briefly informed of the University's partnership arrangements with the Government of Gujarat, and were advised that the partnership was progressing well.

The Convener reflected briefly on media reports about other UK universities establishing branch campuses in India. It was commented that there was demand in India for partnerships with British universities, and that there may be further opportunities for the University to explore. The Convener added that they were not personally interested in pursuing expansion in India via a branch campus model.

3.3 Exascale

The Convener provided a brief update on the ongoing discussions regarding the potential commissioning of an exascale computer by the UK Government.

3.4 Communications from the Edinburgh University Students' Association Vice-President Education

The EUSA Vice-President Education provided a brief update on issues associated with assessment of feedback, the student voice, student systems, and postgraduate research students.

It was reported that the Students' Association would be supporting a review of the Common Marking Scheme for undergraduate programmes, with a view to providing greater differentiation for assessments marked within the range of 70-100. It was explained that the marking scheme currently defined everything marked above 70 as 'excellent'. The EUSA Vice-President Education added that doing so would support associated work on assessment rubrics.

Senate were informed that the Students' Association were developing an options paper on changes that could be made to the Student Voice Policy, and that relevant consultation had taken place on student-staff liaison and on assessment and feedback. Members were informed that a working group was being established to review the Student Partnership Agreement. The Convener commented briefly on data which had suggested significant improvements in the turnaround time for student feedback, which was very positive.

The EUSA Vice-President Education commented briefly on arrangements for a hackathon, comprising staff and students, to be held to facilitate the co-creation of improvements to student facing systems. Separately, it was reported that collaborative work was ongoing to improve students' ability to navigate the University website.

The EUSA Vice-President Education commented briefly on increasing reports received by the Students' Association from postgraduate research students who had reported experiencing financial difficulty, and which had adversely affected their studies.

3.5 Communications from the Convener of the Senate External Review Task and Finish Group

The Convener of the Senate External Review Task and Finish Group provided a brief update on the work of the Group, as detailed within paper S 24/25 30; and encouraged Senate members to engage with an ongoing survey looking at the relationship between Senate and its standing committees. It was explained that the Group would consider the survey results at its upcoming meeting on 25 February 2025.

Separately, the Convener encouraged Senate members to complete the Staff Survey 2025.

4 Senate & Senate Standing Committee Elections 2025/26

Senate received a paper seeking approval of arrangements for the operation of the 2025 elections of academic staff to Senate; and of the 2025 elections of Senate-elected academic members to the Senate Standing Committees paper (S 24/25 3G).

In introducing the paper, the Academic Registrar explained that Senate's approval was being sought for the following:

- The dates for opening the call for nominations and for submission of nominations.
- The periods for voting.
- The appointment of the Returning Officer and Deputy Returning Officer.
- A standardised term of office of three years.

It was reported that an operational suggestion had been received prior to the meeting, and the Academic Registrar advised that this suggestion would be implemented and thanks were given to the Senate members. It was explained that staff would now be notified, within the nominations period, where fewer nominations had been received than there were open vacancies. Updates would also be posted online, and staff would be able to check an 'if needed' box on the nomination form to indicate their willingness to withdraw their nomination if sufficient nominations are received from other colleagues.

A member queried whether provision could be made within the Senate Election Regulations for staff who were promoted during a term of office. It was observed that the Academic Staff (professorial) membership categories appeared to receive significantly fewer nominations than for the Academic Staff (non-professorial) membership categories. The current iteration of the Senate Election Regulations required staff to remain within the membership category that they were elected to, or to resign and stand for re-election. It was suggested that additional non-professorial members could be elected to Senate if there was a mechanism for transferring academic staff who were promoted to professor. The Academic Registrar thanked the member for their suggestion, and advised that it would be considered as part of the next review of the Senate Election Regulations.

There was a discussion of the proposal to adopt a standardised term of office of three years, rather than to continue with the approach of allocating differentiated terms of one-, two-, or three-year terms of office. Noting the number of vacancies within certain membership categories, a member observed that the conditions that had led to the implementation of differentiated terms remained, and they suggested that differentiated terms remained in use.

There was a brief discussion on whether the arrangements had been intended to be transitional, to support the change to Senate's current composition made in 2020, or had been intended to be used in perpetuity. A member commented that Senate had voted to approve the current mechanism at its ordinary meeting of February 2023, and further commented that they did not consider Senate to have received sufficient opportunity to consider the proposed change to term length. In support of the change, it was commented that adopting the proposal would support continuity and the development of knowledge and experience for members; address concerns around parity, whereby some members would receive a lesser term of office; and support alignment with sector practice.

A Senate member queried why arrangements for the Senate Standing Committee Elections were being finalised at the February 2025 meeting, and suggested that approval of the arrangements be deferred to allow the Senate External Review Task and Finish Group time for review and consultation with Senate. It was observed that the External Effectiveness review did not contain any recommendations relating to Senate election processes. A member proposed a motion to vote on elements of the paper separately. In response, the Convener clarified that Senate would be invited to vote on the arrangements as they were specified within the paper, and confirmed that disaggregated voting would take place if a 'not approve' result was returned.

Senate approved the arrangements for the 2025/26 Senate and Senate Standing Committee Elections, as specified within the paper, by a majority vote. 73 members approved, 47 members did not approve, and 7 members abstained.

During the voting period, reports were received from members who had experienced difficulty in logging onto Woodclap. Senate were invited to vote on the motion twice, and both votes confirmed majority approval.

5 Conferral of Awards

Senate received a closed paper (S 24/25 3H) which requested its approval for the conferment of degrees to the students detailed within the paper's appendix.

The Academic Registrar explained that Senate had approved a proposal to delegate authority to Boards of Examiners, on a trial basis, to confer degrees at its meeting of October 2024. The students listed within the paper had been recommended for award in the period following the Senate graduation meetings, held as part of the 2024 Winter Graduation ceremonies, and before the commencement of the trial period on 1 January 2025. It was commented that the paper detailed transitional arrangements which sought to ensure that the students listed were not disadvantaged by the absence of Senate graduation meetings in 2025.

Without requiring a vote, Senate approved the conferral of awards for the students detailed within paper S 24/25 3H.

6 Report from the AI Adoption Task Force

Senate received the report from the AI Adoption Task Force (paper S 24/25 3I) which had provided information in response to Senate's consideration of a paper (S 24/25 2K) at its meeting of 11 December 2024.

Members were invited to submit questions and comments for response by Gavin McLachlan, Vice-Principal and Chief Information Officer, and Librarian; and Professor Michael Rovatsos, Convener of the AI Adoption Task Force.

A member observed that the AI Adoption Task Force was not responsible for the University's governance of matters relating to generative AI; and it was queried what activity was occurring within the University's committee structure. The Vice-Principal and Chief Information Officer, and Librarian commented briefly on consideration of matters related to AI and sustainability on University committees associated with information technology. Senate members reflected on the relationship between the AI Adoption Task Force, college committees, and Senate and its standing committees. It was queried how the AI Task Force

should best fit into the Senate committee structure, whether its remit should be considered further, and how it should contribute to Senate's priorities. It was also queried whether Senate could request the development of policies related to generative AI by its standing committees. In response, it was commented that Senate could do so, and it was observed that Senate would have the opportunity to discuss standing committee priorities as part of the meeting, minute eight refers. Separately, in response to a query, the Convener of the AI Adoption Task Force clarified that comments relating to a 'reluctance to take action' made within the paper related solely to the piloting of new practices and opportunities that were enabled by generative AI.

Senate discussed how generative AI had affected academic integrity and academic misconduct at the University. It was commented that the Task Force was not overseeing work on academic integrity, but did provide support to the Assessment and Feedback Strategy Group where requested. A Senate member commented that colleagues in schools would appreciate additional guidance and support on how to ensure academic integrity in the context of generative AI. The Deputy Vice-Principal Students (Enhancement), Professor Tina Harrison, reported briefly on ongoing discussions occurring with colleagues across the University, in group meetings, and in college committees. It was commented that development of a university-level policy would be challenging, given the diversity of assessment used across the University. It was commented that consideration was being given to assessment design, how generative AI could be used by students where appropriate, and how to ensure usage of generative AI was not possible when not appropriate. Senate members were invited to provide suggestions for institutional guidance on generative AI by email to the Deputy Vice-Principal Students (Enhancement).

In response to a comment that academic misconduct data did not appear to show a particular issue with AI, a Senate member queried whether the qualitative experience of staff involved with handling academic misconduct cases was being captured. The member added that detecting inappropriate usage of generative AI was challenging, and that there was the potential for AI-related academic misconduct cases to be underreported.

A Senate member reflected on their experience of investigating misconduct cases; and reflected on informal discussions with students where they had asked the student what they had used AI for, why they had used AI, and how the University could help them to learn without the need to use AI. The member reported having observed an increasing disparity between students who used generative AI well, with those who did not. It was explained that some students were able to access good computing resources, were able to afford access to the latest AI models, and who took online tutorials to learn how to use AI effectively. These students had adapted to using generative AI very well. Conversely, there had been examples of students submitting work based upon minimally edited responses generated by AI models. The member expressed concern about the potential for students using AI to bypass crucial learning and skills development; and added that students who did not sufficiently invest in initial learning were likely to struggle as they progressed through their programme of study and then into employment. The member commented on the need for the University to better incentivise students to invest in their learning and, to achieve this, commended the use of in-person assessments to assess students in isolation from AI.

As part of subsequent discussion, a member commented on the risk of appearing to imply that all students were utilising generative AI in an inappropriate manner. It was commented that such a perception could be demoralising for students. Another member observed that students were trying to adapt to new ways of working necessitated by the introduction of generative AI; and was suggested that the University could research the reasons why

students were using generative AI. They commented briefly on students' concerns about not being able to keep pace with peers who were better at using AI. It was further suggested that consideration could be given to developing new teaching and assessment practices to better work with generative AI.

There was a brief discussion on matters associated with equity of access to AI, and the Convener commented that it was imperative that the University acted to prevent disparities between students forming in relation to AI usage. The Vice-Principal and Chief Information Officer, and Librarian commented briefly that a key recommendation arising from the AI Adoption Task Force was ensuring that staff and students had both equity of access to generative AI, and also had a good basic understanding of AI. Reference was made to the universal provision of ELM (Edinburgh (access to) Language Models) and it was reported that the University had recently launched three courses on AI, and that details of these would be shared with Senate.

A member commented on the necessity of in-person exams, and queried the University's provision of support for the delivery of exams, and particularly for resit examinations. The member added that they were aware of colleagues who had felt pressured to offer an alternative form of assessment to an exam for reassessment. The member requested that the University reinstate support for the delivery of exams, and separately suggested that resit exams could occur during September rather than August. In response, the Vice-Principal Students sought clarification on the source of the pressure that colleagues had experienced, and commented on previous commitments made to academic staff regarding their ability to design assessments.

A member commented that a paper to the Senate Education Committee meeting of 7 November 2024 which sought agreement in principle to minimise the requirement for students to return to Edinburgh during the summer solely to take in-person assessments. The member added that staff had been advised by their schools to minimise the use of examinations. The Vice-Principal Students acknowledged that the cost to students of travelling to Edinburgh within the month of August for resits could be significant, and added that this did not preclude academic staff from arranging in-person examinations where there was an appropriate academic justification for doing so. The Vice-Principal Students reflected further on recent discussions with colleagues across the University on the subject of resit examinations, and noted significant variation in opinion across the University. The Deputy Vice-Principal Students (Enhancement) added that there were many ways to design assessments that were authentic and robust, and encouraged colleagues consider a range of options when designing assessments.

7 Senate External Review Recommendation: Standing Committee Remits Update and Options

Senate received a paper which provided an update on progress associated with the AdvanceHE External Effectiveness Review of Senate recommendation (R17) relating to Senate Standing Committee remits; and which invited Senate consideration of the student experience across Senate and its committees (paper S 24/25 3J).

Senate noted the update on progress; and were invited to provide input and feedback to the paper authors Professor Colm Harmon, Vice Principal Students, and Nichola Kett, Head of Academic Quality and Standards.

The paper set out the following options for enhancing the consideration of the student experience at the University:

- a) Create a new separate Senate standing committee to specifically consider the student experience.
- b) Embed student experience within all committees.
- c) Address the impact on student experience for each paper through an impact assessment.
- d) Enhance and define reporting between groups and committee on matters relating to the student experience.
- e) A combination of the above.

The EUSA Vice-President Education commented that, while all of the options would help to improve consideration of the student experience, they considered options A and C to be the most impactful. They commented the Edinburgh University Students' Association were supportive of the creation of a new Senate standing committee, and recognised that consideration would be required on such a committee's remit, terms of reference, and relationship with Senate and its standing committees. A member commented that it had been affirming for students to see student experience being a priority for discussion at Senate; and added that establishing such a committee would help to evidence the University's commitment to enhancing the student experience.

Senate members discussed how the formation of a new Senate standing committee could facilitate more holistic consideration of the issues affecting students. It was commented that a student's academic life was affected by personal issues such as mental health, finance, and belonging to a community; and that such issues were often considered separately. A Senate member commented on the experience of postgraduate taught and postgraduate research students (PGR), who they had frequently heard felt underrepresented and unheard in comparison to undergraduate students. The member reflected on the experience of postgraduate research students, who were often older than undergraduate students and had differing personal, family, and work commitments. It was further observed the PGR students often worked in isolation, and that methods of representation that relied on large cohorts could be less effective in supporting their needs. The member commented that a dedicated Senate committee to consider the student experience would likely help to address such issues; and would provide a platform for students to articulate their concerns and be better able to contribute to the decision-making processes that affect their academic lives.

A member reflected on their experience of the recently formed Student Life Committee within the College of Arts, Humanities & Social Sciences. The member commented that they had found it beneficial as a forum for considering issues that affected both students personal and academic lives, and from being able to consider issues from alternative perspectives. The member added that they preferred the term 'student life', over 'student experience', as they felt it better reflected the lived experience of students.

It was commented that, if formed, such a committee should have a membership which was reflective of the student population and which had students in the majority. A member commented that the creation of a dedicated committee could help to address issues caused by the rapid turnover of student representatives, and could help to foster leaders within the student community. Separately, it was observed that 10% of the University's students studied fully online at a distance, and that they would have a very different student

experience and impression of the University's services. It was acknowledged that such a committee could not represent all students fully, but that it was likely the best option for improving representation.

It was observed that a new committee would not be able to consider all issues affecting the student experience, as some matters would be reserved to other bodies within the University's governance structure, and others would reflect operational decisions made at the school and college level. As such, there would remain a need to consider issues affecting the student experience across all relevant University committees and groups, and it was recommended that consideration also be given to improving the current committee structure. Another member commented on option C, the creation of a student experience impact assessment, and reflected briefly on a concern about the potential for variation in completion and contribution to discussion.

The Vice-Principal Students reflected on the discussion, and on the preferred options specified within the paper, a combination of (b) and (d) initially. The Vice-Principal Students further reflected on related work undertaken to date, and the extent of remit a new Senate standing committee might have to address some of the issues raised within the discussion. The paper authors thanked members for their contributions, and it was explained that these would inform proposals to improve the student experience in the short, medium and long term. It was commented updates would continue to be provided to Senate, Senate standing committees, and the Senate External Review Task and Finish Group.

A member of the Task and Finish Group added that the discussion would contribute meaningfully to other issues being considered by the Group, such as external review recommendation 18.

8 Senate Standing Committees: Mid-Year Reflection on 2024-25 Priorities and Contribution to 2025-26 Priorities

Senate received a paper which provided a mid-year reflection on progress made against the 2024-25 standing committee priorities; and which invited Senate consideration of potential priorities for 2025-26.

Members were invited to submit questions and comments for response from Professor Colm Harmon, Convener of the Senate Education Committee; Professor Tina Harrison, Convener of the Senate Quality Assurance Committee; and Professor Patrick Hadoke, Convener of the Academic Policy and Regulations Committee.

In introducing the paper, the Convener of the Senate Education Committee reflected on Senate's earlier discussion on generative AI (minute six), and suggested that the Senate standing committees could consider issues associated with generative AI in the next academic year. Separately, the Convener of the Academic Policy and Regulations Committee reported that APRC had met prior to Senate, and had already had a helpful discussion on progress to date.

A member reflected on the discussion as part of the previous agenda item (minute seven), and asked if the student members of Senate felt that committee's current priorities and activities represented what was most important to the student voice and the student experience. The Convener of APRC commented briefly on a task group that APRC had recently formed to consider how postgraduate regulations affected students, and how the University could review and embed the student experience when developing or reviewing

regulations. A Senate member, reflecting on their experience as a student representative, commented on concerns they had relating to the flow of information between Senate's standing committees and Senate, and then between Senate and the wider University community. The conveners indicated their willingness to improve communications, and invited suggestions and feedback on how to do so.

The Provost reflected on relevant discussion by the Senate External Review Task and Finish Group on how Senate could be better informed of how standing committee meetings had considered issues, how decisions had been reached, and which issues should be referred to Senate for consideration or approval. The Convener of the Senate External Review Task and Finish Group added that the Group was considering ways to improve the flow of information between Senate and its committees; to clarify expectations around delegated authority; and to identify topics which Senate, through its unique composition, was able to add value to the consideration of an issue.

Linked to the previous item (minute seven), a Senate member commented on their disappointment that there wasn't a dedicated Senate standing committee to consider the student experience. The Convener of APRC reflected briefly on their experience as a member of the former Researcher Experience Committee, which it was explained had a remit focused on a very narrow proportion of the University community. It was commented that, even with such focus, it was exceptionally difficult to capture the experience of everybody within that small sub-set of the University community. The Convener of APRC commented that the University's overall student community was large and diverse, and that it would be significantly more challenging to represent adequately. The Convener of APRC cautioned that, while they were in favour of a student experience committee, they expected that it would be challenging to ensure effective representation.

9 Budget Working Group

Senate received a verbal update from Professor David Ingram on behalf of the Budget Working Group. It was noted that Senate had approved the formation of the Working Group at its meeting of 11 December 2024.

Professor Ingram reported that, following a call for volunteers, the membership of the Working Group had been established. Senate were informed of the Working Group's members, and were advised that the Vice-Principal Students would act as a liaison with the Senior Leadership Team. It was further reported that an initial meeting of the Working Group had been held, and that a survey had been developed as part of a call for evidence. The Working Group would shortly arrange for the distribution of the survey, and would be writing to Heads of School. Senate was advised that the Working Group planned to report to the next meeting of Senate, on 20 May 2025.

Items for information

10 Court Communications

Senate noted the communications from the University Court as detailed within the paper (S 24/25 3L), and which related to the University Court meeting of 2 December 2024.

A member sought an update on progress associated with the review of the University's Responsible Investment Policy, and contextualised the query by referencing media reports

that Alphabet had ended its pledge not to use artificial intelligence for weapons and surveillance tools.

The Convener and the EUSA Student President, both members of the University Court, commented that work was underway to establish the terms of reference for, and appoint to the membership of, the Due Diligence Review Group. The Convener acknowledged the member's frustration at the speed of the review, but sought to provide assurance that progress was being made. It was commented that an update was expected to go to the April 2025 meeting of the University Court.

It was further commented that work was ongoing in relation to the analysis of responses to the consultation on the Responsible Investment Policy, which would help to inform alterations to the Policy. It was queried whether the survey results would be published. In response, the Convener commented that the University had committed to publishing the survey results. The Convener added that free text comments would not be published, as survey participants had been promised confidentiality.

11 Research Strategy Group Report

Senate noted the report from the Research Strategy Group as detailed within the paper (S 24/25 3M), and which related to the Group's meetings of 20 August 2024, 30 September 2024, and 3 December 2024.

12 Senate Standing Committees – upcoming business

Senate noted the main points of activity and business that the Senate Standing Committees would consider between March and June 2025 (paper S 24/25 3N).

13 Senate External Review Task and Finish Group - Update

Senate noted the update on recent activity by the Senate External Review Task and Finish Group as detailed within the paper (S 24/25 3O); and which related to the Group's meetings of 6 November 2024 and 14 January 2025.

14 Date of next meeting: 20 May 2025



THE UNIVERSITY of EDINBURGH

Senatus Academicus

Wednesday 26 March 2025, 11am-12pm

Reid Concert Hall, Reid School of Music, Central Area / Microsoft Teams

Unconfirmed Minute

Attendees: Peter Adkins, Gill Aitken, Andrew Alexander, Niall Anderson, Ruth Andrew, Jonathan Ansell, Kate Ash-Irisarri, Kasia Banas, Michael Barany, Matthew Bell, Shereen Benjamin, Philip Best, Ayesha Bibi, Richard Blythe, Lisa Boden, Christina Boswell, Barry Bradford, Laura Bradley, Mary Brennan, Aidan Brown, Mette Cameron, Carol Campbell, Celine Caquineau, Tony Carbery, Jeremy Carrette, Leigh Chalmers, Seongsook Choi, Neil Chue Hong, Aurora Constantin, Sam Coombes, Martin Corley, Juan Cruz, Jo Danbolt, Kirsty Day, Afshan Dean, Luigi Del Debbio, Jean-Christophe Denis, Chris Dent, Charlotte Desvages, John Devaney, Sameer Dhumale, Simone Dimartino, Kevin Donovan, Julia Dorin, Leonidas Doumas, Claire Duncanson, Susan Dunnett, Agata Dunsmore, Olivia Eadie, Murray Earle, Constantinos Eleftheriou, Andrea English, Mark Evans, Omolabake Fakunle, Tonks Fawcett, Sue Fletcher-Watson, Chris French, Vashti Galpin, Marc Geddes, Akrit Ghimire, Antonis Giannopoulos, Stuart Gilfillan, Laura Glendinning, Benjamin Goddard, Justin Goodrich, Iain Gordon, Kim Graham, Richard Gratwick, Patrick Hadoke, Karen Halliday, Rachel Happer, Colm Harmon, Tina Harrison, James Hopgood, Jenny Hoy, Emma Hunter, David Ingram, Jakov Jandric, Amanda Jarvis, Crispin Jordan, Aarnesh Kapoor, Itamar Kastner, Tobias Kelly, Meryl Kenny, George Kinnear, Dave Laurenson, Paul Le Tissier, Tom Leinster, Steff Lewis, Ewa Luger, Sophia Lycouris, Margaret MacDougall, Cait MacPhee, Upasana Mandhata, Peter Mathieson, Sarah McAllister, Fiona McClement, Avery Meiksin, John Menzies, James Mooney, Steven Morley, Ben Morse, Rachel Muers, Lyndsay Murray, Rupert Nash, Pau Navarro, Steven O'Hagan, Richard Oosterhoff, Diana Paton, Jamie Pearce, Josephine Pemberton, Nick Polydorides, Sarah Prescott, Jon Pridham, Colin Pulham, David Quinn, Ricardo Ribeiro Ferreira, Simon Riley, Aryelly Rodriguez Carbonell, Ewelina Rydzewska-Fazekas, Enrique Sanchez-Molano, Eberhard Sauer, Bernd Schroers, Matthias Schwannauer, Pablo Schyfter Camacho, Jo Shaw, David Smith, James Smith, Stewart Smith, Perdita Stevens, Alex Thomson, Sally Till, Tamara Trodd, Jeremy Upton, Shannon Vallor, Niki Vermeulen, Natasha Vijendren, Philip Wadler, Dylan Walch, Patrick Walsh, Lena Wanggren, Stephen Warrington, Michele Weiland, Mark Williams, Iain Wright, Benjamin Wynne.

In attendance: Lisa Dawson, Sinéad Docherty, Arlene Duffin, Lucy Evans, Nichola Kett, Dean Pateman, Fraser Rudge (Clerk).

Apologies: Sham Alhousiki, James Andrew, Liz Baggs, Kelly Blacklock, Julian Bradfield, Kevin Collins, Jeremy Crang, Kevin Dhaliwal, Anne-Maree Farrell, Susan Farrington, Mohini Gray, Helen Hastie, Dora Herndon, Melissa Highton, Jane Hislop, Willem Hollmann, Gavin Jack, Jim Kaufman, David Kluth, Barry Laird, Jason Love, Antony Maciocia, Lorna Marson, Catherine Martin, Gavin McLachlan, Kyleigh Melville, Marc J Metzger, Chris Mowat, Simon Mudd, Bryne Ngwenya, Suvankar Pal, Wayne Powell, Brodie Runciman, Mike Shipston, Charles West, David Wyllie, Ingrid Young.

Prior to the meeting commencing, Senate members were reminded that the Senate meeting would be recorded to aid in the production of the minutes as per the Senate Recordings Privacy Statement.

1 Convener's Welcome

The Convener, Principal Sir Professor Peter Mathieson, welcomed members to the special meeting of Senate which had been arranged following receipt of a requisition made under Senate Standing Order Two. It was explained that the meeting had been called by Senate members to consider the academic impact of current and prospective measures taken in response to the University's financial situation. It was confirmed that Senate had reached quorum.

Prior to the consideration of the meeting's papers, Senate received a brief presentation from the Convener on the University's financial situation, and on the University Executive's initial consideration of the concerns raised within the meeting's papers.

Senate was advised that the University's financial situation had been adversely affected by underlying factors which had caused longstanding fragility in the Scottish higher education sector, and which were well known and understood. Additional factors had recently exacerbated the financial challenges being experienced by the sector, and which were mostly beyond the University's control. In response, the University was focusing on aspects that were within its control, which included the University's estates, procurement, staff costs, and the ways in which the University operates.

Members were informed that the University was in the process of reviewing all already-approved estates projects. However, it was explained that any savings achieved through such review would be one-off, and that the University would need to address recurrent expenditure. Members were informed that the number of full-time equivalent (FTE) staff had increased significantly in recent years. The Convener commented that the University was paying its staff appropriately, and competitively with other institutions, however the growth in the staff costs had become unaffordable.

The Convener commented that the special meeting, and the papers and motions submitted to the meeting, had been helpful in assisting the University Executive to understand where Senate members needed additional information or to be more involved. It was added that the University Executive greatly appreciated the concern shown for the University's academic mission, and the Convener sought to assure Senate that the University's academic mission was central in the considerations of the University Executive and in the associated plan shared with the University Court. The Convener added that the University Executive wanted to work with Senate, the joint trade unions and other staff, and with student groups to plan, undertake, and measure the changes needed to ensure the University's future. The Convener concluded by stating that the stakes were too high for division and conflict, and that the university community must work together to avoid being in even more significant financial difficulties, as were being experienced elsewhere at the time.

It was explained that the university community could access information at the [University finances SharePoint site](#), which would continue to be updated as information became available.

2 Academic impacts of the University's financial resilience strategy

Senate received paper S 24/25 4A which articulated concerns about the scale, timeline, nature and communication of the University's current and proposed financial resilience strategy. Senate considered the paper, and noted the appendices which included an open letter to Court from 92 elected members of Senate, a list of co-signatories to an open letter, and a summary of comments provided by co-signatories to the open letter.

In introducing the agenda item, the Convener acknowledged the concerns raised by the paper authors and by the signatories to the open letters. The Convener noted that the paper included a request for further information and analysis, and highlighted the [University finances SharePoint site](#) which contained relevant information. Members were advised that further detailed work was underway, and that additional information would be published on the SharePoint site as it became available. Separately, noting the content of the motions, the Convener also sought to assure Senate that the University Court held the executive team to account, including on any cost saving plans developed to ensure the continued financial sustainability of the University.

Members were informed that arrangements had been made to enable Senate to vote on the motions as presented within the paper. The Convener confirmed that the outcome of the votes, and the associated statements, would be communicated to the University Court. It was further explained that feedback from the University Court to Senate would be provided through the Convener's communication at the ordinary Senate meeting due to take place in May 2025. Members were asked to note that, from a governance perspective, Senate could not compel the University Court to take specific action, or to not take specific action.

Dr Aidan Brown, Elected Academic Staff Member from the College of Science and Engineering, introduced the paper on behalf of the authors. Senate were informed that the paper had been drafted in response to significant concerns about the University's financial resilience strategy, where it had been considered likely that the costs associated with such an approach would outweigh the benefits. Dr Brown highlighted the concerns as detailed within the paper, and added that staff at the University had not yet seen evidence that justified the scale and speed of the large-scale cuts to University's expenditure. It was commented that the speed of the proposed changes, and the associated lack of opportunity for academic scrutiny to occur, had led to members of the university community to lose trust in the approach taken by the University Executive. It was explained that the paper included a number of suggestions that the University Executive could take to restore trust; and that Senate members intended to hold a vote at the May 2025 Senate meeting to evaluate the confidence of the University's academic community, as represented by Senate.

Senate discussed the paper and associated motions. A member, reflecting on their career at the University, commented that they had never known the University to be under such a significant threat. To effectively address the issues facing the University, the member spoke of the need to leverage the collective wisdom of the university community, and for the issues to be addressed in a collaborative and collegiate manner. The member commented that this perspective was reflected in the motions that had been presented to the meeting, and viewed the motions as an offer for engagement by the university community. The Convener confirmed that the University Executive wanted to accept such an offer of engagement, and added that detailed plans were being developed for each workstream which would include opportunities for engagement with academic and professional services colleagues.

The Convener acknowledged that there was significant uncertainty associated with the measures taken in response to the University's financial situation, and commented that the speed and pace of the changes had been intended to provide lasting certainty to the university community as quickly as possible. The Convener reiterated that the University needed to act decisively to address its financial situation.

It was explained that Senate were being asked to approve nine motions, which sought to confirm statements of Senate's collective view and to confirm statements to be communicated to the University Court. In response to a request for clarification, it was confirmed that voting would take place for each motion.

By majority vote, Senate approved the nine motions as specified within the paper. Detail of the motions, including the record of voting, is included in appendix one.

3 Portfolio Review and Diversity of Educational Provision

Senate received paper S 24/25 4B and noted the concerns that had been articulated regarding the approach taken to date on portfolio review, and the potential impact of such an approach.

In introducing the agenda item, the Convener acknowledged the concerns raised by the paper authors and advised that arrangements had been made to enable Senate to vote on the motions as presented within the paper. The Convener confirmed that the outcome of the votes, and the associated statements, would be communicated to the Student Experience Delivery and Monitoring Board (SEDaMOB). Members were informed that SEDaMOB had oversight of portfolio review, that its membership included Heads of College, and that it reported to the University Executive. Members were further informed that the University Executive considered any proposals made regarding programme closures. It was confirmed that feedback from SEDaMOB would be provided to the May 2025 meeting of Senate.

Professor Diana Paton, Elected Academic Staff Member from the College of Arts, Humanities and Social Sciences, introduced the paper on behalf of the authors. In introducing the paper, it was commented that the topic was closely related to the previous agenda item. It was explained that there were similar concerns relating to the speed of change, and on a lack of opportunity for academic scrutiny of the impact of programme and course closures. The need for regular review of the University's portfolio was acknowledged, however it was recommended that such reviews take account of a broader range of evidence than had been used to date. Professor Paton highlighted salient points from the paper, and added that recent changes arising from the Student Experience Delivery and Monitoring Board had partially addressed some of the concerns. It was commented that, while a positive direction of travel had been observed, it would still be valuable for Senate to consider the motions as presented.

Ben Morse, co-author of the paper, added that some of the programmes which had already been closed had facilitated the development of specialist skills that were in demand by employers. It was commented that the closure of such programmes would have a broader societal and sectoral impact, which could adversely affect the graduate recruitment of the University's students; and which could adversely affect the standing of the University and its Careers Service with valued long-term partners. It was further commented that, as part of fulfilling its societal duty, the University must ensure these stakeholders' voices are heard as part of decisions on the curriculum via continued engagement with the Careers Service Employer Engagement Team.

The Convener invited Senate members to comment on the paper and motions.

The EUSA Vice-President Education, Dylan Walch, commented that the Edinburgh University Students' Association supported the undertaking of regular and holistic reviews of the University's portfolio and added that these should be based on multiple criteria in addition to finance.

The Deputy Head of College (CAHSS), Professor David Smith, acknowledged the concerns raised within the paper, yet commented that aspects did not appear to be reflective of the College's new portfolio review process which had been constructed collaboratively. Senate received a brief update on the development of a business-as-usual portfolio review process within the College of Arts, Humanities and Social Sciences. It was explained that the development of this process had been a significant undertaking due to the scale of the College's portfolio, and that progress had been achieved through collaborative efforts involving colleagues from across the schools. The Deputy Head of College (CAHSS) acknowledged the effort involved and thanked colleagues for their support. It was added that discussion at the working group had been productive and that the guidance produced was comprehensive, holistic, and capable of providing nuanced consideration. The Deputy Head of College further reflected on recent discussions within and between the College's schools, which had shown that nuanced consideration of the portfolio could be achieved through dialogue.

A member observed that the University's website stated that part-time masters programmes played a significant role in widening participation by providing flexible learning opportunities for those students that have different responsibilities and are unable to study full time. The rationale for closing part-time masters programmes was queried. In response the Vice Principal Students, Professor Colm Harmon, confirmed that the portfolio review guidance had been updated in response to college feedback to avoid viewing part-time programmes as being distinct from the equivalent full-time programmes. The Vice Principal Students added that regulatory work was underway to negate the need for specific administrative distinctions between the full-time and part-time versions of programmes; and commented that this was anticipated to improve the student and staff experience.

By majority vote, Senate approved the five motions as specified within the paper. Detail of the motions, including the record of voting, is included in appendix two.

4 Date of next meeting: 20 May 2025

In response to a query, it was commented that the next meeting would be held in the Larch Lecture Theatre, Nucleus, Kings Buildings.

The Convener closed the meeting by thanking members for their expressions in support of the sanctity of the University's academic mission, and for members' constructive comments on seeking to be engaged and involved with the challenges facing the University. The Convener acknowledged that there would be areas of difference in terms of specific details, but sought to reflect back a spirit of engagement on behalf of the University Executive.

Appendix One – Record of Voting for Paper S 24/25 4A: Academic Impacts of The University's Financial Resilience Strategy

Motions from Paper S 24/25 4A	Approve	Not Approve	Abstain
A. Senate is asked to approve the following as statements of Senate's collective view:			
A.1 Measures currently being taken, and proposed, to implement rapid, large-scale cuts to the University's expenditure are harmfully impacting research, teaching and the student experience, as well as staff morale and wellbeing. There is a significant risk that these measures will further harm research, teaching and the student experience in years to come. In addition, these measures risk damaging the University's future potential for income generation, including via student recruitment, staff capacity for research income generation and innovation, and external partnerships.	98	13	5
A.2 Plans for change which impact the delivery of the University's core academic mission of teaching and research should include meaningful consultation with academic and professional services staff and should include scrutiny and approval by Senate.	108	10	4
A.3 The Executive should make significant and rapid improvements to its approach to communication, consultation and engagement regarding the University's financial situation to limit further harm to internal morale and external reputation (see appendix C under 'Communication').	111	5	4
A.4 As a matter of urgency, the Executive should provide to all staff a clear demonstration that savings of the scale and pace indicated (£140 million over 18 months) are indeed the best way to ensure the University's financial resilience whilst also preserving its academic mission, or reconsider this scale and pace.	110	6	3

Motions from Paper S 24/25 4A	Approve	Not Approve	Abstain
<i>B. Senate is asked to approve the following statement to be communicated to the University Court:</i>			
B.1 Senate considers the scale and timetable of the Executive's currently proposed changes to be incompatible with maintaining the University's academic mission, reputation and the quality of education it provides.	90	18	10
B.2 Senate requests Court to require that the Executive provides a clear and credible account of how and why the University reached the point where large-scale, urgent and damaging cuts were unexpectedly announced, following large commitments to estates, facilities, and staff payroll expenditure that were premised on the University's sound financial position.	101	12	5
B.3 Senate requests Court to require the Executive to present a thorough analysis of the costs and benefits of its current and proposed actions, including course and programme closures, cuts to operating budgets where these impact student experience and staff capacity to undertake research and teaching, and potential staff redundancies.	104	10	7
B.4 Senate requests Court to require the Executive to develop a plan that will enable proper academic scrutiny, via Senate, College and School bodies, of any changes which are necessary to secure budget sustainability.	100	13	7

Motions from Paper S 24/25 4A	Approve	Not Approve	Abstain
C.1 That Senate will hold a vote at its meeting in May to evaluate the confidence of the University academic community, as represented by Senate, in the Executive's leadership, and that providing the analyses in points B.2-B.4 above is likely to be necessary to secure this confidence.	89	20	11

Appendix Two – Record of Voting for Paper S 24/25 4B: Portfolio Review and Diversity of Educational Provision

Motions from Paper S 24/25 4B	Approve	Not Approve	Abstain
D.1 The process of Portfolio Review must be developed to include both an assessment of the real financial costs of delivering courses and programmes and a holistic view of their wider costs and benefits (including in relation to student experience, specialist academic provision, student choice, widening participation and equalities).	99	13	4
D.2 When assessing enrolments of programmes that have both part-time and full-time routes, the combined FTE for both routes must be assessed, rather than the part-time route considered as a unique degree.	94	9	8
D.3 The status of any part-time degree that has been paused or closed due to the Portfolio Review must be reconsidered in view of the comprehensive and holistic criteria to be developed.	82	23	14
D.4 Schools must be encouraged to maintain and enhance access to their Programmes for students who wish to study part time.	91	15	14
D.5 The costs and benefits of joint and specialist degree programmes must be considered holistically, in light of other programmes with which they share provision.	106	10	3



THE UNIVERSITY *of* EDINBURGH

Senate

20 May 2025

e-Senate Report of 23 April to 7 May 2025

Comments raised via e-Senate can be accessed on the [Senate Members Portal](#).

1 Conferment of the title of Professor Emeritus / Emerita (e-S 24/25 4A)

Senate approved the conferment of the title of Professor Emeritus / Emerita on the following professors:

- Professor Judy Barringer, School of History, Classics and Archaeology
- Professor Greg Cowie, School of GeoSciences
- Professor Elaine Dzierzak, Edinburgh Medical School
- Professor Bill Earnshaw, School of Biological Sciences
- Professor Peter Keightley, School of Biological Sciences
- Professor Brian Main, Business School
- Professor Stephan Malinowski, School of History, Classics and Archaeology

Senate noted the special minutes provided for each professor.

Six members commented on this item.

Three members communicated their approval, with two members expressing a preference for conferment of the title of professor emeritus / emerita to be moved to ordinary meetings of Senate.

One member provided additional information in support of the conferment of the title of professor emeritus on Professor Bill Earnshaw. It was reported the Professor Earnshaw had recently been elected to membership of the National Academy of Sciences.

One member queried, in the context of the University's financial circumstances and the recent announcement on the freezing of academic promotions, whether recipients of the title of professor emeritus / emerita would continue to benefit from university office and laboratory space and from university resources.

One member did not approve the conferment of the title of professor emeritus / emerita via e-Senate on the principle that they considered Senate approval should be granted through quorate affirmation in an ordinary Senate meeting. The member added that a proportion of the special minutes did not adequately communicate how the professors would remain involved in scholarship and with the university; and communicated an expectation that the special minutes be revised accordingly.

2 Communications from the University Court (e-S24/25 4B)

Senate noted the communications from the University Court as detailed within the paper and which related to Court's meeting of 24 February 2025.

Seven members commented on this item. Several comments indicated a desire from Senate members for Court Communications papers to include significantly more detail on how items relevant to Senate have been considered by the University Court.

Senate members' comments have been shared with the paper author.

2.1 Principal's Report

One member noted that the Principal had reported on the introduction to Parliament of the Tertiary Education and Training (Funding and Governance) (Scotland) Bill, and sought further information on how the University Court would be engaging with the Bill as it developed.

2.2 Senate report

In addition to the generalised comments on the level of detail provided within Court Communications papers, as referenced above, three members commented specifically on the level of detail associated with the Senate report item and a perceived low level of engagement by the University Court with Senate business.

At its meeting of 24 February 2025, Court received reports of Senate Business conducted at the Senate meetings held on 22 May*, 18 June*, 9 October*, and 11 December 2024 and on 5 February 2025. Court also received reports of e-Senate business conducted between 13 and 27 November 2024, and between 8 and 22 January 2025. *Where indicated, Court had previously received reports on the Senate meetings, and in these instances the reports related to the provision of confirmed minutes which Senate had approved on 5 February 2025.

2.3 Finance

One member commented that they found the information contained within the University Finance SharePoint site to be lacking and unconvincing. Another member made reference to the April 2025 special meeting of Senate, and communicated a need for robust scrutiny of financial data by the University Court.

2.4 Student intakes 2025-26 – Early application insight

One member queried whether early application data had been presented chronologically and, if so, whether any noticeable changes could be observed following the announcement that course and programme closures were likely. Another member commented that the report only made sense to them as they held prior knowledge on how student intake targets had been set.

2.5 Annual People Report for 2023-24

Two members noted reference to there having been a notable reduction in the University's gender pay gap, and commented that recent moves to cap and then pause promotions, and also to cancel contribution rewards, could adversely affect such progress. One member suggested that members of the University Court should pay special note to the impact of such action on pay gaps and inequalities in career

progression; and highlighted findings in the [University's Equal Pay Audit & Equal Pay Statement 2021](#) (pg. 10) which had indicated an adverse impact on the gender pay gap at grade 10 which had arisen from a previous pause on staff promotion.

One member queried the relevance of findings from the 2023-24 academic year, given the impact that the University's financial situation was now having on staff at the University.

Another member noted that examples of positive developments had been highlighted, and queried whether consideration had been given to negative examples or issues for improvement.

3 Report from the Knowledge Strategy Committee (e-S24/25 4C)

Senate noted the report from the Knowledge Strategy Committee (KSC) as detailed within the paper, and which related to the Committee's meetings of 30 January 2025 and 27 March 2025.

Senate members' comments on the report from the Knowledge Strategy Committee have been shared with the paper author.

3.1 Comments relating to the meeting of 30 January 2025

Two members commented on the report of the January 2025 meeting as follows:

3.1.1 Knowledge Strategy Committee – Future Governance Update

One member commented that there had not been proper Senate consultation on the future of the work currently assigned to the Knowledge Strategy Committee. The member added that they were concerned that the proposal might adversely affect academic governance and oversight associated with the University's IT strategy.

3.1.2 Sustainable IT Update

One member commented that the benefits of ELM be benchmarked not just against external genAI providers but also against a backdrop of the university actively discouraging the use of genAI outwith contexts where it had a specifically designed research or pedagogical purpose. The member considered that ELM compared considerably worse on all the criteria mentioned in the report.

3.1.3 ELM Infrastructure Rollout Update

One member commented that they were alarmed that unproven statistical language models were being progressed within the helpdesk infrastructure. The member urged caution and requested active measures to detect and mitigate against the risks of misinformation. The member queried whether the ISG Ethics Board submission and evaluation had been published, and whether it could be shared with members of Senate.

Another member observed that reference was made to there being a relatively low number of ELM users, and queried whether this was inconsistent with previous statements made on the value of ELM.

3.1.4 Chief Information Officer Update

One member sought further information on consolidation within the technology sector, and made reference to a prior request for such information made through e-Senate.

3.2 Comments relating to the meeting of 27 March 2025

Three members commented on the report of the March 2025 meeting as follows:

3.2.1 Information Services Group Planning 2025-2030

One member commented that, in the context of discussions on actions intended to address the University's financial circumstances, the member queried a college specific arrangement with a third-party organisation and the criteria which had led to the signing of such an agreement. The agreement had not been referenced within paper e-S24/25 4C.

3.2.2 Committee Governance Update

One member commented that there had not been proper Senate consultation on the future of the work currently assigned to the Knowledge Strategy Committee. The member added that they were concerned that the proposal might adversely affect academic governance and oversight associated with the University's IT strategy.

3.2.3 Sustainable Printing Project

Three members commented on the project, and the associated goal of reducing the University printer fleet by 50% and reducing overall printing by 50%. It was queried:

- How the 50% reduction targets had been reached, and what evidence such targets had been based on.
- What financial savings were anticipated from such reductions.
- Whether any consideration has been given to occupational health and safety issues associated with increased usage of screens.
- How decisions would be taken on which printers to retire or replace.

4 College Management Structure 2025-26 (e-S24/25 4D)

Senate noted the College Management Structure for the 2025-26 academic year.

Three members commented on this item. One member queried the purpose of the paper. One member queried whether all College leadership roles should sit a grade 10. One member queried whether savings could be achieved through the rationalisation of some College leadership roles.

Senate

20 May 2025

Senate Action Log

Meeting date	Paper	Paper status	Action	Responsible	Target date	Action status	Update
26-03-25	S 24/25 4A	OPEN	Senate to receive a report on consideration by the University Court.	Senate Convener	20-05-25	Open.	On 20 May 2025, the Senate Convener will report on associated discussion at the University Court's meeting of 28 April 2025. A Court Communications paper is also on the agenda. See agenda item 9 and paper S 24/25 6P.
26-03-25	S 24/25 4B	OPEN	Senate to receive a report on consideration by the Student Experience Delivery and Monitoring Board (SEDaMOB).	Co-Conveners of SEDaMOB	20-05-25	Open.	On 20 May 2025, the Co-Conveners of SEDaMOB will provide an update to Senate as part of the Convener's Communications agenda item.

Meeting date	Paper	Paper status	Action	Responsible	Target date	Action status	Update
11-12-24	S 24/25 2J	OPEN	Senate Clerk to implement the Senate Business Committee.	Senate Clerk	20-05-25	Complete.	The Senate Business Committee has been established, and initial meetings have been held on 4 March and 29 April 2025.
11-12-24	S 24/25 2L	OPEN	Paper authors to implement the Senate Working Group on Budget Resilience, Teaching, and Research.	Authors of paper S 24/25 2L	05-02-25	Complete.	The Working Group was formed, and its final report has been provided to Senate for consideration at its meeting of 20 May 2025. See agenda item 7.1 and paper S 24/25 6L.
26-03-25	S 24/25 4A	OPEN	Senate Clerk to communicate the outcome of the voting, and the associated statements, to the University Court.	Senate Clerk	20-05-25	Complete.	A report on Senate's meeting of 26 March was provided to the University Court for consideration at its meeting of 28 April 2025.
26-03-25	S 24/25 4B	OPEN	Senate Clerk to communicate the outcome of the voting, and the associated statements, to the Student Experience Delivery and Monitoring Board (SEDaMOB).	Senate Clerk	20-05-25	Complete.	The motions approved at the Senate meeting of 26 March 2025 have been shared with the Co-conveners of the Student Experience Delivery and Monitoring Board.

A summary of previous actions can be viewed on the [Senate Members Portal](#).

Senate**20 May 2025****Insights into student use of Artificial Intelligence****Description of paper**

1. This paper presents some of the ways students are using artificial intelligence (AI), including Generative AI (GenAI), during the course of their studies, as well as some of their concerns and hopes for the future.

Action requested / recommendation

2. This paper asks Senate to note the student perspective on AI in Education, and to discuss how to help students thrive as they adapt to the changing landscape of AI in Education and the workplace.

Background and context

3. At the meeting of Senate on 05 February 2025, there was a discussion around GenAI. This discussion was largely around the challenges the University faced and methods to mitigate risks.
4. GenAI use is now normalised within wider society and among students in higher education. Recent studies (February 2025) suggest levels of use among students being between 64% ([YouGov/Studiosity](#)) and 92% ([HEPI](#)).
5. While the prior discussion did raise some valid concerns, it should be recognised that students are, almost ubiquitously, using GenAI in an appropriate manner. Just 0.1% of our student body have been found to have committed academic misconduct as a result of inappropriate use of GenAI (according to the University's own Student Conduct reporting for 2023/24) – and given that most cases of academic misconduct remain accidental, it can be assumed that at least some of these cases are a result of accidental errors on the student's part.
6. Since the last meeting of Senate, multiple sessions around student use of AI have been conducted by Colleges and by the Students' Association with students and student representatives. These sessions have consisted of around 60 students engaging in detailed conversations about AI from across the three Colleges in College Student-Staff Liaison Committees and the Students' Association School Representative Gathering. This paper also benefitted from a workshop conducted by CAHSS on GenAI and Assessment. The findings of these sessions are articulated below with recommendations on how the University could help students and staff in this challenging environment.

Discussion*Examples of the ways students are using GenAI and other AI tools*

7. A common student use case for GenAI is the generation of suggestions for assignment topics or titles. This use is often used to give a starting point for students to build upon. A further example of use is to use GenAI to produce a skeleton or scaffold for assignments. This may involve ordering their draft ideas into a structure which flows better or generating section titles to help students reorder their notes.

8. Some students use these technologies to fill knowledge gaps which may have resulted from: missing an explanation during a lecture; issues with lecture recordings; absence from a class; or the topic simply being quite complex. Anecdotally, students have noted that they know GenAI acts as an imitation machine, and that the answers it generates cannot be taken as absolutely accurate. Students acknowledge that their educators are a stronger authority on the subject matter than an AI tool. Some students also use GenAI to aid understanding by prompting it to explain a concept to them 'as if they are a child', to simplify jargon and further their understanding. Some student representatives have referred to using GenAI in this way as "having a 1:1 tutor".
9. A less common use of AI tools is to assist with reading historic texts and/or handwriting. This usually happens in subjects such as history, where old texts can be difficult to read.
10. With a large international student population, a common use of AI is for transcription and translation.
11. Both students and staff are using AI tools to automate tasks viewed as mundane such as spelling and grammar checking, writing emails, and summarising long documents.

Students' concerns around use of GenAI

12. One of the main concerns students have around GenAI and other AI tools is that they will commit *accidental* academic misconduct. This includes concerns about improper referencing of the use of AI, but also a general lack of clarity around what is and is not acceptable use. Students articulated worries of marker bias against work that references the use of AI, and that citing use of AI may be seen as an 'admission of guilt' if they were wrongly accused of misconduct.
13. A major concern for many students is the perception of not having sufficient knowledge of how to effectively use AI. Students know that many employers have now embedded AI tools into their work, and feel they are not properly prepared to go into an AI-enabled job market.
14. Many students make use of GenAI tools such as ChatGPT or Google Gemini, as these were available prior to the University making Edinburgh (access to) Language Models (ELM) available to students. ELM has many privacy, environmental, and copyright benefits over these other private models, through, for example, the Zero Data Retention agreement with OpenAI and the use of local models to reduce the environmental impact. As of early 2025, only around 14% of our students have accessed ELM. This may be the result of the perception amongst students that their use of ELM will be tracked by the University and that this can be used to identify or evidence Academic Misconduct. This is not the case.
15. An emerging concern across the sector, for both students and staff, is the issue of 'cognitive offloading' and a reduction in capacity for critical thinking caused by over-reliance on AI. If students are routinely using GenAI for summarising and breaking down texts, there is emerging evidence that they may be undermining their ability to exercise critical skills in the analysis of long-form documents, or extract key points and synthesise complex ideas themselves.
16. As noted in the earlier section, translation is one of the many student use cases of AI tools. While this can aid student learning, it does come with potential risks, including international students having lower proficiency in English during their time in Edinburgh. A student representative in the School of Literatures, Languages, and Cultures also noted that the School have noticed a general lowering of language comprehension in

recent years. While this cannot be directly attributed to wider use of GenAI, it can be assumed this may be having an impact. Across the wider University, students using AI to translate their work both from and into English may also undermine their comprehension of English.

- a. Students are cognisant of the impacts on community and sense of belonging due to overuse of AI translation tools.
17. There are growing concerns across society around Intellectual Property, copyright, and ownership rights and how these interact with GenAI models. Concerns around *de facto* theft are particularly concerning.
- a. This presents a specific issue for Postgraduate Research (PGR) students who, as part of their thesis, need to contribute novel thoughts to their field. Discussion at recent student representative meetings hosted by the Students' Association revealed that PGR students, nor their supervisors, have clarity on what constitutes acceptable use of AI in their research.
 - b. PGR students also have concerns about their ideas or data being 'stolen' if they are fed into an AI tool.
18. Students are concerned about the impact AI will have on their assessments, with many beginning to perceive a shift back towards traditional exams as a form of assessment as some Course Organisers struggle to innovate assessment to be 'AI proof' yet to still be authentic assessments.

Proposed resources and activities which would support students

19. Students require the production of clear and consistent guidance on the acceptable and unacceptable uses of AI. This may be achieved through standalone guidance, short courses, or Learn templates. Although the acceptable level of AI use on each course or assessment may differ, students strongly favour consistent messaging for each acceptable level of AI use.
20. Exploring the introduction of a Foundation AI Skills course, in the format of a short, self-paced, online, Edinburgh-specific training resources, will be beneficial. Enrolling all students in this course when they join the University should prompt them to engage with the topic, read the guidance, and raise awareness of the benefits of ELM over other platforms.
- a. This would have wide-ranging benefits, including combatting issues around cognitive offloading and helping to reduce instances of academic misconduct. It could also promote positive, evidence-driven use cases. Educating students on the environmental impacts of some AI tools will help mitigate the environmental impact and arm students with the knowledge to advocate for more efficient and ethical AI models to be used both within the University and by their future employers. By enrolling all students in such a course, we would be able to track engagement with the course to better gauge students' awareness.
21. Further, the development of a series of courses or a subject-specific Enrichment Pathway that allows students to build on foundational knowledge would allow students to develop their skills and feel more prepared for their careers. This would also allow the University to fulfil elements of Strategy 2030 and the Learning and Teaching Strategy.

22. Producing guidance for staff around how to design or co-create authentic 'AI proof' assessments may help to prevent the current shift toward exams. This would support Board of Studies to have conversations on how to achieve authentic 'AI proof' assessments.

Resource implications:

23. This paper does not request additional resources to create guidance as this work is already being led by Professor Siân Bayne.
24. The University already offers short, self-paced, online, Edinburgh-specific training resources on AI skills but resource would be needed select or adapt content for this to be offered to all students.
25. Work on Enrichment Pathways is already taking place within the Curriculum Transformation Project, and this paper does not carry any immediate resource requirements related to this work.
26. Lastly, Boards of Studies are existing processes that support staff in the approval development of courses. The guidance needed to support this process could be scoped within Professor Siân Bayne's work.

Risk management:

27. There is a significant risk if the University does not produce clearer guidance and training for students on the acceptable and unacceptable uses of AI during their studies. This risk may also extend to outside perceptions of the University, if students continue to feel underprepared for their careers in an AI-enabled world.
28. There are risks related to the use of content produced by colleagues within the University being uploaded to external AI tools rather than ELM. Expanding awareness and uptake of ELM will be key to mitigate this risk.

Responding to the Climate Emergency & Sustainable Development Goals:

29. By educating students on the environmental and ethical issues with AI use students can make informed choices about the tools they use, which may lead to reduced environmental impact from their use of AI tools. Additionally, students will be able to advocate for more efficient AI tools from both the University and any institutions they go on to engage with.

Equality & diversity:

30. Expanded awareness and use of ELM, a free platform, will ensure no member of the student community is left behind as more students make use of AI to support their studies.

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

31. Communication will be needed to students around future AI guidance and the promotion of ELM. By enrolling all students on a short, self-paced, online, Edinburgh-specific training resource students will see it in Learn. It would be beneficial noting the existence of the short, self-paced, online, Edinburgh-specific training resource in DRPS or PATH however this would take resource. The evaluation of the impact of this initiative should

be reported to Senate in a years' time as an update on the changing landscape of student's use of Gen AI and the impact of initiatives in this paper.

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SENATE**20 May 2025****Knowledge Strategy Committee – Future Governance****Description of paper**

1. This paper provides a proposal to Senate for approval following:
 - i) support from Knowledge Strategy Committee (KSC) to the proposal that KSC be stood down at the end of the current academic year;
 - ii) consultation with the members of the three thematic committees that currently report to Knowledge Strategy Committee; and,
 - iii) additional work to develop a more detailed proposal on the potential replacement of KSC in the University governance committee structure with a University Library and Collections Strategic Committee, in line with feedback from members of Knowledge Strategy Committee and its three thematic committees.

Action requested / Recommendation

2. Senate is invited to approve:
 - i) the standing down of KSC on 1 August 2025
 - ii) the replacement of KSC as a joint standing committee of the University Court and the Senate with a new University Library and Collections Strategic Committee (recommended option, with alternative options set out in the paper)
 - iii) additions to the terms of reference to the Senate Standing Committees to make explicit Education Committee's existing role in the regulation and oversight of educational IT matters and to reference links between the Senate Standing Committees and IT Committee – all to take effect from 1 August 2025

Background and context**Development of Knowledge Strategy Committee and its committees**

3. Knowledge Strategy Committee is a joint standing committee of Court and Senate with oversight of three thematic committees: Library Committee; University Collections Advisory Committee; and, IT Committee.
4. Their varied development is summarised below:

A Knowledge Management Steering Group was created within the Information Services Group in the early 2000s, becoming the Knowledge Management Committee then the Knowledge Management Strategy Advisory Committee in 2004. In 2006 it was reconfigured to become a University-wide management committee reporting to the Central Management Group (the precursor to today's University Executive) and renamed Knowledge Strategy Committee. The Library Committee and the University Collections Advisory Committee had both been in existence as committees of the University Court long before the creation of Knowledge Strategy Committee but came under the oversight of KSC in 2006, with KSC then moving in 2010 from a management committee to a committee of the University Court, with Library Committee, University

Collections Advisory Committee and IT Committee (the latter previously a management committee) moving with KSC and reporting to KSC. The most recent change to KSC and its committees took place in 2014 when the University Court agreed that KSC should become a joint standing committee of both the University Court and the Senate and this arrangement has continued since 2014.

Wider changes and impact on KSC and its committees

5. While the structure of KSC and its committees has remained unchanged for the last decade there have notable other changes in this period, namely:
 - The continued rapid development of digital learning, research and administration to the extent that using digital tools/technologies is a normal feature for much of the activity of the University rather than the more specialised niche it had been, e.g. the commonplace use of computers by staff and students for learning, research and administration – including lecture recording, accessing e-journals and fully online learning and teaching for some. As in many other sectors, information technology has been ‘mainstreamed’ in higher education in the last twenty years
 - The wider ‘mainstreaming’ of digital/information technology has been seen in University committees, leading to overlap and duplication in places with KSC. From an educational regulation and oversight perspective Senate standing committees have reviewed ‘edtech’ (educational technologies) items or policies, such as learning analytics projects and the lecture recording policy. From a Court committee perspective, in 2022 the University Court’s Estates Committee was given a widened remit to include digital estate projects, ‘mainstreaming’ information technology by seeking greater parity between the physical and digital estate within the University Court’s committee structure. However, with KSC remaining in place overlap and duplication of committee oversight of digital estate projects has resulted. A recent review by Internal Audit has recommended streamlining of the approval routes, noting the larger number of committees and groups, including KSC, involved in digital estate items than in physical estate items. The externally facilitated effectiveness review of the University Court and its committees in June 2024 also considered this point, noting that: ‘Considerable attention has been given to the [committee] structure in recent years and an innovative approach taken to the Estates Committee in particular, with the remit now covering the physical estate and the digital estate. This is working well, although it has been acknowledged that the approach to considering the digital estate is not yet optimal. The committee is addressing this. The opportunity should be taken to consider and reflect upon the role and remit of the Knowledge Strategy Committee and whether it is needed in the context of the new Estates Committee and approach to digital transformation. In doing so, care should be taken to ensure clear delegation and avoid duplication’, with a recommendation: ‘That the opportunity should be taken to consider and reflect upon the role and remit of the Knowledge Strategy Committee and whether it is needed in the context of the new Estates Committee.’¹

¹ V. O’Halloran, Report of the Externally-Facilitated Effectiveness Review of the University of Edinburgh’s University Court and Committees (2024), pp.7-8, <https://www.docs.sasg.ed.ac.uk/GaSP/Governance/Court/ExternalEffectivenessReport.pdf>

Present situation

6. Throughout its various iterations KSC has always been envisaged as a committee that would engender strategic discussion of what has been termed the 'information space'. In practice, this has tended to be dominated by discussions on IT matters brought forward by Information Services Group but these discussions have been duplicated at other committees (e.g. educational aspects at Senate Education Committee, technical aspects at IT Committee, financial/business case aspects of digital estates projects at Estates Committee) and Library and University Collections matters rarely feature. Given this duplication, the committee's reports to Senate and University Court generally do not receive much engagement and committee members have queried the value added by the committee and are conscious of the time taken by members, attendees, presenters, secretariat support and all those involved in preparing papers and presentations. KSC therefore agreed to a proposal at its 29 October 2024 meeting that:
 - KSC be stood down with effect from 1 August 2025 succeeded in the University governance structure by a new Library and Collections Committee as a joint standing committee of the University Court and the Senate (with additional work to be undertaken on the proposal for a new Library and Collections Committee, including consultation with the present members of the Library Committee and the University Collections Advisory Committee)
 - IT Committee to return to its historic norm as a management/operational committee, reporting into the University Executive, but with digital estate projects progressing from IT Committee to the University Court's Estates Committee (as presently but without KSC as an intermediary committee) and topics within Senate's educational regulation and oversight remit to continue to be considered by the relevant Senate standing committee from this perspective.
7. This was reported to the January 2025 e-Senate meeting (Paper e-S24/25 3C) and consultative workshops were held with members of IT Committee on 16 January and with members of Library Committee and University Collections Advisory Committee on 26 February. Key points emerging from the workshops were:
 - IT Committee workshop: support for a simplified governance structure; greater separation of strategic and operational oversight work, which could be done with a portfolio subgroup structure; management groups in this area could also be rationalised, such as reconciliation of the management Digital Estate Prioritisation Group structure with IT Committee portfolio sub-groups
 - Library Committee and University Collection Advisory Committee (UCAC) workshop: varying experiences – UCAC felt to be very successful in current form (albeit noting limited interaction with KSC, Senate or the University Court) with Library Committee often struggling to balance strategic and operational oversight work; neither have active sub-groups so both mainly deal with operational oversight matters; proposed solution emerged of a strategic joint Library and Collections Committee with a Library Operations Advisory sub-group and a Collections Advisory sub-group
8. KSC reviewed a summary of the outputs from the two workshops at its meeting on 27 March and, noting the many demands upon Senate and University Court members and difficulties in staffing committees, requested that the paper to Senate give a strong rationale for a proposed new joint Library and Collections Committee for review by Senate and the University Court and also include alternative options such as not establishing a new joint Library and Collections Committee.

Figure 1: Current committee structure

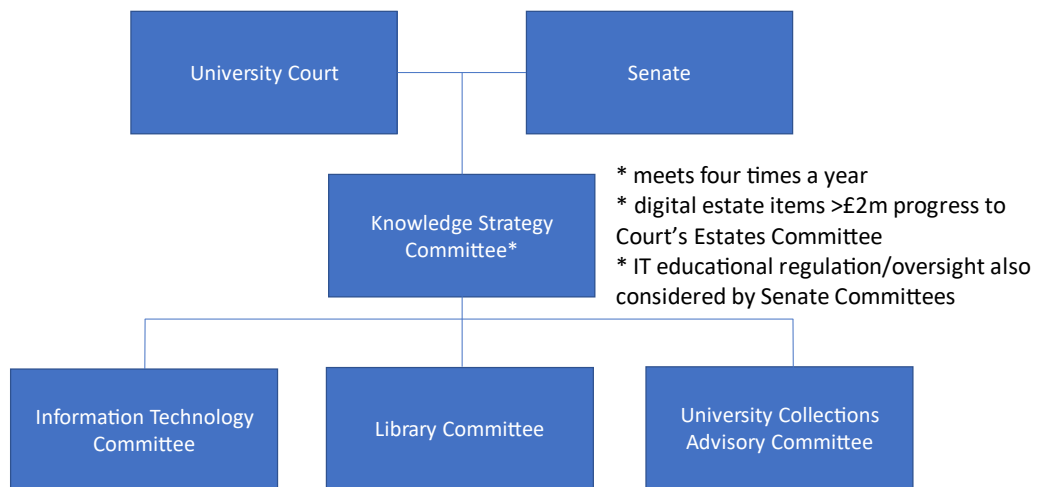
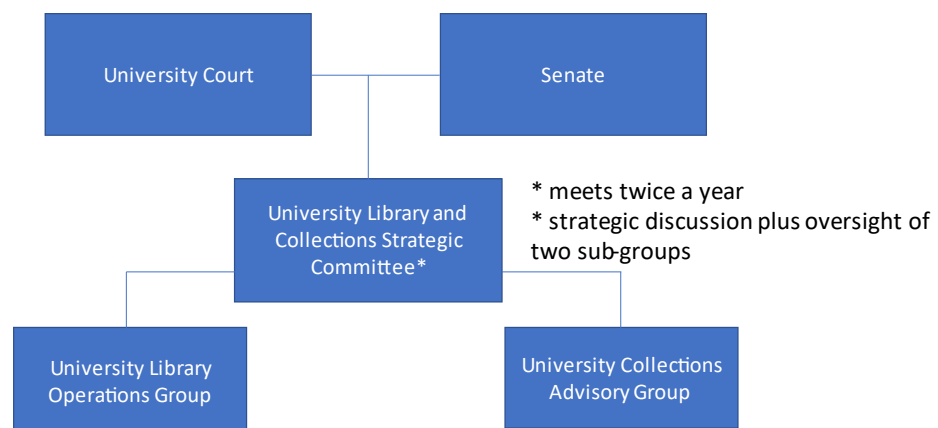


Figure 2: Proposed new committee structure



With IT Committee reporting to the University Executive on management/operational matters and to Estates Committee for digital estate items >£2m. IT educational regulation/oversight continue to be considered by Senate committees

Discussion

A case for a joint University Library and Collections Strategic Committee

- Maintains a joint committee of the University Court and the Senate on subject matters of interest to both and, unlike IT, on subject matters where there is not an overlap with other Senate or University Court committees. This ensures that a reporting line to Senate and the University Court on these matters is continued.
- Propose that it has a smaller membership than KSC (which has up to 12 members including 5 appointed by Senate and 5 appointed by the University Court plus the Students' Association Vice-President Education and the Vice-Principal, Chief Information Officer & Librarian to the University), such as three members appointed by Senate, three appointed by Court (including an external committee member with specialist expertise in libraries and/or collections) plus the Students' Association Vice-President Education and the Vice-Principal, Chief Information Officer & Librarian to the University.
- Remit tightly focused on enabling strategic discussions of Library and Collections matters that are not well served at present, such as: setting the direction of the strategies for libraries, heritage collections and University collections, rather than simply approving; ensuring that these strategies support Strategy 2030 and monitoring through agreed Key Performance Indicators; horizon scanning the future of libraries in Higher Education; considering emerging challenges such as 'libraries and collections in the wake of AI' and agreeing any required adjustment to strategies and/or plans.

Alternative options

9. If Senate does not wish to establish a joint Library and Collections Committee, other options are:
 - Option B - establish it solely as a committee of the University Court if Court is supportive (the pre-2006 situation but with Library and Collections combined)
 - Option C - if Court is not supportive, the envisaged operational oversight groups for Libraries and Collections could instead report into the main management committee of the University, the University Executive, with strategic matters/any reserved matters for University Court approval being considered by the Court's Policy & Resources Committee prior to review by Court

Proposed additions to the terms of reference for the Senate Standing Committees

10. To make explicit the existing role of the Senate Education Committee in the regulation and oversight of educational information technology matters (i.e. to ensure that no inadvertent governance 'gaps' are created from a Senate perspective if Knowledge Strategy Committee is stood down), the following addition is proposed:

Senate Education Committee Terms of Reference

1. Purpose and Role

1.1. The Education Committee is responsible, on behalf of Senate, for taught and research student matters, particularly strategy and policy concerning learning, teaching and the development of curriculum, [ADDITION: 'including educational technology and educational aspects of information technology more broadly'].

11. To further ensure that no inadvertent governance gaps are created, it will be proposed that the terms of reference for IT Committee be amended to include:

“IT Committee will ensure that, for matters pertaining to learning, teaching and research, the relevant Senate Standing Committee and/or Research Strategy Group is consulted as appropriate. Likewise, the relevant Senate Committees and/or Research Strategy Group will ensure that IT Committee is advised of any proposal that may impact on IT provision or services. Decisions regarding acquisition of IT systems or software must be countersigned by the Vice-Principal, Chief Information Officer and Librarian to the University.”

12. To incorporate the reciprocal point about regarding Senate Standing Committees advising IT Committee the following additions are proposed to their terms of reference:

Senate Education Committee Terms of Reference

- 3.2. The Committee may bring matters to the attention of the University Executive [ADDITION: ‘and/or IT Committee’] as required.

Senate Academic Policy and Regulations Committee Terms of Reference

- 3.2. The Committee may bring matters to the attention of the University Executive [ADDITION: ‘and/or IT Committee’] as required.

Senate Quality Assurance Committee Terms of Reference

- 3.2 The Committee may bring matters to the attention of the University Executive [ADDITION: ‘and/or IT Committee’] as required.

Resource implications

13. No direct financial implications but the proposal will reduce duplication in committees on IT matters and reduce time demands on staff from serving on and supporting committees with a more streamlined structure.

Risk Management

14. The approach of amending the various terms of reference for the Senate Standing Committees and IT Committee is proposed to mitigate the risk of inadvertently creating any governance oversight gaps should Knowledge Strategy Committee be stood down.

Responding to the Climate Emergency and Sustainable Development Goals

15. The work of Knowledge Strategy Committee will continue within other committees, including any climate and SDG aspects.

Equality and Diversity

16. The work of Knowledge Strategy Committee will continue within other committees, including any equality and diversity aspects. Appointments to a University Library and Collections Strategic Committee and its proposed sub-groups will include equality and diversity considerations of committee membership.

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

Communication

17. All committee members and attendees are aware of the proposals and will be updated on any outcomes after the University Court meeting on 23 June, which will consider a similar paper. Outcomes will also be disseminated more widely through website updates and regular committee reporting.

Implementation

18. Knowledge Strategy Committee can be stood down at the end of the current academic year (31 July) and amended terms of reference for Senate Standing Committees and IT Committee can take effect at the start of the new academic year (1 August). Terms of reference for a new University Library and Collections Strategic Committee can be submitted to the first Senate and University Court meetings of the new academic year, with meetings provisionally scheduled in advance.

Post-implementation evaluation

19. The next series of externally-facilitated effectiveness reviews of Senate and the University Court can be an opportunity to evaluate any changes, as well as any internal effectiveness reviews before then.

Consultation

20. As set out in more detail above there has been consultation with members of Knowledge Strategy Committee, IT Committee, University Collections Advisory Committee and Library Committee. Senate was notified of the high-level proposal at the January 2025 e-Senate meeting and that Knowledge Strategy Committee was in support of the proposal subject to further work, which has now been undertaken. The Conveners of the three Senate Standing Committees have been consulted on the proposed amendments to the respective terms of reference and are supportive of the changes.

Further information

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Senate**20 May 2025****Senate Standing Committee Membership 2025/26****Description of paper:**

1. Senate standing committee Membership for 2025/26.

Action requested / recommendation:

2. Senate is asked to approve the membership of the standing committees for 2025/26.

Background and context:

3. Under the Senate Standing Orders (22a), Senate may appoint committees to which it delegates powers and approves the membership of these committees annually.
4. Senate currently delegates powers to three standing committees: Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC).
5. Senate Standing Committees formally report to Senate annually in addition to providing updates on upcoming business at each ordinary meeting of Senate. These committees feed into and out of College level committees (Undergraduate Education, Postgraduate Education, Quality Assurance) and specialist Support Services (the Institute for Academic Development, Careers Service, Student Recruitment and Admissions, Registry Services) via committee membership. Therefore, a number of committee roles are ex officio, to ensure that committee members have the appropriate knowledge, expertise, responsibility and accountability to fulfil the committee remit.
6. The current terms of reference for each standing committee are available on the [relevant committee page](#).

Discussion***Approval of standing committee memberships 2025/26***

7. The memberships for the Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC) are provided below. Changes to membership are highlighted in yellow. Clarification on how and why members have been appointed has been added (bold text) along with a column showing which standing committee members are also members of Senate.
8. Due to the timing of meetings, it is possible that Academic Quality and Standards will be informed of further amendments to the memberships following SQAC and

APRC's final meetings of the academic year (15 and 22 May respectively). Changes are typically only expected where office holders (e.g. College Deans) may change over the summer. Therefore, the memberships as currently known are presented for approval and any subsequent amendments will be presented to Senate at the next Ordinary meeting in October.

9. All changes to membership will take place from 1 August 2025 unless otherwise stated.

Senate Standing Order 22a – Background

10. "The Senatus may appoint Committees, which need not be composed entirely of its own members, and delegate to any Committee such powers as the Senatus may think fit; and abolish existing Committees. The Senatus may also appoint members to Joint Committees responsible to both the Senatus and the University Court. All members of Senatus shall be invited annually to submit suggestions for membership of these Committees. Senatus will approve the membership of these committees annually, normally in the second semester, having regard to the principle of rotation of membership where this has been approved by the Senatus, and to other Resolutions concerning appointment to Committees which have been or may be passed by the Senatus from time to time. (See Minutes, Vol. XV, pp.938 f.; Vol. XIX, p.724.)"
11. Senate members have previously sought clarification about the practical application of this Standing Order in relation to membership and the following information is provided to assist with this.

Annual approval of membership

12. The Senate Standing Orders do not require Senate to approve the terms of reference of its standing committees, but this is standard practice in line with good governance principles whenever a new standing committee is established or a change to an existing standing committee is made. The **composition** of standing committees (which reflects the roles, expertise and representation required to fulfil the remit) is included in their terms of reference as approved by Senate.
13. The type of standing committee member and how and why they are appointed is as follows:

Type of member	How and why they are appointed
Ex-officio	By virtue of their position. For example, the College Deans of Quality (or equivalent) are ex officio members of Quality Assurance Committee; Edinburgh University Students' Association Vice-President Education is an ex officio member of Education Committee.
Nominated	Nominated by colleges with responsibility for a particular, relevant area. For example, the Colleges shall each nominate two senior members of staff within the College with responsibility for learning and teaching.

Senate member	Elected by Senate. To represent Senate on standing committees. Elected academic staff members, Senate Assessors, and the Academic Staff Member of Court are eligible.
Co-opted members	Chosen by the convener for their expertise in a particular area, expected to serve for a time-limited period.
External member	Appointed from out with the University due to their relevant skills, experience and external viewpoint. Only SQAC currently has an external member.

Source: [Senate Standing Committee members' guidance](#)

14. The Senate Standing Orders do not specify the purpose for annual approval of "membership". Currently, to fulfil this Standing Order, a paper is prepared for the final ordinary Senate meeting of the academic year which details the names and roles of members of the standing committees for the forthcoming academic year as they pertain to the composition. As Senate have already approved the composition of all standing committees as part of their terms of reference, it could be implied that approval is being sought for the named individuals. For Senate itself, the composition is set out in [Ordinance 212](#). Court as Senate's parent committee doesn't then approve the named individuals.

15. Proposal for practical application: the membership paper presented to Senate for approval serves the purpose of providing reassurance to Senate that the membership of the standing committees has been constituted in line with the standing committee terms of reference as approved by Senate.

Suggestions for membership of Senate Committees

16. The origin of this part of Standing Order 22a can be found in minutes from 1959. It arose within a report from The Committee on Educational Policy and references circulating lists of committees (when there appeared to be 14 such committees to which this applied) and to "...invite suggestions for the omission of names from and the addition of names to the lists." Suggestions were to be considered by the Principal and Dean's Committee and "lists" finally adjusted and approved by Senate.

17. No information is readily available on how this Standing Order would be practically applied. As outlined above, Senate approve the composition of the standing committees through their terms of reference. The suggestion of additional members would appear to run counter to the approval by Senate of standing committee terms of reference, which includes committee composition. Additionally, this part of the Standing Order predates the addition of three elected members of Senate to each standing committee. Finally, this aspect of Standing Order 22a does not align with contemporary expectations around good governance. Paragraph 64 of the Scottish Code of Good Higher Education Governance (2023) places an expectation on Scottish universities to conduct an external facilitated evaluation of the effectiveness of Senate and its committees every five years. Such evaluations are expected to include review of the size and composition of membership.

18. Proposal for practical application: that Senate members may make suggestions for membership of the standing committees which would be considered on the recommendation of the convener by the relevant committee in the event that a vacancy arose within the co-opted membership category. Consideration would be given to the required expertise. Any changes to membership would need to be endorsed by the relevant standing committee prior to being presented to Senate for approval as per the Standing Orders and must comply with the composition of the relevant standing committee as outlined in the terms of reference approved by Senate.

Resource implications

19. There are workload implications for staff and students who become members of standing committees and for Academic Quality and Standards who provide support for the standing committees.

Risk management

20. Appropriate membership of the standing committees supports effective academic governance and assists the University in managing risk associated with its academic activities.

Equality & diversity

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

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

22. The Senate Standing Committees' Membership and Terms of Reference are communicated via the Academic Services website:
<https://registryservices.ed.ac.uk/academic-services/committees>

Author

Academic Quality and Standards
May 2025

Presenters

Professor Colm Harmon, Convener of SEC
Professor Tina Harrison, Convener of SQAC
Professor Patrick Hadoke, Convener of APRC

Freedom of Information: Open

**The University of Edinburgh
Senate Education Committee**

Role on SEC	Position	Name	Term	Member of Senate
Vice-Principal Students	Vice-Principal Students	Professor Colm Harmon (Convener)	Ex Officio	Ex Officio
Deputy Vice-Principal Students (Enhancement)	Deputy Vice-Principal Students (Enhancement)	Professor Tina Harrison	Ex Officio	Ex Officio
2 x senior staff member from each College with responsibility for Learning and Teaching (nominated by their College)	Representative of CAHSS (Learning and Teaching)	Professor Mary Brennan		Ex Officio
	Representative of CAHSS (Learning and Teaching)	Dr Lisa Kendall		No
	Representative of CMVM (Learning and Teaching)	Alexandra Laidlaw		No
	Representative of CMVM (Learning and Teaching)	Professor Gill Aitken		Ex Officio
	Representative of CSE (Learning and Teaching)	Lorna Halliday		No
	Representative of CSE (Learning and Teaching)	Professor Linda Kirstein		Ex Officio
1 x senior staff member from each College with responsibility for postgraduate research (nominated by their College)	Representative of CAHSS (Postgraduate Research)	Professor Laura Bradley		Ex Officio
	Representative of CMVM (Postgraduate Research)	Professor Ruth Andrew		Academic
	Representative of CSE (Postgraduate Research)	Professor Jamie Pearce		Ex Officio
1 x Edinburgh University Students' Association, Vice-President Education	Vice President Education, Edinburgh University Students' Association	Katya Amott	Ex Officio	Ex Officio

Role on SEC	Position	Name	Term	Member of Senate
1 x member of the Edinburgh University Students' Association permanent staff	Academic Engagement Coordinator, Edinburgh University Students' Association	Callum Paterson	Ex Officio	No
1 x postgraduate research student representative	Postgraduate Research Student Representative	TBC – election to be held		No
1 x Head of School from each College chosen by the Heads of College	Head of School, CSE	Professor Jason Love		Ex Officio
	Head of School, CAHSS	TBC		Ex Officio
	Head of School / Deanery, CMVM	Professor Mike Shipston		Ex Officio
3 x elected member of Senate	Representative of Senate (CAHSS)	TBC – election to be held	1 August 2025 - 31 July 2026	Academic
	Representative of Senate (CSE)	TBC – election to be held	1 August 2025 - 31 July 2026	Academic
	Representative of Senate (CMVM)	TBC – election to be held	1 August 2025 - 31 July 2026	Academic
Head of Academic Quality and Standards or nominee	Head of Academic Quality and Standards	Nichola Kett	Ex Officio	No
Director of Institute for Academic Development, or nominee	Deputy Director, Institute for Academic Development (Director's nominee)	Professor Velda McCune	Ex Officio	Academic
Director of Student Recruitment & Admissions, or nominee	Director of Student Recruitment and Admissions	Dr Shane Collins	Ex Officio	No
Director of Learning, Teaching and Web Services Division of Information Services, or nominee	Director of the Learning, Teaching and Web Services Division of Information Services	Dr Melissa Highton	Ex Officio	Ex Officio

Role on SEC	Position	Name	Term	Member of Senate
Director for Careers & Employability, or nominee	Director for Careers and Employability	Shelagh Green	Ex Officio	No
Up to 3 co-options chosen by the Convener for their expertise	Co-opted member (Head of Academic Planning – Registry Services)	Marianne Brown	1 August 2024 - 31 July 2027	No
	Co-opted member (Digital Education)	Professor Sian Bayne	1 August 2023 - 31 July 2026	Ex Officio
	Co-opted member (Student Experience)	Lucy Evans	1 August 2025 - 31 July 2028	No
Committee Secretary	Committee Secretary	Patrick Jack		No

The University of Edinburgh

Senate Academic Policy and Regulation Committee

Role on APRC	Position	Name	Term	Member of Senate
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels (nominated by their College)	Dean of Quality Assurance and Curriculum Validation (CAHSS)	Dr Emily Taylor		Ex Officio
	Dean of Students (CAHSS)	Professor Jeremy Crang		Ex Officio
	Head of Taught Student Administration and Support (CAHSS)	Catriona Morley		No
	Dean of Learning and Teaching (CSE)	Professor Linda Kirstein		Ex Officio
	Vacant (CSE)	New member TBC		TBC
	Deputy Head of Academic Affairs (CSE)	Katy McPhail		No
	Dean of Education (CMVM)	Professor Gill Aitken		Ex Officio
	Dean of Students and Alumni (CMVM)	Professor Mohini Gray		Ex Officio
	Academic Administration Manager (CMVM)	Isabel Lavers		No
1 x senior staff member from each College with responsibility for postgraduate research (nominated by their College)	Head of PGR Student Office (CAHSS)	Kirsty Woomble		No
	Postgraduate Research Manager (CSE)	Amanda Fegan		No
	Vacant (CMVM)	New member TBC		TBC

Role on APRC	Position	Name	Term	Member of Senate
1 x Edinburgh University Students' Association sabbatical officer	Vice-President, Education	Katya Amott	Ex Officio	Ex Officio
1 x member of the Edinburgh University Students' Association permanent staff	Advice Place Manager & Deputy Manager, Students' Association	This role is shared between: Charlotte Macdonald and Clair Halliday		No
1 x member of staff from Registry Services	Academic Registrar, Registry Services	Lisa Dawson	Ex Officio	No
1 x member of staff from the Institute for Academic Development	Head of Taught Student Development, Institute for Academic Development (IAD), Director's nominee	Dr Donna Murray		No
1 x member of staff from Academic Quality and Standards	Head of Academic Policy and Regulation	Dr Adam Bunni		No
1 x member of staff from Information Services' Learning, Teaching and Web Services Division	Head of Digital Learning Applications and Media	Karen Howie		No
3 x elected Senate members	Representative of Senate (CAHSS)	TBC – election to be held	1 August 2025 - 31 July 2026	Academic
	Representative of Senate (CSE)	TBC – election to be held	1 August 2025 - 31 July 2026	Academic
	Representative of Senate (CMVM)	TBC – election to be held	1 August 2025 - 31 July 2026	Academic

Role on APRC	Position	Name	Term	Member of Senate
Up to 3 co-options chosen by the Convener for their expertise	Co-opted member (Deputy Secretary, Students)	Lucy Evans	1 September 2023 – 31 August 2026	No
	Co-opted member (Academic Engagement Coordinator, Edinburgh University Students' Association)	Callum Paterson	1 March 2023 – 28 February 2026	No
	Co-opted member (Disability and Learning Support Service)	Victoria Buchanan	1 January 2025 – 31 December 2028	No
Committee Secretary	Committee Secretary	Cristina Matthews		No

The Committee will select a Convener and Vice-Convener from its members at the final meeting of the academic year on 22 May 2025.

**The University of Edinburgh
Senate Quality Assurance Committee**

Role on SQAC	Position	Name	Term	Member of Senate
Deputy Vice-Principal Students (Enhancement)	Deputy Vice-Principal Students (Enhancement)	Professor Tina Harrison (Convener)		Ex Officio
An external member from within the Scottish Higher Education sector with experience in quality assurance	Deputy Vice Chancellor and Vice Principal of Learning & Teaching, Edinburgh Napier University	Professor Nazira Karodia	1 August 2023 – 31 July 2026	No
College Deans of Quality (or equivalent)	College Dean of Quality (CMVM)	Professor Matthew Bailey		No
	Dean of Education Quality Assurance and Culture (CSE)	Professor James Hopgood		Academic
	Dean of Quality Assurance and Curriculum Approval (CAHSS)	Dr Emily Taylor		Ex Officio
1 x member of staff from each College with experience of and an interest in quality assurance at School level (nominated by their College)	School representative of CMVM (Director of Quality)	Dr Neneh Rowa-Dewar		No
	School representative of CSE (Head of Student Services)	Faten Adam		No
	School representative of CAHSS (Director of Quality)	Dr Anne Desler		No
3 x elected member of Senate	Representative of Senate (CAHSS)	TBC – election to be held	1 August 2025 - 31 July 2026	Academic
	Representative of Senate (CSE)	TBC – election to be held	1 August 2024 - 31 July 2026	Academic
	Representative of Senate (CMVM)	TBC – election to be held	1 August 2024 - 31 July 2026	Academic
1 x Edinburgh University Students' Association sabbatical officer	Vice President Education, Edinburgh University Students' Association	Katya Amott	Ex Officio	Ex Officio

Role on SQAC	Position	Name	Term	Member of Senate
1 x member of the Edinburgh University Students' Association permanent staff	Academic Engagement Coordinator, Edinburgh University Students' Association	Callum Paterson		No
1 x member of staff from the Institute for Academic Development	Co-Director, Institute of Academic Development	Professor Catherine Bovill		Ex Officio
1 x member of staff from the Doctoral College	Representative of Doctoral College	Professor Laura Bradley		Ex Officio
1 x member of staff from Academic Quality and Standards	Head of Quality Assurance and Enhancement, Academic Services	Brian Connolly		No
Up to 3 co-options chosen by the Convener	Co-opted member (Student Analytics, Insights and Modelling)	Marianne Brown	1 August 2024 – 31 July 2027	No
	Vacant			
	Vacant			
Committee Secretary	Committee Secretary	Sinéad Docherty		No

Senate**20 May 2025****Senate and Standing Committees Annual Internal Effectiveness Review****Description of paper**

1. This paper asks Senate to approve plans for the annual internal review of Senate and its standing committees' effectiveness in 2024/25.

Action requested / recommendation

2. Senate is asked to approve the plans.

Background and context

3. The Scottish Code of Good Higher Education Governance 2023 (64) states:

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

4. Previously, the Senate annual internal effectiveness review process has involved a self-reflective survey of members which runs over summer. Response rates to these surveys have typically been low, with a response rate of 16% of members for 2023/24. For Senate standing committees, the process has also previously involved a self-reflective survey of members which runs over summer. Whilst response rates have been better than for Senate member surveys, they vary and are not consistently high. Surveying of committee members is not a requirement for internal effectiveness review.
5. A post-meeting survey for Senate, which is sent to members after each ordinary meeting, has been implemented for 2024/25. Meeting metrics and an analysis of the results are shared on the [Senate members' portal](#) alongside points of learning.
6. Senate members also received a survey on Senate and its committees as part of the work of the External Review Task and Finish Group in 2024/25, with outcomes informing actions in response to recommendations.

Discussion

7. For 2024/25 it is felt there is sufficient information available to conduct this year's internal effectiveness review of Senate and its standing committees without the need to issue a further survey to members. Additionally, there is a high risk that running a member survey and identification of actions as had been done in previous years will create overlap and/or duplication with the extensive work and changes that have been undertaken and are planned as a result of the externally facilitated review of Senate.

8. The internal effectiveness review for Senate and the standing committees for 2024/25 will therefore consist of the annual report from the standing committees to Senate (which has been significantly enhanced over previous years in response to feedback from Senate¹) and a summary report of the findings and action taken as a result of the Senate post-meeting survey. These will be presented to the October 2025 meeting of Senate.
9. Going forwards, Academic Quality and Standards will lead work to develop proposals for how internal effectiveness review processes can be enhanced, with key considerations being:
 - How these processes can meaningfully support the evaluation of changes implemented in response to the externally facilitated review of Senate;
 - Engaging processes which encourage and enable participation;
 - How to capture a holistic view across Senate and its standing committees, so members are not being asked solely about their own committee; and
 - Internal and external benchmarking to ensure alignment with good practice and external requirements.

Resource implications

10. There are no additional resource implications as a result of the plans for internal effectiveness. Additional resource has been required in 2024/25 from Academic Quality and Standards to design, run and analyse the post-meetings survey and to identify and implement changes in response to feedback. If any additional actions are proposed, either in terms of the internal effectiveness review processes themselves or as a result of the review, the resource implications of these will need to be outlined and agreed.

Risk management

11. The annual effectiveness review process assists the University in ensuring that its academic governance arrangements are effective.

Equality & diversity

12. Equality and diversity implications of committee work are considered on an ongoing basis. Consideration will be given to ensuring that enhanced internal effectiveness review processes are equitable and inclusive. Action to improve equality, diversity and inclusion on Senate is being progressed separately by the University Lead, Equality, Diversity and Inclusion in response to recommendations arising from the AdvanceHE external review of Senate effectiveness.

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

13. Two reports (the annual report from the standing committees to Senate and a summary report of the findings and action taken as a result of the Senate post-meeting survey) will be presented to the October Senate meeting, with any associated proposals for actions. Academic Quality and Standards will update Senate and the standing committees on work to enhance annual internal effectiveness review processes.

Author

Nichola Kett
Head of Academic Quality and Standards
April 2025

Freedom of Information

Open

¹ 2023/24 report (Paper I) <https://registryservices.ed.ac.uk/sites/default/files/2024-10/9%20October%202024%20-%20Agenda%20and%20Papers.pdf>

Senate**20 May 2025****Senate Exception Committee Terms of Reference and Membership****Description of paper**

1. This paper asks Senate to approve the Senate Exception Committee membership for the 2025-26 academic year, and to note the process for filling five vacancies for elected academic members of Senate.

Action requested / recommendation

2. Senate is invited to approve the Senate Exception Committee membership for the 2025-26 academic year.
3. Senate is invited to note the process for filling vacancies on the Committee's membership.

Background and context

4. The Senate Exception Committee operates under delegated authority, to make urgent formal business decisions which would otherwise require Senate approval between meetings.
5. The Senate Exception Committee terms of reference and composition are unchanged, and are attached for information as appendix one.
6. The membership of the Senate Exception Committee, from 1 August 2025 onwards, is provided as appendix two and is accurate as of 6 May 2025.
7. The process for electing academic staff onto Senate closed on 30 April 2025, with newly elected members becoming eligible for membership of the Senate Exception Committee from 1 August 2025.

Discussion

8. Vacancies in the membership of the Senate Exception Committee will be filled as follows:
 - a. A call for expressions of interest from the elected academic members of Senate will be circulated following Senate's meeting of 20 May 2025. Where there are more interested Senate members than vacancies, the drawing of lots will determine who is appointed to the Senate Exception Committee. Where required lots will be drawn by college, to ensure that at least one academic member can be appointed per college.
 - b. The new Convener of Academic Policy and Regulations Committee will be confirmed at the Committee's meeting of 22 May 2025.

- c. The Edinburgh University Students' Association will nominate one fully matriculated student to be a member of the Exception Committee.

Resource implications

9. There may be workload implications for staff and students who become members of Senate Exception Committee and for Academic Quality and Standards who provide support to the Committee.

Risk management

10. Appropriate membership of the standing committees supports effective academic governance and assists the University in managing risk associated with its academic activities.

Equality & diversity

11. The membership of the Committee is largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

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

12. The Terms of Reference and Membership, updated following the conclusion of the nomination process, will be published on the Senate Members Portal and the Senate SharePoint site.

Author

Fraser Rudge
Senate Clerk
May 2025

Freedom of Information: Open

Appendix 1: Senate Exception Committee Terms of Reference

1 Purpose

1.1 Under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings of Senatus subject to defined principles and on the understanding that any matter so referred can be referred to the full Senatus should this be the wish of the Exception Committee.

2 Composition

2.1 The Committee shall consist of at least six members.

2.2 The Principal, the Provost, the Vice-Principal Students, the Convener of the Research Strategy Group, and the Convener of each of the Standing Committees of Senate shall be ex officio members of the Committee.

2.3 Unless otherwise represented, the membership of the Committee must also include six elected academic staff Senate members, including at least one such member from each College, and a representative of the Edinburgh University Students' Association (normally the President).

2.4 The term of office for Senate members, where they are not ex officio members of the Committee, will be no longer than their membership of the Senatus and will be for a maximum of three years.

2.5 Edinburgh University Student Association annually nominate one fully matriculated student to be a member of the Exception Committee; this is normally one of the elected Students' Association sabbatical officers.

2.6 Previous members are eligible for re-appointment up to a normal maximum of two consecutive terms of office.

2.7 The Principal shall be appointed Convener of the Committee.

2.8 The Vice-Principal Students shall be appointed Vice-Convener of the Committee.

3 Meetings

3.1 The Committee will be convened only if required and much of its business is expected to be conducted through correspondence.

3.2 The aim will be to circulate minutes, agendas and papers to members of the Committee at least five working days in advance of the meeting or prior to the conclusion of the consultation period. Notice of business shall be given to the Senatus to the extent possible, and papers made available upon request so that comments can be given to a member of the Committee. In cases of extreme urgency, which is likely to be the case given the nature of this Committee, and with the agreement of the Convener, papers may be tabled at meetings of the Committee. If being conducted by correspondence the consultation period may be no shorter than a 24 hour period.

3.3 Papers will indicate the originator/s and purpose of the paper, the matter/s which the Committee is being asked to consider and any action/s required and confirm the status of the paper in respect of freedom of information legislation.

3.4 Four members of the Committee shall be a quorum. This number must include the Principal or Vice-Principal Students and an elected academic staff Senate member.

3.5 A formal minute will be kept of proceedings and submitted for approval as soon as practicable to members of the Committee. The draft minute will be agreed with the Convener of the Committee prior to circulation.

4 Remit

4.1 To consider any matter between meetings of the Senatus that cannot await the next such meeting and with the delegated authority of Senatus to make a decision on the matter on behalf of the Senatus insofar as a decision cannot be deferred to a meeting of the Senatus.

4.2 The Committee in reaching a decision must be satisfied regarding the following:

- there is evidence of the consideration given to the equality impact of the matter under consideration; and
- there is a robust rationale for the proposals or options being presented by the identified lead senior officer or officers including information on the outcome of any consultation undertaken.

5 Other

5.1 A report on issues discussed at each meeting or concluded via correspondence will be provided to the next available Ordinary Meeting of the Senatus.

5.2 Membership of the Committee will be published on the University's website.

Approved by Senate on 11 October 2023

Appendix Two: Senate Exception Committee Membership 2025-26

Name	Position/School	Term of office	Composition Section
Professor Peter Mathieson (Convener)	Principal	Ex Officio	2.2
Professor Kim Graham	Provost	Ex Officio	2.2
Professor Colm Harmon (Vice Convener)	Convener of the Senate Education Committee, Vice Principal Students	Ex Officio	2.2
To be confirmed at APRC meeting of 22 May 2025	Convener of Academic Policy and Regulations Committee	Ex Officio	2.2
Professor Tina Harrison	Convener of Senate Quality Assurance Committee, Deputy Vice-Principal, Students (Enhancement)	Ex Officio	2.2
Professor Christina Boswell	Convener of the Research Strategy Group	Ex Officio	2.2
To be confirmed	Elected academic member of Senate	1 August 2025 – 31 July 2028	2.3
To be confirmed	Elected academic member of Senate	1 August 2025 – 31 July 2028	2.3
To be confirmed	Elected academic member of Senate	1 August 2025 – 31 July 2028	2.3

To be confirmed	Elected academic member of Senate	1 August 2025 – 31 July 2028	2.3
To be confirmed	Elected academic member of Senate	1 August 2025 – 31 July 2028	2.3
Professor Patrick Walsh	Elected academic member of Senate, College of Science and Engineering	December 2023 – 31 July 2026	2.3
To be confirmed	Representative of the Edinburgh University Students' Association	1 August 2025 – 31 July 2026	2.3



THE UNIVERSITY *of* EDINBURGH

Senate

20 May 2025

Senate External Review Task and Finish Group - Progress Against External Review Recommendations

Description of paper

1. This paper provides Senate with an update on progress against the AdvanceHE External Effectiveness Review of Senate recommendations; and recommends that, as recommendations have now either been addressed or are being progressed through relevant individuals and Committees, the Senate External Review Task and Finish Group concludes as planned on 31 July 2025.

Action requested / recommendation

2. Senate is invited to:
 - note the update on progress made against external review report recommendations and suggestions as detailed in appendix one and two.
 - note the recommendation that the Group concludes on 31 July 2025.

Background and context

3. An externally facilitated review of Senate and its committees by AdvanceHE took place in 2022/23. The final report and proposed actions in response to the review were considered at the Senate meeting of 11 October 2023.
4. Senate approved the formation of the Senate External Review Task and Finish Group at its meeting of 7 February 2024; with the Group to be responsible for considering the recommendations arising from the external review and for developing proposals for consideration by Senate. The term of office for the group is 1 March 2024 – 31 July 2025.
5. The Senate External Review Task and Finish Group has now met eight times, with its most recent meeting held on Thursday 1 May 2025. One further meeting is currently scheduled for 27 May 2025.
6. Further information on the Group can be accessed via the [Senate Members Portal](#).

Discussion

7. In considering the Task and Finish Group's progress against the AdvanceHE External Effectiveness Review of Senate recommendations, the majority of the review recommendations and suggestions have now been addressed. Of the recommendations identified as 'ongoing', these are for response by the University EDI Lead in conjunction with the University Equality, Diversity and Inclusion Committee. These outstanding recommendations will be added to the Senate Action Log to ensure Senate members are updated on the agreed outcomes. Accordingly, it is recommended that the Group concludes as planned on 31 July 2025.
8. At the Group's meeting of 1 May 2025, members discussed progress against the review of the Senate standing committees' terms of reference and associated levels of delegated authority (recommendations 17 and 18, and suggestions 8, 9, and 10). Members of the Group agreed that a holistic review would be required to properly address the recommendations, suggestions, and concerns of the Senate membership; and that such a review should also include the development of terms of reference for Senate. Members noted that such a review would exceed the external review recommendations and the remit of the Task and Finish Group.
9. The Group agreed to discuss a recommendation for such a holistic review at its final meeting on 27 May 2025, to include a suggested approach, and for a report to be presented to the October 2025 meeting of Senate.

Resource implications

10. There are no resource implications associated with providing this update. Were Senate to require an extension of the term of office for the Senate External Review Task and Finish Group, this would have resourcing implications for the Academic Quality and Standards team to operate, and for the Group members to participate.

Risk management

11. There is a risk to the institutional governance of the University if the recommendations and actions arising from the Senate External Review are not taken forward in a timely and considered manner.

Responding to the Climate Emergency & Sustainable Development Goals

12. This paper does not respond to the climate emergency or contribute to the Sustainable Development Goals.

Equality & diversity

13. There are no equality and diversity implications associated with providing this update. Equality impact assessments will be completed where required for proposals developed in response to the AdvanceHE review of Senate and its committees.

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

14. Senate is invited to note this update at its meeting of 20 May 2025. A final report from the Senate External Review Task and Finish Group will be presented to the October 2025 meeting of Senate.

Author

Professor Richard Kenway,
Convener of the Senate External Review
Task and Finish Group

Fraser Rudge, Senate Clerk

May 2025

Presenter

Professor Richard Kenway,
Convener of the Senate External Review
Task and Finish Group

Freedom of Information Open

Appendix one: summary of progress made against the external review recommendations and suggestions

Theme	Recommendation / Suggestion	Responsible	Status
Composition of Senate	Recommendation 1	Academic and Quality Standards / Deputy Secretary Students	Complete
	Recommendation 2	Academic and Quality Standards	Complete
	Suggestion 1	Task and Finish Group	Complete
	Suggestion 2	Task and Finish Group	Complete
Recruitment & Induction	Recommendation 3	Academic and Quality Standards	Complete
	Recommendation 4	Deputy Secretary Students	Complete
	Recommendation 5	Academic and Quality Standards	Complete
	Suggestion 3	Deputy Secretary Students	Complete
Agenda setting & chairing	Recommendation 6	Task and Finish Group	Complete
	Recommendation 7	Senior Leadership Team	Complete
Format of Senate	Recommendation 8	Task and Finish Group	Complete
	Recommendation 9	Task and Finish Group	Complete
	Recommendation 10	Task and Finish Group	Complete
	Recommendation 11	Task and Finish Group / University EDI Lead	Complete, recommendation reallocated.
	Suggestion 4	Task and Finish Group	Complete
	Suggestion 5	Task and Finish Group	Complete, suggestion not adopted.
	Suggestion 6	Task and Finish Group	Complete
Equality, Diversity & Inclusion	Recommendation 12	University EDI Lead	The University EDI Lead will progress these recommendations in the 2025-2026 academic year, and will report directly to Senate. These recommendations will be added to the Senate Action Log.
	Recommendation 13	University EDI Lead	
	Recommendation 14	University EDI Lead	
	Recommendation 15	University EDI Lead	
Senate & Research	Recommendation 16	Vice-Principal Research and Enterprise	Complete, albeit subject to Senate consideration.
Senate Support	Suggestion 7	Academic and Quality Standards	Complete
	Suggestion 8	Academic and Quality Standards	New approach required, which the Task and Finish Group will propose to Senate in October 2025.
Senate Committees	Recommendation 17	Vice-Principal Students	
	Recommendation 18	Task and Finish Group	
	Suggestion 9	Vice-Principal Students	
	Suggestion 10	Vice-Principal Students	

Appendix two: progress made against external review report recommendations and suggestions

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
R1. Given the mission of the University we recommend the addition of a specific membership category in Senate for a Doctoral Student or Junior Research associate.	<p>This recommendation be adopted.</p> <p>Academic and Quality Standards to work with the Students' Association and Deputy Secretary Students to formulate a proposal for Senate membership to include dedicated positions for doctoral students or junior research associates.</p> <p>Senate considered the proposal at its meeting of 7 February 2024 (paper S 23/24 2G).</p>	<p>COMPLETE.</p> <p>The Senatus Academicus (Senate) Election Regulations have been updated.</p> <p>Within the Elected academic staff (Non-professorial) membership category, there are now three positions prioritised for early career academic staff within each college.</p> <p><i>"Members of staff who are categorised as early career academic staff, including both early career research and teaching staff who hold a position up to and including Grade 08 on the University Grade Structure, will be eligible for election to the reserved early career academic staff positions contained within the 'elected academic staff (non-professorial)' category."</i></p>
R2. We recommend that Senate has 3 non-executive professional staff members on Senate.	<p>This recommendation be adopted.</p> <p>Academic and Quality Standards to formulate a proposal for Senate membership to include positions for professional services staff. Any positions dedicated to professional services would be filled in a democratic manner and in a similar way to the election of professorial and non-professional representatives.</p>	<p>COMPLETE.</p> <p>Senate College Professional Services Election Regulations have been developed, and three Elected College Professional Services Staff members commenced terms of office on 1 August 2024.</p>
S1. We suggest that Edinburgh consider making Senate Membership for elected members' part of the WAM as a way to raise the profile of Senate membership and to give value to membership.	<p>These suggestions and feedback will be taken forward by the proposed Senate External Review Task and Finish Group.</p>	<p>COMPLETE, albeit with discussions to continue with appropriate staff outside of the Group.</p> <p>At the Group's meeting of 25 February, it was observed that there was not a single university workload allocation model, that some areas of the University did not use such models, and that such models were not used for grant funded research</p>

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
		<p>staff. The Group suggested that indicative timings be developed for staff to engage with Senate business.</p> <p>At the Group's meeting of 1 April 2025, the Academic Registrar reported on discussions with the Provost and Heads of College where an indicative allocation of six hours per meeting had been agreed. Further discussion would take place on recognising the contribution of student members.</p> <p>The following indicative time commitment has been published online to support staff considering nominating themselves for membership of Senate:</p> <p><i>"There are four ordinary meetings a year which can last up to three hours. Ordinary Senate meetings are preceded by a meeting of e-Senate, which seeks observations from Senate members and presents items for information or for formal noting. E-Senate is held over a two-week period. The length of time required to engage with Senate and e-Senate papers will vary, but is estimated at 6 hours per ordinary Senate meeting."</i></p> <p>Separately, Academic and Quality Standards have committed to a series of actions in response to feedback received via the annual internal effectiveness review. Some actions are relevant to suggestions raised by the external review and are noted below for information:</p> <ul style="list-style-type: none"> • The development of a Senate Members' Portal to bring together key resources to support Senate members in effectively carrying out their role. • The development of an action log to provide transparency and update on the progress of actions undertaken in response to decisions at Senate.

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
<p>S2. With reference to our comments in the overview above we suggest that Senate considers how, in conjunction with Schools, the University can help to promote the role and visibility of Senate in the University.</p> <p>This may include, but not limited to:</p> <ul style="list-style-type: none"> • Provide open seats at Senate and its sub-committees for members of staff to observe as development opportunities. • Ask current members to offer short summaries, podcasts or video casts about the role and the opportunity. • Enhance the university communications to provide more information about what Senate does to enhance its visibility in the university. 	<p>These suggestions and feedback will be taken forward by the proposed Senate External Review Task and Finish Group.</p>	<p>COMPLETE.</p> <p>At the Task and Finish Group meeting of 25 February 2025, the Group discussed briefly whether parts of Senate's ordinary meetings could be open to members of the wider University to join as observers. It was commented that the suggestion could be considered alongside recommendations 12-15, which related to Equality, Diversity & Inclusion.</p> <p>Separately, Academic and Quality Standards have developed:</p> <ul style="list-style-type: none"> • A Senate SharePoint site that is open to all staff and students. • The Senate and Senate Committees Newsletter, which is published on the Senate SharePoint site, and which is emailed directly to Senate members and to key stakeholders. • A briefing pack for Senate elections which is shared with Heads of School and College, and with staff supporting college committees.
<p>R3. We recommend that the induction programme is completely reviewed and updated to give new members a deeper understanding of their role and responsibilities, provide nuanced support for different types of members on Senate (particularly students), and to offers existing members the opportunity to keep up to date with expectations.</p>	<p>This recommendation be adopted and will continue to be reviewed as part of Academic and Quality Standards' support of Senate and efforts for continuous improvement.</p>	<p>COMPLETE, albeit subject to continuous improvement.</p> <p>New Senate members each receive a welcome email which communicates key expectations and provides links to key information sources that will help them to engage in their role.</p> <p>An induction recording has been developed, and is accessible to new members via the Senate Members Portal.</p> <p>The Senate Member Resources page, on the Senate Members Portal, provides access to the Senate Member Handbook, the induction recording, and other resources.</p> <p>The in-person Senate member induction was held in a revised format</p>

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
		<p>in September 2023 and September 2024; and the format will continue to be reviewed. At the in-person induction event, members received an induction to Senate from key staff involved,</p> <p>In 2023, break-out sessions tailored to each membership group were held. These sessions were targeted at specific membership groups and intended to help members understand their role and the expectations of them. Breakout sessions were not held in 2024 due to limited room availability.</p> <p>Student members participated in the September 2024 induction, and the EUSA Vice President Education presented on the Student Voice at Senate.</p> <p>Senate members will be invited to provide feedback on the Induction, and feedback received will be used to formulate areas for improvement moving forward.</p>
<p>R4. We recommend that changes are made to the agenda and papers of Senate to ensure that the student experience is more central to discussions. For example, Students could have opportunities to input into the agenda planning, papers may particularly highlight points which require the student voice to be heard.</p>	<p>This recommendation be adopted.</p> <p>The Deputy Secretary Students will lead this work alongside the Students' Association and with support from Academic and Quality Standards.</p>	<p>COMPLETE</p> <p>The Senate Business Committee was implemented in 2025, and will provide a route for student representatives to input into the Senate agenda setting process and to scrutinise Senate papers. The EUSA Vice President Education will act as Vice-Convener of the Committee.</p>
<p>R5. The student induction to Senate needs to be revised and updated.</p>	<p>This recommendation be adopted and will continue to be reviewed as part of Academic and Quality Standards' support of Senate and efforts toward continuous improvement.</p>	<p>COMPLETE, albeit subject to continuous improvement.</p> <p>See also update provided in response to R3. A second student-focussed induction will be held in November 2025 for student members appointed to Senate out with the usual cycle (e.g., postgraduate students) and for any student members unable to attend the Induction in September.</p>

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
<p>S3. We suggest that pre-meetings are arranged to support student engagement in the meetings and enable a more substantive student voice.</p>	<p>This suggestion will be included in the work relating to Recommendation 4, led by the Deputy Secretary Students alongside the Students' Association and with support from Academic and Quality Standards.</p>	<p>COMPLETE.</p> <p>The EUSA VP Education has taken a lead role in working with student representatives on Senate to prepare for meetings. This involves discussion and correspondence with relevant colleagues, as requested. We are already seeing a greater student voice in Senate meetings as a result. Separately, Senate pre-meeting networking opportunities have been arranged prior to Senate meetings in 2024-25.</p>
<p>R6. We recommend that the (renamed) Senate Exception Committee takes on the task of agenda setting and timing for Senate business. This role, if successful, could evolve over time.</p>	<p>There is mixed feedback and lack of clear consensus on this recommendation. Therefore, it is proposed that this recommendation be considered by the proposed Senate External Review Task and Finish Group for further consideration and for a proposals to be developed and presented to a future meeting of Senate.</p>	<p>COMPLETE.</p> <p>At its meeting of 11 December 2024, Senate approved the formation of the Senate Business Committee.</p> <p>The Senate Business Committee was implemented for the May 2025 Senate meeting, and will operate on a trial basis to 31 July 2026. The continuation of the Committee, as a standing committee of Senate, will be contingent on the outcome of a review to take place in early 2026.</p>
<p>R7. We recommend that the Principal is visibly supported in Senate meetings by the Provost, the University Secretary and the VP Students.</p>	<p>This recommendation be adopted.</p> <p>There is clear support among members for greater visibility of and support during the running of Senate meetings from members of the Senior Leadership Team.</p>	<p>COMPLETE.</p> <p>The Senate Convener is now joined by the Provost and Academic Registrar at the top table. The Vice-Principal and University Secretary, the Vice-Principal Students, and other key colleagues are seated nearby.</p>
<p>R8. We recommend introducing a more carefully and realistically planned and time managed agenda.</p> <p>The agenda should also make it clear if an item is for noting or discussion and suitable but specific time should be allowed for discussion.</p>	<p>This recommendation is closely tied to R6. It is proposed that this recommendation be considered by the proposed Senate External Review Task and Finish Group. It is anticipated that the work of this Group will include a process for agenda setting which include principles covering the time required for items, and the actions</p>	<p>COMPLETE, albeit subject to continuous improvement.</p> <p>The implementation of the Senate Business Committee is intended to provide an effective and transparent agenda setting process for meetings of the University Senate.</p> <p>For items requiring discussion, the Senate agenda includes indicative timings for discussion.</p>

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
	requested of Senate.	<p>A post-meeting survey was implemented in 2024-25, and through which members can provide feedback on whether agenda items have been sufficiently well considered.</p> <p>An out-of-meeting process has been developed, and is being refined, to consider corrections to the minutes.</p>
R9. We recommend that meetings should always finish on time.	This recommendation is closely tied to R6 and R8 and it is proposed that this recommendation be considered further by the proposed Senate External Review Task and Finish Group.	<p>COMPLETE.</p> <p>The Senate Convener has committed to closing Senate meetings on time.</p>
R10. We recommend that the format of Senate is decided at the same time that the dates are set. Further we recommend that one meeting a year should be fully in person with hybrid only offered for exceptional reasons.	This recommendation be adopted, with oversight provided by the proposed Senate External Review Task and Finish Group.	<p>COMPLETE.</p> <p>Following feedback from the Senate membership, all Senate meetings will be hybrid as standard.</p>
R11. We recommend that all Senators should get a briefing note on proper use of the Chat Function, and it should be an important section in induction. This should include information on expected standards of behaviour and the proper use of the CHAT function (see, for example, guidance at Glasgow University or UCL). Misuse of the chat should not be tolerated.	<p>This recommendation be adopted, with oversight provided by the proposed Senate External Review Task and Finish Group.</p> <p>It is proposed that a Senate Members Behaviour Charter be developed. This which would cover expected behaviours in relation to matters relating to Senate.</p>	<p>COMPLETE, a separate Group will be constituted by the University EDI Lead to ensure diverse representation.</p> <p>The Chat Function on Microsoft Teams will be disabled during Senate meetings.</p> <p>Discussion at the Group's meeting of 25 February 2025 indicated that there remained a need for a Senate Members Behaviour Charter to be developed. The University EDI Lead expressed an interest in leading on the development of the charter.</p> <p>At the meeting of 1 April 2025, the University EDI Lead presented a proposal to convene a small, diverse group of Senators to develop a draft "Behaviours Agreement." The altered term was intended to prevent confusion with the University's existing Behaviours Charter.</p>

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
<p>S4. We suggest that a proposal for 4 Senates a year is discussed.</p> <p>S5. We suggest holding one meeting each year in person in a suitably enabled IT space.</p> <p>S6. We suggest that the open session is permanently removed from the agenda. However, the benefits of such a session should not be lost and should be replaced by alternatives, for example a twice yearly 'all staff update' possibly recorded or in person to update on external issues and the impact of senate business.</p>	<p>Recommendations relating to the format of Senate meetings will be prioritised, and any suggestions will be considered in relation to the work undertaken by the proposed Senate External Review Task and Finish Group, where appropriate.</p>	<p>COMPLETE.</p> <p>At its meeting of 18 June 2024, Senate approved the following proposals which were implemented in 2024-25:</p> <ul style="list-style-type: none"> • to increase the annual meeting time for Senate to 12 hours; • to adopt a meeting format of four, three hour long, meetings; • to hold meetings within the standard university semester; • to commence meetings at 1.10pm, in line with the standard University timetable; • to hold meetings between 1:10pm and 4pm; and • to hold meetings in a hybrid format as standard. <p>The open session has been removed from the agenda.</p> <p>At its meeting of 25 February 2025, the Task and Finish Group discussed the benefits of holding open sessions on an ad hoc basis. The minute will be provided to the Senate Business Committee to inform routine business.</p>
<p>R12. Senate would benefit from a special session on enhancing and updating knowledge of EDI.</p>	<p>There is support for this recommendation. This recommendation will be referred to the University EDI Committee via the University EDI Lead for a proposal to be developed.</p>	<p>ONGOING.</p> <p>An initial update was provided to the Group's meeting of 1 April 2025. The University EDI Lead invited the Group to propose additional content for this session, as well as recommendations on delivery timing and methods to maximise colleague engagement.</p>
<p>R13. An EDI impact assessment/assurance rating should be used in all Senate papers.</p>	<p>There is support for this recommendation. This recommendation will be referred to the University EDI Committee via the University EDI Lead for a proposal to be developed.</p>	<p>ONGOING.</p> <p>An initial update was provided to the Group's meeting of 1 April 2025. The University EDI Lead set out initial analysis and proposals to progress the recommendation.</p>

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
R14. We suggest that the University considers how the developmental membership of Senate could be promoted as part of the induction and development programme. Specifically, the Staff BAME network could promote Senate as part of its mentoring programme.	There is support for this recommendation. This recommendation will be referred to the University EDI Committee via the University EDI Lead for a proposal to be developed.	ONGOING. An initial update was provided to the Group's meeting of 1 April 2025. The University EDI Lead set out initial analysis and proposals to progress the recommendation.
R15. Consider adding some nominated members to Senate to widen diversity.	There is support for this recommendation. This recommendation will be referred to the University EDI Committee via the University EDI Lead for a proposal to be developed.	ONGOING. An initial update was provided to the Group's meeting of 1 April 2025. The University EDI Lead set out proposals to progress the recommendation. The Group was invited to consider whether there was support for the creation of nominated roles, and if such roles should aim to cover a number of protected characteristics. It was noted that any changes to the composition of Senate would need to be reviewed and approved.
R16. We recommend that the VP Research and Enterprise undertakes a short review of how Research and especially PGRs could become more mainstreamed into Senate business.	There is support for this recommendation. This recommendation will be referred to the VP Research and Enterprise for a review and proposal to be developed. This recommendation will be taken forward in connection with R1.	COMPLETE, albeit subject to Senate consideration. The Task and Finish Group received an update at its meetings of 14 January, and considered options at its meeting of 25 February 2025. The Group received and endorsed revised options at its meeting of 1 April 2025. A paper will be submitted for consideration by Senate in May 2025.
S7. We suggest that the university make resourcing of Academic and Quality Standards support for Senate governance a key priority.	These suggestions will be referred to Academic and Quality Standards for consideration.	COMPLETE. The role of Committees and Governance Manager has been established, and provides dedicated support for Senate as the Senate Clerk.
S8. We also suggest a minor tidying up point of clarifying in the largely very clear public documentation on the University's governance on whether both UG and PG students are within the remit of the QAC and APRC.	These suggestions will be referred to Academic and Quality Standards for consideration.	CLOSED, new review approach required (see R17 below). Recommended revisions to the terms of reference for each Senate standing committee have been drafted, and will be submitted to any successor review process.

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
<p>R17. We recommend that the VP Students reviews the Terms of Reference, coverage and scope of the three Senate Committees with a view to identifying any overlap and considering if they together cover all university academic priorities.</p>	<p>This recommendation be adopted and the VP Students in discussion with the Provost undertake this review with support from Academic and Quality Standards and oversight provided by the proposed Senate External Review Task and Finish Group.</p> <p>Any proposals relating to the Terms of Reference, coverage and scope of Standing Committees will be presented to Senate for approval.</p>	<p>CLOSED, new review approach required.</p> <p>At its meeting of 6 November 2024, the Group met with the conveners of the Senate standing committees to provide input into the review being undertaken by the Vice Principal Students.</p> <p>At its meeting of 14 January 2025, the Group agreed that a sub-group should discuss the terminology used within the remits and terms of reference of the Senate standing committees. The Group further agreed that a sub-group create and distribute a survey to ascertain Senate members' perceptions of the effectiveness of the standing committees. Associated outputs were considered by the Group on 25 February 2025, to inform work on R17.</p> <p>The Group received and considered updated terms of reference at its meeting of 1 April 2025, with revisions made and circulated to the Group's membership following the meeting</p> <p>At the Group's meeting of 1 May 2025, members discussed progress against the review of the Senate standing committees' terms of reference and associated levels of delegated authority (recommendations 17 and 18, and suggestions 8, 9, and 10).</p> <p>Members of the Group agreed that a holistic review would be required to properly address the recommendations, suggestions, and concerns of the Senate membership; and that such a review should also include the development of terms of reference for Senate. Members noted that such a review would exceed the external review recommendations and the remit of the Task and Finish Group.</p> <p>The Group agreed to discuss a recommendation for such a holistic review at its final meeting on 27 May</p>

Recommendations extracted from Advance HE Report	Proposed actions in response	Update on actions as at 6 May 2025
		2025, to include a suggested approach, and for a report to be presented to the October 2025 meeting of Senate.
<p>R18. We recommend that Senate establish a task and finish group (ideally with neutral facilitation) to explore the feasibility and establish the criteria for Senate Committee decisions that need further discussion in full Senate before a final decision is made.</p>	<p>This recommendation be adopted and considered by the proposed Senate External Review Task and Finish Group.</p>	<p>CLOSED, new review approach required (see R17 above).</p> <p>Senate External Review Task and Finish Group established.</p> <p>The Group gave consideration to R18 at meetings held on 14 January and 25 February 2025. Discussions indicated a need for delegated authority to continue to be granted to the Senate standing committees for some decisions, however it was considered that items of fundamental concern and strategic importance should be reserved to Senate for approval.</p>
<p>S9. We suggest that the chair of each of the 3 Committee Chairs clarifies the relevant scheme of delegation for their committee.</p>	<p>These suggestions and feedback will be taken forward in connection to R.17. The VP Students, in discussion with the Provost, undertake a review with support from Academic and Quality Standards and oversight provided by the proposed Senate External Review Task and Finish Group.</p>	<p>CLOSED, new review approach required (see R17 above).</p> <p>The terms of reference for each Senate standing committee have been reviewed as per the AdvanceHE recommendation and the proposed action in response (see column to the left), but not updated.</p>
<p>S10. We suggest that the Senate gives thought to using a framework such as RACI as a framework for improving understanding and clarity about responsibilities, accountabilities consultation and communication relationships in Senate.</p>	<p>These suggestions and feedback will be taken forward in connection to R.17. The VP Students, in discussion with the Provost, undertake a review with support from Academic and Quality Standards and oversight provided by the proposed Senate External Review Task and Finish Group.</p>	<p>CLOSED, new review approach required (see R17 above).</p> <p>Consideration has been given to the creation of a new Policy Review Log.</p>

SENATE**20 May 2025****Report of the Senate short life working group
on Budget Resilience, Teaching, and Research****Description of paper**

1. In December 2024 Senate agreed (S24/25 2L) that a short-life working group be established to consult across the University on the effects of budgetary constraint on teaching and research.
2. The group comprised elected members of senate from across the University together with the president of the student association.
3. A draft report was presented to the special session of Senate in April 2025.
4. This paper presents the final report and the recommendations of the working group.
 - 4.1. The full remit of the working group (from S24/25 2L) is given in the introduction to the report.
 - 4.2. The report paints a concerning picture of the widespread negative impacts of the University's budget resilience measures. These measures are not only affecting the immediate delivery of teaching and research but also pose significant risks to the long-term quality, reputation, and sustainability of the University of Edinburgh.
 - 4.3. The budget measures that have been enacted in 2024/25 are already significantly impacting the quality of education, student experience and research.
 - 4.4. Serious concerns were raised by staff across all levels highlight the urgent need for a transparent, well-communicated, and inclusive approach to addressing the financial pressures to ensure that research, teaching, student experience, and staff well-being are not harmed. There is a clear need to restore trust and involve staff expertise in designing sustainable solutions.

Action requested / Recommendation

5. Senate is asked to NOTE the report of the working group.
6. Senate is asked to APPROVE the working group's recommendations:
 - 6.1. That there is a closer working partnership between Senate members and University Executive to ensure decision-making reflects breadth of staff expertise and experience;
 - 6.2. Senate should request that Court and the Senior Leadership team ensure that budget planning is transparent and facilitates excellence in student experience, teaching, and research by foregrounding the importance of academic standards and principles, including priorities such as student choice, widening participation, and investments in research culture;

- 6.3. Data and standards used are accurate and not unduly biased in favour of certain metrics or aspects that can be measured;
- 6.4. Decision-making is inclusive, transparent, evidence-based, and sensitive to the risks of centralized change management;
- 6.5. Knowledge of and participation in budget planning processes be improved including key measures, imperatives, cross-subsidies, and goals;
- 6.6. Institutionalizing local reporting mechanisms to track on-the-ground effects of budgetary resilience measures, including the effects of closures of programs, courses, and restrictions on hiring.

Background and context

- 7. Please see the attached report

Discussion

- 8. A detailed discussion is presented in sections I to V of the report: I Teaching, Student Learning and Experience; II Research; III Staff Well-being and Staffing; IV Partnerships; and V Equality, Diversity and Inclusion.

Resource implications

- 9. None

Risk Management

- 10. None

Responding to the Climate Emergency and Sustainable Development Goals

- 11. None

Equality and Diversity

- 12. See section IV of the report.

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

- 13. None

Consultation

- 14. In addition to consultations by working group members, a survey was circulated to all schools and other academic and professional groups, receiving 291 respondents. Due to the short timeframe of the working group, the design favoured accessibility and inclusion rather than statistical representativeness.

Further information

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Freedom of information

Open

Report of the Senate short life working group on Budget Resilience, Teaching, and Research

R Andrew, S Choi, K Donovan, S. Gilfillan, L Glendenning, D Herndon, D Ingram, S Morley and T Trodd.

April 2025

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Executive Summary: Senate Working Group on Budget Resilience, Teaching & Research

Budget Planning: There is uncertainty as to how budget planning decisions are made and with what principles and goals. Many respondents noted that the current process was opaque and did not clearly support teaching and research excellence. For instance, consulted staff were surprised at the highly unequal surplus expected to be generated by the three colleges (45% for CAHSS rising to 52% in 28/29, 26% for CSE rising to 32%, and 8% for CMVM rising to 11%) and were worried that trends were unsustainable.

I. Teaching, Student Learning, and Experience: The budget measures that have been enacted in 2024/25 are already significantly impacting the quality of education and the student experience. Limits on hiring and non-replacement of staff are reducing course availability and leading to loss of specialist expertise. The inability to create new courses and materials is hindering innovation. Threats to part-time programmes are restricting participation and reducing learning. Cuts to tutors and demonstrators are limiting individual support and small group work. Increased workloads are affecting assessment and feedback quality and timeliness. Reductions in funding for materials, equipment, and extracurricular activities, including student activities, internships and external speakers, are compromising the learning experience. Hiring constraint on professional services staff is leaving students without adequate assistance. PGR students face a lack of research funding, and reduced tutoring opportunities limit early career academic development. Concerns were raised about timetabling issues, closure of student spaces like cafes, and inadequate facilities, leading to student discontent.

II. Research: Budget resilience measures are impeding research activities and undermining future funding. Cuts to conference travel and seed funding are counterproductive, especially for ECR who rely on these. Research culture is suffering due to unsustainable workloads, a disproportionate emphasis on large grants, reduced collaboration opportunities, and a short-term focus driven by financial uncertainty. Maintenance of research equipment and facilities is being delayed, leading to inadequate working conditions and potential halts to research projects. Concerns were raised about the impact on the REF 2029 submission due to contract cancellations, increased workloads, impact fund cuts, and limited resources for management and collaboration. University accounting practices regarding research grants, consultancy income, and Small Research Facilities (SRFs) are creating disincentives and financial instability, conflicting with the principles of TRAC costing for SRFs. Restrictions on capital expenditure are preventing the necessary replacement of depreciated equipment in SRFs, threatening their sustainability.

III. Staff Well-being and Staffing: Reductions in staffing across academic and professional services are leading to unsustainable increases in workload, resulting in widespread stress, anxiety, exhaustion, and burnout. Morale is low, with staff feeling undervalued. This affects all staff categories, including those crucial for teaching, research support, and student well-being. Staff fear financial efficiencies are being prioritized over well-being. Concerns about the rising staff-to-student ratio, staff being forced to adopt roles outside their expertise, and limitations on professional development due to funding and time constraints were frequently reported. Deteriorating working conditions, including inadequate teaching spaces and declining support services, are further impacting staff well-being, with worries about

health and safety. There is deep concern that these issues are damaging the University's reputation.

IV. Partnerships: The budget measures are negatively affecting both domestic and international partnerships, which are core to teaching, research, student experience, and the University's reputation. Reduced budgets and lack of staff time are making it increasingly difficult to maintain and develop external collaborations. Financial and administrative issues are damaging the University's standing with partners. Cuts are impacting student-led projects, specialist lectures, co-delivered degrees, and basic hospitality for external examiners and industry partners. The loss of seed funding and conference travel funds hinders professional networks crucial for research and teaching. Concerns were raised that these issues are contributing to a negative perception of the University within the wider community.

V. Equality, Diversity, and Inclusion: The working group has significant concerns about the unequal effects of budgetary measures, with 76% of survey respondents reporting negative impacts on EDI. Minorities and marginalized groups are reported to be disproportionately affected in terms of health and well-being, pay grades, increased workloads, job security, caring responsibilities and access to resources. Hiring slowdowns and budget cuts are hindering efforts to increase staff and student diversity. Increased workloads and resulting long hours negatively impact those with caring responsibilities and disabilities. Negative impacts on parental leave practices and disproportionate burdens on women were also highlighted. Difficulties in providing adjustments and support for disabilities, and reduced capacity to support EDI activities, are significant concerns. There is a perception that recruitment policies are disproportionately affecting minorities and women.

Conclusion: The findings of this report paint a concerning picture of the widespread negative impacts of the University's budget resilience measures. These measures are not only affecting the immediate delivery of teaching and research but also pose significant risks to the long-term quality, reputation, and sustainability of the University of Edinburgh. The serious concerns raised by staff across all levels highlight the urgent need for a transparent, well-communicated, and inclusive approach to addressing the financial pressures to ensure that research, teaching, student experience, and staff well-being are not harmed. There is a clear need to restore trust and involve staff expertise in designing sustainable solutions.

Recommendations: Survey respondents and working group members developed initial recommendations, including:

- Closer working partnership between Senate members and University Executive to ensure decision-making reflects breadth of staff expertise and experience;
- Ensuring budget planning is transparent and facilitates excellence in student experience, teaching, and research by foregrounding the importance of academic standards and principles, including priorities such as student choice, widening participation, and investments in research culture;
- Ensuring that data and standards used are accurate and not unduly biased in favor of certain metrics or aspects that can be measured;
- Decision-making is inclusive, transparent, evidence-based, and sensitive to the risks of centralized change management;

- Improving knowledge of and participation in budget planning processes including key measures, imperatives, cross-subsidies, and goals;
- Institutionalizing local reporting mechanisms to track on-the-ground effects of budgetary resilience measures, including the effects of closures of programs, courses, and restrictions on hiring.

Working Group Approach: The approach was purposefully qualitative, concerned with documenting and analyzing the experiences across the University. In addition to consultations by working group members, a survey was circulated to all schools and other academic and professional groups, receiving 291 respondents. Due to the short timeframe of the working group, the design favored accessibility and inclusion rather than statistical representativeness.

Introduction

The December 2024 meeting of Senate agreed (S24/25 2L) that a short-life working group be established to consult across the University on the effects on teaching and research raised by (i) the significant restraint on new and replacement staff recruitment and (ii) reductions in non-staff spending during this financial year. This group was composed of members of Senate and had the goal of gathering perspectives from across the University's organization and ranks, as well as providing insights into budget planning and reporting mechanisms.

Senate required:

1. The working group should consider the implications for above changes with regard to:
 - 1.1. Student learning and experience;
 - 1.2. Staff capacity to deliver innovative and excellent teaching and research;
 - 1.3. Research activity; and
 - 1.4. Partnerships.
2. In addition to quantitative indicators of financial restraint, the working group should solicit input from across the University on what changes have been made on the ground in response to changed budget conditions, including Portfolio Reviews.
3. Among areas of inquiry should be the following, each considered with an eye to the differential effects across staff and students:
 - 3.1. Effects on teaching and supervision delivery and support, including changes to guaranteed hours / tutor hiring and increased workload in lecturing, marking, and student support;
 - 3.2. Effects on programmes and courses, including efforts to boost enrolment, or to reduce breadth of courses and degrees;
 - 3.3. Effects on research support (including funding and the sustainability of the Small Research Facilities, sinking funds model in light of restrictions on capital expenditure);
 - 3.4. Effects on student experience activities;
 - 3.5. Effects of hiring restraint and redundancies (including reductions in staff capacity through non-retention following fixed-term contracts and non-replacement of departing staff; and financial projections motivating severance schemes);
 - 3.6. Opportunity costs associated with hiring restraint, portfolio review, and other measures, including staff time associated with monitoring more intense oversight on activity.
4. The working group should also take steps to improve staff and student understanding of budget planning within Schools and Colleges, including how and why income is allocated, seeking to widen expertise and participation.
5. This information should be circulated for feedback and discussion within appropriate Senate committees and made available for discussion in a preliminary form at the Senate's February 2025 meeting and, more conclusively, at the May 2025 meeting of Senate. Findings should also be made available to Schools and other entities to inform the 2025-26 planning process.
6. The working group should also consider what reporting mechanisms may be institutionalised throughout the University to account for on-the-ground effects on teaching and research due to financial resilience.

The working group was assembled from volunteers from the elected members of senate covering the three colleges and a senate representation from Edinburgh University Students Association. Participation by an ex-officio senate member was requested via senate services.

The first Working group meeting was held on Wednesday 15th of January and, subsequently, a survey was created in consultation with members of Senate and other stakeholders. This survey was circulated across the University, asking for staff to share how, if at all, budget measures (especially those enacted in summer 2024) were affecting research, teaching, student learning and experience, partnerships, and professional services. Specific examples were suggested but many of the most valuable responses took advantage of the free text responses to share their experiences. Nearly 300 responses were received over the course of February. Members of the Senate working group subsequently analysed the responses, summarising and presenting many of the key points raised in the report below. The goal was to provide a balance between staff's own words and more general summaries of prevailing themes.

While a revised version will still be presented to Senate in May 2025, as per S24/25 2L, the working group has also made available this draft ahead of the special session of Senate called for 26 March 2025 for noting as evidence of the ongoing impacts of the budget resilience measures already enacted.

With respect to item 4, 'The working group should also take steps to improve staff and student understanding of budget planning within Schools and Colleges, including how and why income is allocated, seeking to widen expertise and participation', this has not been possible owing to limited time, but the authors **recommend** that leadership in Schools and Colleges take steps to carry this forward.

With regard to item 6 'The working group should also consider what reporting mechanisms may be institutionalised throughout the University to account for on-the-ground effects on teaching and research due to financial resilience', the authors **recommend** that each School institute robust reporting mechanisms for analysis of costs and benefits of proposed measures.

Finance

Schools within the University operate as *Profit Centres*, which generate income and after expenditure return an *EBITDA* contribution to the Central University.

Income

Income is recognised from: Funding body grants, Tuition Fees and Education Contracts, Research Income, Investment Income, Donations and Endowments, and Other Sources.

Research Income can normally only be spent on the specific purposes (described in the grant application). Such income is said to be *Restricted*, while all other income is *Unrestricted*.

The funding body grants typically come from the Scottish Funding Council and are made up from both the *Research Excellence Grant (REG)* and the *Teaching Grant*. The REG is allocated based on the UK wide Research Excellence Framework (REF).

Tuition Fee rates depend on both the type of programme on which a student is enrolled (UGT, PGT, PGR) and the students fee status (Scottish, RUK, Overseas). Income attributed to Schools is based on FTE so students on jointly run programmes will generate income to more than one School.

Expenditure

Expenditure is attributed to Staff Costs, Scholarships & Stipends and Other Operating Expenditure. Staff costs and operating expenditure can be either restricted or unrestricted.

EBITDA

EBITDA is simply the difference between a school's income and expenditure. This surplus is its contribution to the central university. Although schools operate in a highly devolved and autonomous way, there are many centrally provided services and facilities which are funded through these contributions. Although EBITDA is calculated based on total income and expenditure, the financial contribution itself needs to be made from a School's unrestricted income.

School budget setting is an opaque process which is based on the school's historical contribution, rather than on a bottom-up analysis of a school's costs. This leads to a wide variation in the percentage of unrestricted EBITDA returned. Schools in CSE, for example, return between 33% and 64% of their unrestricted EBITDA.

During budget setting for the present academic year (24/25) large increases in the expected cash value of the EBITDA to be returned by Schools have been reported. In one case the reported increase was 50% (from £16M to £24M).

Findings

The approach was purposefully qualitative, concerned with documenting and analysing the experiences across the University. In addition to consultations by working group members, a survey was circulated to all schools and other academic and professional groups, receiving 291 respondents. Due to the short timeframe of the working group, the design favored accessibility and inclusion rather than statistical representativeness. A number of significant issues and trends emerged, which are discussed in this report.

Findings are grouped into five categories:

- I. [Teaching, Student Learning and Experience](#)
- II. [Research](#)
- III. [Staff Well-being and Staffing](#)
- IV. [Partnerships](#)
- V. [Equality, Diversity, and Inclusion](#)

I. [Teaching, Student Learning and Experience](#)

One of the most important areas for the Working Group was regarding student learning and experience. As to be expected, many respondents noted that this domain was closely linked to the ability of staff to deliver innovative and excellent, research-led teaching. Around 73% of respondents reported impacts due to (not) hiring or retaining staff. 46% reported impacts on the delivery of existing courses and the development of new courses and programmes. 53% report impacts on support from professional services for activities including teaching. 31% reported impacts on delivery of supplemental or extracurricular activities for students.

Narrative summary:

Areas of concern were particularly clustered around the following:

- a. Limits on hiring and the non-replacement of departing staff was already **impacting what courses could be taught**. For instance, **specialist expertise was lost** in some areas, inhibiting the learning of these topics or requiring staff to teach beyond their expertise (with examples ranging from law to language education). This also was **increasing workload on other staff members**. This was compounded in restrictions on hiring replacement staff in cases of staff illness or buyout arising from research funding success. A loss of resilience in the system was repeatedly noted.
- b. Many worried that the **inability to create new, “proof of concept” courses** and classroom material (including those aligned with strategic priorities) would lead to stagnant teaching and learning, as well as less student engagement.

Furthermore, time to innovate with teaching approaches aligned to current and future thinking was also being stymied.

- c. The closure of 'smaller' courses is restricting choice and inhibiting exploration of new topics. It is also seen to **negatively affect historically marginalised students** who may be less likely to see their concerns and interests in relatively generic, large course offerings. Others said "it is extremely concerning for our Masters students" that the discontinuation of certain MSc programmes "devalues their degree that they have invested heavily in."
- d. Reductions in hiring of guaranteed hours staff, tutors, and/or demonstrators was impeding the quality of learning, including by **increasing the staff:student ratio (SSR)** and **limiting time available per student or tutorial**. Academic staff worried about reducing their **contact time with students**, and professional services staff worried about increased burden (which some noted could undermine the new student support model). In all disciplines the lack of smaller groupwork was concerning, and in some the inability to do "problem-based teaching" was especially worrisome.
- e. Significantly increased workloads were raising concerns from many respondents about **assessment and feedback** on student work. Some respondents noted delays in returning assessed work, while others lamented the limited time to provide meaningful feedback. Others noted that they had **less time to supervise and mentor dissertation students**, including UG, PGT and PGR. Another concern was lack of continuity as staff leave or as assessment is divided amongst those who are available. Innovative assessments, too, were seen to be beyond scope now.
- f. Some respondents reported a **lack of necessary materials**, such as laboratory equipment, printing, and arts supply.
- g. Specialist initiatives such as funded **summer fieldwork or internships related to degree programmes had budgets cut** up to 80%, removing a key part of student learning and experience. In other cases, the **inability to pay external speakers** has undermined valuable connections and guest lecturers, impacting PGR students profoundly.
- h. Professional services staff play a key role in student experience – including through the new **student support** strategy – and hiring constraint is already having an impact. As one respondent put it, "Some students are falling through the support net now. It's dire." Another respondent reported being unable to hire a Student Support Manager, impeding the efficacy of the Student Advisors in the School. The respondent in particular worried about the **lack of support for a severely distressed student** who did not receive support in a case involving self-harm. Others reported, "Students have been finding it difficult to access support, e.g., student-support teams, disability services, in a timely manner."

- i. Another area of professional services concern is that squeezed staff may lead to **longer timelines (e.g., for processing marks)**. Another worried about the risk of error "which increased when a smaller FTE of administration staff in Schools are left to deliver the same number of detailed course-related activities."
- j. The squeeze on even relatively small budget lines, such as funding for student activities (e.g., film screenings, catering, retreats), was **undermining students' sense of inclusion and cohort-building**. Even when the budgets have remained nominally stable, the inflation in the cost of activities has meant they are infeasible. Respondents noted "less community among students due to cuts in funding for community events." This caused "greater alienation by students from this huge institution." As another respondent noted on the same topic, "It feels desolate." Someone else thought students were "Mostly left to fend off by themselves."
- k. For PGR students, this could be compounded by a **lack of support for research expenses** (e.g., experimental and laboratory material; conference travel). A number of respondents emphasized that cuts to hiring tutors was undermining an important experience of early career academics—namely, gaining teaching experience. This would undermine their future career prospects, including by limiting their CV, their professional network, skills development, and employability.
- l. These consequences will not fall equally. One respondent noted that only "those who can either afford to give their time for free or work for the NHS (our partner) can come to teach for us," and so diversity, equality, and inclusion was suffering.
- m. Time-tabling and teaching space was noted. The system is less agile with consequences that cannot be readily rectified, including issues of **insufficiently large rooms** (with students sitting in aisles and on stairs, or ceasing to attend).
- n. The closure of at least one School cafe – reportedly due to a loss of £4,000 per year ("peanuts to this University") - was seen as the sort of decision that further limits student cohesion and community, as well as **study space**. Another estate-related concern was that lack of **accommodation for disability access** was excluding some students. Others noted that students were in buildings outside 9-5, bundled in their coats and hats to stay warm. IA theme included a concern that development of these types of support would be the first to suffer during austerity.
- o. While respondents to the survey were University staff, some respondents thought these shortcomings were already evident: "students are acutely aware of the fact that these things are happening... This awareness can generate discontent with students who are growing increasingly **sceptical about the value of university education** for reasons that certainly exceed budget cuts and the decision-making capacity of university management, but are probably being

aggravated by these questions.” Another reported that “students have said staff appear more stressed and **’don’t have time for them’** anymore.”

II. Research

Budget resilience measures were also affecting research, with survey respondents noting a range of effects including impediments to research funding applications and undermining current research activities. Some also raised concerns about early warnings that budgetary measures were affecting preparation for the next REF submission and others flagged that Edinburgh's decisions were in conflict with UKRI protocols and/or risked reputational and other damages.

1. Support for Conference Travel and Seed Funding

The need to cut budgets beginning in July 2024 often led schools and other units to remove what small discretionary funds they had, including conference travel grants and small internal seed funding. Many respondents worried that these restrictions would be counterproductive because the return on investment in terms of future research awards and professional networks are significant. The costs were also especially high for early career researchers, including postgraduate research students, who may be unable to develop their own research and networks.

2. Research Culture

Several impacts on research culture were noted by respondents, including:

- **Unsustainable Workloads:** Unfilled roles increase workloads, causing stress and loss of work-life balance.
- **Emphasis on Large Grants:** Prioritizing large grants over smaller ones harms the research ecosystem and limits opportunities, especially affecting early-career academics.
- **Reduced Activity and Connectivity:** Pressure and workload reduce collaborative opportunities (e.g. seminar speakers), particularly challenging for early-career researchers.
- **Short-term Focus:** Financial uncertainties hinder long-term planning and resilience.
- **Legal Compliance Risks:** Increased risk of non-compliance in areas like data protection and export control due to high workloads.
- **Reputational Risks:** Limited resources strain the management of research ethics processes, risking reputational damage.

Specific examples from survey responses:

“Increasing risk in not being able to maintain legal compliance in areas including data protection, Trusted Research and export control. Increasing risk of reputational damage due to constraints in resources available to manage research ethics processes.”

“I’m especially surprised by the absence of a connection between budget cuts and research culture, where the latter is trying to create a good research environment the budget cuts seem to want to dismantle this with big effects on morale and colleagues leaving. “

3. Maintenance of research equipment and buildings

Impacts on the maintenance of research equipment and facilities were noted:

- **Maintenance Delays:** Delayed maintenance requests lead to inadequate working conditions, especially in research labs. Difficulties in accessing labs due to delays in repairs and maintenance.
- **Inadequate Facilities:** Labs suffer from lack of essential features like functioning fume hoods, adequate lighting, and seating.
- **Pressure on Research Activities:** Inability to recruit staff for new training facilities leads to increased maintenance costs and instrument downtime.
- **Impact on Research Outputs:** Insufficient facilities support affects projects and grants.
- **Loss of Flexible Funding:** Inability to replace essential equipment due to lack of flexible funds halts lab-based projects.
- **Financial Strain on Infrastructure:** Underfunded infrastructure compared to other institutions; increasing costs make services untenable.
- **Staffing and Contract Insecurity:** Overreliance on short-term contracts threatens facility stability and potential income growth.
- **Inadequate Emergency Preparedness:** Lack of funds for emergency maintenance of equipment and facilities.

Examples:

“Research activity has taken a huge hit. For example, I have a colleague who runs a small research facility that provides both internal service (analysis) and brings in consultation fees. The senior PDRA running the facility is on hand-to-mouth contracts. If they go, the facility will crash, because they have all the practical experience. The facility could grow more income, but what time or incentive is there for the PDRA who is perpetually facing redundancy?”

“Poor response to maintenance requests, resulting in bad working conditions. Especially so for research labs, which do not have good benching, doors which lock, fume hoods which function adequately. Building not in good state of repair, which is embarrassing to take visitors round.”

4. **Research Excellence Framework 2029**

Potential impacts on REF submissions were described:

- **Contract Cancellations:** Reduces research capability and impacts potential REF submissions.
- **Increased Workload:** Unfilled positions increase stress on existing staff, affecting REF preparations.
- **Impact Fund Cuts:** Lack of support for REF case studies hinders research impact potential.

- **Insufficient Conference Funding:** Limited resources for travel and events restrict research development and networking opportunities essential for REF.
- **Resource Limitations for REF Management:** Insufficient support for REF guidelines, planning, and training activities.
- **Collaboration Challenges:** Lack of travel funding affects collaboration with industry and government, impacting policy-related research and REF submissions.
- **Research Partnership Support:** Limited resources hinder effective management of partnerships crucial for REF goals.

Examples:

“The Impact funds have been severely cut. My research is being proposed as a REF case study but I’m told there is little funding that would be available to me. This seems counterproductive given that the REF is approaching.”

“Insufficient resource available to manage preparations for REF 2029 e.g. familiarisation with guidelines, delivery of supporting planning and staff training activities due to need to support other research-related processes.”

In addition to the above, several detailed findings emerged around the funding and costing of research grants, the management of consultancy projects, and the operations of Small Research Facilities.

e. Research Grants

In communications with staff the Principal has often commented that undertaking research costs the university money. Whilst this may be true in some areas, research is cost effective due to a range of measures including inclusion of directly allocated staff costs, costs of research and technical staff whose time is shared across projects, “charge out” costs for major facilities and equipment, and “charge out” costs for departmental technical & administrative services and animals, as well as estates and indirect costs. These costs are normally allowed by UKRI (forming a key part of the TRAC funding model), industrial sponsors, and the European commission. There are also additive benefits, such as arising from collaborations with industry, that lead to additional income sources (such as licensing and consulting).

At the end of the 2023/24 financial year, ERO reports research awards of £456 M broken down as follows:

CAHSS	CMVM	CSE	Professional Services	Total
£76.69 M	£190.86 M	£185.21 M	£3.74 M	£456.51 M

These figures will not be final as there are often delays in the processing and recognition of awards.

Research awards are not uniformly distributed. Five across Schools: Engineering, Biology, Physics, EdNeuro and QMRI account for 44% of awards. A total of £252 M (55%) was

awarded by UKRI and was costed using TRAC methodology, with 80% of the FEC cost (including estates and indirect costs) coming to the University.

Due to the way research grants are recognised by ERO these figures do not include over £42M awarded for the five EPSRC Centres for Doctoral Training and two UKRI AI Centres for Doctoral Training announced in 2023.

Many funding applications include either in-kind or cash contributions from the University. These often take the form of research studentships or access to facilities which may, in the current financial climate, be unsustainable. It is therefore important that the University both lobbies funding agencies and charities to ensure they do not expect successful grants to include such contributions and that people writing proposals do not feel mandated to include them.

Success in winning research grants leads to a direct increase in staff numbers. This increase is due to the employment of both directly incurred and directly allocated research staff, administrators, technicians and support staff.

Research grants normally include a percentage of investigator time for academic staff. This is normally taken as a direct income to Schools, supporting their profitability.

The employee statistics being used by the University do not properly account for staff whose roles are fully, or partially, funded through research grants and restricted accounts. This leads to Schools being criticised for increasing headcount as a direct result of being successful in winning research grants.

Professional Research Investment & Strategy Managers (PRISM) and other professional services staff who are often involved in the administration of large research and training grant projects have much greater employment mobility than the academic staff they work with. There is a significant risk that an unfocussed drive to reduce headcount will lead to large grants being administered directly by academics, leading to poor financial control and significant reputational risk.

It is likely that further reductions in research office staff will lead to further delays in the production of costings and approval of grant applications. Lead times of two weeks or more for costings and the need to submit applications two weeks before the deadline for approval, already make it impossible to respond to short lead time funding opportunities.

Increasing workload (often associated with large classes and with increased quality assurance of marking and feedback) is leading to an inability to develop grant applications or to conduct the necessary pump priming research. Reductions in academic staff numbers will exacerbate this situation leading to a reduction in the University's research income.

Once grants have been won and are underway, the monitoring of spend by investigators is often time consuming and ineffective. Rather than relying on inaccurate P&M reports many investigators run their own spreadsheets. Reporting is further complicated by miscoding of expenditure (including staff costs) and delays in the setting up of research grants by ERO. A consequence is that grants end up underspent with money being returned to the funder, or that costs incurred are declared ineligible. Late issue of audit certificates at the end of large

grants has led to significant delays in income being received by the University and damage to our reputation with collaborators.

f. Consultancy, Bench Fees, etc.

Edinburgh Innovations state “Consultancy is an important and effective way for the University to deliver impact by making available an individual’s research expertise to external organisations. Consultancy can deliver powerful benefits to not only the individual researcher but to the University as a whole.”

Many academics undertake consultancy work ranging from acting as expert witnesses in court cases to technical assessments and advising large companies, SMEs and charities. Their work raises profiles, helps developing opportunities for engagement, and contributes to REF impact cases.

Schools receive 15% of the income towards operational costs. If academics choose not to take additional salary through payroll a further 70% goes to the school. This is normally allocated to a nominated account within the school or research centre.

Traditionally such accounts have been used to support international conference travel for staff and PhD students, purchasing research equipment, costs for pump-priming work and providing short term support for PDRAs between research projects.

Current University accounting practice means that at the end of the financial year any surplus in these accounts is taken to be part of the School’s contribution to the University and transferred to reserves.

In many schools the budget setting process fails to provide any line item to carry account balances forward to the next financial year. Consequently, any income gained in the current financial year and not spent before the end of June is lost.

This is extremely problematic as delays in billing may lead to income being recognised in May or June and then lost in July.

It has had a major chilling effect on the willingness of staff to conduct consultancy work and resulted in a significant loss of good will in many schools. It is likely that this will cause a reduction in consultancy income that will impact on Edinburgh Innovations and on the University’s return to the Scottish Funding Council’s Knowledge Transfer Grant.

It makes participating in European projects where funding for PDRAs may not be continuous due to work package scheduling. It has led to research staff being made redundant because no bridging funding is available to cover the one- or two-months until next tranche of project funding becomes available.

It makes running research group laboratories and providing specialist software very difficult as the group leader does not have access to discretionary funds to pay for software licenses, consumables and the upgrading or replacement of equipment.

Specific examples from survey respondents:

“In November, our School announced that all funds kept in bench fees as of end of July will be seized and the bench fees will be set to 0. This process will be repeated at the end of July each year. Bench fees are essential to support research groups, through obtaining/fixing equipment in the absence of grants or giving additional support to ECRs. Taking away the funds kept in bench fees retrospectively, and then annually, gives the completely wrong incentives: The message we get is that, instead of saving the bench fees for when they are actually needed; we should pocket them ourselves (if they come from consultancy) or just waste them unnecessarily at the end of financial year. This also affected the morale very severely in the School.”

“Having my quota account capped is a big change. I use it to save funds in case an expensive equipment item run and funded entirely by my own group breaks down. If I can’t save up money from year to year and it expensively breaks down then what am I supposed to do? Go cap in hand to a cash-strapped UoE?”

“Consultancy money (academic bench fee account) removed, so no money to do any research as I can’t buy any consumables.”

“Loss of flexible funding to run research / teaching lab. e.g. General use displacement sensors (in the order of 10 x @£150). I bought several off the back of consultancy work about 10 years ago (most of the consultancy work was over weekends). Over the years the sensors have been used by many different students (research and teaching) and a variety of academics, but they naturally get broken and need replacing. My remaining consultancy funds have disappeared, I don’t have a way to replace those sensors, so the lab work has stopped. I do not intend running lab-based undergraduate dissertation projects in future because: the overhead of maintaining a lab has become too much, which is a massive shame in a professionally accredited area, and looks very bad compared to other universities.”

“The most significant effect was the School/University cancelling _at negative notice_ the previous practice in the School of reinstating consulting account balances at the start of each financial year. The way this was done was of very doubtful legitimacy, given previous lack of statement to relevant staff in the School that there was a material risk of funds not being effectively carried forward. This reduces flexible research funds, and changes incentives on staff to use consulting income for charitable research purposes as opposed to taking it as salary.”

g. Small Research Facilities (SRFs)

SRFs are University-owned and operated facilities which use a costing model which is part of the Transparent Approach to Costing (TRAC) model. SRFs are designated as “small” because they are not owned and operated, or directly funded by, UKRI. It is normally a condition of a grant which designs and builds a facility, or funds a significant equipment purchase that it is operated as an SRF.

SRFs may be a single facility or a significant collection of instruments with a common purpose.

Each year SRFs calculate their charge-out rate using the TRAC methodology (see TRAC annex 4.2a). The model accounts for actual costs (staff time, servicing and spare parts, consumables, etc.) and depreciation. The charge-out rate for the next financial year is found by dividing the total cost by the expected annual usage.

Replacement Cost Depreciation costs are included in the SRF model based on the purchase cost and the equipment's estimated useful life. They are included to ensure the long-term sustainability of the facility. TRAC assumes these costs contribute to a "sinking fund" which can be called on to replace significant capital items in the facility when the need arises, ensuring sustainability.

Usage measures vary with the facility (days, hours or samples are quite common) but must be auditable.

The calculated rate can be requested on any UKRI grant application with investigators only needing to justify requested usage. Other grant awarding bodies including the European Commission normally accept SRF rates but may disallow certain components.

Current University accounting practice runs SRFs as a cost centre within a School. Consequently, at the end of the financial year, any surplus is taken as part of the School's contribution to the University.

Budgetary limits on capital spending (at college and school level) are being applied to the replacement of depreciated equipment. Often either preventing capital equipment replacement or requiring it to be shortlisted in a college competition. This is in direct conflict with the TRAC approach, which is designed to ensure the long-term sustainability of SRFs.

Financial constraints (on EI and Schools) are limiting participation in trade fairs and exhibitions and conferences that have been used in the past to market SRFs. This reduces the amount of commercial work coming to facilities and their use by the wider academic community in research grants.

EXAMPLE:

The FloWave Ocean Energy Research Facility is an SRF in the School of Engineering. Funded by a £6M EPSRC grant and a further £1M from Scottish Enterprise. FloWave has been operating for over ten years, providing a unique, world-leading, hydrodynamic test facility. About half the work done by FloWave is for companies, with the remainder funded by UKRI and EU projects.

The current SRF rate is £5,295 per day, 46% of which covers depreciation. The TRAC methodology calculates the annual depreciation cost as £367,000.

FloWave's data acquisition system (a critical part of the facility) is now over 10 years old, beyond its expected life and no-longer supported by the manufacturer. Its purchase price has long been recouped through the SRF charges. The system urgently needs replacing at a cost of around £60,000 including VAT. The replacement is on hold because of capital expenditure restrictions. Failure of the system would

result in the immediate closure of the facility resulting in significant loss of income and reputational damage.

III. Staff Well-Being and Staffing

1. Staffing

The reduction in staffing across academic and professional services is having a significant impact on staff health and well-being. Both professional services and academic staff are experiencing a substantial and unsustainable increase in workload, making it difficult to deliver essential services, support, teaching and research activities effectively. As a result, staff are facing unjustifiable levels of stress and anxiety, feeling exhausted, overworked, and overburdened. Many report struggling to sleep, experiencing a constant sense of pressure, and being stretched to the point of burnout, with a severe loss of work-life balance.

Overall, morale is at an all-time low, with widespread uncertainty and a growing sense of being undervalued, undermined staff experience by the university. This is eroding the sense of community within the institution and negatively affecting staff engagement and well-being.

2. Staff cuts being made in the following areas leading to significant increase in staff workload:

Academic - GH, Tutors/Demonstrators, PGR tutors, external expertise for practice-oriented courses, secondees, post-doctoral fellows, research fellowships, short-term and temporary teaching and research staff, maternity leave, sabbatical, research leave.

Professional services

- learning and teaching administrative support, student support managers, student well-being advisors, student disability support, programme marketing, student recruitment.
- research support (pre & post-award), ERO research support, research infrastructure, business analyst, research lab staff.
- IT support, information systems, digital services support, software engineer, learning technologists.
- facilities and estates.
- P&M finance analysts.
- HR office staff.

3. Staff well-being

Staff well-being has been severely impacted by increased workloads, uncertainty about the future, and a lack of institutional support. Low morale, chronic stress, and exhaustion are widespread, with many struggling to maintain a work-life balance. Staff report feeling undervalued, overworked, and unable to perform at the level needed to support students effectively. The pressure to meet deadlines, including marking and administrative tasks, has led to unsustainable working patterns, with many sacrificing weekends, holidays, and personal time to keep up.

The reduction in occupational health support and access to suitable equipment has exacerbated stress-related health issues. A culture of constant overwork has diminished motivation and engagement, making it difficult to update teaching materials, develop new initiatives, or maintain high-quality research. The increasing use of student experience as a

performance metric has added further pressure, while concerns over job security—especially for those on fixed-term contracts—have heightened anxiety across Colleges and Schools.

Staff feel that the university is prioritising financial efficiencies over the well-being of its workforce, treating them as expendable resources rather than valuing their contributions. The institution's long-term sustainability is at risk if staff continue to face unmanageable workloads, lack career progression opportunities, and experience increasing frustration and burnout. Many fear that ongoing cuts and workload increases will not lead to true efficiencies but rather a decline in quality, pushing the institution toward an unsustainable future.

Concerns were raised about wellbeing manifesting in various settings:

- Staff morale; difficult to concentrate and be productive with the lack of certain future, a feeling of treading water
- Strains to environment (physical, reduced support, morale) resulting in staff working under increased stress can impact behaviours and relationships

Morale/Stress/Value – 164 entries expressing impact on staff experience. Language used include

- Stress, anxiety, exhausted, overworked, struggle to sleep, constant feeling of pressure, feeling underperforming, distressed, panic, overwhelmed, stretched to near breaking point, loss of work/life balance.
- A culture of feeling constantly stressed.
(eg., *Colleagues are now resigned to performing at a level that does not serve students well.*)
- Morale is rock bottom, detrimental to those with caring responsibilities.
- Huge amount of uncertainty, undervalued by the university and impacting a sense of university community.

Examples:

- **"Occupational health issues have been exacerbated** because of the cuts that prevent access to suitable equipment."
- **"The stress staff face directly impacts motivation for teaching."**
- **"Generally speaking, we are all extremely demoralised** and that has probably **dampened our usually high level of teaching."**
- **"additional workload that is not sustainable, loss of work/life balance, loss of holidays, unjustifiable stress."**
- **"no capacity to update or create new teaching materials; fear of student experience being our performance indicator to line management"**
- **"Everyone is overworked. No-one has enough time to do their work within the working week. It's unhealthy and unsustainable."**

- **“Everyone I work with is worried. There is a lot of anxiety. I feel extremely anxious over my own employment situation** as I am on a fixed term contract and have been for three years.”
- **“Realise the difference between cost and value;** buildings might be assets but they are also costs and don't generate revenue- that comes from the people in them; teaching and research staff generate income; many central operations simple consume funds generated by teaching and research.”
- **“the cost to staff is cumulative and exhausting. Honestly, the rage and frustration that is felt by ordinary staff, professional and academic, is hard to express.”**
- **“The university is not looking at its workforce as people, with valuable contributions, just as 'resource' that keeps being squeezed.”**
- **“The SLT announcements have resulted in stasis** over the entire institution.”
- **“I hope the university can recognize that its greatest strength is its staff.** Cutting staff or limiting their career progression will only make the university less efficient and less able to deliver a quality experience for the students. By cutting support staff or encouraging constant turnover by limiting progression, they are only shifting more work onto higher paid staff and ultimately either paying more for the same work or necessitating a lower quality of output by asking more of already overworked people. **This is a recipe for a death spiral.** The university **needs to invest in its people and allow everyone to realize a career from their roles.** People who stick around and are happy will be the thing to make the university run better and more efficiently.”

4. Workload

Concerns have been raised about the increasing staff-to-student ratio, leading to significant negative impacts on both teaching quality and staff well-being. Larger tutor groups and fewer teaching staff mean reduced one-to-one student support, delayed feedback, and a decline in research output as staff take on heavier teaching loads. Limited preparation time and resource constraints have resulted in less diverse teaching methods, fewer interactive sessions, and a shift towards recorded large-scale lectures, negatively affecting student engagement and staff satisfaction.

The pressure to accommodate growing student numbers without additional staff or resources has led to increased marking loads, constrained pedagogical approaches, and reduced opportunities for hands-on learning and field trips. Administrative burdens have also intensified, leaving little time for innovation, compliance activities, or curriculum development. Staff feel overworked, unsupported, and unable to maintain teaching and assessment standards, while students face overcrowded classrooms and a diminished learning experience.

a. Workload model: Many concerns were raised about **the staff: student ratio**. Typical adverse changes reported included

- less 1-2-1 enrichment and tutor groups larger (due to less GH staff)

- feedback less/delayed because greater amounts for larger numbers in tight time frames
- reduced research outputs due to fewer staff teaching more hours
- less preparation time due to reduced staff numbers, impacting detail
- less variety in teaching modes to cope with larger numbers
- less small group interactive teaching and trend to recorded large scale lectures
- constraints on pedagogical approaches to match resources (affecting student experience and staff satisfaction)
- less opportunity to teach “hands on” or run field trips to enrich experiential learning
- negative impact on compliance activities e.g. investment in data protection

Examples

- **“Everything is bursting at the seams, no time for students, too much admin, it's just hanging on, not thriving, not even just managing.”**
- **“Staff student ratio imbalance.** Inability to give GH staff additional hours. Less face time with students. Threat of job loss.”
- **“Increased marking workload for course organisers making it harder to meet three-week targets.”**
- **“Pressure to increase student intake decreases staff to student ratio.”**
- **“Larger class sizes in smaller classrooms makes students irritable and physically uncomfortable.”**
- **“No time or money for innovations, no new recruitment but increased student numbers, retiring courses, no support for marking despite tight turnaround times, accepting students with low ability to speak English (increase in IELTS levels would decrease student numbers), more roles need covering, more marking, more admin, stuck on College not making clear decisions e.g. curriculum for transformation, rubrics or AI are the latest examples.”**

b. Staff adopting other roles

Staff shortages across academic and professional services are forcing employees to take on additional roles outside their expertise, leading to inefficiencies and a decline in work quality. Administrative support is stretched thin, impacting both staff workload and the student experience, as professional services staff often provide front-facing support in teaching and other areas.

The reduction in funding for tutors and demonstrators has resulted in heavier teaching loads for academic staff and inequities between junior and senior staff. At the same time, fewer tutoring opportunities for postgraduate research students limit their professional development and financial stability.

Staffing shortages have also weakened institutional resilience, making it difficult to cover unexpected absences, plan for succession, and maintain the diversity of course offerings—ultimately reducing student choice and potentially harming the university’s reputation. In research, understaffing in support offices has delayed grant submissions, and centralised services such as legal and research support are taking longer to respond.

The increasing pressure on academic staff to take on administrative tasks has further strained workloads, contributing to rising anxiety and uncertainty about future staffing levels and institutional sustainability.

A number of colleagues noted they were being required to assume roles of others due to restrictions in staffing elsewhere. This was being felt where administrative support was strained (and it was noted by many that Professional services were stretched thin):

- people were not matched to the best use of their professional expertise.
- this could also manifest in reduced quality e.g. there was an example of external examiners not being provided papers due to staff shortages.
- the reduced number of professional services staff also has a broad negative impact on the student experience as they are often front facing e.g. in teaching organisations.
- reduction in funding to pay tutors and demonstrators, one report of a 25 % reduction. This led to great tutoring commitments by academic staff and also some inequities in teaching between mixed junior and senior staff. The other side of this coin was that PGR students were being offered less opportunity for tutoring and demonstrating which presented both a financial challenge but also less opportunity for them to develop professionally.
- strain was also felt when critical incidents happened in that there was less capacity to cover i.e. less resilience in the system: e.g. unexpected absences, succession planning, maternity cover.
- succession planning was being adversely impacted meaning the range of courses on offer Edinburgh was reducing (negative for experience and reputation). This also limits options for new developments (and associated job satisfaction). The risk was real in some cases but in others the level of concern and anxiety was rising due to worry about staff not being replaced – so uncertainty driving anxiety. Ultimately these changes would result in less choice for students.
- understaffing the research office was limiting grant submissions in one College and notes that requests to centralised services such as ERO, legal services were taking longer.
- academic staff taking on Professional Services admin tasks.

5. Staff professional development

Academic and professional services staff have raised significant concerns about the limitations on professional development due to funding and time constraints. These restrictions particularly impact early-career academics, who face reduced opportunities for networking and career progression, as they often lack established professional connections.

Key professional development programmes, such as postdoctoral teaching secondments and PhD student conference funding, have been affected, limiting opportunities for skill-building, collaboration, and career advancement. Staff have reported cuts to local research and travel funds, CPD support, and discretionary funding, reducing their ability to attend conferences, invite external collaborators, and engage in research partnerships.

The lack of financial support for sabbaticals, research secondments, and networking opportunities is also hindering recruitment and retention, with concerns about talent attraction due to restricted mobility and funding freezes. Additionally, decisions on CPD funding have sometimes been inconsistent, with staff denied opportunities even after initial approval, creating frustration and a sense of disinvestment in professional growth. Ultimately, these cuts are limiting both individual career progression and the university's capacity for research and innovation.

A large number of responses from academic and professional services staff reported concerns about limitations on professional development which might arise through lack of funds or time.

Examples for impact on early career staff:

- "The current pressures reduce activity and connectivity. This is causing particular stress to early careers academics with less of an established network."
- "We have a scheme for postdoctoral secondment to teaching, where postdoctoral staff get quality teaching portfolios to provide professional development opportunities and the School is supported in a variety of teaching."
- "PhD students have had their event funding cut, meaning that they cannot attend events (or as many events) such as conferences. This could have a serious negative effect on their future career prospects."

Examples:

- "Reduction in local funds for small equipment/personal research allowance"
- "Reduction in CPD support. E.g. conference/travel budgets"
- "Lack of mobility would then reduce the networking opportunities"
- "Reduced funds to invite external collaborators to enrich network or enhance teaching."
- "Reduced chance of recruiting excellent people to Edinburgh through restricted networking – concerns about a Chancellor's Fellow freeze"
- "Less discretionary funding meaning FTE buyout for sabbatical/research secondment not possible."
- "Less ability to run over bench fee budget to subsequent year to enrich experience."
- "Less opportunity to capitalise potential research partnerships."
- **"my professional development opportunity (specifically, signing up for Career Ready programme) was declined** after my receiving an approval by the University that I was enrolled on this as a mentor, again, due to the reason of the lack of the School's financial resource. They specifically mentioned that they need to prioritise their professional development budget to opportunities that are **'more closely aligned with the staff's role'** (which is ironic, as I am a student support staff and involved in WP as well, so the CPD opportunity was relevant to my role)."

6. Working condition

Efforts to improve "efficiencies" have instead led to deteriorating working conditions, with no tangible benefits demonstrated by senior management. Overworked professional services staff and strained workplace relationships have created a more toxic environment. Increasing workloads, inadequate teaching spaces, and declining support services are negatively impacting both staff and student outcomes. Poor maintenance, failing infrastructure in research and teaching labs, and reduced responsiveness to technical issues have further worsened conditions. Staff are now personally covering costs for essential items due to budget constraints. Overall, workplace culture and collegiality have significantly declined, contributing to widespread dissatisfaction and stress.

Examples:

- **"It is efficiencies that are creating worse working conditions."**
- **"Tensions are higher, with PS staff overworked, making the environment more toxic for all."**
- "senior management have been unable to provide any examples of what they mean. This has generated a sense of doubt that is not exclusive to me, but shared by others. The simple point is that the question sounds like **a way to avoid responsibility while transferring it to us, who are already overworked and stressed. One cannot simply invoke improvements and efficiencies as a way to defer responsibility for decisions that impact the livelihoods and working conditions of staff at the university.**"
- "there are **no more "efficiencies"** to be found"
- **"teaching has to be squeezed in unsuitable spaces** which affects how students explore practical tasks. Due to having to teach in an unsuitable room this year, my students produced lower quality work for their assessment."
- **"Poor response to maintenance requests, resulting in bad working conditions.** Especially so for research labs, which do not have good benching, doors which lock, fumehoods which function adequately. Building not in a good state of repair, which is embarrassing to take visitors round."
- **"Reduction in level of response for problems and incidents in teaching labs, inability to refresh technology in spaces where it is failing."**
- **"I have bought stationery, no longer available. Also paid for vouchers.**
- **"The ability to get suitable IT equipment for teaching and research has been compromised."**

7. Staff concerns on potential reputational damage and well-being

Staff are deeply concerned that ongoing budget cuts, staffing restrictions, and increasing workloads are not only harming well-being but also putting the university's long-standing reputation at risk. The lack of time for research, innovation, and partnership-building limits academic engagement, research impact, and the university's ability to attract funding and high-quality students.

Hiring freezes and failure to replace retiring academics threaten both teaching and research excellence, with long-term financial and reputational consequences. Additionally,

administrative burdens on academics continue to grow despite an increasing ratio of support staff, raising questions about efficiency.

Staff are particularly embarrassed by the university's inability to provide even basic hospitality for external partners who support student training and assessment, damaging critical relationships. Public perception of the university has also worsened, with external partners viewing it as an unreliable institution struggling to manage its resources. Negative media coverage has reinforced this impression, forcing staff to distance themselves from the university in professional interactions. These factors collectively threaten the university's ability to maintain its global reputation and sustain valuable external partnerships.

Examples:

- **"Reducing time available to think and cultivate partnerships limits research engagement and impact."**
- **"Reducing time available limits innovation."**
- **"restrictions on hiring/replacement in research/academic roles will have a detrimental impact on long-term ability to deliver on both research and teaching, impacting the university reputation.** our reputation has been built on centuries of excellence, yet it can be easy to lose (see Durham University as an unfortunate example of this). Overall, increasing teaching loads on academics and not closing the research gaps (that will appear due to lack of hiring in emerging areas OR replacing retiring staff OR VSS) will have long-term negative financial consequences."
- **"I understand that support staff is very important, yet the increase in the ratio of support staff per academic staff has been growing over the years, while the admin load on academics has also increased. Something is not adding up here. By the end of the day, it is academics who deliver the reputation of university** through their research and teaching excellence, that brings income from high-quality students joining and grant incomes."
- **"Our programme relies on the contributions of our partners in the professional field of practice, both to provide placements for our students and to contribute to the assessment of our students. They do this free of charge to us as a programme, but at some cost to them in terms of time and energy offered. Yet the budget measures mean we can't offer our partners catering or even refreshments when they come in to help with assessments or in interviewing student applicants for the programme. Providing a small fund to offer some refreshments, sandwiches and biscuits as a small token of our appreciation of their contribution seems a basic courtesy.** The fact that we as the University of Edinburgh can't do that is a profound embarrassment."
- **"there is a loss of reputation.** Considering Edinburgh messaging has been in the news, I have been in meetings where Edinburgh's position (ie that apparently Edinburgh with its hoard of money is having problems is a big signifier for the HE sector) has been mentioned in the very negative."
- **"External view that we are now an uncertain partner and a failing institution."**

- “Mostly it's our reputation; the university has a **bad reputation in the wider community in terms of how it chooses to allocate its funding**. It's perceived as being completely disconnected from the community, and intentionally so. It's embarrassing, and staff have to distance themselves from "the university" in order to garner respect from potential partners.”

IV. Partnerships

“Doing anything involving any entity outside the university is a massive up-hill battle that is typically not worth the effort or time it takes.”

The University of Edinburgh is an important hub for networks and communities within Edinburgh, Scotland, and much further afield. These partnerships – domestic and international – are core to our teaching and research, to student experience and careers, and to the reputation of Edinburgh as a university that drives innovation. Partners include civil society organisations, government entities, commercial actors, and others.

The survey asked about the consequences, if any, of budget measures on external or community partnerships. Some respondents were not involved in outside partnerships or felt that there had not been consequences. One respondent noted their unit increased partnership funding with success. All the others, however, presented a range of concerns, including:

- Colleagues worried that while partnerships were crucial to our work, “this work is always **done on a shoestring**, so budgets [were] always tight, and now even getting less.” Many reported having no time for such partnerships. Coming on the back of invoicing, payment, and contracting issues (e.g., People & Money), this was another blow to the outward-facing work by respondents.
- The effects were also **unequally distributed**: partnerships that require international travel, for instance, are more expensive and therefore budget cuts will shrink the international standing of the university. Staff who are able to **self-subsidise** the work themselves will be those most able to continue. “I have kept partnerships going by offering my time for free,” said one respondent; others noted having to pay for work-related hospitality themselves.
- Staff reported **partnerships being dropped** “as a direct effect of budget cuts,” with the consequences not only for future work but also for the prior investments that will no longer be realised. Others feared this **undermined the trust in Edinburgh that outsiders have**, as well as the university’s reputation. As one respondent wrote, “I have multiple external and community partners who are experiencing delays and confusion interacting with the university, especially financially, which are **damaging my reputation and that of my research centre**.”
- As an example of the type of initiatives under threat, one respondent noted their programme’s student-led projects that provide teaching materials to schools and libraries in underprivileged areas. The effects were already being felt in February 2025: “Completely cut down. **Zero budget for this year**. External partners which we were cultivating left alone. This drastically reduced our presence in the community so also **drastically influencing the very number of students that comes to the university**, ultimately influencing the financial bottom line that these cuts were meant to preserve.”
- Some of the affected partnerships relate to **teaching**, where **outside experts from government and industry** are paid for specialist lectures, modules, or mentoring. This is being removed due to budget cuts, and in some schools, such as CMVM, where research-only contracts are common, the result is few or sub-optimal replacements. Another respondent noted an MoU on “co-delivered degrees and

exchange agreements” was not renewed. Again, these consequences fall unequally across the University, with **degrees that require specialist events (such as field schools or internships)** particularly harmed.

- A related concern was the lack of funds for basic meals or coffee with external examiners for PhD vivas. There is also **lack of hospitality** to industry partners: “Providing a small fund to offer some refreshments, sandwiches and biscuits as a small token of our appreciation of their contribution seems a basic courtesy. The fact that we as the University of Edinburgh can’t do that is a profound embarrassment.”
- Some of the ‘low-hanging’ budget cuts – such as **seed funds** or small grants to attend conferences – are particularly consequential for **building professional networks** within and outside academia, particularly important for early career academics. Respondents felt that their loss would impede the development of the relationships necessary to conduct world-leading research and teaching, with down-the-line **harms to assessments such as REF and NSS**. “The lack of seed-funding and conference travel funds has led to a reduction of collaboration opportunities and therefore future large grant applications.” In a context where **KEI is increasingly important** to REF assessments, this was a notable worry.
- There were also concerns that this compounded **a negative perception in the immediate community** about the University of Edinburgh. “The university has a bad reputation in the wider community in terms of how it chooses to allocate its funding. It’s perceived as being completely disconnected from the community, and intentionally so. It’s embarrassing, and staff have to distance themselves from “the university” in order to garner respect from potential partners.” While not all of this is due to budget constraints, the fear is that this is contributing to the troubles.

V. Equality, Diversity, and Inclusion

The working group is especially concerned about the unequal effects of budgetary measures, including on the university's commitments to equality, diversity, and inclusion along multiple axes. Such concerns were shared by respondents: as of 22 February, 76% of respondents expressed seeing negative impacts on EDI. Some of the remainder of the respondents noted they had not yet seen an impact on EDI but raised concerns that it would be a likely area that would be impacted detrimentally – so the perception of an impending negative effect was strong.

Main themes

One of the most reported concerns was on budget measures having **larger negative impacts on minorities and marginalized groups**. This included:

- Greater negative impacts on health and wellbeing
- Lower pay grades being more negatively affected and, due to gender and race inequalities in job grades, women and minorities being thereby more affected
- Existing inequalities and marginalization worsened by increased workloads and reduced access to resources
- Fixed-term contracts being seen as more at risk, and this disproportionately impacting staff with protected characteristics
- Increased pressure on staff with caring responsibilities
- Heating cuts disproportionately affect those on flexible hours, disabled staff, and students
- Structural inequalities being exacerbated, impacting productivity of marginalized groups
- A hostile environment for minority groups leading to increased staff turnover
- Reputational issues deterring diverse applicants from considering positions
- Less opportunities for funded CPD which may affect lower income groups to a greater degree or affect support funds such as help with childcare

EXAMPLES:

“My perception is that for colleagues who have already encountered significant barriers and challenges in their professional trajectories, the uncertainty that characterises the university today has a much bigger impact on their health and wellbeing. This is for material reasons, such as uneven distribution of workloads and systematic exclusion from decision-making spaces, but also for those related to the psychological impact of feeling at risk in terms of employment and the future. When one has experienced various forms of hardship, the possibility of being dismissed, remote as it might be, has a particularly strong impact. At the same time, the already felt impacts on workloads, access to resources and other issues mentioned above can certainly aggravate already existing inequalities if not addressed directly. As I see it, there has been very little thought to this from the SLT.”

“Budget measures disproportionately affect PGR students and very junior staff (below grade 8 or so). There are known inequalities in who works at these grades vs at higher grades, for example in my department grades 8+ are predominantly male

while lower grades are mostly female. Because of this the measures are not gender equal. I am sure the same pattern exists for race, disabilities, etc”

“As with any such pressure on the University system, those with caring responsibilities, compressed hours etc. are doubtlessly most disadvantaged, since they likely rely to a greater extent on the support of colleagues in professional services and have less time to chase and mitigate.”

Negative impacts were also frequently reported on **recruitment and retention of diverse students and staff:**

- Hiring slowdown hindering efforts to increase staff diversity
- Budget cuts are reducing scholarships, widening the equality gap
- Inability to invite diverse members of the community to engage with teaching, leading to students being exposed to a narrower range of views
- Rising costs and fees making hiring international staff and students more difficult
- Lack of support for students with disabilities or from widening participation backgrounds
- Less investment in infrastructure that allows for development a more inclusive diverse campus e.g. accessibility in old buildings
- Financial uncertainties discouraging working-class and BAME students from pursuing postgraduate studies
- Insufficient space and resources to address diverse needs of students
- An example was given of the EDI budget already being cut in one School

EXAMPLES:

“Slowdown of hiring means increasing diversity through new hiring is now less feasible. Minoritised staff tend to be harder to retain so there is a great risk of a self-reinforcing negative spiral in diversity efforts.”

“I have a significant concern that being unable to invite members of the wider community, including charities/individuals with lived experience and others to contribute to our teaching is contributing to the ongoing privilege and power differentials that exist. How can we support trainees to work with a range of communities if we are unable to support them joining our teaching and research activities. We are unable to fund engagement and involvement activities.”

“Obviously limited space to promote and accommodate students' diversity needs. For staff can't imagine how the current additional work can be handled by colleagues with diverse needs”

Another commonly reported issue, was the **negative impact on EDI caused by increased workloads and the perceived pressure to work long hours:**

- Increased and excessive workloads/pressure disproportionately impacting those with caring responsibilities and disabilities

- Staff feeling pressured to take on more responsibilities than their personal situation allows
- Working outside regular hours straining those with caring responsibilities or health conditions
- Feelings of job insecurity are particularly strong amongst non-UK staff members
- Predominantly female professional staff are overworked and anxious about contract renewals
- Reduced personal development opportunities due to carrying workload of other staff groups
- Disproportionate impact on younger members of staff when pump priming funds are removed as vital at that career stage.

EXAMPLES:

“Detrimental to those with caring responsibilities. I routinely work 10-15 hours beyond my contracted hours each week, which reduces the time I can spend with my family. This also impacts my own health and well-being, by directly impacting for example time to take exercise, including during the working day - I regularly work through my lunch, eating at my desk, since my workload is enormous.”

“Staff working weekends and evenings negatively impacts those with families, caring responsibilities or any conditions affected by lack of rest. Staff who are here on visas are feeling especially vulnerable, as it seems everyone’s job security is under direct threat. This is placing massive stress on immigrant colleagues who sacrifice so much to be here, and have so much to offer. This also puts additional pressure on people with caring and parenting responsibilities, who are disproportionately women, as they feel unable or are unwilling to take time off or appear weak, inefficient, or otherwise unable to keep up since we are being told by the vice chancellor that ‘everything is on the table’ and provoking a lot of fear and uncertainty. This is truly tragic for people’s wellbeing, especially the minorities mentioned above.”

Several responders noted that there had been **negative impacts on parental leave**, including:

- Erosion of good parental leave practices
- Delays in parental leave approvals burdening parents, especially women
- Cancellation of parental leave cover

EXAMPLES:

“Several requests for parental leave cover have been very delayed due to the large scrutiny on each new job request. This has put an unfair burden onto parents, and especially women.”

“Cancellation of maternity cover for a colleague could affect other women who may be considering families (fear of leaving colleagues in a difficult position).”

Several responders reported **negative effects on connectivity with Low & Middle Income Countries (LMICs)**. This included:

- difficulties in hiring staff from LMICs
- disincentives to collaborate LMICs
- the cutting of scholarships and bursaries for displaced people.
- Infrastructure to effectively work with LMICs impacted negatively e.g. delayed payments, raising ethical and reputational concerns

EXAMPLES:

“This obviously has negative impacts, especially on our work in international partnerships and with the global south. The university has done outstanding work on this front in the last 10 years, and at the moment it is not clear what will happen. These type of collaborations are not well resources, and so require additional energy and time, and this is now actively discouraged as only grants with full-economic costings are supported and so networking to create human capacity is not valued.”

Several responders indicated **disproportionate burdens on women**:

- Women bearing the brunt of teaching and administration during staff shortages
- Increased admin disproportionately falling on women, affecting workload balance
- Women having increased burden of hidden labour, including emotional support, to keep teams cohesive
- Loss of female staff creating knowledge gaps in male-dominated areas
- Women, viewed as more accessible, face greater impact from student stresses

EXAMPLES:

“When more “do it yourself admin” is being asked of people, evidence shows it is disproportionately asked of and ends up being undertaken by women. Likewise, this is doomed to negatively affect groups (not just women, ethnic minorities, people with disabilities/chronic conditions, caring responsibilities) who tend to need to work harder for same reward/credibility as their peers.”

“We know that student stresses impact women staff more as they are seen as accessible so I see this as an issue in the future. We have seen this in other stressful situations e.g. the UCU strike and covid so it is to be expected that a similar pattern will emerge.”

Impacts on **providing adjustments and support relating to disabilities/health** were reported. These included:

- Delays to adjustments
- Student disability services being overstretched
- Adjustment needs being less likely to be implemented

- Exacerbation of occupational health issues due to lack of access to suitable equipment
- Less investment in inclusive campus facilities

EXAMPLES:

“Under low staffing environment, it is to be expected that adjustments required by some workers may be less inclined to be implemented/respected.”

Difficulties supporting EDI activities were reported, including:

- Inability to recruit experts in EDI
- Reduced EDI activities (e.g. training, community events) due to pressure to reduce spending
- Workload meaning staff cannot volunteer their time to EDI initiatives
- Less funds to support staff/students, meaning that harder to ensure equity of opportunity or [positively support marginalised groups

EXAMPLES:

“There is unease about EDI issues as activities regarding them depend on staff time, which has diminished significantly”

“Reduction by 25% of core EDI School budget, limiting our ability to support EDI training, community events, etc.”

“My School has no budget to support any EDI activities. We cannot organise external speakers for EDI seminars. We cannot participate in the conference organised by the National STEM society we are members of. We have not been allowed to hire this year’s EDI Fellow – a scheme which encourages talented postdoctoral researchers from underrepresented groups to pursue careers in academia. All of which is directly harmful to our upcoming Athena-SWAN renewal.”

There was a perception that **negative effects of recruitment policies are disproportionately affecting minorities and women:**

- Predicted redundancies disproportionately impacting LGBTQ+, disabled, and POC colleagues
- Early-career women not having contracts renewed and staff composition is becoming imbalanced
- Reliance on minority group members to fill resulting teaching gaps
- Increases in short-term contracts, predominantly affecting women
- Budget constraints hinder international recruitment, impacting diversity
- Loss of expertise in research and teaching areas related to equality, diversity, and widening participation

EXAMPLES:

“Increase in fixed-term contracts, all new staff on very short-term contracts are women; the member of staff who retired and hasn’t been replaced working on women’s and lesbian writing, and we do not now have anyone working in this area.”

“EDI is in the waiting room! The focus is on cutting costs and not on having a diverse staff force. Departments don’t have budgets to spend on international candidates who require visa sponsorship and so recruitment managers select candidates from the local labour market. This directly drives down efforts to diversify the staff population.”

Additional responses:

- “Several responders stated that they did not believe that the university would prioritize EDI during ongoing budget resilience measures.”
- “However, a responder commented that their school had attempted to ensure that cuts did not affect EDI”
- “Cuts in student support are leading to some students being unable to afford their preferred placements”
- “Impacts on research funding affect disabled staff members substantially”
- “Impacts on teaching are more likely to affect students with disabilities and health problems”

Appendix

Below is a copy of the survey that was circulated to staff in February 2025. It was conducted using Microsoft Forms and is available at <https://forms.office.com/e/3DDkw98hNX> The following questions were asked.

University Senate Survey: Effects on Teaching & Research of Budget Measures

The University of Edinburgh has announced a range of measures to boost 'budget resilience.' Members of the Academic Senate have organised a working group to understand the implications for research and teaching, with particular reference to: Student learning and experience; Staff capacity to deliver innovative and excellent teaching and research; Research activity and outputs; External partnerships.

We would like to hear from you, so please share your experiences below. We will not record your name and only one response per person is permitted.

Should you wish to be in touch with further thoughts or questions, you can reach us at Senate.BudgetWG@ed.ac.uk

1. *In your experience, have the University's budget measures since summer 2024 affected the following general areas:*
 - *Research*
 - *Teaching*
 - *Student learning and experience*
 - *Partnerships*
 - *Professional services*
2. *More specifically, have the University's budget measures since summer 2024 affected these specific activities:*
 - *Delivery of existing classes and courses*
 - *Creation or delivery of new classes and courses*
 - *Delivery of supplemental or extracurricular activities for students (e.g., class trips; writing retreats)*
 - *Seminars, speaker series, and other intellectual activities*
 - *Funding for students, including PGR*
 - *Hosting and entertainment*
 - *Hiring or retention of staff, including guaranteed hours staff and tutors*
 - *Public-facing activities, including community events*
 - *Departmental activities, including away days*
 - *Student:staff ratio*
 - *Marking, lecturing, and other workload*
 - *Pressure to increase student recruitment (including talk of programme closures)*
 - *Support from professional services (including teaching, research, information systems, facilities)*
 - *Changes to your research agenda*
 - *Pressure to apply for new or different research funding*
 - *Access to research funds (e.g., internal awards)*

- Ability to access necessary research or teaching supplies (including IT, books, or subscriptions)
 - Loss of study or other space (e.g., cafes)
 - Taking on new roles or functions
 - Delayed maintenance tasks
 - Unable to take time off (including "time off in lieu")
 - Cuts in procurement (including IT)
 - Support for funding applications or management
 - Restrictions on capital expenditure, including for Small Research Facilities
3. For you or colleagues, what have been the consequences of budget measures on **teaching delivery**?
 4. For you or colleagues, what have been the consequences of budget measures on **research activity**?
 5. For you or colleagues, what have been the consequences of budget measures on **student learning and experience**?
 6. For you or colleagues, what have been the consequences of budget measures on **external or community partnerships**?
 7. For you or colleagues, what have been the consequences of budget measures on your ability to create **working improvement and efficiencies**, including software or systems?
 8. For any of the above, what have been the consequences for **equality, diversity, and inclusion**?
 9. On the basis of responses and communications from university leadership to date, how much confidence do you have in the approach to the financial constraints that the University of Edinburgh is facing?
 - 1 (Low) to 5 (High)
 10. Do you have any constructive **feedback** on the university's 10. approach thus far?

SENATE

20 May 2025

Financial Resilience Strategy Update and Confidence in the University Executive**Description of Paper**

Further to a motion passed at the special meeting of Senate on 26th March in relation to the University's financial resilience strategy, this paper asks Senate to review subsequent developments and to determine whether the academic community as represented by Senate has confidence in the University Executive.

Action requested

Senate is asked:

- To **review** actions taken by the Executive, in particular as reflected in written evidence addressing motions B2-B4 of 26th March, and any other relevant subsequent developments, in the light of Senate's consideration on 26th March of the approach to the University's financial situation and the motions passed on that occasion.
- To **discuss** and to **approve, or not approve**, the following motion:
Senate has no confidence in the University Executive's leadership in relation to the University's financial situation.

Note: per Standing Order 17, the paper's authors request that any vote on this motion should be conducted as a secret ballot, and that (to avoid any confusion related to the operation of the online voting system) it should be made clear to members that it is a secret ballot.

Background and Context

At its special meeting on 26th March 2025, Senate voted by large majorities to:

A. approve the following as statements of Senate's collective view:

A.1 Measures currently being taken, and proposed, to implement rapid, large-scale cuts to the University's expenditure are harmfully impacting research, teaching and the student experience, as well as staff morale and wellbeing. There is a significant risk that these measures will further harm research, teaching and the student experience in years to come. In addition, these measures risk damaging the University's future potential for income generation, including via student recruitment, staff capacity for research income generation and innovation, and external partnerships.

A.2 Plans for change which impact the delivery of the University's core academic mission of teaching and research should include meaningful consultation with academic and professional services staff and should include scrutiny and approval by Senate.

A.3 The Executive should make significant and rapid improvements to its approach to communication, consultation and engagement regarding the University's financial

situation to limit further harm to internal morale and external reputation (see appendix C under 'Communication').

A.4 As a matter of urgency, the Executive should provide to all staff a clear demonstration that savings of the scale and pace indicated (£140 million over 18 months) are indeed the best way to ensure the University's financial resilience whilst also preserving its academic mission, or reconsider this scale and pace.

B. approve the following statement to be communicated to the University Court:

B.1 Senate considers the scale and timetable of the Executive's currently proposed changes to be incompatible with maintaining the University's academic mission, reputation and the quality of education it provides.

B.2 Senate requests Court to require that the Executive provides a clear and credible account of how and why the University reached the point where large-scale, urgent and damaging cuts were unexpectedly announced, following large commitments to estates, facilities, and staff payroll expenditure that were premised on the University's sound financial position.

B.3 Senate requests Court to require the Executive to present a thorough analysis of the costs and benefits of its current and proposed actions, including course and programme closures, cuts to operating budgets where these impact student experience and staff capacity to undertake research and teaching, and potential staff redundancies.

B.4 Senate requests Court to require the Executive to develop a plan that will enable proper academic scrutiny, via Senate, College and School bodies, of any changes which are necessary to secure budget sustainability.

C. approve the following statement to be communicated to the University Court:

C.1 That Senate will hold a vote at its meeting in May to evaluate the confidence of the University academic community, as represented by Senate, in the Executive's leadership, and that providing the analyses in points B.2-B.4 above is likely to be necessary to secure this confidence.

This paper has been introduced to enable Senate to review progress on points A.1 - B.4 above, and to enact its decision in C.1 above.

Discussion

Not applicable. It is anticipated that timely evidence and discussion will be circulated to Senate by the Executive pursuant to the approved motions B2-B4 of 26th March.

Resource Implications

This paper supports Senate's ongoing efforts to ensure an approach to management of human and financial resources that ensures sustainability by avoiding short-term, underinformed and irreversible high-risk changes.

Risk Management

This paper supports Senate's ongoing efforts to ensure an approach to management of human and financial resources that is consultative, clearly evidenced, and timed so as to avoid the risk of harms detailed above.

Responding to the Climate Emergency and Sustainable Development Goals

No implications

Equality and Diversity

No implications.

Consultation

The paper is based on (a) wide consultation among elected members of Senate (b) information provided by respondents to the invitation to co-sign the elected members' open letter to Court.

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Senate**20 May 2025****Recommendations for enhancing Senate oversight of research****Description of paper**

1. This paper summarises the nature of current engagement between Research Strategy Group (RSG) and Senate, identifies gaps in Senate coverage of research, and proposes recommendations for enhancing Senate oversight of and engagement with research matters.
2. The proposals set out in this paper aim to advance the ambitions and outcomes of Strategy 2030, advancing in particular: “Our ethos of working without boundaries will deliver a step change in innovation and research.” Additionally, the proposals support delivery of the Research and Innovation Strategy 2030.

Action requested / Recommendation

3. Senate is asked to review and comment on the outline recommendations set out for enhancing Senate oversight of and engagement with research matters.

Background and context

4. In 2024, the Senate External Review recommended that the Vice Principal Research and Enterprise (VPRE) undertake a short review of “how Research and especially Post-Graduate Researchers could become more mainstreamed into Senate business”.
5. The 2023 AdvanceHE External Effectiveness Review of Senate recommended that the VPRE develop a number of options for enhancing Senate oversight with and engagement of research matters and especially matters relating to PGRs can become more mainstreamed into Senate business. Options were developed and discussed with the Senate External Review Task and Finish Group (SERT&FG) at its meetings of February and April 2025, and were discussed by the Research Strategy Group at its March 2025 meeting.
6. This paper sets out the broad recommendations of SERT&FG and the VPRE, for discussion and input by Senate.

Discussion**Research Strategy Group**

7. At present, the main University committee responsible for strategic decision-making on research and innovation is the Research Strategy Group (RSG). RSG’s reporting line is to the University Executive, and it also provides regular reports to Senate.
8. RSG’s remit is to oversee/take decisions on or provide recommendations to UE on research strategy, research policy, research culture and research governance (see Annex 1).
9. Much of the discussion in RSG focuses on quite technical matters, and many items are commercially sensitive. Examples of this would include funder relations, industry partnerships or tactical aspects of University input into sectoral groupings (e.g. Scottish Funding Council, Universities UK or the Russell Group). However, significant effort is made to share the focus and content of discussion where possible. Thus, RSG minutes are recorded in a way that facilitates wider sharing, and a copy is uploaded to the [RSG website](#) after formal approval, with minimal redaction.

10. RSG is chaired by the VPRE, and its secretariat support by Edinburgh Research Office. Membership includes:

- College Deans of Research (each of whom in turn chairs a College Research Committee);
- College Research Managers;
- Directors of ERO and Edinburgh Innovations;
- VP International and VP Development and Philanthropy;
- University Lead for PGR;
- Senior representatives from HR, Information Services, the Institute for Academic Development, and Communications and Marketing
- University Research Cultures Lead joins where there are items relevant to research culture.

RSG Engagement with Senate

11. Over the past 2 years, **RSG has intensified engagement with the Senate**, especially on issues of wider concern to staff. Examples of this include:

- Research and Innovation Strategy (special session to discuss draft)
- Research Cultures Action Plan
- Research Ethics related to Arms & Defence

12. Potential issues to surface in the coming year include:

- REF Code of Practice and update on preparation
- Refresh of the Research Cultures Action Plan
- PGR Strategy

13. In addition, **RSG brings regular reports to Senate**, summarising issues discussed and providing a more general update on research (e.g., research funding KPIs, REF developments, or initiatives on research culture).

Gaps in Senate Coverage of Research

14. As noted in the review, there is a desire on the part of Senate members to engage more closely in university research matters. This is partly motivated by comparison with practice in other HEIs. An analysis of our peers (both Russell Group and non-RG in Scotland) suggests that the norm is for university research committees to report into their Senate equivalents (see Annex 2).

15. Moreover, we are keen to explore how Senate can add value to the quality of discussion and outputs from Research Strategy Group.

16. In the discussion that follows, we distinguish between **three main types of engagement**:

- a) **Inception and development** of new policies or initiatives
- b) **Consultation** on policies or initiatives developed in other committees
- c) **Dissemination and awareness raising** of policies or initiatives decided in other committees.

17. We suggest that **Senate engagement is likely to be most relevant, but not limited to, to the following types of business**:

- a) **Researcher and research support experience** (covering both research and research-supporting staff and PGRs). This would include aspects such as EDI and research support, careers and development, support for ECRs and research integrity. Given Senate's particular interest in this area, we would expect it to be **involved at all stages of discussion**: inception/ development, consultation and dissemination.

We note that the Research Cultures Forum (RCF) was established a year ago to provide a forum for identifying and surfacing recommendations to address challenges in research culture. We are keen to sustain this Forum, as it provides a valuable source of constructive scrutiny and accountability, with members representing academic staff, research professional services staff, technical staff, research staff and PGR students with a specific interest and engagement in aspects of research culture. The RCF holds six meetings a year with two of these meetings open to any member of the University community that wishes to join. The current membership of the RCF includes three current Senate members

- b) **Significant changes/initiatives on research strategy and policy.** Examples would be new strategies such as the 2030 R&I Strategy, or significant strategic changes to research priorities or policies (e.g., research ethics policy or sustainable travel). Senate would expect to be involved in **consultation on, and dissemination of**, these matters. We also note that Senate can at times initiate new initiatives to address gaps in strategy/policy, as was the case with the work on research ethics in defence/security.
- c) **Technical policies or aspects of implementation that impact on researcher/staff experience.** This might include, for example, the REF Code of Practice; or the new online research ethics tool. Senate would expect to be **kept informed and to ensure appropriate dissemination and awareness raising.**

Recommendations

18. We considered a range of options for delivering greater oversight for Senate, with a focus on the types of business noted above. We also looked at practice in other relevantly similar institutions, as summarised in Annex 2. Our **assessment of the various options was guided by the following three principles:**

- a) Ensuring appropriate oversight and accountability of research by Senate
- b) Avoiding duplication or unjustifiable increase in bureaucratic burden
- c) Ensuring necessary expertise/insight in deliberations to ensure high quality decisions and delivery

We also note the need to protect commercially sensitive items, though do not include this as a principle as such.

19. Based on these considerations, our first recommendation is **to create a clear reporting line of RSG into Senate.** This would mean that:

- RSG would formally report to both University Executive and Senate;
- RSG reports would become items for discussion on the Senate agenda;
- Specific RSG items would continue to be brought to Senate;
- Senate members could request that specific aspects of RSG business be brought to Senate (subject to commercial sensitivity);
- the RSG Chair/Secretary and Senate Secretariat would liaise to align agendas/items of discussion across RSG and Senate, including through membership of Senate Business Committee.

20. Our second recommendation is **to ensure better alignment of Senate and RSG membership, through:**

- Expanding RSG to include additional Senate members. We suggest this comprise one additional member from each College, with a particular focus on recruiting members who able to represent/raise issues on behalf of: PGRs, ECRs and/or technician staff; and also, to bring expertise and insights on EDI issues.
- Reinstating Deans of Research as ex officio members of RSG.

21. We note that it would be challenging to expand RSG significantly while retaining its efficacy. We also note concerns about excluding current members who ensure inputs and representation from across the university and key business units listed above. For this reason, we would suggest limiting expansion to three additional members.
22. Our third recommendation is **trialling recommendations 1 and 2 over 12 months**, at which point RSG will both **review the efficacy of the arrangement** across the three principles set out above and report its findings to Senate. Should the arrangements be deemed not to be achieving the desired accountability, or to be creating unnecessary burden, or undermining the efficacy of research strategy and policy, we could review further options for achieving these goals

Resource implications

23. If the Senate is supportive of implementing the proposed recommendations, further work will be needed to produce more detailed proposals. This will require input from the VPRES, Secretary of RSG, and the Academic Quality and Standards team.

Risk Management

24. The involvement of commercially sensitive information in discussions poses a confidentiality risk. Procedures must be established to handle such sensitive information to prevent unintended disclosures that could harm the University or its partnerships.
25. With RSG's expanded engagement with the Senate, the coordination between various committees and sub-groups becomes more complex. There is a risk of duplicative efforts or conflicts between different governance bodies unless roles and responsibilities are clearly defined.
26. The inclusion of additional Senate members into RSG is intended to enhance representation, but it also raises the risk of diluting specialised expertise necessary for effective decision-making in research strategy. Ensuring that new members add value without compromising on the quality of debate and decision-making is essential.
27. With RSG reporting into the Senate, the decision-making process is at risk of slowing down due to the need for additional discussions. It's important to design processes that allow for timely decisions while still providing adequate oversight.

Responding to the Climate Emergency and Sustainable Development Goals

28. The research and innovation priorities covered by RSG and Senate span the breadth of the UN Sustainable Development Goals, as well as the challenges of responding to the Climate Emergency.

Equality and Diversity

29. The recommendation to expand RSG to include additional Senate members, especially those who can represent PGRs, ECRs, and technician staff, is likely to improve representation, which will allow for a broader array of perspectives to be considered in decision making.
30. At the same time, we should be attentive to any impact on the Research Cultures Forum, which was carefully composed to ensure diversity and inclusivity in terms of EDI as well as types of roles and parts of the University. We should assess the implications of any governance change which might dilute its role.
31. Recommendations to make RSG discussions more accessible to the Senate and by extension more visible to the broader university community can help demystify the research governance process.

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

32. If Senate is supportive of the recommendations, we propose that the VPRE, Secretary of RSG, and the Academic Quality and Standards team work together to produce more detailed proposals.

Consultation

33. The recommendations proposed have been discussed and agreed with Research Strategy Group.

Further information**Author(s)**

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Freedom of information

Open.

Annex 1: Research Strategy Group

RSG: Draft remit

The Research Strategy Group remit includes research strategy, foresighting, policy, research culture, and research governance at a university level. The group will be concerned with researchers, research enabling staff, and research postgraduate students. Via its sub-groups, RSG has an overview of:

- Major projects, strategies, tactics and identifying cross-college opportunities and the monitoring of progress on major cross university initiatives
- Research Ethics and Integrity
- Research Culture
- The University Doctoral College
- Research and Innovation activity at a College level
- REF2029 preparations
- Research Information Systems

RSG can convene specific project groups or short-life working groups to deal with issues as required

RSG does not hold a budget.

Areas of Strategic Responsibility

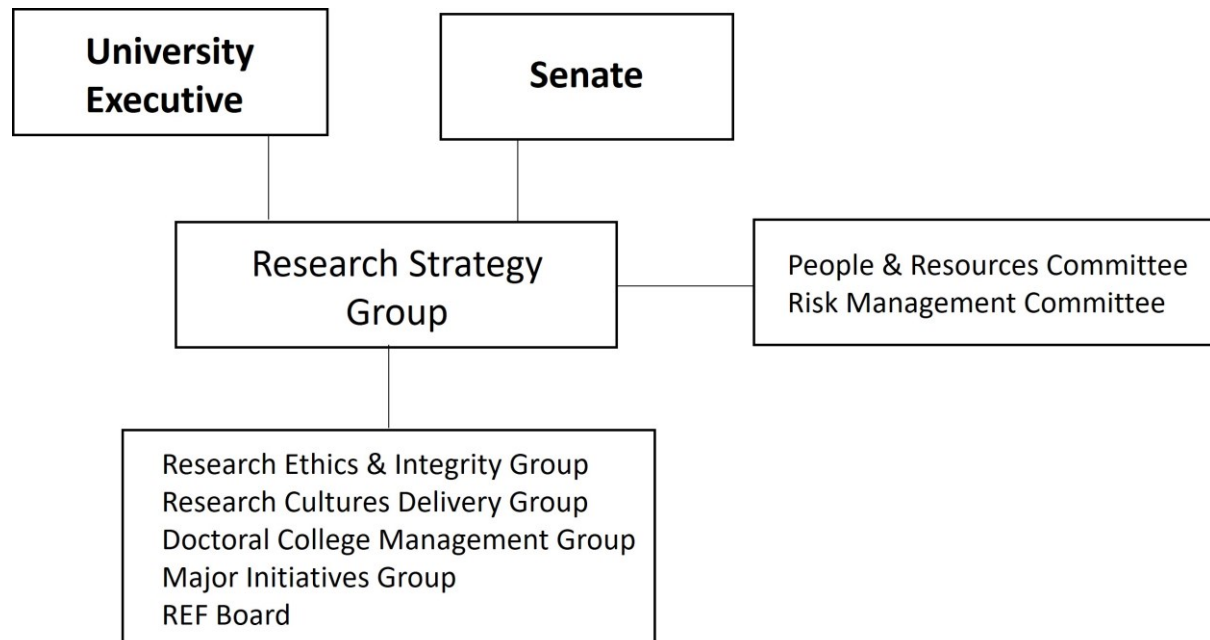
- Development of the University's Research & Innovation strategy and monitoring of progress against delivery milestones.
- Monitoring progress against the Research Cultures Action plan.
- Monitoring University's ability to deliver world leading research and innovation using a basket of indicators.
- Oversight of research related risk mindful of the University's risk register and its risk appetite for all activities that affect or are affected by Research and Innovation activities
- Supporting the developing of policies and monitoring the delivery of policies to support the implementation of the R&I strategy and Research Cultures action plan as well as external drivers, such as Concordats and Agreements relevant to research and innovation.
- Delegated responsibility for ensuring that the REG uplift supports the delivery of the R&I strategy
- By engagement with Development and Alumni, Edinburgh International and Edinburgh Innovations Facilitating the development of key external research partnerships, including strategic significant philanthropic, industrial, and international partnerships
- Engaging with the Edinburgh Research Office, Edinburgh Innovations, College Research Offices, and other key players in the delivery of the R&I strategy and Research Cultures Action plan
- Oversight of requirements for formal reporting to Court and funders associated with research practice policies, but exclusive of research programmes involving animals in scientific research¹ or the participation of volunteers in clinical trials².
- Ownership of the processes for the delivery of the University's Research Excellence Framework submission (via the REF board)

¹ <https://www.ed.ac.uk/research-innovation/animal-research/regulation;>

² <http://accord.scot/about-accord>

- Delivering institutional responses to external consultations on research policy, best practice, guidance/advice, and legislation.

RSG Reporting



Annex 2: Overview of HEI Peers

This Annex provides a summary of key insights from a series of conversations/desk-based research conducted by Dr Susan Cooper (Secretary to RSG). Susan spoke to the relevant professional services staff at UCL, King's College, Glasgow, Strathclyde and Manchester to learn how their equivalents to RSG operate and identify practices that we could adopt to improve transparency. Manchester, King's College and UCL were chosen because they are three of Russell Group members that Edinburgh benchmarks itself against in terms of research quality, intensity and disciplinary width. Glasgow and Strathclyde were chosen because they operate under the same Act of Parliament as Edinburgh and receive the 2nd and 3rd largest Research Excellence Grant allocation after Edinburgh.

UCL equivalent to RSG reports to its equivalent to University Executive King's College, Strathclyde and Glasgow's RSG equivalents are Senate sub committees. Manchester has both a Senate research committee and a RSG that reports to its equivalent to University Executive.

University College London (UCL)

- UCL has a Research, Innovation and Global Engagement Committee³ (RSG equivalent)
- It's a sub-committee of its University Management Committee (University Executive). Their RSG equivalent provides an annual report to Academic Board (Senate equivalent)
- UCL's RSG equivalent has 42 members and meets four times a year:
 - 25 who are *ex-officio* including the chair of its ten sub committees (several committees share the same chair)-a mix of professional services and academic roles
 - 10 academics who are nominated by their Deans of Faculty (HoC equivalent). The nominees are not Deans of Research
 - six other nominated members that are representative of specific business areas.
 - An ECR and two doctoral students who are nominated by their respective communities
- Due to the size of the committee, a lot of business is carried out via email and meetings have to take place in a lecture theatre. Having useful discussions can be challenging due to committee's size.
- Members vary in their level of engagement with discussions and there is going to be a review of the committee to sharpen up its focus
- There is a particular issue with staff who are nominated rather than being on the committee *ex officio* being able to get time away from their job to attend.
- Those who are nominated rather than *ex officio* have a fixed term of office and renewed once.
- Their RSG committee has an open committee page which holds a record of the minutes and terms of reference. The website gives the names and job titles of the committee members to increase transparency.

³ [Research, Innovation and Global Engagement Committee: membership | Governance and compliance - UCL – University College London](#)

King's College London

- KCL's Research committee reports to its Academic Board which is equivalent to our Senate.
- The Research committee presents quite a lot of material to the Academic Board to note as well as to consent. Interestingly the research publications policy and annual progress report on the Researcher Development Concordat are presented for formal approval (not discussion then approval) but the annual research integrity report is just to note.
- King's Academic Board is charged with several powers and duties relating to research quality and conduct.
- KCL's research committee has 31 members including two student representatives. Of the membership, there is some similarity to our RSG - but where we have one representative covering the responsibility of ERO, they have five. Their equivalent to the Provost is on the KCL research committee. The size of the committee limits effective discussion
- KCL's research committee only meets three times each year.
- KCL have a formal Governance structure showing the decision making bodies, with the name of the chair and the scope of each VP. It's helpful but quite complicated and takes time to maintain
- The Faculty research committees are formally sub-committees of King's College Research committee.
- King's College's research committee report to their academic board appears to be similar to our RSG report to Senate in terms of content.

University of Glasgow

- Has a Research Planning and Strategy Committee (RPSC) which is a sub-committee of Senate and reports to their Senior Management group.
- RPSC has five meetings each year and has an away day in August to September to have a more extensive discussion of strategic themes and plan the agenda for the next year.
- RPSC has 28 members with a further 3 having a standing invitation to attend. Membership includes two nominated staff per College, two representatives of research-only staff, and the president of their student union. In many cases Glasgow has multiple representatives where we would have one.
- The scope of Glasgow's RPSC is very similar to our RSG, though only has two sub-committee's – PGR Executive Committee and University Ethics Group.
- There is a scheme of delegation – showing what policy has to be approved by their SMG and what goes to Senate.
- Glasgow has a guide for its new members on how RPSC operates which indicates what sort of business generally comes to the committee and the expectations on them as members.
- The staff who are members of RPSC are *ex hominem* rather than *ex officio* and are selected by the relevant Dean because of knowledge and experience that means they can contribute to debates at the level of the whole University. Glasgow have found that having elections to appoint members is not ideal.
- They have hybrid meetings but because it is necessary to ensure the location could accommodate all the members of RPSC. Allow visitors they generally have to hold committee meetings in a small lecture theatre which limits discussion

Strathclyde University

- The Research & Knowledge Exchange Committee reports to Senate. No formal reports go to its equivalent to University Executive but the VP does provide oral updates.
- RKEC has 20 members including a PhD student representative and a research staff representative. Edinburgh's RSG is of a similar size.
- It meets four times a year and has a similar role to RSG except for having a lot more involvement with EI-type responsibility in commercialisation such as overseeing the operation of its spin-out policy (which in UoE would be covered by the Edinburgh Innovations Board).
- A report is presented to each meeting of Senate. As a rule, the report is not discussed unless Senate is asked to approve a policy; even then, policies can be approved without discussion.
- Senate has a business committee which is where the real work is done as that decides what material going to each meeting, and which matters requiring a decision can be formally approved without a discussion. The RKEC secretary attends as well as the RKEC convenor.
- Separate to the RKEC report, their Senate receives a note of recent awards which just list the PI, the title of the project, date of award and name of funder and funding scheme but not the value of the award. The RKEC secretary doesn't know how the awards are selected. It is clear that equal numbers are selected from each Faculties' awards
- RKEC has a series of slides that is available to all staff on RKEC's place in UoS governance structure.

University of Manchester

- Manchester has a Senate Research committee and a Research Strategy Group that reports to their equivalent to University Executive.
- This arrangement has been in operation for two years and is still bedding in, in terms of working out what should be considered at which group and ensuring the Senate research ctte members have the technical knowledge of the RDI landscape and associated issues.
- Manchester's Senate has what is described as a Research Committee. Its title is 'Academic Quality and Standards Committee'. It meets four times each year and has 18 members.
- Manchester's RSG has only 10 members. The small size is because the group serves as a resource for their PVC research. It does have a ToR but access is restricted.
- The Pro VC Research chairs both research committees.
- The secretariat for RSG is from Manchester's equivalent to ERO but the secretariat support for the Senate research ctte comes from academic services.
- Manchester's Research Operations Group has a membership that includes senior representatives from in HR, CAM, LRS D&A roles on it instead of RSG.
- The PVC's Senate report is more comprehensive than ours, and could be a format we would want to adopt.
- The PVC Research's report to Senate is made available to staff on the Research Office's intranet it as a part of increasing transparency.

Senate**20th May 2025****Ethics of Research on Defence and Security: Update****Description of paper**

1. This paper summarises progress in enhancing the ethics policies and processes governing University research on defence and security. It covers two main dimensions:
 - 1.1. The recommendations of the Working Group on Research Ethics and Defence (READ), which have now been endorsed by the Research Ethics and Integrity Review Group and the Research Strategy Group.
 - 1.2. The proposed revision to the University Ethics Policy, which has now been approved by University Executive
2. The approach set out in this paper aims to advance the ambitions and outcomes of Strategy 2030, in particular: 'our vision... to make the world a better place', through ensuring 'that our actions and activities deliver positive change locally, regionally and globally'; and 'our ethos of working without boundaries will deliver a step change in innovation and research.' Additionally, the proposals support delivery of the Research and Innovation Strategy 2030, notably its commitment to research ethics and integrity.

Action requested / Recommendation

3. Senate is asked to review and comment on the recommendations of the READ Working Group, which will guide the further elaboration of ethics processes covering research on defence and security.
4. Senate is further asked to note the amendment of the University Research Ethics Policy to include a positive statement of University values, which was approved by RSG and University Executive.

Background and context

5. At its meeting of 22nd May 2024, Senate considered a paper tabled by Senate members on *Research and Partnerships in the Defence Sector*. Senate passed motions that requested two things (see Annex 1 for the Senate report of the discussion):
 - 5.1. A report to be given to Senate into our ethical review processes for active research projects in the area of defence and security – the aims here are to achieve transparency, assuage concerns in the university community, and ensure both that our procedures are adequate and appropriate to ensure our research meets ethical standards and that the university is fully protecting researchers in this area.
 - 5.2. A working group to be established to help to clarify key definitions and processes in this area and to aid in the production of the above report.
6. To bring forward these actions, a Working Group on Research Ethics for Defence (READ WG) was established, including membership from across our research community, authors of the Senate paper, relevant professional services, and a EUSA representative; it was chaired by the Vice Principal for

Research and Enterprise (see Annex 2 for the READ WG Membership and Terms of Reference).

7. The READ WG met five times between June – November 2024.
8. The READ WG was guided by the following principles:
 - Delivering the values set out in Strategy 2030, the R&I Strategy, and the Research Ethics Policy – including ensuring our approach is transparent, rigorous and ethical
 - Working with Colleges and Schools/Institutes to ensure the processes we develop are clear and accessible and garner support from our research community
 - Respecting the importance of academic freedom
9. READ's recommendations can be summarised as follows:
 - Amend the University Ethics Policy to include a clearer statement on the values guiding our research.
 - Add an Annex to the University Ethics Policy setting out further guidance on addressing ethical risks in research on/related to Defence and Security. The Annex will articulate an overarching principle on avoiding research that directly contributes to violations of human rights and international humanitarian law (IHL) (principle 1).
 - This principle will be operationalised through two further principles, covering: (2) areas of research considered inherently controversial and thus at risk of violating human rights/IHL; and (3) contexts of application raising ethical concerns.
 - The principles in the Annex will be captured in the new University-wide ethics form (currently being rolled out), accompanied by processes for escalation and review of high risk projects.
 - Assessment of principle 2 will be operationalised through a framework assessing the degree of proximity of research to controversial weapons and technologies (currently being trialled by a READ sub-group).
 - Assessment of principle 3 will be operationalised through ethics review and due diligence processes, including establishing a clearer interface and alignment between research ethics processes and the Income Due Diligence Group.
 - Pending finalisation of the new guidance, the READ subgroup is conducting a provisional audit of projects identified as relating to defence and security.
 - Once the new principles and processes are agreed, the University will carry out a full review of all live projects that are in scope of the new process for addressing ethical risk on research relating to defence and security.
 - The proposals in this paper will be further developed for discussion in REIRG, Research Strategy Group and (for changes to the Research Ethics Policy) University Executive.

These proposals are set out in more detail below.

Discussion

Additions to University Research Ethics Policy

10. READ members recommended that the University Research Ethics Policy should be updated to more explicitly capture the commitment by the University and its research community to deliver benefits to individuals, society and the planet through our research. READ recommended that this commitment be articulated as a general statement referencing Strategy 2030 goals. In addition, READ proposed that the Policy should reference an Annex providing further guidance for research ethics in the area of Defence and Security (the scope is discussed further in 14 below).

11. The relevant proposed additions are indicated in **bold**:

Research Ethics Policy Section 4.1 Beneficence and non-maleficence
*Researchers seek to maximise the benefits of their research for individuals, the environment, and society, and to avoid or minimise risk of harm via appropriate robust precautions. **This principle builds on the values set out in Strategy 2030, which affirms the University's vision of making the world a better place, by ensuring that 'our actions and activities deliver positive change locally, regionally and globally' and achieve 'benefit for individuals, communities, societies and our world'.** Strategy 2030 also affirms a commitment to advancing the UN Sustainable Development Goals, including through the promotion and protection of human rights.*

Research Ethics Policy Section 4.4 Responsibility and accountability
*Researchers take responsibility for adhering to the ethical principles in this policy and give due consideration to them in their actions and decisions throughout the research lifecycle, and beyond. Researchers are also accountable for the actions and decisions they make, including promoting ethical conduct and guarding against research misconduct. Thus, researchers should give due consideration to the ethical implications of their research for the researchers, research participants, **and the wider research community. Given the University's aim of delivering benefit for individuals, communities, societies and our world, researchers should also be mindful of the impacts of their research on the environment, individuals and broader society.***

Annex x provides more guidance and support for addressing ethical risks arising from research on defence and national security.

The proposed change to the Research Ethics policy was endorsed by REIRG and Research Strategy Group, and approved by University Executive in April 2025.

Annex on Research on Defence and Security

12. READ recommended that the proposed Annex should cover research on Defence and Security. For the purposes of our ethics policies and processes, READ proposed the following working definition:

'Defence and security' is defined as the capability of a state to defend itself, deter military aggression, or govern security risks and threats posed by state or non-state actors (including terrorist or violent extremist groups and individuals); and/or its capability to enforce its

defence and security policy goals through military force, technological systems and/or security practices.

This definition is further elaborated in Annex 3 of this paper.

13. READ recommended that the Annex on Defence and Security set out three main principles. The first principle covers our general commitment to avoiding research that contributes to the violation of human rights and international humanitarian law.

Principle 1. Researchers will avoid conducting defence and security research that contributes to violations of human rights and international humanitarian law.

14. In order to operationalise this first principle effectively, READ proposed adopting two further more 'applied' principles that identify the main routes through which research may pose a reasonable risk of contributing to such violations. These two applied principles are designed to help researchers understand the practical situations in which their research poses such risks.
15. Principle 2 would set out areas of research that researchers should avoid because they pose a reasonable risk of contributing to *technologies* that are considered to be ethically controversial and in potential violation of Principle 1. READ members suggested that such high-risk technologies could be identified in terms of 'controversial weapons and technologies', with the scope of this category potentially refined over time.

Principle 2. Researchers will avoid conducting defence and security research that poses a reasonable risk of contributing to the development of controversial weapons and technologies.

16. Clearly, further discussion will be required on what kinds of research this category would include, and on how to define 'reasonable risk'. The most obvious items for inclusion in this list are controversial weapons (including anti-personnel mines, biological weapons, chemical weapons, cluster weapons, depleted uranium ammunition, nuclear weapons and white phosphorus weapons). This category of weapons is already excluded from the University's Responsible Investment Policy. READ recommended that we take this list as a minimum starting point guiding our research ethics.
17. READ suggested that the full extent of what we may wish to exclude as controversial be subject to further discussion, and that the University may want to add other weapons and technologies to this list. For example, READ noted that the University's Short Life Working Group on Definition of Armaments for Investments had discussed extending the standard definition of 'controversial weapons' to also include Lethal Autonomous Weapons Systems (LAWS) and AI-Directed Lethal Targeting.
18. READ members suggested that the University adopt clear criteria and a rigorous process for determining what is on the list of excluded weapons and

technologies, and that where possible, there be alignment in approach across different areas of University activity (including investment policy, partnership due diligence, and research ethics).

19. In order to operationalise this principle, READ recommended adopting a process for assessing the 'reasonable risk' of research contributing to such controversial weapons/technologies. A potential framework for this is being developed by the College ethics leads and ERO, building on the University of Sheffield framework (Annex 4).
20. The third principle covers areas of research/research outputs which do not contribute to controversial technologies, but which may raise ethical concerns depending on their context of application. In other words, conventional weapons and many aspects of technology may have many ethically sound applications; but may be considered to pose unacceptable ethical risks where utilised in ways that violate human rights and/or IHL. To capture such contexts, READ recommended adoption of a third principle:

Principle 3. Researchers working on defence and security-related research will avoid partnerships and collaborations that make use of their research in a way that poses a reasonable risk of contributing to violations of human rights and IHL.

21. In order to operationalise this principle, READ suggested that the ethics review process incorporate consideration of risks around potential uses of research in ways that violate human rights and IHL. READ also noted the importance of ensuring ongoing due diligence of our funders, collaborations and partnerships (see Section D. below).
22. READ recommended that these principles be further elaborated in an Annex to the Research Ethics Policy.

Changes to Research Ethics Processes

23. Edinburgh Research Office is currently finalising an online University-wide Research Ethics review tool, which will set out standardised questions for reviewing ALL projects (funded and unfunded) being carried out across the University. This will cover research and innovation carried out by our research staff/employees, and by postgraduate research students. The intention is for the process to be rolled out to cover all student research projects (including UG and PGT) in a next phase.
24. READ recommended that additional questions be inserted into this template, along the lines of the following (to be further refined by REIRG):
- Is your research likely to be used for defence/defence and security purposes?*
- and/or**
- Is your research being funded or carried out in collaboration with organisations in the defence and security sector?*

25. If the answer to either question is 'yes', this will trigger a wider set of questions that captures risks around (a) proximity to controversial weapons and technologies and (b) collaborations and partnerships with organisations involved in defence, as set out in the three principles above. The wording and structure of these questions will be further developed under the oversight of REIRG.
26. Projects which answer 'yes' as part of self-assessment will automatically be checked by a nominated research ethics officer or a committee with a research ethics remit. Depending on the level of risk, they may be subject to relevant scrutiny at School, College or University level.
27. In order to operationalise guidance relating to the principle on proximity to controversial weapons and technologies (principle 2), a subgroup of READ has begun to trial the 'Dimensions of Proximity to Core Defence Research' recently developed by the University of Sheffield. The framework comprises 3 dimensions:
- Supply chain tier (position in the supply chain)
 - Component type (functional use of the component being researched)
 - Development stage (Technology Readiness Level – TRL)
- Each project receives a risk score based on their rating across the three dimensions.
28. The sub-group, comprising the Chair of REIRG/Head of ERO and the three College Deans responsible for ethics and integrity, conducted a pilot to explore the viability of the Sheffield Dimensions of Proximity approach on a sample of projects. The report of this pilot is attached as an Annex to this report.
29. To operationalise guidance on contexts of application (principle 3), READ noted that projects identifying risks in partnership are already scrutinised by the Income Due Diligence Process (see Annex 5). Given this inter-dependency, READ held an extensive discussion with the Co-Chair of IDDG (VP Chris Cox). Members of READ noted the rigour of scrutiny of ethical risk in partnerships conducted through IDDG. This currently covers a range of risks related to human rights, and it was noted that current partnerships with organisations and governments in the defence and security sector are already in scope for IDDG.
30. READ recommended that REIRG and IDDG conduct further analysis of whether/how far existing processes can fully capture the new requirement to conform to principle 3, and ensure alignment with the proposed ethics review processes. Key issues to clarify include:
- scope and frequency of IDDG review (including repeat review of partners that have already been reviewed); and
 - rigour and expertise of IDDG coverage of violations of human rights and humanitarian law.

Update on Review of Existing Projects and Transparency

31. The READ Working Group was keen to address the concerns raised by Senate around transparency. In this respect, the Senate Motion requesting a report

summarising 'what research projects are undertaken in this area (e.g. giving numbers), explaining what the current ethical review and due diligence processes for them are, and indicating how ethical review and due diligence processes are going to be improved in future, to capture potential gaps highlighted by our original paper'.

32. Annex 6 details the review of projects in this area.

33. Members noted that it is challenging at this stage to provide a precise number or list of projects deemed to pose ethical risks in this area, in the absence of a clear framework for defining such risk. Once these principles and processes have been agreed, the University should conduct a comprehensive review of all ongoing/current and future projects falling within the scope of the new Annex and ethics process for research on defence and security.

34. Pending that fuller process, the University conducted an initial audit of projects that had a high probability of relating to defence and security. These were identified through use of two criteria: funding source for all live projects (defence and security related government department or industry partner); and projects raised with the export control team over the past year. This resulted in the identification of a list of 9 projects that are currently being further examined by the READ sub-group identified earlier.

35. More generally, READ members considered that transparency concerns should be addressed at three main levels:

- Rigour and transparency of the **principles and processes** governing ethics review and due diligence of research on defence and security (as outlined in this paper).
- Ongoing **internal reflection** and debate on ethical risks around research in this area, which will be promoted through research ethics leadership, committees and training provision across the University.
- Transparent **external reporting** on key metrics around ethics review in this area (e.g. annual reporting of number of projects answering 'yes' to the questions on defence; and level of risk associated with these).

Governance and Next Steps

36. As ERO rolls out the new Online Ethics Review tool, REIRG will be reviewing ethics processes to ensure full compliance with the University Ethics Policy, including:

- Ensuring self-review of all research projects (staff and PGR), using the Infonetica questionnaire.
- Ensuring appropriate expertise and committee structures are in place to review identified risks. This includes ethics review committees at School and College level.
- Setting out guidance for ongoing review of especially risky projects, to capture changes in ethical risk over time.

37. READ recommended that in certain complex cases, ethics review may need to be escalated to University level. To this end, READ suggested setting up a

specialised sub-committee of REIRG, with appropriate expertise on research in defence/defence and security issues. This sub-committee would be convened on an *ad hoc* basis as required, to review:

- Projects deemed highly risky in relation to defence and security
- Potential amendments to the list of controversial weapons and technologies.

38. Membership would include specialists in ethics, international law and specialists in science and technology which facilitate understanding of controversial weapons (e.g. from Engineering or Chemistry).

39. The sub-group would liaise with both IDDG and the proposed Ethical Review and Due Diligence Group to be established in 2025.

40. READ also suggested further examination of the interface between IDDG and research ethics processes, as noted above in 22.

41. REIRG will continue to elaborate the more detailed ethics processes governing research on defence and security. Given the importance and potential sensitivity of this process, and the need to ensure full support across the University research community, the final proposed package of changes will be brought to both Senate and University Executive in Autumn 2025, after discussion in REIRG and RSG.

Resource implications

42. These changes are being developed by existing role-holders in Edinburgh Research Office and the Colleges, and their roll out and any related training and communications will be absorbed within existing roles.

Risk Management

43. The proposed policies and processes are required to address a number of risks related to our research. These are:

- The risk that our research contributes to infringement of international human rights or international humanitarian law, or otherwise undermines our commitment to 'deliver positive change locally, regionally and globally' and advance the UN SDGs.
- The risk that overly cumbersome or unnuanced ethics policies and processes may impede otherwise worthwhile research in the area of defence and security, thereby limiting the potential for a positive contribution, or constituting an unjustifiable restriction of academic freedom.

44. In light of these risks, it is crucial that we adopt a balanced, rigorous and transparent ethics process for research in this area, that both enables and supports research on defence and security, while avoiding and mitigating the risks this may create.

Responding to the Climate Emergency and Sustainable Development Goals

45. The proposals advance our commitment to promoting the UN SDGs through our research. The changes to our Research Ethics Policy now clarify that a key objective of our research is to deliver positive change locally, regionally and

globally. The changes also codify our objective of advancing the UN SDGs, including through the promotion and protection of human rights. Furthermore, the proposed changes to our ethics process will support our research community in ensuring their research aligns with these goals.

Equality and Diversity

46. The proposed changes to our research ethics policies and processes will not have any direct and foreseen impact on equality and diversity within our research community. As part of standard process, we will complete an EqIA before rolling out any changes. In rolling out and communicating the changes we will pay particular attention to any such impacts, and ensure we take action to avoid or mitigate them.

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

47. The changes will be communicated to the research community – both academic and professional staff – via College Deans of Research and College Offices. Information will be cascaded to Schools. The ERO HUBsite will be a central source of information regarding key policies and associated updates.

Consultation

48. As noted, the change to the University Research Ethics Policy has been approved by REIRG, RSG and University Executive.
49. The proposed changes to ethics processes will be further elaborated by a subgroup of REIRG, and the final draft will be brought to REIRG, RSG and Senate for discussion, before being approved by University Executive in Autumn 2025.

Further information

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Presenter(s) (if required)

Prof Christina Boswell
Vice Principal Research and
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Freedom of information

Open.

Annex 1: Summary Of Senate Meeting 22/5/24 – Research and Partnerships

Motions:

The motions passed by Senate request 2 things:

- a. A report to be given to Senate into our ethical review processes for active research projects in the area of defence and security [CLAUSE 2.2] – the aims here are to achieve transparency, assuage concerns in the university community, and ensure both that our procedures are adequate and appropriate to ensure our research meets ethical standards and that the university is fully protecting researchers in this area.
- b. A working group to be established to help to clarify key definitions and processes in this area and to aid in the production of the above report [CLAUSE 2.7]

At our meeting today, we confirmed the following:

Addressing (a): A report will come to Senate in the next academic year (possibly in the autumn), comprising: a summary of what research projects are undertaken in this area (e.g. giving numbers), explaining what the current ethical review and due diligence processes for them are, and indicating how ethical review and due diligence processes are going to be improved in future, to capture potential gaps highlighted by our original paper (e.g. into checking whether there are potential military applications of projects, and ensuring that reviews occur annually where required).

Addressing (b): A working group will be established this summer, chaired by the VP for Research, and including the following members: Chair of REIRG; 3 College reps (likely to be people with expertise of relevant ethical review processes in their Colleges); 1 rep from Engineering; 1 rep from Chemistry; 1 rep from Law and/or representative from Court; 1 EUSA/student rep appointed via EUSA; 1 ECR rep; 1 rep with expertise in social responsibility; and one of the paper authors, representing the views of Senate.

Details on the working group:

There are 2 other working groups currently ongoing in this area – one looking at definition of armaments, one looking at the approach to investments in the international context, with regard to the UN Principles for Responsible Investment and the University's values – and their work will complement and feed into this new, third working group. This new third working group will look specifically at research, and will report to REIRG and the Research Strategy Group, and eventually to Senate in recognition of its role to promote research. The group will work liaise closely with the other two working groups to ensure consistency and a joint approach to reporting to broader University bodies (University Executive and Court).

The working group will aim to identify, amongst other things: how risk is identified in projects, what will be the escalation route for high-risk projects, and how ongoing review will be handled. It will also address how ethical review will take place of ongoing projects.

Annex 2: Remit and Terms of Reference for Short-Life Working Group on Research Ethics and Arms/Defence (READ)

Remit

The WG on READ will develop recommendations for setting out the principles, definitions and processes that ensure research connected to armaments/defence systems conforms to agreed ethical principles, consistent with the University's values and with related areas of activity.

The WG was established to bring forward the recommendations from a Senate paper and related motions on research in the area of defence and security. More specifically, it aims to deliver on two requests that were adopted in motions agreed in Senate (extract from Senate notes):

A report to be given to Senate into our ethical review processes for active research projects in the area of defence and security [CLAUSE 2.2] – the aims here are to achieve transparency, assuage concerns in the university community, and ensure both that our procedures are adequate and appropriate to ensure our research meets ethical standards and that the university is fully protecting researchers in this area.

A working group to be established to help to clarify key definitions and processes in this area and to aid in the production of the above report [CLAUSE 2.7]

Activities

The Working Group will:

1. Develop a proposal setting out guidance on which aspects/types of research on armaments/defence systems are likely to give rise to ethical risk/be inconsistent with University values. This guidance would be incorporated into the University Ethics Policy. The guidance may include reference to a definition of controversial weapons, and/or contexts of application, and/or risks around dual use
2. Develop proposals on how this guidance can be integrated into research ethics proposes, including:
 - Ethics review forms and guidance
 - Governance of ethics review, including escalation and the role of ethics committees
 - Guidance on ongoing review of projects once in progress
3. Develop an approach to reviewing risk in ongoing projects.
4. Prepare a report containing proposals and a progress report on 1 – 3 to report to:
 - REIRG and RSG
 - Senate, University Executive and Court

Principles

The Group will be guided by the following principles:

- Delivering the values set out in Strategy 2030, the R&I Strategy, and the Research Ethics Policy
- Working with Colleges and Schools/Institutes to ensure our approach garners support from our research community

- Respecting the importance of academic freedom

Schedule

The Group will meet 3 times between June – September.

Meeting 1: Principles and Definitions

Meeting 2: Processes

Meeting 3: Reporting and Next Steps

[An additional meeting was scheduled for November, to finalise the recommendations]

Membership

Vice Principal Research (Chair)

Director of Edinburgh Research Office

University Lead for Social Responsibility and Sustainability

Deans/Associate Deans of Ethics for CAHSS, CSE and CMVM

Academic domain experts from: (1) Law, (2) Engineering, (3) Chemistry

Senate paper author

EUSA Representative

ECR Representative

Annex 3: Draft Definition of Defence and Security

READ members proposed the following formulation, to inform the scope of ethics policy and processes related to research on defence.

What are the ethical risks we are seeking to avoid through this policy?

The broad risk can be defined as: the use of our research to further the production or use of weapons, weapons systems, defence and/or security practices that pose reasonable risks of violating human rights and international humanitarian law.

Where are such risks most likely to arise?

They are most likely to arise in research relating to defence and security.

We define defence and security as the capability of a state to defend itself, deter military aggression, or govern security risks and threats posed by state or non-state actors (including terrorist or violent extremist groups and individuals); and/or its capability to enforce its defence and security policy goals through military force, technological systems and/or security practices.

This definition includes the use of weapons, weapons systems, security practices (including technologies and intelligence-driven systems used for surveillance and targeting) and military force in both inter-state conflict, and in domestic settings (e.g. counter-terrorism and countering violent extremism measures). It also includes research contributing to the production or deployment of such defence and security capabilities - for example, supporting the technologies, logistics or training that enables them to be used in practice.

Hence, we use the term 'defence and security', though the definition does not cover all aspects of 'security' (see note below). The examples we provide above are indicative only (not exhaustive).

It is important to note that this definition is intentionally broad, to ensure that a wide set of potentially relevant risks are captured. Whether or not a specific research activity or collaboration does generate these risks, and how they may be mitigated, will be further assessed through the ethics review process.

What areas are NOT included in this definition?

The definition will not typically include research on the causes, dynamics or effects of such capabilities or actions (for example, social or economic causes of conflict; or its psychological or environmental effects).

The definition will not typically include research on broader aspects of security, such as economic security, food security, energy security, climate security, public health-related security or cybersecurity (unless the research might be relevant to the use of weapons, weapons systems, security practices or military force (as defined above) in these contexts'.

The definition does not typically cover research on policing, justice, prisons, or other areas standardly covered in criminology research – unless the research might be relevant to the use of weapons, weapons systems, security practices or military force (as defined above) in these contexts.

Ethical risks in these areas are usually covered through already established ethics processes.

Annex 4: University of Sheffield Defence & Security Framework

(Adapted from power point slides shared with permission from Sheffield University)

Objectives:

Self assessment of the University's current research activities at both an individual project level as well as at a macro level (e.g. within a time period or with a particular customer or within a particular Faculty)

Closer awareness of projects at the extreme of the spectrum

Oversight and governance tool for Defence related projects within the University

Inclusion of the Framework in a policy statement from the University

Main Risks:

Risk of categorising too much of our current research or too many of our partner organisations under the Defence banner

Risk of getting entangled in the debate between Defence versus Offense research

Risk of only using low TRL to define our position

Main Consideration: Objectively defining our position on Defence research through the lens of **3 core dimensions together**



Dimension 1: Supply Chain Tier (position in the supply chain)		
Proximity Rating	Score	Description
Low	1	Tier 2 and Tier 3 suppliers
Medium	2	Tier 1 suppliers
High	3	Defence Original Equipment Manufacturers (OEM) or end user

Dimension 2: Component Type (functional use of the component being researched)		
Proximity Rating	Score	Description
Low	1	Not linked to a component or dual-use
Medium	2	Components of carrier systems
High	3	Components of weapon systems

Dimension 3: Development Stage (research focus in terms of the stage of product development)		
Proximity Rating	Score	Description
Low	1	Design and manufacturing of carrier systems
Medium	2	Deployment of carrier systems and design of weapon systems
High	3	Manufacturing and deployment of weapon systems

Final Score = Dimension 1+ Dimension 2 + Dimension 3

Defining position of individual projects on this spectrum

Examples at Spectrum Limits:

Score 9: Research into manufacturing and deployment of weapon systems with a Defence OEM

Score 3: Research into design of cutting tools with a diversified Tier 3 supplier of the Defence sector

Annex 5: Income Due Diligence Group Remit

The Group considers and advises on whether the sources and purposes of income relating to philanthropic and contractual business, industrial and international government sources are ethically acceptable.

Terms of Reference (Approved October 2022)

1 Purpose

The principal purpose of the Income Due Diligence Group (IDDG) is to consider and advise on whether the sources and purposes of income relating to philanthropic and contractual business, industrial and international government sources are ethically acceptable.

2 Composition

2.1 The Group shall normally consist of sixteen core members, but can be expanded up to a maximum of 20, depending upon IDDG's work, and any subsequent requirement for additional expertise (as noted in 2.3).

2.2 The Provost, Vice-Principal Philanthropy and Advancement, Vice-Principal and University Secretary, University Lead for Equality, Diversity & Inclusion, Director of Social Responsibility and Sustainability, Director of Finance, Vice-Principal Research and Enterprise, Vice-Principal Corporate Services, Director of Communications and Marketing, University Lead for Climate Responsibility & Sustainability, and Baillie Gifford Chair in the Ethics of Data and Artificial Intelligence shall be ex officio members of the Group.

2.3 Senior academic representatives, one from each of the three Colleges (Arts, Humanities and Social Sciences, Medicine and Veterinary Medicine, and Science and Engineering) shall be non-ex officio members. An additional one to four representatives can additionally be nominated to sit on the Group by the Provost to ensure that the Group has the requisite expertise to consider IDDG cases.

2.4 EUSA shall appoint, on an annual basis, a representative to be a member of the Group. This will normally be the Vice President Community of EUSA who will remain a member of the Group for the length of their term of office.

2.5 Court shall appoint a member of the Group on the recommendation of the Nominations Committee.

2.6 The Nominations Committee shall take cognisance of ex officio members of the Group and ensure that the composition of the Group is as set out in 2.2.

2.7 The term of office of the Court member will be no longer than their membership of Court unless otherwise determined by Court and shall normally be for a maximum of three years.

2.8 Membership of IDDG will be considered each year aligned to remit and need, with membership refreshed as required while not going beyond 20 members.

2.9 The Provost shall be appointed ex officio Convener of the Group, and in the absence of the Convener, the Vice-Principal Philanthropy and Advancement will act as Convener.

2.10 All members of IDDG are expected to comply with the University's Policy on Conflict of Interest.

2.11 Other individuals from within or outwith the University may also be invited to attend meetings from time to time, to provide the Group with specific information on specific items on the agenda where that will aid IDDG's decision-making.

3 Meetings

3.1 The Group will meet at least four times each academic year. With the prior approval of the Convener of the Group, urgent matters may be considered through correspondence.

3.2 Meetings will be timetabled on an annual basis and will take account of the schedule for University Executive meetings to ensure appropriate reporting.

3.3 Minutes, agendas and papers will normally be circulated to members of the Group at least five days in advance of the meeting. Late papers may be circulated up to two days before the meeting. Only in the case of extreme urgency and with the agreement of the Convener will papers be tabled at meetings of the Group.

3.4 Non-contentious or urgent matters not on the agenda may be considered at a meeting subject to the agreement of the Convener of the meeting and the majority of members present.

3.5 Papers will indicate the originator(s) and purpose of the paper, the matter(s) which the Group is being asked to consider, any action(s) required, and confirm the status of the paper in respect of freedom of information legislation.

3.6 Seven members of the Group shall be a quorum. This number must include the Provost or the Vice-Principal Philanthropy and Advancement, who will act as Convener to the Group should the Provost be absent for the duration of the meeting.

3.7 A formal minute will be kept of proceedings and submitted for approval at the next meeting of the Group. The draft minute will be agreed with the Convener of the Group prior to circulation, and in the case of the absence of the Convener at a meeting, the Vice-Principal Philanthropy and Advancement.

3.8 Meetings may be held in person or virtually by the means of videoconference, teleconference or other means. With the prior approval of the Convener of the Group urgent matters may be considered through correspondence and any decision(s) taken formally ratified at the next meeting of the Group.

4 Remit

4.1 To consider and advise on whether the sources and purposes of income relating to philanthropic and contractual business, industrial and international government sources are ethically acceptable. Although the University of Edinburgh and University of Edinburgh Development Trust, on behalf of the University of Edinburgh, are grateful to receive support from a wide variety of sources, there are occasions when it might not be appropriate to accept certain income. It is also possible that other matters may need to be referred to the Group, and it will be the responsibility of the Provost and Vice-Principal Philanthropy and Advancement to agree when matters of this nature require to be considered. While the Group will consider individual cases, it will also look at issues within sectors, or pertaining to funding from countries or governments.

4.2 To draft procedures for the due diligence review of income relating to philanthropic and contractual business, industrial and international government sources for approval by the University Executive. The procedures will be reviewed on an annual basis by the Group, who will subsequently make recommendations to the University Executive if applicable.

4.3 To apply the approved procedures for the due diligence review of income relating to philanthropic and contractual business, industrial and international government sources. As outlined in the procedures, if the Group is unable to reach agreement or any doubt remains, the matter will be referred to the University Executive.

4.4 To be a sub-group of the University Executive and accountable to it.

4.5 To adhere to the University's commitment to the Principles for Responsible Investment (PRI). Although the remit of the Group is specifically related to income,

the PRI provides a framework for an organisation to take environmental, social and corporate governance (ESG) considerations into its investment strategies. These principles shall be addressed in relation to prospective donations, fundraising and other funded activities the Group considers and advises on.

5 Other

5.1 The Group will undertake an annual review of its own performance, effectiveness and membership, and thereon report to the University Executive.

5.2 In order to fulfil its remit the Group may obtain external professional advice as necessary, including seeking legal advice.

5.3 An annual IDDG report will be prepared and presented to the University Executive. The report will also be submitted to the University's Audit & Risk Committee and Risk Management Committee for information.

5.4 The IDDG terms of reference, membership and procedures will be published on the University's website. Once approved by the University Executive, the IDDG annual report will also be published on the website.

Annex 6: Report on the READ Sub-Group reviewing existing Defence Projects

At the request of the READ Working Group, the College Deans for Research Ethics and Integrity formed a sub-group to review existing defence projects in the University. The list of projects was provided by ERO and consisted of eight projects funded by organisations known to have defence connections. This sample was not intended to be exhaustive, but rather to present a range of cases against which to reflect upon process.

From the perspective of the sub-group, the review focused on a) understanding the ethics process as previously and currently applied, and b) determining the suitability of the 'Sheffield' criteria to the types of project identified by ERO.

In conducting the review, we gathered what information was readily available about the previous ethics approval process that had been applied to the sampled projects. It was apparent that there had been some variation between local cultures and practices of ethical review. Most projects underwent ethical review; for two projects no record of previous ethics assessment was made available for our review.

Once information about the projects and extant ethics documentation was available, the three members of the sub-group independently scrutinised the projects both with respect to previous ethics processes and with respect to the "Sheffield" criteria. The three criteria used in the Sheffield framework are:

- Supply chain
- Component type
- Development stage

Our observations are recorded below.

- The projects were varied in scope and topic. Further definition of the type of project that comes under the purview of a new process might be required.
- For some of the projects, the information available on which to make an assessment was limited.
- As noted above, it was not possible to recover evidence of an ethics review process for all the projects. There are ongoing efforts to clarify ethics processes, such that they are consistently applied in all parts of the University.
- Nevertheless, one of the projects for which there was no available documentation was likely to have been assessed as level 0 for ethics approval. This raises the need to ensure recording is undertaken on even 'low risk' outcomes, in all instances of research, and particularly for projects associated with defence and security. The introduction of the new Ethics RM system will assist in more clearly logging such instances.
- In other cases, some ethics documentation was provided, but despite being higher than level 0, it was not clear whether an appropriate review process had been conducted (e.g. independently of the PI). This suggests a need for culture change in relation to researcher engagement with ethics processes, to ensure that engagement is in line with the University Research Ethics Policy.
- Where ethics approval had been sought, within one School where documentation was included in the review of this sub-group, the ethics approval form only considered the impact on humans during the conduct of the research, not any impact as a consequence of the research. This indicates a need to revise ethics processes to better account for research with

potential military applications. The introduction of specific questions related to this area in Ethics RM will ensure that all reviews consider this.

- With respect to the Sheffield criteria the proximity in terms of development stage was the easiest to assess, whereas the component type was the most difficult.
- This was particularly difficult for intangible elements such as sensors and communication systems or where the research was focussed on improving health outcomes. These did not readily fall within the divisions offered in terms of components of weapons system, components of carrier systems or not linked.
- Further clarity on where this assessment of proximity should happen within the research governance/research ethics process may be needed.
- The sub-group experienced difficulty in judging the position in the “supply chain” for commissioners such as the MoD. This indicates that there may be a need to develop a consistent interpretation of these Tiers.
- There was an additional element that we found to be important but missing from the Sheffield criteria which was about the IP arrangements associated with the project. The sub-group determined that if a project was planning to make the research outcomes freely available, that was substantially different to the situation where research outcomes were to be exclusively licensed to the funder/defence organisation.
- The Sheffield approach could also be more nuanced in relation to the ways in which attempts to mitigate potential risks are put in place by projects. Conversely, if a project seemingly makes little attempt to mitigate potential risks, this needs to be considered.

The projects included in this review were identified by ERO. Training of RECs and/or governance or due diligence officers will be needed to ensure that they are able to interpret what reasonably counts as a military or security related project under UoE policy.

Sudeepa Abeysinghe
Thamarai Dorai-Schneiders
Jane Hillston
13th November 2024

Senate

20 May 2025

Communications from the University Court

Description of paper

1. To update Senate on certain matters considered by the University Court at its meetings held on 28 April 2025.

Action requested / recommendation

2. Senate is invited to note the report.

Background and context

3. The University Court routinely reports to Senate on business which is of interest to Senate.

Discussion

4. Please see Appendix 1 for a report of business conducted at the 28 April meeting.

Resource implications

5. Where applicable, as covered in the report.

Risk management

6. Where applicable, as covered in the report.

Equality and diversity

7. Where applicable, as covered in the report.

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

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

Author

Daniel Wedgwood
Governance & Court Services
May 2025

Freedom of Information

Open Paper

Appendix 1:

28 April 2025

1 Principal's Report

The Principal's report was noted. Key points in the report included the following:

- financial pressures in the higher education sector, including parliamentary scrutiny of financial difficulties at the University of Dundee;
- the funding context in the coming years;
- an overview of the results of the staff survey;
- a serious incident on campus on Friday 28 March when a student taking part in a demonstration had been assaulted by a member of the public, which the University was reviewing with a view to identifying any potential lessons for the future;
- planned Leaders Forum meetings;
- a series of new initiatives to facilitate student engagement with the University leadership, in conjunction with EUSA.

2 Student Experience and Learning & Teaching Strategy

Court received a regular update on work relating to the student experience, including on assessment and feedback, portfolio review, the timetabling and course selection project and elements of curriculum transformation.

Court also received the Learning & Teaching Strategy that had been approved by Senate Education Committee in February 2025.

3 Finance and Planning Update

Court received information on the University's financial position and current work to ensure financial sustainability, including a summary of the outcomes of the recent voluntary severance scheme. Court discussed the formulation of the University's budget for 2025-26 and the process for Court's approval of the budget. Court also discussed the management of change in the context of initiatives to ensure financial sustainability. Structural elements of fees policy for 2025-26 were approved.

4 Senate report

Court received a report of Senate Business conducted at the Special Meeting of Senate held on 26 March 2025. Court received full details of the motions passed by Senate at this meeting and a paper submitted by the Senate Assessors to Court providing context for these motions and outlining related concerns.

Court discussed the Senate motions, noting the high level of support they had received among Senate members. Court members noted Court's alignment with key elements of the Senate motions, in a shared commitment to the paramount importance of the University's academic mission. It was noted that Court would, in line with its responsibilities as the University's overall governing body, continue to hold the Executive to account for all aspects of the latter's stewardship of the institution, and that these included both ensuring financial sustainability and the protection and advancement of the University's mission. As part of this, Court would expect due attention to be paid to the risks and potential unintended consequences of any actions proposed in the course of current work to achieve financial sustainability.

4 Estates

Court approved the annual Small Works Programme and Statutory Compliance budget allocation, noting that this was limited in the current year to non-discretionary works. Court also noted identified opportunities to pause approved estates capital projects.

5 Responsible Investment

Court approved the terms of reference for a Responsible Investment Advisory Group and approved the revised Responsible Investment Policy. The policy integrated changes that had been subject to a significant consultation exercise. A further revision of the policy was anticipated, following work by the new group on a number of current issues. The group would also contribute to the creation of a representations process for relevant matters.

6 Beyond Sustainability: successor to the Climate Change Strategy

Court approved the strategy document 'Beyond Sustainability: Our Pathway to a Regenerative University', which had been created as a successor to the University's previous Climate Change Strategy.

7 Equality, Diversity & Inclusion Reports

Court received and approved for publication the Equality Outcomes & Mainstreaming Progress Report 2025 and EDI Data Report 2025.

8 Other Items

Regular reports were received from Court's committees, the Students' Association and Sports Union and the Development & Alumni Office. Court also received a mid-year report on the University's performance measures to support Strategy 2030. Court formally approved the appointment of three new lay members of Court, as recommended by Governance & Nominations Committee, and approved a proposal to grant Benefactor status. Court agreed the transmission of Resolutions regarding degree regulations to Senate and the General Council for statutory consultation.

Senate**20 May 2025****Resolutions****Description of paper**

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

Action requested / Recommendation

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

- No. 3/2025: Foundation of a Personal Chair of Neural Development and Behaviour
- No. 4/2025: Foundation of a Personal Chair of Translational Vascular Neuroscience
- No. 5/2025: Alteration of the title of Personal Chair of Foundations of Quantum Informatics
- No.6/2025: Undergraduate Degree Programme Regulations
- No.7/2025: Postgraduate Degree Programme Regulations
- No.8/2025: Foundation of a Personal Chair of Philosophy, Religion and Culture
- No.9/2025: Foundation of a Personal Chair of General Veterinary Practice
- No.10/2025: Foundation of a Personal Chair of Tropical Livestock Genetics
- No.11/2025: Foundation of a Personal Chair of Management & Organisation Studies
- No.12/2025: Foundation of a Chair of Accounting
- No.13/2025: Foundation of a Personal Chair of Global Mental Health
- No.14/2025: Foundation of a Personal Chair of Natural Capital Accounting
- No.15/2025: Foundation of a Personal Chair of Religion, Society and Ethics
- No.16/2025: Foundation of a Personal Chair of Neural Development and Behaviour
- No.17/2025: Foundation of a Personal Chair of Linguistics
- No.18/2025: Foundation of a Personal Chair of Organic Chemistry
- No.19/2025: Foundation of a Personal Chair of Cellular Immunology
- No.20/2025: Foundation of a Personal Chair of Education
- No.21/2025: Foundation of a Personal Chair of Rheumatology
- No.22/2025: Foundation of a Personal Chair of Infection Immunology
- No.23/2025: Foundation of a Personal Chair of Work and Organisation
- No.24/2025: Foundation of a Personal Chair of Finance
- No.25/2025: Foundation of a Personal Chair of Work and Organisational Psychology
- No.26/2025: Foundation of a Personal Chair of Management and Organisation Studies
- No.27/2025: Foundation of a Personal Chair of Sustainable Architecture
- No.28/2025: Foundation of a Personal Chair of Film Theory, History and Criticism
- No.29/2025: Foundation of a Personal Chair of Critical Theory
- No.30/2025: Foundation of a Personal Chair of Student Learning Nursing
- No.31/2025: Foundation of a Personal Chair of Modern Social and Economic History

- No.32/2025: Foundation of a Personal Chair of Prehistory and Archaeometry
- No.33/2025: Foundation of a Personal Chair of Zooarchaeology and Eurasian Prehistory
- No.34/2025: Foundation of a Personal Chair of Medieval Latin
- No.35/2025: Foundation of a Personal Chair of the History of the Ancient Mediterranean World
- No.36/2025: Foundation of a Personal Chair of International Law and Human Rights
- No.37/2025: Foundation of a Personal Chair of Transnational Trade Law
- No.38/2025: Foundation of a Personal Chair of Sports Physiology
- No.39/2025: Foundation of a Personal Chair of Literacies and Multilingual Education
- No.40/2025: Foundation of a Personal Chair of Cognitive Science of Language and Multilingualism
- No.41/2025: Foundation of a Personal Chair of Developmental Psychology of Mental Health
- No.42/2025: Foundation of a Personal Chair of Child Health and Developmental Science
- No.43/2025: Foundation of a Personal Chair of Brain and Language
- No.44/2025: Foundation of a Personal Chair of Moral and Political Philosophy
- No.45/2025: Foundation of a Personal Chair of Moral Philosophy and Epistemology
- No.46/2025: Foundation of a Personal Chair of Vision Science
- No.47/2025: Foundation of a Personal Chair of Global Politics
- No.48/2025: Foundation of a Personal Chair of Global Studies and International Development
- No.49/2025: Foundation of a Personal Chair of Sustainable Energy
- No.50/2025: Foundation of a Personal Chair of Media and Communications
- No.51/2025: Foundation of a Personal Chair of the History of Medicine
- No.52/2025: Foundation of a Personal Chair of Developmental Biology and Psychology
- No.53/2025: Foundation of a Personal Chair of Developmental Neuropsychology
- No.54/2025: Foundation of a Personal Chair of Cardiovascular Regeneration
- No.55/2025: Foundation of a Personal Chair of Global Sexual and Reproductive Health
- No.56/2025: Foundation of a Personal Chair of Environment and Health
- No.57/2025: Foundation of a Personal Chair of Pulmonary Immunity and Regeneration
- No.58/2025: Foundation of a Personal Chair of Experimental Cancer Medicine
- No.59/2025: Foundation of a Personal Chair of Psychometrics
- No.60/2025: Foundation of a Personal Chair of Trauma and Orthopaedics
- No.61/2025: Foundation of a Personal Chair of Infectious Disease Epidemiology
- No.62/2025: Foundation of a Personal Chair of Infectious Diseases and Education
- No.63/2025: Foundation of a Personal Chair of Small Animal Cardiology
- No.64/2025: Foundation of a Personal Chair of Comparative Statistics
- No.65/2025: Foundation of a Personal Chair of Veterinary Anaesthesia and Analgesia
- No.66/2025: Foundation of a Personal Chair of High Performance Computing Technologies
- No.67/2025: Foundation of a Personal Chair of Immunology and Experimental Medicine
- No.68/2025: Foundation of a Personal Chair of RNA and Chromatin Biology

- No.69/2025: Foundation of a Personal Chair of Main Group Chemistry
- No.70/2025: Foundation of a Personal Chair of Circular Chemical Engineering
- No.71/2025: Foundation of a Personal Chair of Neurotechnology and Medical Electronics
- No.72/2025: Foundation of a Personal Chair of Ecology and Biogeography
- No.73/2025: Foundation of a Personal Chair of Land-based Carbon
- No.74/2025: Foundation of a Personal Chair of Children's Geography
- No.75/2025: Foundation of a Personal Chair of Geochemistry
- No.76/2025: Foundation of a Personal Chair of Multilingual Natural Language Processing
- No.77/2025: Foundation of a Personal Chair of Computational Biology
- No.78/2025: Foundation of a Personal Chair of Computational Social Science
- No.79/2025: Foundation of a Personal Chair of Computing Education
- No.80/2025: Foundation of a Personal Chair of Mathematics Education
- No.81/2025: Foundation of a Personal Chair of Holography
- No.82/2025: Foundation of a Personal Chair of X-ray Astronomy
- No.83/2025: Foundation of a Personal Chair of Theoretical and Computational Physics
- No.84/2025: Foundation of a Personal Chair of Biomaterials
- No.85/2025: Foundation of a Personal Chair of Global Respiratory Medicine
- No.86/2025: Foundation of a Personal AXA Chair of Vaccinology and Global Health
- No.87/2025: Foundation of a Personal Chair of Data Infrastructure and Analytics

Background and context

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

Discussion

4. The key changes proposed to the Undergraduate Degree Programme Regulations 2024/25 are as indicated in the table below. Links within the regulations to other information have been updated as necessary.

Regulation Updated	What has changed
9 Commencing studies	<p>Amended to state that students cannot resume study following an interruption of study more than two weeks after the beginning of a Semester.</p> <p>Schools encounter situations where students request to return to study late in a Semester, where they had been planned to return at the beginning of the Semester. It is not in a student's interest to seek to reintegrate into study – often following a year away – in the middle of a Semester. Preventing late returns therefore mitigates the increased risk of students struggling, both academically and potentially in terms of their wellbeing, on their return to study.</p>

	<p>The revised Authorised Interruption of Study Policy (for use from September 2025) sets an expectation that students should, wherever possible, agree a return to study plan before they take an interruption, and that Schools must contact the student to confirm that they are ready to return before their return to study date.</p>
26 Leave of absence	<p>Clarification has been added that leave of absence is not appropriate for long-term study at a distance from Edinburgh, which should only be offered as part of a specific online or distance-learning programme.</p>
33 Withdrawal and Exclusion	<p>Amended to add reference to the fact that a former student who has withdrawn from study may apply for admission to the same programme of study, provided that they had not failed to meet the requirements for their programme at the point they withdrew. The regulation sets a time limit of three years for readmission on this basis, which is line with the requirements of regulation 58, and based on Admissions requirements regarding recency of qualifications.</p> <p>This seeks to offer a clearer alternative option for students who may be struggling with health or personal issues (including affordability of study) which are preventing them from studying, leading to successive periods of interruption of study, with no obvious sign of improvement. For some students, withdrawal, with the potential to return to study when their health or personal circumstances improve, may offer a more beneficial option than successive periods of interruption.</p> <p>Readmission will remain at the discretion of the relevant College, since it must be contingent on factors such as whether a programme is still running, specific considerations regarding professional programmes, and significant changes in admissions requirements. As such, when students are considering this option, they will need to be given advice that readmission cannot be guaranteed. In most cases, students may need to reapply via UCAS, but Academic Quality and Standards will be holding discussions with Admissions colleagues regarding providing a simpler route for students to apply for readmission.</p> <p>Applications for readmission from former students are considered alongside those from new applicants, so there is no risk of the proposed amendment leading to over-recruitment of students in certain subject areas.</p>

42 Addressing credit deficits	Wording clarified to indicate that students who have not progressed due to a credit deficit in pre-Honours years are entitled to return (usually on an assessment-only basis) to complete reassessment, where they have remaining assessment attempts available to them.
58 Returning to complete an Honours degree	We have removed the expectation that students returning on this basis would “normally be required to achieve a further 240 credit points”, amending this to state that students will be required subsequently to meet the requirements of the Degree Programme Table for the relevant Honours degree. In most cases, students would have exited with 360 credits, and therefore require to complete only a further 120 credits, provided that the structure of the programme has not changed.
Changes to Degree Specific Regulations	
64 BA Arts, Humanities and Social Sciences	<p>Amended to remove the requirement that students must not only have a substantial volume of credits in a major subject of study at the relevant SCQF levels, but also have at least 40 credits in each of two other subjects.</p> <p>This requirement has proven unreasonably restrictive especially for students who have been exiting from combined degrees, which often do not have sufficient space in the curriculum to allow for multiple courses in outside subject areas. Removing this requirement would not reduce the academic requirements for these degrees, either in terms of depth of study in a subject area, or credit attained at specific SCQF levels.</p>
College of Medicine and Veterinary Medicine specific regulations	
77, 80, 82	Amended to reflect removal of the Progression Review Committee.
78	Amended to clarify that students in Year 1 of the MBChB (Medicine) programme may have up to four attempts to pass the year, in line with the standard entitlement under the Taught Assessment Regulations.
80	Amended to reflect the expectation that students should pass all components for a relevant year in a single year, i.e. students cannot carry forward passed components from a previous attempt at a year.
95, 97	Amended to remove reference to the previous, 5-year MBChB programme.

99	Minor stylistic amendments.
100	Removed as duplicates 102.
104	Redrafted to align with regulation 97 relating to the MBChB. Addition of an Honours exit award for students who have completed an appropriate amount of study at SCQF level 10 at the point that they exit the programme. A new regulation has been added, copied directly from regulation 98, specifying compliance, attendance, and participation requirements for the Honours exit award programme.

5. The key changes proposed to the Postgraduate Degree Programme Regulations 2024/25 are as indicated in the table below. Links within the regulations to other information have been updated as necessary.

Regulation Updated	What has changed
5 Code of practice	The wording has been amended to emphasise the importance of the Code of Practice for Supervisors and Research Students as an accompaniment to the regulations.
9 Late admission	Amended to state that students cannot resume study on a taught course following an interruption of study more than two weeks after the beginning of a Semester. Schools encounter situations where students request to return to study late in a Semester, where they had been planned to return at the beginning of the Semester. It is not in a student's interest to seek to reintegrate into study on a taught programme – often following a year away – in the middle of a Semester. Preventing late returns therefore mitigates the increased risk of students struggling, both academically and potentially in terms of their wellbeing, on their return to study. The revised Authorised Interruption of Study Policy sets an expectation that students should, wherever possible, agree a return to study plan before they take an interruption, and that Schools must confirm with the student that they are ready to return before their return to study date.
12 Conflicting studies	Amended to state that the regulation does not apply to visiting or non-graduating students. Visiting students are by definition students who are undertaking study at another institution, while non-graduating students may undertake study at several institutions simultaneously.

20 Permissible credit loads	<p>Amended to state that the Head of College may give permission for a student to take more than 40 additional credits' worth of courses on a class-only basis, i.e. not for credit (sometimes referred to as "auditing"). It is common for postgraduate research students in particular to attend courses on a class-only basis, where this may be of benefit to their research. Where a student attends a course on a class-only basis, they do not submit assessment for the course, and may or may not attend all classes.</p> <p>Attendance of courses on a class-only basis requires the approval both of the relevant supervisor or Programme Director, and the Course Organiser for the relevant course. As such, there are sufficient safeguards in place to prevent a student being overloaded with courses, or a course having an excessive number of students in attendance.</p>
23 Transfer to another programme	<p>Clarification added that Colleges will confirm the remaining time permitted to complete a programme, following a transfer by a student. This allows Colleges to set an appropriate deadline for completion of a programme, for example when a student on a doctoral programme is transferred to an MPhil or MSc by Research programme.</p>
24 Attendance and participation	<p>Clarification added that in-person attendance may not be required for periods of extension for submission or resubmission of dissertations or research projects. This reflects existing guidance that resubmission of postgraduate taught dissertations under the Taught Assessment Regulations (58) will not normally require in-person attendance.</p>
30 Leave of absence	<p>Clarification has been added that leave of absence is not appropriate for long-term study at a distance from Edinburgh, which should only be offered as part of a specific online or distance-learning programme.</p>
33 Authorised Interruption of Study	<p>Amended to clarify that, on doctoral programmes, the total permitted period of interruption is 36 months, with the exception of PhD with Integrated Study programmes, for which the total permitted period of interruption is 48 months.</p> <p>This reflects the existing position, but seeks to prevent an unfair disparity arising between most doctoral programmes, which consist of a 36-month prescribed period of study, followed by a 12-month submission period, and some new programmes which consist of a 48-month prescribed period of study with no submission period. Without this additional clarification, students on the latter type of programme with a prescribed period of</p>

	study of 48 months would be entitled to 48 – rather than the usual 36 – months’ interruption.
36 Supervision	Amended to remove statement that the arrangement of Principal Supervisor plus Assistant Supervisor is the “usual arrangement” at the University, since this is not the prevailing approach in the College of Medicine and Veterinary Medicine. The existing wording does not entail a mandatory requirement, so its removal poses no risk.
37 Supervision – training	<p>Amended to state that supervisors who are staff at Associated Institutions may be exempted from mandatory supervisor training at the University, provided that they have undertaken equivalent training at their institution within the relevant period.</p> <p>In line with the existing regulation, supervisors who are members of staff of other higher education institutions may be exempted from UoE supervisor training, where they have undertaken equivalent training locally. Some Associated Institutions also offer comparable training, so it is appropriate to extend this regulation to cover their staff. Schools remain responsible for ensuring that any such training is sufficiently comparable to training provided by the University.</p>
39 Supervision – Eligibility	Amended to clarify that the existing requirement that supervisors should be “salaried” members of academic or non-academic staff means that they must not be on Guaranteed Hours or other casual contracts. This does not reflect a change in policy. It is appropriate to restrict eligibility to act as a supervisor to staff on salaried contracts as it is desirable to ensure as far as possible that students have consistent, stable supervision during the period of their research.
45 Request for Reinstatement on Doctoral and MPhil degrees	<p>Amended to remove statement that “students are not eligible to be considered for reinstatement where they have been excluded from the University for any reason other than lapse of time”.</p> <p>There may be other circumstances where students have been excluded and may reasonably be allowed to be reinstated, for example where they have been excluded for fee debt and have subsequently resolved this. A link to the Withdrawal and Exclusion Procedure has been added, which will clarify which categories of exclusion make a student ineligible to apply for reinstatement. Reinstatement remains at the discretion of the relevant College, so the amendment does not pose a risk of students being reinstated where this would not be academically appropriate.</p>

	<p>A further amendment has been made to clarify that, where students are reinstated following exclusion for lapse of time, their reinstatement is for a period of one month. This reflects existing practice within the Colleges.</p> <p>Clarification has also been added that, where a student does not submit their thesis within this one-month period, they will be excluded for lapse of time, and not permitted to apply for reinstatement again. This is an appropriate limit to avoid setting an expectation that students may be able to be reinstated multiple times, where this would not be in the interest either of the student or the University.</p>
46 Vacation Leave for Research Students	<p>Amended to clarify that the period of eight weeks' vacation leave applies to students on MSc by Research programmes which are examined by the relevant College Postgraduate Committee (see Postgraduate Assessment Regulations for Research Degrees 46). These MSc by Research programmes are structurally similar to doctoral and MPhil programmes, and it is therefore appropriate that students should have the same entitlement to annual leave.</p> <p>By contrast, MSc by Research degrees which follow the structure of taught programmes include vacation periods at specific points in the calendar.</p>
52 PhD (by Research Publications)	<p>Amended to clarify that Honorary staff are eligible to apply for the degree of PhD by Research Publications. Existing eligibility covers University staff and staff at Associated Institutions, so it is appropriate that it should also include Honorary University staff. Honorary staff are, for example, also regarded as Internal Examiners on research degrees.</p> <p>It is not anticipated that the proposed amendment should lead to a significant increase in applications for PhD by Research Publications.</p>
60 Application for Associated Postgraduate Diploma or Masters	<p>Amended to clarify that students who have exited the University with a Postgraduate Certificate or Diploma due to failure to meet the requirements for the associated award for which they are applying are not eligible to apply for readmission on this basis.</p> <p>This amendment mitigates the risk that students who have exited from a Master's programme with a Certificate or Diploma due to failure to meet progression requirements will consider themselves eligible to apply for readmission to the same programme.</p>

Changes to Degree Specific Regulations	
65 Doctor of Education (EdD)	Regulation removed as this programme is no longer offered.
69 MPhil - Submission by Portfolio in Art, Design and Landscape Architecture	Amended to change the word limit for the MPhil by Portfolio in Art, Design and Landscape Architecture to 30,000 words instead of 20,000. This brings the MPhil by Portfolio word limit to half of the 60,000 word MPhil limit, in line with the PhD by Portfolio limit, which is 50,000 instead of the 100,000 word PhD limit.
77 Postgraduate Certificate in Democracy and Public Policy	Regulation removed as this programme is no longer offered.
84 Master of Public Policy; PG Dip and PG Cert of Public Policy	Regulation removed as these programmes are no longer offered.
85 Diploma in Professional Legal Practice	Amended to reflect changes approved within the Law School. The amendments remove “elevated hurdle” pass marks for specific courses on the Diploma, and increase the allowance for resit assessment from two to three attempts for each course.
87 Doctor of Clinical Dentistry (DClinDent)	Regulation removed as this programme is closing and is no longer admitting new students. The information in the regulation is available to remaining students in programme handbooks.
88 Master of Surgery (ChM)	Regulation removed as these programmes are being restructured. Information for current students is provided in programme handbooks.
89, 90, 93, 94 Doctor of Medicine (MD)	Substantial content removed as this information is now either redundant or provided in the Degree Finder.
95-99 Doctor of Dental Surgery (DDS)	Regulation removed as this programme is closing and has no remaining students.

6. The Undergraduate and Postgraduate Degree Programme Resolutions are attached as an Appendix. Draft Resolutions creating Chairs all follow the same format and are available on the University website: [Notices and Draft Resolutions | Governance and Strategic Planning](#). Chair Resolutions Nos. 3 to 21/2025 Nos. 85 and 86/2025 are backdated as improved records available through the P&M system brought to light Chairs created without a Court Resolution.

Resource implications

7. APRC has given due consideration to any potential resource implications related to Degree Regulations and there are none to be raised to Court.

8. Resource implications associated with establishing a Chair, or altering the title of a Chair, are considered as part of the University's approval processes. Prior to Senate consultation, it is confirmed that appropriate funding is in place to support the Chair

Risk Management

9. The University accepts some risk in relation to education and student experience. The proposed amendments contribute to a supportive framework designed to mitigate risks associated with academic struggles and well-being concerns.

10. The University has no appetite for risks relating to compliance. Enhancements to the degree regulations aimed at clarifying attendance, participation, and leave of absence requirements help minimise risk to the University's compliance with Home Office sponsorship regulations.

Responding to the Climate Emergency and Sustainable Development Goals

11. The proposals in the paper are expected to have no direct impact on the University's 2040 target.

Equality and Diversity

12. APRC has given due consideration to equality and diversity issues, and considered that the proposed amendments include enhancements and clarifications that will have some positive effects for students, e.g., by offering the option of withdrawal and readmission for students as an alternative to repeated interruptions of study. APRC noted no negative implications for equality and diversity from the proposed amendments.

13. Equality and diversity best practice and agreed procedures are adopted in appointing individuals to chairs.

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

14. Final Resolutions will be submitted to Court on 23 June 2025 for consideration and approval.

Consultation

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

Further information

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Freedom of information

Open paper

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 6/2025

Undergraduate Degree Programme Regulations

At Edinburgh, the Twenty third day of June, Two thousand and twenty five.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2025/26);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2025/26):

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

1. The Undergraduate Degree Regulations are hereby set out:

Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

2024/255/26



THE UNIVERSITY
of EDINBURGH

A. General Undergraduate Degree Regulations

Compliance

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

Mode of Study

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

Study Period

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

Recognition of Prior Learning (RPL)

Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

2024/255/26



THE UNIVERSITY
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22 [Recognition of prior learning for admission](#)

23 [Overlapping curricula](#)

Attendance and Participation

24 [Students' responsibilities for attendance and participation](#)

25 [Student contact details](#)

26 [Leave of absence](#)

Optional Study Abroad

27-32 [Optional study abroad](#)

Withdrawal and Exclusion

33 [Withdrawal and exclusion](#)

Progression and Permissible Credit Loads

34 [Credit point and level requirements](#)

35 [Credit volumes](#)

36 [Requirement to attain credits](#)

37 [Failure to attain the full volume of credits](#)

38 [Minimum progression requirements](#)

39 [Requirement to attain more than minimum number of credits for progression](#)

40 [Progression with a credit deficit](#)

41 [Exclusion for unsatisfactory academic progress](#)

42 [Continuation without progression](#)

43 [Pre-honours: taking additional credits](#)

44 [Honours: taking additional credits](#)

45 [Limitations on courses taken in honours years](#)

46 [Work may be submitted for credit for only one course](#)

47 [Conflicting studies](#)

Transfer to Different Degree Programme

48 [Approval to transfer degree programme](#)

Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

2024/255/26



THE UNIVERSITY
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49 [Transferring students: compliance with Degree Programme Tables](#)

Awards and Qualifications

50 [Requirements for Undergraduate Certificate of Higher Education](#)

51 [Requirements for Undergraduate Diploma of Higher Education](#)

52 [Requirements for General and Ordinary Degrees](#)

53 [Requirements for MBChB and BVM&S](#)

54 [Award of Honours](#)

55 [Honours classifications](#)

56 [Limits on Honours re-assessment](#)

57 [Award of the highest qualification attained](#)

58 [Use of General or Ordinary degree to apply for Honours admission](#)

59 [Unclassified Honours](#)

60 [Posthumous awards](#)

61 [Aegrotat degrees](#)

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

62 [College requirements](#)

63 [College Fitness to Practise Policy](#)

64 [General and Ordinary Degrees](#)

65 [General and ordinary: Merit and Distinction](#)

66 [LLB Ordinary: Merit and Distinction](#)

67 [MA \(Fine Art\): Distinction](#)

68 [Distinction in Oral Language](#)

69 [Bachelor of Medical Sciences and Bachelor of Science \(Veterinary Sciences\)](#)

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

70 [College requirements](#)

71 [College Fitness to Practise Policy](#)

Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

2024/255/26



THE UNIVERSITY
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72-84 [MBChB](#)

85-93 [BVM&S](#)

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

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

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

113-116 [Bachelor of Science](#)

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

117 [College requirements](#)

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

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

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

Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

2024/255/26



THE UNIVERSITY
of EDINBURGH

A General Undergraduate Degree Regulations

Compliance

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

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

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

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

- See the Student Appeal Regulations at: www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf.
- [See section 63 below for the College of Arts, Humanities and Social Sciences Fitness to Practice Procedure.](#)
- [See section 71 below for the College of Medicine and Veterinary Medicine Fitness to Practice Procedure.](#)

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

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

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

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

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

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

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

I	Undergraduate Certificate of Higher Education	At least 120 credits of which a minimum of 90 are at level 7 or higher.
II	Undergraduate Diploma of Higher Education	At least 240 credits of which a minimum of 90 are at level 8 or higher
A.	Single Honours (in a named subject/discipline)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
B.	Single Honours (with a subsidiary subject)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.

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C. Combined Honours (in two disciplines)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
D. Group Honours (more than two disciplines)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
E. Non-Honours Degrees	At least 360 credits of which a minimum of 60 is at level 9.
F. General and Ordinary	At least 360 credits of which a minimum of 60 is at level 9.
G. Intercalated Honours Degrees	See appropriate Degree Programme Table
H. Integrated Masters with Honours (in named subject/discipline)	At least 600 credits of which a minimum of 120 is at level 11.
Integrated Masters (with a subsidiary subject)	At least 600 credits of which a minimum of 120 is at level 11.
Integrated Masters (with combined honours in two disciplines)	At least 600 credits of which a minimum of 120 is at level 11.
I. MBChB (5 year programme)	720 credits
MBChB (6 year programme)	780 credits
J. BVM&S Graduate Entry Programme	560 credits
BVM&S 5 Year Programme	640 credits

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

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

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

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course under the ~~Exceptional~~Special Circumstances procedure, and the requirement above to enrol on the course within the first two weeks of the relevant semester can be met.

Mode of Study

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

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

Study Period

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

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

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

15. Where a student needs to meet specific progression requirements, the Head of College may approve a student taking fewer than 40 credit points.

16. Certain elements of a degree programme may require full-time attendance. Students given permission to undertake study over an extended period must comply with any requirements specified for a particular degree programme.

17. For the award of a University of Edinburgh degree a student must study University of Edinburgh courses for a minimum period of two years and obtain 240 credits or the pro-rata equivalent in the case of part-time study (for part-time study, the period of study will be longer but the same minimum credit levels must be achieved). This regulation does not apply to intercalating medicine and veterinary medicine students. In exceptional circumstances, the Head of College may approve a concession to allow the award of a University of Edinburgh degree to a student who has studied University of Edinburgh courses for a minimum of one year (obtaining 120 credits or the pro-rata in the case of part-time study). This may include students studying at the University of Edinburgh on 2+2 arrangements, or students entering the University directly into year 3 of study.

18. A student studying for an Honours degree is not allowed to substitute study at another institution for the final year of their Honours programme.

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

20. Study undertaken at another institution during a period of authorised interruption of study will not be credited to a student's programme of study at the University of Edinburgh.

21. Students registered for the 5-year MBChB programme or the BVM&S may elect to take an intercalated Honours year, or undertake a postgraduate degree programme during their period of enrolment. This is not categorised as interruption of study.

Recognition of Prior Learning (RPL)

22. RPL can only be recognised at the point of admission to the University. The Head of College has the power to recognise the transfer of a student's credit previously gained either at the University or another institution and to count it towards their intended award. Before approval is granted the College must be satisfied that the learning to be recognised and transferred provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. The Head of College can recognise the transfer of up to 240 credits of prior learning and on this basis to admit a student to the second or later years of a programme of study. This limit does not apply where students are transferring between programmes within the University, in line with regulation 48. University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to a student's admission on the basis of RPL will not count towards the student's degree programme.

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

Attendance and Participation

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

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

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University policy on contacting students by email:

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

26. Leave of absence may be approved where a student's programme of study requires them to undertake compulsory or optional activities away from campus in Edinburgh. Leave of absence is not permitted for permanent study at a distance from Edinburgh. ~~Leave of absence is required where students undertake compulsory and optional activities related to, or as part of, the programme of study away from campus in Edinburgh.~~

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

Optional Study Abroad

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

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

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

30. Students who undertake Optional Study Abroad must undertake the equivalent volume of credits and level of courses at the partner university to that which they would study if they were remaining in Edinburgh. Credit achieved at a partner university is

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converted to University of Edinburgh credit, and counts towards the total credit required for the award of an Edinburgh degree. Individual marks/grades achieved at a partner university are not converted to University of Edinburgh marks/grades.

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

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

www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf

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

Withdrawal and Exclusion

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

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

A former student who has withdrawn voluntarily from study will be permitted to apply for readmission to the same programme of study subsequently, provided that they had not failed to meet the progression requirements for the degree at the point they withdrew, and that not more than three academic years have elapsed between the point at which they withdrew and their readmission to study. Where a student is readmitted to study on the same, or a related programme, the College may permit the transfer of some or all of the credit previously gained at the University towards the new enrolment, in line with Regulation 22.

Progression and Permissible Credit Loads

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34. To gain a specific degree award, students must achieve the ~~Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/)~~ SCQF credit point and level requirements of the particular programme, as set out in the appropriate Degree Programme Table.
35. Full-time undergraduate study comprises 120 credit points in each year of study. Part-time study is defined on a pro-rata basis in the relevant Degree Programme Table.
36. Students must attain the credits and other requirements for each stage of study, as outlined in the relevant Degree Programme Table and Programme Handbook. In addition, students must meet any other requirements set out in their Programme and/or Course Handbook.
37. Any student who has not attained the full volume of credit points for their year of programme by the end of the relevant session (e.g. 120 credits for full-time students) may be required to take resit exams, supplementary or alternative assessments, or additional courses to make good the deficit.
38. In order to progress to the next year of programme, a student must attain the following minimum number of credits:
- 80 credit points by the end of Year 1 of programme;
 - 200 credit points by the end of Year 2 of programme;
 - 360 credit points by the end of Year 3 of programme;
 - 480 credit points by the end of Year 4 of programme;
 - 600 credit points by the end of Year 5 of programme for Integrated Masters
39. Where a programme requires students to attain more than the minimum number of credits in order to progress, this will be specified in the relevant Degree Programme Table and Programme Handbook.
40. Where students are allowed to progress with a credit deficit, they will be required to obtain the missing credits in order to qualify for the relevant award.
41. Students who do not attain sufficient credits to progress within the specified period may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies:
www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf
42. The College ~~will~~may offer students who are unable to progress due to a credit deficit the opportunity to return to study the following year in order to seek to address this deficit, ~~where they have assessment attempts remaining for courses, in line with the Taught Assessment Regulations~~. Such a return to study without progression may be offered on a full-time, part-time, or assessment-only basis.
43. In pre-Honours years, a student may be allowed to take up to 40 credits of additional ~~Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/)~~ SCQF level 7 and 8

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courses (in addition to the normal 120 credits), subject to the approval of the Director of Teaching or delegated nominee ~~(e.g. student's Student Adviser)~~.

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

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

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

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

Transfer to Different Degree Programme

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

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

Awards and Qualifications

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

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

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

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

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

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

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

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

58. A candidate who already holds a General or Ordinary degree may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than three years have elapsed between their first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will be required subsequently to will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the Head of the receiving College, at the levels stipulated in the meet the requirements of the appropriate Degree Programme Table for the relevant Honours programme. Candidates who have exited the University with a General or Ordinary degree due to failure to meet relevant requirements for an Honours degree are not eligible to apply for readmission on this basis.

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

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

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

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

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

63. The College Fitness to Practise policy is available at: <https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/fitness-to-practise>

General and Ordinary Degrees

64. BA (Arts, Humanities and Social Sciences)

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

The overall curriculum must include at least:

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

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

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

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

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

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

The overall curriculum must include at least:

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

- A minimum of 200 credit points from courses in Arts, Humanities and Social Sciences.

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

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

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

Merit and Distinction

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

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

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

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

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

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

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

Distinction in Oral Language

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

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

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

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

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

71. The College Fitness to Practise policy is available at <https://www.ed.ac.uk/medicine-vet-medicine/edinburgh-medical-school/medicine/the-student-experience/professionalism>

MBChB

Compliance

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

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

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

Attendance and Participation

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

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

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

Progression

78. MBChB students are only entitled to two assessment attempts for courses which are part of the MBChB programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations for all programme years, with the exception of Year 1 where this regulation still applies (i.e. students may have up to four attempts to pass Year 1). Students in Years 1 and 2 have their second attempt in the August resit diet. Students who have not passed by the end of the academic year, and are eligible for another attempt, will be required to repeat all teaching and assessment in the following year.-

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

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

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

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

Awards

Passes with Distinction

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

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Honours at Graduation

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

BVM&S

Compliance

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

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

Attendance and Participation

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

Progression

88. Students are required to complete a specified number of animal husbandry extramural studies (AHEMS) and clinical extramural studies (cEMS). Students must submit satisfactory evidence of completion of the specified number of weeks of approved animal husbandry extramural studies (AHEMS) by the submission deadlines provided by the School. Students who fail to satisfy the AHEMS requirement will be unable to progress into third year of the BVM&S programme and will be reported to the BVM&S Progression Committee. Students who have not completed the specified number of weeks of approved cEMS prior to the end of final year will be unable to graduate. The specified number of AHEMS and cEMS weeks for each cohort are provided in the programme handbook.

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

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

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

Awards

Distinction at Graduation

92. Students who entered the BVM&S prior to the 2022/23 academic year and have displayed special merit in the Professional Examinations over the whole degree programme will be awarded BVM&S with Distinction at the time of graduation. Awards are made based on calculations equally across all years and are weighted by course credit value. For students who entered the BVM&S in the 2022/23 academic year, criteria for the award of Distinction at graduation are set out in the relevant programme handbook. BVM&S with Distinction will not be awarded for students who entered the BVM&S from the 2023/24 academic year onwards.

Bachelor of Medical Sciences

Honours Degree

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

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

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

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

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Ordinary Degree

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

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

BSc in Veterinary Science

Honours Degree

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

~~100. Every student for the degree must normally attend in the University of Edinburgh during not less than two academic years the courses of instruction in the classes of the first two years of the curriculum for the BVM&S degree and pass the assessments prescribed for these courses.~~

~~100~~4. In addition every student must pursue studies for at least one year in the University of Edinburgh in one of the Honours Degree Programmes available at:

www.eevec.vet.ed.ac.uk/secure/page.asp?ID=in0000id

<https://www.wiki.ed.ac.uk/display/IHP/>

~~101~~2. The year of study in the Honours Degree Programme may be intercalated not earlier than the end of the second year of study, provided that a student has successfully completed the appropriate assessments and satisfied such conditions as the Head of the School concerned may require, subject to the approval of the College of Medicine & Veterinary Medicine.

~~102~~3. Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree Exit Awards

~~104. No student shall be admitted as a student for the degree, except on transfer from candidature for the degrees of BVM&S 5-year programme or BVM&S 4 year Graduate Entry Programme. Students on the 5-year programme are eligible to be considered for the ordinary degree if they have successfully completed 240 credits from the First and Second Professional Examinations and, have shown sufficient attainment in the Third Year BVM&S assessments. Students on the graduate entry programme are awarded 120 credits of recognised prior learning. The Ordinary Degree of BSc (Veterinary Science) may not be~~

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~~conferred on any student who already holds, or is eligible to receive, the Degree of BSc in Veterinary Science with Honours.~~

103. The Ordinary and Honours degrees of BSc in Veterinary Science may be offered as an exit award to students on the 4-year or 5-year BVM&S programme who have attained 360 credits (BSc (Vet Sci)) or 480 credits (BSc (Vet Sci) (Hons)) respectively, and have met the other requirements for Ordinary and Honours degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations. This may include credits awarded on aggregate.

104. The compliance, attendance and participation, and progression requirements for the degree of BVM&S apply.

BSc in Oral Health Sciences

Compliance

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

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

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

Attendance and Participation

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

Progression

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

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

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

Bachelor of Science

Honours Degree

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

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

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

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

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

Bachelor of Science General Degree

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

Bachelor of Science Ordinary Degree

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

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School Programme Guide (excluding the requirement for the Honours courses to have been passed at the first sitting, and excluding any elevated hurdles or prerequisites for Honours).

115. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc Honours degree and with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated: subject specialisations for the BSc Biomedical Sciences, where the Designated Discipline will be Biomedical Sciences, i.e. without the subject specialisation.

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

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

Qualifications

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

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

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

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

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

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

Degree of Bachelor of Medical Sciences

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

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Professional requirements: School of Engineering

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

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

123. ‘Resits for professional purposes’ should be taken at the next available opportunity. The maximum number of attempts will equal that permitted for pre-Honours or non-Honours students in the Taught Assessment Regulations. Where students are offered a third attempt at an assessment, having failed twice, they will be offered an assessment-only repeat year. Where a student has exhausted the maximum number of attempts and has still yet to pass a course or courses, they will not be eligible for the accredited Honours degree or to progress, but will be considered for an exit award in line with Regulation 122.

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

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

2. These Regulations, including Assessment Regulations (2025/26), shall apply to degrees as set out in appendix 1 of this Resolution.
3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with undergraduate regulations and assessment regulations for degrees set out in appendix 1 and specifically revokes Resolution No. 4/2024.
4. This Resolution shall come into force with effect from the commencement of the 2025/26 academic year on 1 August 2025.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

Undergraduate Degree Programme Regulations

Degrees covered by these Regulations

College of Arts, Humanities and Social Sciences

Degrees of Master of Arts with Honours

Bachelor of Arts in Arts, Humanities and Social Sciences

Bachelor of Music

Bachelor of Music with Honours

Bachelor of Music Technology

Bachelor of Music Technology Honours

Bachelor of Arts (Health Studies)

Bachelor of Arts (Health Studies) with Honours

Bachelor of Nursing with Honours

Bachelor of Science (Social Work) with Honours

Bachelor of Arts

Bachelor of Arts with Honours

Bachelor of Architecture

Bachelor of Architecture with Honours

Master of Arts (Architecture) with Honours

Master of Arts (Architecture in Creative and Cultural Environments) with Honours

Bachelor of Divinity

Bachelor of Divinity with Honours

Master of Divinity with Honours

Bachelor of Arts (Divinity)

Master of Arts (Divinity) with Honours

Bachelor of Arts Religious Studies

Master of Arts Religious Studies with Honours

Bachelor of Arts (Community Education)

Bachelor of Arts (Community Education) with Honours

Bachelor of Arts (Education Studies)

Bachelor of Arts (Childhood Practice)

Bachelor of Education (Design and Technology) with Honours

Bachelor of Education (Physical Education) with Honours

Bachelor of Education (Primary Education) with Honours

Bachelor of Science (Applied Sport Science)

Bachelor of Science (Applied Sport Science) with Honours

Bachelor of Science (Environmental Archaeology) with Honours

Bachelor of Science (Sport and Recreation Management)

Bachelor of Science (Sport and Recreation Management) with Honours

Bachelor of Science (Psychology) with Honours

Bachelor of Laws

Bachelor of Laws with Honours

Bachelor of Medical Sciences with Honours

Bachelor of Arts: Arts, Humanities and Social Sciences in a designated discipline.

Bachelor of Veterinary Sciences with Honours

College of Science and Engineering

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

Bachelor of Engineering with Honours

Degrees of Master of Arts with Honours

Master of Chemistry with Honours

Master of Chemical Physics with Honours

Master of Earth Science with Honours

Master of Engineering with Honours

Master of Mathematics with Honours

Master of Physics with Honours

Master of Informatics with Honours

Master of Earth Physics with Honours

College of Medicine and Veterinary Medicine

Bachelor of Medicine and Bachelor of Surgery

Bachelor of Veterinary Medicine and Surgery

Bachelor of Science with Honours

Bachelor of Science (Medical Sciences)

Bachelor of Science (Medical Sciences) with Honours

Bachelor of Science (Biomedical Sciences)

Bachelor of Science (Biomedical Sciences) with Honours

Bachelor of Science (Oral Health Sciences)

Bachelor of Science (Oral Health Sciences) with Honours

Bachelor of Science (Veterinary Science)

Bachelor of Science (Veterinary Science) with Honours

Bachelor of Medical Sciences

Bachelor of Medical Sciences with Honours

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Draft Resolution of the University Court No. 7/2025

Postgraduate Degree Programme Regulations

At Edinburgh, the Twenty third day of June, Two thousand and twenty five.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2025/26);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2025/26):

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

1. The Postgraduate Degree Regulations are hereby set out:

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- 76 [MSc in Middle Eastern Studies with Arabic](#)
- 77 [Postgraduate Certificate in Democracy and Public Policy \(Edinburgh Hansard Research Scholars Programme\)](#)
- 78 [MSc in Architectural Project Management](#)
- 79 [MSc in Advanced Sustainable Design \(mixed mode\)](#)
- 80 [PhD in Creative Music Practice](#)
- 81 [PhD in Trans-Disciplinary Documentary Film](#)
- 82 [PhD in Architecture by Design](#)
- 83 [Master of Architecture](#)
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Introduction

Compliance

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

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

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

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

Authority Delegated to Colleges

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

Code of Practice

5. The degree regulations are supported by the Code of Practice for Supervisors and Research Students, which provides essential information for staff and students:

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

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

Fitness to Practise

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

- See the Student Appeal Regulations at:
www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf
- See the College of Arts, Humanities and Social Sciences Fitness to Practice Procedure at: <https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/fitness-to-practise>
- See the College of Medicine and Veterinary Medicine Fitness to Practice Procedure at:
https://www.ed.ac.uk/sites/default/files/atoms/files/cmvm ftp_regulations_updated_2022.pdf

Disclosure of Criminal Offences

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

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

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

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

<https://www.ed.ac.uk/academic-services/students/conduct/criminalconvictions>

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

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

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

Postgraduate Awards and Degree Programmes

8. The University awards the following types of postgraduate degrees, diplomas and certificates. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF:

<http://scqf.org.uk/>) unless an exemption has been approved by the Academic Policy and Regulations Committee, or the award is not included in the SCQF. The SCQF credit levels required for each programme are specified within the appropriate Degree Programme Table.

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	At least 60 credits of which a minimum of 40 should be at SCQF Level 11 or above
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	At least 120 credits of which a minimum of 90 should be at SCQF Level 11 or above
Masters in a named subject discipline Master of a named discipline	At least 180 credits of which a minimum of 150 are at SCQF Level 11

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Masters in a named subject discipline Master of a named discipline (2 years full-time)	At least 240 credits of which a minimum of 150 are at SCQF Level 11
MSc by research	At least 180 credits of which a minimum of 150 are at level 11. The research element will be worth a minimum of 120 credits of which a minimum of 60 must be attributable to the research project (for example, a portfolio of artefacts, artworks and other practice-based outputs) or dissertation.
MPhil	At least 240 credits of which a minimum of 150 are at SCQF Level 11
ChM	At least 120 credits at SCQF Level 12.
Doctorate	At least 540 credits of which a minimum of 420 are at SCQF Level 12
EngD	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
PhD with Integrated Study	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
MD, DDS, DVM&S* Doctor of a named discipline	*Note: these awards are not included in the SCQF therefore a credit value has not been included here

A General Postgraduate Degree Regulations

Late Admission

9. No student may commence a postgraduate degree, diploma or certificate programme more than two weeks after their given start date without the permission of the College. No student will be enrolled on a course more than two weeks after the start of the course without the permission of the Head of College. This includes students resuming courses following a period of authorised interruption of study. Students are not permitted to withdraw from a course marked as optional on the Degree Programme Table more than six weeks after the start of the relevant

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semester in order to substitute the course with another optional course, unless the relevant Board of Examiners has awarded a null sit for the course under the [Special Exceptional](#) Circumstances procedure, and the requirement above to enrol on the course within the first two weeks of the course can be met.

Part-time Study

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

Registration for University Staff

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

Conflicting Studies

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

Applicants Awaiting Results

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

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

Consecutive Registration

15. At the time of application, MSc by Research applicants may be invited to be registered for consecutive MSc by Research, followed by PhD study within the same

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School. This option may not be available in all Schools. Depending on the outcome of assessment the student will be invited to follow one of three routes:

- a. Start First Year of Doctoral Programme. If successful in the MSc by Research programme, the student graduates and also registers in the next academic session on the first year of the doctoral programme; or
- b. Start Second year of Doctoral Programme. Prior to the completion of the masters research project or dissertation, the School is content that the quality of the student's work merits treating the masters year as the first year of doctoral study. No research project or dissertation is submitted, no masters degree is awarded, and the student registers in the next academic session on the second year of the doctoral programme; or
- c. Graduate with MSc by Research Degree exit. If successful in the MSc by Research programme, the student graduates and does not continue on the doctoral programme.

Recognition of Prior Learning (RPL)

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

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

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

Permissible Credit Loads

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

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

Credit Award

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

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

Transfer to Another Programme

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

Attendance and Participation

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting Student Adviser(s), Programme Directors or Cohort Leads or supervisors face-to-face and/or electronically. Except when registered on an online or distance learning programme, or where remote participation is specifically stated, students are expected to attend and participate in person, including during ~~any~~the period spent working on a dissertation or research

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project (with the exception of periods offered for resubmission of postgraduate taught dissertations or research projects, where in-person attendance may not be required – see the Guidance on Resubmission of Postgraduate Taught Dissertations and Research Projects). The Degree Programme Table and programme handbook sets out programme requirements for attendance and participation. Certain students' visa conditions may require the University to monitor attendance and participation in specific ways. Non-attendance and non-engagement may affect a student's visa sponsorship status.

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

Study Period

26. A student must complete the requirements of the degree programme within the prescribed period of study, plus any permitted submission period, unless given a concession with the approval of the College.
See the Study Period Table:
www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

The Prescribed Period of Study

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

Reductions to the Prescribed Period of Study

28. The College may reduce the prescribed period of study as indicated below:
- Postgraduate Certificate:
 - for **part-time continuous** students by up to 4 months.
 - for **part-time intermittent** by up to 12 months.
 - Postgraduate Diploma:
 - for **part-time continuous** students by up to 8 months.
 - for **part-time intermittent** students by up to 24 months.
 - Postgraduate Masters:

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- for **part-time continuous** students by up to 12 months.
- for **part-time intermittent** students by up to 36 months.
- MPhil:
 - Members of the University staff and students holding a MPhil research appointment under the auspices of the University may be registered for a minimum period of 24 months part-time.
 - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 24 months part-time.
 - Early submission on research degrees is covered in the Postgraduate Assessment Regulations for Research Degrees (18).
- Doctorate:
 - Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time.
 - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 36 months part-time.
 - Early submission on research degrees is covered in the Postgraduate Assessment Regulations for Research Degrees (18).

See the Study Period Table:

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

Submission Period

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

See the Study Period Table:

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

Leave of Absence

30. Leave of absence may be approved where a student's programme of study requires them to undertake compulsory or optional activities away from campus in Edinburgh. Leave of absence is not permitted for permanent study at a distance from Edinburgh. ~~Leave of absence is required where students undertake compulsory or~~

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~~optional activities that are part of their programme of study away from campus in Edinburgh.~~

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

Withdrawal and Exclusion

31. Any student may withdraw from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies or due to termination of supervision as outlined in regulation 43:

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

Collaborative Degrees

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

Authorised Interruption of Study

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

- On doctoral programmes, the total permitted period of Authorised Interruption of Study is 36 months, with the exception of PhD with Integrated Study programmes, for which the total permitted period of interruption is 48 months;

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- For part-time intermittent students, the total permitted period of Authorised Interruption of Study is calculated as half of the prescribed period of study, for example, three years for a six-year Master's programme.
- On programmes with a prescribed period of full-time study of 9 months, the total permitted period of Authorised Interruption of Study is 12 months;
- On part-time continuous Masters programmes with a prescribed period of study of 36 months, the total permitted period of Authorised Interruption of study is 24 months.

The Head of College may exceptionally authorise an Interruption of Study which would take the total period of interruption beyond 100% of the prescribed period of study, provided this does not exceed the maximum allowable study period.

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

Also see the Study Period Table:

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

Extensions of Study

34. In exceptional circumstances, a student may apply with the support of their supervisor or School postgraduate director to the College for an extension and it may be authorised by the College if there is good reason. Colleges may authorise individual extensions of up to 12 months. The total maximum period of permitted extensions is 24 months, provided this does not take the student past their maximum allowable study period. Additional periods of study offered for the completion of corrections or resubmission of a thesis under Postgraduate Assessment Regulations for Research Degrees (22, 23, or 24) do not count towards the total maximum period of permitted extensions.

See the Study Period Table:

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

Maximum Degree Completion Periods

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

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

Additional Regulations for Doctoral and MPhil Research Degrees

Supervision

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

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

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

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

- ~~a) a salaried member of the academic staff of the University; or~~
- ~~b) a non-academic member of staff employed by the University~~ who has appropriate expertise in research and is not on a Guaranteed Hours or casual contract; or
- ~~c) an honorary member of staff; or~~
- ~~d) (when the student is studying full time in an Associated Institution) an employee of an Associated Institution.~~

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

41. Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period. Students attending the University on Student visas may be required to

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make more frequent contact with their supervisor according to the terms of their visa. Students should contact the Student Immigration Service for advice about this. Immigration information for staff working with non-UK students (EASE login required): <https://www.edweb.ed.ac.uk/student-administration/immigration/tier-4-staff>

Changes to supervision

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

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

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

Termination of supervision

43. In the event that the College considers that it is necessary to make changes to supervisory arrangements, and the College has not been able to provide alternative supervision despite having undertaken reasonable endeavours, the College may request that the Senate Academic Policy and Regulations Committee consider terminating supervision of the student as set out in the procedure for termination of supervision of Postgraduate Research students:

https://www.ed.ac.uk/sites/default/files/atoms/files/procedure_for_termination_of_supervision.pdf

Transfers from Another Institution

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

Request for Reinstatement on Doctoral and MPhil degrees

45. A student who has been excluded for lapse of time or has withdrawn voluntarily before the end of their period of study may ask the College to reinstate

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their registration at a later date to permit examination of a completed thesis. The College will decide whether or not a student should be reinstated, and factors such as (but not limited to) the passage of time and its implications for the topic of study and the availability of appropriate supervision will be taken into account. ~~Students are not eligible to be considered for reinstatement where they have been excluded from the University for any reason other than lapse of time.~~ The student must provide good reason for the previous failure to complete. Students who require Student Visa sponsorship must contact the Student Immigration Service for advice before applying for reinstatement. If reinstatement is approved:

- Students who were previously excluded for lapse of time will be reinstated for a period of one month and entitled-required to submit their thesis for examination, in accordance with the Postgraduate Assessment Regulations for Research Degrees. Where a student does not submit their thesis for examination within the period of reinstatement, they will be excluded for lapse of time and will not be permitted to apply for further reinstatement.;
- Students who previously withdrew before the end of their submission period will be offered the time they had remaining on their programme to complete the thesis before submission. Students may apply for extension to study or interruption of study as normal. Their thesis once submitted will be examined in accordance with the Postgraduate Assessment Regulations for Research Degrees.

The Withdrawal and Exclusion Procedure provides more information about where students may or may not be permitted to apply for reinstatement following exclusion.
Withdrawal and Exclusion Procedure

Vacation Leave for Research Students

46. Research Students are entitled to a maximum of eight weeks' vacation leave (i.e. 40 working days including public holidays) in each year of their programme without applying for an interruption of study. This includes MSc by Research students on programmes which are examined by the relevant College Postgraduate Committee (see Postgraduate Assessment Regulations for Research Degrees 46). MSc by Research degrees which are examined by a Board of Examiners in a School include vacation periods at specific points in the calendar.

Time taken as vacation leave is included within the prescribed period of study. Students must seek approval for vacation leave from their supervisor and the School Postgraduate Office. Visa restrictions may also apply in the case of international students.

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Grounds for the Award of Doctoral and MPhil Research Degrees

Demonstration by Thesis and Oral Exam for the Award of PhD

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

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

The thesis must:

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

PhD Thesis Length - Word Count

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

Additional Doctoral Programme Considerations

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

MPhil by Research

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

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

The thesis must:

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

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

PhD (by Research Publications)

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

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

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

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

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

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

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

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

Programme-Specific Regulations

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

Period of Study

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

Assessment

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

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

MSc by Research Degrees only

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

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

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

Application for Associated Postgraduate Diploma or Masters

60. A candidate who already holds a ~~P~~postgraduate ~~C~~ertificate or ~~D~~iploma from the University of Edinburgh may be permitted by the appropriate College to apply for candidature for the associated ~~P~~postgraduate ~~D~~iploma or ~~M~~asters degree, provided that not more than five years have elapsed between their first graduation and acceptance as a candidate for the subsequent award. Marks awarded for courses taken previously as part of the certificate or diploma will be used in progression and award decisions relating to the new programme. Credit for courses taken previously which form part of the Degree Programme Table for the new programme does not count against the credit allowance for Recognition of Prior Learning (RPL). Candidates who have exited the University with a Postgraduate Certificate or Diploma due to failure to meet relevant progression requirements for the associated award for which they are applying are not eligible to apply for readmission on this basis.

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Posthumous Awards

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

Aegrotat Awards

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

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

Doctor of Clinical Psychology (DClinPsychol)

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

Doctor of Psychotherapy and Counselling (DPsychotherapy)

64. The degree specific regulations are:
- Placement.** Students will undertake a practice placement, consisting of 300 hours of supervised counselling practice and 60 hours of counselling supervision.
 - Thesis Length.** The thesis will be between 35,000 and 55,000 words in length unless in exceptional cases the College has given permission for a longer thesis.

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- c. **Prescribed period.** The prescribed period of study for students undertaking the programme on a full-time basis is 48 months, and for students undertaking the programme on a part-time basis is 84 months.
- d. **Resits.** A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement if in the opinion of the Board the failure was attributable to illness, hardship or other relevant circumstances beyond the student's control. A repeat placement is to be completed within a further 24 months.
- e. **Recognition of Prior Learning (RPL).** In the case of formal, certificated study, up to 60 credits of prior learning at Scottish Credit and Qualifications Framework (SCQF) level 11 may be recognised. In the case of non-certificated study, up to 20 credits of prior learning may be recognised.

~~Doctor of Education (EdD)~~

~~65. The degree specific regulations are:~~

- ~~a. **Grounds for Award.** The degree of EdD may be awarded on the basis of successful completion of assessed coursework, a research project and a thesis.~~
- ~~b. **Prescribed Period of Study.** The prescribed period of study is 60 months part-time, but this may be increased to a maximum of 72 months.~~
- ~~c. **Thesis Length.** The thesis length should be no more than 75,000 words.~~

PhD in Musical Composition

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

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

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

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

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

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

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

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

- a. The portfolio of artefacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- b. The portfolio of artefacts or artworks should normally be accompanied by a thesis of not more than ~~20~~30,000 words (including bibliography and footnotes but excluding appendices).

Master of Fine Art

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

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

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

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

Master of Chinese Studies (MCS)

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

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

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

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

74. The degree specific regulations are:
- Grounds for Award.** Students will undertake a practice placement, consisting of at least 150 hours of supervised counselling practice and 30 hours of counselling supervision.
 - Mode of Study and Prescribed Period of Study.** The period of study will be 24 months full time or 48 months part-time. Each student must complete the requirements of the degree before the expiry of a further 12 months.

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- c. **Re-Sits.** Students who fail a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment. A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 24 months.

MSc in Transformative Learning and Teaching

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

MSc in Middle Eastern Studies with Arabic

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

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

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

MSc in Architectural Project Management

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

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MSc in Advanced Sustainable Design (mixed mode)

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

PhD in Creative Music Practice

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

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

PhD in Trans-Disciplinary Documentary Film

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

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

PhD in Architecture by Design

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

Master of Architecture

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

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

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84. ~~The degree specific regulations are:~~

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

Diploma in Professional Legal Practice

85. The degree specific regulations are:

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

PhD in Creative Writing

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

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

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

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

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

Master of Surgery (ChM)

~~88. The ChM suite of programmes are two year Scottish Credit and Qualifications Framework (SCQF) level 12 programmes worth 120 credits. In order to be awarded the ChM students must:~~

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

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

- ~~pass at least 80 credits at SCQF level 12 with a mark of at least 40% in each of the courses which make up these credits; and~~
- ~~attain an average of at least 40% for the 120 credits at SCQF level 12~~

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~~—c. satisfy any other specific requirements for the ChM degree programme, that are clearly stated in respective handbooks.~~

Professional Higher Degrees

Doctor of Medicine (MD)

~~89. An applicant for the degree of Doctor of Medicine (MD) must:~~

- ~~a. hold a qualification which is registrable with the General Medical Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the applicant's profession, or in the practice of Medicine or Surgery, and will be performing their work in the South East of Scotland*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh or an Associated Institution or an NHS establishment~~
- ~~b. all applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.~~

90. The grounds for the award of the degree of MD are consistent with the award of MPhil by Research degrees:-

- ~~a. a student must have demonstrated by the presentation of a thesis, a significant amount of material worthy of publication or public presentation, and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.~~

~~the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.~~

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91. Supervisors must accommodate the student and the project within their research facilities, and obtain permission from line managers as required. Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland* postgraduate deanery.
92. Registration may be full-time or part-time.
- Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.
 - Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

MD Timetable for submission

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

~~93. — A student who is registered for a MD may apply to the College for conversion to an alternative degree, including abbreviating the prescribed period to 1 year full time equivalent in order to complete a MSc by Research, completing a 2 year full time equivalent prescribed period to complete a MPhil, or extending the prescribed period to 3 years full time equivalent in order to complete a PhD. Conversion can only be considered prospectively, in advance of completing the necessary prescribed period of research, and will incur fees applicable for the new degree.~~

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

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

Doctor of Dental Surgery (DDS)

95. — ~~An applicant for the degree of Doctor of Dental Surgery (DDS) must hold a qualification which is registrable with either the General Dental Council or the General Medical Council or both and must have been engaged since graduation for at least two years either in scientific work bearing directly on the applicant's profession, or in the practice of Dentistry or other related disciplines, and will perform their research work in the South-East of Scotland*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.~~

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

96. — ~~The grounds for the award of the DDS are that:~~

- ~~a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.~~
- ~~b. the thesis must deal with one or more of the subjects arising directly from contemporary dental or surgical practice relevant to oral health. It must be an original work that:~~
 - ~~• makes a significant contribution to knowledge in or understanding of the field of study;~~
 - ~~• contains a significant amount of material worthy of publication or presentation;~~
 - ~~• shows a comprehensive knowledge and a critical appreciation of the field of study and related literature;~~
 - ~~• shows that the student's observations have been carefully made;~~

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- shows the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field;
- contains material which presents a unified body of work;
- is satisfactory in its literary and general presentation, gives full and adequate references and has a coherent structure;
- is understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

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

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

98. — Registration may be full-time or part-time.

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

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

DDS Timetable for submission

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

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DDS part time 40%	Prescribed Period	Submission period
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~~99. The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.~~

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

Doctor of Veterinary Medicine and Surgery (DVM&S)

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

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

- a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by College) that the student is capable of pursuing original research in the field of study relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
- b. the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgement with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

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

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the suggested topic and description, a period of normally at least 18 months must elapse before the thesis is submitted.

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

Doctor of Veterinary Medicine (DVetMed)

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

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

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

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

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

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

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

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

~~*Research Proposal; Study design and methods of research; Research project part 1, 2, 3~~
Contributing research courses are listed in the relevant

D College of Science and Engineering Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Engineering (EngD)

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

MSc Engineering degrees: professional requirements

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

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

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

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

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

2. These Regulations, including Assessment Regulations (2025/26), shall apply to degrees as set out in appendix 1 of this Resolution.

3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with postgraduate regulations for degrees set out in appendix 1 and specifically revokes Resolution No. 5/2024.

4. This Resolution shall come into force with effect from the commencement of the 2025/26 academic year on 1 August 2025.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

Appendix 1 to Resolution No. 7/2025

Degrees covered by these Regulations

Research Degrees

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

College of Arts, Humanities and Social Sciences

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

College of Medicine and Veterinary Medicine

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

College of Science and Engineering

Doctor of Engineering (EngD)

Higher Professional Degrees

College of Arts, Humanities and Social Sciences

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

College of Medicine and Veterinary Medicine

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

Postgraduate degrees (by coursework)

Master of Science (MSc)

College of Arts, Humanities and Social Sciences

European Masters in Landscape Architecture (EMLA)
Master of Architecture (MArch)
Master of Art (eca) MA (eca)
Masters in Architecture (MArch)
Master of Architecture (Studies) (MArch (Studies))
Master of Landscape Architecture (MLA)
Master of Architecture (Design) (MArch (Design))
Master of Architecture (Digital Media Studies) (MArch (Digital Media Studies))
Master of Business Administration (MBA)

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

College of Medicine and Veterinary Medicine

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

Senate**20 May 2025****Senate Election Results 2025****Description of paper**

1. The paper notifies Senate of the outcome of the elections of academic staff to serve on Senate from 1 August 2025.

Action requested / recommendation

2. Senate is invited to note the outcome of the elections.

Background and context

3. At its meeting of 5 February 2025, Senate approved the arrangements for the running of the elections for academic staff to Senate for 2025.
4. The elections were conducted in line with the arrangements approved by Senate at its [meeting of 5 February 2025](#) and in accordance with the [Senatus Academicus \(Senate\) Election Regulations](#).

Discussion

5. The results of the Senate academic staff elections are provided in Appendix 1. For the 2025-26 academic year, following the conclusion of the 2025 election process, 185 of 200 elected academic staff positions have been filled.
6. For the 2025 election process, 149 eligible nominations were received of which 139 nominees were willing to stand for election. Elections were required in five membership categories.
7. Based on feedback received as part of the November 2024 e-Senate, the 2025 nominations process was revised to include the following option for nominees to select: *"If sufficient nominations are received for my membership category, I would prefer not to stand for election to Senate"*. 10 nominations were subsequently withdrawn based on this selection.
8. Three Senate members resigned in the period between Senate approving the election arrangements on 5 February, and voting commencing on 16 April 2025. The number of positions open for election in 2025 has been adjusted to allow these vacancies to be filled. For each of the following membership categories, the number of vacancies was increased by one:
 - CAHSS Elected academic staff (Non-Professorial)
 - CAHSS Elected academic staff (Professorial)
 - CMVM Elected academic staff (Non-Professorial)

9. Elections were held in each membership category with the exception of the CMVM Elected academic staff (Professorial) category. In the CMVM Elected academic staff (Professorial) category, there were fewer nominations received than vacancies available. All nominees were elected to Senate unopposed.
10. During the 2024-25 academic year, there were five Senate members who held non-Professorial membership positions and who had been promoted to Professor during their term of office. At present, there is no agreed process for revising a non-Professorial member's position if they are promoted to Professor during their term on Senate. Consideration will be given on how to address this as part of the next review of the Senate Election Regulations.

Resource implications

11. The resource implications of holding elections were considered by Senate when approving the arrangements for the elections on 5 February 2025. There are no additional resource implications associated with declaring the outcome of the Senate academic staff election.

Risk management

12. Electing members to Senate ensures that the University is compliant with relevant statutory requirements.

Equality & diversity

13. An Equality Impact Assessment (EIA) has been conducted and is available on the [Equality and Diversity webpages](#). This assessment assumes a regular rotation/refreshment of members and the filling of most elected vacancies.
14. Senate Election advertising materials highlighted the University's commitment to improving the diversity of key University committees, and encouraged all academic staff to consider standing. The Senate elections were advertised widely through multiple channels.

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

15. Elected members have been notified by Senate Support. The election results are published via the Senate website and an all-staff communication will be circulated in the week commencing 12 May.

Author

Fraser Rudge
Senate Clerk & Deputy Returning Officer
Registry Services
May 2025

Freedom of Information Open

Appendix 1 - Senate Election Results 2025

1. There were 96 positions available for election.

	College of Arts, Humanities and Social Sciences	College of Medicine and Veterinary Medicine	College of Science and Engineering
Academic staff (Non-professorial)	12	14	14
Academic staff (Professorial)	17	22	17

2. There were 139 candidates willing to stand for election.

	College of Arts, Humanities and Social Sciences	College of Medicine and Veterinary Medicine	College of Science and Engineering
Academic staff (Non-professorial)	36	27	20
Academic staff (Professorial)	26	7	23

3. As there were more nominees than positions available, elections took place to determine the successful candidates in the following membership categories:

- Elected academic staff (non-Professorial) - College of Arts, Humanities and Social Sciences
- Elected academic staff (Professorial) - College of Arts, Humanities and Social Sciences
- Elected academic staff (non-Professorial) – College of Medicine and Veterinary Medicine
- Elected academic staff (non-Professorial) – College of Science and Engineering
- Elected academic staff (Professorial) – College of Science and Engineering

4. As there were fewer nominees than positions available, nominees in the following membership category were elected to Senate unopposed:
 - Elected academic staff (Professorial) – College of Medicine and Veterinary Medicine. 15 vacancies were carried over for election in 2026.
5. Successful candidates were each elected for a term of three years, commencing on 1 August 2025.
6. To recognise the importance of representation from staff who hold early career positions, Senate approved arrangements for nine positions within the non-professorial membership categories to be prioritised for staff who hold an early career academic position, with three of these positions available for election in 2025. Following the count of voting, this mechanism was not required in 2025. Candidates identified with an asterisk (*) would have been eligible for the early career prioritised position.
7. Elections took place between 16 and 30 April 2025. Following the counting of votes, it is declared that the staff listed below are elected to Senate.

A detailed breakdown of the votes cast is available on request from SenateSupport@ed.ac.uk

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

- Dr Samer Abdelnour, Business School
- Dr Andy Aydin-Aitchison, School of Law
- Dr Dario Banegas, Moray House School of Education and Sport
- Dr Jacob Bard-Rosenberg*, Edinburgh College of Art
- Dr Emily Brownell, School of History, Classics and Archaeology
- Dr Sue Chapman-Kelly*, Moray House School of Education and Sport
- Dr Sam Coombes, School of Literatures, Languages and Cultures
- Dr Karen Gregory, School of Social and Political Science
- Dr Killian O' Dochartaigh*, Edinburgh College of Art
- Dr Ugur Ozdemir, School of Social and Political Science
- Dr Liam Ross, Edinburgh College of Art
- Dr Courtney Stafford-Walter*, Moray House School of Education and Sport

College of Arts, Humanities and Social Sciences (Professorial):

- Professor Thomas Ahnert, School of History, Classics and Archaeology
- Professor Naomi Appleton, School of Divinity
- Professor Richard Baxstrom, School of Social and Political Science
- Professor Mirko Canevaro, School of History, Classics and Archaeology
- Professor Matthew Chrisman, School of Philosophy, Psychology and Language Sciences
- Professor David Farrier, School of Literatures, Languages and Cultures
- Professor Lucy Grig, School of History, Classics and Archaeology
- Professor Lauren Hall-Lew, School of Philosophy, Psychology and Language Sciences
- Professor Ailsa Henderson, School of Social and Political Science
- Professor Ewa Luger, Edinburgh College of Art
- Professor Velda McCune, Institute for Academic Development
- Professor Afshin Mehrpouya, Business School
- Professor Mihaela Mihai, School of Social and Political Science
- Professor James Mittra, School of Social and Political Science
- Professor Carol Richardson, Edinburgh College of Art
- Professor Wilfried Swenden, School of Social and Political Science
- Professor Suzanne Trill, School of Literatures, Languages and Cultures

College of Medicine and Veterinary Medicine (Professorial):

- Professor Catherine Abbott, Edinburgh Medical School
- Professor Mizeck Chagunda, Royal (Dick) School of Veterinary Studies
- Professor Andrew Gardiner, Royal (Dick) School of Veterinary Studies
- Professor Jeni Harden, Edinburgh Medical School
- Professor Malcolm MacLeod, Edinburgh Medical School
- Professor Harish Nair, Edinburgh Medical School
- Professor Jose Vazquez-Boland, Edinburgh Medical School

College of Medicine and Veterinary Medicine (Non-professorial):

- Dr Omar Alfituri*, Royal (Dick) School of Veterinary Studies
- Dr Kasia Banas, Edinburgh Medical School
- Dr Nicola Boydell*, Edinburgh Medical School
- Dr Giulia De Togni*, Edinburgh Medical School
- Dr Donald Dunbar*, Royal (Dick) School of Veterinary Studies
- Dr Crispin Jordan, Edinburgh Medical School
- Dr Jill MacKay, Royal (Dick) School of Veterinary Studies
- Dr Cristina Martinez Gonzalez*, Edinburgh Medical School
- Dr Steven Morley, Edinburgh Medical School
- Ms Cynthia Naydani*, Royal (Dick) School of Veterinary Studies
- Dr Olga Oikonomidou, Edinburgh Medical School
- Dr Sari Pennings, Edinburgh Medical School
- Dr Kirsteen Shields, Royal (Dick) School of Veterinary Studies
- Dr Ingrid Young, Edinburgh Medical School

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

- Dr Aidan Brown*, School of Physics and Astronomy
- Dr Jianyi Cheng*, School of Informatics
- Dr Elliot Crowley, School of Engineering
- Dr Charlotte Desvages*, School of Mathematics
- Dr James Garforth*, School of Informatics
- Dr Benjamin Goddard, School of Mathematics
- Dr Richard Gratwick, School of Mathematics
- Dr Samer Halabi*, School of Biological Sciences
- Dr Hamish Kallin, School of GeoSciences
- Dr Encarni Medina-Lopez, School of Engineering
- Dr Cip Pruteanu*, School of Physics and Astronomy
- Dr Dave Rush, School of Engineering
- Dr Stewart Smith, School of Engineering
- Dr Ben Wynne*, School of Physics and Astronomy

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

- Professor Richard Ball, School of Physics and Astronomy
- Professor Philip Camp, School of Chemistry
- Professor David Clarke, School of Chemistry
- Professor Ross Galloway, School of Physics and Astronomy
- Professor Einan Gardi, School of Physics and Astronomy
- Professor Gareth Harrison, School of Engineering
- Professor Chris Heunen, School of Informatics
- Professor David Ingram, School of Engineering
- Professor Dave Laurenson, School of Engineering
- Professor Pankaj Pankaj, School of Engineering
- Professor Ajitha Rajan, School of Informatics
- Professor Andrew Rambaut, School of Biological Sciences
- Professor Ken Rice, School of Physics and Astronomy
- Professor Graham Stone, School of Biological Sciences
- Professor Ian Underwood, School of Engineering
- Professor Michèle Weiland, Edinburgh Parallel Computing Centre
- Professor Iain Woodhouse, School of GeoSciences

Senate

20 May 2025

Students' Association Sabbatical Officers' Priorities for 2024/2025 reflection

Description of paper

1. This paper presents a concluding and reflective report on the priorities for the 2024/2025 sabbatical team and Vice President Education, as outlined at the first Senate session of this academic year.

Action requested / recommendation

2. Senate is invited to note this report.

Background and context

Progress towards our Sabbatical Officer team priorities

3. "Build a University for all, that centres student communities who have historically been marginalised".
 - a. We made progress by introducing a new role: Widening Participation Officer, as part of our elected Liberation Officers. We collaborated with the 93% Club to promote initiatives across the University, including the provision of accent discrimination training. We also established a Mature Students Society to offer mature students a space to come together and build their community. Finally, we worked with Senate Quality Assurance committee to better understand attainment gaps and begin exploring ways to support under-represented identities within the University.
4. "Make students' lives easier, ensuring they have what they need to thrive academically and personally".
 - a. We worked towards this priority by organising national lobbying efforts on the Housing (Scotland) Bill 2025, ensuring that amendments were submitted to address student issues such as guarantor challenges and the lack of regulation for purpose-built student accommodation. Simultaneously, we lobbied the University and the council to support the expansion of housing co-operatives—the most affordable student accommodation in the city. We have also worked closely with ACE to review options for more affordable, satisfying, and filling food choices on campus. Additionally, we secured a borrow-cup deposit return scheme that will be implemented in Edinburgh College of Art from the next academic year.
5. "Lobby for institutional reform, whilst empowering students to create positive change, in accessible ways, on the issues that matter to them"

- a. We have started several strategic initiatives to enhance the student experience and strengthen engagement with the University. First, we developed our [Student Experience Framework](#) to guide conversations on enhancing the student experience. We have also consistently lobbied for divestment as part of our commitment to ethical investment practices. In addition, we introduced a new Student Partnership Agreement format, which will be presented to Senate Education Committee (SEC) for approval, and advocated for a holistic portfolio review. To empower student voices, we hold regular coordination meetings with representatives, we held the first University-wide student representative forum with the University's Senior Leadership Team, and we continued to support the continuous improvement of College Student Staff Liaison Committees. Finally, following two successful sustainability forums with both students and the Department of Social Responsibility and Sustainability (SRS), we established a link between interested societies and SRS to create a stronger feedback loop.

Progress towards the VP Education priorities

6. "Advocate for transparency and accountability"

- a. Regarding assessment and feedback, I have continuously championed a broader approach that moves beyond traditional assessment rubrics to include an assessment information package which provides all the information students require before an assessment to fully understand the expectations placed upon them, including the assessment rubrics. This terminology is now starting to be used across the University in conversations about assessment and feedback.
- b. I contributed to informed course decision-making, helping the University to better understand what information students need for selecting courses. With ongoing projects focused on course selection and enrolment, it is expected that the current situation will improve significantly as the University modernises its systems.

7. "Enhance students' experience of interacting with the University"

- a. I have worked on providing reliable timetabling for students and relaying their current frustrations to the University. With the launch of the Timetabling and Course Selection project, I share in the optimism around the benefits this project will deliver especially given the strong student input. I spearheaded the updating our student wellbeing webpages to make them more user focussed. Recognising that one in five students is affected by poor audio quality in lecture recordings, I have collaborated with the University to address the human and mechanical issues and work towards comprehensive reporting resulting in mechanisms for continuous improvement.

8. “Empower student leaders to create positive change within Schools”

- a. I have worked closely with all elected student representatives across the University. We have collaborated in preparing for Senate meetings. I have chaired all College Student Staff Liaison Committees and worked with both colleges and students to enhance them. I have also created structures that facilitate closer collaboration between representatives and the Vice President Education. Finally, I have partnered with the University to shape future student voice initiatives for the next academic year.

9. This progress on these priorities is not exhaustive but is intended to demonstrate to Senate the positive work that the Students’ Association and the University have achieved over the academic year. For an extensive list, [click here](#).

Discussion

Reflection on our year

10. The Sabbatical Officer team sincerely appreciated being welcomed by the University community and working alongside inspirational people who both work and study at the University. Collaborating across this organisation has demonstrated the passion and determination at every level to deliver the best for students.
11. The willingness to listen, take on board, and act on feedback in certain areas has been outstanding. As reflected in our student and teaching awards, both students and staff are continually striving to enhance teaching and learning at the University.
12. As Vice President Education I would particularly endorse continuing initiatives focused on assessment information packs (including assessment rubrics), assessment tariffs, student voice, informed course decision-making, and timetabling. Although these are only a few projects within the Vice President Education remit, there is immense positive work happening across the institution to improve the student experience at Edinburgh.
13. With support from across the University, we have made significant progress on our priorities. However, whilst working towards these goals, we have also encountered some barriers and perceived pain points that slow progress in enhancing the University for both students and staff.
14. We found the lack of trust across the University frustrating. Previous poor decisions eroded trust, and ineffective communication perpetuate this. Yet, active distrust or a reluctance to trust only compound problems, leading to dysfunctional governance.

15. Similarly, it's clear that we, the University community, must consider the needs of the institution whilst representing our distinct perspectives. Without clear, shared institutional priorities, collaborative decision-making risks becoming fragmented, misaligned, and mistrustful.
16. Although the University has a charitable purpose, I am uncertain whether a unified culture exists across the entire organization—one that enables everyone to pull in the same direction.
17. Within these paragraphs I touch on trust, culture and direction within the University. I hope over the next year these three high level tangible pillars can be elucidated to enable the University to continue to succeed.

Resource implications:

18. Taking the time to reflect on the last year is the only resource implication directly from this paper. The reflection could include how we can all contribute to a more successful University of Edinburgh. If action is taken on the reflections that will take resource, but benefits will outweigh the initial resource.

Risk management:

19. Supporting the students, student representatives, and Sabbatical Officers each year to enact positive change in partnership with staff clearly brings demonstrable benefits to the institution. Ignoring student insights, however, could undermine the positive progress being made.
20. It is essential to recognise the significant interlink between trust, culture, and direction, as well as the role each of us plays in actively fostering trust by starting from a place of believing in others' good intentions. When we coalesce around a shared culture, we can all drive forward in the same direction.

Responding to the Climate Emergency & Sustainable Development Goals:

21. The work of the students and the Sabbatical Officer team has an impact on how the University prioritises its response to the climate crisis. Consequently, listening to and empowering students enables the University to prioritise its actions on climate and sustainability.

Equality & diversity:

22. Students and staff working in partnership help ensure that all voices are heard; this paper advocates for the continuation of such collaborative efforts. It also promotes a more inclusive community, urging us to look beyond our own perspectives and consider the needs of the wider University community.

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

23. This paper does not directly call for any immediate substantive action. Instead, it suggests that the challenges outlined in the reflection should be addressed and that the positive partnership work between students and staff should continue.

Authors

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Vice President Education 2024-25

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Freedom of Information *Open*

SENATE**20 May 2025****Learning and Teaching Strategy Implementation Plan Update****Description of paper**

1. This paper provides Senate with an update on the development of the implementation plan for the Learning and Teaching Strategy.

Action requested / Recommendation

2. Senate is asked to note the update.

Background and context

3. The Learning and Teaching Strategy 2030 has been developed to provide a roadmap to achieve the learning and teaching focused purpose of Strategy 2030, specifically that: our teaching will match the excellence of our research. We will improve and sustain student satisfaction and wellbeing.
4. Following extensive consultation (including Senate, see [paper S 24/25 2P](#)) the Learning and Teaching Strategy was approved by Senate Education Committee on 27 February 2025.

Discussion

5. An accompanying implementation plan is being drafted. Approval for this plan will not be sought, instead, it will form a live document which will be shared with all stakeholders on an ongoing basis. Updates on progress with implementation and evaluation of the Learning and Teaching Strategy will be provided to Senate at key points.
6. Three workshop sessions providing staff with an initial opportunity to shape the drafting of the implementation plan were organised in March and April 2025. Unfortunately, due to low sign ups, only one session took place on 27 March. This session was attended by 28 members of staff (representing 14 members of Senate and 14 members of standing committees). Feedback from the session has been captured and will inform the development of the implementation plan.
7. Given the limited turnout for the workshops, consideration is being given to how further input can be gathered from staff electronically. Additionally, the Deputy Vice-Principal Students (Enhancement) is holding separate meetings with the Institute for Academic Development and Head of Edinburgh Global in the near future and will schedule others in order to gather further input.

Resource implications

8. The main purpose of the Learning and Teaching Strategy is to guide and focus the utilisation of existing resource. Resource implications associated with a number of developments to the curriculum have been provided through the resourcing of the Curriculum Transformation Programme. A number of the key enablers (e.g., SLMG, estates, student support etc.) also have resources allocated to them.
9. In terms of the implementation plan, there are minor resource implications for staff members in relation to time needed to engage with ongoing development, although this is expected to be minimal. Support for the development and maintenance of the implementation plan and for the evaluation of the Learning and Teaching Strategy is expected to be provided by Academic Quality and Standards, the Deputy Vice-Principal Student (Enhancement), the Vice-Principal Students and the Senior Projects Officer.

Risk Management

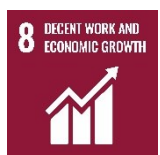
10. There is a risk to learning and teaching and the student experience in not having a Learning and Teaching Strategy in place. Without a Strategy the University lacks a unified direction in its education goals and we may fail to achieve our ambition set out in Strategy 2030. A lack of a Strategy may also result in ineffective resource allocation. There is a further risk that without a Strategy we fail to meet the recommendations from the QESR leading to consequences in our next external review.

Responding to the Climate Emergency and Sustainable Development Goals

11. Once completed, the Learning and Teaching Strategy 2030 will contribute to the following SDGs:



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Promote inclusive and sustainable economic growth, employment and decent work for all

Equality and Diversity

12. Equity, diversity and inclusion have been, and continue to be, major considerations of the Learning and Teaching Strategy. EDI is a core value underpinning Strategy 2030 and the Learning and Teaching Strategy. An Equality Impact Assessment has been [completed](#) and will be reviewed in line with plans for evaluation (see below).

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

13. The Deputy Vice Principal Students (Enhancement) is working with Communications and Marketing, Colleges and Schools to develop a communication on the Strategy.
14. A light-touch evaluation of progress against the actions will be planned for the mid-way point of the strategy (in three years), with a fuller evaluation nearer to the end of the Strategy period (2030).

Further information

Author(s)

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Presenter(s) (if required)

Professor Tina Harrison, Deputy Vice-Principal Students (Enhancement)

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Nichola Kett, Head of Academic Quality and Standards

Freedom of information

Open

Senate**20 May 2024****Senate Standing Committee Priorities 2025/26****Description of paper**

1. This paper provides Senate with the standing committee priorities for academic year 2025/26.

Action requested / recommendation

2. Senate is asked to note the priorities for 2025/26.
3. Senate is being asked to note this paper as the priorities have been developed in line with the standing committee terms of reference as approved by Senate: "The Committee will follow a schedule of business set prior to the start of the academic year which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community."

Background and context

4. At its 5 February 2025 meeting, Senate received a paper (Paper S24/25 3K) which provided a mid-year reflection on 2024/25 standing committee priorities and sought Senate's contribution to the 2025/26 standing committee priorities.
5. Each of the Standing Committees received a paper with draft proposed priorities for discussion during the February/March 2025 round of meetings. The following was taken into consideration when proposing priorities across the Standing Committees:
 - Committee remits
 - Feedback from Senate and standing committees
 - University strategic priorities
 - External and regulatory requirements
 - Outcomes of quality processes, including external review
6. The proposed priorities were presented in the following template to aid consideration by members:

Proposed priority	
Rationale and fit with remit	
Area of focus and objectives	
Regulatory/external requirement?	

7. Standing committee member input (including from the constituencies they represent) is critical to shaping the proposed priorities and the associated areas of focus and objectives. Standing committee members were invited to shape draft priorities or to suggest additional priorities to reach agreement on a set of priorities which are relevant to the committee remit and the University's strategic priorities, and are achievable within resources. As such, standing committee members were asked to consider SMART criteria when discussing and agreeing the proposed priorities. Ideally, the objectives of the priorities should be specific, measurable, achievable, relevant and time-bound.
8. The timeline for discussion and agreement of standing committee priorities was as follows:

	Mid-year reflection update + input to priorities	Mid-year reflection + draft priorities discussion	Agree priorities (standing committees)	Senate notes agreed standing committee priorities
SEC	5 Feb	27 Feb	1 May	20 May
APRC	5 Feb	20 March	By electronic business (by end April)	20 May
SQAC	5 Feb	20 Feb	3 April and by electronic business (by end April)	20 May

Discussion

9. *Senate Education Committee priorities 2025/26*

Priority	Curriculum Transformation
Rationale and fit with remit	<p>Curriculum Transformation is a major University strategic priority which aligns to Strategy 2030. It is also relevant to the committee remit:</p> <p>2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners</p> <p>2.2 Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local</p>

	developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations
Area of focus and objectives	<ul style="list-style-type: none"> • Committee to contribute to and guide development and adoption of UG and PGT Curriculum Frameworks (including Challenge Courses and experiential learning) • Committee to have oversight of priority areas for enhancement linked to Curriculum Transformation (e.g. programme level assessment, sustainability & climate, accessibility & inclusion)
Regulatory/external requirement?	No

Priority	Learning and Teaching Strategy implementation and evaluation
Rationale and fit with remit	<p>Relevant to committee remit:</p> <p>2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners</p> <p>2.2 Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations.</p>
Area of focus and objectives	<ul style="list-style-type: none"> • Support the effective implementation of the Strategy • Inform the ongoing development of an evaluation plan for the Strategy • Consider outcomes of the evaluation of the Strategy relevant to the Committee remit, discuss and support proposed amendments to policy and practice in response. • Reporting to Senate as appropriate on the implementation and evaluation of the Strategy

Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).
Priority	Assessment and feedback
Rationale and fit with remit	Relevant to committee remit 2.3: Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback.
Area of focus and objectives	<ul style="list-style-type: none"> • Supporting the improvement of feedback quality, including (but not limited to) the consistent use of assessment rubrics. • Supporting and approving the development of the Assessment and Feedback Principles and Priorities into policy. • Committee to focus on the development of assessment practice in the context of generative AI. • Work with APRC to review and enhance policy and regulations relating to assessment resit and resubmission. • Supporting the development of policy and guidance regarding moderation of assessment.
Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).

Priority	Student support model – support for ongoing implementation
Rationale and fit with remit	<p>Relevant to the committee remit:</p> <p>2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners.</p> <p>2.3: Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback.</p>
Area of focus and objectives	<ul style="list-style-type: none"> • Consider outcomes of the evaluation of the student support model relevant to the Committee remit, discuss and support proposed amendments to

	<p>policy and practice in response e.g. Student Support Framework</p> <ul style="list-style-type: none"> To work with the Doctoral College on how we can enhance support for PGR students. PGR students are not currently included in the model, although benefit from the Student Wellbeing Service.
Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and the QAA QESR Report (published January 2024).

10. Senate Academic Policy and Regulation Committee priorities 2025/26

Priority	Curriculum Transformation
Rationale and fit with remit	<p>The Curriculum Transformation Programme is a major University strategic priority which aligns to Strategy 2030. It is also relevant to the committee remit:</p> <p>2.1 Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.</p> <p>2.2 Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.</p>
Area of focus and objectives	<ul style="list-style-type: none"> Consider regulatory implications of elements of the PGT curriculum, including progression points, awarding criteria, programme length, pass marks, and Recognition of Prior Learning; Consider and approve where relevant policies to articulate the PGT programme archetypes (contingent on approval of the archetypes by Senate).
Regulatory/external requirement?	No

Priority	Scheduled review of policies
Rationale and fit with remit	APRC revised the schedule of reviews for policies in March 2023 to group these more thematically and address a backlog in reviews generated during the pandemic period. The review of some policies scheduled for 2024/25 has been postponed to 2025/26.

	<p>Maintenance of the framework of policies and regulations is central to APRC's remit:</p> <p>2.1 Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.</p>
Area of focus and objectives	<p>Policies scheduled for review during 2025/26 include the following:</p> <ul style="list-style-type: none"> • Code of Student Conduct • Dual, Double and Multiple Awards Policy • Various documents relating to PGR assessment
Regulatory/external requirement?	<p>Yes. Regular review of core practices as enshrined in policy is an expectation under the QAA UK Quality Code.</p>

11. Senate Quality Assurance Committee priorities 2025/26

Priority	Responding to 2023 Quality Enhancement & Standards Review (QESR)
Rationale and fit with remit	<p>This priority responds to the recommendations following the 2023 QESR and is relevant to the Committee remit:</p> <ul style="list-style-type: none"> • 2.6 Support the University's engagement with external quality requirements and activities, including: external quality review, sector reference points, and responses to consultations. • 2.8 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.
Area of focus and objectives	<ul style="list-style-type: none"> • The Committee will focus on the progress required against the QESR recommendations: <ul style="list-style-type: none"> vi) Assessment & Feedback (turnaround times and quality of feedback) vi) Implementation of the Tutors & Demonstrators training policy vi) Promotion of academic staff based on teaching vi) Learning & Teaching Strategy vi) Attainment gap monitoring vi) Pace of change: make progress on recommendations from external reviews which can be evidenced in the next academic year. • The Committee will support and monitor the work of the External Quality Review Oversight Group, overseeing

	<p>actions to progress the above recommendations. The Group will report to SQAC and Senate Education Committee (SEC) to allow the Senate Committees to monitor progress against recommendations and ensure that appropriate action is being taken.</p> <ul style="list-style-type: none"> • The Committee will update wider Senate on developments and progress in order to facilitate understanding of QESR and related external QA requirements.
Regulatory/external requirement?	Yes. This is in response to recommendations made in the QAA Enhancement Led Institutional Review (ELIR) 2021 Report and the later QESR.

Priority	Engaging with the new Tertiary Quality Enhancement Framework (TQEF)
Rationale and fit with remit	<p>A new sector-wide Tertiary Quality Enhancement Framework (TQEF) has been implemented by the Scottish Funding Council (SFC) in 2024-25. This fits with the Committee remit:</p> <ul style="list-style-type: none"> • 2.6 Support the University's engagement with external quality requirements and activities, including: external quality review, sector reference points, and responses to consultations. • 2.8 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.
Area of focus and objectives	<ul style="list-style-type: none"> • The Committee will update policy, guidance and practice to align with the TQEF. • The Committee will oversee the embedding of the new institutional annual quality reporting process to the Scottish Funding Council (SFC): the Self-Evaluation Action Plan (SEAP). • The Committee will engage with the new national enhancement programme for Scotland's colleges and universities: Scotland's Tertiary Enhancement Programme (STEP). • Committee will update wider Senate on developments and changes in order to facilitate understanding and engagement with the new TQEF.
Regulatory/external requirement?	Yes. Mapping to SFC Guidance on Quality for Colleges and Universities 2024-25 to 2030-31 is an external requirement.

Priority	Evaluation and monitoring of the effectiveness of the new student support model (SSM)
Rationale and fit with remit	<p>Relevant to committee remit:</p> <ul style="list-style-type: none"> • 2.5 Support the University's engagement with external quality requirements and activities, including: external quality review, sector reference points, and responses to consultations. • 2.6 Identify areas for innovation and enhancement of the student experience from the outcomes of the quality framework and ensure that these inform Senate Education Committee's policy development.
Area of focus and objectives	<ul style="list-style-type: none"> • Oversight of the development of an evaluation mechanism as the model transitions to business as usual – including how this mechanism integrates with existing quality assurance processes. • Committee to be responsible for assessing the effectiveness of the SSM, through the evaluation model and supported by data to evidence the impact. • The Committee will look to ensure consistency and identify good practice & lessons learned from the use of the SSM. Any relevant lessons learned from implementation will be shared with the University Initiatives Portfolio Board (UIPB).
Regulatory/external requirement?	<p>Yes. The University has made progress on the recommendation in ELIR 2021 to progress with student support services. Under this recommendation, the University was asked to develop an effective mechanism to monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience.</p> <p>Equally, evaluation and institutional oversight of the SSM will be an ongoing piece of work that will be the responsibility of SQAC as a quality measure once the project team completes its work.</p>

Priority	Student Voice
Rationale and fit with remit	<p>Relevant to committee remit:</p> <ul style="list-style-type: none"> • 2.2 In partnership with Edinburgh University Students' Association, ensure effective student engagement and representation of student voices in the University's quality framework. • 2.6 Identify areas for innovation and enhancement of the student experience from the outcomes of the quality framework and ensure that these inform Senate Education Committee's policy development.
Area of focus and objectives	<p>The Committee is to monitor and contribute to the activities around Student Voice set to take place in 2025/26, including policy review, enhancing feedback mechanisms and the development of a student voice framework to support Schools in their engagement with the student voice. This supports the continuous efforts to improve engagement with student voice and promote consistency in responding to student voice.</p>
Regulatory/external requirement?	<p>No. However, student engagement and partnership is a core principle of the quality framework and the planned student voice activities align well with enhancing our practices.</p>

Priority	Student Data Monitoring
Rationale and fit with remit	<p>Relevant to committee remit:</p> <ul style="list-style-type: none"> • 2.6 Identify areas for innovation and enhancement of the student experience from the outcomes of the quality framework and ensure that these inform Senate Education Committee's policy development. 2.8 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.
Area of focus and objectives	<p>The Committee established this task group with the objective to adopt a systematic approach to monitoring data at the University level across key stages in the student lifecycle. The aim is to understand how well the University supports different student groups throughout their time at Edinburgh. The task group has been active in 2024/25 and will continue in 2025/26. The group will make recommendations to SQAC for a systematic data monitoring process.</p>

	<p>This new systematic approach will fill a gap in our oversight of the student experience at the University and will focus on quality data and high standards of evidence collection and use. Where appropriate, the Committee will consult with APRC to understand relevant policies, behaviours & EIQA analysis.</p> <p>Some aspects of the work of this task group are in alignment with the attainment monitoring recommendation of the QESR. The QESR report requires the University to:</p> <ul style="list-style-type: none"> • Complete the recommendation on attainment gap oversight, coordination and monitoring from ELIR 4, expediting progress to ensure that the work being undertaken is effective. • Pay particular attention to sharing good practice and supporting staff in understanding the causes of attainment gaps and taking effective action.
Regulatory/external requirement?	<p>Yes. This was a recommendation in the QAA ELIR 2021 and was re-emphasised by the QESR.</p> <p>Furthermore, it is an area of work that the Committee has identified for focus in previous years and now looks to prioritise the package of work that is required.</p>

Priority	Enhance Senate understanding of arrangements and effectiveness for quality assurance regarding internal systems and change processes
Rationale and fit with remit	<p>Relevant to committee remit:</p> <ul style="list-style-type: none"> • 2.6 Identify areas for innovation and enhancement of the student experience from the outcomes of the quality framework and ensure that these inform Senate Education Committee's policy development.
Area of focus and objectives	<p>SQAC is to prioritise helping Senate to better understand and scrutinise the arrangements and effectiveness for quality assurance regarding internal systems and change processes, including recent/ongoing changes to Exceptional Circumstances, Timetabling, Student Support, and Virtual Learning platforms.</p>
Regulatory/external requirement?	No. This priority has been set at the request of Senate.

Resource implications

12. Standing committees' work has implications not only for Registry Services, but also for the membership and stakeholders the committee may need to consult and work with in relation to a particular priority, including in relation to implementation and evaluation. Resource implications should be outlined and considered on an ongoing basis as work on priorities progresses.

Risk management

13. Work on priorities is vital to the committee fulfilling its remit. Failure to fulfil its remit raises potential risks associated with the University's framework of academic policy and regulations and the student experience.

Responding to the Climate Emergency & Sustainable Development Goals

14. This paper does not respond to the climate emergency or contribute to the Sustainable Development Goals.

Equality & diversity

15. Equality and diversity implications should be outlined and considered on an ongoing basis as work on priorities progresses. Consideration of the equality and diversity implications of committee business is the responsibility of all standing committee members.

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

16. Progress on standing committee priorities is reported to Senate as part of upcoming business papers to ordinary meetings, the mid-year reflection paper and in the annual report to Senate. Additionally, the Senate Committees' Newsletter provides information on standing committee business.

Author

Academic Quality and Standards
May 2025

Presenter

Professor Colm Harmon, Convener of SEC
Professor Tina Harrison, Convener of SQAC
Professor Patrick Hadoke, Convener of APRC

Freedom of Information Open

SENATE**20 May 2025****Communications from Research Strategy Group****Description of paper**

1. This paper provides a summary of issues discussed at the meeting of RSG on 20th March. The Group's responsibility for research policy and strategy are directly relevant to the achievement of the following outcomes set out in Strategy 2030, which are further developed in the University's Research and Innovation Strategy 2030:¹
 - i. We will see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines.
 - ii. We will be a global leader in artificial intelligence and the use of data with integrity.
 - iii. We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.
 - iv. Edinburgh will become the Data Capital of Europe. We will deliver inclusive growth, provide data skills to at least 100,000 individuals, and create new companies and solutions for global challenges

Action requested / recommendation

2. Senate is invited to note the report.

Background and context

3. RSG monitors delivery of the University's Research and Innovation Strategy and its Research Cultures Action Plan. Since the last report to Senate, RSG has held one meeting, which was on 20th March (in place of the meeting planned for 17th February). RSG will hold two other meetings in 2024/25 on 8th May 8th and 1st July 1st.

Discussion

4. Please see Appendix 1 for a report of business conducted at the meeting of RSG on 20th March.

Resource implications

5. Where applicable, as covered in the report.

Risk management

6. Where applicable, as covered in the report.

Equality and diversity

7. Where applicable, as covered in the report.

¹ <https://www.ed.ac.uk/research-innovation>
<https://support-for-researchers.ed.ac.uk/research-cultures>

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

8. The [Research Strategy Group](#) committee site provides access the agenda of meetings. The minutes of each meeting are uploaded after they have been formally approved. Senate receive an update on the implementation and evaluation of the impact of any action agreed.
9. Senate members may also be interested to view the [weekly ERO digests of news relevant to R&D](#) in the social, political and economic landscape in Scotland, the UK and further afield. The digests are written primarily for members of the University Research Strategy Group. Their popularity means that they are now available to all University staff.
10. Since the meeting of RSG on 20th March, the Scottish Funding Council produced its indicative allocations for the academic year 2025/26 ERO have produced briefing focussed on the [SFC funding allocated for R&D](#). ERO has also produced a briefing on the [Department for Science, Innovation and Technology R&D budget for the financial year 2025/26](#) which includes ARIA, UKRI (and its bodies).

Author

11. Dr Susan Cooper
Research, Policy and Performance Directorate, Edinburgh Research Office.
April 2025

Freedom of Information

12. Open Paper

Appendix 1: Key points from the meeting of Research Strategy Group on 20 March 2025

1. RSG Convenor's briefing

The key points in the oral briefing from the VP Research and Enterprise who is the Convenor were:

- Russell Group discussion about full economic costing of research and future of formula driven funding to support research allocated by the four national research funding bodies.
- REF2029 People, Culture and Environment pilot
- The programme to reimagine the University's size, shape and ways of working that is intended to restore the University to a sustainable financial footing

The Convenor's briefing prompted a discussion about recent changes to the international research funding landscape.

2. Research Ethics for Arms & Defence Working Group Recommendations

RSG discussed the report of the Research Ethics for Arms & Defence Working Group and its recommendations. It was noted that the report, incorporating feedback from RSG, would be presented to Senate at its meeting on 20th May 2025.

3. Senate – RSG Developments

RSG noted that discussions were taking place that were concerned with RSG's relationship to Senate. Members' comments on an options paper were incorporated before it was discussed by Senate External Review Task and Finish Group at its meeting on 1st April. The paper presented to Senate at its meeting on 20th May is the outcome of the discussions at the meetings of RSG meeting and SERT&FG.

4. AI and its Uses in Research – Next Steps

RSG considered a paper on how AI-related initiatives and opportunities align with the Research and Innovation (R&I) Strategy 2030. The paper set out a range of ways in which AI intersects with the strategy, including in relation to research methods, research ethics and integrity, intellectual property and data-sharing, and training and support for the research community in using AI in their research. A particular focus was on how our research culture should emphasise the need for rigour and integrity in research data and methods.

The VP Research and Enterprise will be issuing further communication to the research community on support for using AI in research in the Spring, and this will be cascaded through Deans of Research and College Research Committees.

5. Concordat on Researcher Development Action Plan

RSG approved the University's action plan for implementing the Concordat on Researchers for 2025-28 and noted the report on activity during the period March 2024 to March 2025. IAD's website include a range of material relating to [supporting and implementing the Concordat](#) including the latest report and action plan.

6. Annual Research Ethics and Integrity report

RSG considered the university's draft annual Research Ethics and Integrity report for 2023/24. An annual report must be produced to comply with the Universities UK Concordat on Research Integrity. RSG recommended it be approved by the University's Risk Management Group. After it has been approved the annual report will be updated to on ERO website. [Annual Research Ethics and Integrity Reports | Edinburgh Research Office](#).

7. Other Items

RSG received the following for information: updates on Research Grants and Applications and Industrial and Translational awards; reports from Library Research Support and the Edinburgh Research Office; notes of most recent meetings of RSG's sub groups. RSG also received an annual report on Strategic Investment Plan and the Communications and Marketing report on its activities relevant to the RSG remit.

SENATE

20 May 2025

Report of Chair Promotions 2024/25

Description of paper

1. Report of the recommendations for Promotion to Chair, following the 2024-25 Academic Promotion Round

Action requested / Recommendation

2. For information.

Resource implications

3. Increased salaries will impact on each individual College's staff budget.

Risk Management

4. N/A

Responding to the Climate Emergency and Sustainable Development Goals

5. N/A

Equality and Diversity

6. Equality and Diversity is central to the considerations of the Academic Promotions Committees.

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

7. N/A

Further information

Author(s)

Louise Kidd
HR Partner Reward
University HR
6 May 2025

Freedom of information: Open

REPORT OF CHAIR PROMOTIONS

Following the 2024-25 Academic Promotion Round, 63 nominations for award of the academic title of Personal Chair have been approved. All Personal Chairs are effective 1 August 2025 as follows:

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	B	Auyeung	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Child Health and Developmental Science
Dr	T	Bak	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Cognitive Science of Language and Multilingualism
Dr	R	Bendrey	CAHSS	History, Classics and Archaeology	Personal Chair of Zooarchaeology and Eurasian Prehistory
Dr	R	Bolton	CAHSS	Social and Political Science	Personal Chair of Sustainable Energy
Dr	T	Calvard	CAHSS	Business School	Personal Chair of Work and Organisation
Dr	K	Carter	CAHSS	Edinburgh College of Art	Personal Chair of Sustainable Architecture
Dr	C	Duncanson	CAHSS	Social and Political Science	Personal Chair of Global Politics
Dr	B	Eckhardt	CAHSS	History, Classics and Archaeology	Personal Chair of the History of the Ancient Mediterranean World
Dr	L	Engelmann	CAHSS	Social and Political Science	Personal Chair of the History of Medicine
Dr	Y	Foley	CAHSS	Moray House School of Education and Sport	Personal Chair of Literacies and Multilingual Education
Dr	T	Griffiths	CAHSS	History, Classics and Archaeology	Personal Chair of Modern Social and Economic History
Dr	E	Haycock-Stuart	CAHSS	Health in Social Science	Personal Chair of Student Learning Nursing
Dr	S	Lamont-Black	CAHSS	Law	Personal Chair of Transnational Trade Law
Dr	B	Maguire	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Moral and Political Philosophy
Dr	J	Martinovic	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Vision Science
Dr	B	Marusic	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Moral Philosophy and Epistemology
Dr	K	McCall-Smith	CAHSS	Law	Personal Chair of International Law and Human Rights
Dr	I	McWha-Hermann	CAHSS	Business School	Personal Chair of Work and Organisational Psychology
Dr	L	Milne	CAHSS	Edinburgh College of Art	Personal Chair of Critical Theory
Dr	D	Mirman	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Brain and Language
Dr	J	Murray	CAHSS	Edinburgh College of Art	Personal Chair of Film Theory, History and Criticism
Dr	A	Murray	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Developmental Psychology of Mental Health
Dr	M	O'Toole	CAHSS	Business School	Personal Chair of Management and Organisation Studies
Dr	C	Pickard	CAHSS	History, Classics and Archaeology	Personal Chair of Prehistory and Archaeometry
Dr	B	Sila	CAHSS	Business School	Personal Chair of Finance
Dr	S	Spiegel	CAHSS	Social and Political Science	Personal Chair of Global Studies and International Development
Dr	J	Stover	CAHSS	History, Classics and Archaeology	Personal Chair of Medieval Latin
Dr	A	Turner	CAHSS	Moray House School of Education and Sport	Personal Chair of Sports Physiology
Dr	K	Wright	CAHSS	Social and Political Science	Personal Chair of Media and Communications
Dr	K	Atkins	CMVM	Usher Institute	Personal Chair of Infectious Disease Epidemiology
Dr	M	Brittan	CMVM	Clinical Sciences	Personal Chair of Cardiovascular Regeneration
Dr	A	Corbishley	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Infectious Diseases and Education
Dr	G	Culshaw	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Small Animal Cardiology
Dr	B	Denholm	CMVM	Biomedical Sciences	Personal Chair of Developmental Biology and Physiology

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	A	Duckworth	CMVM	Usher Institute	Personal Chair of Trauma and Orthopaedics
Mr.	D	Hope	CMVM	Medical Education	Personal Chair of Psychometrics
Dr	C	Lucas	CMVM	Clinical Sciences	Personal Chair of Pulmonary Immunity and Regeneration
Dr	M	Miller	CMVM	Clinical Sciences	Personal Chair of the Environment and Health
Dr	C	Morroni	CMVM	Clinical Sciences	Personal Chair of Global Sexual and Reproductive Health
Dr	S	Rhodes	CMVM	Clinical Sciences	Personal Chair of Developmental Neuropsychology
Dr	G	Schoeffmann	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Anaesthesia and Analgesia
Dr	D	Shaw	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Comparative Statistics
Dr	S	Symeonides	CMVM	Genetics and Cancer	Personal Chair of Experimental Cancer Medicine
Dr	J	Aird	CSE	Physics and Astronomy	Personal Chair of X-ray Astronomy
Dr	E	Bayne	CSE	Biological Sciences	Personal Chair of RNA and Chromatin Biology
Ms	A	Birch-Mayne	CSE	Informatics	Personal Chair of Multilingual Natural Language Processing
Dr	M	Cowley	CSE	Chemistry	Personal Chair of Main Group Chemistry
Dr	S	Gilfillan	CSE	GeoSciences	Personal Chair of Geochemistry
Dr	M	Hansen	CSE	Physics and Astronomy	Personal Chair of Theoretical and Computational Physics
Dr	P	Iannone	CSE	Mathematics	Personal Chair of Mathematics Education
Mr	A	Jackson	CSE	Edinburgh Parallel Computing Centre	Personal Chair in High Performance Computing Technologies
Dr	S	Krishnamurthy	CSE	GeoSciences	Personal Chair of Children's Geography
Dr	S	Lau	CSE	Engineering	Personal Chair of Circular Chemical Engineering
Dr	C	Lehmann	CSE	GeoSciences	Personal Chair in Plant Ecology and Biogeography
Dr	W	Magdy	CSE	Informatics	Personal Chair of Computational Social Science
Dr	F	Mcneill	CSE	Informatics	Personal Chair of Computing Education
Dr	D	Michieletto	CSE	Physics and Astronomy	Personal Chair of Biomaterials
Dr	S	Mitra	CSE	Engineering	Personal Chair of Neurotechnology and Medical Electronics
Dr	D	Oyarzun	CSE	Informatics	Personal Chair of Computational Biology
Dr	J	Simon Soler	CSE	Mathematics	Personal Chair of Holography
Dr	S	Sohi	CSE	GeoSciences	Personal Chair of Land-based Carbon
Dr	P	Spence	CSE	Biological Sciences	Personal Chair of Immunology and Experimental Medicine
Dr	J	van Hemert	CSE	Edinburgh Parallel Computing Centre	Personal Chair in Data Infrastructure and Analytics