**Meeting of the Senatus Curriculum and Progression Committee
to be held at 2.00pm on Thursday 22 November 2018 in Room 235, Joseph Black
Chemistry Building, Kings' Buildings**

AGENDA

1. **Minutes of the meeting held on 20 September 2018**   Enclosed

2. **Matters Arising**

    a) **Code of Student Conduct**

For Discussion

3. **Service Excellence Programme - Special Circumstances & Coursework Extensions**   CSPC 18/19 2 A

4. **Boards of Studies Terms of Reference**   CSPC 18/19 2 B

5. **Proposed Removal of Online Distance Learning Policy**   CSPC 18/19 2 C

For information and formal business

6. **Academic Year Dates 2020/21 and Provisional Academic Year Dates 2021/22 and 2022/23**   CSPC 18/19 2 D

7. **Concessions Report 2017/18**   CLOSED (E)

8. **Any other business**

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**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)
held on Thursday 20 September 2018 at 2.00pm in the Raeburn Room, Old College**

Present:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Professor Graeme Reid (Vice-Convener)	Dean of Learning and Teaching (CSE)
Dr Paul Norris	Associate Dean (Academic Progress), CAHSS
Dr Antony Maciocia	Dean of Students (CSE)
Ms Philippa Burrell	Head of Academic Administration (CMVM)
Dr Lisa Kendall	Head of Academic and Student Administration (CAHSS)
Ms Alexandra Laidlaw	Head of Academic Affairs (CSE)
Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)
Dr Jeremy Crang	Dean of Students (CAHSS)
Ms Gin Lowdean	Advice Place Manager, Students' Association
Dr Adam Bunni	Head of Governance and Regulatory Framework Team
Anne-Marie Scott	IS Learning, Teaching and Web
Dr Cathy Bovill	Institute for Academic Development
Mrs Lisa Dawson	Director of Student Systems and Administration

In attendance:

Mr Tom Ward	Director, Academic Services
Miss Theresa Sheppard	Academic Policy Officer, Academic Services
Mr Chris MacLeod	Programme Lead - Student Administration & Support, Service Excellence Programme (item 3 only)
Professor Stuart Anderson	Director of Teaching, School of Informatics (item 4 only)
Mr Ben Morse	MSc Programmes Officer, EPCC (item 4 only)
Ms Linda Criggie	Deputy Director of HR (item 12 only)

Apologies for absence:

Dr Juliette MacDonald	Edinburgh College of Art
Professor Lesley McAra	Assistant Principal, Community Relations
Ms Diva Mukherji	Vice President Education Students' Association
Dr Geoff Pearson	Dean of Students (CMVM)
Professor Susan Rhind	Assistant Principal, Assessment and Feedback

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on Thursday 31 May 2018 were **approved** as an accurate record.

2. Matters Arising

a) **Electronic Business 31 August-5 September 2018: Graduate Apprenticeship in Data Science**

The Committee noted that it had conducted electronic business by correspondence between 31 August and 5 September 2018, to approve the an opt-out from the curriculum framework for the Graduate Apprenticeship in Data Science.

b) **Electronic Business 26-29 June: Taught Assessment Regulations 2018/19 and Withdrawal and Exclusion from Studies Procedure**

The Committee noted that it had conducted electronic business by correspondence between 26 and 29 June 2018 to agree a minor amendment to the Taught Assessment Regulations 2018/19 and revisions to the Withdrawal and Exclusion from Studies Procedure.

c) **Authorised Interruption of Study Policy**

At its meeting on 31 May 2018, the Committee had approved the Authorised Interruption of Study Policy; Dr Bunni noted, however, that wording from the Degree Regulations with regard to Retrospective Interruptions of Study had been omitted from the final version, and recommended that this wording be inserted. The Committee **approved** this addition to the Policy.

d) **Academic Misconduct**

Dr Bunni updated the Committee on a decision taken under CSPC Convener's Action: at its meeting on 31 May 2018, the Committee approved a revised version of the University's Academic Misconduct Investigation Procedures, subject to further non-material changes being agreed with College Academic Misconduct Officers.

On reviewing the final draft procedures, however, the College Academic Misconduct Officers agreed that they would prefer to delay the more substantial changes for further discussion and consultation in the next session, reverting for 2018/19 to the existing procedure, with only necessary changes being made. These changes (which were approved by Convener's action) had been included in the draft approved by CSPC in May, and covered the following:

- The reinstatement of a 20-mark penalty for application by CAMOs (in addition to 10 and 30 mark penalties);
- The addition of a section (10) covering procedures for informing Research Councils of allegations of academic misconduct relating to Research Council funded students;
- The removal of a section at the end of the document providing contact details of CAMOs and administrators within Colleges, which will now be held on Academic Services' web pages.

e) **Publication of Results**

Dr Bunni noted that the agreed deadline of 22 February 2019 for the publication of Semester 1 PGT course results, which had been agreed at the meeting of CSPC on 31 May 2018, had been changed by agreement between the colleges to 21 February 2019, in recognition of the fact that 22 February 2019 is a Friday.

3. Service Excellence Programme – Special Circumstances Update (CSPC 18/19 1 A)

The Committee noted the paper, which provided a brief update on the work being undertaken by the Student Administration and Support strand of the Service Excellence Programme.

Mr MacLeod also updated the Committee orally on the work of the Service Excellence Programme (SEP) relating to Special Circumstances. He noted that, at its meeting in November 2018, CSPC would be invited to approve policy dimensions of final proposals relating to the University-level unit which would be responsible for reviewing Special Circumstances applications. Under the revised proposals, the central Special Circumstances team would make an objective assessment of the applications via an online workflow, before referring them electronically to School Committees for consideration of recommended action. Representatives from the Service Excellence Programme will be seeking feedback from key stakeholders prior to proposals coming to CSPC in November.

It was emphasised that the final proposal should ensure that applications will be handled consistently, that efficiency (both for the unit and for staff in Schools) will be a key priority of the procedure, and that the process should be clear and transparent for students. The Committee highlighted that the final proposal would also need to give careful thought and consultation to the nature and level of information that the unit would provide to Schools, and guidance offered to Schools regarding the likely requirement for a local Special Circumstances Committee.

In discussion, the Committee highlighted the need for SEP to consider how applications for Special Circumstances might be made on a rolling basis, rather than at fixed times; this was a particular issue for applications for coursework extensions of over seven days. The possibility of resolving applications which require quick decisions via Exam Board Convener's Action was raised.

> **Action:** CSPC members are invited to pass further feedback to Mr MacLeod as part of the consultation exercise.

4. Edinburgh Parallel Computing Centre MSc Programmes – Academic Governance (CSPC 18/19 1B)

Professor Anderson and Mr Morse provided an overview of the governance arrangements of the Edinburgh Parallel Computing Centre (EPCC) MSc programmes and three standalone Level 11 courses offered by EPCC. The arrangements for these programmes are non-standard, and some aspects are changing following the transfer of oversight from Physics & Astronomy to Informatics; while EPCC programmes will be listed under the School of Informatics in the DRPS, they have a distinct offering, and the Centre will operate as a subsidiary of the School. The EPCC staff will oversee the day-to-day management and delivery of programmes, while existing governance structures in the School of Informatics will be in place for matters beyond day-to-day programme management level.

In discussion, the Committee **agreed** that it was satisfied with the governance arrangements, while advising EPCC representatives to examine precedents for this type of governance arrangement; the programmes delivered with the Royal Botanic Gardens, in conjunction with the School of Biological Sciences, was suggested as an example.

5. Data Science, Technology, and Innovation Distance Learning Programme: Structure and Governance at University Level (CSPC 18/19 1C)

Professor Reid presented the paper, which provided an update on the management of the suite of Online Learning Programmes in Data Science, following approval by the Committee of the structure and governance of the programmes on 23 November 2017.

The Committee, having reviewed the arrangements, **agreed** that it was satisfied with the management of the programmes.

6. Intercalation into Edinburgh by students from medical programmes at other institutions (CSPC 18/19 1 D)

Professor Turner presented the paper, which proposed that external MBChB students be allowed the possibility of being awarded an intercalated degree at the University at the end of their year of study, without altering the process for internal students. The paper proposed that external students be allowed to intercalate after two years of study, with recognition of prior learning being awarded to address the deficit in credits which affected these students.

The Committee **approved** the proposal, while recommending that a separate discussion be held between the relevant colleges to determine whether the agreed process would apply to programmes outside CMVM.

7. MEd Leadership and Learning: Request for Concession to TAR56 (CSPC 18/19 1 P)

The Committee **approved** the concession request regarding the Med Leadership and Learning, which was to waive the progression requirement of completing all taught components, before undertaking the project component of a PGT degree, as outlined in Taught Assessment Regulation 56.

8. Postgraduate Assessment and Progression (CSPC 18/19 1 E)

The Committee considered proposals for further work relating to the recommendations contained within the report of the Postgraduate Assessment and Progression Task Group, received by CSPC in 2017/18 (CSPC 17/18 6 B). The paper included benchmarking information and analysis of potential implications of changes to pass marks and progression requirements for Taught Master's programmes.

CSPC discussed the potential models for changes both to the pass marks for Master's degrees, and to the progression hurdle between the taught and research component of the most common type of Master's degree. The Committee noted that Assistant Principal, Professor Susan Rhind, was preparing a paper for Senate Learning and Teaching Committee (LTC) relating to other aspects of the University's approach to marking schemes and marking practices; this would mean that any future action in this area would need to be aligned with broader discussion by LTC.

It was further noted in discussion that the proposed modifications may need to extend beyond Postgraduate Taught Programmes, since some courses were taken by both undergraduate and postgraduate students. The importance of consultation, and communication to students on the implications of the changes, was also emphasised.

The Committee **agreed** that it wished to commit to further work in exploring the potential models, and that it would undertake this work once discussion had been held on the topic at LTC.

9. Consolidation of Programme and Course Approval and Management Information (CSPC 18/19 1 F)

The Committee discussed the proposals set out in the paper and **approved** the following:
- The amendments to the Programme and Course Approval and Management Policy
- Support for the development by Academic Services (for subsequent approval by Resolution) of a simplified Boards of Studies Terms of Reference document
- The deletion with immediate effect of the Non-Credit Bearing Online Course Approval: Procedure for External Release

10. Mitigating the academic impact on students of the Spring 2018 industrial action while maintaining academic standards (CSPC 18/19 1 G)

The Committee discussed the paper, which provided an analysis of evidence regarding the effectiveness of the temporary guidance and concessions for Schools to mitigate the academic impact on students of the Spring 2018 industrial action.

In general, it was felt that the measures had operated well, with a number of examples of good practice. In discussion the Committee made the following points:
- It had been challenging to ensure that internal moderators were in place who had sufficient expertise, but were external to the degree subject.
- CAHSS noted that greater clarity would be useful in future around communications to students on the mitigating actions which had been taken by Boards of Examiners
- CAHSS further noted that schools would appreciate guidance on providing alternate ways of delivering content in the absence of face-to-face teaching.

CSPC **formally recognised** the exceptional amount of time and effort employed by many staff, both academic and professional services, in mitigating the impact of the industrial action (including preparation for Boards of Examiners meetings).

11. Distance Learning at Scale Update

The Committee noted that a paper with regard to opt-outs from some elements of the curriculum framework for a MicroMaster's programmewould be brought to the meeting of CSPC in November 2018. The Committee **requested** that information be circulated in the mean time regarding the scope of the work and the business case for the distance learning project.

> **Action:** Anne Marie Scott to circulate brief document to CSPC members on the business case for, and scope of, the Distance Learning project.

12. Publication of semester and vacation dates (CSPC 18/19 1 I)

The Committee **approved** the proposal that, when agreeing semester dates on an annual basis (in November), CSPC agree an additional provisional year's semester dates, and that the provisional dates be published on the University's webpages. It was noted that due caution should be given to publishing provisional semester dates, in order to ensure that there would be flexibility to make alterations in future, if required.

13. Review of Student Support

Professor Murray briefly outlined plans to review the academic and pastoral support for students, and these were noted by the Committee.

14. Assessment and Progression Tools

The Committee noted that a full update would be provided at its meeting in November 2018.

15. Senate Committee Input into 2019-22 Planning Round (CSPC 18/19 1 J)

The Committee noted the initial ideas for priorities for student experience, learning and teaching.

16. Edinburgh University Students' Association Priorities (CSPC 18/19 1 K)

The Committee noted the Students' Association Vice-President Education's priorities for the 2018/19. These included the following:
- Promoting a diverse curriculum
- Creating inclusive teaching environments
- Developing alternative approaches to learning.

17. Collaborative Provision: Memoranda of Agreement (CSPC 18/19 1 L)

The Committee noted the list of institutions with which Memoranda of Agreement had been signed or renewed since January 2017. The Committee was invited to note the contents of the report and members were invited to bring to attention any gaps observed in this information by contacting Theresa Sheppard in Academic Services (theresa.sheppard@ed.ac.uk)

18. Annual review of effectiveness of Senate Committees (CSPC 18/19 1 M)

The Committee noted the paper, which summarised the results of the questionnaire which had been sent to committee members as part of the annual review of the Senate Committees. The questionnaire had sought to gauge the effectiveness of the composition, support, engagement and impact of the Senate Committees.

The following key points were raised in discussion:
- The Committee highlighted the concerns which had been raised by respondents, in particular CSPC members, with regard to the volume of committee papers
- The Committee noted that it would welcome further discussion on, and input into, the possibility of mapping the links between School, College and Senate Committees
- The request was made that the release of the questionnaire be timed in future to include the outgoing Students' Association Vice-President, Education.

19. Knowledge Strategy Committee Report (CSPC18/19 1 N)

The paper was received by the Committee for information.

20. Guidance for Committee Members 2018/19

The Committee noted the guidance for members, which included the following:
- CSPC Membership and Terms of Reference 2018/19
- Committee Members' Guidance
- Annual report of the Senate Committees (31 May 2018) outlining agreed plans for 2018/19 (CSPC 18/19 1 O)

Theresa Sheppard, Academic Services, 25 September 2018

<u>The University of Edinburgh</u>

Senate Curriculum and Student Progression Committee

22 November 2018

Service Excellence Programme - Special Circumstances & Coursework Extensions

Executive Summary

Following endorsement at the SEP SA&S board on 12 November 2018, this paper will discuss the ongoing proposed policy changes to the Special Circumstances & Coursework Extension process. The SEP SA&S board has approved a single University special circumstances & coursework extensions service staffed by professional services who will review, process and make a binding decision on the validity and impact of cases through an online system. School Boards of Examiners will continue to make the final academic decision on the outcome for the student. Academic & Professional Services staff will continue to provide frontline pastoral support to students. Students have been heavily involved and will continue to be throughout the process.

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

The University has committed to a review of key professional service functions to ensure that we get the best from the sum of our efforts by building effective and efficient services. The initiative, which is known as the Service Excellence Programme, is being run by colleagues in Colleges, Schools and the Centre together in a joint approach. This joint approach is fundamental to ensuring we realise the benefits from the programme that we are looking for. This change to Special Circumstances sits within the 'Student Administration & Support' strand of the Service Excellence Programme.

Action requested

To agree in principle the necessary policy changes required by the new approach to special circumstances and coursework extensions endorsed by the SA&S board.

CSPC will be asked at a future meeting to approve specific changes to wording of relevant policy and regulations to reflect these changes.

How will any action agreed be implemented and communicated?

Current proposed timescale is to go live in August 2019, staffing and dependencies notwithstanding.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The resource implications were considered in detail by the SA&S board when endorsing the proposal.

2. **Risk assessment**
   Risks and dependencies have been identified and communicated to the SA&S board as part of the proposal that they have endorsed.

3. **Equality and Diversity**

   An Equality Impact Assessment is scheduled to be undertaken during the HR Impact Assessment phase of the project in line with the agreed People Transition Strategy. It will be provided to the Committee when it is asked formally to approve specific changes to the relevant policy documents.

4. **Freedom of information**

   Open

<u>Key words</u>

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

<u>Originator of the paper</u>

Gavin Douglas (Deputy University Secretary) & Rebecca Shade (Service Excellence Partner), 12 November 2018

Special Circumstances & Coursework Extensions

CSPC, Thursday 22 November 2018

Purpose

The purpose of this document is to seek approval from the Committee to implement a range of policy changes, detailed below, required to enable improvements to Special Circumstances and Extensions to Coursework processes to be made as part of the Student Administration and Support (SA&S) strand of the Service Excellence Programme (SEP).

Background

The analysis of the Special Circumstances and Coursework Extension processes conducted during the Current State Assessment (CSA) has highlighted that the University currently delivers a complicated, inconsistent service which is not transparent to students or staff.

The Outline Business Case (OBC) identified opportunity for improvement through the creation of a new single service at University level to manage applications from students for Special Circumstances and Coursework Extensions, supported by the development and implementation of an online application and workflow system. This will improve the student experience, administrative efficiency, data quality and record keeping, while reducing the time spent on administrative work by academic and Professional Services staff.

Policy Change Requests

Appendix 1- Special Circumstances

POLICY CHANGE REQUESTS - CORE

CURRENT POLICY	PROPOSED POLICY ADJUSTMENT
Across the document, references to Special Circumstances Committees will need to be updated to reflect the new service delivery model for Special Circumstances.	
3. Requesting consideration of Special Circumstances	
3.2 Requirement that students consult a member of staff, namely their Personal Tutor, Programme Director or Student Support Team, before submitting an application.	No requirement for students to consult staff prior to submission. Students can continue to do this if they choose.
3.2 No requirement for students to state how the circumstances impacted their performance in an assessment.	Requirement for students to state how the circumstances affected their performance in an assessment e.g. missed the assessment, submitted late and/or underperformed.
3.2 (Application): Expectation that Personal Tutors will assist students in the completion of	A Personal Tutor statement will no longer be part of the application, but students can continue to request this as evidence, where appropriate.

their application, and add a supporting statement.	Signpost to application form on student portal.

7. Membership and operation of the Special Circumstances Committee	
7.1 Requirement for each School to have a Special Circumstances Committee.	The Special Circumstances Service is the University's decision-making body for decisions on validity and impact. Schools may have groups, pre-boards, boards to decide academic mitigation for student application.
7.2 Requirement for each Special Circumstances Committee to have an academic Convenor and at least two academic members of staff in order to be quorate.	No requirement for decisions on validity and impact to be made by a committee.
7.3 Option for Board of Examiners to operate as a Special Circumstances Committee (with College approval)	No option for Board of Examiners to operate as a Special Circumstances Committee.
7.4 Option for SCCs to conduct business by correspondence where necessary, as long as all decisions are confirmed by quorate membership.	Sentence can be removed. All decisions to be made following standard Special Circumstances Service processes.

8. Roles of Special Circumstances Committees and Boards of Examiners	
8.1 Requirement for Special Circumstances Committee to determine the impact of the circumstances on the student's performance in assessments.	Requirement for Special Circumstances Service to determine likely severity of impact on the student's performance in assessments.
8.2 The Special Circumstances Committee will make a summary decision regarding whether the Board of Examiners should consider taking action.	The Special Circumstances Service will make a decision on the validity and impact of a student's circumstances.
8.3 Requirement for Special Circumstances Committee to provide the Board of Examiners with a written report of decisions. Decisions are binding.	Requirement for Special Circumstances Service to record decisions on the online system, from which a report can be generated for the Board of Examiners. Decisions remain binding.
8.4 Option for Special Circumstances Committee to make recommendations to the Board of Examiners on the appropriate action in relation to upheld Special Circumstances. Recommendations are not binding.	Remove option for Special Circumstances Committee to make recommendations to the Board of Examiners on the appropriate action in relation to upheld Special Circumstances.

10. Special Circumstances: decisions regarding course outcomes	

10.1 Requirement for Board of Examiners to take any recommendations from the SCC into account when determining a suitable outcome.	Remove reference to SCC recommendations: no option for Special Circumstances Service to make recommendations to the Board of Examiners on the appropriate outcome.
11. Special Circumstances: decisions regarding progression and award	
11.1 Requirement for Board of Examiners to take any recommendations from the SCC into account when determining a suitable outcome.	Remove reference to SCC recommendations: no option for Special Circumstances Service to make recommendations to the Board of Examiners on the appropriate outcome.
12. Notifying students of the outcomes of requests for consideration of Special Circumstances	
12.1 Requirement for School to notify students and their Personal Tutor of the outcome of their application.	Requirement for the Special Circumstances Service to notify the student of the decision on the validity of their application. Requirement for School to notify the student of the decision on the final academic outcome of their application. Direction to standard communications and how these should be used by Colleges and Schools when Board of Examiner outcomes are released. Communications to be designed and agreed by students.
13. Reporting and maintaining records on requests for consideration of Special Circumstances	
13.1 Requirement for School to minute Special Circumstances Committee meetings and record all decisions, including reasons for not upholding applications.	Requirement for Special Circumstances Service to record all decisions, including reasons for not upholding applications, on the online system. This record will be used to communicate decisions to Boards of Examiners.
13.2 Requirement for Special Circumstances Committee to report decisions and recommendations to the Board of Examiners in a concise, clear and consistent manner.	Sentence can be removed. No requirement for Service to manually report decisions and recommendations to the Board of Examiners: system will hold details of all decisions and provide concise, clear and consistent reports for the Board of Examiners.
13.3 Requirement for School to maintain records in line with Data Protection guidelines.	Requirement for Special Circumstances Service to maintain records in line with Data Protection guidelines.

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POLICY CHANGE REQUESTS – SUPPLEMENTARY/NEEDS FURTHER DISCUSSION

CURRENT POLICY	PROPOSED POLICY ADJUSTMENT
3. Requesting consideration of Special Circumstances	
3.1 Requirement that students submit their application as soon as possible and no later than one week after their final assessment for the semester.	Standardised deadlines (linked to Board of Examiner meetings dates) across the University. Schools will only be able to diverge from this schedule where there is demonstrable need.
3.2 No opportunity for students to indicate which outcome they would prefer for each affected assessment.	Option for students to request a particular outcome for each affected assessment from the Board of Examiners. Students are made aware that the final decision rests with the Board of Examiners, and that the outcome requested may not be the outcome granted.
4. Confidentiality	
4.1 Schools will only share information provided by the student with staff and External Examiners who have a legitimate need to access the information in order to consider the student's case or provide students with support.	Students can opt out of sharing application information with their Personal Tutor and Professional Services (Student Support) staff in their School, on the understanding that this may prevent the School from being able to offer relevant pastoral support and guidance. Information may need to be shared outwith the Service where there is a concern that the student poses a danger to themselves or others.
10. Special Circumstances: decisions regarding course outcomes	
10.2 List of possible Board outcomes.	Outcomes categorised by severity, to allow mapping of Special Circumstances Service decisions to be mapped to outcomes.
11. Special Circumstances: decision regarding progression and award	
11.2 List of possible Board outcomes.	Outcomes categorised by severity, to allow mapping of Special Circumstances Service decisions on impact to be mapped to outcomes.

Appendix 2- Coursework Extensions

CURRENT POLICY	PROPOSED POLICY ADJUSTMENT
Regulation 28: Late submission of coursework 1i. Requirement that Schools will consider accepting late submission of up to 7 calendar days without exacting a penalty.	1i. Requirement that all students can apply for a standard 7 calendar day extension on any piece of coursework, regardless of size and type, except

1ii. No measure is set on when students can expect to receive a decision on their application. 1iii. Requirement for students to apply for a coursework extension of more than 7 calendar days through Special Circumstances is not referred to until 28.9 of the 'Application of the regulation' section.	where this would not meet academic requirements (see 1ii below). 1ii. Internally, the Service will prioritise processing of applications according to coursework deadline dates and times. A maximum turn-around time for all applications will be defined for all CE decisions of 2 working days. 1iii. Improve clarity on CE provision over 7 days by including provision of extensions of more than 7 calendar days in the main regulation text.
28.2: Late submission not permitted 2i. Requirement that all students are clearly informed by Schools where an extension would not be permitted where it would be impractical or unfair to other students to do so. 2ii. No specific requirements for when academic staff should request an exemption from the standard 7 calendar day approach to coursework extensions.	2i. No requirement for Schools to inform students locally, as this information will be provided by Schools in setting up the academic framework and will be published to students through the student portal. 2ii. Specific guidance and scenarios to clarify when it would and would not be appropriate for academic staff to diverge from the standard 7 calendar day extension period. Information given/staff directed to information on how to apply for an exemption from this regulation (School Board(s) of Studies approval required).
28.3: School consideration of application & supporting evidence 3i. Requirement that Schools will consider cases for accepting late submissions without exacting a penalty. 3ii. Requirement that students are responsible for submitting cases and supporting evidence. 3iii. Requirement that the standard Coursework Extensions Request form (or a local School online form, where available) will be used to submit an application.	3i. No requirement for Schools to process requests for late submission, as CE decisions will be taken by the new Coursework Extension Service. 3ii. No requirement for students to submit supporting evidence, and recognition that 7 day self-certification is a recognised approach to student illness University-wide (see 28.5). 3iii. Requirement that students use the University's online application system to submit all coursework extension applications.
28.4: Decision makers Requirement that coursework extension decisions are taken by the Course Organiser, Programme Director or equivalent member of academic staff, who also determines the length of extension up to 7 calendar days.	Requirement that an academic framework of (a) whether an extension can be permitted on the assessment or not, (b) the assessment deadline date and time, and (c) whether the extension period will be less than 7 calendar days, is made through the initial academic set-up for each assessment. Requirement that decisions on all applications are taken by Professional Services staff in the Coursework Extensions Service. Requirement that all extensions will be for a default of 7 calendar days, unless an exemption to the academic framework has been approved by the relevant School Board(s) of Studies. Exemption requests will select an

	alternative approach from an exemption framework, defined in conjunction with Schools during the implementation phase.
28.5: Evidence and record keeping 5i: Requirement that evidence provided should be proportionate to the weighting of the component of assessment, the length of extension sought and the student's ability to obtain evidence, with self-certification being appropriate in certain cases. 5ii: Requirement that Schools keep a record of decisions and the information which substantiates the reason for late acceptance.	5i: No requirement for students to submit supporting evidence as this is handled in line with standard self-certification requirements, and recognition that 7 day self-certification is a recognised approach to student illness University-wide. 5ii: No requirement for Schools to keep local records, as a record of applications and decisions retained by the new system.
28.6: Valid reasons for coursework extensions Criteria for what constitutes an unexpected short-term circumstance that is exceptional for the individual student, beyond that student's control and could be expected to adversely impact the student's ability to complete assessment on time.	Revised list of criteria which supports the new CE decision making framework and complements the framework used by the new Special Circumstances Service (see separate blueprint).
28.7: Other unexpected circumstances Requirement that requests for coursework extensions should also be considered in relation to students with Learning Profiles.	Requirement showing how each adjustment will be implemented by the new Coursework Extensions Service; requirement that students with adjustment schedules have access to a streamlined, tailored process enabling them to use their adjustments efficiently.
28.8: Invalid reasons for coursework extensions Criteria for what does not constitute a good reason for a coursework extension application.	Revised list of criteria which supports the new CE decision making framework and complements the framework used by the new Special Circumstances Service (see above).

Appendix 3- Consultation meetings

	Ongoing work from February to July with 2 workshops in June, team changes
Tuesday 14 August 2018	Meeting with Graeme Reid, Dean of Learning & Teaching
Thursday 30 August 2018	Edinburgh Medical School- Philippa Burrell, Patrick Hadoke & Neil Turner
Thursday 30 August 2018	CAHSS Taught Managers Programme Forum
Friday 31 August 2018	School of Social & Political Science- Richard Baxstrom, Marie Craft, John Harries
Friday 31 August 2018	Biomedical Sciences- Karen Harries, Philip Larkman, Deborah Shaw

Wednesday 5 September 2018	The Royal (Dick) School of Veterinary Studies- Lindsay Dalziel, Mike Grieve, Geoff Pearson
Monday 10 September 2018	Antony Macioca, Dean of Students CSE & Alan Murray, Assistant Principal Academic Support
Wednesday 12 September 2018	Jeremy Crang, Dean of Students CAHSS & Paul Norris, Associate Dean (Academic Progress)
Wednesday 12 September 2018	School of History, Classics & Archaeology- Esther Mijers
Thursday 13 September 2018	Susan Rhind, Assistant Principal (Assessment & Feedback)
Tuesday 18 September 2018	Moray House School of Education- Kevin Wright
Wednesday 19 September 2018	School of Literatures, Languages & Cultures- Jackie Barnhart, Daniel Hammond, Chris Perkins
Thursday 20 September 2018	Curriculum and Student Progression Committee
Tuesday 25 September 2018	Business School- Ros Claase, Susan Dunnett, Lorraine Edgar, Stephanie O'Donohoe
Wednesday 26 September 2018	Cross University workshop
Thursday 27 September 2018	Edinburgh Medical School- Shereen Arabshari, Nicola Crowley, Margaret Cullen, David Kluth
Tuesday 2 October 2018	Law School- Dan Carr, Lucy Gaunt, Richard Jones, Chloe Kennedy
Tuesday 2 October 2018	Lisa Kendall, Head of CAHSS Academic Administration
Thursday 4 October 2018	CAHSS Undergraduate Learning & Teaching Committee
Monday 8 October 2018	CAHSS Taught Managers- specially arranged meeting
Wednesday 10 October 2018	MVM PG Learning & Teaching Committee
Friday 12 October 2018	Lesley McAra, Assistant Principal (Community Relations)
Tuesday 16 October 2018	CSE Learning & Teaching Committee
Wednesday 17 October 2018	MVM UG Learning & Teaching Committee
Monday 22 October 2018	Edinburgh College of Art- Olwen Gorie, Jonny Murray
Wednesday 24 October 2018	CAHSS Committee for Postgraduate Studies
Friday 26 October 2018	Sabine Rolle, Dean of Undergraduate Students , CAHSS
Wednesday 31 October 2018	Cross University workshop
Thursday 8 November 2018	School of Mathematics- Alice Heatley, Pamela Docherty, Burak Buke, Max Ruffert

Friday 9 November 2018	School of Geosciences- Faten Adam, Caroline Nichol
Friday 9 November 2018	School of Philosophy, Psychology & Language Sciences- Pavel Iosad, Graeme Trousdale
Monday 12 November 2018	School of History, Classics & Archaeology- Sandra Bingham, Ewen Cameron, David Kaufman, Esther Mijers, Guillaume Robin
Thursday 15 November 2018	School of Biological Sciences- Ann Haley, Nadia Tuzi, Patrick Walsh

<u>The University of Edinburgh</u>

Senate Curriculum and Student Progression Committee

22 November 2018

Boards of Studies Terms of Reference

<u>Executive Summary</u>
At its last meeting the Committee supported a proposal to develop a simplified Boards of Studies Terms of Reference document. This paper asks the Committee to comment on a draft simplified Boards of Studies Terms of Reference document before approval is sought by resolution from Court.

<u>How does this align with the University / Committee's strategic plans and priorities?</u>
Maintenance of the University's policy framework is a priority for the Committee.

<u>Action requested</u>
This paper asks the Committee to comment on a draft simplified Boards of Studies Terms of Reference document before approval is sought by resolution from Court.

<u>How will any action agreed be implemented and communicated?</u>
The updated Terms of Reference will take effect immediately on approval from Court and will be made available on the Academic Services' website at: https://www.ed.ac.uk/academic-services/policies-regulations/learning-and-assessment Since the revised Terms of Reference will not require Schools to change their practices, Academic Services are not planning any more proactive communications.

<u>Resource / Risk / Compliance</u>
1. **Resource implications (including staffing)**
   There are no resource implications.

2. **Risk assessment**
   There are no key risks associated with the paper. The effective management of the University's portfolio of academic programmes of study is critical to mitigating the risk of failure to provide a high quality student experience impacting on reputation, recruitment and retention.

3. **Equality and Diversity**
   No major changes have been made to existing policy or practice. The Equality Impact Assessment has been updated.

4. **Freedom of information**
   The paper is open.

Key words
Board of Studies

Originator of the paper
Tom Ward and Nichola Kett, Academic Services
13 November 2018

Background

At its meeting on 20 September 2018, the Committee approved the integration of the contents of the Boards of Studies Terms of Reference, which was a long and detailed separate document approved by University Court, within the Programme and Course Approval and Management Policy.

The 1966 Higher Education Act gives University Court the following powers by resolution on the recommendation of / following consultation with Senate: "…to regulate and alter the constitution, composition, and number of the faculties and boards of studies, and to create new bodies of the same kind."

At present, the Boards of Studies Terms of Reference is a very detailed document, covering not only the matters specified by the Act, but also a range of more operational matters. As a result, as operational requirements have shifted, the Terms of Reference document had become inconsistent in some respects both with the Policy and with practices in Schools. At its meeting on 20 September 2018, the Committee supported the proposal for University Court to limit its role to regulating the small number of high-level Board of Studies matters as outlined in the Act, and for responsibility for the regulation of other more operational matters to be delegated to the Committee. A draft simplified Boards of Studies Terms of Reference document has been developed for comment by Committee members before seeking approval by resolution from Court. The more operational matters relating to Boards of Studies would remain in the Programme and Course Approval and Management Policy which is owned by the Committee.

Summary of Changes

- Amended to focus on the matters specified in the 1966 Higher Education Act.
- A reduction in detail of these matters to an appropriate level (so that Court establishes basic principles of good governance, while enabling the Senate Curriculum and Student Progression Committee to determine more detailed matters relating to the operation of Boards of Studies, and enabling the Committee to update these arrangements periodically).
- An explicit reference has been added that Boards of Studies are responsible for ensuring that proposals are academically appropriate, and for assessing whether they will contribute to a good student experience.

Next Steps

Once the new Terms of Reference are in place, there will be a more fundamental review of whether the current position on operation, remit and membership of Boards of Studies remains appropriate, and amendment of the Programme and Course Approval and Management Policy to make any changes. This review will also address the inconsistencies that exist within the Policy as a result of combining the current Boards of Studies Terms of Reference content. These inconsistencies have emerged over time as the Committee has decided to amend the Policy, but no steps have been taken to undertake the more onerous process of amending the Terms of Reference (which require approval from Senate and Court).

The Service Excellence Programme and Course Information Management project is likely to lead to proposals for changes to policy and business process.

Board of Studies Terms of Reference

Purpose of Policy

To outline high-level aspects of Board of Studies.

Overview

Boards of Studies are responsible for curriculum approval within a School. The Terms of Reference sets out the requirement for each School (or equivalent) to have a Board of Studies or body that fulfils the role, and their constitution and composition. The Senate Curriculum and Student Progression Committee (CSPC) (or any successor committee to whom Senate delegates its responsibility in relation to curriculum approval) is responsible for approving more detailed policy and operational guidance for the governance and operation of Boards of Studies.

Scope: Mandatory Policy

The policy applies to all Boards of Studies in every School (or equivalent) in the University.

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Document control

Dates	Approved: 18.02.19	Starts: 19.02.19	Equality impact assessment: 13.11.18	Amendments:	Next Review: 2024/25

Approving authority	University Court for the associated resolution
Consultation undertaken	Via CSPC
Section responsible for policy maintenance & review	Academic Services
Related policies, procedures, guidelines & regulations	Court resolution XX/20XX
Policies superseded by this policy	Court resolutions 3/1968, 44/2014, 18/2015
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.
Keywords	Board of studies, remit, course approval, programme approval

Board of Studies Terms of Reference

1. Each School (or equivalent) must have at least one Board of Studies or a body that fulfils the role of a Board of Studies.

2. All credit-bearing courses and programmes (new, changes to and closure) must be subject to approval by a Board of Studies. Board of Studies are responsible for ensuring that proposals are academically appropriate, and for assessing whether they will contribute to a good student experience. Senate Curriculum and Student Progression Committee (CSPC) (or any successor committee to whom Senate delegates its responsibility in relation to curriculum approval) will determine further requirements for the criteria and references points that Boards should take account of when considering approvals.

3. Boards of Studies are also responsible for keeping the teaching, learning and assessment methodologies under review and for offering advice on the School's portfolio of programmes.

4. The Convener of a Board of Studies is an academic member of staff appointed by the Head of School.

5. The membership of each Board includes: all staff involved in the teaching of a degree programme which the Board is responsible for; one student member from a relevant discipline; and one external member from another Board of Studies within the University. CSPC (or its successor committee) will define further membership requirements and define the quorum for the operational of Boards.

6. CSPC (or its successor committee) will determine the requirements for the operation of Boards of Studies.

7. CSPC (or its successor committee) may add additional requirements for Boards of Studies.

8. While normal practice is for Boards of Studies to operate within individual Schools, bodies may be established at College or University level to fulfil the functions of Boards of Studies, with the approval of CSPC (or its successor committee).

18 February 2019

The University of Edinburgh

Senate Curriculum and Student Progression Committee

22 November 2018

Proposed Removal of Online Distance Learning Policy

Executive Summary

This paper proposes the removal of the Online Distance Learning Policy.

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

The paper supports the strategic objective of 'Leadership in Learning' and the University's simplification agenda.

Action requested

For approval

How will any action agreed be implemented and communicated?

Via the Senate Committees' Newsletter and Academic Services' annual communication of policy changes.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None

2. **Risk assessment**
   There are no risks associated with the paper.

3. **Equality and Diversity**
   As all students studying for credit, whether on-campus or at a distance, share the same status, there are no equality and diversity risks associated with removing this policy.

4. **Freedom of information**
   The paper is **open**

Originator of the paper

Philippa Ward, Academic Policy Officer
Academic Services
9 November 2018

Proposed Removal of Online Distance Learning Policy

The Online Distance Learning (ODL) Policy was approved by CSPC in May 2012 and aimed to manage the potential risks posed by challenges and complexities in the arrangements for ODL programmes and safeguard academic standards.

https://www.ed.ac.uk/files/atoms/files//online_distance_learning.pdf

Following consultation with the Learning, Teaching and Web Services Division of Information Services, and in line with the University's simplification agenda, it is proposed that the Policy is now removed on the basis that:

- Online and distance learning provision are well-established and mainstreamed within the University.
- All students studying for credit, whether on-campus or at a distance, share the same status.
- The external benchmarks for online and non-online provision are the same.

As such, a separate policy covering online, distance provision is no longer necessary, and its existence may reinforce a concept that this provision differs from on-campus provision.

The ODL Policy has been considered in detail to ensure that all key content is covered in other policies. The description of the scope of the Programme and Course Approval and Management Policy makes it clear that this Policy applies equally to online and on-campus provision (https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf). The Learning, Teaching and Web Services Division may use the ODL Policy as the basis for additional guidance to support online and distance provision.

CSPC is invited to approve the proposal that the ODL Policy is removed.

Philippa Ward
Academic Services
9 November 2018

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The University of Edinburgh

Senate Curriculum and Student Progression Committee

22 November 2018

Academic Year Dates 2020/21 and Provisional Academic Year Dates 2021/22 and 2022/23

Executive Summary

This paper provides the proposed academic year dates for 2020/21 and provisional academic year dates for 2021/22 and 2022/23, for approval.

The academic year dates for 2019/20 have already been approved by CSPC and are available at

https://www.ed.ac.uk/semester-dates/201920

CSPC agreed at its meeting on 20 September 2018 that it would agree an additional provisional year's semester dates on an annual basis, and that the agreed provisional dates would be published on the same webpages.

Projections mean that, in 2020/21, an induction start date of 14 September 2020 will have a knock-on effect on the revision/examination period in semester 1 of 2020 with a truncated revision and examination diet (revision period commencing on 7 December 2020). The dates will mirror the situation in 2015/16, when the Committee agreed to a reduction in the revision period for students, in order to have enough time to fit in the December examination diet.

How does this align with the University/Committee's strategic plans and priorities?
Aligns with the strategic objective of Leadership in Learning.

Action requested
For approval

How will any action agreed be implemented and communicated?
The information will be conveyed to Communications and Marketing who will re-format and formally publish at www.ed.ac.uk/semester-dates

Resource/Risk/Compliance
1. **Resource implications (including staffing)**
   No resource implications
2. **Risk assessment**
   No key risks associated with this paper
3. **Equality and Diversity**
   Equality and diversity issues have been considered. No impact assessment is required.
4. **Freedom of information**
   The paper is open.

Originator of the paper
Theresa Sheppard, Academic Services, 14 November 2018

Academic Year Dates 2020/21

1	14 September 2020	Induction
2	21 September 2020	T1
3	28 September 2020	T2
4	05 October 2020	T3
5	12 October 2020	T4
6	19 October 2020	T5
7	26 October 2020	T6
8	02 November 2020	T7
9	09 November 2020	T8
10	16 November 2020	T9
11	23 November 2020	T10
12	30 November 2020	T11
13	07 December 2020	Revision/Exams
14	14 December 2020	Exams
15	21 December 2020	Exams/Winter vac 1
16	28 December 2020	Winter vac 2
17	04 January 2021	Winter vac 3
18	11 January 2021	T1
19	18 January 2021	T2
20	25 January 2021	T3
21	01 February 2021	T4
22	08 February 2021	T5
23	15 February 2021	Flexible Learning Week
24	22 February 2021	T6
25	01 March 2021	T7
26	08 March 2021	T8
27	15 March 2021	T9
28	22 March 2021	T10
29	29 March 2021	T11
30	05 April 2021	Spring vac 1
31	12 April 2021	Spring vac 2
32	19 April 2021	Revision
33	26 April 2021	Exams
34	03 May 2021	Exams
35	10 May 2021	Exams
36	17 May 2021	Exams
37	24 May 2021	Summer vac 1
38	31 May 2021	Summer vac 2
39	07 June 2021	Summer vac 3
40	14 June 2021	Summer vac 4
41	21 June 2021	Summer vac 5
42	28 June 2021	Summer vac 6
43	05 July 2021	Summer vac 7
44	12 July 2021	Summer vac 8
45	19 July 2021	Summer vac 9
46	26 July 2021	Summer vac 10
47	02 August 2021	Summer vac 11
48	09 August 2021	Summer vac 12
49	16 August 2021	Summer vac 13
50	23 August 2021	Summer vac 14
51	30 August 2021	Summer vac 15
52	06 September 2021	Summer vac 16

Provisional Academic Year Dates 2021/22

1	13 September 2021	Induction
2	20 September 2021	T1
3	27 September 2021	T2
4	04 October 2021	T3
5	11 October 2021	T4
6	18 October 2021	T5
7	25 October 2021	T6
8	01 November 2021	T7
9	08 November 2021	T8
10	15 November 2021	T9
11	22 November 2021	T10
12	29 November 2021	T11
13	06 December 2021	Revision/Exams
14	13 December 2021	Exams
15	20 December 2021	Exams
16	27 December 2021	Winter vac 1
17	03 January 2022	Winter vac 2
18	10 January 2022	Winter vac 3
19	17 January 2022	T1
20	24 January 2022	T2
21	31 January 2022	T3
22	07 February 2022	T4
23	14 February 2022	T5
24	21 February 2022	Flexible Learning Week
25	28 February 2022	T6
26	07 March 2022	T7
27	14 March 2022	T8
28	21 March 2022	T9
29	28 March 2022	T10
30	04 April 2022	T11
31	11 April 2022	Spring vac 1
32	18 April 2022	Spring vac 2
33	25 April 2022	Revision
34	02 May 2022	Exams
35	09 May 2022	Exams
36	16 May 2022	Exams
37	23 May 2022	Exams
38	30 May 2022	Summer vac 1
39	06 June 2022	Summer vac 2
40	13 June 2022	Summer vac 3
41	20 June 2022	Summer vac 4
42	27 June 2022	Summer vac 5
43	04 July 2022	Summer vac 6
44	11 July 2022	Summer vac 7
45	18 July 2022	Summer vac 8
46	25 July 2022	Summer vac 9
47	01 August 2022	Summer vac 10
48	08 August 2022	Summer vac 11
49	15 August 2022	Summer vac 12
50	22 August 2022	Summer vac 13
51	29 August 2022	Summer vac 14
52	05 September 2022	Summer vac 15

Provisional Academic Year Dates 2022/23

1	12 September 2022	Induction
2	19 September 2022	T1
3	26 September 2022	T2
4	03 October 2022	T3
5	10 October 2022	T4
6	17 October 2022	T5
7	24 October 2022	T6
8	31 October 2022	T7
9	07 November 2022	T8
10	14 November 2022	T9
11	21 November 2022	T10
12	28 November 2022	T11
13	05 December 2022	Revision
14	12 December 2022	Exams
15	19 December 2022	Exams
16	26 December 2022	Winter vac 1
17	02 January 2023	Winter vac 2
18	09 January 2023	Winter vac 3
19	16 January 2023	T1
20	23 January 2023	T2
21	30 January 2023	T3
22	06 February 2023	T4
23	13 February 2023	T5
24	20 February 2023	T6
25	27 February 2023	T7
26	06 March 2023	T8
27	13 March 2023	T9
28	20 March 2023	T10
29	27 March 2023	T11
30	03 April 2023	T12
31	10 April 2023	Spring vac 1
32	17 April 2023	Spring vac 2
33	24 April 2023	Revision
34	01 May 2023	Exams
35	08 May 2023	Exams
36	15 May 2023	Exams
37	22 May 2023	Exams
38	29 May 2023	Summer vac 1
39	05 June 2023	Summer vac 2
40	12 June 2023	Summer vac 3
41	19 June 2023	Summer vac 4
42	26 June 2023	Summer vac 5
43	03 July 2023	Summer vac 6
44	10 July 2023	Summer vac 7
45	17 July 2023	Summer vac 8
46	24 July 2023	Summer vac 9
47	31 July 2023	Summer vac 10
48	07 August 2023	Summer vac 11
49	14 August 2023	Summer vac 12
50	21 August 2023	Summer vac 13
51	28 August 2023	Summer vac 14
52	04 September 2023	Summer vac 15

Academic Services
14 November 2018