

H/02/27/02

**Meeting of the Senatus Academic Policy and Regulations Committee (APRC)
to be held online on Thursday 24 September 2020 at 2.00pm**

A G E N D A

1. **Minutes of the previous meeting held online on 28 May 2020** Enclosed

2. **Matters Arising**

a) **Convener's Action** – change of semester 2 dates for year 4 of BSc (Hons) Oral Health Sciences programme; change of start date for MBA to January in 2021 and 2022; approval of concession re: double marking of dissertations for an MSc programme in Education for one year; approval of revised Degree Programme Specification Guidance; approval of minor revision to Student Appeal Regulations.

b) **Electronic Business** – 1-8 July 2020 Concession re: double marking of dissertations for an MSc programme in Education; 16-22 July 2020 MVM PGT paper (not approved); 27-28 July 2020 PGT dissertation re-submission window revised to be 40-49 as a temporary concession (previously 45-49).

For Discussion

3. **Expected Behaviour Policy** APRC 20/21 1A

4. **Academic Misconduct – Vivas of Affirmation** APRC 20/21 1B

5. **Universities UK Principles for Effective Degree Algorithm Design** CLOSED (C)

6. **CAHSS: Non-Standard Academic Year for Postgraduate Certificate in Neurological Rehabilitation and Care** APRC 20/21 1D

7. **Concession Request - Incoming Indian PG Students 2020** APRC 20/21 1E

For information and formal business

8. **APRC Membership and Terms of Reference 2020/21** APRC 20/21 1F

9. **Senate Committees' Members' Guidance 2020** APRC 20/21 1G

10. **Senate Committee Effectiveness Review 2019/20 – questionnaire responses initial analysis** APRC 20/21 1H

11. **Any Other Business**

The University of Edinburgh

**Minutes of the Senate Academic Policy and Regulations Committee (APRC) meeting
held online on Thursday 28 May 2020 at 2.00pm**

Present:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Dr Jeremy Crang	Dean of Students (CAHSS)
Dr Lisa Kendall	Head of Academic and Student Administration
Kirsty Woomble	Head of PGR Student Office (CAHSS)
Professor Judy Hardy	Dean of Learning and Teaching (CSE)
Stephen Warrington	Dean of Student Experience (CSE)
Alex Laidlaw	Head of Academic Affairs (CSE)
Dr Antony Maciocia	Dean of Postgraduate Research (CSE)
Philippa Burrell	Head of Academic Administration (CMVM)
Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)
Dr Paddy Hadoke	Director of Postgraduate Research and Early Career Research (CMVM)
Stephanie Vallancey	Vice President Education, Students' Association
Gemma Riddell	Advice Place Senior Academic Adviser
Dr Adam Bunni	Head of Governance and Regulatory Framework Team, Academic Services
Sarah McAllister	Student Systems and Administration

In attendance:

Ailsa Taylor	Academic Policy Officer, Academic Services
Faten Adam	Service Excellence Programme

Apologies for absence:

Dr Paul Norris	Dean of Quality Assurance and Curriculum Approval (CAHSS)
Rayya Ghul	Institute for Academic Development

1. Minutes of the Previous Meeting

The minutes of the previous electronic business meeting held between 19 March 2020 and 12 April 2020 were approved as an accurate record.

2. Matters Arising

a) Any Other Business (concessions in response to Covid-19) - Convener's Action 2 April 2020 - the award of credit on aggregate for pre-Honours students

Convener's Action had been taken by Professor Murray on 2 April 2020 to approve the award of credit on aggregate for pre-Honours students where appropriate. The Academic Contingency Group had had a discussion about the award of credit on aggregate for pre-Honours students, following APRC's discussion of the issue in

March 2020. The College Deans on the Academic Contingency Group had then had further discussion with their Schools, and felt that use of credit on aggregate would be needed in some circumstances. Since this was in keeping with what APRC had discussed, and key members of APRC from each College were on the Academic Contingency Group, Professor Murray considered that it was appropriate to approve this on behalf of APRC by Convener's Action. Members agreed that this approach had been appropriate. The agreed parameters for credit on aggregate for pre-Honours students were as follows:

- up to 40 credits on aggregate could be awarded by a Board of Examiners;
- the expectation was that it would primarily apply to outside courses (i.e. not "core" courses), but Schools were to explain to students how it could be used locally, i.e. they could choose to apply it to (some or all) core courses, if they felt this would not be to students' disadvantage in the longer term.

b) Electronic business - 24 April 2020 - 1 May 2020 - Extensions and Special Circumstances Service (amended paper attached)

Members had considered a paper about the Extensions and Special Circumstances Service by electronic business between 24 April 2020 and 1 May 2020. Some edits had been proposed by members and these edits had been incorporated and a revised paper had been provided. The revised paper was approved by the Committee.

c) Electronic business - 23 April 2020 - 29 April 2020 – MBChB

Members had approved a paper about the MBChB programme (Y1-2 course structure and Y4 exit award) by electronic business between 23 April 2020 and 29 April 2020. APRC had therefore approved:

- concessions for deviations from the standard curriculum framework in permitting 120 credit, whole-year courses in MBChB Years 1 and 2;
- the proposed procedure for awarding credit for students failing to complete Year 4 of the MBChB.

d) Any Other Business (response to Covid-19) – Convener's Action 20 May 2020 - Appointment of additional Deputy Conveners for Boards of Studies

Professor Murray had taken Convener's Action to approve a request that had originated from the College of Science and Engineering about the appointment of Deputy Board of Studies Conveners. A query had been raised about approval of course-level changes that were permitted post-Degree Programme Table publication. It had been anticipated that there could be changes to learning outcomes/assessment weightings, and it had been proposed to delegate authority from the Board of Studies Convenor to programme year leads in order to enable prompter decision-making in the current circumstances with Covid-19. Professor Murray believed that this was reasonable, as long as a clear record was kept by the Board of Studies Secretary of the changes approved and the programme leads operated within clear parameters. It had been agreed that in terms of governance, Heads of School should be allowed to nominate additional temporary Deputy Conveners of the

Board of Studies who could approve course-level changes on behalf of the Board of Studies Convener, which would be a slight change to the process set out on page 7 of the [Prog & Course Approval Policy](#) which allowed the Head of School to appoint one Deputy Convener. It had also been agreed that information was to be communicated more widely and placed on the Covid-19 SharePoint site.

3. Service Excellence Programme – Special Circumstances Policy (APRC 19/20 6B)

The Committee received Paper B and also a late paper that had been circulated which provided information about the latest position on the Extensions and Special Circumstances (ESC) Service.

Subject to the following amendments to the Special Circumstances Policy, Paper B was approved as presented:

7.3 To be quorate a Special Circumstances Committee will consist of an academic Convener along with at least two other members of staff, one of whom must be a member of academic staff (and the other of whom can be a member of academic staff or professional services staff).

11.2 The table still referred to CSPC and this should be amended to APRC.

4. External Examiners: attendance at taught Boards of Examiners (APRC 19/20 6C)

The Committee received Paper C which asked them to consider a proposal to relax the existing requirements regarding physical attendance by External Examiners at meetings of Boards of Examiners for taught courses and programmes.

University HR Services had confirmed that, for External Examiners acting on taught programmes (but not those involved in examining postgraduate research degrees), we are required to carry out Right to Work checks by the UK Home Office. These checks involved receiving electronic copies of identification documents on appointment, and the scrutiny of the original documents when the External Examiner attends the University. There was no requirement that these checks should be carried out annually.

Following discussion, the Committee agreed to amend the requirements from 2020/21 to state that External Examiners were required to attend the University physically on at least one occasion in the first year of their term, but that any further physical attendance could be as agreed with the relevant School. These proposals did not affect the existing requirement for participation by at least one External Examiner in each meeting of a Board of Examiners.

A query was raised about incorporating data protection training and information security awareness training information for External Examiners in to the relevant policy. Dr Bunni agreed to explore this further, to consider where best to locate information about data protection training and information security awareness training for External Examiners.

ACTION: Academic Services to amend relevant External Examiners for Taught Programmes Policy and Taught Assessment Regulations 2020/21 to reflect agreed new position.

ACTION: Academic Services to consider where best to provide information about data protection and information security awareness training for External Examiners.

5. Taught Assessment Regulations 2020/21 (APRC 19/20 6D)

Subject to the following amendments, and correction of any typos, the Taught Assessment Regulations 2020/21 were approved as presented:

4.1 The Head of School* informs the College Office about the appointment of the Convener by the beginning of the relevant Semester for the Board of Examiners responsible for courses assessed in each Semester, and by the beginning of Semester 2 for the Board responsible for programme decisions for each programme.

27.12 Students who are subject to immigration control have restrictions on their entitlement to resit as a result of being in the UK on a Tier 4 General visa. Students on a Tier 4 visa can only take a fourth assessment attempt where they have valid special circumstances (in line with the Special Circumstances Policy), and specific additional conditions are met....[deletion of previous reference in brackets after immigration control to Non-European Economic Area "EEA" nationals].

44.3 (c) where a student being considered for progression on a postgraduate taught programme has achieved an average of 50% or more across 120 credits of taught courses, and a mark of 50% or more in 60 or 70 credits, with a further course or courses carrying a mark of 48 or 49%.

ACTION: Academic Services to arrange for revised Taught Assessment Regulations 2020/21 to be published.

6. Postgraduate Assessment Regulations for Research Degrees 2020/21 (APRC 19/20 6E)

Subject to correction of any typos the Postgraduate Assessment Regulations for Research Degrees 2020/21 were approved as presented.

ACTION: Academic Services to arrange for revised Postgraduate Assessment Regulations for Research Degrees 2020/21 to be published.

7. Student Appeal Regulations Review (APRC 2019/20 6F)

Dr Bunni presented this item. Members agreed that if Ground C was to be fully removed then specific wording should be added to Ground B so that it was clear that Ground B included "lack of due diligence" within it. Subject to this amendment, the Student Appeal Regulations were approved as presented, and were to be published for 2020/21.

ACTION: Academic Services to arrange for the revised Student Appeal Regulations to be published.

8. Code of Practice for Supervisors and Research Students (APRC 2019/20 6G)

Dr Bunni presented this item. The revised Code of Practice for Supervisors and Research Students was approved as presented. Changes were minor to reflect regulation/policy changes, and Students' Association, Institute for Academic Development, English Language and Complaints had provided some updated content. References to special circumstances had been amended to refer to "adverse circumstances" to avoid confusion with the special circumstances process, which applied only to the taught components of research programmes.

ACTION: Academic Services to arrange for the revised Code of Practice for Supervisors and Research Students to be published.

9. Programme and Course Handbooks Policy (APRC 19/20 6H)

The Programme and Course Handbooks Policy was approved as presented, subject to the following amendment:

- page 234 on peer support. Not all PALS schemes are run by the Students' Association so the wording will need to be adjusted.

It was also noted by a member that there could be more reference to postgraduate research in the policy, which was something that might be looked at in the longer term.

ACTION: Academic Services to arrange for revised Programme and Course Handbooks policy to be published.

10. Annual Report of the Senate Standing Committees 2019/20 (APRC 19/20 6I)

This paper was received by the Committee. Any further comments were to be passed to the author of the paper.

11. APRC committee priorities 2020/21 (APRC 19/20 6J)

This paper was received by the Committee. Any further comments were to be passed to the author of the paper.

12. Senate themes for 2020/21 meetings (APRC 19/20 6K)

This paper was received by the Committee. Any further comments were to be passed to the author of the paper.

13. Annual review of effectiveness of Senate Standing Committees (APRC 19/20 6L)

This paper was received by the Committee. Any further comments were to be passed to the author of the paper.

14. Enhancement-Led Institutional Review Update (APRC 19/20 6M)

This paper was received by the Committee for information.

15. Any Other Business

There was no further business.

Academic Policy & Regulations Committee

24 September 2020

Expected Behaviour Policy

Description of paper

1. This paper sets out a proposed new policy covering the 'expected behaviour' of parties in casework covering academic appeals, student conduct and complaints. The terminology 'expected behaviour' replaces the negative term 'unacceptable behaviour' which has been in common use hitherto.

Action requested / recommendation

2. The committee is requested to consider and approve the policy for immediate implementation.

Background and context

3. In cases where parties are in stressful situations, in particular in relation to appeals, conduct cases and complaints, a party's behaviour may become problematic, limiting the ability of staff to deal with the issue at hand. Occasionally situations escalate to the point where communication has to be ended, and such cases can involve a considerable expenditure of staff time and resources.
4. In the context of the launch of the revised Complaint Handling Procedure (CHP) in line with the requirements of the Scottish Public Services Ombudsman (SPSO), the University has been asked to revise the section of the current CHP. We have taken this opportunity to draw up a separate Expected Behaviour Policy which will apply across a range of casework, thereby simplifying and harmonising our approach to the relatively small number of cases where it is necessary to invoke such a policy.

Benefit of this Change

5. Existing policies already allow us to take the steps set out in the new policy and we do not envisage invoking such action any more frequently than at present; however, the new policy is aimed at providing more transparency to students and more consistency across the range of casework.

Discussion

6. The policy covers students and former students, applicants for admission, and other members of the public. Whilst it is unusual for a University policy to include members of the public, it is worth noting that some of the most intransigent complaint cases involve members of the public.
7. The policy explicitly recognises that people may act out of character in times of stress. Three steps to addressing unacceptable behaviour are set out: 1) an explanation and a request to modify behaviour; 2) for parties who are students,

potential referral under the Code of Student Conduct; and 3) termination of contact.

8. In the rare cases where termination of contact is proposed, the party has a right of review; and if termination of contact is confirmed, the party will be issued with a Completion of Procedures letter advising them of their right to have our actions reviewed by the SPSO.

Resource implications

9. In a small proportion of cases behaviour by one or more of the parties to a case can cause serious stress to all involved and can absorb a significant amount of the time of many staff members. This policy is designed to set out clear expectations for parties and a simple mechanism for addressing issues in those cases where the behaviour of a party is problematic. As such, introduction of this policy should have a small but positive impact on staff resources.

Risk management

10. Introduction of this policy will assist with providing a safe working environment for staff.

Equality & diversity

11. The policies which this policy is designed to work alongside all recognise and make allowance for the fact that there may be communication difficulties for some parties; as such there is no specific mention of this in this policy. An EIA has been carried out, and policy and practice have been assessed as robust.

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

12. The policy applies to a small segment of the student population – those going through certain casework procedures – and to members of the public in connection with complaints to the University. Due to the narrow reach of this policy no major communication is required; the policy will be published on the web pages relating to appeals, complaints and conduct. Staff involved in the relevant casework procedures will be briefed fully prior to its implementation. Advice Place staff will also be briefed fully on how the policy will be applied, since they have a role in supporting students through these procedures. Evaluation of the use and effectiveness of the policy will be carried out after 12 months of operation.

Author

Name Jean Grier
Date 27 July 2020

Presenter

Name Jean Grier

Freedom of Information

Open



EXPECTED BEHAVIOUR POLICY in relation to Appeals, Complaints, Student Conduct and related procedures

THE UNIVERSITY
of EDINBURGH

Purpose of Policy

The policy sets out expectations for behaviour by parties involved in Appeals, Complaints and Student Conduct procedures and specifies how we will manage cases where behavior is problematic.

Overview

The policy recognises that people may act out of character in times of stress. Three steps to addressing unacceptable behaviour are set out: 1) an explanation and a request to modify behaviour; 2) for parties who are students, potential referral under the Code of Student Conduct; and 3) termination of contact.

Scope: Mandatory Policy

The policy covers students and former students, applicants for admission, and other members of the public. The policy is applied by Academic Services.

Contact Officer

Jean Grier

Head of Investigations and Student Casework

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Document control

Dates	Approved: DD.MM.YY	Starts: 01.10.20	Equality impact assessment: 17.07.2020	Amendments: DD.MM.YY	Next Review: 2022/2023
Approving authority	Academic Policy & Regulations Committee				
Consultation undertaken	State bodies/officers/stakeholders				
Section responsible for policy maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations	Student Appeal Regulations Complaint Handling Procedure Code of Student Conduct				
UK Quality Code	UK Quality Code: Concerns, Complaints and Appeals				
Policies superseded by this policy	None. Consolidation of existing dispersed information				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.				
Keywords	Conduct, behaviour, appeal, complaint, misconduct, dignity and respect				



EXPECTED BEHAVIOUR POLICY in relation to Appeals, Complaints, Student Conduct and related procedures

THE UNIVERSITY
of EDINBURGH

1 Purpose and Scope

1.1 The University is committed to providing fair, consistent and accessible processes for handling appeals, complaints and student conduct cases. It is recognised that people may act out of character in times of stress. We understand that undergoing some of these processes – especially serious conduct cases – can be traumatic for all involved. However, we must also provide a safe working environment for our staff, and ensure that our work is undertaken in an effective and efficient manner.

1.2 This policy sets out the behaviour we expect of:

- students, graduates, former students and applicants for admission (in appeals cases)
- students, former students and members of the public (in complaint cases)
- reporting parties, witnesses and respondents (in student conduct cases).

The term 'student' also includes anyone who communicates with the University for or on behalf of one of its students/former students. Throughout this policy the term 'party' is used to refer individuals involved in appeals, complaints or student conduct cases.

1.3 The Expected Behaviour Policy is primarily applicable to, but not limited to, the following policies and procedures:

- Academic Appeals
- Academic Misconduct
- Code of Student Conduct (including any appeal stage*)
- Complaint Handling Procedure
- Fitness to Practise
- Support for Study.

*With regard to cases considered through the Code of Student Conduct, it should be noted that there is no right of appeal *by the reporting party* against the outcome of a conduct investigation or the penalties applied (if any) to the respondent.

2 Expected Behaviour

2.1 We expect parties to behave in a respectful manner at all times, avoiding the use of any offensive language except where necessary, for example when quoting as evidence something one party has allegedly said to another.

2.2 Where parties are going to respond to questions put to them or information requested from them, we expect them to do so promptly.



EXPECTED BEHAVIOUR POLICY in relation to Appeals, Complaints, Student Conduct and related procedures

THE UNIVERSITY
of EDINBURGH

2.3 With regard to cases considered through the Code of Student Conduct it should be noted that none of the parties are technically required to respond to anything sent to them by us; but where parties choose to respond, we expect them to do so promptly in order to avoid undue delay to the consideration of cases.

3 Unacceptable behaviour

3.1 The Code of Student Conduct includes an offence of 'Obstructing, or interfering with, the functions, duties or activities of any Person'. In light of this, the University's definition of 'unacceptable behaviour' includes, but is not necessarily restricted to, cases in which we consider there is evidence that the party has behaved in one or more of the following inappropriate ways:

- Bringing a complaint which has the aim or effect of harassing an individual or which is motivated by malice;
- Making unreasonable demands of case handlers, for example; requesting responses within an unreasonable timescale; insisting on seeing or speaking to a particular member of staff; continual phone calls, emails, or letters; repeatedly changing the substance of the complaint, or raising unrelated concerns;
- Communicating with the University in an abusive, offensive, defamatory, aggressive, threatening, coercive or intimidating manner;
- Repeatedly including multiple staff members in correspondence about the issues when those staff members do not need to be involved in the case;
- Making inflammatory statements and/or unsubstantiated allegations;
- Knowingly submitting a case containing materially inaccurate or false information or evidence;
- Insistence on pursuing frivolous or vexatious complaints, issues which are not covered by the Complaints Handling Procedure, and/or seeking unrealistic or unreasonable outcomes;
- submitting multiple complaints on substantially the same issue
- Persistent refusal to accept a decision once the relevant procedure has been exhausted.



EXPECTED BEHAVIOUR POLICY in relation to Appeals, Complaints, Student Conduct and related procedures

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4 What we will do – first and second steps

- 4.1 In the majority of cases our expectations are met, but in the small number of cases where a party demonstrates unacceptable behaviour we reserve the right to take action as necessary.
- 4.2 As a first step when we consider a party's behaviour unacceptable, the University will tell the party why their behaviour is considered to be unacceptable and will ask them to desist. Any decision regarding unacceptable behaviour made in relation to this policy will be communicated to the party in writing by the relevant staff member in Academic Services. The University will try to ensure that any action taken is the minimum required to address the unacceptable actions or behaviour, taking into account any relevant personal circumstances of the party. The options the University is most likely to consider at this stage include but are not limited to:
- Requesting contact in a particular form
 - Requiring contact to take place with a named officer of the University
 - Requiring the tone and language of the correspondence to be respectful and moderate
 - Restricting telephone calls or emails to specified days and times
 - Asking a student to appoint a representative, usually from the Students' Association, to correspond with the University; and/or
 - Asking the party to enter into an agreement outlining expectations of their future conduct
 - Where multiple complaints are submitted on what is essentially the same or a similar issue, the University reserves the right to treat the matter as a single complaint and to decline to respond to any subsequent complaint on the same/similar issue.
- 4.3 For cases already under consideration through the Code of Student Conduct, failure to observe Expected Behaviour may be treated as a potential breach of the Code of Student Conduct and taken into consideration in the ongoing conduct case. Before any such action is taken we will attempt to work with the party by explaining our expectations for their behaviour.
- 4.4 As a second step where we consider an appeal or complaint to be frivolous and/or vexatious, or where a student party continues to behave in a way that we consider to be unacceptable, the Head of Investigations and Student Casework will decide whether the student party should be referred for consideration through the Code of Student Conduct and/or referred to the third step.



EXPECTED BEHAVIOUR POLICY in relation to Appeals, Complaints, Student Conduct and related procedures

THE UNIVERSITY
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5 Termination of contact and/or dismissal of appeal or complaint – third step

- 5.1 In the rare cases where we consider it would be an unreasonable use of staff, time and resources to consider a case further, we may decide to terminate contact with the party and/or dismiss an appeal or complaint. The Head of Investigations and Student Casework will advise the party of the decision and the reason for the decision.
- 5.2 Should the party wish to object to a decision to terminate contact or to dismiss an appeal or complaint, the party should contest the decision by writing to the Director of Academic Services via complaints@ed.ac.uk within 10 working days of the date of the communication.
- 5.3 The Director, or nominee, will consider the party's representations and, where the Director considers the objection to be reasonable, the Director will write to confirm that the restriction is lifted or to confirm an alternative restriction, if appropriate.
- 5.4 Where the Director considers the restriction to be reasonable in the circumstances, the Director will confirm the decision and issue the party with a Completion of Procedures letter within 28 days; this letter will confirm the party's right to seek review by the Scottish Public Services Ombudsman (SPSO) or the appropriate alternative body.

Insert latest date approved/amended



Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Policy/Practice (name or brief description):

Expected Behaviour Policy

B. Reason for Equality Impact Assessment (Mark **yes** against the applicable reason):

- Proposed new policy/practice **YES**
- Proposed change to an existing policy/practice
- Undertaking a review of an existing policy/practice
- Other (please state):

C. Person responsible for the policy area or practice:

Name: **Jean Grier**

Job title: **Head of Investigations and Student Casework**

School/service/unit: **Academic Services**

D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:

- affects primary or high level functions of the University
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)?
- It is one which interested parties could reasonably expect the University to have carried out an EqIA?

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

All of the following

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment

- pregnancy and maternity
- marriage or civil partnership¹

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
The policy recognises that individuals may act out of character at times of stress. For some students the impact of a disability may have an impact on their engagement with the underlying appeal, complaint or conduct process in which they are involved, and adjustments will be made as necessary.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:
The policy is designed to allow conclusion of proper procedures in cases where an individual might have experienced or been involved in discrimination etc.

- If the policy/practice contributes to advancing equality of opportunity²
Potentially, yes, in protecting students and staff from inappropriate behaviour

- If there is an opportunity in applying this policy/practice to foster good relations:
Potentially, yes, in encouraging discussion and moving to a voluntary improvement in relations

- If the policy/practice create any barriers for any other groups?

No

- How the communication of the policy/practice is made accessible to all groups, if relevant?

Will be discussed with Students' Association officers and published on the web

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

Not involved; the policy will generally apply to an individual, not specific to any group or community

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

No

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.

¹ Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

² This question does not apply to the protected characteristic of marriage or civil partnership

Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified

Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.

OPTION 1

G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). **No action required**
2. When will the policy/practice next be reviewed?

New policy replacing fragmented practice previously embedded in other policies; review after one year of operation, i.e. September 2021

H. Publication of EqIA

Can this EqIA be published in full, now? Yes/No **YES**

If No – please specify when it may be published or indicate restrictions that apply:

I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Jean Grier, Head of Investigations and Student Casework**

Accepted by (name):

[This will normally be the person responsible for the policy/practice named above. If not, specify job-title/role.]

Date: **July 2020**

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk

Senate Academic Policy and Regulations Committee

24 September 2020

Academic Misconduct - Vivas of Affirmation

Description of paper

1. This paper provides an update on discussion which has taken place within the University and externally, at a sector-wide level in relation to contract cheating and academic misconduct, particularly with regards to remote examination. This paper also includes a revised draft of the University's Academic Misconduct Investigation Procedures for approval.

Action requested / recommendation

2. This paper proposes a minor amendment to the University's Academic Misconduct Investigation Procedures for approval.

Background and context

3. The Online/Remote Examination and Assessment (OREA) working group was created as part of the Curriculum Resilience Strand of the Adaption and Renewal Team. The OREA group met throughout August to discuss issues surrounding online and remote examinations which may arise during the 2020/21 academic year. As part of this, the group sought to address concerns about our limited ability as an institution to recognise or confidently act on misconduct other than plagiarism which is currently highlighted by the use of Turnitin or through the marking process. The group also took into account sector-wide concerns about the increased usage of contract cheating services and essay mills as highlighted by the recently updated QAA report on contract cheating (<https://www.qaa.ac.uk/docs/qaa/guidance/contracting-to-cheat-in-higher-education-2nd-edition.pdf>). As a result, the group considered the use of vivas for affirmation as a means to assist in identifying whether a student's work was their own or not.
4. The group concluded that the use of vivas of affirmation could be useful in identifying the authenticity of a student's work and may also act as a deterrent against misconduct. It was agreed that they should only be used in exceptional circumstances where there is reasonable doubt that a student's work may not be their own and further clarification is required in order to establish whether there is a case of academic misconduct. The viva would not be part of the assessment process for any course, but take place as a preliminary stage within an investigation into possible academic misconduct.
5. The Academic Misconduct Investigation Procedures include (3.5) the potential for a School Academic Misconduct Officer (SAMO) to hold a preliminary meeting with a student before deciding how (or whether) to proceed with a case under those procedures.

Discussion

6. The OREA group proposes to make use of the existing scope for preliminary SAMO meetings to determine whether there is a case under the Academic Misconduct Procedures in order to hold vivas for affirmation, where academic misconduct is suspected. However, the group proposes a minor amendment to the Procedures in order to support this.
7. The OREA group agreed the following points with regards to the proposed use of vivas of affirmation:
 - They should be conducted in place of the preliminary meeting with a SAMO;
 - Students must be informed that any information obtained during the affirmation process could be used as evidence in an Academic Misconduct Investigation;
 - The panel should, where possible, be comprised of two members of staff within the School, one of whom should have the relevant subject area expertise;
 - The meeting should be chaired by the Course Organiser or an appointed representative with the relevant subject knowledge;
 - The student will have the right to be accompanied by another member of the University community as per current procedures.
8. It was agreed that this would require amendments to the current Academic Misconduct Investigation Procedures to allow vivas of affirmation to be conducted by subject experts in place of the SAMO. This would not only ensure that those conducting the viva were best placed to evaluate whether the student was demonstrating their knowledge of the subject under consideration, but would also reduce the reliance on a single academic member of staff. As is always the case under the Procedures, no penalty could be applied to a student's work at this stage, and could only be considered if the case were escalated to the CAMO.
9. In order to accommodate the vivas of affirmation within the Academic Misconduct Investigation Procedures for the 2020/21 academic year, the following actions are proposed:
 - A minor amendment to the procedures to state that the School Academic Misconduct Officers can nominate deputies with subject specific expertise to conduct vivas of affirmation in place of the preliminary meeting which would normally be conducted by the SAMO. We are also proposing that CAMOs can nominate deputies to act on their behalf where necessary, for example where there is a conflict of interest (Appendix 1);
 - Create online guidance which explains how SAMO meetings may be used for vivas of affirmation in accordance with the Academic Misconduct Investigation Procedures.

These measures are proposed as interim measures for the upcoming academic year which will support the operation of vivas of affirmation under the current procedures. Further,

detailed consideration will be given as to whether further amendments are required ahead of the 2021/22 academic year.

10. The committee is invited to discuss whether the proposed minor change to the Academic Misconduct Investigation Procedures is adequate in accommodating the vivas of affirmation process and is asked to approve the proposed actions.

Resource implications

11. The proposed amendment to the Academic Misconduct Investigation Procedures does not create additional resource requirements, since it does not require that vivas for affirmation take place in any circumstances. The amendment reduces dependency on an individual member of staff- the SAMO- when holding preliminary meetings about suspected academic misconduct.

Risk management

12. The proposed amendment supports efforts to detect academic misconduct in remote assessment. It is important that students, staff and those external to the University perceive that the University has robust ways to deal with suspected academic misconduct in remote assessment.

Equality & diversity

13. The suggested amendments to the Academic Misconduct Investigation Procedures do not present any new equality and diversity impacts as the current procedures already make an allowance for preliminary meetings to take place.

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

14. Any agreed action will be implemented by the following groups:

College Academic Misconduct Officers (CAMO)
School Academic Misconduct officers (SAMO)
Academic Services

CAMO's and SAMO's will evaluate the impact of the suggested changes after the next remote examination diet.

Author

Roshni Hume
15/09/2020

Presenter

Roshni Hume

Freedom of Information

This paper is open



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: 11.12.15 02.06.16 16.06.17 05.07.18 30.05.19	Next Review: 2023/24
Approving authority	Curriculum and Student Progression Committee (CSPC)				
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 Code of Student Conduct Guidance				
UK Quality Code	UK Quality Code – B6				
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 or telephone 0131 650 2138.				
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 the same work for credit twice at the same or different institutions), collusion, falsification, cheating (including 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. The University may also investigate cases where 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:

<https://www.ed.ac.uk/files/atoms/files/codeofstudentconduct.pdf>
- 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 offence has been committed if they consider that, on the evidence available, it is more likely than not 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.

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 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:

<http://www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct>



Academic Misconduct Investigation Procedures

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 will be able to deal with the case if it meets all of the following criteria:

- It is a first offence (the relevant College can advise where it is a potential repeat offence); **and**
- The SAMO is satisfied that the case has come about through a genuine lack of understanding by the student; **and**
- The SAMO believes that the case can be appropriately dealt with without recourse to a mark penalty.

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.

3.3 The SAMO cannot apply a mark penalty or make any alteration to marks for cases outlined above in 3.2.

3.4 For cases identified by the SAMO as poor scholarship rather than academic misconduct, 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. If appropriate, the SAMO will return the assessment to the marker to determine a mark that fairly reflects the student's own contribution.

3.5 A SAMO (or nominee) may, at their discretion, invite a student to a preliminary meeting before deciding how to proceed with the case. The student may be accompanied to that meeting by a member of the University community, e.g. their Personal Tutor or an 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. If the student is unable to attend in person, the SAMO will consult with the student and select one of the following options:

- To conduct the meeting electronically (e.g. by video, web-camera, etc.); **or**
- To offer the student the opportunity to make a written submission.

3.6 The SAMO will refer all cases which fail to meet the criteria set out at 3.2 above to the CAMO. Allegations of serious misconduct, including examination misconduct and contract cheating, will always be referred to the CAMO.

3.7 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.

4. Investigation by the College Academic Misconduct Officer (CAMO) - suspected academic misconduct in taught courses



Academic Misconduct Investigation Procedures

- 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 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 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 and encourage the student to speak with their Personal Tutor.
- 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. 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 In all other cases, the CAMO will invite the student to attend an 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.
- 4.5 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. an adviser from the Edinburgh University Students' Association Advice Place, or their Personal Tutor. 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.
- 4.6 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.
- 4.7 The purpose of the interview will be to enable the panel to obtain further relevant information about the alleged academic misconduct offence 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.
- 4.8 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.
- 4.9 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.



Academic Misconduct Investigation Procedures

- 4.10 The CAMO will send a report of the meeting, the outcome, and any recommendations arising from the case, to the reporting SAMO.
- 4.11 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.
- 4.12 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.
- 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 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 and no penalty is therefore to be applied;
 - In the case of a first 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 marks from the face value mark will be applied. The penalty applied should be proportionate to the 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;
 - In serious cases or where the student has a record of having committed a number of previous academic misconduct offences, 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



Academic Misconduct Investigation Procedures

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:

<http://www.ed.ac.uk/academic-services/staff/discipline/code-discipline>

The CAMO may choose to issue a formal warning in addition to one or more of the above.

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 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:

<https://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 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:

<http://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

- 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.



Academic Misconduct Investigation Procedures

- 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 offences.
- 9.2 Where the student 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.
- 9.3 The following options are available to the CAMO:
- (a) Decide that 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 offences, 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 Discipline Officers and the Student Discipline Committee under the Code of Student Conduct are available at:
- <http://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.



Academic Misconduct Investigation Procedures

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 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:

<https://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 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:

<https://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 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

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:



Academic Misconduct Investigation Procedures

- (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:

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

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 determining an alternative penalty, the reviewing CAMOs may only choose from those



Academic Misconduct Investigation Procedures

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:

<http://www.ed.ac.uk/academic-services/students/appeals>

Senate Academic Policy and Regulations Committee

24 September 2020

**CAHSS: Non-Standard Academic Year for Postgraduate Certificate in
Neurological Rehabilitation and Care**

Description of paper

1. This paper seeks approval for the first cohort of students on the PG Certificate in Neurological Rehabilitation and Care to be taught over a 12 month period starting in May 2021; a deviation from the standard academic year

Action requested / recommendation

2. For discussion and approval.

Background and context

3. The Royal College of Nursing Foundation (RCNF) have approached the School of Health in Social Science to deliver an online PG Cert in Neurological Rehabilitation and Care. This programme is intended as CPD for currently practicing nurses. RCNF are providing funding for the development of the programme (although 2x20 credit courses are based on existing teaching within Nursing Studies, one new 20 credit course needs to be developed). In addition, RCNF have agreed to fund the fees income associated with a minimum of 15 students in the first cohort – even if fewer students are accepted to the programme.

The commission was only recently offered to University of Edinburgh (following the withdrawal of another HEI). The RCNF funding associated with this project is time limited and hence the programme is been considered outside of the timeframes normally used for the consideration of new PGT programmes.

The programme will consist of 3x20 credit courses – all of which are to be taught online. Following discussions with the RCNF, the programme is intended to run over a 12 month period, consistent with the University's Postgraduate Degree Regulations. However, the time limited nature of the RCNF means that the commission can only be completed if teaching is able to begin in the first half of 2021.

The programme has been subject to a validation process within CAHSS, and its academic content has been approved. In addition, preparations are already underway to advertise the programme, and recruit students, ahead of the proposed programme start date (the RCNF will assist with recruiting students).

Discussion

4. Following discussions between the teaching team and the RCNF, it is proposed that the first running of the programme would begin in May 2021. Consideration was given to starting teaching the programme in January 2021 but a start in May

2021 is considered more appropriate in terms of ensuring all teaching resources are provided in good time, and maximising the opportunities for student recruitment while maintaining the timeframe associated with the commission.

Consideration was given to running the programme as “part-time intermittent” over a two year period (as is the case for some other CPD PG Certificate Programmes). However, discussions with the RCNF indicate that a 12 month timeframe is likely to prove most popular with would be recruits, and will allow the required academic work to be completed alongside continued nursing practice.

The School intend to continue to run the programme beyond the first student cohort (the possibility of funding for further cohorts has already been discussed with the RCNF). However, the intention is that future cohorts would begin their study in September (the second cohort therefore beginning in September 2022) and hence would be taught in line with the standard University timetable for a 12 month, part-time, PG Certificate. Hence this concession is intended to only apply to the first cohort of students taking the programme.

Resource implications

5. None. The RCNF will provide funding for staff time to develop the teaching resources needed for the programme, as well as guaranteeing fees income for a minimum of 15 students.

Risk management

6. Key risks are that recruitment of students may be difficult ahead of the proposed start date, and that the proposed start date requires a quick development of teaching materials.

The programme has been subject to the normal validation process for new programme approval within CAHSS (including discussions with the relevant marketing and admissions teams).

Staff who are likely to be involved in the development, and delivery, of the programme have been identified. The proposed programme will, largely, draw on existing teaching resources within the subject area.

Funding has been agreed with the RCNF (covering programme development costs and guaranteeing fees income for the first cohort of students). The RCNF will assist with advertising, and recruiting to, the programme.

Equality & diversity

7. The programme has been subject to the normal programme approval process which covered equality and diversity.

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

8. The outcome of this concession request will be communicated by CAHSS to the School.

Author

*Dr Paul Norris
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CAHSS*

Presenter

Dr Paul Norris

15th September 2020.

Freedom of Information

Open Paper

- further details)

Senate Academic Policy and Regulations Committee

24 September 2020

Concession Request - Incoming Indian PG Students 2020 entry

Description of paper

This paper outlines the parameters behind conflicting studies for incoming postgraduate students from India, who may be affected by undertaking concurrent study whilst studying at the University of Edinburgh and completing their final examinations in India. This has been stimulated from news via the University Grants Commission in India that there would be a delay in receipt of final degree results and, more recently, the Indian Supreme Court requesting all Indian Universities to conduct final examinations and that degrees are only to be awarded to students who complete these exams.

Action Requested/Recommendation

This paper is requesting the Senate Academic Policy and Regulations Committee (SAPRC) to approve a concession to the regulation around conflicting studies to incoming Indian students matriculating for their Postgraduate studies us who may/may not be affected by conflicting studies in India, based on the requirement for them complete their final examinations at their home institution.

Background and context

SRMG approved consideration of a paper to apply flexible principals to late exam results received in India - at the end of July - for incoming PGT students only.

As of early August, admissions staff across all three Colleges have been offering Indian PGT students the opportunity to progress with their application based on their penultimate semester transcripts - as long as they are currently exceeding our minimum entry requirements. Consequently, the Student Immigration Team have been issuing CAS' on this basis of current semester marks and academic ability to complete their final semester -and most recently, the Home Office have advised UKHEIs that it is up to us, as a sponsor, to define the academic criteria when accepting a student onto a course.

Most recently, however, the Indian Supreme court has advised that Universities in India now conduct final exams and that graduating students are expected to take these exams, otherwise no degree will be awarded.

Our approach however, despite this, still remains but a key risk is presented by the following DRPS regulation 12 - *Conflicting studies* - precludes concurrent study, so this principal may affect students who are still registered and required to complete their final exams at their current institution in India or may have to return back to India to sit exams, whilst at the same time studying with us at Edinburgh.

Discussion

The University's current approach to flexibility on offer making for incoming Indian students is in contravention of regulations around conflicting studies. However, given the current climate and impact of COVID-19 in India, there are no alternative options to present to our incoming cohort. There are no circumstances where an offer would be withdrawn from a student currently studying with us, based on their final performances from their delayed examinations and offers have been made to applicants that admission teams across the three colleges deemed successful to complete their Undergraduate degree, at the appropriate time, and applicants who demonstrate high potential to exceed our minimum entry requirements for Postgraduate study.

Resource implications

None; except that final evidence of examination results (once completed) should be requested and still provided for those who are undertaking concurrent study due to outstanding exams left to complete in India.

Risk management

1. Risks that we will anticipate incoming Postgraduate students from India undertaking two degrees at the same time, due to outstanding final examinations left to complete.
2. Risk on academic impact of study/performance whilst undertaking concurrent study, there may be appeals from students who are still undertaking studies for their home degree and this could impact on their Postgraduate studies.
3. Reputational risk for Indian students who choose to undertake their Postgraduate study with us, with incomplete transcripts/final degree awarded based on offer, but are hindered opportunities in India due to the Supreme Court legislation that has requested all Universities in India to deliver final exams in either offline/online modes.

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

Edinburgh Global to communicate to all affected Indian students who are due to study with us for Postgraduate study a message of reassurance that we have made a concession for Indian students undertaking dual study and that they are still required to complete their final examinations and provide evidence of this once available to them.

Author

*Harish Lokhun, Edinburgh Global
17 September 2020*

Presenter

Harish Lokhun

Senate Academic Policy and Regulations Committee

24 September 2020

APRC Membership and Terms of Reference 2020/21

Description of paper

1. APRC membership and Terms of Reference for 2020/21.

Action requested / recommendation

2. For information.

Background and context

3. Annual paper that is presented at the first meeting of the year for Senate committees.

Discussion

4. No changes proposed for the Terms of Reference for 2020/21 – no change from 2019/20.

Resource implications

5. There are resource implications with regard to attendance at meetings and any required follow-up.

Risk management

6. No key risks.

Equality & diversity

7. No major equality impacts.

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

8. Membership and Terms of Reference are available online at:
www.ed.ac.uk/academic-services/committees/academic-policy-regulations/members
www.ed.ac.uk/academic-services/committees/academic-policy-regulations/terms-reference

Author

Ailsa Taylor, Academic Services
14 September 2020

Freedom of Information

Open

Committee membership of APRC 2020/21

Name	Position/School	Composition	Term of Office
Professor Alan Murray	Assistant Principal, Academic Support	Convener	Ex Officio
Dr Jeremy Crang	Dean of Students (CAHSS)	Vice-Convener and College representative	
Dr Paul Norris	Dean of Quality Assurance and Curriculum Approval, CAHSS	College representative	
Dr Lisa Kendall	Head of Academic and Student Administration (CAHSS)	College representative	
Kirsty Woomble	Head of PGR Student Office (CAHSS)	College representative (PGR)	
Professor Judy Hardy	Dean of Learning and Teaching (CSE)	College representative	
Stephen Warrington	Dean of Student Experience (CSE)	College representative	
Alex Laidlaw	Head of Academic Affairs (CSE)	College representative	
Dr Antony Maciocia	Dean of Postgraduate Research (CSE)	College representative (PGR)	
Philippa Burrell	Head of Academic Administration (CMVM)	College representative	
Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)	College representative	
Dr Geoff Pearson	Dean of Students (CMVM)	College representative	
Dr Paddy Hadoke	Director of Postgraduate Research and Early Career Research Experience (CMVM)	College representative (PGR)	
Fizzy Abou Jawad	Vice President Education, Students' Association	Students' Association sabbatical officer	Ex Officio
Gin Lowdean	Advice Place Manger, Students' Association	Students' Association	
Dr Cathy Bovill	Institute for Academic Development (IAD)	IAD	
Dr Adam Bunni	Head of Governance and Regulatory Framework Team	Academic Services	
Sarah McAllister	Student Systems and Administration	Student Systems and Administration	Ex Officio

The University of Edinburgh

Senate Academic Policy and Regulations Committee Terms of Reference

1. Purpose and Role

- 1.1. The Academic Policy and Regulations Committee is responsible, on behalf of Senate, for the University's framework of academic policy and regulation, apart from those aspects which are primarily parts of the Quality Assurance Framework.

2. Remit

- 2.1. Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.
- 2.2. Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.
- 2.3. Scrutinise and approve proposals for new or revised academic policy or regulation, ensuring that policy and regulation is only introduced where it is necessary, and that all policy and regulation is suitably accessible to its intended audience.
- 2.4. Act with delegated authority from the Senate on matters of student conduct and discipline.
- 2.5. In taking forward its remit, the Committee will seek consistency and common approaches while supporting and encouraging variation where this is beneficial, particularly if it is in the best interests of students.
- 2.6. Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.

3. Operation

- 3.1. The Committee reports to Senate, acting with delegated authority to take decisions regarding the regulatory framework for the University's educational activities.
- 3.2. The Committee may bring matters to the attention of the University Executive as required.
- 3.3. The Committee will meet at least four times each academic year and will interact electronically, as necessary.
- 3.4. The Committee will follow a schedule of business set prior to the start of the academic year and which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community.
- 3.5. The Convener, or Vice-Convener will have delegated authority, on behalf of the Committee, to make decisions on student concession cases, and this business may be conducted electronically where appropriate.
- 3.6. From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

4. Composition

Role	Term
Assistant Principal, Academic Support (Convener)	Ex Officio
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels	
1 x senior staff member from each College with responsibility for postgraduate research	
1 x Edinburgh University Students' Association sabbatical officer	Ex Officio
1 x member of the Edinburgh University Students' Association permanent staff	
1 x member of staff from Student Systems and Administration	Ex Officio
1 x member of staff from the Institute for Academic development	
1 x member of staff from Academic Services	
1 x member of staff from Information Services' Learning, Teaching and Web Services Division	
Up to 3 co-options chosen by the Convener	Up to 3 years

- 4.1. Before the first meeting of the academic year, the Committee will identify a Vice-Convener for the Committee from amongst its membership. The Vice-Convener should serve for a period of at least one year.
- 4.2. The Convener can invite individuals for specific meetings or agenda items.
- 4.3. Substitutions of members (i.e. due to inability to attend) will be at the discretion of the Convener of the Committee.

5. Responsibilities and Expectations of Committee Members

- 5.1. Be collegial and constructive in approach.
- 5.2. Attend regularly and participate fully in the work of the Committee and its task / working groups. This will involve looking ahead and consulting / gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.
- 5.3. Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members must take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
- 5.4. Be committed to communicating the work of the Committee to the wider University community.

August 2020



THE UNIVERSITY
of EDINBURGH

**SENATE COMMITTEES'
MEMBERS' GUIDANCE**

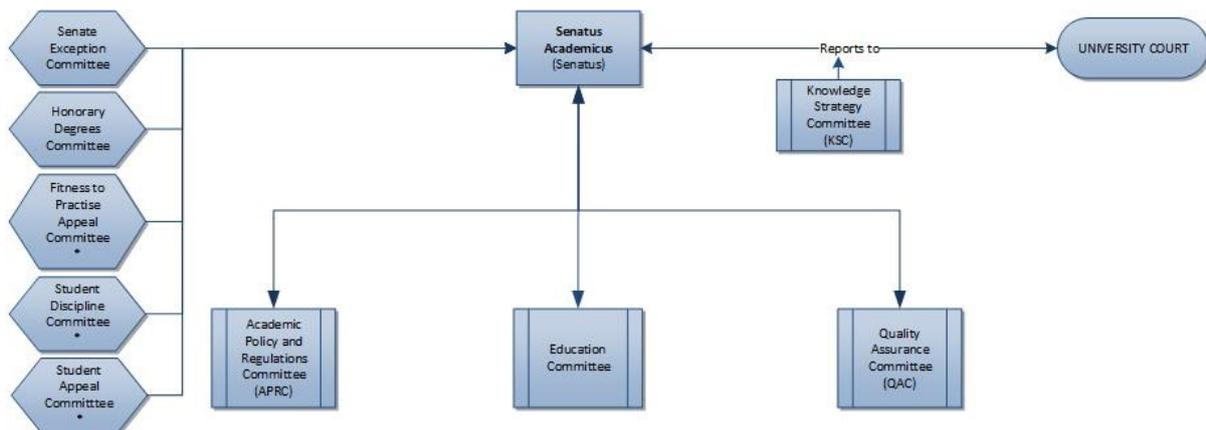
April 2020

Academic Services

INTRODUCTION

This guidance has been developed for members of the Senatus Academicus (Senate) committees. As members of the University's senior academic governance committees, you play a very important role in supporting and enhancing the academic work of the University, and ultimately the student experience.

Committee Structure



TYPES OF MEMBER

The membership of each committee is detailed in its terms of reference (*see page 4*). There are different types of committee member:

Ex officio member: a member of a committee by virtue of their position.

For example, the College Deans of Quality (or equivalent) are ex officio members of Quality Assurance Committee; Edinburgh University Students' Association Vice-President Education is an ex officio member of Education Committee.

Member with specific responsibilities: a member appointed to a committee because they have responsibility for a particular, relevant area.

For example, the Colleges shall each nominate two senior members of staff within the College with responsibility for learning and teaching.

Co-opted member: a member selected because of their expertise in a particular area. Co-opted members do not usually represent a specific constituency, and normally serve for a fixed term.

For example, up to two additional members may be co-opted onto the committee by the convener depending on the expertise required (members will normally serve a three year term).

External member: a member appointed from out with the University. These members bring relevant skills and experience to the committee along with an external viewpoint.

For example, the Committee shall appoint an external member from the Scottish Higher Education system with experience in quality assurance matters to join the membership of Quality Assurance Committee.

In attendance: the convener may invite individuals for specific meetings or agenda items. Individuals who are “in attendance” at a committee meeting are not members of the committee.

COMMITTEE MEMBERS’ ROLES AND RESPONSIBILITIES

All Members

All members of the committee are expected:

- to be clear about the functions of the committee as prescribed in its terms of reference.
- to uphold the "seven principles of public life" - selflessness, integrity, objectivity, accountability, openness, honesty and leadership:
www.docs.sasg.ed.ac.uk/GaSP/Governance/CourtMembersCode.pdf
- to be collegial and constructive in approach.
- to attend all meetings and participate fully in the work of the committee and its task groups.
- to take collective and individual ownership for the issues under the committee’s remit and for the discussion and resolution of these issues. (In taking ownership of the work of the committee, members must ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.)
- to be committed to communicating the work of the committee to the wider University community.
- to assess the impact of proposed new or revised policies and practices on the ‘protected characteristic groups’ set out in the Equality Act 2010: www.ed.ac.uk/equality-diversity/impact-assessment

Convener

The convener must ensure the effective conduct of the committee (within the terms of reference). They should ensure that business is being progressed and facilitate meaningful discussion and sound decision-making.

Convener’s Action

There are occasions on which non-contentious decisions that cannot wait until the next meeting of the committee are required. These can be dealt with through ‘Convener’s Action’ and reported at the next meeting of the committee. If urgent consideration of more contentious matters is required between meetings, the convener will consult committee members before making a decision.

Committee Member

The role of the committee member is to contribute effectively to the business and outcomes of the committee, and to represent their constituency. Full participation by all members is paramount to the success of the committee.

In general, those who are representing a particular constituency are College or Students’ Association representatives. As representative members they are a conduit between the committee and their

constituency. Two-way communication is extremely important in supporting the work of the committee: it will ensure that the views of staff and students across the University are taken into account and that important developments are disseminated.

Although other committee members may not necessarily represent a particular constituency, all members have a responsibility to disseminate issues appropriately and to bring relevant matters to the attention of the committee.

(Appendix 1 provides additional guidance on consulting stakeholders on learning, teaching and student experience matters.)

Students' Association Representative

The student voice is greatly valued by the University. All Senate committee memberships therefore include student representation through the Students' Association. Students' Association representatives are a link between the committee and the student body and should therefore report back on and discuss committee business in relevant student forums.

Students' Association representatives may be asked by the convener to provide information on the student opinion in relation to a particular issue. If it is not possible to do this at the meeting, representatives should follow this up out with the meeting by consulting further and reporting back.

Committee Secretary

The role of the committee secretary is to support the effective operation of the committee (in accordance with the terms of reference). This involves liaising with and guiding the convener and committee members, creating and maintaining committee records and communicating outcomes.

NEW MEMBERS' INDUCTION

New committee members will be invited to meet the convener and committee secretary shortly before the first meeting of the academic year. They may wish to use this opportunity to find out what will be expected of them as a committee member; about the background and recent work of the committee; and about the priorities and strategic direction of the committee. Academic Services staff will be available to provide ongoing advice and guidance on the academic governance framework if required.

Students' Association representatives receive meeting training from the Students' Association during their induction.

TERMS OF REFERENCE

Terms of reference describe the purpose and structure of a committee. Typically they contain the purpose and role; the remit; operation; composition; and responsibilities of committee members. The powers and responsibilities of the committee as recorded in the terms of reference are delegated from Senate. It is therefore vital that Senate committees operate within their remit and operational arrangements.

Terms of reference for all Senate committees are available on the Academic Services website:
www.ed.ac.uk/academic-services/committees

PREPARATION OF COMMITTEE DOCUMENTATION

Agendas

These are prepared by the committee secretary, in consultation with the convener. Members will be asked if they have items they would like to add to the agenda.

Papers

These can be prepared by committee members or by any member of the University community with an issue they would like the committee to discuss. Paper authors are required to:

- liaise with the committee secretary to agree if and when a paper should be brought to the committee.
- use the template at **Appendix 2** to ensure that the paper produced is concise and clear about the action that needs to be taken by the committee.

Minutes

These are prepared by the committee secretary and include a clear record of action to be taken following the meeting.

DISTRIBUTION OF COMMITTEE DOCUMENTATION

Committee documentation is circulated electronically by the committee secretary, usually by uploading it to the Academic Services' website: <https://www.ed.ac.uk/academic-services/committees>. This is line with sector best practice and ensures transparency of committee business.

Closed papers (confidential papers to which Freedom of Information exemptions apply) are emailed separately to committee members. It is good practice to minimise closed business.

Reserved business is business which, for reasons of confidentiality, is not discussed by the whole committee. Reserved business papers are emailed separately to those members of the committee who are entitled to receive them. When these papers are discussed at the committee meeting, those who are not entitled to be part of the discussion are asked to leave the meeting.

Further guidance on Freedom of Information, Data Protection and records management is available at www.ed.ac.uk/records-management

(Please note that Committee Members' notes could be subject to a Freedom of Information request. It is therefore good practice for members to dispose of any notes once actions are complete and to dispose of any papers after the meeting.)

COMMUNICATION OF DECISIONS

As stated above, committee members have a responsibility to communicate decisions to the constituency represented. Academic Services uses the 'Senate Committees' Newsletter' to communicate developments to stakeholders. The most recent Senate Committees' Newsletter is available at www.ed.ac.uk/academic-services/committees/newsletter

At the end of each academic session, Academic Services publishes a list of all significant changes to regulations, policies and codes, and brings them to attention of staff: www.ed.ac.uk/schools-departments/academic-services/policies-regulations/new-policies. Academic Services is happy to assist with communicating and implementing Senate committee decisions, for example by holding briefing meetings for relevant stakeholders, or introducing items at School or College committee meetings.

The equality impact of any significant changes to regulations, policies and codes must be assessed: <http://www.ed.ac.uk/equality-diversity/monitoring-statistics/impact-assessment>

TASK GROUPS

The work of the Senate committees is supported by limited-life task groups. All task groups have a 'parent' Senate committee through which they formally report. The 'parent' Senate committee assigns each task group a specific body of work which is outlined in a remit and membership document. Task group members need not necessarily be committee members. Since tasks groups are limited-life, members are expected to contribute effectively to support the work of the group, which will likely be fast-paced. All task group reports must include a communication and implementation plan.

(Further guidance on planning Senate committee task groups is available as Appendix 3.)

USEFUL CONTACTS

Academic Services has ultimate responsibility for the operation of the academic governance framework which includes the committee arrangements. Further information about each committee can be found on its webpage:

Education Committee

Committee Secretary: Philippa Ward
Ext: 651 6083
Email: Phillippa.Ward@ed.ac.uk
Website: <https://www.ed.ac.uk/academic-services/committees/education>

Academic Policy and Regulations Committee

Committee Secretary: Ailsa Taylor
Ext: 650 2366
Email: Ailsa.Taylor@ed.ac.uk

Website: <https://www.ed.ac.uk/academic-services/committees/academic-policy-regulations>

Quality Assurance Committee

Committee Secretary: Brian Connolly

Ext: 651 4481

Email: B.Connolly@ed.ac.uk

Website: www.ed.ac.uk/academic-services/committees/quality-assurance

In the absence of any of the above named individuals, please direct your query to:
academicservices@ed.ac.uk

ARRANGEMENTS FOR CONSULTING WITH STAKEHOLDERS ON LEARNING, TEACHING AND STUDENT EXPERIENCE MATTERS

1. Senate and the Senate Committees can adopt the following approach when consulting Schools, Colleges, students and other stakeholders about changes to strategy, policy or procedure on learning, teaching and student experience matters. Central Management Group approved these principles and standard practices at its meeting on 1 March 2017.

Key principles

- Senate and the Senate Committees should make their decisions on the basis of a proper understanding of the views of relevant stakeholders, while recognising that, given the diversity of the University's academic community, effective consultation processes will not always lead to consensus.
- The nature of consultation activities should be proportionate to the scale of change that is being proposed and the likelihood of it proving contentious.
- Given the scale and diversity of the University, consultation arrangements will always rely predominantly on individuals with leadership or representational roles in Colleges and Schools representing the views of their constituencies and having authority to make decisions on their behalf on task groups and committees.
- All task groups on issues with direct implications for the student experience should include Student Association representatives.
- When consulting on issues which have an impact on staff, Senate Committees and task groups should recognise the University's commitment to working in partnership with its trade unions and its obligations to consult and negotiate as appropriate.
- Once a consultation process has concluded and a decision made, it is important to provide feedback to those stakeholders who have engaged with the consultation processes.

Approaches to consultation

2. The attached Annex sets out a table with a range of possible approaches that Senate or a Senate Committee could take to consultation on a particular issue. In general, the more significant or contentious the proposal development, the more of the elements further down the table the consultation processes would need to involve. The Annex is indicative, and a degree of judgement will be required regarding the approaches to consultation required for each development. It is unlikely that any consultation process, however significant and contentious the development, would require all the approaches set out in the Annex.

Practical issues regarding the operation of consultation processes

3. Consultation processes – and particularly those lower down the table in the Annex – can be very onerous, both for the staff leading and supporting them, and for the stakeholders engaging with them. For some issues, it is not clear how contentious the proposals may be (and therefore how deep the consultation is required to be) until after the event. This uncertainty could lead colleagues to over-engineer consultation processes in order to avoid the risk of being accused of inadequate consultation. Were this to happen, the number of different developments that the Senate Committees could take forward would be unnecessarily constrained. As such, it is important to make a balanced judgement regarding the level of consultation.

4. The Senior College Academic Administrators, in consultation with their Deans, will take responsibility for selecting their Colleges' representatives on task groups.

Issues with a staffing dimension

5. Given the University's increased interest in issues such as developing robust evidence on the quality of teaching, and recognising student education as a key element in our staff recruitment, promotion and annual review processes, it is likely that some of the issues that Senate and its Committees address in the coming years will involve close interaction between academic and employment policy. When determining appropriate approaches to consultation on these issues, it will be important to establish at the outset whether advice and guidance is required from People Committee and what input and sign-off is required from Central Management Group and/or other relevant Court Committees with responsibility for employment policy matters.

6. When consulting on issues with a staffing dimension, in addition to general stakeholder consultation it is also important to recognise the University's commitment to working in partnership with its trade unions and its obligations to consult and negotiate as appropriate before decisions are taken by the University which have an impact on staff.

7. When developing stakeholder consultation plans, University HR Services should be consulted on the appropriate way to ensure early sharing of information and meaningful consultation, and where appropriate, negotiation take place with the recognised trade unions.

Annex – possible approaches for consultation on learning, teaching and student experience matters

Nature of proposed change	Example	Typical approaches to consultation	Comments
<p>Modest change / unlikely to be contentious</p> <p style="text-align: center;">↓</p> <p>More significant but unlikely to be particularly contentious</p> <p style="text-align: center;">↓</p>	<p>Modest change to existing academic policy or regulation</p>	<p>Discussion and decision at relevant Senate Committee</p>	<p>Relies on representatives of stakeholders having sufficient knowledge of the views of their constituencies to be able to represent them effectively.</p>
		<p>Establish task group with representatives of relevant stakeholders</p>	<p>Allows for a broader range of relevant perspectives, including those of stakeholders who are not represented on the relevant Senate Committee.</p>
	<p>Development of a new policy that appears unlikely to require significant changes to Schools' practices, or development of policy required to address external regulatory requirements</p>	<p>Consult relevant networks of staff (eg Senior Tutors network, Directors of Learning and Teaching network)</p>	<p>Will provide broad impression of Schools' views on the issue, but will not highlight the extent of variation of views between different and may not take account of the views of some Schools (eg since not all colleagues attend network meetings).</p>
		<p>Invite Colleges, Student Association and other stakeholders (eg support services) to consult with their constituencies and provide written submissions</p>	<p>Provides the relevant Senate Committee or task group more robust evidence regarding stakeholders' views. However, College-level submissions may not always allow them to understand fully the variation of views between different Schools.</p>
		<p>Invite relevant office-holders in Schools to consult with their constituencies and to provide their own written School submissions</p>	<p>Provides the relevant Senate Committee or task group with an understanding of the views of individual Schools, and provides assurance that all Schools are aware of and have discussed the proposed change. The relevant office-holders in the Schools would typically be academic leaders such as Director of Quality</p>

<p style="text-align: center;">Relatively significant with the potential to be contentious</p> 	<p style="text-align: center;">Development of a new policy that is likely to require extensive changes to many Schools' practices, or which may raise significant issues of principle.</p>		<p>or Director of Learning and Teaching, but may in some circumstances be Directors of Professional Services.</p>
		<p>Project leader (eg relevant Convener of Senate Committee or Task Group) to offer to attend all Colleges' relevant Committees, and relevant Student Association meetings, to present and seek views on the issue</p>	<p>Provides valuable opportunity to raise awareness, gauge views, and dispel any myths about the proposed development.</p>
		<p>Invite Heads of Colleges and Heads of Schools to consult with their constituencies and to provide their own written submissions</p>	<p>Heads of Colleges and Schools will provide particularly valuable perspectives on proposed developments that are particularly contentious or that raise significant issues regarding management and resources.</p>
		<p>Project leader (eg relevant Convener of Senate Committee or Task Group) to offer to attend all Schools' relevant Committees to present and seek views on the issue</p>	<p>Provides valuable opportunity to reach large number of staff to raise awareness of and dispel any myths about the proposed development, and to gauge views.</p>
		<p>Focus groups of staff and / or students</p>	<p>Allows the Committee / task group to hear directly from staff and students who are not in management or representational roles, eg particular categories of staff or students with a particularly relevant perspective on the issue (eg disabled students when developing policy regarding accessibility).</p>
		<p>Sample-based surveys of samples of relevant categories of staff and / or students</p>	<p>Similar benefits to focus groups, but with the potential to produce more robust evidence.</p>

 Very major institutional change	Proposals for significant changes to the University's academic year, or curriculum structures		
		Create project webpages with information about the proposals and how stakeholders can express their views on them	Makes the consultation process more transparent. Likely to be more relevant where the proposals are of potential interest to a large number of stakeholders and involve complex documentation.
		Open meetings for staff and / or students	Provides a high profile opportunity for all staff and / or students to express their views on the issue, giving a high degree of transparency to the consultation process. Typical approaches would be to hold one meeting per College.
		Surveys of all staff and students	Very transparent approach that will allow all staff and students to express their views.

XXX: DD.MM.YY
H/02/XX/XX

XXX 20/21 X X

Senate **XXX** Committee

Date

Title

Description of paper

1.

Action requested / recommendation

2.

Background and context

3.

Discussion

4.

5.

Resource implications

6.

Risk management

7.

Equality & diversity

8.

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

9.

Author
Name
Date

Presenter
Name

Freedom of Information

Guidance on Using Senate Committee Paper Template

Description of paper

State the purpose of the paper in clear, non-technical terms. (1 or 2 sentences)

Action requested/Recommendation

For discussion / approval / information; to note formally / consider the recommendations etc.

Background and context

Committees need to be able to understand quickly what it is they are being asked to consider, and why. This section should cover the reasons for the paper. It may be helpful to state how the topic relates to the Strategic Plan (or not) here. (1-2 paragraph)

Discussion

This is the main part of the paper – please provide sufficient detail for Committee members to understand the issues and for good decision-making. (1-3 pages. If there is a substantial amount of additional information to include, consider providing this in the form of appendices.)

Resource implications

This section should detail any resource implications associated with the paper. If appropriate, costs, and how they will be met should be outlined. The expectation is that costs will be met from within existing budgets, and approval from the relevant budget holder should be sought. If an application for funding will be submitted to the Planning Round, this should be stated here.

Risk Management

Key risks and mitigating measures associated with the paper should be outlined here. You may wish to reference the [University's Statement of Risk Policy and Risk Appetite](#).

Equality & Diversity

The University is required by law (Equality Act 2010 and supporting Regulations) to give due consideration to equality and diversity. If proposing new or revised policies or practices, these also require an [Equality Impact Assessment](#) (EIA). Please detail whether equality and diversity has been considered, whether an EIA is required, and any major equality impacts.

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

Please summarise how any action to be taken as a result of the paper will be communicated and implemented eg. who will be responsible for overseeing the implementation? Where possible, please also provide details of the ways in which the impact of any action taken will be evaluated and reported.

Freedom of Information

This section should specify whether the paper is **open** or **closed**. Wherever possible, papers should be open. If closed, please detail which exclusion this falls under. Further guidance is available on the Records Management website: <http://www.ed.ac.uk/records-management-section/freedom-of-information>

- Its disclosure would substantially prejudice a programme of research
- Its disclosure would substantially prejudice the effective conduct of public affairs
- Its disclosure would substantially prejudice the commercial interests of any person or organisation
- Its disclosure would constitute a breach of confidence actionable in court
- Its disclosure would constitute a breach of the Data Protection Act
- Other, within the terms of FoI legislation (please give further details)

GUIDANCE FOR PLANNING SENATE COMMITTEE TASK GROUPS

1. Initial scoping

College input should be sought at the initial stage of planning in relation to remit, membership, scope and timescale for delivery to ensure that any similar College activity or College-specific issues are taken into account.

2. Membership

The commissioning committee may give an initial steer on membership. However, there is likely to be some work for the administrator to do in discussion with the Senate committee convener, the convener of the task group, College Office and Edinburgh University Students' Association staff. This can take some time, so start early.

Equality and diversity considerations, in line with the University's Equality and Diversity Strategy, should be taken into account when planning task group membership.

All task groups must have student membership. This is an expectation of the QAA and SFC. So that the Students' Association can allocate its resources, it is best to ask for a nomination from among the sabbaticals for task group membership. Ideally, this should be done as a single request to the Students' Association annually following confirmation of the following year's task groups in June.

College Office staff should also be asked via a single, annual request to nominate task group members from their College.

As draft membership emerges, consult with Academic Services colleagues before inviting members so that individuals don't receive several invitations. Invited members should be clear about their role e.g. representing a specific area, with responsibility for consulting with it.

2. Remit document

2.1 Outline remit

State reasons/drivers for establishing the task group and how it has been commissioned e.g. a committee of Senate, in response to X national initiative etc.

High level statement of what the task group aims to achieve.

2.2 Activity

Bullet points covering activity towards fulfilling the remit, e.g. 'internal information-gathering', 'horizon-scanning', 'sub-groups to investigate issues X,Y,Z', "desktop research".

Activity must include undertaking an **Equality Impact Assessment (EIA)** and **Privacy Impact Assessment (PIA)** of the task group's recommendations, highlighting issues raised by the impact assessments, and providing information about the steps taken to address them. The task group

should take account of equality and privacy issues during its discussions, and should not leave EIAs and PIAs as actions to be undertaken by Academic Services once the task group has concluded.

2.3 Deliverables

What outputs the task group aims to deliver. Some of these may emerge as the task group’s work progresses, but there should be some intention of a tangible output from the start.

Any deliverables must take account of the relevant chapter of the UK Quality Code and must explicitly reference it. E.g. a task group on ‘Student Engagement in Quality Processes’ might produce a policy for the operation of staff-student liaison committees. Work on drafting the policy will include checking against the precepts of the relevant Quality Code chapter, and the final policy will state ‘this policy complies with the precepts of the UK Quality Code Chapter B5’.

There may be other legislative requirements which need to be addressed according to the scope of the task group.

Deliverables must include an implementation plan proposing responsibility for approval and delivery of each of the task group’s recommendations [see below].

2.4 Timescales

Timescale in which the task group will operate, including dates of interim (if any) and final report to relevant Senate Committee. Any significant timescale implications of the implementation plan to be mentioned here.

If implementation will require some task group members to form an implementation or advisory group beyond the end of the task group’s work, this should be stated here. This is particularly the case if the task group recommends follow-on work packages.

3. Committee approval of membership, remit, scope, deliverables and timescale

This information should be approved by the Committee at its first meeting in Semester 1, or (for task groups initiated mid-session) at the first available meeting.

4. Implementation Plan

An implementation plan must form part of the task group’s final report. This ensures that the task group’s expertise informs how the recommendations are taken forward. The task group is well placed to advise on risks and barriers to successful implementation and how they can be overcome.

Recommendation	Recommendation breakdown ie. steps required for delivery	Communication strategy	Transfer of recommendations to University policy/guidance

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Recommendations should be broken down into the steps needed to deliver them. An apparently simple one-line recommendation can conceal a large amount of work to ensure delivery, possibly involving setting up an implementation group to deliver complex work packages, and it is vital that this is planned for at the outset and is feasible within available resource. College input is vital here, either through core task group membership or consultation as part of task group activity.

A strategy for communicating the task group's recommendations to Schools, Colleges and support services should be devised. College input in particular should be sought here: Colleges will advise in particular on issues of timing of requests for action by Schools. In order to streamline communication from the Senate Committees about onward work required to implement recommendations, it is intended that Academic Services will coordinate communication across all task groups.

A plan for the transfer of task group recommendations into University policy or guidance should be developed: task group recommendations can lead to the development of new policy and / or the revision of existing material. There may also be a knock-on impact on other policies and guidance, which may or may not have been signalled in the task group's report. This section should state what action is required e.g. new policy, amendment of existing policy, and who it is proposed will undertake this work.

5. Final report

Identify whether the final report should be sent to any other Senate committees in addition to the task group's 'home' committee. Not all task group members will be members of Senate committees, so task group members should be notified when the final task group report is sent to the Senate committee.

6. Post-implementation Review

All Senate committees will carry out post-implementation reviews at appropriate points to determine the success or potential barriers to full implementation. The reviews will be actioned by Academic Services.

Senate Committee Effectiveness Review 2019/20 – questionnaire responses initial analysis

1. Context

- 1.1. Under the 2017 Scottish Code of Good Higher Education Governance, universities are expected to carry out an annual internal review of the effectiveness of their academic board (at the University of Edinburgh, the academic board is Senate). Senate Standing Committees operate under delegated authority from Senate. Therefore, during Summer 2020, Academic Services conducted a light-touch review of the Senate Standing Committees (Education Committee, Quality Assurance Committee, Academic Policy & Regulations Committee).
- 1.2. The review was primarily self-reflective and the input requested from committee members was intended to be proportionate to the current University priorities, particularly taking into account the ongoing University response to the Covid-19 emergency.
- 1.3. The review process intended to gather information on and evaluate effectiveness in terms of the:
 - i. Composition of the committee
 - ii. Support and facilitation of committee meetings
 - iii. Engagement of members and knowledge and understanding of their roles and committee remits
 - iv. Impact and strategic relevance of Senate Committees' work

2. Response rate

- 2.1. The response rate was extremely low across all three committees (13 replies in total), so there is little to act on, but there are potentially some common themes such as in relation to committee remits, communication and equality, diversity and inclusion.

3. Analysis of comments by Committee

SQAC

- **Committee Remit** – respondents felt the remit was clear and the Committee adapted effectively to challenges and changes to priorities. *"The remit is clear. It often has oversight of the work of others which is appropriate given the nature of the committee role."*
- **Governance and Impact** – the majority of respondents understood how the Committee linked to the wider governance framework and University strategic priorities. However linkages to the University Executive could be better, particularly regarding feedback on recommendations and business passed up to Exec by SQAC: *"I do not feel that the work of Executive is well connected to SQAC (ie academic related business going via Exec)"*
- **Composition/EDI** – respondents were satisfied that the Committee had the appropriate composition to fulfil its remit but some responders felt that it could be more diverse (in relation to Equality, Diversity and Inclusion) – *"I think the composition isn't suitably representative of the diverse population of the University - and certainly not its aims. If we look at the race"*
- **Role** – most of the respondents felt they had a clear understanding of their role and responsibilities.

- **Communications** – respondents felt that the Committee communicates effectively with stakeholders.
- **Support** – all respondents felt that the Committee was effectively supported by Academic Services.

APRC

- **Committee Remit** – respondents agreed that the remit was clear and that the Committee had adapted to changes well. Agreed that there had been very little in the way of formal APRC task groups recently – *“Would be good to use task groups so that others outside the Committee could have opportunities to be part of the work”*. However, the Committee has been focused on other projects/groups that require feedback from APRC at key stages of their work (for example in relation to special circumstances and coursework extensions).
- **Governance & Impact** - majority agreement that there are clear links between Committee business and the University proprieties and that APRC makes the desired impact. Slight disagreement about effectiveness of the flow of business between College Committees, Senate and other Committees – *“membership allows for a good flow of information to Colleges (and so to Schools/Deaneries)”*. *“Would be helpful to have a visual diagram of how the committee link”*. It was noted there are a great deal of papers and it’s a lot of reading to ask members to get through – *“Maybe use targeted pre reading”*.
- **Composition** – respondents agreed that the size and composition was suitable and that *“meetings work well and members are not afraid to discuss difficult issues”*. It was recognised that this is a Committee *“where quite wide representation is important, professional staff and academics”*.
- **EDI** –agreed that this could be improved – *“More emphasis should be placed on EDI to embed it into the decision making and discussion”*.
- **PGR** – agree that further thought needs to be given to APRC’s role in relation to PGR governance. Members have noted that we also need to better articulate where the Doctoral College will sit within this when it comes to policy and regulations relating to PGR students.
- **Role** – there was majority agreement that members had clear understanding of their role and responsibilities with an appreciation of strong member engagement in the Committee.
- **Communications** – respondents agreed that the Committee communicates effectively with stakeholders and members had clear understanding of their role in cascading information - *“the Senate Committees newsletter has been a big help.”* *“Sometimes there is not enough time between getting the papers and the meeting to undertake consultation”*.
- **Support** - all respondents felt that the Committee was effectively supported by Academic Services.

SEC

- **Committee Remit** – respondents felt the remit was clear and the Committee adapted effectively to challenges and changes to priorities. However, some improvements were suggested - *“there needs to be better strategic use of task/workgroups”*. *“We need to explore further how better to join up Student Experience with Senate Committee activity”*.
- **Governance and Impact** – all respondents understood how the Committee linked to the wider governance framework and University strategic priorities, including the links between Senate and the Committees. However, some respondents felt that communication to the wider community could be improved e.g. *“...decisions made in Senate Committees [may not] reach everyone and always lead to changes in practice in all Schools.”* There was concern that making an impact could be a struggle - *“In the current crisis where the lines of governance have been somewhat undermined.”* Specifically in relation to oversight of PGR (as a result of the disbanding of REC) there was a sense that the SEC should strengthen its

consideration of PGR matters within the cycle of business and should ensure clarity of the relationship between the Doctoral College and academic governance.

- **Composition** – respondents were satisfied that the Committee had the appropriate composition *“It has been really helpful to include Heads of School...”* although *“Committees are rather large which makes them less agile.”*
- **EDI** – The majority of respondents agreed that the Committee adequately addresses EDI considerations when discussing its business. However, all respondents disagreed that the composition of the SEC is suitably representative – *“OK on gender but no BAME representation”*. *“Cover papers rarely genuinely address EDI and evidence deep and change orientated thinking”*.
- **Role** – Respondents felt they had a clear understanding of their role and responsibilities and that members engaged fully in Committee business.
- **Communications** – Most respondents felt that the Committee communicates effectively with stakeholders and all said that they had a clear understanding of their role as a representative of their College or Group. However some did not have a clear understanding of their role in cascading information from the Committee – *“I do not believe that Committee members should be expected to deliver decisions and actions unaided”*.
- **Support** – all respondents felt that the Committee was effectively supported by Academic Services.

4. Committees and Coronavirus Covid-19

- 4.1. Academic Services has reviewed Senate Standing Committees’ Covid-19 preparedness for 2020/21, in the context of ongoing developments in the governance and management of learning and teaching and the student experience as part of the University’s management of the impact of the Covid-19 emergency.
- 4.2. Each of the Committees has played a role during 2019/20 in the response to Covid-19 in particular:
 - i. APRC has provided the necessary oversight for concession arrangements and academic guidance and moved its business to online meetings which will continue for the foreseeable future.
 - ii. SQAC has done significant work, supported prominently by the team in Academic Services, to ensure that the approach to scheduling and conducting IPRs and other QA processes are streamlined, taken online and that colleagues and externals can carry out their roles safely and effectively either remotely or on campus in 2020/21. Preparation for ELIR has been re-organised to ensure we meet the revised QAA schedule for review in 2021.
 - iii. SEC convened additional meetings to ensure it could cover items of business relating to assessment, timetabling & the teaching week and hybrid learning & teaching. The Committee is well prepared to conduct its business flexibly and online during the new academic year.
- 4.3. There are cross-overs in the membership and interests of SEC and the ART working groups. It is suggested that SEC strengthens its role in governance of learning & teaching matters in relation to the ART programme and hybrid learning and teaching is fully implemented in the new academic year.

5. Suggested Actions in light of responses (combined)

5.1. Because of the low number of respondents, a combined analysis of the answers to the review questions suggests the following recommended actions:

APRC 20/21 1 H

Area Under Review	Recommended Action	Responsible	Date
Remit	<ol style="list-style-type: none"> 1. Committees to discuss the relevance of task groups for areas of business in particular to enable wider participation and representation which could be beneficial to the Committee in its decision making 2. SEC to consider how to include relevant matters relating to student experience into the cycle of business (while recognising how student experience is handled by Executive). 3. SEC to consider how to strengthen governance of hybrid L&T and curriculum matters in 2020/21 where these are initiated via the ART programme. 4. SEC to consider its coverage of PGR matters and continue to monitor the development of the Doctoral College and its role (if any) in PGR governance. 	<p>Academic Services and Senate Standing Committee Conveners</p> <p>SEC Convener</p> <p>SEC Convener</p> <p>SEC Convener</p>	
Composition	<ol style="list-style-type: none"> 5. Committees to consider their membership actively in the course of each year in order to ensure it remains relevant (e.g co-opted members) 	Academic Services	
Governance & Impact	<ol style="list-style-type: none"> 6. Paperwork – Committees to consider whether it may be possible to allocate readers for some of the more peripheral items. 7. Presentation of papers - Committees to invite those who submit papers to present them if they are not a member. This seems to happen in some cases but not in others. This would ensure a more helpful discussion and better understanding for those who are putting the proposal forward for approval and understand the issues raised when a paper is not approved. 	<p>Academic Services</p> <p>Academic Services</p>	
EDI	<ol style="list-style-type: none"> 8. More emphasis across all Committees on EDI as an integral consideration to all business and decision making. 9. Committees to request that contributors ensure that cover papers portray more evidence of EDI considerations 	<p>Senate Standing Committee Conveners</p> <p>Academic Services</p>	
Role	<ol style="list-style-type: none"> 10. Conveners and Secretaries to introduce continually improved inductions for members 11. Re-set the expectations for the role of members in the cascading of information to constituencies in respect of each Committee’s remit and decision making, with specific reference to the requirement for information to be reported to and from relevant College committees. 	Academic Services and Senate Standing Committee Conveners	
Communications	<ol style="list-style-type: none"> 12. Academic Services to work with Committees to build on the success of the Committee Newsletter and to support increase in effective cascading of information to stakeholders. 	Academic Services	