

Meeting of the Senatus Academic Policy and Regulations Committee (APRC)
Hybrid meeting held online via Teams and in the Cuillin Room, Charles Stewart House
Thursday 23 March 2023 at 2.00pm

AGENDA

1.	Welcome to new members	
2.	Minutes of the previous meeting For approval <ul style="list-style-type: none"> • 26 January 2023 (enclosed) 	APRC 22/23 6A
3.	Matters Arising <ul style="list-style-type: none"> • Update on Externally-Facilitated Review of Senate and its Standing Committees • Approval for non-standard programme start dates for the Online MBA • Provisional Academic Year Dates 2026/27 • Curriculum Transformation Report of Convener's Action <ul style="list-style-type: none"> • Summary of approved concessions • Handling of concessions in relation to Industrial Action 	Verbal Update
For discussion		
4.	Proposed Changes to the Academic Misconduct Investigation Procedures For discussion	APRC 22/23 6B
5.	Update from the Coursework Extension & Special Circumstances Task Group For discussion	APRC 22/23 6C
6.	Online exam arrangement for 2023/24 – submission deadlines For discussion This item is closed: its disclosure would substantially prejudice the effective conduct of public affairs.	APRC 22/23 6D CLOSED
7.	Industrial action: variations to academic policies and regulations For discussion	APRC 22/23 6E
To recommend to Court		
8.	Undergraduate Degree Regulations 2023/24 To recommend to Court	APRC 22/23 6F
9.	Postgraduate Degree Regulations 2023/24 To recommend to Court	APRC 22/23 6G
For approval		
10.	Schedule of review for policies, regulations and guidance - update	APRC 22/23 6H

	For approval	
11.	Proposed Policy Changes related to Implementation of Student Support Model For approval	APRC 22/23 6I
12.	Revised Proposals for Coordinating Institutional Activities on Assessment and Feedback For approval	APRC 22/23 6J
13.	Major Change to an Existing Programme: MSc in Critical Care For approval	APRC 22/23 6K
14.	Amendment to Support for Study Policy For approval	APRC 22/23 6L
15.	LLB (Hons) Global Law For approval	APRC 22/23 6M
To note and comment		
16.	Senate Committees' Internal Effectiveness Review 2021/22 To note and comment	Verbal Update
17.	Committee Priorities for 2023-24 To note and comment	APRC 22/23 6N
18.	Any Other Business	

Meeting of the Senatus Academic Policy and Regulations Committee (APRC)
Hybrid meeting held online via Teams and in the Cuillin Room, Charles Stewart House
Thursday 26 January 2023 at 2.00pm

Draft Minute

<p>Present: Dr Aidan Brown Dr Adam Bunni Philippa Burrell Professor Jeremy Crang Professor Jamie Davies Dr Murray Earle Professor Patrick Hadoke (Vice-Convenor) Clair Halliday Karen Howie Professor Antony Maciocia Sarah McAllister</p> <p>Sam Maccallum Dr Donna Murray</p> <p>Dr Kathryn Nicol Dr Paul Norris (Convenor) Rachael Quirk Dr Deborah Shaw Professor Tim Stratford Dr Uzma Tufail-Hanif Stephen Warrington Kirsty Woomble</p> <p>In attendance: Hillary Gyebi-Ababio Professor Tina Harrison Olivia Hayes (Minutes) Professor Sabine Rolle Tom Ward</p>	<p>Elected member of Senate Head of Academic Affairs (CSE) Head of Academic Administration (CMVM) Dean of Students (CAHSS) Dean of Taught Education (CMVM) Elected member of Senate Director of Postgraduate Research and Early Career Research Experience (CMVM) The Advice Place, Deputy Manager Head of Digital Learning Applications and Media, Information Services Dean of Postgraduate Research (CSE) Head of Student Support Operations, Student Systems and Administration Vice President Education, Students' Association Head of Taught Student Development, Institute for Academic Development Head of Academic Policy and Regulation Dean of Quality Assurance and Curriculum Approval (CAHSS) Head of Taught Student Administration & Support (CAHSS) Dean of Students (CMVM) Dean of Learning and Teaching (CSE) Elected member of Senate Dean of Student Experience (CSE) Head of PGR Student Office (CAHSS)</p> <p>Advance HE Deputy Vice-Principal Students (Enhancement) Academic Policy Officer, Academic Services Dean of Education (CAHSS), Convenor of the CE & SC Task Group Director of Academic Services</p>
<p>1. Welcome to new members</p> <p>APRC formally welcomed four new members to the Committee, who joined in November.</p> <ul style="list-style-type: none"> • Dr Aidan Brown (CSE) joins APRC as an elected member of Senate • Dr Murray Earle (CAHSS) joins APRC as an elected member of Senate • Dr Donna Murray joins APRC as the representative for the Institute for Academic Development • Dr Uzma Tufail-Hanif (CMVM) joins APRC as an elected member of Senate <p>APRC extends its thanks to departing member Professor Catherine Bovill, formerly the Institute for Academic Development representative, for her service on the Committee.</p> <p>Tom Ward updated the Committee that he would be departing the University at the end of March. Thanks were extended to Tom for his service and support of the Committee.</p>	

2.	<p>Update on Externally-Facilitated Review of Senate and its Standing Committees - Verbal Update</p> <p>The Committee received an update on the Externally-Facilitated Review of Senate and its Standing Committees. Advance HE have been appointed to carry out the review and Ms Hillary Ababio-Gyebi is attending APRC today as part of the review. Committee members will have an opportunity to feed into the review via a survey and focus groups. Members were encouraged to engage with opportunities to feed into the review over the coming months.</p>
3.	<p>Minutes of the previous meeting - APRC 22/23 5A For approval</p> <p>The Committee approved the minutes of the September meeting and the minutes of the October, November and December e-business meetings.</p>
4.	<p>Matters Arising - Verbal Update</p> <ul style="list-style-type: none"> • Support for Study APRC had requested further work be done on the policy. A meeting with key stakeholders is scheduled in the coming weeks to discuss the policy. The work in this area has developed in an evolving context, for example, alongside the roll out of the Student Support Model. APRC will receive a further update at its meeting in March. • In-person examinations The approach to in-person examinations was discussed at the Senate Education Committee and Student Lifecycle Group. An email was circulated to Schools with advice on holding in-person examinations. • Curriculum Transformation There are ongoing discussions between Academic Services and the Curriculum Transformation Project team to establish the actions to be requested of APRC and the timescales for these. The Committee will be kept up to date as these discussions progress. • Online exam arrangements for 2022/23 The Committee reached a position for online exam arrangements in 2022/23, however committed to revisit the position ahead of the 2023/24 academic year. This will be considered under Item 6. • Activating 2020/21 Covid Academic mitigation: ZJE programmes A query was raised regarding the provision of support to UoE students affected by an increase in Covid cases in China following a change of government policy. The Deputy Secretary, Students and Deputy VP International & Director, Global Office confirmed that they are closely monitoring the situation in China and relevant teams are briefed and prepared to respond to the increase in cases and should there be an impact on student's wellbeing. <p>Report of Convener's Action The Convener updated APRC on the actions which have been taken by Convener's action since the Committee last met.</p> <ul style="list-style-type: none"> • Code of Student Conduct APRC approved amendments to the Code of Student Conduct at its May 2022 meeting. As part of the process for the creation of Resolutions, Court passed the draft Resolution to Senate and the General Council for observations.

Minor amendments to the Code were proposed and these were considered by Convener's Action ahead of the Code being formally approved by Court.

The revised Code of Student Conduct took effect from January 2023.

The revised Code will be applied to cases received from January 2023 onwards. A key changes document is being prepared and will be available by the end of January.

- **Student Fitness to Practice and Appeals Committee**

The Deputy Convener of APRC approved minor changes to the membership of the Student Fitness to Practice and Appeals Committee. The changes were to reflect departures from the Committee and these updates are identified with an asterisk under Paper H.

- **Summary of approved concessions**

A total of 38 concessions were approved, 36 related to individual students and 2 related to cohort concessions. The Convener gave a broad overview of approved concessions approved by category:

- Extensions, AIS and period of study: 20
- DPT variation, progression requirements and credits: 16
- External Examiners (Cohort): 2

The Convener confirmed that one cohort concession was circulated to the Committee earlier that week and thanked the Committee for their input. The approach to the handling of cohort concessions would be revisited under Item 5.

5. **Update on Industrial Action - APRC 22/23 5B**

For discussion

This item was introduced by Tom Ward, Director of Academic Services.

This paper updates the Committee on the UCU industrial action, and on action taken to take to minimise the disruption to students' studies while maintaining academic standards. The paper invites the Committee to consider three specific issues.

The Committee had an extensive discussion on the paper and reached a position on the specific issues highlighted for discussion.

The Committee agreed that no general variation to policies and regulations should be considered at this time. In reaching this decision, the following points were raised:

- The Academic Contingency Group, who monitor the impact of disruption to teaching activities, has not recommended that APRC consider a relaxation of regulations at this stage. This position may shift once the scale of the impact of industrial action is known.
- The existing regulations allow Boards of Examiners flexibility to mitigate against any limited and isolated impact on Semester 1 courses.
- A Marking and Assessment Boycott may begin later in the year, however this is not currently active.

The Committee agreed that the position reached in November 2022 on the handling concessions relating industrial action should continue as previously agreed. This decision would be revisited by the Committee at the March 2023 meeting of APRC.

The Committee agreed to delegate to the Convener and Vice-Convener to consider any requirements for temporary concessions regarding policies and regulations around External Examiners and other requests for concessions relating to, or in the context of, industrial action. Any approved concessions would run no longer than the end of session 2022-23.

	<p>The Convener agreed that should there be sufficient time, they will consult Committee members ahead of reaching a decision. The Committee would have a short window of up to 48 hours to feed comments in. The final decision would rest with the Convener or Vice-Convener and in urgent cases they would have the authority to make a decision without Committee consultation.</p> <p>In reaching this decision, the following points were raised:</p> <ul style="list-style-type: none"> • At present, the volume of concessions relating to External Examiners is low. • There may be occasions where a decision is required in a very tight timeframe and there is insufficient time to take account of the views of the Committee. • Concessions may be requested as a result of disruption or unforeseen circumstances which are not related to industrial action. • Schools and Colleges require a clear position and timeline for referring concessions to APRC. This would allow Schools to take appropriate steps at relevant stages when it is clear that consideration of a concession is required. <p>Action: Academic Services to prepare a paper on Industrial Action for the March 2023 meeting to allow the Committee to revisit its position on agreed elements.</p>
6.	<p>Schedule of review for policies, regulations and guidance - APRC 22/23 5C For discussion</p> <p>This item was introduced by Tom Ward, Director of Academic Services.</p> <p>The paper outlines proposed changes to the schedule for reviewing policies, regulations, and guidance documents which are the responsibility of the Senate Committees. Mr Ward noted that all policies have a schedule for review, usually every 3-4 years, however the timescales for review have shifted as a consequence of the pandemic and staff capacity challenges. There is a large backlog of policies for review and the proposed schedule provides a structured approach to allow a regular review schedule to be re-established.</p> <p>The Committee discussed the paper. The following points were made:</p> <ul style="list-style-type: none"> • The schedule will align with a major review of the Postgraduate Research Strategy. The consideration of PGR policies should be taken account of in reviewing taught elements of policies. • The review dates on policies will be updated once the schedule is agreed. <p>APRC noted the paper. Members were invited to submit further comments to Mr Ward.</p> <p>Action: Academic Services to prepare a final schedule for the review of policies, regulations and guidance to be considered for approval by APRC. The revised paper would be presented to a future meeting of the Committee.</p>
7.	<p>CE & SC Task Group update - APRC 22/23 5D To note and comment</p> <p>This item was introduced by Professor Sabine Rolle, Convener of the CE & SC Task Group. The paper provides APRC with an update on the work of the Coursework Extension and Special Circumstances Task Group which has taken place in the period November - January.</p> <p>Professor Rolle noted that further meetings of the Task Group are scheduled to take place in February and March and a further update will be provided to the March meeting of APRC. Discussions within the Task Group to date have highlighted that this is a challenging and complex area with strong and diverging views on the policies and application of these. In particular, the Group has struggled to reach a common understanding of coursework extensions and how these</p>

should be used. The Group have outlined some emerging recommendations which are still to be considered in the wider context of policy changes. The Group highlight that these recommendations are presented as a package of measures and do not recommend these be adopted in isolation.

The Group highlight to the Committee that there is high expectation across the University that substantial policy changes will resolve the issues experienced, however agreeing a policy that equally represents the interests of all stakeholders may not be possible in the timescale available.

The Committee noted and discussed the paper. The following points were made:

- The Group is tasked with reducing the volume of coursework extensions. Students do not see the use of coursework extensions as problematic and legitimately use this as a mechanism to support and exercise control over their studies and workload.
- There are broader institutional issues which feed into the issues which the Task Group are considering and attempting to resolve via policy. In particular, the volume of assessment, bunching of deadlines and demand on Student Support Services.
- The delay in producing recommendations may impact on the consultation and socialisation of a revised policy across the University. Equally, should there be no change to policy, this should be carefully communicated to Schools with explanation of the challenges in reaching an agreed position to take forward.
- The ESC Review has been running concurrent to the Task Group. The ESC Review is focussed on systems and guidance and is meeting with all Schools and Deaneries across the University. Some elements of policy have been raised in discussions with Schools and there are similar themes emerging from the ESC Review and the Task Group.
- Systems require time to establish if changes are required to support any recommended policy changes. The Group continue to highlight that enhanced reporting is a high priority area for development.

8. Approval for non-standard programme start dates for the Online MBA - APRC 22/23 5E

For approval

This item was convened by Deputy Convener, Professor Patrick Hadoke, College of Medicine and Veterinary Medicine.

This item was introduced by Dr Paul Norris, Dean of Quality Assurance and Curriculum Validation, College of Arts, Humanities and Social Sciences.

The paper is seeking approval for the part time Online Masters in Business Administration to deviate from the standard academic year start dates with one of the two standard entry points to be in March.

The College noted their thanks to the Committee for considering the exceptional business to delay the start date for the Online MBA in December 2022.

The College reiterated their apology for not seeking APRC's approval for non-standard dates in relation to this programme.

The Committee discussed the paper. The following points were made:

- APRC's approval in December 2022 requested that a Business School representative attend APRC's January meeting to explain the request and sequence of decision making. The Committee noted that a School representative was not in attendance. The College confirmed that it is their responsibility to ensure that such requests are put to APRC and therefore they are attending to represent this item.
- The Committee expected to receive a detailed programme structure as requested in December 2022. The College confirmed that this is a three year part-time programme with a contained cohort. The courses to be delivered in Year 2 and 3 of the programme are still in development and therefore a detailed programme structure cannot be provided at this stage.

- A concern regarding the systems implications for the non-standard dates of the programme were raised. There is particular concern regarding the alignment of the cohort with the annual systems rollover in July and the support required for the programme to be split over separate two academic years. A calendar of dates and expected approach is required for Student Systems.
- The Committee raised concern regarding unintended consequences of approving the non-standard dates for this programme. The Committee noted concern that concessions or deviations from regulations may be required at a future date to accommodate unintended consequences of approval being granted without clarity on the points raised.

APRC approved a non-standard start date for March 2023 only.

The Committee note that approval is not required for the September 2023 intake as this is a standard start date.

APRC did not give approval for a permanent non-standard start date and the Business School and College are asked to clarify the Systems implications ahead of the request being reconsidered for permanent approval of the non-standard start dates for the Online MBA.

Action: The College are to contact Sarah McAllister to discuss the Systems implications and ensure this is appropriately coordinated to allow a non-standard start. The Committee will reconsider the permanent approval of non-standard start dates for the programme in light of the requested information at a future meeting of APRC.

Action: The College are requested to review their processes to ensure appropriate measures are put in place to prevent this from occurring again.

9. **Assessment and Feedback Coordination - APRC 22/23 5F**

For approval

This item was introduced by Tom Ward, Director of Academic Services.

The paper sets out proposals for coordinating and governing various activities relating to Assessment and Feedback. The paper proposes to establish two new groups, an Assessment and Feedback Strategy Group and an Assessment and Feedback Guidance, Data, Systems and Evaluation Group.

As the governance arrangements relate to the work of all three Standing Committees, approval for the Group's will be required by all three Committees.

Mr Ward noted that the Senate Education Committee received the paper at its 19 January meeting and recommendations amendments to the remit and membership of both Group's. A revised paper would be presented to Standing Committees in March.

It was noted that the Group's would develop and consult on proposals, with the Group's expected to present proposals to the relevant Committees for approval.

APRC supported the establishment of the proposed Guidance, Procedures, Data, Systems and Evaluation Group subject to the following comments on the remit and membership:

- Clarify the relationship between this Group and the Strategy Group (in particular, whether the first group is subordinate to the second group)
- Clarify the extent to which the Group will be taking on the authority of the Senate Standing Committees
- Increase representation on the group of staff in Schools who are responsible for implementing institutional policies on assessment and feedback (for example, teaching staff and teaching organisation staff)

	<p>Action: Academic Services to prepare a revised paper taking account of APRC's comments, to be presented for approval at the March meeting.</p>
10.	<p>Academic Year Dates 2024/25 and Provisional Academic Year Dates 2025/26 and 2026/27 - APRC 22/23 5G For approval</p> <p>This item was introduced by Ms Olivia Hayes, Academic Policy Officer.</p> <p>The paper provides APRC with the proposed academic year dates 2024/25 and provisional academic year dates 2025/26 and 2026/27 for approval. Ms Hayes noted that the academic year dates for 2023/24 have previously been approved by the Committee and are available online.</p> <p>Ms Hayes noted that the calendar for 2026/27 causes Induction Week to be scheduled earlier than in previous years. ResLife have been contacted to confirm if there is sufficient time between the end of the Edinburgh Festival and Induction. The provisional dates for 2026/27 may be returned to APRC pending input from ResLife.</p> <p>APRC approved the proposed academic year dates for 2024/25 and provisional academic year dates for 2025/26 and 2026/27 noting that the dates for 2026/27 may be returned to the Committee.</p> <p>Action: College representatives on APRC are asked to review and confirm the list of programmes with non-standard academic year dates.</p> <p>Action: Ms Hayes to update APRC on the provisional dates for 2026/27 pending input from ResLife.</p>
11.	<p>Membership of Student Appeal Committee and Fitness to Practice Appeals Committee - APRC 22/23 5H For approval</p> <p>This item was introduced by Tom Ward, Director of Academic Services.</p> <p>The paper sets out changes to the membership lists for the Student Appeal Committee and Fitness to Practice Appeals Committee. There has been a significant increase in the volume of appeals in recent years and the large expansion of membership is to prevent Committees from becoming a bottleneck for consideration of cases.</p> <p>APRC approved the updated membership of the Student Appeal Committee and Fitness to Practice Appeals Committee with immediate effect.</p> <p>Action: Academic Services to update the membership of the Student Appeal Committee and Fitness to Practice Appeals Committee with immediate effect.</p>
12.	<p>Senate Committees' Internal Effectiveness Review 2021/22 - APRC 22/23 5I For approval</p> <p>This item was introduced by Ms Olivia Hayes, Academic Policy Officer.</p> <p>The paper provides APRC with analysis and potential actions drawn from the responses received to the light-touch internal Senate Standing Committees Effectiveness Review conducted in summer 2022.</p>

	<p>Members noted that internal review requirements should align with the recommendations which emerge from the external review which is currently under way.</p> <p>APRC approved the paper.</p>
13.	<p>Any Other Business</p> <ul style="list-style-type: none">• Expansion of Committee membership A query was raised regarding the expansion of Committee membership to include student, BAME and trade union representation as supported at the 12 October meeting of Senate. The Convener confirmed that the Standing Committee Conveners were in discussion and a paper would be presented to Senate on 8 February as requested by Senate. <p>The next meeting is scheduled for Thursday 24 March at 2:00pm.</p>

Senate Academic Policy and Regulations Committee

23 March 2023

Proposed Changes to the Academic Misconduct Investigation Procedures

Description of paper

1. This paper proposes changes to the Academic Misconduct Investigation Procedures.

Action requested / recommendation

2. APRC is asked to approve the proposed amendments to the Academic Misconduct Investigation Procedures. Appendix 1 includes a summary of the proposed amendments to the Procedures, with a rationale for the changes. Appendix 2 includes an updated version of the Procedures, highlighting the amendments.

Background and context

3. The Academic Misconduct Investigation Procedures ([academicmisconductprocedures.pdf](#)) set out the process which should be followed when handling cases of suspected academic misconduct within the University. Following the approval of recent urgent and major changes to the Academic Misconduct Investigation Procedures, further minor changes are proposed as a result of a wider review of the Procedures.
4. The College Academic Misconduct Officer (CAMO) group have therefore proposed the changes explained in Appendix 1. The CAMO group is comprised of the CAMO's and relevant administrative staff from each of the Colleges and is led by Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance).

Discussion

5. A summary of the proposed amendments to the Procedures is provided in Appendix 1. A version of the Procedures showing the proposed amendments is provided Appendix 2. **APRC is asked to approve the proposed amendments.**

Resource implications

6. The proposed amendments to the Procedures do not carry any significant resource implications.

Risk management

7. In order to ensure that cases of suspected academic misconduct are handled fairly and sensitively, it is vital that the process is conducted in an efficient but thorough manner. The proposed changes will support this.

Responding to the Climate Emergency & Sustainable Development Goals

8. The proposals within this paper have no impact on the Climate Emergency and Sustainable Development Goals

Equality & diversity

9. The proposed amendments do not raise any specific equality and diversity concerns. The proposed amendments have been suggested to ensure that the investigation process is conducted in a fair, efficient and timely manner in order to minimise delays and any potential distress to students involved.

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

10. Should APRC approve the amendments, these changes would be effective from the start of Semester 1, 2023/24.
11. Academic Services will communicate the changes in an e-mail to relevant staff in Schools, Colleges and Support Services.

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Presenter

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Freedom of Information (*Is the paper 'open' or 'closed'*)

Open

Proposals for amendments to the Academic Misconduct Investigation Procedures

March 2023

Background

Following the approval of recent substantial changes to the Academic Misconduct Investigation Procedures, the College Academic Misconduct Officer group is seeking approval of further minor changes to the Procedures which have arisen as a result of a wider review of the Procedures. It is envisaged that, if approved, these changes would be effective from the start of Semester 1, 2023/24.

Proposed Amendments

The current Procedures are available at [academicmisconductprocedures.pdf](https://www.ed.ac.uk/academic-misconduct-procedures) and the proposed amendments are as follows:

Section(s)	Proposed Amendment(s)
1.1	<p>The following minor amendment is proposed:</p> <p><i>'Academic misconduct is defined by the University as the use of unfair means in any University assessment. This includes assisting a student to make use of unfair means, and doing anything prejudicial to the good conduct of the assessment. Examples of misconduct include (but are not limited to) plagiarism, self-plagiarism (that is, submitting one's own previously assessed work), collusion, falsification, cheating (including assisting others to cheat by sharing work and contract cheating, where a student pays for work to be written or edited by somebody else), deceit, and personation (that is impersonating another student or allowing another person to impersonate a student in an assessment).'</i></p> <p>This is to reflect the wording in relation to submitting previously assessed work within the Taught Assessment Regulations (section 30) and to include facilitating cheating by sharing work within the University's definition of academic misconduct.</p>
1.2	<p>The following amendment is proposed:</p> <p><i>'These procedures explain how the University investigates allegations of academic misconduct in relation to any work submitted for assessment. The University may investigate alleged academic misconduct in instances where the alleged misconduct is found after the relevant mark has been ratified by a Board of Examiners as per Section 64.3 of the Taught assessment Regulations: taughtassessmentregulations.pdf (ed.ac.uk)</i></p> <p><i>The University may also investigate cases where alleged misconduct has occurred in a piece of work which has not been submitted for assessment at the University (e.g. a conference paper or publication) under the Code of Student Conduct, where this may represent a breach of the Code:</i></p> <p>www.ed.ac.uk/academic-services/staff/discipline/code-discipline'</p> <p>This amendment is proposed to include information relating to when and the circumstances under which the University is able to proceed with an investigation.</p>

Appendix 1

<p>1.3, 2.1, 3.3, 4.1, 4.2, 4.3, 4.7, 5.1, 5.3, 5.4 (b), 5.4 (c), 5.4 (f), 6.1, 7.1, 9.1, 9.3 (e), 11.1, 12.1</p>	<p>References to academic misconduct ‘offences’ or to having ‘committed an academic offence have been changed to refer to ‘breaches of the Academic Misconduct Procedures’, ‘breaches’ and ‘allegations of academic misconduct’. This is to avoid the use of words such as ‘committed and offence’ which can cause students additional concern.</p>
<p>1.5</p>	<p>It is proposed that the following information is added to section 1 in relation to the handling of collusion cases:</p> <p><i>‘When investigating an instance of alleged collusion, the SAMO/CAMO can conduct a single academic misconduct investigation in relation to the incident. The SAMO/CAMO will interview each student involved in the alleged collusion case individually. In order to conduct a thorough and fair investigation, the SAMO and CAMO will provide each student with details of the identity of the other student(s) involved in order to allow each student to respond fully to the allegations. If deemed necessary by the CAMO/SAMO each student involved will be provided with a copy of the other student(s) work and will be provided with an opportunity to respond to this. Whilst the investigation may involve multiple students, each student’s outcome will be determined individually in light of the evidence relating directly to them.’</i></p> <p>This addition is proposed as a result of advice from Legal Services in response to a collusion case which had been escalated to the Student Conduct Team. Legal Services had explained that it would be necessary to reveal the identities of the students involved to allow each individual to fully respond to the allegation made against them. Legal Services had provide a link to UCL’s ‘Guidance on group panels and evidence sharing in cases of student collusion’ as an example of good practice (annex 6.9.3 - guidance on group panels in cases of student collusion 2022-23.pdf (ucl.ac.uk)).</p> <p>The CAMO group would be grateful for any feedback on this proposed addition.</p>
<p>3.2, 4.5</p>	<p>References to ‘an adviser from the Edinburgh University Students’ Association Advice Place have been replaced with ‘a caseworker from the Edinburgh University Students’ Association Advice Place, to reflect current terminology used by the Advice Place.</p>
<p>3.3</p>	<p>It has been proposed that the following statement is removed from Section 3.3:</p> <p><i>‘The SAMO is satisfied that the case has come about through a genuine lack of understanding by the student’</i></p> <p>It was noted by the CAMO group that this may cause confusion as the process does not allow SAMO’s to distinguish between deliberate and inadvertent acts of misconduct and this indicates that this may be the case. Therefore, it is proposed that it is removed.</p>
<p>3.4</p>	<p>The following amendment is proposed:</p> <p><i>‘In cases which satisfy the criteria in 3.3, the SAMO should issue the statement with a warning or penalty, and direct them towards an appropriate source of support within the University. A record of the breach must be maintained by the SAMO and the student should be warned about the consequences of any further misconduct allegations. Action</i></p>

	<p><i>should be taken within 15 working days of receiving an allegation of misconduct. Alternatively, the SAMO may direct another relevant member of academic staff to address the issue with the student in assessment feedback and/or via existing mark rubrics.'</i></p> <p>It is envisaged that this amendment will refine the process further in terms of timescales and assist in reducing workload pressure for both SAMO and CAMO's. It will be made clear to the student why they are receiving a warning or a penalty and they will be made aware of the support which is available to them to address the issue.</p>
4.3,4.4, 4.5	<p>The following amendments are proposed to section 4 of the procedures to allow the College Academic Misconduct Officer to invite a student to respond to an allegation before making a decision as to whether or not it is necessary to meet with the student. This is to reduce the number of unnecessary interviews which are currently taking place due to confusion and misunderstanding caused by the current process which allows students to attend a meeting if they wish to challenge an allegation.</p> <p>The following amendment is proposed at the beginning of section 4.3:</p> <p><i>'Where the student responds to the allegation and there is sufficient information for the CAMO to make a decision, the CAMO may decide to take action without meeting the student.'</i></p> <p>The following addition is proposed in section 4.4:</p> <p><i>'Where the student does not respond to the allegation, and the CAMO is satisfied that they have been given sufficient opportunity to do so, the CAMO may deal with the allegation in the absence of any further information. The student and the SAMO will be informed of the outcome and penalty decision as set out in paragraph 4.3'.</i></p> <p><i>The following amendment is proposed at the beginning of section 4.5:</i></p> <p><i>'The CAMO may decide it is necessary to invite the student to attend a formal academic misconduct interview.'</i></p>
4.10	<p>A minor amendment is proposed to include referral to a Fitness to Practise contact, if relevant.</p>
5.3, 9.2	<p>References to 'claims' have been replaced with 'reports'</p>
5.4(a)	<p>It is proposed that the wording of section 5.4(a) is amended slightly to more accurately reflect the decision making process in relation to an allegation which has not been proven. Therefore, the following wording is proposed:</p> <p><i>'To decide that, on the balance of probabilities, the allegation is not proven and no penalty is therefore to be applied'.</i></p>
5.4 (c)	<p>It is proposed that the CAMO has the option to impose a 50 mark penalty in addition to the option of imposing a 10, 20 or 30 mark penalty. This is to allow CAMO's to impose a more severe penalty where relevant.</p>
5.4 (f)	<p>The following addition is proposed to section 5.4 (f) to make provide examples of when a case may be referred for disciplinary action under the Code of Student Conduct:</p> <p><i>'This may occur in serious cases where the student has a record of having a number of instances of previous academic misconduct breaches, or in cases of misconduct (e.g.</i></p>

Appendix 1

	<i>including but not limited to serious instances of contract cheating and exam misconduct, misrepresentation, breach of duty of care, and failure to meet ethical, legal or professional obligations).</i> '
6.1	An amendment has been proposed to include reference to actions resulting from Fitness to Practise cases.

Next Steps

Should the proposed amendments be approved, Academic Services and the CAMOs will ensure that these are implemented at the beginning of the 2023/24 academic year.

Roshni Hume

Academic Services



Academic Misconduct Investigation Procedures

Purpose of Procedure

This document sets out the University's procedures for dealing with suspected cases of academic misconduct by students or graduates of the University. These procedures apply to all types of academic misconduct including plagiarism, self-plagiarism, collusion, falsification, cheating, deceit and personation.

The University takes very seriously any suspected incidences of academic misconduct and aims to ensure that all suspected cases are investigated efficiently and dealt with appropriately.

Scope: Mandatory Procedure

All staff and students

Contact Officer

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Document control

Dates	Approved: 30.05.19	Starts: 01.08.2019	Equality impact assessment:	Amendments:	Next Review: 2023/24
				11.12.15 02.06.16 16.06.17 05.07.18 30.05.19 24.09.20 16.01.23	

Approving authority

Academic Policy and Regulations Committee (APRC)

Consultation undertaken

College Academic Misconduct Officers, College administrative staff dealing with academic misconduct, EUSA.

Section responsible for procedure maintenance & review

Academic Services

Related policies, procedures, guidelines & regulations

Academic Misconduct Report Form
Code of Student Conduct

UK Quality Code

UK Quality Code – Assessment

Procedures superseded by this procedure

Previous versions of the Procedures for Dealing with Suspected Academic Misconduct

Alternative format

If you require this document in an alternative format please email Academic.Services@ed.ac.uk.

Keywords

Academic misconduct, plagiarism, self-plagiarism, collusion, falsification, cheating, deceit, personation



Academic Misconduct Investigation Procedures

1. Definition of academic misconduct

1.1 Academic misconduct is defined by the University as the use of unfair means in any University assessment. This includes assisting a student to make use of unfair means, and doing anything prejudicial to the good conduct of the assessment. Examples of misconduct include (but are not limited to) plagiarism, self-plagiarism (that is, submitting one's own previously assessed work the same work for credit twice at the same or different institutions), collusion, falsification, cheating (including assisting others to cheat by sharing work and contract cheating, where a student pays for work to be written or edited by somebody else), deceit, and personation (that is, impersonating another student or allowing another person to impersonate a student in an assessment).

1.2 These procedures explain how the University investigates allegations of academic misconduct in relation to any work submitted for assessment. This includes ~~The University may also investigate alleged academic misconduct in instances where the alleged misconduct is found after the relevant mark has been ratified by a Board of Examiners as per Section 64.3 of the Taught assessment Regulations: taughtassessmentregulations.pdf (ed.ac.uk)~~

The University may also investigate allegations of misconduct relating to cases where alleged misconduct has occurred a student is alleged to have committed an act of academic misconduct in a piece of work which has not been submitted for assessment at the University (e.g. a conference paper or publication) under the Code of Student Conduct, where this may represent a breach of the Code:
www.ed.ac.uk/academic-services/staff/discipline/code-discipline

1.2.1.3 Staff investigating allegations of academic misconduct will make a decision based on the balance of probabilities. This means that they will be satisfied that ~~an~~ academic misconduct has occurred ~~offence has been committed~~ if they consider that, on the evidence available, it is more likely than not to have occurred. ~~that an offence has been committed.~~

1.4 A School Academic Misconduct Officer (SAMO) and a College Academic Misconduct Officer (CAMO) may nominate a deputy to hold meetings with students in cases where there is a conflict of interest or where subject specific expertise is required e.g. where there is reasonable doubt that a student's work may not be their own and further enquiry into the student's work is required in order to establish whether there is a potential case of academic misconduct.

1.5 When investigating an instance of alleged collusion, the SAMO/CAMO can conduct a single academic misconduct investigation in relation to the incident. The SAMO/CAMO will interview each student involved in the alleged collusion case individually. In order to conduct a thorough and fair investigation, the SAMO and CAMO will provide each student with details of the identity of the other student(s) involved in order to allow each student to respond fully to the allegations. If deemed necessary by the CAMO/SAMO each student involved will be provided with a copy of the other student(s) work and will be provided with an opportunity to respond to this. Whilst the investigation may involve multiple students, each student's outcome will be determined individually in light of the evidence relating directly to them.



Academic Misconduct Investigation Procedures

~~4.31.6~~ The SAMO or CAMO may not draw any inference if the student chooses not to attend a meeting with them.

A. Suspected academic misconduct in assessed work submitted for taught courses

2. Reporting of suspected academic misconduct in taught courses

- 2.1 Any member of staff who has evidence that a student may have breached the Academic Misconduct Investigation Procedures~~committed an academic misconduct offence~~ in an assessed piece of work submitted for a taught course must complete an Academic Misconduct Report Form. They will submit the form and any other relevant documentation to the School Academic Misconduct Officer (SAMO), informing the relevant Course Organiser. The work under investigation will be assessed and awarded a face value mark prior to referral to the SAMO. The face value mark is the mark that the work is believed to merit based solely on the content as presented, assuming no academic misconduct has taken place.
- 2.2 The Academic Misconduct Report Form is available at:
www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct

3. Investigation by the School Academic Misconduct Officer (SAMO) – suspected academic misconduct in taught courses

- 3.1 The SAMO is responsible for deciding whether there is a case to answer. The SAMO will discuss the case with the relevant Course Organiser and/or marker and can consult with the College Academic Misconduct Officer (CAMO) if necessary. If the SAMO decides that there are grounds for investigation, they will determine whether they are able to deal with the case or whether it needs to be referred to a CAMO.
- 3.2 A SAMO (or nominee) may, at their discretion, invite a student to a preliminary meeting (either online or in person) or request a written statement from students before deciding how to proceed with the case. If a meeting is requested, the student may be accompanied at that meeting by a member of the University community, e.g. their Personal Tutor / Student Adviser or ~~an caseworker/adviser~~ from the Edinburgh University Students' Association Advice Place. The SAMO or CAMO may not draw any inference if the student chooses not to attend the meeting.
- 3.3 The case will not require referral to the CAMO provided that it meets all of the following criteria:
- ~~• The SAMO is satisfied that the case has come about through a genuine lack of understanding by the student; and~~
 - It is a first breach ~~offence~~ (the relevant College can advise where it is a potential repeat offence); **and**
 - The SAMO believes that the case is minor in nature and can be appropriately dealt with by issuing a warning or applying a mark penalty of no more than 10 marks in accordance with the relevant Common Marking Scheme, except in cases where the component is worth 5% or less of the course mark. In these cases, if appropriate, the SAMO can apply a penalty that reduces the component to mark to zero.

In cases where the SAMO is unsure about whether the criteria above apply, the SAMO should consult the CAMO, who will determine whether the SAMO can deal with the case.



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- 3.4 ~~In cases which satisfy the criteria in 3.3, the SAMO or another relevant member of academic staff will address the issue with the student in assessment feedback, by email, or in a meeting within 15 working days of receiving an allegation of misconduct. The student should be issued with a warning and/or penalty, and directed towards an appropriate source of support within the University. A record of the breach must be maintained by the SAMO and the student should be warned about the consequences of any further misconduct allegations. In cases which satisfy the criteria in 3.3, the SAMO should issue the statement with a warning or penalty to the student, and direct them towards an appropriate source of support within the University. A record of the breach must be maintained by the SAMO and the student should be warned about the consequences of any further misconduct allegations/breaches. Action should be taken within 15 working days of receiving an allegation of misconduct. Alternatively, the SAMO may direct another relevant member of academic staff to address the issue with the student in assessment feedback and/or via existing mark rubrics.~~
- 3.5 A face value mark that is appropriate for the work submitted as is should have been determined by this point. A fair estimate mark that suitably reflects the student's own contribution to the work and takes the minor misconduct or poor scholarship into account should then be established.
- 3.6 The SAMO will refer all cases which fail to meet the criteria set out at 3.3 above to the CAMO. Allegations of serious misconduct, including examination misconduct and contract cheating, will always be referred to the CAMO.
- 3.7 The SAMO must refer cases to the CAMO within 15 working days of ~~the receiving an allegation of misconduct~~ release of provisional marks for the cohort. Any allegations which arise outside of this period must also be referred to the CAMO within 15 working days of being detected.
- 3.8 When referring a case to the CAMO, the SAMO must complete the relevant section of the Academic Misconduct Report Form and submit this with any relevant documentation to the College Academic Misconduct Administrator.
- 3.9 When a case has been referred to the SAMO or the CAMO, marks for the student must not be ratified by Boards of Examiners or published until the investigation has been concluded.
- 4. Investigation by the College Academic Misconduct Officer (CAMO) - suspected academic misconduct in taught courses**
- 4.1 The CAMO is responsible for investigating all cases of suspected academic misconduct referred to them by a SAMO and for deciding on the penalty (if any) to be applied. As part of this investigation, the CAMO should ascertain whether or not this is the student's first breach of the Academic Misconduct Procedures~~academic misconduct offence~~.
- 4.2 If the CAMO considers there is a case to answer, they will write to the student suspected of academic misconduct describing the alleged breach~~offence~~ and inviting the student to respond to the evidence reported by the School. The CAMO will copy the initial correspondence to the student's Personal Tutor / Student Adviser and encourage the student to speak with their Personal Tutor / Student Adviser.



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- 4.3 ~~Where the student acknowledges the offence and there is sufficient information for the CAMO to make a decision, the CAMO may decide that there is no need for a formal academic misconduct interview.~~ Where the student responds to the allegation and there is sufficient information for the CAMO to make a decision, the CAMO may decide to take action without meeting the student. In such cases the CAMO will write to the student and the SAMO, to inform them of the outcome and any penalty decision. The SAMO will advise the Convener of the relevant Board of Examiners of the decision and any penalty to be enacted (see Section 6). If the CAMO's recommendations relate to specific staff members, the SAMO will forward each recommendation to the relevant staff member. Where appropriate, the SAMO, or another member of academic staff, will also offer to meet with the student concerned in order to provide advice on academic best practice.
- 4.4 Where the student does not respond to the allegation, the CAMO is satisfied that they have been given sufficient opportunity to do so, the CAMO may deal with the alleged offence in the absence of any further information. The student and the SAMO will be informed of the outcome and penalty decision as set out in paragraph 4.3.
- 4.54 ~~In all other cases, the CAMO will invite the student to attend an interview.~~ The CAMO may decide it is necessary to invite the student to attend a formal academic misconduct interview. The interview will be conducted by a panel chaired by the CAMO (or nominee), and including at least one representative SAMO from that College (not from the same School as the student). The CAMO will be assisted by a note-taker who will take a record of the meeting.
- 4.65 Where the CAMO conducts an interview with the student, this should be held in person wherever possible. The student may be accompanied by a member of the University community, e.g. a ~~caseworker n adviser~~ from the Edinburgh University Students' Association Advice Place, or their Personal Tutor / Student Adviser. If the student is unable to attend in person, the CAMO will consult with the student and select one of the following options:
- To conduct the interview electronically (e.g. by video, web-camera, etc.); **or**
 - To offer the student the opportunity to make a written submission.
- 4.76 In exceptional cases, the panel may invite an academic staff member with relevant specialist knowledge to attend the interview as an expert witness. In such cases, the expert will provide specialist knowledge to assist the panel in making a decision. However, the expert will not form part of the panel, and will not be involved in any decision making.
- 4.87 The purpose of the interview will be to enable the panel to obtain further relevant information about the alleged academic misconduct ~~breacheffence~~ and to allow the student the opportunity to put forward their response to the allegation. The panel will take this information into account when deciding on any penalty to be applied.
- 4.98 Following the interview, the CAMO will send a confidential report of the meeting to the student. The student will be given the opportunity to comment on the accuracy of the report. The CAMO will then approve a final version of the report.
- 4.109 The CAMO, in consultation with the rest of the panel, will decide on the penalty, if any, to be applied (see 5.1 below). The CAMO will inform the student of the decision as soon as possible following the outcome of the meeting.



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- 4.1~~10~~ The CAMO will send a report of the meeting, the outcome, and any recommendations arising from the case, to the reporting SAMO and the School Fitness to Practise contact if relevant.
- 4.1~~24~~ The SAMO will forward the outcome of the case, including any penalty to be enacted, to the Convener of the relevant Board of Examiners (see section 6). If the CAMO's recommendations relate to specific staff members, the SAMO will forward each recommendation to the relevant staff member.
- 4.1~~32~~ If an allegation of academic misconduct is upheld in relation to a student registered on a programme with Fitness to Practise requirements, further action may be taken under the relevant College Fitness to Practise Procedure. This will not involve reinvestigating the allegation of academic misconduct.
- 5. Penalty decisions available to the College Academic Misconduct Officer (CAMO) - academic misconduct in taught courses**
- 5.1 In deciding whether or not it is appropriate to apply a penalty, and which penalty to apply, the CAMO will take into account the severity, perceived intent and benefit to the student of the academic misconduct, as well as any previous academic misconduct offences/ breaches of the Academic Misconduct Investigation Procedures.
- 5.2 Any penalty will apply **only** to the specific work under investigation, which in itself may represent only a part of the overall course assessment. The College will retain a record of any penalties applied by the CAMO, but this will not appear on a student's transcript. In cases where one or more students have colluded on a piece of work, penalty decisions for each student will be made on an individual basis.
- 5.3 Where the student reports/claims that the affected assessment was impacted by special circumstances, the CAMO will advise the student to request consideration of these by the appropriate Special Circumstances Committee. The CAMO will not take account of special circumstances in reaching a penalty decision.
- 5.4 The following options are available to the CAMO:
- To decide that there is no case to answer on the balance of probabilities the allegation is not proven and no penalty is therefore to be applied;
 - In the case of a first breach/ offence which is a result of poor scholarly practice rather than any deliberate attempt to deceive, the CAMO may decide that a mark penalty will not be appropriate;
 - A penalty deducting 10, 20, ~~or~~ 30 or 50 marks from the face value mark will be applied. The penalty applied should be proportionate to the breach/ offence. The face value mark must be expressed as a percentage using the relevant Common Marking Scheme (e.g., 15/20 must be presented as 75% so that, for example, a 30 mark penalty would reduce the mark to 45%);
 - The mark is to be reduced to zero;
 - In cases where students have colluded in producing a piece of work, the face value mark may be split (not necessarily equally) between the students involved. For instance, a face value mark of 70 may be split equally between two students, so that each student receives a mark of 35;



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- (f) In serious cases or where the student has a record of having **committed** a number of previous academic misconduct **breaches/offences**, the CAMO may decide to refer the case for disciplinary action under the Code of Student Conduct. **This may occur in serious cases where the student has a record of having a number of instances of pervious academic misconduct breaches, or in cases of serious misconduct (e.g. including but not limited to breach of duty of care, and failure to meet ethical, legal or professional obligations).** In such cases, the CAMO investigation is equivalent to that of the Conduct Investigator for other student conduct cases, and no further investigation is required under the Code of Student Conduct. The CAMO may refer the case to a Student Discipline Officer, or to the Student Discipline Committee, as appropriate. If referring to the Student Discipline Committee, the CAMO should contact the Secretary to the Student Discipline Committee to discuss the matter. Details of the University disciplinary procedures and of the penalties available to Student Discipline Officers and the Student Discipline Committee under the Code of Student Conduct are available at:
www.ed.ac.uk/academic-services/staff/discipline/code-discipline

In addition to any actions taken under sections a-f above, the CAMO may also do the following:

- (g) Issue a formal warning and/or ask the student to attend a mandatory meeting with the SAMO to discuss good academic practice.

6. Application of penalties by the Board of Examiners - taught courses

- 6.1 The Board of Examiners is required to apply the penalty determined by the College Academic Misconduct Officer (CAMO). It cannot apply any additional penalty for the **breach/offence except in cases which involve an additional Fitness to Practise element and are referred for further consideration under the relevant College Fitness to Practise procedure.** If the student has submitted Special Circumstances relating to the affected assessment the Board will take into account the decision of the Special Circumstances Committee when reaching its decision, in accordance with the Special Circumstances Policy:
www.ed.ac.uk/academic-services/students/assessment/special-circumstances/

B. Suspected academic misconduct in work submitted for postgraduate research programmes (other than taught components, which are investigated in line with A)

7. Reporting of suspected academic misconduct in postgraduate research programmes

- 7.1 Any member of staff who has evidence that a student undertaking a postgraduate research programme may have **breached the Academic Misconduct Investigation Procedures committed an academic misconduct offence** (in the thesis or other work submitted for assessment and/or progression) must complete an Academic Misconduct Report Form in conjunction with the relevant SAMO. They must submit the form and any other relevant documentation to the CAMO.

- 7.2 The Academic Misconduct Report Form is available at:
www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct

8. Investigation by the College Academic Misconduct Officer (CAMO) – suspected academic misconduct in postgraduate research programmes



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- 8.1 The CAMO is responsible for investigating all cases of suspected academic misconduct referred to them by a SAMO and for deciding on the penalty (if any) to be applied.
- 8.2 If the CAMO considers that there is a case to answer, the CAMO will arrange for an academic misconduct panel comprising the CAMO and one other relevant academic member of staff (for example a relevant College Dean or a Graduate School Director or School Academic Misconduct Officer from a different School in the same College) to interview the student, following the same procedure as outlined in 4.5-4.8.
- 8.3 The CAMO, in consultation with the rest of the panel, will decide on the penalty, if any, to be applied (see 9.1 below). The CAMO will inform the student of the decision as soon as possible following the outcome of the meeting. The CAMO will provide the student's principal supervisor with an outline of the decision.
- 8.4 Except in cases referred for further consideration under the Code of Student Conduct, once the CAMO has approved the report of the meeting and decided on the penalty (if any) to be applied, the CAMO will submit a written report to the SAMO for forwarding to the Convener of the relevant Board of Examiners. This will include details of any penalty which the Board must apply in light of the decision (see section 9 below).
- 9. Penalty decisions available to the College Academic Misconduct Officer (CAMO) – academic misconduct in postgraduate research programmes**
- 9.1 In deciding whether or not it is appropriate to apply a penalty, and which penalty to apply, the CAMO will take into account the severity, perceived intent and benefit to the student of the academic misconduct, as well as any previous academic misconduct breachesoffences.
- 9.2 Where the student reportsclaims that the affected assessment was impacted by special circumstances, the CAMO will advise the student to request consideration of these by the appropriate Special Circumstances Committee. The CAMO will not take account of special circumstances in reaching a penalty decision.
- 9.3 The following options are available to the CAMO:
- (a) Decide that on the balance of probabilities the allegation of academic misconduct should not be upheld there is no case to answer and no penalty is therefore to be applied;
 - (b) Allow the student to edit and resubmit the work having corrected the affected section(s)*;
 - (c) Instruct the examiners to reassess the work with the affected sections removed (without offering the student the chance to edit)*;
 - (d) Deem the thesis (or dissertation, or other assessment or components of assessment) to have failed and instruct the Board of Examiners accordingly;
 - (e) In serious cases or where the student has a record of having committed a number of previous academic misconduct breachesoffences, the CAMO may decide to refer the case for disciplinary action under the Code of Student Conduct. In such cases, the CAMO investigation is equivalent to that of the Conduct Investigator for other student conduct cases, and no further investigation is required under the Code of Student Conduct. The CAMO may refer the case to a Student Discipline Officer, or to the Student Discipline Committee, as appropriate. If referring to the Student Discipline Committee, the CAMO should contact the Secretary to the Student Discipline Committee to discuss the matter. Details of the University disciplinary procedures and of the penalties available to Student



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Discipline Officers and the Student Discipline Committee under the Code of Student Conduct are available at:

www.ed.ac.uk/academic-services/staff/discipline/code-discipline

*Options (b) and (c) may involve the thesis no longer being fit for a specific award.

9.4 Where the work affected has been submitted for annual review the CAMO will submit a report, including a recommendation, to the student's annual review panel.

9.5 The relevant College will keep a record of any penalties applied by the CAMO, but this will not appear on a student's transcript.

10. Application of penalties by the Board of Examiners – postgraduate programmes

10.1 The Board of Examiners is required to apply the penalty determined by the College Academic Misconduct Officer (CAMO). It cannot apply any additional penalty for the ~~breach~~**offence**. If the student has submitted Special Circumstances relating to the affected assessment the Board will take into account the decision of the Special Circumstances Committee when reaching its decision, in accordance with the Special Circumstances Policy:

www.ed.ac.uk/academic-services/students/assessment/special-circumstances/

11. Students funded by UK Research Councils

11.1 Where there is evidence that a student who is receiving funding from one of the UK Research Councils may have ~~breached the Academic Misconduct Investigation Procedures committed an act of academic misconduct~~ in their research, the University is required to report this to the relevant Research Council. Staff reporting suspected academic misconduct to the relevant CAMO should indicate on the Academic Misconduct Report form where a student is funded by a UK Research Council. Should the CAMO decide that there is a case to answer, they will notify the School, who will inform the relevant Research Council of the allegations against the student, and provide updates on the outcome of the case.

11.2 Policies and guidance relating to research integrity for students funded through UK research councils are published by UK Research and Innovation (formerly known as Research Councils UK), and can be found online at:

www.ukri.org/about-us/policies-and-standards/research-integrity/

C. Suspected academic misconduct by graduates of the University

12. Reporting of suspected academic misconduct – graduates

12.1 Any member of staff who has evidence that a graduate of the University may have ~~breached the Academic Misconduct Investigation Procedures committed an academic misconduct offence~~ that could impact upon the award, or classification of award, including the award of postgraduate Merit or Distinction, must complete an Academic Misconduct Report Form in conjunction with the relevant SAMO. They should submit the form and any other relevant documentation to the CAMO.

13. Investigation by College Academic Misconduct Officer (CAMO) - graduates



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- 13.1 If the CAMO considers there is a case to answer, the CAMO will write to the graduate notifying them of the allegations and inviting them to attend an interview. The interview procedures for graduates are identical to the investigation and interview procedures for enrolled students (sections 4.2 to 5.4 for taught courses, and 8.2 to 9.6 for research programmes).
- 13.2 Following investigation the following options are open to the CAMO:
- (a) If there is no case to answer, or if it is concluded that academic misconduct is proven but was taken into account at the time of the original award, the CAMO will report the case and the outcome of the investigation to the Convener of the relevant Board of Examiners. No further action will be taken;
 - (b) If the allegation is found to be proven, but is unlikely to have impacted on the award or classification of award (including the award of postgraduate Merit or Distinction) made to the graduate, the CAMO will report the case and the outcome of the investigation to the Convener of the relevant Board of Examiners. No further action will be taken;
 - (c) If the allegation is found to be proven, and is likely to have impacted on the award or class of award made to the graduate, the CAMO will refer the case for disciplinary action under the Code of Student Conduct. In such cases, the CAMO investigation is equivalent to that of the Conduct Investigator for other student conduct cases, and no further investigation is required under the Code of Student Conduct. The CAMO may refer the case to a Student Discipline Officer, or to the Student Discipline Committee, as appropriate. If referring to the Student Discipline Committee, the CAMO should contact the Secretary to the Student Discipline Committee to discuss the matter. Details of the University disciplinary procedures and of the penalties available to Student Discipline Officers and the Student Discipline Committee under the Code of Student Conduct are available at: www.ed.ac.uk/academic-services/staff/discipline/code-discipline

D. Review of a College Academic Misconduct Officer (CAMO) decision

14. Request for a review by the Board of Examiners

- 14.1 If the Board of Examiners believes that there is a justifiable reason to challenge the CAMO's decision about the penalty to be applied, the Convener may request that the decision be referred for review by the CAMOs of the University's other two Colleges jointly. The relevant Convener will submit a request in writing to the relevant contact in Academic Services, outlining the reasons for challenging the decision. The Convener will write to the student to inform them that their case has been referred for review, explaining that the final course result has therefore not yet been agreed.
- 14.2 Academic Services will arrange for the case to be reviewed by the CAMOs of the other two Colleges. The original investigating CAMO will be required to submit a copy of all of the case documentation which was considered by the CAMO along with copies of the report and decision letter. Each CAMO will be sent the documentation and will be asked to come to a decision separately before meeting to discuss the case; this meeting may be held by correspondence. The CAMOs may decide to invite the student to a further academic misconduct interview, following the same procedure as outlined in section 4.5. The CAMOs may be assisted by a note-taker who will take a record of the meeting.
- 14.3 Once the meeting and any further academic misconduct interview has been held, the two reviewing CAMOs will make a joint decision about whether or not to uphold the original investigating CAMO's decision, to rescind a penalty or to apply an alternative penalty. In



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determining an alternative penalty, the reviewing CAMOs may only choose from those penalties listed in 5.4 (for work submitted as part of a taught course), 9.3 (for students undertaking postgraduate research programmes) and 13.2 (for graduates).

- 14.4 Academic Services will notify the Convener of the Board of Examiners and the student in writing of the joint CAMO decision. The original investigating CAMO will be informed of the outcome of the review. The Board will be required to adhere to that decision and cannot request a further review. The Convener of the Board of Examiners will write to the student to inform them of the final course result agreed by the Board.

15. Student right of appeal

- 15.1 CAMO decisions resulting in mark penalties are ratified by Boards of Examiners. Students have a right to appeal decisions made by Boards of Examiners, including decisions affected by the outcome of an academic misconduct investigation. Students wishing to submit an academic appeal should refer to the University's Student Appeal Regulations and related guidance at:
www.ed.ac.uk/academic-services/students/appeals

~~16 January 2023~~

Senate Academic Policy and Regulations Committee

23 March 2023

Update from the Coursework Extension and Special Circumstances Task Group & ESC Review

Description of paper

- 1) The paper provides APRC with the findings and positions reached by the Coursework Extension and Special Circumstances Task Group on the policy on Coursework Extensions and Special Circumstances.
- 2) The paper provides APRC with a summary of the findings of the ESC Reviews: discussions with Schools 2022/23 and of the service in 2022.
- 3) The paper provides APRC with an overview of the proposed next steps to bring together the findings of work underway across ESC including responses from APRC and Heads of Schools to these proposals, to be overseen by the Deputy Secretary, Students. A final set of recommendations will be coordinated and presented to the May meeting of APRC.

Action requested / recommendation

- 4) The findings and positions reached are presented to APRC for its reaction and feedback.
- 5) Members are invited to provide comment to the paper authors following the meeting of APRC.

Background and context

- 6) In September 2022, the Deputy Secretary, Students, set up a review of Extensions and Special Circumstances (ESC). This was as a result of significant dissatisfaction across student, academic and professional services staff communities. The feedback conveyed to the Deputy Secretary Students soon after taking up the role included concerns with policy and its application in systems and processes noting complexity, high volume, inconsistencies and confusing communication, especially related to disability adjustments and anecdotal evidence suggesting that students are using the extension service to 'manage' their workload.
- 7) APRC members had already reported concerns with the ESC Policy and sought to undertake a review. The creation of a Task Group was approved by APRC in June 2022 with the aim of a report by March 2023.
- 8) Additionally in June 2022, a service review of ESC was concluded. This review included a number of data and reporting improvements to the system and ways of working.
- 9) As a result of these challenges across ESC policy and the service, there was a demonstrable need to spend time with Schools and with the ESC team in Registry Services to understand their experiences with implementation in practice and the end to end process, to listen to suggestions for improvements and build trust and partnership working.
- 10) In recognition to have the best chance of achieving improvements, these three strands need to be brought together with an institutional oversight.

Desk-based service review

- 11) A desk-based review of ESC was undertaken by the ESC project team in 2021-22 with the insights and recommendations from the review reported in June 2022. The desk-based review was undertaken at the conclusion of the first two years of the ESC service being in operation, and was conducted to create a deeper understanding of end to end processes to identify areas of system, service and process improvement in a bid to positively impact the staff and student experience. The desk-based review was overseen by an ESC Oversight Group.

ESC Review

- 12) The ESC Review has been running simultaneous to the task group. The ESC Review has focussed on potential improvements to the Extensions and Special Circumstances (ESC) process, systems and ways of working. As part of this work, a number of points has been raised relating to the policy and which overlap with the remit of the APRC task group.
- 13) The ESC Review team have met with individual Schools/Deaneries to understand the issues relating to ESC and to hear what is working well/not so well in relation to the ESC Service, specifically in relation to systems, processes, guidance, communications and policy.

Coursework Extension and Special Circumstances Task Group

- 14) At its May 2022 meeting, APRC approved a task group to begin in August 2022 to review the coursework extension and special circumstances policies with a view to bringing policy changes to the March 2023 meeting for implementation in the 2023-24 academic year. The approved remit, deliverables and membership of the task group are provided in Appendix 1 for information.

Expertise and consultation

- 15) The membership of the task group includes key stakeholders from across the University and relevant expertise contributing to the recommendations of the group. The membership is provided in Appendix 1. Additionally, task group members have consulted and drawn on expertise within their local contexts to enable a wide range of views and to contribute towards the discussions had by the group.
- 16) The group received background information detailing the rationale and challenges experienced which led to the task group being established. The group have received papers previously presented to APRC; the raw and collated results of a School-wide consultation undertaken by Academic Services in March 2022 on a proposed interim change to the coursework extension policy; excerpts from the School Annual Quality Reports presented to the Senate Quality Assurance Committee in September 2022 highlighting the challenges experienced across all Colleges; the report of the ESC Review including Insights and Recommendations published in June 2022; high-level assessment data and application submission data from ESC; and the reflections and outcome of a CAHSS Working Group set up in 2021-22 to harmonise College-level processes relating to ESC. The group have also received the results of external benchmarking outlining features of equivalent policies at other institutions.

Process

- 17) The group were expected to hold four meetings, front-loaded in Semester 1. As the group's work developed, it was clear this was insufficient and the group have held six meetings to date.
- 18) Discussions highlighted the diverging viewpoints within the group, and the range of issues, needs and experiences across student and staff populations to be considered in formulating recommendations. The group are aware of the significant dissatisfaction around the existing policies and there is a strong appetite for improvement among members. The group agree with the view expressed by Schools/Deaneries during the ESC Review visits that the existing policies and associated workload across the University community are unsustainable, and is aware of the strong drive for positive change in this area.
- 19) The group note that the positions reached have required significant compromise across all members and stakeholders. The group note that drafting a policy which meets the interests of all members and staff and student communities is a significant challenge, and therefore compromise has been essential to reach a position to address key themes of concern but noting there are areas where the group could not reach an overall consensus position.

Discussion

- 20) The task group and ESC Review have established a position on a series of key areas to be addressed by the policies on Coursework Extensions and Special Circumstances. The findings and positions reached by the task group are presented to APRC for its reaction and feedback.
- 21) Whilst it is recognised the findings of each strand individually may only address specific elements of the issues, it is expected that coordinating the findings and positions from all three strands and establishing a shared position across these strands can lead to positive change. The strands have yet to be brought together in one set of recommendations, with feedback from stakeholders, and this will be actioned outlined in next steps.
APRC are requested to discuss and feedback on the findings of the task group.

Area of consensus between all strands

- 22) **There is support for the consolidation of the coursework extension and special circumstances policies into a single policy document to cover both elements i.e, Special Circumstances Policy.** This would mean that Regulations 28.2 – 28.9 of the Taught Assessment Regulations on coursework extensions are removed from the Taught Assessment Regulations and incorporated into a single Coursework Extensions and Special Circumstances Policy. The wording of these Regulations may be revised in response to the findings and positions reached by the task group and ESC Review.
- 23) There are other areas of consensus on areas of overlap between the ESC Review and task group positions. Where this is the case, it has been highlighted in the paragraphs which follow.

Coursework Extensions and Special Circumstances Task Group

Coursework Extensions

- 24) The group reached agreed positions on a series of policy points. Whilst the starting point of group's discussions was ways of achieving a reduction of the

volume of coursework extensions, as discussions progressed it was clear that focusing solely on volume of Coursework Extensions, does not do justice to the complexity and diverging needs of students and staff.

- 25)** This highlighted that achieving the interests of students and staff would require compromise and achieving a policy which meets the interests of all members is likely to be challenging. It is reiterated that policy revisions alone will not be sufficient to address the issues and concerns raised by both students and staff but sets the position through which process and systems can follow.
- 26)** In reaching the positions outlined below, the group highlighted that policy changes should be developed in line with other broader changes to systems, reporting, guidance, communications and this should be seen as one element of a broader package of measures, and each intended to complement another. The positions reached by the task group are outlined in paragraphs 28 to 39.
- 27) The reference to a list of accepted reasons for coursework extensions be removed from the current regulations. The relevant Taught Assessment Regulations (28.4-28.8) should be replaced with new wording to reflect the final agreed position on coursework extensions**
- The removal of a lengthy list of reasons is recognition that there are areas outside the listed reasons which may impact on submissions of assessments. This position supports that coursework extensions are appropriate only where a short extension to the submission deadline will be sufficient to address the problem encountered by the student.
- 28) A self-certified extension can be requested where it is reasonable to expect that the additional time will allow the student to mitigate against the circumstances that prevent them from submitting on time and enable them to submit by the new deadline. The default extension to be set to four calendar days, however Schools will retain the option to increase the extension available up to a maximum of seven calendar days.**
- The group had extensive discussion on the number of days available under a coursework extension and considered reducing this duration, however were unable to reach an agreed position on this. Key points raised include:
 - Schools that have reduced the time available under a coursework extension have found that the volume of extensions has not changed, however the marking and moderation processes are more manageable. A reduction of the time given for extensions was suggested by multiple Schools/Deaneries during conversations with the ESC Review. It also reflects the practice in many Schools/Deaneries prior to the introduction of the current policy and process overseen by the ESC Service where Schools regularly allowed shorter extensions for coursework submissions.
 - There was concern that reducing the time available for a coursework extension would have a disproportionate impact on students by reducing the support available to students in an attempt to resolve an issue which is primarily related to staff capacity.
 - Reduction in the time limit for extensions would be more palatable if Schools/Deaneries made regular use of expedited decision making for Special Circumstances, offering alternative deadlines (TAR 28.9). However, many Schools felt that this is unmanageable as it would lead

to handling multiple different submission deadlines for individual students, pushing a process back to Schools/Deaneries that the introduction of the ESC Service was meant to take away.

- There was concern regarding the bunching of deadlines on particular week days to avoid extended deadlines falling on a weekend. It was highlighted that support will not be available to students whose submissions fall on a weekend.
- A reduction of time available via a coursework extension would be especially detrimental to particular cohorts, in particular part-time postgraduate programmes in the College of Medicine and Veterinary Medicine.
- There was concern that retaining the flexibility of the current regulation, allowing extensions for **up to** seven calendar days, will continue to lead to variety in practice between Schools/Deaneries.

29) Students can submit up to three self-certified extension requests per academic year.

- The group considered proposing a limit to the number of applications by semester in order to prevent a student submitting three coursework extension requests within a short period of time (11 teaching weeks) to address issues which are more appropriately covered by other mechanisms (Special Circumstances or Learning Adjustments). However, the group felt that students should be trusted to self-regulate and use extensions at appropriate times.
- Guidance will highlight that Special Circumstances may be the more appropriate option where a student experiences recurring or ongoing circumstances which are unable to be mitigated with a limited number of coursework extensions.
- It is understood that systems changes are likely to be required if such a position were adopted.

30) Each self-certification request period can cover a maximum period of up to seven calendar days, meaning that requests can relate to multiple assessments.

- Extension requests should cover multiple assessments relating to the same request, as long as the assessments fall within a maximum period of seven calendar days. This aligns with current practice and no systems change is required.
- It is understood that systems changes are unlikely to be required if such a position were adopted.

31) Coursework extension requests using this process can be granted in addition to any extensions offered in line with a student's Extra Time Adjustment.

- At present, systems do not allow for a different duration to be available under a coursework extension and Extra Time Adjustment. This does not sit within the relevant policies, and has been raised by the ESC Review. Matching the duration available under a coursework extension and Extra Time Adjustment

is a high priority area of work for Student Systems. Further reflections on Extra Time Adjustments are provided in paragraphs 49 and 50.

32) Students cannot apply for consecutive self-certification requests related to the same item of assessment. If students require extra time beyond the seven days, they will need to submit an application for Special Circumstances.

- Where a student has exhausted the maximum seven day coursework extension available for an assessment, should they require additional time this should be submitted as an application for special circumstances.
- This aligns with current practice and therefore no systems change would be required.

33) Students must submit a self-certified extension request before the impacted assessment is due. The earliest a request can be submitted is two weeks in advance of the impacted deadline. Students are responsible for submitting their requests during that time frame.

- The group support limiting the application window for coursework extensions to two weeks prior to the submission deadline. This is to address the current practice among some students to apply for coursework extensions ‘in bulk’ as safety net at the start of the semester. Should this position be taken forward in 2023/24, the group recommend that APRC evaluate the effectiveness of the measure ahead of the 2024/25 academic year.
- The policy is to make clear that students are encouraged to seek support or speak with a Student Advisor if they require support outside of the two week application window.
- Additionally, this recommendation will require thorough and clear communication to ensure students are aware that support is available outside of the two week window.
- Restricting the window for application would require a change to systems to allow this functionality to be introduced.

34) Students will submit their self-certified extension request directly to the ESC service via the online system.

- This position aligns with the current approach for handling coursework extension requests via the ESC System.
- This position aligns with current practice.

35) Students will be asked to provide information about the nature and impact of their circumstances. This information will be used for reporting purposes, and will form part of the student’s overall support record.

- This position aligns with the current approach for submission of coursework extension requests via the ESC System, however clarifies the purpose of collecting information on the nature and impact of circumstances and what this data is to be used for.
- It is intended that the ESC Service will continue to review and escalate students of concern as is current practice.
- The group strongly support further developments in reporting which it hopes will be available in due course.

- Enhanced reporting has also been highlighted in the findings of the ESC Review and is a priority area of work for Student Systems.
- The development of both operational and strategic reporting is underway; support to extract and analyse the ESC data to develop strategic and trend reporting is being provided by our expert researchers within EPCC [Edinburgh Parallel Computing Centre]. The operational reporting will aim to better support school administration of assessment and management of student cases. The strategic reporting will aim to identify and understand the cohort of students applying. This includes considering repeat applications, widening participation backgrounds and outcomes.

36) Students will receive confirmation informing them of their new due date/s.

- This aligns with the current approach for students receiving confirmation of their revised deadline following an approved coursework extension request.

37) The group did not reach a position for the handling of requests beyond the threshold limit of three noted under paragraph 19.

38) ESC will monitor the number of requests each student submits and report this information to School/Deanery support teams. Where students submit multiple requests within the same academic year Schools/Deaneries will contact the student to check if there are any additional support needs or relevant onward referrals required.

39) A sliding scale of late penalties (TAR 28.1) be introduced.

- For example, rather than deducting five marks per day that an assessment is late, the first day may attract a penalty of two marks, the second day a penalty of three marks and so on. The group held mixed views on whether this measure would help to reduce extensions, however the change is seen as generally being more supportive to students.

Special Circumstances

40) The group's discussions on the Special Circumstances element of the policy indicate that the view of the group that the policy itself is broadly appropriate, however problems arise in the implementation and approach across Schools.

41) The group reached a position which supports strengthening some elements of the special circumstances policy and a series of revisions to a number of the special circumstances outcomes. The position reached by the group on areas within the policy is outlined below.

42) The evidence requirements under 6.2 of the Policy be reworded to remove 'wherever possible'.

- With the exception of a bereavement, students are required to provide evidence to support an application for special circumstances. This amendment will provide clarity that evidence is required to support an application and the policy will retain examples of evidence which can be provided to support an application.

43) The group discussed the potential benefit of having a reduced number of outcomes and whether similar outcomes should be separated only where there is a fundamental difference and a clear need for them to be listed as distinct route.

- Where that is the case, the distinction and rationale for different decisions should be spelled out clearly in the policy and/or additional guidance for BoE.

44) No action outcomes. There was mixed feeling among the group regarding No action outcomes. The group's position is that these be reworded to instil confidence that this outcome is appropriate in cases where action has been taken and/or no action is required or available and that taking action would not benefit the student. The following points were raised in discussion:

- There is disparity between the use of no action outcomes by Boards and student's understanding of these outcomes. The advice provided to Boards and students should align to ensure that the approach taken by Boards aligns with the information that students receive.
- Students feel as though a 'No action' outcome undermines their circumstances and often do not understand that this outcome is appropriate to ensure there is no detriment to their course, progression or classification decision.
- The wording of No Action outcomes should be consistent across course and progression and award outcomes.
- The group's discussions raised whether it was ever appropriate to use 'no (further) action' unless the assessment had received the highest mark available.

45) Streamlining of Null sit outcomes. The group discussed the suitability of individual outcomes and whether there is scope for these to be collapsed into a single outcome. No definitive conclusion was reached, and the group did not reach a final position on these. The following points were raised:

- The group highlighted outcomes 10.2.g, 10.2.h, 10.2.i and 10.2.j as having similarities and the broad understanding is that these all equate to a null sit outcome.
- Consideration should be given to whether these outcomes can be streamlined into either a single or fewer Null Sit outcomes, to aid with the streamlining of decision making required by Boards of Examiners. The group were unclear if there is rationale for separating Null sit outcomes for different levels of study and for different circumstances, for example to permit a Masters student to submit a revised dissertation or an Honours student to take an alternative assessment.
- The group discussed the application of different outcomes and this highlighted a variation in practice and understanding on where particular outcomes are appropriate. For example, in the context of 10.2.i where a Masters student is permitted to resubmit a dissertation, it was queried whether this outcome should only be applied where the student has failed, or if a student should be granted a resubmission opportunity if they are hoping to achieve a higher mark.

- Clearer phrasing of the outcomes in the revised policy and/or specific guidance for Boards of Examiners should lead to more consistent decision making across Boards of Examiners in this area.

46) Streamlining of outcomes which allow for further assessment attempts within the Taught Assessment Regulations.

- The group are unclear of how outcomes 10.2.f and 11.2.b and 11.2.c interact with the relevant Regulations to which they refer in the Taught Assessment Regulations.
- The group suggest that consideration be given to clarification or removal of these outcomes, as the Taught Assessment Regulations stipulate how cases should be managed in these circumstances.

47) Removing elevated requirements for College approval. The group note that 10.2.i and 10.2.j both require College approval, however in practice these are rarely declined with Boards entrusted to make robust decisions which are in the best interests of the student. The group suggest that consideration be given to the suitability of College approval and support removing this elevated requirement, if appropriate to do so.

Non-policy related areas to be highlighted to note

Coursework Extensions and Special Circumstances Task Group

48) The current system does not allow for a different duration to be available under a coursework extension and Extra Time Adjustment. This has been raised by the ESC Review and matching the duration available under a coursework extension and Extra Time Adjustment is a high priority area of work. This falls outside the relevant policies and discussions between Student Administration and DLSS are in train to resolve this.

49) Expansion of Extra Time Learning Adjustment support to specific student cohorts. Discussions highlighted that there are groups of students who are not currently eligible for Extra Time Learning Adjustment support from the Disability and Learning Support Service (DLSS). The task group strongly support advocating for greater support to be afforded to specific student groups, who do currently receive Learning Adjustment Support. This includes widening participation students, care experienced students and student carers.

50) Schools give consideration to the volume of assessment and bunching of deadlines. In line with the new Assessment and Feedback Principles and Priorities, Schools and Deaneries are encouraged to review the number and submission deadlines for coursework assessments across their programmes, with an aim to reducing the workload associated with assessment, including marking and moderation for both students and staff.

51) The group highlight that further work on Systems and Guidance is required, and will be taken forward by the relevant areas.

Next steps

- 52)** In recognition to have the best chance of achieving improvements, the different strands need to be brought together with an institutional oversight, this includes the work of the task group and initial response from APRC.
- 53)** The position outlined in this paper, demonstrates the complexity of the challenge as well as the difficulty in reaching a clear consensus on a number of matters and as much they remain unresolved. It is further noted that any policy position will need assessment as to the requirements for systemisation.
- 54)** Now that all strands of this work have been completed, the findings, including the feedback from APRC, will be passed to the Deputy Secretary, Students, to work with the VP Students, plus engagement with Colleges and School to provide a final report for review and approval, with a projected completion in May 2023.
- 55)** Any policy revisions are to be accompanied by guidance and training for staff and students, as set out in the deliverables for the task group. The guidance is to be developed once the final policy is agreed by APRC, in consultation with key stakeholders.

Resource implications

- 56)** At present, existing policies on coursework extensions and special circumstances require a high level of resource and the impact of policies on staff workload is a key driver in undertaking this review. Resource is a key focus of the work. The review of policies is being undertaken with the intention of presenting changes to policy that will reduce the resource required to support these.
- 57)** The Deputy Secretary, Students and paper authors will take account of student and staff workload implications in establishing recommendations for APRC to consider.

Risk management

- 58)** There are potential risks relating to resourcing and staff workload if policy and processes are unchanged.
- 59)** There are potential risks relating to the student experience and support provided to students if policy and processes are unchanged
- 60)** There is a risk that focus on the policy in isolation without taking into account wider interdependencies will not fully address the potential risks for staff workload and student experience.
- 61)** There is a risk that any delay to the policy work being advanced will have an impact on student and staff experience in 2023/24. However, a rushed approach and not paying sufficient attention to interdependencies will carry the risk of not fully addressing the issues the task group set out to consider.

Equality & diversity

- 62)** Equality and diversity implications have been considered by the task group at each stage of their work.
- 63)** The task group strongly advocate for greater support to be afforded to specific student groups, who do currently receive Learning Adjustment Support. This recommendation is expected to be included in the task group's final report for APRC.

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

- 64)** The paper provides APRC with the findings and positions reached by the Coursework Extension and Special Circumstances Task Group and ESC Review, the findings of which are to be brought together with oversight provided by the Deputy Secretary, Students.
- 65)** The findings and positions reached by the two strands are presented to APRC for its reaction and feedback. Members are invited to provide comment to the paper authors following the meeting of APRC.

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22 March 2023

**Freedom of Information
Open**

Appendix 1:**Task Group to review Coursework Extension and Special Circumstances Policies****Background:**

The University policies on coursework extensions and special circumstances were last reviewed prior to the launch of the ESC service. The centralisation of the service has provided an opportunity to reflect on the type and volume of coursework extension and special circumstances applications received, the challenges that the existing policies present, and provides opportunities to target and develop support for students in areas they find difficult.

a. Remit:

To review the University-wide policies on coursework extensions and special circumstances for taught courses. The group will not consider extensions and special circumstances policies related to research programmes.

The task group will look to amend the existing policies to ensure they provide supportive and appropriate outcomes for students, while making an efficient and proportionate use of staff time. It is intended that the task group will take a collaborative approach to the review, working closely with colleagues in ESC to ensure that recommended policy changes can be implemented by the service. The precise remit of the group may be amended in response to the outcomes of the ESC review. The task group aims to:

- Consider the existing distinction between the coursework extensions and special circumstances processes, and determine whether this remains desirable, needs clarification, or if there is scope for integration;
- Consider and potentially refine the acceptable grounds for requesting a coursework extension or applying for special circumstances;
- Consider the approach to requiring evidence to support an application for coursework extensions or special circumstances;
- Provide clarity around the application, consideration and approval process, in relation to coursework extensions and special circumstances;
- Clarify the process for determining appropriate outcomes in the special circumstances process, including whether this should take account of the perceived severity of circumstances.
- Review the current special circumstances outcomes and consider whether there is scope to refine or clarify actions.

The task group will align its work with the outcomes delivered by the ESC Review and the Assessment and Feedback working group.

The group will not provide recommendations relating to student support required to support policy changes, though any insights gained into student behaviours or gaps in the provision of support will be shared with the relevant services.

b. Membership:

Convener & Chair. To be nominated at the first meeting.

3 x Representative each from CMVM and CSE. 4 x Representative from CAHSS¹. College representatives will comprise of one College representative, one School academic representative such as a Director of Teaching or Convener of a Board of Examiners, and one School professional services representative such as a teaching administration or student support staff member.

Colleges are asked to consider breadth of student type and experience in nominating their representatives.

1 x Representative for Postgraduate Research as determined by the Doctoral College

1 x Representatives from Academic Services (also acting as secretary to the group)

2 x Representatives from Student Administration, including a representative from ESC and Student Systems

2 x Representatives from Support Services, for instance, colleagues from SDS or IAD

3 x Student Representatives ,including one representative from The Advice Place and two representatives from the Students' Association, comprising of one elected member and one permanent staff member.

c. Methodology:

4 task group meetings and consideration of e-business via a dedicated Microsoft Teams site.

d. Deliverables

- Proposed revisions to University policy and regulations relating to coursework extensions
- Proposed revisions University policy and regulations relating to special circumstances
- New guidance for students and staff regarding coursework extensions to be formulated following any revisions to policy and regulation as appropriate.
- New guidance for students and staff regarding special circumstances to be formulated following any revisions to policy and regulation as appropriate.

¹ CAHSS have four College representatives on the group to reflect the higher student numbers within this College.

The task group is to reflect on Equality, Diversity and Inclusion from an early stage in formulating any recommended revisions to the coursework extension and special circumstances policies.

e. Timelines:

The task group will meet approximately four times over the course of the 2022-23 academic year.

The first meeting will take place in early August, following the release of the ESC Review outcomes. A schedule for further meetings will be agreed at the first meeting of the task group. The task group's work is expected to be front-loaded in Semester 1, with the group expected to have a clear direction of travel by January 2023 and in time for any systems changes to be made for the following year.

A final report is to be prepared for the March 2023 meeting of APRC for implementation in the 2023-24 Academic Year.

Senate Academic Policy and Regulations Committee**23 March 2023****Industrial action: variations to academic policies and regulations****Description of paper**

1. This paper invites the Committee to consider whether to approve any temporary general variations to academic policies and regulations. Specifically, it proposes that at this stage the Committee activates Taught Assessment Regulation 70 (Significant Disruption: Concessions and Standards) and considers two modest and proportionate variations. Were the nature and impact of the industrial action over the next one to two months to justify it, the Committee could consider a broader range of temporary variations at a later point in the academic session. The aim of any steps taken by the Committee would be to mitigate the academic impact on students of the University & College Union (UCU) industrial action, and ensure the consistent treatment of students, while maintaining academic standards and the value of the University's awards.

Action requested / recommendation

2. The paper invites the Committee to:
 - Note the update on the industrial action (see paragraphs 3 to 11);
 - Confirm that it supports a staged approach to considering the case for general variations to academic regulations and policies (see para 17);
 - Confirm that it agrees to activate Taught Assessment Regulation 70 (Significant Disruption: Concessions and Standards) (see para 18);
 - Decide whether to approve two modest and proportionate variations to academic regulations (see paras 20 to 23 and Annex A) at this stage – these would take effect immediately, and remain in place until no later than the end of session 2022-23 (including the resit diet in summer 2023).

Background and context***Industrial action***

3. To date, the University and College Union (UCU) has held twelve days of strikes (three in Semester One and nine in Semester Two):
 - Thursday 24, Friday 25 November 2022
 - Wednesday 30 November 2022
 - Wednesday 1 February 2023
 - Thursday 9, Friday 10 February 2023
 - Tuesday 14, Wednesday 15, Thursday 16 February 2023
 - Wednesday 15, Thursday 16, Friday 17 March 2023
4. The UCU has notified the University of its intention to take three more days of strikes:

- Monday 20, Tuesday 21, Wednesday 22 March 2023
5. UCU also announced that action short of a strike would start from Wednesday 23 November 2022, and would continue until an agreement is reached or the end of the ballot mandate on 20 April 2023. This includes working to contractual hours and duties only and not volunteering to do more, not rescheduling classes and lectures cancelled due to strike action, not covering for absent colleagues, removing uploaded materials related to or not sharing materials related to, lectures or classes cancelled as a result of strike action.
 6. The UCU has announced that it also intends to hold a marking and assessment boycott later in the year, “strategically targeted to hit summer graduations”. The UCU is currently balloting members on renewing the UCU’s mandate for industrial action. The ballot closes on 31 March 2023.

Action to date to mitigate the impact of the industrial action on students

7. As a University we are required to seek to minimise the disruption to our students’ studies while maintaining academic standards. To this end, Schools and Colleges should take all reasonable steps available to them within University guidelines to ensure that their students’ ability to learn, progress and graduate is not compromised by the industrial action.
8. The University’s Academic Contingency Group (ACG), which includes representatives of Colleges, the Students’ Association, and key professional services, has monitored the impact on students of the current industrial action, and has issued guidance to Schools and Colleges on options for mitigating the impact on students within normal academic policies and regulations. The latest version of the guidance is available at:

<https://uoe.sharepoint.com/sites/AcademicServices/SitePages/Guidance-for-staff-on-mitigating-the-impact-of-Industrial-Action-on-teaching-and-learning.aspx>
9. In the past, during some periods of industrial action and other forms of disruption (eg Covid-19 pandemic), the Committee has approved temporary general variations to normal academic policies and regulations in order to provide Schools and Colleges with additional options for mitigating the disruption, where it judged that doing so would be compatible with maintaining academic standards.
10. In January 2023, the ACG’s view was that the nature and extent of disruption associated with the planned strikes in February and March 2023 was not yet clear, and that feedback from Schools and Colleges suggested that, for the time being, it may be manageable within existing policies and regulations combined with temporary concessions on a case by case basis. Therefore, at that stage, ACG did not recommend that the Committee consider any general variations to policies and regulations. At its meeting on 26 January 2023, APRC accepted the ACG’s advice and did not approve any temporary general variations to academic policies and regulations.

11. In November 2022, the Committee agreed by electronic business to delegate to the Convener and Vice-Convener until the end of 2022-23 to consider any requirements for temporary case- by- case- concessions regarding policies and regulations around External Examiners in the context of the industrial action, on the understanding that any concessions would run no longer than the end of session 2022-23. Were there sufficient time to allow the Convener or Vice-Convener to consult Committee members ahead of reaching a decision, the Committee would have a short window of up to 48 hours to feed comments in. The final decision would rest with the Convener or Vice-Convener and in urgent cases they would have the authority to make a decision without Committee consultation. At its meeting on 26 January 2023, the Committee revisited these arrangements, and confirmed that it remained content with them. To date, in 2022-23 the Committee has approved two temporary concessions under these arrangements, both relating to a School that had been unable to appoint a replacement External Examiner despite extensive attempts to identify a suitable candidate.

Discussion

Proposal for staged approach to considering case for variations to academic policies and regulations

12. In early March 2023, the ACG reviewed the impact to date of the industrial action and the potential impact of the next phase of planned industrial action. The University's formal processes of collecting and verifying levels of participation in the strikes are retrospective, and it is not yet possible to establish the full extent of participation in the strikes. However, c. 1,150 staff (a mixture of academic and professional services), out of a total of c. 17,000 University staff, participated in strikes during February 2023, with levels of participation varying considerably between different academic and professional services units. The action has led to significant amounts of disruption to teaching and assessment in some specific areas (for example, in areas of the College of Arts, Humanities and Social Sciences), but more limited or no impact in other areas. The impact has included the loss of scheduled teaching activities for a large number of courses, and, in a relatively small number of cases, the cancellation of assessment activities (for example, presentations) that were scheduled for strike days. Feedback to date (as of the start of week commencing 13 March 2023) suggests that in general Schools and Colleges have been able to take reasonable steps to mitigate the impact on learning and assessment, and the broader student experience. However, while the Colleges did not yet have feedback on the impact of the strikes planned for 15 to 17 March 2023, were the strikes so far in Semester 2 (nine dates) to be followed by the three additional strike days that the UCU plans, the overall impact on teaching and assessment for some Semester Two courses is likely to be very significant. It is unlikely that Schools would be able to take adequate steps to mitigate this impact on students without additional options. For example, Semester Two courses with teaching scheduled on Wednesdays could lose four out of eleven weeks of teaching activities as a result of the strikes, which may make it challenging for them to cover all learning outcomes. One College has reported that some courses that are based on a block teaching model may lose a disproportionate amount of teaching activity.

13. At this stage, the ACG advises that there is a strong case for activating Taught Assessment Regulation 70: Significant Disruption: Concessions and Standards, and putting in place two specific temporary variations to academic policies and regulations, which would assist Schools to take appropriate steps over the next one to two months in relation to managing course assessments, and setting examination papers for the May diet. Annex A sets out the proposed temporary variations, and paragraphs 20 to 23 below provide further information.
14. The ACG recognises that it may prove necessary for the University to consider a broader range of general variations to academic policies and regulations in the following other areas:
 - Operation of Boards of Examiners
 - Taking account of disruption to teaching and assessment when confirming course results
 - Taking account of disruption to teaching and assessment when confirming programme-level (progression and award) decisions for undergraduate programmes
 - Taking account of disruption to teaching and assessment when confirming programme-level (progression and award) decisions for postgraduate taught programmes
 - Timing of progression reviews for postgraduate research students.
15. Annex B sets out this wider range of potential general temporary variations to academic policies and regulations that the Committee could consider. In the ACG's view, the Committee should wait until the impact of the industrial action over March 2023, and UCU plans for a potential further phase of industrial action, is clearer before deciding whether to approve any of that wider range of potential temporary variations. It does not think that it is necessary to consider general variations in relation to progression reviews for PGR students at this stage, because it is unusual for PGR students to have progression reviews scheduled for March / April.
16. Most of this wider range of potential temporary variations would relate to the operation and powers of Boards of Examiners. The Colleges have advised that most of their undergraduate and taught postgraduate Boards of Examiners will not start meeting until the first week of June 2023 or later. While a small minority are due to meet in April or May, feedback suggests that they are relatively unlikely to be in areas in which the industrial action leads to significant disruption. Therefore, were the Committee to wish to consider any of this broader range of general temporary variations, it would need to approve them by mid May 2023 in order to allow Academic Services and Colleges time to communicate them to Schools ahead of the scheduled Boards of Examiner meetings. If required, the Committee could hold an exceptional meeting to consider the issue.

17. Please could the Committee confirm that it supports a staged approach to considering the case for general variations to academic policies and regulation, on the following basis:

- The Committee would consider the case for two specific temporary variations to academic policies and regulations at this meeting;
- The ACG would monitor the impact of the industrial action over the next one to two months – were it to identify a compelling case for a broader range of temporary variations to be in place for the May / June Boards of Examiners, it would invite the Committee to consider them by no later than mid May 2023.

Activation of Taught Assessment Regulation 70: Significant disruption: concessions and standard

18 The ACG advises that the disruption to assessment associated with the industrial action to date and that scheduled for the week commencing 20 March constitutes 'significant disruption'. The UCU industrial action falls within TAR 70 since it is beyond the University's control (since it relates to a sector-wide dispute, it is not in a single institution's power to resolve it). **The ACG invites the Committee to formally activate TAR 70. Is the Committee content to do this?**

Proposal for two temporary variations to academic policies and regulations

19. The ACG recommends that at this meeting the Committee approves two temporary variations (see Annex A and paragraphs 20 to 23). The ACG recommends that the Committee put them in place immediately, and that they remain in place until no later than the end of session 2022-23 (including the resit diet in summer 2023).

Changes to the weighting of components of assessment of courses – allow Schools to make changes after the start of a course without the approval of College or consultation with students and external examiners

20. The ACG recommends this variation for the following reasons:

- The industrial action to date in 22-23 and that scheduled for the week commencing 20 March 2023 will cause significant disruption to teaching activities, and it is likely that Schools will need to modify assessment arrangements for a large number of courses in order to ensure that they do not assess students on content that a course has not covered adequately, or to mitigate impact on an assessment which was subsequently found to have been affected. It is likely that in many cases it will not be possible to mitigate the impact through changing the design of individual assessment tasks, and that the appropriate approach to mitigating these impacts would be for Schools to change the weight of or discount components of assessment. In many cases, Schools would need to move rapidly to make these changes once they are clear about the impact of the industrial action.
- While Taught Assessment Regulation 13 allows Schools to change weightings of components of assessment, it requires them to consult both

students and External Examiners, and secure College-level approval, before doing so. These arrangements would not be compatible with agile decision-making. While the Committee could consider variations to these normal consultation and decision-making processes on a case-by-case basis, that would in itself prevent Schools from taking rapid decisions where required, and would be unmanageable were decisions required on a large number of individual cases.

- Consulting students about changes would not be necessary where teaching and assessment has been disrupted for all students in a cohort or sub-cohort, and none would experience detriment (in terms of course results) as a result of the changes.
- While there has been limited evidence of disruption to External Examiner arrangements to date, it has nonetheless been an issue in some specific areas and it is possible that it would become a more substantive issue if the industrial action continues. Therefore, a requirement to consult External Examiners could impede Schools from taking appropriate action to mitigate the impact on students.
- The temporary arrangements would enable the University to maintain academic standards.

21. The ACG recommends that the variation apply on the following basis:

- Schools can only use this temporary arrangement to address disruption to teaching and assessment associated with the industrial action. They can only do so if they are satisfied that all students on a cohort, or a particular part of the cohort, would be disadvantaged unless the weighting of the relevant component is reduced or removed.
- Schools will not be obliged to change the weightings of components of assessments in the event of disruption to relevant teaching and assessment, and will need to consider whether doing so would allow the students to demonstrate attainment in relation to all learning outcomes (including professional and accreditation body requirements, if relevant).
- Schools can change the weightings of components of assessments (including removing a component altogether) for the entire cohort (in the event that all students' preparations for the assessment will have been disrupted) or for a particular part of the cohort (in the event that part of the cohort has been disadvantaged but another part has not).
- In the absence of normal decision-making arrangements, when making changes during the delivery of the course, Schools must secure approval from the Convener of the relevant Board of Examiners. In the event that the Convener is not available, the Head of School has the power to appoint an alternate member of staff to this role.
- While they would not be required to consult students and Externals, Schools must nonetheless inform both students and External Examiners of any changes to the weightings of components.
- Academic Services would provide Schools with guidance on how to manage decision-making and communications.
- Existing EUCLID functionality allows Schools to edit the weightings of components of assessment for courses (including disregarding components

altogether) after students have been enrolled on courses, and after the School has entered marks for components, as long as the Board has not ratified the course results. Student Systems would provide further guidance to Schools on how to manage the relevant arrangements within EUCLID.

Remove the requirement to consult External Examiners when setting examination papers

22. The ACG recommends this variation for the following reasons:

- While the University's normal regulations require Schools to take account of External Examiners' comments when setting papers, this is normally in a context in which Schools can provide External Examiners with a reasonable amount of time to comment. In contrast, during the current period of industrial action, it is likely that Schools will need to take prepare and revise examinations papers at short notice (potentially reworking them more than once) once the impact of the industrial action on teaching is clear, in order to ensure that they do not assess students on content that a course has not covered adequately. It would go beyond the normal duties of an External Examiner to comment on examination papers on this basis.
- While there has been limited evidence of disruption to External Examiner arrangements to date, it has nonetheless been an issue in some specific areas and it is possible that it would become a more substantive issue if the industrial action continues.
- While it is important to ensure that Schools set appropriate and accurate examination papers, there is no reason to think that temporarily removing the requirement to involve External Examiners in setting one particular type of assessment creates any risk to academic standards, as long as Schools establish appropriate additional processes for internal review of examination papers. By privileging examinations over other forms of assessment, the relevant Taught Assessment Regulation is anachronistic, and there is case that the University should consider removing it on an ongoing basis.
- In practice, many course teams will have already sought comments on examination papers from External Examiners, and this temporary variation would not prevent other course teams from continuing to seek comments from External Examiners where it is practicable and reasonable to do so.
- The temporary arrangements would enable the University to maintain academic standards.

23. The ACG recommends that the variation apply on the following basis:

- In the absence of normal arrangements, the Convener of the relevant Board of Examiners must establish additional internal scrutiny of examination papers, involving at least one member of academic staff with expertise in the relevant discipline (in addition to the member of staff that has prepared the examination paper). In the event that the Convener is not available to approve these arrangements for internal scrutiny, the Head of School has the power to appoint an alternate member of staff to this role.

Resource implications

24. The application of variations, where they are needed, would have workload implications for staff in Schools and Colleges, for Academic Services staff, and for staff involved in making the decisions. These activities would be temporary and this paper does not attempt to quantify them given the uncertainty regarding the extent to which it would be necessary for Schools to operate them.

Risk management

25. The paper aims to assist the Committee to manage the risks associated with maintaining academic standards while minimising the academic impact of the industrial action on students.

Responding to the Climate Emergency & Sustainable Development Goals

26. Not applicable.

Equality & diversity

27. Were the University not to provide Schools with the appropriate range of options for mitigating the impact of industrial action on students, it is likely that there would be an adverse impact on particular cohorts or sub-cohorts of students on courses. It is possible that this could have a disproportionate impact on specific categories of students who may be more likely to experience other forms of disruption to their assessments or who may require particular forms of adjustments in relation to those assessments, for example students with disabilities.

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

28. Academic Services will communicate to Schools and Colleges regarding any temporary variations to normal policies and regulations.

Author

Dr Paul Norris (Convener of APRC)
Tom Ward (Director of Academic Services)
15 March 2022

Presenter

Tom Ward

Freedom of Information

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Annex A- proposal for two temporary variations to academic policies and regulations**1 Changes to the weighting of components of assessment of courses – allow Schools to make changes after the start of a course without the approval of College and consultation with students and external examiners**

Taught Assessment Regulations:

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

13.3 Boards of Studies and the relevant College Committee approve the assessment and satisfactory performance requirements for courses and degree programmes before their delivery. Individual course elements and options available to students can change and there are annual changes to degree programme tables and course availability. However, the approval of the relevant College Committee must be obtained if it is exceptionally necessary to ~~change the weighting of assessment of a course after students have entered it; or to~~ change progression, classification or award requirements for a programme after students have entered their honours years or a postgraduate programme.

~~(a) Before approval can be given, written evidence of the results of consultation with the students must be submitted. Every student affected needs to be informed of the changes and given the opportunity to comment. The expectation is that the College will not approve changes in the face of significant student objections, unless changes are compelled by external factors.~~

~~(b) The relevant external examiners must also be informed. and consulted.~~

~~(c) Students may be given alternative course options, where this is possible. The expectation is that course assessment requirements will not change after students are registered on it.~~

2 Setting examination papers – remove the requirement to consult External Examiners

Taught Assessment Regulations:

8.1 The responsibilities of the Convener of the Board of Examiners are outlined in the Handbook for Boards of Examiners for Taught Courses and Programmes: www.ed.ac.uk/files/atoms/files/boe_handbook.pdf

These include:

~~(a) approving the content of examination papers, taking account of the comments of External Examiners; ...~~

External Examiners for Taught Programmes Policy:

10. The College appoints a Course External Examiner to each course. The Course External Examiner is expected to:

- a) assess and comment on whether the course enables students to achieve the defined learning outcomes and whether the assessment is appropriate in this regard;
- b) consider the level of achievement of students on the course, in relation to standards elsewhere in the sector for the same kind of course within similar degree programmes;
- c) review and approve, if appropriate, ~~all examination papers and~~ assessment criteria for the courses examined

~~40. External Examiner(s) must review and approve draft examination papers. Draft examination papers should be accompanied by model answers, where applicable and appropriate, or solutions and the marking schemes to be applied.~~

Annex B – wider range of potential options for general variations to academic policies and regulations

Text to be waived is struck through. Additional text is marked in red and underlined.

1 Operation of Boards of Examiners

1.1 Give Conveners of Boards of Examiners (rather than Heads of College) the authority to approve any amended membership of a Board in exceptional circumstances.

Taught Assessment Regulations:

39.2 In exceptional circumstances and by prior written agreement with ~~the Head of the College and~~ the Convener of the Board, representatives nominated and authorised by them may substitute for internal examiners.

1.2 Vary the arrangements on quorum in relation to internal and external examiners

Taught Assessment Regulations:

~~39. A Board of Examiners meeting is quorate if at least half the internal examiners participate and at least one External Examiner participates in and approves the decisions of the Board. No Board may have fewer than two internal examiners participating. See taught assessment regulation 2.4 for the definition of an internal examiner.~~

External Examiners for Taught Programmes Policy:

~~37. In order to be quorate, at least one External Examiner must participate in and approve the decisions of the Board of Examiners.~~

External Examiners for Taught Programmes Policy:

~~45. The Programme External Examiner approves jointly, as a member of the Board, the decisions of the Board of Examiners regarding students' programme outcomes, including award and classification. The Programme External Examiner confirms that these decisions are taken in line with University regulations and published criteria.~~

1.3 Remove the specific requirement for PGT Boards to meet to approve progression

Taught Assessment Regulations:

56.1 For programmes where there is an identifiable taught component followed by a project / dissertation component (e.g. 120 credits of taught courses in semesters 1 and 2, followed by a 60 credit project / dissertation component):

(a) Postgraduate Boards of Examiners are normally convened at least twice during the year for full-time students. ~~The initial meeting to decide matters relating to~~

~~progression (to masters), or failure, is held at the end of the coursework component.~~
A second meeting to consider the dissertation results and the final award of degrees (or diplomas) is held soon after completion of the programme. Both meetings are equally important.

2 *Taking account of disruption to teaching and assessment when confirming course results*

If it is satisfied that significant disruption “has occurred” it could decide to activate Taught Assessment Regulation 71 (Significant disruption: where only partial results are available to Boards), which gives Boards various powers in relation to determining course results:

71.4 At the start of the meeting to determine course outcomes, the Board of Examiners must agree on any specific elements of assessment without whose marks they cannot proceed to determine a student’s result for the course. Before making such a decision, the Board should consider carefully whether there is sufficient other information already available to allow it to take a view on such elements of assessment. If it is not possible to determine a result or decision then the Board will reconvene when information is available.

71.5 Where a very high proportion of the assessment results are available for a course for an individual student, it is possible that the Board may decide it is able to determine a student’s marks and grades for the course. The Board must be satisfied that, in its academic judgement, the mark and grade assigned is correct, and that the outcome will not need to be changed when further assessment results become available.

71.6 As a guide, where results for less than four-fifths (by weighting) of the assessment for a course are available for an individual student, it is unlikely that the Board will be able to determine a mark or grade for the course for that individual. However, if at least half of the assessment results are available, then the Board may decide it is able to confirm a pass for the student. If unable to reach a decision, even on a pass, the Board should record that insufficient information on which to make a decision was available at that time. When further results become available the Board will need to reconvene to determine the appropriate mark and grade.

71.7 Where less than half of the assessment results are available for a course for an individual student, it is unlikely that the Board will have sufficient information to reach any decision, even on a pass, and the Board may need to record that insufficient information on which to make a decision was available at that time. When further results become available the Board will need to reconvene to determine the appropriate mark and grade.

71.10 Once all assessment results are available, Boards should reconvene at the earliest possible opportunity to determine outstanding marks, grades, and

progression and award decisions and to review the status of any decisions where significant information is now available

3 *Taking account of disruption to teaching and assessment when confirming programme-level (progression and award) decisions*

3.1 *Determining progression and award based on partial results – give Boards of Examiners additional powers*

If it is satisfied that significant disruption “has occurred” it could decide to activate Taught Assessment Regulation 71 (Significant disruption: where only partial results are available to Boards), which gives Boards various powers in relation to determining progression and award results:

71.9 Boards of Examiners responsible for progression and award decisions may be required to make decisions on these matters where students have incomplete or unreliable profiles of course results. This may occur where students have yet to receive final results for some courses; or where students have been awarded a pass but not a mark or grade for some courses; or where marks for some courses are not regarded as a reliable indicator of students’ ability due to disruption. In some circumstances, Boards may be in a position to address this using existing provisions of these regulations, such as the award of credit on aggregate for Honours and postgraduate taught students. Boards may also consider excluding missing or adversely affected course results when making calculations regarding credit on aggregate, progression, award, Honours degree classification, and the award of Merit and Distinction on postgraduate taught degrees. Boards may also wish to take account of the impact of disruption for students who are in the borderline for progression or award purposes.

71.10 Once all assessment results are available, Boards should reconvene at the earliest possible opportunity to determine outstanding marks, grades, and progression and award decisions and to review the status of any decisions where significant information is now available.

3.2 *Progression requirements for undergraduate programmes – create flexibility for Boards of Examiners to waive normal minimum progression requirements:*

General Undergraduate Degree Programme Regulations:

~~38. In order to progress to the next year of programme, a student must attain the following minimum number of credits:~~

- ~~• 80 credit points by the end of Year 1;~~
- ~~• 200 credit points by the end of Year 2;~~
- ~~• 360 credit points by the end of Year 3;~~
- ~~• 480 credit points by the end of Year 4;~~
- ~~• 600 credit points by the end of Year 5 for Integrated Masters.~~

Taught Assessment Regulation 51: Undergraduate progression: pre-honours and into honours

~~To progress to the next year of study and into honours, students must meet the requirements for progression which are specified in the Degree Regulations and Programmes of Study and degree programme tables.~~

Taught Assessment Regulation 52: Undergraduate honours assessment progression:

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

- ~~(a) pass at least 80 credits at SCQF level 9 or above in junior honours and level 10 or above in senior honours for undergraduate Masters degrees; and~~
- ~~(b) have an overall average of 40% or more for the 120 credits of study taken in the relevant honours year; and~~
- ~~(c) must satisfy any other specific requirements for the degree programme, as published in the programme handbook.~~

3.3 Award of Ordinary undergraduate degrees – give Boards of Examiners greater flexibility to award degrees on the basis of credit on aggregate

Taught Assessment Regulation 53: Award of undergraduate Ordinary and General degrees:

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

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

3.4 Taking account of disruption to teaching and assessment when confirming programme-level (progression and award) decisions for postgraduate taught programmes

Taught Assessment Regulation 56: Postgraduate assessment progression:

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

~~order to progress to the masters dissertation students must:~~

- ~~(a) pass at least 80 credits with a mark of at least 50% in each of the courses which make up these credits; and~~
- ~~(b) attain an average of at least 50% for the 120 credits of study examined at the~~

~~point of decision for progression; and
(c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective programme handbooks.~~

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

For programmes where the taught and project or dissertation components are taken in parallel, or where there are not identifiable taught and research project or dissertation components, the requirements for progression are determined at programme level, stated in the Programme Handbook.

4 *Timing of progression reviews for postgraduate research students – waive normal requirements*

Postgraduate Research Assessment Regulation 13: Progression review

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

Senate Academic Policy and Regulations Committee**23 March 2023****Undergraduate Degree Regulations 2023/24****Description of paper**

1. This paper contains the draft Undergraduate Degree Regulations for 2023/24. A “Key Changes” section is included to draw the Committee’s attention to the key changes. The Undergraduate Degree Regulations contribute to the University’s Teaching and Learning focus of Strategy 2030.

Action requested / recommendation

2. For discussion and recommendation to Court.

Background and context

3. Annual review of degree regulations.

Discussion

4. APRC is invited to discuss the draft Undergraduate Degree Regulations for academic year 2023/4. Following this meeting, Academic Services will amend the draft regulations to take account of any Committee comments.
5. Degree Regulations are formally approved by University Court as a “Resolution”. Academic Services will submit a draft Resolution to Court at its 17 April 2023 meeting. Court will consult with Senate at Senate’s 24 May 2023 meeting. Court will then consider a final Resolution at its 19 June 2023 meeting.
6. In January 2023, all Colleges were invited to submit proposals for changes to the Degree Regulations, with the intention of identifying any necessary updates due to changes in related policies or practices, and to address any errors or lack of clarity. This annual review is not intended to initiate a major changes to the Degree Regulations.
7. The changes proposed below include changes to terminology related to the roll-out of the Student Support Model (see paper I). In March 2022, APRC endorsed changes to the Degree Regulations to add references to Student Advisers in addition to Personal Tutors. References to Personal Tutors are now removed from the Regulations: these changes are marked in track changes in the full-text document.
8. The Student Immigration Service have queried whether the requirements for Attendance and Participation (regulations 24-26) can be reviewed with a view to considering whether attendance and participation requirements for students on on-campus programmes could or should be clarified. This is on the basis that clarification may give enhanced assurance that the University is supporting students in meeting any visa-related programme attendance and participation requirements. There has not been sufficient time to explore this issue fully and propose amendments, and therefore this issue will be subject to review during academic year 2023/24.

Key Changes to Undergraduate Degree Regulations 2023/24

Links within the regulations to other information and changes in terminology have been updated as necessary.

Regulation Updated	What has changed
4 Compliance (Fitness to Practice)	Cross-reference to sections on College Fitness to Practice Procedures added.
9 Timing of admittance to degree programmes and courses	Amended to add clarification that no student may commence their degree programme more than two weeks after the start of the academic year. Amended to clarify that, in circumstances where a Board of Examiners awards a null sit, the requirement for students to enrol in a course in the first two weeks of semester applies.
13 Study Period	The MBChB is an Ordinary degree, but is a 6 year programme. Updated on the basis that a 10 year maximum period is more appropriate for this programme. Please see Paper 6FF appended below.
92 Passes with Distinction	Removed the regulation on Passes with Distinction from College of Medicine and Veterinary Medicine Undergraduate Degree Regulations: Degree Specific Regulations. CMVM state that this regulation has been obsolete for some time.
92 (formerly 93) BVM&S Distinction at graduation	Amended to state that Distinction at graduation will not be awarded to students admitted from 2023/24 onwards.
93 onwards - College of Medicine and Veterinary Medicine Undergraduate Degree Regulations: Degree Specific Regulations AND College of Science and Engineering Undergraduate Degree Regulations: Degree Specific Regulations	All regulations below 92 have been renumbered to reflect the removal of a regulation from Section C.

Resource implications

9. Any issues around resource will be covered in the key changes section.

Risk management

10. Any issues around risk management will be covered in the key changes section.

Responding to the Climate Emergency & Sustainable Development Goals

11. The paper does not contribute to the Climate Emergency and Sustainable Development Goals.

Equality & diversity

12. None of the proposed changes raise Equality and Diversity concerns; the proposed change to regulation 13 improves accessibility for groups such as student carers.

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

13. 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.

Author

Olivia Hayes, Academic Policy Officer
and Dr Kathryn Nicol Head of Academic
Policy and Regulations, Academic
Services, March 2023

Presenter

Dr Kathryn Nicol

Freedom of Information Open

Senate ARPC Committee

23 March 2023

MBChB Maximum Period of Study

Description of paper

1. This paper proposes to change the maximum period of study for the MBChB to ten years, allowing time for the intercalated PhD.

Action requested / recommendation

2. Change Degree Regulations and Programmes of Study Undergraduate Degree Programme Regulations, number 13 to read – The maximum period for completion of an Ordinary or General degree programme is 8 years. The maximum period for completion of an MBChB or Honours degree programme is 10 years. This maximum period includes any concessions and any authorised interruptions of study.

Background and context

3. Students on the MBChB are allowed to intercalate onto either an Honours year or a postgraduate degree following the non-clinical years 1 and 2 (See DRPS 21). Several of the postgraduate programmes available are three-year PhD programmes meaning that a student who chooses to intercalate to a PhD would have 8 years of full-time study without any concessions or authorised interruptions of study.

Discussion

4. Following the creation of additional PhDs, specifically designed for intercalating students, Medical Education and the MVM College Office reassessed the maximum period of study for MBChB students in order to ensure all students are able to take authorised interruptions of study.
5. Students who choose to take a single Honours year of intercalated studies are still limited to a maximum period of 8 years to complete, despite being on programme for 6 years. To align with the Ordinary and Honours degree students who are eligible for double the length of their programme, Medical Education is requesting this change to the DRPS.
6. The College Undergraduate Learning and Teaching Committee approved the amendment to the DRPS in January 2023.

Resource implications

7. N/A

Risk management

8. There is no risk associated with this paper.

Responding to the Climate Emergency & Sustainable Development Goals

9. N/A

Equality & diversity

10. Students who choose to intercalate to a PhD and need to take authorised interruption of studies for parental leave are currently unable to without exceeding their maximum period of study. This proposal would correct that.

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

11. Should APRC approve the proposed changes to the DRPS, Academic Services will make the changes to the 23/24 Degree Regulations and Programme Specifications as approved.

Author

College of Medicine and Veterinary Medicine

15 March 2023

Presenter

Freedom of Information

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Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

2023/24



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A. General Undergraduate Degree Regulations

Compliance

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

Mode of Study

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

Study Period

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

Recognition of Prior Learning (RPL)

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

Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

2023/24



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23 [Overlapping curricula](#)

Attendance and Participation

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

25 [Student contact details](#)

26 [Leave of absence](#)

Optional Study Abroad

27-32 [Optional study abroad](#)

Withdrawal and Exclusion

33 [Withdrawal and exclusion](#)

Progression and Permissible Credit Loads

34 [Credit point and level requirements](#)

35 [Credit volumes](#)

36 [Requirement to attain credits](#)

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

38 [Minimum progression requirements](#)

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

40 [Progression with a credit deficit](#)

41 [Exclusion for unsatisfactory academic progress](#)

42 [Continuation without progression](#)

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

44 [Honours: taking additional credits](#)

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

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

47 [Conflicting studies](#)

Transfer to Different Degree Programme

48 [Approval to transfer degree programme](#)

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

Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

2023/24



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Awards and Qualifications

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

52 [Requirements for General and Ordinary Degrees](#)

53 [Requirements for MBChB and BVM&S](#)

54 [Award of Honours](#)

55 [Honours classifications](#)

56 [Limits on Honours re-assessment](#)

57 [Award of the highest qualification attained](#)

58 [Use of General or Ordinary degree to apply for Honours admission](#)

59 [Unclassified Honours](#)

60 [Posthumous awards](#)

61 [Aegrotat degrees](#)

B College of Arts, Humanities and Social Sciences Undergraduate Degree Regulations: Degree Specific Regulations

62 [College requirements](#)

63 [College Fitness to Practise Policy](#)

64 [General and Ordinary Degrees](#)

65 [General and ordinary: Merit and Distinction](#)

66 [LLB Ordinary: Merit and Distinction](#)

67 [MA \(Fine Art\): Distinction](#)

68 [Distinction in Oral Language](#)

69 [Bachelor of Medical Sciences and Bachelor of Science \(Veterinary Sciences\)](#)

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

70 [College requirements](#)

71 [College Fitness to Practise Policy](#)

72-84 [MBChB](#)

Degree Regulations and Programmes of Study

Undergraduate Degree Programme Regulations

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94-99 [Bachelor of Medical Sciences](#)

100-105 [BSc in Veterinary Sciences](#)

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**D College of Science and Engineering Undergraduate Degree Regulations:
Degree Specific Regulations**

117 [College requirements](#)

118 [Bachelor of Sciences Ordinary Degree in a Designated Discipline or Combined Disciplines](#)

121 [Degree of Bachelor of Medical Sciences](#)

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A General Undergraduate Degree Regulations

Compliance

1. These regulations apply to all categories of undergraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Every undergraduate student must comply with these regulations. In exceptional circumstances a concession to allow relaxation of a specific regulation may be granted by the appropriate Head of College (or delegated nominee). Where the Head of College does not have authority to award a particular concession then the Academic Policy and Regulations Committee may award the concession.
2. Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their ~~Personal Tutor or~~ Student Support Team or Student Adviser as to the appropriate point of contact, and must not approach the Head of College directly.
3. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations specified in sections B, C and D below and the University's Taught Assessment Regulations for the current academic session: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations
4. Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College Committee, irrespective of their performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld, or other penalty set out in College procedures. An appeal against this decision may be submitted to the Student Fitness to Practise Appeal Committee.
 - See the Student Appeal Regulations at: www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf.
 - See section 63 below for the College of Arts, Humanities and Social Sciences [Fitness to Practice Procedure](#).
 - See section 71 below for the College of Medicine and Veterinary Medicine [Fitness to Practice Procedure](#).

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5. The University considers that certain types of criminal offences may constitute a breach of the Code of Student Conduct and/or a degree programme's Fitness to Practise requirements. Accordingly, students must inform the Student Conduct Team if they have:

- a relevant pending charge or relevant unspent criminal conviction on matriculating at the University (students must provide this information no later than one week after matriculation); or
- been charged or convicted of a relevant criminal offence since matriculating at the University (students must provide this information no later than one week after the date of the charge or conviction).

Information about offences considered relevant and which should therefore be reported under this regulation is provided on the University website, and may be updated on occasion: www.ed.ac.uk/academic-services/students/conduct/criminalconvictions

Where a student discloses a relevant charge or conviction, the Student Conduct Team will refer the case to the Deputy Secretary, Student Experience (or delegated authority), who will decide whether to:

- take no further action; or
- refer the matter for investigation under the Code of Student Conduct; or
- (where a student's degree programme is subject to Fitness to Practise requirements) refer the matter for consideration under the relevant College's Fitness to Practice procedures.

Alternatively, action may be taken under both the Code of Student Conduct and relevant Fitness to Practise procedures, where the Deputy Secretary (or delegated authority) and the relevant College consider this appropriate.

6. The University awards the following types of undergraduate degrees, diplomas and certificates. The University's undergraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/), unless an exemption has been approved by the Academic Policy and Regulations Committee. The credit levels required for each programme are specified within the appropriate Degree Programme Table (DPT).

I	Undergraduate Certificate of Higher Education	At least 120 credits of which a minimum of 90 are at level 7 or higher.
ii	Undergraduate Diploma of Higher Education	At least 240 credits of which a minimum of 90 are at level 8 or higher
A.	Single Honours (in a named subject/discipline)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
B.	Single Honours (with a subsidiary subject)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.

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C. Combined Honours (in two disciplines)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
D. Group Honours (more than two disciplines)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
E. Non-Honours Degrees	At least 360 credits of which a minimum of 60 is at level 9.
F. General and Ordinary	At least 360 credits of which a minimum of 60 is at level 9.
G. Intercalated Honours Degrees	See appropriate Degree Programme Table
H. Integrated Masters with Honours (in named subject/discipline)	At least 600 credits of which a minimum of 120 is at level 11.
Integrated Masters (with a subsidiary subject)	At least 600 credits of which a minimum of 120 is at level 11.
Integrated Masters (with combined honours in two disciplines)	At least 600 credits of which a minimum of 120 is at level 11.
I. MBChB (5 year programme)	720 credits
MBChB (6 year programme)	780 credits
J. BVM&S Graduate Entry Programme	560 credits
BVM&S 5 Year Programme	640 credits

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

8. When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements for the degree programme, unless a concession is approved by the relevant Head of College.

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

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under the Special Circumstances procedure, and the requirement above to enrol on the course within the first two weeks of the relevant semester can be met. -

Mode of Study

10. Programmes are offered on a full-time or part-time basis. Students' mode of study is defined when they are admitted to the degree programme.
11. Only in exceptional circumstances, and with the permission of the Head of College, is a student allowed to change mode of study. For academic reasons, the University may require a student to change their mode of study.

Study Period

12. A student must complete the requirements of the degree programme within the period of study specified in the Degree Programme Table, unless given a concession with the approval of the Head of College.
13. The maximum period for completion of an Ordinary or General degree programme is 8 years. The maximum period for completion of an MBChB or Honours degree programme is 10 years. This maximum period includes any concessions and any authorised interruptions of study.
14. With the annual permission of the Head of College, a student may take longer than the study period specified in the Degree Programme Table to undertake an Ordinary, General or Honours degree programme, provided that a minimum of 40 credit points are undertaken in each year of study.
15. Where a student needs to meet specific progression requirements, the Head of College may approve a student taking fewer than 40 credit points.
16. Certain elements of a degree programme may require full-time attendance. Students given permission to undertake study over an extended period must comply with any requirements specified for a particular degree programme.
17. For the award of a University of Edinburgh degree a student must study University of Edinburgh courses for a minimum period of two years and obtain 240 credits or the pro-rata equivalent in the case of part-time study (for part-time study, the period of study will be longer but the same minimum credit levels must be achieved). This regulation does not apply to intercalating medicine and veterinary medicine students. In exceptional circumstances, the Head of College may approve a concession to allow the award of a University of Edinburgh degree to a student who has studied University of Edinburgh courses for a minimum of one year (obtaining 120 credits or the pro-rata in the case of part-time study). This may include students studying at the University of Edinburgh on 2+2 arrangements, or students entering the University directly into year 3 of study.
18. A student studying for an Honours degree is not allowed to substitute study at another institution for the final year of their Honours programme.

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19. A student may apply for an authorised interruption of study and it may be authorised by the Head of College if there is good reason for approving the interruption. Students may be required to provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one academic year, unless authorised by the Head of College. The total period of authorised interruption of study is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study.

20. Study undertaken at another institution during a period of authorised interruption of study will not be credited to a student's programme of study at the University of Edinburgh.

21. Students registered for the 5-year MBChB programme or the BVM&S may elect to take an intercalated Honours year, or undertake a postgraduate degree programme during their period of enrolment. This is not categorised as interruption of study.

Recognition of Prior Learning (RPL)

22. RPL can only be recognised at the point of admission to the University. The Head of College has the power to recognise the transfer of up to 240 credits of prior learning and on this basis to admit a student to the second or later years of a programme of study. RPL can potentially be granted for programmes taken at the University of Edinburgh, as well as those from elsewhere. Before approval is granted the College must be satisfied that the learning to be recognised and transferred provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to a student's admission on the basis of RPL will not count towards the student's degree programme.

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

Attendance and Participation

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting with ~~their Personal Tutors or~~ allocated Student Adviser face to face and electronically. Except when registered on a designated online or distance learning programme, or where remote participation is specifically stated, students are expected to attend and participate in person. The Degree Programme Table and programme handbook sets out programme requirements for engagement. Certain students' visa requirements may require the University to monitor attendance and engagement in specific ways.

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

University policy on contacting students by email:

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

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26. Leave of absence is required where students undertake compulsory and optional activities related to, or as part of, the programme of study away from campus in Edinburgh. Students must have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or ~~Personal Tutor or~~ Student Adviser. Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. Certain students' visa conditions may be affected by study away from Edinburgh. This regulation does not apply to students on a recognised distance learning programme.

Optional Study Abroad

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

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

29. Students undertaking Optional Study Abroad are required to complete a Learning Agreement in consultation with their School Exchange Coordinator prior to departure. Learning Agreements must be agreed and signed by the student, their School Exchange Coordinator, and, 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;

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

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

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

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

Withdrawal and Exclusion

33. Any student may withdraw permanently from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:

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

Progression and Permissible Credit Loads

34. To gain a specific degree award, students must achieve the Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) credit point and level requirements of the particular programme, as set out in the appropriate Degree Programme Table.

35. Full-time undergraduate study comprises 120 credit points in each year of study. Part-time study is defined on a pro-rata basis in the relevant Degree Programme Table.

36. Students must attain the credits and other requirements for each stage of study, as outlined in the relevant Degree Programme Table and Programme Handbook. In addition, students must meet any other requirements set out in their Programme and/or Course Handbook.

37. Any student who has not attained the full volume of credit points for their year of programme by the end of the relevant session (e.g. 120 credits for full-time students) may be

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required to take resit exams, supplementary or alternative assessments, or additional courses to make good the deficit.

38. In order to progress to the next year of programme, a student must attain the following minimum number of credits:

- 80 credit points by the end of Year 1 of programme;
- 200 credit points by the end of Year 2 of programme;
- 360 credit points by the end of Year 3 of programme;
- 480 credit points by the end of Year 4 of programme;
- 600 credit points by the end of Year 5 of programme for Integrated Masters

39. Where a programme requires students to attain more than the minimum number of credits in order to progress, this will be specified in the relevant Degree Programme Table and Programme Handbook.

40. Where students are allowed to progress with a credit deficit, they will be required to obtain the missing credits in order to qualify for the relevant award.

41. Students who do not attain sufficient credits to progress within the specified period may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies:

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

42. The College may offer students who are unable to progress due to a credit deficit the opportunity to return to study the following year in order to seek to address this deficit. Such a return to study without progression may be offered on a full-time, part-time, or assessment-only basis.

43. In pre-Honours years, a student may be allowed to take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 7 and 8 courses (in addition to the normal 120 credits), subject to the approval of the Director of Teaching or delegated nominee (e.g. student's ~~Personal Tutor or~~ Student Adviser).

44. Exceptionally, students in their honours years, with College approval, may take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 7 or 8 credit and, more rarely, up to 10 credits at levels 9-11 in the Honours years.

45. Students may attend courses on a class-only basis (i.e. not for credit), with the agreement of the Course Organiser and the approval of the Director of Teaching or delegated nominee (e.g. ~~Personal Tutor or~~ Student Adviser). Decisions will be based on the overall load (credit and non-credit bearing) on the student, which must not exceed 160 credits.

46. A student who has previously submitted work for one course at the University must not submit the same work to attempt to achieve academic credit at the University through another course.

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

Transfer to Different Degree Programme

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

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

Awards and Qualifications

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

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

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

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

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

55. A student who satisfies the examiners in the Honours assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division I, Second Class Division II and Third Class.

56. Students who have been assessed, classed or failed for Honours may not present themselves for re-assessment in the same programme, or assessment in a closely related programme. The Head of College determines whether a programme is closely related.

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57. During a single period of continuous registration, a student may be awarded only the University qualification with the highest status for which they have attained the required credits.

58. A candidate who already holds a General or Ordinary degree may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than three years have elapsed between their first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the Head of the receiving College, at the levels stipulated in the appropriate Degree Programme Table. Candidates who have exited the University with a General or Ordinary degree due to failure to meet relevant requirements for an Honours degree are not eligible to apply for readmission on this basis.

59. In exceptional circumstances, notwithstanding any existing Resolutions to the contrary, the University may confer all existing Honours degrees with unclassified Honours if insufficient information is available to the relevant Board of Examiners to classify those degrees. Where a Board of Examiners has insufficient information to enable an unclassified Honours degree to be conferred on a candidate for Honours, a General or Ordinary degree may be awarded to that candidate where they are qualified for such a degree under the existing Regulations. Conferment of an unclassified Honours degree or General or Ordinary degree in these cases is an interim measure: final awards will be confirmed when sufficient information is available to the relevant Board of Examiners.

60. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Academic Policy and Regulations Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

61. In exceptional circumstances Senatus may authorise the conferment of aegrotat degrees, which are unclassified. Each such conferment requires a proposal from the College concerned to be approved by the Academic Policy and Regulations Committee. An aegrotat degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree aegrotat.

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B College of Arts, Humanities and Social Sciences Undergraduate Degree Regulations: Degree Specific Regulations

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

63. The College Fitness to Practise policy is available at: www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/fitness-to-practise [Review in progress, link to be updated]

General and Ordinary Degrees

64. BA (Arts, Humanities and Social Sciences)

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

The overall curriculum must include at least:

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

- A minimum of 200 credit points from courses in Arts, Humanities and Social Sciences.
- A minimum of 140 credit points in a major subject of study in Arts, Humanities and Social Sciences (which may be part of the 200 credit points listed in the point above) comprising related and consecutive courses in this subject over three years of which 60 credit points must be at SCQF level 9 or 10.

In addition, there must be at least 40 credit points at SCQF levels 7-10 in each of a minimum of two other subjects of study.

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

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

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

The overall curriculum must include at least:

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

- A minimum of 200 credit points from courses in Arts, Humanities and Social Sciences.

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- A minimum of 160 credit points in a major subject of study in Arts, Humanities and Social Sciences (which may be part of the 200 credits listed in the point above) comprising related and consecutive courses in this subject over three years of which 80 credit points must be at SCQF level 9 or 10.

In addition, there must be at least 40 credit points at SCQF levels 7-10 in each of a minimum of two other subjects of study.

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

Merit and Distinction

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

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

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

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

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

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

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

Distinction in Oral Language

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

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

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

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

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

71. The College Fitness to Practise policy is available at <https://www.ed.ac.uk/medicine-vet-medicine/edinburgh-medical-school/medicine/the-student-experience/professionalism>

MBChB

Compliance

72. Students should refer to the Virtual Learning Environment for detailed curriculum and assessment information.

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

74. Students are subject to blood borne virus checks as they are admitted to the MBChB programme. Students declining testing or found to be infected by a blood borne virus will be allowed to continue on their degree programme leading to full Medical Registration, provided that they formally accept the requirement they will not be allowed to perform Exposure Prone Procedures (EPPs), and recognise that careers in some specialties may not be open to them if their infection persists.

Attendance and Participation

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

76. Students in the final three years of study are required to undertake placements in hospitals across the South East of Scotland.

77. In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of

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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

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

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

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

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

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

Awards

Passes with Distinction

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

Honours at Graduation

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

BVM&S

Compliance

85. Students should refer to the appropriate Course Books for detailed curriculum and assessment information. Students should refer to the Animal Husbandry and Clinical Extramural Studies (EMS) Handbooks for all detailed EMS information and arrangements.

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86. Students are subject to health clearance as they are admitted to the BVM&S programmes. Failure to comply with this regulation may result in exclusion from a programme of studies.

Attendance and Participation

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

Progression

88. Students are required to complete 12 weeks of animal husbandry extramural studies (EMS) and 26 weeks of clinical EMS. Students must submit satisfactory evidence of completion of a minimum of 12 weeks of approved animal husbandry extramural studies (EMS) by the submission deadlines provided by the School. Students who fail to satisfy the animal husbandry EMS requirement will be unable to progress into third year of the BVM&S programme and will be reported to the BVM&S Progression Committee. Students who have not completed 26 weeks of approved clinical EMS prior to the end of final year will be unable to graduate.

89. Clinical EMS can be started in the summer vacation between second and third year, provided all animal husbandry EMS has been signed off as complete in line with the arrangements and deadlines approved by the School, and provided the Clinical EMS Driving License has been completed.

90. Students who fail to submit required clinical EMS evidence by the deadline set by the School each year will not have that EMS added to their total and will be reported to the BVM&S Progression Committee. The deadline for each preceding year is 31st January, e.g. deadline for all EMS submissions for 2017 is 31st January 2018.

91. No student may proceed to the next year of study for the BVM&S programme until they have passed all components of the previous year of the programme, unless a concession is awarded by the Head of College. Students failing to complete all components will be reported to the BVM&S Progression Committee and exclusion from further attendance at courses and examinations may be recommended.

Awards

~~Passes with Distinction~~

~~92. — Students who have attained a sufficiently high standard in any of the Professional Examinations will be recorded as having passed that examination 'with distinction'.~~

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Distinction at Graduation

923. Students who entered the BVM&S prior to the 2022/23 academic year and have displayed special merit in the Professional Examinations over the whole degree programme will be awarded BVM&S with Distinction at the time of graduation. Awards are made based on calculations equally across all years and are weighted by course credit value. -For students who entered the BVM&S ~~in from~~ the 2022/23 academic year ~~onwards~~, criteria for the award of Distinction at graduation are set out in the relevant programme handbook. BVM&S with Distinction will not be awarded for students who entered the BVM&S from the 2023/24 academic year onwards.

Bachelor of Medical Sciences

Honours Degree

934. Every student admitted for the degree must also be a student for the degree of MBChB. A student in another University studying for a recognised primary medical undergraduate qualification may be admitted as a student for the degree of Bachelor of Medical Sciences with Honours, subject to the approval of the College of Medicine and Veterinary Medicine.

945. In addition, every student must pursue studies for at least one academic year in the University of Edinburgh in one of the Honours Degree Programmes available at www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/mbchb/intercalated-honours

956. For students on the 5-year MBChB programme, the Bachelor of Medical Sciences degree is intercalated after Year 2. For students on the 6-year MBChB programme, the course marks gained in Year 3 determine their classification for the Bachelor of Medical Sciences degree. Students entering the 6-year MBChB programme in Year 4 who do not already hold an Honours degree may exceptionally be permitted to take the Bachelor of Medical Sciences degree after Year 4, subject to the approval of the College of Medicine and Veterinary Medicine. The BMedSci (Hons) will be awarded to students who have attained 480 credits and met the other requirements for Honours degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations above. This may include credits awarded on aggregate.

967. Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree

978. The Ordinary degree of Bachelor of Medical Sciences may be offered as an exit award to students on the 5-year or 6-year MBChB programme who have attained 360 credits and met the other requirements for Ordinary degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations. This may include credits awarded on aggregate.

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~~989~~. The compliance, attendance and participation, and progression requirements for the degrees of MBChB apply.

BSc in Veterinary Science

Honours Degree

~~99100~~. Every student admitted for the degree must also be a student for the degree of BVM&S, or have obtained the BVM&S degree not more than five years before the date of admission as a student for the Honours Degree. A student in another University studying for a recognised primary veterinary undergraduate qualification may be admitted as a student for the degree of BSc in Veterinary Science, subject to the approval of the College of Medicine & Veterinary Medicine.

~~1004~~. Every student for the degree must normally attend in the University of Edinburgh during not less than two academic years the courses of instruction in the classes of the first two years of the curriculum for the BVM&S degree and pass the assessments prescribed for these courses.

~~1012~~. In addition every student must pursue studies for at least one year in the University of Edinburgh in one of Honours Degree Programmes available at:

www.eevec.vet.ed.ac.uk/secure/page.asp?ID=in0000id

~~1023~~. The year of study in the Honours Degree Programme may be intercalated not earlier than the end of the second year of study, provided that a student has successfully completed the appropriate assessments and satisfied such conditions as the Head of the School concerned may require, subject to the approval of the College of Medicine & Veterinary Medicine.

~~1034~~. Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree

~~1045~~. No student shall be admitted as a student for the degree, except on transfer from candidature for the degrees of BVM&S 5 year programme or BVM&S 4 year Graduate Entry Programme. Students on the 5 year programme are eligible to be considered for the ordinary degree if they have successfully completed 240 credits from the First and Second Professional Examinations and, have shown sufficient attainment in the Third Year BVM&S assessments. Students on the graduate entry programme are awarded 120 credits of recognised prior learning. The Ordinary Degree of BSc (Veterinary Science) may not be conferred on any student who already holds, or is eligible to receive, the Degree of BSc in Veterinary Science with Honours.

BSc in Oral Health Sciences

Compliance

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1056. Students should refer to the Programme Handbook and appropriate Course Handbooks for detailed curriculum and assessment information

1067. Students entering the Oral Health Sciences programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation. Admission to the profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the BSc in Oral Health Sciences programme are therefore not entitled to withhold information about a previous conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

1078. Students are subject to a Hepatitis B, Hepatitis C and HIV status check prior to entering the BSc in Oral Health Sciences. Failure to comply with this regulation or a positive result will lead to admission being refused or to exclusion from studies.

Attendance and Participation

1089. Except in exceptional circumstances, the maximum period of enrolment on the BSc in Oral Health Sciences may not exceed five years, including any period of leave of absence.

Progression

1094. BSc in Oral Health Sciences students are only entitled to two assessment attempts for courses which are part of the Oral Health Sciences programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations.

1104. A student whose progress in any year is unsatisfactory may be required to undertake a period of remedial study before being permitted to resit.

1112. No student may proceed to the next year of study for the BSc programme in Oral Health Sciences until they have passed all components of the previous year of the programme.

Bachelor of Science

Honours Degree

1123. Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours assessment. Students may attend additional Honours courses on a class-only basis (i.e. not for credit), with the agreement of the Programme Organiser and the approval of the Director of Teaching or delegated nominee (e.g. ~~Personal Tutor or~~ Student Adviser).

Where a student takes level 9 courses in year 2, such courses should be regarded as part of the non-Honours curriculum and, if failed, may be repeated as a resit in Junior Honours. These courses will not be included in the degree classification.

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Students intending to graduate with an Ordinary degree may resit a failed level 9 course for the purposes of gaining the required number of credits, as specified in the Undergraduate Assessment Regulations.

Students in Junior Honours are permitted also to take up to 40 credit points of level 7/8 courses, which do not count towards the Honours assessment, as specified in the Undergraduate Assessment Regulations.

Students in Junior Honours must take 60 credit points of level 9/10 courses in semester 1 and 60 credit points of level 9/10 courses in semester 2.

Bachelor of Science General Degree

1134. To qualify for the award of the degree of BSc (General) students must have obtained 360 credit points from passes (or recognition of prior learning), normally at the rate of 120 credit points per year: 240 credit points in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 200 credit points at Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 8, 9 or 10; 80 credit points at SCQF level 8, 9, 10 in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 60 credit points at SCQF level 9 or 10.

Bachelor of Science Ordinary Degree

1145. To qualify for the award of the degree of BSc Ordinary Degree in a Designated Discipline students must have obtained 360 credit points from passes (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must have met the requirement for entry to Senior Honours in that Discipline as indicated in years 3 and 4 of the Honours Degree Programme Table, subject to further restrictions and recommendations that may appear in the appropriate School Programme Guide (excluding the requirement for the Honours courses to have been passed at the first sitting, and excluding any elevated hurdles or prerequisites for Honours).

1156. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc Honours degree and with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

a. subject specialisations for the BSc Biomedical Sciences, where the Designated Discipline will be Biomedical Sciences, i.e. without the subject specialisation

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D College of Science and Engineering Undergraduate Degree Regulations: Degree Specific Regulations

1167. These degree programme requirements relate to undergraduate programmes in the College of Science and Engineering. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

Qualifications

Bachelor of Science Ordinary Degree in a Designated Discipline or Combined Disciplines

1178. To qualify for the award of the BSc Ordinary Degree in a Designated Discipline or Combined Disciplines students must have obtained 360 credit points (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must include at least:

- 360 credit points, of which at least 60 credit points should be at SCQF 9 or above.
- 180 credit points in the subject area or in a cognate discipline of the designated degree.

1189. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc, BEng, MA, or Integrated Masters Honours degree offered by the College of Science and Engineering, with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

- subject specialisations for the BSc Biological Sciences, where the Designated Discipline will be Biological Sciences, i.e. without the subject specialisation;
- subject specialisations within the School of Chemistry, where the Designated Discipline will be either Chemical Sciences or Chemical Sciences with Industrial Experience. The latter may be awarded to students who successfully complete the industrial experience component of the corresponding MChem programme;
- subject specialisations within the discipline of Ecological Science, where the Designated Discipline will be Ecological Science, i.e. without the subject specialisation.

1190. In the case of Combined Degree programmes, the Examiners will recommend the award of the BSc Ordinary Degree in single (as above) or combined disciplines in order to best reflect the achievements of the individual student.

Degree of Bachelor of Medical Sciences

1204. The Degree Programme Requirements of the Bachelor of Medical Sciences and Bachelor of Science (Veterinary Sciences) are in the College Undergraduate Regulations of the College of Medicine and Veterinary Medicine.

Professional requirements: School of Engineering

1212. An Honours student who is eligible for progression or for the award of an accredited Honours degree by the University regulations but who fails a level 9, 10 or 11 course, for

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which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies will be required to “resit for professional purposes” the failed course.

1223. A student requiring “resit(s) for professional purposes” will be ineligible for the degree of Bachelor of Engineering with Honours / Master of Engineering with Honours unless the necessary passes at “resit for professional purposes” are achieved, but may be eligible either for the award of the degree of Bachelor of Science (Ordinary) in a Designated Discipline or for the award of the unaccredited degree of Bachelor of Engineering Technology with Honours / Master of Engineering Technology with Honours in a Designated Discipline.

1234. ‘Resits for professional purposes’ should be taken at the next available opportunity. The maximum number of attempts will equal that permitted for pre-Honours or non-Honours students in the Taught Assessment Regulations. Where students are offered a third attempt at an assessment, having failed twice, they will be offered an assessment-only repeat year. Where a student has exhausted the maximum number of attempts and has still yet to pass a course or courses, they will not be eligible for the accredited Honours degree or to progress, but will be considered for an exit award in line with Regulation 123.

1245. Where resits for professional purposes are required, the first (fail) mark will be recorded for the Honours degree classification.

1256. It will be for each Discipline within the School of Engineering to identify the requirements for each degree programme. This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Discipline will be stated in the relevant Degree Programme Handbook.

Senate Academic Policy and Regulations Committee**23 March 2023****Postgraduate Degree Regulations 2023/24****Description of paper**

1. This paper contains the draft Postgraduate Degree Regulations for 2023/24. A “Key Changes” section is included to draw the Committee’s attention to the key changes. The Postgraduate Degree Regulations contribute to the University’s Teaching and Learning focus of Strategy 2030.

Action requested / recommendation

2. For discussion and recommendation to Court.

Background and context

3. Annual review of degree regulations.

Discussion

4. APRC is invited to discuss the draft Postgraduate Degree Regulations for academic year 2023/4. Following this meeting, Academic Services will amend the draft regulations to take account of any Committee comments.
5. Degree Regulations are formally approved by University Court as a “Resolution”. Academic Services will submit a draft Resolution to Court at its 17 April 2023 meeting. Court will consult with Senate at Senate’s 24 May 2023 meeting. Court will then consider a final Resolution at its 19 June 2023 meeting.
6. In January 2023, all Colleges were invited to submit proposals for changes to the Degree Regulations, with the intention of identifying any necessary updates due to changes in related policies or practices, and to address any errors or lack of clarity. This annual review is not intended to initiate a major changes to the Degree Regulations.
7. The changes proposed below include changes to terminology related to the roll-out of the Student Support Model (see paper I). In March 2022, APRC endorsed changes to the Degree Regulations to add references to Student Advisers in addition to Personal Tutors. References to Personal Tutors are now removed from the Regulations: these changes are marked in track changes in the full-text document.
8. Regulation 33: Authorised Interruptions of Study and Regulation 34: Extensions of Study - Academic Services are exploring with Colleges and the Convener and Deputy Convener of APRC whether these regulations can be updated in order to delegate approval of additional periods of AIS or extension to Colleges. These are currently handled as concession requests to APRC. In order to allow some additional time to finalise the proposed wording, we request that APRC consider changes to these regulations by correspondence, after the present meeting. This will also allow consideration of amendments to the total permitted period of Authorised Interruption of Study for part-time intermittent students: in these

cases, a maximum AIS of less than 12 months may have the unintended consequences of preventing a student restarting their programme at the appropriate point in the academic year.

9. The Student Immigration Service have queried whether the requirements for Attendance and Participation (regulations 24-26) can be reviewed with a view to considering whether attendance and participation requirements for students on on-campus programmes could or should be clarified. This is on the basis that clarification may give enhanced assurance that the University is supporting students in meeting any visa-related programme attendance and participation requirements. There has not been sufficient time to explore this issue fully and propose amendments, and therefore this issue will be subject to review during academic year 2023/24.

Key Changes to Postgraduate Degree Regulations 2023/24

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

Regulation Updated	What has changed
6 Fitness to Practice	Links to College FtP Procedures added
9 Late Admission	Amended to add clarification that no student may commence their degree programme (rather than 'be admitted') more than two weeks after their given start date. Amended to add clarification that students cannot enrol on courses more than two weeks after the start of the course, without College approval.
33 Authorised Interruptions of Study / Extensions of Study	Changes to be discussed by correspondence, please see paragraph 8 above.
41 Supervision	Amended to "Student visa" and removed "Tier 4 visa". Amended the link to Immigration information for staff working with non-UK students.

Resource implications

10. Any issues around resource will be covered in the key changes section.

Risk management

11. Any issues around risk management will be covered in the key changes section.

Responding to the Climate Emergency & Sustainable Development Goals

12. The paper does not contribute to the Climate Emergency and Sustainable Development Goals.

Equality & diversity

13. Any issues around equality and diversity will be covered in the key changes section.

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

14. 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.

Author

Olivia Hayes, Academic Policy Officer
and Dr Kathryn Nicol Head of Academic
Policy and Regulations, Academic
Services, March 2023

Presenter

Dr Kathryn Nicol

Freedom of Information Open

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- 75 [MSc in Transformative Learning and Teaching](#)
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Introduction

Compliance

1. The degree programme regulations define the types of award, their key characteristics, and their grounds for award. These regulations apply to all categories of postgraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations and the University's Assessment Regulations for the current academic session:

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

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

3. When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements for the Degree Programme, unless a concession is approved by the relevant College.

Authority Delegated to Colleges

4. Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their ~~Personal Tutor~~, Student Support Team, Supervisor, Student Adviser or School as to the appropriate point of contact, and must not approach the College directly. Where the College does not have authority to award a particular concession then the Academic Policy and Regulations Committee may award the concession.

Code of Practice

5. The degree regulations are supported by the Code of Practice for Supervisors and Research Students:

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

The Code of Practice, although not regulatory, provides essential information for staff and students.

Fitness to Practise

6. Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College Committee, irrespective of their performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld, or other penalty set out in College procedures. An appeal against this decision may be submitted to the University's Student Fitness to Practice Appeal Committee.

- See the Student Appeal Regulations at:
www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf
- See the College of Arts, Humanities and Social Sciences Fitness to Practice Procedure at: [\[Link in process of being updated\]](#)
- See the College of Medicine and Veterinary Medicine Fitness to Practice Procedure at:
https://www.ed.ac.uk/sites/default/files/atoms/files/cmvm_ftp_regulations_updated_2022.pdf

Disclosure of Criminal Offences

7. The University considers that certain types of criminal offences may constitute a breach of the Code of Student Conduct and/or a degree programme's Fitness to Practise requirements. Accordingly, students must inform the Student Conduct Team (studentconduct@ed.ac.uk) if they have:

- a relevant pending charge or relevant unspent criminal conviction on matriculating at the University (students must provide this information no later than one week after matriculation); or
- been charged or convicted of a relevant criminal offence since matriculating at the University (students must provide this information no later than one week after the date of the charge or conviction).

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Information about offences considered relevant and which should therefore be reported under this regulation is provided on the University website, and may be updated on occasion:

<https://www.ed.ac.uk/academic-services/students/conduct/criminalconvictions>

Where a student discloses a relevant charge or conviction, the Student Conduct Team will refer the case to the Deputy Secretary, Student Experience (or delegated authority), who will decide whether to:

- take no further action; or
- refer the matter for investigation under the Code of Student Conduct; or
- (where a student's degree programme is subject to Fitness to Practise requirements) refer the matter for consideration under the relevant College's Fitness to Practice procedures.

Alternatively, action may be taken under both the Code of Student Conduct and relevant Fitness to Practise procedures, where the Deputy Secretary (or delegated authority) and the relevant College consider this appropriate.

Postgraduate Awards and Degree Programmes

8. The University awards the following types of postgraduate degrees, diplomas and certificates. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF: <http://scqf.org.uk/>) unless an exemption has been approved by the Academic Policy and Regulations Committee, or the award is not included in the SCQF. The SCQF credit levels required for each programme are specified within the appropriate Degree Programme Table.

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	At least 60 credits of which a minimum of 40 should be at SCQF Level 11 or above
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	At least 120 credits of which a minimum of 90 should be at SCQF Level 11 or above
Masters in a named subject discipline Master of a named discipline	At least 180 credits of which a minimum of 150 are at SCQF Level 11
Masters in a named subject discipline Master of a named discipline	At least 240 credits of which a minimum of 150 are at SCQF Level 11

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

A General Postgraduate Degree Regulations

Late Admission

9. No student ~~will be admitted to may commence~~ 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. No student will be enrolled on a course more than two weeks after the start of the course without the permission of the Head of College. Students are not permitted to withdraw from a course marked as optional on the Degree Programme Table more than six weeks after the start of the relevant semester in order to substitute the course with another optional course, unless the relevant Board of Examiners has awarded a null sit for the course under the Special Circumstances procedure, and the requirement above to enrol on the course within the first two weeks of the course can be met.

Part-time Study

10. Some postgraduate degree programmes may be pursued by part-time study on either a continuous or intermittent basis. Requirements for progression through individual programmes of study are shown in the relevant Degree Programme Table for taught postgraduate programmes and/or programme handbook for postgraduate taught and research programmes. Conditions for part-time study will be set out in the programme handbook.

Registration for University Staff

11. Members of the University staff may only be registered for part-time study. Exceptions may be approved by the College.

Conflicting Studies

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

Applicants Awaiting Results

13. Applicants for postgraduate study may be studying at this or another institution just prior to the start of their postgraduate studies. Such applicants must have finished these studies before the start of the programme to which they have an offer.

14. If successful completion of this prior study is a requirement of admission, applicants are expected to provide evidence of achievement before the start of the programme.

Consecutive Registration

15. At the time of application, MSc by Research applicants may be invited to be registered for consecutive MSc by Research, followed by PhD study within the same School. This option may not be available in all Schools. Depending on the outcome of assessment the student will be invited to follow one of three routes:

- a. Start First Year of Doctoral Programme. If successful in the MSc by Research programme, the student graduates and also registers in the next academic session on the first year of the doctoral programme; or

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- b. Start Second year of Doctoral Programme. Prior to the completion of the masters research project or dissertation, the School is content that the quality of the student's work merits treating the masters year as the first year of doctoral study. No research project or dissertation is submitted, no masters degree is awarded, and the student registers in the next academic session on the second year of the doctoral programme; or
- c. Graduate with MSc by Research Degree and Exit. If successful in the MSc by Research programme, the student graduates and permanently withdraws.

Recognition of Prior Learning (RPL)

16. RPL can only be recognised at the point of admission to the University. The Head of College has the authority to recognise the transfer of a student's credit previously gained either at the University or another institution and to count it towards their intended award. Before approval is granted the College must be satisfied that the learning to be recognised and transferred provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table. The maximum number of credits that the Colleges will grant RPL for taught programmes is one-third of the total credits for the award for which the student is applying, that is 20 credits for a postgraduate certificate; 40 credits for a postgraduate diploma; and 60 credits for a masters (or 80 credits where a masters programme is comprised of 240 credits). For research programmes, the maximum number of credits that the Colleges will grant RPL is 360 credits. These restrictions do not apply to credit transferred when a student starts an associated Diploma or Masters, in line with regulation 60.

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

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

Permissible Credit Loads

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

20. Students may take courses on a class-only basis (i.e. not for credit), with the agreement of the course organiser, and the approval of the Director of Teaching or delegated nominee (e.g. Programme Director or Student Adviser), or supervisor.

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Decisions will be based on the overall load (credit and non-credit bearing) on the student in the year. Students may not take more than 40 additional credits in any year.

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Credit Award

21. A student who has submitted work for one course or programme at the University must not submit the same work to attempt to achieve academic credit through another course or programme.
22. A student cannot, except under recognition of prior learning or application for associated postgraduate diploma or masters, or a formally approved collaborative programme of study, achieve an award comprising academic credit that contributed (or will contribute) to another award.

Transfer to Another Programme

23. A student may be allowed to transfer to a different degree programme from another within the University by permission of the receiving College. When such permission is granted, the student shall, in addition to satisfying the requirements for the degree to which transfer is made, pursue such further courses of study as the College may require. The College may approve the transfer of some or all of the credits the student has attained for their previous programme into the new programme, as appropriate.

Attendance and Participation

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting, ~~Personal Tutors or~~ Student Adviser(s), Programme Directors or Cohort Leads or supervisors face-to-face and/or electronically. Except when registered on a designated online or distance learning programme, or where remote participation is specifically stated, students are expected to attend and participate in person. The Degree Programme Table and programme handbook sets out programme requirements for attendance and participation. Certain students' visa conditions may require the University to monitor attendance and participation in specific ways.

25. It is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by their funding or grant authority, are met. All students are required to check their University email account frequently for communications from the University and respond where appropriate. See the University policy on Contacting Students by Email: www.ed.ac.uk/files/atoms/files/contacting_students_by_email.pdf

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Study Period

26. A student must complete the requirements of the degree programme within the prescribed period of study, plus any permitted submission period, unless given a concession with the approval of the College.

See the Study Period Table:

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

The Prescribed Period of Study

27. The University defines the prescribed period of study for each authorised programme. These are as stated in the study period table, unless the Academic Policy and Regulations Committee (APRC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission. See the Study Period Table:

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

Reductions to the Prescribed Period of Study

28. The College may reduce the prescribed period of study as indicated below:

- Postgraduate Certificate:
 - for **part-time continuous** students by up to 4 months.
 - for **part-time intermittent** by up to 12 months.
- Postgraduate Diploma:
 - for **part-time continuous** students by up to 8 months.
 - for **part-time intermittent** students by up to 24 months.
- Postgraduate Masters:
 - for **part-time continuous** students by up to 12 months.
 - for **part-time intermittent** students by up to 36 months.
- MPhil:
 - Members of the University staff and students holding a MPhil research appointment under the auspices of the University may be registered for a minimum period of 24 months part-time.
 - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 24 months part-time.
 - For full-time students the College may reduce the prescribed period by up to two months. The College may reduce the prescribed period by up to 24 months for part-time students. Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 24 months.

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- Doctorate:
 - Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time.
 - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 36 months part-time.
 - For full-time students the College may reduce the prescribed period by up to three months. The College may reduce the prescribed period by up to 36 months for part-time PhD students. Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 36 months.

See the Study Period Table:

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

Submission Period

29. The submission period for doctoral and MPhil degrees begins three months prior to the end of the prescribed period of study. In addition, some research degree programmes permit students to have a submission period following the prescribed period of study. This is for a maximum of a year, for either full-time or part-time students. The MSc by Research does not have a submission period.

See the Study Period Table:

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

Leave of Absence

30. Leave of absence is required where students undertake compulsory and optional activities related to, or part of, the programme of study away from campus in Edinburgh. Students must have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or Director of Teaching or delegated nominee (e.g. ~~Personal Tutor or~~ Student Adviser). Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. Certain students' visa conditions may be affected by study away from Edinburgh. This regulation does not apply to students on a recognised distance learning programme.

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Withdrawal and Exclusion

31. Any student may withdraw from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:

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

Collaborative Degrees

32. The University of Edinburgh and one or more partner universities can collaboratively offer an approved degree programme. This can be awarded jointly or dually. The University maintains a record of approved collaborative degrees.

Authorised Interruptions of Study

33. A student may apply for an Authorised Interruption of Study, and it may be authorised by the College if there is a good reason for approving the interruption. Students may be required to provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one year, unless authorised by the College. The total permitted period of Authorised Interruption of Study is the same for full-time and part-time continuous students and will not exceed 100% of the prescribed period of full-time study. For part-time intermittent students, the total permitted period of Authorised Interruption of Study is calculated as half of the prescribed period of study, for example, three years for a six-year Master's programme.

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

Also see the Study Period Table:

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

Extensions of Study

34. In exceptional circumstances, a student may apply through the supervisor or School postgraduate director to the College for an extension and it may be authorised by the College if there is good reason. Colleges may authorise individual extensions of up to 12 months. The total maximum period of permitted extensions is 24 months.

See the Study Period Table:

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

Maximum Degree Completion Periods

35. The maximum periods for completion of research degree programmes are the total of the prescribed period of study, any submission period, any interruptions of

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study, any extensions of study, and any other concessions. The maximum period includes any concessions. The Study Period Table sets out maximum degree completion periods. See the Study Period Table:

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

Additional Regulations for Doctoral and MPhil Research Degrees

Supervision

36. Each student will work under the guidance of at least two supervisors appointed by the College. Supervision continues until the final version of the thesis is submitted. There are two types of supervisory arrangement: Principal Supervisor plus Assistant Supervisor (or supervisors if more than one); or Co-Supervisors, one of whom is designated the Lead Supervisor. The former option is the usual arrangement, but the latter option may be chosen when it is clear that the student's work involves interdisciplinary research.

37. Schools are responsible for ensuring that all supervisors who are members of University staff (including honorary staff), and staff at Associated Institutions, have attended a supervisor briefing at the University (for example, 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. The Principal/Lead Supervisor must be appointed prior to registration, and the other supervisor should be appointed within two months of the programme start date. Schools are responsible for recording supervisors on the student record.

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

- a) a salaried member of the academic staff of the University; or
- b) a non-academic member of staff employed by the University who has appropriate expertise in research; or
- c) an honorary member of staff; or
- d) (when the student is studying full time in an Associated Institution) an employee of an Associated Institution.

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

41. Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period. Students attending the University on Tier 4 Student visas may be required to make more frequent contact with their supervisor according to the terms of their visa. Students should contact the Student Immigration Service for advice about this.

[Tier 4 information for staff: Immigration information for staff working with non-UK students \(EASE login required\): https://www.edweb.ed.ac.uk/student-administration/immigration/tier-4-staff](https://www.edweb.ed.ac.uk/student-administration/immigration/tier-4-staff)
www.ed.ac.uk/student-administration/immigration/tier-4-compliance

Changes to supervision

42. In order to ensure that postgraduate research students are provided with appropriate supervision for the duration of their programme, it may be necessary on occasion to make changes to supervisory arrangements. The College is responsible for decisions on changes to supervisory arrangements and for notifying students of any changes to their supervisory arrangements at the earliest opportunity. The College reserves the right to:

- make variations to supervisory arrangements; and / or
- alter the approach to methods of delivery of supervision.

If the Principal/Lead Supervisor is absent for more than six consecutive weeks, the College will ensure alternative arrangements are in place.

Termination of supervision

43. In the event that the College considers that it is necessary to make changes to supervisory arrangements, and the College has not been able to provide alternate supervision despite having undertaken all reasonable endeavours, the College may request that the Senate Academic Policy and Regulations Committee consider terminating supervision of the student. Where the Senate Academic Policy and Regulations Committee is satisfied that it is necessary for the College to make changes to supervisory arrangements, and that no alternate supervision can be

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provided to the student, supervision of the student will be terminated, and the student required to withdraw from the University.

Transfers from Another Institution

44. The research studies of students who apply to transfer from another institution in order to study for a doctoral or MPhil degree of the University of Edinburgh may be counted towards the prescribed period of study for the degree. In such cases the prescribed period of study at the University of Edinburgh must be at least 12 months.

Request for Reinstatement

45. A student who has been excluded for lapse of time may ask the College to reinstate their registration at a later date to permit examination of a completed thesis. The College will decide whether or not a student should be reinstated, and factors such as the passage of time and its implications for the topic of study will be taken into account. The student must provide good reason for the previous failure to complete. If reinstatement is approved, the student's thesis will be examined in accordance with the Postgraduate Assessment Regulations for Research Degrees, subject to payment of a reinstatement and examination fee.

Vacation Leave for Research Students

46. Research Students are entitled to a maximum of eight weeks' vacation leave (including public holidays) in a year without applying for an interruption of study. Students must seek approval for vacation leave from their supervisor and the School Postgraduate Office. Visa restrictions may also apply in the case of International students.

Grounds for the Award of Doctoral and MPhil Research Degrees

Demonstration by Thesis and Oral Exam for the Award of PhD

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

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

The thesis must:

- represent a coherent body of work; and

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- contain a significant amount of material worthy of publication or public presentation.

PhD Thesis Length - Word Count

48. The thesis must not exceed a maximum word count of 100,000. There is no minimum word count. The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

Additional Doctoral Programme Considerations

49. Some doctoral programmes will have additional entrance, curriculum and examination requirements. Information is provided in relevant Degree Programme Tables and programme handbooks. Students must successfully complete all additional requirements to be awarded the degree.

MPhil by Research

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

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

The thesis must:

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

51. The thesis must not exceed a maximum of 60,000 words. There is no minimum word count. The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to

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exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

PhD (by Research Publications)

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

53. Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit a list of their published or creative work, together with a statement (including the theme and summary of the work) and their CV. If the College approves registration, it will appoint an adviser to assist the applicant with the format of their submission and to guide them on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

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

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

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

55. Students must submit their portfolio within 12 months of registration for the degree. The submission for assessment will include: the portfolio of published work or publicly exhibited creative work; an abstract; and a critical review of all their submitted work. The portfolio must consist of either one or two books or creative

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works, or at least six refereed journal articles or research papers, which are already in the public domain. The total submission, including the critical review should not exceed 100,000 words.

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

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

Programme-Specific Regulations

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

Period of Study

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

Assessment

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

www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

MSc by Research Degrees only

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

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

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

Application for Associated Postgraduate Diploma or Masters

60. A candidate who already holds a postgraduate certificate or diploma from the University of Edinburgh may be permitted by the appropriate College to apply for candidature for the associated postgraduate diploma or masters degree, provided that not more than five years have elapsed between their first graduation and acceptance as a candidate for the subsequent award. Marks awarded for courses taken previously as part of the certificate or diploma may be used in progression and award decisions relating to the new programme. Credit for courses taken previously which form part of the Degree Programme Table for the new programme does not count against the credit allowance for Recognition of Prior Learning (RPL).

Posthumous Awards

61. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Academic Policy and Regulations Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

Aegrotat Awards

62. In exceptional circumstances, Senatus may authorise the conferment of *aegrotat* degrees to postgraduate students. Each such conferment requires a proposal from the relevant College to be approved by the Academic Policy and Regulations Committee. An *aegrotat* degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree *aegrotat*.

B College of Arts, Humanities and Social Sciences Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Clinical Psychology (DClinPsychol)

63. The degree specific regulations are:
- Grounds for Award.** Awarded on successful completion of supervised clinical practice, written examination, assessed essay and research portfolio, including thesis, small-scale research projects and experimental case reports.
 - Mode of Study and Prescribed Period of Study.** The programme can be taken on a full-time or mixed full-time/part-time basis, but the first year is taken on a full-time basis only. The prescribed period of study is 36 months full-time, or between 48 and 60 months on a mixed full-time/part-time basis.
 - Thesis Length.** The thesis must not exceed 30,000 words unless, in exceptional cases, the College has given permission for a longer thesis.

Doctor of Psychotherapy and Counselling (DPsychotherapy)

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

Doctor of Education (EdD)

65. The degree specific regulations are:

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- a. **Grounds for Award.** The degree of EdD may be awarded on the basis of successful completion of assessed coursework, a research project and a thesis.
- b. **Prescribed Period of Study.** The prescribed period of study is 60 months part-time, but this may be increased to a maximum of 72 months.
- c. **Thesis Length.** The thesis length should be no more than 75,000 words.

PhD in Musical Composition

66. **Grounds for Award.** The student must compose to a high creative level as demonstrated both by the student presenting a portfolio of compositions as well as attendance at an oral examination. The portfolio of compositions must comprise original work which:

- a. is suitable for professional performance and worthy of publication;
- b. shows competence in the ancillary technical skills appropriate to the chosen style;
- c. contains material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study;
- d. is presentationally satisfactory and intelligible to any musician who might have to use it.

67. The portfolio of compositions should include at least one major and extended work, except where a shorter submission may be accepted in the case of electronic compositions. If a substantial part of the portfolio was completed before registration for the degree, the student should indicate this and identify the part of the portfolio so completed.

PhD- Submission by Portfolio in Art, Design and Landscape Architecture

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

- a. The portfolio of artefacts or artworks must comprise original work of a high creative level which is worthy of public exhibition and also an integral part of the contribution to knowledge made by the overall work of the candidate submitted in fulfilment of the requirements of the PhD. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and

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- 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- Submission by Portfolio in Art, Design and Landscape Architecture

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

- a. The portfolio of artefacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- b. The portfolio of artefacts or artworks should normally be accompanied by a thesis of not more than 20,000 words (including bibliography and footnotes but excluding appendices).

Master of Fine Art

70. The Master of Fine Art is gained upon the successful completion of 240 Credits of study. A maximum of 30 credits can be taken below Scottish Credit and Qualifications Framework (SCQF) Level 11. The degree specific regulations are:

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

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

71. The degree specific regulations are:

- a. **Grounds for Award.** Students will undertake two practice placements
- b. **Prescribed Period of Study.** The period of study will be 21 months full-time.
- c. **Re-Sit Options.** A student who fails a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment requirements. A student who fails a practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement.

Master of Chinese Studies (MCS)

72. The degree specific regulations are:

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- 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 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 is 24 months, full-time.

Diploma in Educational Leadership and Management/Scottish Qualification for Headship Programme

73. The degree specific regulations are:
- a. **Grounds for Award.** Students will be assessed on each course through coursework (assignments, portfolios, reports and oral assessments) and through school visits by SQH field assessors in the case of course 5. In accordance with the national agreement all courses are assessed only on a pass/fail basis. Students who fail a course will be permitted one further attempt to pass the assessment of that course within six weeks of the result being made known to the student.
 - b. **Mode of Study and Prescribed Period of Study.** The programme is available by part-time study only, and the period of study is between 27 and 60 months.

Master of Counselling/Diploma in Counselling (MCouns/DipCouns)

74. The degree specific regulations are:
- a. **Grounds for Award.** Students will undertake a practice placement, consisting of at least 150 hours of supervised counselling practice and 30 hours of counselling supervision.
 - b. **Mode of Study and Prescribed Period of Study.** The period of study will be 24 months full time or 48 months part-time. Each student must complete the requirements of the degree before the expiry of a further 12 months.
 - c. **Re-Sits.** Students who fail a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment. A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 24 months.

MSc in Transformative Learning and Teaching

75. The degree specific regulations are:
- a. **Prescribed period.** The prescribed period of study for students undertaking the programme is 21 months.

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b. **Assessment.** As part of the assessment of the programme, students are required to submit a portfolio of work and undertake a professional viva to provide evidence that they have met the GTCS Standard for Provisional Registration. The portfolio and professional viva comprise one 30 credit assessment.

MSc in Middle Eastern Studies with Arabic

76. The degree specific regulations are:
- Collaboration.** The first year of study is taken at the University of Edinburgh. An intensive course is taken in an Arabic speaking country during the summer, followed by year two at the University of Edinburgh.
 - Prescribed Period of Study.** The period of study will be 24 months, full-time.

Postgraduate Certificate in Democracy and Public Policy (Edinburgh Hansard Research Scholars Programme)

77. The degree specific regulations are:
- Mode of Study and Prescribed Period of Study.** The period of study is 13 weeks full time.
 - Assessment Type.** Students will be assessed on each unit through coursework, examination and a research project linked to a placement. All units are assessed only on a pass/fail basis. Students who fail a unit will be permitted one further attempt to pass the assessment of that unit within six weeks of the result being made known to the student.

MSc in Architectural Project Management

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

MSc in Advanced Sustainable Design (mixed mode)

79. **Mode of Study and Prescribed Period of Study.** The programme is delivered on campus and by distance learning over a period of 24 months (mixed mode).

PhD in Creative Music Practice

80. **Grounds for Award.** The degree is assessed on a single output that consists of two components:
- A text of not more than 50,000 words; and

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- b. A portfolio, performance(s), recording(s), and/or other musical output containing original or interpreted pre-existing works such as composition, installation, sound design, interactive music software etc. Such work would be supported by documentation of the process (e.g. video, photographs, recordings, sketches, studies, web pages) by which it was made.

PhD in Trans-Disciplinary Documentary Film

81. **Grounds for Award.** There are three possible variations for final submission, which combine the submission of audio-visual material and a thesis:
- a. audio-visual material to a maximum of 1 hour documentary film or 100 photographs, plus an extended critical essay of 25,000 - 30,000 words; or
 - b. audio-visual material to a maximum of 40 minutes documentary film or 70 photographs, plus an extended critical essay of 45,000 - 50,000 words; or
 - c. audio-visual material to a maximum of 20 minutes documentary film or 40 photographs, plus an extended critical essay of 65,000 - 70,000 words.

PhD in Architecture by Design

82. The thesis for the PhD in Architecture by Design must not exceed 50,000 words. In addition to the thesis the student will be required to submit a body of design work including studies, sketches and maquettes, which will be in addition to and fully integrated with the text and presented in a format which can be archived.

Master of Architecture

83. **Grounds for Award.** The programme will be delivered by a series of advanced level design exercises and projects, engaging with structural, environmental, cultural, theoretical and aesthetic questions. Students must pass the Academic Portfolio for exemption from ARB/RIBA Part 2.

Master of Public Policy (MPP/DipPP), PG Dip and PG Cert of Public Policy

84. The degree specific regulations are:
- a. **Prescribed Period of Study – Master.** The period of study is 12 months.
 - b. **Prescribed Period of Study – PG Dip and PG Cert.** Students on the PG Certificate in Public Policy may complete this full-time over four months or part-time over a two year period. On successful completion of the PG Certificate, students may transfer to the PG Diploma in Public Policy (within a three year time period). Students on the PG Diploma in Public Policy may complete this full-time over nine months or part-time over a four year period. On successful completion of the PG Diploma, students may transfer to the Master Public Policy programme (within a three year time period).

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- c. **Grounds for Award.** Students will complete a compulsory programme of courses in the first and second semesters, comprising eight 15-credit courses, and a three-month placement in a policy organisation on which the Capstone Project/dissertation will be based. Students who decide not to complete the Capstone Project may, at the discretion of the College, be awarded a Postgraduate Diploma in Public Policy.
- d. **Resits.** Students who fail a unit of academic assessment other than the Capstone Project on the first occasion may be allowed one further attempt to complete the assessment.
- e. **Placement.** A student who fails the placement component of the Capstone Project may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 12 months.

Diploma in Professional Legal Practice

85. The degree specific regulations are:
- a. **Grounds for Award.** Students must pass all of the core courses and three elective courses to be awarded the Diploma in Professional Legal Practice. Attaining a mark of 60% or more is required for a pass in the coursework for the following courses: LAWS11250 Company and Commercial; LAWS11249 Financial Services and Related Skills; LAWS11310 Professional Skills and Responsibility.
 - b. **Assessment Type.** Students will be assessed in writing in each course of the curriculum. Students may only present themselves for examination in a course if they have been certified as having given regular attendance and having successfully completed the requisite work of the class in that course. Students may be permitted a single re-sit examination for each course of the curriculum in which they have failed.

PhD in Creative Writing

86. Grounds for award. The programme is assessed via a portfolio of writing which should include:
- a. A substantial piece or pieces of creative work of no more than 75,000 words of creative prose; or 75 page of verse; or a dramatic composition of no more than three hours length and
 - b. An extended critical essay of no more than 25,000 words reflecting on the work's aims and context(s).

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

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

**Doctor of Clinical Dentistry (DClin Dent) (Orthodontics/Paediatric
Dentistry/Prosthodontics/Oral Surgery)**

87. Students will pursue an integrated programme of teaching and taught clinical practice. Work for an independent research dissertation will commence during the first year and will be spread over the duration of the programme. The independent research component will be assessed by examination of the written dissertation and subsequent oral examination.

Masters in Surgical Sciences (MSc)

88. Students may be given the opportunity of one resit attempt for their final written examinations at the end of their year 1 and /or year 2, if they have failed their first attempt. If they pass the resit they will be awarded the Postgraduate Certificate (Year 1) or Postgraduate Diploma (Year 2); they will not progress into Year 3 (Masters Year).

Master of Surgery (ChM)

89. The ChM suite of programmes are two year Scottish Credit and Qualifications Framework (SCQF) level 12 programmes worth 120 credits. In order to be awarded the ChM students must:

- a. pass at least 80 credits at SCQF level 12 with a mark of at least 50% in each of the courses which make up these credits; and
- b. attain an average of at least 50% for the 120 credits at SCQF level 12 and;
- c. satisfy any other specific requirements for the ChM degree programme, that are clearly stated in respective handbooks.

An exit award is available to students leaving the programme without qualifying for the award of ChM. Based on the criteria set out in the Taught Assessment Regulations, a named Postgraduate Diploma (PGDip) will be awarded if students:

- a. pass at least 80 credits at SCQF level 12 with a mark of at least 40% in each of the courses which make up these credits; and
- b. attain an average of at least 40% for the 120 credits at SCQF level 12
- c. satisfy any other specific requirements for the ChM degree programme, that are clearly stated in respective handbooks.

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Masters in Transfusion, Transplantation and Tissue Banking (MSc)

90. Students may be given the opportunity of one resit attempt for their final written examinations at the end of their year 2, if they have failed their first attempt.

Professional Higher Degrees

Doctor of Medicine (MD)

91. An applicant for the degree of Doctor of Medicine (MD) must:
- hold a qualification which is registrable with the General Medical Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the applicant's profession, or in the practice of Medicine or Surgery, and will be performing their work in the South East of Scotland*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh or an Associated Institution or an NHS establishment
 - all applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.
92. The grounds for the award of the degree of MD are:
- a student must have demonstrated by the presentation of a thesis, a significant amount of material worthy of publication or public presentation, and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
 - the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with

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regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.

93. Supervisors must accommodate the student and the project within their research facilities, and obtain permission from line managers as required. Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland* postgraduate deanery.
94. Registration may be full-time or part-time.
- Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.
 - Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

MD Timetable for submission

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MD full time	Prescribed Period		submission period			
MD part time 60%	Prescribed Period			submission period		
MD part time 40%	Prescribed Period				submission period	

95. A student who is registered for a MD may apply to the College for conversion to an alternative degree, including abbreviating the prescribed period to 1 year full time equivalent in order to complete a MSc by Research, completing a 2 year full time equivalent prescribed period to complete a MPhil, or extending the prescribed period to 3 years full time equivalent in order to complete a PhD. Conversion can only be considered prospectively, in advance of completing the necessary prescribed period of research, and will incur fees applicable for the new degree.

96. A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

*for this purpose, South-East Scotland is the areas covered by the Borders, Fife and Lothian Health Boards.

Doctor of Dental Surgery (DDS)

97. An applicant for the degree of Doctor of Dental Surgery (DDS) must hold a qualification which is registrable with either the General Dental Council or the General Medical Council or both and must have been engaged since graduation for at least two years either in scientific work bearing directly on the applicant's profession, or in the practice of Dentistry or other related disciplines, and will perform their research work in the South-East of Scotland*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.

All applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.

98. The grounds for the award of the DDS are that:
- a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
 - b. the thesis must deal with one or more of the subjects arising directly from contemporary dental or surgical practice relevant to oral health. It must be an original work that:
 - makes a significant contribution to knowledge in or understanding of the field of study;
 - contains a significant amount of material worthy of publication or presentation;
 - shows a comprehensive knowledge and a critical appreciation of the field of study and related literature;
 - shows that the student's observations have been carefully made;

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- shows the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field;
- contains material which presents a unified body of work;
- is satisfactory in its literary and general presentation, gives full and adequate references and has a coherent structure;
- is understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

A concise and informative summary should be included with the thesis.

99. The supervisors must undertake that they will accommodate the student and the project within their research facilities, and obtain permission from line managers as required.

100. Registration may be full-time or part-time.

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

Part-time registration will apply to students who are in employment unrelated to their DDS project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the DDS research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is three years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

DDS Timetable for submission

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DDS full time	Prescribed Period		Submission period			
DDS part time 60%	Prescribed Period			Submission period		

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DDS part time 40%	Prescribed Period	Submission period
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101. The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

*for this purpose, South-East Scotland is the areas covered by the Borders, Fife and Lothian Health Boards.

Doctor of Veterinary Medicine and Surgery (DVM&S)

102. A thesis for the degree of DVM&S must deal with one or more of the subjects of study in the curriculum for the degree of BVM&S of the University or with subjects arising directly from contemporary veterinary practice.

103. The grounds for the award of the degree of DVM&S are:

- a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by College) that the student is capable of pursuing original research in the field of study relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
- b. the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgement with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

104. Registration is five years part-time. An intending student shall submit to the College a suggested topic and description of the work on which the thesis will be based. A registration fee is paid upon initial registration, an annual advisory fee is paid at the beginning of each year of study (including the first year) and an examination fee is paid at the time of thesis submission. After formal acceptance of

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the suggested topic and description, a period of normally at least 18 months must elapse before the thesis is submitted.

105. The thesis length should be no longer than 60,000 words.

Doctor of Veterinary Medicine (DVetMed)

106. DVetMed students will undertake courses to obtain 180 credits in each year of the four year programme. In order to qualify for the award of Doctor of Veterinary Medicine, students must obtain a total of 720 credits across the duration of the programme, in accordance with the progression requirements below.

107. 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).

108. 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

D College of Science and Engineering Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Engineering (EngD)

109. The Prescribed Period of Study is 48 months full-time and 96 months part-time.

MSc Engineering degrees: professional requirements

110. An MSc student who is eligible for progression or for the award of an accredited MSc degree by the University regulations but who fails an MSc course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies, will be required to “resit for professional purposes” the failed course.

111. A student requiring “resit(s) for professional purposes” will be ineligible for the accredited MSc degree unless the necessary passes at “resit for professional purposes” are achieved, but may be eligible for the award of the unaccredited degree of MSc in Engineering Technology in a Designated Subject.

112. ‘Resits for professional purposes’ should be taken at the next available opportunity. Only one resit attempt will be permitted. Where a student has exhausted the maximum number of attempts and has still yet to pass a course or courses, they will not be eligible for the accredited MSc degree, but will be considered for an exit award in line with Regulation 111.

113. Where resits for professional purposes are required, the first (fail) mark will be recorded for the MSc degree classification.

114. It will be for each MSc Programme Director within the School of Engineering to identify the requirements for each degree programme. This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Programme will be stated in the Degree Programme Handbook.

Senate Academic Policy and Regulations Committee

23 March 2023

Schedule of review for policies, regulations and guidance - update

Description of paper

1. This paper updates the Committee on the schedule for reviewing policies, regulations, and guidance documents which are the responsibility of the Senate Committees.

Action requested / recommendation

2. APRC are asked to approve the proposed review schedule.

Background and context

3. APRC received an earlier version of the policy review schedule, at its meeting on 26 January 2023. APRC gave broad approval to the schedule at that meeting.
4. Following this, the schedule has been presented to Senate Education Committee and Senate Quality Assurance Committee, to seek agreement on the proposals for reviewing policies and regulations for which they are responsible. Both Committees have agreed to the proposed schedule.
5. The Appendix below sets out the review schedule. Cells highlighted in yellow / bold indicates areas updated since the schedule was presented to APRC in January, based on additional information from stakeholders.
6. Work will be undertaken to update all existing policy coversheets with the approved review dates.
7. In addition to the review schedule, minor technical updates may be made to policies, regulations and guidance from time to time, for example to update links or changes in terminology.

Resource implications

8. The process of reviewing and updating regulations, policies and guidance has significant resource implications for Academic Services, and for stakeholders that would contribute to review processes. This paper seeks to manage these resource implications while meeting internal or external requirements for reviewing and updating the documents.

Risk management

9. The paper seeks to ensure that the University has a fit for purpose suite of academic regulations, policies and guidelines that will assist it to manage risks associated with teaching and research student activities.

Responding to the Climate Emergency & Sustainable Development Goals

10. Not applicable.

Equality & diversity

11. Academic Services would undertake Equality Impact Assessments when developing new policies or making substantive changes to existing policies.

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

12. Academic Services would take responsibility for coordinating the process of reviewing the documents.

Author

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Head of Academic Policy and Regulations

Freedom of Information

Open

Category	Title	Document Type	Last Updated	Update Due	Proposed new review session	Notes on proposed schedule	Approval committee
Assessment and Progression (Research)	Lay Summary in Theses - Guidance	Guidance	Jun-22	2022/23	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	PhD by Integrated Study Guidance	Guidance	Jan-21	2022/23	2023-24		APRC
Assessment and Progression (Research)	Thesis Format Guidance	Guidance	Jun-22	2027-28	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	Including Publications in Postgraduate Research Thesis: Guidance	Policy/Regulation/Code	Mar-22	2026/27	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	PhD by Research oral examinations by video link (Videolinked PhD oral)	Policy/Regulation/Code	May-21	2026/27	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	Handbook for External Examining of Research Degrees	Policy/Regulation/Code	Apr-22	2026/27	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	Postgraduate Assessment Regulations for Research Degrees	Policy/Regulation/Code	May-22	2023/24	2022-23	It is standard practice to review this document on an annual basis.	APRC
Assessment and Progression (Research)	Code of Practice for Supervisors and Research Students	Policy/Regulation/Code	Aug-22	2022/23	2022-23	It is standard practice to review this document on an annual basis, and update in line with any relevant changes in policy.	APRC - on an exception basis, only if substantial changes proposed
Assessment and Progression (Taught and Research)	Special Circumstances Policy	Policy/Regulation/Code	May-22	2023/24	2022-23	APRC is in the process of reviewing this policy in 2022-23	APRC
Assessment and Progression (Taught and Research)	Procedure for Withdrawal and Exclusion from Studies	Policy/Regulation/Code	May-19	2022/23	2024-25	Possible technical update required in 2022-23 to bring policy in line with TAR 67 in relation to UG students (being being updated to include 'or award'). Otherwise we are not aware of any urgent need to review.	APRC
Assessment and Progression (Taught)	Handbook for Boards of Examiners for Taught Courses and Programmes	Policy/Regulation/Code	Sep-16	2021/22	2023-24	Not aware of urgent need to review, and it would be challenging to review during industrial action.	APRC
Assessment and Progression (Taught)	Taught Assessment Regulations	Policy/Regulation/Code	May-22	2022/23	2022-23	It is standard practice to review this document on an annual basis.	APRC
Assessment and progression (Taught)	Assessment and Feedback Principles and Priorities	Policy/Regulation/Code	Sep-22	2025/26	2025-26	In line with agreed schedule.	SEC
Assessment and Progression (Taught)	Undergraduate Progression Boards Policy	Policy/Regulation/Code	Apr-20	2022/23	2024-25	Not aware of any urgent need to review this policy - so propose to delay until 2024-25 unless Curriculum Transformation requires an earlier review.	APRC

Category	Title	Document Type	Last Updated	Update Due	Proposed new review session	Notes on proposed schedule	Approval committee
Assessment and Progression (Taught)	External Examiners for Taught Programmes Policy	Policy/Regulation/Code	May-19	2023/24	2023-24	Review at the same time as the Handbook for Boards of Examiners for Taught Courses and Programmes.	QAC
Casework	Code of Student Conduct	Policy/Regulation/Code	Dec-22	2025/26	2025-26	Likely to require earlier review (feedback from General Council)	Court (following resolution process, and recommendation by APRC)
Casework	Support for Study Policy and flowchart	Policy/Regulation/Code	Jan-22	2023/24	2022-23	APRC set it as a priority for 22/23 to review the Policy	APRC
Casework	Procedure for dealing with Suspected Academic Misconduct	Policy/Regulation/Code	May-19	2023/24	2022-23	Committee has already agreed some changes in 2022-23. Planning to introduce more substantive proposals later in 2022-23	APRC
Casework	Student Appeal Regulations	Policy/Regulation/Code	May-20	2024/25	2024-25	We are not aware of reasons to bring forward a review, other than a minor technical amendment to the list of areas subject to Fitness for Practice.	APRC
Casework	Expected Behaviour Policy in relation to Appeals, Complaints, Student Conduct and Related Procedures	Policy/Regulation/Code	Aug-20	2023/24	2024-25	We will make some minor technical changes in 2022-23 to reflect the changes in titles within Academic Services (it is not necessary to seek APRC approval for these). Other than these technical changes, we are not aware of any urgent need to review this policy.	APRC
Other	Performance Sport Policy	Policy/Regulation/Code	Jun-15	2018/19	2023-24	We are aware that a review is well overdue. While it is functioning it needs a coherent approach and refresh. CAHSS want more guidance (Education) on what a national sport is.	APRC
Other	Visiting and Non-Graduating Student Policy and Procedure	Policy/Regulation/Code	Mar-19	2022/23	2024-25	No urgent issues to be addressed, so we propose to delay until 2024-25	APRC
Other	International Student Attendance and Engagement Policy	Policy/Regulation/Code	Aug-21	2022/23	TBC	We will consult the Student Immigration Service to clarify requirements for a review.	APRC
Other	University use of email as method of contacting students	Policy/Regulation/Code	Dec-21	2026/27	2026-27	We are not aware of any urgent reason to review this at earlier point.	APRC
Programme and course approval	Degree Programme Specification Guidance	Guidance	Aug-20	2023/24	2023-24	Review as part of Curriculum Transformation - for now, plan to do this work in 23-24	APRC
Programme and course approval	SCQF Third Party Credit Rating	Policy/Regulation/Code	Dec-19	2019/20	2024-25	We propose to review suite of documents related to collaboration with external partners as a suite in 24-25. We are not aware of any need to review this policy earlier than that.	QAC
Programme and course approval	Models for Degree Types	Policy/Regulation/Code	Jun-17	2021/22	2023-24	Review as part of Curriculum Transformation - for now, plan to do this work in 23-24	APRC
Programme and course approval	Dual, Double and Multiple Awards Policy	Policy/Regulation/Code	Mar-16	2023/24	2024-25	We propose to review suite of documents related to collaboration with external partners as a suite in 24-25.	APRC
Programme and course approval	Framework for Curricula	Policy/Regulation/Code	Jun-17	2021/22	2023-24	Review as part of Curriculum Transformation - for now - assuming this will happen in 23-24	APRC
Programme and course approval	Programme and Course Design, Development, Approval, Changes and Closure Policy	Policy/Regulation/Code	May-22	2024/25	2024-25	Aim to make minor updates to section relating to course and programme publication dates in 2022-23. We propose a more substantive review in 2024-25 (or earlier, if Curriculum Transformation, or other developments such as the Degree Finder replacement, require it)	APRC

Category	Title	Document Type	Last Updated	Update Due	Proposed new review session	Notes on proposed schedule	Approval committee
Programme and course approval	Programme and Course Handbooks Policy	Policy/Regulation/Code	May-22	2022/23	2022-23	Technical update only - we are not aware of any need for a more substantive review at this stage.	APRC
Programme and course approval	Degree Regulations -UG	Policy/Regulation/Code	May-22	2022/23	2022-23	It is standard practice to review this document on an annual basis.	APRC
Programme and course approval	Associated Institution Policy	Policy/Regulation/Code	Dec-19	2022/23	2024-25	Review suite of documents related to collaboration with external partners as a suite in 24-25.	QAC
Programme and course approval	Degree Regulations -PG	Policy/Regulation/Code	May-22	2022/23	2022-23	It is standard practice to review this document on an annual basis.	APRC
Programme and course delivery	Work-Based and Placement Learning Policy	Policy/Regulation/Code	May-22	2022/23	2023/24	Feedback from the Study and Work Away team indicates there is no urgent need for a review of the policy in 2022/23.	QAC
Programme and course delivery	Accessible and Inclusive Learning policy	Policy/Regulation/Code	Jan-13	2018/19	TBC	LTW are currently leading a review, in consultation with DLSS. An update will be presented to SEC in May 2023.	SEC
Programme and course delivery	Open Educational Resources Policy	Policy/Regulation/Code	Sep-21	2024/25	2024-25	ISG have confirmed no reason to bring this review forward	SEC
Programme and course delivery	Academic Timetabling Policy	Policy/Regulation/Code	May-18	Not specified	2023/24	The Head of Timetabling and Examination Services proposes that this is reviewed in line with the Timetabling replacement project, due to be implemented in 2024/25.	APRC
Programme and course delivery	Learning Analytics Policy and Procedures	Policy/Regulation/Code	May-18	2019-20	TBC	A substantial review may be required which is not feasible in 2022/23. Academic Services is consulting with Professor Sian Bayne on the possible scope and schedule for a review.	SEC
Programme and course delivery	Learning Analytics Principles and Purposes	Policy/Regulation/Code	May-17	2019-20	TBC	A substantial review may be required which is not feasible in 2022/23. Academic Services is consulting with Professor Sian Bayne on the possible scope and schedule for a review.	SEC
Programme and course delivery	Lecture Recording Policy	Policy/Regulation/Code	Sep-18	2020/21	2022/23	ISG currently leading review of the Policy and reported to SEC in March 2023	SEC
Programme and course delivery	Virtual Classroom Policy	Policy/Regulation/Code	May-22	TBC	2022/23	ISG currently leading review of the Policy and reported to SEC in March 2023	SEC
Quality assurance	Guidance for Schools regarding communication between student representatives and students	Guidance	Jul-19	2019-20	2022-23	Already planning to update in 2022-23	QAC
Quality assurance	Student Support Services Annual Review (SSSAR) Guidance	Guidance	Nov-16	2019/20	2022-23	We plan light-touch review to learn from practices during the Covid pandemic and take account of views of Deputy Secretary (Students).	QAC
Quality assurance	Annual Monitoring, Review and Reporting Policy	Policy/Regulation/Code	Aug-19	2022/23	2022-23	We plan technical changes in 2022-23 to ensure it reflects current processes, then will have more substantive review in 2023-24 if required to take account of external developments. Will be presented to SQAC in March 2023.	QAC
Quality assurance	Student Voice Policy	Policy/Regulation/Code	May-21	2021/22	2024-25	Policy updated recently, and we are not aware of any need for a review in the near future.	QAC
Quality assurance	Student Staff Liaison Committee (SSLC) Policy	Policy/Regulation/Code	Sep-21	2021/22	2022-23	We plan technical changes in 2022-23 to ensure it reflects current processes.	QAC
Quality assurance	Student Support Services Annual Review (SSSAR) Policy	Policy/Regulation/Code	May-17	2022/23	2022-23	We plan light-touch review to learn from practices during the Covid pandemic and take account of views of Deputy Secretary (Students).	QAC

Category	Title	Document Type	Last Updated	Update Due	Proposed new review session	Notes on proposed schedule	Approval committee
Staff roles	School Director of Quality Role Outline	Guidance	May-21	2023/24	2023/24		QAC
Staff roles	Course Organiser Outline of Role	Guidance	Jun-21	2023/24	2024/25	We are not aware of any urgent need to review this, so propose to reschedule to 2024-25	APRC
Staff roles	Policy for the Recruitment, Support and Development of Tutors and Demonstrators	Policy/Regulation/Code	Sep-17	2021/22	2023-24	Prof Antony Maciocia is leading a strand of work on tutors and demonstrators in response to the ELIR. It is possible that this will lead to recommendations for changes to policy.	SEC
Student support	Academic and Pastoral Support Policy	Policy/Regulation/Code	Sep-22	2023/24	2022/23	Technical review undertaken Sept 22. Fuller review planned by end 2022-23 to take account of new student support model.	SEC
Student support	Authorised Interruption of Study Policy	Policy/Regulation/Code	May-18	2022/23	2024/25	We are not aware of any urgent need to review this policy.	APRC
Student support	Student Maternity and Family Leave Policy	Policy/Regulation/Code	Jun-17	2020/21	2023-24	While we are aware that some stakeholders would like us to review this, we are not aware of any urgent need to amend the policy. We propose to review in 2023-24.	APRC

Academic Policy and Regulations Committee**23 March 2023****Proposed Policy Changes related to Implementation of Student Support Model****Description of paper**

Submitting draft proposed Student Support Project related changes for APRC **review and approval** on the following policies in March 2023 APRC meeting:

Policies

1. Authorised interruption of study
2. Course Organiser: Outline of Role (CSPC)
3. Performance Sport policy
4. Programme and Course Handbooks Policy
5. Protection of Children and Protected Adults
6. Withdrawal and Exclusion from Studies Procedure
7. International Student Attendance and Engagement Policy
8. Support for Study

Action requested / recommendation

1. Review proposed minor changes to the 8 policy documents, identified in the "APRC March 2023 - Appendix to Student Support Policy Cover Sheet", as appropriate for each policy so committee can approve proposed changes.

Background and context

2. Court and the University Executive have approved the full implementation of the new student support from 2023-24, following the first phase in 2022-23.
3. The Student Support model is being introduced through a phased approach, with some students moved to the new model of support in September 2022 and the remaining coming on board for September 2023
4. The Project Board has kept Senate, the Senate Education Committee, and the Senate Quality Assurance Committee, informed of the direction of travel. At its meeting in May 2023, SEC will consider the formal policy framework for the new model (to replace the current Academic and Pastoral Support Policy), and QAC is feeding into the monitoring and evaluation framework.
5. In March 2022, APRC approved a set of technical changes to a range of policies and regulations in order to incorporate the new model for 2022-23 (primarily by inserting references to Student Advisers alongside Personal Tutors), and we are now inviting it to approve a second phase of consequential amendments to remove references to Personal Tutors (who will no longer exist in 23-24).
6. The majority of policies have been updated to include reference to the new support roles of Student Adviser or Wellbeing Adviser and the new academic role

of Cohort Lead or Student Support Teams, or to remove reference to Personal Tutors.

Discussion

7. The “APRC March 2023 - Appendix to Student Support Policy Cover Sheet” document highlights all proposed changes in associated policy documents.

Resource implications

8. N/A - While implementation of the model requires resources, the policy changes do not in themselves add any further resource requirements

Risk management

9. Provides regulatory framework for Schools/Deaneries to base processes and ways of working, in line with the implementation of the new model of student support and guidance that will be provided by the Project Team. Responsibility for implementation of the policies will lie within the Colleges and Schools/Deaneries.

Responding to the Climate Emergency & Sustainable Development Goals

10. N/A

Equality & diversity

11. The proposed changes do not directly affect EDI considerations. However, these policy changes are prerequisites for full implementation of the model of Student Support, which will enhance student experience, including EDI considerations when students are seeking support.

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

12. Academic Services will also include these changes in their annual updates on policies and regulations, and related newsletter.
13. Responsibility for implementation of the policies will lie within the College and Schools/Deaneries Evaluation of the model is ongoing through local quality assurances and by the Student Analytics service.

Author

Rosie Edwards (Senior Design Lead)

15 March 2023

Freedom of Information (Is the paper ‘open’ or ‘closed’) – *Open*

Appendix covering:

- APRC March 2023 - Appendix to Student Support Policy Cover Sheet

Appendix to Proposed Policy Changes related to Implementation of Student Support Model

POLICIES

1. Authorised Interruption of Studies

- 4 Changes

4.1 Students are expected to liaise firstly with their Student Adviser, Personal Tutor, Programme Director or Supervisor about taking an Authorised Interruption of Study and to discuss a proposed return to study plan before completing an application for an Authorised Interruption of Study. Where necessary, Directors of Students (or equivalent academic role), Programme Directors and Supervisors may also be involved in these discussions.

7.2 The relevant Head of College (or delegated authorising officer) will determine whether or not an Authorised Interruption of Study will be granted, and will inform the student and Student Adviser of their decision. Colleges may routinely delegate consideration of applications for Authorised Interruption of Study to Schools where appropriate.

9.1 Students wishing to return to their studies earlier than originally planned should contact their Student Adviser, and submit a request via the relevant School/Deanery or College Office for consideration. Requests will be considered on a case-by-case basis.

9.2 The relevant Student Adviser, School or Deanery will make contact with an interrupted student before their scheduled return to study in order to confirm the student's programme of study and to facilitate any support which may be required upon return.

Current policy, for reference:

<https://www.ed.ac.uk/sites/default/files/atoms/files/authorisedinterruption.pdf>

2. Course Organiser Role

- 4 changes

3.1 Dealing with queries from prospective students on the course, and from their Student Advisers, or Personal Tutors

3.4 Monitoring student engagement, contacting defaulting students, informing Student Advisers /Personal Tutors about students who are absent or experiencing academic or other difficulties, and reporting to the relevant role within the subject area or School
<https://www.ed.ac.uk/student-administration/immigration>

3.5 Liaising with the ~~Student Disability Service~~ Disability and Learning Support Service regarding adjustments for disabled students

3.6 Ensuring that students are aware of the advice and help that can be offered through the ~~Student Disability Service~~ **Disability and Learning Support Service**

Current policy, for reference:

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

3. Performance Sports Policy

- 2 Changes
4. It is the responsibility of the student to ensure that they promptly report to their **Student Adviser, Personal Tutor,** Postgraduate Director or Research Supervisor any sporting commitment that might affect their attendance or assessment.
 6. Any agreed adjustments affecting assessment should be dealt with by the use of extension to deadlines and will be undertaken with reference to the relevant Assessment Regulations. Students who believe that extenuating circumstances exist which prevent them from sitting an examination in the scheduled time or venue should contact their **Student Adviser, Personal Tutor,** Postgraduate Director or Research Supervisor. Their case is considered by the relevant College Dean **(or delegated authorising officer)** and Student Administration in consultation with the Convener of the Board of Examiners.

Current policy, for reference:

https://www.ed.ac.uk/sites/default/files/atoms/files/performance_sport_policy.pdf

4. Programme and Course Handbooks Policy

- 1 Change

Page 6 -

Student Support	Including what happens when things go wrong	School Personal Tutoring Statements or Student Support Statement
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Revise references to “Disability Service” in the next section of the text box to “Disability and Learning Support Service”.

Current policy, for reference:

<https://www.ed.ac.uk/sites/default/files/atoms/files/progcoursehandbooks.pdf>

5. Protection of Children and Protected Adults

- 1 Change

Page 4 Footnote 1 - ^[1] This does not apply to situations where one-to-one meetings are the agreed University approach, for example a meeting between a ~~Personal Tutor/~~ Student Adviser and a ~~tutee-student~~, or a meeting with a research supervisor.

Current policy, for reference:

https://www.ed.ac.uk/sites/default/files/atoms/files/protection_of_children_and_protected_adults_policy.pdf

6. Withdrawal and Exclusion from Studies Procedure

- 3 changes

6. Before applying to withdraw, the student is strongly advised to consult their Student Adviser/~~Personal Tutor/~~ Programme Director/ Supervisor, or the Students' Association Advice Place, in order to consider the implications of withdrawal. These include matters such as: access to the University's facilities; financial issues (for example scholarships, fees, external financial issues relating to the Student Loans Company/Student Awards Agency for Scotland etc.); ~~Tier 4 Student Visas~~; exit awards; readmission.

15. The Head of School (or delegated authorising officer) will send a copy of the communication to the Student Adviser/~~Personal Tutor/~~Programme Director. The School must advise Student Systems of any changes to the student's programme, mode of study, or exclusion via the online student programme change form in EUCLID.

26. The Head of College (or delegated authorising officer) will send a copy of the communication to the Student Adviser/~~Personal Tutor/~~Programme Director/Supervisor. The College must advise Student Systems of any changes to the student's programme, mode of study, or exclusion via the online student programme change form in EUCLID.

AND Revise references to "Tier 4/Tier 4 Visas" to appropriate Student Visa language to be confirmed by Academic Services.

Current policy, for reference:

https://www.ed.ac.uk/sites/default/files/atoms/files/withdrawal_exclusion_from_study.pdf

7. International Student Attendance and Engagement Policy

- 1 Change

10. Student visa holders are expected to be in attendance on their chosen programme and actively engaged with it, as required by relevant Degree Regulations (<http://www.drps.ed.ac.uk>), Degree Programme Tables and programme handbooks. If there are any concerns regarding this, students should approach their Supervisor, **Personal Tutor** or **Student Adviser** or Student Immigration Service.

Current policy for reference:

<https://www.ed.ac.uk/sites/default/files/atoms/files/internationalstudentattendanceandengagementpolicy.pdf>

8. Support for Study Policy

- 2 Changes

- 6.1 When initial or moderate concerns arise about a student's health and its adverse impact on other members of the University community, these should be dealt with locally by the appropriate member of staff. This may be the student's **Personal Tutor/Student Adviser/Supervisor/Student Support Team/Wellbeing Adviser**, or a more senior member of staff in the student's School, ~~such as the Senior Tutor~~. If concerns arise in the University's residential accommodation, the relevant member of staff (e.g. warden, Residence Life team or others as appropriate) should address them, where necessary discussing the issue with the student's School.
- 6.2 The appropriate member of staff should discuss their concerns with the student in an informal and supportive manner, and give the student the opportunity to explain their perception of the matter. Possible outcomes from such a discussion might include:
- No follow-up action necessary;
 - Supporting referral to appropriate support service – e.g. Health Service, Student Counselling, Student Disability Service, Student Fees or Finance, etc;
 - Supporting the student to apply in the normal way for an appropriate change to their programme status – e.g. interruption of studies or a transfer to part-time study - with due consideration (taking advice as needed) as to how any interruption of studies or change in status might impact on the student (e.g. for immigration or financial reasons);
 - The student's agreement about changes to behaviour, with a review period agreed, and a review undertaken by the student's **Personal Tutor/Student Adviser/Supervisor/Student Support Team/Wellbeing Adviser** or relevant residential accommodation member of staff.

Current policy, for reference:

<https://www.ed.ac.uk/sites/default/files/atoms/files/supportforstudypolicy.pdf>

Senate Academic Policy and Regulations Committee**23 March 2023****Revised Proposals for Coordinating Institutional Activities on Assessment and Feedback****Description of paper**

1. The Senate Standing Committees – Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC) - have a range of assessment-related activities underway at present. This paper provides an overview of current or planned activities – dividing them into two categories:
 - Activities relating to strategy and policy
 - Activities relating to guidance, procedures, data, systems and evaluation
2. At its meeting on 26 January 2026, APRC discussed proposals for establishing these new task groups to coordinate these activities – focussing in particular on the Guidance, Procedures, Data, Systems and Evaluation group (which would report to APRC and SQAC). While the Committee was strongly supportive of those proposals, it made suggestions for amendments to the membership and remit of that task group. SEC and SQAC also supported the establishment of the two groups, and also made some suggestions for amendments. The revised proposals set out in this paper take account of the feedback from the three Committees. At its meeting on 9 March 2023, SEC confirmed that it was content with the revised proposals.

Action requested / recommendation

3. The Committee is invited to approve the updated remit and membership for these new Guidance, Procedures, Data, Systems and Evaluation Group, as set out in paragraph 13.

Background and context

4. At its meeting on 26 January 2023, APRC supported the establishment of the proposed Guidance, Procedures, Data, Systems and Evaluation Group subject to the following comments on the remit and membership:
 - Clarify the relationship between this Group and the Strategy Group (in particular, whether the first group is subordinate to the second group)
 - Clarify the extent to which the Group will be taking on the authority of the Senate Standing Committees
 - Increase input on the group of staff in Schools who are responsible for implementing institutional policies on assessment and feedback (for example, teaching staff and teaching organisation staff)

5. At its meeting on 19 January 2023, SEC supported the proposed membership of the Guidance, Procedures, Data, Systems and Evaluation Group subject to considering the following potential amendments:
 - Additional student input - one student from each College
 - Additional staff in relevant School roles, including Teaching Organisations
6. In addition, one elected Senate member passed on a suggestion that someone other than a senior University manager should convene the two task groups.
7. SEC supported the proposed remits of the groups subject to the following:
 - Clarify that references to 'feedback' incorporate 'feed forward' activity
 - Clarify how the groups would link to other relevant groups and projects, for example the Student Lifecycle group and the Student Support Model project, and the Curriculum Transformation Programme
 - Explain the relationship between the two groups
 - Explain that the University should provide Schools with clear timelines and as much notice as possible of any procedural changes agreed by the relevant Senate Committees on the basis of recommendations from the groups
 - Ensure that any guidance that they produce does not unintentionally restrict the activities of Schools
8. At its meeting on 6 March 2023, SQAC supported the proposals for the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group, subject to establishing appropriate ways to involve a wider range of stakeholders including current teaching staff.

Discussion

9. SEC, QAC and APRC have made various suggestions for incorporating a range of additional perspectives and constituencies. There are merits to all these suggested additions. However, in order to ensure that the two groups do not become too big and unwieldy, it will be necessary to prioritise some cases for membership over others. In some cases it may be more appropriate to represent particular perspectives through consultation rather than membership of the groups.
10. While one committee member proposed that someone other than a senior University manager convene the groups, it seems appropriate that staff that the University has appointed to senior leadership roles for student issues, who have time within their workload to undertake the range of duties associated with leading a strand of work of this type, should convene these groups.
11. APRC members asked for clarity on the authority of the groups. The groups will not take on any formal powers current vested in the Committees. Where the groups identify the need for formal changes in policy or strategy (or other things within the formal remits of the Committees), the groups would be responsible for developing and consulting on the proposals; the Committees would continue to

make the decisions. The groups will however be able to make more operational decisions – for example coordinating activities and developing guidelines.

12. APRC members also asked for clarity about the relationship between the two groups. The groups have distinct remits, and will therefore undertake their work in parallel, rather than one being formally subordinate to the other.
13. Taking account of these points, the paper invites the Committee to approve the following remit and membership arrangements for the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group (with amendments underlined):

Remit:

- Develop institutional advice and guidance on the practical management of online and on-campus examinations
- Oversee the development of academic misconduct procedures*
- Coordinate the evaluation of the operation of examinations during 2022-23 and beyond (including the planned evaluation of the Dec 22 diet)
- Coordinate activities to enhance institutional data on student achievement, progression and completion – with a view to providing a single source of truth in a user-friendly format
- Coordinate practical activities (eg development of guidance) to support the implementation of the Assessment and Feedback Principles and Priorities
- Develop mechanisms for evaluation and monitoring of the Assessment and Feedback Principles and Priorities

* In practice, a separate sub-group would be required for this, with input from College and School Academic Misconduct Officers.

The group would report to the three Senate Standing Committees on issues related to their respective remits. Where it requires formal Committee approval (for example, for a change to policy), it would submit formal proposals to the relevant Committee. It would also submit a report providing an overview of progress against their workplan at least once in 2022-23 and once in 2023-24.

The group will link to the Student Lifecycle group, the Student Support Model project board, and the Curriculum Transformation Programme project board, via shared membership, and will also consult the relevant group when relevant.

Membership

- Lucy Evans (Deputy Secretary, Students) (Convener)
- Lisa Dawson (Academic Registrar)
- Prof Tina Harrison (Assistant Principal, Academic Standards and Quality Assurance, and convener of SQAC)
- Dr Paul Norris (Convener of APRC)
- Two members of staff from each College, providing a mix of School and College staff (for example, Directors of Teaching or equivalent, Heads of

Teaching Organisations or equivalent, Deans of Learning and Teaching, Deans of Quality, Heads of Academic Administration)

- ~~Deans of Learning and teaching for three Colleges~~
- ~~Deans of Quality for three Colleges~~
- ~~Heads of Academic Administration from each College~~
- Representative of Strategic Planning
- Representative of Student Systems
- Two Students' Association representatives
- Academic Services representative
- Information Services Group's Learning, Teaching and Web Services team representative
- ~~Curriculum Transformation Programme representative~~
- Other staff would be invited to contribute on particular issues

Total: 16 members

Timelines, next steps and reporting arrangements

14. If the Committee is content with the membership and remit, the group will start by developing a workplan, taking account of the planned and outstanding issues set out in the Annex, and the level of professional services resources available to undertake the relevant work. They would present their workplans to the relevant Senate Committee(s) for approval.

15. The paper presented to the Committee in January indicated that, were the groups to identify any urgent issues, they would oversee progress on these over the next several months in parallel with developing their workplans. Given the delay in finalising the groups' membership (in order to take account of the Committees' feedback), the two task groups will begin work on urgent issues using the skeleton Group memberships.

16. The most urgent issues are:

1. **Institutional policy on examination formats for 2023-24.** At its January 2023 meeting, SEC agreed a position on the issue of examination format (whether examinations should be held on-campus or online) for resit exams in summer 2023. These actions relate to examinations held in 2022-23. If SEC wishes to determine policy in relation to the format of examinations from 2023-24 onwards, it will need to agree a position on this by the end of 2022-23.
2. **Practical arrangements for online examinations in 2023-24.** In October 2022, the Senate Academic Policy and Regulations Committee (APRC) approved some guidance for Schools / Colleges on the practical arrangements for managing online exams in 22-23 (focussing on submission deadlines). At that point, APRC signalled that it would review the practical arrangements for online examinations ahead of 2023-24. It would need to complete this work by the end of 2022-23. Academic Services are starting to engage with stakeholders on this issue.

3. ***Evaluation of the operation of examinations in the December 2022 diet.***

At its 10 November 2022 meeting, SEC agreed to conduct a review of the December 2022 examination diet early in 2023. If this review is to inform the policy and practical arrangements for examinations that run during the remit diet in summer 2023, and examinations that run in 2023-24, SEC will need to complete this work by the end of 2022-23. Academic Services are engaging with stakeholders to gather data for this evaluation.

17. We will liaise with the skeleton membership of the Strategy Group in relation items 1 and with the Guidance, Procedures, Data, Systems and Evaluation in relation to item 2 and 3.

Resource implications

18. Academic Services and the broader Registry Services will need to assess the resource requirements of supporting these two groups, once the groups have developed their workplans. As part of this, the Student Analytics, Insights and Modelling team would play a key role in supporting data-related elements of the work. In addition, the Curriculum Transformation Programme have signalled that they may be able to provide some support. The workplan of each group will need to take account of available resources – this is likely to require a degree of prioritisation, and may require the phasing of some activities.

Risk management

19. The recommendations within the paper aim to enhance the assessment and feedback experience for students, reducing the risks associated with poor performance in assessment and feedback and the likelihood of an unsatisfactory outcome in a future ELIR from not taking action

Responding to the Climate Emergency & Sustainable Development Goals

20. Not Applicable.

Equality & diversity

21. One of the Assessment and Feedback principles directly addresses inclusive assessment practice and equality in assessment outcomes, and it is likely that some of the planned activities of the Guidance, Procedures, Data and Evaluation Group would relate to developing the University's understanding of student progression, attainment and completion for students with different characteristics and backgrounds.

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

22. Academic Services would use the Senate Committees' Newsletter to communicate regarding the establishment of these groups. The paper presented to the Committee in January 2022 set out implementation and evaluation arrangements.

Author

Presenter

Tom Ward
Director of Academic Services
15 March 2023

Tom Ward

Freedom of Information
Open

Senate Academic Policy and Regulations Committee**23rd March 2023****Major Change to an Existing Programme: MSc in Critical Care****Description of paper**

1. This paper describes a proposal for the introduction of a fully taught Year 3 for students enrolled on the MSc in Critical Care programme, to be offered as an alternative to the current 60-credit dissertation.

This proposal contributes to the Strategy 2030 outcomes, through the provision of multidisciplinary postgraduate education pathways to support flexible whole-life learning. The range of courses on offer will provide students with the opportunity to tailor their degree programme to address specific challenges in critical care within their own professional context, and encompasses self-designed experiential learning.

Action requested / recommendation

2. Approval is sought for the option of a fully taught Year 3 for students enrolled on the MSc in Critical Care programme, as an alternative to the existing 60-credit dissertation.

Background and context

3. The proposal represents a significant change to the content and delivery of Year 3 of the MSc in Critical Care programme. We currently offer students the single option of undertaking a 60-credit dissertation course (CRCA11011) in their final year of the programme. While this model aligns with many students' objectives, a significant number of current students have indicated that they would prefer the option of a fully taught Year 3, in which they can take the additional Critical Care elective courses that they were unable to study in Year 2 of the programme. The proposed fully taught Year 3 option would provide an alternative route to attaining an MSc in Critical Care, in addition to the current 60-credit dissertation option, and there is a precedent for fully taught Master's programmes in the College of Medicine & Veterinary Medicine.

The main driver for a fully taught Year 3 is to enhance the student learning experience by broadening access for our students to more of the excellent courses currently available within both the MSc Critical Care programme, and other programmes in the College. Our learners are attracted to Edinburgh from all over the world and represent every healthcare professional group involved in the treatment of critically ill patients (e.g. doctors, nurses, paramedics, pharmacists, dietitians). By offering flexibility and the ability to customise their learning experience, our students will exit the programme with the knowledge and skills that will benefit each one of them in their own healthcare environment and improve the treatment of their patients.

Discussion

4. See Appendix 1.

Resource implications

5. Teaching and administrative resourcing will come from the existing programme team.

Risk management

6. The key risk associated with the proposal is higher than expected student numbers entering a fully taught Year 3. Current student numbers on-programme allow for additional marking duties by our existing course tutors to cover Year 3 student enrolments. Mitigating measures: we would recruit additional tutors should numbers exceed anticipated targets. The Department of Anaesthesia, Critical Care and Pain Medicine possesses a significant pool of potential tutors. It is unlikely that we would reach 100% retention of students from Year 1 to Year 3 of the programme, since inevitably students may exit the programme through a failure to meet progression requirements or through personal circumstances. A real risk of not introducing a fully taught Year 3 would be the premature exit of students from the programme, and therefore a financial loss to the University.

Responding to the Climate Emergency & Sustainable Development Goals

7. This proposal contributes to the SDGs, since our MSc in Critical Care programme can directly impact SDG3 (Good Health and Well-Being) and SDG4 (Quality Education) by providing healthcare professionals with world-class training in critical care. By using online learning as a mode of delivery, we are directly combating the brain-drain of skilled healthcare professionals from low- and middle-income countries who may otherwise travel overseas to pursue their training and fail to return, while also increasing their ability to treat effectively the critically unwell and injured patient. The part-time, online delivery also promotes SDG5 (Gender Equality) since students can study in a flexible manner, irrespective of their professional and/or personal commitments.

Equality & diversity

8. This proposal brings the Critical Care programme in line with several other Master's programmes in the College, which currently offer a fully taught Year 3. Students enrolled on the programme are an interprofessional and international group, and this diversity can present challenges in pursuing a traditional research dissertation. Increasing the options available for attaining an MSc will have a positive impact on equality and diversity.

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

9. The Deputy Programme Director will inform students in Years 1 and 2 of the programme as soon as possible once approval has been granted. They will also update the information on the [MSc in Critical Care website](#) for prospective applicants to the programme.

The Year 3 Director, the Programme Director, the Deputy Programme Director, the Academic Coordinator, and the Programme Support Officer will implement the addition of a fully taught Year 3. Its impact, in terms of student retention and student experience, will be evaluated in the programme's annual reporting and QA processes, including a review by the MSc in Critical Care Steering Group.

H/02/27/02

APRC 22/23 6K

Author

Dr Paula Smith
14th March 2023

Presenters

Dr Paula Smith (Programme rep)
Dr Sarah Henderson (CMVM rep)

Freedom of Information

This paper to be included in open business.

Appendix 1. Major Change to an Existing Programme

1 OVERVIEW OF PROGRAMME	
1.1 ABOUT THE PROGRAMME	
Programme name (including degree award)	MSc in Critical Care
Programme Code(s)	Critical Care (Online Learning) (MSc) - 3 years (Part-time) (PTMSCCRITC1P)
Programme Director	Dr David Griffith
UG/PGT/PGR	PGT
Owning School/Deanery	Deanery of Clinical Sciences
Other contributing Schools/Deaneries and any collaborative partners (if applicable)	<p>Other contributing Schools/Deaneries: various within CMVM</p> <p>Collaborative partner: The Royal College of Physicians of Edinburgh (RCPE)</p>
Have the other contributing departments/collaborative partners/external examiners/accrediting bodies been consulted and have they agreed to the major change? (if applicable)	<p>The MSc Critical Care Programme engages stakeholders via the MSc Critical Care Steering Group which is chaired by Professor Tim Walsh (Chair of Anaesthesia, Critical Care and Pain). The Programme's proposals for this major change have been presented and discussed within this forum during which the Programme's External Examiner, contributing departments (e.g. Nursing), and the RCPE have been consulted and are agreeable to the proposed change.</p>
Detail of any implications highlighted through discussion with any of the above (if applicable)	<p>1. Learning experience and graduate outcomes Based on student feedback and survey data, many of our students are interested in taking additional specialist courses that allow them to customise their Critical Care Master's, and have expressed a desire to study more of our excellent clinical elective courses in a "fully taught" Year 3 option. We have listened to this feedback and our proposed offering will allow greater customisation and the ability to study additional courses, whilst retaining the graduate attributes that are traditionally obtained in a self-directed / project orientated learning experience (achieved through the development of the Critical Care SLICC).</p> <p>2. Student retention Based on student feedback, survey data, and the experiences of other programmes (e.g. Internal Medicine), providing an alternative to a 60-credit dissertation in Year 3 will result in greater conversion of students from Year 1 (Certificate) and Year 2 (Diploma)</p>

registered cohorts into full MSc students, thus providing greater opportunity for students to exit the programme with an MSc than is currently the case.

3. Financial

Based on 2 above, we anticipate that Year 3 fee income to the programme will increase due to improved retention.

At launch of the new Y3 option, students will complete 40 credits from within the Critical Care suite of courses. The remaining 20 credits will comprise pre-approved courses from external programmes (programmes within the University of Edinburgh but external to the MSc Critical Care programme e.g., Nursing, Internal Medicine).

A pro-rata transfer of tuition fees would be made to external programmes that enrol Critical Care students. Based on preliminary discussions, we anticipate reciprocal enrolment to the Critical Care programme that, together with increased Y3 student retention, would offset tuition fee transfer out of the programme.

1.2 REQUESTED CHANGES FOR CONSIDERATION

Major changes to be effective from:	Academic Year 2023/24
Which cohorts will the changes apply to?	Incoming students and students currently on programme
Provide a summary explanation of amendments and what the drivers are.	<p>We propose the introduction of a fully taught Year 3 for students enrolled on the MSc in Critical Care programme, to be offered as an alternative to the current 60-credit dissertation. There is a precedent for fully taught Master’s programmes in the College of Medicine & Veterinary Medicine (e.g. MSc in Internal Medicine; MSc in Clinical Education).</p> <p>The proposal represents a significant change to the content and delivery of Year 3 of the MSc in Critical Care programme. We currently offer students the single option of undertaking a 60-credit dissertation course (CRCA11011) in their final year of the programme. While this model aligns with many students’ objectives, a significant number of current students have indicated that they would prefer the option of a fully taught Year 3 (see Appendix D), in which they can take the additional Critical Care elective courses that they were unable to study in Year 2 of the programme. The proposed fully taught Year 3 option would provide an alternative route to attaining an MSc in Critical Care, in addition to the current 60-credit dissertation option.</p> <p>There are currently eight available 10-credit Critical Care elective courses, which run across three blocks in terms 1 and 2 (Appendix B). Students select a total of three electives in Year 2 of the programme, thus there is scope to take up to a further three Critical Care electives in Year 3 of a fully taught MSc programme. A new 20-credit Critical Care course being</p>

developed for 2023/24, *Student-Led Individually Created Course for Critical Care (SLICC)* (see Appendix C), will provide students with the opportunity to tailor their degree programme to address specific challenges in Critical Care within their own professional context. This SLICC will enable students to attain academic credit for work relating to their clinical practice. Students can create a bespoke degree by selecting an additional 10- or 20- credit course from the CMVM suite of online courses, to achieve 60 credits in total for Year 3.

Thus, under this proposed change, students will have the option in Year 3 of:

(1) A 60-credit dissertation course (current option)

OR

(2) A 60-credit fully taught year, comprising a combination of at least 40 credits from the Critical Care suite of courses (20-credit SLICC [new course] AND 2x10-credit electives [existing courses]) + an additional 20 credits (2x10-credit or 1x20-credit existing Critical Care and/or CMVM courses).

All courses within CMVM PGT programmes are at SCQF Level 11, regardless of stage of delivery, therefore, there is no progression impact of a student taking courses offered to First and Second year PGT students while in their third year of study. However, the inclusion of the 20-credit SLICC does provide students with the opportunity to “produce a substantial, self-directed piece of work demonstrating proficiency in research or analytical skills through a different form of project” (Senate Curriculum and Student Progression Committee (CSPC), 2019). Furthermore, the SLICC represents synoptic assessment, which builds upon the “skills, knowledge, and concepts developed at an earlier stage of the programme” (CSPC, 2019). In addition, the SLICC encompasses self-designed experiential learning, which is a key element of the University’s Strategy 2030.

The main driver for a fully taught Year 3 is to enhance the student learning experience by broadening access for our students to more of the excellent courses currently available within both the MSc Critical Care programme, and other programmes in the College. Our learners are attracted to Edinburgh from all over the world and represent every healthcare professional group involved in the treatment of critically ill patients (e.g. doctors, nurses, paramedics, pharmacists, dietitians). By offering flexibility and the ability to customise their learning experience, our students will exit the programme with the knowledge and skills that will benefit each one of them in their own healthcare environment and improve the treatment of their patients.

“Would much prefer a fully taught year 3 as there is much more to learn than will be covered in years 1 and 2. A taught course will be much more useful for me in my work. I was already thinking about dropping out once I had done year 2 as I don't really want to do a dissertation”

[Current Y1 Critical Care student]

Further reflecting the diversity of our student cohort, we know that many of our students do not wish to pursue the traditional dissertation model (for example, they may have already done a Master’s dissertation; a research project may not be relevant to their career progression; or, they may transfer location, making it difficult to secure a project and supervisor). This has resulted in eligible students exiting the programme prematurely after their PGCert or PGDip year(s). We anticipate that a greater proportion of our enrolled students will be able to obtain an MSc.

	Year 1 Certificate	Year 2 Diploma	Year 3 Masters	TOTAL
2019/20	23			23
2020/21	48	18 (78%)		66
2021/22	64	31 (65%)	14 (78%)	109
2022/23	45	44 (69%)	17 (55%)	106

Percentage in brackets represents the proportion of students continuing into the subsequent year.

The benefit of an alternative to the dissertation model will not only serve those students who would otherwise leave the programme early, but it will also support undersubscribed Critical Care elective courses, thereby reducing the risk that some of our courses will not run in a given year because they failed to reach a minimum intake of students.

The introduction of a fully taught Y3 will not have any impact on the approved learning outcomes of the programme (Appendix A). The programme's overall teaching and learning objectives are as follows:

1	Students will be able to demonstrate comprehensive knowledge that covers the main areas of critical care medicine
2	Students will be able to apply clinical reasoning and integrate knowledge with practice in a wide and often unpredictable variety of clinical contexts
3	Students will be able to demonstrate criticality, creativity and problem-solving in the areas of academic and clinical critical care
4	Students will be able to summarise and communicate complex information using a variety of methods and with a range of audiences
5	Students will be able to demonstrate substantial autonomy and take responsibility for their own work

Assessment of the interconnected group of taught courses in Year 3, each aligned to the care of the critically unwell patient, will ensure coverage of the learning outcomes for the programme. The courses that we have identified (Appendix F) represent a coherent body of courses which build upon the learning and skills developed during the first two years of the programme while, importantly, allowing students to create a learning journey that complements their in-the-workplace professional development and specific career goals.

Taught Assessment Regulations (TARs)

We have ensured that the University's TARs have been adhered to when preparing our proposal for a fully taught Year 3. Specifically, in relation to **Regulation 56 Postgraduate assessment progression**, students on the Critical Care programme must pass the assessment requirements of the first two years of the programme at an appropriate level at the first attempt before progression to the third year. In order to progress to the Master's year students must: (a) pass at least 80 credits with a mark of at least 50% in each of the courses

	<p>which make up these credits; and (b) attain an average of at least 50% for the 120 credits of study examined at the point of decision for progression; and (c) satisfy any other specific requirements for the Master's degree programme, that are clearly stated in respective programme handbooks. When all the marks for the taught components of the programme (120 credits) are available, if the student has achieved PASS marks in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses.</p> <p>Regarding Regulation 57 Postgraduate degree, diploma and certificate award, in order for students on the Critical Care programme to be awarded a Master's degree, students must: (a) have satisfied any requirements for progression, as laid out in taught assessment regulation 56 above, and (b) attain an additional 60 credits, by achieving a mark of at least 50% for the taught courses in Year 3 and (c) satisfy any other specific requirements for the Master's degree programme, that are clearly stated in respective Programme Handbooks.</p> <p>Regarding Regulation 59 Award of postgraduate merit, to achieve a merit, a student on the Critical Care programme must be awarded at least 60% on the University's Postgraduate Common Marking Scheme for the 60-credits of courses taken in Year 3, and must achieve an average of at least 60% in the remaining elements. Borderlines, for both the Year 3 and Years 1&2 course average elements, are considered for merits.</p> <p>Regarding Regulation 60 Award of postgraduate distinction, to achieve a distinction, a student on the Critical Care programme must be awarded at least 70% on the University's Postgraduate Common Marking Scheme for the 60-credits of courses taken in Year 3, and must achieve an average of at least 70% in the remaining elements. Borderlines, for both the Year 3 and Years 1&2 course average elements, are considered for merits.</p>
<p>Name of person responsible for managing the major change to the programme (if different from Programme Director named above)</p>	<p>Dr Paula Smith (Deputy Programme Director)</p>
<p>Have the School/Deanery considered the implication, if any, to the following: Staffing, Library, IT, Estates, etc.?</p>	<p>Our resource requirements factor in a sizeable dropout rate per annum, but allow for potential 100% progression rates of students from Year 1 to Year 3 of the programme. It is unlikely that we will reach this level of retention, since inevitably students may exit the programme through a failure to meet progression requirements or through personal circumstances.</p> <p>Current student numbers on-programme allow for additional marking duties by our existing course tutors to cover Year 3 student enrolments; should numbers exceed anticipated targets, we would recruit additional tutors. The Department of Anaesthesia, Critical Care and Pain Medicine possesses a significant pool of potential tutors. The current Deputy Programme Director will be the Course Organiser for the new 20-credit <i>Student-Led Individually Created Course for Critical Care</i> (SLICC) course, and has experience of delivering similar courses, and we therefore have capacity within our existing programme team to provide a taught Year 3 option.</p>

	We currently provide students with a second supervisor recruited from the UoE Programme Team, in addition to their locally appointed Primary Supervisor. Offering a fully taught Year 3 option would not place an additional supervisory workload on existing staff members.
What discussions have taken place within the School/Deanery, with staff and students?	<p>Current students in Years 1 and 2 of the MSc in Critical Care programme were consulted on the proposed changes by means of an online questionnaire to gauge their interest in a fully taught Year 3. Both cohorts of students are overwhelmingly supportive about an alternative to the Year 3 Dissertation (see Appendix D).</p> <p>There are no consumer protection implications relating to this change because it represents an additional option for the Master's year, and the original 60-credit dissertation course will still run.</p>
What discussions have taken place with External experts regarding the change?	Representatives from our partner institution (the Royal College of Physicians of Edinburgh), the programme's External Examiner, and a recent graduate from the MSc in Critical Care programme, have been consulted and all are supportive of this change (Appendix E).
Have the School/Deanery contacted Recruitment and Admissions regarding the changes and informing any students who have been offered a place?	<p>Not yet – following initial approval from the Board of Studies (16.02.23) we are awaiting approval from the CMVM L&T Committee and the APRC.</p> <p>We will inform students in Years 1 and 2 of the programme as soon as possible once approval has been granted. We will also update the information on the MSc in Critical Care website for prospective applicants to the programme.</p>

2 APPROVAL

2.1 SCHOOL/DEANERY BOARD OF STUDIES REVIEW AND APPROVAL

Date of BoS: 16.02.23 (TBC)

Convener Name: Prof Simon Reilly

Comment and Approval (BoS Minute):

Not yet available.

2.2 COLLEGE POSTGRADUATE LEARNING AND TEACHING COMMITTEE APPROVAL

Date of College PG Learning and Teaching approval: 01.03.23

Convener Name: Dr Sarah Henderson

Outcome (please select as appropriate)

Proposal approved ➡ Proceed to updating DTP and all other processes

Proposal approved with conditions

Proposal rejected with recommendations

Comment:

APPENDIX A –CMVM PROGRAMME SPECIFICATION

CMVM			
PGT Programme Specification			
<p>This programme specification template has been developed to fulfil three main functions, acting as:</p> <ul style="list-style-type: none"> • as a source of information for students and prospective students seeking an understanding of a programme and as a basis for gaining feedback on the extent to which the opportunities for learning were successful in promoting the intended outcomes • to ensure that there is clarity concerning the aims and intended learning outcomes for the programme for the University during the approval and periodic review processes • to provide information for external examiners, professional, statutory and regulatory bodies and employers as to the skills and other transferable abilities developed by the programme 			
Section 1	ABOUT THE PROGRAMME		
1	Name of programme	MSc in Critical Care	
2	Interim awards <i>(Insert name or delete as appropriate, eg PG Dip, PG Cert)</i>	PG Cert in Critical Care PG Dip in Critical Care	
3	College	CMVM	
4	School / Deanery	Deanery of Clinical Sciences	
5	Programme Director <i>(at time of approval)</i>	Dr David Griffith	
6	Programme start dates	September 2019 ➤ Term 1 (September) intake only	
7	SCQF level of highest award	SCQF Level 11	
8	Total credit value of programme <i>(for highest award)</i>	180 credits	
9	Partner institution(s) if any	The Royal College of Physicians of Edinburgh (RCPE)	
10	Mode of delivery	On campus	
		Online	✓

	<i>(Please ✓ those which apply to this programme)</i>	FT	
		PT	✓
		Intermittent	
11	Expected length of programme	FT	
		PT	3 years
		Intermittent	

12	Description of the programme and its structure	
	<p><i>Around 150 words, written to be accessible to a lay audience, to be used for marketing purposes. Identify the programme's distinctive features (and unique selling points).</i></p> <p>This programme provides advanced education in clinical and academic critical care for health care professionals who encounter critically ill adults in their daily practice. These include graduates in nursing, medicine, physiotherapy, paramedic practice, pharmacy and other disciplines. The programme promotes excellence in the care of every critically ill or injured patient through provision of expert-delivered learning in clinical reasoning and academic practice. It is a taught, part-time Masters level programme, delivered entirely online, which allows you to be able to work full time and study at the same time.</p> <p>The programme has been structured with three complimentary and interweaving strands, clinical, academic, and professional skills. Each individual course has been designed and constructed by area-specific subject matter experts to update and expand knowledge, and to develop capability, in the practice of clinical and academic critical care. An up-to-date knowledge of critical care will greatly enhance the ability of any healthcare practitioner to care for critically ill patients under their care.</p>	
13	Programme aims	
	<p><i>(Programme aims are broad statements of intent. Up to 150 words.)</i></p> <p>This programme aims to promote excellence in the care of every critically ill or injured patient through provision of expert-delivered teaching in clinical reasoning and academic practice.</p>	
14	Programme Learning Outcomes	
	<p><i>Learning outcomes are statements of what a student is expected to understand or be able to do after completing the process of learning. No programme may have more than 5 learning outcomes.</i></p>	
	1	Students will be able to demonstrate comprehensive knowledge that covers the main areas of critical care medicine

	2	Students will be able to apply clinical reasoning and integrate knowledge with practice in a wide and often unpredictable variety of clinical contexts												
	3	Students will be able to demonstrate criticality, creativity and problem-solving in the areas of academic and clinical critical care												
	4	Students will be able to summarise and communicate complex information using a variety of methods and with a range of audiences												
	5	Students will be able to demonstrate substantial autonomy and take responsibility for their own work												
15	<p>Indicative learning and teaching hours for the programme</p> <p><i>Learning hours comprise face-to-face and virtual contact hours plus directed and independent learning and time spent on assessment and placements (if appropriate). Please give an indication of the percentage of anticipated learning hours for the programme, taking into account core courses and indicative options. Students should note that these figures may change depending on the exact combination of options taken.</i></p> <table border="1"> <thead> <tr> <th><i>Method</i></th> <th><i>Number and percentage of learning hours</i></th> </tr> </thead> <tbody> <tr> <td>Scheduled learning and teaching activities eg lectures, seminars, synchronous discussions and other timetabled sessions</td> <td>120 hours (7%)</td> </tr> <tr> <td>Directed learning</td> <td>120 hours (7%)</td> </tr> <tr> <td>Independent learning</td> <td>1440 hours (79%)</td> </tr> <tr> <td>Assessment</td> <td>120 hours (7%)</td> </tr> <tr> <td>Total</td> <td>1800 hours (100%)</td> </tr> </tbody> </table>		<i>Method</i>	<i>Number and percentage of learning hours</i>	Scheduled learning and teaching activities eg lectures, seminars, synchronous discussions and other timetabled sessions	120 hours (7%)	Directed learning	120 hours (7%)	Independent learning	1440 hours (79%)	Assessment	120 hours (7%)	Total	1800 hours (100%)
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Independent learning	1440 hours (79%)													
Assessment	120 hours (7%)													
Total	1800 hours (100%)													
16	<p>PSB accreditations (where relevant)</p> <p><i>(Please note accreditations awarded or planned)</i></p> <p>N/A</p>													
17	<p>Admissions requirements, to be demonstrated through certificated or experiential learning <i>(around 30 words)</i></p> <p>You should have a UK 2:1 honours degree, or its international equivalent, in medicine (MBChB or equivalent), nursing, paramedic science, dietetics, physiotherapy, or any other allied health care profession involved in the management of critically ill patients.</p> <p>In addition applicants must demonstrate experience of working with critically ill patients for a period of more than 3 months. This information should be contained in your referee's letter.</p>													

18	Details of organised work experience / work based learning opportunities available during the programme <i>(if applicable)</i>
	N/A
19	Career, employability and opportunities for continuing professional development. <i>Around 35 words, written in language which is accessible to a lay audience, to be used for marketing purposes. Should include examples of potential career destinations and how the skills and abilities gained through the programme contribute to career development.</i>
	<p>Graduate opportunities will depend on base specialty group:</p> <p>UK Doctors in Training: Medical graduates of this programme will be highly competitive for post-graduate training schemes in critical care, anaesthesia, emergency medicine, and acute medicine specifically but will also be advantageous to graduates applying to other post-graduate training posts.</p> <p>Critical Care Nurses: Nurse graduates from this programme will be highly competitive for senior nursing roles, and also for advanced practitioner training positions.</p> <p>Allied Health Practitioners: AHP graduates (e.g. physiotherapists, dietitians) of this programme will be highly competitive for leadership positions in their base specialty.</p>

Section 2	PROGRAMME STRUCTURE AND ASSESSMENT			
20	Programme Structure Diagram <i>(Please complete for all awards that will be available, entering course codes for any existing courses)</i>			
	PG Cert			
	Course code	Course title	Course Status (Core/compulsory/ optional)	Credit value
	CRCA11001	Fundamentals: Rescue and Resuscitation	Core	10
	CRCA11002	Unlocking the literature: Clinical Trials	Core	10
	CRCA11003	Core Clinical Practice in Critical Care	Core	10
CRCA11004	Trauma, Toxicology and Temperature	Core	10	

CRCA11005	Sepsis and Infection	Core	10
CRCA11006	Human Factors in Critical Care	Core	10
PG Dip			
Course code	Course title	Couse Status Core/compulsory/ optional	Credit value
CRCA11014	Advanced Critical Care	Core	10
CRCA11010	Neurological Critical Care	Elective	10
CRCA11012	Maternal Critical Care	Elective	10
CRCA11015	Unlocking the literature: Evidence to practice	Core	20
CRCA11017	Cardiac Critical Care after elective procedures	Elective	10
CRCA11019	Perioperative Critical Care	Elective	10
CRCA11021	Core Clinical Practice in Emergency Medicine	Elective	10
CRCA11016	Responding to an emerging disease: Lessons from COVID- 19	Elective	10
CRCA11018	Emergency Cardiac Critical Care	Elective	10
CRCA11020	Transplant Critical Care	Elective	10
MSc			
Course code	Course title	Couse Status (Core/compulsory/ optional)	Credit value
CRCA11011	Dissertation (Critical Care)	Core > Optional (current proposal)	60

	TBC	Student-Led Individually Created Course for Critical Care (SLICC)	Optional (current proposal)	20
21	Mapping matrix of courses delivering the programme learning outcomes			
	Programme LOs		<i>Met by course aim/learning outcome</i> <i>(List all relevant course titles)</i>	
	1 Students will be able to demonstrate comprehensive knowledge that covers the main areas of critical care medicine		Core courses: <ol style="list-style-type: none"> 1. Fundamentals: Rescue and Resuscitation 2. Unlocking the literature: Clinical Trials 3. Core Clinical Practice in Critical Care 4. Trauma, Toxicology and Temperature 5. Sepsis and Infection 6. Advanced Critical Care 	
	2 Students will be able to apply clinical reasoning and integrate knowledge with practice in a wide and often unpredictable variety of clinical contexts		Core courses: <ol style="list-style-type: none"> 1. Fundamentals: Rescue and Resuscitation 2. Unlocking the literature: Clinical Trials 3. Core Clinical Practice in Critical Care 4. Trauma, Toxicology and Temperature 5. Sepsis and Infection 6. Human Factors in Critical Care 7. Advanced Critical Care 8. Unlocking the literature: Evidence to practice Elective courses: <ol style="list-style-type: none"> 9. Neurological Critical Care 10. Maternal Critical Care 11. Cardiac Critical Care after elective procedures 12. Perioperative Critical Care 13. Core Clinical Practice in Emergency Medicine 14. Responding to an emerging disease: Lessons from COVID-19 15. Emergency Cardiac Critical Care 16. Transplant Critical Care 	
3 Students will be able to demonstrate criticality, creativity and problem-solving in the areas of academic and clinical critical care		Core courses: <ol style="list-style-type: none"> 1. Fundamentals: Rescue and Resuscitation 2. Unlocking the literature: Clinical Trials 		

		<ol style="list-style-type: none"> 3. Core Clinical Practice in Critical Care 4. Trauma, Toxicology and Temperature 5. Sepsis and Infection 6. Human Factors in Critical Care 7. Advanced Critical Care 8. Unlocking the literature: Evidence to practice <p>Elective courses:</p> <ol style="list-style-type: none"> 9. Neurological Critical Care 10. Maternal Critical Care 11. Cardiac Critical Care after elective procedures 12. Perioperative Critical Care 13. Core Clinical Practice in Emergency Medicine 14. Responding to an emerging disease: Lessons from COVID-19 15. Emergency Cardiac Critical Care 16. Transplant Critical Care 17. Dissertation* 18. Student-Led Individually Created Course for Critical Care (SLICC)* <p>*Optional in proposed model</p>
	<p>4 Students will be able to summarise and communicate complex information using a variety of methods and with a range of audiences</p>	<p>Core courses:</p> <ol style="list-style-type: none"> 1. Fundamentals: Rescue and Resuscitation 2. Unlocking the literature: Clinical Trials 3. Core Clinical Practice in Critical Care 4. Trauma, Toxicology and Temperature 5. Sepsis and Infection 6. Human Factors in Critical Care 7. Advanced Critical Care 8. Unlocking the literature: Evidence to practice <p>Elective courses:</p> <ol style="list-style-type: none"> 9. Neurological Critical Care 10. Maternal Critical Care 11. Cardiac Critical Care after elective procedures 12. Perioperative Critical Care 13. Core Clinical Practice in Emergency Medicine 14. Responding to an emerging disease: Lessons from COVID-19

		<ul style="list-style-type: none"> 15. Emergency Cardiac Critical Care 16. Transplant Critical Care 17. Dissertation* 18. Student-Led Individually Created Course for Critical Care (SLICC)* <p>*Optional in proposed model</p>
	<p>5 Students will be able to demonstrate substantial autonomy and take responsibility for their own work</p>	<p>Core courses:</p> <ul style="list-style-type: none"> 1. Fundamentals: Rescue and Resuscitation 2. Unlocking the literature: Clinical Trials 3. Core Clinical Practice in Critical Care 4. Trauma, Toxicology and Temperature 5. Sepsis and Infection 6. Human Factors in Critical Care 7. Advanced Critical Care 8. Unlocking the literature: Evidence to practice <p>Elective courses:</p> <ul style="list-style-type: none"> 9. Neurological Critical Care 10. Maternal Critical Care 11. Cardiac Critical Care after elective procedures 12. Perioperative Critical Care 13. Core Clinical Practice in Emergency Medicine 14. Responding to an emerging disease: Lessons from COVID-19 15. Emergency Cardiac Critical Care 16. Transplant Critical Care 17. Dissertation* 18. Student-Led Individually Created Course for Critical Care (SLICC)* <p>*Optional in proposed model</p>
22	<p>Programme assessment strategy</p> <p><i>(Please explain the programme's overall approach to assessment, in no more than 100 words)</i></p> <p>The programme assessment strategy is constructively aligned with the programme vision, and the learning outcomes, and aims to provide assessments that give students the opportunity to demonstrate a grasp of the learning outcomes by producing outputs that reflect real life scenarios – e.g. creating clinical practice guidelines, producing handover documents, or creating infographics that convey complex epidemiological data, to a clinical audience.</p>	
23	<p>Mapping of assessments by type and week of semester</p>	

APPENDIX C – New Course Descriptor

The programme will consist of individual courses; each course will require a Course Proposal Form. Once approved, the initiating school will be responsible for adding the new course into EUCLID CCAM. Further information on course creation and approval can be found at: http://www.euclid.ed.ac.uk/staff/Support/User_Guides/CCAM/Course_Creation_and_Approval_Menu.html

You will be expected to have the content and assessment of the first course of your programme written by validation.

The list appears in the same order as it would when proposing a new course in EUCLID.

Fields with an asterisk * are required fields

Have you confirmed that the appropriate resources are in place (finance, teaching staff, IT)*:	Yes
Have you confirmed that the appropriate support services are in place (library, computing services)*:	Yes

1. Owing School

Proposer*	Dr Paula Smith
Owning School*	Deanery of Clinical Sciences

2. Course descriptor

Course name*	Student-Led Individually Created Course for Critical Care (SLICC)
Summary description*	<p>This course follows the Student-Led Individually Created Course (SLICC) framework (https://www.ed.ac.uk/sliccs) for self-designed experiential learning, and provides students with an opportunity to integrate the learning gained from the Master's in Critical Care programme, and apply it to their own healthcare setting by devising, developing, and delivering a piece of work relating to their clinical practice. Using an ePortfolio encompassing defined learning outcomes, students are required to compile evidence to demonstrate their learning and to reflect regularly on their chosen experience. The learning experience culminates in a written Final Reflective Report and an oral presentation of an ePoster.</p> <p>This Level 11 SLICC requires students to demonstrate the development of their advanced and specialist skills, integrated approach and understanding in terms of critical analysis, application, reflection, recognising and developing their skills and mindsets, and evaluation within a defined context of their learning experience. This course also enables demonstration of a student's ability to exercise autonomy and initiative at a professional level in practice and/or in a subject/discipline (or other approved) area.</p>

Course description*	<p>A SLICC requires students to propose, develop and manage their own learning experience within a supported learning and assessment framework that will enable them to evidence how they have achieved the learning outcomes of the course. It offers students flexibility to address their own learning requirements, and academic and professional needs.</p> <p>This is a fully online course worth 20 credits, and students are expected to spend 140-200 hours in total on the course. Students who opt not to undertake a dissertation can conduct a SLICC as one of their course options for Year 3 of the Master's in Critical Care programme; planning of the SLICC should commence once students have completed their Year 2 Critical Care courses. Ideally, the chosen piece of work should link to their own contexts and/or employment. Examples include: Clinical Audit; change projects/new process and structure implementations in home department; Patient and Public Involvement (PPI)/community engagement; extra-curricular practical skills training relating to a career change or progression.</p> <p>The course runs in Blocks 1 and 4 of the academic year; this longitudinal design increases the time available to students for retrospective reflection. In addition, it coincides with an assessment milestone in the 60-credit Dissertation course, which will allow students to attend and present an ePoster as part of their entire year cohort, thus providing opportunities for peer learning and continuation of the collaborative online learning community established in Years 1 and 2 of the programme.</p> <p>Students will be assigned a SLICC Tutor, and will be provided with relevant materials and resources. In alignment with their future professional objectives and career aspirations, students will define their own learning outcomes in a 'Project Proposal'. Students will receive formative feedback from their SLICC Tutor on their 'Project Proposal' by the start of Year 3. The SLICC framework requires that students critically reflect regularly using a blog, and collect and curate evidence of their learning and skills development in an ePortfolio. They will submit and receive formative feedback on an 'Interim Report'. At the end of the SLICC, the summative assessment comprises two components: a self-reflective 'Final Report' (worth 50% of course mark) in which students should demonstrate how the learning outcomes for the course have been met, and an 'ePoster' (worth 50% of course mark) that students will present to their tutors and fellow Year 3 students during an online session.</p>
Course level*	Postgraduate
Keywords	SLICC; integration of knowledge; critical reflection; experiential learning; portfolio; critical care

3. Teaching, learning and assessment

Total contact teaching hours*	Total Hours: 200
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	<p>Programme Level Learning and Teaching Hours: 10 – Online tutor-facilitated workshops (8h) to ensure students understand (a) the SLICC framework, and orientate and develop an initial understanding of the support resources, and (b) the formal coursework requirements at appropriate points during the course. Attendance and presentation at an entire year cohort live ePoster and Q&A session (2h).</p> <p>Directed Learning and Independent Learning Hours: 190 – Students to undertake the defined experiences and activities. Engaging with ePortfolio creation, particularly reflective blogging, collecting and curating evidence, and writing the Proposal, and Interim and Final Reports, and preparing the ePoster.</p>
<p>Graduate attributes, personal and professional skills</p>	<p>Undertaking a SLICC will enable each student to develop their abilities in self-critical reflection, organisation and time-management, self-assessment, evaluation of standards and competencies achieved, application of prior learning in a defined context, and provide opportunities to further develop analytical and presentation skills. The SLICC learning outcomes are derived from and embedded in the institutional 'Graduate Attributes' (https://www.ed.ac.uk/graduate-attributes). The learning outcomes are flexible to provide students with autonomy. With guidance from an assigned academic tutor, students can select the specific attributes that they consider are the most important to reflect upon, in relation to their current and future professional and personal aims and career aspirations. These may be demonstrated in terms of the following:</p> <ul style="list-style-type: none"> • exercise a high level of autonomy and initiative in professional activities • be able to make decisions based upon evidence and findings, taking into account ethical and professional issues • be open to new ideas, methods and ways of thinking • be independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement • use skilled communication to enhance their understanding of a topic or context and to engage effectively with others.
<p>Reading List/Learning Resources</p>	<p>Learning resources are provided online, in the 'SLICCs Resource Pack' at: https://edin.ac/sliccs-resource-pack. These resources include guidance to students on: reflective learning and reflective models; generating their own specific focused learning outcomes from the generic learning outcomes; collecting and curating evidence of their learning using an ePortfolio; writing reflective reports on their learning; using the PebblePad workbook and reflective blog.</p> <p>There are also extensive and more detailed resources to support reflection, in the 'Reflection Toolkit' at: https://www.ed.ac.uk/reflection.</p>

Learning outcomes*

On completion of this course, I will be able to:

- **LO1: 'Analysis'** – Demonstrate how I have actively developed my critical understanding of the multidisciplinary nature of critical care, drawing out the complexities, challenges and wider implications of the specialist setting of my SLICC.
- **LO2: 'Application'** – Draw upon and apply a range of relevant academic, professional and personal skills and approaches to effectively and critically explore my chosen critical care SLICC, and identify where I need to improve these and/or develop new ones.
- **LO3: 'Recognising and developing skills'** – demonstrate how I have used experiences during my SLICC to critically develop my specialist skills in the focussed area of...

*[Student selects one from the four skills groups contained in the University's Graduate Attributes Framework:
<http://www.ed.ac.uk/employability/graduate-attributes>]*

...research and enquiry.

...personal and intellectual autonomy.

...communication.

...personal effectiveness.

[Student may need to add specific skill of focus, for example '...in the focussed area of personal effectiveness, in particular teamwork.']

- **LO4: 'Mindsets'** – Recognising the complexity and/or uncertainty of the setting of my SLICC, demonstrate how I have used experiences during my SLICC to develop my mindset towards...

*[Student selects one from the three mindsets contained in the University's Graduate Attributes Framework:
<http://www.ed.ac.uk/employability/graduate-attributes>]*

...enquiry and lifelong learning.

...aspiration and personal development.

...outlook and engagement.

- **LO5: 'Evaluation'** – Recognising the complexity and/or uncertainty of the setting of my SLICC, evaluate and critically reflect upon my knowledge, skills and practices in critical care and effective communication, and my learning and development gained throughout my SLICC.

Components of Assessment*	Written Exam 0 %, Coursework 100 %, Practical Exam 0 %
Exam Information	N/A
Feedback	<p>Students will receive focused, formative feedback from their SLICC tutor on two key components: the Project Proposal and Interim Report. Students will also receive further feedback on their reflective blogs from the Course Organiser.</p> <p>Students will receive summative feedback on their Final Report and ePoster presentation.</p>

4. Administrative information

Additional course information

Course availability*	Not available to Visiting Students
Normal year taken*	Postgraduate (Year 3)
SCQF Credit Volume*	20 credits
SCQF Credit Level*	SCQF Credit Level 11
Home subject area*	Critical Care
Other subject area	N/A
Organiser	Dr Paula Smith
Secretary	Mrs Kimberley Jamieson

Classification

Course type*	Student-Led Individually Created Course
Default delivery period*	Flexible
Default course mode of study*	Distance Learning
Marking scheme*	APT PG Mark/Grade

Course requirements

These can be enabled or left blank. If enabled text must be entered.

Pre-requisites	Students must have passed 60 credits with an overall average of 50% or above.
Co-requisites	N/A
Prohibited combinations	N/A
Visiting student pre-requisites	N/A
Any costs to be met by students	N/A

Collaboration

% not taught by this institution	N/A
Collaboration information (School/Institution)	N/A

Additional information

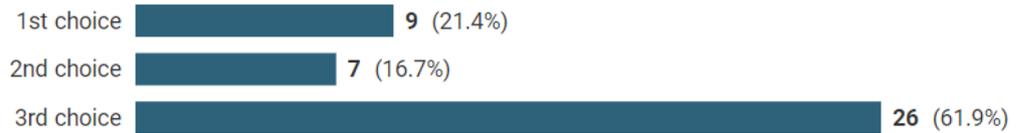
Taught in Gaelic (Gàidhlig)?*	No
Study Abroad	No
Special Arrangements	No
Fee Code if Invoiced at Course level	If being invoiced at course level, enter a Fee Code

Appendix D – Student consultations

Current Year 2 students: At the end of the academic year 2021/22, Year 1 students on the MSc in Critical Care programme were asked to rank options for Year 3. Forty-five out of the class of sixty students completed an online survey (75% response rate); results reveal that a majority favour an alternative to the current 60-credit Dissertation model.

Master's Dissertation

5.1 60-credit Dissertation

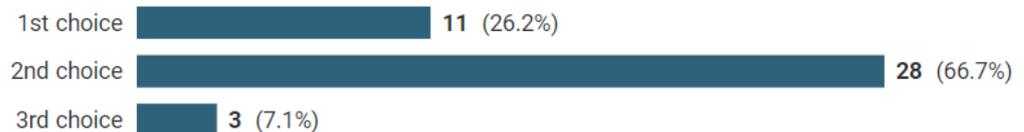


Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

"I'm not sure about the year 3 options to be honest, I can see reasons for each option but I put the 10 and 20 credit taught courses as my 3rd choice simply for a change! I think it would be nice to do a dissertation or a project in the final year as a means of consolidating what I've learned so far."

Combined taught + project

5.2 20-credit taught courses + 40-credit Project



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

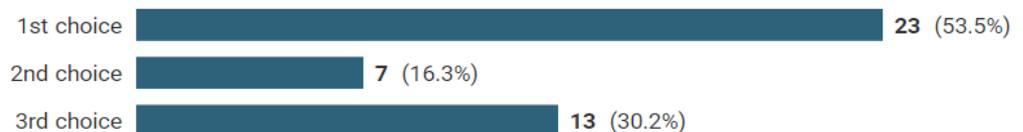
"I feel a combination of teaching and dissertation will be more engaging"

"It would be fantastic for year 3 a combination of dissertation and taught courses. For example, a medical statistics or clinical trials course, for those who would like to pursue a research career in intensive care medicine, just in my case."

"Definitely interested on the year 3 having more classes. That's definitely more useful as a provider working in the field and to continue to gain more advanced knowledge to continue to practice."

Fully taught Year 3

5.3 60 credits comprising 10- and 20-credit taught courses



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

"I am hugely in favour of a fully taught year! I have already successfully completed two other Masters courses (including full dissertations!) so don't feel the need to undertake another year of research at this moment in time - while there is a very small possibility that this could change in another year, at the moment I do not see myself continuing beyond Year 2 if the third year involves a dissertation. However, if the third year is fully taught then I am almost certain that I will undertake it as I feel I have benefited immensely from what I have studied in Year 1 and can only imagine how much I would get from another two years! Please please please make this happen if at all possible! :-)"

"I am hoping to get an opportunity to go through sections that I could not select in my second year."

Current Year 1 students: At the start of Semester 2 in 2022/23, Year 1 students on the MSc in Critical Care programme were asked to rank options for Year 3. Twenty-five out of the class of forty-two students completed an online survey (60% response rate); results reveal that a majority favour an alternative to the current 60-credit Dissertation model.

Master's Dissertation

2.1 60-credit Dissertation



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

Fully taught Year 3

2.2 60 credits comprising 10- and 20-credit taught courses



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

"The option of taught credits instead of a dissertation would likely influence my decision to stay and complete the whole 3 year masters as it would very much be my preference. I'm already involved in projects and research so the taught units would be of much more value to me."

"Would prefer taught but that depends very much on what the options are- I would not want to do all the critical care modules"

"Would much prefer a fully taught year 3 as there is much more to learn than will be covered in years 1 and 2. A taught course will be much more useful for me in my work."

I was already thinking about dropping out once I had done year 2 as I don't really want to do a dissertation"

"I feel having taught modules will provide me with more knowledge and be far more beneficial"

Appendix E – Stakeholder Consultation

Advanced Critical Care Practitioner, NHS Lothian

The proposed introduction for a fully taught Year 3 for students on the MSc in Critical Care is an excellent way for individual students who represent multiple healthcare professions to tailor their MSc to their own professional, academic, and clinical learning needs. The ability to do this would subsequently have a positive impact, not only for the student's career progression, but similarly for their diverse patient cohorts.

A fully taught Year 3 will allow students flexibility to customise the MSc programme and demonstrate associated learning, and the ability to apply clinical reasoning and decision making within their own area of expertise.

Implementation of the SLICC course as well as the opportunity to select other suitable College of Medicine and Veterinary Medicine Year 3 online courses will offer an alternate route to achieving an MSc. It will allow students to take elective courses they were unable to take in Year 2, and there may even be scope to create new elective courses for the critical care programme tailored to better suit some learning needs for certain students. For example, 'Post ICU Recovery' – notably physiotherapists and occupational therapists, and/or 'Clinical Leadership in Critical Care' for those keen to progress into management.

Overall, I feel the proposed fully taught option would be welcomed by students and executed well by the experienced programme faculty.

Paramedic and MSc in Critical Care Graduate

Overall, I think the offering is a good addition and probably in line with offerings in similar programs. Maintaining the choice between a dissertation or taught/SLICC model is essential to allow students to tailor their education. It will probably interest those who wish to improve their knowledge both academically and practically and, hopefully, lead to more healthcare professionals entering graduate work that ultimately benefits everyone.

Appendix F

Potential choice of courses external to Critical Care

Nursing Studies				
SCQF Level 11 (42 courses)				
Code	Availability	Course Name	Period	Credits
NUST11099	SV1	Acquired Brain Injury (ABI) and Stroke Rehabilitation	Semester 1	20
NUST11105	SV1	Global Public Health: a critical approach to health improvement (online)	Semester 1	20
NUST11109	SV1	Homeless and Inclusion Health (Online)	Semester 2	20
NUST11079	SV1	Leadership - exploring your potential (Distance)	Semester 1	20
NUST11104	SV1	Nursing and Global Health Policy: developing your political leadership (online)	Semester 2	20
NUST11083	SV1	Person Centred Care in Practice: Relationships and Emotion	Semester 2	20

Internal Medicine				
SCQF Level 11 (29 courses)				
Code	Availability	Course Name	Period	Credits
IMED11023	SV1	Principles of Quality Improvement in Healthcare	Flexible	10

Public Health Research				
SCQF Level 11 (85 courses)				
Code	Availability	Course Name	Period	Credits
GLHE11017	SV1	Introduction to Qualitative Research Methods	Flexible	10
PUHR11069	SS1	Systematic Reviews	Flexible	10
PUHR11071	SS1	Fieldwork skills for qualitative social research	Flexible	10
PUHR11072	SS1	Data analysis in qualitative social research	Flexible	10
PUHR11079	SS1	Leadership and Management in Public Health	Flexible	10
PUHR11088	SV1	Qualitative interviewing and data analysis for public health	Flexible	10
PUHR11103	SV1	Data analysis with R	Flexible	10
VEESC11224	SS1	Innovative Approaches to Health Challenges Across Disciplines	Flexible	10

Global Health				
SCQF Level 11 (55 courses)				
Code	Availability	Course Name	Period	Credits
GLHE11048	SS1	Evaluation of Global Health & Development Programmes	Flexible	20
GLHE11082	SS1	Global Challenges in Healthy Ageing	Flexible	20
GLHE11017	SV1	Introduction to Qualitative Research Methods	Flexible	10
PUHR11058	SS1	Introduction to Health Promotion	Flexible	10
SCPL11017	SV1	Population Health and Health Policy	Semester 1	20
IPHP11002	SV1	Social Determinants of Health and Public Policy	Semester 2	20

Health Information

SCQF Level 11 (24 courses)

Code	Availability	Course Name	Period	Credits
HEIN11055	SS1	Big data analytics	Flexible	10
HEIN11059	SS1	Data Ethics in Health and Social Care	Flexible	10
HEIN11047	SV1	Data security and protection in health and social care	Flexible	10
HEIN11044	SV1	Data standards and core technologies in health and social care	Flexible	10
HEIN11040	SV1	Data visualisation: knowledge transfer	Flexible	10
HEIN11043	SV1	Digital technologies in health and social care	Flexible	10
HEIN11049	SV1	Entrepreneurship and data-driven innovation	Flexible	10
HEIN11060	SS3	Health Data Science	Flexible	10
HEIN11041	SV1	Health and social care delivery and organisation	Flexible	10
HEIN11056	SS1	Implementation science: putting evidence-based interventions into practice	Flexible	10
HEIN11037	SV1	Introduction to data science in health and social care	Flexible	20
HEIN11048	SV1	Introduction to databases and information systems	Flexible	10
HEIN11045	SV1	Introduction to software development in health and social care	Flexible	10
HEIN11039	SV1	Introduction to statistics in health and social care	Flexible	10
HEIN11042	SV1	Managing and leading data-driven innovation	Flexible	10
HEIN11058	SS1	Managing and leading data-driven innovation (work based)	Flexible	10
HEIN11057	SS1	Research design in data science for health and social care	Flexible	20
HEIN11054	SS1	Systems thinking	Flexible	10
HEIN11046	SV1	User-driven service design in health and social care	Flexible	10
HEIN11050	SV1	Working with data types and structures in Python and R	Flexible	10

Molecular and Clinical Medicine_ Clinical Trials

SCQF Level 11 (53 courses)

Code	Availability	Course Name	Period	Credits
MCLM11024	SS1	Clinical Trials Foundation Course	Flexible	20
MCLM11023	SS1	Clinical Trials in Special Populations (20 credit)	Flexible	20
MCLM11078	SV1	Ethical and Regulatory Considerations in Clinical Trials	Flexible	20
MCLM11019	SS1	Good Clinical Practice, Ethics and Regulatory Issues	Flexible	20
MCLM11087	SS1	Introduction to Biomedical Data Science	Flexible	10
MCLM11002	SS1	Introduction to Clinical Trials	Flexible	20
MCLM11072	SS1	Introduction to Health Economics and Applied Health Economics	Flexible	20
MCLM11079	SV1	Introduction to Randomised Controlled Trials and Medical Statistics	Flexible	20
MCLM11037	SS1	Medical Informatics	Block 1 (Sem 1)	10
MCLM11021	SV1	Monitoring and Audit (20 credit)	Flexible	20
MCLM11027	SV1	Patient and Public Involvement (PPI)	Flexible	20
MCLM11054	SS1	Pharmacovigilance	Flexible	20
MCLM11085	SS1	Precision Medicine Introduction	Full Year	20
MCLM11020	SS1	Principles of Clinical Trial Management	Flexible	20
MCLM11022	SS1	Study Design (20 Credit)	Flexible	20
MCLM11073	SS1	Translational Pharmacology	Flexible	20
MCLM11080	SV1	Trial Designs	Flexible	20
MCLM11078	SV1	Ethical and Regulatory Considerations in Clinical Trials	Flexible	20
MCLM11079	SV1	Introduction to Randomised Controlled Trials and Medical Statistics	Flexible	20

Patient Safety and Human Factors

SCQF Level 11 (8 courses)

Code	Availability	Course Name	Period	Credits
PSHF11003	SS1	Clinical Human Factors and ergonomics in Healthcare	Semester 1	20
PSHF11002	SS1	Individual and team skills	Semester 2	20
PSHF11001	SS1	Introduction to healthcare delivery and what leads to harm	Semester 1	20
PSHF11004	SS1	Learning from current practice and governance	Semester 1	20
PSHF11008	SS1	Non-Technical Skills and Team Performance in Healthcare	Semester 2	20
PSHF11006	SS1	Quality improvement for safer practice	Semester 2	20
PSHF11005	SS1	Training for safety	Semester 1	20

Pain Management

SCQF Level 11 (27 courses)

Code	Availability	Course Name	Period	Credits
PAMA11054	SS1	Assessment, Measurement and the Multidisciplinary Approach	Flexible	10
PAMA11070	SS1	Introduction to Pain Management in Practice	Flexible	10
PAMA11085	SS1	Musculoskeletal Pain	Flexible	20
PAMA11055	SS1	Neuroanatomy and Neurophysiology and its Relevance to Pain Management	Flexible	10
PAMA11067	SS1	Pain - A Multidimensional Phenomenon	Flexible	10
PAMA11068	SS1	Understanding the Pharmacological Management of Pain	Flexible	10

Senate Academic & Policy Regulations Committee**Thursday 23 March 2023****Amendment to Support for Study Policy****Description of paper**

1. This paper is to submit draft changes to the Support for Study Policy in relation to ongoing discussions from January 2022. This contributes to the Strategy 2030 outcomes: “We will have more user-friendly processes and efficient systems to support our work” and “We will encourage and take care of one another. We will provide support in times of difficulty and celebrate every success. We will build relationships that are mutually beneficial, long lasting and constructive.”

Action requested / recommendation

2. To approve proposed change to text following discussion with Colleges.

Background and context

3. Following the January 2022 APRC meeting, consultation has been taken across all three Colleges, Academic Services, Student Counselling Service and with the Director of Student Wellbeing.
4. Concerns raised around the wording of 7.4 have been considered, and all Colleges have agreed on the proposed new wording to be approved. (See SfS policy paper appendix). The reworded policy has also reworded to include the updated name of ‘Disability & Learning Support Service’.

Discussion

5. Deputy Secretary, Students Lucy Evans has met with Academic Services, Deans of Students and Directors of Counselling Service and Student Wellbeing on the policy following ongoing debate. While she is proposing the specific changes in this paper, she is considering the next steps for the policy (which could potentially include more substantive proposals in due course) and will update APRC when further information is ready.

Resource implications

6. N/A

Risk management

7. If the policy is not reworded, it leaves the University open to further complaints on a negative student experience.

Responding to the Climate Emergency & Sustainable Development Goals

8. Ensure healthy lives and promote well-being for all at all ages.
9. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Equality & diversity

10. N/A- the proposed changes do not effect EDI considerations.

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

11. Communication of the approved policy change will be managed by Senior Policy & Projects Adviser, Students in collaboration with the three Colleges. Academic Services will also include these changes in their annual updates on regulations, and related newsletter later in 2023.

12. Responsibility for implementation of the regulations lie with the Colleges, Schools and Deaneries. Feedback is to be gathered at the end of the academic year and reported to APRC at their September 2023 meeting.

Author

*Rebecca Shade, Senior Policy Adviser
(Students)
13 March 2023*

Presenter

Dr Paul Norris, Convenor of APRC

Freedom of Information

Open

Support for Study Policy



THE UNIVERSITY
of EDINBURGH

Purpose of Policy

The Support for Study Policy outlines the University's approach to supporting students who may be struggling with their studies due to health issues.

Overview

The University of Edinburgh welcomes a diverse student body and aims to support all students throughout their studies. This includes students who have temporary or long-term physical or mental health conditions which may have an adverse impact on their ability to study.

The University takes seriously its duty of care to all members of the University community. This policy and procedures are to be followed by staff where the behaviour of a student is giving cause for concern, and where it is believed this may be caused by a mental health problem. The Support for Study Policy applies to all students and to all aspects of University life.

Occasionally, physical or mental ill-health and/or a disability may lead to a student behaving in a way which has an adverse impact on others. This policy is intended to provide an effective framework to support students in cases where such circumstances are having an adverse impact on the health, safety, wellbeing or academic progress of others.

Scope: Mandatory Policy

The policy applies to all students of the University and is used by staff to handle cases where students need additional support due to health issues. Specific roles are outlined for Support for Study panels in each College.

Contact Officer Rebecca Shade Senior Policy Adviser, Students Rebecca.Shade@ed.ac.uk

Document control

Dates	Approved: 30.5.19	Starts:	Equality impact assessment: 5.6.19	Amendments: January 2022 March 2023	Next Review: 2023/24
Approving authority	Senatus Academic Policy and Regulations Committee				
Consultation undertaken	The policy was developed on behalf of the Mental Health Strategy Group and had widespread consultation within the University and Edinburgh University Students' Association, including Student Disability and Student Counselling Services.				
Section responsible for policy maintenance & review	Deputy Secretary, Students				
Related policies, procedures, guidelines & regulations	Code of Student Conduct: http://www.ed.ac.uk/academic-services/staff/discipline/code-discipline				
UK Quality Code	n/a				
Policies superseded by this policy	n/a				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.				
Keywords	Student support, support for study, fitness for study, fit to study				



Support for Study Policy

1 SCOPE AND PURPOSE

- 1.1 The University of Edinburgh welcomes a diverse student body and aims to support all students (regardless of level of study) throughout their studies in line with its commitments under the Equality Act (2010) and in its own Equality and Diversity Strategy to developing a positive culture, where all staff and students are able to develop to their full potential.
- 1.2 Occasionally, physical or mental ill-health (including a disability) may lead to a student behaving in a way which has an adverse impact on the health, wellbeing or safety of other members of the University community. This may include behaviour that poses a direct risk to health and safety, or making unreasonable support demands of other members of the University community. This policy is intended to provide an effective framework to support the student in question, other students and members of staff in these circumstances, where other means of providing student support, or student disciplinary or fitness to practice processes, are not the more appropriate way forward. The policy applies to all students and to all aspects of their University life.

2 UNDERLYING PRINCIPLES

- 2.1 Students are responsible for the management of their own health and wellbeing. Staff are expected to support students who are struggling with health or wellbeing with their choices in a person-centred, respectful manner. In all situations, and at all stages of this policy, every effort should be made to address concerns with the full and informed agreement of the student (for example the student may agree to take a voluntary interruption of studies). However, where a student is unable or unwilling to cooperate in the management of their health and wellbeing, this policy makes provision for proceeding without the consent of the student.
- 2.2 Staff with responsibility for implementing the policy at any stage should do so in a manner that emphasises the aim of supporting students to succeed in their studies, and which takes into consideration and seeks to minimise the stress and anxiety that engagement in any formal process may cause students.

3 OVERVIEW OF THE POLICY

- 3.1 There are three stages to the policy. Under normal circumstances, staff should work sequentially through Stages 1 to 3, only going on to the next stage where the previous stages have not satisfactorily addressed the issues of concern. However, where the issues and their adverse impact are particularly severe, and the University has reasonable grounds to believe that earlier stages of the policy would not be effective in addressing these issues, the University can proceed to a later stage of the policy without working sequentially through earlier stages.
- 3.2 The University may use this policy in circumstances where a member of the University community raises concerns about the student's behaviour and its adverse impact on the health, safety or wellbeing of other members of the University community (students or



Support for Study Policy

staff), and there are grounds for believing that this behaviour relates to the student's physical or mental health.

4. INTERACTION WITH OTHER POLICIES

- 4.1 The University has a duty to ensure that members of the University community are not subjected to unacceptable behaviour and therefore has the right to investigate any allegations of inappropriate behaviour under the Code of Student Conduct (www.ed.ac.uk/academic-services/staff/discipline/code-discipline) even when there are grounds for believing that this behaviour relates to issues regarding the student's health.
- 4.2 The Support for Study policy however offers an alternative to the University's Code of Student Conduct when there are grounds for believing that a student's behaviour may relate to the student's physical or mental health. The circumstances in which the University may choose to follow the Support for Study Policy rather than the Code of Student Conduct include the following:
- The student's behaviour, while causing an adverse impact on other members of the University community, is unlikely to constitute an offence under the Code of Student Conduct; or
 - Were the student found to have committed an offence under the Code, the most likely penalties that a Student Discipline Officer or Student Discipline Committee would apply would be unlikely to offer the most appropriate way to resolve the student's behaviour and / or any underlying health issues.
- 4.3 A student under consideration through this policy nonetheless has the right to request that their case is considered under the Code of Student Conduct instead, for example if they feel that their behaviour is not caused by physical or mental ill health.
- 4.4 Where a student's degree programme is subject to a professional body's Fitness to Practise requirements, the relevant College may follow its Fitness to Practice regulations or procedures when a student's behaviour raises issues regarding their fitness to practice. The College can follow these regulations or procedures at the same time as the Support for Study policy.

5. EMERGENCIES

- 5.1 Where a student's behaviour presents an immediate risk to themselves or others, the Emergency Services should be contacted by dialling 999. For matters arising on University premises, University Security should also be alerted by dialling 0131 650 2257.
- 5.2 There is no provision under this policy for students whose behaviour is a cause for concern to be immediately suspended from the University. If a member of staff thinks that it may be appropriate to immediately suspend a student for their or others' safety and wellbeing, they should contact the University Secretary or one of the Deputy Secretaries, who may be able to take action (in conjunction with a designated Vice-Principal) under the Code of Student Conduct. See: <https://www.ed.ac.uk/academic-services/staff/discipline/code-discipline>
- 5.3 Further information on handling emergencies is available online:



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- <https://www.ed.ac.uk/staff/supporting-students/student-mental-health/helping-distressed-student>
- <http://www.health-service.ed.ac.uk/out-of-hours-58661-htm>
- www.ed.ac.uk/chaplaincy/support/emergencies
- [Out-of-hours student support | The University of Edinburgh](#)
- For guidance on contacting emergency contacts see: <https://www.ed.ac.uk/staff/supporting-students/student-mental-health/guidance-communicating-student-emergency-contacts>

6 SUPPORT FOR STUDY STAGE 1 – INITIAL OR MODERATE CONCERNS

- 6.1 When initial or moderate concerns arise about a student's health and its adverse impact on other members of the University community, these should be dealt with locally by the appropriate member of staff. This may be the student's Personal Tutor/Supervisor/Student Support Team, or a more senior member of staff in the student's School such as the Senior Tutor. If concerns arise in the University's residential accommodation, the relevant member of staff (e.g. warden, Residence Life team or others as appropriate) should address them, where necessary discussing the issue with the student's School.
- 6.2 The appropriate member of staff should discuss their concerns with the student in an informal and supportive manner, and give the student the opportunity to explain their perception of the matter. Possible outcomes from such a discussion might include:
- No follow-up action necessary;
 - Supporting referral to appropriate support service – e.g. Health Service, Student Counselling, Student Disability Service, Student Fees or Finance, etc;
 - Supporting the student to apply in the normal way for an appropriate change to their programme status – e.g. interruption of studies or a transfer to part-time study - with due consideration (taking advice as needed) as to how any interruption of studies or change in status might impact on the student (e.g. for immigration or financial reasons);
 - The student's agreement about changes to behaviour, with a review period agreed, and a review undertaken by the student's Personal Tutor/Supervisor/Student Support Team or relevant residential accommodation member of staff.
- 6.3 The staff member responsible for handling the case at Support for Study Stage 1 is responsible for maintaining a secure record of the discussions and actions agreed, in line with defined retention periods.

7 SUPPORT FOR STUDY STAGE 2 – CONTINUING OR MORE SERIOUS CONCERNS

- 7.1 If the student is unable or unwilling to discuss the concerns at Stage 1, or there are continuing and / or more serious emerging concerns despite any actions agreed during Stage 1, the case may be referred to the College Dean of Students (or nominee) for consideration under stage 2 of the policy. Any such referral must be made by either:
- Head of School (or nominee e.g. Senior Tutor, Head of Graduate School, Head of Student Services);
 - (for cases arising in University accommodation) the Director of Residence Life.



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When referring the case to the Dean of Students, the School or Residence Life representative should set out their concerns regarding the student's health and / or behaviour, and the steps that staff have taken to date to support the student, including any reasonable adjustments made to date, and providing any supporting documentation that they consider relevant.

- 7.2 If the Dean of Students (or nominee) is not satisfied that reasonable attempts have been made to resolve concerns regarding the student's behaviour, they will refer the case back to the School/Residence Life and may meet with the representative to discuss further support and adjustments that could be implemented.
- 7.3 If, however, the Dean of Students (or nominee) is satisfied that reasonable attempts have been made to resolve concerns regarding the student's behaviour, that the conditions set out in 7.1 are met, and that no alternate process (for example student discipline or fitness to practice) would be more appropriate, they will arrange a stage 2 student case conference. The purpose of the case conference will be to assess what further solutions, plans and intervention can be put in place to support the student in relation to any health issues and to address any adverse impact that their behaviour is having on other members of the University community.
- 7.4 In advance of the stage 2 student case conference, the Dean of Students (or nominee) will ~~write to~~[contact](#) the student:
- ~~summarising clearly explaining~~ their reasons for holding the case conference;
 - ~~inviting the student either to attend the case conference or make any written to provide a written submission for the case conference to consider in their absence.;~~ ~~representations they wish the case conference to consider~~
 - ~~explicitly referencing that the case conference will be held under Stage 2 of this policy.;~~ ~~Students must be r~~
 - ~~referringed back to the policy and associated website for further information.~~
- 7.5 The invitation should ideally be sent at least 5 working days, or giving as much notice as possible in advance of the case conference in order that the student can seek support and prepare for the meeting. However, in urgent situations it may be necessary for the Dean of Students to act sooner.
- 7.65 The Dean of Students (or nominee) will inform the student that they can submit any written representations at least one working day before the case conference. The Dean of Students (or nominee) can proceed with the case conference even if the student does not wish to attend and does not make any written representations.
- 7.67 Where a student wishes to take part in the case conference, the Dean of Students (or nominee) will inform them of the time and venue for the case conference as soon as possible. The case conference can be held online. The Dean will inform the student that they have the right to be accompanied by a supporter from within the University community, including a member of the Students' Association staff. They will inform the student that their

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supporter cannot represent the student at the case conference, and cannot attend if the student is not present. They will also inform the student that:

- they can request to be accompanied by a specialist provider of health or wellbeing support;
- they can approach the Student's Association Advice Place for free and impartial advice on and support with their situation.

7.87 The Dean of Students (or nominee) will chair the case conference and conduct it in the manner they determine appropriate to the circumstances subject to the following:

- The following will always be required for a student case conference: a representative from the student's School (for example the School Senior Tutor, [Supervisor](#) or Head of the Student Support Team); and a head of student support services (for example the Director of the Student Counselling Service or the [Student Disability Service](#) [Disability & Learning Support Service](#) or their nominee). Where appropriate, the Dean of Students (or nominee) may also invite a representative of an appropriate student support service, Residence Life, or any other University service ([e.g. mental health mentor](#)).
- The Dean of Students (or nominee) will provide all those attending the case conference with a copy of any written representations submitted by the student, along with all other documentation that the Dean of Students (or nominee) considers relevant.
- Attendees at the case conference should treat all documentation and all matters discussed at the conference as confidential, and should only share any information with other staff where there is a legitimate reason to do so and where this is consistent with the University's data protection policies and guidance (see <https://www.ed.ac.uk/records-management/policy/data-protection>)

7.98 As a result of the case conference, the Dean of Students (or nominee) will either decide that no follow-up action is necessary or will agree a time-bound action plan. Possible elements of a plan might include:

- Requiring the School / Residence Life team to introduce further adjustments to support the student (defining who is responsible for reviewing progress and on what timescales);
- Supporting the student to apply in the normal way for an appropriate change to their programme status – e.g. interruption of studies or a transfer to part-time study - with due consideration (taking advice as needed) as to how any interruption of studies or change in status process might impact on the student (e.g. for immigration or financial reasons);
- A plan for the student to address specified aspects of their behaviour (defining who is responsible for reviewing progress and on what timescales), including assistance in accessing relevant services which may support the student in making these changes.

7.109 The Dean of Students (or nominee) will write to the student within 5 working days of the conclusion of the student case conference, confirming the actions and/or further support that the case conference proposes, together with details of how these proposals will be taken forward, by whom and by when. The Dean will also remind the student that if the concerns persist, their case may be escalated to Stage 3 of the policy.



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- 7.119 The Dean of Students (or nominee) is responsible for maintaining a record of the student case conference (including all supporting documentation), in line with defined retention periods.
- 7.124 The Support for Study Policy does not apply to staff. However, where the case under consideration involves a student who is also a member of staff, the Dean of Students (or nominee) should ensure that the relevant line manager is made aware of the concerns and actions being taken under the Support for Study policy.

8 SUPPORT FOR STUDY STAGE 3 – PERSISTENT AND SERIOUS CONCERNS

- 8.1 If concerns persist following the end of any time-bound action plan agreed at stage 2, or if the student does not engage with the recommendations arising from the case conference, or if more serious concerns emerge, the relevant Dean of Students can refer the case to the Deputy Secretary (Students). They should summarise the student's case and their reasons for seeking escalation to Stage 3, providing any supporting documentation that they consider relevant. In a minority of cases, students may also be referred directly to stage 3 where there is a significant concern for the student or concern about their impact on others. When this happens, the Deputy Secretary (Students) should be given a detailed description of the situation, along with all relevant correspondence with the student.
- 8.2 The Deputy Secretary (Students) or Deputy Secretary (Legal & Governance) will review the information in the referral, including evidence of actions taken to date if any. If the Deputy Secretary is not satisfied that reasonable attempts have been made to resolve concerns regarding the student's behaviour, they will refer the case back to the College and may meet with the College to discuss further support and adjustments that could be implemented.
- 8.3 However, if the Deputy Secretary is satisfied that reasonable attempts have been made to resolve concerns regarding the student's behaviour or that the concerns are significant enough to warrant escalation to stage 3, they will ask the Director of Student Wellbeing (or nominated deputy) to prepare a formal risk assessment regarding the student and the wider University community. The student should be informed of indicative timescales for this.
- 8.4 Following receipt of the risk assessment, if the Deputy Secretary concludes that the risks of adverse impact on the wider University community can be adequately managed or mitigated without further formal action, they will conclude the formal process under this policy, and they will refer the case to the Director of Student Wellbeing and ask them to consider whether the student's School/College or relevant support services should take any further, ~~informal~~ steps.
- 8.5 If the Deputy Secretary concludes that the risk assessment and other information provide evidence that the student's behaviour is an adverse impact on the health, wellbeing or safety of other members of the University community, they will convene a Stage 3 Panel meeting to consider the student's case. The Deputy Secretary (Students), or Deputy Secretary (Legal & Governance) is responsible for arranging a date, time and venue for the panel meeting, and for inviting panel members and other attendees to the meeting. The Panel may hold physical or virtual meetings including conducting by electronic business.
- 8.6 In advance of the meeting, the Deputy Secretary will ask a delegate to gather further evidence This will include gathering the following information from the student's School:



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- the student's academic progression to date;
 - advice from relevant academics in the School (e.g. the Programme Director) regarding whether it is likely that the student will progress to the next year of the programme;
 - and a summary of any academic and regulatory aspects of the student's programme of studies which may constrain the range options for addressing the issues regarding the student's health and / or behaviour (including the academic consequences of an interruption of studies at this stage in the academic session).
- 8.7 The Deputy Secretary will write to the student as soon as possible in advance of the panel hearing, covering the following points:
- Summarising their reasons for holding the meeting and enclosing all documentation that the panel will consider (including the risk assessment, and a summary of any other information gathered by the delegate in advance of the meeting);
 - Inviting the student to attend the meeting or to make any written representations they wish the attendees to consider. The Deputy Secretary will inform the student that they can submit any written representations at least two working days before the panel meeting.
 - Informing the student that they have the right to be accompanied by a supporter from within the University community, including a member of the Students' Association staff. They will inform the student that their supporter cannot represent the student at the meeting, and cannot attend if the student is not present in person. They will also inform the student that they can request in addition to be accompanied by a specialist provider of health or wellbeing support.
 - Reminding the student that they can approach the Student's Association Advice Place for free and impartial advice on and support with their situation.
 - Making clear reference to the relevant section of this policy with regards to the case.
- 8.8 The Deputy Secretary can proceed with the meeting even if the student does not make any written representations, or if the student is unable or unwilling to attend the panel meeting.
- 8.9 The Membership of the Support for Study Panel meeting is as follows:
- Convened by the University Secretary, Deputy Secretary (Students) or Deputy Secretary (Legal & Governance);
 - A Dean of Students (or delegate) (not from the student's College);
 - A Vice- or Assistant- Principal with responsibilities in relation to student or learning and teaching matters' or in the case of PhD / research students, a Vice- or Assistant Principal with responsibilities in relation to research student matters;
 - One student from a list of student representatives agreed on an annual basis by the Academic Policy and Regulations Committee.
- 8.10 While the Convener is responsible for inviting the full membership to attend, the meeting will be quorate as long as a minimum of three of its members are present.



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- 8.11 In addition to the formal members, a representative from Student Experience Services will attend and act as the secretary to the meeting, and the Convener will also invite the Director of Student Wellbeing to attend.
- 8.12 The Convener will provide all those attending the meeting with a copy of:
- The original referral from the Dean of Students, together with any background information;
 - The information gathered in stage 8.3 (risk assessment) and 8.6 (additional information) above;
 - Any written representations from the student.
- 8.13 In the first part of the meeting, the Convener will summarise the evidence in relation to the case, with particular reference to the main points from the risk assessment. Those present will be able to ask to clarify any of this evidence.
- 8.14 The panel will then provide the student (if attending) with an opportunity to present any further information regarding the student's situation. If the student has asked that a relevant professional who is involved in supporting the student attend the meeting, the panel will provide them with an opportunity to present any further information regarding the student's situation. The panel members will be able to ask the student and relevant professional to clarify any of the points they make.
- 8.15 The student / their representative and the Director of Student Wellbeing will then withdraw from the meeting while the panel discusses the case and makes a decision on how to proceed. In doing so, the Panel must give careful consideration to:
- The extent to which support has been offered / taken up to date;
 - Whether any reasonable adjustments might support the student's ability to continue with their studies;
 - Relevant legislation and in particular the University's duties under the Equality Act;
 - Medical and other evidence about the student's current health plus any advice about prognosis;
 - Any evidence presented by the student, including any new medical evidence;
 - The student's academic progress to date and likelihood of progressing to the next year of the programme;
 - The impact of the student's behaviour on other members of the University community.
 - The academic consequences of an interruption of studies at this stage in the academic session;
 - The impact of an interruption of studies on the student, including careful consideration of their personal circumstances (including financial and immigration status).
- 8.16 The Panel will either decide that no follow-up action is necessary or will agree one or more of the following:



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- Requiring the School / the Residence Life team to introduce further adjustments to support the student (defining who is responsible for reviewing progress and on what timescales); Supporting the student to apply in the normal way for an appropriate change to their programme status – e.g. interruption of studies or a transfer to part-time study;
 - A plan for the student to address specified aspects of their behaviour (defining who is responsible in the School/Residence Life for reviewing progress and on what timescales), including assistance in accessing relevant services which may support the student in making these changes;
 - A requirement that the student interrupt studies for a specified period that does not exceed 12 months, with a requirement to subsequently demonstrate that they are fit to return to their studies.
- 8.17 The Panel will where possible make its decision on a consensual and unanimous basis. However, where the Panel is not able to reach agreement, the Convener will have a casting vote.
- 8.18 If the student has attended the meeting, the Convener will invite the student and their representative (if relevant) along with the Director of Student Wellbeing to return to the meeting to hear the decision of the Panel. The Convener will also write to the student within 2 working days of the meeting, setting out the Panel's decision and a summary of its reasons, and highlighting any further support that may be relevant to the student at this point. The Convener will copy this communication to relevant contacts in the School including Head of School and a Student Support lead contact, and the Head of College.
- 8.19 Where the Panel agrees to require the student to interrupt their studies, the Director of Student Wellbeing will develop and send to the student a plan to support and advise the student during their period of interruption. This should be done if at all possible in collaboration with the student concerned.

While the University's Policy on Authorised Interruption of Studies sets out the services that students can access while they interrupt their studies, this plan may include additional elements of support. The plan will address the following:

- Offering the student access to advice on and support with relevant welfare matters, on an ongoing basis during the interruption and prior to return to study, including but not limited to:
 - finances, considering the different fee regimes at the University and the different financial impacts that may arise from a period of interruption;
 - accommodation;
 - immigration matters (for international students);
 - access to support;
- a case management approach, co-ordinated by the Director of Student Wellbeing (or nominee) while the student is on interruption to ensure:
 - continuity;
 - ongoing proactive support;
 - periodic reviews of progress;



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- planning and support for re-entry into studies;
- Continued support post re-entry to studies.

- 8.20 A student who wishes to appeal the decision of the Panel should follow the process set out in the University's Student Appeal Regulations. The decision of the Appeal Committee is final and there is no further opportunity for appeal against that decision within the University. If an appeal is upheld then the Appeal Committee will refer the student case to the Support for Study Panel to review its decision. Any decisions made by the Support for Study Panel remain in force while an appeal is underway and until the outcome of any review of the decision.
- 8.21 Student Experience Services are responsible for maintaining a record of Panel meetings (including all supporting documentation) and of relevant follow-up activities (including return to studies actions), in line with defined retention periods.
- 8.22 The Support for Study Policy does not apply to staff. However, where the case under consideration involves a student who is also a member of staff, the Dean of Students (or nominee) should ensure that the relevant line manager is made aware of the concerns and actions being taken under the Support for Study policy.

9 STUDENTS DETAINED UNDER THE MENTAL HEALTH ACT

- 9.1 For any student who is detained ('sectioned') under the Mental Health (Care and Treatment) (Scotland) Act 2003 and who is therefore unable to interact with the University in the management of their wellbeing, the student's College will put an appropriate interruption of studies in place,
- 9.2 The interruption in the first instance will normally be for a minimum of four weeks but may be for a shorter or longer period of time depending on the student's situation and expected length of detention. **It is important to note that periods of detention can range from very short to very long and so any initial interruption (e.g. of four weeks) should be reviewed regularly and shortened / extended as needed.** The student will not be expected to engage with studies during this interruption and a plan will need to be put in place to manage their return to studies once they have been discharged from hospital. The student's ability to return to their studies at a particular time will be assessed depending on the amount of study and assessment they have missed.
- 9.3 The University may be informed of this by the student, a relative/ friend or by the NHS or other health professionals. When a staff member is informed, they should call a case conference with their School and College relevant staff and the Director of Student Wellbeing (or nominees such as Directors of Counselling or Disability Services or the Student Mental Health Coordinator) in order for the University to support the student.
- 9.4 Prior to the student's return to study, and in order to ensure appropriate support is in place, the case will be considered under Support for Study Stage 2, where further evidence may be sought regarding the student's fitness to return to study. The student should be notified of this as in stage two policy section above.



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- 9.5 Information about student emergency contact is available here.
<https://www.ed.ac.uk/staff/supporting-students/student-mental-health/guidance-communicating-student-emergency-contacts>
- 9.6 It should be established by the member of staff responsible for dealing with the actions of the case conference if the student would like ongoing engagement with the University while in hospital.

10 RETURN TO STUDY

- 10.1 Where the Stage 3 Support for Study Panel requires a student to interrupt their studies for medical reasons, the Panel will require the student to demonstrate their fitness to return to study. The Panel will ask the student to provide Student Experience Services with documentary evidence in the form of a letter in English (or with a certified translation into English) from a qualified medical doctor, specifically addressing the behavioural issues identified by the Support for Study panel, and confirming that in the view of the doctor, the student is:
- o fit to return to study because these issues are in their opinion sufficiently under control, or;
 - o is likely to be fit to return to study as long as certain other adjustments are in place on their return to study.

The letter must be provided by a specified date in advance of the planned return to their studies (which will be variable based on the length of the interruption and the students' situation).

- 10.2 The Deputy Secretary (Students) or Deputy Secretary(Legal & Governance) is responsible for assessing this evidence and deciding whether the student is fit to return to their studies, taking advice from the Director of Student Wellbeing or other relevant University staff as needed. If the Deputy Secretary decides that the evidence does not demonstrate that the student is fit to return to their studies, they will constitute a Support for Study Panel (based on the membership set out in 8.9 above) and ask them to decide whether to require the student to interrupt their studies for a further period. The student has the right to appeal any further decision of the Support for Study panel as set out in 8.20 above.
- 10.3 The Deputy Secretary will aim to inform the student whether they can return to their studies normally no later than two months prior to the date that the student plans to return to their studies. The Deputy Secretary will copy this communication to the student's relevant contacts in the School including the Head of School and a Student Support lead contact, and the Head of College. The Director of Student Wellbeing (or nominee) will work with the School to ensure that a plan is put in place by the School to support the student back into studies and post-entry with their studies.

11 REPORTING AND RECORDING



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11.1 The Deputy Secretary (Students) is responsible for ensuring that an annual report is provided to Senatus Academic Policy and Regulations Committee summarising the number of cases referred for consideration at Support for Study stages 3, together with data on:

- the number of students required to interrupt studies;
- the number of appeals against decisions of the Panel; and
- the outcome of these appeals.

12 DATA PROTECTION

12.1 University staff are governed by the requirements of the Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR) which defines all data relating to a person's physical or mental health as special category data. Staff involved in the administration of the Support for Study Policy must recognise that they may receive special category data of a confidential nature in respect of the student, at any stage of this policy, and they must therefore ensure that all such data is handled, processed and stored in accordance with the requirements set out in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

Student members of any panel at stage 3 of the policy will be required to sign a confidentiality agreement prior to being appointed to a panel or receiving any information with regard to a Support for Study case.

March 2023

Academic Policy and Regulations Committee

23 March 2023

LLB (Hons) Global Law

Description of paper

1. This paper is seeking permission for the proposed new LLB (Hons) Global Law programme to deviate from Taught Assessment Regulation (TAR) 55.2, which requires the classification of degrees with two honours years, including degree programmes with an obligatory period of study abroad, to be based on a credit-weighted average of performance across both honours years.

The Global Law programme proposal contains a compulsory Junior Year Abroad (JYA) in Year 3. The proposal is that the JYA will be level 10 and assessed on a pass/fail basis. The degree would then be classified on the 120 level 10 credits completed in Year 4.

Action requested / recommendation

2. APRC is being asked to **approve** a new sub-clause of TAR 55.2 being created, in which the LLB (Hons) Global Law programme is explicitly named as a programme where regulation 55.2 does not apply. This would read identically to 55.2(c), where an exemption is already in place for the MA International Business programme.

Background and context

3. Edinburgh Law School (ELS) is proposing its first ever new (i.e., non-Scots law) LLB programme, the LLB in Global Law. The programme has been developed over the last three years and given the novelty of the programme, it has also undergone extensive internal and external review and consultation. The proposal has been approved by ELS's Board of Studies and has been supported by the programme validation panel at College level and formally approved, subject only to APRC approving element of the programme that requires deviation from TAR 55.2.
4. A central plank of the programme's strategic and pedagogic rationales is a mandatory third year abroad. This year will be spent at one of ten programme-specific partner law schools. The year will equip graduates with the intellectual benefits of experiencing the discipline in a different geographical context in a low-risk manner. It will also offer cultural benefits and skills which derive from a study abroad year at institutions that share a global perspective in legal studies. It will also provide graduates with a global network of like-minded professionals that they can leverage throughout their future careers.
5. These partners share with ELS a vision of global legal studies aligned with the ethos of this programme and will be able to provide an exciting and enriching student experience abroad, with a variety of suitable courses available to ELS students. At the same time, the schools are extremely diverse: they span six continents, and half are from the Global South.

Discussion

6. The mandatory year abroad has been part of the discussions around the programme since the initial discussions between the Law School and CAHSS in 2019-2020. The rationale has been tested and sense-checked in market research, internal consultations in the School and College (including academic colleagues, students, and potential employers), and external peer review. All noted that the year abroad was a distinguishing feature of the programme with real professional and pedagogical value for students. This was also reflected in the competitor analysis, which demonstrated that the mandatory third year abroad, and the partners, were crucial to the distinctiveness of the programme.
7. Eight proposed programme partner institutions have a signed MoU with the UoE, and in some cases also have a law-specific agreement already in place. MoUs with a further two partner institutions are currently in progress and we are confident that the remaining MoUs will follow shortly in the next few months. We are fully confident that the Global Law-specific agreements will be in place with them in time for the first cohort's year abroad in autumn 2026.
8. We propose following the existing example the MA International Business programme, as noted in [2] above. We propose that the marks received at the partner institution will not count towards degree classification. The results of the year abroad as evidenced by the partner institution transcripts would be considered at Edinburgh to award an overall pass/fail in relation to the year abroad in the same manner and with the same standards that we already currently use to administer optional years abroad in other Law programmes. In addition, the proposed model of classification operates in exactly the same fashion as programmes offering a non-compulsory year abroad, which is commonplace across many degree programmes.

Resource implications

9. ELS has costed and budgeted for additional resource to underpin programme support, including co-ordination of logistics for the year abroad, at UE05 and 0.5FTE.

Risk management

10. The risk associated with this proposal will be mitigated as follows:

Failure to have gained 240 credits before going abroad

- a) We have learned from the experience in CAHSS (including LLC) in managing a compulsory year abroad. On that basis, students will be required to pass core courses at first attempt. Those who obtain a null sit via special circumstances and who have resits in the summer will have to have their progression confirmed prior to travelling abroad. Where progression cannot be confirmed, students will have the option to transfer to another Honours degree. Students will have the scope in Y1 and 2 to take the prerequisites for Honours study in other degree programmes in the College; alternatively, they can move onto the general MA AHSS track.
- b) The format of year 2 assessments will be reviewed to allow greater flexibility for resits.

Responding to the Climate Emergency & Sustainable Development Goals

11. Law cuts across the SDGs, especially as a framework upholding rights, and a means of implementation. Law and institutions are also the object of a Goal (SDG 16), and numerous targets and indicators (see e.g. Target 5.1, “end all forms of discrimination against all females everywhere” and Target 8.8, ‘Protect labour rights and promote safe working environments’). The programme is organised around solving global legal problems, and has a strong North-South emphasis. As such, the role of law in realising the SDGs is part of the programme from inception.
12. The year abroad entails international travel. Law is a jurisdictionally-grounded discipline. For our graduates to be able to think and work across borders, it is important for them to experience law in a different jurisdiction in a low-risk manner. The networks and insights formed by students through the year abroad will be central to their ability to tackle global legal problems.

Equality & diversity

13. There are no new equality and diversity implications. The proposal is identical to current practice in the Business School.

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

14. This paper has been prepared by ELS in consultation with the CAHSS Dean of Quality Assurance and Curriculum Validation, as well as colleagues in CAHSS Academic and Student Administration. The School will be notified of the APRC decision by the CAHSS College Office and the School will be responsible for incorporating the mandatory year abroad within the DPT and programme materials. Academic Services will be responsible for updating the TARs to include an exemption for the LLB (Hons) Global Law programme under TAR 55.2.

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Freedom of Information: This paper is OPEN

Senate Academic Policy and Regulations Committee**23 March 2023****Committee Priorities for 2023-24****Description of paper**

1. This paper invites Committee members to comment on potential priorities for the Committee to focus on in 2023-24. This will assist the Conveners of the Standing Committees to present a plan for approval by Senate at its meeting on 24 May 2023.

Action requested / recommendation

2. To note and comment on potential Committee priorities for 2023-24.

Background and context

3. At the last Ordinary Senate meeting of the year (typically May), the Conveners of the three Senate Standing Committees present an annual report, setting out the Committees' achievements in the previous session and proposing outline plans for the next session. The May 2022 report to Senate is available [here](#) (see Paper 4C).

Discussion

4. It is likely that one major priority for the Committee will relate to the policy and regulatory arrangements for the Curriculum Transformation Programme, and that another major will relate to the work of the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Task Group. The paper setting out a proposed Schedule of Review for Policies, Regulations and Guidance (see elsewhere on the agenda) also highlights some potential priorities, including a review of the Academic Timetabling Policy (to support the implementation of a replacement timetabling system).
5. This paper invites Committee members to identify any other potential priorities for the Committee to focus on in 2023-24. The purpose of this exercise is to identify significant areas of work that would require planning to ensure sufficient resources and time are available for the work, to allow for prioritisation where required. There is no need for the Committee to identify in advance more modest pieces of work – and the Committee will always have scope to consider on an ad hoc basis issues that may arise during the session.

Resource implications

6. The Committee's work has implications not only for Academic Services, but also for the Committee membership and for the stakeholders that the Committee may need to consult in relation to particular issues. Establishing a set of priorities in advance of the next year will assist in managing within these constraints.

Risk management

7. An effective approach to planning and prioritisation will assist the Committee to manage risks associated with the University's framework of academic policy and regulations.

Responding to the Climate Emergency & Sustainable Development Goals

8. Not directly applicable.

Equality & diversity

9. Not directly applicable, although an effective approach to planning and prioritisation will assist the Committee to identify where it needs to take into account equality and diversity issues.

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

10. The Conveners of the Senate Standing Committees would set out the Committees' priorities in their annual report to Senate's 24 May 2023 meeting.

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15 March 2023

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