

H/02/27/02

**Meeting of the Senatus Curriculum and Student Progression Committee (CSPC)
to be held from 2.00p.m. on Thursday 17 September 2015 in Room 235, Joseph Black
Chemistry Building, King's Buildings**

A G E N D A

1. **Minutes of Meeting of 4 June 2015** Enclosed
2. **Matters Arising**
For Discussion
3. **Update on Assessment & Progression Tools (APT) Steering Group** CSPC 15/16 1 A
4. **PCIM Post Project Review Report** CSPC 15/16 1 B
5. **Proposed Pilot of Examination Arrangements for Online Distance Learning Students** CLOSED (C)
6. **Collaborative Provision** CSPC 15/16 1 D
7. **Taught Assessment Regulations regarding Feedback on Assessment** CSPC 15/16 1 E
8. **Proposed review of Special Circumstances Policy** CSPC 15/16 1 F
College Reports
9. **CHSS: Innovative Learning Week Opt-Out Request** CSPC 15/16 1 G
For Information and Formal Business
10. **CSPC Membership and Terms of Reference 2015/16** CSPC 15/16 1 H
11. **Guidance for Senate Committee Members** CSPC 15/16 1 I
12. **Student Discipline Committee Membership and Student Discipline Officers 2015/16** CSPC 15/16 1 J
13. **Annual Senate Committees' Report 2014/15** CSPC 15/16 1 K
14. **EUSA Priorities 2015/16** CSPC 15/16 1 L
15. **Electronic Business:** Verbal update
 - a) **Tier 4 Student Attendance and Engagement Policy**
 - b) **CHSS: Summer School Opt-Out from Taught Assessment Regulation 24 (2015/16) (resit attempts)**
16. **Any Other Business**

Ailsa Taylor, Academic Policy Officer, Academic Services, 10 September 2015

H/02/27/02
CSPC: 04.06.15

**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)
held on Thursday 4 June 2015 at 2.00p.m. in the Raeburn Room, Old College**

Present:

Professor Ian Pirie (Convener)	Assistant Principal, Learning and Development
Professor Graeme Reid	Dean of Learning and Teaching (CSCE)
Dr Adam Bunni	Representation and Democracy Manager, EUSA
Professor Helen Cameron	Director, Centre for Medical Education (CMVM)
Dr Alexis Grohmann	Associate Dean, Academic Progress (CHSS)
Dr Sheila Lodge	Head of Academic Administration (CMVM)
Dr Antony Maciocia	School of Mathematics
Dr Ewen Macpherson	School of Engineering
Dr Theresa McKinven	Head of PG Section (CHSS)
Ms Nora Mogey	Institute for Academic Development (IAD)
Mr Barry Neilson	Director of Student Systems
Ms Anne-Marie Scott	IS Learning, Teaching and Web
Mr Dash Sekhar	Vice President, Academic Affairs, EUSA
Dr David Williams	Senior Academic Administrator (CSCE)
Ms Sara Welham	Head of Governance and Regulatory Framework Team, Academic Services

In attendance:

Mrs Leigh Chalmers	Director of Legal Services (items 10 and 11)
Ms Ailsa Taylor (Secretary)	Academic Policy Officer, Academic Services
Mr Tom Ward	Director, Academic Services

Apologies for absence:

Professor Allan Cumming	Dean of Students (CMVM)
Dr Soledad Garcia-Ferrari	ESALA, Edinburgh College of Art

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on 23 April 2015 were approved as an accurate record.

2. Matters Arising

a) Support for Study Policy (CSPC 14/15 5 A)

This policy was presented at the last meeting of CSPC and approved. Ms Sara Welham reported that the Equality Impact Assessment had been completed. The policy was now ready for publication and would come into effect in academic year 2015/16.

b) Student-Led Individually Created Courses (SLICCs) (Item 3: Matters Arising)

Professor Pirie reported on SLICC developments. On 25 May 2015 over 20 students had their SLICC proposals successfully approved and were now able to commence their self-designed learning experiences. The University-wide SLICC framework was being managed inside the

PebblePad online reflective-learning platform, and students would make their 'in-progress' webfolios available to their tutors for review at the respective mid-points of their projects. 12 Schools from across the three Colleges were represented in the first SLICC cohort, and all students would submit for assessment either on or before 7 September 2015. The SLICC academic oversight group was pleased with the high-quality and wide-ranging diversity of proposals received, and looked forward to the first outcomes of the pilot.

[Following the meeting it was confirmed that the School of Education will host the forthcoming SLICCs Board of Examiners meeting, with the Convener coming from within the School, and an external examiner appointed from the University of Aberdeen.]

c) Grade Point Averages (GPA) (Item 3: Matters Arising)

Dr Antony Maciocia updated colleagues on sector-wide developments and discussions regarding Grade Point Averages, with reference to the Higher Education Academy Report of the GPA Pilot Project 2013/14. The Senatus Learning and Teaching Committee was to consider the issue and decide the policy direction for the University regarding GPAs.

d) Code of Student Conduct (CSPC 14/15 5 B)

In response to a query, Ms Welham confirmed that the wording proposed at one stage of the draft Code of Student Conduct about "causing or threatening to cause harm to him or herself in a way likely to cause distress or disruption to any other Person" had been deleted and did not appear in the final approved version, as had been agreed at the last CSPC meeting. The guidance that supported the Code was being amended. This would include examples to clarify how particular cases should be taken forward.

ACTION: Ms Sara Welham – revision of Code of Student Conduct Guidance and publication on the Academic Services website

e) Undergraduate Progression Boards (CSPC 14/15 5 I)

A query was raised about the naming of Undergraduate Progression Boards and whether in some circumstances a School may wish to call their Board an "Examination and Progression Board" if it had a dual role in the way it had been established. It was clarified that a progression board was technically already an examination board. It was up to Schools to name the Boards as appropriate, provided that they covered the undergraduate progression board element and met the requirements of the Undergraduate Progression Boards Policy.

f) Special Circumstances (Item 17)

A revised Special Circumstances form had been approved following consultation across the University, which would be in place from 2015/16. It was believed that the use of a single approved form across Schools would improve consistency with regard to special circumstances applications. Input to the review from Schools and from Edinburgh University Students' Association (EUSA) had been especially helpful. The form would be included in the communication from Academic Services on new and changed policies for 2015/16, which was scheduled for later in June.

The current Special Circumstances Policy was tabled, and was revised slightly by CSPC:

4.5 Programme Boards

c) "Special circumstances are taken into account for degree classification, award of merit/distinction, and/or award". CSPC agreed to delete "for borderline candidates".

At the last meeting of CSPC, discussion had taken place with regard to the release of medical information on students from local General Practitioners (GP). Academic Services had distributed guidance to Directors of Teaching, Teaching Administrators and Student Support Teams. The guidance included a model letter for Schools to use if any students asked for a letter to send to a GP, so that the student could be provided with a GP letter or medical certificate. Many GP practices, including the University Health Centre, did not require such a letter from the University, but some did. The guidance explained the context for this and the University's approach to this situation. It had been agreed with EUSA that Academic Services would send the guidance to Schools but not students, as this did not appear to affect many students and Academic Services did not wish to raise unnecessary concerns. So far, relatively small numbers of students had requested such a letter, but Schools and Colleges were monitoring the situation. Members reported that there had been very few queries about this matter from students since this was last discussed at CSPC.

3. College of Science and Engineering: Policy Opt-Out (CSPC 14/15 6 A)

Mr David Williams presented this paper which requested an opt-out from specific elements of the Undergraduate Progression Boards policy for year 4 programmes entitled "...with a year in industry" and "...with a Year Abroad". These programmes in the School of Chemistry and the School of Physics and Astronomy required an opt-out from the Undergraduate Progression Boards Policy (section 15) in order to continue with current practice in terms of the timing of their Board of Examiners meeting. It was confirmed that all progression decisions for these Year 4 students would take place during the early October Board of Examiners meeting (technically at the beginning of their year 5). These would operate in the same way as other progression boards; the only difference would be that the Board would not be able to take place by the usual September deadline. This proposal was approved by CSPC.

4. College of Medicine and Veterinary Medicine: Credit Opt-Out (CSPC 14/15 6 B)

Dr Lodge presented this paper, which contained a request for an opt-out from the University's standard course credits under the Curriculum Framework (which stated that taught courses should be offered in units of 10, 20 or 40 SCQF credits). This request was from the College of Medicine and Veterinary Medicine and invited approval for a 15 credit course for the Engineering and Physical Sciences Research Council (EPSRC) and Medical Research Council (MRC) Centre for Doctoral Training (CDT) in Optical Medical Imaging (OPTIMA), which was run by the College of Science and Engineering and was a collaborative award between the School of Chemistry, College of Medicine and Veterinary Medicine, the Business School and the University of Strathclyde.

This request was approved by CSPC, given that it was necessary as an exception in order to fit in with other different institutions' credit structures.

5. College of Medicine and Veterinary Medicine: 6 Year MBChB (CSPC 14/15 6 C)

Dr Lodge introduced this paper which outlined plans to introduce a six year MBChB programme from 2016/17. Currently the MBChB required five years of study. However, this first two years could be followed by an intercalated year for students who wished to take a BMed Sci (Hons) en route to their professional qualification (at present 65% of our students were permitted to intercalate annually).

The College were requesting a move to a six year MBChB programme in which taking a BMedSci (Hons) became the default route for the vast majority of the students. The existing five year programme would be retained for those students who would come to the University having already graduated with a BSc (Hons) or BMedSci (Hons), but all other students would take the six year programme.

The Committee approved the proposal to offer the six year MBChB programme from 2016/17. It noted that the College of Medicine and Veterinary Medicine was still considering the specific credits and Scottish Credits and Qualification Framework (SCQF) levels for each year of study. For example, it was likely that the new degree structure would contain 120 credits at year 1,2 and 3 and 160 credits at year 4, 5 and 6, which would equal 840 credits over 6 years. However, this was still under discussion within the College and the outcome of this would be reported to CSPC once known.

CSPC approved this paper in principle, subject to the amendment of some typos and further discussions that would take place within the College about the credit volume per stage, credit levels at each stage and the transitional arrangements.

6. Programme and Course Handbooks Policy (CSPC 14/15 6 D)

Professor Pirie introduced this item, which presented the Programme and Course Handbooks Policy, which had been developed as part of the Programme and Course Information Management (PCIM) project. The main aim of the policy was to ensure that students knew where to find particular information on their programme and courses through provision of core content in handbooks. The policy provided a template of core content for Schools which minimised duplication of effort. This content could be supplemented with any other information that the School wished to provide, and was not intended to prescribe the design of the documents.

CSPC approved the Programme and Course Handbooks Policy as presented, subject to some minor amendments including insertion of missing links. The policy was to be published over the summer and in place for the start of 2015/16.

ACTION: Ms Nichola Kett, Academic Services. The approved Programme and Course Handbooks Policy was to be communicated by Academic Services' annual update on regulations and policies.

The Committee noted current work that was being undertaken in order to develop a more thematic University website that would be easier for students and staff to navigate.

It was noted that programme and course handbooks were part of the academic governance framework of the University, referenced within the Degree Programme Regulations and assessment regulations.

Reference was made to the guidance for Boards of Studies that was currently in preparation, and to the requirement to ensure that Boards of Studies were aware that one of their responsibilities covered the formal oversight of course and programme handbooks. In practice the review/sign off of these documents could be delegated to other members of staff within the School, but the Board of Studies needed to have formal oversight and would be expected to record their formal approval at the relevant Board of Studies meeting.

ACTION: Ms Sara Welham – for inclusion in the Board of Studies Guidance

7. Student Appeal Regulations – Fitness to Practise (CSPC 14/15 6 E)

Ms Welham introduced this paper which proposed changes to the Student Appeal Regulations, to come into effect from academic year 2015/16. The amendments incorporated the process for appealing decisions of Fitness to Practise Committees into the new Student Appeal Regulations. Subject to the amendment of some minor typos, CSPC approved the Student Appeal Regulations.

ACTION: Mr Stuart Fitzpatrick, Academic Services. The approved regulations to be communicated by Academic Services' annual update on regulations and policies.

8. Online Distance Learning (ODL) Policy (CSPC 14/15 6 F)

Ms Welham introduced this paper which merged the existing Online Distance Education (ODE) Policy and the Online Distance Education (ODE) Code of Practice. The documents were not due for full review until 2016/17 when the outcomes of relevant Senate Committee task groups would be available (e.g. a Learning and Teaching Committee task group on distance education, and a Researcher Experience Committee task group looking at distance learning PhDs). However, as part of its work rationalising the academic regulatory framework, Academic Services had merged the two documents, updating links and presenting the policies as combined. The approving authority for this policy had moved from the Quality Assurance Committee to the Curriculum and Student Progression Committee, as the content of the ODL policy referred to curriculum delivery.

This paper was approved by CSPC, subject to an amendment to section 12 to make reference to the Equality Act 2010, and an amendment to section 22 to remove the reference to the Personal Tutor and some updating of links.

ACTION: Ms Ailsa Taylor to archive the previous documents (ODE Policy and ODE Code of Practice) and publish the new ODL policy information on the website at:
http://www.ed.ac.uk/files/atoms/files//online_distance_learning.pdf

9. Principles of Assessment (CSPC 14/15 6 G)

Ms Taylor presented this item. Academic Services had undertaken a light-touch review of the Principles of Assessment which had confirmed their current fitness for purpose. Benchmarking had been undertaken with similar assessment principle documents from other Universities. The Principles were presented in the standard policy template and updated with relevant links to policies on special circumstances and moderation, and cross-referenced with the Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees.

Subject to some minor clarifications and amendments, CSPC endorsed the approval of this lightly revised Principles of Assessment.

ACTION: Ms Ailsa Taylor to archive the previous Principles and publish the revised Principles of Assessment on the website at:
www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF

10. Collaborative Provision Guidance Project (CSPC 14/15 6 H)

Mr Ward presented this paper which summarised progress made by Governance and Strategic Planning (GaSP), Academic Services and the International Office on the development of an enhanced framework of guidance on collaborative provision.

The Committee discussed the paper at length, and raised a number of queries with the Director of Legal Services, Mrs Leigh Chalmers, in particular with regard to the Memorandum of Agreement templates.

The Committee endorsed the broad approach to the guidance regarding the development of collaborative taught programmes, with the proviso that there would be further discussion with the College of Science and Engineering regarding how templates and approval processes would apply to 2+2 arrangements. This overall guidance will be considered at the next meeting of the Central Management Group for formal approval.

CSPC agreed to delegate to the Convener of CSPC the endorsement of a final version of the guidance, and an equivalent version of the guidance regarding joint PhDs which would be developed in consultation with Researcher Experience Committee members. The Committee also endorsed an accompanying document which set out the types of collaboration that the University would and would not undertake.

11. Student Contract (CSPC 14/15 6 I)

Mr Ward introduced the paper which set out the changing legal framework regarding consumer protection law and its implications for higher education, and the work that the University had been doing to clarify the 'student contract'. Mrs Leigh Chalmers, Director of Legal Services, was present to offer advice to the Committee from a legal perspective.

The Committee discussed this paper at length and some members raised particular concerns about the 'student contract' terminology, noting that 'student contract' could imply that it was placing responsibilities solely on students rather than jointly on the student and the University. The Committee noted that the University would continue to use the 'student contract' terminology since this was becoming the common terminology in the sector and that the Competition and Markets Authority (CMA) referred to the 'Student Contract'; the University could potentially confuse applicants and students if it used different terminology.

CSPC endorsed the revised 'Terms and Conditions – Admissions' document, which would apply to applicants from September 2015 onwards. It suggested the following amendments.

1. Amending Section 9 (Cancellation Rights) to make it clear that, in addition to meeting our legal requirements to allow applicants and students to cancel the Contract within 14 days, the University offers applicants and students the ability to terminate the Contract at various stages along the student journey.
2. Moving the final sentence in 14.1 ("You should also note that your progression on your programme and your final award are not guaranteed and are dependent upon your academic performance") to the opening section of the document, so that it emphasises from the beginning that students are signing up for something which is reliant on their commitment, as well as that of the University.

CSPC also agreed that the University's withdrawal and exclusion policy (and form) should be consistent with the terms and conditions document.

<p>ACTION: Ms Sara Welham to check, and if necessary amend, the terminology in the University's Withdrawal and Exclusion from Studies policy (and form) to make it consistent with the Terms and Conditions – Admissions document www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf</p>

12. Scotland's Rural College

Mr Ward outlined recent discussions concerning strategic alignment developments with Scotland's Rural College.

13. Tier 4 Student Attendance and Engagement Monitoring Policy

Mr Neilson gave a verbal update on this item. The last attendance and engagement working group meeting had agreed to undertake a light-touch review of the Tier 4 Student Attendance and Engagement Monitoring Policy, based on our experiences of implementation over the past year. The International Office would initially consider how the policy might develop, and report to the

working group. It was agreed that this light-touch policy review would be considered by electronic business by CSPC over the summer period, before the September meeting of CSPC.

ACTION: Mr Barry Neilson to arrange for the draft revised policy to be circulated to CSPC members over the summer 2015 for approval, so that it can be in place for the start of 2015/16.

14. Semester 1 2015/16 Examination Timings

Ms Taylor introduced this item, which related to the agreement by CSPC in November 2014 to ask Schools to make every attempt to organise their teaching provision in order to avoid teaching activity on Thursday and Friday of week 11 in 2015 (Thursday 3 and Friday 4 December 2015). This agreement was reached in an attempt to maximise the revision period for students in December 2015, which had been affected by the way in which the academic year dates fell in 2015/16.

College representatives had been asked to provide an update to this CSPC meeting about progress on this work. It was reported that most Schools were organising their courses in a way that kept the relevant dates free of teaching activity. There were some exceptions, where a minority had expressed difficulties about complying with the request. These areas had contacted Student Administration to discuss the possibility of scheduling some examinations in the latter part of the semester 1 examination diet in December 2015.

15. Performance Sport Policy (CSPC 14/15 6 J)

Ms Welham introduced this item. The Performance Sport Policy had been amended slightly following consultation with the Centre for Sport and Exercise, to provide greater clarity on the term “national level representation”. The revision replaced “Representation must be at national or international level” with:

“Representation must be at international level, or at national championship level. If further clarification is needed on national championship level, the relevant College Office will decide, drawing on advice from the University’s Director of Sport and Exercise.
<http://www.ed.ac.uk/schools-departments/sport-exercise/performance>”

The Committee approved the revised Performance Sport Policy, as presented.

ACTION: Ms Ailsa Taylor to make arrangements for revised Performance Sport Policy to replace the current version at:
http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Performance_Sport_Policy.pdf

16. CSPC Policies and Regulations: Report on Progress (CPSC 14/15 6 K)

Ms Welham presented this report, which provided a progress report on the routine business of the Committee in maintaining, reviewing and streamlining the academic regulatory framework.

CSPC noted the paper for information, and endorsed the decision to reschedule some activities in the light of other priorities.

17. Dates of Meetings 2015/16 and 2016/17 (CSPC 14/15 6 L)

The dates of CPSC meetings for 2015/16 and 2016/17 were outlined, and members were invited to calendar these meetings into their diaries.

2015/16

Thursday 17 September 2015
Thursday 19 November 2015
Thursday 21 January 2016
Thursday 17 March 2016
Thursday 14 April 2016
Thursday 2 June 2016

2016/17

Thursday 22 September 2016
Thursday 24 November 2016
Thursday 26 January 2017
Thursday 16 March 2017
Thursday 13 April 2017 TBC
Thursday 1 June 2017

The April meeting dates had been changed to fit in with changes to University Court dates, so that degree resolutions could be forwarded from CSPC to Court. Unfortunately the April dates may now coincide with University spring holiday dates. It was agreed that this would be investigated further to see if there could be any change to the CSPC dates.

ACTION: Ms Ailsa Taylor to investigate and report to a later meeting of CSPC.[Following the meeting it was agreed to move the April 2017 date to Thursday 6 April 2017, to avoid the spring holiday dates. It would not be possible to move the April 2016 date].

18. Any Other Business

CSPC noted that some members were concluding their time on the committee and wished them the best in their future endeavours. In particular, Mr Dash Sekhar was thanked for his very helpful contributions to the committee, and Dr David Williams was thanked for his stalwart support of the committee, of which he had been a member since its creation. [Following the meeting, the Convener reported that he would be retiring later in the year and would be stepping down from CSPC. Members contacted the secretariat to ensure that their thanks to the Convener for all his many efforts on behalf of CSPC were recognised and recorded.]

As part of the light-touch governance review of Senate and its committees, which was in preparation for the external governance review taking place next academic year, a focus group took place at the end of the meeting. This session lasted for approximately 30 minutes and focused on committee members perspectives on the committee operation overall and opportunities for enhancement.

Ailsa Taylor, Academic Policy Officer, Academic Services
16 June 2015

The University of Edinburgh

Senate Curriculum and Student Progression

17 September 2015

Update on Assessment & Progression Tools (APT) Steering Group

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper updates the Committee on the activities of the Assessment & Progression Tools (APT) Steering Group. This project was identified as the number 1 CSPC priority for the 2015/16 academic year at the Senate Committee Planning meeting earlier this year.

Action requested

The Committee is invited to **comment** on the key points and observations from the Steering Group and **endorse** the actions the Steering Group are planning to take, recognising some points may need to come back to CSPC for future decision.

Resource implications

Does the paper have resource implications? Yes. The Steering Group is overseeing process and system changes which have an impact on Schools, Academic Services and Student Systems. Some of the recommendations are designed to ensure we can use our resources efficiently and effectively across these areas.

Risk Assessment

Does the paper include a risk analysis? No. A risk register has been developed and is being managed through the Steering Group by the project team.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? No. The project team will be responsible for reviewing the equality and diversity implications.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Barry Neilson
17 September 2015

Any other relevant information, including keywords

Progression, Assessment, Board of Examiners

Curriculum and Student Progression Committee

Assessment & Progression Tools (APT) Steering Group Update

Purpose

1. This paper updates the Committee on the activities of the Assessment & Progression Tools (APT) Steering Group. The Committee is invited to **comment** on the key points and observations from the Steering Group and **endorse** the actions the Steering Group are planning to take, recognising some points may need to come back to CSPC for future decision.
2. This project was identified as the number 1 CSPC priority for the 2015/16 academic year at the Senate Committee Planning meeting earlier this year.

Project vision

3. The table below reminds the Committee of the vision of the project which will support the implementation of key University policies, changes to processes, systems, use of data and communication with students.

For students	<p>A central place where summative assessment marks (components and course level) will be held and published for students including prompts on publication, including pre-Board and Board marks.</p> <p>Progression and award decisions clearly communicated from a single source indicating any action the student needs to take with regards to credit shortfall, re-assessment and so on.</p> <p>Information which will help students understand their progress relative to peers.</p>
For staff	<p>Providing Personal Tutors and other staff with in-year and historical summative assessment results, progression decisions and awards.</p> <p>Set-up tools for assessment structures which can be linked across systems and communicated to students and staff.</p> <p>Tools to record and publish component and course level summative marks in-year and will share marks across Schools.</p> <p>The provision of data/management information to support (online) exam boards, and a system which will calculate recommendation of progression decisions and awards.</p> <p>Share marks between the VLE and the EUCLID system.</p> <p>Tools to communicate clearly to students regarding progression and awards, including personalised notes, recorded on the student record.</p>

Strand 1 – Update

4. The purpose of Strand 1 of the project was to support the implementation of the 'Informing Students of their Final Course and Progression Results' Policy with a focus on the 'communication of all final progression decisions' and 'formal communication of final course marks'.
5. By the deadline date of 30 June 2015, over 18,500 progression decisions had been communicated to students. The overall position was extremely positive with over 88% of all matriculated students who were not expected to graduate this year, receiving a progression decision. Appendix 1 provides a breakdown of the progression decisions that have been communicated to students.
6. Within our reports we identified a number of students who we would not expect a progression decision by the end of June – mainly part time online distance learning students and other Masters students taking programmes over 3 years, in addition to students on Study Abroad. So the overall position was better than the 88% indicated above.
7. All awards were processed within the agreed deadlines of the 12th and 19th June 2015. 79% of awards processed completely within Schools, with 21% being completed in Student Systems, the majority of these being PGR students which Schools are unable to process and communicate awards to at this stage.
8. Over 90% of course results were uploaded by the deadline. As of 27 July 2015 14,889 course results have not been recorded and published through EUCLID. This includes those where we would not expect course results to be record or published until the August/September Boards – dissertations and some year abroad for instance.
9. Feedback from Schools included some concern regarding the decision making processes, workload and timelines. A couple of minor points regarding the decision text/options, and generally positive feedback on the tools.

Strand 2 – Update and recommendations

10. The purpose of Strand 2 of the project is to develop and implement the EUCLID assessment & progression tools to deliver the vision. A pilot will run in 2015/16 eight Schools with a representative number of Programmes and Courses, with full roll out of the system to seventeen Schools by September 2016 and full roll-out to all Schools by September 2017. It is expected SMART will no longer be used from September 2016.
11. The project team has identified a number of areas where further work is required to successfully deliver the vision of the project and ensure our policies, processes, systems, data and people are lined-up to deliver a highly effective outcome for the Schools and our students. The table below sets these out.

Area	Observations	Action to be taken by Steering Group
Board of Studies	Clarification needed on what level of detail of assessment structures to be in place prior to the start of the semester.	Clarification to be sought through CSPC/Academic Services and communicated as part of project communications.
Board of Examiners and UG progression Boards	<p>The UG Progression Boards Policy came into effect from 1 August 2015. The Principles for Board of Examiners and the Overarching Remit for Board of Examiners were approved in 2007 by the Academic Policy Committee and confirmed by CSPC in 2010.</p> <p>There is variation in Exam Board processes across Schools and the processes which support progression decision making and recording are, in a number of cases, under-developed. There is a requirement to review the processes and data which support the Board of Examiners and the new UG Progression Boards if the vision is to be delivered.</p>	<p>The Steering Group will seek to develop 2 or 3 high level models which will then be developed in consultation with Schools through the project user groups and liaison with the appropriate senior academic within the Colleges and Schools. Training and support will be delivered to work with Schools to help support the implementation of agreed changes.</p> <p>The Steering Group may make recommendations to CSPC regarding the Principles or the Overarching Remit for the Board of Examiners.</p>
Degree requirements	<p>One of the complexities of the implementation of the communication of progression decisions was the existence of degree requirements, particularly in joint degrees.</p> <p>This complexity will only increase if we seek to provide recommended progression decisions and classifications calculated from the system, covering both single and joint degree programmes.</p>	The Steering Group will commission some analysis to identify the key areas where the progression to honours calculation and classification calculation may lead to a level of complexity which the system is unlikely to cope with without significant investment.
Key dates	The key dates which identify when awards, course results and progression decisions are communicated to students have evolved over the past few years and need reviewed.	Recommendation that 2015/16 dates remain in line with 2014/15 but Steering Group undertakes more significant review of dates for 2016/17 academic year and reports back to CSPC for approval.
Other points	Some other areas have been identified as likely to cause some challenges for the project, including Special Circumstances, Moderation and potentially re-sits.	Support and align proposed work for Special Circumstances and will deal with any emerging issues in relation to other points.

Area

Observations

Action to be taken by Steering Group

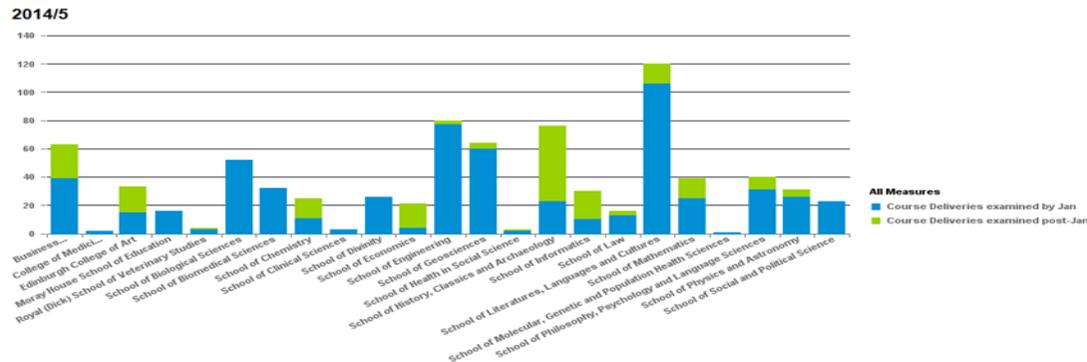
Semester 1 Courses

The first graph displays all the courses with a Semester 1 examination, blue depicts that this exam was undertaken in December and green indicates that the exam took place in May. Given this position we do not expect all Semester 1 only courses to have all assessment in at the end of Semester 1 as a significant proportion schedule their exam in Semester 2.

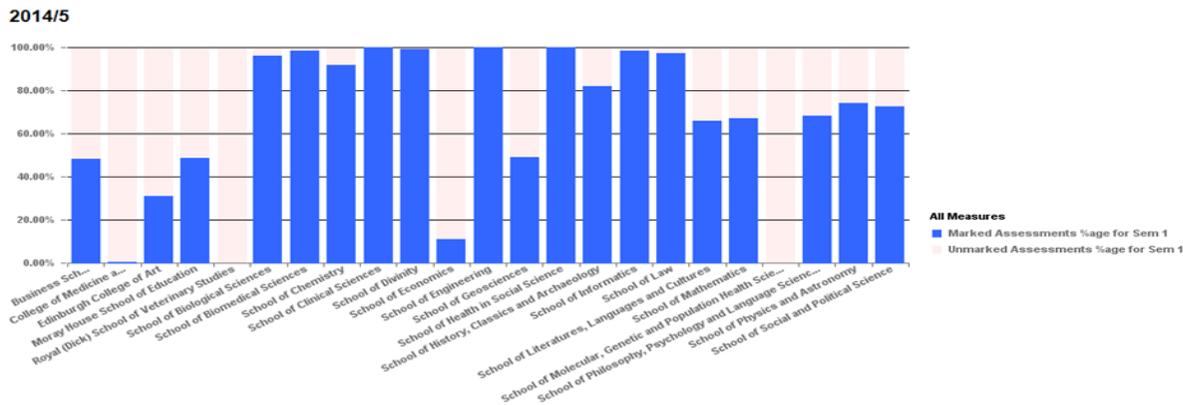
For the vision to be delivered summative assessment marks need to be entered into the system throughout the academic year and ideally semester 1 courses processed through an exam Board in January or at least the release of pre-Board results at that time.

Colleagues may have comments on semester 1 courses being examined in Semester 2.

The current January deadline is not as well adhered to as the June dates.



The second graph displays the position for student marks for Semester 1 courses where exams were completed in Semester 1. The blue bar indicates these have been uploaded to EUCLID and published to students by the deadline, the pink bar indicates no marks uploaded by deadline.



12. The Committee is asked to **comment on and endorse** the actions proposed by the Steering Group.

Environment

13. The project team and Steering Group are managing the risks associated with the project, but two are worth highlighting to CSPC:
 - The potential implementation of Grade Point Average may have a significant impact on the scope and delivery of the project, with potentially a greater risk with any significant changes to common marking scheme internally;
 - The potential to undertake work which will support Schools measure the turnaround time between the submission of assessment and the delivery of feedback could impact on the scope and delivery of the project.

Recommendation

14. The Committee is invited to **comment** on the key points and observations from the Steering Group and **endorse** the actions the Steering Group are planning to take, recognising some points may need to come back to CSPC for future decision.

Barry Neilson
Director of Student Systems
17 September 2015

Appendix 1 – End of June Progression Decisions

CHSS – Postgraduate Taught		
Fail	6	0.19%
No progression: Postgraduate Certificate awarded	8	0.25%
No progression: Postgraduate Diploma awarded	13	0.41%
Part Time study: progression on track	418	13.16%
Progress	272	8.56%
Progress to dissertation	2350	73.97%
Progression decision deferred: credits needed	89	2.80%
Progression decision deferred: information needed	21	0.66%
Total	3177	100%

CHSS – Undergraduate		
Conditional Progression	410	4.56%
Fail	4	0.04%
No progression: Ordinary/General Degree Awarded	4	0.04%
No progression: repeat needed	21	0.23%
No progression: transfer to another degree	94	1.04%
No progression: Undergraduate Certificate awarded	8	0.09%
No progression: Undergraduate Diploma awarded	3	0.03%
Part Time study: progression on track	15	0.17%
Progress	6680	74.23%
Progression decision deferred: credits needed	909	10.10%
Progression decision deferred: information needed	851	9.46%
Total	8999	100%

CMVM – Postgraduate Taught		
No progression: Postgraduate Diploma awarded	2	1.59%
Part Time study: progression on track	8	6.35%
Progress	1	0.79%
Progress to dissertation	112	88.89%
Progression decision deferred: credits needed	3	2.38%
Total	126	100%

CMVM – Undergraduate		
Conditional Progression	1	0.06%
Fail	1	0.06%
No progression: Ordinary/General Degree Awarded	2	0.11%
No progression: repeat needed	2	0.11%
No progression: transfer to another degree	1	0.06%
No progression: Undergraduate Diploma awarded	1	0.06%
Progress	1366	77.31%
Progression decision deferred: credits needed	258	14.6%
Progression decision deferred: information needed	135	7.64%
Total	1767	100%

CSE – Postgraduate Taught		
Fail	2	0.28%
No progression: Postgraduate Certificate awarded	7	0.96%
No progression: Postgraduate Diploma awarded	24	3.31%
Part Time study: progression on track	18	2.48%
Progress	4	0.55%
Progress to dissertation	663	91.32%
Progression decision deferred: credits needed	2	0.28%
Progression decision deferred: information needed	6	0.83%
Total	726	100%

CSE – Undergraduate		
Conditional Progression	61	1.44%
Fail	1	0.02%
No progression: Ordinary/General Degree Awarded	1	0.02%
No progression: repeat needed	6	0.14%
No progression: transfer to another degree	15	0.35%
No progression: Undergraduate Diploma awarded	4	0.09%
Progress	2917	68.67%
Progression decision deferred: credits needed	1111	26.15%
Progression decision deferred: information needed	132	3.11%
Total	4248	100%

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 September 2015

PCIM Post Project Review Report

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper presents the post project review report of the Programme and Course Information Management (PCIM) project. The paper relates to the University's Strategic Goal of 'Excellence in Education' and the Strategic Theme of 'Outstanding Student Experience'

Action requested

The Committee is asked to **note formally** the post project review report.

Communication and Implementation

Communication and implementation of project deliverables is complete. Communication and implementation of post project activities will be considered throughout 2015/16. The post project review report will be made available on the project wiki. An end of projects staff event is being held by Academic Services in October where project achievements will be outlined.

Resource implications

Does the paper have resource implications? No.

Risk Assessment

Does the paper include a risk analysis? No. A risk register was maintained as part of the project management and is available on the project wiki (as part of the Project Board papers) at: <http://edin.ac/1j4ZA6y>

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes. Equality impact assessments have been carried out as appropriate.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Nichola Kett, Academic Services, 3 September 2015

Any other relevant information, including keywords

Programme, course, project

POST PROJECT REVIEW REPORT

Date	3 September 2015
Project Name Project Sponsor Project Manager	Programme and Course Information Management (PCIM) project Professor Ian Pirie Brian Connolly and Nichola Kett, Academic Services
Project Objectives	The project looked at how we store, manage and use academic information. The project aimed to enhance the student experience by providing accurate, consistent and usable information to support academic choice. The project also aimed to support staff by delivering robust solutions to the management of information and to reduce duplication of effort.
Project Dates	Phase 1 – 1 March to 30 September 2013 Scoping Phase 2 – 1 October 2013 to 31 July 2014 Development Phase 3 – 1 August 2014 to 31 July 2015 Implementation

Project Summary

Vision

A clear and efficient framework for the production and management of programme and course design, approval, changes and closure that creates the definitive source of programme and course information which can be accessed and extracted for multiple purposes. Enquirers, applicants and students are provided with the programme and course information that they want and need in a usable and readable format which is consistent and accurate and placed in a known location.

[Approved project vision and approach](#)

Project Benefits

Deliverables – from Vision and Approach (approved by CSPC¹ on 19 September 2013)

Programme and Course Design, Approval, Changes and Closure	
University level principles (and accompanying guidance) on programme and course design, approval, changes, and closure that support and enable consistent College and School business processes and which detail responsibilities and timescales	Delivered Programme and Course Design, Development, Approval, Changes and Closure (DDACC) Policy
A revised clear and comprehensive Board of Studies remit (to include responsibility for the integrity of programme and course information)	Delivered Revised Board of Studies Terms of Reference (and guidance currently being developed)
An agreed strategy for the active closure of programmes and courses, accompanied by an initial exercise and a continuing commitment	Alternative solution delivered Initial exercise completed (reports sent to Schools). Further information on review and closure added to Boards of Studies Terms of Reference and Programme and Course DDACC Policy.

¹ Curriculum and Student Progression Committee

Student Systems to facilitate:	
Definitive programme information held on student systems	Not delivered – it was not intended to deliver this through this phase
An enhanced course descriptor	Delivered
Student Systems	
Student systems tools that support the redesigned business processes and enable users to manage programme and course information in an effective, timely and straightforward manner (accompanied by protocols and guidance)	Delivered Improved guidance and course proposal and editing systems for staff.
The definitive record of programme and course information held in students systems can be easily accessed and extracted for multiple purposes and will be presented through an online interface ² in a format that meets the needs of stakeholders	Partially delivered Definitive <u>course</u> information can be accessed and extracted. It was not intended to deliver on programme information through this phase. Students can access information on Path.
Degree Programme Regulations	
Examine and confirm their status within the enhanced programme and course information structure	Not delivered
Programme and Course Handbooks	
Confirmation of their role in the governance framework	Delivered
An agreed process for approval and changes (including timescales)	Delivered
Agreed core content	Delivered (subject to approval of the Policy)
An online distributed responsibility model, to include the provision of central University information	Alternative solution delivered Development of the student experience thematic website and the Programme and Course Handbooks Policy

Project Timescales

Phase 1 – 1 March to 30 September 2013 Scoping

Focussed on gathering of evidence (student and staff feedback and internal and external drivers) and external benchmarking. From this a project vision and approach was developed and approved.

Phase 2 – 1 October 2013 to 31 July 2014 Development

Established a Working Group which developed the Draft University Level Principles for Programme and Course Design, Development, Approval, Changes and Closure and recommended that online resources and students systems be developed to support these. The Working Group also contributed to an extensive mapping of programme and course design, development approval, changes and closure processes. Following external benchmarking and staff and student consultation, a mock enhanced course descriptor was developed and outline approval of the headings was given by the Project Board. It was confirmed that programme and course handbooks are part of the academic governance framework. Following external benchmarking and staff and student consultation, the purpose and core content of programme and course handbooks was drafted.

² Currently the Degree Regulations and Programmes of Study (DRPS)

Phase 3 – 1 August 2014 to 31 July 2015 Implementation

The enhanced course descriptor was delivered along with improved guidance and course proposal and editing systems for staff. Implementation was supported through regular joined up communication and the provision of briefing sessions, guidance, support and training. Three sets of briefing sessions were held with each College. Links to guidance and training were posted on the wiki. The Academic Services programmes and courses webpages were updated. To help Schools manage their courses, a spreadsheet of courses that have never had a student enrolment was sent to each School. The Working Group continued their work and the Draft University Level Principles for Programme and Course Design, Development, Approval, Changes and Closure were developed into a policy (it was felt that the Principles document was too abstract and that more practical guidance was needed). Through the development of the Policy, the levels of approval were reconsidered, to ensure that decisions were being made at the appropriate level whilst still retaining objectivity and oversight. The Board of Studies Terms of Reference was reviewed and new guidance was developed in order to align with the Policy and the Quality Code Chapter B1 and to take into account comments received during consultation. The mapping of Quality Code Chapter B1 was reviewed and updated. A Programme and Course Handbooks Policy was developed. The Policy outlines the purpose of programme and course handbooks and core content and was developed using staff and student feedback. In parallel with the development of the student thematic website, the Policy explored how support services information could be gathered and made available with the aim of making efficiencies in terms of staff time taken to create handbooks. A team-based approach to course design was piloted by the Learning, Teaching and Web Services Division with the School of Social and Political Science. Equality impact assessments were carried out where there was a new/change to an existing policy/practice.

Were the planned project timescales adhered to?

Yes. Any changes to deliverables timescales were reported to the Project Board.

Project Resources

Planned Project Resources

From March 2013 to July 2015 funding was received from the Student Experience Project. This supported a post within Academic Services and provided an operational budget for the project.

Were the planned resources adhered to?

Yes.

Successes

- Time devoted to scoping led to a strong evidence base and resulting vision and approach.
- High level of consultation was valued by staff (evidenced in staff feedback).
- The joined up support (briefing and training) provided for the implementation of the enhanced course descriptor (Academic Services, Student Systems, Institute for Academic Development).
- Joined up communications (e.g. with Student Systems re annual course roll over).
- The policies created consolidate information that had been available in multiple locations and reference and align with a number of existing policies/practices.
- The improved course proposal and editing systems have integrated the involvement of both academic and administrative staff in the process.

Lessons Learned

- No major issues were raised (project management approach built on lessons learned from previous projects).

Mainstreaming of Activity

- Course descriptor (Student Systems and Academic Services)
- Boards of Studies revised Terms of Reference and new Guidance (Academic Services)
- Programme and Course Design, Development, Approval, Changes and Closure Policy (Academic Services)
- Programme and Course Handbook Policy (Academic Services)

Evaluation and Impact

Agreed post project activity (15/16)

- Review the results of the Student Experience Project staff questionnaire (2015 only) – aiming for an improvement on the 2014 results. [Results of the Student Experience Staff Survey](#)
- Gap analysis of fields in the course descriptor – aiming for a reduction in gaps.
- Reporting on courses with no enrolments – aiming for a reduction.
- Student focus groups to evaluate the enhanced course descriptor (action in the Equality Impact Assessment) – aiming for increased satisfaction.
- Consider staff time taken to create handbooks – aiming for a reduction.
- Consider staff effort taken to maintain College programme and course guidance – aiming for this to be easier.
- Academic members of staff engaging with course proposal and editing systems – aiming for an increase.

Early Indications – Course Activity

Looking at the same period, January to early April, in 2014 and 2015:

- 72% increase in course amendment activity.
- 43% increase in distinct users amending at courses.
- 265% increase in academic staff amending
- Closure of over 700 idle courses

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 September 2015

Collaborative Provision

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper:

- Updates the Committee on the conclusion of the Collaborative Provision Guidance project; and
- Seeks the Committee's agreement that any College wishing to renew a '2+2' arrangement or enter into a new 2+2 arrangement on a dual award basis would not need to seek specific dispensation from the Committee that the proposed arrangement complies with the University's policy on Dual, Double and Multiple Awards.

Action requested

For approval

Communication and Implementation

If the Committee approves the proposal, the University's Virtual Collaboration Group will inform key College and School collaboration contacts regarding the implications for the handling of proposals for 2+2 arrangements.

Resource implications

Does the paper have resource implications? Yes, the proposed approach to 2+2 awards will streamline the approval process for introducing new 2+2 arrangements.

Risk Assessment

Does the paper include a risk analysis? The Collaborative Provision Guidance Project aims to manage the risks to the University associated with undertaking collaborative activities, and the Policy on Dual, Double and Multiple Awards aims to manage risks associated with that particular type of provision. Since this paper does not propose any change to policies, guidance, or practices, it is not necessary to undertake a formal risk assessment.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? No – while the paper proposes how the Committee should interpret the Policy on Dual, Double and Multiple Awards in a

particular situation, it does not propose any changes to that Policy. As such, there is no need to undertake an Equality Impact Assessment.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Tom Ward, Director of Academic Services, 1 September 2015

Any other relevant information, including keywords

Collaboration, dual awards, 2+2

Collaborative Provision

1 This paper:

- Updates the Committee on the conclusion of the Collaborative Provision Guidance project; and
- Seeks the Committee's agreement that any College wishing to renew a '2+2' arrangement or enter into a new 2+2 arrangement on a dual award basis would not need to seek specific dispensation from the Committee that the proposed arrangement complies with the University's policy on Dual, Double and Multiple Awards

Update on the Collaborative Provision Guidance project

2 Over the past year, Governance and Strategic Planning (GASP), Academic Services (AS) and the International Office (IO) worked together to develop an enhanced framework of guidance on collaborative provision. A Steering Group, including the Conveners of Senate Curriculum and Student Progression Committee and Senate Quality Assurance Committee, oversaw this project.

3 At its meeting on 4 June 2015, the Committee endorsed the proposed approval processes and associated guidance for collaborative taught programmes (subject to further discussion regarding 2+2 arrangements in particular). It also delegated to the Convener of CSPC the endorsement of an equivalent version of the approval processes and guidance regarding joint PhDs which would be developed in consultation with Researcher Experience Committee (REC) members.

4 Since that meeting the following has been delivered:

- Central Management Group approved the approval processes for collaborative taught programmes, and a document setting out the types of collaboration that the University will and will not consider entering into. CMG also delegated to the Steering Group the power to approve an equivalent version of the approval processes / guidance regarding joint PhDs.
- The Steering Group has approved the approval processes and associated guidance for joint PhDs, following consultation with some REC members.
- GASP / AS / IO have scheduled a series of launch meetings for the new guidance and approval processes with Colleges and then Schools for late August / September, and will follow these events up with events and communications for Schools regarding the new framework of guidance and support.
- GASP has finished updating the digital repository listing the University's collaborative arrangements.

- The collaboration wiki is now up to date and contains all the guidance documents:
<https://www.wiki.ed.ac.uk/pages/viewpage.action?title=Guidance%2C+policies+and+approval+process+-+collaborative+agreements&spaceKey=GPAPFCA>
- The Director of Legal Services (Leigh Chalmers) and Director of Academic Services (Tom Ward) met with colleagues from the College of Science and Engineering in August 2015 to discuss templates and approval processes for 2+2 arrangements (See below).
- Colleges are in the process of identifying their Collaboration Contacts.

5 In summary, the new framework of guidance and support is now in place, the Steering Group has completed its task and the project has concluded.

‘2+2 awards’ and the University’s policy on Dual, Double and Multiple Awards

6 In September 2014, the Committee approved a new policy on **Dual, Double and Multiple Awards**:

<http://www.ed.ac.uk/files/atoms/files//dualawards.pdf>

7 The Policy indicates that the University would only consider entering into arrangements for dual, double or multiple awards for taught programmes under specific circumstances:

7.1 When the partner institution(s) are unable to enter into joint award arrangements due to the legal or regulatory position in their country, or other extremely compelling reasons; and;

7.2 When, as part of the due diligence approval process, the academic standards in the relevant discipline(s) at the partner institution(s) are confirmed as equivalent to those of the University of Edinburgh, and the partner institution(s) are of appropriate reputational standing; and

7.3 When the programmes will require students to pass a minimum number of credits from courses of the University of Edinburgh as part of the overall programme requirements. These minimum requirements will be specified in the University’s degree regulations and align with the University’s policy on Recognition of Prior Learning.

8 The University has ‘2+2’ arrangements with various higher education institutions, largely in China. 2+2 agreements involve structured arrangements whereby students study for two years towards a degree programme at another institution before applying to enter year three of a University of Edinburgh degree programme. Many of the ‘2+2’ undergraduate degree programmes that the College of Science and Engineering had in place prior to the introduction of the new Policy involve dual

award arrangements. '2+2' undergraduate degree programmes make an important contribution to the College's recruitment of overseas fee status undergraduate students (with c. 60 students recruited by this route in 2014-15). The College has indicated that 2+2 arrangements are relatively low risk forms of collaboration, and has asked the Committee for reassurance that the new Policy will not constrain its ability to continue to operate and renew these arrangements and if possible to expand them. In particular, it would like the Committee to agree that all 2+2 agreements meet the requirements of the Policy, so that it is not necessary to demonstrate the case for consistency with the Policy on a case by case basis.

9 By definition, 2+2 programmes meet the third of the necessary circumstances set out in the Policy (7.3), since for undergraduate programmes the minimum number of credits of courses taken at the University of Edinburgh is 240 (two years full-time study). The Committee is invited to consider whether the following characteristics of 2+2 arrangements align with the first necessary circumstances (see 7.1):

- It is important to enable partner institutions to highlight their role in delivering these '2+2' programmes by awarding students a degree on completion. Since these arrangements do not involve joint design or delivery of any components of the programme (for the first two years, students study on the partner institution's degree programme, before transferring to year three of the University's own degree programme), it may not be appropriate for the institutions to jointly award a degree to students on completion. In addition, there are significant governmental / regulatory constraints on Chinese institutions' ability to enter into joint degree arrangements. As such, since it is not realistic to establish these arrangements on a joint degree basis, partner institutions wish to be able to award their own degree to students on completion, in addition to the degree awarded by the University.
- Many of the '2+2' degree programmes offered by the College lead to the award of a University of Edinburgh degree accredited by a UK Professional or Statutory Body (PSB). On graduation, many of the students will want to return to their country of domicile in order to practice their progression. While the International Office has confirmed that the Chinese Ministry of Education includes the University of Edinburgh on a list of foreign universities whose degrees are recognised in China, in practice CSE reports that graduates who only have degree from the University of Edinburgh experience issues regarding recognition in China.

10 The Committee is **invited to confirm** that 2+2 arrangements align with the requirements set out in 7.1, and to **agree** that any College wishing to renew a 2+2 arrangement or enter into a new one on a dual award basis would not need to seek specific dispensation from the Committee. The College would, however, need to continue to follow the normal approval processes for collaborative taught programmes and, as part of the due diligence stage, address the requirements set out in 7.2.

- 11 Where Colleges operate 2+2 arrangements, the QAA advises that graduates' University of Edinburgh degree certificates / transcripts include a form of words explaining that the degree is awarded for a jointly-delivered programme of study with another institution (named), for which the graduate has also been eligible for a separate degree from the other institution, stating the name and location of the partner. Academic Services are seeking advice from the International Office regarding the appropriate wording to use in a Chinese context. In addition, Academic Services and Student Systems are exploring potential approaches to using EUCLID to identify students on 2+2 programmes, in order that Student Administration is able to include the appropriate form of words on students' transcripts.

Tom Ward
1 September 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 September 2015

Taught Assessment Regulations regarding Feedback on Assessment

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper:

- Informs the Committee regarding the Convener's advice on interpreting some aspects of the 2015-16 version of Taught Assessment Regulation 15;
- Invites the Committee to discuss some other issues regarding the interpretation of Regulations 14 and 15;
- Invites the College representatives to report on any requests for opt-outs from the Regulation;
- Notes that the Senate Learning and Teaching Committee plans to discuss some related issues at its meeting on 24 September 2015.

Action requested

For discussion.

Communication and Implementation

College representatives on the Committee will be responsible for informing their Schools regarding how to interpret the Regulations.

Resource implications

Does the paper have resource implications? Since the paper clarifies the meaning of existing regulations rather than proposing any changes, it does not have any direct resource implications.

Risk Assessment

Does the paper include a risk analysis? No. The task group would be responsible for assessing the risks associated with possible changes to the University's Policy and associated working practices.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Since the paper clarifies existing regulations rather than proposing any changes, it does not have any equality implications.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper Tom Ward, Director of Academic Services, 26 August 2015

Any other relevant information, including keywords Assessment, feedback

Taught Assessment Regulations regarding Feedback on Assessment

This paper:

- Informs the Committee regarding the Convener's advice on interpreting some aspects of the 2015-16 version of Taught Assessment Regulation 15;
- Invites the Committee to discuss some other issues regarding the interpretation of Regulations 14 and 15;
- Invites the College representatives to report on any requests for opt-outs from the Regulation; and
- Notes that the Senate Learning and Teaching Committee plans to discuss some related issues at its meeting on 24 September 2015.

Background

On 5 June 2013, in the context of a broader discussion regarding issues arising from the National Student Survey, Senate agreed that the University should introduce a new Taught Assessment Regulation setting out the deadlines for the turnaround of feedback on assessment.

The Senate Curriculum and Student Progression Committee (CSPC) implemented this decision by introducing the following Regulation on Feedback Deadlines in 2013-14:

“Feedback on formative assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner. Summative marks will be returned on a published timetable, which has been made clear to students at the start of the academic year.”

This Regulation required Schools to provide feedback on summative assessment within 15 working days, but gives Schools flexibility to set their own deadlines for delivering feedback on summative work.

In January 2015, VP Rigby asked Schools for data on turnaround times for formative and summative assessment for Semester One of 2014-15. Schools' data indicates that the majority are achieving high success rates in achieving a 15 working day turnaround time for much summative assessment despite the Regulation not specifically requiring this.

To reflect this good practice, and to provide students with clearer expectations, CSPC agreed to amend the Regulation with effect from 2015-16 and set the same formal 15 working day requirement for providing feedback on summative assessment as already applies for formative assessment. The amended Regulation 15 (attached, along with Regulation 14, as an Annex) acknowledges that there may be some circumstances in which it is not possible to achieve a 15 working day turnaround for summative assessments, for example, examinations and dissertations or equivalent. Senate subsequently noted this change at its meeting on 3 June 2015.

Interpretation of Taught Assessment Regulations 14 and 15

During summer 2015, while preparing to implement the revised Regulation 15, some Schools / Colleges have raised queries regarding the interpretation of the regulation, including:

- Whether the reference to ‘in-course’ assessment in Regulation 15 means that the Regulation does not apply to any assessments which have deadlines after the end of scheduled teaching for the course.
- Whether the timescales for providing ‘feedback’ set out in Regulation 15 apply to marks as well as (other types of) feedback.

The Committee’s Convener has advised as follows:

- In the Taught Assessment Regulations, ‘in-course assessment’ refers to all types of assessment other than examinations. As such, the regulation applies to all forms of coursework, with the exception of single components of assessment worth 40 credits or more (these are explicitly exempt from the Regulation).
- The Regulation applies to marks as well as (other types of) feedback, recognising that the marks provided within the 15 working days timeframe are likely to be provisional rather than confirmed.

In addition to these issues, Schools / Colleges have asked for clarification regarding the following aspects of Regulations 14 and 15:

- How the University defines ‘formative’ assessment, and, in particular, whether ‘low stakes’ assessments (the results of which count towards the overall course outcome) can be viewed as formative assessments for the purposes of Regulations 14 and 15; and
- What constitutes a feedback or feed-forward ‘event’?

The Committee is invited to advise regarding these two points, and to identify any further points of potential ambiguity regarding these regulations.

Academic Services will take account of these issues as part of the process of revising the Taught Assessment Regulations for 2016-17.

Opt-outs from Taught Assessment Regulation 15

Taught Assessment Regulation 15.3 indicates that “For other summative assessed work, in exceptional circumstances, where the necessary marking and moderation processes cannot be concluded within 15 working days, Schools may request an opt-out from the relevant College committee.” At its meeting in June 2015, Senate emphasised that Colleges should only consider opt-outs from this regulation where the scale of the marking task or factors outside a School’s control prevented it from meeting the deadline.

The Committee’s Convener subsequently advised Colleges:

- Only to consider granting opt-outs in circumstances in which Schools can demonstrate that irresolvable practical issues will prevent them from complying, and ensure that opt-outs involve only a modest extension to the deadline for providing feedback (eg an additional week).
- If Schools consider that workload of individual staff would make it difficult to comply, their first avenue should be to consider options for reallocating workload – and opt-outs should only be considered if a School can show this is not possible in the short term.
- Where Colleges agree any opt-outs for courses in 2015-16, they should do so on the basis that Schools will fully address any practical issues regarding allocation of resources by the beginning of 2016-17.

College representatives are invited to report on any use they have made of this power to grant opt-outs.

Related issues regarding feedback on assessment

At its meeting on 24 September 2015, the Senate Learning and Teaching Committee will be invited to discuss three related aspects of feedback on assessment:

- Schools' reported turnaround times for providing feedback on assessment in Semester Two, 2014-15;
- Future arrangements for Schools to monitor and report on turnaround times regarding feedback on assessment; and
- Approaches to measuring the quality of feedback on assessment.

Tom Ward
Director of Academic Services
26 August 2015

Annex – extract from Taught Assessment Regulations 2015/16

Regulation 14 Provision of formative feedback

All students will be given at least one formative feedback or feed-forward event for every course they undertake, provided during the semester in which the course is taken and in time to be useful in the completion of summative work on the course. Such feedback may be at course or programme level, but must include input of relevance to each course in the latter case.

Application of the regulation

14.1 Feedback and feed-forward may be provided in various formats, for example, to include written, oral, video, face-to-face, whole class, individual. Advice on feedback and feed-forward is available on the Enhancing Feedback webpages:

www.enhancingfeedback.ed.ac.uk/

14.2 The regulation applies to formative feedback. The University's Feedback Standards and Guiding Principles apply to formative and summative feedback:

www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Feedback_Standards_Guiding_Principles.pdf

14.3 Further guidance on feedback is available online. Relevant definitions are in the University's Glossary. www.drps.ed.ac.uk/Glossary.php

Regulation 15 Feedback deadlines

Feedback on formative and summative in-course assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner. At the start of the academic year, Schools will publish their timetable for returning feedback.

Application of the regulation

15.1 Feedback and feed-forward may be provided in various formats, including for example written, oral, video, face-to-face, whole class, individual or via virtual learning environments. Advice on feedback and feed-forward is available on the Enhancing Feedback webpages:

www.enhancingfeedback.ed.ac.uk/

15.2 The University's Feedback Standards and Guiding Principles apply to formative and summative feedback:

[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Feedback Standards Guiding Principles.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Feedback%20Standards%20Guiding%20Principles.pdf)

- 15.3 The School's timetable for returning feedback will specify which forms of summative in-course assessed work will not be returned within 15 working days. Schools may choose whether to meet the 15 working day deadline for single items of assessment which are equivalent to 40 credits or more (and which therefore must be double marked). For other summative assessed work, in exceptional circumstances, where the necessary marking and moderation processes cannot be concluded within 15 working days, Schools may request an opt-out from the relevant College committee.
- 15.4 There is no requirement for feedback on examinations scheduled by Student Administration to be provided within 15 working days.
- 15.5 Further guidance on feedback is available online. Relevant definitions are in the University's Glossary.
- www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback
- www.drps.ed.ac.uk/Glossary.php
- 15.6 See taught assessment regulation 33 for information on the release of provisional marks.

26 August 2015

The University of Edinburgh

Curriculum and Student Progression Committee

17 September 2015

Proposed review of Special Circumstances Policy

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper seeks the Committee's approval for the arrangements for a review of the University's Special Circumstances Policy.

Action requested

For approval

Communication and Implementation

Academic Services will use the Senate Committees' Newsletter to inform Schools and Colleges regarding the review. The task group would be responsible for designing a communication and implementation plan for taking forward its recommendations.

Resource implications

Does the paper have resource implications? Yes. The handling of special circumstances cases has significant resource implications for Schools and Colleges. As such, the review is likely to have implications if the task group recommends any changes in the Policy and associated working practices.

Risk Assessment

Does the paper include a risk analysis? No. The task group would be responsible for assessing the risks associated with possible changes to the University's Policy and associated working practices.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? The task group would be responsible for conducting an equality impact assessment regarding any recommendations that it may make.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Tom Ward, Director of Academic Services, 26 August 2015

Any other relevant information, including keywords

Special circumstances, mitigating circumstances, assessment, mental health.

Proposed review of Special Circumstances Policy

This paper seeks the Committee's approval for the arrangements for a review of the University's Special Circumstances Policy.

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf

Background

The University introduced a revised Special Circumstances Policy in 2013-14. In addition, in consultation with the Colleges, in 2015-16 the University has introduced a new standard Special Circumstances form.

While the Policy is scheduled to be reviewed in 2016-17, it may be appropriate for the University to bring forward this review to 2015-16 for the following reasons:

- The University Health Centre (UHC) and the Student Counselling Service (SCS) have reported a considerable recent increase in the number of students seeking documentary evidence regarding mental ill-health to assist them in putting forward special circumstances cases. In many cases, students are asking the UHC and SCS to provide documentation in circumstances in which the practitioners in the services have not diagnosed a student's condition and are not in a position to make a professional judgement. It would therefore be appropriate to provide further guidance regarding the format that medical / professional documentary evidence should take in order for it to be used for special circumstances purposes.
- In 2015, a group of local GP practices issued new guidance regarding the release of medical documentation to students for special circumstances purposes. Academic Services issued guidance to Schools regarding how to assist students in obtaining medical documentation from these practices, and it does not appear that the new guidance is causing difficulties for many students obtaining relevant documentation. However, in the light of the GP practices' guidance, it may be helpful for the University to clarify its position regarding the necessity for students to obtain medical documentation and the potential for students to self-certify in certain circumstances (eg when they are unable to obtain medical documentation due to factors outside their control).
- The current phase of the EUCLID Assessment and Progression Tools (APT) project will consider how EUCLID can support the special circumstances process. Initial business process analysis suggests variations in Schools' processes for handling special circumstances and understanding of the policy. Further clarification of the policy and associated processes is required before the development of any software to support the special circumstances process.
- CSPC plans to conduct a review in 2015-16 of the University policy on extensions to coursework deadlines, in the context of special circumstances. It would be sensible to consider this alongside a review of other special circumstances issues.

- The Higher Education Academy is facilitating a sector-wide discussion regarding whether institutions should adopt Grade Point Averages (GPA) as an alternative, or complementary system, to Honours degree classification. The University has not yet decided whether to adopt GPA or not (the Senate Learning and Teaching Committee is responsible for leading this discussion). Were the University to decide to adopt GPA, the practical implementation of GPA is likely to raise issues regarding the consideration and recording of special circumstances cases.

Proposed arrangements for review

The Committee is invited to approve the remit and task group membership:

Remit

To review the University's Special Circumstances Policy and associated guidance and form, with a view to where possible delivering a consistent approach to handling students' cases across the University, giving particular attention to the following issues:

- The requirement for students to provide documentary evidence to support their cases, including:
 - The eligibility of particular types of medical / professional documentation;
 - The potential for students to self-certify in limited circumstances.
- Appropriate business processes for managing the Special Circumstances Policy and for recording special circumstances applications and / or Special Circumstances decisions in EUCLID.
- The University's policy on extensions to coursework deadlines, in the context of special circumstances.

If the University decides to pursue the introduction of GPA, the task group will also advise regarding any implications this would have for the University's Special Circumstances Policy.

Membership

- Convener – TBC
- One Dean / Associate Dean from each College
- Two other representatives from each College (ensuring a mixture of academic and administrative staff with experience of handling special circumstances cases at School level, including staff with experience at both undergraduate and postgraduate level)
- One EUSA representative
- One representative of the Student Counselling Service
- One representative of Student Systems
- Head of Governance and Regulatory Team, Academic Services
- Task Group administrator from Academic Services

Timescales

The task group would aim to submit an interim report to the Committee's 21 January 2016 meeting, and a final report to its 14 April 2016 meeting.

Tom Ward
26 August 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 September 2015

Innovative Learning Week (ILW) Opt-out request

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

The School of Philosophy, Psychology and Language Sciences is requesting that teaching for the semester 2, 2016 courses on our online MSc/Dip/Cert Epistemology, Ethics and Mind programmes as well as the on-campus course Advanced Philosophical Methods (APM) continues during Innovative Learning Week.

This because the online programmes will have a January intake and run an induction week in week 1 of teaching pushing back its own teaching by 1 week. The School would need to also push the teaching back for the on-campus APM course because the course organiser needs the schedule line up to align with the online version for teaching reasons. In order to ensure teaching finishes at the same time as the University teaching calendar for assessment reasons permission is requested to teach during ILW.

The rest of courses in PPLS will break for ILW so it's not a School opt-out request, but instead special permission for the courses mentioned.

Action requested

That approval be given for the ILW opt-out request.

Communication and Implementation

The College Postgraduate Office will notify the School of the outcome.

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information, including keywords

Kristian Adamson, Academic Administrator (Governance), Postgraduate Office
College of Humanities and Social Science
4 September 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee (CSPC)

17 September 2015

CSPC Membership and Terms of Reference 2015/16

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This paper contains the CSPC membership list, and Terms of Reference for 2015/16. The Terms of Reference are unchanged from 2014/15.

Action requested

For information

Communication and Implementation

The membership list and terms of reference are available on the Academic Services website at:
<http://www.ed.ac.uk/academic-services/committees/curriculum-student-progression/members>
<http://www.ed.ac.uk/academic-services/committees/curriculum-student-progression/terms-reference>

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Ms Ailsa Taylor, Academic Policy Officer, Academic Services, 9 September 2015

Any other relevant information, including keywords

CSPC Membership 2015/16

Name	Position/School	Composition	Term of Office
Professor Ian Pirie (Convener)	Assistant Principal, Learning and Development	5.1 (Convener)	
Professor Graeme Reid (Vice-Convener)	Dean of Learning and Teaching (CSCE)	5.2 and 5.3 (Vice-Convener and College - academic governance and regulation)	
Dr. Alexis Grohmann	Associate Dean (Academic Progress), CHSS	5.3 (College - academic governance and regulation)	
Dr. Theresa McKinven	Head of PG Section (CHSS)	5.3 (College - academic governance and regulation)	
Ms. Joy Candlish	Head of Academic Affairs (CSCE)	5.3 (College - academic governance and regulation)	
Dr. Sheila Lodge	Head of Academic Administration (CMVM)	5.3 (College - academic governance and regulation)	
Professor Helen Cameron	Director, Centre for Medical Education (CMVM)	5.3 (College - academic governance and regulation)	
Professor Peter Higgins/ Mr. John Lowrey	Dean of Students (CHSS)/Dean of Undergraduate Studies (CHSS)	5.4 (College - quality of student experience)	
Professor Alan Murray	Dean of Students (CSCE)	5.4 (College - quality of student experience)	
Professor Allan Cumming	Dean of Students (CMVM)	5.4 (College - quality of student experience)	
Ms. Imogen Wilson	Vice President Academic Affairs, EUSA	5.5 (EUSA sabbatical officer)	Ex Officio
Dr. Adam Bunni	Representation and Democracy Manager, EUSA	5.6 (EUSA representative)	
Dr. Neil Lent	Institute for Academic Development	5.7 (IAD representative)	Ex Officio
Mr. Barry Neilson	Director of Student Systems	5.8 (University Secretary representative)	Ex Officio
Ms. Sara Welham	Academic Services	5.8 (Academic Services representative)	
Dr. Soledad Garcia - Ferrari	ESALA, Edinburgh College of Art	5.9 (co-opted)	1 August 2013 - 31 July 2016
Dr. Antony Maciocia	School of Mathematics	5.9 (co-opted)	1 October 2013 - 31 July 2016
Dr. Ewen Macpherson	School of Engineering	5.9 (co-opted)	1 August 2014 - 31 July 2017
Ms. Anne-Marie Scott	IS Learning, Teaching and Web	5.9 (co-opted)	1 August 2014 - 31 July 2017

Terms of Reference

1. Purpose and Role

- 1.1 The Curriculum and Student Progression Committee is responsible, on behalf of Senatus, for the academic regulatory framework apart from those aspects which are primarily parts of the Quality Assurance Framework.
- 1.2 The Committee is also the forum which oversees the process of maintaining and disseminating the regulations, and other guidance, in light of policy developments and changes in the internal and external environments.

2. Remit

The remit of the Curriculum and Student Progression Committee is to:

- 2.1 Offer strategic advice on the University's portfolio of undergraduate and taught postgraduate programmes.
- 2.2 Oversee the development, maintenance and implementation of a fit for purpose regulatory framework which effectively supports and underpins the University's educational activities.
- 2.3 Examine the need for, and approve the simplification, development and review of any specific components of the regulatory framework in light of new innovations or specific trends, issues or problems.
- 2.4 Ensure that the academic regulatory framework continues to evolve in order to meet the organisational needs of the University, especially within the context of the designated powers and authority of the University and its Colleges and Schools.
- 2.5 Act with delegated authority from the Senatus on matters of student conduct and discipline¹.

3. Governance

- 3.1 The Committee will act with authority, as delegated by the Senatus, in order to take decisions regarding the regulatory framework for the University's educational activities.
- 3.2 In taking forward its remit, the Committee will support and encourage diversity and variation where this is beneficial, whilst seeking consistency and common approaches, where these are in the best interests of staff and students.
- 3.3 The Committee will report direct to the Senatus as necessary, but at least annually.
- 3.4 The Committee will liaise with relevant Court Committees and with specific managers and offices in respect of issues or instances where matters of academic policy intersect with management issues.
- 3.5 The Committee will identify and agree the ways in which it will periodically interact and exchange information with relevant committees and academic and student services in matters relating to the academic regulatory framework.

4. Operation

- 4.1 The Committee will meet at least four times per annum. The Committee will also interact electronically, as is necessary for its business to be effectively progressed. The Convener of the Committee may approve items by Convener's Action between meetings. The Convener is advised on such decisions by the secretariat of the Committee and/or the academic governance member. This advice draws on previous Committee decisions and on issues agreed in principle with delegated authority granted to the Committee Convener, while ensuring the maintenance of academic standards and the appropriate consistency of treatment of students.

¹ This responsibility came into effect on 1 January 2014 when the Standing Commission on Discipline was dissolved.

- 4.2 The Committee may also meet electronically to note formal items or items which are not considered to be of strategic importance.
- 4.3 The Committee will follow a strategic agenda which is set prior to the start of the academic year and which is agreed through consultation with Senatus, the Conveners of the other Senatus Committees, and other relevant members of the University community.
- 4.4 A concessions sub-committee will be established on an annual basis, primarily comprised of at least five members of the Committee, including at least one Committee member from each College, the academic governance member of the Committee and the Convener or Vice-Convener. The sub-committee may decide to co-opt additional College representatives. This concessions sub-committee will have delegated authority, on behalf of the Committee, to make decisions on student concession cases. The sub-committee may also operate its business electronically where appropriate.
- 4.5 Limited life task groups and working groups will take forward as relevant the detailed examination of, and consultation on, the strategic issues which make up the majority of the Committee's work.
- 4.6 Any task or working groups will be given a clear brief and will consult as appropriate during their work in order to ensure the confidence of the Committee, the Senatus, and the wider University Community in the resulting conclusions and recommendations.
- 4.7 Information on any activities will be made available electronically to ensure that members of the University community are kept informed and can contribute to specific developments.
- 4.8 Agenda, papers and approved minutes will be published on the University's web pages in accordance with the University's agreed publication scheme and the status of the above listed in respect of freedom of information legislation. This will include details of the membership of the Committee.
- 4.9 The University Secretary or his/her nominee will be responsible for ensuring the provision of secretariat support for the Committee.
- 4.10 The Conveners of the other Senatus Committees shall receive papers for the Committee and can attend any of the meetings.

5. Composition

- 5.1 The Committee will be convened by the Assistant Principal, Learning and Development.
- 5.2 Before the first annual meeting the Committee shall identify a Vice-Convener for the Committee from amongst its membership. The Vice-Convener should serve for a period of at least one year.
- 5.3 The Colleges will each identify up to two senior members of staff within the College who have responsibility for academic governance and regulation.
- 5.4 The Colleges will each identify a senior member of staff within the College who has responsibility for maintaining and enhancing the quality of the student experience.
- 5.5 An Edinburgh University Students Association (EUSA) sabbatical officer will be an ex officio member of the Committee.
- 5.6 The Edinburgh University Students' Association will provide a relevant nominee for the Committee.
- 5.7 A member of staff of the Institute for Academic Development (IAD) will be an ex officio member of the Committee.
- 5.8 The University Secretary or his/her nominee will be an ex officio member of the Committee. The University Secretary or his/her nominee will also identify a member of staff from Academic Services to act as the expert academic governance member of the Committee.
- 5.9 Up to five additional members may be co-opted onto the Committee by the Convener depending on the expertise required. Co-opted members will normally serve a three year term.

- 5.10 The Convener may invite individuals by invitation for specific meetings or agenda items.
- 5.11 Substitutions of members (i.e. due to an inability to attend) will be at the discretion of the Convener of the Committee.

6. Responsibilities and Expectations of Committee Members

- 6.1 Members are expected to be collegial and constructive in approach.
- 6.2 Members should 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.
- 6.3 Members will need 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 take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
- 6.4 Members are expected to be committed to communicating the work of the Committee to the wider University community.

Version 7, 17 September 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 September 2015

Guidance for Senate Committee members on authoring papers and other aspects of Committee business

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

The purpose of this paper is to remind the Committee of the guidelines on authoring committee papers and on managing the communication, implementation and evaluation of committee decisions, which the Senate Committees approved in September 2014.

Action requested

For information.

Communication and Implementation

The paper is only of direct relevance to Committee members, and therefore no further communication activities are required.

Resource implications

Does the paper have resource implications? Yes. Streamlined committee papers will reduce the resource implications involved in committee participation.

Risk Assessment

Does the paper include a risk analysis? No. The proposals will support greater consistency in applying good practices in academic governance, and do not create any significant risks.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes – there are no equality and diversity implications.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Tom Ward, Director of Academic Services
19 August 2015

Any other relevant information, including keywords

Guidance for Senate Committee members on authoring papers and other aspects of Committee business

Description of Paper

- 1 The purpose of this paper is to remind the Committee of the guidelines on authoring committee papers and on managing the communication, implementation and evaluation of committee decisions, which the Senate Committees approved in September 2014.

Authoring succinct committee papers

- 3 As part of broader changes in its operation, in August 2014 Court introduced new guidelines on preparing Court committee papers. These guidelines aim to ensure that Court receives succinct stand-alone papers, in order to reduce the volume of papers and assist Court with its governance role. For further information on these Court changes see:

<http://edin.ac/1uwsphQ>

- 4 In producing committee papers (including task group reports) please could authors take account of the Court guidance on producing papers ([Court and Committees - guidelines for authors](#)) and on house style ([House style - guidance notes](#)).

Senate committee paper cover sheet

- 5 In addition to providing guidelines on producing papers / house style, Court also produced a template for authors to follow in producing papers (ie rather than complete a standard cover sheet, Court papers authors write their reports using standard headings and structures). Given the different nature of the Senate and Court business, Senate Committee paper authors do not need to follow the Court paper template. We have however revised the Senate Committees paper cover-sheet to take account of the headings in the Court paper template. The latest version of this cover-sheet is available at:

www.ed.ac.uk/schools-departments/academic-services/committees

Communicating and implementing Senate committee decisions

- 6 In September 2014 the Senate Committees agreed to adopt the following approach to managing the communication and implementation of decisions:
 - All papers that seek Committee approval for a decision should explain how that decision would be communicated and implemented. In many cases this is likely to be very straightforward (for example, “College representatives will be responsible for informing School Directors of Learning and Teaching or equivalent of change in policy”.)
 - All reports from task groups should include a communication and implementation plan.
 - Where it appears likely that implementation would be complex or challenging, authors should consult with key College administrative and academic staff, and

relevant support services, when developing communication and implementation plans.

- Academic Services will continue to use the Senate Committees Newsletter to communicate developments to stakeholders.
- At the end of each academic session, Academic Services will publish a list of all significant changes to regulations, policies and codes, and will bring them to attention of staff. (For 2015 example see www.ed.ac.uk/schools-departments/academic-services/policies-regulations/new-policies)

- 7 Academic Services continues to be happy to assist with communication / implementation of Senate Committee decisions, for example by holding briefing meetings for relevant stakeholders, or introducing items at School or College Committee meetings.

Evaluating the impact of the implementation of committee decisions

- 8 Where the Committee makes a significant decision, it would be appropriate for the Committee to decide when and how it would evaluate whether a decision has been implemented and the impact it has had. Approaches to evaluation can include:

- Committing to the Committee reviewing a new policy x years after implementation.
- Colleges to review whether Schools have consistently implemented a significant regulatory change.
- For major developments, conducting a formal review (eg including staff and student surveys) after x years

- 9 In September 2014 the Senate Committees agreed that, when committee papers seek Committee approval for significant developments, the papers should set out plans for evaluation.

Further guidance for committee members

- 10 The Senate Committees members' guidance provides further information on other aspects of the role of Committee members. The latest version of this guidance is available at:

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

Tom Ward
Director of Academic Services
19 August 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 September 2015

**Student Discipline Committee Membership and Student Discipline Officers
2015/16**

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

Approval of members of the Student Discipline Committee and Student Discipline Officers for 2015/16 is required. This was previously undertaken by Senate but the responsibility for the approval of new members was delegated to the Curriculum and Student Progression Committee from 2015/16.

Action requested

For approval

Communication and Implementation

The information will be conveyed directly to new members and available on the Academic Services website at:

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

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentDisciplineOfficers.pdf>

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Ms Ailsa Taylor, Academic Policy Officer, Academic Services, 7 September 2015

Any other relevant information, including keywords

Student Discipline Committee Membership 2015/16

The Student Discipline Committee consists of members of the academic staff of the University and matriculated students. From 2015/16 Senate has delegated to the Curriculum and Student Progression Committee (CSPC) the authority to approve nominations for members. The Student Discipline Committee meets as and when required.

Staff

- Professor Alan Boyle (Convener)
- Professor Jeremy Crang (Vice-Convener)
- Dr Paul Kelly (Vice-Convener)
- Professor Rowena Arshad
- Mrs Lisa Brannan
- Ms Nathalie Caron
- Professor Stephen Fry
- Ms Sarah McAllister
- Dr Andrew Newman
- Professor Simon Parsons
- Dr Claire Phillips

Students

- Mr Jonathan Ainslie
- Mr Arran Byers
- Miss Rebecca Yopez Corsetti
- Miss Chloe Edmundson
- Miss Juliana Fentress
- Ms Michelle McFarlane
- Ms Maggie Morrison
- Mr Constantine Psaltis-Ivanis
- Mr Theo Robertson-Bonds
- Mr James Seale
- Mr Tobias Seger
- Mr Liam Vandewalle
- Miss Vera Veldhuizen

Secretary

Ms Ailsa Taylor, Academic Policy Officer, Academic Services

Student Discipline Officers 2015/16

College of Humanities and Social Science

Professor Dorothy Miell, Vice Principal and Head of College
Professor Richard Coyne, Dean of Postgraduate Studies – Research
Professor Alexis Grohmann, Associate Dean (Academic Progress)
Professor Pete Higgins, Dean of Students
Professor Lloyd Llewellyn-Jones, Associate Dean (Student Conduct)
Dr John Lowrey, Dean of Undergraduate Studies
Dr Gale MacLeod, Dean of Postgraduate Studies - Taught
Dr Catherine Martin, College Registrar

College of Medicine and Veterinary Medicine

Professor Sir John Savill, Vice Principal and Head of College
Professor Jeremy Bradshaw, Assistant Principal Researcher Development
Professor Philippa Saunders, Director, Postgraduate Research
Professor David Weller, Director, Postgraduate Taught
TBA, Deputy Director, Postgraduate Taught
Professor Allan Cumming, Dean of Students
Professor Neil Turner, Director of Undergraduate Learning and Teaching
Dr Catherine Elliott, College Registrar

College of Science and Engineering

Professor Lesley Yellowlees, Vice Principal and Head of College
Professor Andy Mount, Dean of Research
Professor Graeme Reid, Dean of Learning and Teaching
Professor Alan Murray, Dean of Students
Dr Bruce Nelson, College Registrar

Corporate Services Group

Mr Hugh Edmiston, Director of Corporate Services
Mr Richard Kington, Director, Accommodation Services
Ms Lynne Duff, Assistant Director Residence Life, Accommodation Services
Mr James Jarvis, Warden Grant House, Accommodation Services
Mr Abdul Majothi, Warden Mylne's Court, Accommodation Services
Mr Jim Aitken, Director, Centre for Sport and Exercise
Ms Louise Campbell, Depute Director, Centre for Sport and Exercise

Information Services Group

Mr Gavin McLachlan, Chief Information Officer and Librarian to the University
Mr Simon Marsden, ISG Deputy
Mr Jeremy Upton, Director Library and Collections

University Secretary's Group

Ms Sarah Smith, University Secretary
Mr Gavin Douglas, Deputy Secretary Student Experience
Ms Tracey Slaven, Deputy Secretary and Director of Planning

Designated Vice Principals

Professor Mary Bownes, Vice Principal Community Development
Professor Chris Breward, Vice Principal Creative Industries & Performing Arts
Professor Jeff Haywood, VP Digital Education
Professor Charlie Jeffery, Senior Vice Principal
Professor Richard Kenway, Vice Principal High Performance Computing
Professor Jane Norman, Vice Principal Equality and Diversity
Dr Sue Rigby, Vice Principal Learning and Teaching

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 September 2015

Annual Senate Committees' Report 2014/15

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

This is the sixth annual report of the four Senate Standing Committees: Curriculum and Student Progression Committee, Learning & Teaching Committee, Quality Assurance Committee, and Researcher Experience Committee. It reports on activity of the Committees for 2014/15 and proposes ambitions for 2015/16 and beyond. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment.

Action requested

For information

Communication and Implementation

The paper is being circulated to all Senate committees and information will be included in the Senate Committees' Newsletter.

Resource implications

Does the paper have resource implications? Yes this paper will have resource implications. Some of the resource requirements will be met through existing resources or has agreed funding in place. Other activities will have funding cases considered through the annual planning round or on an individual basis through relevant channels. These will be taken forward by the relevant committee or functional area.

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Anne Marie O'Mullane, Academic Policy Officer, Academic Services

Tom Ward, Director of Academic Services

Ailsa Taylor, Academic Policy Officer, Academic Services

Philippa Ward, Academic Policy Officer, Academic Services

Marion Judge, Academic Policy Officer, Academic Services

Susan Hunter, Academic Policy Officer, Academic Services

26 May 2015

Annual Senate Committees' Report 2014/15

1. Executive Summary

This report outlines the achievements of the Senate Committees for Academic Year 2014/15 and the planned priorities for Senate Committees for 2015/16 and beyond. Senate Committees have reflected on their operation through the Senate Committees' Symposium. They consider themselves to be robust and effective and are confident that they can support their planned priorities. Senate Committees agreed their priorities and strategic direction at the Senate Committees Symposium. The work of the Senate Committees is monitored and coordinated by the Senate Committee Conveners' Forum to ensure that they maintain their strategic approach and remain effective.

Action requested: Senatus is invited to note the major items of Senate Committees' business from 2014/15 and to approve the ambitions proposed by each of the four Senate Committees for 2015/16 and beyond.

2. Introduction

This is the sixth annual report of the four Standing Committees of Senate, hereafter referred to as the Senate Committees. The Senate Committees are Curriculum and Student Progression Committee, Learning & Teaching Committee, Quality Assurance Committee and Researcher Experience Committee.

Links to the Terms of Reference for the Senate Standing Committees:

Curriculum and Student Progression Committee: [Link](#)

Learning and Teaching Committee: [Link](#)

Quality Assurance Committee: [Link](#)

Researcher Experience Committee: [Link](#)

The report sets out the Senate Committees' achievements for the year 2014/15. It proposes their strategic ambitions for 2015/16 and beyond. These proposals arose from Committee discussions, discussion at Senate Committees Conveners' Forum and discussion at the Senate Committees' Symposium which took place on the 8 May 2015. The report also outlines suggestions made at the Senate Committees Symposium.

3. Key Numbers for 2014/15

Name of Committee/Sub-Committee/Task Group	No. of meetings
Curriculum and Student Progression Committee (CSPC)	6
CSPC: Sub Group Concessions	1
CSPC: Working Group - Children and Vulnerable Adults Policy	3
CSPC: Working Group - Assessment Regulations/ Degree Regulations and Programmes of Study Review 2014/15	4
CSPC: Working Group - Assessment and Progression Tools	6
CSPC: Working Group - UG Progression Boards	3
CSPC: Working Group - Student-Led Individually-Created Courses	5
CSPC: Working Group - Tier 4 Student Attendance and Engagement Monitoring Working Group	3

QAC/CSPC: Task Group - Dual Degrees	2
Learning and Teaching Committee (LTC)	5
LTC: Working Group - Code of Practice for Taught Postgraduate Programmes	4
LTC: Task Group - Distance Education Task Group	3
LTC: Working Group - Grade Point Averages	1
Quality Assurance Committee (QAC)	6
QAC: Student Support Services Quality Assurance Framework Sub-Committee	2
QAC: Task Group - Student Representation for Distance Learners	4
QAC: Task Group - Quality Hub	2
QAC: Working Group - External Examiner Policy Development	1
Researcher Experience Committee (REC)	7
REC: Task Group - Distance PhD	1
REC: Task Group - PhD Publications Track	4

4. Senate Committees' Achievements

4.1 Curriculum and Student Progression Committee (CSPC) Achievements 2014/15

4.1.1 Management Data on Students

Building on the principles established by the CSPC 'Use of Student Data' task group and the discussions conducted by Quality Assurance Committee (QAC) in relation to the 'Quality Hub', Student Systems and Academic Services are working with the Senate Committees to take forward this important agenda, starting with a series of workshops in May 2015. These workshops will assist Student Systems and Academic Services to develop their understanding of how management information regarding students can support Schools and Colleges to make key strategic and management decisions, and will feed into discussions at Senate Learning and Teaching Committee and Senate in May / June 2015, and subsequent developments to the provision of management information.

4.1.2 Projects

i. Programme and Course Information Management Project (PCIM)

The PCIM project is on track to achieve its main deliverables:

- An enhanced course descriptor has been implemented, which will provide students with more comprehensive and relevant information (including enhanced information regarding feedback on assessment arrangements).
- Based on last year's work on Draft University Level Principles, a new University policy on Programme and Course Design, Development, Approval, Changes and Closure has now been developed and approved.
- The Board of Studies Terms of Reference has been updated and Boards of Studies guidance has also been developed (this will go to the June Committee meeting).

- A Programme and Course Handbooks Policy has been developed and will be considered by CSPC in June.

ii. Assessment and Progression Tools Project

The Assessment and Progression Tools Project is on track to achieve its main deliverables:

- CSPC has extended the policy on Informing Taught Students of their Final Programme Results so that it now also covers Course and Progression results.
- Significant systems development work now enables Schools to input progression and course awards into EUCLID, and to communicate these results to students via EUCLID / MyEd (with effect from May / June 2015).
- CSPC approved the introduction of an Undergraduate Progression Boards policy for introduction in 2015/16.

iii. Open Content Courses/Student-Led Individually Created Courses (SLICCs)

SLICCs are credit-bearing self-directed courses intended to help students to develop their own set of personal or professional skills and attributes. CSPC approved the arrangements for SLICC pilots which will run during the summer of 2015 and be evaluated in the autumn. The generic level descriptors that would apply to these pilots were approved, and issues relating to credit/credit levels, progression, course creation, academic support and assessment were considered.

iv. MSc Progression Hurdles

CSPC completed some light-touch background research in relation to internal progression hurdles within MSc PGT programmes. Research had shown that there was an element of variation but that this variation did not appear unjustified. CSPC agreed that although it may be preferential to harmonise MSc progression arrangements at some stage, there was no urgent requirement to take this forward in 2014/15.

4.1.3 Regulations, Policies, Guidance and procedure

This section outlines the delivery of regulations, policy, guidance and procedure that are not captured elsewhere in the report:

i. Regulations

- Annual review of Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees completed for 2015/16.
- Annual review of Undergraduate, Postgraduate and Higher Degree Regulations completed for 2015/16.

- A review of academic/ withdrawal and exclusion / student conduct appeal documentation and processes was conducted in March and April 2015– leading to streamlined new Student Appeal Regulations (and associated guidance).
- Revision to Code of Student Conduct, to take account of the first year of the operation of the Code, and to align with the new Support for Study Policy.

ii. Policies

- A dual awards policy developed as part of broader guidance on collaborative provision (see QAC).

iii. Guidance

- Terms of Reference for College Progression Boards for Study Abroad. These Terms provide operational guidance and include a credit for study abroad classification.
- Revised Degree Programme Specification Guidance.

iv. Procedure

- Revised Withdrawal and Exclusion from Studies procedure.

4.1.4 New priorities identified and progressed during the session

i. Support for Study policy

A new Support for Study policy, developed by the Mental Health Strategy Group, was approved for introduction in 2015-16 to help support students whose behaviour may give cause for concern.

ii. Marking and assessment boycott

During the 2014/15 academic year the Universities and Colleges Union (UCU) called on its members to take part in an assessment setting and assessment process boycott. CSPC approved temporary concessions to minimise the impact of the industrial action on students without compromising academic standards

iii. Academic year dates and examination timings: 2015 and 2016

Due to the academic year dates for 2015/16 and 2016/17, there will be a reduced revision period for students within the semester 1 period. CSPC has provided guidance to Colleges regarding an approach to organising teaching during week 11 which will maximise the amount of time available to students for revision within the constraints of the academic year.

iv. Extended Common Marking Scheme

A cross-College short-life working group was established and has made some initial proposals regarding the University's Extended Common Marking Scheme. These proposals have raised regulatory and systems issues and will need broad support across the University, and will therefore require substantial further scoping and consideration.

4.2 Learning and Teaching Committee (LTC) Achievements 2014/15

4.2.1 Projects

i. Emerging Vision for Learning and Teaching

The Committee's key priority for 2014/15 was the development of the University's emerging vision for learning and teaching. LTC oversaw extensive consultation regarding the vision and the information gathered will be presented at the May meeting of Learning and Teaching Committee, and the June meeting of Senate.

ii. Enhancing Student Support Project

During 2014/15, LTC has monitored the Student Support Implementation Group (SSIG)'s work on evaluating the undergraduate Personal Tutor system and mainstreaming and enhancing the system, which includes the following developments:

- Quality Assurance Committee will be responsible for ongoing monitoring of the effectiveness of the Personal Tutor System.
- Schools will continue to have a degree of autonomy over how they implement the Personal Tutor System.
- There will be a focus on reward and recognition of individual Personal Tutors.
- A set of Key Performance Indicators will be developed to assist with reward and recognition and to facilitate annual quality assurance processes.
- Greater emphasis will be placed on enabling first year UG students to have an extra scheduled meeting with their Personal Tutor during the first semester while reducing the need for scheduled meetings in later years.

During Summer 2014/15, SSIG will evaluate the postgraduate taught Personal Tutor system.

iii. Leading Enhancement in Assessment and Feedback Project (LEAF)

The Committee continued to provide oversight for this Project, which is making use of the TESTA (Transforming Experience of Students through Assessment) methodology. Nine programmes across two Colleges have gone through TESTA audit. The methodology supports Schools to rationalise their assessment schedules, identify and share good practice, and map students' experiences onto everyday classroom practices.

iv. Information Services Learning Technology Projects

a. Open Education Resource Strategy

LTC welcomed and commented on the 'Vision for Open Educational Resources at the University of Edinburgh'.

b. Learning Analytics

The Committee had an initial discussion regarding the opportunities and challenges associated with learning analytics. The Convener of LTC is in the process of taking forward discussions regarding the development of University policy in this area.

c. Assessment and Feedback Tool Pilots

LTC has continued to oversee IS Technology Enhanced Learning section's work with Schools to pilot new online tools for assessment and feedback.

4.2.2 Task Groups/Working Groups

i. Massive Open Online Courses (MOOCs)

Mainstreaming of all MOOCs academic governance processes and procedures has been completed during 2014/15 including establishing course approval and quality assurance processes. The University has now established a group to take forward its MOOC Strategy.

ii. Grade Point Averages Project (GPA)

LTC has monitored the Higher Education Academic's programme of GPA pilots, with one member of LTC representing the University on the HEA project. LTC has developed an initial position regarding potential adoption of GPA and briefed the Principal. The Committee is awaiting the outcome of the HEA report on the way forward for GPA. In addition to LTC's strategic discussions, CSPC has also undertaken an initial assessment of practical issues that the University would need to address were it to adopt a GPA model.

iii. Online Distance Education Provision

An LTC Task Group was established to oversee the mainstreaming of online distance education. The group has met several times and undertaken a programme of interviews and research. It will present its initial findings at the May 2015 meeting of LTC.

iv. Curriculum for Excellence

The Committee continued to monitor the implications of Curriculum for Excellence for the University's learning, teaching and assessment to assist the University to prepare for the first significant intake of students educated under the new curriculum in 2016. LTC also considered impending changes to A-Levels in England.

4.2.3 New priorities identified and progressed during the session

i. Enhancement Theme – Student Transitions

An Institutional Team was established and is responsible for developing, coordinating and (where appropriate) delivering a programme of work relating to the Theme; for communicating about Enhancement Theme developments within the constituency they are representing; and acting as key Enhancement Theme contacts. LTC has provided oversight for this work and received regular updates.

ii. Review of Code of Practice for Taught Postgraduate Programmes

Following a review of this document, LTC agreed to replace this document with a more succinct and user-friendly document for students and staff from 2016/17.

iii. Higher Education Achievement Record (HEAR)

LTC discussed and approved some new categories of achievement for inclusion in the HEAR, and changes to existing categories of achievement.

4.3 Quality Assurance Committee (QAC) Achievements 2014/15

4.3.1 Enhancement-led Institutional Review (ELIR) 2015 Planning

The ELIR Steering Group has put in place all necessary preparation for ELIR including:

- Drafting and consulting on the draft Reflective Analysis and Case Studies in preparation for their sign off by the Committee, Senate and University Court.
- Preparing the logistics for the ELIR visit.
- Planning the showcase session for the morning of the Part 1 visit which will cover how the University supports all students irrespective of mode of delivery or level, aspects of the student journey, use of technology to enhance the student experience and support quality assurance and enhancement processes, and how we work with students as partners in the enhancement of learning and teaching.

4.3.2 Enhancing the Student Experience: Student Data

i. Student Data

Please refer to section 1.1.1 for more information on this achievement.

ii. Quality Systems Development

QAC oversaw the introduction of a new External Examiner Online Reporting System that will allow the University to maximise the benefits from information gathered in External Examiner reports so as to inform the University's strategic approach to quality assurance and quality enhancement. QAC also approved a revised policy for External Examiners for Taught Programmes and a new Handbook for External Examiners. Following a successful pilot in autumn 2014, full roll-out of the Online Reporting System is now ongoing, in time for the May/June Board of Examiner Meetings.

4.3.3 Collaborative Provision

With oversight from a Steering Group, Governance and Strategic Planning, Academic Services and International Office have been continuing to work together on enhancing a framework of guidance on Collaborative Provision. The following work has been undertaken:

- Production of a suite of template Memoranda of Agreement and Understanding;

- Updating of the authoritative list of the University's collaborative arrangements;
- Revised guidance on the approval processes for introducing collaborative programmes is in the process of being discussed with Colleges.

4.3.4 Course evaluation electronic system

The Committee has overseen the development of the student survey framework including the work undertaken by Student Surveys Unit on piloting and developing the EvaSys course evaluation software, which provides a standardised approach to the gathering and reporting of course level student feedback. The level of interest and demand from Schools has been very positive and currently 15 of the University's 22 Schools have opted into the use of EvaSys. The Committee has also overseen the Student Survey Unit's work on introducing a Student Panel.

4.3.5 Task groups

i. Enabling Student Representation for Distance Learners

A short-life group investigated and advised on the technological infrastructure and meeting protocols that need to exist for the Edinburgh distance learning student voice to be heard at School, College and institutional level. QAC has approved the group's recommendations, and the task group is now working to implement a set of actions, including new web-based resources, new arrangements to assist student representatives to communicate with students, and briefings for Schools, that will deliver the following outcomes:

- A student representation system that is transparent and robust.
- Processes that are well understood and consistently implemented.
- Effective working of the representation network.

4.3.6 Core Business

i. Internal Subject Review

The Committee has continued to oversee and approve Internal Subject Review reports and responses, engaging positively with a new process for commenting on reports and responses, and monitoring the effective implementation of review recommendations as well as the dissemination of enhancements identified in reviews, and tracking emerging actions and themes. This academic year seven Teaching Programme Reviews (TPR), three Postgraduate Programme Reviews (PPR), and a combined TPR and PPR have taken place.

ii. Annual Review of Student Support Service Quality Assurance Framework

The Annual Review of Student Support Services took place in March 2015.

iii. Periodic Review

A periodic review of the Student Disability Service was undertaken in Spring 2015, commending the Services for its support, and recommending further work in some areas.

Senate Quality Assurance Committee has agreed that the student support service Periodic Review for 2015/16 should be a thematic review on student mental health, covering a range of services.

iv. Annual Reports on Student Discipline, Student Appeals and Complaint handling

QAC continued to monitor reports on Student Discipline and Student Appeals annually, and considered reports on Complaint Handling submitted quarterly and annually. QAC has proposed enhancements to the approach to these reports, and has requested an annual thematic report pulling together common themes across reporting in these areas of business, to take effect from December 2015.

v. Policy development arising from UK Quality Code mapping

Policy development and enhancement arising from mapping of the University's policies and procedures to the UK Quality Code continued to take place this session.

4.4 Researcher Experience Committee (REC) Achievements 2014/15

4.4.1 Projects/new initiatives

i. Strategy and Vision

The Committee developed and published its strategy and vision in November 2014. Strategic goals include raising the profile and enhancing the experience of postgraduate research students and early career researchers; ensuring training for employability for postgraduate research students and career development support for early career researchers; identifying challenges and opportunities for innovation in relation to these goals. The vision can be found at: www.docs.sasg.ed.ac.uk/AcademicServices/Committees/REC/VisionStrategy.pdf

ii. Postgraduate Research Experience Project (PREP)

Consultation on proposals for PREP was carried out over summer 2014 which informed the development of a bid submitted to the planning round. While the bid was unsuccessful for 2014/15, the Committee, Academic Services and the Institute for Academic Development (IAD) are exploring what can be delivered going forward within existing resources.

iii. Doctoral Training Centres (DTCs)

The Committee received reports from Colleges on DTCs and is continuing discussions on how Schools and Colleges can be supported in bidding for and setting up DTCs.

iv. Postgraduate Research Student Induction

The Committee agreed a pilot for ongoing induction for postgraduate research students starting throughout the year, including the development of induction cohorts. The Committee worked closely with the Student Experience Project Induction Team and IAD on developing this and has monitored progress throughout 2014/15.

v. Postgraduate Research Space

The Committee opened discussion with the Space Enhancement Management Group and is working on recommendations for input to policy discussion.

4.4.2 Task Groups

i. Early Career Researcher Support

The Committee reviewed progress on the recommendations of its 2013/14 task group. Further discussions are underway with HR and the Vice Principal People and Culture on developing this area and the Committee will continue to review progress.

ii. PhD Study

The REC task group on PhD Publications Track delivered its report in April 2015. The Task Group made various recommendations to clarify how students can include publications as chapters of PhD theses, whilst ensuring the overall PhD remains a coherent body of interrelated work. REC approved the recommendations and fed them into the annual regulations review and the Code of Practice for Supervisors and Research Students update for 2015.

A REC task group reviewing distance PhDs began its work during 2014/15 and will report to REC in 2015/16. The Committee began discussion on 'What is an Edinburgh PhD' and will continue to examine this at its 2015 summer meeting.

4.4.3 Core Business

REC continues to interact with student and staff experience surveys (PRES, CROS, PIRLS), academic code, policy and regulation reviews as required and other Senate Committees as part of its core business. It also continues to promote sharing best practice and reviews its membership and communications strategy as part of core business.

4.4.4 New priorities identified and progressed during the session

i. Student record system developments to support PGR

In advance of the proposed PREP project, Student Systems has worked with the Committee to develop an online reporting mechanism for postgraduate research student annual progression reviews. This is being taken forward by Student Systems with regular reports to REC, with a view to implementation in Summer 2015

ii. Handbook for External Examining of Research Degrees

The Committee developed a new Handbook for External Examining of Research Degrees, pulling together guidance previously provided by Colleges and key information from the regulations, and presenting it in an appropriate format which aligns with the Handbook External Examiners for Taught Programmes.

5. Senate Committees' strategic objectives for 2015-16 to 2017-18

For the first time, in addition to undertaking annual planning the Senate Committees have set out their longer-term objectives. These are to:

- Develop and implement the emerging vision for Learning and Teaching.
- Coordinate and support activities to enhance the student experience in order to address issues raised by the National Student Survey and other student surveys.

- Enhance availability and ease of use of management data regarding students to support quality processes and broader work to enhance the student experience.
- Promote research-led and independently-directed learning.
- Continue the programme of activity to support programme and course design, approval, publication and navigation, and management of data on course and programme outcomes.
- Provide strategic direction to the University's IT infrastructure developments to assist the University to anticipate future learning and teaching requirements.
- Continue to develop the University's academic regulations so that they guide academic staff towards the University's key objectives while supporting and encouraging innovation.
- Enhance the postgraduate research student experience.

6. Senate Committees' Priorities for 2015-16

The following are the Senate Committees' ambitions for 2015-16. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment.

6.1 Learning and Teaching Committee

In order of priority:

1. Coordinate and support activities to address issues raised by the National Student Survey and other student surveys.
2. Develop new publication to replace Code of Practice for Taught Postgraduate Programmes.
3. Transitions Enhancement Theme –institutional oversight of activities (broadly focussed on maximising the benefit of the Theme for current priorities).
4. Feedback on assessment – implement recommendations from 2014-15 Internal Audit report, including developing quality standards for feedback.
5. Oversee the Leading Enhancement in Assessment and Feedback (LEAF) / Transforming the Experience of Students Through Assessment (TESTA) Project.
6. Support pilot activities to explore innovative learning and teaching using IT and other modern methods.
7. Online Distance Learning - Continued work to develop a strategic framework for Online Distance Learning.

8. In partnership with the Knowledge Strategy Committee, develop a University policy on Learning Analytics.
9. Promote research-led and independently-directed learning.
10. Grade Point Averages – respond to outcomes of Higher Education Academic discussions and pilots.
11. Ongoing development of Continuing Professional Development framework for learning and teaching.

6.2 Curriculum and Student Progression Committee

In order of priority:

1. Deliver the next phase of work on EUCLID assessment and progression tools, including implementing the recommendations of the task group on UG progression boards.
2. Review University policy on extensions to coursework deadlines, in the context of special circumstances.
3. Enhance availability and ease of use of management information regarding students to support quality processes and broader work to enhance the student experience – complete scoping work initiated in 2014-15 and begin to implement. (QAC and CSPC leading on this, but may involve other Committees).
4. Evaluate 2014-15 pilot of Student-led individually-Created Courses (SLICCS) and consider further pilots and / or wider roll-out.
5. Review and align the University's student conduct-related policies (eg Code of Student Conduct, Codes of Practice on Alcohol and Drug Abuse, Support for Study Policy) taking account of planned review of Dignity and Respect Policy.
6. Programme and Course Information Management (PCIM) – Embed processes to enhance course descriptor information and dissemination.
7. Scope out a possible programme of work to enhance marking and feedback practices by harmonising University Common Mark Schemes and (if the University chooses to adopt Grade Point Averages) align with GPA, with a view to undertaking some initial development work in 2015-16.
8. Review University moderation policy.

6.3 Quality Assurance Committee

In order of priority:

1. Enhancement-led Institutional Review – support review and follow-up, including beginning to respond to any recommendations from the review.

2. Quality assurance framework – following ELIR and conclusion of SFC review of quality, review and streamline annual and periodic review arrangements.
3. Enhance availability and ease of use of management information regarding students to support quality processes and broader work to enhance the student experience – complete scoping work initiated in 2014-15 and begin to implement. (QAC and CSPC leading on this, but may involve other Committees)
4. External Examiner Project - Complete roll-out of phases one and two of new External Examiners system and policy, introduce new role of Programme External Examiner, and undertake relatively light-touch work to evaluate new system and policy.
5. Embed quality review processes for Personal Tutor system and oversee transition from Enhancing Student Support project to mainstreamed activity.
6. Collaboration – follow up joint Governance and Strategic Planning / International Office / Academic Services Collaboration project with further guidance and support for collaborative activities.

6.4 Researcher Experience Committee

In order of priority:

1. Enhance annual progression review process - oversee implementation of the new EUCLID system tools for supporting the online annual progression review process and encourage Schools to use them; review guidelines for postgraduate research student annual progression review.
2. Develop a clearer idea of what an Edinburgh PhD should be, through benchmarking, consultation, and alignment with broader thinking in the University (eg the development of the Strategic Plan, work regarding collaborative provision).
3. Review supervisor selection and training arrangements.
4. Explore options for a Mentoring role.
5. Explore concept of Distance / Flexible Learning PhDs.
6. Support/promote career development planning for Early Career Researchers.
7. Doctoral Training Centres – monitor development of new centres and feed into the development of proposals for central coordination and support.
8. Postgraduate Research Space – identify priorities / recommendation for policy development by Space Enhancement and Management Group.

6.5 Cross-committee priorities

In order of priority:

1. Undertake externally-facilitated Senate and Senate Committees Effectiveness review.
2. Policies and Codes - Programme of review of policies including equality impact assessments.
3. Contribute to the development of the University's next Strategic Plan, taking account of the Committees' priorities, visions and values (for example regarding sustainability and social responsibility).

7. Senate Committees Symposium

The Senate Committees' Symposium took place on the 8 May 2015. Seventy people attended the symposium including Committee members, participants from EUSA, Court and Senate, staff invited from the Schools, Colleges and Student Services. The Symposium gave the Senate Committees the opportunity to reflect on their work undertaken during the academic year, and to plan activity for the forthcoming year in a coordinated manner. The predominant area identified for enhancement was communication with stakeholders. This issue will be explored further in the light-touch governance review of Senate and the Senate Committees, which is being undertaken during Spring / Summer 2014/15. Senate will consider the report of this light-touch review at its first meeting in 2015/16.

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26 May 2015

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

17 September 2015

EUSA Priorities 2015-16

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper seeks to provide an introduction to EUSA's new sabbatical officers and their priorities for 2015-16.

Action requested

This paper is for information

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Freedom of information

Can this paper be included in open business? Yes

Any Other Relevant Information

Originators of the paper

Imogen Wilson, EUSA Vice President Academic Affairs, September 2015

The sabbatical officers elected for 2015-16 are:

Jonny Ross-Tatam, EUSA President

Imogen Wilson, EUSA Vice President Academic Affairs (VPAA)

Andy Peel, EUSA Vice President Societies & Activities (VPSA)

Urte Macikene, EUSA Vice President Services (VPS)

VPAA Objectives for 2015-16:

1. Addressing Assessment issues

The aim is to ensure assessment is varied and challenging while meeting modern expectation of a world-class institution, and to put students' interests ahead of traditional practice. Every student learns in a different way, and our assessment options should reflect this. We should always aim to promote a culture of community where students feel that they can approach academic staff with questions.

- End the physical hand-in – students should not have to hand in work on paper if they are handing in assessment online already. If staff want to read and mark the work on paper, they should be responsible for printing it. Turning in work on paper adds stress and additional financial costs for students, and is not environmentally friendly.
- Examine courses taught in semester 1 in the December exam diet, and have exam boards meet shortly thereafter and not months later to confirm marks.
- Diversify assessment away from exams – this could mean: more take-home/open book exams, more informal in-class assessment, tests during the semester rather than at the end, a greater reliance on coursework, etc. We encourage staff to include Reps or all students in a cohort in discussions about different forms of assessment for learning.
- Have a semester structure to aid assessment and re-sit issues – we need to somehow address the problem of our asymmetric semesters and stop using it as an excuse.

2. Progressive and flexible learning

The aim is to promote innovative ways of learning and teaching by putting an emphasis on student/staff collaboration, on open access learning, making the most of vast online opportunities, and making those opportunities available for students outside of Edinburgh too.

- Continue and hopefully expand SLICCs after the pilot.
- Promote the new 'introduction to Gender Studies' course which will be formally co-created by students and staff as part of the 'SPS in Practice' course in semester 2 this year.
- Promote innovative ways of giving students feedback, including audio-recorded feedback, Feedback Days or Meet the Marker events that encourage all students (no matter if they have done well or struggled with the assessment) to meet with staff and discuss how they can improve

- Challenge tradition by prioritising liberation issues in the curriculum and across the university
- Design an introductory section of the Holyrood Elections MOOC which can be used as an educational resource for first time voters at Edinburgh University, other universities and colleges, and secondary schools in the wider community

3. To protect the rights of students and staff.

The aim is to prevent the negative impacts of government cuts, and always have the highest-possible quality of education as our number 1 priority.

- Campaign against any proposed fee rises.
- Bring back the post-study work visa, or failing this, reverse the cruel new financial demands around extending a tier 4 visa.
- Expose and then cover extra course costs
- Ensure tutors are on contracts that they want, that they are adequately trained (and paid for their training), that they have clear marking criteria provided when marking students' work, and that their pay adequately takes into account the time needed to mark work and provide high-quality feedback.