

H/02/27/02

**Meeting of the Senatus Curriculum and Progression Committee  
to be held at 2.00pm on Thursday 21 March 2019 in the Raeburn Room, Old College**

**AGENDA**

1. **Minutes of the meeting held on 24 January 2019** Enclosed
2. **Matters Arising**
  - a) **Postgraduate Assessment and Progression**
3. **For Discussion**  
**Wednesday Afternoon Teaching** CSPC 18/19 4 A
4. **Academic Year Dates** CSPC 18/19 4 B
5. **Service Excellence**
  - a. Service Excellence Programme: Student Administration and Support Update Presentation
  - b. Service Excellence Programme: Study and Work Away – Proposed change in arrangements for progression boards and Exchange Coordinators CSPC 18/19 4 C
  - c. Service Excellence Programme: Special Circumstances and Coursework Extensions CSPC 18/19 4 D
6. **Degree Regulations**
  - a. Draft Undergraduate Degree Regulations 2019/20 CSPC 18/19 4 E
  - b. Draft Postgraduate Degree Regulations 2019/20 CSPC 18/19 4 F
7. **Curriculum Opt-Outs**
  - a. Update on planned MBChB for Healthcare Practitioners Closed - G
  - b. CMVM: Paediatric Emergency & Critical Care Medicine Cert/Dip/MSc Programme CSPC 18/19 4 H
  - c. CMVM: MSc Clinical Education: proposal for route to complete degree without dissertation/research project CSPC 18/19 4 I
8. **Visiting and Non-Graduating Student Policy and Procedure: proposed amendments and opt-outs** CSPC 18/19 4 J
9. **New Degree Programmes: collaboration with the Gujarat Biotechnology University** Closed - K
10. **Distance Learning at Scale** Closed - L
11. **Senate Committees**  
Review of the Structure of the Senate Committees - initial proposals for consultation CSPC 18/19 4 M  
Senate Committees Planning 2019-20 CSPC 18/19 4 N
12. **Additions to the membership of the Student Fitness to Practise Appeal Committee** CSPC 18/19 4 O
13. **For information**  
**Report from the Knowledge Strategy Committee** CSPC 18/19 4 P

The University of Edinburgh

**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)  
held at 2.00pm on Thursday 24 January 2019 in the Cuillin Room, Charles Stewart  
House**

**Present:**

Professor Graeme Reid (Vice-Convener)	Dean of Learning and Teaching (CSE)
Dr Paul Norris	Associate Dean (Academic Progress), CAHSS
Stephen Warrington	Dean of Student Experience (CSE)
Philippa Burrell	Head of Academic Administration (CMVM)
Lisa Kendall	Head of Academic and Student Administration (CAHSS)
Claire Vallance	Head of Academic Affairs (CSE)
Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)
Dr Jeremy Crang	Dean of Students (CAHSS)
Ellie Tudhope	Advice Place Senior Academic Adviser
Dr Adam Bunni	Head of Governance and Regulatory Framework Team
Dr Cathy Bovill	Institute for Academic Development
Lisa Dawson	Director of Student Systems and Administration
Diva Mukherji	Vice President Education Students' Association

**In attendance:**

Tom Ward	Director, Academic Services
Miss Theresa Sheppard	Academic Policy Officer, Academic Services

**Apologies for absence:**

Professor Alan Murray	Assistant Principal, Academic Support
Dr Antony Maciocia	Representative of Researcher Experience Committee
Anne-Marie Scott	IS Learning, Teaching and Web
Dr Juliette MacDonald	Edinburgh College of Art
Professor Lesley McAra	Assistant Principal, Community Relations
Dr Geoff Pearson	Dean of Students (CMVM)

**1. Minutes of the Previous Meeting**

The minutes of the previous meeting held on Thursday 22 November 2018 were **approved** as an accurate record.

**2. Matters Arising**

**a. Electronic Business – Distance Learning at Scale Background Paper**

The Committee noted that it had received as an item of electronic business an update on Distance Learning at Scale, which included some background information on the project in advance of an anticipated paper in 2019.

**b. Senate Committee Planning**

The Committee noted that Academic Services had fed comments received from members on issues to consider for the planning round into the planning process.

**3. Academic Year Dates (CSPC 18/19 3 A)**

The Committee noted the analysis provided by the Head of Timetabling and Examination Services and Academic Services. The paper acknowledged that, according to current

projections, the revision and examination diet in Semester 1 2020 would be truncated, and provided five options to mitigate the impact of this for the examination timetable for Semester 1 2020.

The data showed that there was an upward trend in the number of examinations conducted in Semester 1, which had contributed to an increase in the number of days required for the examination period. In view of this upward trend, it was likely that the solution which would ultimately be agreed by the Committee would apply to future years, and that the circumstances of 2020/21 (which mirrored those that had applied in 2015/16) would be repeated more regularly.

With this in mind, the Committee noted several factors which would need further examination in the longer term in order to address the issue: whether any courses could change their methods for assessment to place less reliance on examinations, and what the mechanism for exploring this would be; the possibility of reducing the number of administrative tasks which students needed to undertake in Welcome Week, with a view ultimately to reducing the length of the week; and the possibility of undertaking examinations in January.

With regard to the arrangements for 2020/21, the Committee discussed the five options, noting the following points:

- A reduction of the revision period would have an adverse impact on students' ability to prepare for examinations.
- Scheduling a greater number of examinations at weekends, including the use of Sundays, would place pressure on support teams and not provide the flexibility to address unforeseen issues.
- Extending the hours of examinations into the evening would not be possible, because it would not allow extra time for students who required it.
- Requesting that Schools redistribute examinations from Semester 1 to the May diet should be avoided, since this would directly contradict previous work by the Committee in this area.

The Committee noted that additional space for examinations (e.g. renting space from private providers) might reduce the time required for the examination period in the short term. It requested that the Head of Timetabling and Examination Services conduct further modelling to determine how much space the University would require, and at what cost, to enable this.

The Committee noted that a breakdown by School of existing data on the increase in examinations, and further data on the impact of the number of course combinations on timetabling, would inform the discussion on the possible reduction of examinations carried out in Semester 1.

The Committee approved the overall academic year dates for 2020/21 and provisional academic year dates for 2021/22 and 2022/23, since these dates were not specific as to the length of the revision/examination period. The Committee accepted that there was no realistic option of changing the start dates for Semester One or Two, or of reducing the number of teaching weeks.

<p><b>Action:</b> Head of Timetabling and Examination Services to undertake further examination timetable modelling for consideration by the Committee in March.</p>
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#### **4. Proposed Amendments to the Code of Student Conduct (CSPC 18/19 3 B)**

Dr Bunni introduced the paper which proposed amendments to the Code of Student Conduct. The amendments were principally designed to equip the University to deal more appropriately with allegations of serious misconduct.

The Committee discussed the amendments and made suggestions for minor alterations to the wording, including the following:

- The Committee requested clarification around the postponement of student discipline committee hearings, to include a statement that 'where possible' the student should request a postponement by a defined period ahead of the meeting.
- The Committee recommended that more detailed guidance be produced around resolving cases at the frontline without the need for investigation.

The Committee approved the proposed amendments to the Code, subject to the suggested adjustments.

#### **5. Postgraduate Assessment and Progression (CSPC 18/19 3 C)**

Dr Bunni introduced the paper, which provided an update on the matters of Postgraduate Assessment and Progression covered in the initial Task Group final report (CSPC 17/18 6 B) and the further benchmarking information, analysis of potential implications and proposals for further work which were presented to CSPC on 20 September 2018 (CSPC 18/19 1 E).

After discussion of the potential models and considerations, the Committee agreed that it wished to proceed in exploring Model C – retaining the current pass marks whilst removing the progression hurdle (average of 50 over 120 credits, passing a minimum of 80 credits). The Committee noted that this further work would require wider consultation and clarity around the implications of the removal of the progression hurdle for borderline students.

<b>Action:</b> Academic Services to work with colleges and other stakeholders on the consultation on, and analysis of, Model C.
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#### **6. Extension to the PUC Chile Collaboration Agreement (CSPC 18/19 3 D CLOSED)**

The Committee approved the creation of a new dual award, via the extension of the Memorandum of Agreement with PUC Chile, to cover PhD work in the area of Informatics (in addition to the current arrangement relating to Engineering).

#### **7. Collaborative provision: assessment requirements for ANTHUSIA Joint PhD candidate (CSPC 18/19 3 E – CLOSED)**

The Committee approved the non-standard assessment arrangements for ANTHUSIA joint Edinburgh/Aarhus/Oslo PhD candidates, noting that the second clause in the following wording contradicted the University of Edinburgh's regulations and should be removed from the agreement: "The examiners will submit a pre-viva report, including the recommendation to hold a viva."

**8. Collaborative provision: use of Edinburgh credits to award a Master's degree (University of Lucerne) (CSPC 18/19 3 F – CLOSED)**

The Committee approved the use of University of Edinburgh credits gained on the LL.M degree towards the awarding of the Master of Law degree in Lucerne.

The Committee agreed that equivalent agreements would not need scrutiny by CSPC in future, with the exception of any proposal to double count the dissertation or research element.

**9. 'New route to MBChB' – MBChB for Healthcare Practitioners, HCP – MBChB (CSPC 18/19 3 G – CLOSED)**

The Committee considered the proposal for the programme, which would offer graduates with other types of healthcare degree a streamlined route to a full degree in Medicine. The programme proposed to incorporate non-standard arrangements, which included non-standard academic years and 90 credit, whole-year courses in years 1, 2, and 3.

The Committee was broadly supportive of the proposed programme but agreed that a range of points including the following would require further scrutiny by a short-term dedicated task group in which all colleges would be represented:

- The equivalence between the clinical years in the proposed programme and the standard MBChB
- The entry requirements and the relationship with students' ability to access the intercalated year of the programme
- The impact of the credit volume on whether students would be part-time in the first three years of the programme
- The proposal to conduct whole-year courses in the first three years of the programme.

<b>Action:</b> Academic Services to arrange a one-off dedicated task group to address the outstanding issues.
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**10. Degree Classification Outcomes (CSPC 18/19 G H)**

The Committee noted the publication of the UK Standing Committee for Quality Assessment report, which looked at the reasons behind the increase in the number of graduates receiving first and upper-second class degrees. It noted that the University was invited to respond to a consultation, setting out a range of recommendations for sector-level actions to protect public confidence in the value of the honours degree classification system. Tom Ward provided an overview of the key points in the University's planned response to the consultation and the Committee indicated that it was supportive of the position. Further comments could be submitted after the meeting to Academic Services by email.

**11. Enhancement-led Institutional Review (ELIR) 2020 – Update and Discussion of Contextualised Themes (CSPC 18/19 3 I)**

The Committee noted the preparations for the 2020 ELIR, and observed in discussion that each theme should identify a programme of work relating to postgraduate research.

**12. Programme and Course Information Management (PCIM) Project (CSPC 18/19 3 J)**

Sarah Harvey, Design Lead and Sarah McAllister, Project Sponsor for PCIM, attended the meeting and presented the paper.

The Committee noted that it would be important for the project to future-proof the University's business processes and systems by ensuring they are agile enough to accommodate key emerging types of provision, such as interdisciplinary programmes and credit-bearing CPD.

The Committee supported the direction of the PCIM project and commented on the impact which it would have on University policy. It noted that the Project Sponsor would bring more detailed proposals for the design of the project to CSPC at its meeting in March.

### **13. Support for Study (CSPC 18/19 3 K)**

Gavin Douglas introduced the paper, which proposed revisions to the Support for Study Policy, following its introduction in 2015. The paper identified several issues with the Support for Study Policy and invited CSPC to support proposed changes to address these, and identify further issues for consideration.

In discussion, the Committee noted that the Students' Association did not support the introduction of Stage 3 to the process; it requested anonymised case studies to put this proposal into context, and the Students' Association agreed to circulate a paper which would provide further background on its concerns about this proposal.

The Committee noted that it would review the final version of the Policy at its meeting on 21 March, with a view to considering giving formal approval for its commencement in the academic year 2019/20. The Committee suggested that it have oversight of the data around the operation of the process in order that it would be able to monitor the impact of the changes on an ongoing basis, in the event that it approves the introduction of the changes.

**Action:** Gavin Douglas to provide anonymised case studies to support the final proposals for the Policy.

**Action:** The Students' Association to circulate background paper.

### **14. Service Excellence, Student Administration & Support (SA&S) Update (CSPC 18/19 3 L)**

The Committee noted the decision by the SA&S Board to push back the go-live date for Special Circumstances and Extensions of Coursework to July 2020.

### **15. Assessment and Progression Tools Update (CSPC 18/19 3 M)**

Lisa Dawson introduced the paper, which informed the Committee that fewer resources had been available to the Student Systems Partnership to assign to the Assessment and Progression Tools project since September 2018, which had resulted in delays in delivering critical issues.

The Committee formally noted its concern that the lack of resourcing would have a significant impact, beyond the APT project, on the University's ability to act strategically

and make necessary changes to student systems to support the implementation of policy and regulation.

**Action:** Academic Services to convey the Committee's response to the Service Excellence Project Sponsor, Gavin Douglas.

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## **Wednesday afternoon teaching**

### **Executive Summary**

The Shared Academic Timetabling Policy & Guidance states that core teaching should only take place on Wednesday afternoons in exceptional circumstances. A paper brought to CSPC in Jan 2017 highlighted a degree of policy circumvention, with a particular weighting towards PGT teaching. Continued concern raised by student bodies has highlighted the need to revisit the current policy. The paper presents an analysis of current adherence to the policy, and recommends ways to improve this.

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

Providing a weekday afternoon free of teaching to allow students to engage in extra-curricular activities supports a positive student experience.

### **Action requested**

CSPC is asked to discuss the analysis provided in the paper, and endorse recommendations to strengthen the constraints around Wednesday afternoon teaching.

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

In the event that CSPC endorses the proposed approach of strengthening the constraint on Wednesday afternoon teaching, the Timetabling Unit will implement this in the relevant systems. The Convener of CSPC will also send a communication to Schools reminding them of the University's commitment to avoid core teaching on Wednesday afternoons.

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

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

##### **Risk assessment**

##### **Equality and Diversity**

The paper does not propose a change to existing policy at this stage, but includes discussion of the resource implications of adopting a more stringent practice for handling requests for Wednesday afternoon core teaching. No risks or equality and diversity implications have been identified in relation to the recommendations.

#### **2. Freedom of information**

The paper is open.

### **Key words**

Timetabling

### **Originator of the paper**

CSPC: 21.03.19  
H/02/27/02

# CSPC 18/19 4 A

Scott Rosie

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Marianne Brown

Timetable Modelling & Reporting Manager

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Timetable Modelling Administrator

# Timetabling Policy & Guidance- Weds pm analysis

## 1. Introduction

The Shared Academic Timetabling Policy & Guidance – most recently approved in May 2018 - makes clear reference to Wednesday pm teaching:

*“Only in exceptional circumstances will core lecture or class slots be scheduled on Wednesday afternoon when no alternative can be found. Scheduling such a class at this time must be approved by the relevant College Learning and Teaching Committee. This does not preclude schools from offering classes (e.g. laboratories) on a Wednesday afternoon, provided that alternative times are offered at other points in the week.”*

The issue of Weds pm teaching was most recently presented to CSPC in Jan 2017, which confirmed a degree of policy circumvention, with a particular weighting towards PGT teaching. Continued concern raised by student bodies has highlighted the need to revisit the current policy, and ways in which it may be more rigorously upheld, as well as considering evidence that may present an opportunity to review and change the policy.

### Glossary of terms:

- **“whole class”** – teaching activities in which all students enrolled on the course are expected to attend as a single group
- **“sub-group”** – teaching activities where students enrolled on courses split up into smaller groups to engage in tutorial or workshop activities
- **“core teaching”** – Teaching delivered under the umbrella of approved EUCLID course codes. Only activities in this category have been analysed in respect to the existing policy

## 2. Executive summary

- 1) The current policy is subject to circumvention, but is largely respected
- 2) Existing circumvention is disproportionately weighted towards PGT activity
- 3) Proposal for escalation process to ensure the current policy is more rigorously upheld
- 4) Wider timetable modelling analysis (contained within appendix A) projects flexibility for extending the Weds pm constraint policy further, to include all categories of core teaching

## 3. Recommendations

- 1) To more rigorously uphold the Weds pm teaching conditions specified in the current policy
- 2) To review the current exception approval/escalation process
- 3) To use current evidence and emerging analysis as part of a wider review of the policy on Weds pm teaching

# Timetabling Policy & Guidance- Weds pm analysis

## 4. Wednesday pm – update summary

Table 1 details a breakdown of Weds pm core teaching analysis across the past two academic years. The analysis clearly demonstrates fairly low-level, yet consistent circumvention of the current policy, as well as a clear weighted distribution towards PGT teaching during Weds pm.

**Table 1: Weds pm core teaching analysis**

17/18 (end of year)		18/19 (to-date)	
Core teaching hours - UG	182,323.5	Core teaching hours - UG	185,428.0
Core teaching hours - PGT	77,496.5	Core teaching hours - PGT	96,596.5
Percentage of core teaching scheduled on Wed PM	4.5%	Percentage of core teaching scheduled on Wed PM	4.5%
Percentage of whole-class scheduled on Wed PM (of all whole class)	3.2%	Percentage of whole-class scheduled on Wed PM (of all whole class)	3.3%
<b>Percentage of whole-class scheduled on Wed PM (of all teaching)*</b>	<b>1.7%*</b>	<b>Percentage of whole-class scheduled on Wed PM (of all teaching)*</b>	<b>1.5%*</b>
Wed PM UG - of all Wed PM	47.8%	Wed PM UG - of all Wed PM	47.9%
Wed PM PGT - of all Wed PM	52.2%	Wed PM PGT - of all Wed PM	52.1%
Percentage of all UG teaching - Weds PM	3%	Percentage of all UG teaching - Weds PM	3%
Percentage of all PGT teaching - Weds PM	7%	Percentage of all PGT teaching - Weds PM	7%

\* denotes level of teaching in contravention of current policy

## 5. Escalation process

Although the current policy states approval from the relevant College Learning & Teaching Committee must be sought before scheduling ‘whole class’ activity, it’s uncertain whether this approval process is routinely followed.

Rather than making the assumption that this process is followed, steps could be taken to more rigorously uphold the current policy by:

- 1) The Timetabling Unit placing a hard constraint on Weds pm scheduling
- 2) The Weds pm hard constraint is only relaxed in the event of clear evidence of College approval

## 6. Going forward

Student bodies continue to express a strong preference that Weds pm becomes completely free of all core teaching, encompassing both “whole-class” and “sub-group” activity, including UG & PGT teaching, with a stated preference that the University:

# Timetabling Policy & Guidance- Weds pm analysis

- 1) At least extends the current 13.00 cut-off to encompass all core teaching activity
- 2) Considers extending the duration of the Weds pm ring-fenced period to begin at 12.00

A longer-term timetable modelling project has now completed analysis on the impact of extending the scope of the Weds pm constraint. Appendix A confirms the outcome of this analysis, which demonstrates:

- 1) Sufficient curriculum flexibility to remove all core teaching from Weds pm
- 2) That the redistribution of existing Weds pm (13.00 cut-off) teaching does not create any additional impact on teaching space provision
- 3) That the redistribution of existing Weds pm (12.00 cut-off) does carry an additional estate provision impact

This analysis affords the opportunity for CSPC to consider a review of the current policy on Weds pm teaching.

Scott Rosie  
Head of Timetabling & Examination Services

Marianne Brown  
Timetable Modelling & Reporting Manager

Anastasia Mezecka  
Timetable Modelling Administrator

## Appendix A

### Global Curriculum – Wednesday afternoon analysis

#### Executive Summary

- The extension of the current Wednesday afternoon policy (13.00) to encompass all core teaching is feasible within the current curriculum and location constraints
- An extension of the constraint to Wednesday 12.00 would necessitate an increase in space provision in the Central Area campus

#### Background: Global Curriculum Project

The Global Curriculum Project is a wide-scale curriculum project which aims to review components of the teaching timetable across the University.

# Timetabling Policy & Guidance- Weds pm analysis

The project seeks to determine whether a dynamic timetabling approach could ensure the better use of University resources; to understand the constraints imposed through curriculum constraints at core and optional level; and to measure the impact of student growth.

The following paper presents a summary of analyses undertaken to investigate the possibility of a teaching-free Wednesday afternoon, both at curriculum and location-based perspective.

## Wednesday afternoon: Scope

The University of Edinburgh historically restricted core whole-class teaching from taking place on Wednesday afternoon in order to afford students the opportunity to participate in University sports and other extra-curricular leisure pursuits.

In recent years, a variety of factors have resulted in an increase in teaching taking place on a Wednesday afternoon.

This component of the Global Curriculum Project looks to confirm whether any of these factors as resultant from timetable constraints, including curriculum constraints, and location constraints.

The following scenarios have been modelled:

- 1) Full adherence to no whole-class, core teaching from Wednesday 13.00
- 2) Full adherence to no whole-class, core teaching from Wednesday 12.00

Curriculum constraint have been analysed through a wide-scale timetable scheduling exercise: location constraints through the standard Room Prediction Model (RPM).

## Model definitions

Table 1 confirms the terminology used through this analysis:

Term	Definition	Timetable model	RPM
Core teaching:	teaching which is compulsory on at least one programme	Yes	Yes
Non-core teaching:	teaching which has no compulsory programme associations	No	Yes
Whole-class teaching:	a teaching event which must be attended by all students enrolled on the course	Yes	Yes
Activity:	an individual event for a course e.g. lecture/seminar/lab	Yes	Yes
Sub-group activity:	a teaching event which a subset of students on a course attend e.g. tutorial	No	Yes

*Table 1: Terminology definitions*

## Benchmark

Table 2 confirms the current scale of core, whole-class teaching scheduled on Wednesday afternoon. Although there is a significant reduction in teaching on a Wednesday afternoon

# Timetabling Policy & Guidance- Weds pm analysis

the period from 13.00 to 18.00 equates to **3%** of the overall total of core, whole-class teaching hours analysed.

	09:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Monday	1421	1791	2080	1796	929	1920	1826	1326	499
Tuesday	1617	2112	2212	1971	880	2094	1959	1359	539
Wednesday	1464	1882	1744	1409	269	404	417	342	141
Thursday	1439	1833	1960	1599	879	1725	1533	1128	374
Friday	1237	1653	1696	1455	836	1325	1137	572	192

Table 2: spread of core, whole-class teaching (total hours)

## Model 1: Wednesday 13.00

### Curriculum

99.4% of activities were scheduled within the 40 hour model. 100% success could be achieved through further understanding of full-day block bookings (e.g. ECA studios).

24 full-day activities were scheduled on a Wednesday due to Monday-Friday 9.00-17.00 teaching structure.

### Location: general teaching space

The Room Prediction Model predicts the future teaching space requirement through the analysis of current teaching demand and predicted student growth. Outcomes are based on a target 65% frequency of use per zone across 40 hour teaching week, unless otherwise noted, and are reviewed against the known available estate at each campus.

	Holyrood		Lauriston		New College		King's Buildings	
	2019/20	2019/20	2019/20	2019/20	2019/20	2019/20	2019/20	2019/20
Capacity	Required	Available	Required	Available	Required	Available	Required	Available
300+	1	0	0	0	0	0	2	2
200-299	1	1	1	1	0	0	2	2
100-199	2	2	1	0	1	1	6	7
50-99	3	9	1	3	1	1	13	19
21-49	22	26	3	3	2	2	17	18
1-20	34	29	4	2	3	3	7	8
<b>Overall</b>	<b>63</b>	<b>67</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>47</b>	<b>56</b>
	Surplus	3		-1		-		9

Table 3: general teaching space requirements across core campuses

# Timetabling Policy & Guidance- Weds pm analysis

Central Area			
2019-20			
	Capacity	Required	Available
70%	400+	2	1
	300-399	3	3
	200-299	5	5
65%	100-199	8	12
	50-99	20	34
	21-49	57	74
	1-20	136	100
<b>Overall</b>		<b>231</b>	<b>229</b>
		Surplus	<b>-2</b>

Table 4: Central Area general teaching requirements

## Model conclusion

- Core, whole-class teaching can be accommodated within the 40 hour teaching week with no compromise to delivering a clash-free timetable
- Optional and sub-group activities can also be accommodated within the 40 hour week with no space or curriculum impact
- Exclusions apply to full-day Wednesday events where there is no other day for scheduling due to curriculum constraints – this is viewed as “exceptional” circumstance and is acceptable
- There are no anticipated space provision difficulties in 2019/20, beyond those already being addressed through large lecture investigations

## Model 2: Wednesday 12.00

### Curriculum

98.9% activities were scheduled within the 39 hour model. As per model 1, the bulk of unscheduled activities were resultant of full-day block events.

There is a notable increase in language-based activities which were not accommodated. It is likely these activities could be accommodated, clash-free, with a greater level of detailed modelling.

Courses with Monday-Friday full-day bookings were again accommodated on Wednesday.

### Location: general teaching

The space requirement was updated based on a reduced 39 hour teaching week. There was no additional requirements for King’s Buildings, New College or Holyrood. An additional 1 room was required at Lauriston (total of 2), but it is anticipated that this could be absorbed in other space within the estate.

The most notable impact is in the Central area, where an additional 10 rooms are required from the 2 highlighted in model 1. This is outlined in table 5

# Timetabling Policy & Guidance- Weds pm analysis

Central Area			
2019-20			
	Capacity	Required	Available
70%	400+	2	1
	300-399	3	3
	200-299	5	5
65%	100-199	9	12
	50-99	20	34
	21-49	59	74
	1-20	141	100
<b>Overall</b>		<b>239</b>	<b>229</b>
		Surplus	<b>-10</b>

Table 5: Central area space requirement based on 39 hour teaching week

## Model conclusion

- With more detailed modelling, particularly around language courses, it is anticipated all core, whole-class teaching could be accommodated within a reduced 39 hour week
- Reducing the teaching week to 39 hours would place additional pressure on the Central area space requirement, increasing the overall additional space requirement by 8 spaces for 2019/20

Marianne Brown  
 Timetable Modelling & Reporting Manager  
 March 2019

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## Academic Year Dates

### **Executive Summary**

This paper assesses the options for compressing the Dec 2020 exam diet into the optimally identified 10-day period for the first semester of 2020/21 and the resultant impact on students, estate provision, and the heavier reliance on weekend exam sittings

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

Aligns with the strategic objective of Leadership in Learning.

### **Action requested**

CSPC is invited to endorse the recommendation to operate a 10-day examination period in Semester 1 2020/21. This recommendation is contingent on approval of funding to accommodate the 10-day period.

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

Action will be to confirm the semester dates for the 2020/21 academic year

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

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

Key resource implications are the projected cost to the University of additional external venue hire and the need to identify appropriate levels of support to ensure safe and secure running of weekend exams

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

Key risks are increased dependency on external venues and increased coverage across weekends

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

This is recognised and applied within the existing exam scheduling and management process

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

Paper is open

### **Originator of the paper**

*Scott Rosie, Head of Timetabling & Examination Services, 18/03/19*

*Alison Ramsay, Examinations Manager*

*Marianne Brown, Timetable Modelling & Reporting Manager*

# Exam Diet Scheduling – Dec 2020/21

## 1. Executive summary

With the periodic calendar cycle creating Semester 1 compression for the 2020/21 academic year, this paper analyses options and impact for scheduling the December exam diet within a 10-day duration, rather than the current minimum 11-day duration determined by: growth in student numbers; curriculum growth; and estate provision – with particular focus on:

- 1) Modelling to evidence the ability to contain a December exam diet within 10-days
- 2) The anticipated impact of scheduling compression on students
- 3) The estate provision required to ensure a successfully scheduled diet
- 4) The financial implications of securing additional external exam venue provision
- 5) The practical implications of increased weekend exam coverage

## 2. Recommendation

The recommendation is that the 2020/21 December exam diet can be delivered within a 10-day period (10<sup>th</sup> Dec – 21<sup>st</sup> December, with a preceding revision period of, 5<sup>th</sup> Dec – 9<sup>th</sup> Dec) in the event that additional estate provision of 400-500 seats is secured and in recognition there would be an increase in the number of students impacted by the increased challenge in adhering to scheduling preferences across a shorter exam diet.

## 3. Exam diet modelling

3.1 An exercise was conducted to ascertain the projected ability (based on current student and exam requirement information) to compress the normal 11-day December diet into 10-days.

Using December 2018 exam data as its basis, the modelling exercise, and subsequent analysis, was conducted against a backdrop of key caveats:

- 1) That student numbers for 20/21 (including special arrangement students) will be broadly similar to current levels
- 2) That the range and popularity of course combinations are broadly similar
- 3) That the University estate provision will match that currently available

3.2 On the basis of the dataset used, and wider assumptions made, the Model indicated that it would be possible to schedule across a 10-day period. The key highlights and impacts to note are:

- 1) A clash-free timetable is possible based on student and curriculum constraints
- 2) Its success is based on the need to source up to 500 additional seats per half-day session
- 3) There would be an increase in student ‘back-to-back’ scheduling instances

# Exam Diet Scheduling – Dec 2020/21

## 4. Impact on students

There are three key student-based scheduling constraints/preferences applied during the scheduling process:

- 1) Every attempt is made to avoid scheduling 'back-to-back' (i.e. two in one day) exams for students
- 2) Every attempt is made to avoid scheduling any student more than 2 exams across 2 days
- 3) Hard compression-based constraints are applied where stated on students' special arrangements profile

In December 2018 the two 'soft' constraint categories were broken:

- Back-to-back: 4.6% of all sittings
- 2 exams across 2 days: 1.1% of all sittings

Given the level and complexity of constraints as part of the scheduling process, this level of preference violation is relatively low. With one day fewer to use for scheduling, we would expect an increase in the level of violation of these 'soft' constraints.

The hard constraint applied for students with special arrangement requirements would still be applied and respected.

## 5. Estate provision

5.1 Table 1 confirms the overall estate provision (which includes both internal and external space) used for the December 2018 exam diet:

*Table 1: exam venue provision - 2018*

Venue Category	Total Venue Capacity
Main exams	2041
Special Arrangements	241
External hire	780
<b>Total:</b>	<b>3062</b>
<b>Total across 22 sessions:</b>	<b>67364</b>

On the basis of allowing capacity headroom for flexibility of scheduling, particularly for the vital exercise of avoiding mixed durations and minimising student back-to-back scheduling, the model projects an additional venue requirement of **400-500** seats per session, to successfully deliver a clash-free timetable across the proposed 10-day period.

It is anticipated the extra provision would primarily need to be externally-sourced.

5.2 In December 2018, the University was charged £75k (inc. VAT) for 780 session seats at the Edinburgh International Conference Centre (EICC). The provision of the additional seating projected within the model would add £50-60k to this total, in the event the University continued its business relationship with the EICC.

# Exam Diet Scheduling – Dec 2020/21

Venue availability and costs can be finessed during the intervening period, meaning the projection here is likely to constitute the ‘worst case’ scenario for the University, but that some form of additional investment will be required to ensure the delivery of a 10-day exam diet.

## 6. Extended weekend coverage

Part of delivering a 10-day diet will include full morning and afternoon sessions on Saturdays 12<sup>th</sup> & 19<sup>th</sup> December. Whilst the recent increase in student numbers has necessitated use of the middle Saturday during recent December diets, this remains an area of high-risk due to the lack of support cover available, with potential impact on:

- 1) Venue management: access, heating, cleaning, power etc.
- 2) IT cover: exam computing venues, network coverage, printer support
- 3) School cover: queries/issues with exam papers

Extensive scheduling across both weekends may require a review of support arrangements to ensure appropriate risk mitigation.

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## **Study and Work Away – Proposed change in arrangements for progression boards and Exchange Coordinators**

### **Executive Summary**

This paper invites the Committee to change the planned progression board arrangements for students returning from optional study abroad – so that College Progression Boards in the Colleges of Arts, Humanities and Social Sciences (CAHSS) and Science and Engineering continue to fulfil these functions in 2019-20, rather than a Board at University level. It also invites the Committee to change the planned arrangements for the Study and Work Away Service to take on responsibilities currently held by Exchange Coordinators.

The separate paper proposing changes to the UG Degree Regulations for 2019-20 reflects these proposals, and Academic Services will also take them into account when presenting proposals for changes to the Taught Assessment Regulations at the Committee's May 2019 meeting.

The proposals have the support of the Service Excellence Programme (SEP) Team and the Study and Work Away sponsor. The SEP Student Administration and Support has not yet discussed the proposals. It will do so at its meeting on 27 March 2019. In the event that the Board seeks any modifications that have implications for the Degree Regulations, we will ask CSPC to consider them by correspondence – in order that we can submit the Regulations to Court's 29 April 2019 meeting for approval by resolution.

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

Supports the University's objective of Leadership in Learning.

### **Action requested**

For approval.

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

Service Excellence will take responsibility for communicating to stakeholders about this change of plan.

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

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

The Colleges will continue to be responsible for managing these progression boards as they are at present.

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

The paper is designed to address the risk that the Work and Study Away Service will not be ready to take on the proposed new responsibilities in line with the originally proposed implementation timescales, and to allow further time to agree the appropriate business processes.

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

Since the proposed decision would lead to no change in current policy and practices, there is no need for an Equality Impact Assessment

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

Open

### **Originator of the paper**

**Chris Yeomans**

Service Excellence Programme

## **Optional Progression Boards – SA&S proposal for March 2019 CSPC**

### **Background:**

The original Work & Study Away (WSA) Blueprint proposal was to move progression decisions on optional study away from Colleges to Schools. Schools currently undertake progression decisions for all other cohorts of students, so this proposal would bring students undertaking a period of optional study abroad into alignment with this practice. It would also result in a more simplified and consistent approach as staff at all levels would understand their roles and responsibilities.

In reviewing this proposal in March 2018, the SA&S Board felt that holding Progression Boards of Examiners for Optional Study Away at School level would be less efficient due to administrative and academic time required to deliver those, and endorsed moving the Progression Board for Optional Study Away to the University level, effective from the academic year 2019-20.

The rationale for locating the Board at University level was to reflect the differing nature of optional study progression boards, knowledge required to convert transcripts from a range of institutions, as well as ensuring greater consistency and quality assurance in the decision-making process across the University.

Following the approval by the SA&S Board, the University made changes to the Undergraduate Degree Regulations and Taught Assessment Regulations in March 2018.

### **Actions taken by WSA project team & feedback received from Colleges & Schools:**

Post March 2018, the Work & Study Away Project Team shared a more detailed proposal for University level Progression Board for Optional Study Away with a range of colleagues currently undertaking progression decisions at College level in order to design detailed processes and new ways of working in this area. The current volumes of progression categories were also analysed.

During the consultation a number of concerns were raised, including:

- The need for subject matter expertise required to make progression decisions on complex cases (Category 3 cases) and the potential implications in terms of the constitution and size of a University level board, which could result in lengthy meetings and an overly complicated decision-making process.
- Current College level boards are a forum for Exchange Coordinators to share information, practice and to raise issues, which a reduced membership of a University-level board required for its efficient functioning would not deliver. In terms of ensuring consistency of process and decision-making, which was one of the reasons for having a University-level board, it was felt that this was already in place. Currently each College Progression Board has at least one member from the other College Progression Board within the University.

- A larger scale University board has the potential to introduce complexities through:
  - Increased volume of work required to be undertaken by a single convenor or the need to share convening duties;
  - Ensuring efficient mechanism for dealing with transcripts which arrive post-progression board on a University-scale;
  - Needing to achieve speed of resolution and communication of Board decisions and outcomes
- Concerns related to previous experience with a University level board, which demonstrated some inefficiencies in its operation, and the feeling that some complicated cases might have not been given adequate consideration due to the scale of the undertaking.

**Updated proposal for consideration and approval at the March 2019 Curriculum and Student Progression Committee meeting.**

Following the feedback received from Schools and Colleges during the consultation undertaken post March 2018, the original implementation timescales based on the full service launch in April 2019 have been revised. As a result, the new Work and Study Away Service will go ahead with a soft go-live approach. This will see the WSA team come together in April 2019, followed by a phased implementation of the new system and process taking place through the 2019/20 academic cycle. This is to ensure that day-to-day business needs are supported during the period of transition to the new Service.

To address the feedback on Progression Boards for Optional Study Away received from Schools and Colleges post March 2018, and in light of the project's changing timescales, Service Excellence is now requesting that the Curriculum and Student Progression Committee reverse the previous decision made by the Committee in March 2018, so that the Progression Boards for Optional Study Away remain at College level (rather than University level) for students returning in 2019-20 having studied away in 2018/19.

Once the implementation stages of the project are completed, a further reassessment of Progression Board for Optional Study Away will be undertaken by Service Excellence or the new WSA Service, to address the feedback received and to determine whether the Board is best delivered at University level post 2019/20 academic session. CSPC would then consider any proposed changes when preparing the Degree Regulations for 2020-21.

In the meantime, Colleges will continue to carry out the current administrative work required for running College level Progression Boards for Optional Study Away, liaising with Schools, Colleges and the new Work & Study Away Service, as necessary. The College Progression Boards for Optional Study Away will also continue making decisions on the credits obtained by students who have taken optional periods of study away.

It is therefore requested that the Undergraduate Degree Regulations and Taught Assessment Regulations are amended accordingly to reflect this change.

This change in regulations would affect the way that the University would confirm credit for study abroad for students studying away in 2018-19, and therefore would not be consistent with the 2018-19 UG Degree Regulations (which indicate that a University Board would confirm that credit). However, this change relates solely to the organisational location of the Progression Board and not to the procedures under which that Board would operate or the criteria that it would apply when considering a student's transcript. Therefore, no student would experience any detriment as a result of this change.

## **Responsibilities of Exchange Coordinators and the Work and Study Away Service – SA&S proposal for March 2019 CSPC**

### **Background**

In March 2018, based on a recommendation from Service Excellence, CSPC agreed to amend the Undergraduate Degree Regulations so that, from a point in 2019-20 (which CSPC would determine), the WSA Service would take on some specific responsibilities in relation to approving Learning Agreements, which the Regulations currently assign to Exchange Coordinators.

### **Updated proposals for Learning Agreements**

Service Excellence now propose that:

- For the remaining of 2018-19 academic year, and for periods of work and study away undertaken during the 2019-20 academic session, the current approval process remains unchanged (that is, that Exchange Coordinators continue to hold these responsibilities).
- A new process, under which the Work and Study Away Service takes on some specific responsibilities currently held by Exchange Coordinators) will take effect for the cohorts going away in 2020-21 (ie for decisions on Learning Agreements made during Semester Two 2019-20). While the Service Excellence Programme are not yet sure about the exact date at which it would like this transfer of responsibilities to take place, it anticipates that this will be in Spring 2020.

The rationale for having the new processes implemented for cohorts going away in the 2020-21 academic session is to ensure that the new Work and Study Away Service and system are fully embedded and able to support the process end-to-end.

It is therefore requested that the 2019-20 Undergraduate Degree Regulations are amended accordingly to reflect this change (while allowing some flexibility regarding the date that the change is introduced, and the detail of those arrangements).

The current UG Degree Regulation 30 indicates that “For students studying at non-European institutions, the credit load and level required to be undertaken at the chosen partner university will be as approved by Senate Curriculum and Student Progression Committee, in consultation with Edinburgh Global.” Since CSPC introduced this regulation, Edinburgh Global has not sought approval for any exchanges, and feedback from Colleges indicates that in practice Edinburgh Global

have been liaising with Colleges rather than CSPC. Since Colleges are able to provide an appropriate level of academic oversight of this aspect of exchange arrangements, this paper proposes that the University amend the regulation to reflect the role of Colleges rather than CSPC in these arrangements.

## Optional Study Abroad – proposed amendments to regulations

27. Students may be eligible to undertake Optional Study Abroad as part of their undergraduate degree programme, providing they meet the selection criteria. Periods of Optional Study Abroad must only be undertaken at a higher education institution with which the University of Edinburgh has a formal exchange agreement. Students are not permitted to arrange their own opportunities to study at another higher education institution. Periods of Optional Study Abroad may be for one academic year, or one semester depending on the exchanges offered in each discipline.

28. Students must have achieved 240 credits before participating in Optional Study Abroad in year 3. All year 2 courses must be passed at the first attempt; resits during the summer diet are not permitted. Students must have achieved 360 credits before participating in Optional Study Abroad in year 4 of a 5 year programme.

29. Students undertaking Optional Study Abroad are required to complete a Learning Agreement in consultation with their School Exchange Coordinator prior to departure. Learning Agreements must be agreed and signed by the student, their School Exchange Coordinator, and, for Erasmus students only, the partner university. In the case of joint degree programmes, the Learning Agreement must be approved by both Schools, but the School which owns the programme is ultimately responsible for the Learning Agreement. If any amendments are required to the Learning Agreement at any time, including on arrival at the partner university, students must agree these changes with the School Exchange Coordinator. The Exchange Coordinator is responsible for confirming that the amended Learning Agreement corresponds appropriately with the University of Edinburgh degree curriculum for the relevant year of study.

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

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

31. Students who attempt but do not achieve the required credit at the partner university may be eligible for the award of Credit on Aggregate (CA). CA can only be awarded when the student has enrolled in and attempted assessment for the

equivalent to a full University of Edinburgh credit load at an appropriate level, and in accordance with the regulations and guidance available in the Taught Assessment Regulations for awarding credit on aggregate. Progression decisions for students returning from Optional Study Abroad in ~~2018-19~~ are the responsibility of the appropriate College Study Abroad Progression Board. ~~Progression decisions for students returning in 2019-20 and in subsequent sessions will be undertaken by a University Progression Board.~~ Terms of Reference for the College Study Abroad Progression Boards are available here:

[www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf](http://www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf)

32. In cases where assessment is optional at a partner university, students are required to undertake assessment. Credit awarded on a “pass/fail” basis will only be accepted in exceptional circumstances or where the partner institution confirms there is no alternative, and with advance approval of the appropriate College.

33. During ~~2018-19~~ 2019-20 the University's ~~plans to establish a~~ Work and Study Away Service ~~Once established, the Service will take on some specific~~ responsibilities currently held by School Exchange Co-ordinators for advising on and agreeing Learning Agreements with individual students (see para 29), and advising the Senate Curriculum and Student Progression Committee on the credit load and level required to be undertaken at non-European institutions (see para 30). Once established, the Service will also take on the Colleges' responsibility for agreeing to students taking credit on a “pass/fail” basis (see para 32). The Senate Curriculum and Student Progression Committee will confirm the specific responsibilities that the Service will take on and the impact on the responsibilities of Exchange Coordinators, and the date that the Service formally takes on these the location of these responsibilities will change, on the advice of the Service Excellence Programme Board.

34. ~~Once the Work and Study Away Service has taken on these responsibilities, School Exchange Co-ordinators will be responsible for advising the Service on the academic requirements for Optional Study Abroad for their programmes. The Service will be responsible for ensuring that individual Learning Agreements adhere to these specified academic requirements.~~

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## **Update on Special Circumstances & Coursework Extensions project**

### **Executive Summary**

At its meeting on 24 January 2019, CSPC was informed on the updated timeline & workload of the above project going live. CSPC asked for additional detail on the proposals which are outlined in the attached paper.

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

This aligns with the University's commitment to the Service Excellence Programme. The project sits within the 'Student Administration & Support' strand of the programme.

### **Action requested**

CSPC is asked to consider & reflect on the information given, and provide feedback where relevant.

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

Any agreed action will be communicated to the SCEC Project Board and SA&S Board.

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

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

Resource implications and staff profiles are being recalculated along with the changing scope of the project, and will be presented to CSPC later in the year

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

The project has a comprehensive Risk Log managed by the project manager, and reported to the SA&S Programme

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

An Equality Impact Assessment is planned for April 2019, with ongoing work

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

The paper is open

### **Key words**

Service Excellence Programme, Student Administration & Support, Special Circumstances, Coursework Extensions

### **Originator of the paper**

Lisa Dawson (Director of Student Systems & Administration) & Rebecca Shade (Service Excellence Partner), March 2019



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Programme

# Special Circumstances & Coursework Extensions

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CSPC: MARCH 2019



Following approval from the Student Administration and Support (SA&S) Board and the Curriculum and Student Progression Committee (CSPC) in November 2018, this document provides an update on activity underway to create a new, dedicated Special Circumstances & Coursework Extensions (SCEC) service.

This work will be delivered by Student Administration and Support as part of the Service Excellence Programme; set up to build excellent, unified professional services that support making the University a great place to work and study.

## Background...

SA&S aims to place students and staff at the heart of an excellent student administration and support environment, providing consistent, high quality and digitally enabled services across our University, from Exam Timetabling on 365 devices, a new single Student Immigration Service and coming soon, a similar single service for Work and Study Away. These changes fall under our wider plan to help transform SA&S and support our proposed future set up and ways of working, due to be submitted to the SEP board in April.

## A new, dedicated SCEC service...

Through our work and engagement with students and staff across the University, the SA&S team identified opportunities to review and improve the current process. Validity and evidence review will be performed by a dedicated service in Student Administration & Systems, with **outcome decisions remaining in Schools**. The service will deliver the following:

### Dedicated support

- From one expert team, in one place with the flexibility to increase staffing during peak times
- Providing a clear and consistent process and guidance for submitting applications

### One simple online system

- Linked to APT (Assessment Progression Tool) where all coursework components are held for students to indicate relevant assessment affected
- Providing transparency of applications for students with the ability to track them online
- The ability for students to directly submit supporting evidence or request from other departments through the system (e.g. University Medical Service, Student Counselling or Disability Services)
- Giving the student the opportunity to state a preferred outcome, but maintaining Schools' responsibility for the final decision

### Defined turnaround times with a consistent decision making process

- Providing clarity for students and staff on progress, timescales and next steps through system dashboards e.g. requests for more evidence, referrals to board of examiners
- With **final decisions from the board of examiners** delivered consistently through the system to students, underpinned by an academic decision framework
- A proposed new agreement that no external evidence will be required for coursework extensions that meet predefined criteria e.g. for those of 7 days or less

**In turn, improving data and record keeping, whilst reducing time spent on administrative work.**

It's important to note that this new service aims to provide consistency and efficiency throughout the application process. As they do now, **schools will continue to provide students with front-line pastoral support** before and after they apply for Special Circumstances and Coursework Extensions.

### Timelines and next steps...

This is an essential service, which we'd initially aimed to deliver by August 2019 but the SA&S Board extended timelines to June 2020.

Over the coming months, the project team will continue to engage with staff and students across all three Colleges. This will help us further define and agree final processes, ways of working and how we move towards a valued, trusted and connected service. We'll also continue with development and testing of the new online system, working closely with user groups to design an effective service. Work is ongoing to design the underlying system architecture that will support the systems we develop. This needs to support us securely storing the highly sensitive information required for these processes in compliance with all relevant regulations, carefully control levels of access to this information to users, and audit all activity within the system. A timeline of activities including dates and details of engagement workshops is below.

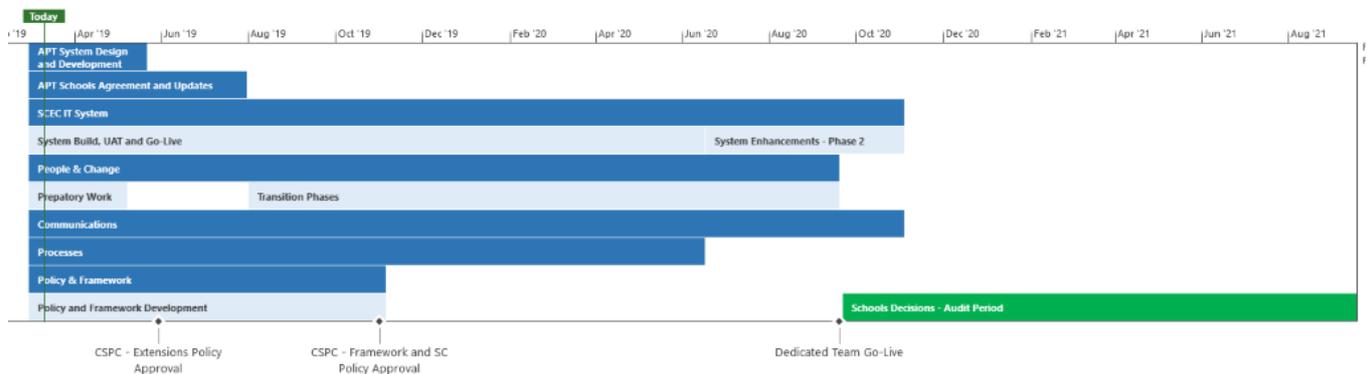
To help support and drive this work, a project board has been set up and will meet monthly. The board has representation from each College with Lisa Dawson leading as project sponsor. A decision making group, made up of members of CSPC, and some of the project board members will be invited to meet by the sponsor to discuss framework and decisions to be made following workshop outputs.

We expect policy changes for extensions to be submitted to CSPC for approval in May 2019, and Special Circumstances in November 2019. These will be informed by the outputs of the planned workshops.

### Your support...

Please share this with your teams and we'll continue to keep you updated on our plans and progress as we go. Please feel free get in touch with the project team with any queries. The team are keen to hear your views and provide support where and when it's required [SEP.SAS@Ed.ac.uk](mailto:SEP.SAS@Ed.ac.uk)

## Appendix 1: Project timeline



## Appendix 2: Groups

1. Decision Group – Representatives from CSPC and Project Board
2. Design Group: consists of academics and professional services staff across the Colleges
3. Student Groups – Volunteer students and EUSA reps
4. SCEC Project Board – Governance group
5. SAS Programme Board – Governance group
6. Project Team – Operational group

## Appendix 3: Communications plan

The project team has identified a range of stakeholders for the project and is developing a comprehensive communication plan, aligned with the overall SEP communication strategy. An initial project “Story”/strategic update has been prepared and is due to be issued via the SEP Programme by 15 March. Following that release, more direct communication with stakeholder groups can begin.

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## Draft Undergraduate Degree Regulations 2019/20

### Executive Summary

This paper contains the draft Undergraduate Degree Regulations for 2019/20. A “Key Changes” section is included to draw the Committee’s attention to the key changes.

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

The paper aligns with the Committee’s priority of “good housekeeping” in updating and maintaining the regulatory framework.

### Action requested

CSPC is invited to discuss the draft Undergraduate Degree Regulations for academic year 2019/20. Following this meeting, Academic Services will amend the draft regulations to take account of any Committee comments. Academic Services will submit a paper to the University Court, presenting the draft “Resolution” for its 29 April 2019 meeting and final Resolution at its 17 June 2019 meeting.

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

Academic Services will communicate approved regulations in the annual email update to Schools and Colleges on regulations and policies. Academic Services will also cover any changes to regulations in Boards of Examiners briefings and other relevant briefing events for staff in Schools and Colleges.

### Resource / Risk / Compliance

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

Where the proposed amendments have potential resource implications, these are addressed in the Key Changes document.

#### 2. Risk assessment

The proposed amendments do not introduce any new risks.

#### 3. Equality and Diversity

The proposed amendments do not carry any new equality and diversity implications.

#### 4. Freedom of information

The paper is **open**.

### Originator of the paper

Theresa Sheppard, Academic Policy Officer, Academic Services and Dr Adam Bunni, Head of Governance and Regulatory Framework Team, Academic Services

14 March 2019

## Key Changes to Undergraduate Degree Regulations 2019/20

Links within the regulations to other information have been updated as necessary.

<b>Regulation Updated</b>	<b>What has changed</b>
<p><b>5 Disclosure of criminal offences</b></p>	<p>This amendment states that students should not only make the University aware where they are charged or convicted of a relevant criminal offence whilst studying at the University, but also where they arrive at the University with a conviction or pending charge for a relevant offence. The University is no longer routinely going to be collecting information about previous convictions as part of the admissions process. Requiring students to inform the University of pending charges and convictions allows us to conduct a risk assessment in order to determine whether any precautionary action is necessary to ensure the safety of the University community.</p> <p>The amendment also provides a link to new web guidance (to be published on the Academic Services web pages) regarding what the University would consider “relevant” offences. This replaces the existing link to a Student Recruitment and Admissions policy which is due for deletion.</p> <p>There are outstanding issues relating to the legal basis for the University to collect data relating to criminal convictions, and the process for collecting and handling the data. These are subject to further discussion with the University’s Data Protection Officer and Legal Services Department, and may lead to some further amendment to the regulation before it proceeds to Court for approval.</p>
<p><b>7 Compliance with Degree Programme Tables</b></p>	<p>This amendment clarifies that courses marked as compulsory on Degree Programme Tables may only be substituted for courses with an equivalent SCQF credit volume and level with the approval of the Head of College (or delegated authorising officer). The Degree Regulations do not currently state where concessions to Degree Programme Tables can be approved, which implies that only CSPC can approve these. This level of escalation does not seem necessary. Colleges would continue to escalate cases to CSPC where they were requesting a change to a DPT which would lead to the relevant degree programme no longer being compatible with one of the Models for Degree Types (part of the Curriculum Framework). This change should not have significant resource implications for Colleges, as the number of such requests is thought to be small, and they would generally be brought to Colleges’ attention under the existing regulation.</p>
<p><b>9 Timing of admittance onto degree programmes and courses</b></p>	<p>This amendment clarifies the regulation relating to students withdrawing from courses after the sixth week of the semester in which the course is taught. In order to ensure equitable treatment of students, it prevents students from withdrawing from a course which will count towards classification after they have undertaken substantial assessment (e.g. in coursework) and replacing it with another optional course in a subsequent semester. Where a student</p>

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	<p>withdraws from a course due to special circumstances and is granted a null sit for the course, they may be allowed to take an alternative course.</p>
<b>31-34 Optional study abroad</b>	<p>Paper C contains proposals relating to Optional Study Abroad.</p> <p>This proposes to amend the decision made by CSPC for the 2018/19 UG Degree Regulations that progression decisions for students will in future be undertaken by a University Progression Board, maintaining the College level Optional Progression Board for 2019-20 academic year. It also changes the planned arrangements for the Study and Work Away Service to take on responsibilities currently held by Exchange Coordinators. The Service Excellence Programme, Student Administration and Support Board, has proposed these changes following feedback from Colleges and Schools.</p>
<b>74-86 Degree specific regulations: MBChB</b>	<p>Several minor clarifications have been made to these regulations relating to the MBChB (Medicine) programme.</p>

# Degree Regulations and Programmes of Study

## Undergraduate Degree Programme Regulations

### 2019/20



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#### A General Undergraduate Degree Regulations

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5. Students must inform their Personal Tutor if they [have a relevant pending charge or relevant unspent criminal conviction on matriculation at the University, or](#) have been charged or ~~c~~onvicted of a relevant criminal offence since matriculating at the University. [Information about types of offences considered relevant is provided on the University website:   
https://www.ed.ac.uk/academic-services/students/conduct/code-of-student-conduct/convictions](#)~~'Relevant' offences are as defined in the University's Policy and procedure for the admission of applicants who disclose criminal convictions or who require Protecting Vulnerable Groups Scheme membership.~~ The Student Support Team (or equivalent) will refer the case to the relevant College which will decide whether the University should take action under the Code of Student Conduct or (where a student's degree programme is subject to Fitness to Practise requirements) the College Fitness to Practice procedures.

7. Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study. [In exceptional cases, the Head of College may approve a concession allowing a student to substitute a course marked as compulsory in the relevant Degree Programme Table with another course \(or courses\) with the same credit volume and SCQF level.](#)

9. Students should commence their degree programme at the start of the academic year, and should commence the courses that they are enrolled on at the start of semester in which the courses are taught. No student will be admitted to a degree programme more than two weeks after the start of the academic year without the permission of the Head of College. No student will be enrolled on a course that is part of their degree programme more than two weeks after the start of semester in which the course is taught without the permission of the Head of College. [Where a student withdraws from a course more than six weeks after the start of the relevant semester, the course enrolment remains on the student's record. Students in Honours years who withdraw from a course marked as optional on the Degree Programme Table after more than six weeks after the start of the relevant semester will not be permitted to substitute the course with another optional course in a subsequent semester unless the](#) relevant Board of Examiners has awarded a null sit for the course under the Special Circumstances procedure. ~~A student who leaves a course after six weeks from the start of the relevant semester will be deemed to have withdrawn from the course and the course enrolment remains on the student's record.~~

31. Students who attempt but do not achieve the required credit at the partner university may be eligible for the award of Credit on Aggregate (CA). CA can only be awarded when the student has enrolled in and attempted assessment for the equivalent to a full University of Edinburgh credit load at an appropriate level, and in accordance with the regulations and guidance available in the Taught Assessment Regulations for awarding credit on aggregate. Progression decisions for students returning from Optional Study Abroad in 2018-19 are the responsibility of the appropriate College Study Abroad Progression Board. Progression

# Degree Regulations and Programmes of Study

## Undergraduate Degree Programme Regulations

### 2019/20



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decisions for students returning in 2019-20 and in subsequent sessions will be undertaken by a University Progression Board. Terms of Reference for the College Study Abroad Progression Boards are available here:

[www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf](http://www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf)

32. In cases where assessment is optional at a partner university, students are required to undertake assessment. Credit awarded on a “pass/fail” basis will only be accepted in exceptional circumstances or where the partner institution confirms there is no alternative, and with advance approval of the appropriate College.

33. During 2018-19 the University plans to establish a Work and Study Away Service. Once established, the Service will take on the responsibilities currently held by School Exchange Co-ordinators for advising on and agreeing Learning Agreements with individual students (see para 29), and advising the Senate Curriculum and Student Progression Committee on the credit load and level required to be undertaken at non-European institutions (see para 30). Once established, the Service will also take on the Colleges’ responsibility for agreeing to students taking credit on a “pass/fail” basis (see para 32). The Senate Curriculum and Student Progression Committee will confirm the date that the Service formally takes on these responsibilities, on the advice of the Service Excellence Programme Board.

34. Once the Work and Study Away Service has taken on these responsibilities, School Exchange Co-ordinators will be responsible for advising the Service on the academic requirements for Optional Study Abroad for their programmes. The Service will be responsible for ensuring that individual Learning Agreements adhere to these specified academic requirements.

## MBChB

### Compliance

74. Students should refer to the ~~Programme Handbook and appropriate Course Handbooks on the~~ Virtual Learning Environment for detailed curriculum and assessment information.

75. Students entering the first year of the MBChB programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation. Admission to the medical profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the MBChB programme are therefore not entitled to withhold information about any conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a ~~relevant~~ conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

76. Students are subject to blood borne virus checks as they are admitted to the MBChB programme. Students declining testing or found to be infected by a blood borne virus will be allowed to continue on their degree programme leading to full Medical Registration, provided

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that they formally accept the requirement they will not be allowed to perform Exposure Prone Procedures (EPPs), and recognise that careers in some specialties may not be open to them if their infection persists.

#### Attendance and Participation

77. Students on the MBChB programme are required to attend compulsory-all teaching throughout the year. Students should consult Course Handbooks on the Virtual Learning Environment for detailed attendance and timetable information.

78. Students in the final three years of study are required to undertake placements in hospitals outside Edinburgh and the Lothians across the South East of Scotland.

79. In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Students who wish to be considered for a further interruption or repeat year of study must apply to the Progression Review Committee. Approved study for an intercalated degree does not constitute interrupted progress.

#### Progression

80. MBChB students are only entitled to two assessment attempts for courses which are part of the MBChB programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations.

81. A student who fails the attendance-professional requirements (attendance, engagement, and conduct) of the programme may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.

~~82.—A student who fails the professionalism requirements may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.~~

~~823.~~ No student may proceed to the next year of study for the MBChB programme until they have passed all components of the previous year of the programme, unless the Board of Examiners or Progression Review Committee has exceptionally granted permission.

~~834.~~ Students on the 6-year MBChB programme may omit Year 3 of the MBChB Programme if they enter with an approved BSc degree. In this situation students proceed directly from Year 2 to Year 4 of the 6-year MBChB Programme.

84. Students on the 6- year MBChB programme may be permitted to interrupt their studies during the honours year with medical evidence and proceed directly into Year 4 of the MBChB programme the following academic year with approval of the Progression Review Committee.

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#### Awards

Passes with Distinction

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

Honours at Graduation

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

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## Draft Postgraduate Degree Regulations 2019/20

### Executive Summary

Draft Postgraduate Degree Regulations for 2019/20. A “Key Changes” section is included to draw the Committee’s attention to the key changes.

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

The paper aligns with the Committee’s priority of “good housekeeping” in updating and maintaining the regulatory framework.

### Action requested

The Committee to discuss the draft postgraduate degree regulations for academic year 2019/20. Following this meeting, Academic Services will amend the draft regulations to take account of any Committee comments. Academic Services will submit a paper to the University Court, presenting the draft “Resolution” for its 29 April 2019 meeting and final Resolution at its 17 June 2019 meeting.

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

Academic Services will communicate approved regulations in the annual email update to Schools and Colleges on regulations and policies. Academic Services will also cover any changes to regulations in Boards of Examiners briefings and other relevant briefing events for staff in Schools and Colleges.

### Resource / Risk / Compliance

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

Where the proposed amendments have potential resource implications, these are addressed in the Key Changes document.

#### 2. Risk assessment

The Key Changes document identifies a risk relating to the introduction of new regulation covering training for supervisors.

#### 3. Equality and Diversity

The proposed amendments do not carry any 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

14 March 2019

## Key Changes to Postgraduate Degree Regulations 2019/20

Links within the regulations to other information have been updated as necessary.

Regulation	What has changed
<p><b>Updated 2 Compliance</b></p>	<p>This amendment clarifies that courses marked as compulsory on Degree Programme Tables (DPT) may only be substituted for courses with an equivalent SCQF credit volume and level with the approval of the Head of College (or delegated authorising officer). The Degree Regulations do not currently state where concessions to Degree Programme Tables can be approved, which implies that only CSPC can approve these. This level of escalation does not seem necessary. Colleges would continue to escalate cases to CSPC where they were requesting a change to a DPT which would lead to the relevant degree programme no longer being compatible with one of the Models for Degree Types (part of the Curriculum Framework). This change should not have significant resource implications for Colleges, as the number of such requests is thought to be small, and they would generally be brought to Colleges' attention under the existing regulation.</p>
<p><b>Updated 7 Disclosure of Criminal Offences</b></p>	<p>This amendment states that students should not only make the University aware where they are charged or convicted of a relevant criminal offence whilst studying at the University, but also where they arrive at the University with a conviction or pending charge for a relevant offence. The University is no longer routinely going to be collecting information about previous convictions as part of the admissions process. Requiring students to inform the University of pending charges and convictions allows us to conduct a risk assessment in order to determine whether any precautionary action is necessary to ensure the safety of the University community.</p> <p>The amendment also provides a link to new web guidance (to be published on the Academic Services web pages) regarding what the University would consider "relevant" offences. This replaces the existing link to a Student Recruitment and Admissions policy which is due for deletion.</p> <p>The regulation has also been amended to state that the relevant Student Support Team or Graduate School will refer the case for consideration by the College, to align the regulation better with the equivalent Undergraduate Degree Regulation.</p> <p>There are outstanding issues relating to the legal basis for the University to collect data relating to criminal convictions, and</p>

	<p>the process for collecting and handling the data. These are subject to further discussion with the University's Data Protection Officer and Legal Services Department, and may lead to some further amendment to the regulation before it proceeds to Court for approval.</p>
<p><b>Updated</b> <b>8 Postgraduate Awards and Degree Programmes</b></p>	<p>Removed MMus as this is covered by Masters in a named subject discipline Master of a named discipline</p>
<p><b>Updated</b> <b>9 Late Admission</b></p>	<p>This amendment clarifies the regulation relating to students withdrawing from courses after the sixth week of the semester in which the course is taught. In order to ensure equitable treatment of students, it prevents students from withdrawing from a course which will count towards their award after they have undertaken substantial assessment (e.g. in coursework) and replacing it with another optional course in a subsequent semester. Where a student withdraws from a course due to special circumstances and is granted a null sit for the course, they may be allowed to take an alternative course.</p>
<p><b>Updated</b> <b>27 The Prescribed Period of Study</b></p>	<p>The study period table linked to this regulation has been updated to include the 12 month prescribed period of study for PhD by Research Publications.</p>
<p><b>New</b> <b>37 Supervision</b></p>	<p>This amendment confirms the mandatory status of supervisor briefings for postgraduate research supervisors and that supervisors should attend every five years. Schools are responsible for recording attendance and for ensuring that supervisors from other institutions have either attended a University briefing or similar training in their own institution within the same timescale. Work by the Task Group on Supervisor Continuing Professional Development confirms that this is consistent with current practice in School and Colleges, and should not therefore lead to any new resource implications in terms of staff time.</p> <p>This requirement reflects an existing statement in the Code of Practice for Supervisors and Research Students, which does not have the status of mandatory policy. Adding this to the regulations places a greater obligation on the University to ensure that all supervisors undertake training as required, since their failure to do so would leave the University in breach of its own regulations.</p>
<p><b>Updated</b> <b>38 Supervision</b></p>	<p>This amendment clarifies that all postgraduate research supervisors are recorded on the student record, which is current</p>

	practice. Clarifying School responsibility for recording supervisors supports preparations for Research Excellence Framework 2021.
<b>Updated 39-40 Supervision</b>	This amendment clarifies wording regarding eligibility for appointment as a Principal or Lead postgraduate research Supervisor. Principal or Lead Supervisors may be University staff, (including honorary staff) or where the student is working in an Associated Institution, a full time employee of the Associated Institution.
<b>Updated 47 Demonstration by Thesis and Oral Exam for the Award of PhD</b>	These amendments clarify the criteria students must demonstrate by presentation of a thesis and/or portfolio and performance at an oral examination for the award. This provides consistency and clarification between the Degree Regulations for PhD and MPhil and content in the Code of Practice for Supervisors and Research Students.
<b>Updated 50-51 MPhil by Research</b>	These amendments clarify the criteria students must demonstrate by presentation of a thesis and/or portfolio and performance at an oral examination for the award. This provides consistency and clarification between the Degree Regulations for PhD and MPhil and content in the Code of Practice for Supervisors and Research Students.
<b>Updated 52 – 55 PhD by Research Publications</b>	These amendments clarify: <ul style="list-style-type: none"> <li>• The application process and what candidates must submit to College for consideration;</li> <li>• What students must submit for assessment and the criteria students must demonstrate by presentation of a thesis and/or portfolio and performance at an oral examination;</li> <li>• That the portfolio may consist of creative works;</li> <li>• That students must submit within 12 months of registration.</li> </ul>
<b>Updated 59 MSc by Research Degrees only</b>	This amendment clarifies what is included in the word count for an MSc by Research Degree, for consistency with PhD and MPhil regulations.
<b>Updated 68 PhD – submission by portfolio</b>	This amendment clarifies that the regulation applies to degrees in Art, Design and Landscape Architecture.
<b>Updated 69 MPhil – submission by portfolio</b>	This amendment clarifies that the regulation applies to degrees in Art, Design and Landscape Architecture.

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<b>Updated 72 Master of Chinese Studies (MSC)</b>	This amendment, as requested by the School, clarifies that the prescribed period of study is 24 months.
<b>Removed 73 Master of Teaching</b>	This degree is no longer offered.
<b>Updated 76 MSc in Middle Eastern Studies with Arabic</b>	This amendment, as requested by the School, clarifies that the prescribed period of study is 24 months.
<b>New 106 – 108 Doctor of Veterinary Medicine (DVetMed)</b>	This amendment adds the College specific regulations for DVetMed, approved by Curriculum and Student Progression Committee, semester 2 2017/18 but which were not in time for inclusion in the 2018/19 Degree Regulations.

# Degree Regulations and Programmes of Study

## Postgraduate Degree Programme Regulations

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## Introduction

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### Compliance

2. Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study. ~~In exceptional cases, the Head of College may approve a concession allowing a student to substitute a course marked as compulsory in the relevant Degree Programme Table with another course (or courses) with the same credit volume and SCQF level. any concession from these requirements must be approved by the Head of College and must be compatible with the Models for Degree Types.~~

### Disclosure of Criminal Offences

7. Students must inform their Personal Tutor or supervisor if they have a relevant pending charge or relevant unspent criminal conviction on matriculation at the University, or have been charged or convicted of a relevant criminal offence since matriculating at the University. Information about types of offences considered relevant is provided on the University website: <https://www.ed.ac.uk/academic-services/students/conduct/code-of-student-conduct/convictions>. ~~'Relevant' offences are as defined in the University's Policy and procedure for the admission of applicants who disclose criminal convictions or who require Protecting Vulnerable Groups Scheme membership:~~

The ~~Student Support Team or Personal Tutor or supervisor~~Graduate School will refer the case to the relevant College which will decide whether the University should take action under the Code of Student Conduct or (where a student's degree programme is subject to Fitness to Practise requirements) the College Fitness to Practice procedures.

### Postgraduate Awards and Degree Programmes

8. The University awards the following types of postgraduate degrees, diplomas and certificates. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF: <http://scqf.org.uk/>) unless an exemption has been approved by the Curriculum and Student Progression Committee, or the award is not included in the SCQF. The

# Degree Regulations and Programmes of Study

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SCQF credit levels required for each programme are specified within the appropriate Degree Programme Table.

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	At least 60 credits of which a minimum of 40 should be at SCQF Level 11 or above
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	At least 120 credits of which a minimum of 90 should be at SCQF Level 11 or above
Masters in a named subject discipline Master of a named discipline	At least 180 credits of which a minimum of 150 are at SCQF Level 11
Masters in a named subject discipline Master of a named discipline	At least 240 credits of which a minimum of 150 are at SCQF Level 11
MSc by research	At least 180 credits of which a minimum of 150 are at level 11. The research element will be worth a minimum of 120 credits of which a minimum of 60 must be attributable to the research project (for example, a portfolio of artefacts, artworks and other practice-based outputs) or dissertation.
MPhil, <del>MMus</del>	At least 240 credits of which a minimum of 150 are at SCQF Level 11
ChM	At least 120 credits at SCQF Level 12.
Doctorate	At least 540 credits of which a minimum of 420 are at SCQF Level 12
EngD	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
PhD with Integrated Study	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
MD, DDS, DVM&S* Doctor of a named discipline	*Note: these awards are not included in the SCQF therefore a credit value has not been included here

# Degree Regulations and Programmes of Study

## Postgraduate Degree Programme Regulations

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## A General Postgraduate Degree Regulations

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### Late Admission

9. No student will be admitted to a postgraduate degree, diploma or certificate programme or a course that is part of their programme more than two weeks after their given start date without the permission of the College. Where a student withdraws from a course more than six weeks after the start of the relevant semester, the course enrolment remains on the student's record. Students who withdraw from a course marked as optional on the Degree Programme Table after six weeks will not be permitted to substitute the course with another optional course in a subsequent semester unless the relevant Board of Examiners has awarded a null sit for the course under the Special Circumstances procedure. A student who leaves a course after six weeks will be deemed to have withdrawn and the course enrolment remains on the student's record.

### The Prescribed Period of Study

27. The University defines the prescribed period of study for each authorised programme. These are as stated in the study period table, unless the Curriculum and Student Progression Committee (CSPC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission. See the Study Period Table: [www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf](http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf)

37. Schools are responsible for ensuring that all supervisors who are members of University staff (including honorary staff), and staff at Associated Institutions, have attended a supervisor briefing at the University (e.g. one delivered by the relevant College or School) within the last five years. Schools are also responsible for ensuring that supervisors who are not University staff, honorary University staff, or staff at Associate Institutions, for example staff at other higher education institutions, have either attended a supervisor briefing at the University within the last five years, or undertaken an equivalent training / briefing elsewhere within the same timescale.

38.

a. At least one supervisor (The Principal/Lead Supervisor) must be appointed prior to registration, and the other supervisor should be appointed within two months

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of the programme start date. [Schools are responsible for recording supervisors on the student record.](#)

39. The Principal/Lead Supervisor is responsible to the School's Postgraduate Director for the duties set out in the Code of Practice for Supervisors and Research Students, and must be:

~~b.~~

- ~~a) a salaried member of the academic staff of the University; or~~
- ~~b) a non-academic member of staff employed by the University who has appropriate expertise in research; or~~
- ~~c) an honorary member of staff; or~~
- ~~(when the student is studying full time in an Associated Institution) an employee of an Associated Institution~~  
~~The nomination of non-academic or honorary members of staff to act as Principal/Lead Supervisor for a stated period must be specifically approved by the College. In appropriate cases the other supervisor(s) may not need to be a member of the staff of the University, provided they assume their supervisory duties in accordance with University regulations and requirements. Supervisors must maintain regular contact with their students who, in turn, have a responsibility to make themselves available at times agreed with their supervisors.~~
- ~~d) In certain circumstances when the student is studying full time in an Associated Institution the Principal/Lead Supervisor may, if the College approves, be a full-time employee of the Associated Institution. In such a case the assistant sSupervisor(s) must be a University employee. A Principal/Lead Supervisor who is a member of an Associated Institution has exactly the same responsibilities as one working within the university.~~

~~e. —~~

~~40. Where the Principal/Lead Supervisor is an employee of an Associated Institution, the Assistant Supervisor(s) must be a University employee. A Principal/Lead Supervisor who is an employee of an Associated Institution has exactly the same responsibilities as one working within the University.~~

## Grounds for the Award of Doctoral and MPhil Research Degrees

### Demonstration by Thesis and Oral Exam for the Award of PhD

4276. The student must ~~have demonstrated~~ by the presentation of a thesis and/or portfolio, ~~which presents a coherent body of work,~~ and by performance at an oral examination: ~~that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating~~

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~~particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.~~

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

The thesis must:

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

### MPhil by Research

~~50495. The thesis must not exceed a maximum of 60,000 words. There is no minimum word count. The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.~~

The student must ~~have demonstrated~~ by the presentation of a thesis and/or portfolio ~~containing a significant amount of material worthy of publication or public presentation,~~ and by performance at an oral examination; ~~that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.~~

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

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- the ability to present the results of the research in a critical and scholarly way.

The thesis must:

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

510. The thesis must not exceed a maximum of 60,000 words. There is no minimum word count. The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

~~The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.~~

### **PhD (by Research Publications)**

5246. Applicants must be either graduates of the University of Edinburgh of at least five years' standing; or members of staff of the University of Edinburgh or of an Associated Institution of not less than three years' standing. Permission to register will not be granted to applicants who are in a position to submit a PhD thesis for examination or who already possess a doctoral degree. Applicants must have been active postgraduate researchers in their field of expertise for a minimum of five years, and they must not submit material published more than ten years prior to the date of registration for the degree.

53247. Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit a list of their published or creative work, together with a statement (including the theme and summary of the work) and their CV. If the College approves registration, it will appoint an adviser to assist the applicant with the format of their submission and to guide them on the selection, coherence and quality of the portfolio of research work, the abstract and critical review. The portfolio submitted for the PhD by Research Publications must demonstrate a substantial and coherent body of work which would have taken the equivalent of three years of full-time study to accomplish. The portfolio must demonstrate original research and make a significant contribution to knowledge or understanding in the field of study, and is presented in a critical and scholarly way.

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~~4543~~.8.

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

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

The portfolio submitted for the PhD by Research Publications must present a coherent and substantial body of work, which would have taken the equivalent of three years of full-time study to complete. Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit their published work, together with a 500-word abstract, their CV and a self-critical review of all their submitted work. If College approves registration, it will appoint an adviser to assist the applicant with the format of their submission and to guide them on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

~~55449~~. Students must submit their portfolio within 12 months of registration for the degree. The submission for assessment will include: the portfolio of published work or publicly exhibited creative work; an abstract; and a self-critical review of all their submitted work. The portfolio ~~of published work~~ must consist of either one or two books or creative works, or at least six refereed journal articles or research papers, which are already in the public domain. The total submission, including the critical review should not exceed 100,000 words.

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

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they have made a major contribution to all of the work that has been produced by more than one author.

#### **MSc by Research Degrees only**

**5983.** In addition to any requirements as detailed in the relevant Degree Programme Table, the student must have demonstrated by the presentation of a research project or dissertation that they are capable of pursuing research, or a critical survey of knowledge in the field of study, or both combined with a satisfactory plan for a more advanced research project. The research must demonstrate competence, knowledge and be presented in a critical and scholarly way. The assessed work, including the research project or dissertation must not exceed 30,000 words. [The word count includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, or abstract or lay summary.](#)

#### **PhD(~~eca~~) - Submission by Portfolio [in Art, Design and Landscape Architecture](#)**

**6872.** The degree specific regulations, when a student is submitting for award of PhD(~~eca~~) by means of a portfolio of artefacts, artworks and other practice-based outputs, are:

- a. The portfolio of artefacts or artworks must comprise original work of a high creative level which is worthy of public exhibition and also an integral part of the contribution to knowledge made by the overall work of the candidate submitted in fulfilment of the requirements of the PhD. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- b. The portfolio of artefacts and artworks will be accompanied by a thesis of not more than 50,000 words (including bibliography and footnotes but excluding appendices).

#### **MPhil(~~eca~~) - Submission by Portfolio [in Art, Design and Landscape Architecture](#)**

**6983.** The degree specific regulations, when a student is submitting for award of MPhil(~~eca~~) by means of a portfolio of artefacts, artworks and other practice-based outputs, are:

- a. The portfolio of artefacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years

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postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and

- b. The portfolio of artefacts or artworks should normally be accompanied by a thesis of not more than 20,000 words (including bibliography and footnotes but excluding appendices).

### Master of Chinese Studies (MCS)

~~72166~~. The degree specific regulations are:

- a. **Grounds for Award.** Students will be assessed by essays, examinations, a placement report and a dissertation. An oral examination will be required in the Chinese language and may be required for other courses. Students must work in/carry out their studies at the University of Edinburgh and in a Chinese institution approved by the Programme Director.
- b. **Prescribed Period of Study.** The period of study ~~will be between~~ is 24 ~~and 36~~ months, full-time.

### ~~Master of Teaching~~

~~67.~~ The degree specific regulations are:

- a. ~~Mode of Study and Prescribed Period of Study.~~ The period of study is ~~between 36 and 60 months part time.~~
- b. ~~Recognition of Prior Learning.~~ The total number of exemptions which may be granted for any student is ~~90 credits.~~
- c. ~~Grounds for Award.~~ Students will be assessed directly or synoptically on each course taken. In accordance with the national guidelines, courses are assessed on a pass/fail basis. Students who fail a course will be permitted a further attempt to pass the assessment of that course within three months of the result being made known to the student.

### MSc in Middle Eastern Studies with Arabic

~~7654~~. The degree specific regulations are:

- a. **Collaboration.** The first year of study is taken at the University of Edinburgh. An intensive course is taken in an Arabic speaking country during the summer, followed by year two at the University of Edinburgh.

~~b.~~ ~~b.~~ Prescribed Period of Study. The period of study will be 24 months, full-time.

~~b.~~ Progression. Progression from Year 1 to Year 2 will be decided by the University of Edinburgh's Board of Examiners, after completion of the taught

# Degree Regulations and Programmes of Study

## Postgraduate Degree Programme Regulations

### 2018/19/20



THE UNIVERSITY  
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~~element, and before the students commence their summer placement in an Arab country. Decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.~~

#### Doctor of Veterinary Medicine (DVetMed)

1065. DVetMed students will undertake courses to obtain 180 credits in each year of the four year programme. Students are required to pass all courses in order to achieve the award of the degree.

1076. Students are permitted one re-sit attempt for each SCQF Level 12 course on the programme. Students may be awarded credit on aggregate for up to 60 credits of SCQF Level 11 courses in each year, provided they meet the following criteria:

- Achieve a mark of 50% or more in 120 credits worth of courses (at the first or second attempt for SCQF Level 12 courses);
- Achieve an average of 50% or more across 180 credits of courses (based on performance at the first or second attempt for SCQF Level 12 courses).

1087. Exit awards are available to students leaving the programme without qualifying for award of the DVetMed.

Based on the criteria set out in the Taught Assessment Regulations relating to Postgraduate degree, diploma and certificate award, the following will be awarded:

- PGCert (VetMed) upon completion of 60 credits of courses
- PGDip (VetMed) upon completion of 120 credits of courses

In order to qualify for the award of MSc (VetMed), students must meet the following criteria:

- Achieve a pass in 180 credits of courses;
- Achieve an average of 50% across 180 credits of courses based on performance at the first attempt in each course;
- Achieve a mark of at least 50% in a minimum of 120 credits of courses based on performance at the first attempt in each course; this must include a minimum of 50 credits worth of research courses\*

\*Research Proposal; Study design and methods of research; Research project part 1, 2, 3

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## **Paediatric Emergency & Critical Care Medicine Cert/Dip/MSc Programme**

### **Executive Summary**

This proposal requests CSPC approval to allow MSc students in the Paediatric Emergency & Critical Care Medicine Cert/Dip/MSc Programme to have the choice to undertake a third and final MSc year without a research project. Students would have the choice of undertaking two new 20 credit courses plus a 20 credit core course, or a 40 credit project which is currently the only option. We believe these courses will enhance the Programme, by increasing choice, providing an alternative way the programme can align with their professional work, and improve access particularly to students from resource-poor and emerging nations. In these clinical environments, clinical and data resources (e.g. clinical notes for audit) and local supervision support is potentially limited or even non-existent. We have clear evidence from a similar programme online programme (MSc in Internal Medicine), that recently offered this flexibility, and they found a greatly increased student retention rate, and student feedback was strongly appreciative.

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

Our proposal aligns with the University's mission to provide the highest-quality teaching and learning, and the strategic objective of Leadership in Learning. Our programme serves a global population, and we already know from feedback that learning on our Programme influences clinical education locally.

### **Action requested**

For approval - We are seeking approval to allow MSc students in the Paediatric Emergency & Critical Care Medicine Cert/Dip/MSc Programme to have the option to undertake an MSc without a research project in their final year. Two new 20 credit Courses would be offered, so students would then have the choice to undertake these courses with the compulsory 20 Credit taught Course 'Management Issues in PEM', or to take the existing 40 credit 'Written Reflective Element in PEM' Course.

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

We wish to make the Courses available for 2019/2020.

This strategy and these courses have been approved by Deanery of Clinical Sciences Board of Studies (5/12/18)

We wish to inform students in the second year of the Programme (Diploma Year) as soon as possible once Courses have been approved. We would also include the information on the University Website for prospective applicants to the Programme.

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

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

We do not envisage resource implications. Market research with existing students and potential applicants indicate this is a welcomed initiative. Experience from a similar Programme indicates this approach will improve retention of students into the final year (Online MSc in Internal Medicine – retention increased from 40% to 90% with fully taught option).

## **2. Risk assessment**

We do not envisage any risk to University Reputation, Compliance, or Financial risk. We believe any risk to Education and Student experience would be low (and is more likely to be enhanced by this initiative), given the level of supervision already provided in this year of the Programme. We believe this proposal may also make the MSc Year more attractive to students, and therefore encourage more students to continue after the Diploma Year.

## **3. Equality and Diversity**

Students on the programme are from diverse clinical healthcare environments including resource poor and emerging nations. For some, a research project is very challenging to perform in their local professional environment, due to lack of support and resources. This increases choice options and opportunities.

## **4. Freedom of information**

Open

### **Key words**

Course proposal; Course enhancement.

### **Originator of the paper**

Dr Tom Beattie, Programme Director, 13<sup>th</sup> December 2018.

## Supporting information for the request for an alternative to dissertation/research project in the MSc in PECM.

### Background

#### The structure of the Cert/Dip/MSc Programme in PECM

This is an online Programme which is part-time, and designed to allow students to study in parallel with their clinical work. It is aimed at practicing clinicians, and indeed it is a requirement of the PECM Programme that students are looking after ill and injured children in their daily clinical work.

Students are therefore all practicing doctors in specialties where urgent care of ill and injured children is part of their regular workload. Students are drawn from many different parent specialties – Emergency medicine, Paediatrics, Paediatric surgery, Anaesthetics and Paediatric Critical Care. These are hard pressed specialties, and the doctors involved work irregular hours based on shift patterns which cover 24 hours 7 days a week. In addition students in tropical areas have significant seasonal workloads with epidemics. The student population is global.

Geographical Breakdown of student body	Total 63
Africa	8
Asia	9
Caribbean	2
European Union	33
Middle East	6
North America	4
Oceania	1

Paediatric Emergency Medicine it is very much a Cinderella clinical specialty. It has two parents – Emergency Medicine and Paediatrics. The Programme is designed to enhance paediatric knowledge for primarily adult trained Emergency Physicians; and to similarly enhance surgical and trauma skills in Paediatricians. The Programme complements the training suggested by the Royal College of Emergency Medicine and the Royal College of Paediatrics and Child Health and provides a qualification where none currently exists. We have recently added courses for Paediatric Critical Care medicine to fill a similar gap where trainees come from General Anaesthesia training or Paediatrics.

In addition, the specialty of Paediatric Emergency Medicine is only just being recognized in many parts of the world. Many European countries have embryonic training programmes while most have none, relying as in the UK for trainees to get some extra exposure during training as described above. Prof H Moll in the Netherlands has decided that trainees there are inadequately trained for PEM and has enrolled senior trainees on our programme. Similarly we have been approached by Dr Dlugolecka-Graham about enrolling Polish trainees for similar purposes. Outwith Europe our trainees enroll as there is invariably no PEM training in their country.

One of the consequences of this new specialty development is that there is a dearth of academic departments interested in furthering research in Paediatric Emergency Medicine. As such, there is a paucity of PhD studentships available in Paediatric Emergency Medicine. Students are taking our MSc qualification most frequently to allow them to enhance their clinical practice, rather than aiming to undertake research. However, our MSc continues to require the student to develop the strong academic skills required to practice evidence-based medicine in their often challenging professional environments. These are similar academic skills to those required to develop a research base (and indeed one of the Courses involves designing a small project), but applied in their professional environment rather than as a researcher in an academic environment. We believe the proposals provide our students with the flexibility to develop their academic skills in the appropriate academic context for their own professional environment.

## **The MSc Year of the programme currently has the following structure:**

20 credit Course (Management Issues in PECM); 40 Credit Written Reflective Element (dissertation). It is interesting to note that when speaking to students after graduation (when we meet them physically for the first time in many cases) they invariably quote the valuable nature of the very practical Management issues course and how it prepared them for life as a consultant/senior doctor.

Proposed change:

Students to have the option to take two 20 credit Courses (this proposal) in place of the 40 credit WRE.

## **Academic rationale for the proposed change**

### Specific academic objectives for the Programme relating to this application

We believe these courses will:

1. enhance the Programme, by increasing choice
2. provide a means of aligning the Programme with the students professional work, and their professional development
3. improve access particularly to students from resource-poor and emerging nations.
4. Better prepare students for important areas of consultant life

Feedback has shown as that one of the most valuable aspects of the Programme is the provision of education in resource restrained environments, where education is one of those restrained resources. Students from these areas report that they use their learning on the Programme to deliver education to their juniors and their peers; and welcome the introduction to more modern practice. They also report that whilst much of what they aspire to may not be affordable, it gives them a rationale for prioritizing future developments. In order to do these two separate skills are required, namely the ability to identify the relevant components to teach; and the methodology for introducing new concepts. We believe the proposed courses will facilitate these.

Further rationale for moving from a dissertation component is the difficulty in supervising projects in these resource restrained areas. In these clinical environments, clinical and data resources (e.g. clinical notes for audit) and local supervision support is potentially limited or even non-existent. We also know from experience with students in developed nations, that local bureaucracy surrounding audit and research has proved prohibitive for students to undertake projects of this nature. This has resulted in most students carrying out a literature review rather than a project. Again, we believe the proposed courses will have the same function as conducting a literature review, but with the benefit of an added structure provided by critical reflection and application to a practical situation, which will better reflect the needs of the students in meeting their aims as professionals.

We have clear evidence from an online Programme with a similar student population and academic rationale for offering a fully taught option, (MSc in Internal Medicine), that this type of flexibility greatly increased student retention rate, and resulted in strongly appreciative feedback that they can achieve their own academic goals to enhance their professional development.

## How the Courses proposed would support those objectives

In the Certificate and Diploma Years of the Programme students have worked progressively on critically examining the evidence that underpins their clinical practice. Our previous external examiner (Prof. Derek Burke- see external examiner reports for full details) has commented that the progression from factual based writing to evidence based writing is evident in the work of the students over these two academic years. In the proposed Courses students would develop these skills further in their exploration of relevant topics in PECM, which would allow them to study in depth areas that are pertinent to their own clinical work. The breadth of the topics is more similar to their day to day practice than the concentration on a single limited question, as studied in the current dissertation-based WRE. The Courses therefore have the potential to be more relevant to their professional work. The proposal also allows students to develop a portfolio-based submission, which can continue to be developed in their professional work.

We believe the nature of the Courses (developing a small project proposal; and developing teaching resources) has the potential to align with the student's professional development. It is therefore more likely to attract students to continue with their studies, due to these being more relevant to their local environment.

The proposal allows increased access to students, as the resources required for such exploration are available online, and not dependent on working in an environment that would support data collection locally.

The nature of the work proposed in these new Courses would be at equivalent to the WRE, in that it would require a similar depth, but covering a greater breadth. By including a portfolio element, it will allow students to reflect on all of the exploration and learning through the course. We have seen how well use of a Portfolio has worked in the Masters Programme in Public Health, and we believe this enhances student learning (as suggested by feedback from students in Public Health).

## **Summary demonstrating comparisons between current and proposed courses**

Learning objectives	Current course option	Proposed course options
Independent thought	Identifies a research question; considers methods of answering question – usually literature review; occasionally audit	Identifies subject areas within a broader topic area eg toxicology; infectious disease
Depth of knowledge	Reading widely around the question;	Reading widely around the subject areas
Breadth of knowledge	Reading around the wider subject relating to the research question	Greater breadth by covering 2 broad subject areas.
Synthesis	Prepares an 8000 word report in scientific style	Prepares 2 different but shorter pieces of work
Analysis	Critique of literature or audit results; and interpretation	Critique of literature and interpretation
Practical application	Limited	Enables skills transferrable to local community and hospital
Relevance to professional life	Limited	Enables better development as a consultant

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## **MSc Clinical Education: proposal for route to complete degree without dissertation/research project**

### **Executive Summary**

We request CSPC approval for MSc Clinical Education students to have an alternative to undertaking a dissertation in their final MSc year. We propose to offer a 40-credit course that will take the form of a work-based quality improvement project plus a choice of an existing 20 credit course as an alternative to the existing dissertation. We believe these changes will enhance the programme, by increasing choice, providing an alternative way the students can align their studies with their professional work, and offer a meaningful alternative to clinicians who teach and do not want to undertake educational research.

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

Our proposal aligns with the University's mission to provide the highest-quality teaching and learning, and the strategic objective of Leadership in Learning. Our programme serves both a local and a global population, and we already know from feedback that learning on our programme influences clinical practice. This proposal allows students to obtain academic credit for work that is of direct professional benefit and extends the range of clinical problems that can be addressed by academic study. Thus, enabling our students to address relevant areas of concern in their professional context so challenging the boundaries of knowledge in their own disciplines.

### **Action requested**

*For approval.*

We are seeking approval to allow MSc Clinical Education students to have the option to complete an MSc without a 60-credit dissertation in their final year. Students will be offered the choice of a 60-credit dissertation (the existing model) or a 40-credit work-based project plus an existing 20 credit elective course. If this proves to be successful we wish to go on and offer a 60-credit work-based project in future years, so offering one of three alternatives in the final year of study.

Students undertaking this programme have varied motivations but we know most who undertake online postgraduate study offered by the University of Edinburgh do so primarily for vocational reasons. Students can be regarded as mid-career professionals who combine work and study. All have a primary degree in healthcare and are currently engaged in clinical education. The student body is characterised by its diversity, existing third year students include a Thai Dentist, a Lecturer in Radiography in Singapore, a local GP, a Surgeon Commander of the Royal Navy, a training manager of a pharmaceutical company and a Canadian Neurologist. Postgraduate study is largely related to the development of transferable skills and programmes are designed in such a way that student can make direct use of assessments as a bridge between the academic and clinical domains. We know that

very few of our students are undertaking the programme of study to go onto a research career or doctoral level study most go onto promoted posts, leading learning and teaching in their own clinical environment. Such individuals do require a good working knowledge of educational research to commission and critique the work of others but are unlikely to be the originators of such work. These skills are provided in the existing Research Methods course.

Undertaking a dissertation requires the development of skills that many students will not use again. Unique to this programme is the development of knowledge in a new paradigm to most clinicians, schooled in the scientific tradition. Most educational research (particularly that possible in a part time masters dissertation) is qualitative in nature. This requires a shift in epistemological stance that many clinicians find challenging and the alignment of the research design takes considerable support from the allocated supervisor, both in designing a study meeting the requirements of SCQF level 11 study and being manageable within the time frame. Of relevance is the ethical permission such studies require, with the institutional review that students have to obtain often taking many months so delaying the time available to undertake the study.

All practicing healthcare professionals work within quality frameworks and regularly have to undertake quality improvement projects, undertaking such a project for academic credit further supports the ethos of the programme in making explicit the links between the academic and professional domain. The proposal has been designed with this in mind and to ensure the continuing relevance of the programme to our students.

Online PGT is a volatile market and largely driven by student demands. This proposal is supported by our programme Steering Group which consists of graduates and practicing clinicians from a range of healthcare professions. As a programme team we enjoy excellent working relationships with our students and ensure open and ongoing communication. This proposal has the support of existing students when discussed at the recent SSLC meeting.

Of note is the MSc Clinical Education is one of the largest and longest established online PGT programmes within MVM. It has grown steadily over the past 5 years, while managing to achieve outstanding student satisfaction metrics (2018 PTES 98% overall satisfaction). This has been accomplished by constant interaction with students and graduates and aligning the programme to their perceived learning needs.

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

We wish to make the Courses available for 2019/2020.

This strategy and these courses have been approved by Deanery of Clinical Sciences Board of Studies (5/12/18)

We wish to inform students in the second year of the programme (Diploma Year) as soon as possible once approval has been granted. We have discussed the proposal at the most recent SLCC and the idea met with universal approval. We would also include the information on the University Website for prospective applicants to the programme.

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

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

Discussion with existing students, previous graduates and potential applicants indicate this is a welcome initiative. Experience from a similar programme indicates this approach will improve retention of students into the final year (Online MSc in Internal Medicine – retention increased from 40% to 90% with fully taught option). We

do not envision a similar increase as we already have a progression rate between years 2 and 3 of around 80%. We do however have a lower progression rate between years 1 and 2 and this option may prove attractive to those leaving with a postgraduate certificate. Exit interviews of this group suggest that undertaking an educational research project whilst working is an unappealing prospect. We currently have 32 students in year 3 and 46 in year 2, with 97 first year students.

## **2. Risk assessment**

We do not envisage any risk to University reputation, compliance, or financial risk. We believe the Education and Student experience will be enhanced by this initiative, offering flexibility and choice. We believe this proposal will make a third year of study more attractive to students, and demonstrates the responsiveness of the programme to market demands.

## **3. Equality and Diversity**

Students on the programme are from diverse clinical healthcare environments including resource poor and emerging nations. For some, a research project is very challenging to perform in their local professional environment, due to lack of support and resources. This proposal increases choice options and opportunities.

## **4. Freedom of information**

Open

### **Key words**

Course proposal; Course enhancement.

### **Originator of the paper**

*Gill Aitken, Programme Director, 13<sup>th</sup> January 2019.*

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## **Visiting and Non-Graduating Student Policy and Procedure: proposed amendments and opt-outs**

### **Executive Summary**

The Visiting and Non-Graduating Student Policy and Procedure is subject to periodic review in the current session. The paper proposes a series of minor amendments to the policy, designed to clarify various aspects of it. The paper also includes (section 4) a request for an exemption to the one year limit on the duration of visits to the University for programmes involving a formal agreement with other institutions.

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

Providing effective arrangements for supporting incoming visiting students is vital to the University's strategic priority of Influencing Globally.

### **Action requested**

CSPC is asked to approve the proposed amendments to the policy, and the proposed request for an exemption to the policy.

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

Academic Services will communicate the changes to relevant staff in Schools via the Colleges. Information about the changes will also be provided in the "new and updated policies" section of the Academic Services website, a link to which is provided in an email to staff in Schools and Colleges which goes out in June each year.

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

- 1. Resource implications (including staffing)**
- 2. Risk assessment**

The proposed amendments do not involve any change to existing practice, and therefore carry no resource or risk implications.

The proposed exemption does not introduce any risks to the University, provided that any formal agreements the University enters into are given appropriate scrutiny before signing.

- 3. Equality and Diversity**

The proposals include amending the policy to make use of gender neutral language, which should make it more accessible to people who do not identify with a specific gender.

#### **Freedom of information**

The paper is open.

### **Key words**

Visiting students

### **Originator of the paper**

Dr Adam Bunni, Head of Governance and Regulatory Team, Academic Services

## **Visiting and Non-Graduating Student Policy and Procedure: proposed amendments, March 2019**

### **1. Background**

The Visiting and Non-Graduating Student Policy and Procedure provides a framework to support administration relating to students of other higher education institutions who are visiting the University for a period, or those who are not undertaking a programme at this or another institution, but wish to take one or more taught courses or undertake a period of supervised research. The policy is due for periodic review in the 2018/19 session.

### **2. Process of review**

Academic Services met with representatives of each of the Colleges to discuss the policy and consider possible amendments. Academic Services then circulated a draft version of the policy with proposed amendments to the Colleges, and to the Students' Association, Centre for Open Learning, Edinburgh Global, Governance and Strategic Planning, and Student Recruitment and Admissions.

### **3. Proposed amendments**

The proposed amendments are outlined below, and shown in a draft version of the policy provided as an appendix to this paper. These are designed to clarify various aspects of the policy, and do not involve changes to existing practice.

### **CSPC is asked to approve the changes to the policy, for application from 1 August 2019.**

- Gender-neutral language has been used throughout the document;
- References to the Office of Lifelong Learning have been updated to the Centre for Open Learning;
- 3 and 4: the order of these has been reversed to bring forward information about what a Visiting Student is; the statement that Visiting Students do not graduate from the University has been added to the new section 3;
- 4: clarification added that students making multiple visits to the University may only do so up to a total duration of one year;
- 5: clarification added that Visiting Research Students may be on an undergraduate, postgraduate taught, or postgraduate research programme at their home institution when they visit the University to undertake supervised research;
- 7: brings forward and clarifies information provided in the existing section 23, stating that Visiting Postgraduate Taught students may take up to 60 credits worth of courses only;
- 8: clarifies that Non-Graduating Students take **credit-bearing** taught courses or undertake supervised research at the University; Schools, Colleges and administrative units of the University offer various non-credit bearing courses which are not subject to the policy, and do not involve the same recording requirements;
- 12: reference added to the Student Immigration Service (as opposed to the International Office);
- 19: clarifies information relating to Visiting Students requesting to extend their period of study.

### **4. Request for exemption to the one year limit**

The proposed amendments to the policy retain the limit of one year on the duration of any visit (or visits) by an individual to the University (section 4). The College of Science and Engineering has requested an exemption from this time limit for arrangements where we have a formal agreement with an institution (or institutions) which involves individual students visiting the University for a period of more than a year (or periods totalling more than a year), where they will not ultimately graduate with a University of Edinburgh degree. Examples of this include some Doctoral Training Centres, where students are required to spend time at each of a number of institutions, but may graduate with a degree from only one or more of the institutions (Students taking part in Doctoral Training programmes resulting in a single award from the University of Edinburgh, or a joint award including the University would not be matriculated as Visiting Students).

The College of Arts, Humanities and Social Sciences, and the College of Medicine and Veterinary Medicine have expressed support for the proposed exemption. Colleagues in Governance and Strategic Planning and Student Systems have been consulted regarding the proposed exemption, and have raised no concerns about this, provided that any Memorandum of Agreement with another institution (or institutions) makes clear which institution is responsible for including any student in their statutory HESA returns.

**CSPC is asked to approve an exemption from the one year limit on the duration of visits to the University for programmes involving a formal agreement with other institutions. Colleges would be expected to maintain a register of any programmes operating on this basis.**



# Visiting and Non-Graduating Student Policy and Procedure

## Purpose of Policy and Procedure

Visiting Students are students who are studying or conducting research at the University for a short period of time, i.e. for less than or up to one year. Non-graduating Students (NGS) are individuals, who are not registered on a degree programme at this or another higher education institution (HEI), who take one or more taught courses (usually postgraduate) or undertake supervised research at the University.

This policy sets out the University's approach to Visiting Students and NGSs and outlines procedures for recording such students that will enable the University to meet its legal responsibilities, including on immigration. The policy clarifies that Visiting Students and NGSs are subject to the University's regulations, policies and codes of practice. The procedure standardises how such students are administered and recorded by the University, thereby providing consistency and enhancing the overall student experience.

## Overview

The University actively welcomes and encourages Visiting Students from British higher education institutions and from HEIs around the world. The University also provides opportunities for individuals, who are not students registered at another higher education institution, to study as NGSs, often to promote Continuing Professional Development.

This policy defines the categories of Visiting Students and NGSs and the procedure outlines how they are documented in the student record. **All Visiting Students and NGSs who attend the University for more than two weeks must be recorded on the University's student record system, EUCLID.**

The University sets and publishes tuition fee arrangements for Visiting Students and NGSs on an annual basis.

## Scope: Mandatory Policy

The policy and procedure apply to all Visiting Students with a home institution who are applying to and studying or conducting research at the University. This policy and procedure also applies to all individuals, who are not students registered at another institution, who are applying to and studying or conducting research at the University. The policy and procedure does not apply to students of the [Office of Lifelong Centre for Open Learning \(COOLL\)](#) in line with the separate recording treatment which applies to [COOLL students](#), ~~to students on non-credit Confucius Institute courses, or to people attending courses provided by the administrative areas of the University, e.g. Human Resources.~~

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

1. All College Offices, Graduate Schools and Offices across the University, and associated administrative staff;
2. Admissions Offices and offices related to administering visiting students and NGSs;
3. Academic staff involved with visiting students and NGSs;
4. Student Recruitment and Admissions, the International Office and all who recruit Visiting Students and NGSs;
5. Student Administration and Student Systems.

**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> 5.3.14	<b>Starts:</b> 1.8.14	<b>Equality impact assessment:</b> 26.2.14	<b>Amendments:</b> 5.6.14, 17.6.15, 18.1.16, 17.03.16, 23.05.16	<b>Next Review:</b> <del>2018/19</del> 22/23
<b>Approving authority</b>	CSPC and REC have responsibility for the policy and procedures.				
<b>Consultation undertaken</b>	Colleges, the International Office, the <a href="#">Office of Lifelong Learning Centre for Open Learning</a> , Academic Services, Governance and Strategic Planning, CSPC and REC were consulted.				
<b>Section responsible for policy</b>	Academic Services				
<b>Related policies</b>					
<b>UK Quality Code</b>	n/a				
<b>Policies superseded by this</b>	The policy replaces the 17.3.16 version and includes the NGS policy.				
<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>	Study Abroad, visiting undergraduate student, visiting research undergraduate, <del>visiting postgraduate student, visiting research student, VUC, VPGT, VPG</del>				



# Visiting and Non-Graduating Student Policy and Procedure

1 As a leading research higher education institution, the University actively welcomes and encourages Visiting Students from other British higher education institutions and from higher education institutions around the world.

2 The University also provides opportunities for individuals, who are not students registered at another higher education institution, to study as Non-Graduating Students (NGSs), often to promote Continuing Professional Development (CPD). NGSs may be people who want to try one or more courses prior to deciding whether to apply for a degree programme; professionals who want to take courses to enhance their career without enrolling on a full degree programme; and people who are required to take course(s) to prepare them for postgraduate study.

## Definitions

~~43~~ Visiting Students are students who are registered on a degree programme at another higher education institution (their home institution), from which they plan to ultimately graduate, who take credit-bearing taught courses and/or conduct research at the University of Edinburgh. This applies to study undertaken at any point in the calendar year, including summer schools. Credit gained and/or research conducted at Edinburgh will transfer back to the home institution and may count towards the student's final qualification. Visiting Students do not graduate from the University of Edinburgh. The Visiting Students category includes students who attend the University of Edinburgh via any exchange or study abroad programme offered by the University.

**Commented [BA1]:** Reversed order of 3 and 4 for clarity. Moved up point about Visiting Students not graduating from UoE.

~~34~~ Visiting Students are students who are studying or conducting research at the University for a short period of time, i.e. for less than or up to one year. Where a Visiting Student makes multiple visits to the University, the total duration of these visits must not exceed one year. Visiting Students do not graduate from the University of Edinburgh.

**Commented [BA2]:** Clarified that max duration is 1 year, including multiple visits.

~~4~~ ~~Visiting Students are students who are registered on a programme at another higher education institution (their home institution), from which they plan to ultimately graduate, who take taught courses and/or conduct research at the University of Edinburgh. This applies to study undertaken at any point in the calendar year, including summer schools. Credit gained and/or research conducted at Edinburgh will transfer back to the home institution and may count towards the student's final qualification. The Visiting Students category includes students who attend the University of Edinburgh via any exchange or study abroad programme offered by the University.~~

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

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- 6 There are three categories of Visiting Students:
- A. Visiting Taught Undergraduates (VUGs)
  - B. Visiting Taught Postgraduates (VPGTs)
  - C. Visiting Research Students\* (VRes).

**Formatted:** No bullets or numbering

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

**Commented [BA3]:** Added for clarity.

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

**Commented [BA4]:** Moved from current 23 and clarified.



# Visiting and Non-Graduating Student Policy and Procedure

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

**Commented [BA5]:** Clarified that this applies to credit-bearing courses only. Removed the phrase "usually postgraduate".

## Regulations

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

## Immigration

**910** It is the responsibility of the Visiting Student to ensure that **he/she/they** **have**s obtained the appropriate visa.

**Commented [BA6]:** Gender neutral language used throughout.

**4011** It is the responsibility of the NGS to ensure that **he/she/they** already **have**s the right to live and study in the UK before starting **his/her/their** study or research.

**4412** The **International Office Student Immigration Service** provides advice on visa issues to students and staff and has standard letter templates.

<https://www.ed.ac.uk/student-administration/immigration> [www.ed.ac.uk/schools-departments/international-office/immigration/home](http://www.ed.ac.uk/schools-departments/international-office/immigration/home)  
[www.ed.ac.uk/schools-departments/registry/other-info](http://www.ed.ac.uk/schools-departments/registry/other-info)

**Commented [BA7]:** Updated reference to Student Immigration Service.

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## Recording students on the University student record

**4213** All Visiting Students and NGSs who attend the University for more than two weeks must be recorded on the University's student record system, EUCLID. VRes students must be recorded in the student record even when they are not undertaking any taught course.

**4314** Visiting Students and NGSs must not be recorded on the Visitor Registration System or as a staff visitor.

**4415** Recording Visiting Students and NGSs on the student record means that the University can meet its legal obligations for monitoring and oversight of students, e.g. for immigration, insurance, health and safety purposes, and can meet its obligations to partners such as the NHS.

**4516** VUGs are recorded on the student record by the relevant College. **Postgraduate Visiting VPGT and VRes** students in the College of Arts, Humanities and Social Sciences (CAHSS) and the College of Medicine and Veterinary Medicine (CMVM) are recorded by the relevant College. In the College of Science and Engineering (CSE) VPGTs are recorded on the student record by the College and VRes are recorded by the relevant School.

**4617** The relevant College Office will advise on whether the School or College has responsibility for recording NGSs on the student record.

**4718** Information is available in student record guidance for staff which explains how to record Visiting Students and NGSs in the student record and which codes, and hence fees, apply.  
<https://www.ed.ac.uk/student-systems/support-guidance>, [www.euclid.ed.ac.uk/staff/User\\_Guides/](http://www.euclid.ed.ac.uk/staff/User_Guides/)  
[www.ed.ac.uk/schools-departments/student-funding/tuition-fees](http://www.ed.ac.uk/schools-departments/student-funding/tuition-fees)

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# Visiting and Non-Graduating Student Policy and Procedure



THE UNIVERSITY  
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~~18 — Ad hoc taught programmes, e.g. for summer schools, are set up individually. Advice must be sought from appropriate administrative colleagues and the programme and fees must be approved at College level.~~

## Extending the period of study

~~19 A Visiting Student attends the University on a specific programme with a defined duration. If the student Visiting Student asks requests to extend the duration of the period of attendance their study at the University (within the maximum permitted duration), the approving School or College will then he or she needs to request a transfer to a new programme change them to a new programme, where appropriate the relevant fees will be charged which may incur an additional fee. There is no facility to extend a Visiting Student programme.~~

**Commented [BA9]:** Seeking to clarify wording around extension of a Visiting programme.

## Tuition Fee Arrangements

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

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

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

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

## Other issues

~~23 VPGT students who request more than 60 credits should be referred to the appropriate taught postgraduate programme (part-time or full-time).~~

# Visiting and Non-Graduating Student Policy and Procedure

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*of* EDINBURGH

~~17 March 2016~~  
February 2019

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## **Review of the Structure of the Senate Committees - initial proposals for consultation**

### **Executive Summary**

The Principal has agreed that the University should review the structure of the Senate Committees. A task group convened by the Senior Vice-Principal is managing this review. This paper sets the scope of the review, and the task group membership and planned approach to the review. It also sets out the task group's initial proposals for changes to the structure and membership of the Senate Committees, and invites the Committee to comment. The task group plans broader consultation with stakeholders about the proposals in April / early May 2019.

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

Effective academic governance supports the University in delivering all its strategic plans and priorities.

### **Action requested**

For discussion.

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

The paper sets out the task group's plans for consulting on the proposals for changes to the Committee structures. Academic Services would take responsibility for coordinating the implementation of any approved changes.

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

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

Academic Services will support the review. The operation of the Senate committee structure has resource implications both for the secretariat (provided by Academic Services) and for the members of the Committees. Were the review to lead to an increase or decrease in the number of committees, this would have a commensurate impact on resources.

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

Effective academic governance assists the University in managing risk associated with its academic activities.

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

The task group will consider equality and diversity issues when developing its recommendations.

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

Open

### **Key words**

### **Originator of the paper**

Tom Ward, Director of Academic Services  
5 March 2019

**University of Edinburgh**  
**2019 review of the Structure of the Senate Committees**  
**Initial proposals for consultation**

The Principal has agreed that the University should review the structure of the Senate Committees. A task group convened by the Senior Vice-Principal is managing this review.

This paper sets the scope of the review, and the task group membership and planned approach to the review. It also sets out the task group's initial proposals for changes to the structure and membership of the Senate Committees, and invites the Committee to comment.

**1 Summary of options\* for consultation**

<b>Senate Learning and Teaching Committee (see 4.1)</b>
<ul style="list-style-type: none"> <li>• Status quo - no change to current LTC remit and membership</li> </ul>
<ul style="list-style-type: none"> <li>• Extend the membership of LTC to include some or all Heads of Schools (or their designated representatives)</li> </ul>
<ul style="list-style-type: none"> <li>• Establish a joint Senate / Court committee with responsibility for the broader student experience (while the Learning and Teaching Committee continues to focus on learning, teaching, assessment and student support)</li> </ul>
<ul style="list-style-type: none"> <li>• Transfer the Researcher Experience Committee's responsibilities for strategic PGR student matters into LTC</li> </ul>
<b>Senate Researcher Experience Committee (and broader research matters) (see 4.2)</b>
<ul style="list-style-type: none"> <li>• Status quo - no change to current REC remit and membership (other than clarifying who will convene the Committee on an ongoing basis), and modest changes to CSPC's membership so that it has greater depth of expertise on PGR matters to assist it to fulfil its existing role on PGR policy and regulations</li> </ul>
<ul style="list-style-type: none"> <li>• Merge REC's responsibilities for strategic PGR matters into LTC, and incorporate responsibility for Early Career Researcher matters into Research Policy Group</li> </ul>
<ul style="list-style-type: none"> <li>• Extend RPG's remit to incorporate both PGR and Early Career Researcher matters, and change Research Policy Group's reporting lines so it reports to Senate (while retaining strong links to the University Executive)</li> </ul>
<ul style="list-style-type: none"> <li>• Clarify the roles of REC and other relevant Committees (eg Student Recruitment Strategy Group and Fee Strategy Group) in relation to the governance of PGR scholarships</li> </ul>

<b>Senate Quality Assurance Committee (see 4.3)</b>
<ul style="list-style-type: none"> <li>No specific proposals for changes to QAC's remit and membership.</li> </ul>
<ul style="list-style-type: none"> <li>Explore ways to strengthen the links between QAC and the Senate Learning and Teaching Committee, so that the University's quality review processes inform strategic discussion of learning and teaching issues.</li> </ul>
<b>Senate Curriculum and Student Progression Committee (see 4.4)</b>
<ul style="list-style-type: none"> <li>Amend CPSC's membership so that it has greater depth of expertise on PGR matters to assist it to fulfil its existing role on PGR policy and regulations</li> </ul>
<ul style="list-style-type: none"> <li>Change CSPC's name to 'Student Regulations and Curriculum Frameworks Committee'</li> </ul>
<b>Other issues for consultation (see 4.5)</b>
<ul style="list-style-type: none"> <li>Formalise the requirement for the Committees to review their remit and membership each year to ensure they have expertise across all relevant aspects of the University's increasingly diverse portfolio of taught and PGR provisions</li> </ul>
<ul style="list-style-type: none"> <li>Review the role of the Student Disability Committee and (if it continues to operate) establish clearer reporting lines to the University formal governance structures</li> </ul>

\* Note that in some cases the options presented for each Committee are not mutually exclusive.

## 2 Background

Senate has delegated most of its powers to its committees – and, beyond holding strategic discussions on specific issues, its decision-making role is limited to a small number of formal issues – for example, approving the award of Honorary degrees and the appointment of Emeritus Professors, and commenting on Court resolutions. The University's academic governance therefore relies heavily on Senate's committees.

Senate established its current committee structure in 2009-10, following a review of academic governance. Its four standing committees are:

- Learning and Teaching Committee (LTC)
- Researcher Experience Committee (REC)
- Quality Assurance Committee (QAC)
- Curriculum and Student Progression Committee (CSPC)

The remit and membership of these committees are available at:

[www.ed.ac.uk/academic-services/committees](http://www.ed.ac.uk/academic-services/committees)

It is timely for the University to review these committee structures:

- It is now ten years since the University established these committee structures, and over that period the University’s portfolio of taught and research programmes, the size and shape of its student population, and the external policy and regulatory environment, have all changed considerably.
- During that period, the University has also changed some other aspects of its committee structures (eg the establishment of University Executive), and Colleges will have made some changes to their committee structures – it is therefore appropriate to ensure the Senate committee structures continue to align with other committee structures.
- In order to fulfil the requirements of the Scottish Code for Good Higher Education Governance, the University has commissioned a consultant (Dr Jennifer Barnes) to undertake an externally-facilitated review of the effectiveness of Senate and its Committees. This review is considering a range of issues, including: the operation and effectiveness of Senate; the effectiveness of the communication between Senate, its committees and their stakeholders across the University; and how Senate can encourage discussion and debate, and provide effective governance. Dr Barnes has now concluded her review and is writing up her report with a view to reporting to Senate 29 May 2019 meeting. The task group will take account of any recommendations she may make which have implications for the Senate Committee structures.
- In 2020, the University will introduce major changes to the composition of Senate in order to comply with the 2016 Scottish Higher Education (Governance) Act. As a result, Senate’s membership will reduce (from c.800 to c. 300 members), and the membership will become predominantly elected. These changes in the composition could contribute to changes to the format and role of Senate, which would in turn have implications for the Senate Committees.

### 3 Task group approach and timescales

The task group scope and membership is set out in the Annex. The task group plans the following approach:

February 2019	Task group held first meeting to develop some initial proposals for changes to Committee structures and membership (taking account of approaches at comparator institutions, and emerging findings from the externally-facilitated review of Senate)
March / April 2019	Initial proposals to the Senate Committees for consultation
April / early May 2019	Broader consultation with stakeholders (eg University Executive, Research Policy Group, Heads of Schools and Colleges, Students’ Association) regarding the proposals
Senate 29 May 2019	Present final proposals for committees structures and membership
Summer 2019	Task group to develop detailed Terms of References for revised committee structure

September 2019	E-Senate to approve detail of Terms of Reference for revised Committee structure
Start of 2019-20	Implement revised committee structures

## **4 Initial proposals for changes to the Senate committee structures**

### **4.1 Senate Learning and Teaching Committee**

#### **4.1.1 Governance of the broader student experience.**

It is becoming increasingly important for the University to have effective strategies and policies for aspects of the 'student experience' beyond the more traditional Senate focus on learning, teaching, assessment and academic support. At present, while LTC's terms of reference focus on those more traditional Senate functions, it has nonetheless provided direction and approved policy on broader issues, for example student mental health. There may be a case for formalising LTC's role in relation to the broader student experience.

While some comparator institutions do have Senate committees covering the broader student experience, extending LTC's remit would raise some challenges:

- How to define the demarcation lines between Senate and its Committees, and other University committees, in relation to the 'student experience';
- The Committee's membership would need to include expertise on relevant issues (implying a substantial expansion of membership to an already-large committee); and
- The Committee's typical meeting agendas are already long and demanding, and it may be necessary for the Committee to meet more frequently in order to manage a broader remit.

Since many student experience issues (eg transport) have direct resource implications, the Committee's effectiveness would be constrained unless it had an appropriate level of accountability for resources (which it does not have at present). One potential way of addressing this issue would be to establish a joint Court / Senate Committee which could include leaders for key functions (eg Estates) who would have authority over resources.

#### **4.1.2 Effective implementation of decisions**

Effective and consistent implementation of policies and strategies approved by Senate Committees often relies on action (and, sometimes, reallocation of resources) at School level. This can be a particular issue for LTC, since it is responsible for the more strategic aspects of the Senate Committees' work (the implementation of which can lead to particularly extensive change at School level). Extending the membership of LTC to include some or all Heads of Schools (or their designated representatives) would assist LTC to take account more explicitly of

School-level resourcing issues when determining policy and strategy, and to increase School management buy-in for Senate Committee decision-making. It could however diminish the role of Colleges and their Deans in overseeing and supporting their Schools to implement institutional policy and strategy. In addition, the Committee may become too large to be effective if all 20 Heads of Schools are members, along with key College and professional services staff, and student representatives.

#### **4.1.3 Alignment of different levels of study**

Since 2009-10, Senate has structured its committees so that LTC considers UG and PGT matters together, and REC considers PGR matters separately, whereas previously Senate separated Undergraduate and Postgraduate matters into different committees. While Colleges currently have different approaches to UG and PGT matters (Science and Engineering consider UG and PGT matters in one Committee, whereas the other Colleges consider them in separate committees), the task group has not identified any case for returning to the pre-2009 position and dividing up UG and PGT matters into different Senate committees. The task group is however consulting on possible options for overseeing PGR matters, one of which might be to incorporate strategic PGR matters into LTC (see 4.2 below).

Options for consultation:

- Status quo - no change to current LTC remit and membership;
- Extend the membership of LTC to include some or all Heads of Schools (or their designated representatives);
- Establish a joint Senate / Court committee with responsibility for the broader student experience (while the Learning and Teaching Committee continues to focus on learning, teaching, assessment and student support);
- Transfer REC's responsibilities for strategic PGR student matters into LTC.

## **4.2 Senate Researcher Experience Committee (and broader research matters)**

### **4.2.1 Location of governance for PGR and Early Career Researcher matters**

At present, REC is responsible for postgraduate research degree training, higher degrees and training provision for other early career researchers. Research Policy Group (established in 2008, at the same time as the current Senate Committee structure), discusses University research policy issues, helps manage cross-College activities and promote interdisciplinary research, plays a key role in formulating the University's strategy and policy for REF 2021, and oversees good research practice and stewardship of University wide research policies that relate to research ethics and integrity. See: [www.ed.ac.uk/governance-strategic-planning/research/rpg](http://www.ed.ac.uk/governance-strategic-planning/research/rpg)

In recent years, REC's ability to deliver its remit has been constrained by changes in academic leadership. However, it is also not clear whether the way that the Committee's responsibilities are configured is assisting it to fulfil its remit.

There are persuasive arguments for locating governance of PGR matters alongside with taught student governance, and Early Career Researcher matters alongside research policy, like some comparator institutions:

- In addition to the University's MSc by research programmes (which combine taught and research elements), an increasing number of PhD programmes (eg Integrated PhD programmes) combine taught and research elements. This makes it problematic to handle taught and research student provision entirely separately in policy development and governance terms.
- Many academic policies and regulations apply equally to both taught and research students, with only a relatively small number of documents specific to PGR. Of the policies and guidelines managed by Academic Services, roughly twice as many are applicable to both PGR and taught students as are solely about PGR matters.
- It is not clear whether broader 'student experience' issues (such as student mental health and wellbeing) are so distinct for PGR students from taught students that the University should handle them separately in governance terms.
- Early career researchers are key contributors to the University's research capability, as reflected by the University's strategic investments in Chancellors' Fellows, and in the external funding that the University is able to secure for ECRs. Considering ECRs alongside the University's broader research priorities may assist the University to develop a more strategic framework for their development.

However, given the much larger volume of taught students and programmes / courses, there would be a risk of diminishing the focus on PGR issues by locating them in the same committee as taught student matters.

Alternatively, the University could consider incorporating both PGR and Early Career Research into the committee responsible for Research policy, which would enable the University to take an integrated perspective on its research activities the staff and students contributing to them.

#### **4.2.2 Senate responsibilities for governance of research matters**

At present, Research Policy Group's formal reporting line is to the University Executive. During the externally facilitated review of Senate (see Section 2, above), some colleagues have suggested that there may be merits in Research Policy Group having a formal reporting line to Senate. This model appears common at comparator institutions, and would be consistent with Senate's formal responsibilities (set out in the 1889 Universities (Scotland) Act), which incorporate 'promoting' the University's research.

### **4.2.3 Responsibility for policy and regulation on PGR matters**

At present, the Curriculum and Student Progression Committee has responsibility for approving policy and regulation for PGR as well as taught student matters. In practice, this means that REC advises on changes to policy and regulation on PGR matters and then passes them to CSPC for approval. CSPC has a co-opted member with expertise on PGR matters to provide a link between discussions at REC and CSPC.

While this overlap in functions is suboptimal, there would be significant practical issues to separating out policy and regulation for PGR students from that for taught students because many policies and regulations apply equally to both taught and research students and programmes. For example, of the policies and guidelines managed by Academic Services, roughly twice as many are applicable both to PGR and taught students as are solely about PGR matters. In part, this reflects the existence of the MSc by Research and Integrated PhD provision that incorporates taught and research elements (see above).

### **4.2.4 Responsibility in relation to the development of PGR scholarships**

Some PGR scholarships (unlike scholarships for taught programmes) are accompanied with conditions or entitlements which affect students' programmes of study. For example, the Enlightenment Scholarships involve students undertaking a programme of teaching development or broader professional development alongside undertaking their research and producing their thesis. As a result, REC has inputted into the development of some PGR scholarships. The recent development and implementation of the Enlightenment Scholarships suggests that there may not be sufficient clarity regarding the respective roles of the Senate Researcher Experience Committee, and other University committees (eg Fee Strategy Group, FSG, and Student Recruitment Strategy Group, SRSG) in relationship to the development and oversight of PGR Scholarships.

Options for consultation:

- Status quo - no change to current REC remit and membership (other than clarifying who will convene the Committee on an ongoing basis), and modest changes to CSPC's membership so that it has greater depth of expertise on PGR matters to assist it to fulfil its existing role on PGR policy and regulations;
- Merge REC's responsibilities for strategic PGR matters into LTC, and incorporate responsibility for Early Career Researcher matters into Research Policy Group;
- Extend RPG's remit to incorporate both PGR and Early Career Researcher matters, and change Research Policy Group's reporting lines so it reports to Senate (while retaining strong links to the University Executive);
- Clarify the roles of REC and other relevant Committees (eg SRSG and FSG) in relation to the governance of PGR scholarships.

### **4.3 Senate Quality Assurance Committee**

It remains necessary for the University to have a committee to provide governance for the quality assurance issues that it is responsible for (eg the University's framework of annual and period quality review, and the University's preparation for and responding to Enhancement-led Institutional Reviews). QAC also has a key role in sharing good practices identified via the quality review processes, and feeding key insights from quality review processes into institutional strategic planning. While some institutions (eg Bristol) combine this quality assurance work with policy and regulatory work, this is unlikely to be workable at Edinburgh without significant change since both QAC and CSPC already have very full agendas.

Options for consultation:

- No specific proposals for changes to QAC's remit and membership.
- Explore ways to strengthen the links between QAC and the Senate Learning and Teaching Committee, so that the University's quality review processes inform strategic discussion of learning and teaching issues.

### **4.4 Senate Curriculum and Student Progression Committee**

The University needs to develop and maintain a framework of academic policy and regulation for its taught and research student activities. While it needs to be informed by strategy, the work involved in developing this framework requires careful scrutiny and discussion by stakeholders who have a detailed understanding of how policy and regulation impacts on individual students and courses/programmes. There is therefore a good case for continuing with the current arrangements, in which responsibility for approving policy and regulation is separate from broader strategic discussions on learning and teaching (the responsibility of LTC). The Committee's name does not articulate its core responsibilities (which relate to policy, regulatory and curriculum frameworks) sufficiently clearly however.

Options for consultation:

- Amend CPSC's membership so that it has greater depth of expertise on PGR matters to assist it to fulfil its existing role on PGR policy and regulations (see 4.2);
- Change CSPC's name to 'Student Regulations and Curriculum Frameworks Committee'.

### **4.5 Other issues for consultation**

#### ***4.5.1 Governance of an increasingly diverse portfolio***

The composition of the Senate Committees is based primarily on staff representing organisational units (eg representatives from Colleges and relevant support services). This will tend to lead to the Committee membership having expertise in relation to the most common forms of provision and students (eg on campus UG and

PGT). However, the University's provision is becoming increasingly diverse, for example with Online and Distance Learning provision, collaborations with other institutions, Executive Education, and Continuing Professional Development becoming significant parts of the University's portfolio. It is important that the Senate Committees take account of the distinctive features of these different types of provision and learners, for example when developing policy. At present, Conveners of Committees can add expertise on an ad hoc basis by co-opting additional members. However, it may be helpful to take a more structured view on the types of expertise required on each Committee.

Options for consultation:

- Formalise the requirement for the Committees to review their remit and membership each year to ensure they have expertise across all relevant aspects of the University's increasingly diverse portfolio of taught and PGR provisions.

#### **4.5.2 Student Disability Committee**

While the Student Disability Committee's formal reporting line is to the Senate Learning and Teaching Committee (having previously had a formal reporting line to the Senate Quality Assurance Committee), in practice it is not currently reporting to LTC.

Options for consultation:

- Review the role of the SDC and (if it continues to operate) establish clearer reporting lines to the University formal governance structures.

#### **4.5.3 Assessment and Feedback Enhancement Sub-Group**

In 2016-17 the Senate Learning and Teaching Committee (LTC) establish an Assessment and Feedback Enhancement Sub-Group to advise the Assistant Principal (Assessment and Feedback), and to advise and guide the Leading Enhancement in Assessment and Feedback (LEAF) project, and to act as a forum for discussing broader assessment and feedback activities. This is an opportune time for LTC to review the role of the Sub-Group, since the Assistant Principal (Assessment and Feedback) has concluded her period of office, and the LEAF project no longer requires the same level of guidance.

Options for consultation:

- Review the role of the Assessment and Feedback Enhancement Sub-Group

#### **4.5.4 Governance of collaborations with other institutions**

When introducing joint taught or research student programmes with other institutions, it is necessary to go through normal academic approval processes, and also to undertake some additional due diligence activities, prior to development and sign-off of a Memorandum of Agreement. Since collaborations with other institutions can involve academic ways of working that differ from normal University practices,

and can have significant risk profiles, the University needs to have effective academic governance in place to provide direction regarding the types of academic collaboration that the University should consider undertaking, and to support and scrutinise proposals for specific collaborations. There are however limitations to the University's current academic governance structures regarding collaborations (both with UK and EU / international institutions).

While the Senate Curriculum and Student Progression Committee (CSPC) has responsibility for considering non-standard academic arrangements for collaborations (eg assessment regulations different to the normal University arrangements, dual award arrangements), in practice this means that CSPC only considers very specific elements of proposals rather than taking a broader view on the academic merits of the proposals. The University also has an International Ventures Group (reporting to University Executive) to provide advice and guidance on certain types of strategic collaboration (not only taught and PGR collaborations, but also research and commercial collaborations). However, IVG does not currently have any remit over academic or student experience matters.

Since taught and research student collaborations with other institutions can have significant non-academic implications (eg HR, legal, financial), it is important to take account of both academic and corporate dimensions when developing governance structures. The Deputy Secretary (Strategic Planning) is developing potential options for enhancing oversight and support structures. If these have implications for the Senate Committees, the task group will take account of them when submitting its proposals to Senate in May 2019.

In addition to considering the formal governance for joint taught or research student programmes, it would also be helpful to clarify the Senate Committees' role in relation to the governance of student exchange arrangements.

Options for consultation:

- No specific proposals at present

#### **4.5.4 Learning and Teaching Policy Group (LTPG)**

The Senior Vice-Principal established LTPG in 2015-16. It has operated as an advisory body with a particular role in coordinating and prioritising the work of the four Senate standing committees and the Vice- and Assistant-Principals with responsibilities for learning and teaching, and in connecting Heads of Colleges' and Heads of Schools' priorities with institutional strategic priorities on learning and teaching. Since the number of Assistant Principals with responsibilities for learning and teaching is likely to reduce, it would be appropriate for the new Vice-Principal (Students), once appointed and in post, to review the future of LTPG.

Options for consultation:

- No specific options

## **5      *Practical issues regarding the Committees' Terms of Reference (ToRs)***

Since Senate established the four Standing Committees in 2008, Senate has agreed some minor changes to the committees' ToRs (eg to amend a detailed point regarding a Committee's membership), but has not reviewed the ToRs more generally. The ToRs's statements of purpose and remit are a bit opaque for some of the committees. In addition, the ToRs do not address some operational issues, for example defining a quorum for the committees or explaining how the committees would make decisions in the absence of full consensus (for example, arrangements for voting). The task group will review and revise the Committees' ToRs during summer 2019, once Senate has agreed any changes to the overall structure and membership of its Committees.

## **Annex – scope of the review, and membership of task group**

### **1 Scope**

- Review the current structure, memberships and terms of reference of the four Senate standing committees (currently the Learning and Teaching Committee, Researcher Experience Committee, Quality Assurance Committee, Curriculum and Student Progression Committee)
- Recommend changes in order to ensure they:
  - Provide effective governance of the University’s learning and teaching, and student and early career researcher, matters;
  - Enable the University to take an effective and strategic approach to enhancing the student experience, developing the University’s taught and research student portfolio, and maintaining academic standards and quality assurance;
  - Take account of the planned 2020 changes in the composition of Senate; and
  - Are aligned to the University’s other committee structures, and to the Colleges’ committee structures.
- Review the current levels of devolution of authority from Senate to the Senate Committees, and, if appropriate, recommend changes.
- Out of scope:
  - Current levels of devolution of powers from Senate and its committees to Colleges;
  - Detailed working methods of the Committees and their task groups;
  - Arrangements for induction / training of Committee members;
  - Arrangements for communication and consultation regarding the business of Senate and its Committees;
  - The operation of Senate itself;
  - The governance role of Senate and its committees in relation to any current projects (eg Service Excellence);
  - Resourcing for projects sponsored or led by Senate or its committees;
  - The arrangements for other Senate Committees - Appeals Committee, Student Discipline Committee, Honorary Degrees Committee, Chaplaincy Committee; and
  - The arrangements for joint Senate – Court Committees (eg Knowledge Strategy Committee).

### **2 Task group membership**

- Convener - Professor Charlie Jeffery, Senior Vice-Principal
- Conveners of the four Senate Committees
  - Prof Charlie Jeffery (Learning and Teaching Committee)
  - Prof Tina Harrison (Quality Assurance Committee)
  - Prof Alan Murray (Curriculum and Student Progression Committee)

- Dr Paddy Hadoke (Director of Postgraduate Research, College of Medicine and Veterinary Medicine – co-convener of Senate Researcher Experience Committee)
- Senior Academic Administrators from each College
- Dr Lisa Kendall – Head of Academic and Student Administration, College of Arts, Humanities and Social Sciences (CAHSS)
- Claire Vallance – College of Science and Engineering
- Philippa Burrell – College of Medicine and Veterinary Medicine
- One Dean from each College (aiming that between them, they cover UG / PGT and PGR)
  - Dr Sabine Rolle (CAHSS Dean of Undergraduate Studies)
  - Dr Linda Kirstein (CSE Dean of Education Quality Assurance and Culture)
  - Dr Sarah Henderson (Director of Postgraduate Taught provision, CMVM)
- Director of Academic Services – Tom Ward
- Students Association Vice-President (Education) – Diva Mukherji
- Professional services support for the group - Theresa Sheppard (Academic Policy Officer, Academic Services)

The University of Edinburgh

Senate Curriculum and Student Progression Committee

21 March 2019

## Senate Committee Planning 2019-20

### **Executive Summary**

In Semester One 2018-19 the Committee had an opportunity to identify:

- Student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round; and
- Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

In previous sessions, during Spring the Committee would have an opportunity to identify its full set of priorities for the coming session. This session, for reasons set out in the paper, the Senior Vice-Principal asks the Committees to limit their Spring 2019 planning to identifying projects currently underway that will require further work in 2019-20, relatively modest projects to address urgent 'hygiene' issues, and activities necessary in order to respond to external factors. Academic Services would then coordinate more substantive planning work for 2019-20 during summer 2019.

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

Aligns with University Strategic Objective of Leadership in Learning, and with the University's Learning and Teaching Strategy.

### **Action requested**

The Committee is invited to identify its priorities for the coming session, taking account of the parameters that the Senior Vice-Principal has set.

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

Academic Services will submit the plans to Senate's 29 May 2019 meeting, and will communicate them more widely using the Senate Committees' Newsletter. College representatives on the Committee are encouraged to discuss the plans with their Schools.

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

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

Yes. The paper will assist the University to use its resources strategically. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late in the planning round for 2019-20 to make a case for new projects.

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

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

**3. Equality and Diversity**

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

**4. Freedom of information**

For inclusion in open business

Tom Ward, Director of Academic Services, 26 February 2019

# **Senate Committee Planning 2019-20**

## **1 Background - 2018-19 plans**

At its meeting on 30 May 2018, Senate endorsed the Senate Committees' plans for 2018-9, see Paper C at:

<https://www.ed.ac.uk/files/atoms/files/20180530agendaandpapers.pdf>

## **2 Input into overall 2019-20 planning cycle**

In Semester One 2018-19, the Committee had the opportunity to identify:

- Student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round; and
- Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

## **3 Identifying Committee priorities for 2019-20**

In previous years, during Semester Two the Senate Committees each had an opportunity to identify their full set of priorities for the coming session. Each Committee would then submit its plans to the last Senate meeting of the year for approval.

This session, the context for setting the Committee's plans for the coming session is unusual for the following reasons:

- The University is in the process of appointing a new Vice-Principal (Students) – once in post they will have a key role in determining the Senate Committees' priorities.
- The University is in the process of developing a Student Experience Plan, which will set out a range of key priorities regarding teaching, curriculum and student support (as well as actions in relation to the broader student experience).
- The University is in the process of reviewing Senate's Committee structures, and has also arranged a broader externally-facilitated review of Senate – both of which are due to report to Senate on 29 May 2019.
- The Student Administration and Support strand of the Service Excellence Programme (SEP) will be presenting business cases for strands of work across a wide range of areas that have policy implications for the Senate committees (eg academic lifecycle, examination board operations, programme and course information management, PGR lifecycle) to its Board in April 2019. In addition,

SEP and the Senate Learning and Teaching Committee are initiating a major review of academic and pastoral support. It would not be sensible for the Senate Committees to plan actions that could overlap with the areas that SEP is considering, until the SEP Board decides which business cases to support.

- At present, Student Systems have relatively little capacity to support additional analysis and development activities. It would therefore not be sensible for the Senate Committees to plan additional actions contingent on Systems analysis and development work.
- This year's planning round is more complex than usual.

Taken together, these circumstances make it difficult for the Senate Committees to plan for 2019-20 at this point, and suggest that it would be more appropriate to wait until summer 2019 before planning the main Committee priorities for 2019-20.

The Senior Vice-Principal therefore asks the Senate Committees at this point in the session to limit their planning for 2019-20 to identifying:

- Projects currently underway that will require further work in 2019-20;
- Relatively modest projects to address urgent 'hygiene' issues (eg to address problems with the operation of particular regulations); and
- Activities necessary in order to respond to external factors.

Annex A proposes a set of priorities for the four committees. **The Committee is invited to discuss these priorities.**

## Annex – proposed Senate committee activities for 2019-20

### Proposed activities cutting across the four Committees

Activity
<ul style="list-style-type: none"> <li>Continue to work with Students' Association to promote and implement the Student Partnership Agreement</li> </ul>
<ul style="list-style-type: none"> <li>Finish implementing the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016, including holding elections to the newly-constituted Senate in March / April 2020</li> </ul>
<ul style="list-style-type: none"> <li>Implement any agreed changes to the operation of Senate and to its Committee structures following the externally-facilitated review of Senate, and the review of the structure of the Senate committees</li> </ul>
<ul style="list-style-type: none"> <li>Student Administration and Support strand of Service Excellence Programme – likely to raise various new strands of activity for Senate Committees, for example regarding academic policy and regulations</li> </ul>
<ul style="list-style-type: none"> <li>Continue to take steps towards aligning with the new UK Quality Code, with a view to full alignment prior the University's next ELIR</li> </ul>
<ul style="list-style-type: none"> <li>Keep a watching brief on the development of Teaching Excellence Framework</li> </ul>
<ul style="list-style-type: none"> <li>Policies and Codes – Ongoing programme of review of policies</li> </ul>

### Learning and Teaching Committee

Activity
<ul style="list-style-type: none"> <li>Oversee continued implementation of University Learning and Teaching Strategy</li> </ul>
<ul style="list-style-type: none"> <li>In partnership with the Service Excellence Programme's Student Administration and Support board, oversee and guide the review of student support</li> </ul>
<ul style="list-style-type: none"> <li>Oversee the implementation of recommendations from the 2018-19 task group on inclusion, equality and diversity in the curriculum</li> </ul>
<ul style="list-style-type: none"> <li>Monitor the implementation of the new institutional policy to support the University's Lecture Recording service</li> </ul>
<ul style="list-style-type: none"> <li>Ensure continued progress to enhance support for Careers, Employability and the development of graduate attributes</li> </ul>
<ul style="list-style-type: none"> <li>Continue to monitor implementation of the Student Mental Health Strategy</li> </ul>
<ul style="list-style-type: none"> <li>Continue to strengthen the University's understanding of retention and continuation rates for different undergraduate student groups, and to focus on enabling students from all groups to succeed</li> </ul>

## Researcher Experience Committee

Activity
<ul style="list-style-type: none"><li>• Excellence in Doctoral Training and Career Development programme - evaluate the effectiveness of School / College briefings for supervisors, assess the impact of changes to requirements supervisor training and support planned for 2019-20, and explore the development of online training to supplement School / College briefings for supervisors.</li></ul>
<ul style="list-style-type: none"><li>• Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)</li></ul>

## Curriculum and Student Progression Committee

Activity
<ul style="list-style-type: none"><li>• Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the current programme of work (e.g. Special Circumstances and Coursework Extensions, Programme and Course Information Management)</li></ul>
<ul style="list-style-type: none"><li>• Guide the University's response to any policy issues raised by the UK Standing Committee for Quality Assessment's report on degree classification outcomes</li></ul>
<ul style="list-style-type: none"><li>• Oversee the implementation of changes in policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements</li></ul>
<ul style="list-style-type: none"><li>• Oversee the implementation of changes to the Code of Student Conduct following the review in 2018-19, and conduct a light-touch review of the impact of the amendments</li></ul>
<ul style="list-style-type: none"><li>• Oversee the implementation of any agreed changes to the Support for Study Policy following the review in 2018-19</li></ul>

## Quality Assurance Committee

Activity
<ul style="list-style-type: none"><li>• Continue to evaluate the impact of the new programme-based approach to the Class Representation System</li></ul>
<ul style="list-style-type: none"><li>• Oversee institutional activities in response to the University's 2015 Enhancement-led Institutional Review (ELIR) and contribute to preparations for the 2020 ELIR</li></ul>
<ul style="list-style-type: none"><li>• Oversee implementation of mid-course feedback to taught postgraduate courses (subject to the outcome of the review during 2018-19)</li></ul>
<ul style="list-style-type: none"><li>• Continue to monitor the effectiveness of the operation of the Personal Tutor system</li></ul>
<ul style="list-style-type: none"><li>• Continue to support Schools to reflect on their patterns of degree classification outcomes</li></ul>

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 March 2019

## **Additions to the membership of the Student Fitness to Practise Appeal Committee**

### **Executive Summary**

This paper asks CSPC to approve the addition of two members of staff to the Student Fitness to Practise Appeal Committee.

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

Leadership in Learning

### **Action requested**

For approval

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

These members will be informed that CSPC have approved their membership of the Student Fitness to Practise Appeal Committee.

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

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

There are no additional resource implications associated with this paper.

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

No change in policy or practice is proposed in this paper.

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

N/A

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

Open

### **Key words**

**Fitness to Practise, Appeal Committee**

### **Originator of the paper**

Stuart Fitzpatrick

March 2019CS

## **Additions to the Student Fitness to Practise Appeal Committee Membership**

**March 2019**

The College of Arts, Humanities and Social Sciences have requested the following members of staff be added to the membership of the Student Fitness to Practise Appeal Committee:

### **College of Arts, Humanities and Social Sciences**

Professor Kay Tisdall (Education, Community and Society)

Dr Gary Clapton (Social Work)

CSPC are asked to confirm the above nominations.

Stuart Fitzpatrick

Academic Services

March 2019

## REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

18 January 2019

### 1 Information Services Group Plan

The Chief Information Officer presented the emerging key components for the Information Services Group's annual planning round submission. Key challenges and opportunities were highlighted, including:

- Challenges: Brexit, Plan S, ageing IT estate ('technical debt'), compliance and rising IT costs, information security, heritage collections risk;
- Opportunities: Distance Learning at Scale, student experience, digital transformation, core systems, City Region Deal, business intelligence and analysis.

In discussing prioritisation, the Committee noted student support for live mapping availability of study spaces and the subtitling of recorded lectures. Integration of the City Region Deal's data-driven innovation programme into 'core' University activities and the digitisation of library materials were also noted. Further updates on the planning round submission were requested.

### 2 Distance Learning at Scale Showcase

The Committee received a demonstration of the visual outputs for the first Distance Learning at Scale (DLAS) programme, an MSc in Business Analytics. The following points were raised in discussion:

- The re-usable design template and overall approach of building in re-usability in all aspects was welcomed;
- DLAS courses are not intended to replace existing online courses, whether online Masters degrees or Massive Open Online Courses (MOOCs) but MOOCs can feed in to DLAS courses and those running existing online Masters degrees may choose to take up the DLAS design template;
- DLAS is in a pilot phase to test the business model and approach taken, with the Committee to be kept updated on progress.

### 3 Student and Staff Experience Action Plan

An update on the development of a student and staff experience action plan was reviewed. Work to standardise the University's Virtual Learning Environment and improve the proportion of reading lists available electronically is ongoing, with significant progress made in lecture capture, with around 85% of lectures now being recorded. The Committee discussed demand for lecture capture from Masters-level international students who use small teaching spaces not fitted with lecture capture equipment. The new approach taken and use of logic modelling was supported.

### 4 Plan S

The likely impact of a new initiative from major research funders to accelerate the transition to full and immediate open access to research publications, known as Plan S, was considered. The following points were raised in discussion:

- Copyright procedures will be reviewed to ensure that they are Plan S compliant;
- Clear communication with academic staff is vital given the compressed timetable and concerns that Plan S may restrict freedom to publish in some highly regarded academic journals and with some book publishers that choose not to comply with Plan S and make a full transition to open access;
- A further paper may follow on DORA (San Francisco Declaration on Research Assessment);
- Possible effects on the Research Excellence Framework (REF) and international university league tables are under review;
- 70% of research in the College of Arts, Humanities and Social Sciences is not funded by direct grants from external funders and any indirect effects from Plan S will need to be considered, although the immediate focus will be on compliance in research that is directly affected.

## **5 Library Materials Budget: Long Term Planning**

An update on the review of the model used to divide the overall Library material budget between central funds and the three Colleges was presented. The Committee discussed potential Plan S costs and the effect of currency fluctuations on the library materials budget given the large foreign currency-denominated purchases.

## **6 Information Security Strategy**

A draft Information Security Strategy was considered prior to submission to the University Executive. Links with the City Region Deal, the extent to which mandatory information security training is enforced, access to University systems by staff who have recently left the University and best practice in password protection was discussed. It was agreed to invite the Chair of the newly formed Data Ethics group linked to the City Region Deal to present to the Committee at a future meeting.

## **7 Other items**

Updates on the core systems procurement, network replacement procurement and information security were reviewed