

H/02/27/02

**Meeting of the Senatus Curriculum and Progression Committee  
to be held at 2.00pm on Thursday 1 June 2017 in the Edinburgh College of Art Main  
Building Boardroom (L05)**

**A G E N D A**

1. **Minutes of the electronic business meeting held between 30 March 2017 and 5 April 2017** Enclosed
  2. **Matters Arising**
    - a) **Electronic business 3-8 May 2017 - College of Medicine and Veterinary Medicine - MSc in Infectious Diseases and One Health (IDOH)**
- For Discussion**
3. **Resits and Supplementary Assessments Guidance** CSPC 16/17 6A
  4. **CAHSS: Programme Closure** CSPC 16/17 6B
  5. **Taught Assessment Regulations 2017/18** CSPC 16/17 6C
  6. **Postgraduate Assessment Regulations for Research Degrees 2017/18** CSPC 16/17 6D
  7. **Review of Support for Disabled Students – Changes to Assessment Regulations 2017/18** CSPC 16/17 6E
  8. **Collaborative Provision: use of Edinburgh credits by other institutions** CLOSED (F)
  9. **Credit for Study Abroad: Final Report** CSPC 16/17 6G
  10. **Course Organiser Role Outline - Update** CSPC 16/17 6H
  11. **Curriculum Framework documentation** CSPC 16/17 6I
  12. **Student Maternity and Family Leave Policy** CSPC 16/17 6J
- For information and formal business**
13. **Student Discipline Committee** CLOSED (K)
  14. **Student Appeal Committee and Student Fitness to Practise Appeal Committee Memberships 2017/18** CSPC 16/17 6L
  15. **Knowledge Strategy Committee Report** CSPC 16/17 6M
  16. **Service Excellence Programme** Verbal Update
  17. **Any Other Business**

Ailsa Taylor, Academic Services, 25 May 2017

H/02/27/02  
CSPC: 05.04.17

The University of Edinburgh

**Senatus Curriculum and Student Progression Committee (CSPC) Electronic Business  
30 March 2017 – 5 April 2017**

**1. Minutes of the Previous Meeting**

The minutes of the previous meeting held on Thursday 16 March 2017 were approved as an accurate record.

**2. Matters Arising**

There were no matters arising.

**3. Discontinuation of Postgraduate Research Supervision (CSPC 16/17 5 A)**

This paper was approved. The procedures outlined in the new regulations will be applied only to situations where supervision is terminated due to a lack of available supervisors. Cases involving exclusion for unsatisfactory academic progress or fitness to practise will continue to be handled by Colleges.

**4. Undergraduate Degree Regulations 2017/18 (CSPC 16/17 5 B)**

Subject to the following amendments, the Undergraduate Degree Regulations 2017/18 were approved as presented:

- Regulation 36 – Requirement to obtain credits  
Amended to read "...as outlined in the relevant Degree Programme Table **and** Programme Handbook";
- Regulation 38 – Minimum progression requirements  
Amended to repeat 'of programme' on each line of the table, so that it is clear that this is about year of programme rather than of study;
- Regulation 39 – Requirement to obtain more than the minimum number of credits for progression  
Amended to read "...this will be specified in the relevant Degree Programme Table **and** Programme Handbook".

The regulations would now be forwarded on to University Court for the formal resolution.

**5. Postgraduate Degree Regulations 2017/18 (CSPC 16/17 5 C)**

Subject to the following amendments, the Postgraduate Degree Regulations 2017/18 were approved as presented:

- Regulation 57c - Doctor of Psychotherapy and Counselling (DPsychotherapy)

This should read “84 months” and not “84 years”. “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”.

The regulations would now be forwarded on to University Court for the formal resolution.

#### **6. Higher Degree Regulations 2017/18 (CSPC 16/17 5 D)**

This paper was approved as presented.

The regulations would now be forwarded on to University Court for the formal resolution.

#### **7. Glossary of Terms 2017/18 (CSPC 16/17 5 E)**

The glossary of terms for 2017/18 was formally noted by the Committee.

#### **8. CSPC Terms of Reference 2017/18 (CSPC 16/17 5 F)**

The amended Terms of Reference for 2017/18 was approved as presented and would be in place from 1 August 2017.

<b>ACTION - Ms Ailsa Taylor to replace CSPC Terms of Reference on the website from 1 August 2017 at <a href="http://www.ed.ac.uk/files/atoms/files/cspcremit.pdf">www.ed.ac.uk/files/atoms/files/cspcremit.pdf</a></b>
--

#### **9. Any Other Business**

There was no further business.

Ailsa Taylor, Academic Policy Officer, 6 April 2017

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

## **Resits and Supplementary Assessments Guidance**

### **Executive Summary**

CSPC approved the introduction of guidance on Resits and Supplementary Assessments in June 2014; this was the culmination of the work of a task group which aimed to reduce the University's dependence on the August resit diet. The guidance related chiefly to the scheduling of resit assessment for non-Honours undergraduate students. The guidance is scheduled for review during the current session. This paper outlines key principles of the guidance, and provides information regarding the implementation of the guidance since its publication.

### **How does this align with the University / Committee's strategic plans and priorities?**

The review of the guidance aligns with the Committee's priority of good housekeeping.

### **Action requested**

CSPC is invited to decide whether to retain the guidance in its current, or an amended form.

### **How will any action agreed be implemented and communicated?**

Any change to the guidance will be communicated to Schools by Academic Services in the annual email regarding new and updated policies, and at relevant College briefing events.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

The existing Overseas Examination Service presents resource implications for Student Administration, in supporting the service, and for Schools, in preparing examination papers for sending overseas. Should all Schools be required to offer students the service, this would have implications for those Schools not currently offering this, and the overall volume of requests handled by Student Administration.

#### **2. Risk assessment**

No risks have been identified.

#### **3. Equality and Diversity**

Many undergraduate students leave Edinburgh during the summer vacation to return home. For those students who are based outside of the UK, the cost and difficulty of returning to Edinburgh in August will be greater than for their Scotland or UK-based counterparts.

#### **4. Freedom of information**

*The paper is open.*

### **Originator of the paper**

Dr Adam Bunni, Head of Governance and Regulatory Team, Academic Services, 15<sup>th</sup> May 2017

## Resits and Supplementary Assessments Guidance

### 1. Background

CSPC approved the introduction of guidance on Resits and Supplementary Assessments (Appendix 1) in June 2014; this was the culmination of the work of a task group which aimed to reduce the University's dependence on the August resit diet. The guidance relates chiefly to the scheduling of resit assessment for non-Honours undergraduate students.

The guidance is scheduled for review during the current session. This paper outlines the key principles of the guidance, and provides information regarding the implementation of the guidance since its publication.

**CSPC is asked to consider whether it wishes to reaffirm its commitment to the principles set out in the guidance, revise the guidance, or remove it.**

### 2. Use of the August Diet

Usage of the August diet has continued to increase since the guidance was introduced:

	August Resits Sitting	August Resits Students	August Resits Exams
2013	5216	2584	586
2014	5883	2653	606
2015	5749	2726	605
2016	6301	2860	576

These figures include not only non-Honours undergraduate students taking resits, but also non-Honours and Honours undergraduate students (and potentially postgraduate taught students) who have been offered the opportunity to resit an examination as a first attempt due to special circumstances. Although the overall number of different examinations offered in the August diet has reduced slightly since 2014, the number of sittings, and of students taking resits, have increased by 7% and 8% respectively.

### 3. The Guidance: Principles

The guidance focuses on encouraging Schools to take several key actions in their approach to resit assessment.

#### a) Timing of resit assessment for Semester 1 courses (Actions 1 and 3)

The guidance suggests that:

- Schools should offer resit assessment for failed Semester 1 coursework during Semester 2;
- Resit assessment for examinations taken in Semester 1 should be offered in the Semester 2 examination diet;
- Should a student fail their resit in the Semester 2 diet, they should undertake up to a further two attempts at assessment in the subsequent year, following the same pattern;
- Failure in Semester 2 courses (coursework or examinations) should be addressed in the August resit diet.

Feedback from Schools indicates that none are taking the approach of offering resits for Semester 1 examinations in the Semester 2 diet. A few Schools, such as Business, adopted this approach initially, but have since moved away from it.

A small number of Schools offer resits for failed Semester 1 coursework during Semester 2, but instead addressing this in August.

A recent CSPC paper (CSPC 16/17 4 A) highlighted the fact that around 25% of undergraduate courses held in Semester 1 do not issue final results until Boards of Examiners are held at the end of Semester 2; for these courses, Schools will have been unable to apply the approach to resits set out in the guidance. However, at its March 2017 meeting, CSPC reiterated its commitment to Schools providing ratified results for Semester 1 courses following the end of Semester 1 wherever possible.

**CSPC is requested to consider whether it wishes to reaffirm its commitment to the approach to scheduling of resits set out in the guidance.** Should CSPC wish to do this, it may wish to consider whether any action should be taken to encourage Schools to adopt this approach where possible.

**b) Use of alternative methods of assessment for resits (Action 2)**

The Resits and Supplementary Assessments Task Group was keen to pursue the possibility of students being offered the opportunity to undertake repeat assessments which focused on any learning outcomes they had failed to achieve at the first attempt. The guidance, therefore, advised Schools to consider whether an alternative method of assessment could be used at reassessment to focus on any failed learning outcomes.

The Taught Assessment Regulations (27.11) state that Boards of Examiners may use alternative methods of assessment for resits:

“Resit methods need not be the same as those used to assess the learning outcomes at the first attempt, but all relevant learning outcomes must be assessed.”

**CSPC is requested to consider whether the content of this Action is adequately covered by the Taught Assessment Regulations, or should be retained in the guidance.**

**c) Overseas Examination Service (Action 4)**

The guidance refers to the potential for students to undertake some written examinations offered during the August resit diet outwith the UK at a British Council office, through the Overseas Examination Service, which is provided by Student Administration. Information regarding usage of the service is provided in the table below:

Year	Non-UK students requiring resits	Requesting Overseas Exams (% non-UK students)	Student with overseas exams arranged		
			Number	% total non-UK	% requesting
2014	872	211 (24%)	71	8%	34%
2015	867	149 (17%)	92	11%	62%
2016	853	129 (15%)	101	12%	78%

Although the number of requests from students to sit exams overseas has declined, the number of students actually making use of the service has increased.

Academic Services sought feedback from Student Administration and Edinburgh Global regarding the service; this is summarised below. Data and reflections on usage of the service offered by Student Administration are provided in Appendix 2.

i. Advantages of the service

- Most international undergraduate students return home during the summer vacation. The service saves students the cost of travel to Edinburgh, which can be prohibitive during the August Festival period.
- It can also be extremely difficult for students to find accommodation in Edinburgh during the August Festival period.

ii. Limitations of the service

- Some Schools have opted out altogether from the use of the service, citing various reasons for this, including: practical examinations; PSRB requirements; the need for synchronisation between on- and off-campus examinations; the administrative burden associated with the service.
- British Council offices have limited opening hours; this impacts upon the ability to run examinations synchronously on- and off-campus, taking account of the impact of time zones.
- British Council offices are not available in the USA and Canada; the service therefore relies on students finding an appropriate host university in these countries.
- Schools are required to prepare resit papers earlier than they otherwise might for students using the service.
- Student Administration regard management of the service as labour-intensive, and have not received any additional resource to support it.
- Student Administration cite the fact that the service was initially offered as part of wider efforts to reduce the volume of August resits, but that this goal has not been achieved.

**CSPC is requested to determine whether or not it wishes to reaffirm its commitment to offering the Overseas Examination Service.**

Should CSPC support the continuation of the service, it may wish to consider whether any action should be taken to ensure that Schools which refuse to offer the service have good grounds for doing so. Continuing to offer the service is not, however, contingent upon retaining the Resits and Supplementary Assessments Guidance, should the Committee decide to remove the guidance.

**d) Key dates; School reports (Actions 5 and 6)**

The guidance refers to a key dates timeline for entry of assessment data into EUCLID, which would be published by Student Systems; it also refers to reports which Student Systems would provide to Schools regarding the status of individual students to assist them in confirming progression decisions. These Actions have been subsumed by the work undertaken on the Assessment and Progression Tools since the guidance was published.

**CSPC is requested to agree to remove these Actions from the guidance, should the Committee decide to retain the guidance as a whole.**

**15<sup>th</sup> May 2017**



## Appendix 1 Resits and Supplementary Assessment Guidance

### Purpose of Guidance

The University aims to reduce dependency upon the need for a centrally scheduled resit examination diet in August of each year and to consider alternatives to resit examination. Students must be provided with appropriate opportunities to address failure. This guidance document outlines options for Schools and Student Systems. The information provided in guidance is not mandatory.

### Scope: Guidance is not Mandatory

The guidance applies to staff who prepare resits and supplementary assessments for students who have failed or been unable to take assessments.

<b>Contact Officer</b>	Ailsa Taylor	Academic Policy Officer	<a href="mailto:ailsa.taylor@ed.ac.uk">ailsa.taylor@ed.ac.uk</a>
------------------------	--------------	-------------------------	--

### Document control

Dates	Approved:	Starts:	Equality impact assessment:	Amendments:	Next Review:
	5.6.14	1.8.14	13.06.14	n/a	2016/17
<b>Approving authority</b>	Curriculum and Student Progression Committee (CSPC)				
<b>Consultation undertaken</b>	via Curriculum and Student Progression Committee (CSPC)				
<b>Role responsible for guidance maintenance &amp; review</b>	Academic Services and Student Systems				
<b>Related policies, procedures, guidelines &amp; regulations</b>	Taught Assessment Regulations <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF">www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF</a> Informing Taught Students of their Final Programme Course and Progression Results <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/InformingTaughtStudentsoftheirFinalProgrammeCourseandProgressionResults.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Policies/InformingTaughtStudentsoftheirFinalProgrammeCourseandProgressionResults.pdf</a>				
<b>UK Quality Code</b>	UK Quality Code for Higher Education – Chapter B6: Assessment of students and the recognition of prior learning <a href="http://www.qaa.ac.uk/publications/informationandguidance/pages/quality-code-b6.aspx">http://www.qaa.ac.uk/publications/informationandguidance/pages/quality-code-b6.aspx</a>				
<b>Guidance superseded by this guidance</b>	n/a				
<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 2138.				
<b>Keywords</b>	resit, assessment, regulation, overseas examinations, supplementary assessment				



## Appendix 1 Resits and Supplementary Assessment Guidance

The guidance covers four broad categories:

1. The alignment of learning outcomes to individual assessment tasks: the potential to focus the supplementary assessment/resit on the specific learning outcomes that were not achieved at the first sit/submission
2. The option to provide supplementary assessment/retake opportunities within the academic year
3. The ability for students to undertake invigilated or online examinations off campus
4. Implications for Student Systems

### **Action 1: The option to provide supplementary assessment/retake opportunities within the academic year**

- 1.1** Failure of summative assessment in semester 1: Where the assessment is set as coursework and a student has failed the summative assessment for semester 1, an opportunity for resubmission or a reassessment opportunity, which may use a different assessment method, should be provided in semester 2.
- 1.2** Failure of summative assessment by examination in semester 1 : Where a semester 1 assessment is set as an examination and the student has failed, the first resit opportunity by examination should occur in the semester 2 examination diet.

#### **Additional guidance:**

- 1a** It is for Schools to decide the most appropriate time for the resubmission or reassessment to occur, but the assumption is that around mid-semester 2 would be appropriate, having provided the student with academic guidance and an opportunity to undertake additional work in the interim. A resubmission or a revised piece of assessed work, rather than a reassessment, may be permitted where only minor changes are required.
- 1b** If there is a summative assessment in semester 1, then Schools must hold Boards of Examiner meetings early in semester 2. External Examiners would be expected to participate but this does not necessarily need to be “in person”.
- 1c** Where possible, the nature and design of the supplementary assessment should enable the student to focus on specific areas of failure.
- 1d** There will be some courses where an opportunity to retake the course using the same assessment method may need to be provided, for example where lab work is required. Students need to be made aware of this at the outset, at the start of the course. Such courses may not be able to provide a resit opportunity in semester 2.

### **Action 2: Consideration of an alternative method of assessment where the student has failed**



## Appendix 1 Resits and Supplementary Assessment Guidance

Where the student has failed, the School should evaluate the nature of the learning outcomes failed and consider whether an alternative method of assessment could be used.

### Additional guidance:

- 2a This option will apply unless there are Professional, Statutory and Regulatory Body (PSRB) requirements to use examination as the only form of assessment.
- 2b Where coursework is deemed suitable Schools are invited to then follow the guidance in Action 1.

### Action 3: Taking a consistent approach to the scheduling of resit attempts

Taking a consistent approach to scheduling of resit attempts and the opportunity to retake courses where needed, is beneficial for the student. The following table outlines this approach, listing the maximum number of assessment attempts\*. It also allows for retaking the course for the third attempt. The Curriculum and Student Progression Committee (CSPC) considered that after two failures then more support will be needed by students. Schools will also be expected to provide information to students about the guidance available to them when taking additional assessment attempts.

	Attempt 1	Attempt 2	Attempt 3	Attempt 4
<b>Semester 1 course</b>	Course taken Semester 1 diet	Resit Semester 2 diet	Course taken Semester 1 diet	Resit Semester 2 diet
<b>Semester 2 course</b>	Course taken Semester 2 diet	Resit August resit diet	Course taken Semester 2 diet	Resit August resit diet

\*NB: The number of resits permitted in programmes where there are professional, statutory or regulatory body requirements may be limited to fewer than the maximum permitted. In addition, students who are subject to immigration control may have restrictions as a result of conditions of their visa which supersede academic regulations.

### Action 4: The ability for students to undertake invigilated or online examinations off campus

Student Administration offers an Overseas Examination Service whereby some written examinations sat during the August diet (resits and/or first sits) can be sat out-with the UK.

### Additional guidance:

- 4a The service makes arrangements with the British Council for the exam(s) to be sat simultaneously with the exam(s) held in Edinburgh. The exam(s) is held at a relevant British Council office and invigilated by British Council staff. The exam paper is securely delivered to the British Council and the completed script is couriered back to Edinburgh. In addition, Visiting Students are now able to sit exams at their home institution (with the home university's agreement). Additional information is available from Student Administration at:  
<http://www.ed.ac.uk/schools-departments/student-administration/exams/oes>



## Appendix 1 Resits and Supplementary Assessment Guidance

### Action 5: Key dates timeline

A key dates timeline will be established by Student Systems to ensure that all Schools have completed all assessment data entry in EUCLID at a specified point.

**Additional guidance:**

- 5a For further information please contact Mr Barry Neilson, Director of Student Systems:  
[barry.neilson@ed.ac.uk](mailto:barry.neilson@ed.ac.uk)

### Action 6: Provision of a status report to Schools

Each School will be provided with a status report by Student Systems for each of the students for whom they are responsible for the purpose of confirming progression, credit achieved and credit deficit, special circumstances and, where applicable, the agreed course of action for each student.

**Additional guidance:**

- 6a Student Systems are taking this work forward. For further information please contact Mr Barry Neilson, Director of Student Systems: [barry.neilson@ed.ac.uk](mailto:barry.neilson@ed.ac.uk)

**5 June 2014**

## Appendix 2

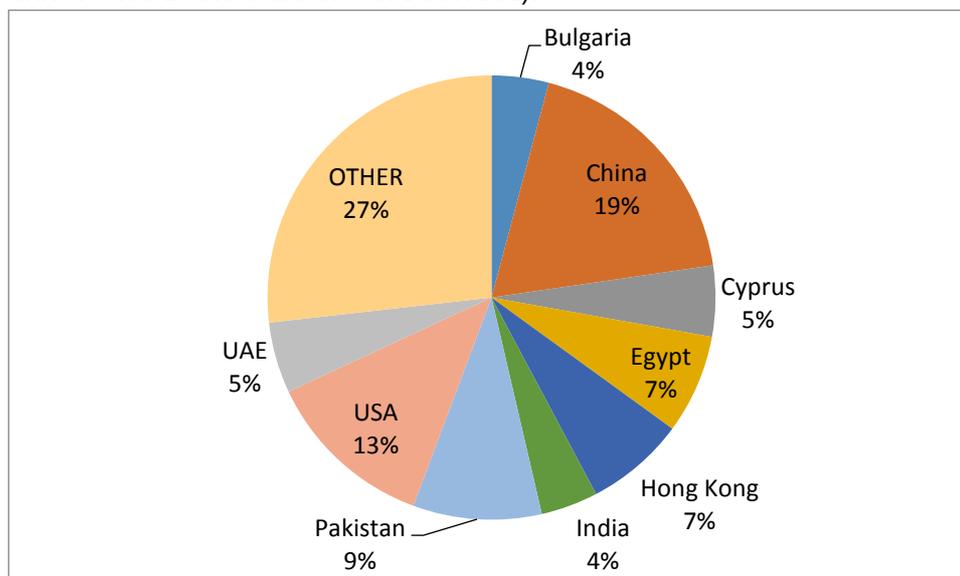
### Feedback from Student Systems regarding Overseas Examination Service

#### SERVICE USAGE

- Overseas exams accounts for 3-4% of all resits sat.
- Statistics for the 3 years the service has been offered: average of 10% of the international students requiring a resit have an exam arranged overseas.

Year	Non-UK students requiring resits	Requesting Overseas Exams (% non-UK students)	Student with overseas exams arranged		
			Number	% total non-UK	% requesting
2014	872	211 (24%)	71	8%	34%
2015	867	149 (17%)	92	11%	62%
2016	853	129 (15%)	101	12%	78%

- Exams have been arranged in a wide range of countries (via British Council offices or universities in the case of USA/Canada):



#### SCHOOLS OPTING OUT

- Since 2014 the following Schools have decided not to offer the opportunity for students to sit overseas:
  - School of Economics
  - Medicine: MBChB programmes
  - Business School
  - School of Law
  - Vets: Not all BVM&S exams can be taken abroad.
  - Informatics: several programming exams are unable to offer overseas
- Reasons vary: practical exams, professional exams, strict demands for synchronisation which can't be met, and administrative burden.
- There is an inconsistency in approach with those who do offer with some insisting on strict synchronisation and some offering considerable latitude in the timing of the exams.

### **LIMITATIONS OF SERVICE**

- The service is only available for resit exams during the August diet.
- An exam is offered overseas only with the agreement of the relevant School.
- The service is offered via British Councils. British Councils are not available in USA and Canada therefore we rely on the student finding an appropriate local University.
- The service faces limitations on availability in some unstable regions.
- The service is reliant on the opening hours of the British Council offices which can present limitations in terms of synchronisation and local closures due to holidays.
- Exam papers are required earlier than the usual timeframe.

### **RESOURCE IMPLICATIONS**

- The service is offered at a fee of £100 per exam which covers arrangement costs (including courier and British Council costs).
- No additional resources were allocated to Student Administration to run this service and the work subsumed into the existing examinations team (3xFTE).
- There are also resource implications within Schools in releasing papers early, receiving and managing scripts out-with the normal run of exam scripts etc.

### **FEEDBACK**

- The service was initially viewed as an interim solution resulting from the Resits Working Group to tackle the challenges offered by resits in general. The implementation of other measures from other strands of the group would have in theory reduced the need for the service by reducing the overall reliance on resit exams. This has not come to fruition.
- Student Administration recommends the offering of the service is reviewed in terms of: the low level of demand; the inequities in terms of the eligibility of students based on Schools which agree to the service or not; and the administrative burden placed on Schools and Student Administration to deliver a service to only 4% of all those taking exams. If the service is to be continued the resource required to continue the delivery may be required to be also reviewed.

The University of Edinburgh

Curriculum and Student Progression Committee

1 June 2017

**Closure of MA Primary Education “with” Degrees**

**Executive Summary**

Proposal to close a suite of 6 undergraduate initial teacher education (ITE) joint programmes in Primary Education at MHSE. These proposed closures form part of a portfolio realignment in the school, that involves a move towards providing initial teacher education at post graduate level. The PG(T) programme (MSc in Transformative Learning and Teaching), previously approved by CPGSC, CSPC and the General Teaching Council for Scotland GTCS, was also part of that realignment.

**How does this align with the University / Committee’s strategic plans and priorities?**

This proposal better addresses the University’s mission and strategic objectives to provide the highest-quality research-led teaching and learning.

**Action requested**

For approval

**How will any action agreed be implemented and communicated?**

For implementation from September 2017.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

Resource implications (including staffing) have been considered by SP&RC. Financial modelling scenarios for the School post closure have been undertaken by Director of Professional Services, in conjunction with CAHSS College Accountant.

**2. Risk assessment**

Potential risks of portfolio realignment and associated programme closures (in relation to controlled student numbers) have been considered in conjunction with Scottish Government, D. Miele, Head of College, and T. Slaven, Director of Planning. The continuation of the PGDE programmes, the MA Physical Education and the MA Primary Education with Gaelic Programmes within the School’s Initial Teacher Education portfolio balances potential risk, The ‘sunsetting’ arrangements for the MA primary programme (2018-22) also contribute to this balancing.

A risk was identified of losing the academic benefits of collaborative activity with other schools currently achieved through MA primary education joint degree structures. A strategy has been developed to ensure continued cross- school collaboration for students in the wider university who might wish to study the subject discipline of education or develop an interest in teaching as a career during UG study.

### **3. Equality and Diversity**

Equality and Diversity issues for students have been fully considered, particularly for WP students. Actions already taken (and ongoing) on WP issues were fully considered and endorsed by CUGLAT. The paper itself specifically addresses issues relating to WP students.

### **4. Freedom of information**

Open

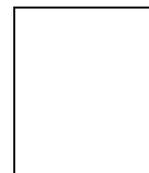
#### **Key words**

Closure

#### **Originator of the paper**

*John Lowrey, Dean of Undergraduate Studies, College of Arts, Humanities and Social Science*

*May 2017*



**CLOSURE OF MA PRIMARY EDUCATION WITH DEGREES**

MHSE is proposing to close the following programmes:

- Primary Education with Earth Sciences MA (Hons) UTMAHPREES1F
- Primary Education with Modern Languages (German) MA (Hons) UTMAHPREGE1F
- Primary Education with History MA (Hons) UTMAHPREHI1F
- Primary Education with Mathematics MA (Hons) UTMAHPREMA1F
- Primary Education with Religious Studies MA (Hons)UTMAPRERS1F
- Primary Education with Scottish Studies MA (Hons) UTMAPRESS1F

Due to the highly complex process that underlies this decision, School and College are in agreement that there are “wider implications” affecting these closures as defined under the *Programme and Course Approval and Management Policy*:

[http://www.ed.ac.uk/files/atoms/files/prog\\_course\\_approval.pdf](http://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf)

Therefore, under the terms of that policy, the closures have been endorsed at both School Board of Studies and College Learning and Teaching Committee and are now submitted to CSPC for approval.

**Consultation Process:**

This decision has been widely discussed within the School and, in addition, consultation was sought and advice received from the following:

	<b>Recommendations/ Actions</b>
<p><b>Academic Consultation</b>  <b>Consideration of equality issues</b>                      DUGS/ DPGS                      J Lowrey, UG Dean                      S. Rolle, UG Dean designate                      N. Houston, Senior PT                      Open School -wide meetings-                      staff consulted                      SUGSC                      A. Murray, Convenor CSPC                      N. Kett,                        School Board of Studies                      CUGLAT</p>	<p>Further consideration to WP issues                      Further consideration of support for continuing MA primary ‘with’ students during Programme sunsetting                        further attention to equality issues advised                      Present rationale for closure to CUGLAT and CSPC after BoS                        further attention to supporting students with atypical progress advised</p>
<p><b>Admissions</b>                      L. Brannan,                      Lesley Dunbar SWAP East</p>	<p>SWAP East students advised of closure                        pursue living expenses bursary for WP students</p>

Laura Cattell , Head of WP T. Slaven, UoE Director of Planning	
<b>Marketing</b> Catriona Reagan, M. MacPherson MHSE website design	consider website programme information needs of 2017 entrants School Prospectus entry for 2018 amended
<b>Partnerships</b> All HoS relevant partner UoE Schools consulted LLC, Geosciences, Mathematics, Divinity, HCA  Local Authority Partnership Steering Group	Desire expressed for continued collaborative working with partner schools Cross- school collaborative action on WP issues initiated Further development of Educational Studies suite of courses planned Further collaborative working with LLC underway for Gaelic programmes
<b>Research Implications</b> Prof L.Florian Dr A. Kennedy Research in Teacher Education Network (RTEN)	
<b>Resource Implications</b> SPRC	review of staffing implications undertaken by Hols further consideration to be given to restructuring of Primary Education with Gaelic Programmes

## RATIONALE FOR CLOSURE

### Initial Teaching Education in the Moray House School of Education, University of Edinburgh – Future Directions

The Moray House School of Education is taking an innovative step in realigning its portfolio of degrees in initial teacher education. In doing so, we will contribute to developing a Masters level profession via the initial teacher education route. The University of Edinburgh has a strong commitment to ITE and we wish to continue to play our part in contributing to producing high quality teachers for Scotland. As *Teaching Scotland's Future* has clearly indicated, *advanced study is part of enhanced professionalism*.<sup>1</sup> We have discussed and agreed our aspirations with the Scottish Government which is committed to enabling flexible routes into teaching.

Our move is in line with schools of education in many other top universities around the world, who already offer initial teacher education programmes at post-graduate level. Since our announcement, other Schools of Education are beginning to offer Masters level pathways in Teacher Education. A newly created MSc programme in Transformative Learning and Teaching will open at Moray House School of Education in September 2017.

The new MSc Transformative Learning and Teaching degree (validated by the University and accredited by the General Teaching Council Scotland (GTCS) is the outcome of a partnership with schools, teachers and local authorities where the structure, content and mode of delivery has been co-constructed with employers and school staff from the outset. Through the auspices of the University of Edinburgh Teacher Education Partnership comprising six of our closest local authorities, we have identified clusters of schools who will partner with us in this new and exciting journey. This new MSc aspires to educate a new generation of future-oriented, professionally activist teachers who will be able to teach across primary and secondary.

We will continue to offer specialist provision at UG level through the existing Professional Graduate Diploma programmes. In addition, educating teachers able to teach through the medium of Gaelic continues to be a Scottish Government priority and the School supports that priority. The school will therefore continue to offer the following specialist initial teacher education undergraduate qualifications in Gaelic medium

- §□ MA (Hons) in Primary Education with Gaelic (Fluent)
- §□ MA Primary Education with Gaelic (Learners)

We will also continue to offer the 4-year undergraduate Physical Education MA (Hons) degree as this is unique within the UK in preparing students to teach the subject across the 3-18 age range and sits comfortably with a key feature of the new MSc in spanning primary and secondary.

The School is not able to offer the Masters and retain the status quo for financial and human capacity reasons. A decision has been made that to meet the needs of an increasingly complex sector, our priority has to be to produce adaptive and highly agentic graduates.

## Implications

As part of the realigning of our portfolio, we will be closing the following programmes:

- §□ Primary Education with Earth Sciences MA (Hons)
- §□ Primary Education with Modern Languages (German) MA (Hons)
- §□ Primary Education with History MA (Hons)
- §□ Primary Education with Mathematics MA (Hons)
- §□ Primary Education with Religious Studies MA (Hons)
- §□ Primary Education with Scottish Studies MA (Hons)

Moray House's MA Primary Education *with* suite of programmes represented our initial response to *Teaching Scotland's Future (TSF)* (2010). TSF called for universities to contribute to ensuring the teachers of tomorrow have a broad education and that the wider resources of the university are drawn upon to deepen and strengthen subject knowledge in beginning teachers. Our response was focused on primary undergraduate routes. We intend to continue the fruitful and creative linkages with other Schools in the University that partnered with us in this initiative but we will refocus the dialogue and collaboration at a post-graduate level. The reconfigured arrangements for placement enabled us to deepen

our understanding of on site-based learning; these understandings will now also contribute to enhancing our post-graduate provision. The MSc programme in Transformative Learning and Teaching is a strategic evolution from our MA Primary Education experience and we will take forward the enhanced partnership working established around The MA primary programmes.

To this end, our final intake into Primary Education *with* History, Mathematics, Religious Studies and Scottish Studies will be in September 2017. The final intake into Primary Education with Earth Sciences and Primary Education with Modern Languages (German) was in September 2016.

The prospectus entry for 2018 when published will reflect the above changes.

Moray House will continue to fulfil its obligations stated in the Programme and Course Approval and Management Policy and University's Admissions Terms in relation to the above named programmes.

### **Moray House Guarantee to the MA Primary Education students commencing 2017**

We are fully committed to ensuring the best possible experience for the cohorts of students moving through the MA Primary Education suite of programmes.

- We will continue to ensure students are taught by staff delivering the best in research and teaching.
- We will continue to offer opportunities to enable our students to become highly accomplished at meeting the increasingly complex requirements of the profession - including seeking international experiences as appropriate.
- We will work even harder to ensure we offer the best in student experience for these students.

Dr Rowena Arshad OBE  
Head of Moray House School of Education

<sup>1</sup> Scottish Government (2010:10) *Teaching Scotland's Future* –Report of a review of teacher education in Scotland, Edinburgh.

<http://www.gov.scot/Publications/2011/01/13092132/0>

### **Support for continuing MA Primary “with” students during Programme Sunsetting (2017-2022)**

The school will use experience gained from BEd Programme sunsetting period 2013-17 to ensure MA primary ‘with’ students are fully supported.

CAHSS UG Dean S. Rolle designate (from Sept 2017) informed of programme closure and potential implications for student progress

#### **Actions to date**

PD, Nicola Carse met with students year groups following school announcement of closure, to provide reassurance about support for duration of study and high esteem of MA primary ‘with’ degrees in profession

MHSE website adjusted to reflect UG portfolio realignment, information needs of 2017 entrants protected

#### **Ongoing and Future Actions**

- DUGS and senior staff to liaise with staff in LLC re Gaelic programme restructuring
- Senior PT N. Houston, alerted to need for additional individual support for students with atypical progress
- Senior PT to liaise with Paul Norris, Associate Dean (Academic Progress) designate (from Sept 2017) re. individual cases
- Relevant PTs advised of need to provide additional support for students
- MA primary ‘with’ BoE convenor L Reid reviewed potential alternative exit degrees for students with atypical progress, including CAHSS BAs.
- Needs of 3<sup>rd</sup> & 4<sup>th</sup> year students with atypical progression to be given special consideration (as advised by P. Norris, CUGLAT 18May 2017)
- Needs of students on Authorised Interruption of Studies to be given special consideration (as advised by Alan Brown (CUGLAT 18May 2017)

## Action on WP issues raised at School Meeting and MHSE Board of Studies

(Information presented at CUGLAT 18May)

### Background Information

Postgraduate routes into teaching are as attractive as to students from widening participation backgrounds as undergraduate routes. (more attractive to male and BME students)

- CAHSS 13-19% students are from SIMD40
- MHSE - 23% of undergraduate entrants are from SIMD40
- MHSE 22% of students on UG ITE programmes students are from SIMD40 (including PGDEs)

### 2016/7,

MA primary 'withs': 9 SIMD 20 students (7% of the intake)

PGDEs: 19 SIMD 20 students (8% of the intake)

### ACTION to ADRESS WP ISSUES

- Financial support for 5<sup>th</sup> (and potentially 6<sup>th</sup>) year of study- potential for living expenses bursaries explored with Laura Cattell
- Social and professional networking support to be offered by MHSE in collaboration with other schools for WP/ potential PGDE students (e.g. EDPALS buddies, 'So you want to be a Teacher' events)
- Collaborative working on teacher education issues to continue across schools across e.g. MHSE to host seminar with DUGS across CAHSS & Science & Engineering to consider implications of Centre for Research in Education, Inclusion and Diversity) CREID Briefing 37

S. Whittaker, 2017 *Choosing the PGDE : Motivations and Influences for Students with and without Widening Participation Backgrounds*, CREID

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

**Taught Assessment Regulations 2017/18**

**Executive Summary**

This paper contains the draft Taught Assessment Regulations 2017/18. A “Key Changes” section is included to draw the Committee’s attention to the key changes made.

**How does this align with the University / Committee’s strategic plans and priorities?**

The paper supports the Committee’s priority of “good housekeeping”.

**Action requested**

CSPC is invited to discuss and approve the new assessment regulations for academic year 2017/18.

**How will any action agreed be implemented and communicated?**

Approved regulations will be communicated by Academic Services’ annual update on regulations and policies.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources.

**2. Risk assessment**

The proposed changes to regulations introduce no new risks.

**3. Equality and Diversity**

Clearer regulation around moderation supports equal treatment of students.

**4. Freedom of information**

The paper is **open**.

**Originator of the paper**

Adam Bunni, Head of Governance and Regulatory Team, Academic Services, and Ailsa Taylor, Academic Policy Officer, Academic Services

22 May 2017

## Key Changes to Taught Assessment Regulations 2017/18

Regulation	What has changed
<b>11 Principles of Assessment</b>	<b>Amended.</b> Some minor amendments proposed by the Assistant Principal (Assessment and Feedback). In addition, statements regarding moderation deleted to avoid overlap with the expanded Regulation 31.
<b>16 Feedback</b>	<b>New 16.4</b> Clarified that the requirement to provide feedback within the specified period applies to the provision of marks as well as other types of feedback.  <b>Amended 16.5</b> Revised to make clear that “in-course assessment” applies to assessment irrespective of the deadline for its submission (e.g. including the final assessment for a course).
<b>27 Resit assessment</b>	<b>Amended</b> Content reorganised to promote key principles of resit assessment, and provide clarity around certain aspects.
<b>31 Influence of examiners (renamed Moderation and Standard Setting)</b>	<b>Amended</b> Regulation revised to reflect the decisions that the Committee made at its March 2017 meeting regarding the review of moderation policy. The revised Regulation incorporates provisions from the Principles of Internal Moderation of Taught Assessment, which will be deleted with effect from the start of 2017/18. Consequential amendments have also been made to Regulation 11 (Principles of Assessment) – deleting the principle relating to moderation to avoid overlap with the expanded Regulation 31 – and Regulation 14 (Statement of Assessment).
<b>37.3 Final Marks</b>	<b>Amended</b> Clarifies that marks for components of assessment are not rounded. Rounding is only applied to final course marks.
<b>44 Borderlines</b>	<b>Amended</b> Boards will only consider borderline course marks where a student has special circumstances, or where the course mark affects progression.
<b>67 Unsatisfactory academic progress</b>	<b>Amended</b> Clarifies that unsatisfactory academic progress means failure to meet progression requirements.

# Taught Assessment Regulations

## Academic Year 201~~7~~6/1~~8~~7



THE UNIVERSITY  
of EDINBURGH

### Purpose of Policy

The assessment regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University.

### Overview

These regulations:

- (i) replace the previous undergraduate and taught postgraduate assessment regulations;
- (ii) set out the rules which must be followed in taught student assessment; and
- (iii) provide links to other sources or guidance and related regulations.

### Scope: Mandatory Policy

These regulations are University-wide. They apply to assessment of **all** taught full-time and part-time students, studying degrees, diplomas and certificates at Scottish Credit and Qualification Framework (SCQF) levels 7 – 12 which are awarded for credit at the University of Edinburgh. They apply to undergraduates, taught postgraduates and research postgraduates studying taught components. The regulations apply to undergraduate and taught postgraduate assessment for courses assessed in the current academic year.

### Contact Officer

Ailsa Taylor

Academic Policy Officer

### Email

[ailsa.taylor@ed.ac.uk](mailto:ailsa.taylor@ed.ac.uk)

## Document control

Dates	Approved:	Starts:	Equality impact assessment:	Amendments:	Next Review:
	<del>06-14.04.17</del> 6	<del>18-9.09.17</del> 6	<del>May 2016</del>	<del>20-07-2016</del>	April 201 <del>8</del> <u>7</u>

### Approving authority

Curriculum and Student Progression Committee (CSPC)

### Consultation undertaken

Assessment Regulations Working Group, Colleges, Edinburgh University Students' Association, CSPC, Student Disability Service, HR, College Academic Misconduct Officers, Records Management, Distance Learning and Student Systems.

### Section responsible for policy maintenance & review

Academic Services

### Related policies, procedures, guidelines & regulations

Student Appeal Regulations, Degree Regulations and Programmes of Study, Policies for Boards of Examiners and Progression Boards, Examination Hall Regulations, External Examiner for Taught Programmes Policy, Special Circumstances Policy  
DRPS Glossary of Terms  
Student Systems guidance for staff:  
[www.studentsystems.ed.ac.uk/staff/](http://www.studentsystems.ed.ac.uk/staff/)

### UK Quality Code

Consistent with UK Quality Code Chapter B6: Assessment of students and recognition of prior learning

### Policies superseded by this policy

Previous versions of the taught assessment regulations

### Alternative format

If you require this document in an alternative format please email [Academic.Services@ed.ac.uk](mailto:Academic.Services@ed.ac.uk) or telephone 0131 651 4490.

### Keywords

Assessment regulations, examination, examiners, Board of Examiners, common marking scheme, Convener of the Board, progression, degree classification, degree award



# Taught Assessment Regulations

## Academic Year 201~~6~~/1~~8~~7

### Additional guidance

This document should be read in conjunction with University's Degree Regulations and Programmes of Study. These are available via: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

The regulations apply to all forms of summative assessment, including examination, take home examination, coursework, electronic and online assessment, oral assessment and peer and self-assessment.

The regulations must be applied, unless a concession has been awarded by the Curriculum and Student Progression Committee (CSPC) on the basis of a case proposed by a College. The boxed "Application of the regulation" below must also be applied, unless the College has approved an exemption on the basis of a case proposed by a School. These concessions and exemptions are recorded by CSPC and Colleges as appropriate.

The regulations operate in accordance with legislation and University policies on Equality and Diversity: [www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies](http://www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies)

Members of staff who need additional guidance may consult their Head of College or their nominee, their College Office, Academic Services, or Student Administration. Student Administration oversees the procedure relating to the provision of question papers, registration for degree examinations, the receipt and notification of results, examination timetabling and the provision of examination accommodation.

Where reference is made to 'the relevant Dean' this should be taken as being the Dean with responsibility for undergraduate or postgraduate matters, depending on the circumstances. Where reference is made to 'the Head of College' or 'Head of School' this may also in some cases be a designated representative of that individual.

For Edinburgh College of Art (ECA) students on programmes that use the assessment grade scheme, the term "mark" in the regulations also includes "grade".

Definitions of key terms can be found in the glossary of terms:

[www.drps.ed.ac.uk/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2015-16.pdf)

[www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf)

### Contents

<b>Section A.</b>	<b>Roles and Responsibilities</b>
Regulation 1	<a href="#">Board of Examiners: responsibility for courses and programmes</a>
Regulation 2	<a href="#">Examiners: appointment</a>
Regulation 3	<a href="#">Markers: appointment</a>
Regulation 4	<a href="#">Convener of the Board of Examiners: appointment</a>
Regulation 5	<a href="#">Number of External Examiners</a>
Regulation 6	<a href="#">External Examiners: responsibilities</a>



# Taught Assessment Regulations

## Academic Year 2017/18

Regulation 7	<a href="#">Examiners and markers: responsibilities</a>
Regulation 8	<a href="#">Convener of the Board of Examiners: responsibilities</a>
Regulation 9	<a href="#">Regulations Experts on Board of Examiners: responsibilities</a>
Regulation 10	<a href="#">Avoiding potential conflicts of interest</a>

### Section B. Conduct of Assessment

Regulation 11	<a href="#">Principles of assessment</a>
Regulation 12	<a href="#">Assessment requirements</a>
Regulation 13	<a href="#">Passing assessment</a>
Regulation 14	<a href="#">Statement of assessment</a>
Regulation 15	<a href="#">Provision of formative feedback</a>
Regulation 16	<a href="#">Feedback deadlines</a>
Regulation 17	<a href="#">Assessment deadlines: student responsibilities</a>
Regulation 18	<a href="#">Selective assessment</a>
Regulation 19	<a href="#">Reasonable adjustments</a>
Regulation 20	<a href="#">Language of assessment: languages other than English or Gaelic</a>
Regulation 21	<a href="#">Language of assessment: Gaelic</a>
Regulation 22	<a href="#">Availability of assessment examples</a>
Regulation 23	<a href="#">Oral assessment</a>
Regulation 24	<a href="#">Peer and self-assessment</a>
Regulation 25	<a href="#">Examination timetable</a>
Regulation 26	<a href="#">Conduct of examinations</a>
Regulation 27	<a href="#">Resit assessment</a>
Regulation 28	<a href="#">Late submission, including submission of script books</a>
Regulation 29	<a href="#">Academic best practice</a>
Regulation 30	<a href="#">Academic misconduct</a>

### Section C. Marking of Assessment

Regulation 31	<a href="#">Influence of examiners</a>
Regulation 32	<a href="#">Moderation and standard-setting</a>
Regulation 33	<a href="#">Anonymous marking</a>
Regulation 34	<a href="#">Security of marks</a>
Regulation 35	<a href="#">Legibility and accessibility of assessed work</a>
Regulation 36	<a href="#">Common Marking Schemes</a>
Regulation 37	<a href="#">Provisional marks</a>
Regulation 38	<a href="#">Final marks</a>

### Section D. Operation of Boards of Examiners

Regulation 38	<a href="#">Board of Examiners meetings</a>
Regulation 39	<a href="#">Board of Examiners: quorum</a>
Regulation 40	<a href="#">Undergraduate Progression Board meetings</a>
Regulation 41	<a href="#">Attendance at a Board of Examiners meeting</a>
Regulation 42	<a href="#">Board of Examiners: anonymity</a>
Regulation 43	<a href="#">Special circumstances</a>
Regulation 44	<a href="#">Borderlines</a>
Regulation 45	<a href="#">Confidentiality</a>
Regulation 46	<a href="#">Release of marks</a>
Regulation 47	<a href="#">Publication of results</a>
Regulation 48	<a href="#">Degree examination scripts</a>
Regulation 49	<a href="#">Retention and destruction of material</a>

### Section E. Assessment Decisions



THE UNIVERSITY  
of EDINBURGH

## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

Regulation 50	<a href="#">Award of degrees, diplomas and certificates</a>
Regulation 51	<a href="#">Undergraduate progression: pre-honours and into honours</a>
Regulation 52	<a href="#">Undergraduate honours assessment progression</a>
Regulation 53	<a href="#">Award of undergraduate Ordinary and General degrees</a>
Regulation 54	<a href="#">Undergraduate honours degree award</a>
Regulation 55	<a href="#">Undergraduate degree classification</a>
Regulation 56	<a href="#">Postgraduate assessment progression</a>
Regulation 57	<a href="#">Postgraduate degree, diploma and certificate award</a>
Regulation 58	<a href="#">Postgraduate dissertations</a>
Regulation 59	<a href="#">Award of postgraduate merit</a>
Regulation 60	<a href="#">Award of postgraduate distinction</a>
Regulation 61	<a href="#">Award of credit from other Universities</a>
Regulation 62	<a href="#">Minuting of decisions of Boards of Examiners</a>
Regulation 63	<a href="#">Board of Examiners: return of marks</a>
Regulation 64	<a href="#">Status of decisions</a>
Regulation 65	<a href="#">Convener's Action</a>
Regulation 66	<a href="#">Failure to complete all the assessment requirements of a degree programme</a>
Regulation 67	<a href="#">Unsatisfactory academic progress</a>
Regulation 68	<a href="#">Academic Appeal</a>

### **Section F. Interpretation and Significant Disruption**

Regulation 69	<a href="#">Interpretation of regulations</a>
Regulation 70	<a href="#">Significant disruption: concessions and standards</a>
Regulation 71	<a href="#">Significant disruption: where only partial results are available to Boards</a>

# Taught Assessment Regulations

## Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>



THE UNIVERSITY  
of EDINBURGH

### Section A. Roles and Responsibilities

#### Regulation 1 Board of Examiners: responsibility for courses and programmes

Every course and degree programme is the responsibility of a Board of Examiners.

##### Application of the regulation

- 1.1 Schools assign each course and degree programme to a Board of Examiners. This is done via a Board of Studies or equivalent committee.
- 1.2 Guidance on Boards of Examiners is available:  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)
- 1.3 In the College of Arts, Humanities and Social Sciences, and the College of Science and Engineering, Schools are responsible for the award of their General Degrees.

#### Regulation 2 Examiners: appointment

Examiners are appointed to the Board of Examiners by the relevant College. There are internal examiners, who are staff of the University nominated by the relevant Head of School, and External Examiners.

##### Application of the regulation

- 2.1 Policy, principle and operational guidance is available for Boards of Examiners:  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)
- 2.2 The list of examiners making up each Board is certified by the Head of the College, or their nominee, and is definitive unless an appeal to the relevant College committee is made by an interested party challenging the composition of the Board.
- 2.3 Heads of Schools inform the College Office of the names of those internal and External Examiners who it is proposed will constitute the Board. For the December diet of examinations this is by 1 November and for later diets it is by 15 January. Names are made available by the College Office on request. Where there is more than one diet of examination in an academic year the Board need not comprise the same examiners for each diet. Any objection to the proposed examiners must be made to the Head of College or their nominee in good time before the relevant exam diet. Complete final lists of examiners are maintained by the relevant College Office and are available for inspection by members of staff.



## Taught Assessment Regulations Academic Year 2017/18

- 2.4 Internal examiners are teaching and/or honorary staff of the University who teach SCQF level 7 to 12 courses which are awarded for credit and are listed in the Degree Regulations and Programmes of Study [www.drps.ed.ac.uk/index.php](http://www.drps.ed.ac.uk/index.php)
- 2.5 Honorary staff in this context include:  
**T**eachers and senior staff from partner schools to the Moray House School of Education;  
**A**cademic staff from research pooling partners who are appointed as an internal examiner by CSPC on the basis of a recommendation from the relevant College; and NHS staff.
- 2.6 External examiners are appointed by Colleges. Their roles, powers and responsibilities are set out in the External Examiners for Taught Programmes Policy: [-www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf)

### Regulation 3 Markers: appointment

The Head of School has responsibility for appointing markers who contribute to the marking process. Markers are not members of the Board of Examiners.

#### Application of the regulation

- 3.1 Markers can be people who are not covered in taught assessment regulation 2. They can also be members of staff who have a very limited input to the teaching of a course or programme who are not members of the Board of Examiners. Examples of markers are graduate tutors marking tutorial, laboratory or examination work, or members of professions or guest speakers who may contribute to student assessment.
- 3.2 ~~Guidance is available for~~ [Information regarding the role of Conveners of Boards of Examiners is available in the Handbook for Boards of Examiners for Taught Courses and Programmes:](#)  
[www.docs.easg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf](http://www.docs.easg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf)  
[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)

### Regulation 4 Convener of the Board of Examiners: appointment

The Head of School\* that owns the programme or course has responsibility for nominating the Convener of the Board of Examiners, the Convener of the Progression Board and the Convener of the Special Circumstances Committee.



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

### Application of the regulation

- 4.1 The Head of School\* informs the College Office about the nomination for the Convener by 1 November for December diets and 15 January for later diets. The College appoints the Convener.
- 4.2 \*In the following College of Medicine and Veterinary Medicine (CMVM) programmes:  
MBChB - the Director of UG Learning and Teaching nominates the Convener;  
Oral Health Sciences - the Director of the Postgraduate Dental Institute nominates the Convener.
- 4.3 For combined (formerly joint) degrees the "owning" Head of School liaises with other relevant Heads of School. In the case of any disagreement on the appointment of a Convener of a combined Board of Examiners, the Convener is nominated by the relevant Heads of College or their nominee.
- 4.4 Programme Directors and Course Organisers are not the Convener of the Board of Examiners for their programmes or courses. This is to ensure appropriate separation of roles. If the Convener is also a Course Organiser, formal chairing of the Board of Examiners is delegated to another member of the Board for discussion of that course.
- 4.5 Undergraduate Progression Boards Policy and Special Circumstances Policy:  
[www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)  
[www.ed.ac.uk/files/atoms/files/special\\_circumstances.pdf](http://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf)

### Regulation 5 Number of External Examiners

At least one External Examiner is appointed for all undergraduate and taught postgraduate courses and programmes.

### Application of the regulation

- 5.1 The number of External Examiners is determined by the volume and diversity of the academic work contributing to the course or programme or the award of the degree. More than one External Examiner may be needed where there are a large number of students, the course or programme covers a wide range of studies and/or a large volume of academic work contributing to the course or programme.  
[www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf)
- 5.2 It is the responsibility of the Head of the College or relevant College Committee to ensure that all elements which contribute to the award of a degree from the University are represented by the appropriate number of External Examiners.



# Taught Assessment Regulations

## Academic Year 2017/18

### Regulation 6 External Examiners: responsibilities

External Examiners must be competent and have the requisite experience to examine the course or programme at the level at which it is taught. They must meet the requirements, roles and responsibilities that are set out in the External Examiners for Taught Programmes Policy:

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

#### Application of the regulation

- 6.1 The University's External Examiners for Taught Programmes Policy outlines the purposes and functions of External Examiners; their selection, qualification, appointment and period of service; their participation in assessment and examination procedures; and their discussion of course structure, assessment process and degree schemes.  
[www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf)
- 6.2 External Examiners need to be given sufficient information and samples of different forms of assessments as evidence on which to base their advice.
- 6.3 ~~The [Guidance for Conveners of Boards of Examiners in the Handbook for Boards of Examiners for Taught Courses and Programmes](#)~~ sets out their responsibilities of [Conveners of Boards of Examiners](#) in ensuring External Examiners' contributions to the assessment process. For example, as part of the formal proceedings of the Board, External Examiners are invited to comment on the structure, content, teaching and examinations of the courses they examine.  
[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)

### Regulation 7 Examiners and markers: responsibilities

Examiners and markers need to meet the responsibilities set out in the assessment and degree regulations and comply with quality and standards requirements.

[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

#### Application of the regulation

- 7.1 The Convener of the Board of Examiners will specify responsibilities and requirements to examiners and markers (see taught assessment regulation 6). In particular, examiners and markers need to meet deadlines, attend relevant meeting and participate in standard-setting discussions when required.
- 7.2 A University briefing document provides information about the storage and disclosure of information about students during marking, and dealing with requests for teaching materials.



# Taught Assessment Regulations

## Academic Year 2017/18

### Regulation 8 Convener of the Board of Examiners: responsibilities

The Convener of the Board of Examiners has responsibility for the assessment process for courses and programmes covered by the Board and for ensuring that the Board operates within university regulations.

#### Application of the regulation

8.1 The responsibilities of the Convener of the Board of Examiners are outlined ~~in the~~ [Guidance for Conveners of Boards of Examiners contained in the Handbook for Boards of Examiners for Taught Courses and Programmes](#)

[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf) [www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf)

These include:

- (a) approving the content of examination papers, taking account of the comments of External Examiners;
- (b) the security of and arrangements for setting papers and assessments, including the robustness of and resources for electronic assessment; examining and marking assessed work; and processing and storing marks and grades;
- (c) the quality and standards of marking;
- (d) ensuring all examiners and markers are aware of their responsibilities;
- (e) effective operation of the meeting of the Board and the Special Circumstances Committee;
- (f) participation of the External Examiners;
- (g) accurate recording, minuting and reporting of decisions of the Board; and
- (h) meeting relevant deadlines.

8.2 Conveners must act in accordance with these Taught Assessment Regulations; the Degree Regulations and Programme of Study; and the External Examiners for Taught Programmes Policy.

[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

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

8.3 In practice, Conveners may delegate operation of some responsibilities to Course Organisers, Programme Directors and School Teaching Organisations. They are supported by the Regulations Expert. See taught assessment regulation 9.

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

8.4 Definitions of some of the main terms used in assessment are given in the Glossary of Terms [www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf)

[www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)



## Taught Assessment Regulations Academic Year 2017/18

### Regulation 9 Regulations Experts on Board of Examiners: responsibilities

Schools appoint one or more Regulations Expert whose remit is to be an immediate source of knowledge and advice about the relevant university regulations and guidance and their academic application.

#### Application of the regulation

- 9.1 The responsibilities of the Regulations Expert are outlined in [guidance the Handbook for Boards of Examiners for Taught Courses and Programmes: www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Regulations\\_Expert.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Regulations_Expert.pdf)
- 9.2 A Regulations Expert either attends or is available to all meetings of the Board of Examiners and ensures that the relevant regulations and guidance are available for reference at all meetings.
- 9.3 The Regulations Expert does not need to be a member of the Board of Examiners. Schools may appoint a Regulations Expert to operate across the School or across a number of Boards of Examiners.

### Regulation 10 Avoiding potential conflicts of interest

No member of University of Edinburgh staff, internal examiner, External Examiner, or marker shall be involved in any assessment or examination in which they have a personal interest, for example a current or previous personal, family or legal relationship with a student being assessed.

#### Application of the regulation

- 10.1 If in doubt as to whether there is a potential conflict of interest, the Convener of the Board of Examiners and the Head of School will be consulted. The Head of School may seek advice from the Head of College.
- 10.2 The External Examiners for Taught Programmes Policy is relevant: [www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf)
- 10.3 The University's Policy on Conflict of Interest is also relevant: [www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict\\_of\\_Interest.pdf](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf)

**Taught Assessment Regulations**  
**Academic Year 2017~~6~~/18~~7~~**



THE UNIVERSITY  
*of* EDINBURGH



# Taught Assessment Regulations Academic Year 2016/187

## Section B. Conduct of Assessment

### Regulation 11 Principles of Assessment

The University, which engages in a wide diversity of assessment procedures, has established the following general principles of assessment:

- (a) beneficial – actively fostering learning
- (b) fair, reliable and valid
- (c) diverse, varied and representative
- (d) transparent
- (e) effective; and
- (f) secure

#### Application of the regulation

- 11.1 Assessment is part of learning and is an integral part of course planning. Assessment planning aligns assessment tasks with the relevant learning outcomes. Assessment should be beneficial in its effect, particularly in motivating students. The purpose of any assessment, especially formative assessment, should be to foster learning. It should assist the processes of teaching and learning, foster the relationship and trust between teachers and learners, and guide learning. It should aim to strengthen morale, encourage initiative and innovation and increase commitment of staff and students.
- 11.2 The assessment process should operate fairly for all concerned, and be seen to be fair. No individual or group should enjoy privileged status or suffer undue disadvantage in terms of the academic judgements that are made about their performance.
- ~~11.3 Where judgements on academic achievement differ between individual assessors, this difference should be acknowledged and appropriate moderation measures should be put in place to ensure consistency and reliability.~~
- 11.3 Moderation assures that an assessment outcome is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed.
- 11.4 In order to be valid the assessment objectives must match the objectives of the syllabus. Students therefore need to be aware of the criteria by which they are to be judged.

**Commented [WT1]:** Deleted to avoid duplication with the Regulation 31: Moderation and Standard Setting



## Taught Assessment Regulations Academic Year 201~~7~~6/1~~8~~7

- 11.~~54~~5 In order to record as full a profile of student strengths and weaknesses as possible, ~~intellectual~~ achievement should be measured by a varied and diverse range of methods.
- ~~11.6 All schemes of assessment should sample a substantial proportion of the work covered in a course in order to be representative, fair, valid, reliable and effective.~~
- 11.~~76~~5 The purposes, procedures and criteria of the assessment process need to be open, clearly stated and understood by all involved: assessors, teachers and students. All need to understand the expected learning outcomes of each programme of instruction; the marking criteria upon which decisions are made; the nature of any grading system; and the nature of any appeals process, etc. Both staff and students should have access to information about these procedures from the outset of the assessment process.
- 11.~~76~~8 Any assessment scheme should achieve its intended purpose and should motivate learning. ~~This purpose might be: (a) summative – providing an accurate judgement and record of a student’s attainment; (b) formative – helping a student to learn from previous performance in order to improve; (c) diagnostic – ascertaining students’ strengths, weaknesses and learning or developmental needs. Assessment can be formative, where the main aim is to provide feedback and guidance on how to improve, or summative, where the aim is to accurately quantify attainment e.g. for degree classification purposes. Summative assessment can provide information that is of formative value.~~
- 11.~~87~~9 Assessment information is used in the quality assurance of courses and programmes. It is used by course teams to enhance course design and understand students’ educational needs.
- 11.~~109~~8 Any assessment scheme must be adequately resourced, practicable and managed efficiently in terms of staff and student time, or it will not be effective.
- 11.~~11~~109 Assessment processes must ensure the security of their operation in terms of the safe recording, transfer, storage and retrieval of information on student achievement. Fairness, effectiveness and the right of redress are all predicated on the assumption of secure operation and the prevention of any loss of information or fraudulent practice.

Commented [WT2]: Amendment proposed by Susan Rhind

### Regulation 12 Assessment requirements



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/1~~8~~<sup>7</sup>

Course information in the degree programme tables states the learning outcomes, assessment practices and assessment requirements.

### Application of the regulation

12.1 The degree programme tables are available online: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

### Regulation 13 Passing assessment

Passing a course or degree programme requires attainment of the learning outcomes and may require a specified level of performance or attendance in some or all components.

### Application of the regulation

- 13.1 The course information that is linked to degree programme tables describe the learning outcomes and the means by which they are achieved and demonstrated in assessment. [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)
- 13.2 Some degrees have professional or statutory body requirements which are reflected in the learning outcomes and their assessment. Students are informed about these in the statement of assessment (see taught assessment regulation 14).
- 13.3 Boards of Studies and the relevant College Committee approve the assessment and satisfactory performance requirements for courses and degree programmes before their delivery. Individual course elements and options available to students can change and there are annual changes to degree programme tables and course availability. However, the approval of the relevant College Committee must be obtained if it is exceptionally necessary to change the weighting of assessment of a course after students have entered it; or to change progression, classification or award requirements for a programme after students have entered their honours years or a postgraduate programme.
- (a) Before approval can be given, written evidence of the results of consultation with the students must be submitted. Every student affected needs to be informed of the changes and given the opportunity to comment. The expectation is that the College will not approve changes in the face of significant student objections, unless changes are compelled by external factors.
  - (b) The relevant external examiners must also be informed and consulted.
  - (c) Students may be given alternative course options, where this is possible. The expectation is that course assessment requirements will not change after students are registered on it.



## Taught Assessment Regulations Academic Year 2017/187

### Regulation 14 Statement of assessment

Students must be given a clear statement of how and when each of their courses and programmes is to be assessed. The statement needs to be issued at the start of each course; on entry into the honours component of a degree programme; and at the start of each postgraduate programme.

#### Application of the regulation

14.1 The statement must include:

- (a) how each piece of assessed work contributes to the final assessment, progression decision or classification, outlining relevant weightings;
- (b) [the arrangements for the moderation of the assessed work](#);
- (c) any methods that the Board of Examiners uses for standard setting; ~~which may be used to moderate results or marks~~;
- (de) assessment deadlines and any penalties for late submission;
- (ed) the duration and format of examinations and in which diet they will be held;
- (fe) how work will be taken into account by a resit Board of Examiners and the number of permitted resits;
- (gf) the standards and criteria for entry into honours or for progression to Masters dissertation, where relevant.

14.2 The assessment statement is included in a course or programme handbook or provided by the School, along with other relevant information about assessment, feedback, good academic practice and the avoidance of plagiarism.

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

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

### Regulation 15 Provision of formative feedback

All students will be given at least one formative feedback or feed-forward event for every course they undertake, provided during the semester in which the course is taken and in time to be useful in the completion of summative work on the course. Such feedback may be at course or programme level, but must include input of relevance to each course in the latter case.

#### Application of the regulation

15.1 Feedback and feed-forward may be provided in various formats, for example, to include written, oral, video, face-to-face, whole class, individual. Advice on feedback and feed-forward is available on the Enhancing Feedback webpages: [www.enhancingfeedback.ed.ac.uk/](http://www.enhancingfeedback.ed.ac.uk/)



## Taught Assessment Regulations Academic Year 2017/18

15.2 The regulation applies to formative feedback. The University's Feedback Standards and Guiding Principles apply to formative and summative feedback:  
[www.ed.ac.uk/files/atoms/files/feedback\\_standards\\_guiding\\_principles.pdf](http://www.ed.ac.uk/files/atoms/files/feedback_standards_guiding_principles.pdf)

15.3 Further guidance on feedback is available online. Relevant definitions are in the University's Glossary.  
~~[www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)~~  
[www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf)  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback)

### Regulation 16 Feedback deadlines

Feedback on formative and summative in-course assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner. At the start of the semester in which the course is taught, Schools will publish their timetable for returning feedback and marks for in-course work.

#### Application of the regulation

16.1 Feedback and feed-forward may be provided in various formats, including for example written, oral, video, face-to-face, whole class, individual or via virtual learning environments. Advice on feedback and feed-forward is available [from the Institute for Academic Development](http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment)  
~~[www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment](http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment)~~  
~~on the [Enhancing Feedback](http://www.enhancingfeedback.ed.ac.uk/) webpages: [www.enhancingfeedback.ed.ac.uk/](http://www.enhancingfeedback.ed.ac.uk/)~~

16.2 Further guidance and the University's Feedback Standards and Guiding Principles are available online:  
[www.ed.ac.uk/files/atoms/files/feedback\\_standards\\_guiding\\_principles.pdf](http://www.ed.ac.uk/files/atoms/files/feedback_standards_guiding_principles.pdf)

Relevant definitions are in the University's glossary: [www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)

16.3 The School's timetable for returning feedback will specify which forms of summative in-course assessed work will not be returned within 15 working days. Schools may choose whether to meet the 15 working day deadline for single items of assessment which are equivalent to 40 credits or more (and which therefore must be double marked). For other summative assessed work, in exceptional circumstances, where the necessary marking and moderation processes cannot be concluded within 15 working days, Schools may request an opt-out from the relevant College committee.

<sup>i</sup>  
[16.4 This requirement to provide feedback within the specified period applies to the provision of marks as well as other types of feedback.](#)



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

- 16.~~5~~<sup>4</sup> In-course assessment includes any form of assessment other than examinations scheduled by Student Administration, [irrespective of the deadline for submission of the assessment \(e.g. including the final assessment for a course\)](#). There is no requirement for feedback on examinations scheduled by Student Administration to be provided within 15 working days.
- 16.~~6~~<sup>5</sup> The University closure period during the Christmas and New Year vacation should be discounted when calculating working days for providing feedback.
- 16.~~7~~<sup>6</sup> See taught assessment regulation 36 for information on the release of provisional marks.

### Regulation 17 Assessment deadlines: student responsibilities

It is a student's responsibility to ascertain and meet their assessment deadlines, including examination times and locations.

#### Application of the regulation

- 17.1 The examination timetable is based on students' course choices. To avoid examination timetabling clashes, it is students' responsibility to ensure that their record of courses is accurate by the end of week 3 of each semester.
- 17.2 Students who have a clash in their examination timetable need to contact the Examination Office, Student Administration, through their Personal Tutor or Student Support Team, as soon as possible to allow alternative arrangements to be put in place.  
[www.ed.ac.uk/schools-departments/student-administration/exams/overview](http://www.ed.ac.uk/schools-departments/student-administration/exams/overview)
- 17.3 As examinations may be scheduled at any time during the semester, it is students' responsibility to be available throughout the semester, including the whole of the revision period, examination diet and the resit diet, if the student has scheduled examinations. Examinations will not be scheduled during winter or spring vacations. Occasionally assessments may need to be rescheduled with very little notice. If special circumstances mean that a student is unavailable for the rescheduled assessment, Boards of Examiners may consider using an alternative method to assess the relevant learning outcomes.

### Regulation 18 Selective assessment

The selective use of specific assessment methods to help a Board of Examiners reach a decision about an individual student, e.g. on a borderline, is not permitted, unless required to meet a learning adjustment.



## Taught Assessment Regulations Academic Year 2017/18

### Regulation 19 Reasonable adjustments

Reasonable adjustments will be made to assessments for disabled students.

#### Application of the regulation

19.1 Reasonable adjustments must be agreed in advance by the Student Disability Service, the School Co-ordinator of Adjustments and, for examinations, Student Administration. They are recorded in the student's Learning Profile by the Student Disability Service, which sends the Learning Profile to the student, the Personal Tutor, the School's Co-ordinator of Adjustments, Student Administration (if exam adjustments are recommended) and other relevant areas e.g. Library. The School's Co-ordinator of Adjustments (CoA) has responsibility for overseeing the implementation of the Schedule of Adjustments on the Learning Profile. The Co-ordinator of Adjustments will liaise with academic colleagues who are responsible for putting support in place in the School. The Co-ordinator of Adjustments will also liaise with the Student Disability Service should any recommended support/adjustments require further discussion, clarification or alteration. If there are any amendments to the Learning Profile or information on the need for adjustments, the Student Disability Service will send these to the appropriate staff and ensure that students are informed.

19.2 The Student Disability Service provides examples of reasonable adjustments, deadlines and support:

[www.ed.ac.uk/student-disability-service](http://www.ed.ac.uk/student-disability-service)

[www.ed.ac.uk/student-disability-service/student-support/study-adjustments](http://www.ed.ac.uk/student-disability-service/student-support/study-adjustments)

19.3 Reasonable adjustments can be made for a variety of assessment methods, depending on the needs recorded in the student's Learning Profile, e.g. assessed coursework, take-home examinations, online examinations, invigilated examinations. It is students' responsibility to ensure that their Learning Profile covers all types of assessment methods relevant to their courses e.g. if a student discovers that an aspect of their course is likely to have an impact on their support needs, they should contact the Student Disability Service as soon as possible in case any amendment is required to be made to their Learning Profile. The Student Disability Service supports students in the preparation and maintenance/updating of their Learning Profile.

19.4 Arrangements for examinations can be made via the Student Disability Service for students with temporary injuries or impairment, e.g. broken arm or leg, on the submission of relevant medical information. Students should contact the Student Disability Service as quickly as possible to enable any exam adjustments to be recommended to Student Administration.

[www.ed.ac.uk/schools-departments/student-administration/exams/overview](http://www.ed.ac.uk/schools-departments/student-administration/exams/overview)



## Taught Assessment Regulations Academic Year 2017/18

### Regulation 20 Language of assessment: languages other than English or Gaelic

The English language is the usual medium of teaching and assessment at the University of Edinburgh. All work submitted for assessment must be written in the English language, except for those courses and classes where the School or Course handbook specifies that written work can and/or should be submitted in the language which is being studied, and/or where the learning outcomes allow for the possibility of submitting work in a language other than English. All theses and dissertations must be written in English. Different arrangements apply in relation to the use of Gaelic (see regulation 21).

#### Application of the regulation

- 20.1 Quotations may be given in the language in which they were written.
- 20.2 In very exceptional circumstances, a candidate may be granted permission to submit a dissertation written in a language other than English. Approval will only be given in cases where the nature of the research is such that presentation of the research results in the language(s) of the materials under analysis confers significant intellectual advantage to the community of scholars who are expected to comprise the primary audience of the research. Approval to do so must be sought either at the time of admission to the University or no later than by the end of the first year of full-time study (or equivalent part-time study), and will not be normally be granted retrospectively. Approval must be given by the appropriate College Committee, which must be satisfied that there are sound academic reasons for the request, and that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis or dissertation in the proposed language of submission.
- 20.3 Where such approval is given, in addition to the standard requirements, the thesis or dissertation should also include a substantial summary written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in a language other than English, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

### Regulation 21 Language of assessment: Gaelic

Dissertations submitted for assessment and examination may be submitted in Gaelic.

#### Application of the regulation

# Taught Assessment Regulations

## Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>



THE UNIVERSITY  
of EDINBURGH

- 21.1 The University of Edinburgh wishes to accord Gaelic equal respect with English under the terms of the Gaelic Language (Scotland) Act 2005.
- 21.2 Candidates who wish to submit a dissertation in Gaelic should seek approval to do so as early as possible. Approval must be given by the appropriate College Committee, which must be satisfied that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis or dissertation.
- 21.3 Where such approval is given, in addition to the standard requirements, the dissertation should also include a summary (of approximately 1500 words) written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in Gaelic, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

### **Regulation 22      Availability of assessment examples**

Sufficient examples of students' summative assessments need to be made available for the scrutiny and use of examiners, including External Examiners, particularly for progression and award decisions.

#### **Application of the regulation**

- 22.1 If use is made of assessment types which cannot be made available, this should be made explicit to the External Examiner in advance and included in the assessment statement to students.
- 22.2 If a School wishes to determine 50% or more of the marks for a course by coursework, oral, online, peer or self-assessment, then External Examiners need to receive sufficient information about these and samples of these as evidence on which to base their decisions.
- 22.3 The Convener of the Board of Examiners will consider with the External Examiner whether and how to present information on these assessments to the External and the Board of Examiners. It may be appropriate to record some forms of assessment for consultation by the Board, e.g. major pieces of performed work.

### **Regulation 23      Oral assessment**

Oral assessments may only be used to assess all students on a course as part of the assessment of a specific component, such as a dissertation or practical skill.



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

A minimum of two examiners must be present if 50% or more of a course is assessed orally.

### Application of the regulation

- 23.1 If oral performance is to be assessed the assessment statement (taught assessment regulation 13) must include information on how it is to be assessed.
- 23.2 Conveners of Boards of Examiners need to make available sufficient information about oral assessments to External Examiners and Boards of Examiners.
- 23.3 A Bachelor of Nursing with Honours student who fails an honours course, for which a pass is required for professional registration, will be required to resit the examination and/or to resubmit the coursework (see taught assessment regulation 27). If the student does not achieve a pass at resubmission, an oral examination will be scheduled. If the student fails to satisfy the examiners in the oral assessment, professional registration will not be possible and the student will not be awarded the degree of Bachelor of Nursing with Honours but may be eligible for another award.

### Regulation 24 Peer and self-assessment

Boards of Examiners may use summative student peer and self-assessment.

### Application of the regulation

- 24.1 The Convener of the Board of Examiners has responsibility for ensuring the robustness of student peer and self-assessment. Where peer and self-assessment is used summatively, students need to receive appropriate support and guidance, which should pay specific attention to the avoidance of inappropriate discrimination.
- 24.2 External Examiners need to receive sufficient information about and samples of the assessments as evidence on which to base their decisions.
- 24.3 Resources and publications are available from the Institute for Academic Development: [www.ed.ac.uk/iad](http://www.ed.ac.uk/iad)

### Regulation 25 Examination timetable

Students are only permitted to sit examinations at the times and in the venues that are detailed on the relevant examination timetable.

### Application of the regulation

- 25.1 Examinations may be scheduled outside normal University teaching hours.



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/~~18~~<sup>7</sup>

- 25.2 Students who believe that extenuating circumstances exist which prevent them from sitting an examination in the scheduled time or venue should contact their Personal Tutor and Student Support Team. Their case is considered by the relevant Dean and Student Administration in consultation with the Convener of the Board of Examiners. Examples of extenuating circumstances are: religious reasons; elite participation where students are representing their country at national or international level. Travel arrangements, early departure during the semester, holidays, learning adjustments (under regulation 19 above), etc. do not constitute extenuating circumstances.  
[www.ed.ac.uk/files/atoms/files/performance\\_sport\\_policy.pdf](http://www.ed.ac.uk/files/atoms/files/performance_sport_policy.pdf)
- 25.3 A student who is permitted to appear for examination at a time other than that prescribed may have to sit a specially prepared examination paper or alternative method of assessment.
- 25.4 If examinations are disrupted, for example due to adverse weather conditions, then Boards of Examiners may decide to use an alternative assessment method, rather than rescheduled examinations, to assess the learning outcomes.
- 25.5 Other than online assessment and assessment opportunities offered via Student Administration, students are not allowed to sit examinations away from Edinburgh.

### Regulation 26 Conduct of examinations

Examinations in an invigilated environment are conducted in accordance with Examination Hall Regulations, which are publicised to students annually.

#### Application of the regulations

- 26.1 Student Administration has responsibility for the effective operation of examinations in accordance with the Examination Hall Regulations.  
[www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf](http://www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf)
- 26.2 All examinations which are in Student Administration's scheduled examination diet will be invigilated by authorised staff appointed by Student Administration. The Invigilator ensures compliance with the Taught Assessment Regulations in accordance with Invigilation Guidance.  
[www.docs.sasg.ed.ac.uk/registry/exams/Invigil\\_guide.pdf](http://www.docs.sasg.ed.ac.uk/registry/exams/Invigil_guide.pdf)
- 26.3 Examinations that contain practical, oral or performance elements are invigilated by members of academic staff and may be conducted jointly with an External Examiner.



## Taught Assessment Regulations Academic Year 2017/187

- 26.4 Formative assessment and small elements of summative assessment, which are not scheduled in the published examination timetable, are invigilated by academic members of staff, for example, tutorial participation marks and in-course assessment marks.
- 26.5 Take-home examinations are are subject to the provisions of the Taught Assessment Regulations which related to examinations but are not subject to the Examination Hall Regulations. Take-home examinations are not assessed coursework, examinations and subject to the regulations that apply to examinations. Take-home examinations are not assessed coursework.

### Regulation 27 Resit assessment

Undergraduate students are entitled to a maximum of four assessment attempts for courses at Scottish Credit and Qualification Framework level 7 and 8. Non-Honours undergraduate students are entitled to a maximum of four assessment attempts for courses at SCQF level 9 to 11. Honours and taught postgraduate students are entitled to one assessment attempt for courses at SCQF level 9 to 12 unless Professional, Statutory or Regulatory Body (PSRB) requirements apply, in which case a maximum of four assessment attempts are permitted.

#### Application of the regulation

- 27.1 Boards of Examiners must publish the requirements for resits for those programmes that they are responsible for. Boards must take the same approach to resits for all students on a particular course, except where a student's previous attempt is a null sit.
- 27.2 Boards of Examiners must set requirements at resit that are as demanding as those made of students at the first attempt.
- 27.3 Boards of Examiners will inform students who are required to undertake resit assessment of the format of their resit assessment. Resit methods need not be the same as those used to assess the learning outcomes at the first attempt, but all relevant learning outcomes must be assessed. Resit arrangements must give students a genuine opportunity to pass the course. Boards of Examiners choose between two options to achieve this:
- (a) Carry forward any component of assessment (coursework or examination) that has been passed already and require the student to retake the failed element;

Commented [BA3]: Currently 27.9.

Commented [BA4]: Currently 27.10.

Commented [BA5]: Currently 27.11. First sentence rewritten to provide greater clarity. Content regarding options edited to remove redundant content.



## Taught Assessment Regulations Academic Year 2017/18

~~(b) Set an assessment covering all learning outcomes for the course, and weight this as 100% of the course result.~~

**Commented [BA6]:** Edited to reflect the fact that the assessment need not be an examination.

~~27.4 Students are not allowed to resit a course or components of a course that they have passed.~~

**Commented [BA7]:** Currently 27.5. Removed text "in order to obtain a better mark". Students are not allowed to resit a course or component that they have passed for any reason.

27.54 The four assessment attempts are the initial assessment and a maximum of three further assessment opportunities, of full assessment, examination or coursework only basis, at the next available opportunities. There may be PSRB requirements which mean that fewer than four assessment attempts are permitted.

27.62 The first sitting and subsequent attempts must take place over no more than two academic sessions, unless the relevant College grants an exemption.

27.73 Non-attendance or non-submission is considered an assessment attempt.

27.8 ~~Some Honours programmes require students to pass specified courses at the first attempt in the first or second year in order to progress to Junior Honours. Any such requirements will be specified in the Degree Programme Table or Programme Handbook for the relevant programme.~~

**Commented [BA8]:** New content.

~~27.94 Where an assessment attempt has been affected by special circumstances, a Board of Examiners may declare this attempt a null sit. A null sit is where an assessment attempt is set aside by the Board of Examiners, usually due to special circumstances. Null sits do not count toward the maximum number of permitted attempts. (See taught assessment regulation 63.)~~

**Commented [BA9]:** Revised content for clarity.

~~27.5 Students are not allowed to resit a course or components of a course that they have passed in order to obtain a better mark.~~

**Commented [BA10]:** New 27.4.

27.106 Re-assessment attempts are not generally permitted for courses at level SQCF level 9 and above for Honours and taught postgraduate students since the award of Honours and taught postgraduate degrees programmes permit the award of credit on aggregate (see Taught Assessment Regulations 52, 54, 56, 57). Where resits are permitted for professional, statutory or regulatory body requirements, any award, classification or progression decision must use the result obtained on the first attempt.

**Commented [BA11]:** Reference added for clarity.

27.117 The Curriculum and Student Progression Committee decides whether a programme may offer resits which are required for professional, statutory or regulatory body requirements for courses at SCQF level 9 and above for Honours and taught postgraduate students. This decision is based on a case proposed by the relevant College. ~~The number of resits for these requirements may be limited to fewer than the maximum permitted.~~

**Commented [BA12]:** Removed as this is covered above.



## Taught Assessment Regulations Academic Year 2017/18

27.128 Students who are subject to immigration control (non-European Economic Area “EEA” nationals) may have restrictions on their entitlement to resit as a result of being in the UK on a Tier 4 General visa. UK government legislation in this area supersedes academic regulations. For example, ~~maximum time limits on how long~~ the length of time that a non-EEA national can study in the UK are in place which may reduce a non-EEA student’s scope for taking resits in the same way as EEA/UK students. The International ~~Office~~ Student Advisory Service provides advice and guidance to students and staff in relation to the immigration regulations and may be contacted to verify the implication of a resit opportunity for a non-EEA student: Email: [isas@ed.ac.uk](mailto:isas@ed.ac.uk)

27.132 If repetition of the in-course assessed work is not possible in the vacation, the student, with the permission of the relevant Head of School, may be allowed to repeat ~~the any~~ coursework alone in the following year. Students who do not receive ~~ing~~ such permission may be permitted by the relevant Head of School to repeat the course, including examination, in the following year.

27.143 The full range of marks offered by the relevant Common Marking Scheme is available at resit assessment. Resit marks are not capped, ~~but see 27.6 above.~~

27.154 Where a degree programme’s Honours classification is based on the final year only, ~~in some programmes within ECA, then~~ students are permitted a maximum of four assessment attempts for their courses in non-honours years ~~courses in non-final years.~~

27.165 In the case of collaborative degrees, where not otherwise stipulated in the collaborative agreement, any permitted second resit attempt must normally be within two years of the first attempt.

Commented [BA13]: Revised for clarity.

Commented [BA14]: Removed some redundant content.

### Regulation 28 Late submission of coursework

Students need to submit assessed coursework (including research projects and dissertations) by the published deadline. Where the student provides a good reason for late submission, Schools will consider accepting late submission of up to seven calendar days without exacting a penalty.

#### Application of the regulation

28.1 If assessed coursework is submitted late without an agreed extension to the deadline for an accepted good reason, it will be recorded as late and a penalty will be exacted. For coursework that is a substantial component of the course and



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

where the submission deadline is more than two weeks after the issue of the work to be assessed, that penalty is a reduction of the mark by 5% of the maximum obtainable mark per calendar day (e.g. a mark of 65% on the common marking scale would be reduced to 60% up to 24 hours later). This applies for up to seven calendar days (or to the time when feedback is given, if this is sooner), after which a mark of zero will be given. The original unreduced mark will be recorded by the School and the student informed of it.

- 28.2 Schools may choose not to permit the submission of late work for particular components of assessment where the specific assessment and feedback arrangements make it impractical or unfair to other students to do so. If Schools do not permit the submission of late work for particular components of assessment, they must publicise this to students on the relevant course.
- 28.3 Where Schools accept late submissions of coursework, they will consider cases for accepting late submissions up to a maximum of seven calendar days without exacting a penalty. Students are responsible for submitting their cases and supporting evidence in advance of the published deadline for the coursework, using the standard Coursework Extensions Request form (or a local School online form, where available).
- 28.4 The Course Organiser, Programme Director, or equivalent [academic member of academic staff](#), decides whether the student has provided good reason and sufficient supporting evidence to justify an extension, and, if so, determines the length of extension to grant up to a maximum of seven calendar days.
- 28.5 The requirement for evidence should be proportionate to the weighting of the component of assessment and the length of extension sought, and should also take into account the student's ability to obtain documentary evidence. Self-certification will provide sufficient evidence in some circumstances. The School is responsible for ensuring a record is kept of the decision and the information which substantiates the reason for late acceptance.
- 28.6 Good reasons for coursework extensions are unexpected short-term circumstances which are exceptional for the individual student, beyond that student's control, and which could reasonably be expected to have had an adverse impact on the student's ability to complete the assessment on time. Good reasons may include:
- Recent short-term physical illness or injury;
  - Recent short-term mental ill-health;
  - A long-term or chronic physical health condition, which has recently worsened temporarily or permanently;
  - A long-term or chronic mental health condition, which has recently worsened temporarily or permanently;
  - The recent bereavement or serious illness of a person with whom the student has a close relationship;
  - The recent breakdown in a long-term relationship, such as a marriage;



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

- Emergencies involving dependents;
- Job or internship interview at short notice that requires significant time, e.g. due to travel;
- Victim of a crime which is likely to have significant emotional impact;
- Military conflict, natural disaster, or extreme weather conditions.

28.7 In addition to these unexpected circumstances, Schools will also consider requests for coursework extensions in relation to:

- A student's disability where the student's Learning Profile includes relevant provisions;
- Representation in performance sport at an international or national championship level, in line with the University's Performance Sport Policy: [www.ed.ac.uk/files/atoms/files/performance\\_sport\\_policy.pdf](http://www.ed.ac.uk/files/atoms/files/performance_sport_policy.pdf)

28.8 The following are examples of circumstances which would not be considered good reasons for coursework extensions:

- A long-term or chronic health condition (including mental ill-health or similar ill-health) which has not worsened recently or for which the University has already made a reasonable adjustment;
- A minor short-term illness or injury (e.g. a common cold), which would not reasonably have had a significant adverse impact on the student's ability to complete the assessment on time;
- Occasional low mood, stress or anxiety;
- Circumstances which were foreseeable or preventable;
- Holidays;
- Financial issues;
- Pressure of academic work (unless this contributes to ill-health);
- Poor time-management;
- Proximity to other assessments;
- Lack of awareness of dates or times of assessment submission;
- Failure, loss or theft of data, a computer or other equipment;
- Commitments to paid or voluntary employment.

28.9 Where a student has good reason for requiring a coursework extension of more than seven calendar days, the student should submit the coursework when able to do so and apply via the Special Circumstances process for the Board of Examiners to disregard the penalty for late submission.

### **Regulation 29 Academic best practice**

All work submitted for assessment by students is accepted on the understanding that it is the student's own effort without falsification of any kind.

#### **Application of the regulation**

## Taught Assessment Regulations Academic Year 2017~~6~~/18~~7~~



THE UNIVERSITY  
of EDINBURGH

- 29.1 Students are expected to offer their own analysis and presentation of information gleaned from research, even when group exercises are carried out.
- 29.2 Where students rely on reference sources, they should indicate what these are according to the appropriate convention in their discipline. Students are given advice on appropriate referencing in their course.
- 29.3 Students may be asked to sign a declaration that the work submitted is their own work.
- 29.4 Students can get advice on studying effectively from the Institute for Academic Development: [www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice](http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice)



## Taught Assessment Regulations Academic Year 2017/18

### Regulation 30 Academic misconduct

It is an offence for any student to make use of unfair means in any University assessment, to assist a student to make use of such unfair means, to do anything prejudicial to the good conduct of the assessment, or to impersonate another student or allow another person to impersonate them in an assessment. Any student found to have cheated or attempted to cheat in an assessment may be deemed to have failed that assessment and disciplinary action may be taken.

#### Application of the regulation

- 30.1 Marks or grades can only be given for original work by students at the University. Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or one's own previously assessed original work. It is academically fraudulent and an offence against University discipline. Plagiarism, at whatever stage of a student's course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the University. The innocent misuse or quotation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat. Work may be deemed to be plagiarised if it consists of close paraphrasing or unacknowledged summary of a source, as well as word-for-word transcription. Any failure adequately to acknowledge or properly reference other sources in submitted work could lead to lower marks and to disciplinary action being taken.
- 30.2 It is academically fraudulent and an offence against the University's Code of Student Conduct for a student to invent or falsify data, evidence, references, experimental results or other material contributing to any student's assessed work or for a student knowingly to make use of such material. It is also an offence against University's Code of Student Conduct for students to collude in the submission of work that is intended for the assessment of individual academic performance or for a student to allow their work to be used by another student for fraudulent purposes.
- 30.3 Students need to be careful when asking peers to proof-read their work. Proof-readers should only comment on the vocabulary, grammar and general clarity of written English. They should not advise on subject matter or argumentation. Edinburgh University Students' Association runs a peer proof-reading scheme and information can be sought from the Advice Place: [www.eusa.ed.ac.uk/proofreading](http://www.eusa.ed.ac.uk/proofreading)
- 30.4 Students need to be careful to avoid academic misconduct when submitting group projects and to be clear about their individual contribution to the submission.

## Taught Assessment Regulations Academic Year 20176/187



THE UNIVERSITY  
of EDINBURGH

30.5 Information on academic misconduct and plagiarism, and how such cases will be handled, is given on the Academic Services website. (~~Academic misconduct information is linked to these pages~~).

**Students:**

~~[www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism)~~

**Staff:**

~~[www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct](http://www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct)  
[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism)~~

30.6 Exam hall regulations can be found at:  
[www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf](http://www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf)



# Taught Assessment Regulations

## Academic Year 2017/18

### Section C. Marking of Assessment

#### Regulation 31 ~~Influence of examiners~~ Moderation and standard-setting

~~An individual marker or examiner must not be able to influence unduly the outcome of a student's overall assessment. Any single item of assessment which is equivalent to 40 credits or more must be double marked. The marking of all components of assessment must be subject to moderation in a way that is appropriate to the discipline, the nature of the assessment, and the credit weighting of the component of assessment. Boards of Examiners can apply standard-setting processes to the marks of assessments, provided that the choice of standard-setting methodology is defensible.~~

#### Application of the regulation

~~31.1 Marking is an opportunity to give students' feedback on their attainment. It is used for progression and award decisions and needs to be fair, reliable and valid.~~

~~31.2 Boards of Examiners and Boards of Studies need to state what practice the course uses for moderation and ensuring the independence of the marking process,~~

~~31.1 Moderation occurs before External Examiners review the operation of the marking and internal moderation process. Forms of moderation include sampled second marking, double-marking, and checking the operation of computer-based assessment. Any single item of assessment which is equivalent to 40 credits or more must be double marked.~~

~~11.3 Where judgements on academic achievement differ between individual assessors, this difference should be acknowledged and appropriate moderation measures should be put in place to ensure consistency and reliability.~~

~~31.2 Moderation may result in recommended mark or grade adjustments and associated changes to feedback. No changes can be made to marking without the original marker's knowledge. Where possible, any changes should take place in discussion with the original marker.~~

~~31.3 Records of the operation of the occurrence and the outcome of the moderation processes must be kept. Records must show the rationale for decisions taken, including any decision that marks or grades should not be altered.~~

~~31.4 Boards of Examiners are responsible for determining the form of moderation for each component of assessment, and for ensuring the appropriate operation of moderation processes. Course Organisers are responsible for the organisation and supervising of the marking and moderation processes for their courses' assessments.~~



## Taught Assessment Regulations Academic Year 2017/18

31.5 Boards of Examiners are responsible for reviewing marking and moderation arrangements, and the outcomes of students' assessments, across related courses (for example, Honours level courses in a subject area) in order to ensure that assessment criteria have been applied consistently.

~~e.g. independent marking, double marking, blind marking. This information needs to be available to students.~~

~~31.3 There is no requirement for all work to be double marked. All pieces of work must be double marked, checked or moderated in a way which is appropriate to the discipline and to the credit weighting of the piece of assessment.  
[www.ed.ac.uk/files/atoms/files/moderation\\_guidance.pdf](http://www.ed.ac.uk/files/atoms/files/moderation_guidance.pdf)~~

31.6 Standard-setting is the process whereby decisions are made about boundaries or 'cut-points' between the marks or grades of candidates. Any standard-setting process must aim to ensure that students' results reflect the learning outcomes they have achieved and that the assessment is fair. Standards can be relative or norm-referenced (taking account the performance of candidates), absolute (defining minimum levels of competence) or a compromise between these two approaches.

31.7 Schools need to state what practice each course uses for internal moderation, and (where relevant) the operation of standard-setting, in the Statement of Assessment (see Regulation 14).

31.84 Resources and publications are available from the Institute for Academic Development: [www.ed.ac.uk/iad](http://www.ed.ac.uk/iad)

### Regulation 32      Anonymous marking

Assessed work must be marked anonymously when possible. Marks and grades must also be anonymised during processing.

#### Application of the regulation

32.1 Marking work anonymously is an important aspect of fair marking.

32.2 There will be occasions when it is not possible to mark a piece of work anonymously, e.g. a performed piece, an oral presentation, a dissertation or other piece of work where the specialised nature of the topic identifies the student. However, marks must be anonymised for the meeting of the Board of Examiners.

32.3 Use of examination numbers in assessment can help maintain anonymity.

# Taught Assessment Regulations

## Academic Year 201~~7~~<sup>6</sup>/~~18~~<sup>7</sup>



THE UNIVERSITY  
of EDINBURGH

### Regulation 33 Security of marks

Assessed work, marks and grades must be handled, transported, recorded and stored securely.

#### Application of the regulation

- 33.1 The Convener of the Board of Examiners has responsibility for the security of arrangements. In practice, the operation of this may be delegated to the Teaching Organisation or equivalent.
- 33.2 Security arrangements must also include sending assessed work and marks and grades to examiners, including External Examiners; marking arrangements for online assessment; and correspondence about marks, which may be by email.
- 33.3 Marks or grade information about more than 50 individuals is classified as medium risk information under the University's policy on taking sensitive information and personal data outside the secure computing environment. Under this policy, if exam scripts, marks or grade information leave University premises or University computing systems then additional security measures, such as encryption or locked cabinets, must be used.
- [www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/encrypting-sensitive-data](http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/encrypting-sensitive-data)

### Regulation 34 Legibility and accessibility of assessed work

It is a student's responsibility to ensure that their submitted assessed work is legible and accessible.

#### Application of the regulation

- 34.1 If markers consider a significant proportion of a student's assessed work to be so illegible that they cannot reach a robust mark they must consult the Convener of the Board of Examiners.
- (a) Where disability impairs the student's ability to write legibly, the Convener, in consultation with the relevant Dean and the Student Disability Service, can decide whether the work should be marked normally or whether the disability justifies transcription. If transcription is not justified and the work is completely illegible, a zero will be awarded. If it is partially legible then the legible part will be marked.
- (b) Where there are no issues of disability, the Convener should ensure that the legible part of the work is marked normally. If the work is completely illegible, a zero will be awarded.

# Taught Assessment Regulations

## Academic Year 2017/18



THE UNIVERSITY  
of EDINBURGH

All such cases need to be drawn to the attention of the relevant Dean and the External Examiner and feedback needs to be given to the student.

- 34.2 Schools are responsible for informing students of the format in which assessed work must be submitted, e.g. they may require work to be submitted electronically.

### Regulation 35 Common Marking Schemes

The final mark, grade, result and award and classification decision must be expressed using the relevant Common Marking Scheme:

[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

#### Application of the regulation

- 35.1 The University operates the following Common Marking Schemes:
- CMS1 Undergraduate degree assessment (except BVM&S and MBChB)
  - CMS2 Bachelor of Veterinary Medicine and Surgery (BVM&S)
  - CMS3 Bachelor of Medicine and Bachelor of Surgery (MBChB)
  - CMS4 Postgraduate Assessment
  - CMS5 Edinburgh College of Art degree programmes which use the Assessment Grade Scheme (ECA degree programmes which do not use the Assessment Grade Scheme use CMS1 and CMS4)
- These are available online: [www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)
- 35.2 In each Common Marking Scheme, Colleges and Schools may amplify, but not alter, the overall description of grades.
- 35.3 Boards of Examiners make a statement on how marks are held, and to how many decimal places, during the internal processing of the marks for a course. Practice within a Board of Examiners needs to be consistent.



## Taught Assessment Regulations Academic Year 2016/187

### Regulation 36 Provisional marks

Students need to be made aware that marks for assessed coursework are provisional and may be modified when considered at the Board of Examiners meeting.

#### Application of the regulation

- 36.1 Course handbooks and other sources of advice for students are used to inform students that marks are provisional until agreed by a Board of Examiners.

### Regulation 37 Final marks

Boards of Examiners confirm marks as final in the minutes of the Board of Examiners meeting. A Board of Examiners must not revise marks agreed as final by a previous Board of Examiners.

#### Application of the regulation

- 37.1 For undergraduates and postgraduate students, the Board of Examiners agrees marks as final in the year in which they are obtained.
- 37.2 The Board of Examiners for final year students is responsible for determining the award of degree. The Board of Examiners, in determining final classifications and awards, may exercise discretion by taking into account special circumstances. See taught assessment regulation 43.
- 37.3 The Board of Examiners approves a single mark for each component of assessment for which final marks are to be released; marks for components of assessment are not rounded. the released marks are The final component marks are used by the Board of Examiners when determining the overall result for the course. Rounding is only applied to final course marks (see regulation 63). of marks is only done when the marks are finalised.
- 37.4 Students are informed of the status of the marks released and are reminded that the Board of Examiners, in determining the final marks or award, may have exercised discretion by taking into account additional relevant information.
- ~~37.5 The assessment results published on the student record system are the official results of the University.~~

Commented [WT15]: deleted as stated in 63.



# Taught Assessment Regulations Academic Year 2017/18

## Section D. Operation of Boards of Examiners

### Regulation 38 Board of Examiners meetings

Meetings of Boards of Examiners are held to reach assessment, progression and award decisions.

#### Application of the regulation

- 38.1 See taught assessment regulation 8.1: [Guidance for Conveners of Boards of Examiners](#) for additional information on responsibilities of the Convener of the Board of Examiners. [Further information can also be found in the Handbook for Boards of Examiners for Taught Courses and Programmes](#)  
[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf)
- 38.2 The minutes of the Board of Examiners meeting needs to be an accurate record of the meeting and the approved results and decisions. Guidance on minuting Board of Examiners meetings is available:  
[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)  
<http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf>
- 38.3 Students are informed in advance about progression and award criteria.

### Regulation 39 Board of Examiners: quorum

A Board of Examiners meeting is quorate if at least half the internal examiners are present and at least one External Examiner participates in and approves the decisions of the Board. No Board may have fewer than two internal examiners present. See taught assessment regulation 2.4 for the definition of an internal examiner.

#### Application of the regulation

- 39.1 All members of the Board of Examiners should attend meetings of the Board. In exceptional circumstances and by prior written agreement with the Head of the College and the Convener of the Board, representatives nominated and authorised by them may substitute for internal examiners.
- 39.2 Each subject discipline must be represented and, whenever practicable, an External Examiner from each subject should participate. Where more than one School is involved, the composition of the Board reflects the contribution of the Schools to the assessment of the courses or programmes.

# Taught Assessment Regulations

## Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>



THE UNIVERSITY  
of EDINBURGH

- 39.3 The University's External Examiners for Taught Programmes Policy outlines External Examiners' participation in Boards of Examiners meetings.  
[www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf)
- 39.4 If an External Examiner is not able to attend at least one Board of Examiners meeting in a year, their non-attendance must be approved by the College.
- 39.5 It is not necessary for the same members of a Board of Examiners to attend all meetings of the Board in an academic year, provided each Board is quorate.
- 39.6 If no External Examiner can attend a meeting of a Board of Examiners then at least one of them must contribute, ideally by video, telephone or web-camera and otherwise by email. The minute needs to reflect their participation.

### Regulation 40 Undergraduate Progression Board meetings

Meetings of Undergraduate Progression Boards are held to reach progression decisions. Each undergraduate student's progression status needs to be decided and recorded at least once each year by a Progression Board which is the responsibility of the School that has responsibility for the student's degree programme.

[www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)

#### Application of the regulation

- 40.1 The status, governance, and decision making and reporting responsibilities, of Undergraduate Progression Boards are provided in the Policy on Undergraduate Progression Boards.
- 40.2 The Policy on Undergraduate Progression Boards sets out the role of the External Examiner; the quorum; the role of the Special Circumstances Committee; student anonymity in discussions and the role of the Convener of the Board, for example for ensuring the accurate recording, minuting and reporting of decisions of the Board.
- 40.3 College Progression Boards make decisions on the credit obtained by students who have optional periods of study abroad.  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study\\_Abroad\\_College\\_Progression\\_Board.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study_Abroad_College_Progression_Board.pdf)

### Regulation 41 Attendance at a Board of Examiners meeting

The Convener of the Board may invite any person who has been involved in the teaching or assessment of the work under consideration by the Board to be present "in attendance". People "in attendance" at the meeting of the Board are not involved in the decision making process.

# Taught Assessment Regulations

## Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>



THE UNIVERSITY  
of EDINBURGH

### Regulation 42 Board of Examiners: anonymity

Anonymity should be retained until, in the opinion of the Convener of the Board of Examiners, the best interests of the students are no longer being served.

#### Application of the regulations

- 42.1 Students' marks and grades should be anonymised for presentation, consideration and agreement by the Board.
- 42.2 Where students have to attend oral examinations, perform or otherwise present some of their work, or on courses or programmes taken by small numbers of students, anonymity may be unachievable. Anonymity should be breached only for those examiners directly involved in the relevant assessment, and marks should be re-anonymised for presentation at the Board of Examiners' meeting.
- 42.3 Once decisions have been agreed by the Board of Examiners there should be a final check of the un-anonymised marks and decisions by the Convener of the Board.
- 42.4 The nature of some assessment means that the Board of Examiners establishes that the interests of the students are served best by ceasing anonymity at the start of the assessment process. This requires the prior approval of the Curriculum and Student Progression Committee (CSPC) on the basis of a case presented by College.

### Regulation 43 Special circumstances

Where a student's performance in assessment has been affected by illness, accident or circumstances beyond their control, it is the student's responsibility to submit an account of these special circumstances, along with supporting evidence, to the Special Circumstances Committee for the relevant Board of Examiners (including Progression Boards). The relevant Board of Examiners decides what action to take in the light of a Special Circumstances Committee's decision on a student's submitted special circumstances.

#### Application of the regulations

- 43.1 The Special Circumstances Policy sets out the arrangements for students to request consideration of special circumstances, types of circumstances which are and are not likely to be accepted by Special Circumstances Committees, requirements for evidence to support special circumstances, the composition and



## Taught Assessment Regulations Academic Year 2017/18

operation of Special Circumstances Committees, and the actions available to Boards of Examiners (including Progression Boards) in the light of a Special Circumstances Committee's decision on a student's special circumstances. The policy is available at:  
[www.ed.ac.uk/files/atoms/files/special\\_circumstances.pdf](http://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf)

### Regulation 44 Borderlines

Boards of Examiners must consider students whose marks are borderline ~~for passing a course, and~~ for progression, award or classification purposes. ~~Undergraduate Progression Boards and postgraduate Boards of Examiners making progression decisions must consider students whose marks are borderline for progression purposes. Boards of Examiners can also consider students whose marks are borderline for passing a course, where special circumstances apply.~~ Borderline marks are defined as marks from two percentage points below the class or grade boundary up to the boundary itself, e.g. 58.00% to 59.99% for an undergraduate 2.1 classification or 38.00% to 39.99% for a pass in a course. Boards of Examiners and Progression Boards must use the University borderline definition and must not set and use a different definition.

#### Application of the regulation

- 44.1 Boards of Examiners must publish in advance the factors that will be taken into account for borderline progression, award, or classification decisions, which can include:
- (a) cases in which a student has performed better in courses at a higher level;
  - (b) cases where the amount of credited assessed work to be used for classification or award decisions is less than the norm (e.g., where credits have been awarded for progression purposes only in recognition of special circumstances); and
  - (c) individual student profiles of performance.
- 44.2 Boards of Examiners cannot selectively use any additional assessment to reach assessment decisions for specific students. See taught assessment regulation 19.
- 44.3 Examples of borderlines for progression decisions include:
- (a) where a student has a final mark of 38% or 39% for a course in first year that they need to pass to progress to second year;
  - (b) where a student is within two percentage points of a requirement for progression into honours or postgraduate dissertation, for example where the Degree Programme Table specifies the attainment of 50% as an average across a number of courses, the progression borderline is 48.00% to 49.99%; and
  - (c) for the award of credit on aggregate, where a student has an average of 38.00% to 39.99% over their 120 credits.



## Taught Assessment Regulations Academic Year 2017/18

[44.4 Boards of Examiners may award a pass for a course where a student has a borderline fail mark \(i.e.38% to 39%\) and has had a request for consideration of special circumstances approved \(see the Special Circumstances Policy: \[www.ed.ac.uk/files/atoms/files/special\\\_circumstances.pdf\]\(http://www.ed.ac.uk/files/atoms/files/special\_circumstances.pdf\)\).](#)

### Regulation 45 Confidentiality

All discussion at a Board of Examiners' meeting is confidential.

#### Application of the regulation

- 45.1 Boards of Examiners reach a collective decision. The decision does not need to be unanimous.
- 45.2 No comments or remarks should be reported to any students, whether or not they are unattributed.
- 45.3 The views of a particular examiner should not be made known to a student. If a student makes a request to see the minutes of a Board of Examiners meeting, the information recorded in the minutes on that particular student will need to be disclosed. In doing so examiners' comments should be anonymised, e.g. assigned to "Examiner1, Examiner2". Further information is available at:  
[http://www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)
- [www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf)
- 45.4 Students have a right to see information about themselves recorded in minutes of Board of Examiner meetings.
- 45.5 Other than with the written permission of the student concerned, members of staff should not make available information about marks to persons or bodies outside the University except when necessary in the context of a reference.
- 45.6 Guidance on disclosing information on students can be found at:  
[www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information](http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information)

# Taught Assessment Regulations

## Academic Year 2017/18



THE UNIVERSITY  
of EDINBURGH

### Regulation 46 Release of marks

Students are informed of marks or grades for each discretely identified unit of assessment used by the Board in reaching its final mark for the course or its progression or award decision.

#### Application of the regulation

- 46.1 Marks and grades are made available to the student, together with guidance on their meaning.
- 46.2 Boards of Examiners are not obliged to provide this information if the request is made more than one year after the date of the assessment.
- 46.3 Assessed coursework marks which contribute to the overall result for a course are provided to students at the time that the assessment is marked, as a guide to each student's performance, together with guidance on the meaning of the marks.
- 46.4 Throughout the year, before consideration by a Board of Examiners, marks for examinations and assessed coursework are provisional and have no status until they are approved or modified by the Board. If such marks are released before confirmation by the Board of Examiners, students must be advised that the marks are provisional and may be modified when considered at the Board of Examiners meeting.
- 46.5 **Undergraduate non-honours degree examination marks; and professional degree examination marks or grades in Medicine and Veterinary Medicine (other than final professional degree examination marks): Overall marks:** The final overall mark agreed by Boards of Examiners for diets of examinations for graduating courses of study will be made available to the student via EUCLID Student View.
- 46.6 **Undergraduate Honours degree examination marks; and final professional degree examination marks in Medicine and Veterinary Medicine: Overall classification:** The final overall classification of honours degrees will be communicated to students via EUCLID Student View. The professional degrees may be awarded with honours in Medicine, or with distinction in Veterinary Medicine, but are not otherwise classified.

### Regulation 47 Publication of results

Students will be notified of their assessment results and their progression status. Students have the right to exclude their name and/or final award results from being publicly announced.

# Taught Assessment Regulations

## Academic Year 2017/18



THE UNIVERSITY  
of EDINBURGH

### Application of the regulation

- 47.1 Concessions from the following application of the regulation on Publication of results require the approval of the Curriculum and Student Progression Committee (CSPC) based on a case presented by the relevant College.
- 47.2 Students are officially notified of their results (including course marks, progression and programme outcomes or awards) via EUCLID Student View. This may be supplemented by the communication of assessment component results via virtual learning environments. Results are entered on to students' records by the relevant School.
- 47.3 The host School of the degree programme is responsible for overseeing the communication of all undergraduate award and final programme results and all taught progression decisions. The host School of the course is responsible for overseeing the communication of all final course results to the students on the course. Students will be notified in advance of the date on which they can expect to hear their results.
- 47.4 Notification of final postgraduate results and the award of qualification to students, following the final meeting of the Board, is the responsibility of the College Postgraduate Office, except where this has been devolved to the School.
- 47.5 Students' results (including assessment component and course marks, programme and progression outcomes) may not be released over the telephone or informally via email. Students only receive their results via formal communication channels.
- 47.6 There should be no public display in any media of any formative or summative assessment results from any course or programme.
- 47.7 The host School will communicate a clear plan of action to each student when the student has failed an assessment that is required. This applies to final course results and some "in course" assessments where a pass is required. The communication is to take account of the student's progression and/or award status.
- 47.8 Each School will provide a general statement on their website describing their local process, indicating to their students how they should proceed in the event of failure.
- 47.9 Where a student has failed a summative assessment (either "in course" or "final") and a resubmission or retake is required and permitted, the host School ensures that the student is provided with timely academic feedback, guidance and support prior to their re-assessment.
- 47.10 The Head of the host School, or their designated representative, has responsibility for ensuring that, where a student has failed their programme of study at the final



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

stage, the student is supported in a timely and personal manner. If appropriate, an offer of a private consultation may be made.

- 47.11 Once a final award, final degree programme or final course result and progression decision has been agreed by the Board of Examiners and other relevant bodies, then Schools may contact students who have failed before the decision is published in EUCLID Student View. Schools should not give informal indications about the final award, final degree programme or final course result or progression decision in advance of the decision of the Board of Examiners and/or other relevant bodies. See regulation 46.4 for the release of provisional marks.
- 47.12 Where there is a requirement to confirm pass lists to a Professional, Statutory and/or Regulatory Body (PSRB), the assessment results should not be collated and sent until the results of individual assessments have been made available to the student.
- 47.13 If students attend the graduation ceremony their names and degrees are included in the graduation programme. The Student Administration team is responsible for the final award listing in the graduation ceremony programme (if the student registers their intention to graduate in person) and the listing in the press (students may opt out of this listing).

### Regulation 48 Degree examination scripts

Degree examination scripts are received by the University in confidence. Degree examination scripts, or copies of such scripts, may be returned to students on Year 1 and 2 pre-honours courses. Degree examination scripts are not returned to students on honours or taught postgraduate courses.

#### Application of the regulation

- 48.1 Students are entitled to see their examination scripts to assist with the provision of feedback and their self-reflective learning.
- 48.2 Course organisers, or their delegates, may show and discuss students' examination scripts with them for feedback purposes. Local arrangements are made for ways to implement the opportunity for students to see their exam scripts.  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback)
- 48.3 Other forms of assessed summative work may be returned to students, provided that sufficient documentation is retained for the Board of Examiners and External Examiners. This documentation needs to record those types of assessment which cannot be made available to the Board of Examiners.

# Taught Assessment Regulations

## Academic Year 201~~6~~/18~~7~~



THE UNIVERSITY  
of EDINBURGH

- 48.4 The potential return of scripts to students on Year 1 and 2 pre-honours courses does not apply to multiple choice questions which are not defined as degree examination scripts.
- 48.5 Schools will need to make arrangements to make exam scripts available to students taking Year 1 and 2 pre-honours courses to take away (on individual request) after the retention period is over. Schools may wish to decide to keep the scripts for longer than the minimum required retention period, for example in order to make them available for release to the relevant students returning in the following semester (this is at the discretion of individual Schools).

### Regulation 49 Retention and destruction of material

Assessed material must be retained and destroyed in accordance with the University's student records retention guidance.

#### Application of the regulation

- 49.1 Information about the student records retention schedule is online: [www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records](http://www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records)
- 49.2 Schools need to maintain an adequate documentary record of assessed work, which is necessary to inform decisions of original, resit and reconvened Boards of Examiners.
- 49.3 Material which contributes to the assessment of the degree, including any written examinations, dissertations, essays, laboratory or studio work and projects, should be retained in the School for a suitable period after the Board of Examiners meeting which decides the overall classification or award of the degree, diploma or certificate. This enables the Board to respond to any student appeal.
- 49.4 Assessment material should be destroyed at the end of the retention period, or at the end of the period in which the School has agreed it will retain the information for (see regulation 48.5). For students who submit appeals, the retention period will need to be extended until the end of the appeal process. Other material which contributes to the final assessment of the degree or overall assessment of the course may be returned to the student after the expiry of the retention period. Dissertations and theses may be retained by Schools, who have the responsibility to make them available to any enquirer in response to a freedom of information request (unless an exemption applies). Assessment samples may be retained for specified periods as supporting documentation for accreditation and quality assurance purposes, e.g. Teaching Programme Reviews.



# Taught Assessment Regulations

## Academic Year 2017/18

### Section E. Assessment decisions

#### Regulation 50 Award of degrees, diplomas and certificates

Degrees, diplomas and certificates are awarded by the Senatus on the basis of Board of Examiners' recommendations. Each honours programme of study, the MBChB and the BVM&S, has a Board of Examiners responsible for recommending the award of the degree and determining the classification of the degree. Each postgraduate degree, diploma or certificate examination has a Board of Examiners responsible both for determining progression to diploma/masters dissertation and for determining the final award of the qualification.

##### Application of the regulation

50.1 Information on the criteria for award of degrees, diplomas and certificates is published in advance.

#### Regulation 51 Undergraduate progression: pre-honours and into honours

To progress to the next year of study and into honours, students must meet the requirements for progression which are specified in the Degree Regulations and Programmes of Study and degree programme tables. [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

##### Application of the regulation

51.1 The Undergraduate Progression Board has responsibility for ensuring that students have met the requirements for progression, on the basis of information provided by Boards of Examiners.

[www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)

51.2 The requirements for degrees are set out in the University's Curriculum Framework:

[www.ed.ac.uk/files/atoms/files/models\\_for\\_curricula.pdf](http://www.ed.ac.uk/files/atoms/files/models_for_curricula.pdf)

~~[www.docs.easg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models\\_for\\_Curricula.pdf](http://www.docs.easg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models_for_Curricula.pdf)~~

#### Regulation 52 Undergraduate honours assessment progression

The Undergraduate Progression Board has the responsibility to decide which students can progress to the next year of honours study. Progressing students must:

- (a) pass at least 80 credits at SCQF level 9 or above in junior honours and level 10 or above in senior honours for undergraduate Masters degrees; and
- (b) have an overall average of 40% or more for the 120 credits of study taken in the relevant honours year; and



## Taught Assessment Regulations Academic Year 2017/18

- (c) must satisfy any other specific requirements for the degree programme, as published in the programme handbook.

When all the marks for the taught components of the relevant year of the programme (120 credits) are available, if the student has achieved PASS marks in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses.

### Application of the regulation

- 52.1 The Undergraduate Progression Board has responsibility for ensuring that students have met the requirements for progression, on the basis of information provided by Boards of Examiners.  
[www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)
- 52.2 The requirements for degrees are set out in the University's Curriculum Framework:  
[www.ed.ac.uk/files/atoms/files/models\\_for\\_curricula.pdf](http://www.ed.ac.uk/files/atoms/files/models_for_curricula.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models\\_for\\_Curricula.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models_for_Curricula.pdf)
- 52.3 In general failed courses are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, in addition to other final course marks.
- 52.4 PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID", as are EUCLID grades for Credit on aggregate (AA, CA and UA).  
[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### Regulation 53 Award of undergraduate Ordinary and General degrees

Students registered for an Ordinary or General (non-Honours) degree may be awarded the degree if they satisfy the requirements in the Degree Regulations and Programmes of Study.

### Application of the regulation

- 53.1 The Board of Examiners or Undergraduate Progression Board may propose the award of an Ordinary or General degree to those students who have met the requirements of one of these degrees but who do not satisfy the honours degree requirements.
- 53.2 The Board of Examiners or Undergraduate Progression Board should take account of the recommendations of the Special Circumstances Committee and the student's general academic record when determining the award of a degree. However, it is



## Taught Assessment Regulations Academic Year 201~~6~~/18~~7~~

not within the power of a Board of Examiners or Undergraduate Progression Board to recommend the award of a degree without substantial evidence of attainment to at least the lowest level required for the award of that qualification. Boards of Examiners or Undergraduate Progression Board may not be generous in cases of failure other than within the limits already set out in these regulations.

### Regulation 54 Undergraduate honours degree award

The Board of Examiners has the responsibility to decide which students can be awarded a classified honours degree. To graduate students must:

- (a) pass at least 80 credits at SCQF level 10 or above in their final honours year; and
- (b) have an overall average of 40% or more for the 120 credits of final honours; and
- (c) must satisfy any other specific requirements for the degree programme.

When all the marks for the taught components of the final year of the programme (120 credits) are available, if the student has achieved PASS marks in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses.

#### Application of the regulation

- 54.1 The requirements for degrees are set out in the University's Curriculum Framework: [www.ed.ac.uk/files/atoms/files/models\\_for\\_curricula.pdf](http://www.ed.ac.uk/files/atoms/files/models_for_curricula.pdf) [www.does.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models\\_for\\_Curricula.pdf](http://www.does.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models_for_Curricula.pdf)
- 54.2 In general failed courses are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, along with other final course marks.
- 54.3 The Board of Examiners may propose the award of an Ordinary or General degree be made to students who do not achieve the honours classification requirements, on the basis of their honours achievements.
- 54.4 The Board of Examiners may propose the award of an honours degree to students who do not achieve the requirements for an undergraduate masters, on the basis of their senior honours achievements.
- 54.5 The Board of Examiners should take account of the recommendations of the Special Circumstances Committee and of the student's general academic record, when determining the classification and award of a degree. However, it is not within the power of a Board of Examiners to recommend the award of a degree without

# Taught Assessment Regulations

## Academic Year 20176/187



THE UNIVERSITY  
of EDINBURGH

—substantial evidence of attainment to at least the lowest level required for the award of that qualification or classification. Boards of Examiners may not be generous in cases of failure other than within the limits already set out in these regulations.

54.6 PASS marks are defined in the “PASS” section (A1 to PS) of “Recording of Course Assessment Results within EUCLID”.

### Regulation 55 Undergraduate degree classification

The Board of Examiners for assessment of students in their final year is responsible for deriving the classification for award of an honours degree. Degree classification is derived by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course. Exceptions are outlined in the guidance on the regulation.

#### Application of the regulation

55.1 The assessment weighting of a course within a year is proportional to its credit value.

55.2 For degrees with two honours years, including degree programmes with an obligatory period of residence/study abroad, the classification is based on performance in both honours years, which are equally weighted except for:

- (a) modern language degree programmes with a prescribed period of residence abroad where credit points for language acquisition through residence are aggregated with those associated with the language learning in the final year and where the classification is based on two honours years in line with this aggregation;
- (b) degree programmes where students can opt to spend a period of residence/study abroad, where credits will be allocated for the study abroad but these are weighted zero in the final classification;
- (c) the MA in International Business, where the classification for these students is based solely on the final honours year; and
- (d) the BSc Honours degrees in the School of Biological Sciences ~~in the Schools of Biological Sciences and and Deanery of~~ Biomedical Sciences which are weighted 2:1 Senior: Junior Honours; and
- (e) the BSc degrees in Chemistry which are weighted 2:1 Senior: Junior Honours.

55.3 Integrated Masters degrees have three honours years and their classification is based on all these years, in which the three honours years are weighted respectively 20, 40, 40 (in percentage terms), with the exception of the MChem and



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

MChemPhys degrees “with Industrial Experience” and “with a Year Abroad”, and the MPhys degrees “with a Year Abroad” which are weighted 20, 20, 60.

- 55.4 The relevant Board of Examiners will specify which courses will be used for classification purposes for students who exit with a BSc who were previously on an Integrated Masters degree.
- 55.5 Intercalated honours degrees have a one-year honours component and their classification is based solely on the honours year. Degree classification is derived by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course.
- 55.6 Honours degree programmes in ECA using the Grade Assessment Scheme apply an algorithm to establish the classification of award based solely on the final honours year. The algorithm is based upon the level of grades attained for each learning outcome within each course, weighted by the volume of credit for each course.
- 55.7 Classification models for credit for study abroad are contained in the College Progression Boards for Optional Study Abroad: Terms of Reference.  
[www.docu.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study\\_Abroad\\_College\\_Progression\\_Board.pdf](http://www.docu.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study_Abroad_College_Progression_Board.pdf)

### Regulation 56 Postgraduate assessment progression

For programmes where there is an identifiable taught component followed by a project or dissertation component, students must pass the assessment requirements of the taught stage at an appropriate level at the first attempt before progression to the dissertation. In order to progress to the masters dissertation students must:

- (a) pass at least 80 credits with a mark of at least 50% in each of the courses which make up these credits; and
- (b) attain an average of at least 50% for the 120 credits of study examined at the point of decision for progression; and
- (c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective programme handbooks.

When all the marks for the taught components of the programme (120 credits) are available, if the student has achieved PASS marks in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses.

For programmes where the taught and project or dissertation components are taken in parallel, or where there are not identifiable taught and project or dissertation components,

# Taught Assessment Regulations

## Academic Year 201~~7~~<sup>6</sup>/1~~8~~<sup>7</sup>



THE UNIVERSITY  
of EDINBURGH

the requirements for progression are determined at programme level, stated in the Programme Handbook.

### Application of the regulation

- 56.1 For programmes where there is an identifiable taught component followed by a project / dissertation component (e.g. 120 credits of taught courses in semesters 1 and 2, followed by a 60 credit project / dissertation component):
- (a) Postgraduate Boards of Examiners are normally convened at least twice during the year for full-time students. The initial meeting to decide matters relating to progression (to masters, or diploma), or failure, is held at the end of the coursework component. A second meeting to consider the dissertation results and the final award of degrees (or diplomas) is held soon after completion of the programme. Both meetings are equally important.
  - (b) The Postgraduate Board of Examiners has the responsibility to decide which students can progress to the dissertation required for candidature for the award of a masters degree; or, in the case of other awards, exit either directly or following satisfaction of any outstanding requirement.
  - (c) Exceptionally, with the permission of the relevant College Committee, a student who has been unable to sit an examination because of illness or other extenuating circumstance may, if that circumstance is certified, be allowed to progress to the dissertation stage prior to completion of the coursework assessment on condition that the dissertation will subsequently be set aside if the student is eventually unsuccessful in the coursework element of the programme.
- 56.2 For MFA programmes (240 credits) where there is an identifiable taught component, in order to progress to masters dissertation/project the student must pass at least 120 credits with a mark of at least 50% in each of the courses which make up these credits, and attain an average of at least 50% for the 180 credits of study examined at the point of decision for progression to dissertation/project, and satisfy any other requirements as outlined in 56 (c) above.
- 56.3 In general failed course are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, along with other final course marks.
- 56.4 In Regulation 56(a) above, where some of the 80 credits are pass/fail courses, then where these courses are passed, they can be included in the 80 credit total. However, a mark of 50% is the mark that is to be applied in calculations under



## Taught Assessment Regulations Academic Year 2017/18

Regulation 55 (b).

[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

56.4 PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID"  
[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### Regulation 57 Postgraduate degree, diploma and certificate award

In order to be awarded the certificate students must:

- (a) pass at least 40 credits with a mark of at least 40%; and
- (b) attain an average of at least 40% for the 60 credits of study examined for the certificate; and
- (c) satisfy any other specific requirements for the named certificate that are clearly stated in respective programme handbooks.

In order to be awarded the diploma students must:

- (a) pass at least 80 credits with a mark of at least 40%; and
- (b) attain an average of at least 40% for the 120 credits of study examined for the diploma; and
- (c) satisfy any other specific requirements for the named diploma that are clearly stated in respective programme handbooks.

In order to be awarded a masters degree students must:

- (a) have satisfied any requirements for progression, as laid out in taught assessment regulation 56 above, and
- (b) attain an additional 60 credits, by achieving a mark of at least 50% for the dissertation or project component (if the programme has a dissertation or project element) and
- (c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective Programme Handbooks.

When all the marks for the taught components of the programme or diploma are available, if the student has achieved PASS marks in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses, up to a maximum of 40 credits. For a certificate, a maximum of 20 credits may be awarded on aggregate.

### Application of the regulation

57.1 Boards of Examiners, including those involving subjects from two or more of the Schools, are required to establish guidelines in advance on how the results of

## Taught Assessment Regulations Academic Year 2017/18



THE UNIVERSITY  
of EDINBURGH

individual papers or units of assessment are to be aggregated, averaged or profiled to produce the overall final result. These guidelines are an integral part of the

disclosure process and must be published to students within one month of the start of the programme.

- 57.2 In general failed course are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. Exam Boards must make this distinction clear when reporting course marks.
- 57.3 The Board of Examiners should take account of any personal circumstances and of the student's general academic record, when determining the award of a degree. However, it is not within the power of a Board of Examiners to recommend the award of a degree without substantial evidence of attainment to at least the lowest level required for the award of that qualification. Boards of Examiners may not be generous in cases of failure other than within the limits already set out in these regulations.
- 57.4 The General Postgraduate Regulations permit a General Postgraduate Certificate to be attained by students who do not fulfil the requirements for a specific diploma or certificate award but who have attained a minimum of 60 credits gained from passes in University courses which count towards graduation. At least 40 of the credits attained must be at level 11.
- 57.5 PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID"  
[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### Regulation 58 Postgraduate dissertations

Resubmissions of revised dissertations are not permitted for postgraduate masters programmes unless a student's performance in assessment has been affected by illness, accident or circumstances beyond their control.

#### Application of the regulation

- 58.1 In exceptional circumstances, the University's Special Circumstance Policy allows the Board of Examiners to apply to the College for permission to allow a student to resubmit a revised dissertation.

### Regulation 59 Award of postgraduate merit

Taught postgraduate degrees may be awarded with merit. To achieve a merit, a student must be awarded at least 60% on the University's Postgraduate Common Marking Scheme for the dissertation, if the programme has a dissertation element, and must pass



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/1~~8~~<sup>7</sup>

all other courses with an average of at least 60%. Borderlines, for both the dissertation and course average elements, are considered for merits.

### Application of the regulation

- 59.1 Merit may be awarded for postgraduate taught masters, diplomas and certificates, where these are a specifically named exit qualification.
- 59.2 A merit may not be awarded to a student leaving with a general postgraduate certificate or diploma or for any reason due to academic shortfalls.
- 59.3 For degree programmes that permit resubmission of dissertations, merit can only be awarded based on the mark for the originally submitted dissertation.
- 59.4 For degrees which use letter grades in addition to numerical marks, the award of merit will be made where the student meets the above criteria using the numerical mark.

59.5 For MFA, the award of merit relates only to grades obtained at stages 3 and 4 (Year 2).

59.6 Borderline marks are defined as marks from two percentage points below the boundary up to the boundary itself, e.g. 58.00% to 59.99% for the dissertation and for the average of other courses. See also taught assessment regulation 44 above.

59.7 The average for the courses is calculated on the basis of credit weighting. Courses where credit has been obtained by recognition of prior learning are excluded from the average. All courses must be passed at 40% or above for the award of merit.

59.8 The Postgraduate Common Marking Scheme can be found at:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

### Regulation 60 Award of postgraduate distinction

Taught postgraduate degrees may be awarded with distinction. To achieve a distinction, a student must be awarded at least 70% on the University's Postgraduate Common Marking Scheme for the dissertation, if the programme has a dissertation element, and must pass all other courses with an average of at least 70%. Borderlines, for both the dissertation and course average elements, are considered for distinctions.



## Taught Assessment Regulations Academic Year 20176/187

~~For degrees which use letter grades rather than marks, where the student meets the following criteria the award of distinction will be made:~~

~~(a) At MFA, the award of distinction relates only to grades obtained at stages 3 and 4 (Year 2).  
(b)~~

~~(a)~~

### Application of the regulation

- 60.1 Distinctions may be awarded for postgraduate taught masters, diplomas and certificates, where these are a specifically named exit qualification.
- 60.2 A distinction may not be awarded to a student leaving with a general postgraduate certificate or for any reason due to academic shortfalls.
- 60.3 For degree programmes that permit resubmission of dissertations then a distinction can only be awarded based on the mark for the originally submitted dissertation.
- 60.4 For degree programmes which use letter grades in addition to numerical marks, the award of distinction will be made where the student meets the above criteria using the numerical mark.
- 60.5 ~~For At MFA, the award of distinction relates only to grades obtained at stages 3 and 4 (Year 2).~~
- 60.65 Borderline marks are defined as marks from two percentage points below boundary up to the boundary itself, e.g. 68.00% to 69.99% for the dissertation and for the average of other courses. See also taught assessment regulation 44 above.
- 60.76 The average for the courses is calculated on the basis of credit weighting. Courses where credit has been obtained by recognition of prior learning are excluded from the average. All courses must be passed at 40% or above for the award of distinction.
- 60.87 The Postgraduate Common Marking Scheme can be found at:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)



## Taught Assessment Regulations Academic Year 20176/187

### Regulation 61 Award of credit from other Universities

Boards of Examiners confirm the award of credit from other universities which is used in the award of a University of Edinburgh degree.

#### Application of the regulation

61.1 There are two types of credit from external bodies: recognition of prior credit at admission, determined by Colleges against published criteria; and recognition of external learning whilst on programme. In both cases recognition of prior learning is recorded on admission or during study, with credit awarded at exit.  
[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

### Regulation 62 Minuting of decisions of Boards of Examiners

The internal and External Examiners must concur in the mark and grade to be awarded to each student and in the classification and award of degree to be made. Boards of Examiners must record all decisions in the minutes of the meeting.

#### Application of the regulation

62.1 Once the Board of Examiners has decided on the final marks, grades and if appropriate, class of degree and award for each student, the students' names must then be made visible to the Board of Examiners. There must then be a final check of the results before the list is agreed and recorded in the minutes. Only in the event of detection of an error, which was not detectable when examination numbers were used, can changes be made to the marks, grades or class of degree at this stage. Any such change should be recorded in the minutes.

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

62.2 The Convener receives and is responsible for ensuring that the minutes of the Board of Examiners' meetings are an accurate record of the meeting and of the approved results; ~~and that copies of the minutes are sent to the College Office.~~

62.3 Minutes should include:

- (a) a record of the names of the examiners and those in attendance at the meeting;
- (b) relevant information considered at the meeting or by the Special Circumstances Committee, and outcomes from this;
- (c) discussion and outcomes of borderline cases;
- (d) details of any modification of marks, grades or classification, and the reasons for these; and

**Commented [TA16]:** CPSC minutes Sept 2016 - note to review this regulation in 2017/18 There was no requirement to continue with current practice whereby Schools send Colleges copies of minutes of the Board of Examiner meetings (as indicated by Taught Assessment Regulation 62.2 in 2016/17). The Committee would seek to formally revise this particular regulation in 2017/18.



## Taught Assessment Regulations Academic Year 2017/18

- (e) comments by the External Examiner(s) about the examination of the course, the performance of the students in general, and their approval of results agreed by the Board of Examiners.

62.4 The minute is a confidential document, although information on a particular student may need to be disclosed to that student under the Data Protection Act and generic information may need to be disclosed under Freedom of Information. Further information is available at:

[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf)

62.5 If agreement cannot be reached on concurrence of decisions then the issue is referred to the Head of College.

### Regulation 63 Board of Examiners: return of marks

Assessment and Course marks/results, degree classification and awards agreed by the Board of Examiners and confirmed by the External Examiner(s) must be recorded on the student record system as the final official results of the University.

#### Application of the regulation

~~63.1 Results must be confirmed by the Convener and by at least one External Examiner~~

~~63.2 Schools have responsibility for ensuring that final results are displayed accurately in the student record system. More than one person should be involved in checking their accuracy.~~

~~63.31 More than one person should be involved in checking the calculation of the marks and ensuring the accuracy of their transfer.~~ When marks for courses are finalised (and not before then), ~~before they are uploaded on to the student record system and released to students,~~ they must be rounded to an integer, i.e. with no decimal places. Any mark which is xx.50 or above is rounded up and any mark which is xx.49 or below is rounded down, e.g. 59.50% is rounded to 60%, 59.49% is rounded to 59%. Individual course marks must be rounded before they are ~~released to students uploaded on to the student record system~~ and the rounded marks must be used in calculating the overall mean mark. The overall mean mark is to be used in Honours classification, progression, and award decisions. The overall mean mark is not rounded.

~~63.2 Results must be confirmed by the Convener and by at least one External Examiner.~~

~~63.43~~ Schools have responsibility for uploading course results and final award outcomes in line with the deadlines published each year by Student Systems.



## Taught Assessment Regulations Academic Year 2017/18

[www.studentsystems.ed.ac.uk/staff/Support/awards.htm](http://www.studentsystems.ed.ac.uk/staff/Support/awards.htm)

~~ensuring that results are uploaded accurately to the student record system.~~

~~63.4 Examination results for the summer (May) assessment should be uploaded on to the student record system as soon as possible in agreement with dates issued by Student Systems to give enough time for the preparation and printing of the graduation programme. Examination result upload deadlines will be published each year by Student Systems along with guidance on how to upload course results and final award of degree outcomes.~~

~~[www.studentsystems.ed.ac.uk/staff/Support/awards.htm](http://www.studentsystems.ed.ac.uk/staff/Support/awards.htm)~~

63.5 In the case of autumn (August) undergraduate examinations, results should be submitted as soon as possible and not later than 10 days before the start of the next semester.

~~63.6 Provisional marks for components of assessment may also be released to students via the student record system (see regulation 36)~~

### Regulation 64 Status of decisions

Decisions by a Board of Examiners, once certified in writing, are final. In exceptional circumstances a Convener of the Board of Examiners can reconvene the Board to review a decision.

#### Application of the regulation

64.1 A Board of Examiners may, at the request of any of its members or member of the Special Circumstances Committee, review a decision if significant information relevant to that decision, which was unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made. A member of the Board may request a review but it is the Convener who must review the decision in the light of any new significant information or error brought to light, and therefore the Convener, and not a member of the Board, who decides whether to reconvene the Board.

64.2 If the Board is satisfied that there are grounds for varying the decision, the Board shall forthwith report its decision to Student Systems

64.3 Where an error is discovered in the assessment or marking of any examination or any component of an examination or in the calculation, recording or notification of the result of any examination or any component thereof or in the classification or result of any degree or in any process connected with any of these matters, the University shall forthwith correct that error and amend its records to show the correct result or classification and that whether or not the result or classification has been published or otherwise notified to the student. The University shall notify the student of the corrected result or classification as soon as practicable and shall also correct any reference or statement which may have been provided by the University



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/18~~7~~<sup>7</sup>

whether to the student or to a third party. Having been notified of the corrected result or classification the student shall return to the University any documentation which may have been issued to the student notifying the original result or classification which has been corrected. The student shall have no claim against the University for any loss or damage which may have been incurred by the student as a result of any error which may have been made.

64.4 In proved cases of substantial and significant copying, plagiarism or other fraud, the Senatus has the power to reduce the classification of, or to revoke, any degree it has already awarded, and to require the degree, diploma or certificate scroll to be returned.

64.5 Any member of Senatus may request Senatus to refer for investigation any matter concerning examinations.

### Regulation 65 Convener's Action

The Convener of the Board of Examiners, Progression Board, or Special Circumstances Committee may take decisions by Convener's Action.

#### Application of the regulation

65.1 This may occur when the Board of Examiners takes a decision in principle but needs confirmation or further information, or when the Board, or Special Circumstances Committee considers the possible outcomes and authorises the Convener, once relevant information is known, to apply the appropriate option. Convener's Action may also be appropriate when the decision to be made follows an existing precedent.

65.2 Decisions made by Convener's Action should be recorded and reported to the relevant Board or Committee.

### Regulation 66 Failure to complete all the assessment requirements of a degree programme

When a student fails to complete all the assessment requirements of a degree programme the Board of Examiners or Undergraduate Progression Board will investigate the case. If there is no satisfactory reason then taught assessment regulation 64 on unsatisfactory progress applies. If the Special Circumstances Committee for the relevant Board of Examiners (including Progression Boards) is given sufficient evidence that the performance of a student has been affected for reasons of illness, accident or other circumstances beyond the student's control, the University's Special Circumstances Policy applies.



## Taught Assessment Regulations Academic Year 2017/18

66.1 The University's Special Circumstances Policy is available at:  
[www.ed.ac.uk/files/atoms/files/special\\_circumstances.pdf](http://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf)

### Regulation 67 Unsatisfactory academic progress

The University may exclude students who do not ~~make satisfactory academic progress or do not engage with their studies-meet the criteria for progression on their programme.~~

#### Application of the regulation

- 67.1 ~~Degree regulations.~~ Degree Programme Tables, programme handbooks and/or course handbooks must contain details of the progress which students are expected to achieve within given periods. ~~They must also include -and-~~ warnings that students are liable to be considered for exclusion if these expectations are not ~~fulfilled~~met.
- ~~67.2 Students who on the published progression criteria are regarded as potentially unsatisfactory are notified of this and are normally interviewed before any recommendation for exclusion is made to the College.~~
- ~~67.23 The College is the final judge of the academic basis for exclusion on the grounds of unsatisfactory progress and non-attendance as specified in the degree regulations. The student has the right to appeal to the Appeal Committee on specific grounds. Where a student fails to meet the published progression criteria, the Procedure for Withdrawal and Exclusion from Studies will be used.~~  
[www.ed.ac.uk/files/atoms/files/withdrawal\\_exclusion\\_from\\_study.pdf](http://www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf)
- ~~67.4 A student declared to have made unsatisfactory academic progress by the College of Medicine and Veterinary Medicine in the MBChB, BVM&S or other professional programmes is normally excluded from attendance at classes and examinations in these programmes.~~
- ~~67.5 A student declared to have made unsatisfactory academic progress within the University may be required to withdraw from classes but is entitled to apply to the relevant College for permission to re-enter for examination only in order to attempt to recover satisfactory progress status.~~
- 67.3 Some degree programmes leading to a professional qualification include Fitness to Practise considerations. Any issues of unsatisfactory progress in relation to fitness to practise are dealt with according to the relevant College's published University's Fitness to Practise procedures.



## Taught Assessment Regulations Academic Year 2017/18

67.46 A student declared to have made unsatisfactory progress under professional Fitness to Practise requirements is normally excluded from all further attendance at classes and examinations leading to the professional qualification, but is entitled to apply to the College for permission to re-enter for assessment in a suitable alternative programme which does not leading to a professional qualification.

~~67.7 Some degree programmes leading to professional qualification include Fitness to Practise considerations. Any issues of unsatisfactory progress in relation to fitness to practice are dealt with according to the University's Fitness to Practise procedures.~~

### Regulation 68 Academic Appeal

Students have the right of academic appeal against the decisions of Boards of Examiners or Progression Boards on specific grounds, which are set out in the University's Student Appeal Regulations: [www.ed.ac.uk/schools-departments/academic-services/staff/appeals](http://www.ed.ac.uk/schools-departments/academic-services/staff/appeals)

### Section F. Interpretation and Significant Disruption

#### Regulation 69 Interpretation of regulations

The Curriculum and Student Progression Committee has authority to resolve any dispute arising from these regulations. The University Secretary and their nominees have authority to make urgent decisions relating to assessment issues.

#### Application of the regulation

69.1 Staff who need guidance on the taught assessment regulations, beyond that provided in the regulations and associated guidance, should contact the relevant College Office, Dean and/or the Academic Policy Officer with responsibility for the Curriculum and Student Progression Committee: [www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression](http://www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression)

#### Regulation 70 Significant disruption: concessions and standards

When the University's assessment practices are subject to significant disruption then the Curriculum and Student Progression Committee may approve temporary concessions to mitigate the impact of assessment disruption on students, without compromising academic standards. Board of Examiners take decisions that ensure the consistency of treatment of students and the maintenance of academic standards. The overriding principles are that:



## Taught Assessment Regulations Academic Year 2017/18

- (a) the academic judgement of the Board of Examiners remains paramount;
- (b) the University's academic standards will be maintained; and
- (c) the provisions of the University's Taught Assessment Regulations remain in force except where a concession has been approved by the Curriculum and Student Progression Committee.

These concessions will only be used where necessary: if a Board of Examiners is able to operate without a concession then the Board will do so.

### Application of the regulation

- 70.1 Significant disruption can be extremes of weather, loss of facilities, and factors beyond the University's control which have an impact on the assessment of students. This may result in Boards of Examiners only having partial results available.
- 70.2 In response to individual significant disruptions that may have a widespread impact on assessment, the University will adopt a communication strategy for students, staff and key external stakeholders, e.g. External Examiners, to ensure that they are aware of the measures that are adopted.
- 70.3 All forms of assessment, such as examination scripts and course assignments, are the property and responsibility of the University, not of individual examiners or markers. They therefore must be accessible to the University when required.
- 70.4 Drawing on previous experience [CSPC 14/15 2 C], the issues and regulations where CSPC may consider concessions include, but are not limited to:
- (a) External Examiners: number appointed; commenting on examination papers; participation in Boards: confirmation of results [Taught Assessment Regulations 5, 8.1(a), 38, 39.1, 39.2, 39.6, 62.3(e), 63]
  - (b) Ensuring that there is appropriate external input for relevant decisions, for example, External Examiners provide an important quality assurance function in the assessment process. If an External Examiner is unable to act then that quality assurance function still needs to be carried out;
  - (c) Board of Examiners' quorum [TAR 39, 39.1];
  - (d) Progression requirements and timing of progression decisions [TAR 51, 52, 56, 56.1(a) and Degree regulations on *Progression and Permissible Load*];
  - (e) Feedback schedules [TAR 16].

### Regulation 71 Significant disruption: where only partial results are available to Boards

The Curriculum and Student Progression Committee must confirm that significant disruption has occurred before the provisions of the significant disruption regulations come



## Taught Assessment Regulations Academic Year 201~~7~~<sup>6</sup>/1~~8~~<sup>7</sup>

into effect. In periods of significant disruption, Boards may need to take decisions on the basis of partial information. Boards in possession of all information necessary to proceed with the assessment of a student should proceed to determine marks and grades as usual. Boards in possession of all information necessary to proceed with the assessment of only some students should proceed to determine marks and grades for those students.

### Application of the regulation

- 71.1 Where Boards have sufficient evidence to make decisions then the decision will be made and will stand, unless subsequent information becomes available which it would be in the student's academic interest for the Board to consider.
- 71.2 Situations may arise in which assessment results are unavailable for particular elements of assessment for all students or for only some students. Such elements of assessment may become available after the disruption is over.
- 71.3 Within the limits described below, and where the outcomes are beyond reasonable doubt, Boards are empowered to make decisions in the absence of assessment results which are expected to become available at a later date.
- 71.4 At the start of the meeting, the Board of Examiners or Progression Board must agree on any specific elements of assessment without whose marks they cannot proceed to determine a student's result for the course or progression decision. Before making such a decision, the Board should consider carefully whether there is sufficient other information already available to allow it to take a view on such elements of assessment. If it is not possible to determine a result or decision then the Board will reconvene when information is available.
- 71.5 Where a very high proportion of the assessment results are available, it is possible that the Board may decide it is able to determine a student's marks and grades for the course. The Board must be satisfied that, in its academic judgement, the mark and grade assigned is correct and the decision beyond reasonable doubt (i.e. the Board has confidence that the outcome will not need to be changed when further assessment results become available).
- 71.6 Where less than four-fifths of the assessment credit results are available, it is unlikely that the Board will be able to determine a mark or grade for the course. However, if at least half of the assessment results are available, then the Board may decide it is able to confirm a pass or progression outcome for the student. If unable to reach a decision, even on a pass or progression outcome, the Board should record that insufficient information on which to make a decision was available at that time. When further results become available the Board will need to reconvene to determine the appropriate mark and grade.
- 71.7 Where less than half of the assessment results are available for a course, it is unlikely that the Board will have sufficient information to reach any decision, even

## Taught Assessment Regulations Academic Year 201~~7~~6/1~~8~~7



THE UNIVERSITY  
of EDINBURGH

on a pass or progression outcome, and the Board should record that insufficient information on which to make a decision was available at that time. When further results become available the Board will need to reconvene to determine the appropriate mark, grade and progression decision.

- 71.8 No Board should return a fail decision in a situation where any unavailable assessment results will become available at a later date, unless it is absolutely clear that even passes at 100% in the unavailable assessments would not be sufficient to turn a fail into a pass.
- 71.9 Once all assessment results are available, Boards should reconvene at the earliest possible opportunity to determine outstanding marks, grades and progression decisions and to review the status of any decisions where significant information is now available.

**614 April 201~~7~~6**

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

**Postgraduate Assessment Regulations for Research Degrees  
2017/18****Executive Summary**

This paper contains the draft Postgraduate Assessment Regulations for Research Degrees 2017/18. A report from the Senate Researcher Experiences Committee's MSc by Research Task Group highlighting proposed changes (which REC supports) is included to draw the Committee's attention to the key changes. With the exception of technical updates (to repair broken hyperlinks) the regulations contain only changes that clarify the regulations as they relate to MSc by Research and are consistent with existing practice. These changes were outputs from the REC task group.

**How does this align with the University / Committee's strategic plans and priorities?**

The paper supports the Committee's priority of "good housekeeping".

**Action requested**

CSPC is invited to discuss and approve the new assessment regulations for academic year 2017/18.

**How will any action agreed be implemented and communicated?**

Approved regulations will be communicated by Academic Services' annual update on regulations and policies.

**Resource / Risk / Compliance****1. Resource implications (including staffing)**

There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources. Since the proposed changes largely capture existing practice, there are few resource implications. A small number of programmes may be required to change their examination process from School to College level, which may require greater involvement from External Examiners. A small number of programmes may also be required to find additional markers for dissertations, where the supervisor is no longer able to act as a marker. However, there are a very small number (c.250) of MSc by Research students within the University overall, so the impact should be minimal.

**2. Risk assessment**

No risks have been identified.

**3. Equality and Diversity**

The proposed changes present no new equality and diversity implications.

**4. Freedom of information**

*The paper is **open**.*

**Originator of the paper**

Susan Hunter, Academic Policy Officer, Academic Services and Dr Adam Bunni, Head of Governance and Regulatory Framework Team, Academic Services

24 April 2017

## Key Changes to Postgraduate Assessment Regulations for Research Degrees 2017/18

Clarification of regulations relating to MSc by Research degrees.

<b>Regulation</b>	<b>What has changed</b>
<b>Scope of Regulations (1)</b>	Clarification of regulations applicable to PhD, MPhil and MSc by Research degrees.
<b>Copyright (29)</b>	Where students on MSc by Research programmes are required to deposit their research project or dissertation in the University library, the provisions of this regulation apply.
<b>Section E</b>	This section clarifies the regulations for assessment of MSc by Research Degrees.
<b>MSc by Research Degrees: examination (46)</b>	Some MSc by Research programmes are examined by Boards of Examiners within Schools. The regulations refer to the Taught Assessment Regulations regarding the operation of these Boards, although the programmes themselves are governed by the PGR Assessment Regulations. Schools will inform students at the beginning of an MSc by Research programme which approach will be taken to examination for their programme.
<b>Award of MSc by Research (50)</b>	In order to be awarded the degree of MSc by Research, students must pass at least 180 credits' worth of courses. This may include the award of credits on aggregate for up to 40 credits. Where credit on aggregate is offered, the provisions of the Taught Assessment Regulations (under "Postgraduate assessment progression") apply.

**Regulation**

**What has changed**

---

**Award of Merit and Distinction  
(52; 53)**

MSc by Research degrees may be awarded with merit or distinction. Different criteria for the award of merit distinction may be used depending on the volume of credit allocated to the research project or dissertation.

**Revisions (54)**

Resubmission of the research project or dissertation with revisions is not permitted in the case of MSc by Research degree programmes unless a special case regarding an individual student's circumstances has been approved by the College.

Where students on MSc by Research programmes are required to deposit their research project or dissertation in the University library, they may be permitted to submit a revised version within one month of approval of corrections and/or recommendation of award. A student cannot graduate until they have submitted the final version of their dissertation to the College Postgraduate Office.

# Postgraduate Assessment Regulations for Research Degrees

## Academic Year 2016/17/18



THE UNIVERSITY  
of EDINBURGH

**Style Definition:** TOC 1: Indent: Left: 0 cm, Hanging: 2.5 cm, Tab stops: 2.75 cm, Left + 16.97 cm, Right, Leader: ...

### Purpose of Policy

The assessment regulations set minimum requirements and standards for students and staff, articulating the academic goals and policies of the University.

### Overview

These regulations:

- (i) replace the previous Postgraduate Assessment Regulations for Research Degrees;
- (ii) set out the rules which must be followed in research assessment for Research Degrees; and
- (iii) provide links to other sources of guidance or related regulations.

### Scope: Mandatory Policy

These regulations are University-wide and apply to all postgraduate research degrees at Scottish Credit and Qualification Framework levels 11 and 12. The regulations apply to work submitted for assessment during the current academic year. They relate to all research degrees listed in the University's Degree Regulations and Programmes of Study: [www.drps.ed.ac.uk](http://www.drps.ed.ac.uk).

More detail is given in the document.

**Contact Officer** Susan Hunter Academic Policy Officer [Susan.hunter5@ed.ac.uk](mailto:Susan.hunter5@ed.ac.uk)

### Document control

<b>Dates</b>	<b>Approved:</b> <u>XX.06.17</u>	<b>Starts:</b> <u>18.09.17</u>	<b>Equality impact assessment:</b>	<b>Amendments:</b> N/A	<b>Next Review:</b> 2017
<b>Approving authority</b>	Curriculum and Student Progression Committee				
<b>Consultation undertaken</b>	Postgraduate Research Assessment Regulations Working Group, Colleges, EUSA, Curriculum and Student Progression Committee, Researcher Experience Committee, Student Disability Service, College Academic Misconduct Officers, Records Management, Distance Learning, Student Administration and Edinburgh Research and Innovation				
<b>Section responsible for policy maintenance &amp; review</b>	Academic Services				
<b>Related policies, procedures, guidelines &amp; regulations</b>	<a href="#">Student Appeal Regulations</a> , Degree Regulations and Programmes of Study, Code of Practice for Supervisors and Research Students, <a href="#">DRPS Glossary of Terms</a> : <a href="http://www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf">www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf</a>				
<b>UK Quality Code</b>	The regulations are consistent with UK Quality Code Chapter B11: Research Degrees				
<b>Policies superseded by this policy</b>	Previous versions of the Postgraduate Assessment Regulations for Research Degrees				
<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 6519 2438/4490.				
<b>Keywords</b>	Assessment, assessment regulations, degree award, examination, examiners, progression, research assessment, oral examination, viva				

**Formatted:** Highlight

# Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18



THE UNIVERSITY  
of EDINBURGH

# Policy

## Additional guidance

For research degree programmes that contain a significant proportion of taught courses, taught elements are governed by the University's Taught Assessment Regulations:

[www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF)

Formatted: Font: (Default) Arial

The regulations must be applied, unless a concession has been awarded by the Curriculum and Student Progression Committee (CSPC) on the basis of a case proposed by a College. The "Application of the regulation" must also be applied, unless the College has approved an exemption on the basis of a case proposed by a School. Concessions and exemptions are recorded by CSPC and Colleges as appropriate. The regulations operate in accordance with legislation and University policies on Equality and Diversity:

[www.ed.ac.uk/equality-diversity/about/legislation-policies/policies](http://www.ed.ac.uk/equality-diversity/about/legislation-policies/policies) [www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies](http://www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies)

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial

Members of staff who need additional guidance may consult their Head of College or their nominee, their College Postgraduate Office, Academic Services, Student Administration or Student Systems.

Where reference is made to 'the relevant Dean' this should be taken as being the Dean with responsibility for postgraduate research matters and "the Committee" is the relevant College Postgraduate Committee, or the Committee of each College which is formally identified as exercising the functions of a College Postgraduate Committee for the purposes of postgraduate research academic decisions. Where reference is made to 'the Head of College' or 'Head of School' this may also in some cases be a designated representative of that individual. The term MSc by Research includes Masters by Research, and MTh by Research.

For Edinburgh College of Art (ECA) students on courses that use the assessment grade scheme, the term "mark" in the regulations also includes "grade".

Definitions of some of the key terms in the regulations can be found in the **Glossary of Terms**: [www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf](http://www.drps.ed.ac.uk/GlossaryofTerms2016-17.pdf), [www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)

Formatted: Font: (Default) Arial, Highlight

Formatted: Font: (Default) Arial

Field Code Changed

Formatted: Not Highlight

These research assessment regulations, and related University practices, are consistent with the Quality Assurance Agency's UK Quality Code of Higher Education, Chapter B11: [www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b)

This document should be read in conjunction with University's Degree Regulations and Programmes of Study; the Code of Practice for Supervisors and Research Students; the External Examining Code of Practice; and Handbook for External Examining of Research Degrees. These are available via:

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

Formatted: Font: (Default) Arial



# Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

## Contents

### Contents

#### Section A Roles and Responsibilities

[Regulation 1 Scope of regulations](#)

[Regulation 2 College Postgraduate Committee: responsibility for research degree programmes](#)

[Regulation 3 Examiners: appointment](#)

[Regulation 4 Non-Examining Chair: appointment](#)

[Regulation 5 Number of examiners](#)

[Regulation 6 Examiners: responsibilities](#)

[Regulation 7 Avoiding potential conflicts of interest](#)

#### Section B Conduct of Assessment

[Regulation 8 Assessment requirements: student responsibilities](#)

[Regulation 9 Assessment deadlines: student responsibilities](#)

[Regulation 10 Reasonable adjustments](#)

[Regulation 11 Language of assessment: languages other than English or Gaelic](#)

[Regulation 12 Language of assessment: Gaelic](#)

[Regulation 13 Progression review](#)

[Regulation 14 Annual progression review recommendation](#)

[Regulation 15 Repeat progression review](#)

[Regulation 16 Notification of intention to submit a thesis for assessment](#)

[Regulation 17 Deadlines for the submission of a thesis for assessment](#)

[Regulation 18 Early submission](#)

[Regulation 19 Examiners' reports](#)

[Regulation 20 Preparation for oral assessment](#)

[Regulation 21 Oral examination](#)

[Regulation 22 PhD by Research and other Doctorates: examiner recommendation](#)

[Regulation 23 PhD by Research Publications: examiner recommendation](#)

[Regulation 24 MPhil: examiner recommendation](#)

[Regulation 25 Thesis resubmissions](#)

[Regulation 26 Academic misconduct](#)

[Regulation 27 Security of marks](#)

#### Section C Thesis Regulations

[Regulation 28 Format of thesis](#)

[Regulation 29 Copyright](#)

[Regulation 30 Thesis title](#)

[Regulation 31 Thesis length](#)

[Regulation 32 Previously published material](#)

[Regulation 33 PhD by Research Publications: submission](#)

#### Section D Assessment Decisions

Formatted: Heading 1

Field Code Changed

Field Code Changed

Formatted: Font: Check spelling and grammar

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: Check spelling and grammar

Formatted: Normal

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: Check spelling and grammar

Formatted: Normal

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: Check spelling and grammar

Formatted: Normal

Formatted: Font: (Default) Arial, 12 pt



# Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

- Regulation 35 College Postgraduate Committee: approval of assessment decisions
- Regulation 36 Committee recommendation
- Regulation 37 College Postgraduate Committee: quorum for assessment decisions
- Regulation 38 Confidentiality
- Regulation 39 Retention and destruction of material
- Regulation 40 Award of degrees
- Regulation 41 College Postgraduate Committee: return of decision
- Regulation 42 Status of Decisions
- Regulation 43 Convener's Action
- Regulation 44 Final version of the thesis
- Regulation 45 Academic Appeal

## Section E MSc by Research Degrees

- Regulation 51 MSc by Research degrees: examiner recommendation
- Regulation 52 MSc by Research degrees: distinction
- Regulation 53 MSc by Research degrees: merit
- Regulation 54 MSc by Research degrees: revisions

Formatted: Font: Check spelling and grammar

Formatted: Normal

Formatted: Font: (Default) Arial, 12 pt

## Section F Interpretation and significant disruption

- Regulation 55 Interpretation of the regulations
- Regulation 56 Significant disruption: concessions and standards

Formatted: Font: Check spelling and grammar

Formatted: Normal

Formatted: Font: (Default) Arial, 12 pt

## Section A Roles and Responsibilities

- Regulation 1
- Regulation 21 College Postgraduate Committee: responsibility for research degree programmes
- Regulation 32 Examiners: appointment
- Regulation 43 Non Examining Chair: appointment
- Regulation 54 Number of examiners
- Regulation 65 Examiners: responsibilities
- Regulation 76 Avoiding potential conflicts of interest

## Section B Conduct of Assessment

- Regulation 87 Assessment requirements: student responsibilities
- Regulation 98 Assessment deadlines: student responsibilities
- Regulation 109 Reasonable adjustments
- Regulation 110
- Regulation 121
- Regulation 132 Progression review (does not apply to MSc by Research Degrees)
- Regulation 143 Annual progression review recommendation (does not apply to MSc by Research degrees)
- Regulation 154 Repeat progression review (does not apply to MSc by Research degrees)
- Regulation 165 Notification of intention to submit a thesis for assessment
- Regulation 176 Deadlines for the submission of a thesis for assessment
- Regulation 187 Early submission
- Regulation 198 Preparation for oral assessment



**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**

~~Regulation 2019 Academic misconduct~~

**~~Section C Thesis Regulations~~**

~~Regulation 210 Copyright~~

~~Regulation 221 Thesis title~~

~~Regulation 232 Thesis length~~

~~Regulation 243 Previously published material~~

~~Regulation 254 PhD by Research Publications: submission~~

~~Regulation 265 Signed declaration~~

**~~Section D Degree Specific Assessment Requirements~~**

~~Regulation 276 Examiners' reports (does not apply to MSc by Research Degrees)~~

~~Regulation 287 Oral examination~~

~~Regulation 298 PhD by Research and other doctorates: examiner recommendation~~

~~Regulation 30 29 PhD by Research Publications: examiner recommendation~~

~~Regulation 310 MPhil: examiner recommendation~~

~~Regulation 321 MSc by Research degrees: requirements for award~~

~~Regulation 33 MSc by Research degrees: examiner recommendation~~

~~Regulation 342 MSc by Research degrees: distinction~~

~~Regulation 353~~

~~Regulation 364 Committee recommendation~~

~~Regulation 375 Thesis resubmissions~~

~~Regulation 386 MSc by Research: revisions~~

**~~Section E Marking of Assessment~~**

~~Regulation 397 Security of marks~~

~~Regulation 4038 Format of thesis~~

~~Regulation 4139 MSc by Research degrees: provisional marks~~

~~Regulation 40 MSc by Research degrees: final marks~~

**~~Section F Assessment Decisions~~**

~~Regulation 421 College Postgraduate Committee: approval of assessment decisions~~

~~Regulation 432 College Postgraduate Committee: quorum for assessment decisions~~

~~Regulation 443 Confidentiality~~

~~Regulation 454 Retention and destruction of material~~

~~Regulation 465 Award of degrees~~

~~Regulation 476 College Postgraduate Committee: return of decision~~

~~Regulation 487 Status of decisions~~

~~Regulation 4948 Convener's Action~~

~~Regulation 5049 Final version of the thesis (does not apply to MSc by Research degrees)~~

~~Regulation 510 Appeal~~

**~~Section G Interpretation~~**

~~Regulation 521 Interpretation of regulations~~

**~~Section H Significant Disruption~~**



THE UNIVERSITY  
of EDINBURGH

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**

**Policy**

~~Regulation 532 — Significant disruption: concessions and standards~~



# Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

## Section A Roles and Responsibilities

### Regulation 1 Scope of regulations

All relevant provisions of the Postgraduate Assessment Regulations for Research Degrees apply to all Doctoral and MPhil degree programmes except where stated.

The Postgraduate Assessment Regulations for Research Degrees also apply to MSc by Research degree programmes where relevant. Information regarding ~~assessment~~ how these regulations apply to ~~of MSc by Research Degree programmes~~ is provided in Section E of these regulations.

### Regulation ~~24~~ **College Postgraduate Committee: responsibility for research degree programmes**

~~Every research~~ Research degree programmes ~~are~~ is the responsibility of the relevant College Postgraduate Committee.

#### Application of the regulation

~~24.1~~ The College postgraduate committee will consider and ratify the recommendation of the Internal and External Examiners appointed to examine a student for the award of a research degree.

~~24.2~~ The responsibilities of the College Postgraduate Committee include:  
(a) approving the format of assessments;  
(b) the security of and arrangements for assessments; examining and marking assessed work; and processing and storing marks and grades;  
(c) the quality and standards of marking;  
(d) ensuring all examiners are aware of their responsibilities;  
(e) accurate recording, minuting and reporting of decisions of the Committee.

~~24.3~~ Committees may, where appropriate, delegate operation of some responsibilities to Schools. Such delegation decisions are recorded by the College.

~~24.4~~ Colleges produce information on postgraduate research assessment:  
CHSS: [www.ed.ac.uk/arts-humanities-soc-sci/research-students](http://www.ed.ac.uk/arts-humanities-soc-sci/research-students)  
[www.ed.ac.uk/humanities-soc-sci/information-for-staff](http://www.ed.ac.uk/humanities-soc-sci/information-for-staff)  
CMVM: [www.wiki.ed.ac.uk/display/CMVM/PGMarketing/CMVM+Postgraduate](http://www.wiki.ed.ac.uk/display/CMVM/PGMarketing/CMVM+Postgraduate)  
CSE: [www.wiki.ed.ac.uk/pages/viewpage.action?pageId=118719348](http://www.wiki.ed.ac.uk/pages/viewpage.action?pageId=118719348)

Formatted: Font: (Default) Arial

Formatted: Normal



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Regulation 32 Examiners: appointment

Examiners are appointed by the relevant College. There are Internal Examiners, who are staff of the University nominated by the relevant Head of School, and External Examiners.

#### Application of the regulation

32.1 Where appropriate, upon receipt of a student's Notice of Intention to Submit form, the College Office will contact the Head of the student's School to request that examiners are nominated for the assessment of the thesis or submitted assessment.

32.2 Before submitting nominations to the College, the Head of School should consult the student's supervisors over the choice of examiners. Supervisors inform students of the names of possible examiners, and students must inform their supervisor if any problems are likely to arise if particular examiners are appointed. Any comments will be taken into account but students have no right to determine the Head of School's eventual recommendation, and therefore have no right to veto any particular appointment.

32.3 The External Examiner will be approached informally by the Head of School to establish their willingness to act. However, the College Postgraduate Committee has responsibility for the approval of all examiners. Any objection to the proposed examiners must be made to the College committee in good time before the relevant assessment. Complete final lists of examiners are maintained by the relevant College Office.

32.4 Internal Examiners are academic and/or honorary staff of the University. Honorary staff, in this context include:

Staff from Associated Institutions: [www.ed.ac.uk/schools-departments/associated-institutions](http://www.ed.ac.uk/schools-departments/associated-institutions) ~~[www.ed.ac.uk/schools-departments/associated-institutes](http://www.ed.ac.uk/schools-departments/associated-institutes)~~;

Teachers and senior staff from partner schools to the Moray House School of Education;

Academic staff from Research Pooling partners who are appointed as an Internal Examiner by the Curriculum and Student Progression Committee, on the basis of a recommendation from the relevant College;

and NHS staff who are honorary staff members of the University of Edinburgh.

32.5 Internal Examiners are appointed by the student's School with approval by the College committee with responsibility for postgraduate research matters. Staff who are or who have been a supervisor of the student at any time cannot be an Internal Examiner for that student.

Formatted: Font: (Default) Arial

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

- 32.6** No person who has held an appointment on the teaching or research staff or has been a student of the University, or who has been granted honorary status in the University, is eligible to act as an External Examiner until a period of four years has elapsed since the termination of the appointment or the status. In exceptional circumstances this rule may be waived by the Curriculum and Student Progression Committee. Members of affiliated or associated institutions may be Internal but not External Examiners.
- 32.7** The School must inform the student of the names of their examiners when the examiners have been approved by the College committee.
- 32.8** If more than three months have elapsed between the examiners being appointed and the student submitting the thesis, the College Office has responsibility for checking whether the commitments of any examiner have changed significantly so that consideration may be given to appointing an alternative examiner.

**Regulation 43 Non-Examining Chair: appointment**

The College must appoint a Non-Examining Chair if the Internal Examiner is acting for the first time, or is a member of honorary staff.

**Application of the regulation**

- 43.1** The appropriate process for appointing a Non-Examining Chair is the same as for appointing Internal Examiners (see regulation 23).
- 43.2** The role of the Non-Examining Chair is to ensure that due process is carried out and to attend for the duration of the oral examination. The non-examining chair needs to be a person with appropriate experience of postgraduate research examining from within the University. The Non-Examining Chair need not be from the same School as the student. The Non-Examining Chair must ensure that all parties to the examination process fully understand the expectations of them and should offer assistance and facilitation where necessary. The Non-Examining Chair must not express an opinion on the merits of the thesis.

**Regulation 54 Number of examiners**

Each student is assessed by at least one External Examiner and one Internal Examiner.

**Application of the regulation**



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

- [54.1](#) In particular cases, such as the assessment of an interdisciplinary topic, a second External Examiner may be appointed.
- [54.2](#) When the student is or has been a member of staff of the University during their research degree there must be two External Examiners and one Internal Examiner. "Member of staff" will be defined by the student's School with approval by College. There is no requirement for students who are or have only been tutors or demonstrators (or have undertaken similar roles) to have two external examiners.
- [54.3](#) See also Regulation [76](#) Avoiding potential conflicts of interest.

### Regulation [65](#) Examiners: responsibilities

Examiners must have the requisite experience to examine the degree programme at the level at which it is offered. They need to meet the responsibilities set out by the College Postgraduate Committee and comply with quality and standards requirements.

#### Application of the regulation

- [65.1](#) The College Postgraduate Committee will specify responsibilities and requirements to examiners.
- [65.2](#) -It is the responsibility of the College Postgraduate Committee to ensure that the External Examiner is competent to assess the degree. The External Examiner is appointed for their specialist knowledge, whereas the Internal Examiner may be a generalist or an expert in only part of the subject matter of the thesis.
- [65.3](#) Internal Examiners must be fully conversant with the procedures and regulations for oral examinations within the University. Heads of School must ensure that Internal Examiners are aware of all their duties in the examination process.
- [65.4](#) During the assessment the examiners must hold the thesis and the abstract in strict confidence.

### Regulation [76](#) Avoiding potential conflicts of interest

No member of University of Edinburgh staff, Internal Examiner, External Examiner, or Non-Examining Chair shall be involved in any assessment or examination in which they have a personal interest, for example a current or previous personal, family or legal relationship with a student being assessed.



THE UNIVERSITY  
of EDINBURGH

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**

**Policy**

**Application of the regulation**

- 7.6.1** If there is a potential conflict of interest the College Postgraduate Committee will be consulted.
- 7.6.2** The University's Policy on Conflict of Interest is relevant:  
[www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict\\_of\\_Interest.pdf](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf)

# Postgraduate Assessment Regulations for Research Degrees

## Academic Year 2016/17/18



THE UNIVERSITY  
of EDINBURGH

# Policy

### Section B Conduct of Assessment

#### Regulation ~~87~~ Assessment requirements: student responsibilities

It is a student's responsibility to be aware of the assessment practices and requirements for the degree programme, including the ~~Regulatory~~ Standards for the Format and Binding of a Thesis.

##### Application of the regulation

- ~~87.1~~ The grounds for the award of specified research degrees are provided in the University's Degree Regulations and Programmes of Study-: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)
- ~~87.2~~ The student must read the Code of Practice for Supervisors and Research Students: [www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf](http://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf)
- ~~87.3~~ It is a supervisor's responsibility to ensure that the student is informed of all assessment practice and requirements, including *The Code of Practice for Supervisors and Research Students*.
- ~~87.4~~ There are flow charts showing the thesis assessment process and the responsibilities of the student, College, School and Examiners: [www.ed.ac.uk/files/atoms/files/doctoralthesisassessment.pdf](http://www.ed.ac.uk/files/atoms/files/doctoralthesisassessment.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/regulations/Doctoral\\_and\\_MPhil\\_thesis\\_assessment\\_process\\_flowchart.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/regulations/Doctoral_and_MPhil_thesis_assessment_process_flowchart.pdf)
- ~~87.5~~ The Standards for the Format and Binding of a Thesis can be found online at: [www.ed.ac.uk/files/atoms/files/thesisbinding.pdf](http://www.ed.ac.uk/files/atoms/files/thesisbinding.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis\\_Binding.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis_Binding.pdf)

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

#### Regulation ~~98~~ Assessment deadlines: student responsibilities

It is a student's responsibility to meet their assessment deadlines, including thesis submission deadlines and oral examination times and location.

##### Application of the regulation

- ~~98.1~~ It is a supervisor's responsibility to ensure that the student is informed of all assessment requirements.



**Regulation 109 Reasonable adjustments**

Formatted: Not Highlight

Reasonable adjustments will be made to assessments for disabled students.

**Application of the regulation**

**109.1**

Reasonable adjustments must be agreed with the student, Student Disability Service, the School Co-ordinator of Adjustments (CoA) and the College Postgraduate Office. They are recorded in the student's Learning Profile by the Student Disability Service, which sends the Learning Profile to the student, the supervisor, the School's Co-ordinator of Adjustments, Student Administration and other relevant areas. The School's Co-ordinator of Adjustments has responsibility for overseeing the implementation of the Schedule of Adjustments on the Learning Profile. The Co-ordinator of Adjustments will liaise with academic colleagues who are responsible for putting support in place in the School. The Co-ordinator of Adjustments will also liaise with the Student Disability Service should any recommended support/adjustments require further discussion, clarification or alteration. If there are any amendments to the Learning Profile or information on the need for adjustments, the Student Disability Service will send these to the appropriate staff and ensure that students are informed.

Formatted: Not Highlight

**109.2** The Student Disability Service provides examples of reasonable adjustments, deadlines and support:

[www.ed.ac.uk/schools-departments/student-disability-service/student-support/exam-support](http://www.ed.ac.uk/schools-departments/student-disability-service/student-support/exam-support)

Formatted: Not Highlight

**109.3** Reasonable adjustments can be made for a variety of assessment methods, depending on the needs recorded in the student's Learning Profile, e.g. assessed coursework, take-home examinations, online examinations, invigilated examination, dissertation. It is a student's responsibility to ensure that their Learning Profile covers all types of assessment methods relevant to the programme, for example if a student discovers that an aspect of their programme is likely to impact on their support needs, they should contact the Student Disability Service as soon as possible in case any amendment is required to be made to their Learning Profile. The Student Disability Service supports students in the preparation and review of their Learning Profile.

Field Code Changed

**109.4** Arrangements for examinations can be recommended by the Student Disability Service and via the supervisor to the College Office, for students with temporary injuries or impairment, on the submission of relevant medical information. Students should contact the Student Disability Service as soon as possible to enable any exam adjustments to be recommended. The supervisor is responsible for communicating adjustments to the chair of the oral examination.



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Regulation 119 Language of assessment: languages other than English or Gaelic

The English language is the usual medium of teaching and assessment at the University of Edinburgh. All work submitted for assessment must be written in the English language, except for those courses and classes where the School or Course handbook specifies that written work can and/or should be submitted in the language which is being studied, and/or where the learning outcomes allow for the possibility of submitting work in a language other than English. All theses, [research projects](#) and dissertations must be written in English. Different arrangements apply in relation to the use of Gaelic (see regulation 124).

#### Application of the regulation

119.1 Quotations may be given in the language in which they were written.

119.2 In very exceptional circumstances, a candidate may be granted permission to submit a thesis, [research project](#) or dissertation written in a language other than English. Approval will only be given in cases where the nature of the research is such that presentation of the research results in the language(s) of the materials under analysis confers significant intellectual advantage to the community of scholars who are expected to comprise the primary audience of the research. Approval to do so must be sought either at the time of admission to the University or no later than by the end of the first year of full-time study (or equivalent part-time study), and will not be normally be granted retrospectively. Approval must be given by the appropriate College Committee, which must be satisfied that there are sound academic reasons for the request, and that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis, [research project](#) or dissertation in the proposed language of submission.

119.3 Where such approval is given, in addition to the standard requirements, the thesis, [research project](#) or dissertation should also include a substantial summary (of approximately 10,000 words in the case of theses) written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in a language other than English, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

### Regulation 124 Language of assessment: Gaelic

Theses, [research projects](#) and dissertations submitted for assessment and examination may be submitted in Gaelic.

#### Application of the regulation



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

- 124.1 The University of Edinburgh wishes to accord Gaelic equal respect with English under the terms of the Gaelic Language (Scotland) Act 2005—.
- 124.2 Candidates who wish to submit a thesis, [research project](#) or dissertation in Gaelic should seek approval to do so as early as possible, and certainly not later than by the end of the first year of full-time study (or equivalent part-time study) in the case of [Doctoral and MPhil research](#) students—. Approval must be given by the appropriate College Committee, which must be satisfied that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis, [research project](#) or dissertation.
- 124.3 Where such approval is given, in addition to the standard requirements, the thesis, [research project](#) or dissertation should also include a summary (of approximately 1500 words) written in English, summarising the main arguments, and an abstract in English must also be produced—. Where Examiners' reports are completed in Gaelic, these must be translated into English before submission to the Board of Examiners—. Any costs associated with this should be borne by the relevant School.

### Regulation 132 Progression review ~~(does not apply to MSc by Research degrees)~~

The first progression review will take place for all students within 9 to 12 months of their enrolment—. The student must participate in a meeting and may be required to make a written submission and/or prepare an oral presentation—. Progress in the subsequent years (at 9 to 12 months) is assessed until the thesis is submitted. The online progression report form must be completed.

#### Application of the regulation

- 132.1 Guidance on the procedure for the progression review is included in the Code of Practice for Supervisors and Research Students:  
[www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf](http://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf)
- 132.2 It is expected that progression reviews are normally held early within the 9 – 12 month period, to allow time for a repeat review if this is required.
- 132.3 There are similar procedures for full-time and part-time students, and reviews of part-time students will also take place within 9 to 12 months of their enrolment—. Part-time students will not be expected to have made as much progress as full-time students within this time. Exceptionally, the first progression review may be

Formatted: Font: (Default) Arial



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

postponed, with permission from the College. The postponement must be no longer than six months.

132.4 Colleges/Schools may also have additional requirements, for example 10 week review.

### Regulation 143 Annual progression review recommendation ~~(does not apply to MSc by Research degrees)~~

The Postgraduate Director or Head of the Graduate School, in consultation with the supervisors will make one of the following recommendations after the annual review

- (a) confirmation of registration, for example for PhD, MPhil;
- (b) a repeat progression review must be undertaken within three months before confirmation of progression;
- (c) for part-time students only for the first progression review: deferment of the confirmation decision to the second annual review;
- (d) registration for a different research degree such as MPhil or MSc by Research;
- (e) registration for a postgraduate taught degree (for example MSc) or diploma can be recommended if the student has undertaken the coursework for that qualification;
- (f) exclusion from study.

The College Postgraduate Committee is responsible for making the progression decision.

#### Application of the regulation

143.1 If the outcome of the annual review is 134(b) then the three month period starts from the date of issue of the progression decision to the student.

143.2 If there are doubts about a student's ability to complete a PhD successfully then option (d) must be considered. If there are serious doubts as to the student's research capability, then options (e) or (f) must be considered.

143.3 The Procedure for Withdrawal and Exclusion from Study can be found at:  
[www.ed.ac.uk/files/atoms/files/withdrawal\\_exclusion\\_from\\_study.pdf](http://www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal\\_Exclusion\\_from\\_Study.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf)

Formatted: Font: (Default) Arial



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Regulation 154 Repeat progression review ~~(does not apply to MSc by Research degrees)~~

If the annual progression review indicates some concerns about a student's progress then a repeat review must be undertaken within three months.

#### Application of the regulation

154.1 The repeat review can contain any or all of the components of the progression review (see regulation 132).

154.2 The options for recommendations from the repeat progression review are those listed in regulation 134, with the exception of Regulation 134(b). Only one repeat review may be undertaken before confirmation of registration.

154.3 The College has responsibility for providing the student with a statement on expectations for progress.

### Regulation 4516 Notification of intention to submit a thesis for assessment

Students must notify their supervisor and the College Postgraduate Committee of their intention to submit their work for assessment.

#### Application of the regulation

~~15.1 MSc by Research students may be required to use Notification of Intention to Submit forms.~~

165.21 The student must complete the suite of submission forms at least two months before the thesis is submitted:  
Notification of Intention to Submit,  
Thesis Abstract,  
Access to a Thesis and Publication of Abstract.

[www.ed.ac.uk/schools-departments/academic-services/forms/student-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/student-forms)

Commented [HS1]: Should this now be located in Section H MSc by Research Degrees?

Commented [BA2R1]: Done this.

### Regulation 176 Deadlines for the submission of a thesis for assessment



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

A student must submit their thesis for assessment, to the relevant College, within 12 months of the completion of their prescribed period of study, except:

- For the degree of **PhD by Research Publications** a student must submit their thesis within three to twelve months of registration.
- ~~For the degree of **MSc by Research** a student must submit their dissertation on or prior to the completion of the prescribed period of study.~~

**Commented [WT3]:** I question the reference to 'thesis' here, since this clause is solely about the MSc. Surely just 'research project or dissertation'?

**Commented [HS4R3]:** Should this now go into Section H MSc by Research degree regs?

### Application of the regulation

~~176.1~~ At least two, soft-bound copies of each thesis containing an abstract and lay summary, and one electronic copy of each thesis, abstract and lay summary must be submitted to the relevant College Office. ~~—~~ If more than two examiners are appointed then additional copies of the thesis will be required. Only the submission sent by the College Office is assessed by the examiners.

~~176.2~~ All theses must conform to regulations and guidance in Section C.

~~176.3~~ Once a student has submitted a thesis, ~~—~~ they cannot retract it.

~~176.4~~ The relevant College Office is responsible for transmitting the thesis and the examiners' report forms to the examiners.

### Regulation ~~187~~ Early submission

Any student wishing to submit their thesis earlier than three months prior to the end of the prescribed period of study must have the permission of the College Postgraduate Committee.

### Application of the regulation

~~187.1~~ The student must discuss early submission with their supervisor. Colleges are unlikely to approve early submission without the agreement of the Principal Supervisor.

### Regulation 19 Examiners' reports

The College will send the thesis to the examiners who must each submit an initial, independent written report in advance of the oral examination. The examiners must not consult with each other in completing their initial report. Examiners will not send any comments or decision to the student prior to the oral examination. After the oral examination the examiners will submit a joint report.



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Application of the regulation

2719.1 At the University of Edinburgh, doctoral and MPhil degrees are assessed through a two-stage process in which each examiner, acting independently, submits an initial ('Part I') report on the thesis before the oral examination is held. Following the oral, the examiners are asked to submit a joint ('Part II') report on the thesis. Examiners submit their own Part I reports and the Internal Examiner is responsible for sending the Part II report to the relevant College Postgraduate Committee. The forms are available online:  
[www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms)

2197.2 Exceptionally, if the examiners do find it necessary to consult before writing their Part I reports, this fact and the reason(s) for it must be noted in their reports.

1927.3 The reports must be sufficiently detailed to enable members of the College Postgraduate Committee (after the oral examination) to assess the scope and significance of the thesis and to appreciate its strengths and weaknesses. They must be expressed in terms that are intelligible to those who are not specialists in the particular field of the thesis.

1927.4 Examiners must complete their initial reports (Part I) prior to the oral examination, in the time frame advised by the School or College. The joint report (Part II) should be completed directly after the oral examination and sent to the College Postgraduate Committee within two weeks of the oral.

1927.5 The chair of the oral examination should ensure that the Part II report gives a full account of the examiners' views. In the unlikely event of examiners failing to reach agreement, separate recommendations may be made and will be subject to arbitration by the College Postgraduate Committee.

### **Regulation 4208 Preparation for oral assessment**

All examiners must participate in any oral assessment of the student. ~~—~~ The College has responsibility for overseeing the oral assessment of the student.

### **Application of the regulation**

49208.1 Oral assessment may be conducted using technology such as video conferencing, enabling the student or an examiner to participate but not be physically present at the University. ~~—~~ Such remote assessment must have the permission of the College Postgraduate Committee, the student, all examiners and any Non-Examining Chair. The College has responsibility for approving and overseeing this process.



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

[www.ed.ac.uk/files/atoms/files/videolinked\\_phd\\_oral.pdf](http://www.ed.ac.uk/files/atoms/files/videolinked_phd_oral.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Videolinked\\_PhD\\_Oral.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Videolinked_PhD_Oral.pdf)

Formatted: Font: (Default) Arial

**49208.2** The Internal Examiner is responsible for ensuring that all the necessary arrangements for the oral assessment are made. The arrangements, including the date and place of the oral, the chairing of it, and the names of all those participating in it, must be provided in advance to all those who are to be present (i.e. the student, all examiners, any Non-Examining Chair and any observer). Where a Non-Examining Chair has not been appointed the Internal Examiner will chair the oral. (See regulation **43**.)

**49208.3** If an examiner is unable to participate in the oral assessment, it may be postponed to a later date. If postponement would be a serious hardship to the student, the College Postgraduate Committee will consider appointing an alternative examiner.

**20498.4** The examiners complete and submit the relevant forms by the specified deadline:  
[www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms)

### Regulation 21 Oral examination

The examiners will hold an oral examination to assess a student's doctoral or MPhil thesis. Oral examination may be used as part of the assessment process for other research degrees.

#### Application of the regulation

**218.1** The expectation is that the oral examination will be held within three months of submission of the thesis.

**218.2** The oral examination may be used to establish a student's knowledge of the field of their research, to establish the extent of any collaboration and to confirm that the work is the student's own. Through the oral examination, the examiners are assessing jointly whether the thesis and the student's defence of it satisfy the requirements and regulations for the award of the degree. Requirements that specific research degree programmes have for oral assessment are set out in **Section D**.

**218.3** Where there is a non-examining chair, they will chair and attend for the duration of the oral. Where a non-examining chair has not been appointed the Internal Examiner will chair the oral. (See regulation **43**.)

Formatted: Highlight

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

218.4 Supervisors may attend the oral examination, with consent of the student and examiners, but will not participate in or comment during the oral examination. Supervisors must leave the examination room with the student and do not participate in the examiners' discussion and decision on recommendations.

281.5 The (oral) examination procedure of practice-led PhDs can include exhibitions, performances and other events, elements and processes.

218.6 The professional doctorate oral examination may cover any part of the degree programme.

281.7 At the end of the oral examination, the examiners may, if they have agreed a recommendation, indicate their recommendation to the student. The examiners must stress, however, that their recommendation is not final but will form the basis of the Part II report (see [regulations 292, 3124](#)). Receipt of the Part II report by the student from the College constitutes formal notification of the decision and beginning of any additional period of study set by the examiners.

Formatted: Highlight

Formatted: Highlight

**Regulation 22 PhD by Research and other Doctorates: examiner recommendation**

After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:

(a) **Award PhD/Doctorate.** The thesis satisfies the requirements for the award of the doctoral degree as laid down in the University's Degree Regulations and Programmes of Study (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate. No further changes can be made to the thesis after examination; or

(b) **Minor Corrections Needed.** The thesis satisfies the requirements for the award of the degree except that editorial corrections are required or stated minor weaknesses, as identified by the examiners, must be remedied. In the opinion of the examiners, the student will be able to remedy these without further supervision and without undertaking any further original research. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(c) **Additional Oral Examination Needed.** The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. The degree is awarded subject

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or

**(d) Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The thesis needs work above and beyond editorial corrections or minor weaknesses in order to meet one or more of the requirements for the degree, and this work may require further supervision. However, the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) – see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner(s) (where the examiner so requests), before the degree is awarded; or

**(e) Substantial Work on Thesis and Oral Re-Examination Needed – Resubmission for PhD/Doctorate.** The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or

**(f) Award MPhil.** The thesis is substantially deficient in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements; but the thesis satisfies the requirements for the degree of MPhil; or

**(g) Award MPhil following Minor Corrections.** The thesis is substantially deficient in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements. However, the thesis satisfies the requirements for the degree of MPhil except for stated minor corrections in the thesis. The student should be invited to carry out the specified minor corrections as indicated by the examiners. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

**(h) Substantial Work on Thesis Needed before Resubmission and oral examination for MPhil.** The thesis is substantially inadequate in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements. However, the thesis may satisfy the requirements for the degree of MPhil if stated deficiencies in the thesis are remedied. Accordingly,

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

the student should be invited to resubmit the thesis in a substantially revised form as indicated by the examiners for the degree of MPhil. The revisions should be completed within a further period which must not exceed 12 months; or

- (i) **Award MSc by Research.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these requirements or the requirements of the MPhil. However, the work is of sufficient quality to merit the award of MSc by Research; or
- (j) **Fail.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree requirements.

Formatted: Justified, Indent: Left: 1.27 cm, Hanging: 0.95 cm

Formatted: Not Highlight

**Application of the regulation**

292.1 Students cannot resubmit the thesis more than once.

229.2 If the student does not meet the requirements set under 29(b) to (h) then they have not complied with all assessment requirements (see Regulation 9), which will result in a fail.

229.3 A student presenting a thesis under Regulation 292 (h) may not subsequently be permitted to resubmit the thesis under Regulation 2434 (e).

229.4 The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student their understanding of any revisions to be made.

229.5 Where a student is offered the award of a different degree under (f), (g) or (i) above then the original word limits for the offered degree are set aside.

Formatted: Highlight

Formatted: Highlight

**Regulation 23 PhD by Research Publications: examiner recommendation**

After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:

- (a) **Award PhD/Doctorate.** The thesis satisfies the requirements for the award of the doctoral degree as laid down in the University's Degree Regulations and Programmes of Study (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate. No further changes can be made to the thesis after examination; or
- (b) **Minor Corrections Needed.** The thesis satisfies the requirements for the award of the degree except that editorial corrections are required or stated minor

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

weaknesses as identified by the examiners must be remedied. In the opinion of the examiners, the student will be able to remedy these without further supervision and without undertaking any further original research. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

**(c) Additional Oral Examination Needed.** The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or

**(d) Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The thesis needs significant work in order to meet one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) – see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

**(e) Substantial Work on Thesis and Oral Re-Examination Needed – Resubmission for PhD by Research Publications.** The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy them. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or

**(f) Fail.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree.

**Application of the regulation**

~~2330.1~~ Students cannot resubmit the thesis more than once.

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

~~2330.2~~ If the student does not meet the requirements set under ~~Regulation 3023~~ then they have not complied with all assessment requirements (see ~~Regulation 9~~), which will result in a fail.

~~2330.3~~ The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student their understanding of any revisions to be made.

Formatted: Highlight

**Regulation 24 MPhil: examiner recommendation**

After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:

- (a) Award MPhil.** The thesis satisfies the requirements for the award of the degree of MPhil as laid down in the University's Degree Regulations and Programmes of Study (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate. No further changes can be made to the thesis after examination; or
- (b) Minor Corrections Needed.** The thesis satisfies the requirements for the degree except that editorial corrections are required or stated minor weaknesses as identified by the examiners must be remedied. In the opinion of the examiners, the student will be able to remedy these without supervision and without undertaking any further original research. These corrections to the thesis must be completed within a specified period of not more than three months and are, subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or
- (c) Additional Oral Examination Needed.** The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or
- (d) Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The thesis needs significant work in order to meet one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

exceed six months. Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also reclassify the recommendation to (e) – see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(e) **Substantial Work on Thesis and Oral Re-Examination Needed – Resubmission for MPhil.** The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy them. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or

(f) **Award MSc by Research.** The thesis is substantially deficient in respect of all or any of the requirements for the MPhil and cannot be revised to satisfy these requirements. However, the work is of sufficient quality to merit the award of MSc by Research; or

(g) **Fail.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree.

**Application of the regulation**

2434.1 Students cannot resubmit the thesis more than once.

2434.2 If the student does not meet the requirements set under Regulation 3424 then they have not complied with all assessment requirements (see Regulation 9), which will result in a fail.

2434.3 The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student their understanding of any revisions to be made.

2434.4 Where the student is offered the award of an MPhil as an exit degree, having originally submitted for a doctorate, the MPhil word count will be set aside.

Formatted: Highlight

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border)

**Regulation 25 Thesis resubmissions**

Where the examiners decide that resubmission of a thesis is required, they must write a detailed statement of the aspects which require revision. The resubmitted thesis is judged



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

[only against this written statement. A student is permitted only one opportunity to resubmit their thesis.](#)

### Application of the regulation

[2537.1](#) [No further criticism of other material or aspects of the thesis passed as satisfactory at the first assessment can be introduced at a later stage. The written statement and the aspects of the thesis which require revision must be approved by the College Postgraduate Committee and cannot subsequently be altered without the agreement of that Committee.](#)

[2537.2](#) [A student is permitted only one opportunity to resubmit their thesis. Thereafter, at most, they may make only minor corrections.](#)

[2537.3](#) [In the event of resubmission, the examiners will re-assess the thesis and hold a second oral examination.](#)

[2537.4](#) [If resubmission is recommended, only one copy of the original thesis should be returned to the student. The other should be retained by the Internal Examiner to facilitate checking of revisions when the thesis is resubmitted.](#)

### **Regulation 4926 Academic misconduct**

It is an offence for any student to make use of unfair means in any University assessment, to assist a student to make use of such unfair means, to do anything prejudicial to the good conduct of the assessment, or to impersonate another student or allow another person to impersonate them in an assessment. Any student found to have cheated or attempted to cheat in an assessment may be deemed to have failed that assessment and disciplinary action may be taken.

### **Application of the regulation**

[26049.1](#) Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or your own previously assessed original work.— It is academically fraudulent and an offence against University discipline.— Plagiarism, at whatever stage of a student's course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the University.— The innocent misuse or quotation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat.— Work may be deemed to be plagiarised if it consists of close paraphrasing or unacknowledged summary of a source, as well as word-for-word transcription.— Any failure adequately to acknowledge or properly reference other sources in submitted work could lead to lower marks and to disciplinary action being taken.

**Formatted:** Border: Left: (Single solid line, Auto, 0.5 pt Line width, From text: 1 pt Border spacing: ), Right: (Single solid line, Auto, 0.5 pt Line width, From text: 1 pt Border spacing: )



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

~~[www.ed.ac.uk/academic-services/students/postgraduate-research/discipline/plagiarism](http://www.ed.ac.uk/academic-services/students/postgraduate-research/discipline/plagiarism)  
[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism)~~

Formatted: Font: (Default) Arial, 12 pt

~~260~~19.2 It is academically fraudulent and an offence against the University's Code of Student Conduct for a student to invent or falsify data, evidence, references, experimental results or other material contributing to any student's assessed work or for a student knowingly to make use of such material. It is also an offence against the University's Code of Student Conduct for students to collude in the submission of work that is intended for the assessment of individual academic performance or for a student to allow their work to be used by another student for fraudulent purposes.

~~492~~60.3 A student who has submitted work for one course at this or another University must not submit the same work or part of the work to attempt to achieve academic credit through another course. See also the Undergraduate and Postgraduate Degree Regulations at: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

~~492~~60.4 Students need to be careful when asking peers to proof-read their work. Proof-readers should only comment on the vocabulary, grammar and general clarity of written English. They should not advise on subject matter or argumentation. EUSA runs a peer proof-reading scheme and information can be sought from the Advice Place: [www.eusa.ed.ac.uk/proofreading](http://www.eusa.ed.ac.uk/proofreading)

~~260~~19.5 Students need to be careful to avoid academic misconduct when submitting group projects and to be clear about their individual contribution to the submission.

~~260~~19.6 Information on academic misconduct and plagiarism, and how such cases will be handled, is given on the Academic Services website.

~~[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism)  
[www.ed.ac.uk/schools-departments/academic-services/students/postgraduate-research/discipline/academic-misconduct](http://www.ed.ac.uk/schools-departments/academic-services/students/postgraduate-research/discipline/academic-misconduct)~~

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial

### Regulation 27 Security of marks

Assessed work, marks and grades must be handled, transported, recorded and stored securely.

#### Application of the regulation

~~2739~~.1 The College has responsibility for the security of arrangements. In practice, the operation of this may be delegated to the College Office, Graduate School or equivalent.

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

**Policy**

~~2739.2~~ [Security arrangements must also include sending assessed work, marks and grades to examiners, including External Examiners; marking arrangements for online assessment; and correspondence about marks, which may be by email.](#)



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Section C Thesis Regulations

#### Regulation 28    Format of thesis

Students are responsible for ensuring that the submitted thesis is presented in a clear, accessible and consistent format.

#### Application of the regulation

2840.1    Guidance regarding the Standards for the Format and Binding of a Thesis is available at:  
[www.ed.ac.uk/files/atoms/files/thesisbinding.pdf](http://www.ed.ac.uk/files/atoms/files/thesisbinding.pdf)

2840.2 If the School or the examiners have concerns regarding the presentation of a thesis they should seek advice from the College. If the College considers the presentation of a thesis to make it unreasonable for the examiners to conduct the examination, it may require the student to represent and resubmit the thesis.

#### **Regulation 290**    **Copyright**

The student holds copyright as author of all work submitted for assessment~~---~~.

Doctoral and MPhil students~~Each student~~ must grant the University the right to publish the thesis, abstract or list of works, and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

#### **Application of the regulations**

2940.1    The student reserves the copyright on both the thesis and the abstract~~---~~.

2940.2    Students must complete the Access to a Thesis and Publication Abstract form available to download from:  
[www.ed.ac.uk/schools-departments/academic-services/forms/student-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/student-forms)

294.3 Where students on MSc by Research programmes are required to deposit their research project or dissertation in the University library, the provisions of this regulation apply.

#### **Regulation 2304**    **Thesis title**



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

The student must provide a thesis title with the Notice of Intention to Submit Form ([where this Form is used](#)).

### Application of the regulation

~~3022~~4.1 The Notification of Intention to Submit Form is available online:  
[www.ed.ac.uk/schools-departments/academic-services/forms/student-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/student-forms)

~~3022~~4.2 The expectation is that the student's thesis title on the Notification of Intention to Submit Form will be the final title for the thesis.

### Regulation ~~2312~~ Thesis length

Research degree theses [research projects and dissertations](#) must not exceed the length specifications set out in the regulations for the degree.

### Application of the regulation

~~3123~~2.1 Word count specifications are provided in the Degree Regulations and Programmes of Study (DRPS) or programme documentation: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

### Regulation ~~2323~~ Previously published material

Where material to be included in a thesis [research project or dissertation](#) has been published before the thesis [research project or dissertation](#) is submitted, the student must acknowledge the fact of such publication.

### Application of the regulation

~~3224~~3.1 The signed declaration must contain a clear statement on the inclusion of any previously published material. See also [regulation 26](#).

~~3224~~3.2 A student cannot include in a thesis material that has been accepted for publication prior to the start of their programme of study, unless registered for a PhD by Research Publications degree. Guidance on including publications in a thesis is available online: [www.ed.ac.uk/files/atoms/files/publications\\_in\\_thesis.pdf](http://www.ed.ac.uk/files/atoms/files/publications_in_thesis.pdf)

~~3224~~3.3 See also regulation [4920](#).

Formatted: Highlight

Formatted: Highlight



**Postgraduate Assessment Regulations for  
Research Degrees**  
**Academic Year 2016/17/18**

**Regulation 2334 PhD by Research Publications: submission**

The portfolio of published work submitted for the PhD by Research Publications must be accompanied by an abstract and also by a general critical review by the student of all the submitted work.

**Application of the regulation**

**3325**4.1 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, and indicate how the publications form a coherent body of work and what contribution the student has made to this work.

**3325**4.2 The specifications for submission of PhD by Research Publications are listed in the Degree Regulations and Programmes of Study (DRPS): [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

**Regulation ~~2345~~ Signed declaration**

Every student must incorporate a signed declaration in the thesis, [research project or dissertation](#) submitted for assessment, stating:

- (a) that the thesis, [research project or dissertation](#) has been composed by the student, and
- (b) either that the work is the student's own, or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated, or
- (c) that the work has not been submitted for any other degree or professional qualification except as specified, and
- (d) that any included publications are the student's own work, except where indicated throughout the thesis and summarised and clearly identified on the declarations page of the thesis.

**Application of the regulation**

~~34265~~.1 Guidance on completing the signed declaration is available online:  
[www.ed.ac.uk/files/atoms/files/thesis\\_signed\\_declaration.pdf](http://www.ed.ac.uk/files/atoms/files/thesis_signed_declaration.pdf)



~~Section D—Degree Specific Assessment Requirements~~

~~Regulation 26—Examiners' reports (does not apply to MSc by Research Degrees)~~

~~The College will send the thesis to the examiners who must each submit an initial, independent written report in advance of the oral examination. The examiners must not consult with each other in completing their initial report. Examiners will not send any comments or decision to the student prior to the oral examination. After the oral examination the examiners will submit a joint report.~~

~~Application of the regulation~~

~~26.1—At the University of Edinburgh, doctoral and MPhil degrees are assessed through a two-stage process in which each examiner, acting independently, submits an initial ('Part I') report on the thesis before the oral examination is held. Following the oral, the examiners are asked to submit a joint ('Part II') report on the thesis. Examiners submit their own Part I reports and the Internal Examiner is responsible for sending the Part II report to the relevant College Postgraduate Committee. The forms are available online: [www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms)~~

~~26.2—Exceptionally, if the examiners do find it necessary to consult before writing their Part I reports, this fact and the reason(s) for it must be noted in their reports.~~

~~26.3—The reports must be sufficiently detailed to enable members of the College Postgraduate Committee (after the oral examination) to assess the scope and significance of the thesis and to appreciate its strengths and weaknesses. They must be expressed in terms that are intelligible to those who are not specialists in the particular field of the thesis.~~

~~26.4—Examiners must complete their initial reports (Part I) prior to the oral examination, in the time frame advised by the School or College. The joint report (Part II) should be completed directly after the oral examination and sent to the College Postgraduate Committee within two weeks of the oral.~~

~~26.5—The chair of the oral examination should ensure that the Part II report gives a full account of the examiners' views. In the unlikely event of examiners failing to reach agreement, separate recommendations may be made and will be subject to arbitration by the College Postgraduate Committee.~~

Formatted: Heading 1, Left, Border: Bottom: (No border), Tab stops: Not at 2.54 cm

Formatted: Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border)

Formatted: Heading 1

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

**Regulation 27 — Oral examination —**

~~The examiners will hold an oral examination to assess a student's doctoral or MPhil thesis. Oral examination may be used as part of the assessment process for other research degrees.~~

**Application of the regulation**

~~27.1 The expectation is that the oral examination will be held within three months of submission of the thesis.~~

~~27.2 The oral examination may be used to establish a student's knowledge of the field of their research, to establish the extent of any collaboration and to confirm that the work is the student's own. Through the oral examination, the examiners are assessing jointly whether the thesis and the student's defence of it satisfy the requirements and regulations for the award of the degree. Requirements that specific research degree programmes have for oral assessment are set out in Section D.~~

~~27.3 Where there is a non-examining chair, they will chair and attend for the duration of the oral. Where a non-examining chair has not been appointed the Internal Examiner will chair the oral. (See regulation 43.)~~

~~27.4 Supervisors may attend the oral examination, with consent of the student and examiners, but will not participate in or comment during the oral examination. Supervisors must leave the examination room with the student and do not participate in the examiners' discussion and decision on recommendations.~~

~~27.5 The (oral) examination procedure of practice-led PhDs can include exhibitions, performances and other events, elements and processes.~~

~~27.6 The professional doctorate oral examination may cover any part of the degree programme.~~

~~27.7 At the end of the oral examination, the examiners may, if they have agreed a recommendation, indicate their recommendation to the student. The examiners must stress, however, that their recommendation is not final but will form the basis of the Part II report (see regulations 289-301). Receipt of the Part II report by the~~

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border)

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

~~student from the College constitutes formal notification of the decision and beginning of any additional period of study set by the examiners.~~

**Regulation 28 — PhD by Research and other Doctorates: examiner recommendation**

~~After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:~~

~~(a) — Award PhD/Doctorate. — The thesis satisfies the requirements for the award of the doctoral degree as laid down in the University's Degree Regulations and Programmes of Study (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate. No further changes can be made to the thesis after examination; or~~

~~(b) — Minor Corrections Needed. — The thesis satisfies the requirements for the award of the degree except that editorial corrections are required or stated minor weaknesses, as identified by the examiners, must be remedied. — In the opinion of the examiners, the student will be able to remedy these without further supervision and without undertaking any further original research. — The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or~~

~~(c) — Additional Oral Examination Needed. — The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. — The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. — The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or~~

~~(d) — Additional Work on Thesis Needed — No Oral Re Examination Needed. — The thesis needs work above and beyond editorial corrections or minor weaknesses in order to meet one or more of the requirements for the degree, and this work may require further supervision. However, the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. — Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) — see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner(s) (where the examiner so requests), before the degree is awarded; or~~

~~(e) — Substantial Work on Thesis and Oral Re Examination Needed — Resubmission for PhD/Doctorate. — The thesis is substantially inadequate in one or more of the~~

Formatted: Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left, No bullets or numbering

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm



**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**

~~requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or~~

~~(f) — Award MPhil. The thesis is substantially deficient in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements; but the thesis satisfies the requirements for the degree of MPhil; or~~

~~(g) — Award MPhil following Minor Corrections. The thesis is substantially deficient in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements. However, the thesis satisfies the requirements for the degree of MPhil except for stated minor corrections in the thesis. The student should be invited to carry out the specified minor corrections as indicated by the examiners. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or~~

~~(h) — Substantial Work on Thesis Needed before Resubmission and oral examination for MPhil. The thesis is substantially inadequate in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements. However, the thesis may satisfy the requirements for the degree of MPhil if stated deficiencies in the thesis are remedied. Accordingly, the student should be invited to resubmit the thesis in a substantially revised form as indicated by the examiners for the degree of MPhil. The revisions should be completed within a further period which must not exceed 12 months; or~~

~~(i) — Award MSc by Research. The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these requirements or the requirements of the MPhil. However, the work is of sufficient quality to merit the award of MSc by Research; or~~

~~(j) — Fail. The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree requirements.~~

Formatted: Heading 1

# Postgraduate Assessment Regulations for Research Degrees

## Academic Year 2016/17/18



THE UNIVERSITY  
of EDINBURGH

# Policy

### Application of the regulation

~~28.1— Students cannot resubmit the thesis more than once.~~

~~28.2— If the student does not meet the requirements set under 289(b) to (h) then they have not complied with all assessment requirements (see Regulation 89), which will result in a fail.~~

~~28.3— A student presenting a thesis under Regulation 289 (h) may not subsequently be permitted to resubmit the thesis under Regulation 301 (e).~~

~~28.4— The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student their understanding of any revisions to be made.~~

~~28.5— Where a student is offered the award of a different degree under (f), (g) or (i) above then the original word limits for the offered degree are set aside.~~

### Regulation 29 — PhD by Research Publications: examiner recommendation

~~After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:~~

~~(a) — Award PhD/Doctorate. — The thesis satisfies the requirements for the award of the doctoral degree as laid down in the University's Degree Regulations and Programmes of Study (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate. No further changes can be made to the thesis after examination; or~~

~~(b) — Minor Corrections Needed. — The thesis satisfies the requirements for the award of the degree except that editorial corrections are required or stated minor weaknesses as identified by the examiners must be remedied. — In the opinion of the examiners, the student will be able to remedy these without further supervision and without undertaking any further original research. — The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or~~

~~(c) — Additional Oral Examination Needed. — The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. — The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. — The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination and subject to certification of~~

Formatted: Heading 1, Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border)

Formatted: Heading 1, Left

Formatted: Heading 1

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left, No bullets or numbering

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

# Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18



THE UNIVERSITY  
of EDINBURGH

Policy

~~the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or~~

~~(d) — Additional Work on Thesis Needed — No Oral Re-Examination Needed. — The thesis needs significant work in order to meet one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. — Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) — see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or~~

~~(e) — Substantial Work on Thesis and Oral Re-Examination Needed — Resubmission for PhD by Research Publications. — The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy them. — The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or~~

~~(f) — Fail. — The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree.~~

Application of the regulation

~~29.1 — Students cannot resubmit the thesis more than once.~~

~~29.2 — If the student does not meet the requirements set under Regulation 30.29 then they have not complied with all assessment requirements (see Regulation 98), which will result in a fail.~~

~~29.3 — The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. — The supervisor must confirm with the student their understanding of any revisions to be made.~~

Formatted: Heading 1



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Regulation 30 — MPhil: examiner recommendation

After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:

(a) — Award MPhil. — The thesis satisfies the requirements for the award of the degree of MPhil as laid down in the University's Degree Regulations and Programmes of Study (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate. No further changes can be made to the thesis after examination; or

(b) — Minor Corrections Needed. — The thesis satisfies the requirements for the degree except that editorial corrections are required or stated minor weaknesses as identified by the examiners must be remedied. — In the opinion of the examiners, the student will be able to remedy these without supervision and without undertaking any further original research. — These corrections to the thesis must be completed within a specified period of not more than three months and are, subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(c) — Additional Oral Examination Needed. — The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. — The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. — The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or

(d) — Additional Work on Thesis Needed — No Oral Re-Examination Needed. — The thesis needs significant work in order to meet one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. — Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) — see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(e) — Substantial Work on Thesis and Oral Re-Examination Needed — Resubmission for MPhil. — The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy them. — The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm



THE UNIVERSITY  
of EDINBURGH

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**

**Policy**

~~exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or~~

~~(f) — Award MSc by Research. — The thesis is substantially deficient in respect of all or any of the requirements for the MPhil and cannot be revised to satisfy these~~



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

~~requirements. However, the work is of sufficient quality to merit the award of MSc by Research; or~~

~~(g) Fail. The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree.~~

Application of the regulation

~~30.1 Students cannot resubmit the thesis more than once.~~

~~30.2 If the student does not meet the requirements set under Regulation 31 then they have not complied with all assessment requirements (see Regulation 9), which will result in a fail.~~

~~30.3 The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student their understanding of any revisions to be made.~~

~~30.4 Where the student is offered the award of an MPhil as an exit degree, having originally submitted for a doctorate, the MPhil word count will be set aside.~~

~~Any final mark, grade, result and the award decision must be expressed using the postgraduate common marking scheme:  
www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme~~

~~Regulation 31 MSc by Research degrees: examiner recommendation~~

~~The examiners must report to the Committee separate recommendations. Any final mark, grade, result and the award decision must be expressed using the postgraduate common marking scheme:  
www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme~~  
~~The examiners may recommend:~~

~~(a) Award Pass with Distinction in MSc by Research. See Regulation 32; or~~

~~(b) Award Pass with Merit in MSc by Research. See Regulation 33; or~~

~~(c) Award MSc by Research. The thesis satisfies the requirements for the award of the degree as laid down in the University's Degree Regulations and Programmes of~~

Formatted: Heading 1, Left

Formatted: Heading 1

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm, Tab stops: Not at 1 cm

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm, Tab stops: Not at 1.25 cm + 1.48 cm + 2.54 cm + 3 cm

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

**Policy**

~~Study as appropriate and that the degree should be awarded. No further changes can be made to the thesis after examination; or~~

~~(d) Award exit award. The thesis is substantially inadequate in one or more of the requirements for the MSc by Research and cannot be revised to satisfy these~~

# Postgraduate Assessment Regulations for Research Degrees

## Academic Year 2016/17/18



THE UNIVERSITY  
of EDINBURGH

# Policy

~~requirements. However, the work is of sufficient quality to merit the award of postgraduate diploma or certificate; or~~

~~(e) Fail. The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree~~

Application of the regulation

~~31.1~~

### ~~Regulation 32 MSc by Research degrees: distinction~~

~~To achieve a distinction, a student must have been awarded at least 70% on the postgraduate assessment common marking scheme overall and for the dissertation.~~

Application of the regulation

~~32.1 For degree programmes that permit resubmission of dissertations then, in order to qualify for distinction, a mark of 70% or above must be attained on the first attempt unless this attempt is set aside as a null sit.~~

~~32.2 The postgraduate common marking scheme can be found at:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)~~

### ~~Regulation 33 MSc by Research degrees: merit~~

~~To achieve a merit award, a student must have been awarded at least 60% on the postgraduate assessment common marking scheme overall and for the dissertation.~~

Application of the regulation

~~33.1 For degree programmes that permit resubmission of dissertations then, in order to qualify for merit, a mark of 60% or above must be attained on the first attempt unless this attempt is set aside as a null sit.~~

~~33.2 See the postgraduate assessment common marking scheme:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)~~

### ~~Regulation 34 Committee recommendation~~

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Tab stops: Not at 1.25 cm + 1.48 cm + 2.54 cm + 3 cm

Formatted: Heading 1

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left

Formatted: Heading 1, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Tab stops: Not at 3 cm + 4.02 cm + 6.14 cm + 9.31 cm + 12.28 cm

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left

Formatted: Heading 1, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Tab stops: Not at 3 cm + 4.02 cm + 6.14 cm + 9.31 cm + 12.28 cm

Formatted: Heading 1

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

~~The College Postgraduate Committee must either confirm the examiners' recommendation and transmit it to the Senatus without further comment or for stated reasons make a different recommendation to the Senatus, including, where appropriate, assessment by different examiners.~~

Formatted: Heading 1, Left

Application of the regulation

Formatted: Heading 1, Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border)

~~34.1 The Committee, on receipt of a recommendation by the examiners, must consider whether it appears to be adequately justified in the light of the full reports by the examiners, and may make further inquiry of the examiners and the student's supervisor(s).~~

~~34.2 If the Committee receives reports by the examiners indicating disagreement as to the appropriate recommendation, it may recommend to Senatus that the recommendation of one of the examiners be accepted in preference to that of the other. The Committee may require that a further report on the thesis be obtained from some other examiner or examiners, or that the assessment of the thesis be conducted from the beginning by different examiners.~~

~~34.3 If the Committee is offering an alternative award to that for which a student had originally submitted (for example MPhil as an exit award for PhD submission), the student must either agree or decline to accept the alternative award.~~

Formatted: Heading 1

**Regulation 35 — Thesis resubmissions**

~~Where the examiners decide that resubmission of a thesis is required, they must write a detailed statement of the aspects which require revision. The resubmitted thesis is judged only against this written statement. A student is permitted only one opportunity to resubmit their thesis.~~

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1

Application of the regulation

Formatted: Heading 1, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border)

~~35.1 No further criticism of other material or aspects of the thesis passed as satisfactory at the first assessment can be introduced at a later stage. The written statement and the aspects of the thesis which require revision must be approved by~~

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

**Policy**

~~the College Postgraduate Committee and cannot subsequently be altered without the agreement of that Committee.~~

~~35.2— A student is permitted only one opportunity to resubmit their thesis. Thereafter, at most, they may make only minor corrections.~~

~~35.3— In the event of resubmission, the examiners will re-assess the thesis and hold a second oral examination.~~

~~35.4— If resubmission is recommended, only one copy of the original thesis should be returned to the student. The other should be retained by the Internal Examiner to facilitate checking of revisions when the thesis is resubmitted.~~

~~**Regulation 36— MSc by Research: revisions**~~

~~Revisions of the dissertation with resubmission are not permitted in the case of MSc by Research degree programmes unless a special case has been submitted to, and approved by, the College.~~

Formatted: Heading 1, Left

Formatted: Heading 1, Left

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm, Border: Bottom: (No border), Tab stops: Not at 1.27



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Section E — Marking of Assessment

#### Regulation 37 — Security of marks

Assessed work, marks and grades must be handled, transported, recorded and stored securely.

##### Application of the regulation

- 37.1 The College has responsibility for the security of arrangements. In practice, the operation of this may be delegated to the College Office, Graduate School or equivalent.
- 37.2 Security arrangements must also include sending assessed work, marks and grades to examiners, including External Examiners; marking arrangements for online assessment; and correspondence about marks, which may be by email.

#### Regulation 38 — Format of thesis

Students are responsible for ensuring that the submitted thesis is presented in a clear, accessible and consistent format.

##### Application of the regulation

- 38.1 Guidance regarding the Regulatory Standards for the Format and Binding of a Thesis is available at:  
[www.ed.ac.uk/files/atoms/files/thesisbinding.pdf](http://www.ed.ac.uk/files/atoms/files/thesisbinding.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis-Binding.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis-Binding.pdf)
- 38.2 If the School or the examiners have concerns regarding the presentation of a thesis they should seek advice from the College. If the College considers the presentation of a thesis to make it unreasonable for the examiners to conduct the examination, it may require the student to represent and resubmit the thesis.

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

#### Regulation 39 — MSc by Research degrees: provisional marks

Schools must make students aware that marks for assessed work are provisional and may be modified when considered at the examiners' meeting.

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

**Application of the regulation**

~~39.1— Programme handbooks and other sources of advice for students are used to inform students that marks are provisional until agreed by the examiners and College.~~

~~39.2— Provisional marks which are released to students are not rounded.~~

**Regulation 40 — MSc by Research degrees: final marks**

~~For those MSc by Research degrees which hold examiners' meetings the examiners confirm marks as final in the minutes of the examiners' meeting. Examiners must not revise marks agreed as final by a previous examiners' meeting.~~

**Application of the regulation**

~~40.1— Rounding of marks is only done when the marks are finalised.~~

~~40.2— Students are informed whether the released marks are final or provisional.~~

~~40.3— The assessment results published on the student record system are the official results of the University.~~

**Commented [BA5]:** Regulation removed. For MSc by Research degrees involving Boards of Examiners held within Schools, the relevant Taught Assessment Regulations apply.



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Section [FD](#) Assessment Decisions

#### Regulation [4435](#) College Postgraduate Committee: approval of assessment decisions

The College Postgraduate Committee discusses the examiners' reports and decides whether or not to approve the recommendations made by the examiners.

##### Application of the regulation

- [443542.1](#) Prior to the meeting of the College Postgraduate Committee, examiners' recommendations are provisional until approved or modified by the Committee.
- [443542.2](#) The examiners for individual students do not participate in any assessment decisions regarding these students in the relevant meeting of the College Postgraduate Committee.
- [443542.3](#) The Secretary to the College Postgraduate Committee is responsible for giving reasonable notice of meetings: ensuring that the recommendations of the Committee are approved in writing and made available to Student Administration at the required time; and ensuring that a minute of the meeting is produced.
- [443542.4](#) The minute is a confidential document although information on a particular student may need to be disclosed to that student under the Data Protection Act and generic information may need to be disclosed under Freedom of Information legislation.

#### Regulation [36](#) [Committee recommendation](#)

[The College Postgraduate Committee must either confirm the examiners' recommendation and transmit it to the Senatus without further comment or for stated reasons make a different recommendation to the Senatus, including, where appropriate, assessment by different examiners.](#)

##### Application of the regulation

- [36.1](#) [The Committee, on receipt of a recommendation by the examiners, must consider whether it appears to be adequately justified in the light of the full reports by the examiners, and may make further inquiry of the examiners and the student's supervisor\(s\).](#)
- [36.2](#) [If the Committee receives reports by the examiners indicating disagreement as to the appropriate recommendation, it may recommend to Senatus that the](#)



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

recommendation of one of the examiners be accepted in preference to that of the other. The Committee may require that a further report on the thesis be obtained from some other examiner or examiners, or that the assessment of the thesis be conducted from the beginning by different examiners.

36.3 If the Committee is offering an alternative award to that for which a student had originally submitted (for example MPhil as an exit award for PhD submission), the student must either agree or decline to accept the alternative award.

### Regulation 4237 College Postgraduate Committee: quorum for assessment decisions

Provided reasonable notice of a meeting has been given, a meeting is properly constituted and empowered to act if at least three academic members (including the Convenor) are present.

#### Application of the regulation

~~4237~~43.1 The Convener of the Committee may, at their discretion, invite any person who has been involved in the assessment of the work under consideration by the Committee to be present 'in attendance' but without voting rights.

### Regulation 4338 Confidentiality

All discussion about the assessment of an individual student at a College Postgraduate Committee meeting is confidential.

#### Application of the regulation

~~4338~~44.1 The College Postgraduate Committee reaches a collective decision. The decision does not need to be unanimous.

~~4338~~44.2 The views of a particular committee member should not be made known to a student. If a student makes a request under the Data Protection Act, information recorded in the minutes on that particular student will need to be disclosed. In doing so, comments should be anonymised, e.g. assigned to Member 1, Member 2. Further information is available at:

[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)

[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf)

~~4338~~44.3 Students have a right to see information about themselves recorded in minutes of the College Postgraduate Committee meeting.

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

433844.4 Other than with the written permission of the student concerned, members of staff should not make available information about marks to persons or bodies outside the University except when necessary in the context of a reference.

433844.5 Guidance on disclosing information on students can be found at:  
[www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information](http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information)

### Regulation 4439 Retention and destruction of material

Assessed material must be retained and destroyed in accordance with the University's student records retention guidance.

#### Application of the regulation

443945.1 Information about the student records retention schedule is online:  
[www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records](http://www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records)

443945.2 Material which contributes to the assessment of the degree will be retained in the School, College Office, Library for a suitable period after the College Postgraduate Committee meeting which decides the overall classification or award of the degree, diploma or certificate. This enables the University to respond to any student appeal.

443945.3 Assessment material should be destroyed at the end of the retention period. For students who submit appeals, the retention period will need to be extended until the end of the appeal process. Other material which contributes to the final assessment of the degree may be returned to the student after the expiry of the retention period providing they do not make known the views of a particular examiner (see regulation 443). Dissertations may be retained by Schools, who have the responsibility to make them available to any enquirer in response to a Freedom of Information request (unless an exemption applies). Assessment samples may be retained for specified periods as supporting documentation for accreditation and quality assurance purposes, e.g. Postgraduate Programme Reviews. Material which is not retained or returned should be destroyed at the end of the retention period.

Formatted: Highlight

### Regulation 4540 Award of degrees

Degrees are awarded by the Senatus on the basis of recommendations of the College or Board of Examiners.

Commented [BA6]: Added for clarity.



**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**

**Regulation 4641 College Postgraduate Committee: return of decision**

Decisions and awards recommended by the examiners and confirmed by the College Postgraduate Committee must be recorded on the Student Records System as the final official results of the University.

**Application of the regulation**

**4641.1** **Doctoral and MPhil s** Students receive Part II reports, which constitute formal notification of the Committee decision, after the meeting of the College Postgraduate Committee.

Commented [BA7]: Added for clarity.

**4641.2** The decisions of the Committee must be notified to Student Administration as soon as possible and certainly no later than 21 days before the date of graduation.

**4641.3** Notification of final results and recommendation of the award of qualification to students, following the meeting of the Committee, is the responsibility of the College Office.

**4641.4** Because of the nature of research degrees, transcripts for such degrees are not issued by the University. Colleges may instead provide students with an explanation of the specific degree awarded and confirmation that the student has been awarded (or is eligible to be awarded) this degree.

## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18



THE UNIVERSITY  
of EDINBURGH

Policy

### Regulation 4742 Status of Decisions

Decisions by a College Postgraduate Committee, once certified in writing are final. In exceptional cases the College Postgraduate Committee can review its decision.

#### Application of the regulation

47428.1 A College Postgraduate Committee may, review a decision if significant information relevant to that decision, which was unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made.

47428.2 If the Committee is satisfied that there are grounds for changing its decision it will report its decision to Student Systems.

47428.3 Where an error is discovered in the assessment or marking of any examination or any component of an assessment or in the calculation, recording or notification of the result of any assessment or any component thereof or in the classification or result of any degree or in any process connected with any of these matters, the University shall forthwith correct that error and amend its records to show the correct result or classification and whether or not the result or classification has been published or otherwise notified to the student. The University shall notify the student of the corrected result or classification as soon as practicable and shall also correct any reference or statement which may have been provided by the University whether to the student or to a third party. Having been notified of the corrected result or classification the student shall return to the University any documentation which may have been issued to the student notifying the original result or classification which has been corrected. The student shall have no claim against the University for any loss or damage which may have been incurred by the student as a result of any error which may have been made.

47428.4 In proved cases of substantial and significant copying, plagiarism or other fraud, the Senatus has the power to reduce the classification of, or to revoke, any degree it has already awarded, and to require the degree, diploma or certificate scroll to be returned.

47428.5 Any member of Senatus may request Senatus to refer for investigation any matter concerning assessment.



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Regulation 4843 Convener's Action

The Convener of the College Postgraduate Committee or Progression Board may take decisions by Convener's Action.

#### Application of the regulation

4843.1 This may occur when the College Postgraduate Committee takes a decision in principle but needs confirmation or further information, or when the Committee considers the possible outcomes and authorises the Convener, once relevant information is known, to apply the appropriate option. Convener's Action may also be appropriate when the decision to be made follows an existing precedent.

4843.2 Decisions made by Convener's Action should be recorded and reported to the relevant Board or Committee.

### Regulation 4944 Final version of the thesis (does not apply to MSc by Research degrees)

The student is required to submit the final version of the thesis to the College Postgraduate Office.

#### Application of the regulation

445049.1 Degrees are conferred upon receipt of the final version of the thesis and following approval by the Senate at graduation.

445049.2 The final version of the thesis must be submitted within one month of approval of corrections and/or recommendation of award. A student cannot graduate until they have submitted the final version of their thesis to the College Postgraduate Office. See:

[www.ed.ac.uk/schools-departments/student-administration/graduations](http://www.ed.ac.uk/schools-departments/student-administration/graduations).

445049.3 Final submission must be notified by the College Office to Student Systems as soon as possible. ~~Graduation deadline information~~ Graduation deadline information is available online: [www.ed.ac.uk/student-systems/key-dates](http://www.ed.ac.uk/student-systems/key-dates)

445049.4 Students are responsible for submitting their final version in electronic form in addition to one hard bound copy. Hard bound copies should conform to standards for the format and binding of theses:

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

[www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis\\_Binding.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis_Binding.pdf)

Formatted: Default Paragraph Font, Font: (Default) +Body (Cambria)

Formatted: Default Paragraph Font, Font: (Default) +Body (Cambria)

Field Code Changed

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

~~494450~~.5 Further details on the submission of theses are available in the *Code of Practice for Supervisors and Research Students* and from the Edinburgh Research Archive (ERA) at [www.era.lib.ed.ac.uk](http://www.era.lib.ed.ac.uk).

**Regulation ~~5045~~ Academic Appeal**

Students have the right of academic appeal against the decisions of the College Postgraduate Committee on specific grounds, which are set out in the University's Student Appeal Regulations:

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

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

**Policy**

**Section G — Interpretation**

**Regulation 51 — Interpretation of the regulations**

~~The Curriculum and Student Progression Committee has authority to resolve any dispute arising from these regulations. The University Secretary and their nominees have authority to make urgent decisions relating to assessment issues.~~

**Application of the regulation**

~~51.1 — Staff who need guidance on the postgraduate assessment regulations for research degrees, beyond that provided in the regulations and associated guidance, should contact the relevant Dean and/or the Academic Policy Officer with responsibility for the Curriculum and Student Progression Committee:  
[www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression](http://www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression)~~

~~51.2 — The University uses questions on the regulations as a source of information for training and development of the regulations.~~

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm, Border: Bottom: (No border)

Formatted: Heading 1, Left, Indent: Left: 0 cm, First line: 0 cm

Formatted: Heading 1, Left, Tab stops: Not at 0 cm + 3

Formatted: Heading 1, Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Tab stops: Not at 0 cm + 3 cm

Formatted: Heading 1, Tab stops: Not at 3 cm

Formatted: Heading 1



# Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

## Section H — Significant Disruption

**Regulation 52 — Significant disruption: concessions and standards**  
 When the University's assessment practices are vulnerable to significant disruption then the Curriculum and Student Progression Committee may approve temporary concessions to mitigate the impact of assessment disruption on students, without compromising academic standards. The College takes decisions that ensure the consistency of treatment of students and the maintenance of academic standards. The overriding principles are that:

- (a) the academic judgement of the examiners remains paramount;
- (b) the University's academic standards will be maintained; and
- (c) the provisions of the University's Postgraduate Assessment Regulations for Research Degrees remain in force except where a concession has been approved by the Curriculum and Student Progression Committee.

These concessions will only be used where necessary: if a College Postgraduate Committee is able to operate without a concession then the Committee will do so.

### Application of the regulation

**52.1** Significant disruption can be extremes of weather, loss of facilities, and factors beyond the University's control which have an impact on the assessment of students. This may result in College Postgraduate Committees only having partial results available.

**52.2** In response to individual significant disruptions that may have a widespread impact on assessment, the University will adopt a communication strategy for students, staff and key external stakeholders, e.g. External Examiners, to ensure that they are aware of the measures that are adopted.

**52.3** All forms of assessment, such as theses submitted for assessment, examination scripts and course assignments, are the property and responsibility of the University, not of individual examiners or markers. They therefore must be accessible to the University when required.

**52.4** Drawing on previous experience [CSPC 14/15 2 C], the issues and regulations where CSPC may consider concessions include, but are not limited to:

- (a) participation of External Examiners;
- (b) College Postgraduate Committee quorum;
- (c) annual progression decisions.

## SECTION E MSc by Research Degrees

### Regulation 46 MSc by Research degrees: examination

Formatted: Border: Bottom: (No border)

Formatted: Heading 1, Space Before: 0 pt, After: 0 pt

Formatted: Heading 1, Left, Right: 0 cm, Space Before: 0 pt, After: 0 pt, Line spacing: single, No bullets or numbering

Formatted: Heading 1, Left, Tab stops: Not at 0 cm + 3 cm

Formatted: Heading 1

Formatted: Heading 1, Left, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Tab stops: Not at 0 cm + 3 cm

Formatted: Font: 12 pt, Font color: Auto

Formatted: Heading 1, Left, Right: 0 cm, Line spacing: single

Formatted: Font: 12 pt, Font color: Auto



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

There are two types of MSc by Research degrees:

1. MSc by Research degrees which are examined by the relevant College Postgraduate Committee, and are subject to all relevant provisions of the Postgraduate Assessment Regulations for Research Degrees except for those regulations listed below.
2. MSc by Research degrees for which the responsibilities of the College Postgraduate Committee are carried out by a Board of Examiners within a School. For these programmes, the provisions of the Taught Assessment Regulations relating to the operation of Boards of Examiners apply instead of the following regulations in the Postgraduate Assessment Regulations for Research Degrees: 2 to 7; 35-38; 41 to 43.

Commented [WT8]: Where?

Formatted: Highlight

Formatted: Highlight

Both types of MSc by Research degrees are exempt from the following provisions of the Postgraduate Assessment Regulations for Research Degrees: 13-19; 22-25; 33; 44.

Commented [HS9]: Should this be 25 – 26 is Academic Misconduct. I'll check all the numbering once the draft is finalised

Formatted: Highlight

Schools will inform students at the start of an MSc by Research programme which examination arrangements apply to their programme.

### Regulation 47: MSc by Research degrees: submission of research project or dissertation

Students on MSc by Research degrees must submit their thesis on or prior to the completion of the prescribed period of study.

#### Application of the regulation

479.1 Once a student has submitted a research project or dissertation, they cannot retract it.

479.2 Students on some MSc by Research programmes may be required to complete Notification of Intention to Submit forms prior to submission of their research project or dissertation. The relevant School or College will inform students where they are required to submit the form.

### Regulation 48 MSc by Research degrees: markers

For MSc by Research programmes, staff who are or have been a supervisor of the student may not act as a marker or Internal Examiner for the research project or dissertation, where the research project or dissertation is worth more than 60 credits.

Formatted: Font: Not Bold

### Regulation 49 MSc by Research degrees: oral assessment



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

Oral assessment may be used as part of the examination process for MSc by Research degrees. Schools will inform students at the start of an MSc by Research programme whether oral assessment is to be used as part of the examination process for their degree. Where oral assessment is used on an MSc by Research programme, the relevant College Postgraduate Committee or Board of Examiners will determine whether regulations 20 and 21 of the Postgraduate Assessment Regulations for Research Degrees, or the provisions of the Taught Assessment Regulations relating to Oral assessment will apply. Schools will inform students which regulations apply to their programme.

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

### **Regulation 50 MSc by Research degrees: requirements for award**

In order to be awarded the degree of MSc by Research, students must pass at least 180 credits' worth of courses. This may include the award of credits on aggregate for up to 40 credits. Where credit on aggregate is offered, the provisions of the Taught Assessment Regulations (under "Postgraduate assessment progression") apply.

Commented [BA10]: New regulation, clarifying requirements for MSc by Research.

Where marks are awarded for assessment on MSc by Research degrees, these must be expressed using the postgraduate common marking scheme:

[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

### **Application of the regulation**

~~5032.1~~ In each Common Marking Scheme, Colleges and Schools may amplify, but not alter, the overall description of grades.

~~5032.2~~ For some MSc by Research programmes the examiners may award a mark or grade, merit or distinction.

~~5032.3~~ There will be no progression hurdle to proceed to the research project or dissertation.

~~5032.4~~ Where a mark is awarded for the research project or dissertation, this must be passed at a minimum of 50%. Failure to achieve this standard will automatically result in no award at MSc level being made.

### **Regulation 51 MSc by Research degrees: examiner recommendation**

The examiners may recommend:



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

- (a) Award Pass with Distinction in MSc by Research. See Regulation 52; or
- (b) Award Pass with Merit in MSc by Research. See Regulation 53; or
- (c) Award MSc by Research. The research project or dissertation satisfies the requirements for the award of the degree as laid down in the University's Degree Regulations and Programmes of Study as appropriate and that the degree should be awarded; or
- (d) Award exit award. The research project or dissertation is substantially inadequate in one or more of the requirements for the MSc by Research. However, the work is of sufficient quality to merit the award of postgraduate diploma or certificate; or
- (e) Fail. The research project or dissertation is substantially deficient in respect of all or any of the requirements for the degree and does not meet the requirements for any award.

Formatted: Highlight

### Application of the regulation

~~5133~~ 1 For those MSc by Research degrees assessed by a Board of Examiners within a School, the Board makes a single recommendation for each student directly to the Senatus.

Commented [BA11]: Additional content, for clarity.

### Regulation 52 MSc by Research degrees: distinction

MSc by Research degrees may be awarded with distinction. Different criteria for the award of distinction may be used depending on the volume of credit allocated to the research project or dissertation.

Where the research project or dissertation is worth 120 credits or more:

- (a) Where a mark has been awarded for the research project or dissertation, a student may be awarded a distinction if they have attained a mark of at least 70% on the postgraduate assessment common marking scheme for the research project or dissertation;
- (b) Where a mark has been awarded for the research project or dissertation and other courses taken as part of the degree, a student may be awarded a distinction if they have attained a mark of at least 70% on the postgraduate assessment common marking scheme for the research project or dissertation, and an average of at least 70% for all other components for which a mark has been awarded;
- (c) Where a mark has not been awarded for the research project or dissertation, the Examiners may recommend that the student be awarded the MSc by Research with Distinction.

**Postgraduate Assessment Regulations for  
Research Degrees  
Academic Year 2016/17/18**



THE UNIVERSITY  
of EDINBURGH

Policy

Where the research project or dissertation is worth less than 120 credits:

- (d) Where a mark has been awarded for the dissertation and other courses taken as part of the degree, a student may be awarded a distinction if they have attained a mark of at least 70% on the postgraduate assessment common marking scheme for the dissertation, and an average of at least 70% for all other components for which a mark has been awarded.

Where an MSc by Research may be awarded with distinction, Schools must inform students in advance which criteria apply to their programme.

Commented [BA12]: New content.

**Application of the regulation**

**5234.1** For degree programmes that permit resubmission of the research project or dissertation, a student may only qualify for distinction based on their first attempt.

**5234.2** The postgraduate common marking scheme can be found at:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

**Regulation 53 MSc by Research degrees: merit**

MSc by Research degrees may be awarded with merit. Different criteria for the award of merit may be used depending on the volume of credit allocated to the research project or dissertation.

Where the research project or dissertation is worth 120 credits or more:

- (a) Where a mark has been awarded for the research project or dissertation, a student may be awarded the degree with merit if they have attained a mark of at least 60% on the postgraduate assessment common marking scheme for the research project or dissertation;
- (b) Where a mark has been awarded for the research project or dissertation and other courses taken as part of the degree, a student may be awarded the degree with merit if they have attained a mark of at least 60% on the postgraduate assessment common marking scheme for the research project or dissertation, and an average of at least 60% for all other components for which a mark has been awarded;
- (c) Where a mark has not been awarded for the research project or dissertation, the Examiners may recommend that the student be awarded the MSc by Research with Merit.

Where the research project or dissertation is worth less than 120 credits:



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

- (d) Where a mark has been awarded for the dissertation and other courses taken as part of the degree, a student may be awarded the degree with merit if they have attained a mark of at least 60% on the postgraduate assessment common marking scheme for the dissertation, and an average of at least 60% for all other components for which a mark has been awarded.

Where an MSc by Research may be awarded with merit, Schools must inform students in advance which criteria apply to their programme.

Commented [BA13]: New content.

### Application of the regulation

5335.1 For degree programmes that permit resubmission of the research project or dissertation, a student may only qualify for merit based on their first attempt.

### Regulation 54 MSc by Research degrees: revisions

Resubmission of the research project or dissertation with revisions is not permitted in the case of MSc by Research degree programmes unless a special case regarding an individual student's circumstances has been approved by the College.

### Application of the regulation

5438.1 Where students on MSc by Research programmes are required to deposit their research project or dissertation in the University library, they may be permitted to submit a revised version within one month of approval of corrections and/or recommendation of award. A student cannot graduate until they have submitted the final version of their dissertation to the College Postgraduate Office.

Commented [BA14]: New content.

## Section F Interpretation and significant disruption

### Regulation 55 Interpretation of the regulations

The Curriculum and Student Progression Committee has authority to resolve any dispute arising from these regulations. The University Secretary and their nominees have authority to make urgent decisions relating to assessment issues.

### Application of the regulation



**Postgraduate Assessment Regulations for  
Research Degrees**  
**Academic Year 2016/17/18**

552.1 [Staff who need guidance on the postgraduate assessment regulations for research degrees, beyond that provided in the regulations and associated guidance, should contact the relevant Dean and/or the Academic Policy Officer with responsibility for the Curriculum and Student Progression Committee: \[www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression\]\(http://www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression\)](#)

552.2 [The University uses questions on the regulations as a source of information for training and development of the regulations.](#)

Formatted: Normal



## Postgraduate Assessment Regulations for Research Degrees Academic Year 2016/17/18

### Regulation 56 Significant disruption: concessions and standards

When the University's assessment practices are vulnerable to significant disruption then the Curriculum and Student Progression Committee may approve temporary concessions to mitigate the impact of assessment disruption on students, without compromising academic standards. The College takes decisions that ensure the consistency of treatment of students and the maintenance of academic standards. The overriding principles are that:

- (a) the academic judgement of the examiners remains paramount;
- (b) the University's academic standards will be maintained; and
- (c) the provisions of the University's Postgraduate Assessment Regulations for Research Degrees remain in force except where a concession has been approved by the Curriculum and Student Progression Committee.

These concessions will only be used where necessary: if a College Postgraduate Committee is able to operate without a concession then the Committee will do so.

#### Application of the regulation

563.1 Significant disruption can be extremes of weather, loss of facilities, and factors beyond the University's control which have an impact on the assessment of students. This may result in College Postgraduate Committees only having partial results available.

563.2 In response to individual significant disruptions that may have a widespread impact on assessment, the University will adopt a communication strategy for students, staff and key external stakeholders, e.g. External Examiners, to ensure that they are aware of the measures that are adopted.

563.3 All forms of assessment, such as theses submitted for assessment, examination scripts and course assignments, are the property and responsibility of the University, not of individual examiners or markers. They therefore must be accessible to the University when required.

563.4 Drawing on previous experience [CSPC 14/15 2 C], the issues and regulations where CSPC may consider concessions include, but are not limited to:  
(a) participation of External Examiners;  
(b) College Postgraduate Committee quorum;  
(c) annual progression decisions.

~~14 April 2012~~<sup>th</sup> ~~6 February 2017~~ ~~19~~ ~~6~~ ~~XX~~ June 2017

Formatted: Font: Bold

CSPC 01.06.17  
H/02/27/02

CSPC 16/17 6 E

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

## **Review of Support for Disabled Students – changes to Taught Assessment Regulations 2017/18 and Postgraduate Assessment Regulations for Research Degrees 2017/18**

### **Executive Summary**

During 2016/17, the University undertook a major review of support for disabled students. The report focussed on the implementation of reasonable adjustments and the accessibility of the estate.

On 11 April 2017, Central Management Group approved the recommendations from the review (see report attached as Annex A).

The report notes that, under current arrangements:

“...the Student Disability Service recommends adjustments for disabled students in the expectation that these will be put in place. Some Schools have raised questions as to what is deemed to be a “reasonable” adjustment, challenging the recommendations of SDS Disability Advisors, which in turn has led to the non-implementation of the adjustment(s). The SDS has an expectation that Schools will instigate a dialogue with the service to seek resolution, or a workable alternative solution, if there are valid pedagogical reasons why recommended support cannot be implemented. However, once this point has been reached, expectations are such that the non-implementation of the adjustment(s) causes great stress and consternation to the students concerned. This state of affairs is unsustainable.”

In order to address this issue, the report recommends that “the Student Disability Service (SDS), as the professional service with specific expertise in relation to disability, must be the ultimate authority in regard to *identifying* what is a ‘reasonable’ adjustment” and that “the University change the status of agreed adjustments from a recommendation to a mandatory requirement to implement.” In conjunction with this, the report:

“recommends that SDS build closer relationships with schools so that SDS Disability Advisers understand the discipline-specific issues that may impact on certain adjustments. The panel also recommends that SDS and schools engage in a programme of two way communication to ensure that schools are aware of and kept up to date with changes to the full list of adjustments and that SDS are appraised of significant changes in courses or programmes. As a minimum, the panel recommends that a formal meeting between SDS and each school occurs once each semester.”

The current Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees 2016/17 include regulations setting out how reasonable adjustments in relation to assessment are managed. These Regulations will need to be amended for

2017/18 to take account of the review's recommendations. Annex B sets out the proposed changes.

In order that the University can communicate the main outcomes of the review, the Committee is invited to approve these changes.

**How does this align with the University/Committee's strategic plans and priorities?**

The paper aligns with the University's Strategic Plan objective of Leadership in Learning

**Action requested**

The Committee is invited to approve the proposed changes to the regulations.

**How will any action agreed be implemented and communicated?**

The Deputy Secretary (Student Experience) will communicate the change in the process for agreeing reasonable adjustments as part of broader communications regarding the outcomes of the review of the support for disabled students.

Changes to regulations will also be communicated by Academic Services as part of its annual update on regulations and policies.

**Resource/Risk/Compliance**

**1. Resource implications (including staffing)**

There are resource implications arising from the recommendations which will impact on schools, Estates and the Student Disability Service.

**2. Risk assessment**

Under the Equality Act (2010) the University has a legal obligation to make reasonable adjustments to accommodate the needs of disabled students. This obligation is anticipatory and there is a risk that we are not currently fully meeting this obligation.

**3. Equality and Diversity**

Equality and diversity implications are integral to the review.

**4. Freedom of information**

This paper is open.

**Key words**

Disability

**Originator of the paper**

Tom Ward, Director of Academic Services, May 2017

## Annex B: Taught Assessment Regulations 2017/18 – proposed changes to take account of 2016/17 review of disability support

### Regulation 19 Reasonable adjustments

Reasonable adjustments will be made to assessments for disabled students.

#### Application of the regulation

19.1 Reasonable adjustments must be agreed in advance by the Student Disability Service (SDS), the School Co-ordinator of Adjustments and, for examinations, Student Administration. They are recorded in the student's Learning Profile/Schedule of Adjustments by the Student Disability Service SDS, which sends/communicates the Learning Profile to the student, the student's Personal Tutor, the School's Co-ordinator of Adjustments, Student Administration (if examination adjustments are recommended) and other relevant areas e.g. Library.

19.2 The School's Co-ordinator of Adjustments (CoA) has responsibility for overseeing the implementation of the Schedule of Adjustments on the Learning Profile. The Co-ordinator of Adjustments will liaise with academic colleagues who are responsible for putting support/the adjustments in place in the School.

19.3 The Co-ordinator of Adjustments will also liaise with the Student Disability Service SDS should any recommended support/adjustments require further discussion, clarification or alteration. If there are any amendments to the Learning Profile/Schedule of Adjustments or information on the need for adjustments, the Student Disability Service SDS will communicate/send these to the appropriate staff and ensure that the students are/is informed.

19.42 The Student Disability Service SDES provides examples of reasonable adjustments, deadlines and support:

~~[www.ed.ac.uk/student-disability-service/student-support/study-adjustments](http://www.ed.ac.uk/student-disability-service/student-support/study-adjustments)~~  
~~<http://www.ed.ac.uk/student-disability-service/student-support/study-adjustments/support-to-help-with-your-studies>~~  
<http://www.ed.ac.uk/student-disability-service/student-support/study-adjustments/support-to-help-with-your-studies>

19.53 Reasonable adjustments can be made for a variety of assessment methods, depending on the needs identified and recorded in the student's Learning Profile/Schedule of Adjustments, e.g. assessed coursework, take-home examinations, online examinations, invigilated examinations. The SDS supports students in the preparation and review of their Learning Profile/Schedule of Adjustments. It is a student's responsibility to ensure that their Learning Profile/Schedule of Adjustments covers all types of assessment methods relevant to their courses e.g. For example, if a student discovers that an aspect of their course is likely to have an impact on their support needs, they should contact the Student Disability Service SDS as soon as possible in case any amendment is required to be made to their Learning Profile/Schedule of Adjustments. The Student Disability

~~Service supports students in the preparation and maintenance/updating/review of their Learning Profile.~~

- 19.64 Arrangements ~~for examinations~~ can be made via the ~~Student Disability Service~~ SDS for students with temporary injuries or impairments, e.g. broken arm or leg, on the submission of relevant medical information. Students should contact the ~~Student Disability Service~~ SDS as ~~quickly soon~~ as possible to ~~allow the SDS to put in place~~ agree any examination adjustments to be recommended to Student Administration. ~~agree any relevant adjustments and support.~~

~~[www.ed.ac.uk/schools-departments/student-administration/exams/overview](http://www.ed.ac.uk/schools-departments/student-administration/exams/overview)~~

## Postgraduate Assessment Regulations for Research Degrees 2017/18 – proposed changes to take account of 2016/17 review of disability support

### Regulation 10 Reasonable adjustments

Reasonable adjustments will be made to assessments for disabled students.

#### Application of the regulation

- 10.1 Reasonable adjustments must be agreed ~~in advance by with the student, the Student Disability Service (SDS), the School Co-ordinator of Adjustments (CoA) and the College Postgraduate Office.~~ They are recorded in the student's Learning Profile/Schedule of Adjustments by the ~~Student Disability Service~~ SDS, which ~~sends communicates~~ the Learning Profile/Schedule of Adjustments to the student, the ~~student's~~ supervisor, the School's Co-ordinator of Adjustments, ~~Student Administration~~ and other relevant areas.

- 10.2 The School's Co-ordinator of Adjustments has responsibility for overseeing the implementation of the Schedule of Adjustments on the Learning Profile. The Co-ordinator of Adjustments will liaise with academic colleagues who are responsible for putting ~~support the adjustments~~ in place in the School. ~~In the case of oral examinations, the Ssupervisor The supervisor is responsible for communicating relevant adjustments to oral examinations to the chair of the oral examination.~~

- 10.3 The Co-ordinator of Adjustments will ~~also~~ liaise with the ~~Student Disability Service~~ SDS should any ~~recommended support~~/adjustments require further discussion, clarification or alteration. If there are any amendments to the Learning Profile/Schedule of Adjustments ~~or information on the need for adjustments – what does this mean?~~, the ~~Student Disability Service~~ SDS will ~~send these to the appropriate staff communicate these~~ and ensure that ~~the student iss are~~ informed.

- 10.243 The ~~Student Disability Service~~ SDS provides examples of reasonable adjustments, deadlines and support:

~~<http://www.ed.ac.uk/student-disability-service/student-support/study-adjustments/support-to-help-with-your-studies>~~

[www.ed.ac.uk/schools-departments/student-disability-service/student-support/exam-support](http://www.ed.ac.uk/schools-departments/student-disability-service/student-support/exam-support)

- 10.354 Reasonable adjustments can be made for a variety of assessment methods, depending on the needs recorded in the student's Learning Profile, e.g. assessed coursework, take home examinations, online examinations, invigilated examination, thesis, research project or dissertation. The SDS supports students in the preparation and review of their Learning Profile/Schedule of Adjustments. It is a student's responsibility to ensure that their Learning Profile covers all types of assessment methods relevant to the programme. For example if a student discovers that an aspect of their programme is likely to impact on their support needs, they should contact the Student Disability Service SDS as soon as possible in case any amendment is required to be made to their Learning Profile/Schedule of Adjustments. The Student Disability Service supports students in the preparation and review of their Learning Profile.
- 10.465 Arrangements for examinations can be made via recommended by the Student Disability Service SDS and via the supervisor to the College Office, for students with temporary injuries or impairment, on the submission of relevant medical information. Students should contact the Student Disability Service SDS as soon as possible to allow the SDS to agree any relevant adjustments and support. allow it to agree enable any examination adjustments to be recommended. The supervisor is responsible for communicating adjustments to oral examinations to the chair of the oral examination.

Formatted: Left

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

## **Credit for Study Abroad – Final Report**

### **Executive Summary**

This paper is the final report of the CSPC Task Group 'Credit for Study Abroad'. It contains two final recommendations in regards to issues surrounding the award of Credit for Study Abroad, and Study Abroad processes. This paper also details all past recommendations and actions taken as a result of these.

### **How does this align with the University / Committee's strategic plans and priorities?**

The operation of Study Abroad mechanisms tie in to the University's mission to enable graduates and staff to be exceptional individuals equipped to address global challenges, to promote cultural understanding, and the University's development themes of influencing globally.

### **Action requested**

CSPC are asked to approve the recommendations in the paper.

### **How will any action agreed be implemented and communicated?**

Edinburgh Global and the individual Colleges, where applicable, will ensure that Schools are aware of the process for approval of new Exchange Agreements.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

The content of the report presents no resource implications.

#### **2. Risk assessment**

The introduction of a clearer process of approval for Exchange Agreements serves to reduce the risk of students being sent on exchanges which are academically inappropriate.

#### **3. Equality and Diversity**

The report presents no equality and diversity implications.

#### **4. Freedom of information**

Open paper

### **Key words**

Study Abroad, Exchange, Credit, Exchange Agreement

### **Originator of the paper**

Stuart Fitzpatrick, Academic Policy Officer

8 May 2017

Senate Curriculum and Student Progression Committee (CSPC)  
Task Group - Credit for Study Abroad

1. Membership of Task Group

Professor Graeme Reid (Convener, Dean of Learning and Teaching, College of Science and Engineering)

Ms Alexandra Laidlaw (Head of Academic Affairs, CSE)

Mr John Lowrey (Dean of Undergraduate Studies, College of Arts, Humanities and Social Science)

Ms Joan Kemp (Acting Head of Academic Administration, CAHSS)

Mr Alan Brown (Associate Dean (Academic Progress), CAHSS)

Mr Thomas Ozers (Assistant Head, Go Abroad)

Ms Signe Olander (ERASMUS Exchanges Officer, Go Abroad)

Mr Alan Henderson (Academic Policy Officer, Academic Affairs, CSE)

Dr Adam Bunni (Academic Policy Manager, Academic Services)

Mr Patrick Garratt (Vice President Academic Affairs, EUSA)

Mr Stuart Fitzpatrick (Task Group Support, Academic Services)

2. Background

The second cycle of Enhancement Led Institutional Review (ELIR), which the University of Edinburgh underwent in November of 2011 recommended that steps be taken to adopt a consistent approach to the arrangements for recognising grades and awarding credit for study abroad.

It was proposed in May of 2013 that a Task Group be set up and remitted to consider issues surrounding the award of credit for study abroad. Following initial discussions at Senate Learning and Teaching Committee (LTC) and Senate Quality Assurance Committee (QAC), in January of 2014, responsibility and oversight of the Credit for Study Abroad Task Group was remitted to the Senate Curriculum and Student Progression Committee (CSPC).

The Task Group produced a report in April of 2014, which was considered by CSPC. This report recommended –

1. The creation of College-level Progression Boards, replacing the old model of one central University level Committee considering all transcripts of all students, regardless of School or College, returning from periods of non-compulsory study abroad. The College Level Progression Boards were to operate within the terms of reference for Level Two Examination Boards, and would facilitate transcripts being dealt with in a faster and more efficient way at a more appropriate level.
2. The formalisation of the roles of the Exchange Co-Ordinator, Personal Tutor, International Office and other relevant staff, in order to bring needed clarity to the roles and responsibilities of those who played key roles in all aspects of study abroad. The Task Group recommended that a structured framework which ensured oversight of the interactions required between the International office, Exchange Co-Ordinators, Personal Tutors, Programme Directors and Students was developed.
3. The development of identifiable safeguards to ensure that the University was satisfied with the academic standards being applied by partner institutions. The Task

Group noted that these could take the form of contracts of agreements. In this regard, the Task Group noted that resources should be made available to enable site visits to partner institutions. The Task Group considered that these should take place on a periodic basis and should include review of welfare support in addition to the consideration of academic processes and standards.

4. In terms of Degree Classification, the Task Group recognised that grades from study abroad would not normally be integrated into the Honours Classification algorithm except where specified by the Degree Programme Tables. The Task Group did not recommend any change to this practice.

CSPC accepted the report of the Task Group and agreed with the recommendations contained within the report. CSPC noted that there was to be detailed follow up work required to ensure that College, Schools and Support Services could develop new systems flowing from the recommendations, and that Academic Services were to consider how the other recommendations arising from the Task Group were to be taken forward.

### 3. Re-activation

The Credit for Study Abroad Task Group was reconstituted by CSPC in January of 2016, and met fully on two occasions. At the request of CSPC, the Task Group was remitted on this occasion to consider aspects of study abroad specifically surrounding content of regulations, oversight processes relating to the formation of new exchange agreements, and the role of Exchange Co-ordinators.

The Task Group produced a report in June 2016 to CSPC. This report outlined actions taken by the Task Group in response to CSPC's request. These were –

- Changes to the Undergraduate Degree Regulations and Programmes of Study, which were carried out during the annual Regulations Review with specific input from the Credit for Study Abroad Task Group on the regulations surrounding Study Abroad. The regulations covered requirements for Study Abroad, eligibility, , and mechanisms for approval.
- Production of European Credit Transfer System (ECTS) guidance documentation by the International Office.
- Colleges undertook work on the formalisation of Exchange Co-Ordinator roles into Workload Allocation Models.

This report recommended –

- The role of the Exchange Co-Ordinator was formalised within Schools to ensure that the Co-Ordinator's responsibilities for ensuring academic regulations and standards was maintained, and that Colleges worked with the International Office to have role descriptors finalised, and that roles be formalised within Schools.

- Credit equivalencies were agreed as part of Exchange agreements (definitive credit equivalencies, rather than a range of courses that make up a full time load at the partner institution) and provided to Exchange Co-Ordinators and Colleges to guide development of Learning Agreements and progression decisions, and that CSPC would be provided with a list of exchange agreements annually.
- The International Office and Colleges worked in partnership to develop processes for ensuring that relevant academic input was provided to new and renewed exchange agreements (both institution wide and discipline specific) either via relevant College Committees or another mechanism that provided College and School oversight, and that the International Office provided a list of Exchange partners and relevant disciplines to CSPC on an annual basis.

CSPC accepted the report of the Task Group and agreed with the recommendations contained within the report. The following was agreed –

- CSPC agreed in principle to consider any non-standard credit agreements as a one off (by Convener's Action if required) in the short term. It was not expected that this would be necessary in the longer term, as the intention was that processes would be in place for the approval of non-standard agreements via the College/International Office standard procedures.
- Professor Reid was to discuss processes for approval of Credit Agreements with the International Office and Colleges, and the need to ensure academic input.
- Work to develop the Exchange Coordinator role was to continue into 2016/17, with a view to having a role description in place for 2017/18. Professor Reid would lead on this work with various Task Group members.

#### 4. Academic Year 2016/17

In line with the measures outlined in points 1-3 above, the Task Group remained an active entity in Academic Year 2016/17 to continue development of the Exchange Co-Ordinator role and College/International Office procedure for approval of Exchange agreements where ECTS Credit conversion was not possible.

#### Approval of new Exchanges

Academic oversight of new exchange agreements is provided by College level Learning and Teaching Committees. The International Office (now known as Edinburgh Global) have produced a flowchart of approval process, which is appended to this report and provides clarity regarding how these exchanges are approved with oversight from College Learning and Teaching Committees. Any proposed exchange agreement which is non-compliant with University regulations or policies requires approval from CSPC.

#### Exchange Co-Ordinator Role

College and Edinburgh Global colleagues have been working to identify roles and responsibilities of Exchange Co-Ordinators and the possibility of reducing the workload associated with the role by delegating some of the administrative tasks currently associated

with it to professional support staff, and re-enforcing that Personal Tutors still maintain their role with their students even whilst the student is on a period of Study Abroad. This has included consultation with College HR teams and the examination of Workload Allocation Models.

The Service Excellence Programme (SEP) is initiating work to clarify and streamline processes surrounding study abroad (or away from Edinburgh). This work has the potential to impact upon any role description for Exchange Coordinators. It is therefore proposed that further development of the role of the Exchange Co-Ordinator be remitted to the Study Abroad office within Edinburgh Global for completion once the outcome of the SEP's work is known.

Information on this work is available through the following links:

<http://www.ed.ac.uk/university-secretary-group/service-excellence-programme/projects/student-administration-support-programme/current-activity>

[http://www.ed.ac.uk/files/atoms/files/3\\_re-design\\_of\\_studyworking\\_away\\_processes\\_and\\_systems.pdf](http://www.ed.ac.uk/files/atoms/files/3_re-design_of_studyworking_away_processes_and_systems.pdf)

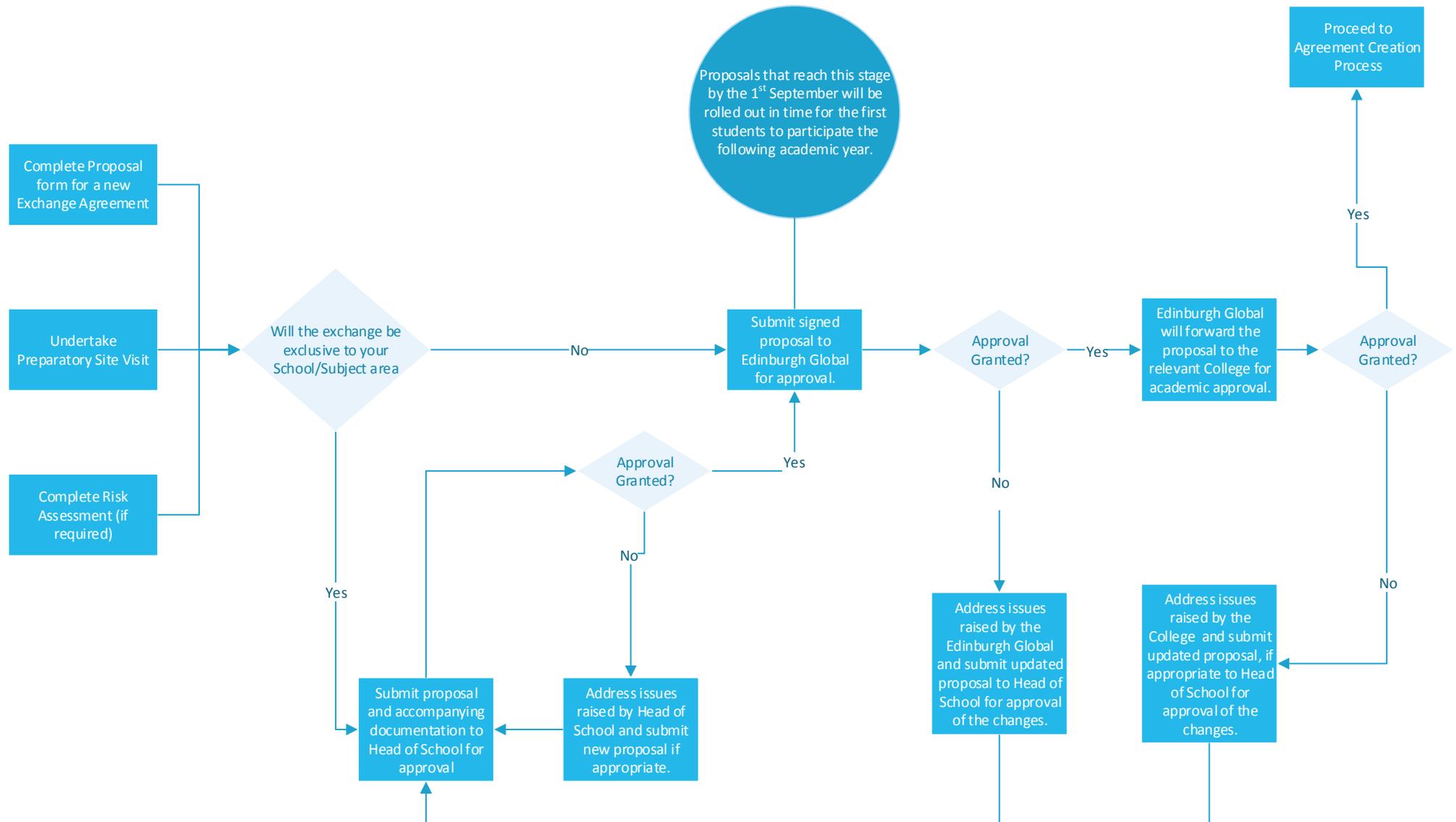
## 5. Recommendations

The Task Group recommends that –

1. CSPC approve the Edinburgh Global guidance on approval of Exchanges, and adopt this as the University wide mechanism for approval of exchange agreements in relation to non-compulsory study abroad.
2. The development of the role of the Exchange Co-Ordinator is remitted to Edinburgh Global for completion, based on the progress of the Service Excellence Programme review of this area.

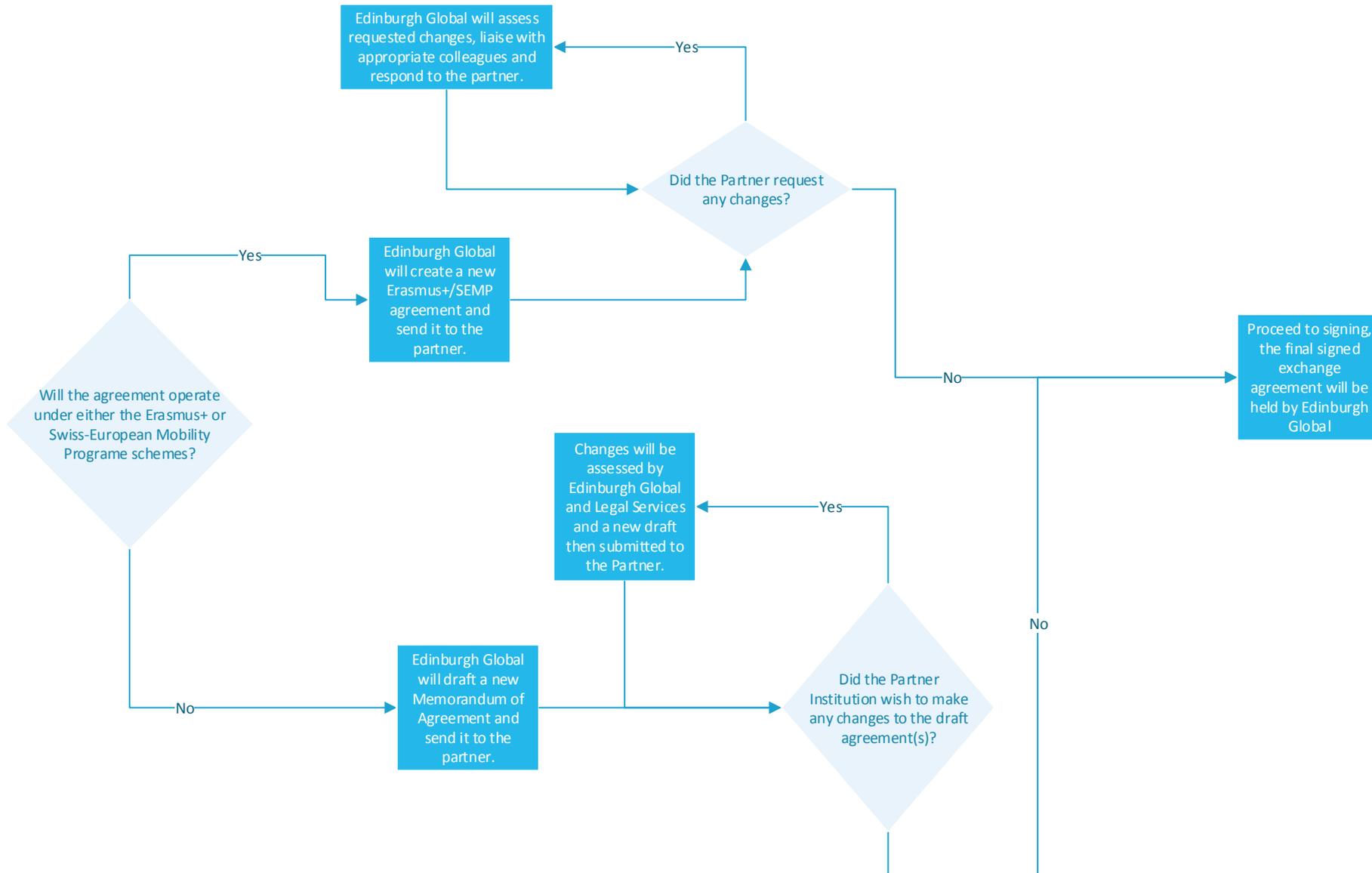
# Creation of a New Exchange Agreements

## Proposal and Approval Process for New Exchange Agreements



# Creation of a New Exchange Agreements

## Agreement Creation Process



The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

## **Course Organiser Role Outline - Update**

### **Executive Summary**

This paper asks the Committee to approve minor amendments to the non-mandatory Course Organiser Role Outline guidance document. The Role Outline has been reviewed to take into account recent updates to a number of key academic processes (including: examination boards; special circumstances; student representation; and programme and course approval and management).

### **How does this align with the University / Committee's strategic plans and priorities?**

This aligns with the University's strategic objective of Leadership in Learning.

### **Action requested**

For approval

### **How will any action agreed be implemented and communicated?**

The updated Role Outline will be made available on the Academic Services' website at: <http://www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-management> and will be communicated in the annual policies update email sent to key stakeholders in June.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are no additional resource implications associated with this paper that haven't already been considered as part of the updates to key academic processes.

#### **2. Risk assessment**

There are no key risks associated with the paper – the minor amendments ensure that the guidance document is now consistent with other documentation.

#### **3. Equality and Diversity**

An updated Equality Impact Assessment is available at:

[http://www.docs.csg.ed.ac.uk/EqualityDiversity/EIA/Course\\_Organiser\\_Role\\_Outline\(Academic\\_Services\).pdf](http://www.docs.csg.ed.ac.uk/EqualityDiversity/EIA/Course_Organiser_Role_Outline(Academic_Services).pdf)

#### **4. Freedom of information**

The paper is open.

### **Key words**

Course organiser

### **Originator of the paper**

Nichola Kett, Academic Policy Manager, Academic Services  
12 May 2017



# Course Organiser: Outline of Role

## Purpose of Guidance

The guidance provides information of the role of course organisers. The Head of School or Director of Teaching appoints course organisers to take responsibility for individual courses. The scope of the course organiser's remit varies according to local school organisation, but in outline the course organiser is responsible for:

- general course management
- assessment and feedback-related activities
- advising and supporting students on course-related matters
- monitoring and reviewing courses
- agreeing minor changes to courses.

## Scope: Guidance is not Mandatory

This guidance applies to all staff with the role of course organiser and those supporting them in this role.

## Contact Officer

Nichola Kett

Head, Quality Assurance and Enhancement Team

[nichola.kett@ed.ac.uk](mailto:nichola.kett@ed.ac.uk)

## Document control

Dates	Approved: 2008	Starts: 2008/09	Equality impact assessment: <u>12.5.175.9.14</u>	Amendments: 4.9.14 <u>01.06.17</u>	Next Review: <u>2015/16</u> <u>2019/20</u>
-------	-------------------	--------------------	---	---------------------------------------	---

## Approving authority

Curriculum and Student Progression Committee

## Consultation undertaken

~~Initial review when approved. The next review will draw on the outputs of the Programme and Course Information Management project. Minor review in 2016/17 took account of recent updates to a number of key academic process which themselves were consulted upon.~~

## Section responsible for guidance maintenance & review

Academic Services

## Related policies, procedures, guidelines & regulations

~~Boards of Studies Terms of Reference:  
<http://www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/BoardOfStudies.pdf>  
Programme and course management Curriculum information:  
<http://www.ed.ac.uk/schools-departments/academic-services/quality-unit/quality-assurance/programmes-courses>  
<http://www.ed.ac.uk/academic-services/staff/curriculum>~~

## UK Quality Code

UK Quality Code Chapter B1: Programme design, development and approval  
<http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B1.pdf>

## Guidance superseded by this guidance

~~This amended version, which uses the updates links and uses the guidance template, replaces the 2010 version.~~

## Alternative format

If you require this document in an alternative format please email [Academic.Services@ed.ac.uk](mailto:Academic.Services@ed.ac.uk) or telephone 0131 650 2138.

## Keywords

Course organiser, course approval, course monitoring, roles, course management



# Course Organiser: Outline of Role

---

## 1 General Course Management

- 1.1 Checking that sufficient lecturers and tutors have been allocated to teach the course and know what their duties and responsibilities are in regard to the course
- 1.2 Ensuring staff (including technical staff and demonstrators) know their commitments and that proper communication channels are in place; chairing meetings of the course team
- 1.3 Encouraging and supporting the course team in a variety of approaches to teaching; monitoring, advising and supporting new course team members. Advice on reviewing teaching is available from the Institute for Academic Development.  
[www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching](http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching)
- 1.4 Liaising with Teaching Office or equivalent support staff
- 1.5 Liaising with ~~Student Administration and the relevant~~ Student Support Services
- 1.6 Ensuring bookings are made for lecture theatres, laboratories, and tutorial rooms
- 1.7 Organising appropriate audio-visual and/or IT support through Information Services
- 1.8 Ensuring that the organisation of the course, and the materials given to students, take account of accessibility issues and any adjustments required for individual students (working with the School's Coordinator of Adjustments)  
[www.ed.ac.uk/schools-departments/student-disability-service](http://www.ed.ac.uk/schools-departments/student-disability-service)  
[http://www.ed.ac.uk/files/atoms/files/accessible\\_and\\_inclusive\\_learning\\_policy.pdf](http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf)
- 1.9 Checking that laboratories have been assessed for risks in accordance with the University Health and Safety Policy
- 1.10 Ensuring that there is a budget available for consumables required to run and organise the course
- 1.11 Ensuring the production and distribution of course documentation and materials, including the course handbook. ~~Required core content for course handbooks is detailed in the Programme and Course Handbook Policy. This should include the learning outcomes of the course, organisation, tutorials, assessments and appeals.~~  
<http://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf>
- 1.12 Arranging for the allocation of students to tutorial groups, practical groups, etc. and ensuring that students, tutors and demonstrators know times and venues
- 1.13 Ensuring in due time that bookshops are aware of any set book requirements.
- 1.14 Monitoring library provisions, and ensuring regular updating of stock relevant to the course.
- 1.15 Liaising with the Information Services regarding any special equipment or arrangements. Reporting any problems with computer laboratories
- 1.16 Overseeing course web page and virtual learning environment, Learn, etc. if appropriate.



# Course Organiser: Outline of Role

---

1.17 Arranging for the fair recruitment of Class Reps. Liaising with the Teaching Office to confirm the School's structure of course- or programme-level Class Reps. Class Reps for courses should be recruited in the first two weeks of term, and the details of the Class Reps should be sent to the Teaching Office by the end of Week 2 so that they can be registered with the Students' Association and receive adequate training and support.  
<https://www.eusa.ed.ac.uk/representation/studentrepresentation/staffinformation/>

## 2 ~~Assessment and Feedback -related activities~~

2.1 Co-ordinating the load and timing of ~~assignments~~ assessments across the course and liaising with other course organisers to take into account other deadlines, including those for dissertation or project-based activities

2.2 Informing students about the structure of assessments, expected standard of presentation, marking criteria, timescales and arrangements for feedback on assessments, and an individual assessment's contribution to the overall course mark

2.3 Drawing students' attention to the University Taught Assessment Regulations  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations)

2.4 Advising students of the need to avoid plagiarism and drawing their attention to the University guidelines  
~~[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism)~~  
<http://www.ed.ac.uk/academic-services/students/conduct/academic-misconduct/plagiarism>

2.5 Ensuring that assessments are set and returned within the stipulated timeframe

2.6 Co-ordinating marking in accordance with published School procedures for monitoring consistency-moderation and standard-setting, and ensuring that accurate records are maintained

2.7 Co-ordinating the secure preparation of examination papers or questions (class and degree exams), including question vetting and checking, in consultation with the Chair of the Board of Examiners and the External Examiners

~~2.8 Organising examination and project marking~~

~~2.92.8 Preparing marks sheets and other material~~ Ensuring provisional marks are entered into the student record ahead of the relevant Board of Examiners and attending meetings.  
~~Ensuring the reporting of final marks and results awarded~~

~~2.102.9~~ Ensuring that students understand the role of the Special Circumstances Committees operation of Special Circumstances procedures and the deadlines for presenting information requests for consideration of Special Circumstances. Providing information to the Special Circumstances Committee if requested

## 3 Advising and Supporting Students



# Course Organiser: Outline of Role

---

- 3.1 Dealing with queries from prospective students on the course, and from their Personal Tutors
- 3.2 Advising students on course matters
- 3.3 Ensuring that students are aware (normally through the initial course information) of the action they should take in case of difficulties, whom to consult, or what guidance material they should look at

- 3.4 Monitoring student ~~attendance~~engagement, contacting defaulting students, informing Personal Tutors about students who are absent or experiencing academic or other difficulties, and reporting to the relevant role within the subject area or School

[http://www.ed.ac.uk/files/atoms/files/tier\\_4\\_student\\_engagement\\_and\\_attendance\\_policy\\_fe\\_b\\_2017\\_update\\_0.pdf](http://www.ed.ac.uk/files/atoms/files/tier_4_student_engagement_and_attendance_policy_fe_b_2017_update_0.pdf)

- 3.5 Liaising with the Student Disability Service regarding adjustments for disabled students
- 3.6 Ensuring that students are aware of the advice and help that can be offered through the Student Disability Service
- 3.7 Ensuring that the course or any elements of the course comply with Disability legislation and the University's Accessible and Inclusive Learning policy.

[http://www.ed.ac.uk/files/atoms/files/accessible\\_and\\_inclusive\\_learning\\_policy.pdf](http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf)

- 3.8 Ensure that appeal and complaint procedures are clearly established and published to students, and that tutoring staff are aware of these

## 4 Monitoring and Reviewing Courses

- 4.1 ~~Arranging for the election/appointment of class representatives.~~ Working in partnership with Class Reps. Ensuring that feedback is obtained through class or Staff Student Liaison Committee (SSLC) meetings, ~~and through questionnaires;~~ proactively working with Class Reps to address the feedback and suggestions for quality enhancement, ensuring that the results of such ongoing consultation and evaluation are made known to students; and responding to points raised in the SSLC in a timely manner

- 4.2 Advising ~~student representatives~~ Class Reps of the Edinburgh University Students Association (the Students' Association EUSA) resources, training and support for eClass Reps representatives and responding to any requests from EUSA for the contact details of class representatives. In order for Class Reps to gain HEAR recognition for their role, the Teaching Office needs to register Class Reps with the Students' Association by the end of Week 3; furthermore, Class Reps will need to complete Students' Association basic or refresher training by the end of Week 6 and write a short blog post to share their work in the role by the end of Week 10.

<http://www.eusa.ed.ac.uk/classreps>

- 4.3 On an annual basis, obtain written/electronic feedback from students on the course.



# Course Organiser: Outline of Role

---

<http://www.ed.ac.uk/staff/data-matters/course-enhancement-questionnaire>

4.4 On an annual basis, obtain written/electronic feedback from staff involved in course delivery

4.5 ~~Undertake annual course monitoring which will be taken into consideration as part of Annual Programme Monitoring Reporting. Report to the relevant School committee, to include a summary and analysis of feedback received, a summary and analysis of External Examiners' comments, comment on grade profiles, examples of good practice developed on the course or shared with/from other courses, proposals for change~~

~~<http://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting>~~

4.6 Implement and monitor changes made as a result of previous feedback

~~4.7 Within the context of internal subject review procedures, reporting each year on the operation of the course, in the appropriate format to inform the School's annual report to the College Quality Assurance Committee (or equivalent).~~

~~4.84.7~~ Assisting in the preparation and presentation of course changes to the Board of Studies

## 5 Agreeing Minor Changes to Courses

5.1 Minor changes to existing courses can be approved by the Course Organiser as a minimum, although Schools may choose to add an additional level of approval for these changes, for example, to ensure programme coherence.

5.2 The categories for minor changes to existing courses that can be approved by Course Organisers are detailed in the Programme and Course Approval and Management Policy. They generally cover course content and administrative aspects, (e.g. course descriptions, transferable skills, reading lists/learning resources, and delivery information).

[http://www.ed.ac.uk/files/atoms/files/prog\\_course\\_approval.pdf](http://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf)

**1 June 2017-4 September 2014**

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

## Curriculum Framework documentation

### Executive Summary

This paper proposes some minor adjustments to the **Models for Degree Types** and the **Framework for Curricula**, to ensure that they are up to date. Both documents were now due for review, in line with our rolling programme of policy review.

It is also proposed that the following documents are archived, as the information contained within is understood to be either of limited value/out of date, or available elsewhere:

**Implementing the framework for undergraduate and postgraduate curricula and structure for teaching and assessment for September 2004:** this pertains to implementation of the Curriculum Framework when it was first introduced, and is now out of date.

[www.ed.ac.uk/files/atoms/files/implementation\\_document.pdf](http://www.ed.ac.uk/files/atoms/files/implementation_document.pdf)

**Masters Guiding Principles:** has been largely subsumed by the revised Programme and Course Approval and Management Policy. Content regarding developing a business case for new programmes is not currently present elsewhere in policy; Academic Services are considering the appropriate way to provide this content.

[www.ed.ac.uk/files/atoms/files/masters\\_guiding\\_principles.pdf](http://www.ed.ac.uk/files/atoms/files/masters_guiding_principles.pdf)

**MSc by Research Structure:** some of the content pertains to implementation of the revised structure of MSc by Research programmes, which is now out of date; all remaining content is provided in the Postgraduate Degree Regulations or Postgraduate Assessment Regulations for Research Degrees.

[www.ed.ac.uk/files/atoms/files/mscbyresearch\\_structure.pdf](http://www.ed.ac.uk/files/atoms/files/mscbyresearch_structure.pdf)

**Professional and Practice Based Doctorates:** there is no template for these programmes; CSPC will consider proposals on a case-by-case basis.

[www.ed.ac.uk/files/atoms/files/professional\\_doctorates.pdf](http://www.ed.ac.uk/files/atoms/files/professional_doctorates.pdf)

This will simplify the University's policy and regulatory framework further. This documentation will be archived, but available for future reference if required at any stage.

### How does this align with the University / Committee's strategic plans and priorities?

This aligns with the objective of simplifying academic policies and processes regarding learning, teaching and assessment in the University's Learning and Teaching Strategy.

### Action requested

For approval

### How will any action agreed be implemented and communicated?

The information will be updated on the University website at:

[www.ed.ac.uk/academic-services/staff/curriculum/curriculum-framework](http://www.ed.ac.uk/academic-services/staff/curriculum/curriculum-framework)

## **Resource / Risk / Compliance**

### **1. Resource implications (including staffing)**

There are no resource implications associated with this paper.

### **2. Risk assessment**

There are no key risks associated with the paper – the proposal includes minor adjustments of current documentation to ensure all are up to date. The documents proposed for removal have been accessed very infrequently in recent years, and any relevant content will be provided elsewhere.

### **3. Equality and Diversity**

No equality impact has been identified – the proposal includes minor adjustments of current documentation to ensure all are up to date.

### **4. Freedom of information**

The paper is open.

## **Key words**

## **Originator of the paper**

Ms Ailsa Taylor and Dr Adam Bunni, Academic Services

24 April 2017



# Models for Degree Types

## Purpose of Policy

The Models ~~for~~ Degree Types policy was developed as part of the Framework for Curricula to provide consistency in the delivery of the University's Curriculum Framework and degree programmes.

## Overview

The Models ~~for~~ Degree Types articulates the requirements of the different types of degrees which form an agreed part of the University's Curriculum Framework. The Curriculum and Student Progression Committee has responsibility for the academic regulatory framework, including the Models ~~for~~ Degree Types policy. Where a new degree programme aligns with one of the ~~m~~Models in this policy then it can be approved at College level. If it varies from the agreed model then the relevant College needs to propose a change or opt-out from this policy which must be considered and approved by CSPC before the new degree programme is finalized and delivered to students.

## Scope: Mandatory Policy

This applies to all taught degree programmes within the University and therefore has an impact on all taught students and on staff who deliver courses and programmes.

## Contact Officer

Adam Bunni

Head, Governance and Regulatory Framework Team

[adam.bunni@ed.ac.uk](mailto:adam.bunni@ed.ac.uk)

## Document control

<b>Dates</b>	<b>Approved:</b> 30.6.06	<b>Starts:</b> 2006/07	<b>Equality impact assessment:</b> 10.12.14	<b>Amendments:</b> 29.4.10 <u>01.06.17</u>	<b>Next Review:</b> <u>2015/16</u> <u>2019/20</u>
<b>Approving authority</b>	CSPC (previously the Academic Policy Committee and Senate)				
<b>Consultation undertaken</b>	There was widespread consultation undertaken during the Curriculum project.				
<b>Section responsible for policy maintenance &amp; review</b>	Academic Services				
<b>Related policies, procedures, guidelines &amp; regulations</b>	<a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework">www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework</a> Degree Regulations and Programmes of Study and Degree Programme Tables, where the Schedules mentioned in the policy are listed: <a href="http://www.drps.ed.ac.uk/">http://www.drps.ed.ac.uk/</a>				
<b>UK Quality Code</b>	UK Quality Code: B1 Programme design, development and approval <a href="http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B1.pdf">www.qaa.ac.uk/en/Publications/Documents/quality-code-B1.pdf</a>				
<b>Policies superseded by this policy</b>	n/a				
<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 2138.				
<b>Keywords</b>	Curriculum framework, degree models, models for degrees				



# Models for Degree Types

The following models for undergraduate and taught postgraduate degrees have been agreed.

## Index

- A. Single Honours (480 points) in a named subject/discipline (e.g. 'Chemistry').
- B. Single Honours (480 points) with a subsidiary subject (e.g -----)
- C. Combined Honours in two disciplines (480 points) (e.g. Sociology and Economics). The term 'combined' rather than 'joint' is used because it covers a wider range of possibilities.
- D. Group Honours (480 points), typically drawing on more than two disciplines.
- E. Non-Honours degrees (360 points), awarded at the end of the third year of full-time study.
- F. General (360 points) and Ordinary (360 points) degrees in the College of Arts, Humanities and Social Science, and the College of Science and Engineering.
- G. Intercalated Honours degrees (360 points) in the College of Medicine and Veterinary Medicine.
  - G1. Bachelor of Medical Sciences (Honours)
  - G2. BSc (Honours) Veterinary Science
- H. Integrated Masters (600 points)
  - H1. Integrated Masters with Honours in a discipline
  - H2. Integrated Masters with Honours in A with B (Integrated Masters Single Honours with a Subsidiary Subject)
  - H3. Integrated Masters with Combined Honours in two disciplines
  - H4. Fine Art (5 year programme, 600 points, ~~300 of which by accreditation of concurrent learning at the Edinburgh College of Art~~)
    - I. Bachelor of Medicine and Bachelor of Surgery (MBChB) (5-year programme: 720 points, 6-year programme: ~~840-900~~ points): ~~see the appropriate degree programme table.~~
    - J. Bachelor of Veterinary Medicine and Surgery (BVM&S) (640 points): ~~see the appropriate degree programme table.~~
- K. Taught Postgraduate Masters/Diploma/Certificate (180 points/240 points for Masters)
  - ~~L. Postgraduate Structured Research Masters/Diploma~~
  - ~~M. Postgraduate Taught Doctorate~~

## Model templates

The following templates provide the rules on the basis of which individual curricula should be drawn up.

~~Opportunities for appropriately qualified students to take a course or courses from other Disciplines or Subject Groups, as prescribed in the model templates that follow, should not~~



# Models for Degree Types

~~normally be confined to the School or indeed, where appropriate, the College owning the programme. Boards of Examiners are not required to include co-opted members with expertise in all the subject areas, not owned by the School, from which students might choose courses.~~

## A. Single Honours in a Discipline (Example Honours in A)

Year 1 (Scottish Credit and Qualifications Framework (SCQF) normally level 8, sometimes level 7)

120 points at levels 7 or 8 consisting of:

- 40 points in A.
- Of the remaining 80 points, not more than 40 points may be a further prescribed subject or a required course from a list of subjects whether in or not in A.
- There **must be** the opportunity for a student to take at least 40 points from other Disciplines or Subject Groups of their choice.
- Students should be offered guidance regarding the potential consequences if they select a curriculum which does not offer them a choice of at least two alternative degree programmes at the end of their first year.

Year 2 (SCQF normally level 8, sometimes level 7)

120 points at level 8 consisting of:

- a maximum of 40 points at level 7
- 40 points in a second-year course in A at level 8.
- There **should wherever possible be** the opportunity for a student to take at least 40 points at level 8 from other Disciplines or Subject Groups of their choice.
- Students should be offered guidance regarding the potential consequences if they select a curriculum which does not offer them a choice of two alternative degree programmes at the end of their second year.

Year 3 (SCQF normally at level 10, sometimes level 9)

120 points at levels 9 or 10 consisting of:

- At least 80 points in A.
- For the remaining 40 points there **should wherever possible be** the opportunity for appropriately qualified students to take at least 20 points at levels 9 or 10 from other Disciplines or Subject Groups of their choice from a list of courses approved by Boards of Studies or with the approval of the Head of School.

Year 4 (SCQF level 10, sometimes with an opportunity for courses at level 11)

120 points at a minimum of level 10 consisting of:

- At least 80 points in A at level 10/11, at least 40 of which must be in the form of dissertations or projects or other pieces of work (e.g. synoptic papers) that demonstrate that the student can show proficiency in research and/or analytical skills relevant to advanced work in the Discipline.
- For the remaining 40 points there should **wherever possible be** the opportunity for appropriately qualified students to take at least 20 points at levels 10 or 11 from other Disciplines or Subject Groups of their choice from a list of courses approved by Boards of Studies or with the approval of the Head of School.



# Models for Degree Types

---



# Models for Degree Types

---

## **B. Single Honours (480 points) with a subsidiary subject (e.g -----)**

The use of titles 'Honours/Integrated Masters in A WITH B' will be restricted to degrees which conform to the 'Single Honours' model with respect to A, require more than 80 points per year in A in years 3 and 4, and included the necessary content from B within the provision for outside subjects. In these circumstances it will be permitted to specify the firm requirements for B in all years. Such degrees will be known generically as 'Single Honours with a Subsidiary Subject'.

## **C. Combined Honours in a Discipline (Example Combined Honours in A and B)**

Degree programmes conforming to the 'Combined' Models (which have a ratio of components in the later years skewed by no more than 80:40 between the disciplines) will most commonly be named as 'Honours/Integrated Masters in A AND B', though other titles e.g. Computational Linguistics, are permitted if they are more informative. However, the use of 'WITH' for such degrees is not permitted.

### Year 1 (SCQF normally level 8, sometimes level 7)

120 points at levels 7 or 8 consisting of:

- 40 points in A.
- 40 points in B.
- The remaining 40 points may either be from any course or courses in other Disciplines or Subject Groups, to be chosen by the student, or may be prescribed as being a further course or courses in one or either of A or B or as a prerequisite or co-requisite for one of both of them.

### Year 2 (SCQF level 8)

120 points at level 8 consisting of:

- 40 points in a second-year course in A.
- 40 points in a second-year course in B.
- The remaining 40 points may either be from any course or courses in other Disciplines or Subject Groups, to be chosen by the student, or may be prescribed as being a further course or courses in one or either of A or B or as a prerequisite for one of both of them.

### Year 3 (SCQF normally at level 10, sometimes level 9)

120 points at levels 9 or 10 consisting of:

- At least 40 points in A.
- At least 40 points in B.
- 20 points may be taken in either A or B or a combination of A and B; the remaining 20 points may be in either A or B or a combination of A and B, or in other disciplines or subject groups.



# Models for Degree Types

Year 4 (SCQF level 10, sometimes with an opportunity for courses at level 11)

120 points at level 10/11 consisting of:

- At least 40 points in A.
- At least 40 points in B.
- The remaining 40 points may be in either A or B, *or a combination of A and B*, to be chosen by the student.
- Out of the 120 points at least 40 points in either A or B (or as an exercise combining A and B) must be in the form of dissertations or projects or other pieces of work that demonstrates that the student can demonstrate proficiency in research and/or analytical skills relevant to advanced work in the Discipline.

## D. Group Honours

This type of degree typically draws on more than two disciplines and may have strongly specified curricula, especially in the early years. However the breadth of such curricula should also open up a range of alternative degree programmes. A full model for this type of degree will NOT be drawn up. Schools offering, or contemplating offering, such degrees are invited to submit their proposed Degree Programme Tables to the Colleges. The general guidance is that the structure of each year should remain as close as reasonably possible to the corresponding year of either Model A or B (single), or Model C (combined).

## E&F Non-Honours, General and Ordinary degrees

Students are required to have attained a minimum of 360 credit points. The level of credits required is defined in the appropriate Degree Programme Table.

## G. Intercalated Honours degrees

### G1. Bachelor of Medical Sciences (Honours)

Relevant courses are listed in Schedule T, together with their SCQF credit weighting. All courses are assigned a level according to a system set out by the SCQF which assigns levels 7-10 for Honours degrees. To qualify for the award of BSc (Honours) (Medical Science) students must have obtained **360 credit points** from passes or accreditation of prior learning. This will comprise 120 credit points in each of 3 years of study.

The first two years will comprise **Years 1 and 2** of the MBChB degree programme, University of Edinburgh, at **SCQF level 8/9**, or an equivalent medical degree programme. The third year will comprise **120 credit points at SCQF level 10**. This will involve a year of intercalated study linked to the normal work of Year 4 of a BSc (Honours) course or equivalent programme of study.



# Models for Degree Types

---

The grading of the Honours degree will be decided entirely on the basis of marks achieved during the intercalated third year. The intercalated year of study will normally be undertaken at the end of Year 2 of the MBChB programme.

## **G2. BSc (Honours) Veterinary Science**

Relevant courses are listed in Schedule S, together with their SCQF credit weighting. All courses are assigned a level according to a system set out by the SCQF which assigns levels 7-10 for Honours degrees. To qualify for the award of BSc (Honours) (Veterinary Science) students must have obtained **360 credit points** from passes or accreditation of prior learning. This will comprise 120 credit points in each of 3 years of study.

The first two years will comprise **Years 1 and 2** of the BVMS degree programme, University of Edinburgh, at **SCQF level 8**, or an equivalent veterinary degree programme. The third year will comprise **120 credit points** at **SCQF level 10**. This will involve a year of intercalated study linked to the normal work of Year 4 of a BSc (Honours) course or equivalent programme of study.

The grading of the Honours degree will be decided entirely on the basis of marks achieved during the intercalated third year. The intercalated year of study will normally be undertaken at the end of Year 2 of the BVMS programme but may in some cases be deferred until after Year 3 or Year 4.

## **H. Integrated Masters**

### **H1. Integrated Masters with Honours in a discipline**

#### Year 1 (SCQF normally level 7, sometimes level 8)

120 points at levels 7 or 8 consisting of:

- 40 points in A.
- Of the remaining 80 points, not more than 40 points may be a further prescribed subject or a required course from a list of subjects whether in or not in A.
- There **must be** the opportunity for a student to take at least 40 points from other Disciplines or Subject Groups of their choice.
- Students should be offered guidance regarding the potential consequences if they select a curriculum which does not offer them a choice of at least two alternative degree programmes at the end of their first year.

#### Year 2 (SCQF normally level 8, sometimes level 7)

120 points at level 7 or 8 consisting of:

- 40 points in A at level 8.
- A maximum of 40 points at level 7.
- There **should wherever possible be** the opportunity for a student to take at least 40 points at level 8 from other Disciplines or Subject Groups of their choice.



# Models for Degree Types

---

- Students should be offered guidance regarding the potential consequences if they select a curriculum which does not offer them a choice of two alternative degree programmes at the end of their second year.

# Models for Degree Types

---

## Year 3 (SCQF normally at level 9, sometimes level 10)

120 points at levels 9 or 10 consisting of:

- At least 80 points in A.
- For the remaining 40 points there **should wherever possible be** the opportunity for appropriately qualified students to take at least 20 points at levels 9 or 10 from other Disciplines or Subject Groups of their choice from an approved list of courses or with the approval of the Head of School.

## Years 4 & 5 (SCQF level 10/11)

240 points at levels 10/11 consisting of:

- At least 200 points in A of which at least 120 points must be at level 11 and at least 60 must be in the form of dissertations or projects or other pieces of work (e.g. synoptic papers) that demonstrate that the student can show proficiency in research and/or analytical skills relevant to advanced work in the Discipline.
- For the remaining 40 points there should **whenever possible be** the opportunity for appropriately qualified students to take at least 20 points at levels from other Disciplines or Subject Groups of their choice from an approved list of courses or with the approval of the Head of School.

### ***H2. Integrated Masters with Honours in A with B (Integrated Masters Single Honours with a Subsidiary Subject)***

The use of titles 'Integrated Masters with Honours in A WITH B' will be restricted to degrees which conform to the 'Integrated Masters with Honours' model with respect to A and include the necessary content from B within the provision for outside subjects. In these circumstances it will be permitted to specify the firm requirements for B in all years. Such degrees will be known generically as 'Integrated Masters Single Honours with a Subsidiary Subject'.

### ***H3. Integrated Masters with Combined Honours in two disciplines (example: Combined Honours in A and B).***

#### Year 1

120 points at levels 7 or 8 consisting of:

- 40 points in A.
- 40 points in B.
- The remaining 40 points may include the opportunity to take a course or courses in other Disciplines or Subject Groups chosen by the student, and may include a further prescribed course or courses in (or required as a pre-requisite or co-requisite for ) A and/or B.

#### Year 2

120 points at levels 7 or 8 consisting of:

- 40 points in A at level 8.
- 40 points in B at level 8.



# Models for Degree Types

---

- The remaining 40 points may include the opportunity to take a course or courses in other Disciplines or Subject Groups chosen by the student, and may include a further prescribed course or courses in (or required as a pre-requisite or co-requisite for) A and/or B.

## Year 3

120 points at levels 9 or 10 consisting of:

- 40 points in A.
- 40 points in B.
- The remaining 40 points may be in either A or B, *or a combination of A and B*, to be chosen by the student.

## Years 4 & 5

240 points at levels 10/11 consisting of:

- At least 200 points in A and/or B of which at least 120 points must be at level 11, at least 80 points in each of A and B, and at least 60 points (either in A or B or as an exercise combining A and B) in the form of dissertations or projects or other pieces of work (e.g. synoptic papers) that demonstrate that the student can show proficiency in research and/or analytical skills relevant to advanced work in the Discipline.
- For the remaining 40 points there should **wherever possible be** the opportunity for appropriately qualified students to take at least 20 points at levels from other Disciplines or Subject Groups of their choice from an approved list of courses or with the approval of the Head of School.

## **H4. Fine Art (600 points)**

5 year programme, 600 points

Year 1 - 120 points at level 7/8 (consisting of 80 points at level 8, and 40 points at level 7 or 8)

Year 2 - 120 points at level 8 (consisting of 80 points at level 8 and 40 points at level 7 or 8)

Year 3 - 120 points at level 10

Year 4 - 120 points at level 10

Year 5 - 120 points at level 10

See the appropriate Degree Programme Table



# Models for Degree Types

---

## Year 1

120 points at level 7/8 consisting of:

- ● 40 points at level 8 in specified University of Edinburgh course.
- ● 40 points at level 8 from Edinburgh College of Art.
- ● 40 points at level 7 or 8 in further courses.
- 

## Year 2

120 points at level 8 consisting of:

- ● 60 points from specified University of Edinburgh courses
- ● 60 points from Edinburgh College of Art
- 

## Year 3

120 points at level 10 consisting of:

- ● 60 points from specified University of Edinburgh courses.
- ● 60 points from Edinburgh College of Art.



# Models for Degree Types

- Year 4
- -
- 120 points at level 10 consisting of:
- ● 80 points from specified University of Edinburgh courses.
- ● 40 points from Edinburgh College of Art.
- -
- Year 5
- -
- 120 points at level 10 consisting of
- ● 40 points Fine Art dissertation.
- ● 80 points Edinburgh College of Art.

## **I. Bachelor of Medicine and Bachelor of Surgery (MBChB)**

720 points for the 5 year programme

Year 1 –level 8  
Year 2 –level 9  
Year 3 –level 10  
Year 4 –level 10  
Year 5 –level 11

900 points for the 6 year programme

Year 1 – level 8  
Year 2 – level 9  
Year 3 – level 10  
Year 4 – level 10  
Year 5 – level 10  
Year 6 – level 11

See the appropriate Degree Programme Table

## **J. Bachelor of Veterinary Medicine and Surgery (BVM&S)**

640 points

Year 1 – level 8  
Year 2 - level 8  
Year 3 – level 9  
Year 4 – level 10  
Year 5 – level 11

See the appropriate Degree Programme Table



# Models for Degree Types

---

## K. Taught Postgraduate Masters Degrees (180 points)

180 points, of which a minimum of 150 are at SCQF level 11, consisting of:

- at least 90 points at level 11, for the taught component
- 60 points at level 11 for the research/dissertation element, that demonstrate that the student can show proficiency in research and/or analytical skills relevant to advanced work in the discipline.

## Taught Postgraduate Masters Degrees (240 points)

240 points, of which a minimum of 150 are at SCQF level 11, consisting of:

- at least 90 points at level 11, for the taught component
- 60 points at level 11 for the research/dissertation element, that demonstrate that the student can show proficiency in research and/or analytical skills relevant to advanced work in the discipline.

See the appropriate Degree Programme Table for further information.

~~This model will also be applied to structured Research Masters degree programmes unless a specific opt-out has been approved. It is expected that all other postgraduate degrees will conform, in so much as this is possible, with the revised structures~~

~~29 April 2010~~  
~~1 June 2017~~

---



# Framework for Curricula

## Purpose of Policy

This outline Framework for Curricula was developed to provide consistency in the delivery of the University's Curriculum Framework.

## Overview

The Framework for Curricula articulates a set of outline rules to support the University's Curriculum Framework. -The Curriculum and Student Progression Committee has responsibility for the academic regulatory framework, including this Framework. -Any change or opt-out from this policy needs to be approved by CSPC.

## Scope: Mandatory Policy

This applies to all taught courses and degree programmes within the University and therefore has an impact on all taught students and on staff who deliver courses and programmes.

## Contact Officer

Adam Bunni

Head, Governance and Regulatory  
Framework Team

[adam.bunni@ed.ac.uk](mailto:adam.bunni@ed.ac.uk)

## Document control

Dates	Approved: June 2008	Starts: 2008/09	Equality impact assessment: 10.12.14	Amendments: 9.12.14 <u>01.06.17</u>	Next Review: 2015/16 <u>2019/20</u>
Approving authority	CSPC (previously the Academic Policy Committee)				
Consultation undertaken	There was widespread consultation undertaken during the Curriculum project.				
Section responsible for policy maintenance & review	Academic Services ( <del>The amendments in December 2012 updated references while presenting the policy in this template.</del> )				
Related policies, procedures, guidelines & regulations	<a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework">http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework</a>				
UK Quality Code	UK Quality Code: B1 Programme design, development and approval <a href="http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B1.pdf">http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B1.pdf</a>				
Policies superseded by this policy	n/a				
Alternative format	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 2138.				
Keywords	Curriculum framework				



# Framework for Curricula

1. A normal year ~~of study 's work~~ in any undergraduate degree must equate to exactly 120 credit points.
- ~~1.~~
- ~~2.~~
2. A normal year ~~of study's work~~ in any postgraduate masters degree must equate to exactly 180 ~~credit points (or exactly 120 credit points each year for postgraduate masters degrees with 240 credit points).~~
- ~~3. credit points.~~
- 4.3. The credit for a course must relate only to the academic year in which the course was taken.
- 5.4. All taught courses must be offered in units of 10, 20, ~~and 40~~ and 60 credits (and in units of 5 in the ~~Office of Lifelong Learning Centre for Open Learning~~ only).
- 6.5. 'Umbrella' ~~or 'Omnibus'~~ (120 credit) courses are not permitted.
- 7.6. There must be a direct link between every course and its assessment, with the credit weighting of each course determining its proportionate weighting in the final assessment for the year. For example, if a course has 40 credit points its assessment must make up 40/120 of the total assessment weighting for that year. ~~This ensures that the University can meet the requirements of the Funding Council credit based returns and to allow the automated production of transcripts.~~
- 8.7. General and synoptic papers must be given a course code and assigned a credit weighting (10, 20 ~~or 40~~ or 60 points) in the year's work equivalent to their share of the final assessment of the work for the year. This does not imply that there always has to be specific teaching associated with such courses. The implication can be that the work is undertaken and the learning outcomes are achieved during the programme as a whole.
- 9.8. The ~~normal~~ expectation is that courses are offered on a year or semester basis, ~~only where a strong case can be made to the College will changes in a programme's activities be permitted at the end of any other block.~~ Current ~~s~~Semester ~~dates times~~ are available here: <http://www.ed.ac.uk/news/semester-dates>.
- 10.9. Students are not permitted to take course combinations with conflicting formal class times.
- 11.10. Distinct course codes, with appropriate learning outcomes and assessments, are created for Visiting Students in cases where they are unable to take the normal full assessment for a course (for example for first semester attendance of a year-long course examined in the summer.)

**1 June 201708**

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

## **Student Maternity and Family Leave Policy**

### **Executive Summary**

This paper contains the revised version of the Student Maternity and Family Leave Policy, which was due for review this Academic Year.

### **How does this align with the University / Committee's strategic plans and priorities?**

The University's strategic plan commits the University to "maintain a fair, inclusive and diverse community of students and staff".

### **Action requested**

CSPC are asked to approve the amendments to the policy.

### **How will any action agreed be implemented and communicated?**

Academic Services will send a communication to relevant stakeholders regarding new and updated policies in June 2017.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

The proposed amendments introduce no new resource implications.

#### **2. Risk assessment**

The proposed amendments do not introduce any risks.

#### **3. Equality and Diversity**

This Policy supports the University's commitment to promoting equality, and to providing support and adjustments to students who are pregnant or become parents. The Policy underwent an Equality Impact Assessment on the 13<sup>th</sup> of June 2013. The proposed amendments are minor, and do not present any new equality implications.

#### **4. Freedom of information**

Open paper

### **Key words**

**Pregnancy, Maternity**

### **Originator of the paper**

Stuart Fitzpatrick, Academic Policy Officer

24 May 2017

**Student Maternity and Family Leave Policy**  
**Senatus Curriculum and Student Progression Committee**

**1<sup>st</sup> June 2017**

## **1. Background**

1.1 The Student Maternity and Family Leave Policy was approved by CSPC in April of 2013, and was due for review this Academic Year.

1.2 A benchmarking exercise against other Russell Group Universities was undertaken by Academic Services in order to compare provision and ensure that the policy was in line with standards across other institutions. The University of Edinburgh's provisions in this area were predominantly in-line with those across the Russell Group.

1.3 Vice Principal Jane Norman, Human Resources and the Students Association' were consulted on any proposed changes to the Policy.

## **2. Summary of Changes**

- It has been clarified that the scope of the policy also applies to applicants who are pregnant at the time of application.
- Clarity has been given to aspects of the policy covering the utilisation of Authorised Interruption of Studies to accommodate breaks in study in relation to pregnancy and related matters.
- The Policy has been amended in order to reflect the chronology of steps that are taken in utilising the Policy.
- All links to University and external services (such as National Health Service and Edinburgh Council) have been checked and, where necessary, updated. Where University and external terminology has changed since 2013, this has been updated.
- New text, suggested by the International Student Advisory Service, has been added covering visa issues that might be encountered by students studying on Tier 4 visas, in line with current UK Government guidance.
- The Policy now makes clear that, where an external funding body does not provide Maternity costs, the University will not be liable for these.
- The Policy now directs applicants who are pregnant to discuss with Student Recruitment and Admissions the possibility of deferring entry if they feel this is something that could be considered. The policy also clarifies that deferment may not always be an available option.

# Student Maternity and Family Leave Policy



THE UNIVERSITY  
of EDINBURGH

## Purpose of Policy

To provide flexibility for students to ensure that they are not disadvantaged in their studies due to pregnancy, ~~and the birth~~ or adoption of a child.

## Overview

The policy provides guidance on matters relating to all applicants or students who become pregnant, have partners ~~(including same sex partners)~~ who are pregnant, or are to become parents, including through the adoption of a child ~~and students who are adopting a child.~~

## Scope: Mandatory Policy

The policy applies to:

- Any student who becomes pregnant during her studies;
- Any student who is to become a ~~father~~ parent during ~~his~~ their studies, including through adoption of a child;
- Any student who ~~is the~~ has a partner ~~of a student~~ who is pregnant ~~(including a same sex partner)~~;
- ~~Any student becoming a parent through adoption of a child~~;
- Any applicant who is pregnant at the time of application; and
- Any applicant who ~~has~~ is ~~at~~ the partner ~~of a student~~ who is pregnant

## Contact Officer

For specific cases please contact your School Offices for information  
Academic Services: Stuart Fitzpatrick

Academic Policy Officer

[stuart.fitzpatrick@ed.ac.uk](mailto:stuart.fitzpatrick@ed.ac.uk)

## Document control

Dates	Approved:	Starts:	Equality impact assessment:	Amendments:	Next Review:
	25.04.13	01.06.13	13.6.13	<u>19/04/2017</u> <del>n/a</del>	2016/17
Approving authority	Curriculum and Student Progression Committee (CSPC)				
Consultation undertaken	Curriculum and Student Progression Committee (CSPC)				
Section responsible for policy maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations	N/A				
UK Quality Code	N/A				
Policies superseded by this policy	Maternity Leave policy for Postgraduate Students 2005				
Alternative format	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 2138.				
Keywords	Student pregnancy, student maternity leave, adoption				

# Student Maternity and Family Leave Policy



THE UNIVERSITY  
of EDINBURGH

# Policy

- 1 The University is committed to providing adjustments to students to ensure that they are not disadvantaged in their studies due to pregnancy or adoption of a child.

**Commented [FS1]:** Added into the scope and info boxes that this policy covers applicants

## Students or applicants to become parents

- 2 Any student or applicant who has their pregnancy confirmed by a GP or midwife, is to become a father, parent or guardian, or is to adopt a child, is encouraged to report this to their Personal Tutor, Postgraduate Director, Research Supervisor, School Student Support Office or person nominated by their School so that they can provide appropriate academic advice.

**Commented [FS2]:** Added in light of SRA's comments on who people are directed to

- 3 Please note: a student who is undertaking a programme of postgraduate study via a Postgraduate Sponsor has the sole responsibility to inform their Postgraduate Sponsor of any change of circumstance.

- 4 Where an applicant notifies the University of their pregnancy, they are encouraged to discuss any possible implications for commencing their studies with Student Recruitment and Admissions. Applicants are entitled to request deferred entry; however deferral may not be possible in all cases, depending on the programme of study.

**Commented [FS3]:** Added

## Implications for programme of study

- 54 The student will meet with their Personal Tutor, Postgraduate Director, Research Supervisor or person nominated by their School where the following issues should be addressed:

- Whether an authorised interruption of studies will be required and, if so, for how long (an interruption would not normally exceed one academic year);
- If assessments are pending, whether the student is fit to attempt the assessments, and;
- Any time-off or possible modifications to attendance that might be required so that the student can attend medical appointments or antenatal classes;
- Any relevant health and safety issues (see section 11X).

64. Students whose partner is pregnant, or who are to adopt a child, are entitled to request adjustments. These may include permissible absence for medical and antenatal appointments prior to and after the birth, and a period of absence at the time of birth or adoption. If such appointments conflict unavoidably with lectures, tutorials or supervisory sessions, students will be entitled to ask for flexibility in respect of this.

**Commented [FS4]:** Added

- 75 A written record of the agreed adjustments should be produced and retained by the Personal Tutor or Research Supervisor, student and the relevant administrator with responsibility for the student's programme of study.

**Commented [FS5]:** Added

- 86 Please note – Personal Tutors or Research Supervisors would not be responsible for granting interruption of studies to Postgraduate Students. In these instances, the normal interruption of studies procedure for Postgraduate Students should be followed.

**Commented [FS6]:** Added

- 9 Where a student intends to take an interruption of studies, the Personal Tutor, Postgraduate Director, or Research supervisor will discuss with the student any steps which may be taken to support a smooth return to study following the period of interruption. This may include offering advice on self-guided study where the student requests this, and discussing what academic support will be offered on the student's return to study.

**Commented [FS7]:** Added following discussions with Professor Jane Norman and Caroline Wallace of HR

# Student Maternity and Family Leave Policy



THE UNIVERSITY  
of EDINBURGH

# Policy

## Study abroad

~~107~~ Where a student has their pregnancy confirmed whilst studying abroad, they are encouraged to contact their Personal Tutor, Postgraduate Director, Research Supervisor or person nominated by their School to ensure that adequate steps are taken to make necessary adjustments.

## Resumption of studies

~~8~~ Students who have given birth should not return to the University within two weeks of the birth of their child, as outlined in s.8(b) of the 'Maternity and Parental Leave (etc) Regulations 1999': [www.legislation.gov.uk/ukSI/1999/3312/contents/made](http://www.legislation.gov.uk/ukSI/1999/3312/contents/made)

~~9~~ The student will be responsible for confirming that they are ready to resume their studies at the end of their agreed period of interruption. They should inform their Personal Tutor and the relevant administrator that they are to return so that the appropriate arrangements can be made in terms of course enrolments, etc. Directly before, or as soon as practical after their return, the student should meet with their Personal Tutor to ensure that any necessary adjustments are made to ensure a smooth return to their programme of study. Students are reminded that it is not permitted to bring children into classes.

~~10~~ Details of childcare facilities available at the University are as follows: [www.ed.ac.uk/studying/undergraduate/facilities/childcare](http://www.ed.ac.uk/studying/undergraduate/facilities/childcare)

~~11~~ There are also numerous council approved nurseries within the city of Edinburgh. Please consult [www.scottishchildcare.gov.uk/](http://www.scottishchildcare.gov.uk/) for more information.

## Health and Safety

~~1142~~ [Where a student informs the University of her pregnancy](#), there are health and safety issues that the University must take into consideration in order to protect the mother and unborn baby:

- The Personal Tutor, Postgraduate Director, Research Supervisor or person nominated by [the](#) School must ensure that the relevant health and safety staff within the School/College are informed so that, where necessary, a risk assessment can be carried out; [the risk assessment will take account of the requirements for the student's programme of study and determine whether any adjustments need to be made](#);
- If the student is resident in University accommodation whilst pregnant, in order for appropriate adjustments to be made, informing Accommodation Services of their pregnancy can ensure that the accommodation provided to the student is appropriate;
- Accommodation Services consider a student who has given birth to a child to have 'Exceptional Circumstances', and as such would seek to re-house a student staying in unsuitable University accommodation to a more suitable arrangement. Should this prove impossible, the student will be released from [their](#) lease and will not incur any penalties for non-fulfilment of the term of the lease, in order that the student may move to or seek other more suitable accommodation.
- If the student requires, the Personal Tutor, Postgraduate Supervisor or person nominated by their [S](#)chool will advise on appropriate adjustments and provisions to allow the student to [breastfeed or](#) express milk. ~~A female may need to express milk in~~

Commented [FS8]: Moved below Health and Safety to reflect chronology

# Student Maternity and Family Leave Policy



# Policy

~~the period after childbirth if her breasts become overfull/engorged. As such, the University should provide the student with appropriate space to do so.~~

- ~~The student must not return to the University within two weeks of giving birth, as outlined in s.8(b) of the 'Maternity and Parental Leave (etc) Regulations 1999' - [www.legislation.gov.uk/ukSI/1999/3312/contents/made](http://www.legislation.gov.uk/ukSI/1999/3312/contents/made)~~

Commented [FS9]: Removed as redundant

Commented [FS10]: Referenced directly below, so redundant

## Resumption of studies

12 ~~Students who have given birth should not return to the University within two weeks of the birth of their child, as outlined in s.8(b) of the 'Maternity and Parental Leave (etc) Regulations 1999'.~~

~~[www.legislation.gov.uk/ukSI/1999/3312/contents/made](http://www.legislation.gov.uk/ukSI/1999/3312/contents/made)~~

13 ~~The student will be responsible for confirming that they are ready to resume their studies at the end of their agreed period of interruption. They should inform their Personal Tutor, Postgraduate Director, or Research Supervisor and the relevant administrator that they are to return so that the appropriate arrangements can be made in terms of course enrolments, etc.~~

14 ~~3 Directly before, or as soon as practical after their return, the student should meet with their Personal Tutor, Postgraduate Director, or Research Supervisor to ensure that appropriate academic support is provided, and any necessary adjustments are made to facilitate a smooth return to their programme of study. Students are reminded that it is not permitted to bring children into classes.~~

15 ~~Details of childcare facilities available at the University are as follows: [www.ed.ac.uk/studying/undergraduate/facilities/childcare](http://www.ed.ac.uk/studying/undergraduate/facilities/childcare)~~

16 ~~There are also numerous council approved nurseries within the city of Edinburgh. Please consult [www.scottishfamilies.gov.uk](http://www.scottishfamilies.gov.uk) for more information.~~

Commented [FS11]: Updated link in this part

## Finance

17 ~~4 Undergraduate students in receipt of funding from either the Student Awards Agency for Scotland or the Student Loans Company should contact their funding body for advice on fee and loan related issues.~~

- ~~• Student Awards Agency for Scotland (SAAS): [www.saas.gov.uk/](http://www.saas.gov.uk/)~~
- ~~• Student Loans Company (SLC): [www.slc.co.uk/](http://www.slc.co.uk/)~~
- ~~• The Advice Place can provide advice to students on a number of finance related issues: [www.eusa.ed.ac.uk/advice/](http://www.eusa.ed.ac.uk/advice/)~~
- ~~• For queries relating to impact on fee liability, student should contact [fees@ed.ac.uk](mailto:fees@ed.ac.uk) or see <http://www.ed.ac.uk/student-funding/tuition-fees/undergraduate/fee-policy>~~

18 ~~4 Postgraduate taught and research students who are in receipt of funding from external bodies should contact them for advice on funding related issues. The University will not be liable if an external provider/funding body does not cover Maternity costs. Where a student is also an~~

Commented [FS12]: This provides clarity in regards to this, as a few of the queries we receive are in this regard

# Student Maternity and Family Leave Policy



# Policy

employee of the University, they should contact HR for advice on any entitlement to Maternity pay.

- The Advice Place can provide advice to students on a number of finance related issues: [www.eusa.ed.ac.uk/advice/](http://www.eusa.ed.ac.uk/advice/)

**Formatted:** List Paragraph, Indent: Hanging: 0.27 cm, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

~~1945~~ Information on sources of financial support for students with children can be found at: [www.ed.ac.uk/student-funding/financial-support/students-children](http://www.ed.ac.uk/student-funding/financial-support/students-children) Childcare funds are available for undergraduate students using registered childcare. More information can be found at:

~~[www.ed.ac.uk/schools-departments/student-funding/financial-support/students-children/childcare-fund](http://www.ed.ac.uk/schools-departments/student-funding/financial-support/students-children/childcare-fund)~~

Please note that Childcare fund awards are not available to postgraduate students, unless the student is in receipt of a Postgraduate tuition fee loan from the Student Awards Agency for Scotland (SAAS).

**Formatted:** Font: (Default) Arial, 11 pt

~~2046~~ Lone Parents Grant - Undergraduate students from Scotland who are lone parents with at least one dependent child can apply to the Students Awards Agency for Scotland (SAAS) for the Lone Parents' Grant. More information is available from [www.saas.gov.uk/](http://www.saas.gov.uk/).

~~2147~~ Lone Parents Childcare Grant - In addition to the Lone Parents Grant, undergraduate students can receive financial assistance for formal childcare costs such as child minders, after school clubs and providers of day care and pre-school education through the Lone Parents Childcare Grant. More information is available via email to [studentfunding@ed.ac.uk](mailto:studentfunding@ed.ac.uk) [financial.aid@ed.ac.uk](mailto:financial.aid@ed.ac.uk).

~~2248~~ Childcare Fund – Means-tested Childcare funds are available for undergraduate students using registered childcare. More information is available via email to [studentfunding@ed.ac.uk](mailto:studentfunding@ed.ac.uk) Day Nursery Bursaries – Bursaries are available to UK undergraduate students to cover the costs of formal childcare at the University's Day Nursery. Up to ten bursaries are available to UK undergraduate students who have been accepted at the University of Edinburgh on a full-time undergraduate degree programme in any subject offered by the University. UK Undergraduate students who are currently enrolled at the University may also apply. The bursaries will have a value of up to the full cost of nursery provision during semester time. Bursaries will be tenable for one academic session. More information is available via email to [financial.aid@ed.ac.uk](mailto:financial.aid@ed.ac.uk)

~~2349~~ It is recommended that any student taking an interruption of studies should contact Student Administration ([www.ed.ac.uk/student-administration](http://www.ed.ac.uk/student-administration)) about the possible effect on the fees to be charged when study resumes. International students studying at the institution under Tier 4 regulations are also recommended to speak with an immigration adviser the International Student Advisory Service about the implications to their UK visa. Further information regarding Visas can be found below: [www.ed.ac.uk/student-administration](http://www.ed.ac.uk/student-administration)

**Commented [FS13]:** Removed as Visa Issues explored specifically below

## Visa issues

~~240~~ Students studying at Edinburgh under University Tier 4 visa sponsorship will need to consider the length of maternity/paternity/adoption leave depending upon:

- The timing of any interruption of studies;
- The due date;
- Academic ~~programme/course~~ type and ~~semester/course~~ dates;

# Student Maternity and Family Leave Policy



THE UNIVERSITY  
of EDINBURGH

# Policy

- ~~The decision the student has made about progressing with their studies after the birth of the child.~~

Commented [FS14]: Removed as redundant

~~2524~~ If a student on a Tier 4 Visa takes an interruption of more than 60 days, the University is required to report this to the relevant authority and will not be able to sponsor them to remain in the UK. The student would therefore need to make arrangements to return home. If the student is satisfied to take a period of interruption lasting less than 60 days, this could be permissible provided that the student re-engages with their course before the end of the 60 day period. If the student requires longer than 60 days from the outset, this has to be noted to the relevant authority and our sponsoring relationship with the student would end, the student would be required to leave the UK and sponsorship could only recommence at the point that they are ready to begin their studies again. Students on Tier 4 visas students who become pregnant during their studies must seek up-to-date immigration advice from the International Student Advisory Service at Edinburgh Global. Advisers will provide a confidential and supportive service, including written advice, to set out possible options for students and their academic supervisors. Under rules as of April 2017, students cannot extend their visa for reasons relating to pregnancy or maternity. There are no concessions within the Tier 4 rules specifically allowing for maternity leave. The maximum period of approved authorised interruptions of studies will be considered on an individual basis but is similarly limited by Home Office regulations. Advisors can be contacted through [visahelp@ed.ac.uk](mailto:visahelp@ed.ac.uk)

Commented [FS15]: Suggested new text following consultation with Edinburgh Global and ISAS.

~~2622~~ The visa implications of a maternity/paternity/adoption leave should be considered at the earliest possible opportunity and it is vital therefore that the ~~International Office~~ International Student Advisory Service are included in discussions relating to any absence due to pregnancy. They can be contacted at [isas@ed.ac.uk](mailto:isas@ed.ac.uk) [immigration@ed.ac.uk](mailto:immigration@ed.ac.uk) ~~[www.ed.ac.uk/international-office/immigration](http://www.ed.ac.uk/international-office/immigration)~~ (~~<http://www.ed.ac.uk/global/student-advisory-service>~~)

## Sources of advice for students

~~2723~~ The following links may provide useful information.

- University Health Service - [www.health-service.ed.ac.uk/](http://www.health-service.ed.ac.uk/)
- The Advice Place (Advice Places are located at the Students' Association in Bristo Square and KB House, Kings Buildings, West Mains Road): [www.eusa.ed.ac.uk/advice/](http://www.eusa.ed.ac.uk/advice/)
- ~~Edinburgh Global: <http://global.ed.ac.uk> International Office: [www.ed.ac.uk/schools-departments/international-office](http://www.ed.ac.uk/schools-departments/international-office)~~
- International Student Centre: [www.ed.ac.uk/studying/international/student-life/ise](http://www.ed.ac.uk/studying/international/student-life/ise)  
<http://www.ed.ac.uk/global/student-advisory-service/social-connections/isc>
- Childcare Facilities at the University of Edinburgh:  
[www.ed.ac.uk/studying/undergraduate/facilities/childcare](http://www.ed.ac.uk/studying/undergraduate/facilities/childcare)
- Scholarships and Student Funding Services: [www.ed.ac.uk/schools-departments/student-funding/home](http://www.ed.ac.uk/schools-departments/student-funding/home)

# Student Maternity and Family Leave Policy



THE UNIVERSITY  
of EDINBURGH

# Policy

- NHS (National Health Service) Scotland: [www.nhsscotland.com/](http://www.nhsscotland.com/)
- NHS 24, a 24 hour contact and advisory service – ~~11108454-24-24-24~~

~~25 April 2013~~ 19 April 2017

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

**Student Appeal Committee and Student Fitness to Practise Appeal Committee Memberships 2017/18**

**Executive Summary**

This paper contains the membership of the Student Undergraduate and Postgraduate Appeal Committees, and the Student Fitness to Practise Appeal Committee, for Academic Year 2017/18.

**How does this align with the University / Committee's strategic plans and priorities?**

The operation of our appeals processes meet with the University's strategic priority of fair treatment of the student community.

**Action requested**

CSPC are asked to approve the membership of the Appeal Committees and Fitness to Practise Appeal Committee.

**How will any action agreed be implemented and communicated?**

N/A

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

None

**2. Risk assessment**

No risks have been identified.

**3. Equality and Diversity**

No equality and diversity issues have been identified.

**4. Freedom of information**

Open paper

**Key words**

Appeal, Fitness to Practise, membership, committee

**Originator of the paper**

Stuart Fitzpatrick, Academic Policy Officer

17 May 2017

## **Student Appeal Committee Membership Academic Year 17/18**

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

#### Undergraduate Student Appeal Committee

Professor Gary West (Convener)  
Dr Esther Mijers  
Mr Alan C Brown  
Professor Alexis Grohmann  
Dr Alison Jack  
Mr John Lowrey  
Dr Sarah MacPherson  
Dr Paul Norris  
Dr Dan Carr

#### Postgraduate Student Appeal Committee

Professor John Amis  
Dr Peter Moles  
Dr Colin Chandler  
Dr Elaine Haycock-Stuart  
Dr Laura Bradley  
Dr Tim Milnes  
Professor Simon Kirby  
Dr Angus Bancroft  
Dr Andy Aitchison  
Dr Emma Hunter  
Dr Katie Cebula

### ***College of Science and Engineering –***

#### Undergraduate Student Appeal Committee

Professor Graeme Reid (Vice Convener)  
Dr Chris Mowat  
Dr Jennifer Skilling  
Dr Max Ruffert  
Dr Heather McQueen  
Mr Stephen Warrington

#### Postgraduate Student Appeal Committee

Professor Judy Hardy (Convener)  
Dr Paul Taylor  
Dr Julian Hall  
Dr Prashant Valluri

***College of Medicine and Veterinary Medicine –***

Undergraduate Student Appeal Committee

Dr Fanny Kristmundsdottir  
Dr Geoff Pearson  
Dr Claire Phillips  
Dr Simon Riley  
Dr Margaret Ross

Postgraduate Student Appeal Committee

Professor Cathy Abbott (Vice Convener)  
Professor Jeremy Bradshaw  
Professor Karen Chapman  
Professor Sarah Howie  
Professor Adriano Rossi

**Student Fitness to Practise Appeal Committee Membership Academic Year 17/18**

College of Arts, Humanities and Social Sciences

Professor Ken Reid (Law)  
Ms Emma Greville-Williams (Law)  
Professor Tonks Fawcett (Health in Social Science)  
Dr Simon Beames (Education)

College of Medicine and Veterinary Medicine

Professor James Garden (School of Clinical Sciences)  
Professor David Argyle (R(D)SVS)  
Professor Andrew Calder (College of Medicine & Veterinary Medicine)  
Professor Jane Norman (School of Clinical Sciences)  
Dr Jen Foley (School of Clinical Sciences)  
Professor Bruce McGorum (R(D)SVS)  
Professor Moyra Whyte (College of Medicine and Veterinary Medicine)

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

1 June 2017

**Knowledge Strategy Committee Report**

**Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities**

To update the Committee on certain matters considered by the Knowledge Strategy Committee at its meeting on 24 March 2017

**Action requested**

The Committee is invited to note the report.

**Communication and Implementation**

The approved Knowledge Strategy Committee minute will be published on the University website in due course.

**Resource implications**

Does the paper have resource implications? No

**Risk Assessment**

Does the paper include a risk analysis? N/A

**Equality and Diversity**

Has due consideration been given to the equality impact of this paper? N/A

**Freedom of Information**

Can this paper be included in open business? Yes

**Originator of the paper**

Dr Lewis Allan  
Head of Court Services  
May 2017

# KNOWLEDGE STRATEGY COMMITTEE REPORT

24 March 2017

## 1 Initial Draft Information Services Group Plan 2017/20

An overview of the initial draft Information Services Group plan for the period 2017/20 was reviewed. The context of the University planning round was discussed, with prioritisation of the additional Information Services funding requests important in ensuring overall affordability for the University. Members suggested that the distance learning at scale funding request should closely involve Colleges from an early stage, use the University's research quality as a differentiator to attract students and improve course delivery for both students and academics compared to existing smaller scale courses.

## 2 Network Replacement Programme

The Director of the IT Infrastructure Division presented a summary of the outcome of the IT Infrastructure review project, with an additional £4M (£9.5M in total) of capital investment sought through the University's Planning Round given the larger than initially expected level of equipment replacement and need to restructure some areas of the network. The Planning Round submission was endorsed.

## 3 Digital Preservation Policy

A Digital Preservation Policy to aid in managing and preserving digital records that the University aims to retain on a long term basis as a corporate memory and archive was approved. It was noted that no additional funding is requested to implement the policy.

## 4 Information Services Group Key Performance Indicators

Key Performance Indicators (KPIs) for Information Services Group were reviewed, encompassing: quality, learning and teaching, staffing and space utilisation, public engagement, and national and international digital research services measures. It was noted that KPIs without targets set at present would have targets set shortly. The Committee discussed moving from KPIs that are measures of activity to more meaningful strategic performance measures and benchmarking the performance of the library with comparator institutions.

## 5 Joint item:

- i) Core Systems Strategy Programme – Terms of Reference
- ii) Digital Transformation Governance Board

The proposed terms of reference for the Core Systems Strategy Programme Board and for the Digital Transformation Governance Board were noted. Improving academic representation on the boards was discussed, with the Chief Information Officer and Assistant Principal Online Learning to consider approaching individuals.