



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus

Tuesday 19 May 2026, 1:10-4pm

G.07 Meadows Lecture Theatre, Doorway 4, Old Medical School, Teviot Place / Microsoft Teams
Voting will be undertaken using Wooclap.

Agenda

1. Welcome and Apologies – 13:10-13:30 (20 minutes - items 1 & 2)	
2. Minutes and e-Senate Reports To <u>approve</u> the minutes of the meetings held on: <ul style="list-style-type: none">4 March 2026e-Senate meeting held 15 – 29 April 2026	S 25/26 5 A CLOSED S 25/26 5 B
2.1 Matters arising Senate Action Log To note updates to the Senate Action Log	S 25/26 5 D
2.2 Report of the Senate Business Committee To note	S 25/26 5 E
2.3 Motion on the Senate Business Committee For approval	S 25/26 5 F
3. Convener’s Communications – 13:30-13:40 (10 minutes)	Verbal Update
Substantive items	
Academic Quality and Standards	
4. Board of Examiners Review – Thresholds for excluding course results in Exceptional Circumstances - 13:40-14:00 (20 minutes) For approval	S 25/26 5 G

<p>5. Maintaining Academic Standards: Senate Oversight of Exceptional Variations to Regulations – 14:00-14:20 (20 minutes) For approval</p>	<p>S 25/26 5 H</p>
<p>6. Court Resolutions: Undergraduate and Postgraduate Degree Regulations 14:20-14:30 (10 minutes) For comment</p>	<p>S 25/26 5 I</p>
<p>BREAK – 14:30-14:40 (10 minutes)</p>	
<p>Senate Standing Committees</p>	
<p>7. Framework for Delegation of Senate Authority - 14:40-15:10 (30 minutes) For approval</p>	<p>S 25/26 5 J</p>
<p>8. Senate Standing Committee business - 15:10-15:25 (15 minutes) a. Senate Standing Committee Membership 2026/27 b. Senate Standing Committees: Proposal to Disband the Standing Committee Priorities Process For approval</p>	<p>S 25/26 5 K S 25/26 5 L</p>
<p>Senate Effectiveness</p>	
<p>9. Proposal on the conduct of Senate business: Senate minutes - 15:25-15:40 (15 minutes) For approval</p>	<p>S 25/26 5 M</p>
<p>10. Senate and Standing Committees Annual Internal Effectiveness Review and Review of progress toward External Effectiveness Review Recommendations – 15:40 – 15:50 (10 minutes) For approval</p>	<p>S 25/26 5 N</p>
<p>11. Update on the Statement of Primary Responsibilities for Senate – 15:50 – 16:00 (10 minutes) To note</p>	<p>S 25/26 5 O</p>
<p>Items for information To <i>note</i> the following:</p>	
<p>12. Research Strategy Group Report To note</p>	<p>S 25/26 5 P</p>

13. Outcome of the Senate Elections

To note

S 25/26 5 Q

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Electronic Senate

E-Senate will commence on Wednesday 15 April 2026
and close at noon on Wednesday 29 April 2026

Unconfirmed Report of e-Senate held 15 – 29 April 2026

Comments raised via e-Senate can be accessed on the Senate Members Portal. A total of five members commented on e-Senate business.

1 **Conferral of the title of Professor Emeritus / Emerita - eS 25/26 4A**

Senate approved the conferral of the title of Professor Emeritus on the following professors:

Professor Angus Bancroft, School of Sociology and Political Science
Professor Stephen Boardman, School of History, Classics and Archaeology
Professor Steven Cunningham, School of Regeneration and Repair
Professor Martin Dennis, School of Neurological and Cardiovascular Sciences
Professor Joseph Gafaranga, School of Philosophy, Psychology and Language Sciences
Professor Andrew Jarman, School of Neurological and Cardiovascular Sciences
Professor Stephen Neff, Edinburgh Law School
Professor Gordon David Plotkin, School of Informatics
Professor Ethel Quayle, School of Health in Social Science
Professor Dave Reay, School of Geosciences
Professor Norah Spears, School of Neurological and Cardiovascular Sciences
Professor Philip Wadler, School of Informatics

Senate noted the special minutes provided for the Professors listed above.

One member commented on this item. The member extended their thanks to the authors of special minutes for providing detail on plans for further academic activities. The member also stated their view that it is disrespectful for Senate to approve the conferral of the title of Emeritus/Emerita via electronic business. The member also noted that Senate has not received any further information on the link between emeritus status and voluntary severance or redundancy schemes.

2 **Court Communications - eS 25/26 4B**

Senate noted the Court Resolutions

Four members commented on this item.

One member questioned the process for informing the University Executive on motions relating to their remit.

Two members commented that members of the University Executive are on Senate and therefore do not need to be informed of the motions, but rather make decisions on how to respond to the motions and inform Senate and Court of these activities.

Another member highlighted that they have not seen the Senate Report to Court and noted that the Court papers have not been published on the Court website since October 2025.

Two members stated their discontent with Court's engagement with Senate, with one member stating this is at odds with Court member's legal duties and another stating



this is a serious governance risk and should be recorded on the University's risk register.

3 College Management Structure 2026/27 - eS 25/26 4C

To note

One member commented on this item. The member highlighted differences in the management structure of each College and queried why the Colleges do not have a common structure, title and job descriptions for each role.

Meeting date	Committee	Paper	Paper status	Action	Responsible	Target date	Action status	Update/Outcome
10-Dec-25	Senate	S 25/26 2H	OPEN	Senate Support to carry out the Senate and Senate Standing Committee elections in line with the decisions approved by Senate.	Senate Clerk	24-Apr-26	Complete	The results of the Senate Elections were declared by 24 April. A paper outlining the results of the elections will be presented to the 19 May 2026 Senate meeting.
10-Dec-25	Senate	S 25/26 2I S 25/26 2J S 25/26 2K	OPEN	Senate Support to update the membership of Senate Standing Committees, the Senate Business Committee and the Senate Exception Committee.	Senate Clerk	As soon as practicable	Complete	The Committee memberships were updated to reflect the approved membership for each Committee.
10-Dec-25	Senate	S 25/26 2I	OPEN	Senate Support to support an election process to elect the Convener of the Senate Education Committee	Senate Clerk	As soon as practicable	Ongoing	A paper outlining the arrangements for the election of the Senate Education Committee Convener is presented to the 19 May meeting of Senate.
10-Dec-25	Senate	S 25/26 2E S 25/26 2G S 25/26 2M	OPEN	Senate Support to relay the outcome of voting to University Court via routine reporting and the University Executive.	Senate Clerk	20-Feb-26	Complete	The outcome of voting was relayed via the Senate Report presented to the 20 February meeting of Court.
10-Dec-25	Senate	S 25/26 2L	OPEN	Senate Support to relay the formation of the group to the University Court via routine reporting.	Senate Clerk	20-Feb-26	Complete	The formation of the group was relayed via the Senate Report presented to the 20 February meeting of Court.
04-Mar-26	Senate	S 25/26 3A S 25/26 3B	CLOSED OPEN	Senate Support to publish the approved minutes of the 10 December meeting on the Senate Members Portal and e-Senate report of 28 January - 11 February 2026 on the Senate website.	Senate Clerk	17-Dec-26	Complete	The approved minutes are published on the Senate Members' Portal and e-Senate report are published on the Senate website.
04-Mar-26	Senate	S 25/26 3A	CLOSED	Senate Support to prepare a paper outlining a process for Senate minutes for the 19 May 2026 meeting	Senate Clerk	19-May-26	Complete	A paper outlining proposals for Senate consideration is on the 19 May 2026 agenda.
04-Mar-26	Senate	S 25/26 3A	CLOSED	Senate Support to carry out corrections process for the 10 December Summary of Business.	Senate Clerk	19-May-26	Ongoing	Senate Support has carried out a corrections process, and work is ongoing to finalise the Summary document.
04-Mar-26	Senate	S 25/26 3E	CLOSED	The decision regarding delegation of authority will be communicated to Schools and Colleges via Registry Services ahead of the summer assessment period.	Registry Services	19-May-26	Complete	This is to be communicated via Board of Examiner briefings held ahead of the Semester 2 assessment period.
04-Mar-26	Senate	S 25/26 3E	CLOSED	The request for an annual report will be shared with the Head of Student Record Operations within Registry Services, and an entry added to the Senate annual cycle of business for a paper to be provided to Senate.	Senate Clerk	19-May-26	Complete	This request has been forwarded to the Head of Student Record Operations and added to the annual cycle of business for Senate.
04-Mar-26	Senate	S 25/26 3F	CLOSED	The decision regarding the implementation of a revised late Exceptional Circumstances process will be implemented from May 2026. The communication plan will be enacted ahead of the implementation to ensure timely information is provided to students and staff. APRC will agree a final position on the guidance to be given to Schools on handling late Exceptional Circumstances cases for graduating and non-graduating students ahead of the standard publication date for results to ensure a consistent approach.	APRC & Registry Services	19-May-26	Complete	APRC has agreed a final position on the guidance for handling late Exceptional Circumstances and the approved process is to be carried out from May 2026.
04-Mar-26	Senate	S 25/26 3E S 25/26 3F S 25/26 3H	CLOSED	Senate Support to relay the decisions and outcome of voting to University Court	Senate Clerk	20-Apr-26	Complete	The outcome of voting was relayed via the Senate Report presented to the 20 April meeting of Court.

Senate
19 May 2026
Report of the Senate Business Committee

Senate Business Committee Ways of working meeting – 23 March 2026

The Business Committee held a further meeting on 23 March to discuss ways of working. This meeting followed the Committee's first ways of working meeting held on 15 January and focussed on discussing the results of a survey circulated to members to gather views on point 5 of the Committee's Terms of Reference.

The results of the survey indicated that the majority of the Committee felt that the Terms of Reference allowed for papers to be redirected in part, but there was not a majority for redirecting in full. The Committee discussed several points relating to redirection, including: the Committee's primary purpose to curate the Senate agenda, the Committee's positive intention when redirecting items, some Senator's concerns over redirection and the practicalities of redirection practices around 'in part' versus 'in full', as well as a discussion on the provision of feedback to paper authors when papers were redirected.

Following a robust discussion of these matters, the Committee agreed that a further focussed survey on two proposals for handling of business be carried out. The Committee were invited to consider whether:

- The Business Committee should not redirect papers in full or in part, thereby addressing and responding to Senate's concerns about redirection. Instead, the Business Committee would provide information to authors regarding areas of the University they could approach to support their request, if the item could not be included in the agenda or if it was viewed as not within Senate's remit.
- The Business Committee can redirect papers where authors have given their consent. This would involve inclusion of an author consent statement with papers, including information about what aspects of the paper (or all of the paper) could be redirected.

The survey regarding redirection practices closed on 27 March with two responses received from members of the Committee. Separate to this, a further proposal was received from four members of the Committee who met separately to discuss the matter. This was provided to the Senate Business Committee and the Committee informed at its 20 April meeting that arrangements will be made to hold a meeting with the aim of seeing whether the Committee can reach a consensus position.

The confirmed minute of the 23 March Ways of Working meeting and the Business Committee Decision Log is available on the Senate Members Portal.

Senate agenda setting: 20 April 2026

The Business Committee met on 20 April to curate the agenda for the 19 May meeting. The Business Committee considered eleven items of substantive business and agreed that eight of those items be included on the agenda (billet) for the meeting.

The Committee also received a proposal on the use and timing of e-Senate which it requested Senate Support to prepare at its 15 January Ways of Working meeting. Following discussion, the Committee recommended revisions to the paper be made to present options on the types of business that could be conducted via e-Senate, the timing of e-Senate and how e-Senate is utilised. The Committee agreed that the paper be revised before being presented to Senate for consideration.

The Business Committee agreed to group items thematically, including ensuring items were prioritised based on the likely importance of papers to Senate. The Committee agreed to repeat its previous recommendation to the Convener that, where motions are raised at Senate which are not included on the agenda, these be taken at the end of the meeting agenda in line with Senate Standing Order 6: *The order of business thereafter shall, subject to the discretion of the President, be as stated in the Billet.*

The Business Committee agreed to recommend that three items of business not be included on the agenda. The details on each of those papers is as follows:

- **Assuring Sufficient Pedagogic Professional Development**
The Committee's recommendation is based on their assessment that the paper requires further input and development before this is presented to Senate. The Committee supported the spirit of the paper and the overall principles it sets out, however agreed that this requires further development and clarification of the practical implications of the proposal before the paper is presented to Senate. The Committee recommended the authors undertake further discussion with colleagues who have expertise in Academic Development and Quality Enhancement to further develop the proposals set out in the paper.
- **Recognising Ad Hoc Teaching**
The Committee's recommendation is based on their assessment that the paper is seeking to approve matters relating to HR and which are not within Senate's remit. The Committee supported the spirit of the paper however agreed that this requires further development to obtain a more holistic and comprehensive picture of activity across Colleges and Schools, as well as the practical implications of the proposal. It should then be directed via the appropriate governance route. The Committee recommended the authors undertake further discussion and development with Colleges and Schools to understand the desire for this provision, consider the implications and risks for scheduling and the equity of provision for students. The Committee

recommended that any future discussion and development on this paper be undertaken with input from student representatives.

- **On Student Welfare, Freedom of Teaching and Research and the Ethics of Care during the Ongoing Violence in Palestine, and across the Middle East.**

The Committee's recommendation is based on their assessment that the paper refers to matters which fall within the remit of University Executive. The Committee previously considered a paper with substantial overlap with this paper (see Minutes of 3 February SBC meeting) and did not consider this paper had substantially changed since the last time of presenting. The Committee previously advised the paper authors that the paper referred to live cases and therefore is not appropriate to discuss these matters at Senate at this time. As previously outlined to Senate, the University EDI Lead has confirmed that work is currently being developed, in dialogue with EUSA, on campus climate and understanding and addressing concerns about the impact on different groups.

The Committee was notified via its electronic business meeting held 22-23 April that the Court Resolution containing the UG and PG Degree Regulations have been received for the 19 May meeting of Senate. The Committee noted that Senate must be consulted on the Court Resolution containing the UG and PG Degree Regulations and there was a drafting oversight in preparing the May agenda. The Committee agreed that this item be included on the 19 May agenda and grouped with other items relating to Academic Quality and Standards.

The Convener accepted the agenda recommended by the Business Committee for the 19 May meeting of Senate.

The unconfirmed minute of the 20 April meeting and the Business Committee Decision Log is available on the Senate Members Portal.

Special meeting of Senate agenda: electronic business conducted on 22-23 April 2026

An electronic meeting of the Business Committee took place from 22-23 April to agree the agenda for the Special Meeting of Senate called via a requisition signed by 33 members and scheduled for 28 April. The Business Committee considered one item of substantive business and agreed that this item be included on the agenda (billet) for the meeting.

The Committee confirmed the single-item agenda for the Special Meeting and noted concerns raised by three members regarding alignment to Senate's remit. The Committee recommended that clarity on remit be provided to Senate ahead of voting on the paper.

The Committee were informed of an inaccuracy regarding the legislation referenced in the paper and agreed to request that the paper authors make a revision to

paragraph 2 of the paper to ensure that the correct legislation determining Senate's powers is included.

The Committee also considered the urgency of the item and noted that an Ordinary meeting of Senate was scheduled for 19 May. The Committee agreed that the 19 May agenda was full and recommended the item be considered at a Special Meeting.

The Convener accepted the agenda recommended by the Business Committee for the 28 April Special Meeting of Senate.

The unconfirmed minute of the electronic business meeting held 22-23 April and the Business Committee Decision Log is available on the Senate Members Portal.

Senate**19 May 2026****Motion on the Senate Business Committee****Motion 1:****Senate is invited to consider the following motion:**

Senate is asked to agree to the following clarification to the Business Committee terms of reference:

In keeping with the original recommendation that the Business Committee "should not be a gatekeeper" (S24/25 2J), affirmed in Senate's decision to amend the draft Business Committee terms of reference to remove language about "referring" or "redirecting" or "deeming inelligible" submitted items, it is hereby clarified that all timely submitted papers and motions as well as urgent papers and motions notified ahead of the meeting shall be included on the Billet. The role of the Business Committee is to invite relevant parties to contribute information and to invite improvements to papers, and to recommend sequencing and timings of papers (including the recommendation to deprioritise motions for consideration only if time allows), not to prevent papers and motions from appearing on the agenda by referral, redirection, adjudicating remit, or other means. If the Business Committee feels a delay to consideration of a paper or motion is advisable to allow further input or action from other parties, it may communicate this recommendation to the submitters and to Senate, but the decision to withhold a paper prior to the meeting remains with the submitters, with Senate retaining the prerogative to defer a decision on a motion at its meetings by agreement or vote.

Proposer: *Michael Barany*

Seconder: *Jacob Bard-Rosenberg*

Motion 2:**Senate are asked to consider Motion 2 as follows:**

Senate is asked further to agree to the clarification that the creation of the Business Committee made no reference to and in no way removed the process adopted by Senate in S23/24 2J for communication regarding submitted items not included on the Billet by decision of the Convener.

Proposer: *Michael Barany*

Seconder: *Jacob Bard-Rosenberg*

Senate

19 May 2026

Board of Examiners Review – Thresholds for excluding course results in Exceptional Circumstances

Description of paper

1. The paper seeks approval to implement uniform thresholds for excluding course results from individual students' degree classification decisions, where Exceptional Circumstances apply. This work supports the Strategy 2030 goals that "We will have more user-friendly processes and efficient systems to support our work", and "We will offer accessible, responsive and efficient educational services as well as personal, pastoral and professional support".

Action requested / recommendation

2. Senate is asked to approve the proposed thresholds for excluding course results for classification purposes on undergraduate Honours and postgraduate taught Masters degrees from the next academic year (2026/27). Where the thresholds represent a change in practice, they would begin to apply for any students entering the Honours stage of undergraduate degrees, and for new Masters students.

Background and context

The Exceptional Circumstances (EC) process

3. The EC process provides a mechanism whereby students can inform the University of circumstances beyond their control which have had a significant adverse impact upon their performance in a summative assessment (or multiple assessments). The process operates in line with the [EC Policy](#). Students can apply using the EC system for consideration of their circumstances by providing information about their nature and impact, and including supporting evidence. The EC service within Registry Services assesses applications to determine whether they meet the criteria within the EC Policy and can therefore be accepted. Where cases are accepted, they are passed to Schools for action by Boards of Examiners. Boards apply one or more of the actions set out in the Policy in order to mitigate the impact of the student's circumstances on their course or programme outcomes.
4. Decisions regarding outcomes under the EC policy are made based on the principle of the "best academic interest" of the student. This is defined in the policy as follows:

"Boards will apply whichever outcome(s) leads to a student achieving the best possible course or programme result, provided that this is consistent with the Board being

satisfied that it has sufficient evidence of attainment of relevant learning outcomes (see 10.5), or of performance at the required level in the programme (see 10.6.2).”

Development of standard Decision Trees

5. Several Schools currently make use of decision trees to determine outcomes in ECs cases. The Board of Examiners project has been developing standard decision trees for use across all Schools, in order to promote consistency of outcome for students, and greater efficiency in the handling of workload around cases. The EC policy includes a range of options for mitigation at component level when making decisions about course results. As such, the decision tree for course-level outcomes is complex, and has been subject to iteration based on feedback from Schools making use of it in the pilot in January/February (2026) Boards of Examiners. The intention is to ask Academic Policy and Regulations Committee (APRC) to review the course-level decision tree at its May 2026 meeting, with a view to making a recommendation to Senate at its first meeting in the 2026/27 academic year. The final version recommended to Senate will also take account of any further feedback provided by pilot Schools in Boards taking place in June 2026.

Excluding course results in EC cases

6. At programme level, the only outcome Boards are invited to consider¹ relates to excluding an EC-affected course result from the relevant programme-level calculation, i.e. for award, progression, or classification:

“Where a mark for a course is missing or deemed unreliable, exclude the affected course(s) from the relevant calculation for the award of credit on aggregate; progression; award of degree; degree classification (including the award of PGT Merit and Distinction)”

In line with the “best academic interest” principle, the expectation is that Boards will discount affected course results which have been flagged for consideration at programme level, except where doing so would leave the Board with too little evidence to make a secure decision for the student.

7. Currently, there is no limit applied regarding how much credit Boards can exclude when making awarding, progression, or classification decisions, as is explained in 10.6.2 of the policy:

“There is no limit on the total credit volume of courses Boards of Examiners can exclude from calculations in line with 10.6 b). However, Boards must be satisfied that the remaining courses provide them with sufficient evidence of performance at the required level to support the decision being made, e.g. in terms of progression, award of a degree, or degree classification. Where the volume of unreliable course results leaves a Board with insufficient evidence to support a decision, they should consider offering null sits and reassessment as a first attempt, in line with 10.5 e).”

¹ There is one further outcome for rare situations where it may be appropriate to allow a student to graduate without the required number and/or level of credits for the degree. This has only been used where an error on the University’s part has led to a student not having the required volume of credit.

Current approach to excluding courses within Schools

8. This lack of a prescribed limit has led to a huge degree of inconsistency in the approach taken by Boards in different subject areas with regard to how much credit they are willing to exclude when making programme decisions, as shown in a survey of existing practices across Schools undertaken by the Board of Examiners project in November 2025. This found that 58% of respondents reported that their School or subject area operated a defined threshold or limit for excluding course results, with the other 42% operating no defined threshold or limit (i.e. with individual Boards of Examiners having discretion in this area). Among those Schools or subject areas with a defined threshold for excluding courses, this ranged from a willingness to exclude no credits, up to excluding 120 or more credits for classification purposes on undergraduate Honours degrees. The most common approach to a threshold was allowing the exclusion of up to 40 credits for each year of study being used for classification purposes.

Rationale for applying a consistent threshold

9. While there are a wide variety of approaches to learning and assessment on programmes across subject areas, the University takes a consistent approach to classifying degrees both at Honours and postgraduate taught level, by deriving final classification from a credit-weighted average of course results used for classification purposes.² A significant proportion of students now have EC accepted for courses at Honours and postgraduate taught level, with many of these cases resulting in recommendations to programme Boards to exclude course results for classification purposes. Given that the exclusion of course results is the outcome under the EC policy which is likely to have the greatest impact upon degree classification, the current level of variation in thresholds for excluding courses poses a significant risk both in terms of consistent standards in the awarding of degrees across the University, and students' perception of fairness in the University's approach to awarding degrees.
10. Since excluding courses in a student's best academic interest will always lead to an improvement in a student's average result (and in a small proportion of cases, classification), it necessarily has an inflationary effect upon degree outcomes. Having a standard threshold in place for excluding courses is a way of ensuring that this inflationary effect is kept within an acceptable range.

Development of proposals for a uniform threshold

11. As noted above, the Board of Examiners project conducted a survey of relevant staff in Schools to gather information about current approaches to excluding courses in EC cases. Based on the survey results, the project team developed a proposal for a uniform threshold. This was considered first by the project's Critical Friends group (which includes academic and professional services representatives from Schools in each College, as well as College

² There are a small number of Honours programmes which operate a different weighting for each Honours year, based on the inclusion of courses at advancing SCQF levels across the Honours years. Students who take an optional year abroad in Year 3 of an Honours degree are classified based on their final Honours year only.

representatives), before being discussed at three open sessions with staff from Schools and Colleges, conducted via Teams. The feedback from these sessions has informed the final proposals presented in this paper.

12. An early version of this paper was shared with the members of APRC for comment before its submission to Senate.

Discussion

Proposed threshold for excluding courses

13. The proposed approach is as follows:

Undergraduate Honours Programmes

Boards of Examiners will discount up to one third of credits per year used for classification purposes, and up to one third of credits in total

- UG BoEs which classify based on 240 credits (120 credits in each of Y3 and Y4), will discount up to 40 credits per year, and up to 80 credits in total.
- UG BoEs which classify based on fewer or more than 240 credits in total, will discount up to one third of credits per year, and up to one third of credits in total, for example:
 - for a UG Honours degree with an optional year abroad, where classification is based on 120 credits in one year, the BoE will discount up to 40 credits in total.
 - for a UG degree where classification is based on 360 credits (120 credits per year), the BoE will discount up to 40 credits per year, and up to 120 in total.

Postgraduate Taught Programmes

Boards of Examiners will discount up to one third of the taught credits on a programme, up to a maximum of 40 credits.

- PGT BoEs will discount up to 40 credits from the taught component on a standard Masters programme;
- On fully-taught Masters programmes, the threshold remains at 40 credits;³
- PGT BoEs which classify based on fewer or more than 180 credits in total, will discount up to one third of credits per year, and up to one third of credits in total, for example:

³ This promotes consistency across Masters programmes regarding the volume of credit to be excluded.

- for a PGCert with 60 credits in one year, the BoE will discount up to 20 credits in total
14. As noted above, a 40-credit threshold reflects the most common approach taken within Schools or subject areas that operate a threshold currently. Several of those areas cited a rationale for this approach as relating to the fact that the limit for the award of credit on aggregate on programmes is also 40 credits per year. It was therefore suggested that, since Boards are able to condone failure in up to 40 credits' worth of courses, they may equally exclude course results for up to 40 credits' worth of courses in EC cases.
15. The proposed approach has a number of perceived benefits:
- A flexible rule which remains consistent irrespective of how many years or credits are used for classification purposes;
 - Easier to communicate and implement than a more complex approach;
 - (Where used with a prescriptive decision tree) Gives students earlier assurance about what will happen at the end of their programme. For example, where a Y3 Hons student has 40 credits flagged for discounting, they can be confident that those course results will be discounted at the end of Y4 (or Y5), if that is in their best interest;
 - Gives Course Boards more clarity about the approach to be taken to ECs at programme level, when determining EC outcomes at course level.

Courses to be excluded

16. As noted above, the current expectation under the "best academic interest" principle of the EC policy is that courses referred for consideration at programme level must be discounted, unless doing so is incompatible with having sufficient evidence of performance (e.g. at a specific degree classification) to make a secure decision. The proposed threshold would mean that, where courses are referred to a programme Board for exclusion, the Board **must** exclude those courses, provided that the credit volume of the courses is not more than 40 credits per year under consideration (i.e. 80 credits in total, where two UG Honours years are being considered). An alternative approach of setting 40 credits as an upper limit only, with no requirement for Boards to exclude credits, would maintain the existing inconsistency in approach and experience for students, since some Boards would continue to exclude fewer or no credits.
17. Some programmes – especially those with professional body requirements – include courses which must be passed, and for which therefore the award of credit on aggregate is not permitted. The consultation on the proposed approach has indicated that, where such requirements are set by professional bodies, their focus is on ensuring that a student has demonstrated that they have met the learning outcomes in a specific area. As such, while it will remain the case that

Schools can designate specific courses as “must pass” on the relevant Degree Programme Table (with the approval of Boards of Studies, and Colleges where required), such courses must still be excluded for classification purposes where:

- the course result is a pass; and
- the course has been referred to the programme Board for exclusion due to EC; and
- excluding the course result is compatible with the 40-credit threshold.

This does not negate or degrade the requirement that students must meet relevant learning outcomes for these courses, given that they must still pass the course. Where a student has been awarded credits for all courses within their programme (including where credit on aggregate is permitted), it stands to reason that they have met the learning outcomes for their programme as a whole.

18. Based on this approach, it is vital that cases are only referred to programme Boards where there has not been adequate mitigation applied at course level. Where there has been adequate mitigation at course level, e.g. because a component or components affected by ECs have been disregarded when determining the course result, Boards must not refer the case for further consideration by the programme Board, in order to avoid “double mitigation”. This principle is covered in existing briefing sessions for Boards of Examiners held by Colleges. The course level decision trees which are in development set clear parameters around when cases must and must not be referred for consideration at programme level.

Dissertations

19. The consultation on the proposed approach yielded a variety of views on dissertations. At postgraduate taught level, most dissertations are 60 credits, and therefore cannot be discounted by virtue of exceeding the 40-credit limit. However, on undergraduate Honours programmes and some postgraduate taught programmes, dissertations are 40 credits (or smaller, in some cases). With regard to Honours programmes, these will be the exception to the rule stated above, i.e. Boards will retain discretion as to whether dissertations can be excluded for classification purposes. However, where they will not be excluded for a specific programme, Boards must ensure that this is stipulated in the relevant Degree Programme Table (in line with the expectations around courses for which credit on aggregate will not be awarded), and that this is applied consistently to all students.

20. On postgraduate taught programmes with a dissertation, the approach to progression and classification in the Taught Assessment Regulations (56-60) treats separately the result for the taught component and the dissertation or

research project. As such, the proposal is that the result for a PGT dissertation cannot be excluded for classification purposes, even where the dissertation is worth 40 credits or less.

Interaction with the award of credit on aggregate

21. As noted above, the threshold for the award of credit on aggregate on Honours and postgraduate taught programmes is also set at 40 credits. Where an Honours or postgraduate taught student has fail results for courses, the decision about the award of credit on aggregate must be taken before any decision regarding classification. In line with the EC policy, Boards of Examiners can exclude marks for EC-affected courses when calculating eligibility for the award of credit on aggregate. A student having accepted ECs does not, however, increase the volume of credit on aggregate that can be offered, nor reduce the requirements relating to eligibility for credit on aggregate. For example, a final year Honours student can be awarded up to 40 credits on aggregate, provided that they have marks of 40% or more in 80 credits' worth of courses, and an average mark across all courses for the year of 40% or more. Where courses are affected by ECs, Boards of Examiners can exclude the marks for these when calculating the average course mark for the year. In practice, it would never be to a student's benefit to exclude marks for more than 40 credits' worth of courses when calculating eligibility for the award of credit on aggregate. For example:

- A student has 40 credits' worth of failed courses (with the other 80 credits passed), and has ECs accepted for 60 credits' worth of courses including the 40 credits of failed courses. In this case, excluding only the failed courses means that the student qualifies for the award of credit on aggregate, since the other 80 credits' worth of courses must by definition have an average mark of 40% or more.
- Were the same student with 40 credits' worth of failed courses to have ECs accepted for 60 credits' worth of different courses (i.e. not including the failed courses), it would not be to the student's benefit to exclude such a large volume of courses with pass results, as it would increase the impact of the failed courses upon the student's average mark, and not therefore meet the definition of being in the student's best interest, as defined above.

22. As noted above, decisions regarding the award of credit on aggregate and those regarding classification are taken separately. Where a student is awarded credit on aggregate for courses, the results for these courses (which will be fail course results) are by default included in relevant calculations for classification purposes. Where courses awarded credit on aggregate are affected by EC and referred to the relevant programme Board for exclusion, the results will be excluded in line with the threshold. Where a student has been awarded credit on aggregate for

courses, but different courses are referred to the programme Board for exclusion due to EC, the results for those other courses will be excluded in line with the threshold, if this is in the student's best interest, with the results for the failed courses awarded credit on aggregate continuing to be used for classification, as normal.

Where more than 40 credits are referred for exclusion

23. It is common for students who have been profoundly affected by ECs in a given year to have more than 40 credits in that year referred to the programme Board for exclusion due to EC. Where this occurs, the Board will exclude the 40 credits' worth of courses whose exclusion would provide the most benefit to the student's degree outcome (i.e. those with the lowest course marks). In line with the "best academic interest" approach, they will also offer the student the opportunity to resit assessments for courses affected by ECs on a first attempt basis (i.e. by awarding a "null sit" for those courses). The expectation would be that the Board would offer null sits only for those courses which were not possible to exclude in line with the threshold.⁴ However, the Board can support the student repeating assessment for those courses which were excluded (either in addition to, or instead of other affected courses), where the student requests this, based on their perception that they have a better chance of improving their outcome for these courses. Two situations where this request would be granted have been identified; firstly, a student has a good reason for bettering their mark (e.g. intention to undertake further study in that area) or secondly, Masters students with marks 40-49, which are technically passes but not Masters passes.
24. On programmes which currently operate higher thresholds than the proposed 40 credits, this may lead to a higher volume of null sits being awarded, which has resource implications for Schools and Registry Services where additional resits are subsequently taken up by students. However, this increase may be offset by a reduction in the use of null sits in those areas which currently exclude less than 40 credits' worth of courses. In practice, many students will not take up the offer of reassessment except where they feel that there is a reasonable chance that this may lead to a change in their degree classification, since taking reassessments (usually in the August exam diet) necessarily prevents them from being able to graduate with other students on their programme. In these situations, the Board of Examiners will proceed to finalise their decision based on the 40 credits of excluded courses.
25. Students' ability to take up the option of resits may also be affected by their entitlement to funding, or their general financial situation, for example:

⁴ In line with the EC policy, Boards may offer null sits for courses which a student has passed.

- students needing to support themselves financially over the summer after they had expected to graduate, while preparing for resits;
- students offered repeat years with attendance, especially where they may already have used a funded repeat year due to ECs or earlier failure to progress.

There may also be impacts for visa-holding students, where they may require an extension to their visa, or, in the event that they are offered resits remotely from their home country, this may affect their eligibility to apply for a graduate visa. As noted above, however, it is anticipated that some subject areas may see a reduction in the use of null sits based on the use of a standard threshold for excluding courses, while others may see an increase.

Interaction with borderlines for classification

26. For students being considered for the award of an Honours or postgraduate Masters degree, having excluded course results in line with the threshold, Boards will calculate the final, weighted average to be used for classification purposes. Where a student's average falls into the borderline category (e.g. 58.00-59.99 for consideration in relation to an upgrade to an Upper Second Class degree – 2:1), Boards will consider whether they can be upgraded to the higher classification based on the existing rules in operation within Colleges and Schools.⁵ As currently, where these rules are based on a student having a specific proportion (e.g. 50%) of their credits for classification purposes at the higher class in order to be upgraded, Boards will exclude the credit for courses whose results have been excluded due to ECs. For example, where a student on a standard two-year Honours programme in CAHSS has 40 credits' worth of courses excluded due to ECs and their weighted average (following exclusion of courses) is 68.50%, they will be awarded a First Class degree provided that 100 of their 200 credits being used for classification purposes fall into the First Class category.

Consultation

27. The feedback provided during the consultation process on the technical elements of the proposals has shaped the detail of the proposals provided above. The more general comments received about the proposals in the meetings were more philosophical in nature, and reflected the broad range of current approaches across Schools as regards excluding courses due to ECs. Some colleagues felt strongly that excluding as much as a third of the credits for each year would be disproportionate; that it may have an unreasonably inflationary effect on degree outcomes; and that it may lead to some students trying less hard in some of their courses. Other colleagues reported positively on the operation of thresholds similar or identical to those proposed within their Schools, and the benefits of

⁵ There are consistent rules for classifying Honours degrees across Schools within CAHSS and CSE. Schools currently have discretion regarding borderline rules for postgraduate taught degrees.

being able to ensure that students whose studies had been profoundly affected by ECs received adequate mitigation for this, and were not required to undertake additional assessment, where this could be avoided (especially where the impact of ECs was ongoing).

Modelling of impact of the proposals

28. The Board of Examiners project team undertook modelling of the impact of this proposal on degree results from 2024-25 for two Schools, looking at 109 undergraduate Honours classifications. Modelling showed minimal impact on classifications. In the CAHSS School used for modelling, one student would have received a Lower Second Class (2.2) degree, instead of a Upper Second Class (2.1) degree. The other change of note resulted in a student, previously receiving a First Class degree through a promoted borderline, receiving a First without need for consideration as borderline. Two similar changes were seen in the CSE School; one student moved from a promoted borderline First class degree to a First class degree without the need for consideration at the borderline, and another student who received an Upper Second Class (2.1) degree, moved into the borderline category, potentially receiving a First Class degree.

Resource implications

29. The introduction of a uniform threshold for excluding courses would entail briefing and training of staff involved in Boards of Examiners in its operation. Once the threshold is embedded, it may provide benefits in terms of reducing the time spent in considering excluding courses at some Boards, especially in areas where Boards currently have a broad discretion over this. The process of modelling the impact of excluding courses for classification purposes is time-consuming for staff in Schools: the introduction of a threshold may serve to reduce the complexity of the process of modelling, and therefore the time required to undertake this work.

30. As noted above, in areas where a higher threshold than that proposed is currently in operation, the threshold may lead to more null sits and repeat assessment being offered than currently. This has implications for staff time in regard to liaising with students about whether they wish to take up the opportunity of reassessment, and the associated workload of setting and marking assessment, and taking it through relevant Boards. However, as also noted, those areas which currently permit a lower volume of excluding courses may see a reduction in the volume of null sits and reassessment due to ECs.

Risk management

31. The outcomes of the Scottish Funding Council commissioned National Review of Awarding Arrangements are expected to require an institutional-level approach to considering the actions of Boards. As our regulations currently allow for School discretion in the number of credits which can be excluded for classification this

could be seen as allowing too much variation in the way the University awards its degrees. Therefore, there is a potential risk to the institution in leaving our regulations as they are and not ensuring consistency of outcomes for students.

32. As noted above, the current lack of a consistent approach to excluding courses poses significant risks in terms of the consistency of degree outcomes across subject areas based on similar levels of performance, and similar levels of EC impact. This poses a risk to the assurance of standards across the University's degrees, and an associated risk to students' perception of fairness in the University's approach to awarding degrees.
33. The modelling of the impact of the proposed threshold on degree outcomes does not indicate that the threshold will have an unreasonably inflationary or deflationary effect upon degree outcomes.
34. In subject areas which currently operate a higher threshold than that proposed, students will be eligible to have a smaller volume of credit excluded than students who completed the programme in previous years. No student will experience a change in approach during their Honours years or postgraduate taught programme. Where courses are referred for exclusion to a programme Board, but cannot be excluded due to the threshold, students will be offered the opportunity to undertake reassessment in order to mitigate the impact of their ECs on their degree outcome.

Responding to the Climate Emergency & Sustainable Development Goals

35. The proposed process does not have any implications regarding responding to the climate emergency or Sustainable Development Goals.

Equality & diversity

36. The application of a consistent approach to excluding courses would provide benefits to all students making use of the EC process, by providing more transparency and clarity regarding the approach programme Boards will take in handling their ECs. This is likely to have the greatest impact for those students who currently experience the greatest level of impact upon their studies as a result of ECs. In many cases, this is due to medical or personal circumstances which may interact with protected characteristics. The University's primary approach to supporting students with disabilities with their studies is not the EC process, but the provision of reasonable adjustments based on need assessed by the Disability and Learning Support Service.

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

37. If approved, the proposed threshold would be introduced for students starting Year 3 of an Honours programme in 2026/27, or starting a new postgraduate taught Masters programme in 2026/27. For students going into Year 4 or 5 of an Honours or Integrated Masters programme, or in Year 2 or later of a part-time

Masters programme, the existing approach taken locally would continue to apply to those students until graduation. This is due to the fact that the current approach taken for students currently in Year 3, or on a part-time Masters programme may have led to different decisions being made (e.g. about offering null sits and reassessment), than would have been taken in view of the proposed threshold. While not ideal for staff preparing for Boards, this phased approach ensures that details of how Boards will consider EC cases can be clearly communicated to students via programme handbooks.

38. Staff involved in the operation of Boards will be provided with briefing and training about the operation of the threshold as part of the programme-level decision trees. This will also be covered in routine briefings offered within Colleges for staff involved in Boards.

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Senate

19 May 2026

Maintaining Academic Standards: Senate Oversight of Exceptional Variations to Regulations

Description of paper

1. This paper aims to promote Senate oversight of teaching by emphasising the importance of maintaining academic standards in the event of disruption to normal processes. During previous disruption due to the marking and assessment boycott that took place during 2023, variations to the University's ordinary academic policies and regulations were effected under delegated authority by the Academic Policy and Regulations Committee (APRC). Concerns were expressed about the impact of these variations in the October 2023 meeting of Senate. This paper seeks to pre-empt future concerns by proposing a proactive, data-informed approach to any future disruption, that ensures Senate has oversight of how academic standards are being maintained across the University.
2. This paper is not directly relevant to any of the Strategy 2030 outcomes, but does align with our "aim to achieve excellence in all that we do, always being principled, considerate and respectful".

Action requested / Recommendation

3. Senate is asked to **approve** the following motions:
 - 3.1. **(M1)** Any exceptional variations to regulations put in place by APRC under delegated authority must be accompanied by an explicit rationale for how those variations maintain academic standards. A summary of the variations and the accompanying rationale should be presented to the next ordinary meeting of Senate.
 - 3.2. **(M2)** To support data-informed governance, Boards of Examiners should be required to log each use of any exceptional variations, in a consistent format that will enable University-wide analysis. A report on the data should be presented to the next ordinary meeting of Senate.

Background and context

4. The Taught Assessment Regulations (TAR) include a provision in Regulation 70 that allows APRC to introduce variations to the regulations:

"When the University's assessment practices are subject to significant disruption then the Academic Policy and Regulations Committee may approve temporary concessions to mitigate the impact of assessment disruption on students, without compromising academic standards."
5. In response to the marking and assessment boycott called by UCU during 2023, APRC discussed several "variations to academic policies and regulations" at its meeting on 2 May 2023. The details of these variations are spread across three documents:
 - 5.1. The papers for the meeting, which set out the proposed variations in detail: <https://www.ed.ac.uk/sites/default/files/atoms/files/aprc2223-2may-agendaandpapers.pdf>

- 5.2. The minutes of the meeting, which noted points that were discussed and recorded which of the proposed variations were adopted:
https://www.ed.ac.uk/sites/default/files/atoms/files/aprc2223_2_may_confirmed_minute.pdf
- 5.3. Guidance Notes produced by Academic Services which summarised the variations (these were updated several times; for instance, “Industrial Action Guidance on Learning and Teaching 2023 v12 July” was formerly available at <https://edin.ac/3Ey1gnA>).
6. Among these variations to regulations, there were numerous references to the importance of maintaining academic standards, and indications (unsupported by explicit rationale) that the variations achieved this.
- 6.1. The 2 May 2023 paper argued that the variations “would assist Schools to conduct Boards of Examiners over the coming period, whilst maintaining academic standards” (paragraph 18).
- 6.2. The Guidance Notes produced by Academic Services noted that the variations to the regulations “are accompanied by mechanisms and conditions of use to ensure that academic standards are not compromised”.
7. A group of elected members submitted a paper on “Maintaining Academic Standards” to the October 2023 meeting of Senate, noting concerns about whether academic standards had in fact been maintained. However, the paper was not included on the Billet. During the October 2023 meeting, there was discussion related to the content of the paper, in the context of priorities for Senate Standing Committees (minuted under [S 23/24 1C](#)). A majority of 71% voted to amend the priorities for APRC to include: “Audit the extent to which exceptional variations to academic policies and regulations during 2022/23 have in fact maintained academic standards”, however the overall set of committee priorities were subsequently not approved, and no audit was carried out.
8. There is a clear risk that the University will face disruption in the future; for instance, another marking and assessment boycott due to the ongoing dispute between the University and UCU Edinburgh.

Discussion

9. To illustrate the need for a proactive, data-informed approach, we highlight two of the variations to regulations that were implemented in 2023, and discuss their potential impact on maintaining academic standards.
- 9.1. TAR 35.3 was amended to allow Boards of Examiners to return **pass/fail decisions** for courses rather than numerical marks, without prior approval of the relevant Board of Studies.
- (i) The minute from 2 May 2023 notes that APRC “considered the scenario where a numeric grade becomes available after a Board of Examiners has reached a decision on a degree classification”, although nothing is said about results for pre-Honours courses that do not affect degree classification. The Guidance Notes add that “Additional new information cannot result in a less favourable course result, award outcome, or progression decision than one made previously based on available information” (i.e., a “no detriment” policy).
- (ii) This amended regulation was used in at least one Board of Examiners in June 2023, to return decisions on a pre-Honours exam where only half the questions had been marked: students received a “pass” if they had scored at least 40% on the questions that had been marked, otherwise a decision was postponed. The Board reconvened in August once the exams were fully marked, and it was noted that some students who had previously been awarded a pass had in fact

scored less than 40% overall. Moreover, some of the students who had decisions postponed ended up with scores below 40% and therefore failed the course – with scores that were higher than students who had previously been awarded a pass under the variation to TAR 35.3. The minutes from the August meeting note that this sequence of decisions, making use of variations to the regulations, “had resulted in a situation which some members of the Board found unsatisfactory, with some students passing despite scoring below 40% while other students failed with similar results”.

9.2. TAR 54 (Undergraduate honours degree award) was amended to **reduce the required number of passed credits** from 80 to 60, enabling Boards of Examiners to proceed with classification decisions for students with an incomplete profile of marks.

(i) The Guidance Notes added that:

“Where the Board has sufficient credits to award a degree, but an incomplete mark profile, the Board may consider whether it has sufficient information available to classify an award on the information available, where the Board believes it is reasonable and robust to do so. There is no minimum credit requirement on which a Board must base a classification decision, however Boards must be satisfied that there is sufficient evidence of performance at the required level to justify a particular classification. This aligns with existing regulations.”

(ii) This amended regulation was used in at least one Board of Examiners in June 2023, to award degrees with classifications where marks were missing for up to 60 credits of MAB-affected courses. These classification decisions were later found to be consistent with the classifications that would have been made on the basis of full information. However, modelling based on data from the previous academic year found that if the same procedure had been followed, there would have been at least one student awarded a First Class degree based on partial information, who in fact would have been awarded a 2:1 if full information had been available to the Board.

10. These examples show some different ways that Boards of Examiners made use of the variations put in place by APRC, to make decisions based on partial information. The Boards’ decisions had either the potential or realised effect of undermining academic standards, and there is no record of APRC having considered these potential effects. Motion M1 seeks to ensure that, in future, there is explicit consideration of the impact on maintaining academic standards, and that this rationale is open to Senate’s scrutiny.

11. If M1 is approved, TAR 70 should be updated to record this decision:

“When the University’s assessment practices are subject to significant disruption then the Academic Policy and Regulations Committee may approve temporary concessions to mitigate the impact of assessment disruption on students, ~~without compromising academic standards.~~ **Such concessions must be accompanied by an explicit rationale for how academic standards will be maintained. A summary of the concessions and the accompanying rationale will be presented to the next ordinary meeting of Senate.**”

12. As the body ultimately responsible for maintaining academic standards, Senate should have an overview of the decisions that have been taken under the framework that has been established using its (delegated) authority. Motion M2 facilitates this, by ensuring that (a) suitable data collection takes place, and (b) analysis of the data is presented to Senate.

13. Motion M2 does not specify the precise nature of the data that should be logged or the analyses that should be presented to Senate. This will depend on the nature of the variations, and the appropriate data to be collected should be considered by APRC when devising any variations. At a minimum, the report to Senate should include a tally of the number of uses of each exceptional variation, along with a breakdown by School. Further details, such as a subsequent check of whether the decision would have been different had full information been available, would be welcome.

Resource implications

14. The action requested in M1 falls within the existing remit of APRC (specifically, points 2.1 and 2.2) and of Senate, so should be achieved with existing resources.
15. The action requested in M2 will require additional effort from Boards of Examiners (to log the data) and from Academic Services (to collate reports). However, this is in the context of the additional effort that would already be required to implement variations to the regulations; the collection of consistent data may complement this effort by providing a structured framework.

Risk Management

16. It is important that Senate takes an active interest in maintaining academic standards, as there is potential risk to both “Reputation” and “Compliance”. The [Statement of Risk Policy and Risk Appetite](#) makes clear that there is low appetite for risk in these areas: activities should either have “no margin of error”, be subject to approval of Court, or be subject to a formal risk assessment.

Responding to the Climate Emergency and Sustainable Development Goals

17. The requested actions would contribute to ensuring the University maintains academic standards in an equitable way (SDG 4).

Equality and Diversity

18. The requested actions in themselves do not have equality or diversity impacts, but future discussion of policies and regulations may require consideration of potential impact.

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

19. As noted in Paragraph 11, TAR 70 should be updated at the next available opportunity. APRC and Academic Services will be responsible for taking the requested actions. Evaluation of the impact will be possible once Senate receives any reports as requested in M1 and M2.

Consultation

20. The requested actions build on discussion during the October 2023 meeting of Senate. This paper was circulated in draft form to elected academic members for comments before submission.

Further information

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Freedom of information

Open

Senate

19 May 2026

Court 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.5/2026: Undergraduate Degree Programme Regulations
No.6/2026: Postgraduate Degree Programme Regulations

Background and context

3. Universities (Scotland) Act 1966 enabled the University Court to exercise by Resolution a wide range of powers, including '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 2025/26 are as indicated in the table below. Links within the regulations to other information have been updated as necessary.

Regulation Updated	What has changed
6 Undergraduate awards	Amended the credit volumes for the MBChB and the BVM&S to reflect the current structure of these programmes.
19 Authorised Interruption of Study	Amended to remove content duplicated from the Authorised Interruption of Study Policy and instead refer to that Policy for more information. This removes existing misalignment between the wording of the Regulation and the Policy (for example regarding retrospective approval of interruptions) and prevents this recurring.
28 Optional Study Abroad	Amended to clarify the position regarding the requirement to have passed all credits before undertaking optional study abroad. The clarification states that all courses taken in Year 2 must be passed at the first attempt, rather than simply Year 2 courses, as students in Year 2 may be carrying courses with fails or null sits from Year 1. The amendment also notes that the College may allow exceptions to this where students are awarded null sits for

	<p>courses taken in Year 2 due to Exceptional Circumstances. The amendments reflect existing practice.</p>
<p>33 Withdrawal and Exclusion</p>	<p>Amended to bring the regulation into line with the PG equivalent (45) and the expectations of the Withdrawal and Exclusion Procedure. The amendment explicitly extends the permission to apply for readmission onto the same, or a related programme of study to students who have been excluded due to debt, non-matriculation, or lack of visa permission. It maintains the existing requirement that the gap between withdrawal or exclusion and readmission must be no more than three years, but notes that there are some exceptions to this, e.g. on professional programmes where two years is the maximum.</p> <p>The regulation states that the decision as to whether to readmit a student remains at the University's discretion, and provides information regarding factors to be considered when assessing applications. This provides effective mitigation against the risk that a student may be readmitted where this would not be appropriate or feasible, and serves to manage students' expectations regarding the process of readmission.</p> <p>The regulation also clarifies that, where a readmitted student has previously received an exit award, this will be rescinded, in the event that they achieve a higher award following resubmission.</p> <p>Students face increasing challenges with the affordability of study, so it will be of benefit to provide explicit reassurance that students excluded due to debt can seek readmission once their debt is settled. This benefit will be particularly relevant for students from lower-income backgrounds.</p> <p>Students requiring a visa to study can also face challenges securing or maintaining the appropriate visa through no fault of their own. Providing a route to readmission following exclusion due to lack of visa permission is therefore a significant benefit to international students.</p> <p>There are situations where students fail to matriculate at the appropriate time due to serious health or personal issues, and they do not respond to contact before the exclusion process is completed. Providing an explicit route to seek readmission in these circumstances will therefore be of significant benefit to these students.</p>
<p>Changes to Degree Specific Regulations</p>	

78 MBChB	Amended to reflect new requirements from the General Medical Council, including the Medical Licensing Assessment Applied Knowledge Test.
85-91 BVM&S	<p>Various amendments to align the regulations with current practice regarding progression requirements on the programme.</p> <p>87 states that the permitted maximum of two years of interruption or of repeat years may not be taken consecutively. This reflects the experience within R(D)SVS that students with such interrupted progress have a very low likelihood of completing the programme subsequently. It is therefore considered in a student's best interest that they withdraw voluntarily in these circumstances, although there remains the option for the School to request a concession in exceptional cases.</p> <p>91 provides new content regarding attendance requirements on the programme. These are existing requirements, being added to the Regulations for the sake of clarity. The requirements are set out in detail in the BVM&S Attendance Policy.</p>

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
16 Recognition of Prior Learning (RPL)	<p>Removal of RPL where an exit award is made</p> <p>RPL is limited to one-third of the total credits for the award for which a student is applying. However, where a student exits a programme with a lesser award, the RPL could constitute as much as 100% of the credit for the exit award, for example where a student is awarded 60 credits RPL for a Masters programme, but exits with a Certificate. This means that a student is being awarded a qualification largely or entirely based on credit that has already been counted towards a different award.</p> <p>The amendment states that previously-awarded RPL may be removed in order to comply with the “one-third” rule, where a student leaves with an exit award. Colleges can allow exemptions to the “one-third” rule where the RPL has been awarded for UoE credit which did not lead to an award previously, for example credit gained as part of Continuous or Postgraduate Professional Development.</p> <p>RPL for courses on a Degree Programme Table</p> <p>Students may take individual courses at the University as Postgraduate Professional Development (PPD) or</p>

	<p>Continuous Professional Development (CPD), and subsequently seek to use the credit for these courses as part of a programme of study. The amendment to the regulation states that, where a student is given RPL for a course or courses taken previously which are on the Degree Programme Table for the programme they are joining, the mark(s) for the course(s) will be used for progression and award decisions on the new programme. This is line with the approach taken for students returning to undertake a Diploma or Masters after completing a Certificate or Diploma, under PG DRPS 60.</p>
<p>33 Authorised Interruption of Study</p>	<p>Amended to remove content duplicated from the Authorised Interruption of Study Policy and instead refer to that Policy for more information. This removes existing misalignment between the wording of the Regulation and the Policy (for example regarding retrospective approval of interruptions) and prevents this recurring.</p> <p>The Regulation retains content regarding exceptions to the rule that the total permitted period of interruption will not exceed 100% of the prescribed period of full-time study, which is referred to but not covered in the Policy.</p>
<p>45 Request for Reinstatement on Doctoral and MPhil degrees</p>	<p>Amended to extend provision for former students to request reinstatement where they have been excluded due to debt, non-matriculation, or lack of visa permission. Like students who have withdrawn voluntarily, students readmitted after exclusion for these reasons will be offered the time they had remaining on their programme at the point of exclusion to complete their thesis.</p> <p>Self-funding students in particular face increasing challenges with the affordability of study, so it will be of benefit to provide explicit reassurance that students excluded due to debt can seek readmission once their debt is settled. This benefit will be particularly relevant for students from lower-income backgrounds.</p> <p>Students requiring a visa to study can also face challenges securing or maintaining the appropriate visa through no fault of their own. Providing a route to readmission following exclusion due to lack of visa permission is therefore a significant benefit to international students.</p> <p>There are situations where students fail to matriculate at the appropriate time due to serious health or personal issues, and they do not respond to contact before the exclusion process is completed. Providing an explicit route to seek readmission in these circumstances will therefore be of significant benefit to these students.</p> <p>The regulation states that the decision as to whether to readmit a student remains at the College's discretion, and</p>

	provides information regarding factors to be considered when assessing applications. This provides effective mitigation against the risk that a student may be readmitted where this would not be appropriate or feasible, and serves to manage students' expectations regarding the process of readmission.
48 PhD Thesis Length – Word Count	Amended to state that image captions are not included in the word count for PhD or MPhil theses.
51 MPhil by Research	This will encourage the provision of detailed captions, where appropriate, which will be of particular benefit to blind or partially-sighted readers of a thesis.
Changes to Degree Specific Regulations	
68 PhD – Submission by Portfolio in Art, Design and Landscape Architecture	<ul style="list-style-type: none"> a. Amended to include examples of what might constitute a permanent record for the portfolio of artefacts, using existing text from Regulation 80; b. Amended to refer to Regulation 48 regarding inclusions and exclusions from the word count, for consistency with other doctoral degrees; c. New content added regarding separate submission of the portfolio and thesis for some programmes.
69 MPhil - Submission by Portfolio in Art, Design and Landscape Architecture	<ul style="list-style-type: none"> a. Amended in line with Regulation 68. b. Amended in line with Regulation 68.
72 Master of Chinese Studies 76 MSc in Middle Eastern Studies with Arabic 78 MSc in Architectural Project Management 79 MSc in Advanced Sustainable Design (mixed mode)	<p>These regulations are to be removed as these programmes are closing and have no students currently taking them.</p> <p>Subsequent regulation numbers will be amended.</p>
80 PhD in Creative Music Practice	<ul style="list-style-type: none"> a. Amended to refer to Regulation 48 regarding inclusions and exclusions from the word count, for consistency with other doctoral degrees.
82 PhD in Architecture by Design	Amended to provide more information and consistency of format with other ECA doctoral degrees.

6. The Undergraduate and Postgraduate Degree Programme Resolutions are attached as an Appendix.

Resource implications

7. Senate Academic Policy and Regulations Committee (APRC) has given due consideration to any potential resource implications and there are none to be raised.

Risk Management

8. APRC has considered any risks arising from the proposed amendments and there are none to be raised to Senate.

Responding to the Climate Emergency and Sustainable Development Goals

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

Equality and Diversity

10. 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 readmission for students who have left the University in good academic standing for reasons beyond their control.

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

11. Final Resolutions will be submitted to Court on 15 June 2026 for consideration and approval.

Consultation

12. The proposals for amendments to the Regulations have been considered by APRC. The proposals arose via consultation with Schools and Colleges. Relevant departments have been consulted regarding specific proposals for amendment, e.g. Student Immigration Service for changes affecting visa-holding students; Student Recruitment and Admissions regarding changes relating to readmission to study.

Further information

Author

Adam Bunni,
Head of Academic Policy and Regulation,
Academic Quality and Standards

Freedom of information

Open Paper

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 5/2026

Undergraduate Degree Programme Regulations

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

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2026/27);

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 (2026/27):

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:

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A. General Undergraduate Degree Regulations

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- 6 [Undergraduate degrees, diplomas and certificates](#)
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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.
li	Undergraduate Diploma of Higher Education	At least 240 credits of which a minimum of 90 are at level 8 or higher
A.	Single Honours (in a named subject/discipline)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
B.	Single Honours (with a subsidiary subject)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.

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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 <u>900</u> credits
J. BVM&S Graduate Entry Programme	560 credits
BVM&S 5 Year Programme	76 <u>40</u> 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 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.~~ Students may apply for an authorised interruption of study, in line with the Authorised Interruption of Study Policy.

Authorised Interruption of Study Policy

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.

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

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

26. Leave of absence 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.

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-Year 3. All year-2 courses taken in Year 2 must be passed at the first attempt; ~~resits during the summer diet are not permitted.~~ Students who have assessments to complete in the summer diet will be ineligible for Optional Study Abroad, unless these result from a null sit, in which case the College may apply an exception. 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

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corresponds appropriately with the University of Edinburgh degree curriculum for the relevant year of study.

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

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

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

www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf

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 **Withdrawal and Exclusion from Studies Procedure**

A former student ~~who has withdrawn voluntarily from study~~ will be permitted to apply for readmission to the same (or a related) programme of study ~~subsequently~~, provided that:

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- They had withdrawn voluntarily from study, and had not failed to meet the progression requirements for their degree at the point they withdrew; or
- They had been excluded due to debt, non-matriculation, or lack of visa permission, and had not failed to meet the progression requirements for their degree at the point they were excluded;

And

- Not more than three* years have elapsed between the student's withdrawal or exclusion and their proposed return start date.

*On some programmes, students will not be readmitted where more than two years have elapsed between withdrawal or exclusion and return to the programme.

~~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~~The decision as to whether to readmit a student will remain at the University's discretion, and factors taken into account include (but are not limited to):

- the passage of time and its implications for the programme of study;
- any major changes to the structure of the programme, or its closure;
- restrictions affecting numbers of students on a programme.

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. Where a student had previously gained an exit award, this will be rescinded in the event that they achieve a higher award following readmission.

The Withdrawal and Exclusion Procedure provides further information about other categories of exclusion and their implications for eligibility to seek readmission to the University.

Withdrawal and Exclusion Procedure

Progression and Permissible Credit Loads

34. To gain a specific degree award, students must achieve the 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.

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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 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 SCQF level 7 and 8 courses (in addition to the normal 120 credits), subject to the approval of the Director of Teaching or delegated nominee.

44. Exceptionally, students in their honours years, with College approval, may take up to 40 credits of additional 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.

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

Transfer to Different Degree Programme

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

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

Awards and Qualifications

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

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

52. The attainment requirements for students for General and Ordinary degrees are specified in the relevant College regulations below.

53. The attainment requirements for students for MBChB and BVM&S degrees and the BSc in Oral Health Sciences are specified in the College of Medicine and Veterinary Medicine regulations below (Section C).

54. The award of Honours is based on the student's performance in assessment in the Honours year(s). For information on the award of Honours see the Taught Assessment Regulations for the current academic session: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

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.

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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 meet the requirements of the 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.

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.

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

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

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

The overall curriculum must include at least:

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

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

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

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

Merit and Distinction

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

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

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

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

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

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

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

Distinction in Oral Language

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

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

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

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

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

71. The College Fitness to Practise policy is available at <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.

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

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Board of Examiners for exclusion may appeal via the University Appeals process. 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. Students who have not passed by the end of the academic year, and are eligible for another attempt, will be required to repeat the full year of teaching and assessment regardless of component marks.~~

Students in their final year must achieve a passing result for the General Medical Council Medical Licensing Assessment Applied Knowledge Test within a maximum of four attempts, undertaken over the course of two academic years.

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 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 Programme Director.

Awards

Passes with Distinction

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

Honours at Graduation

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

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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 ([AHEMS](#)) and Clinical ([CEMS](#)) 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. These two years cannot be taken consecutively. 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 (cCEMS placement weeks)~~. The specified number of AHEMS and CEMS weeks for each cohort can be found on the RCVS website.

a. 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 set~~ by the School. Students who fail to satisfy ~~this the AHEMS~~ requirement will be unable to progress into ~~third year of the BVM&S programme~~ Year 3 (Graduate Entry Programme Year 2) and will be ~~reported referred~~ to the BVM&S Progression Committee. ~~Students who have not completed the specified number of weeks of approved cCEMS prior to the end of final year will be unable to graduate. The specified number of AHEMS and cCEMS weeks for each cohort are provided in the programme handbook.~~

b. Students must submit satisfactory evidence of completion of the specified number of weeks of approved CEMS by the submission deadlines set by the School. Students must complete a minimum of eight weeks CEMS during Final Year. Students who fail to satisfy these requirements will be unable to progress to the next year of study or graduate and will be referred to the BVM&S Progression Committee.

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89. Students cannot commence CEMS until they have submitted satisfactory evidence of completion of the specified number of weeks of approved AHEMS. Only in exceptional circumstances will students be permitted to commence CEMS prior to the start of Year 3 (Graduate Entry Programme Year 2).

~~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.~~

9190. 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-referred to the BVM&S Progression Committee and exclusion from further attendance at courses and examinations may be recommended.

91. In the event of a student failing a course, attendance will be evaluated by the Progression Committee when deciding recommendations. Students with a poor attendance record may not be eligible for an exam only course repeat. Students should refer to the BVM&S attendance policy.

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.

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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 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.

Ordinary Degree

97. The Ordinary degree of Bachelor of Medical Sciences may be offered as an exit award to students on the 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), subject to the approval of the College of Medicine & Veterinary Medicine.

100. 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: <https://www.wiki.ed.ac.uk/display/IHP/>

101. 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.

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102. 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.

Exit Awards

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 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 (2026/27), 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. 6/2025.
4. This Resolution shall come into force with effect from the commencement of the 2026/27 academic year on 1 August 2026.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

Appendix 1 to Resolution No. 6/2025

Undergraduate Degree Programme Regulations

Degrees covered by these Regulations

College of Arts, Humanities and Social Sciences

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

College of Science and Engineering

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

Bachelor of Engineering with Honours

Degrees of Master of Arts with Honours

Master of Chemistry with Honours

Master of Chemical Physics with Honours

Master of Earth Science with Honours

Master of Engineering with Honours

Master of Mathematics with Honours

Master of Physics with Honours

Master of Informatics with Honours

Master of Earth Physics with Honours

College of Medicine and Veterinary Medicine

Bachelor of Medicine and Bachelor of Surgery

Bachelor of Veterinary Medicine and Surgery

Bachelor of Science with Honours

Bachelor of Science (Medical Sciences)

Bachelor of Science (Medical Sciences) with Honours

Bachelor of Science (Biomedical Sciences)

Bachelor of Science (Biomedical Sciences) with Honours

Bachelor of Science (Oral Health Sciences)

Bachelor of Science (Oral Health Sciences) with Honours

Bachelor of Science (Veterinary Science)

Bachelor of Science (Veterinary Science) with Honours

Bachelor of Medical Sciences

Bachelor of Medical Sciences with Honours

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 6/2025

Postgraduate Degree Programme Regulations

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

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2026/27);

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 (2026/27):

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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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://registryservices.ed.ac.uk/academic-services/policies-regulations/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:

<https://registryservices.ed.ac.uk/academic-services/students/code-of-practice>

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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: <https://uoesharepoint.com/b:/s/PolicyRepository/EQ1BD5ywZRdMoYOVmNHwbDwBwe0daGZUqCT6j7AblafWtA>
- 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://medicine-vet-medicine.ed.ac.uk/sites/default/files/2025-07/College%20Student%20Fitness%20to%20Practise%20procedures-%202025.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
- 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).

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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
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

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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 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

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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 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:

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- 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. Where a student has been awarded RPL on admission but is subsequently considered for a different exit award, a proportion of the credit previously-awarded for RPL may be removed in order to comply with the restriction that RPL constitute no more than one-third of the total credits for the award. The College may permit exceptions to this where the RPL was awarded for credit previously gained at the University, which did not lead to an award. Where a student has been awarded RPL for a course previously completed at the University which is on the Degree Programme Table for the programme they are being admitted to, the mark awarded for the course will be used for progression and award decisions relating to the new programme.

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

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

Permissible Credit Loads

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

20. Students may take courses on a class-only basis (i.e. not for credit), with the agreement of the course organiser, and the approval of the 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.

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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 the period spent working on a dissertation or research 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:

[Study Period Table – Postgraduate Degree Regulations](#)

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:

[Study Period Table – Postgraduate Degree Regulations](#)

Reductions to the Prescribed Period of Study

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28. The College may reduce the prescribed period of study as indicated below:
- Postgraduate Certificate:
 - for **part-time continuous** students by up to 4 months.
 - for **part-time intermittent** by up to 12 months.
 - Postgraduate Diploma:
 - for **part-time continuous** students by up to 8 months.
 - for **part-time intermittent** students by up to 24 months.
 - Postgraduate Masters:
 - for **part-time continuous** students by up to 12 months.
 - for **part-time intermittent** students by up to 36 months.
 - MPhil:
 - Members of the University staff and students holding a MPhil research appointment under the auspices of the University may be registered for a minimum period of 24 months part-time.
 - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 24 months part-time.
 - 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:

[Study Period Table – Postgraduate Degree Regulations](#)

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:

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[Study Period Table – Postgraduate Degree Regulations](#)

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.

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:

[Withdrawal and Exclusion Procedure](#)

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. [Students may apply for an authorised interruption of study, in line with the Authorised Interruption of Study Policy.](#)

[Authorised Interruption of Study Policy](#)

~~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.~~

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~~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;
- 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.

~~[Authorised Interruption of Study Policy](#)~~

Also see the Study Period Table:

[Study Period Table – Postgraduate Degree Regulations](#)

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:

[Study Period Table – Postgraduate Degree Regulations](#)

Maximum Degree Completion Periods

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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:

[Study Period Table – Postgraduate Degree Regulations](#)

Additional Regulations for Doctoral and MPhil Research Degrees

Supervision

36. Each student will work under the guidance of at least two supervisors appointed by the College. Supervision continues until the final version of the thesis is submitted. There are two types of supervisory arrangement: Principal Supervisor plus Assistant Supervisor (or supervisors if more than one); or Co-Supervisors, one of whom is designated the Lead Supervisor.

37. Schools are responsible for ensuring that all supervisors who are members of University staff (including honorary staff), 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, 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 member of staff of the University who has appropriate expertise in research and is not on a Guaranteed Hours or casual contract; or
- b) an honorary member of staff; or
- c) (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

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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 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

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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, debt, non-matriculation, or lack of visa permission, or who has withdrawn voluntarily before the end of their period of study may ask the College to reinstate their registration at a later date to permit examination of a completed thesis allow them to complete their programme. 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. 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 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, or were excluded due to debt, non-matriculation, or lack of visa permission, 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).

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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.

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, image captions, 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

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Tables and programme handbooks. Students must successfully complete all additional requirements to be awarded the degree.

MPhil by Research

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

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

The thesis must:

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

51. The thesis must not exceed a maximum of 60,000 words. There is no minimum word count. The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, [image captions](#), 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

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applicant with the format of their submission and to guide them on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

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

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

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

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

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

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

Programme-Specific Regulations

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

Period of Study

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

Assessment

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

<https://registryservices.ed.ac.uk/academic-services/policies-regulations/regulations>

MSc by Research Degrees only

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

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

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

Application for Associated Postgraduate Diploma or Masters

60. A candidate who already holds a Postgraduate Certificate or Diploma from the University of Edinburgh may be permitted by the appropriate College to apply for candidature for the associated Postgraduate Diploma or Masters degree, provided that not more than five years have elapsed between their first graduation and

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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.

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.

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Doctor of Psychotherapy and Counselling (DPsychotherapy)

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

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 (e.g. video, photographs, recordings, sketches, studies, web pages); 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~~refer to Regulation 48 for items included or excluded from the word count).
- b-c. Where specified in programme descriptors (e.g. for PhD by Practice in Art or Design) the portfolio should be submitted separately to the written thesis.

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 (e.g. video, photographs, recordings, sketches, studies, web pages); and
- b. The portfolio of artefacts or artworks should normally be accompanied by a thesis of not more than 30,000 words (~~including bibliography and footnotes but excluding appendices~~refer to Regulation 51 for items included or excluded from the word count).

Master of Fine Art

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

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

71. The degree specific regulations are:
- 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.

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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.
 - 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:
- Prescribed period.** The prescribed period of study for students undertaking the programme is 21 months.
 - 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:~~
- ~~**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.~~
 - ~~**Prescribed Period of Study.** The period of study will be 24 months, full-time.~~

~~MSc in Architectural Project Management~~

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

~~MSc in Advanced Sustainable Design (mixed mode)~~

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~~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 (refer to Regulation 48 for items included or excluded from the word count); 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 submission for the PhD in Architecture by Design should include:

- a. A text of not more than 50,000 words (refer to regulation 48 for items included or excluded from the word count); and
- a-b. a body of design work, fully integrated with the text and presented in a format which can be archived. The design work should comprise original work of a high creative level worthy of public exhibition and form 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, and the use of design-research methods appropriate to the thesis. This may include a record of the work in development (e.g. video, photographs, recordings, sketches, studies) and should include a record of temporary events or exhibitions relevant to the completed thesis. 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

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~~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.

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.

The pass mark for courses on the Diploma is 50%.

b. **Assessment Type.** Students will be assessed in writing in each course of the curriculum. Where the assessment for a course includes an examination, 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 re-sit assessments or examinations for each course of the curriculum in which they have failed.

PhD in Creative Writing

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

a. A substantial piece or pieces of creative work of no more than 75,000 words of creative prose; or 75 page of verse; or a dramatic composition of no more than three hours length and

b. An extended critical essay of no more than 25,000 words reflecting on the work's aims and context(s).

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

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

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Professional Higher Degrees

Doctor of Medicine (MD)

90. The grounds for the award of the degree of MD are consistent with the award of MPhil by Research degrees.

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.

- a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.
- b. Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

MD Timetable for submission

	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	

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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 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.



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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, including at least 50 credits of specified research courses*, based on performance at the first attempt in each course.

*Contributing research courses are listed in the relevant DPT/Programme Handbook.

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

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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 (2026/27), 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. 7/2025.

4. This Resolution shall come into force with effect from the commencement of the 2026/27 academic year on 1 August 2026.

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 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 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

19 May 2026

Framework for Delegation of Senate Authority

Description of paper

1. This paper sets out a framework for the delegation of Senate's authority to subordinate bodies including Senate Standing Committees, developed by a Short-Life Working Group (SLWG) in accordance with terms approved by Senate in December 2025. The framework, which is recommended to Senate for approval, aims to provide clarity on how Senate's responsibilities are divided between its different bodies, leading to greater confidence in strategic decision-making in relation to the University's academic mission.

Action requested / Recommendation

2. Senate is asked to **approve** the adoption of a framework for delegating its authority that comprises two main components:
 - 2.1. **A general template for work carried out under Senate's delegated powers:** This clearly delineates the phases where Senate can inform the development of a policy or strategy, and where the final work is being approved. It makes the "what" and the "how" of development transparent and makes clear that consultation during development is a key component that exists outside of regular Senate meetings. Specifically, the framework has three stages:
 - 2.1.1. **Early phase:** A paper is brought to Senate setting out the case for the change, and defining success criteria and a consultation plan, including consultation outside of committee and hierarchy structures.
 - 2.1.2. **Middle phase:** Committees consult according to the plan and perform detailed development. If there are material changes in scope, the proposal returns to the early phase.
 - 2.1.3. **Late Phase:** The final proposal is brought to Senate for formal approval along with details of the input received through consultation, the evidence and rationale behind the proposed decisions and any significant disagreements or compromises that were made during the process. In deciding whether to approve, Senate focuses primarily on whether a robust consultation process has been followed.
 - 2.2. **A framework for deciding when full Senate approval is required, and equally, when it is not:** It considers the likely impact of a new or revised strategy or policy on the conduct of learning, teaching, or promotion of research across the University, and uses general terms to provide flexibility for ongoing calibration. It attempts to be the basis for a good-faith and common-sense approach to evolve. Specifically, the framework uses the following approach:

- 2.2.1. Matters with neither a strategic component nor a direct impact on learning, teaching and research across the University **do not** require Senate approval. Typical examples include all externally driven reporting activities.
 - 2.2.2. Broad vision statements **do** require Senate approval as it is the authority of Senate that encourages 'buy-in' from the wider academic community.
 - 2.2.3. Matters with a major direct impact on learning and teaching and the promotion of research across the University **do** require Senate approval and should follow the three-phase process described above; and
 - 2.2.4. Where there is uncertainty, further advice should be sought and, if uncertainty remains, the matter should be treated as requiring Senate approval.
 - 2.2.5. Where the activity is determined to not require full Senate approval and is not covered by 2.2.1 above, papers submitted to Senate for noting will include a justification for that decision with sufficient detail that a general member of Senate could follow and understand the reasoning.
3. Senate is further invited to **note** that both components in all their parts are necessary to gain and assert the understanding that Senate needs in order to discharge its duties effectively, harmoniously and with due respect for the responsibility that all members share as overseers of academic matters. The framework places specific responsibilities on both Standing Committee and wider Senate members, and will require a change in behaviour by all parties in order to succeed.

Background and context

4. Senate has both a right and a duty to ensure its committee structures are appropriate. The first sentence of Senate Standing Order 22(a) reads:

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.
5. The context of this work is the need to create more positive relationships that will benefit the interaction of Senate and its Standing Committees. Our goal in proposing this framework is to allow them to operate effectively and harmoniously which will contribute to good academic governance and reclaim the time that is currently being spent on discussions of procedural issues.
6. An External Effectiveness Review of Senate was conducted in 2023, finding a lack of trust between elected and *ex-officio* members led to debate of matters of governance and procedure that compromised time available for

discussion of substantive matters and alienated certain members. At the time of writing, this situation remains unresolved and requires urgent attention.

7. The external review recommended the creation of a Task and Finish Group to establish criteria for Senate Standing Committee decisions requiring discussion in full Senate before a final decision is made. The Task and Finish Group met between April 2024 and July 2025 and, despite making good progress with other recommendations of the external review, the primary task that it was charged with was left unfinished.
8. A paper proposing a SLWG to complete this work, by developing a framework for the delegation of Senate's authority through consultation with identified parties, was approved at the December 2025 meeting of Senate. The report that accompanies this paper is the output of the SLWG.

Discussion

9. The SLWG comprised five academic staff members of Senate (who had participated in the previous Task and Finish Group) and three student members (appointed in consultation with EUSA – one undergraduate, one postgraduate taught and one postgraduate research). Members of the group gathered evidence from members of Senate and associated colleagues, with a focus on soliciting views that were less well represented through the Task and Finish process than those of elected members of Senate. This comprised online surveys and interviews with the convenors of Senate Standing Committees.
10. The SLWG discussed the evidence drawn through the surveys and interviews, and used this to identify the fundamental causes of Senate's ineffectiveness:
 - 10.1. **Cycle of distrust:** a cycle of distrust has emerged between Senate and its Standing Committees, reflecting tensions over approval processes, confidence in decision-making, and the balance between delegated expertise and appropriate scrutiny. This has impeded effective governance.
 - 10.2. **Need to improve shared understanding:** there is broad agreement across all groups on the need for greater clarity and transparency in how Senate and its Standing Committees operate, particularly in relation to consultation, decision-making, and the roles and responsibilities of different membership groups.
 - 10.3. **Boundary between delegated and retained authority:** Standing Committees are widely accepted as the appropriate forum for detailed policy development, but uncertainty remains about where approval authority should reside because the boundary between delegated and retained authority is unclear.
11. The attached report sets out in detail a framework, recommended to Senate in outline in Paragraph 2 above, that is designed to address directly the fundamental causes that lead to ineffective and disharmonious meetings of Senate. As explained in the report, each of these components is necessary

to achieve an end state in which Senate business is conducted efficiently and to a high level of satisfaction across all membership groups.

12. Successful implementation of the framework places responsibilities on Standing Committee members to bring matters of importance to Senate for approval and for wider Senate members to act with the presumption of approval whenever it is demonstrated that the consultation and argumentation upon which a recommendation relies is rigorous. This will require significant changes in behaviour from all parties.
13. As a new framework, it should be monitored and evaluated during the initial implementation period. Any changes to the framework will require a specific recommendation to, and approval by, Senate at a future meeting.

Resource implications

14. The implementation of the framework will require additional administrative work in verifying the decision of each paper to be presented to Senate and in checking that the consultation process is carried out according to the suggestions laid out by the SLWG. It has not been possible in the time available for the SLWG to provide a more detailed analysis of resources. Post-implementation, monitoring and evaluation will also be required. Whilst we do not have figures available to us, the improvement in efficiency of Senate operations and strengthened governance as a result of this proposed framework should greatly outweigh the additional resource investment.

Risk Management

15. Defects in the management of Senate's delegated authority have led to much time being wasted in Senate meetings and a continued erosion of trust between the University leadership and the wider University community, to the detriment of the University's academic mission. Failure to address the issue of delegated authority risks perpetuating or worsening the situation and undermining confidence in the University's academic decision-making.

Responding to the Climate Emergency and Sustainable Development Goals

16. This paper does not directly address these goals. However, by improving the efficiency of Senate overall, there will be more time for Senate to attend to them.

Equality and Diversity

17. Similarly, this paper does not directly address specific EDI concerns, although members of the SLWG believe that the recommended framework will help create an atmosphere at meetings of Senate that is more conducive to respectful consideration of diverse views, particularly those of student members. The recommendation within the framework that opportunities be explicitly created for individuals within the University to contribute opinions and evidence during policy development will greatly improve the ability of currently under-represented groups to be heard.

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

18. Should Senate approve the proposal, the framework will be communicated to Senate members and the convenors and members of Senate Standing Committees through established governance channels, e.g. Senate Support.
19. The framework will be implemented by the Senate Standing Committees, overseen by Committee convenors, to ensure that the processes for initiation, development, and approval are applied consistently.
20. The impact of the framework will be monitored as it becomes established, with evaluation focusing on whether it improves clarity of decision-making, supports effective working relationships between Senate and its Standing Committees, and increases confidence in the processes of strategic decision-making in line with the University's academic mission. Any changes to the framework will be brought to Senate for consideration and approval. A report assessing the effectiveness of the framework should be delivered to Senate 12 months after initial implementation to allow review.

Consultation

21. The SLWG consulted with members of Senate and associated colleagues through the process described in Paragraph 9. One member of the SLWG was also part of the Critical Friends group for the parallel work on developing a statement of Senate's responsibilities, in the hope of avoiding conflicts between the resulting recommendations.

Further information

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Presenter(s) (if required)

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Patrick Walsh

Framework for Delegation of Senate Authority

Short-Life Working Group Report

Kate Ash-Irisarri, Richard Blythe, Christopher Campbell, Vashti Galpin, Julia Jodlowska, Andy Law, João Paulo Magalhães and Patrick Walsh

27th April 2026

Context

At its meeting of 10th December 2025, Senate approved the formation of a short-life working group to develop a framework addressing the delegation of its authority to subordinate bodies, notably its Standing Committees. The motivation for this work is as follows:

- An external effectiveness review of Senate was conducted in 2023, with a headline finding that “there is a lack of trust in Senate between elected members and the ex-officio members” leading to debate on matters of governance and procedure that “encroaches on the time that Senate has for substantive debate ... alienating some newer members of Senate”.
- Much of this debate revolves around the issue of authority delegated to subordinate bodies in general, and Senate Standing Committees in particular, and specifically whether the level and scope of delegation is appropriate.
- The external review of Senate recommended that a Task and Finish Group (hereafter, T&F Group) “establish the criteria for Senate Committee decisions that need further discussion in full Senate before a final decision is made”. During its meetings between April 2024 and July 2025, the T&F Group made good progress with other issues identified by the external review, but not the issue of delegation that it was primarily recommended to address.
- Nevertheless, the T&F Group did present preliminary findings on the matter of delegation to Senate at its meeting of 1st October 2025, and a proposal to develop these into a full framework by this group was approved by Senate on 10th December 2025 with the aim of presenting this report to Senate at its meeting on 19th May 2026.

The present working group consists of five elected members of the precursor T&F Group along with three student members of Senate. Through consultation with the EUSA VP Education, it was decided that this group should have one representative each from the UG, PGT and PGR membership. The student members were appointed through a process of self-nomination and subsequent selection on the basis of a supporting statement.

Scope

This report focuses on the division of responsibility and authority, and the interactions between Senate and Senate Standing Committees, this being where the greatest tensions lie.

We note for context that Senate’s Standing Order 22 asserts what powers Senate has in relation to its Standing Committees:

22. (a) 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.)

Given the above, we assume that the three current Standing Committees – Senate Education Committee (SEC), Academic Policy and Regulations Committee (APRC) and Senate Quality

Assurance Committee (SQAC) – will continue with remits similar to those that they currently hold until such time as any revised remits are brought to Senate for approval. We further assume that a forthcoming Statement of Responsibilities for Senate, being developed independently of this group, will clarify Senate’s overall authority and therefore the scope of activity that Senate can delegate as mandated by Senate Standing Order 22(a).

A more positive relationship benefits the atmosphere and efficacy of both those Standing Committees and Senate. Therefore, this work is primarily concerned with the question of how Senate’s powers (whether as currently informally understood, or in the future expressed more formally via a Statement of Responsibility) are delegated or retained so that Senate and its Standing Committees can operate an effective and harmonious partnership.

Consultation and collection of evidence

The working group members engaged in synchronous and asynchronous discussions to identify an initial set of issues to address. Consistent with this group’s approved working methods, additional evidence to inform the design of the framework was gathered from stakeholder groups to augment the body collected by the T&F group. This consultation comprised:

- A survey sent to **all members of Senate**, similar to one previously conducted by the T&F group. This was distributed with a specific request for responses from ex-officio members, who were under-represented in the original survey, and colleagues from Senate Support, who did not have the opportunity to complete the original survey. A summary of findings from this survey is presented in Appendix 1.
- A further survey directed specifically at **student members of Senate**, focusing on the perception of students regarding the function of the Standing Committees. A summary of findings from this survey is presented in Appendix 2.
- Separate interviews with each of the **Senate Standing Committee convenors** (the current acting convenor in the case of Senate Education Committee), each conducted by one staff and one student member of the working group. The interview with the Convenor of the University’s **Research Strategy Group** was conducted by two staff members. The purpose of these interviews was for the working group to better understand the nature of the work transacted by the Senate Standing Committees and the views from the Committees about the sometimes-difficult working relationships with the wider Senate body. A summary of findings from these interviews is presented in Appendix 3.

The aim of the consultation process was to accumulate as wide a range of inputs as possible as an attempt to cover all points of view.

Major themes

Across the body of evidence collected by the group, three major themes emerged.

Cycle of distrust

- Current practice is for Senate Standing Committees to approve institutional policies and strategies that sit within their respective remits. From the interviews with Committee convenors, we understand that there is reluctance within the Committees to the idea of recommending a subset of such policies and strategies to Senate for approval. Such a position is echoed by survey responses from ex-officio members of Senate, who hold an overall more positive view of the effectiveness, composition and conduct of the Committees than elected staff and student members (see Appendices 1 and 2). We believe the primary cause of this reluctance is that where Senate’s approval has been requested in the recent past, in many cases it has not been forthcoming. This impedes the University’s ability to make important and necessary changes, particularly when an element of urgency is involved. There is also an argument, expressed both by Committee convenors and in the survey responses that Committee-level approval of many items is more appropriate because of the specific

expertise that Committee members hold, relative to that of elected staff and student members of Senate.

- Comments from both elected staff and student members of Senate indicate a strong sense of disenfranchisement and, therewith, an inability to fulfil their responsibilities as Senate members which many understand to be codified in law. These comments allow two fundamental causes of this disenfranchisement to be determined. First, some respondents felt that certain papers coming to Senate from the Committees were somewhat detached from their own lived experiences as learners, teachers, and researchers in the institution. This makes it difficult for members of Senate to hold confidence in the decision-making process and is a major driver of Senate failing to grant approvals requested of it. Second, there is a sense that the Standing Committees are structured to bypass the scrutiny and assurance that an academic board (i.e. Senate) is intended to provide on behalf of wider society, consistent with the University's commitment to social responsibility. This sense is most keenly felt when executive-led policies are brought forward for noting rather than approval.
- Together, the conflicts between the sentiments expressed in the previous two points create a feedback loop that amplifies distrust between different membership groups within Senate. This is a basic failure of governance, and it is imperative that this cycle is broken.

Need to improve shared understanding

- A key point of broad agreement across all groups of respondents is the need for greater clarity in how Senate operates in relation to its Standing Committees. Supporting evidence for this was varied, and included the following:
 - Ex-officio survey respondents tend towards the view that the Committees are working well, and that greater visibility of this among the wider membership would improve relations through a better understanding of the nature of work conducted by Committees.
 - Elected staff members feel that papers often do not explain options that were considered and the rationale for the decisions ultimately taken. Greater visibility of the body of evidence used to inform policy decisions may help improve understanding.
 - Committee convenors consider that decisions account well for views expressed through School and College committee structures. However, wider members of Senate are given limited opportunity to scrutinise the consultation process and affirm its validity, and the "funnelling" and filtering processes inherent in the hierarchical structures inevitably exclude some views well before the Committee can hear them. In addition, the student voice is primarily represented at Committee level through a single sabbatical officer in an ex-officio capacity, who is expected to speak for the entire student body at short notice. Again, this inevitably means that certain viewpoints are not available to the Committee. Student members specifically reported that they would benefit from the opportunity to participate in informal discussion meetings during the early stages of policy development. This indicates that a full consideration of the nature and effectiveness of consultation processes is required.
 - A majority of student survey respondents believed that full Senate was the most appropriate place for policy approval. The level at which formal approval for a given piece of work sits, and how this was decided, is therefore a key area for consideration and clarification.
- An important point highlighted by the above is the need for all Senate members to understand and consider the position of those in other membership groups in relation to their roles and responsibilities as Senate members.

Boundary between delegated and retained authority

- A further point of broad agreement, evident from survey responses across all membership groups, is that, due to its size and the highly formalised nature of its meetings, it is neither practical nor desirable for detailed drafting of policy or strategy to take place at full meetings of Senate. It is recognised that Committees play a vital part here due to their membership and the level of engagement with professional services, colleges, and schools.
- However, there is no Senate-wide consensus on where approval powers should sit in relation to different matters addressed by the Committees. A contributing factor is that the boundary between authority retained by Senate and that delegated to Committees is poorly defined.

Given the limited time available to this group to complete its work, all of whom volunteered their own time to the project, we agreed that our proposed framework for managing Senate's delegated authority should be limited to addressing the issues identified within the three themes set out above: the cycle of distrust, the need for shared understanding, and how authority is delegated. This does not diminish the importance of other themes emerging in the evidence; rather, that consideration should be given to those once the proposed framework is established. These additional themes include:

- Some respondents queried the composition of Committees, suggesting that if they were more reflective of the make-up of Senate and the wider University community, the gap between Committee decisions and individual experiences might be reduced. The working group discussed this point, noting that Committees by their nature are limited in size, and therefore will never be able to have every constituency relevant to a specific item of business represented. The group therefore felt that priority should be given to consultation, and especially the role that Senate could play in ensuring that consultation has allowed all relevant individuals and groups to contribute, and to have had their voices listened to and taken into account. This was particularly important for students, who are not part of the staff hierarchy through which information is commonly gathered.
- It was noted in both convenor interviews and survey responses that there are multiple Committees that sit outside Senate's governance hierarchy but have a significant impact on how learning, teaching and research is conducted at the University. There is a desire for clear sight of this activity, such that Senate can receive assurance that the activity is operational and does not have strategic components that might fall within Senate's purview. This was considered out of scope for this working group but is noted as a matter of clear concern.
- Senate does not currently have a governance role in relation to research, this being transacted by the Research Strategy Group which reports to the University Executive. Determining what role would be appropriate so that Senate fulfils its obligation to "promote research" is out of scope for this group, and we are mindful of parallel work to formulate a Statement of Responsibility for Senate which may address this. It is nevertheless noted that it is common for the equivalent group at other universities, including Scottish universities, to report to Senate.

Proposed framework

We set out below a framework that aims to address issues of trust, understanding, and clarity around Senate's delegated responsibility. The core guiding principles that underpin the framework design are:

- All members of Senate should have a meaningful role in strategic academic decision-making that is clearly defined and appropriate to the point in the process and the setting in which the decision is made.

- Approval that is secured through consensus (rather than by a vote, and therefore without amendments) provides the strongest assurance that the institution's academic decision-making is sound.
- Consensus is most likely to be reached through coordinated engagement with wider Senate at key points in the development of policy and strategy, and when a complete and rigorous rationale is available for scrutiny at the time when approval is sought.

The framework itself comprises two components. The first component defines a process by which wider Senate can be certain that major decisions that warrant its approval have been informed by thorough, meaningful, constructive consultation, so that approval can be granted through consensus at the final stage. The second component attempts to address the complex question of what constitutes a major strategic decision that requires Senate's approval.

A general template for wider Senate engagement

Early phase: the case for strategic change

- Where a need for a new strategy or major policy, or significant changes to an existing strategy or major policy, is identified, this should be brought to Senate's attention at an early stage. During the collection of evidence, examples were given of where there is a present need for new strategy.
- So that all members of Senate are aware of the need for new strategy, and that a proposal for formal approval may be forthcoming, a paper should be presented that sets out the case for strategic change. This paper would be for noting and discussion, to test the strength of the case for change and to gather feedback on the direction of travel during the detailed policy development work that will subsequently be overseen by the relevant Committee.
- The paper presented should detail the consultation process to be followed during the middle development phase. Ideally, this consultation should include opportunities and invitations for individuals or groups of staff, students, or other stakeholders to contribute directly, outside of the hierarchical School and College structures and committee representative routes.
- The outcome of this early phase engagement will be a decision to proceed or not. Approval to proceed will carry with it a clearly defined plan, including the proposed structure of the consultation process and the expected criteria for success against which any Late phase final proposal for approval will be assessed.
- The purpose of the early phase is to establish a shared understanding of the need for change and what constitutes a desirable outcome. It also provides clearly defined routes for Senate members with a specific interest in the area under consideration to contribute their expertise constructively to the project. Together, these interactions provide the means by which consensus and formal approval can be assured.

Middle phase: the development of policy or strategy

- This phase will exist largely within the Committee structure, following the traditional discussion, refinement, feedback and development processes that are already in place.
- Consultation, in line with the plan defined and agreed in the Early phase, will similarly occur without direct wider Senate involvement. This phase may see the addition of extra consultation with groups over and above that already agreed.
- Should it become clear during this phase that the initial premise or target was incomplete, incorrect, or otherwise sub-optimal to a significant degree, the process should return to the Early phase with a revised plan.

Late phase: scrutiny of process and formal approval

- Once a proposed policy or strategy is fully developed, a paper should be presented to Senate recommending formal approval. The proposal should be accompanied by a full description of the process by which it was formulated, making reference to the plan

and success criteria agreed in the Early phase, and the rationale behind the decision being recommended for Senate's approval.

- The nature of Senate's governance responsibility in this late phase is different to the early phase, being one of scrutinising the process rather than discussing the case for change. At this Late phase, Senate will look for evidence that the rigorous consultation agreed in the Early phase has been conducted. Senate will further assess whether the resulting recommendation is consistent with the evidence gathered through consultation, and its attention will be drawn to points of significant disagreement among consultees, or where compromise was otherwise necessary, so that it can exercise this judgement.
- Senate members have a responsibility to approve the recommendation when it is demonstrated that the proposal is supported by a rigorous body of evidence and in the best interests of the institution, even when the outcome conflicts with their personal interests or opinions. Where there are serious doubts about the process or evidence base, Senate should not discuss alternatives at length but instead return to the developing group with a constructive indication of where it falls short of the standards of good governance. Note that none of the foregoing is intended to impinge on Senate members' entitlement to a free vote.

This three-phase process has several purposes. Firstly, it creates a clear separation between the stage in the process at which discussion is useful and can be acted on, and the stage at which scrutiny of process is the remaining act of academic governance required for formal approval. Secondly, it emphasises that consultation exists as a part of the development process, not as an item of business within regular Senate meetings, and it formalises the definition of a clear consultation plan before that work begins. This emphasis on the consultative process will enhance Senate's understanding of Committees' decision-making processes and create the conditions where approval can be granted by consensus. Thirdly, by side-effect, last-minute amendments to proposals, which are often confusing to members and receive perfunctory scrutiny, are designed out of the process to the greatest extent possible. Finally, at each point in the process, members are involved in an act of academic governance that relates meaningfully to their duties and responsibilities, is commensurate with their knowledge and experience, and can be discharged constructively.

Framework for deciding when Senate approval is required

- An important decision is whether a new or changed policy or strategy requires the approval of full Senate. We do not advocate the creation of an exhaustive list of matters over which individual Committees are granted approval authority. This is because this would be a complex and laborious task and, in any case, such a list would likely be found inadequate, leading to outcomes that run contrary to common sense.
- Instead, we propose creating a mechanism by which a constructive, collegial dialogue can be conducted among the Committees and with wider Senate, on a case-by-case basis where there is ambiguity or uncertainty as to whether full Senate approval is required.
- To prevent such a process from being burdensome, Senate agrees at the outset that activities that neither have a strategic component nor directly change the conduct of learning, teaching and research across the University do not require formal approval by Senate. Such activities include the submission of reports to external agencies, routine tasks (such as managing Internal Periodic Reviews or work conducted within the terms of an existing policy) and updates to policy that are required, e.g., for consistency of terminology or to correct ambiguities, but do not alter the original intent of the policy. At present, and as a guide, much of this type of activity is conducted by Academic Quality and Standards, under the oversight of existing committees.
- It is further agreed at the outset that vision statements with no direct impact, but broad scope will require Senate approval, due to the additional 'buy-in' from the wider

academic community that such approval confers. The nature of such statements is that approval is unlikely to be contentious.

- Furthermore, activities that have a major, direct impact on the conduct of learning and teaching and the promotion of research across the University shall always require Senate's approval. In this case, the three-phase process described above should be started, and if run successfully, should also lead to approval of the final recommendation by consensus.
- Where the nature or the extent of the impact of a potential change is hard to assess, or there is disagreement on this point among Committee members, further advice should be sought, for example, through an informal survey of Senate members or consultation with the Business Committee. If this still leaves the matter unresolved, the matter should be classed as 'major' and the three-phase process described above started.
- When it is judged appropriate to approve at Committee level, the reasoning behind this judgement will be included in routine reporting to Senate. Over time the mechanism for classifying papers as major may be fine-tuned, and a record of precedents will be developed. This record, and Senate's comments on whether a specific policy's delegation is appropriate, will serve as the basis for future decisions. This may mean that changes to current evolved practice regarding approvals are necessary to achieve the desired outcome of this process, which is to reach a common understanding of the matters warranting Senate approval through constructive, collegial negotiation.

In proposing these frameworks to Senate, we note that all their components are necessary for a successful outcome. If the early phase of engagement is omitted, Senate members will be inadequately informed at the late phase, resulting in the extensive, unproductive discussions that currently characterise meetings of Senate. If the consultation phase during development is not conducted as agreed in the early phase outcome, then confidence in the process will be lost. If the late phase is omitted, the fundamental issue of disenfranchisement will not be resolved. If we do not agree a process by which the boundary between matters that do and do not warrant Senate's approval can be negotiated, valuable meeting time will continue to be consumed by arguments on this topic.

Appendix 1: Evidence from general surveys

This appendix provides extracts from the analysis of the 2025 and 2026 surveys. Documents describing the analyses of these surveys can be found at

- URL on the Senate Members portal – to be finalised
- URL on the Senate Members portal – to be finalised

Introduction and demographics

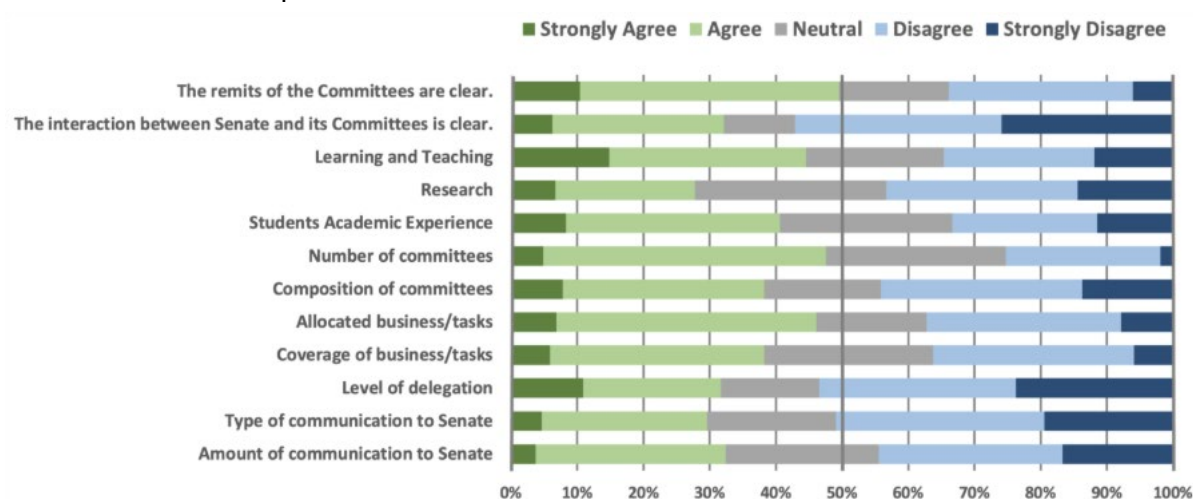
The survey from 2025 was repeated in March 2026 with two main aims, to increase responses from ex-officio staff and to include responses from staff working in Senate Support, and these aims were achieved. The demographic breakdown by Senate role is shown in the following table.

	2025			2026			2025 + 2026	
	Survey	Membership	Mem %	Survey	Membership	Mem %	Survey	Total %
Elected: non-prof	34	94	36.2%	7	97	7.2%	41	34.7%
Elected: prof	25	57	43.9%	13	79	16.5%	38	32.2%
Elected: prof serv	2	3	66.7%	0	3	0.0%	2	1.7%
Elected: student	7	30	23.3%	2	28	7.1%	9	7.6%
Ex officio	6	70	8.6%	15	65	23.1%	21	17.8%
Senate support	0			4			4	3.4%
Prefer not say	1			2			3	2.5%
Total	75	254	29.5%	43	272	15.8%	118	100.0%

Respondents in 2026 were asked an additional question about whether they had or had not completed the survey in 2025, or whether they were unsure about prior completion. A significant number were unsure, and because of this, the data will be analysed using all responses from 2025 and 2026 – further details for this decision are given in the full survey analysis document.

Analysis of closed questions

The following chart shows levels of agreement across all respondents after “Don’t know/Undecided” responses are removed.



The following tables shows agreement and disagreement percentages for each closed question. The first column is all respondents, regardless of Senate role, and the next two give the values for elected staff members and ex-officio members.

	Strongly Agree and Agree			Disagree and Strongly Disagree		
	All	Elected staff	Ex officio staff	All	Elected staff	Ex officio staff
	118	79	21	118	79	21
Please express your level of agreement or disagreement with the following statements.						
The remits of the Committees are clear.	48.3%	35.4%	71.4%	33.1%	41.8%	19.0%
The interaction between Senate and its Committees is clear.	30.5%	19.0%	57.1%	54.2%	67.1%	28.6%
The operation of the Committees is effective for achieving the goals of Senate with respect to						
Learning and Teaching	38.1%	22.8%	66.7%	29.7%	38.0%	14.3%
Research	21.2%	13.9%	38.1%	33.1%	35.4%	19.0%
Students Academic Experience	33.1%	26.6%	52.4%	27.1%	29.1%	14.3%
The current Committees structure is appropriate for the role of Senate, in terms of						
Number of committees	41.5%	32.9%	76.2%	22.0%	25.3%	9.5%
Composition of committees	33.1%	19.0%	66.7%	38.1%	48.1%	9.5%
Allocated business/tasks	39.8%	24.1%	81.0%	32.2%	40.5%	9.5%
Coverage of business/tasks	33.1%	20.3%	66.7%	31.4%	36.7%	9.5%
Level of delegation	27.1%	13.9%	47.6%	45.8%	54.4%	33.3%
Type of communication to Senate	27.1%	17.7%	57.1%	46.6%	58.2%	14.3%
Amount of communication to Senate	29.7%	19.0%	61.9%	40.7%	50.6%	28.6%

Discussion

It is seen from the chart that there are a broad range of opinions across respondents. More than 50% of respondents did not agree with statements about the clarity of the interaction between Senate and its Committees, the appropriateness of the level of delegation and the appropriateness of the type of communication to Senate. Half of respondents agreed that the Committee remits were clear. These results demonstrate a high level of concern about how Senate and its Committees function.

Next considering the two groups of respondents for who there were sufficient responses to do further analysis, elected staff members are more negative than ex-officio staff members on all statements.

For the main question of interest to this report about the appropriateness of the level of delegation, in all categories shown, more than one third disagreed, and in the case of elected staff, a majority expressed negative opinions about delegation level.

Analysis of open-ended/free-text questions

As in the 2025 survey, a summary of these comments was generated by ELM, after which the summary was checked against the comments (because LLMs are not reliable). For reasons of space, only the issues raised are listed here. Numerous solutions were proposed (some of which are elements of our proposed framework) and they can be read in the full document. The paragraph text in bold shows the contributions from the 2026 survey.

- *Remits and terms of reference of committees*
Committee remits and terms of reference have vague and unclear language **and may be interpreted too broadly. It is not always clear when matters should come to full Senate.**
- *Delegation to committees*

There is excess and unclear delegation to Senate committees which bypasses Senate approval, oversight and governance processes, and does not take Senate into account. **There are also questions about whether some matters should be delegated at all. Others noted that Senate sometimes reopens committee decisions, creating uncertainty.**

- *Committee compositions and roles*
There is domination of committees by ex-officio members and senior executives leading to committees being viewed as extensions of the University Executive **and committee membership does not always reflect Senate. Too many members of Committees may lack recent teaching or research experience. Specialist expertise is also required. Committee members may also be unclear that committees are accountable to Senate.**
- *Coverage of Senate business*
Decisions around academic governance is made in committees outside of Senate oversight, and there are gaps and overlaps in the scopes of Senate committees. **There are also concerns about unclear links between Senate and other bodies, including research groups, UIPB, Student Discipline, and Court. Research concerns also extend beyond the lack of a research committee to include research culture, integrity and PGR matters. There is also uncertainty about Senate's role in research, with one comment suggesting Senate may only "promote research".**
- *Communication and Information*
There is inadequate and unclear communication from committees. Members do not understand Senate and Committee structures. Committee work can also appear opaque. Papers do not clearly explain options considered, decisions taken, or reasons for them. Consultation and communication can also be inconsistent.
- *Inappropriate forms of communication*
This occurs during Senate meetings and on informal channels. **Additional concerns include how information is handled during Senate meetings**
- *Insufficient time to read and discuss committee documentation*
There were also concerns that Senate does not always have enough time to discuss committee business properly, and that procedural debate can reduce effectiveness.
- *Culture, trust and confidence*
There is distrust between Senate and committees. Some respondents felt committees are used to bypass Senate, while others felt committees are unfairly mistrusted by Senate. Some also suggested that Senate's own priorities are not always clear.
- *Process, consultation and operational constraints*
Committees appear to act reactively, and mainly respond to executive-led proposals. Consultation can be limited or rushed. Senate members may not fully understand the requirements and timescales affecting committee work. Any reforms may also have implications for staff support capacity.

Other comments

Several respondents noted that the committees perform effectively, and are efficient, adaptable, with dedicated and competent membership. A few other comments mentioned that Senate was an improvement over previous structures and that committee reports provided accountability for Senate members. **Some respondents also noted that committees include relevant expertise, that delegated decision-making is necessary for essential business, and that improved understanding of committee work may be as important as structural reform.**

Appendix 2: Evidence from student-focused survey

A survey shared with the 28 student members of Senate (EUSA sabbatical officers and other elected representatives) received 11 responses between 12 March and 2 April (39% response rate). The survey consisted of 4 multiple choice questions and 5 optional free text responses. Students are represented on Senate's Committees by the EUSA VP Education and the University-wide Postgraduate Research representative in the Education Committee.

The major themes were as follows:

- Most student members do not feel they understand Senate's delegation*
A majority of students do not find the interaction between Senate and its Committees clear (63.7%, a further 27.3% were neutral). A majority are not aware of the current Committees and the work they do (54.6% are not aware vs 27.3% who are aware), and one member cites word of mouth knowledge of the Committees. This is problematic from a governance perspective since student members (like all Senate members) are ultimately responsible for the activities of the Committees. It also hinders incorporating student voice in Senate business.
- Students are unsure of the Committees' effectiveness for achieving the goals of Senate*
This applies to efficacy for learning and teaching (36.4% neutral, 27.3% unsure, with the remaining votes equally distributed among strongly agree, agree, disagree and strongly disagree). The results for research are almost identical. Comments support this view, with respondents reporting being "somewhat uninformed," not able to assess their work, and giving Committee papers a "lower priority" to be read amongst the extensive page count of Senate agendas.
- Student members do not believe the Committees are effective with respect to students' academic experience*
Once more a large fraction does not feel they have enough information to answer (27.3%), and few agree that the Committees are effective in this regard (9.1% agree, 18.2% neutral, 36.4% disagree, 9.1% strongly disagree).
- Students strongly felt that approval best sits with full Senate, and development best with the Standing Committees*

Respondents were asked to state where a specific set of tasks are best dealt with.

Task	Full Senate	Standing Committees	Neither	Both	Not enough information to say
Overarching strategy	36.4%	9.1%	9.1%	18.2%	27.3%
Development of implementation of strategy, i.e. policy	9.1%	63.6%	0%	9.1%	18.2%
Approval of implementation of strategy	63.6%	18.2%	0%	0%	18.2%
Monitoring of implementation of strategy	18.2%	45.5%	9.1%	9.1%	18.2%

A comment specified that operational considerations were for the Committees, but Senate should receive periodic updates.

- Student members want to be involved in consultations outside of Senate meetings*
Multiple options could be selected for this question, and most people took advantage of that. Two thirds felt that bringing papers "for discussion" to Senate meetings was not the right way for consultation to take place, and only strategic guidance and policy

approval should come to full Senate. Some felt that consultation should be handled by discussion at Standing Committees (27%), but the largest support was for asking for the views of student members outside of formal meetings, either in-person or online (41%). This is surprising since Senate already requires a significant time commitment from student members, but they are clearly interested in further opportunities to be heard, possibly in a more productive environment than formal meetings.

It should be noted that the survey did not ask for students' views on Senate itself, and it may be that the opinions are similar. Nonetheless, there is clearly work to be done on students' understanding of the Standing Committees. Student members of Senate should be among the most interested and best-informed students in the University — if even they do not understand the work of the Committees, it is likely that vanishingly few students do.

There were several other points not included in the themes above. Students are split on whether the remits of the Committees are clear (36.4% agree they are, an equal number disagree or strongly disagree). Meanwhile, 18.2% are neutral and 9.1% do not know. Finally, one student remarked that given the extensive time Senate requires and the fact that non-sabbatical student members are the only unpaid members, some form of remuneration should be considered.

Appendix 3: Evidence from interviews with Standing Committee convenors

We sought input from Senate Standing Committee convenors, plus the convenor of the University Research Strategy Group, as a third key group of stakeholders. The data collection for this took the form of individual semi-structured interviews lasting one hour. Each interview was attended by the relevant Committee convenor and two working group members. Because one Senate Standing Committee is currently convened on an interim basis by an individual who is also the convenor of a different Senate Standing Committee, their interview covered the functioning of both those Committees. The University Research Strategy Group was included in our considerations despite not being a Senate Standing Committee because Senate has a responsibility to promote research.

As the number of people consulted was very small, we have chosen to present general themes that arose, rather than precise quotes to avoid direct attribution of opinions to individuals.

Common themes expressed in more than one interview included:

- Committees bring expertise that is focused
 - Senate members at large do not understand the processes, context, and detail of policy and its development
- The Committees function well
- Senate approval is not required for many aspects of business
- Getting approval from a meeting of full Senate is currently a fraught process
 - There is a preference to bypass this hurdle
 - There is a feeling that some of the obstacles to full Senate approval are “political”
- Senate is not representative of the full University community.
 - In some examples, it does not have sufficient representation, for example on issues that affect Professional Services
 - In other cases, it may raise issues and concerns which are relatively niche and of interest to only a few
- The decisions around the need for policy and/or strategy development, and the process of consultation is adequately covered by the School to College to Committee representative route and other non-Senate based consultation networks
 - A key area where this is clearly not happening (International Education) was also identified
- The role of elected senate members on Standing Committees is not well-defined

Senate**19 May 2026****Senate Standing Committee Membership 2026/27****Description of paper:**

1. This paper invites Senate to approve the membership of the Senate Standing Committees for 2026/27.
2. This paper notifies Senate of points relating to the election of a Senate Education Committee Convener and invites Senate to confirm it still wishes to carry out an election by approving the proposed arrangements.

Action requested / recommendation:

3. Senate is invited to approve the membership of its Standing Committees for 2026/27. The updates to the membership of each Committee are marked in track changes and highlighted in yellow.
4. Senate is invited to note the points raised in paragraph 18 of this paper regarding the election of the Senate Education Committee Convener and confirm it still wishes to carry out an election process by approving the proposed arrangements.

Background and context:

5. The role of Senate includes some detailed and specialist work. To enable this to function effectively, under the Senate Standing Orders (22a), Senate may appoint committees to which it delegates powers and approves the membership of these committees annually.
6. Senate currently delegates work to three Standing Committees: Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC).
7. 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 (Careers Service, Student Recruitment and Admissions, Registry Services) via committee membership. Therefore, some committee roles are ex officio to ensure that committee members have the appropriate knowledge, expertise, and accountability, to fulfil the committee remit, given their substantive roles and the responsibilities they carry in these positions.
8. The type of Standing Committee member and how and why they are appointed is as follows:
- 9.

Type of member	How and why they are appointed
Ex-officio	By virtue of their position. For example, the College Deans of Quality 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 and expertise in 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 Elected Members 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 outwith the University due to their relevant skills, experience and external viewpoint. Only SQAC currently has an external member.

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

10. The current terms of reference for each Standing Committee are available on the [relevant committee page](#).

Discussion

Approval of Standing Committee memberships 2026/27

11. 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 marked in tracked changes and highlighted in yellow.
12. Academic Quality and Standards will be informed of further amendments to the memberships as 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 for noting.
13. All changes to membership will take place from 1 August 2026 unless otherwise stated.
14. The Short Life Working Group for Developing a General Framework for Delegation of Senate Authority is expected to present its findings to the May 2026 meeting. This group's [strategic objectives](#) as set out in the paper presented to Senate's 10 December meeting do not indicate that the group will be proposing changes to the composition of Standing Committees and therefore the composition of Committees is not expected to change based on this group's output.

Senate Education Committee Convener

15. At the 10 December 2025 meeting, Senate approved an amendment to Paper S 25/26 2I as follows:
Senate agreed that an election by Single Transferable Vote (ranked choice) shall be held in a timely manner, process details to be decided by the Senate Clerk, to decide a Convener for SEC for the remainder of the academic year. All members of the Senate Education Committee shall be eligible to stand by self-nomination, and all members of Senate shall be eligible to vote.
16. At its 4 March 2026 meeting, Senate was informed that Academic Quality and Standards were progressing the motion, however as this presents a significant change to practice, additional time was required to work through the implications of the approved amendment.
17. Due to the timing of the approved amendment, and the Education Committee meeting dates, it is considered to be a disproportionate use of staff time and resource to conduct an election to elect a Convener for the final meeting of the Education Committee to be held on 7 May 2026. Senate was informed at its 10 December meeting that the Deputy Convener would continue to convene the Committee in the interim. Therefore, it is proposed an election will be prepared to elect a Convener ahead of the 2026/27 academic year.
18. Senate is invited to note the following general points relating to the appointment of the Convener of the Senate Education Committee:
 - a. The Committee is a delegated Committee of Senate. The Committee's business is determined by the Terms of Reference and influenced by internal and external requirements including decisions and activities of external regulatory bodies. As this is a Standing Committee of Senate, Senate has the authority to request its committees undertake business on specific items that fall within its remit.
 - b. It is standard practice across the sector that the Convener of such Committees is a senior member of staff in a defined role, with requisite expertise and authority. This reflects the University's external accountability to funders and regulators, including the Scottish Funding Council and Quality Assurance Agency, given that these committees operate at University level in overseeing the regulation and quality assurance of teaching and learning.
 - c. There is a risk to effective academic governance if the Convener of such committees does not bring appropriate domain-relevant expertise, experience of chairing University-level committees, and a strong understanding of the external regulatory and policy context, together with accountability aligned to the committee's remit. The Convener should be well connected externally, with active involvement at a sector level to be able to leverage insight and relationships to inform decision-making and advance strategic priorities. Critically, the role requires the ability to balance internal priorities with external requirements, steering the University to ensure ongoing compliance with regulatory expectations and the protection of its access to funding and degree-awarding powers.
 - d. The Convener role carries substantial workload responsibilities which equates to 0.2 FTE. This capacity is specifically built into the roles of staff in defined institutional positions with responsibility for areas covered by the committee. Any individual taking on the Convener role, who is not in a

defined institutional position, must be able to confirm they have both the necessary expertise and the capacity to undertake the role. The responsibilities expected of the Convener include but not limited to: reviewing and approving agendas, ensuring actions are driven forward before, during and after meetings of the Committee, reviewing minutes of the Committee, providing expert-advice across the University on matters within the Committee's remit, working with other Senate Standing Committee Conveners and with College committee conveners on shared and aligned business matters, working with Academic Quality and Standards on preparing papers for meetings of the Committee and Senate, and bringing a shared understanding of the essential business, remit of the Committee and the internal and external priorities that shape Committee activities.

- e. The Convener is expected to support and participate in the induction of new members to the Committee and to participate in annual Senate Induction activities.

19. Senate are invited to note the following practical points regarding the timing for electing a Convener of the Senate Education Committee:

- a. The membership of the Committee fluctuates at key points throughout the academic year with several members holding a term of office of 1 year or less. The Convener should be in post for the start of the academic cycle.
- b. The term of office for Sabbatical officers and undergraduate student representatives on Senate and Standing Committees concludes on 5 June 2026. The new Sabbatical Officers take up their post on 8 June 2026. The election of the incoming undergraduate student representatives will take place in September 2026 and these positions will remain vacant until an election has taken place. Any election which takes place over the semester break will have limited student engagement. The term of office for postgraduate representative students runs until October 2026.
- c. The term of office for the postgraduate representative on the Committee concludes in October and a new representative commences their term in November.
- d. The College Representatives are confirmed on an annual basis. New members on Committees normally commence their term on 1 August.
- e. The Senate Elected Member term of office commences on 1 August and an election is held on an annual basis to determine the Senate-elected representatives on the Committee. In 2026, the Standing Committee elections will take place from March – June 2026.
- f. The timing of an election will exclude some members of the Committee from standing for election, particularly noting the additional responsibilities required of a Standing Committee Convener to support the induction of new members in August.

Election

20. Members who wish to nominate themselves for the Convener position should demonstrate their knowledge and experience in chairing University Committees and the wider external regulatory framework, including the Scottish Funding Council and Quality Assurance Agency to which the committee is subject to and the Convener has accountabilities to. Additionally, the individual should have a deep understanding of the connections required to drive forward work of strategic importance that falls within the Committees remit, and have an awareness of

internal and external projects, works and developments relevant to the remit of the Committee. Nominees should have held a position on the Committee for at least one academic year prior to nomination.

21. The dates for the 2026 Senate Education Committee Convener Election are as follows:

Wednesday 20 May 2026	Nominations open
Wednesday 3 June 2026 (12 noon)	Nominations close
Wednesday 17 June 2026 (9am) to Wednesday 24 June 2026 (12 noon)	Voting open online
By Friday 3 July 2026	Results announced

22. This is the first time that an election of a Committee Convener has taken place and there are several factors impacting on the suitable timing for the election, as outlined in paragraph 19. The possible conflicts and mitigating factors for the proposed dates are as follows:

- a. The nomination period for the Convener election will open before members are aware of the results of the Senate Standing Committee Elections. This is likely to affect a very small number of nominees only (maximum 3), and any elected members who are seeking re-election to the Committee will be able to nominate themselves prior to the Senate Standing Committee election results being announced. In the event that a member who is seeking election to SEC is not re-elected, then they will be removed from the election prior to candidate names being confirmed and prior to the voting period.
- b. Semester 2 concludes on 22 May 2026. The majority of the nomination period takes place after the semester has concluded. It is possible that some academic staff will take annual leave during this period. However, as the eligible candidates are limited to only the members of the Committee, additional communications will be prepared to ensure interested members are aware of key dates for the election.
- c. The voting period will take place over a shorter than usual time frame (1 week instead of the usual 2 weeks). This will also take place during a peak marking and Board of Examiners period for staff, and after student members have concluded their term of office.
It is noted that this will be a busy time for staff, however voting will be open for one week and is not a time intensive task.
The term of office for the majority of student members concludes on 5 June 2026. There will be limited engagement from this membership category in Senate business over the semester break as outlined in paragraph 19b.
- d. Nominations and voting will take place online, therefore will remain accessible to staff working across different campuses and from home.

23. The arrangements for the election are outlined in Appendix 4.

24. In the interim, the Deputy Convener of the Senate Education Committee will continue to act as Convener. Should a Convener not be appointed via the election process, the Deputy Convener will continue as acting Convener for the 2026/27 academic year.

25. A review of the effectiveness of the Senate Education Committee will take place as part of the annual internal effectiveness review of Senate and its Committees. This will inform future arrangements for determining the Convener of the Education Committee beyond the 2026-27 academic year.

Resource implications

26. While routine support to Senate Committees by Academic Quality and Standards (AQS) carries no additional workload, supporting a Convener who is inexperienced or not in a defined institutional role can generate substantial additional workload. This is particularly the case for individuals new to working with AQS, as they may require extra support to navigate Committee processes and responsibilities effectively.

27. There are workload implications for staff and students who become new members of Senate Standing Committees.

28. There are workload implications for the individual who is appointed to the role of Senate Education Committee Convener which equates to 0.2 FTE. This position has substantial responsibility across the University and some of the responsibilities for this position are outlined in paragraph 18d.

29. The School in which the individual is based will face significant workload implications, needing to release or make staff time available, potentially affecting its operational activities.

30. It costs the University approximately £1500 to run an election using an external election provider.

31. There are workload implications for Senate Support and specifically the Senate Clerk in running an additional unplanned election. This will be the fourth Senate-related election required in the 2025/26 academic year. This is a 100% increase on elections required for Senate-related positions.

Risk management

32. Appropriate membership of the Standing Committees supports effective academic governance and assists the University in managing risk associated with its academic activities.

33. There is a significant risk to the effective academic governance of the University if the individual elected to Convener is unable to fulfil the requirements set out in paragraph 18.

Equality & diversity

34. The composition of the Senate Standing Committees is largely determined according to defined role-holders (i.e. those with roles relevant to the work of the committee and therefore close relevant experience) or as nominees of particular stakeholders such as a College or the Students' Association and determined by the roles or positions held by those nominated. The membership is therefore largely set by appointment or election to relevant roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University and its employees in recruitment.

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

35. Details of the Senate Standing Committees' Membership and Terms of Reference are communicated via the [Academic Quality and Standards webpage](#).

Author

Academic Quality and Standards
April 2026

Presenter

TBC

Freedom of Information: Open

Appendix 1: Senate Education Committee

Senate Education Committee - Composition

Role on SEC	Position	Name	Term	Member of Senate
Vacant – election to be held	Vacant – election to be held	(Convener)	Ex Officio	Ex Officio
Deputy Vice-Principal Students (Enhancement)	Deputy Vice-Principal Students (Enhancement)	Professor Tina Harrison (Deputy Convener)	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)	TBC		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'	Vice President Education,	Joana Mends	Ex Officio	Ex Officio

Role on SEC	Position	Name	Term	Member of Senate
Association, Vice-President Education	Edinburgh University Students' Association			
1 x member of the Edinburgh University Students' Association permanent staff	Academic Engagement Coordinator, Edinburgh University Students' Association	Heather Innes	Ex Officio	No
1 x postgraduate research student representative	Postgraduate Research Student Representative	TBC		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	Professor Willem Hollman		Ex Officio
	Head of School, CMVM	Professor Lisa Boden		Ex Officio
3 x elected member of Senate	Representative of Senate	TBC	1 August 2026 - 31 July 2027	Academic
	Representative of Senate	TBC	1 August 2026 - 31 July 2027	Academic
	Representative of Senate	TBC	1 August 2026 - 31 July 2027	Academic
Head of Academic Quality and Standards or nominee	Head of Academic Quality and Standards	Nichola Kett	Ex Officio	No
1x member of staff from Academic Development or nominee	Head of Academic Development, Academic Quality and Standards.	Professor Cathy Bovill	Ex Officio	No
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	Director of the Learning,	Dr Melissa Highton	Ex Officio	Ex Officio

Role on SEC	Position	Name	Term	Member of Senate
Services Division of Information Services, or nominee	Teaching and Web Services Division of Information Services			
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 TBC	TBC	TBC	TBC
	Co-opted member (Student Experience)	Lucy Evans	1 August 2025 - 31 July 2028	No
Committee Secretary	Committee Secretary	Patrick Jack		No

Appendix 2: 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)	(CAHSS)	TBC		Ex Officio
	Dean of Students (CAHSS)	Dr Lawrence Dritsas		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)	TBC		No
	Dean of Education (CMVM)	Professor Gill Aitken		Ex Officio
	Dean of Students (CMVM)	TBC		Ex Officio
1 x senior staff member from each College with responsibility for postgraduate research (nominated by their College)	Academic Administration Manager (CMVM)	Isabel Lavers		No
	Head of PGR Student Office (CAHSS)	Kirsty Woomble		No
	Postgraduate Research Manager (CSE)	TBC		No
1 x Edinburgh University Students' Association sabbatical officer	Vacant (CMVM)	New member TBC		TBC
	Vice-President, Education	Joana Mendis	Ex Officio	Ex Officio
1 x member of the Edinburgh University	Advice Place Manager & Deputy	Charlotte Macdonald		No

Role on APRC	Position	Name	Term	Member of Senate
Students' Association permanent staff	Manager, Students' Association			
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	<i>As the Academic Development team are now within Academic Quality and Standards, following consideration of the team's roles and responsibilities and committee remits, it has been agreed with the Head of Academic Development that an appropriate member of the Academic Development team will attend meetings for relevant agenda items. The Academic Quality and Standards member of staff will ensure that the Head of Academic Development is kept informed of committee agendas and business relevant to the Academic Development team.</i>			
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 (Acting)	Myles Blaney		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
Up to 3 co-options chosen by the Convener for their expertise	Co-opted member (Deputy Secretary, Students)	Lucy Evans	, 1 August 2026 – 31 July 2029	Yes
	Co-opted member	TBC		No

Role on APRC	Position	Name	Term	Member of Senate
	Co-opted member (Disability and Learning Support Service)	Victoria Buchanan	1 January 2025 – 31 December 2028	No
Committee Secretary	Committee Secretary	Academic Quality and Standards staff member		No

The Committee will select a Convener and Vice-Convener from its members at the final meeting of the academic year on 21 May 2026.

Appendix 3: 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		TBC		No
College Deans of Quality (or equivalent)	Dean of Quality Assurance and Enhancement (CMVM)	TBC		No
	Dean of Quality and Enhancement (CSE)	Professor James Hopgood		Academic
	Dean of Quality Assurance and Assessment (CAHSS)	TBC		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 Jill MacKay		No
	School representative of CSE (Head of Student Services)	TBC		No
	School representative of CAHSS (Director of Quality)	TBC		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	Joana Mendis	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	Heather Innes		No
1 x member of staff from the Institute for Academic development	<i>As the Academic Development team are now within Academic Quality and Standards, following consideration of the team's roles and responsibilities and committee remits, it has been agreed with the Head of Academic Development that an appropriate member of the Academic Development team will attend meetings for relevant agenda items. The Academic Quality and Standards member of staff will ensure that the Head of Academic Development is kept informed of committee agendas and business relevant to the Academic Development team.</i>			
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
	Co-opted member (Edinburgh Futures Institute)	Dr Neneh Rowa-Dewar	1 August 2025 – 31 July 2028	No
	Vacant			
Committee Secretary	Committee Secretary	Sinéad Docherty		No

Appendix 4: Senate Education Committee Convener: Election arrangements

- A. The members of the Senate Education Committee will have the opportunity to nominate themselves for the position of Convener. Members should have held a position on the Committee for at least one academic year prior to nomination.
- B. Members who wish to nominate themselves for the Convener position should demonstrate their knowledge and experience in chairing University Committees and the wider external regulatory framework to which the committee is subject to and the Convener has accountabilities to. Additionally, the individual should have a deep understanding of the connections required to drive forward work of strategic importance that falls within the Committees remit, and have an awareness of internal and external projects, works and developments relevant to the remit of the Committee.
- C. Where the term of a current Senate elected member on the Committee is due to end in July 2026, they can nominate themselves for the Convenorship, and their nomination will be accepted as long as are re-elected to the Committee. If they are not re-elected their nomination will be withdrawn from the election.
- D. In the event that there is only one eligible nomination for the position, the candidate will be assigned to the Convenorship of the Committee.
- E. In the event that the number of eligible nominations for Convener exceeds the one position, an election will determine which nominees are assigned to the Convenorship of the Committee.
- F. All members of Senate are eligible to vote in the election (if an election is required).
- G. If required, the election would be conducted by means of the Single Transferrable Vote, Weighted Inclusive Gregory Method (STV WIGM). The candidate with the greatest share of the vote would automatically be elected to the position of Convener. In the event of a tie, the successful candidate or candidates would be determined by the drawing of lots. Voting would be conducted online, and the counting of votes would be conducted using an electronic counting system.
- H. The Convener's term of office will run from 1 August 2026 until the end of 2026-27 (31 July 2027). A review of the effectiveness of the arrangements to elect a Convener to the Senate Education Convener will be undertaken at a future point and the arrangements for future elections confirmed following this.
- I. Should the members cease to be members of Senate prior to or during 2026-27, their membership of the relevant Committee will cease with immediate effect.
- J. Senate is asked to approve the appointment of a Returning Officer and Deputy Returning Officer for the Senate Standing Committee election. Lisa Dawson, Academic Registrar is nominated as the Returning Officer. Olivia Hayes, Head of Committees and Governance, is nominated as the Deputy Returning Officer.

Senate

19 May 2026

Senate Standing Committees: Proposal to Disband the Standing Committee Priorities Process

Description of paper

1. This paper recommends that Senate disband the Standing Committee priorities process moving forward. The paper outlines how Senate will continue to have oversight of Committee business.

Action requested / recommendation

2. Senate is asked to approve the recommendation that the Standing Committee priorities process be disbanded and note how Senate will have oversight of Committee business.

Background and context

3. The process for setting Standing Committee priorities appears to have originated from an interpretation of the following text, which is in all standing committees' terms of reference:

“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.”

There is no reference in the statement to committees setting priorities and it is not common practice across the sector for such committees to set their own separate priorities.

4. Committee business is determined by the terms of reference (as approved by Senate) and internal and external drivers. In practice, the Standing Committees work to an annual cycle of routine and planned business though are also responsive to developments both within the University and externally. Therefore, setting a full schedule of business in advance of an academic year is not possible or desirable.
5. The process of maintaining and monitoring Standing Committee priorities is resource intensive, and an ineffective use of committee time, particularly where business does not support University strategic priorities or meet external compliance requirements.

Discussion

6. Senate is invited to **approve** the recommendation that the Standing Committee priorities process be disbanded.
7. Senate will retain oversight of Standing Committee business and this this will be enhanced by the provision of:
 - Standing Committee forward agendas: The forward agendas for Standing Committees will be presented to Senate on an annual basis, usually at the first meeting of the academic year. Senate will be provided with a link to

the live forward agenda document which can be accessed throughout the academic year.

- Reports of upcoming business: Senate receives a paper at each meeting of Senate outlining the Standing Committee business expected to take place between meetings of Senate.
 - Notification of papers: Senate members receive an email notification when Standing Committee agendas and papers are published.
 - Representation: There are three elected Senate representatives on each Standing Committee to represent the views of the elected membership of Senate.
 - Senate and Committees Newsletter: The newsletter communicates key updates on Senate and Committee business to the wider University and is published 2-3 times per year at key points in the Committee cycle.
8. Senate itself does not agree priorities for its work and focus in a given year. The work of Senate is largely driven by the strategic priorities of the University, as approved by the University Court and defined processes outlined in the Senate Standing Orders, for example, elections and receipt of annual reports from Standing Committees.
 9. The work of the Standing Committees are influenced and shaped by discussions which take place at Senate and Standing Committees. The Standing Committees work within defined remits as approved by Senate with business focussed on university priorities and the functional activities required to meet requirements in line with each Standing Committee remit.
 10. The Senate 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, including education technology and educational aspects of information technology more broadly. The business of the Education Committee reflects the key priorities and projects of the University on taught and research student matters, in alignment with the University's strategic aims. An example of the forward agenda for the period August – December 2026 is provided in Appendix 1.
 11. The Academic Policy and Regulations Committee is responsible, on behalf of Senate, for the University's framework of academic policy and regulation, apart from those aspects which are primarily parts of the Quality Assurance Framework. The business of the Academic Policy and Regulations Committee follows a defined structure based on the requirement to review policies regularly, and responds to University strategic priorities. An example of the forward agenda for the period August – December 2026 is provided in Appendix 2.
 12. The Senate Quality Assurance Committee is responsible, on behalf of Senate, for the framework which assures standards and enhances the quality of the student learning experience. Much of the Committee's work is informed by outcomes of established quality processes and external and regulatory requirements. An example of the forward agenda for the period August – December 2026 is provided in Appendix 3.

Resource implications

13. The staff resource required for Standing Committee priority setting is increasing and disproportionate to the output. It risks creating additional work which has resource implication across the University, including for members of Standing Committees. The work of the Standing Committees is dictated by university strategic priorities and the obligation to meet external requirements, and therefore, setting priorities does not add value.

Risk management

14. It is vital that Standing Committees ensure work they undertake aligns to their 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

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

Equality & diversity

16. There are no equality and diversity implications associated with the recommended action. The Standing Committees are responsible for considering the equality and diversity implications of business for relevant items. Any equality and diversity implications which arise from discussion are outlined and considered by the relevant Standing Committee and Registry Services.

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

17. The annual report of Standing Committees will outline progress toward the agreed priorities for 2025/26. This will conclude the Standing Committee priorities process.

18. Discussions on Standing Committee remits are expected to continue following University Court's consideration and approval of a Senate Statement of Primary Responsibilities.

Authors

Academic Quality and Standards

Professor Tina Harrison, Convener of
Senate Quality Assurance Committee &
Deputy Convener of Senate Education
Committee

Dr Emily Taylor, Convener of Academic
Policy and Regulation Committee

March 2026

Presenter

Professor Tina Harrison
Dr Emily Taylor

Freedom of Information Open

Appendix 1: Senate Education Committee - example forward agenda August - December 2026

This forward agenda is not exhaustive and provides an example of the format and detail of a forward agenda. Senate will receive a link to the live forward agenda available via SharePoint which can be accessed at any point during the year.

Meeting date	Agenda Item	Author
September 2026	Student Surveys Update: NSS; PTES; PRES 2026 Results*	Associate Principal & Deputy Secretary, Students.
September 2026	Graduate Outcomes Survey Annual Report*	Careers Service
September 2026	Students' Association Sabbatical Officer Priorities 2026-27*	Students' Association, Vice-President Education
September 2026	Membership and Terms of Reference 2026/27*	Academic Quality and Standards, Registry Services
September 2026	Assessment & Feedback Groups	Deputy Vice Principal Students (Engagement)
November 2026	HEAR Proposal*	Deputy Vice Principal Students (Engagement)

*Indicates where an item is routine business for the Committee.

Appendix 2: Senate Academic Policy and Regulations Committee - example forward agenda August - December 2026

This forward agenda is not exhaustive and provides an example of the format and detail of a forward agenda. Senate will receive a link to the live forward agenda available via SharePoint which can be accessed at any point during the year.

Meeting date	Agenda Item	Author
September 2026	Students' Association Sabbatical Officer Priorities 2026-27*	Students' Association, Vice-President Education
September 2026	Membership and Terms of Reference 2026/27*	Academic Quality and Standards, Registry Services
November 2026	Annual Student Concessions Report (Closed)	Academic Quality and Standards, Registry Services
November 2026	Academic Year Dates – 2028-29 and provisional dates for 2029-2030	Academic Quality and Standards, Registry Services

*Indicates where an item is routine business for the Committee.

Appendix 3: Senate Quality Assurance Committee - example forward agenda August - December 2026

This forward agenda is not exhaustive and provides an example of the format and detail of a forward agenda. Senate will receive a link to the live forward agenda available via SharePoint which can be accessed at any point during the year.

Meeting date	Agenda Item	Author
September 2026	School Annual Quality Reports 2025-26: Sub Group Report*	Academic Quality and Standards, Registry Services
September 2026	Internal Periodic Review Themes 2025-26*	Academic Quality and Standards, Registry Services
September 2026	Students' Association Sabbatical Officer Priorities 2026-27*	Students' Association, Vice-President Education
September 2026	Membership and Terms of Reference 2026/27*	Academic Quality and Standards, Registry Services
September 2026	Internal Periodic Review: Reports and Responses*	Academic Quality and Standards, Registry Services
December 2026	Thematic Review - Update	Students' Association, Vice-President Education & Academic Quality and Standards, Registry Services
December 2026	Self-Evaluation Action Plan (SEAP) – Report to QAA*	Academic Quality and Standards, Registry Services
December 2026	College Annual Quality Reports 2025-26*: <ul style="list-style-type: none"> • College of Arts, Humanities and Social Sciences • College of Medicine and Veterinary Medicine 	College Deans and Quality Teams

	<ul style="list-style-type: none"> College of Science & Engineering 	
December 2026	External Examiners: Exceptional Appointments 2025/26*	Academic Quality and Standards, Registry Services
December 2026	Internal Periodic Review: Reports and Responses*	Academic Quality and Standards, Registry Services

*Indicates where an item is routine business for the Committee.

Senate**19 May 2026****Proposal for Senate Minutes****Description of paper:**

1. This paper sets out two proposals for the production of the Senate Minutes.

Action requested / recommendation:

2. Senate is invited to **approve** their preferred process for the production of Senate minutes.

Background and context:

3. Under Senate Standing Order 21: *The Secretary shall be responsible for preparing Minutes of all Meetings, which Minutes shall normally be circulated with the Billet for the next Ordinary Meeting.*
4. Under Senate Standing Order 6: *'At the opening of the meeting, the Minutes of the previous Ordinary Meeting, or any intervening Special Meeting, and of any Graduation Meeting and Ceremonial, shall be submitted and approved,'* except where the meeting does not reach quorum, in line with Standing Order 5.

Discussion

5. The production, review and approval of Senate minutes has evolved to be an extended process containing long minutes and additional processes for reviewing and submitting corrections to the unconfirmed minute. Corrections to Senate minutes are invited via an electronic process which takes place in advance of the next Ordinary meeting; detailed corrections submitted often have individual contributions represented in precise detail. Following the conclusion of the correction process, the minutes are presented to the next Ordinary meeting for approval. In the event that the minutes are not approved, a further electronic process takes place post-meeting and the updated minutes are presented to the next Ordinary meeting for approval. This process repeats until the minutes are approved.
6. The structure and length of Senate minutes now differ greatly from those of other key University Committees e.g. University Court, and from general good practice for minute taking within organisations. Senate minutes are often 20 pages in length and include extensive detail on discussion and record near-verbatim comments made by individual members in the meeting including comments which personally identify individuals.
7. The primary purpose of a committee minute is to create a record of decisions made and a summary of the topics covered in a way that can be understood by those who participated and those who did not but wish to learn of the decisions

made and topics covered. The UK Cabinet office has [guidance](#) on producing minutes, key points are paraphrased below:

- a. **Brief but intelligible.** A minute should not attempt to reproduce what every speaker said. The minute should record the essence of the discussion and be recorded as briefly as possible. The minute should make use of striking phrases to reflect the tone, however it should not set out the course of arguments as developed by speakers.
- b. **Self-contained.** A minute should be intelligible without reference to other documents. It should be designed for current action and as a permanent record of the meeting. In this circumstance, minutes are more valuable if they can be understood without reference to other documents. Staff and students, whether in attendance or not, should be able to engage with the minute.
- c. Minutes should be **impersonal** and should not attribute views to individuals. The impersonal nature of the minute allows for brevity, allows for the statements of various speakers to be drawn together, and ‘tends to avert suggestions for amendment of the minutes – as individuals naturally look with special care at paragraphs which attribute statements to their representatives and tend to ask for additions and modifications which are not strictly necessary for the purpose of a minute.’ (p6)
- d. To the full extent that the discussion allows, minutes should be **decisive**, recording the discussion and decisions as clearly and precisely as possible.

[UK Cabinet Office: Guide to Minute Taking, pages 3-10](#)

8. Additionally, *The Association of University Administrators (AUA) Good Practice Guide: A Sense of Freedom (2007)* by Dr Jean Grier, explains that minutes should:
 - a. Provide an accurate record of decisions
 - b. Provide a record of the discussion and reasons for a particular decision
 - c. Record actions required
 - d. Communicate information to people who were not at the meeting.
9. The AUA Good Practice Guide also notes that where a verbatim minute is required, ‘there is a strong possibility it will need to be closed because it includes personal data’ (p18).
10. The AUA Good Practice Guide: A Sense of Freedom is a highly regarded resource in university administration and considered the gold standard of advice on specific matters relating to committee servicing. There has not been an updated copy of this guidance issued since the original guide was published.

Options for Senate consideration

11. Senate is invited to **approve** their preferred process for the production of Senate minutes. Two proposals are presented for consideration. Senate Support recommends **Option A** be adopted as this aligns with the good practice principles outlined in paragraphs 7-9.
12. **Option A: Senate minutes be produced in line with the following principles:**
 - The purpose of the minute is to convey the key points raised under each item of business, the decision reached, and agreed actions.

- The minute will:
 - Provide a summary of the discussion for each item using neutral language.
 - Record the decision of Senate, including the outcome of any voting that is undertaken.
 - Record actions within Senate's responsibility. Actions will be recorded on the Senate Action Log and an update provided at subsequent meetings.
- The minutes will be brief, and not normally exceed 8 pages.
- The minute will not record the individual contributions of members made in discussion and will not attribute individual contributions, except where necessary or appropriate (*UK Cabinet Office: Guide to Minute Taking, page 7*).
- Senate Support is responsible for producing the Senate minutes. The minute of Senate meetings will be produced within 4 weeks of the meeting. Senate meetings will be recorded to support the production of accurate minutes.
- Senate members will be invited to submit factual corrections to the minute via a defined and time-limited process. Senate Support will be responsible for determining the means and timing for considering corrections to the minute.
- Where an item of business is closed (e.g. an honorary degree nomination), the minute for the closed item of business may be redacted from the open minute, depending on the confidentiality of the item. A decision regarding the closed nature of the minute will be made by the Senate Convener following advice from the relevant paper author. The closed minute will be published on the Senate Members Portal.
- Senate will be invited to approve the minutes at the next Ordinary meeting, in line with Standing Order 6. Once approved, the open minute will be published on the Senate website within one week of the meeting. Where minutes are not approved, the correction process will be repeated.
- The [minutes of the University Court](#) are an example of minutes produced in line with the above principles. An extract of the Court minutes is provided below.

Example: Court Minutes, 29 November 2021: Annual Report and Accounts 2020-21 Paper I2

The draft Annual Report and Accounts for the year ended 31 July 2021 were presented. It was noted that the document follows the best practice integrated reporting approach used in the previous four years to give a wider overview than solely financial performance. The positive outcome for the year was welcomed and the following points were discussed:

- *Readership of the document and its use in communication of the University's work – funders and lenders to the University take a particular interest in the document, as do many prospective donors and supporters of the University. The Principal and Vice-Principal Philanthropy & Advancement receive copies for use in meetings with prospective donors for this reason;*
- *The expected large negative balance sheet provision to be included in next year's accounts for the University's share of the Universities Superannuation Scheme's deficit recovery plan – the University is committed to membership of the Scheme and in advocating for structural reform;*

- *Communication of the financial position to staff – to assist with communications to staff the Director of Finance now presents a financial update to the Academic Strategy Group and to Trade Union representatives on a regular basis; and,*
- *Considering resource allocation to Schools given the increased student intake and the overall positive financial position – if increased student numbers bring additional resource demands in some areas this can be supported, with monthly and quarterly reviews of the financial position where resource needs across the University can be considered and assessed against affordability*

The Annual Report and Accounts 2020-21 were approved.

13. Option B: The record of Senate business be produced in the following way:

- A Summary of Business and a transcript of each meeting of Senate will be produced.
- The Summary of Business will:
 - Record the decision of Senate, including the outcome of any voting that is undertaken.
 - Record actions within Senate's responsibility. Actions will be recorded on the Senate Action Log and an update provided at subsequent meetings.
 - Be produced within 1 week of the Senate meeting.
 - Following approval (see below) be published on the University website as a record of the decisions and actions agreed by Senate.
- The Transcript will:
 - Include all information provided on the Summary of Business.
 - Provide a verbatim record of discussion and comments made during the meeting
 - Be produced within 4 weeks of the Senate meeting.
 - Be published on the Senate Members Portal only. This aligns with data protection principles as referenced in paragraph 9.
- Senate will be invited to approve the Summary of Business at the opening of the next Ordinary meeting, in line with Standing Order 6.
- Once approved, the **Summary of Business** will be published on the Senate website within 1 week of the meeting. The Transcript will be published on the Senate Members' Portal only.
- Senate Support is responsible for producing the Summary of Business and the Transcript with support from ELM. Senate meetings **must** be recorded to support the production of accurate documentation and the transcript.
- Senate members will be invited to submit factual corrections to the Summary of Business via a defined and time-limited process. Senate Support will be responsible for determining the means and timing for considering corrections to the Summary of Business.
- A comparison of the arrangements for the Senate minutes for the other three Scottish universities with similar governance structures (the four 'ancient' or 'older' Scottish universities: Edinburgh, St Andrews, Glasgow, Aberdeen) established that their Senate minutes required an internal staff login to access. Based on the advice provided in the *AUA Good Practice Guide: A Sense of Freedom*, the transcript will be published on the Senate Members' Portal only.

Resource implications

14. This proposal is expected to have a positive impact on the production of Senate minutes. The proposal sets out defined timescales for the production of minutes and articulates the principles for drafting minutes.
15. The resource required to produce Senate minutes will primarily impact on Senate Support. Senate members should be aware that activities relating to the Senate minutes will not be undertaken outside the defined periods and timescales set out in this paper. The detail regarding the production of Senate minutes will be recorded in the Senate Handbook.

Risk management

16. Effective academic governance assists the University in managing risk associated with its academic activities.
17. The external publication of verbatim minutes presents an institutional risk to the University. The presentation of verbatim and near-verbatim comments as fact misrepresents the views of individuals as conveying the view of the whole of Senate.
18. There is a risk that the public record of individual members comments may have a detrimental impact on the willingness of members to contribute to discussion. This risk is mitigated by Option A which proposes to summarise discussion in line with the principles outlined.

Equality & diversity

19. The proposal is intended to reduce the barriers for Senate members to engage with the Senate minutes process. This proposal is also intended to reduce barriers for members to engage with discussion at Senate meetings without concern for their contribution being recorded as verbatim.

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

20. The decision of Senate will be recorded in the record of the 19 May 2026 meeting and be communicated to members via the Senate Induction and the Senate Members' Handbook.

Author

Olivia Hayes
Senate Clerk
January 2026

Presenters

TBC

Freedom of Information: Open

Senate

19 May 2026

Senate and Standing Committees Annual Internal Effectiveness Review and Review of progress toward External Effectiveness Review Recommendations

Description of paper

1. This paper invites Senate to approve the plans for the internal review of Senate and its Standing Committees' effectiveness for 2025/26.
2. This paper provides Senate with detail on the plans to review the progress towards the recommendations of the External Effectiveness Review undertaken in 2022/23, ahead of the next external review expected to take place in 2027/28.

Action requested / recommendation

3. Senate is invited to approve the plans for the internal effectiveness review and is asked to engage with opportunities to provide feedback on Senate's effectiveness.
4. Senate is invited to note the plans to review the progress toward the recommendations of the external effectiveness review.

Background and context

5. 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."
6. Prior to 2024/25, an annual internal effectiveness review survey of Senate members was undertaken. This survey had low engagement with approximately 16% of the membership responding to the survey.
7. In 2024/25, a post-meeting survey was introduced and circulated to Senate members after each ordinary meeting. This practice has continued in 2025/26 and an analysis of the feedback and meeting metrics are published on the [Senate Members' Portal](#) alongside points of learning.
8. At its 1 October 2025 meeting, Senate received the [final report of the Senate External Review Task and Finish Group](#) (Paper S 25/26 1J) which provided an update on the completion of recommendations arising from the external review.

Discussion**Internal Effectiveness Review of Senate and review of actions taken in response to External Effectiveness Review recommendations**

9. The internal effectiveness review of Senate will utilise the feedback and metrics gathered via the post-meeting surveys in 2025/26. This is an established and regular opportunity to gather feedback without delay. The response rate to the post-meeting survey averages 20%, which is a modest increase on the 16% response rate previously achieved via the annual internal effectiveness surveys undertaken prior to 2025.
10. The survey following the final Ordinary meeting will be expanded to include additional targeted questions on actions taken in response to the recommendations of the External Review. Targeted questions will be included on the following topics and be formulated in consultation with staff with expertise in survey analytics:
 - a. The Composition of Senate
 - b. Recruitment and Induction
 - c. Senate Committees, including the Senate Business Committee
 - d. Format of Senate
 - e. Senate and ResearchThe review will not currently include questions on actions taken in response to Equality, Diversity and Inclusion recommendations, as these actions are still in development. Members will be surveyed on this topic in the future.
11. The final report on progress made by the External Review Task and Finish Group against the AdvanceHE External Effectiveness Review of Senate recommendations was presented to the [1 October 2025 meeting of Senate](#) (see Paper S 25/26 1J).
12. The outcome of the survey will be reported to Senate at the first Ordinary Senate meeting of 2026/27.

Internal Effectiveness Review of Senate Standing Committees

13. The internal effectiveness review for the Senate Standing Committees will consist of a survey of Committee members focussed on the Committee's effectiveness. The survey will also include targeted questions on actions taken in response to the external review recommendations. These will be on the following topics:
 - a. Recruitment and Induction
 - b. Senate Standing Committees and their relationship to Senate
14. The outcome of the survey will be reported to Senate alongside the annual report from the Standing Committees to Senate. These will be presented to the first Ordinary Senate meeting of 2026/27. The outcomes will also be reported back to each Standing Committee.

Resource implications

15. There are no additional resource implications as a result of the plans for internal effectiveness and these activities are undertaken as part of the annual review

and enhancement activities for Senate and its Committees by Academic Quality and Standards.

16. Additional resource has been required across the year in Academic Quality and Standards to design, run and analyse the post-meetings survey and to identify and implement changes in response to feedback.
17. 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 be considered ahead of being recommended.
18. The review of progress toward external review recommendations has modest resource implications for Academic Quality and Standards. This is considered a priority to review progress and consider effectiveness of actions ahead of the next external review of Senate expected to take place in 2027-28.

Risk management

19. The annual effectiveness review process assists the University in ensuring that its academic governance arrangements are effective.
20. The review of progress toward external review recommendations ensures that the University is making progress toward the agreed recommendations ahead of the next external review.

Equality & diversity

21. 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.
22. The University Lead for Equality, Diversity and Inclusion is progressing actions in response to the EDI-focussed recommendations arising from the external review of Senate. A survey on the effectiveness of these actions will be undertaken as part of annual effectiveness activities in the future.

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

23. Senate will receive a report of the findings and action taken as a result of the Senate post-meeting survey, as well as the responses on the effectiveness of the actions taken in response to the external review. This report will be presented to the first Ordinary meeting in 2026/27.
24. Senate will also receive the annual report of Senate Standing Committees and this will include the results of the survey of Senate Committee members. This report will be presented to the first Ordinary meeting in 2026/27. The outcomes will also be reported back to each Standing Committee.

Author

Olivia Hayes
Head of Committees and Governance
Academic Quality and Standards

Presenter

TBC

H/02/02/02

S 25/26 5 N

April 2026

Freedom of Information
Open

Senate

19 May 2026

Update on the Statement of Primary Responsibilities for Senate

Description of paper

1. The paper provides Senate with an update on the progress towards developing a Senate Statement of Primary Responsibilities (SOPR). The update outlines the work undertaken to date and provides members with a reminder of plans for consultation to gather feedback and timelines for completion of this work.

Action requested / recommendation

2. Senate is invited to note the paper

Background and context

3. At its 10 December meeting, Senate received a paper outlining plans to develop a Statement of Primary Responsibilities (SOPR).
4. The [Externally-Facilitated Effectiveness Review](#) of the University Court which concluded in June 2024, included the following recommendation:
3. That Court articulates the role of Court and the different responsibilities of Court and Senate more clearly, both to new Court members and to continuing members on a regular basis.
5. The development of the Statement is also intended to support a future review of the Senate Standing Committees. This is a recommendation from the Senate Externally Facilitated Review which concluded in 2023. It was agreed by the Senate External Review Task and Finish Group (disbanded in July 2025) that meaningful progress toward addressing recommendations on Senate Standing Committees was challenging in the absence of an approved SOPR.
6. The University Court is responsible for governance oversight of Senate and the SOPR will require Court's approval.
7. The Vice-Principal and University Secretary is the senior lead for this work. This role has overall responsibility for governance at the University and is directly accountable to University Court. The day-to-day work is being undertaken by professional services staff in Court Services and Academic Quality and Standards. Staff from Legal Services will be involved where legal advice is required.

Discussion

Update on progress since 4 March meeting – as of 7 April 2026

8. While Senate is not responsible for the development or approval of the Statement of Primary Responsibilities (as the Statement will be submitted to Court for approval) Senate will be consulted with to gather feedback throughout the development of the SOPR.
9. This consultation involves discussions at Senate meetings, where time is allocated on the agenda, and through a formal consultation exercise via the Senate Members Portal.
10. A critical friends' group comprised of elected academic Senate members was established in February 2026. The group's role was to ensure the voice of academic elected Senate members is involved in the development of the SOPR, as outlined in Appendix 1 of the [Senate External Review Task and Finish Group – Recommendations paper \(S25/26 1K\)](#). The membership of the group is available in Appendix 1. The group received a draft Statement of Primary Responsibilities and provided extensive comments on the document. The project team are currently working through the feedback and a summary of actions taken in response to critical friends' feedback will be published on the Members' Portal once a further draft of the SOPR is ready for circulation.
11. The project team met with colleagues with responsibility for research to discuss the role of Senate in relation to research. The team also met with Sabbatical Officers and staff from the Students' Association to discuss the draft SOPR and receive feedback from students.
12. Senate has received regular updates on the project via update papers presented at Ordinary meetings of Senate. Meetings have taken place on a bi-monthly basis since December 2025 and therefore additional updates between meetings have not been required. This work is expected to complete by the beginning of AY 2026/27 should Court approve the SOPR at its June 2026 meeting.
13. A progress update as of 7 April on key actions within the work are provided below:

Action	Timescale	Responsible	Update
Desk-based benchmarking	October	Senate Support	Complete & published on Senate Members Portal
Meetings with Scottish ancient Universities	October – November, subject	Senate Support & Court Services	Complete

	to the availability of colleagues		
Paper for December Senate	October - December	Senate Support & Court Services	Complete
Consultation with critical friends' group	December – January	Senate Support to facilitate	Complete, took place across February-March
Senate consultation	December – February	Senate Support to facilitate	Ongoing, expected to conclude by 8 May <i>Clerk's note: this work is ongoing and planned to take place in April-May.</i>
Paper for March Senate	January	Senate Support & Court Services	Complete
Further development work focussed on the SOPR and items delegated to Senate Standing Committees	March – April	Senate Support & Court Services	Further development work is ongoing as of April 2026. The delegation to Senate Standing Committees is not within scope for this project.
Consultation with critical friends and wider Senate	March – April	Senate Support to facilitate	Planned to take place in April-May.
Paper for May Senate	April	Senate Support & Court Services	Complete

Seek approval for the Senate Statement of Primary Responsibilities from Court	June	Court Services	Planned and on schedule for the June meeting of Court.
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Senate Standing Committees

14. A recurring theme from the feedback gathered on the paper presented to the 10 December meeting was that the work to develop an SOPR should ensure alignment with the short-life working group on the delegation of Senate authority. The development of the SOPR is the responsibility of Court whereas the short-life working group, is focused on the Senate Standing Committees which is within Senates delegated responsibility.
15. Senate Standing Committees are expected to have delegated responsibility for specific elements of Senate’s responsibilities. Whilst the Terms of Reference for the Standing Committees are within the responsibility of Senate, the SOPR will reference the importance of the Committees as part of Senate’s effectiveness. The development of a terms of reference for the Standing Committee is scheduled to take place in 2026-27 following approval of the SOPR by Court.
16. It is possible that future recommendations relating to Senate Standing Committees may result in a revision to the Committees to align with the approved Senate SOPR.

Resource implications

17. The resource implications for both Registry Services and Court Services have been carefully considered alongside other work for 2025/26 in order to develop a work plan that is achievable and deliverable within the required timescale and resources.

Risk management

18. There is a risk to the effective academic governance of the University if the lack of clarity on the remit of Senate and delegated authority is not progressed.

Equality & diversity

19. There are no equality and diversity implications associated with providing this update. Equality impact assessments will be completed where required for any further proposals to be developed in response to the AdvanceHE review of Senate and its committees.
20. The [Scottish Code of Good Higher Education Governance](#) outlines expectations on Equality and Diversity, these will inform the development of the Statement and any elements which may impact on EDI.

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

21. Senate were informed of the plans for consultation in a paper to its 10 December meeting.
22. Senate receives bi-monthly updates on the project and contact at key points or where consultation to gather feedback is required.
23. Actions taken in response to recommendations from the External Review of Senate will be evaluated. Court is responsible for considering recommendations and review of actions in response to its External Review.

Authors and Contributors

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April 2026

Freedom of Information Open

Appendix 1: Senate Critical Friends Group

Senate – elected member Critical Friends Group

Criteria: Eight (8) elected staff members, with representation from one member whose holds a dedicated research position such as a junior research associate, early career fellow or equivalent. An equal balance of representation across Colleges will be sought.

Senate are informed that all members who self-nominated were appointed a position on the critical friends group.

	Name	College	Position
1.	Benjamin Goddard	CSE	Non-Professorial (Reader)
2.	Barry Bradford	CMVM	Non-Professorial (Research Fellow)
3.	Jean-Christophe Denis	CSE	Non-Professorial (Lecturer)
4.	Tamara Trodd	CAHSS	Non-Professorial (Senior Lecturer)
5.	Enrique Sanchez Molano	CMVM	Non-Professorial (Core Scientist)
6.	Jill MacKay	CMVM	Non-Professorial (Senior Lecturer)
7.	Michael Barany	CAHSS	Non-Professorial (Senior Lecturer)
8.	Patrick Walsh	CSE	Professorial (Head of Institute)

Senate

19 May 2026

Communications from Research Strategy Group**Description of paper**

1. This paper provides a summary of issues discussed at the meetings of Research Strategy Group (RSG) on 3 February and 28 April 2026. 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 reports from the meetings of RSG on 3 February and 28 April (Appendix 1).

Background and context

3. RSG monitors delivery of the University's Research and Innovation Strategy¹ and its Research Cultures Action Plan². In 2025-26 RSG met on 23 September, 25 November, 3 February and 28 April. RSG's last meeting for 2025-26 is on 15 June.

Discussion

4. Please see appendix 1 for a report of business conducted at the meeting of RSG and a note of the themes considered at the meeting on 28 April.

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. The [Research Strategy Group committee site](https://www.ed.ac.uk/research-strategy-group/committees/research-strategy-group) provides access to the agenda of meetings, open papers and the terms of reference. The minutes of each meeting are uploaded after they have been formally approved.

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

² <https://support-for-researchers.ed.ac.uk/research-cultures>

9. Senate members may be interested in reading the [weekly Edinburgh Research Office digests of news relevant to R&D](#) in the social, political and economic landscape in Scotland, the UK and further afield.

12 Authors

Professor Liz Baggs, Vice-Principal Research and Innovation

Dr Susan Cooper, Research Policy Analyst and Secretary to RSG
REF, Research Policy and Performance Team, Edinburgh Research Office (ERO)

13 Date

5 May 2026

Freedom of Information

13. Open Paper

Appendix 1:

Key points from the meeting of RSG on 3 February 2026

1. RSG Convenor's briefing and relevant developments

The key points in the oral briefing from the VP Research and Innovation covered:

- Local Innovation Partnership Fund development
- Key internal and external REF2029 events since the pause ended
- Chief Executive of UKRI's appearance before the House of Commons Science and Technology Select Committee which had taken place just before the meeting.

2. R&I workstream – Update

Members received an oral report on key developments, which were:

- The Ethics Project Initiation Document (PID) was to be presented to the R&I Workstream Board on 5 February
- The Backlogs project would go forward via as business as usual rather than being part of the R&I Workstream. The outcomes will help to inform other R&I Workstream projects so progress will be reported to the R&I Workstream Board.
- The Facilities Project PID is under development. The ERO Director of Research Operations is the project sponsor.

3. Revised Research Misconduct Policy and Procedure

Head of Governance, Compliance and Risk (ERO) outlined the principal changes to the policy and procedure and the reason for the changes. Members were reassured that the changes were the outcome of a series of inclusive discussions.

4. Research Applications and Success Rates: achieving a balance between quality and volume

Each College's Research Office had been asked to consider their application rates and approaches to balancing application quality and quantity as it is expected that the competition for applicant-led funding will get more intense. The Deans of Research each outlined their application and award rates over the current academic year and over the previous three years before highlighting a number of College-level activities to maintain application quality.

The Edinburgh Research Office had been asked to consider the perspective of central and local research support teams in terms of workload and the need to diversify our research funding portfolio at a time when competition is becoming more intense. The Director of Research Operations outlined the present position and the issues that need to be addressed to ensure a better assessment of how to use staff resources with best effect.

During the general discussion, RSG members considered the implications of changes to the UKRI budget allocation and the pauses and cuts to various Research Council funding schemes that had been announced.

RSG committed to ensure the University's researchers and research support staff are informed of the UKRI developments, and the actions the University is taking to engage with UKRI and component research councils to advocate for our University, Scotland and the wider sector.

This is an evolving landscape, and ERO are regularly updating its HUBsite page which summarises key developments as the research councils adapt their funding opportunities.

[UKRI Funding Updates: Revised Guidance and Resources Available](#)

5. Edinburgh Innovations – Industrial and Translational Awards update

The Director of Innovation Development and Licensing (Edinburgh Innovations) drew members attention to the key developments in the EI report and future plans.

6. Items presented for approval

- Annual Research Ethics and Integrity report for the academic year 2024-25
- Research Ethics and Integrity Review Group - report and revised terms of reference
- Research Cultures Delivery Group – revised terms of reference
- Research Cultures Forum - revised terms of reference

7. Items presented for information

- Research Excellence Grant – Strategic Investment Plan Progress update
- University's Research and Innovation Strategy and EDI Ambitions update
- ERO report
- Library Research Support report
- Research Support Operational Executive - note of the most recent meetings
- Major Initiatives Group - note of the most recent meetings
- AI and Data Ethics Advisory Board – quarterly report

Key points from the meeting of RSG on 28 April 2026

RSG Convenor's briefing and relevant developments

The key points in the oral briefing from the VP Research and Innovation covered:

- A meeting of the Russell Group at which the Chief Executive of UK Research and Innovation spoke
- The launch of a Rapid Spin-Out pilot by Edinburgh Innovations³
- Discussions taking place between the Russell Group and the University of California about potential collaborative opportunities

InFrame Outcomes and Next Steps

The InFrame project was the result of a joint award from Wellcome Trust to the Universities of Edinburgh, Glasgow and St Andrews. The project had enabled engagement from all sectors and 26 projects have been funded across the three institutions. It is nearing its end and the current InFrame team will be disbanded in August 2026. Although future funding may be available, it is known that Wellcome intend to have a pause to assess the projects of this type that it has funded first.

Implementation of the Trusted Research Evaluation Framework: Next Steps and Institutional Principles and Responsibilities

Members were advised that, although there are many trusted research initiatives taking place across the university, there needs to be an over-arching approach and common standards. With that in mind, a need for a multi-level training framework for all researchers has been identified. To take this forward and make progress at a reasonable rate would need more academic participation and clear ownership of actions. Members considered the resultant proposals and offered suggestions to improve the paper that will be presented to University Executive.

University of Edinburgh Research with the Defence Sector.

The discussion focussed on the fact that the Ministry of Defence (MOD) has just invited applications from UK universities to become one of the 20 founder members of the Defence Universities Alliance (DUA). The founder members will work with the MOD to help shape and design the DUA, its governance structures and agenda going forward, ensuring a collaborative alliance beneficial to both defence and the Higher Education sector.

Commercialisation Action Plan: next steps and consultation

At its meeting in March, the University Executive approved the proposal from RSG and Edinburgh Innovations to develop a Commercialisation Action Plan. The proposal had been considered at the meetings of RSG and the Edinburgh Innovations Board in November. The development of the plan will take place over three phases. The aim is to bring a draft of the plan to RSG in late 2026, or earlier if ready. Members offered proposals that had the objective of maximising buy-in to the Commercialisation Action Plan and its development and were invited to suggest colleagues who could be stakeholders in the three-phase process.

Research and Innovation Workstream

³ [Rapid Spinout Pilot | For staff | Edinburgh Innovation](#)

There was an oral update on the Research and Innovation workstream.

Research Strategy Operational Executive -first year of activity

The Director of Edinburgh Research Office presented an oral report on the successful work of the RSOE in its first year of operation. Key activities included supporting the organisation of another successful Research Support Services Conference in March 2026 and the development of a university-wide grant application costing policy. RSOE's aim is to present the costing policy to RSG either at its meeting in June or the first meeting in 2026-27 AY.

Papers for Formal approval

RSG received the annual report on progress delivering the current University three-year action plan that the University was required to produce as a signatory to the Concordat to support the Career Development of Researchers. The action plan and annual reports are all publicly available.

Papers for information

- Research Policy Strategy Governance (a revised copy of the paper presented to University Executive)
- ERO Grants and Awards KPIs
- Edinburgh Innovation KPIs
- Library Research support Update
- Major Initiatives Group: record of meetings held in January and March
- AI and Data Ethics Advisory Board quarterly report.

Senate

19 May 2026

Senate Election Results 2026

Description of paper

1. The paper notifies Senate of the outcome of the elections of academic staff to serve on Senate from 1 August 2026.

Action requested / recommendation

2. Senate is invited to note the outcome of the elections.

Background and context

3. At its [meeting of 10 December 2025](#), Senate approved the arrangements for the elections of academic staff to Senate in 2026.
4. The elections were conducted in line with the approved arrangements 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 2026-27 academic year 184 of the 200 elected academic staff positions are filled.
6. For the 2026 election, 76 eligible nominations were received, and 73 nominees stood for election. Elections were required in three categories and these took place from 25 March – 8 April 2026:
 - 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 (Non-Professorial)
7. Three Senate member resigned in the period between Senate approving the election arrangements on 10 December 2025, and voting commencing on 25 March 2026. The number of positions open for election in 2026 has been adjusted to allow these vacancies to be filled. In each of the following membership categories, the number of vacancies increased by one:
 - College of Arts, Humanities and Social Sciences Elected academic staff (Non-Professorial)
 - College of Arts, Humanities and Social Sciences Elected academic staff (Professorial)
 - College of Medicine and Veterinary Medicine Elected academic staff (Non-Professorial)
8. There were fewer nominations received than vacancies available in the Professional category in all Colleges, therefore all nominees were elected to these categories unopposed.

Resource implications

9. The resource implications were considered by Senate when approving the arrangements for the elections. There are no further resource implications required in declaring the outcome of the elections.

Risk management

10. Electing members to Senate ensures that the University is compliant with relevant statutory requirements.

Equality & diversity

11. An Equality Impact Assessment (EQIA) 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.
12. 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

13. 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 20 April 2026.

Author

Olivia Hayes
Senate Clerk & Deputy Returning Officer
Registry Services
April 2026

Freedom of Information Open

Appendix 1 - Senate Election Results 2026

1. There were 73 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)	10	9	9
Academic staff (Professorial)	13	21	11

2. There were 73 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)	20	10	14
Academic staff (Professorial)	12	7	10

3. To recognise the importance of representation from early career staff, nine positions within the non-professorial membership categories are prioritised for staff who hold an early career academic position. These are staff who hold a position up to and including Grade 8. Three early career positions were available for election in 2026. Following the count of voting, the number of elected members who hold early career positions exceeds the minimum of three. Candidates identified with an asterisk (*) hold an early career academic position.
4. Following the conclusion of the election on 8 April, it is declared that the staff listed below are elected to Senate for a term of three years, commencing on 1 August 2026:

A detailed breakdown of the votes cast is available on request from SenateSupport@ed.ac.uk

College of Arts, Humanities and Social Sciences (Professorial)

- Professor Jonathan Ansell, Business School
- Professor Martin Corley, School of Philosophy, Psychology and Language Sciences
- Professor Jo Danbolt, Business School
- Professor Paul Du Plessis, School of Law
- Professor Claire Duncanson, School of Social and Political Science
- Professor Lukas Engelman, School of Social and Political Science
- Professor Guy Fletcher, School of Philosophy, Psychology and Language Sciences
- Professor Dan Mirman, School of Philosophy, Psychology and Language Sciences
- Professor Rachel Muers, School of Divinity
- Professor Federica Pedriali, School of Literatures, Languages and Cultures
- Professor Ben Rosamond, School of Social and Political Science
- Professor Eberhard Sauer, School of History, Classics and Archaeology

College of Arts, Humanities and Social Sciences (Non-Professorial):

- Dr Kate Ash-Irisarri*, School of Literatures, Languages and Cultures
- Dr Michael Barany, School of Social and Political Science
- Dr Kevin Donovan, School of Social and Political Science
- Dr Rebecca Hwer, School of Social and Political Science
- Dr James Lamb*, Moray House School of Education and Sport
- Dr Jingyi Li, Moray House School of Education and Sport
- Dr Stephen McDowall, School of History, Classics and Archaeology
- Dr Kate Orton-Johnson, School of Social and Political Science
- Dr Heidi Smith, Moray House School of Education and Sport
- Dr Lena Wanggren*, Centre for Open Learning

College of Medicine and Veterinary Medicine (Professorial):

- Professor Ahsan Akram, Edinburgh Medical School
- Professor Ruth Andrew, Edinburgh Medical School
- Professor David Hay, Edinburgh Medical School
- Professor Simone Meddle, Royal (Dick) School of Veterinary Studies
- Professor Darren Shaw, Royal (Dick) School of Veterinary Studies
- Professor Albert Tenesa, Royal (Dick) School of Veterinary Studies
- Professor Joanna Wardlaw, Edinburgh Medical School

College of Medicine and Veterinary Medicine (Non-professorial):

- Dr Jaime Garcia Iglesias, Edinburgh Medical School
- Dr Andy Hopker, Royal (Dick) School of Veterinary Studies
- Dr Andy Law*, Royal (Dick) School of Veterinary Studies
- Dr Mathias Lorbeer*, Edinburgh Medical School
- Dr Susan Morrow, Edinburgh Medical School
- Dr Pau Navarro, Royal (Dick) School of Veterinary Studies
- Mrs Magdalena Parys, Royal (Dick) School of Veterinary Studies

- Dr Aryelly Rodriguez*, Edinburgh Medical School
- Dr Lucas Seuren*, Edinburgh Medical School

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

- Professor Richard Blythe, School of Physics and Astronomy
- Professor Luigi Del Debbio, School of Physics and Astronomy
- Professor Chris Dent, School of Mathematics
- Professor Stuart Gilfillan, School of GeoSciences
- Professor James Hopgood, School of Engineering
- Professor Tom Leinster, School of Mathematics
- Professor Josephine Pemberton, School of Biological Sciences
- Professor Jon Pridham, School of Mathematics
- Professor Colin Pulham, School of Chemistry
- Professor Patrick Walsh, School of Biological Sciences

College of Science and Engineering - Academic staff (Non-Professorial):

- Dr Alejandro De Coss Corzo*, School of GeoSciences
- Dr Fraser MacDonald, School of GeoSciences
- Dr Sean McMahon, Role split between Schools
- Dr Nathan Medd*, School of Biological Sciences
- Dr Siddharth N, School of Informatics
- Dr Stefanos Papanicolopoulos, School of Engineering
- Dr Andrea Paterlini*, School of Biological Sciences
- Dr David Quinn*, School of Mathematics
- Dr Matjaz Vidmar*, School of Engineering