APRC 22/23 10

Meeting of the Senatus Academic Policy and Regulations Committee (APRC)
Online meeting via Teams
Friday 9 June, 11-12:30pm

AGENDA

1.	**Welcome and Apologies**
2.	**Update on concessions related to industrial action – Verbal update** To note
To note and comment – report of comments received by email	
3.	**Academic Policy and Regulations Membership and Terms of Reference 2023/24 - APRC 22/23 10A** To note
4.	**Annual Report of the Senate Standing Committees - APRC 22/23 10B** To note and comment
5.	**Annual Review of Effectiveness of Senate Standing Committees - APRC 22/23 10C** To note and comment
For approval	
6.	**Proposed Regulation, Policy and Procedure Changes related to Implementation of Student Support Model - APRC 22/23 10D** For approval
7.	**Academic Year Dates – 2026/27 - APRC 22/23 10E** For approval
8.	**Election of APRC Convener and Vice-Convener for 2022/23 - Verbal discussion** For approval
9.	**Temporary variation to Undergraduate Degree Programme Regulations s.28 – Optional Study Abroad – ARPC 22/23 10F** For approval
10.	**Any Other Business**

APRC 22/23 10A

Senate Academic Policy and Regulations Committee (APRC)

9 June 2023

APRC Membership and Terms of Reference

Description of paper
1. Senate Academic Policy and Regulations Committee (APRC) Membership and Terms of Reference for 2023/24

Action requested / recommendation
2. The Membership and Terms of Reference are presented to APRC to note.

Background and context
3. The membership for APRC is presented to Senate annually for approval. Due to the timing of the May Senate and APRC meetings, Senate receive the draft membership subject to any amendments following APRC's May meeting. Any amendments to the membership are reported to Senate at the next Ordinary meeting, usually held in October.

4. Senate Standing Committees report to Senate annually. These committees feed into and out of College level committees (Undergraduate Education, Postgraduate Education, Quality Assurance) and specialist Support Services (the Institute for Academic Development, Careers Service, Student Recruitment and Admissions, Student Systems) via committee membership. Therefore, a number of committee roles are ex officio, to ensure that committee members have the appropriate knowledge, expertise, responsibility and accountability to fulfil the committee remit. All committees include student representation.

5. In October 2022, Senate agreed to expand the membership of each Standing Committee to include three elected Senate members. An election is held annually in February/March to fill the three positions.

6. University staff who are not included in APRC's membership may have opportunities to contribute to the work of these committees as co-opted members or as members of working groups. The membership of groups are formulated based on the expertise required and following approval from the relevant Standing Committee responsible for setting up the Group.

7. The wider Senate membership are notified via email when papers for Senate Standing Committees are published online. Senate members are invited to provide comments or feedback on Standing Committee business with either elected Senate representatives, or in their absence their College representative or the Standing Committee Convener.

Discussion
8. The draft Committee membership for Senate Academic and Policy Regulations Committee (APRC) will be presented to Senate at its meeting on 24 May 2023. The membership of APRC, including the election of the Convener and Vice-

Convener, will be confirmed at the final meeting of APRC on 25 May 2023, in line with 4.1 of the Terms of Reference.

9. Changes to membership to take effect from 1 August 2023 are marked in yellow.

10. The APRC webpages will be updated with membership once all positions are confirmed.

11. The APRC Terms of Reference remain unchanged and are published on the Academic Services website: https://www.ed.ac.uk/academic-services/committees/academic-policy-regulations/terms-reference

Resource implications

12. No amendments with resource implications are proposed.

Risk management

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

Equality & diversity

14. The composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principal, Director of a defined Support Service or delegate) or as representatives of particular stakeholders (e.g. a College or the Students' Association). The membership of APRC is therefore largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

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

15. The APRC's Membership and Terms of Reference are communicated via the Academic Services website: https://www.ed.ac.uk/academic-services/committees/academic-policy-regulations

16. Senate Standing Committees are subject to an annual internal review process, and this is reported annually to Senate.

Authors
Olivia Hayes
Academic Policy Officer
May 2023

Freedom of Information
Open

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	2022/23 membership
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		Dr Emily Taylor, Dean of Quality Assurance and Curriculum Validation (CAHSS) Professor Jeremy Crang, Dean of Students (CAHSS) Rachael Quirk, Head of Taught Student Administration and Support (CAHSS) Professor Tim Stratford, Dean of Learning and Teaching (CSE) Stephen Warrington, Dean of Student Experience (CSE) Alexandra Laidlaw, Head of Academic Affairs (CSE) Professor Jamie Davies, Dean of Taught Education (CMVM) Dr Deborah Shaw, Dean of Students (CMVM) Philippa Burrell, Head of Academic Administration (CMVM)
1 x senior staff member from each College with responsibility for postgraduate research		Kirsty Woomble, Head of PGR Student Office (CAHSS) Professor Antony Maciocia, Dean of Postgraduate Research (CSE) Professor Paddy Hadoke, Director of Postgraduate Research and Early Career Research Experience (CMVM)
1 x Edinburgh University Students' Association sabbatical officer	Ex Officio	Carl Harper, Vice-President, Education
1 x member of the Edinburgh University Students' Association permanent staff		This role is shared between: Charlotte Macdonald, Advice Place Manager, Students' Association

		Clair Halliday, Advice Place Deputy Manager, Students' Association
1 x member of staff from Student Systems and Administration	Ex Officio	Lisa Dawson, Academic Registrar, Registry Services
1 x member of staff from the Institute for Academic development		Dr Donna Murray, Head of Taught Student Development, Institute for Academic Development (IAD)
1 x member of staff from Academic Services		Dr Adam Bunni, Head of Governance and Regulatory Framework
1 x member of staff from Information Services' Learning, Teaching and Web Services Division		Karen Howie, Head of Digital Learning Applications and Media
3 x elected Senate member, one positions is nominally assigned to each College	1 year term	Dr Aidan Brown, College of Science and Engineering Dr Murray Earle, College of Arts, Humanities and Social Science Dr Uzma Tufail-Hanif, College of Medicine and Veterinary Medicine

3.7. At the final meeting of the academic year, the Committee will identify a Convener and Vice-Convener for the Committee from amongst its membership, to serve in the following year.

3.8. The Convener can invite individuals for specific meetings or agenda items.

3.9. Substitutions of members (i.e. due to inability to attend) will be at the discretion of the Convener of the Committee.

4. Responsibilities and Expectations of Committee Members

4.1. Be collegial and constructive in approach.

4.2. 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 that are necessary for proper consideration of the area being discussed.

4.3. 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.

4.4. Be committed to communicating the work of the Committee to the wider University community.

Terms of Reference: Approved by Senate August 2022

APRC 22/23 10B

Senate Academic Policy and Regulations Committee

9 June 2023

Annual Report of the Senate Standing Committees

Description of paper
1. This is the annual report of the Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2022-23. It also proposes outline plans for 2023-24.

Action requested
2. Members are invited to note the content included for Academic Policy and Regulations Committee noting the priorities for 2023/24.

Background and Context
3. The Senate Standing Committees provide an annual report setting out progress on activities in the past year and seeking Senate approval for their general strategic direction and priorities for the next academic year.

4. Committee agendas, minutes and papers are available on Academic Services' website. All Senate members are notified when agendas and papers (which include the minute of the last meeting) are available and are advised they can provide comments on agenda items through the Senate representatives on the relevant committee.

Resource implications
5. The proposed plans for 2023-24 will have some resource implications relating to time spent by members of the Committees, Academic Services and staff invited to participate in working groups. Some of the resource requirements for wider work of the Committees will be met through existing resources or have agreed funding in place. As per Senate guidelines, authors of papers relating to the proposed plans for 2023-24 will be asked to include an analysis of resourcing issues (including staff workload issues) in cover sheets.

Risk Management
6. Each individual strand of proposed activity will be subject to risk assessment as appropriate.

Equality and Diversity
7. Where required, Equality Impact Assessments will be carried out for individual work packages completed next year. It is noted that following a previous discussion of Committee effectiveness, all Senate Standing Committees undertook to place more focus on effective evaluation of equality and diversity dimensions.

Next steps / implications
8. The Senate Committees will progress the agreed strategic approach during 2023-24 as set out in the report. This report will also be shared with the University Court for information.

Authors   **Presenters**
Brian Connolly, Academic Policy Manager
Sinead Docherty, Academic Policy Officer
Stuart Fitzpatrick, Academic Policy Officer
Olivia Hayes, Academic Policy Officer
Nichola Kett, Interim Director of Academic Services

May 2023

Freedom of Information Open

Annual Report of the Senate Committees 2022-23

<table>
<tr><td style="background-color:#d9d9d9">1.</td><td style="background-color:#d9d9d9">**Executive Summary**</td></tr>
</table>

This report summarises the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2022-23, along with their proposed plans for 2023-24.

<table>
<tr><td style="background-color:#d9d9d9">2.</td><td style="background-color:#d9d9d9">**Introduction**</td></tr>
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The three Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Senate Education Committee (SEC), Academic Policy and Regulations Committee (APRC), and Senate Quality Assurance Committee (SQAC).

Senate has delegated to these Committees a range of its powers, and these powers are set out in the Committees' Terms of Reference. Links to the Terms of Reference and memberships of the Senate Standing Committees are below:

- Education Committee
- Academic Policy and Regulations Committee
- Quality Assurance Committee

Sections 3, 4 and 5 below provide information on the Standing Committees' activities in 2022/23.

Section 6 sets out proposals for future work. These proposals have arisen from Committee discussions. The proposals are designed to assist the University in pursuing its Learning and Teaching agenda and wider goals as laid out in the University Strategy 2030:

- Strategy 2030

<table>
<tr><td style="background-color:#d9d9d9">3.</td><td style="background-color:#d9d9d9">**Key Committee and Task Group Activities in 2022-23***</td></tr>
</table>

Name of Committee	No. of meetings
Senate Education Committee	5 + one electronic
Academic Policy & Regulations	9 (one additional, meeting and four electronic meetings)
Senate Quality Assurance Committee	5 + one electronic

Name of Task Group	Task Group of:
Coursework Extensions and Special Circumstances Task Group	APRC
Personal Tutor System Oversight Group	SQAC
Student Support Services subcommittee	SQAC
Tutors and Demonstrators Oversight Group	SQAC
Data Task Group	SQAC
Assessment and Feedback Strategy Group	SEC
Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group	SEC, ARPC, SQAC

*Includes meetings scheduled for the remainder of the session.

4. Senate Committees' Progress in 2022/23

Section 4 provides information on progress against the activities proposed in last year's report to Senate. Section 5 provides information on other committee activity in 2022/23.

All committees also considered:
- University of Edinburgh Students' Association Vice President Priorities 2022/23
- Committee memberships and Terms of Reference
- Developments from 11 August 2022 meeting of Senate, including new guidelines for Senate Committee operations
- Senate Committees' Internal Effectiveness Review
- Schedule of review for policies, regulations and guidance
- Proposals for Coordinating Institutional Activities on Assessment and Feedback
- Committee priorities for 2023-24

4.1 Education Committee

Progress with activities proposed in last year's report:

Activity
1. Curriculum Transformation **November:** • Discussion, comment and endorsement of a final report of a short-life working group set up to generate ideas for the future of our teaching spaces. Intended to inform the new Capital Plan and connects with work emerging from the Curriculum Transformation Programme and the Learning and Teaching Spaces Strategy. Comments were around: sense of belonging, flexible layout of teaching spaces, the importance of being realistic, the value of outdoor teaching spaces given the Scottish climate, the need to prioritise, 'locking down' of buildings, and student composition. • Update of work in progress with the development of a proposed curriculum framework for consideration via the appropriate University governance channels in early 2023. Feedback was provided on: concerns about appetite for a large-scale change project, the reason for change, support for pilot activity. **January:** • Discussion and noting an update on progress with the development of a proposed curriculum framework for consideration via the appropriate University governance channels. This included plans to work with Schools and Deaneries to develop short and medium term plans for change and investment, and proposals for a modification of the timescale for the implementation and phasing of curriculum transformation. Responses covered: phasing; rationale; the proposed curriculum framework; and resourcing. **March:** • Discussed a paper providing an update on planned next steps for in-depth discussions with Schools and Deaneries on their response to the undergraduate curriculum framework and other engagement plans following discussions at Senate in February. Questions and comments focussed on how the Project planned to engage with staff in Schools and Colleges in the coming months. Clarification on what Schools could proceed with in terms of programme development in the intermediate future was sought.
2. Student Experience – ongoing input into matters being taken forward by University Executive

September:
- Commented on the student experience update taken to the University Executive in June 2022. Comments focused on the new student support model.
- Noted the National Student Survey findings and comment on the proposals for how the University should respond to the findings of the NSS and improvements to the quality of the student experience. Comments focused on areas where improvement had been seen, the goal of being equally excellent in research and teaching, and that sense of belonging remained an issue.

November: an update was provided covering: the start of the academic year; student support; cost of living; National Student Survey consultation.

January:
- Noted an update which covered: the Vice-Principal Students Portfolio (including the creation of two groups to assist with developing and delivering enhancements to the student experience); the Student Support Model; and cost of living. Comments included: student representation on the groups; recruitment of Student Advisors; and evaluation of the Student Support Model.

March:
- Noted an update which outlined the findings from the Pulse Survey of all students in December.

May
- Reviewed and approved a new Student Support Framework which will govern the model of Student Support, whilst also approving the retirement of the Academic and Pastoral Support Policy at the end of 2022/23.

3. **Enhancement-led Institutional Review – ongoing response to outcomes of 2021 ELIR, particularly around assessment and feedback**

September:
- Discussed and approved the final version of the Assessment and Feedback Principles and Priorities.
- Approved changes to the Academic and Pastoral Support Policy for 2022/23.

November:
- Discussed a paper prepared by the Students' Association on examination format which included recommendations relating to examinations in 2022/23 in response to the results of a University-wide student survey on in-person exams. Discussion focused around: the impact of a return to in-person exams on students; diversification of assessment as appropriate; support available for students; issues with online exams; and academic integrity. Actions agreed related to communication with students on format and support, a review of the December 2022 diet and a discussion on the August 2023 diet.

January:
- Discussion on coordinating institutional activities on assessment and feedback which asked for approval of two new groups (a Strategy and Policy Group and a Guidance, Procedures, Data, Systems and Evaluation Group). An overview of the range of assessment-related activities was given alongside a proposal for coordinating and governing the activities. Strong support was given although comments were provided on the proposed memberships and remits. Approval was given to setting up the two new groups subject to refined proposals (on memberships, timelines and modes of operation)

which take into account discussions with the other Senate Standing Committees being submitted to the March meeting.

- Discussion of a paper submitted by the group considering the arrangements for the August 2023 resit exam diet. Members made points including: workload implications; professional body requirements; consulting with students on changes; approaches to assessment; timing; academic integrity; and support for students. The proposed arrangements were approved subject to one minor amendment relating to student consultation.

March
- Approved revised proposals for membership and remit of assessment and feedback related groups following consideration at Senate Academic Policy and Regulations Committee and the Senate Quality Assurance Committee.

May
- Discussed and approved recommendations made by the Assessment and Feedback Strategy Group covering examination formats for 2023-24, August assessment diet, implementing the Assessment and Feedback Principles and Priorities, and generative AI and approaches to assessment.
- Considered and discussed recommendations relating to the governance of tutors and demonstrators, noting that many aspects fall under the responsibility of HR.

4. Doctoral College developments

September: verbal updates were given on: UK Research and Innovation stipend increase; PGR hardship funding; PhD duration, interaction with new student support structures, Doctoral College Forum meetings; supervisor training; MScR marking instructions; Annual Review Policy update; student systems; and a report from the Equality Diversity and Inclusion/Widening Participation PhD Intern.

January: verbal updates were given on: progress with the Doctoral College; plans to submit papers on the size and shape of the PGR body and the length of a PhD and implications for tuition fee levels; support for progressing with PGR Higher Education Achievement Record (HEAR); and progress on the group overseeing work on tutor and demonstrator training.

May: noted a report of the Operations Group of the Doctoral College from the start of the academic year which covered activity and discussion topics.

5. Academic Integrity

September: updates provided on:
- IAD had been tasked with developing a generic mandatory course for all students on academic integrity.
- The Student Support model project team were considering what role the Cohort Lead might play in providing subject-specific guidance.
- The Academic Misconduct Investigation Procedures had been reviewed and would be taken to Academic Policy and Regulations Committee for approval and additional student guidance would be developed.

November: discussion on the trends and trajectories in digital assessment and plagiarism detection including the implications of AI-assisted text generation and rising concern of routine use of plagiarism detection systems. Feedback was received on the paper by all three College Academic Misconduct Officers. The analysis in the paper was endorsed and comments were received around re-design of assessment and the links with the Assessment and Feedback Principles and Priorities.

6. Other matters considered during the year

Other key items considered by Education Committee during the year included:

September
- Noting requests for Edinburgh Learning Design and Roadmap (ELDeR) workshops granted by the Support for Curriculum Development Group.
- Noting the Student Partnership Agreement for 2022-23, the themes and agreeing to advise about the opportunity for small project funding.

November
- The outcome of the Office for Students Review of the National Student Survey was presented and the committee agreed the use of two of the optional question banks which allowed year on year data comparison.
- Updates on Learn Ultra (upgrade and early adopter programme) were provided for information/noting. Questions were raised by Senate members which were responded to after the meeting.

January
- Consistent and equitable application of own work declarations, which proposed changes to how these were used. Whilst broadly supportive of the idea of removing own work declarations for individual pieces of work or courses, there was not consensus on key elements of the proposals. Further analysis, consultation and discussion was needed and will be taken forward by the assessment and feedback groups.
- Approval of the proposed institutional questions for the 2023 Postgraduate Taught Experience Survey (PTES) and Postgraduate Taught Research Survey (PRES). Feedback was provided on terminology and wording, cost of living questions, and governance of student voice.
- Approval of the proposal that the EUSA Community Volunteering role should be recognised in Section 6.1 of the HEAR.

March
- Approval of minor changes to the Lecture Recording Policy following a scheduled review.
- Agreed a schedule of reviews for policies, regulations and guidance.
- Discussed a paper on strategies to optimise postgraduate research student numbers which covered a range of topics, including remote and distance learning PhDs, part-time study in doctoral education, and the length of the prescribed period for funding. The paper would also be discussed within Colleges.
- Noted and commented on a paper which provided an update on discussions regarding the potential development of a Higher Education Achievement Report (HEAR) for PGR students. Support for developing a PGR HEAR was confirmed and the next steps set out in the paper were endorsed.

May
- Discussed a proposal to add a category of achievement to the HEAR of student participation in strategic/major projects.
- Approved changes to the Accessible and Inclusive Learning Policy and considered recommendations for the future development.
- Approved the Student Partnership Agreement for 2023-24.

4.2   Academic Policy and Regulations Committee (APRC)

Progress with activities proposed in last year's report:

Activity
1. Feed into the Curriculum Transformation project and support discussion around this **September:** The Committee received an update and presentation on the Curriculum Transformation Programme which was intended to assist with forward planning of upcoming Committee business. The Committee noted that the development of a proposed curriculum framework will be presented to Standing Committees and Senate in early 2023, with the intention that this will be presented to the University by the end of 2022/23. **January:** The Committee noted that discussions were ongoing between Academic Services and the Curriculum Transformation Project team to establish the timescales for actions requested of APRC. The Committee would be kept up to date as these progressed.
2. Continue to support policy changes required as part of the new Student Support model. **September - February** The Convener and Secretary, on behalf of the Committee, have continued to support the Student Support model project team with advice on meeting dates and deadlines for revisions to policies resulting from the Student Support model. **March** The Committee approved amendments to eight policies arising from the Student Support Project.
3. Support the review of the Support for Study policy to ensure this remains fit for purpose, particularly in the context of changes resulting from the new Student Support model. **September:** A short Support for Study policy update paper was due to be presented to the September meeting of APRC. APRC had requested further work be done on the policy, and the new Deputy Secretary, Students has asked for further time to review feedback and practices before further updates are brought to APRC. **January:** The Committee received an update that a meeting of key stakeholders was planned and the Committee notified that a further update would be received at the March 2023 meeting. **March:** The Committee approved revisions which were drafted in response to specific feedback on the policy from January 2022. The Committee noted that a wider and more in-depth review was still under discussion, however the specific revision was approved ahead of a further and more in-depth review of the policy.
4. Support a review of coursework extensions and special circumstances policies, taking account of the recommendations of the ESC Review (conducted during 21/22). **September:**

The Committee received the first update from the task group. The group commenced in August, with the Committee noting that the group are working to an ambitious timeframe and there is potential for industrial action to impact on the group's work.

The group highlighted that it is unlikely they will reach complete consensus on a draft policy. The Committee are aware of the forthcoming challenges in agreeing a way forward on this policy.

November e-business:
The Committee received the second update from the task group. The group noted its work to date and highlighted key areas under consideration by the group, including but not limited to the development of a single policy, the time available for a coursework extension and management of repeat coursework extensions.

The group highlighted concerns regarding the timeline and ability to achieve consensus on all areas of work within the group.

January:
The Committee received the third update from the task group. The group noted its work to date and highlighted that timelines were slipping due to the challenges due to the interaction of the task group's work with wider issues and projects which feed into and overlap with the work being undertaken by the group.

The group outlined a package of measures which have received support within the group and noted that timelines for the completion of work would not be met with further meetings scheduled for March and April.

March:
The Committee received the fourth update from the task group. The paper outlined the findings and positions reached by the Coursework Extension and Special Circumstances Task Group, a summary of the findings of the ESC Reviews: discussions with Schools 2022/23 and of the service in 2022; and an overview of the proposed next steps to bring together the findings of work underway across ESC including responses from APRC and Heads of Schools to these proposals, to be overseen by the Deputy Secretary, Students.

5. **Develop a timeline for undertaking the scheduled periodic review of policies which were delayed due to external factors.**

January:
The Committee received a proposed schedule for undertaking the scheduled periodic review of policies which has been delayed over several years due to factors including Covid-19 and Academic Services capacity constraints.

March:
The Committee approved the revised schedule for reviewing policies, regulations, and guidance documents which are the responsibility of the Senate Committees. The Senate Education Committee and Senate Quality Assurance Committee were both confirmed as being content with the revised schedule.

6. **Other matters considered during the year**

Other key items considered by Academic, Policy and Regulations Committee during the year included:

Considering temporary variations to regulations to mitigate against the impact of industrial action

November e-business

The Committee received a paper seeking approval for the authority to make a decisions on concessions relating to external examiner regulations to be delegated to the Convener and/or Vice-Convener. In light of comments raised by members, it was agreed that where there is sufficient time to allow the Convener or Vice-Convener to consult Committee members ahead of reaching a decision, the Committee will have a short window of up to 48 hours to feed comments in. The final decision on concessions will rest with the Convener or Vice Convener and in urgent cases they will have the authority to make a decision without Committee consultation.

January
The Committee received an update on industrial action and agreed that no general variation to policies and regulations should be considered. The Committee agreed to continue to position reached at the November e-business meeting on the handling of external examiner concessions.

March
The Committee considered whether to approve any temporary variations to academic policies and regulations. On the advice of the Academic Contingency Group, the Committee agreed to take a staged approach to considering the case for general variations to academic regulations and policies.

The Committee agree that significant disruption has occurred and that it was necessary to activate Taught Assessment Regulation 70.

The Committee approved a temporary variation to permit schools to make changes after the start of a course without the approval of College or consultation with students and external examiners.

The Commitee approved a temporary variation to relax the requirement to consult External Examiners when setting examination papers.

May – additional meeting
The Committee considered whether to approve any further temporary variations to academic policies and regulations. On the recommendation of the Academic Contingency Group, the Committee agreed that significant disruption has occurred and considered and approved a range of variations to academic regulations and policies.

Undergraduate and Postgraduate Degree Regulations (reviewed annually)
As part of the annual review of the UG and PG Degree Regulations, the Committee heard proposals for revisions and made recommendations for minor revisions to the University Court.

Taught Assessment Regulations and Postgraduate Research Assessment Regulations (reviewed annually)
The Committee will receive proposals for minor amendments to these Assessment Regulations at its meeting in May 2023.

Academic Misconduct Procedure
September to November:
The Committee received proposals for amendments to the Academic Misconduct Procedures. The paper proposed an initial change of process to be implemented from January 2023, with further changes to be proposed and, if approved, implemented from the start of academic year 2023/24. The initial changes involved giving additional powers to School Academic Misconduct Officers (SAMOs), to allow SAMOs to address minor academic misconduct and apply minor mark penalties, without cases needing to be escalated to

College Academic Misconduct Officers (CAMOs). This change was proposed to reduce the number of cases escalated to CAMOs, and so speed up the process for students, without creating risks to students or the process. The changes were approved, with some minor amendments.

March to May:
The Committee received proposals for further changes to the Academic Misconduct Procedures. The proposals included strengthening the robustness of the process for handling cases of suspected collusion, and the additional option of a 50 mark penalty. The revisions will be presented to APRC for approval in May 2023.

Online Examinations submissions
September to November:
The Committee noted an urgent concern regarding the need for a consistent approach to handling online examinations across the University. It was noted that an agreed position was required ahead of the December 2022 exam diet. The Committee received proposals for academic year 2022/23 and approved these in advance of the December 2022/23 exam diet, on the basis that the issue would be revisited for academic year 2023/24.

March:
The Committee received a closed paper on online exam arrangements for 2023/24 for discussion, and will receive proposals for approval at its meeting in May 2023.

Non-standard & programme changes
September:
MSc MEE: The Committee approved a proposal to permit students undertaking the MSc Mathematical Economics and Econometrics (MEE) to choose between completing a dissertation or a research project as the capstone of their PGT studies.

December e-business:
Online MBA: The Committee received an urgent and late request to approve non-standard academic year dates for the Online MBA. The Committee reluctantly approved a delay to the January 2023 intake of the Online MBA to be delayed to March 2023. The School were asked to return to the January meeting of APRC to allow members to clarify how the revised timescale will work in practice ahead of the Committee considering permanent approval of this arrangement.

January:
Online MBA: The Committee approved a non-standard start date for the Online MBA for March 2023. There were concerns regarding the systems implications surrounding a permanent approval for a non-standard start date and the School were asked to discuss possible implications with Systems colleagues ahead of returning to a future meeting with a proposal for approval.

March:
Online MBA: The Committee received an update that the Systems implications of the non-standard start date for the Online MBA had been considered and the proposal can now be considered. The Committee agreed to receive the paper for formal approval via e-business.

Global Law LLB: The Committee gave its approval for the LLB (Hons) Global Law programme to deviate from Taught Assessment Regulation (TAR) 55.2. A new subclause of TAR 55.2 would be created to reflect this.

MSc Critical Care: The Committee approved the addition of a fully taught Year 3 for students enrolled on the MSc in Critical Care programme, as an alternative to the existing 60-credit dissertation.

March e-business:
Online MBA: The Committee approved a permanent non-standard start date for the Online MBA.

4.3   Quality Assurance Committee (QAC)

Progress with activities proposed in last year's report:

Activity
1. **Develop and oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).**   The University's Enhancement Led Institutional Review (ELIR) follow-up report, on actions taken or in progress to address the outcomes of the review one year after the publication of the final reports, was submitted to the Quality Assurance Agency Scotland (QAAS) on 14 July 2022. The Committee will continue to receive regular updates on the ELIR Action Plan.   At the **September** meeting the Convenor reported that the Scottish Funding Council had published guidance on sector quality arrangements for 2022-23 and 2023-24. During this period QAAS will focus activities on Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM) as it continues to develop a new external institutional review method following the completion of the fourth cycle of ELIR. The University's QESR is scheduled for 16th November 2023 and will comprise a one-day visit from a small external panel. No self-evaluation report is required for the review.   In **December** the Committee considered an update on the implementation of the new student support model. A key requirement of the ELIR was for the University to make demonstrable progress on the implementation of the new student support model. The meeting focused specifically on monitoring and evaluation of the new system and the need for baseline quantitative measures to help assess the model and its outcomes. It was acknowledged that there will be methodological challenges but changes to EUCLID tools should help to gather the data needed to support the evaluation process. A key aim of the monitoring and evaluation process will be to identify and smooth out variation in the student experience of the model across the University.   Another key recommendation of the ELIR was related to support and training for Tutors and Demonstrators (T&Ds). At the **April** meeting the Committee considered an update on recent developments led by the Doctoral College. A working group has been set up, the Tutors & Demonstrators Oversight Group, and is collaborating with Schools/Deaneries to co-ordinate training and establish a governance structure to oversee these activities.
2. **Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme.**   During this year work on this priority has been delayed due workload challenges for Academic Services. However, Academic Services does intend to explore options for utilizing SharePoint to optimize the presentation of quality data/evidence to

Schools/Deaneries and encourage greater engagement and traction with quality processes.

3. **Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.**

The Committee agreed to implement a new system for monitoring retention, progression, and attainment data in response to recommendations relating to attainment/awarding gaps from the 2017-18 and 2018-19 Thematic Reviews.

The Committee currently monitors attainment data in **April** each year via an annual report (produced by Governance and Strategic Planning in collaboration with Student Analytics, Insights and Modelling) on degree classification outcomes of successfully exiting undergraduates, including sector trends in undergraduate degree classification outcomes. Any Schools/subject areas considered to have diverged substantially from either the University average or comparators in their discipline are then asked to specifically reflect on the issue, and any proposed remediation, in their School Annual Quality Report. The Committee then continues to monitor progress via this annual reporting process until the issue is considered to have been resolved. This approach ensures systematic University oversight whilst also encouraging Schools to engage with the specific data on attainment, reflect on the issues and context, and then seek local solutions.

The aim of the new system will be to understand how well the University supports different groups across the whole student life-cycle: the likelihood of different student groups continuing or withdrawing from study at the University; the extent to which the University enables different student groups to fulfil their potential during their time at Edinburgh; and how successful the University is at supporting different student groups transition within their programme of study and afterwards to employment or further study. It will be important to understand this data in terms of the 'distance travelled' by different groups in order to provide a greater understanding of the 'value added' by the University and the extent to which the needs of different student groups had been supported by the University.

In February 2020 the Committee established a Data Task Group to examine data set and methodological options for this new system. However progress was initially delayed due to the onset of the Covid-19 pandemic, with the maintenance of core requirements the primary focus of activities across the University. During **this year** work on this priority has been further delayed by the need prioritise activities in the context workload challenges for the academic and professional services staff supporting the Committee.

The Committee has collaborated with the University's Equality, Diversity and Inclusion Committee (EDIC) to determine work streams for each committee to help address awarding gaps across the University. The EDIC will undertake work to understand the underlying causes of attainment/awarding gaps with the aim of identifying and sharing good practice with Schools to help them address these gaps.

The Committee will also collaborate with the reinstated Equality Data Monitoring Research Committee (EDMARC) to draw on the data and analysis in the EDMARC Student Report. The report provides the University with comprehensive statistical data on protected characteristics to support the monitoring of equality and diversity within the University. Utilising this report as a data resource for the annual quality assurance processes will allow the Committee to benefit from the experience and expertise of the EDMARC membership. This will also benefit EDMARC by providing greater visibility, engagement and traction for its annual report across all Schools and Deaneries.

4. **Continue to monitor the implementation of the Student Voice Policy via annual quality assurance processes.**
A new approach to course level feedback was implemented in 2021/22 academic year following the change from centrally managed Course Enhancement Questionnaires (CEQs) to locally managed course evaluation. The rationale for the new model was to give ownership of course level feedback to Schools, enabling local areas to gather feedback according to their own (and their students) requirements and allow for closer staff-student interaction, while in alignment with the revised Student Voice Policy. A toolkit to support development of feedback mechanisms was developed centrally to support staff.   The Committee is monitoring the implementation of the Student Support Policy via the School Annual Quality Reporting process. In their annual reports Schools are required to include a reflection on their approach and the effectiveness of their student voice activities in line with the Policy and the move to locally managed course level feedback. In **September** 2022 the Committee considered this year's reports and feedback on the new approach was broadly welcomed, but it was acknowledged that this increased flexibility had created additional work for Schools.   In **March** the Committee reviewed the annual monitoring templates (at programme, School and College level) and agreed to retain the specific question on student voice activity and feedback in order to maintain a focus on implementing the Policy.
5. **Engage with the QAA and Universities UK review focused on strengthening the external examining system.**
The Committee noted the publication of advice that expands on the External Examining Principles, giving practical help to external examiners and the degree-awarding bodies that appoint them. It will set out typical activities and optional functions and practices for external examiners and institutions, and will apply to postgraduate and undergraduate courses.

5 Other Committee Activity in 2022/23

- **Scotland's Rural College (SRUC) Accreditation Committee**
  The Committee continues to oversee the accreditation of the SRUC programme, 'Environmental Management (BSc)'. The Accreditation Committee met in April 2023 and affirmed continued accreditation of the programme. The Committee also endorsed a proposal to extend SRUC's Accredited Institution status to Postgraduate Research Provision (PGR).

- The attached Annex sets out any new a strategies / regulations / policies / codes that the Committees have approved (the more substantive of which are covered in Section 4 above), along with changes to existing documents.

6 Senate Committees' Priorities for 2023/24

6.1 Planning Context

The year will be planned in the context of ongoing University strategic project/activities including: the Curriculum Transformation Programme; the Student Support model (including maturing the approach to evaluation and monitoring); Assessment and Feedback,

Extensions and Special Circumstances, the ELIR action plan; Student Voice activity and responding to the externally-facilitated review of Senate.

6.2 Education Committee

Activity
Assessment and Feedback Groups
Curriculum Transformation
Generative AI

6.3 Academic Policy and Regulations Committee

Activity
Policy and regulatory arrangements for the Curriculum Transformation Programme
Strands of work relating to the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group (particularly in relation to academic policy and regulation).
Ongoing work around Coursework Extensions and Special Circumstances
Receive policies for approval in line with agreed updated schedule of review of policies, regulations and guidance

6.4 Quality Assurance Committee

Activity
Oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).
Responding to the outcome of the Scottish Funding Council's Tertiary Quality Review
Strands of work relating to the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group (particularly in relation to data regarding retention, progression and attainment).
Evaluation and monitoring of the implementation of the new student support model.

Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2022/23

New and updated policies, regulations and guidance will be published on the Academic Services website in due course: https://www.ed.ac.uk/academic-services/policies-regulations/new-policies

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
SEC	Assessment and Feedback Principles and Priorities	New
SEC	Academic and Pastoral Support Policy	Revision to take account of changes to the Student Support model
SEC	Lecture Recording Policy	Minor revision following a scheduled review
SEC	Student Support Framework	New
SEC	Academic and Pastoral Support Policy	Deletion
SEC	Student Partnership Agreement 2023-24	Revision
SEC	Policy for the recruitment, support and development of tutors and demonstrators	Minor revision*
SEC	Virtual Classroom Policy	Minor revision*
APRC	Code of Student Conduct	Revision
APRC	Academic Misconduct Procedure	Revision
APRC	Undergraduate Degree Regulations 2023/24	Revision
APRC	Postgraduate Degree Regulations 2023/24	Revision
APRC	Authorised interruption of study	Minor revision*
APRC	Course Organiser: Outline of Role	Minor revision*
APRC	Performance Sport policy	Minor revision*
APRC	Programme and Course Handbooks Policy	Minor revision*
APRC	Protection of Children and Protected Adults	Minor revision*
APRC	Withdrawal and Exclusion from Studies Procedure	Minor revision*
APRC	International Student Attendance and Engagement Policy	Minor revision*
APRC	Support for Study	Revision
SQAC	Annual Monitoring, Review and Reporting Policy and associated templates	Minor revision

*Updates to take account of the Student Support model

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Academic Policy and Regulations Committee

9 June 2023

Annual review of effectiveness of Senate Standing Committees

Description of paper

1. This paper notifies Committee members of plans for the annual review of Senate Committees' effectiveness.

Action requested / recommendation

2. Committee members are asked to note and comment on the plans for the review, and to engage with opportunities to provide feedback on the committees' functioning and effectiveness.

Background and context

3. The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years: "49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances."

4. In line with the requirements of the Code, Academic Services will conducting an annual review of the three Senate Standing Committees over summer 2023. The outcomes of this review will be reported to Senate and Senate Committees in September/ October 2023.

5. Actions identified in the previous annual effectiveness review, and progress against these actions, are noted in Appendix 2.

Discussion

6. The review process is intended to gather information on and evaluate effectiveness in terms of the:
    a. Composition of the committee
    b. Support and facilitation of committee meetings
    c. Engagement of members and knowledge and understanding of their roles and committee remits
    d. Impact and strategic relevance of Senate Committees' work

7. The review process will be primarily self-reflective and will gather information as described below:
   a. Senate Committee members will be invited to respond to an online questionnaire during summer 2023 (facilitated by Academic Services). Committee members will be contacted by the Committee Secretary over the summer period. Draft questions are provided in Appendix 1.
   b. The Committee Convener and Secretary will review committee coverage of Postgraduate Research Student business.

8. Academic Services will collate the information and produce a report on the findings to be presented to Senate and Senate Committees in September/ October 2023.

Resource implications
9. The review will be conducted by Academic Services and any resource requirements will be met from existing budgets. The resource implications of any actions identified in response to the outcomes of the review will be considered at that stage.

Risk management
10. The annual effectiveness review process assists the University in ensuring that its academic governance arrangements are effective and enables the University to manage a range of risks associated with its academic provision.

Equality & diversity
11. The review provides an opportunity to identify any equality and diversity issues in the make-up of the Committees and the way they conduct their business.

Communication, implementation and evaluation of the impact of any action agreed
12. The report will be presented to Senate and the Senate Standing Committees in September / October 2023. If the review identifies required actions or enhancement opportunities, these will be taken forward by Academic Service (if directly related to the functioning and support of the Senate Committees) or referred to the appropriate body for consideration.

Author
Academic Services
10 May 2023

Freedom of Information
Open

APRC 22/23 10C

Appendix 1

Senate Standing Committees: Internal Effectiveness Review 2022-23

Draft questions for Summer 2023 survey

Members of the Senate Committees will be invited to fill in an online questionnaire during Summer 2023 and the draft questions for this exercise are set out below for comment. This is the same question set used in the 2019-20, 2020-21 & 2021-22 Senate committee review.

1. **Committee remit**
   1.1. Is the Committee's remit clear? If not, what improvements would you suggest?
   1.2. Is the scope of the remit appropriate?
   1.3. Has the Committee adapted effectively to the challenges or changes in priority?
   1.4. Are you happy with your Committee's use of task groups?
2. **Governance and impact**
   2.1. Do you have a clear understanding of how the Committee fits into the academic governance framework of the University?
   2.2. Do you feel that the Committee makes the desired impact based on its remit and priorities?
   2.3. Are there clear links between Committee business and University strategic priorities?
3. **Composition**
   3.1. Do you think that the current composition of the Committee enables it to fulfil its remit?
   3.2. Is the size of the Committee appropriate in order for it to operate effectively?
4. **Equality and Diversity**
   4.1. Is the composition of the Committee suitably representative of the diverse University population? If not, when improvements would you suggest?
   4.2. Are you satisfied that equality and diversity considerations are adequately addressed when discussing Committee business? If not, when improvements would you suggest?
5. **Committee members – Role clarity and participation**
   5.1. Are you clear on your role and responsibilities as a Committee member?
   5.2. If this is not clear, do you have any suggestions on how to improve this?
   5.3. If you were a new member in 2022/23, were you satisfied with the induction you were given to the Committee and its business?
   5.4. Is lack of engagement by members ever an impediment to the Committee?
   5.5. Does anything create a barrier to your engagement with the Committee?
6. **Stakeholder Engagement and Communications**
   6.1. Does the Committee engage and communicate effectively with stakeholders? (For example, is the Senate Committees' Newsletter an effective vehicle?)
   6.2. Do you have a clear understanding of your role on the Committee as a representative of your College or Group?
   6.3. Do you have a clear understanding of your role in cascading information from the Committee to your College or Group?
7. **Committee support**
   7.1. Do you feel that the Committee is supported effectively by Academic Services?
   7.2. Does the information provided to the Committee (in format and volume) support effective decision-making by the Committee?
   7.3. Do papers provide you with appropriate levels of detail on the background of issues brought to the Committee, and on how Committee decisions will be implemented?

Appendix 2: Progress against actions developed in response to 2021/22 review

Due to the low number of respondents to the Effectiveness Review in 2021/22, a combined analysis of the answers to the review questions provided by all of Senate's Standing Committees suggested the following recommended actions:

Area Under Review	Recommended Action	Responsible	Target Completion Date	Update on Progress
Remit	1. Committees to consider the appropriateness of their remit in addition to overlap with, and links to, other Senate Standing Committees, and to feed their views into the externally-facilitated review.	Committee Conveners Standing Committees Supported by Committee Administrators	Ongoing throughout 2022/23	1. This action was ongoing throughout 2022/23 and completed in line with the timescales for the external review.
Composition	2. The expansion of Standing Committee membership to include three elected academic Senate members to each Standing Committee. Senate approved the change of composition and process, with new members expected to join Committees in time for the second cycle of Committees.	Senate Clerk Committee Administrators Committee Conveners.	November 2022	2. This action was completed by the target date.
Governance & Impact	3. An external effectiveness review of Senate will take place in 2022/23, and as part of this review the effectiveness of the relationship between Senate, its committees, and the wider University governance structure will be considered.	Standing Committees members are asked to engage with the external effectiveness review as and when required	All: ongoing throughout 2022/23	3. 4. & 5. These actions were ongoing throughout 2022/23 and completed in line with the timescales for the external review.
	4. The Convener's Forum will be asked to consider how it can support enhancement of communication between Standing Committee's particularly around items of common business.	Convener's Forum		
	5. Each committee to consider more effective use of short-life working groups	Committee Conveners Committee Administrators		

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EDI	6. Each committee to give proactive consideration of EDI for all papers/discussion and decision making.	Standing Committees Committee Conveners Committee Administrators	Ongoing throughout 2022/23	6. This action was ongoing throughout 2022/23 with EDI consideration given to all papers/discussions and decision making.
	7. Committee Convener's will be considering how to respond to a motion approved at Senate on 12 October: *Each committee convener is expected to propose for approval by the Senate Exception Committee and/or next Senate Meeting reasonable additions to their committee to improve BAME, student, and trade union representation.*	Committee Conveners	By the next meeting of Senate	7. Committee Conveners presented a paper in response to the motion to the reconvened Senate meeting in March with a further paper expected in May 2023.
Role	8. Academic Services and the Convener to continue offering effective induction for members and to implement improvements to approaches where possible.	Committee Conveners Committee Administrators	Ongoing throughout 2022/23	8. This action was ongoing throughout 2022/23 with induction offered to new members as required.
Communications	9. A Senate Committees' Newsletter will be reintroduced from 2022 onwards. The newsletter will inform the University community of discussions and decisions taken at Senate and its Standing Committees.	Committee Administrators	The first newsletter is expected to be published in December 2022, with further newsletters to align with the cycle of Committee business.	9. This action was partially completed. The first newsletter was published in December 2022 however subsequent issues were not produced as regularly as anticipated due to capacity constraints. A second issue is planned for May/June following the final round of 2022/23 Committee business with more frequent issues planned moving forward in 2023/24.

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Academic Policy and Regulations Committee

9 June 2023

Proposed Regulation, Policy and Procedure Changes related to Implementation of Student Support Model

Description of paper

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

Policies
a) Special Circumstances Policy
b) Student Maternity and Family Leave Policy
c) Undergraduate Progression Boards Policy
d) Shared Academic Timetabling Policy

Action requested / recommendation

1. Review proposed minor changes to the 4 policies documents, identified in the "APRC May 2023 - Appendix to Student Support Policies", as appropriate for each document so committee can approve proposed changes.
2. Minor changes to the Taught Assessment Regulations and Academic Misconduct Investigation Procedures have been incorporated into the relevant documents presented to the May meeting of APRC.

Background and context

3. Court and the University Executive have approved the full implementation of the new student support from 2023-24, following the first phase in 2022-23.

4. The Student Support model is being introduced through a phased approach, with some students moved to the new model of support in September 2022 and the remaining coming on board for September 2023.

5. The Project Board has kept Senate, the Senate Education Committee, and the Senate Quality Assurance Committee, informed of the direction of travel. At its meeting in May 2023, SEC will consider the formal policy framework for the new model (to replace the current Academic and Pastoral Support Policy), and SQAC is feeding into the monitoring and evaluation framework.

6. In May 2022, APRC approved a set of technical changes to a range of policies and regulations in order to incorporate the new model for 2022-23 (primarily by inserting references to Student Advisers alongside Personal Tutors), and we are now inviting it to approve a second phase of consequential amendments to remove references to Personal Tutors (who will no longer exist in 23-24).

7. The majority of policies have been updated to include reference to the new support roles of Student Adviser or Wellbeing Adviser and the new academic role of Cohort Lead or Student Support Teams, or to remove reference to Personal Tutors.

Discussion

8. The "APRC May 2023 - Appendix to Student Support Policy" document highlights all proposed changes in associated policy documents.

Resource implications

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

Risk management

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

Responding to the Climate Emergency & Sustainable Development Goals

11. N/A

Equality & diversity

12. The proposed policy changes do not directly affect EDI considerations. However, these policy changes are prerequisites for full implementation of the model of Student Support. The model aims to enhance student experience, including EDI considerations, by providing students with a named individual, working within a locally-provided professionalised team of trained support staff whose role is dedicated to supporting students, as well as access to enhanced wellbeing support.

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

13. Academic Services will also include these changes in their annual updates on policies and regulations, and related newsletter.

14. Responsibility for implementation of the policies will lie within the College and Schools/Deaneries Evaluation of the model is ongoing through local quality assurances and by the Student Analytics service.

Author   **Presenter**

Rosie Edwards (Senior Design Lead)
18 May 2023

Freedom of Information – *Open*

Appendix covering:

- APRC May 2023 - Appendix to Student Support Policy

APRC May 2023 - Appendix to Student Support Policies Cover Sheet

Policies
1. Special Circumstances Policy
2. Student Maternity and Family Leave Policy
3. Undergraduate Progression Boards Policy
4. Shared Academic Timetabling Policy

1. **Special Circumstances Policy**
- 3 sections changed (and noted other change required not result of student support model implementation)

Section 3.2 - In their application, students should describe the circumstances, state when the circumstances affected them, and all assessments and courses affected. Students should ensure that they provide sufficient documentary evidence (see Section 6 below). It is advised that students consult their <mark>Student Advisers, ~~Personal Tutors, Programme Directors~~</mark> or Student Support Team when completing the application.

Section 6.2 - "Greater weight" subsection; 3rd bullet point - Written accounts from University staff who have directly witnessed the circumstances, or their impact on the student's wellbeing or ability to perform in assessment, <mark>e.g. Student Advisers, Wellbeing Advisers, ~~Personal Tutors, Student Support Officers~~</mark>, Residence Life Wardens;

Section 12.1 - The ESC service will notify students of the decision regarding whether or not their special circumstances application has been accepted using the online system within five working days. The School will notify students of any action taken by the Board of Examiners in relation to their special circumstances application using the online system no later than five working days after the publication of ratified marks as noted in the University Key Dates. The School will also inform the student's Student Adviser<mark>~~/Personal Tutor~~</mark> of the decision.

SDS – Throughout policy, references to Student Disability Service (SDS) should be amended to Disability and Learning Support Service (DLSS). Occurrences in section 5

2. **Student Maternity and Family Leave Policy**
- 9 sections changed (and noted other change required not result of student support model implementation)

Section 2 - Any student or applicant who has their pregnancy confirmed by a GP or midwife, is to become a parent or guardian, or is to adopt a child, is encouraged to report this to their <mark>Student Adviser, ~~Personal Tutor,~~</mark> Postgraduate Director, Research Supervisor, School Student Support Office or person nominated by their School so that they can provide appropriate academic advice.

Section 5 - The student will meet with their ==Student Adviser, ~~Personal Tutor~~==, Postgraduate Director, Research Supervisor or person nominated by their School where the following issues should be addressed:

- Whether an authorised interruption of studies will be required and, if so, for how long (an interruption would not normally exceed one academic year);
- If assessments are pending, whether the student is fit to attempt the assessments, and;
- Any time off or possible modifications to attendance that might be required so that the student can attend medical appointments or antenatal classes;
- Any relevant health and safety issues (see section 11)

Section 7 - A written record of the agreed adjustments should be produced and retained by the ==Student Adviser, ~~Personal Tutor~~== or Research Supervisor, student and the relevant administrator with responsibility for the student's programme of study.

Section 8 – ==Student Adviser~~/Personal Tutors~~== or Research Supervisors would not be responsible for granting interruption of studies to Postgraduate Students. In these instances, the normal interruption of studies procedure for Postgraduate Students should be followed.

Section 9 - Where a student intends to take an interruption of studies, the ==Student Adviser, ~~Personal Tutor~~==, Postgraduate Director, or Research supervisor will discuss with the student any steps which may be taken to support a smooth return to study following the period of interruption. This may include offering advice on self-guided study where the student requests this, and discussing what academic support will be offered on the student's return to study.

Section 10 - Where a student has their pregnancy confirmed whilst studying abroad, they are encouraged to contact their ==Student Adviser, ~~Personal Tutor,~~== Postgraduate Director, Research Supervisor or person nominated by their School to ensure that adequate steps are taken to make necessary adjustments.

Section 11 - Where a student informs the University of their pregnancy, there are health and safety issues that the University must take into consideration in order to protect the mother and unborn baby:

- The ==Student Adviser, ~~Personal Tutor,~~== Postgraduate Director, Research Supervisor or person nominated by the School must ensure that the relevant health and safety staff within the School/College are informed so that, where necessary, a risk assessment can be carried out; the risk assessment will take account of the requirements for the student's programme of study and determine whether any adjustments need to be made;
- If the student is resident in University accommodation whilst pregnant, in order for appropriate adjustments to be made, informing Accommodation Services of their pregnancy can ensure that the accommodation provided to the student is appropriate;

- Accommodation Services consider a student who has given birth to a child to have 'Exceptional Circumstances', and as such would seek to re-house a student staying in unsuitable University accommodation to a more suitable arrangement. Should this prove impossible, the student will be released from their lease and will not incur any penalties for non-fulfilment of the term of the lease, in order that the student may move to or seek other more suitable accommodation;
- If the student requires, the Student Adviser, ~~Personal Tutor,~~ Postgraduate Supervisor or person nominated by their School will advise on appropriate adjustments and provisions to allow the student to breastfeed or express milk. The University must provide space to accommodate breastfeeding.

Section 13 - The student will be responsible for confirming that they are ready to resume their studies at the end of their agreed period of interruption. They should inform their Student Adviser, ~~Personal Tutor~~, Postgraduate Director, or Research Supervisor that they are to return so that the appropriate arrangements can be made in terms of course enrolments, etc.

Section 14 - Directly before, or as soon as practical after their return, the student should meet with their Student Adviser, ~~Personal Tutor,~~ Postgraduate Director, or Research Supervisor to ensure that appropriate academic support is provided, and any necessary adjustments are made to facilitate a smooth return to their programme of study. Students are reminded that it is not permitted to bring children into classes.

Tier 4 – Throughout policy, references to Tier 4 Visa should be amended to Student Visa. Multiple occurrences in Sections 24 and 25

3. **Undergraduate Progression Boards Policy**
- 2 sections changed (and noted other change required not result of student support model implementation)

Section 14 - Unless there is progression to a further stage of a programme, Progression Boards are not held after the semester 1 examination diet. Schools need to have mechanisms to identify students for whom failure in semester 1 courses place them at risk of failure to progress irrespective of the student's performance in semester 2. Follow-up action can then be taken forward by Student Advisers ~~Personal Tutors~~ and others.

Section 18 - Where a student cannot progress to the next stage of study for their current degree programme, and when they can progress but still need to meet additional requirements, for example taking additional credit in the following year, Schools will have arrangements to consider how the student should proceed. This could include a meeting between the student and Student Adviser ~~Personal Tutor or Senior Tutor~~ or relevant academic lead. Schools will include information about their

process for this on their website. Some options, e.g. transfer to another degree programme, require approval by the appropriate authority specified in the degree regulations.

4. Shared Academic Timetabling Policy
- 1 section changed

Appendix 1 - Subsection: Students

Student responsibilities include:

- Providing details of accessibility requirements as soon as possible. If a student is being supported by the Student Disability Service, these may be communicated via the student's learning profile. The School and the Coordinator of Adjustments have associated responsibilities;
- Reviewing their published learning and taught timetable as soon as possible and alerting their ~~Personal Tutor~~/Student Adviser to review course registrations;
- Adhering to centrally defined procedures for requesting a change to a timetable allocation;
- Making appropriate use of any student study spaces bookable through the shared timetabling system.

Senate Academic Policy and Regulations Committee

9 June 2023

Provisional Academic Year Dates 2026/27

Description of paper
1. This paper provides the revised provisional academic year dates 2026/27 for Committee approval (see Appendix 1).

Action requested / recommendation
2. The Committee is invited to approve the revised provisional academic year dates for 2026/27.

Background and context
3. The academic year dates are presented to APRC annually for approval.
4. At its January 2023 meeting, APRC approved the proposed academic year dates for 2024/25 and provisional academic year dates for 2025/26 and 2026/27 noting that the dates for 2026/27 may be returned to the Committee pending a response from ResLife.

Discussion
5. APRC received the provisional dates for 2026/27 at its January 2023 meeting. The Committee noted that the calendar for 2026/27 meant that Induction Week would be scheduled earlier than in previous years and close to the end of the Edinburgh Festival. Academic Services contacted ResLife to confirm if there is sufficient time between the end of the Edinburgh Festival and before Induction Week however confirmation was not received in time for APRC's January meeting and Academic Services agreed to update APRC and return the 2026/27 dates if the provisional schedule was problematic.
6. ResLife confirmed that the 2026/27 provisional dates presented would not allow sufficient time for ResLife to prepare for Induction following the end of the Edinburgh Festival and the dates should be revised and Induction to take place in the week commencing 14 September 2026.
7. The December exam period requires a minimum of 11 days be allocated to the December exam diet (including Saturdays) and that the diet conclude by 21 December.
8. As a consequence of the later Induction Week and due to the scheduling constraints associated with the December exam diet, the Revision period in December 2026 will be reduced to 2 days. This aligns with the approach taken in 2015 when the calendar followed the same structure except that the 2015 exam diet only required 10 days and therefore 3 revision days were possible.
9. The academic year dates are drafted following the academic structure approved by Senate and published at Academic year structure.

Resource implications
10. No resource implications

Risk management

11. The reduction of the revision period to 2 days may present a risk to the student experience. It is recommended that the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group be asked to consider what mitigation may be necessary.

Equality and diversity

12. It is recommended that the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group give consideration to whether the reduced revision period represents specific risks to specific student groups and what mitigation may be necessary.

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

13. The information will be conveyed to Communications and Marketing who will re-format and formally publish at https://www.ed.ac.uk/semester-dates

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May 2023

Freedom of Information Open

Appendix 1: Provisional Academic Year Dates 2026/27

1	14-Sep-26	Induction
2	21-Sep-26	T1
3	28-Sep-26	T2
4	05-Oct-26	T3
5	12-Oct-26	T4
6	19-Oct-26	T5
7	26-Oct-26	T6
8	02-Nov-26	T7
9	09-Nov-26	T8
10	16-Nov-26	T9
11	23-Nov-26	T10
12	30-Nov-26	T11
13	07-Dec-26	Revision
14	09-Dec-26	Exams
15	21-Dec-26	Exams
16	28-Dec-26	Winter vac 1
17	04-Jan-27	Winter vac 2
18	11-Jan-27	Winter vac 3
19	18-Jan-27	T1
20	25-Jan-27	T2
21	01-Feb-27	T3
22	08-Feb-27	T4
23	15-Feb-27	T5
24	22-Feb-27	Flexible Learning Week
25	01-Mar-27	T6
26	08-Mar-27	T7
27	15-Mar-27	T8
28	22-Mar-27	T9
29	29-Mar-27	T10
30	05-Apr-27	T11
31	12-Apr-27	Spring vac 1
32	19-Apr-27	Spring vac 2
33	26-Apr-27	Revision
34	03-May-27	Exams
35	10-May-27	Exams
36	17-May-27	Exams
37	24-May-27	Exams
38	31-May-27	Summer vac 1
39	07-Jun-27	Summer vac 2
40	14-Jun-27	Summer vac 3
41	21-Jun-27	Summer vac 4
42	28-Jun-27	Summer vac 5
43	05-Jul-27	Summer vac 6
44	12-Jul-27	Summer vac 7
45	19-Jul-27	Summer vac 8
46	26-Jul-27	Summer vac 9
47	02-Aug-27	Summer vac 10
48	09-Aug-27	Summer vac 11
49	16-Aug-27	Summer vac 12
50	23-Aug-27	Summer vac 13
51	30-Aug-27	Summer vac 14
52	06-Sep-27	Summer vac 15

Senate Academic Policy and Regulations Committee

9 June 2023

Temporary variation to Undergraduate Degree Programme Regulations s.28 – Optional Study Abroad

Description of paper

1. This paper requests a temporary variation to the provisions outlined in the Undergraduate Degree Programme Regulations around the requirement for students to possess 240 SCQF credits before participating in a period of optional study abroad in Year 3. Delivering a positive student experience is crucial to the University's strategy, and is contingent on providing students with timely and robust decisions about their academic progress.

Action requested / recommendation
2. APRC are asked to approve the temporary variation to UGDPRS s.28

Background and context
3. In March 2023, Academic Contingency Group (ACG) considered that nature and extend of disruption resulting from strike action to be at a level where some degree of mitigation was necessary. The ACG made a recommendation to APRC to activate Taught Assessment Regulation 70 and recommended two temporary variations to regulations. At its 23 March meeting, APRC confirmed that it supported ACG's recommendations, and agreed to take a staged approach to considering the need for any further temporary variations to academic policies and regulations. At its 2 May Meeting, APRC confirmed it was content to activate Taught Assessment Regulations 70 and 71. ACG notified APRC that it would continue to monitor the impact of the industrial action and, should action escalate and there be a compelling case for a broader range of temporary variations, ACG would return to APRC with a recommendation that APRC to consider a broader range of temporary variations to regulations. ACG have agreed that the current impact of the action requires a further temporary variation to existing regulation.

Discussion
4. ACG recommends that UGDRPS s.28 is amended to change the credit requirement for optional study abroad from 240 SCQF credits to 180 SCQF credits. *UGDRPS28. Students must have achieved 240 credits before participating in Optional Study Abroad in year 3. All year 2 courses must be passed at the first attempt; resits during the summer diet are not permitted. Students must have achieved 360 credits before participating in Optional Study Abroad in year 4 of a 5 year programme.*

5. For the last two years, both the College of Science and Engineering and the College of Arts, Humanities and Social Sciences have locally agreed to consider concessions allowing students to provisionally begin their year abroad where they have 40 credits of null sits (i.e. where they will be sitting further assessment as a first attempt in the resit period). ACG propose that this concession is extended to include those students who have results (and therefore credits) missing due to

the marking and assessment boycott. Further, ACG propose that this concession be increased to 60 credits for 2022-23 only, meaning that students must have at least 180 credits worth of reliable, ratified course results prior to travelling.

6. Students who are missing between 10 and 60 credits will fall into 2 categories (A and B below).

   A - Where a student has up to 40 optional credits impacted due to the industrial action (missing or failed) their progression can be managed via the agreed temporary variation, and they can be awarded up to 40 credits on aggregate for those courses. The student is then considered to have achieved 240 credits and can proceed with their year abroad.

   B - Where a student has up to 60 credits outstanding – which could include both those impacted due to the industrial action (missing or failed) and/or null sits awarded via SC – they may need to sit further assessment. This will depend on the nature of the outstanding credits (e.g. if the courses have been awarded null sits, core courses have been failed, elevated hurdles haven't been met, or if missing results are resolved as failed). Students in this position can be permitted to travel pending the ratification of their resolved course results.

7. Where a student has a full profile of marks available which includes fails that are <u>not</u> a result of the industrial action and which have <u>not</u> been awarded a null sit via SC, they will not be eligible to proceed with their year abroad as per the normal regulations.

8. For students in Category B, if missing results are resolved as fails and/or subsequent assessments for core courses or null sits are failed, the student will be permitted to continue on their year abroad. This will avoid the student incurring a financial impact but could pose some academic risk. The appropriate action to be taken on the failed credits will be reviewed on the student's return to Edinburgh in the following academic session. It will be made clear to students at the point of travel that subsequent failure in Year 2 courses could impact on progression into Year 4 of the programme, and could mean students are required to complete further assessment before proceeding into their final Honours year.

9. This proposed variation would not compromise academic standards in any way. The requested variation removes a barrier which would prevent some students from being able to start their study abroad, but does not remove or reduce the requirement that they ultimately secure the full complement of credits for their degree. Were the existing requirement retained, this would mean that some students would be unable to start their period of study abroad on time, or at all. This would represent a disproportionate disadvantage to these students, who in many cases would also have already made financial commitments in relation to their study abroad in terms of travel and accommodation.

Resource implications

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

Risk management

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

Responding to the Climate Emergency & Sustainable Development Goals

12. Not applicable

Equality & diversity

13. Since the proposal set out in this paper would only be used to enable a student's period of study abroad, it is very unlikely that this will actively disadvantage students from any particular groups or backgrounds. Were the University not to provide Schools and Colleges with an appropriate range of options for mitigating the impact of industrial action on students, it is likely that there would be an adverse impact on particular cohorts or sub-cohorts of students on courses.

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

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

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2 June 2023

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