

H/02/27/02

**Meeting of the Senatus Curriculum and Progression Committee  
to be held at 2.00pm on Thursday 14 April 2016  
in the Board Room, Chancellor's Building, Little France**

A G E N D A

- |     |   |               |
|-----|---|---------------|
| 1.  | Minutes of the meeting held on 17 March 2016  | Enclosed      |
| 2.  | Matters Arising   |               |
|     | <b>For discussion</b>   |               |
| 3.  | College Reports: CMVM MBChB   | CSPC 15/16 5A |
| 4.  | Review of the Code of Practice on Abuse of Alcohol by Students and the Code of Practice on Abuse of Drugs by Students | CSPC 15/16 5B |
| 5.  | Programme and Course Handbooks Policy   | CSPC 15/16 5C |
| 6.  | Draft Taught Assessment Regulations 2016/17   | CSPC 15/16 5D |
| 7.  | Draft Postgraduate Assessment Regulations for Research Degrees 2016/17  | CSPC 15/16 5E |
| 8.  | Draft Undergraduate Degree Regulations 2016/17  | CSPC 15/16 5F |
| 9.  | Draft Postgraduate Degree Regulations 2016/17   | CSPC 15/16 5G |
| 10. | Draft Higher Degree Regulations 2016/17   | CSPC 15/16 5H |
| 11. | Draft Degree Regulations and Programmes of Study Glossary 2016/17   | CSPC 15/16 5I |
| 12. | Collaborative Concession  | CSPC 15/16 5J |
|     | <b>For information and formal business</b>  |               |
| 13. | Credit for Study Abroad Task Group update   | Verbal report |
| 14. | Assessment and Progression Tools  | Verbal report |
| 15. | Knowledge Strategy Committee  | CSPC 15/16 5K |
| 16. | Any Other Business  |               |

Ailsa Taylor, Academic Services, 14 April 2016

H/02/27/02  
CSPC: 17.03.16

**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)  
held on Thursday 17 March 2016 at 2.00p.m. in the Raeburn Room, Old College**

**Present:**

Professor Graeme Reid (Vice-Convener)	Dean of Learning and Teaching (CSCE)
Mr Alan Brown	Associate Dean (Academic Progress), (CHSS)
Dr Theresa McKinven	Head of PG Section (CHSS)
Ms Joy Candlish	Head of Academic Affairs (CSCE)
Dr Sheila Lodge	Head of Academic Administration (CMVM)
Professor Helen Cameron	Director, Centre for Medical Education (CMVM)
Mr John Lowrey	Dean of Undergraduate Studies (CHSS)
Dr Antony Maciocia	Dean of Students (CSCE)
Ms Imogen Wilson	Vice President Academic Affairs, EUSA
Dr Neil Lent	Institute for Academic Development
Mr Barry Neilson	Director of Student Systems
Dr Soledad Garcia-Ferrari	ESALA, Edinburgh College of Art
Ms Anne-Marie Scott	IS Learning, Teaching and Web
Professor John Stewart	Director, Biomedical Teaching Organisation
Professor Susan Rhind	Assistant Principal, Assessment and Feedback
Dr Adam Bunni	Head of Governance and Regulatory Team, Academic Services

**In attendance:**

Ms Ailsa Taylor (Secretary)	
Mr Tom Ward	Academic Policy Officer, Academic Services Director, Academic Services

**Apologies for absence:**

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Professor Lesley McAra	Assistant Principal, Community Relations
Professor Allan Cumming	Dean of Students (CMVM)
Dr Ewen Macpherson	School of Engineering

The meeting was convened by Professor Graeme Reid (Vice-Convener).

**1. Minutes of the Previous Meeting**

The minutes of the previous meeting held on Thursday 21 January 2016 were approved as an accurate record.

**2. Matters Arising**

There were no matters arising from the previous minutes.

### 3. Special Circumstances Task Group Update

Mr Tom Ward presented the paper, which provided details regarding the revised Special Circumstances policy, as well as a uniform policy on coursework extensions. The Special Circumstances policy included the notion of a sliding scale as regards requirements for evidence depending on the volume of credit affected. The policy aimed to respond to the difficulty faced by students in getting medical evidence to support special circumstances, and therefore allows students to self-certify in some cases; this was regarded as acceptable for most pieces of in-course assessment.

The Task Group had considered the issue of whether the decision regarding coursework extensions could be made by academic or administrative staff, noting that some teaching administrators had highlighted benefits to administrative involvement in this process. The Group had concluded that it was an academic decision, and should therefore be made by an academic member of staff, but that it could be mediated by teaching office staff.

The paper requested consideration from the Committee of three outstanding issues:

There were three outstanding issues in the paper which the Committee was asked for a decision on:

- The Committee agreed that loss of data or equipment should be kept on the list of circumstances unlikely to be accepted as special circumstances. The Committee did, however, note the need to make students more aware of their responsibilities in this regard.
- Following extensive discussion, the Committee agreed that Special Circumstances Committees should **not** have sight of information relating to students' marks in making a decision on Special Circumstances. The group noted, however, concerns from members that this prevents SCCs from determining whether a particular mark was an outlier.
- The Committee agreed that the maximum length of a coursework extension should be seven calendar days, and that late penalties would also apply for a maximum of seven calendar days.

The Committee further agreed that an option should be added to the list of those available to Boards of Examiners when dealing with special circumstances, stating that they may take no action at course level but refer the matter for consideration at a progression or award Board.

The Committee approved the paper with these changes.

<b>ACTION: Academic Services to make the required changes to the Special Circumstances policy and regulation regarding coursework extensions and publish these.</b>
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### 4. Timetabling Policy and Guidance

Mr Scott Rosie presented this paper and asked the Committee to consider its recommendations. Currently, core teaching is only permitted on Wednesday afternoons in exceptional circumstances. The Convener noted that, due to constraints with timetabling, it is currently not possible to avoid teaching on Wednesday afternoons in all cases. The Committee noted that teaching on Wednesday afternoons is also common on the MBChB programme, and on teaching programmes.

In addressing the recommendations in the paper, the Committee agreed the following:

- 1. The Committee felt that it did not have sufficient information regarding involvement of PGT students in sporting activities on Wednesday afternoons to approve a change, exempting PGT teaching from the restrictions. The Committee also requested a breakdown by College of Wednesday afternoon teaching.
- 2. The Committee agreed that existing curriculum constraints prevent the policy on Wednesday afternoon teaching from being fully upheld.
- 3. The Committee agreed that core “whole class” teaching should be rescheduled to slots outside Wednesday afternoons wherever possible.
- 4. The Committee noted concerns raised by EUSA and EUSU, but agreed to defer any proposals for wider change pending the outcome of the forthcoming global timetable modelling project.

**Action: Mr Scott Rosie to provide a breakdown by College of Wednesday afternoon teaching.**

## 5. Proposals for MBChB from August 2016

Professor Neil Turner presented the proposals for restructuring of the MBChB medical curriculum to the Committee. The proposals included plans for students to gain a BMedSci Honours degree at the end of Year 3 of the new programme. The Committee noted concerns that students would be short of SCQF credit requirements for an Honours degree at the end of Year 3. This deficit could not be entirely addressed by Recognition of Prior Learning. The Committee agreed that this issue would need further consideration before the Committee could agree to it. The Committee also agreed that there should be further discussion between Medicine and partner Schools regarding the management of Year 3.

**Action: Relevant staff from CMVM to discuss options with Academic Services and report back to the next meeting of CSPC.**

**Action: Relevant staff from CMVM to discuss the management of Year 3 with partner Schools.**

The paper proposed that Years 4 to 6 of the new programme be offered as a single course of 180 credits for each year. This would allow the programme to reflect the programme outcomes stipulated by the General Medical Council. The Committee raised concerns that students who partially fail the year should be able to gain some credit for what they have passed.

The Committee agreed that one course per year would be acceptable, but that arrangements should be made to allow students who fail a year to gain partial credit.

The paper proposed that the courses each have 12 learning outcomes, as opposed to the usual maximum of five. Professor Turner explained that these would map more closely onto the GMC’s 16 programme outcomes. The Committee noted that the requirement for five learning outcomes comes from the SCQF, and that this does not preclude providing more detailed information in addition. The Committee agreed that it should be possible to present the relevant information within three learning outcomes.

**Action: CMVM to revise the learning outcomes in order to reduce the number to three.**

The Committee agreed that the Taught Programme Review of Medicine due in November 2017 should pay specific attention to the new structure, and especially the single course approach in Years 4 to 6.

**Action: CMVM and Academic Services to ensure that these issues are considered as part of the TPR.**

## **6. Zhejiang Task Group Remit and Membership**

The Committee approved the remit and membership of the Task Group.

## **7. Zhejiang University – University of Edinburgh Institute: academic management of jointly delivered dual award UG programmes**

Professor John Stewart presented the paper. The Committee noted that an updated version of some of the regulatory documentation had now been produced, which superseded that which had been provided. The newly established institute will have its own regulations for programmes. There are two areas where Chinese students have to do certain courses to get the degree (relating to physical and military training): these courses will not be compulsory for overseas students, and credit will not be awarded for them by the University of Edinburgh.

Tom Ward noted that the Task Group had met recently to discuss proposals regarding the academic governance and regulatory arrangements for the programmes, and tabled a paper setting out the Task Group's advice on these proposals. In general, the Task Group was content with the proposed arrangements, subject to the academic governance arrangements making it clear that key responsibilities held by Schools or Colleges in the University of Edinburgh would not be delegated to the Institute but instead would rest with the Deanery of Biomedical Sciences or the Colleges of Medicine and Veterinary Medicine. For example, external examiners should be appointed by the College. There remained some minor issues with the regulations to be addressed.

The Committee supported the Task Group's advice on the paper, and agreed that it was content for that Task Group to take responsibility for finalising the documentation, and that this would only return to CSPC in the event that there were contentious issues.

**Action: Mr Tom Ward to support the Task Group in finalising the regulations, and address any issues with the existing UoE regulations.**

## **8. Assessment and Progression Tools (APT) Steering Group Recommendations**

Mr Barry Neilson presented the paper. The paper proposed that there be a single date by which all ratified course marks must be available in the student record in Semester 2. This would ensure that ratified marks were available to determine progression and award, offering benefits in terms of efficiency. The Committee noted reservations that the deadline would allow only two weeks between the end of examinations and the upload of ratified marks.

Ms Imogen Wilson explained that students were keen to have a clear date on which exam results would be communicated. The Committee noted that it was already policy that Schools should have webpages setting out the dates that they would publish results.

### **9. SMART System Contingency Plans**

Mr Barry Neilson presented the paper. The paper outlined contingency plans in the event that the SMART system currently used for recording of marks in some Schools failed. The Committee noted that the invocation of Taught Assessment Regulations 67 and 68 on “significant disruption” should only occur in catastrophic situations; Mr Neilson confirmed that this would only be invoked in the event of catastrophic system failure. The Committee was content to approve this approach.

### **10. Double Award PhDs**

Mr Tom Ward presented the paper. The Committee had approved the policy on Dual, Double and Multiple Awards 18 months ago. This had previously excluded PhD programmes.

The Committee approved the revision of the policy to include PhD programmes.

<b>Action: Academic Services to amend and publish the revised policy; make any necessary revisions to the Postgraduate Degree Regulations.</b>
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### **11. Assessment Requirements for Excellence in European Doctoral Education Project (ExEDE) Joint PhD Candidates**

Mr Tom Ward presented the paper. The Committee approved the proposals regarding assessment procedures for ExEDE Joint PhD candidates.

### **12. College of Science and Engineering: New Collaboration Programme and Model – 1+1+1 Collaboration between School of Biological Sciences and Ningbo University**

Ms Joy Candlish presented the paper. The proposal was for a three-year Masters programme, with students spending one year in China, then one year taught masters, before taking this credit back for a further year in China before getting a further Masters degree. From Ningbo’s perspective this would be a dual award, but not from a University of Edinburgh perspective. The students would have to meet admissions criteria in order to enter UoE.

The Committee approved the model, and agreed that it should not be regarded as a dual award.

### **13. Senate Committee Planning 2016/17**

Mr Tom Ward presented the paper. The Committee agreed to send in ideas for priorities via email ahead of the next Committee meeting.

### **14. Visiting and Non-Graduating Student Policy and Procedure**

Mr Tom Ward presented the paper. There are currently two policies in existence covering these issues, which also include details about fees which are not within the control of CSPC.

The Committee approved the proposal to replace these two policies with one Visiting and Non-Graduating Student Policy and Procedure.

### **15. Moderation Policy Review**

Mr Tom Ward presented this item, and asked for the Committee's view regarding a review of moderation policy. The Committee agreed that it would be desirable to simplify the documentation, but that this should be discussed with relevant staff from the Colleges to determine whether the policy should be revised, or deleted. As such, it approved the broad approach set out in options (a) and (b), but with some additional College input into the process.

<b>Action: Ms Sara Welham to discuss with relevant College staff.</b>
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### **16. Credit for Study Abroad Task Group Update**

Professor Graeme Reid presented the paper. The Group has been working on suggested new regulations covering Study Abroad, especially around volume and level of credit required. Further discussions were required regarding the role of the Exchange Coordinator.

It was proposed that the group be expanded to add further academic representation, and from the College of Medicine and Veterinary Medicine.

The Committee agreed the remit and membership of the group (subject to extending the academic representation) and noted the progress of the Group.

### **17. Regulations Review 2016/17**

Two regulations review meetings had been held. In general the most substantive changes relate to study abroad, but there were some issues which warranted further discussion: entitlement to resits and the regulations regarding exclusion through failure to progress; feedback turnaround times; retrospective authorised interruption of studies. There was also desire to discuss whether the Glossary should be pared down or deleted entirely. The Committee agreed that these issues would be discussed at the April meeting of CSPC or by correspondence.

The Committee noted concerns about the difficulty of harmonizing between PGT and PGR issues in the Postgraduate Degree Regulations.

The Committee agreed to replace references in the Regulations to "he", "she" etc. to "they".

### **18. Academic Year Dates**

The Committee noted the progress of the Academic Year Working Group. Proposals were being discussed regarding moving Semester 1 exams to January. Professor Graeme Reid explained that there would be extensive consultation on any final proposals.

### **19. Knowledge Strategy Committee Report**

The Committee noted the paper.

### **20. Final ELIR Reports**

The Committee was invited to read the final ELIR reports.

### **21. Strategic Plan Consultation**

The Committee was invited to contribute to the consultation regarding the new University Strategic Plan.

### **22. Any Other Business**

There was no further business.

Ailsa Taylor, Academic Policy Officer, Academic Services, 24 March 2016

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

**College of Medicine and Veterinary Medicine: MBChB**

**Executive Summary**

Report from the College of Medicine and Veterinary Medicine regarding future plans for the MBChB from 2016/17, following related discussions at CSPC at the 17 March 2016 meeting (CSPC 15/16 4 C).

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

These changes will help us to deliver excellence in education and an outstanding student experience.

**Action requested**

For approval

**How will any action agreed be implemented and communicated?**

We are preparing to run the new programme from 2016/17 and the MTO (Medical Teaching Organisation) continue to communicate with all stakeholders.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

*This was covered in the March 2016 CSPC paper (CSPC 15/16 4 C)*

**2. Risk assessment**

*This was covered in the March 2016 CSPC paper (CSPC 15/16 4 C)*

**3. Equality and Diversity**

*This was covered in the March 2016 CSPC paper (CSPC 15/16 4 C)*

**4. Freedom of information**

*Open*

**Originator of the paper**

Neil Turner, Head of Undergraduate Medical Education, Professor of Nephrology, University of Edinburgh  
14 April 2016

## **MBChB follow-up from CSPC on 17<sup>th</sup> March 2016**

### **Timing of Honours degree – award of Hons at the end of Y3**

We have consulted widely and met to discuss this, and it is clear that whichever path we follow gives rise to anomalies. However, having lost our Pre-Med year, we have not been able to find a straightforward way to justify the current practice of considering our intercalated or 3rd year as equivalent to the final year of an honours programme for the purposes of making an award, while strictly following SQA principles for credits. We therefore propose to return to the fall-back plan of awarding the Hons degree later – on exit would be simplest.

This will make a difference only for students entering from this September; we propose that current students will continue under existing arrangements.

### **Number of outcomes per course**

We have reverted to three outcomes per course, withdrawing the request for 12.

### **Credits for exiting students**

We needed to make a definite statement about how we would award partial credits for students exiting after Year 3 or Year 4 of the new programme. We propose:

Students sit three major assessments within Y4: Semester 1 Examination, Semester 2 Examination, and the End of Year Objective Structured Clinical Examination. In addition they submit in-course assignments in the shape of Case Reports into their portfolio and have their Professionalism assessed.

Should a student not wish to continue on from Y3 to Y4 of the MBChB, we will facilitate transfer to another programme to achieve the 120 credits required to achieve an Honours degree.

Students achieving passes in two out of the three major assessments in Y4 would be awarded 120 credits on aggregate. This would not be sufficient to progress into Y5 of the professional programme, but would permit them to exit with a classified Honours degree, assuming they had fulfilled the requirements for this in Y3.

Neil Turner  
Head of Undergraduate Medical Education  
Professor of Nephrology  
University of Edinburgh  
14 April 2016

CSPC: 14.04.2016  
H/02/27/02

# CSPC 15/16 5 B

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

## **Review of the Code of Practice on Abuse of Alcohol by Students and the Code of Practice on Abuse of Drugs by Students**

### **Executive Summary**

This paper proposes that the University removes the *Code of Practice on Abuse of Alcohol by Students* and the *Code of Practice on Abuse of Drugs by Students*

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

The Codes are part of the University's regulatory framework. The proposal aligns with the University's current priorities for simplification.

### **Action requested**

CSPC is asked to approve the removal and archiving of the Codes, and to report this to the central management Group, for information.

### **How will any action agreed be implemented and communicated?**

The removal and archiving will take effect from 2016/17 and will be publicised to staff as part of Academic Services' new and revised policies updates.

### **Resource / Risk / Compliance**

- 1. Resource implications (including staffing)**  
Action will be carried out within existing resources.
- 2. Risk assessment**  
By removing the two Codes, we reduce any risk of divergent policies, and simplify the regulatory environment for students and staff.
- 3. Equality and Diversity**  
The proposals have no equality and diversity implications.
- 4. Freedom of information**  
The paper is open.

### **Key words**

Alcohol, drugs, codes of practice

### **Originator of the paper**

Ms Sara Welham, Academic Policy Manager, Academic Services  
21 March 2016

## Review of the Code of Practice on Abuse of Alcohol by Students and the Code of Practice on Abuse of Drugs by Students

### Description

1. The *Code of Practice on Abuse of Alcohol by Students* and the *Code of Practice on Abuse of Drugs by Students* were originally approved by the University Court in 1999. Apart from updates to terminology and references, and to take account of University restructuring, the introduction of Personal Tutors and the *Code of Student Conduct*, they have not been reviewed since then. As a result, they do not take account of changes in the University's regulatory and support environment.
2. As part of the University's simplification agenda, this paper proposes that the University consider removing these Codes, which are no longer needed due to the existence of other policies and information provided for students and staff. The table in Appendix 1 systematically analyses both Codes. It outlines where current information is provided and includes proposals to include relevant information in the *Code of Student Conduct Guidance*.

### Action

3. The Curriculum and Student Progression Committee (CSPC) has responsibility for the University's academic regulatory framework. CSPC is invited to consider and, if appropriate, approve the removal and archiving of the *Code of Practice on Abuse of Alcohol by Students* and the *Code of Practice on Abuse of Drugs by Students*, with effect from academic year 2016/17. CSPC is invited to note that Academic Services will update the *Code of Student Conduct Guidance*, to take account of relevant information as proposed in this paper, to take effect from 2016/17. The revised Guidance will be publicised to staff as part of Academic Services' new and revised policies updates.

### Background

4. The Codes were introduced at a time when the University's webpages were not as extensive as at present, and when the then *Code* and *General Statement of Student Discipline* had been unchanged for a number of years. The *Code of Practice on Abuse of Alcohol by Students* and the *Code of Practice on Abuse of Drugs by Students* therefore provided the University with an opportunity to set out its intentions for promoting good health and high standards of conduct; outlining procedures for dealing with alcohol and drug-related problems among students; and signposting internal and external sources of advice and support.
5. The University's aim of preventing alcohol- and drug-related problems through positive action remains the case. This is evident through existing procedures, support and advice, as outlined in Appendix 1. Removing the Codes does not imply any change in approach. However, it will provide a simpler regulatory environment, making it easier for staff and students to manage alcohol- and drug-related problems.

6. Academic Services has carried out some web analytics on traffic on relevant webpages from 1 September 2015 to 16 March 2016. The nature of the analytics and the way the information is provided (in pdf files) means that similar analysis is not possible for earlier years. There were insufficient views of the Drugs and Alcohol Codes to register any traffic, but for the Code of Student Conduct pages there are 1,814 unique events (1,211 from staff pages and 603 from student pages) and for the Support for Study Policy there were 515 unique events, all via staff webpages. It therefore appears that the *Code of Practice on Abuse of Alcohol by Students* and the *Code of Practice on Abuse of Drugs by Students* are not being used.
7. The significant changes that make this simplification possible are:
  - a. The introduction of the *Code of Student Conduct*, and the *Code of Student Conduct Guidance*, in 2014:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct-Guidance.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct-Guidance.pdf)
  - b. The introduction of the *Support for Study Policy* in 2015:  
[www.ed.ac.uk/files/atoms/files//supportforstudypolicy.pdf](http://www.ed.ac.uk/files/atoms/files//supportforstudypolicy.pdf)
  - c. The provision of more information for students on the Student Health and Wellbeing webpages: [www.ed.ac.uk/students/health](http://www.ed.ac.uk/students/health), in particular, on Drugs and Alcohol: [www.ed.ac.uk/students/health/wellbeing/drugs-and-alcohol](http://www.ed.ac.uk/students/health/wellbeing/drugs-and-alcohol)
  - d. The provision of information for staff on helping distressed students: [www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students](http://www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students).
8. This paper also outlines some scenarios in Appendix 2, which explain how instances of drug or alcohol abuse by students are dealt with by the University. Relevant information from these scenarios can be used to update the *Code of Student Conduct Guidance* and in Conduct Investigator briefing and training events.

### Consultation

9. This is a simplification and rationalisation of processes, and has not involved full review and consultation on either of the Codes. However, Accommodation Services, which is the unit which has handled most instances of drug or alcohol abuse on University premises, has been consulted to ensure that the proposals are consistent with the University's approach. Legal Services has been consulted to ensure that the proposals take account of the University's legal obligations and that any student behaviour which would have been a breach of the Codes on the Abuse of Alcohol or Drugs can be dealt with under the *Code of Student Conduct*. The suggestion to remove the *Code of Practice on Abuse of Alcohol by Students* and the *Code of Practice on Abuse of Drugs by Students* has been welcomed in principle by EUSA and College Offices.
10. As no changes are proposed to the student discipline arrangements in the University, there is no need to update the *Code of Student Conduct*, which is subject to Court resolution. Therefore there is no need to report this to the University Court. This has been confirmed

with the Head of Court Services. CSPC is invited to report the removal of the Codes on the Abuse of Alcohols or Drugs by Students, if approved, to CMG for information.

### **Communicating and implementing the decision**

11. The changes to the regulatory environment will be highlighted to key stakeholders as part of Academic Services' new and revised policies updates. It will also be included in Academic Services' briefing and discussion forum events for staff involved in the disciplinary process.

### **Evaluating the impact**

12. CSPC is invited to consider whether it would be appropriate to monitor web analytics for a similar period in 2016/17, to compare this with the 2015/16 figures.

### **Resources/risk/equality and diversity**

13. The work to review and implement the proposed changes will be carried out within existing resources.
14. By removing the two Codes, we reduce any risk of divergent policies, and simplify the regulatory environment for students and staff. By including relevant information within existing Guidance we will raise its profile, and reduce any potential for confusion or different interpretation.
15. The proposals have no equality and diversity implications. Equality impact assessment of the Codes were carried out in 2015 and did not identify any negative impacts on any protected characteristic groups. Action in future will be taken in line with the *Support for Study Policy* and the *Code of Student Conduct*, which have both had equality impact assessments.

Ms Sara Welham, Academic Services  
21 March 2016

**Analysis of the Codes in relation to current University documentation**

Code of Practice on the Abuse of Drugs by Students	Code of Practice on the Abuse of Alcohol by Students	Relevant current University documentation
<p><b>1. Introduction</b></p> <p>The University of Edinburgh is taking positive action in the form of this Code of Practice designed to tackle actual and potential drug-related problems amongst its student population. The University wishes to promote good health practices and maintain high standards of conduct amongst its students, and it must be concerned where health or behavioural problems impair the academic performance, personal safety, or living and learning environment of members of its community. Drug abuse is recognised as a cause of such impairment, both for those individuals who misuse them and for other members of the community who may be affected by any short or long term behavioural problems which result from abuse. <b>Drug abuse can be a criminal offence and may also constitute misconduct under the University’s Code of Student Conduct.</b><sup>1</sup> Drug-related problems can arise from the abuse of illegal drugs; the abuse of controlled prescribed drugs or other prescription drugs (when used by someone other than the person for whom they were prescribed); or from the abuse of any other substance which can be dangerous when used inappropriately or excessively.</p>	<p><b>1. Introduction</b></p> <p>The University of Edinburgh is taking positive action in the form of a Code of Practice designed to tackle actual and potential alcohol-related problems amongst its student population. It is not the University’s policy to intrude upon the privacy of individuals, particularly in health matters. The University does, however, wish to promote good health practices and maintain high standards of conduct amongst its students, and it must be concerned where health or behavioural problems impair the academic performance, personal safety, or living and learning environment of members of its community. Abuse of alcohol is recognised as constituting such impairment, both for those individuals who misuse it and for other members of the community who may be affected by any short or long-term behavioural problems which result from abuse.</p>	<p>Positive action: University campaigns to tackle drug- and alcohol-related problems; to raise awareness of issues; and to promote health and well-being. Examples include providing a wide range of events in induction programmes which are not alcohol-related; EUSA events like the Wellbeing Week, and information on health and wellbeing. <a href="http://www.ed.ac.uk/students/health">www.ed.ac.uk/students/health</a></p> <p>The <i>Code of Student Conduct</i> sets out expectations for student conduct, and the <i>Support for Study Policy</i> sets out the University’s duty of care and measures of support and advice available.</p> <p>Highlighted text will be considered for inclusion in the Code of Student Conduct Guidance, which provides information to staff involved in handling misconduct cases.</p>

<sup>1</sup> Highlighted text will be considered for updating the *Code of Student Conduct Guidance*.

<b>Code of Practice on the Abuse of Drugs by Students</b>	<b>Code of Practice on the Abuse of Alcohol by Students</b>	<b>Relevant current University documentation</b>
<p>This Code of Practice outlines the University's position with regard to the abuse of drugs by any member of the student body. It should be considered alongside the Code of Practice on the Abuse of Alcohol by Students, which sets out the University's position with regard to the abuse of alcohol.</p> <p><a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Other/AlcoholAbuse.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Other/AlcoholAbuse.pdf</a></p>	<p>This Code of Practice outlines the University's position with regard to the abuse of alcohol by any member of the student body. It should be considered alongside the Code of Practice on the Abuse of Drugs by Students, which sets out the University's position with regard to the abuse of illegal drugs, controlled prescribed drugs, other prescription drugs or any other substance which can be dangerous when used inappropriately or excessively.</p> <p><a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Other/DrugAbuse.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Other/DrugAbuse.pdf</a></p>	<p>These paragraphs provide cross references to relevant Codes. Similar cross references to relevant Codes and Policies are provided in the <i>Code of Student Conduct</i> and the <i>Support for Study Policy</i>.</p>
<p><b>1.1 Aim</b></p> <p>The University's aim is to prevent drug-related problems through positive action. Where problems nevertheless occur this Code of Practice should provide a framework within which relevant staff who detect such problems can provide back-up support and act on the problems to minimise any harm which might otherwise result. Where appropriate such staff would also initiate disciplinary procedures using the Code of Student Conduct.</p> <p><a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct.pdf</a></p>	<p><b>1.1 Aim</b></p> <p>The University's aim is to prevent alcohol-related problems by the positive action of providing appropriate information for students, and training and support for staff. Where problems nevertheless occur, this Code of Practice should provide a framework which relevant staff who detect such problems can provide back-up support and act on the problems to minimise any harm which might otherwise result. Where appropriate such staff would also initiate disciplinary procedures using the Code of Student Conduct.</p> <p><a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct.pdf</a></p>	<p>Positive action: see above</p> <p>Training for staff: a variety of training and awareness raising is available for staff, including training for Conduct Investigators and staff training run by the Student Counselling and Student Disability Services.</p> <p>Framework for staff: this is provided in the <i>Support for Study Policy</i>, the <i>Code of Student Conduct</i>, and the <i>Code of Student Conduct Guidance</i>.</p>

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<p><b>2. Awareness</b></p> <p>Organisations within the University which students can approach for help and advice include: the University Health Service; Health and Safety Services; the Student Counselling Service; Personal Tutors; Senior Tutors; Postgraduate Supervisors; Course Organisers; Programme Directors and the Chaplaincy. In addition, the University of Edinburgh Student's Association Advice Place provides a specialist support service co-ordinated by students, which holds lists of external drug use prevention agencies. A list of useful contacts is provided at the end of this document.  <a href="http://www.eusa.ed.ac.uk/adviceplace/">www.eusa.ed.ac.uk/adviceplace/</a></p>	<p><b>2. Awareness</b></p> <p>Organisations within the University that can be approached for help and advice include: the University Health Service; Health and Safety Services; the Student Counselling Service; Personal Tutors; Senior Tutors; Postgraduate Supervisors; Course Organisers; Programme Directors and the Chaplaincy. In addition, the University of Edinburgh Student's Association Advice Place provides a specialist support service co-ordinated by students. A list of useful contacts is provided at the end of this document.  <a href="http://www.eusa.ed.ac.uk/adviceplace/">www.eusa.ed.ac.uk/adviceplace/</a></p>	<p>Information about organisations within the University that can be approached for help and advice is provided in a variety of places, including the <i>Support for Study Policy</i> and guidance for staff who are helping distressed students.  <a href="http://www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students">www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students</a></p>
<p><b>3. Procedures regarding Abuse of Drugs</b></p> <p>If it is to promote good health and conduct and satisfy its legal obligations, the University cannot tolerate the abuse of drugs on its premises. It is an offence under the Misuse of Drugs Act 1971 for a person knowingly to allow drugs to be used, kept or supplied on his/her premises. It is also illegal under the Act to ignore such occurrences. In addition to its own aims, therefore, the University is committed by law to forbid the possession, use or supply of drugs on its premises and it has a duty to act if it finds out that such abuse has been or is taking place.</p> <p>The action which should be taken if students are discovered to be, or are suspected of, using, keeping or supplying drugs is outlined below.</p>	<p><b>3. The University's procedure for dealing with alcohol-related problems among students</b></p> <p>The University will encourage student access to internal and external services which offer support to those with alcohol-related problems. The action which should be taken when students exhibit signs of alcohol abuse is outlined below.</p>	<p>The University has obligations under the legislation. The <i>Code of Student Conduct</i> (CSC) includes the misconduct offence of "Deliberately doing, or failing to do, anything which thereby causes the University to be in breach of a statutory obligation". Therefore action can be taken under the CSC if a student uses, keeps or supplies drugs on University premises.</p> <p>Other misconduct offences in the CSC are also relevant, depending on the actions of the students</p>

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		<p>involved. See Appendix 2 for various scenarios, e.g. supplying drugs to others could be “Behaving in a way likely to cause injury to any person or to impair safety”. The University is entitled “to investigate and take action on misconduct offences whether they take place on University, EUSA or EUSU premises or elsewhere”.</p> <p>As noted above, the University signposts students to internal and external services using a variety of methods.</p> <p>Highlighted text will be considered for inclusion in the <i>Code of Student Conduct Guidance</i>, which provides information to staff involved in handling misconduct cases. The examples of misconduct offences in the Guidance will be updated.</p>
	<p><b>3.1 Establishing the Problem</b></p> <p>Characteristics which indicate an alcohol-related problem included changes in performance, mood, attendance patterns, concentration and general behaviour. Such problems can usually be categorised as one of the following:</p>	<p>This is an explanatory section. Depending on the nature and gravity of the behaviour, staff could use either the <i>Support for Study Policy</i> (SfS) or the CSC. Both these policies include the scope for early, local intervention.</p>

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	<ul style="list-style-type: none"> <li>• incidents of occasional or infrequent over-indulgence which result in socially unacceptable or dangerous behaviour, but which do not indicate physical or psychological dependence;</li> <li>• continuing misuse which repeatedly results in socially unacceptable or dangerous behaviour and/or impairs academic performance, and does indicate physical or psychological dependence.</li> </ul> <p>The type of response from a member of staff to the second would generally be different from that to the first.</p>	<p>As noted above, the University signposts students to internal and external services using a variety of methods.</p>
	<p><b>3.2 Initial response</b></p> <p>Any member of staff who identifies the alcohol-related problem should report it to the student's Personal Tutor, Senior Tutor, Programme Director or Postgraduate Supervisor, who should investigate it informally and discuss it with the student. If continual misuse is suspected, the student should be encouraged to seek help voluntarily from the Student Counselling Service, the University Health Service or other General Practitioner, or the Chaplaincy Centre.</p>	<p>The <i>Support for Study Policy (SfS)</i> and the CSC set out routes for investigating problematic behaviour. Both these policies include the scope for early, local intervention.</p> <p>The University signposts students to internal and external services using a variety of methods.</p> <p>EUSA's Advice Place also signposts students to drug and alcohol support agencies.</p>

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	<p>The Edinburgh University Students' Association's Advice Place holds information on external agencies.</p> <p>If the student continues to ignore the advice offered, or is not willing to seek help voluntarily, the member of staff shall bring the matter to the attention of the Head of School or his or her nominee who shall discuss the matter with the student. <u>Except where the problem is proving sufficiently disruptive to constitute a breach of the Code of Student Conduct, the member of staff should take no further action unless directed to do so.</u> Where it is considered that the student's behaviour may constitute misconduct under the Code of Student Conduct, the student should be referred for conduct investigation. Outcomes from such investigations may be recorded permanently on the student's record.</p>	<p><a href="http://www.eusa.ed.ac.uk/support_and_advice/the_advice_place/health_and_wellbeing/drugs_and_alcohol/">www.eusa.ed.ac.uk/support_and_advice/the_advice_place/health_and_wellbeing/drugs_and_alcohol/</a></p> <p>The SfS gives the University scope to take action in instances where a student ignores advice or does not voluntarily seek help. The underlined text has therefore been superseded by this new policy.</p> <p>Where a student's behaviour warrants it, regardless of whether an original impetus may have been alcohol-abuse or not, there is the ability to refer matters under the CSC.</p>
<p><b>3.1 Suspicion of possession or use of any drugs on University Premises</b></p> <p>Subject to paragraphs (3.2) and (3.3) below, if a member of staff becomes aware or suspects that drugs have been used or kept for personal use on University premises, the matter should be referred to a Personal Tutor, Senior Tutor, Programme Director, a Postgraduate Supervisor or a member of the Accommodation Services' Warden staff or Flats Managers to investigate. If appropriate after investigation, the student should be given a written warning</p>		<p>Keeping or using drugs on University premises is an offence and therefore investigation under the CSC is appropriate. The procedure for staff to follow, and who to notify, is set out in the CSC and its associated Guidance. Having a single reporting route will simplify procedures for staff and reduce the scope for following inappropriate procedures.</p>

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<p>that he/she must not again use or keep drugs on University premises.</p> <p>If this warning is breached or ignored, or if the gravity of the offence is such that it constitutes misconduct under the Code of Student Conduct, the student should be referred for conduct investigation. Outcomes from such investigations may be recorded permanently on the student’s record.</p>		<p>There are a range of penalties available under the CSC, including issuing a reprimand, which aligns with issuing a written warning. The reprimand would make clear that the student must not use or keep drugs on University premises. “Failure to comply with a previously-imposed penalty under this Code” is an offence under the CSC.</p>
<p><b>3.2 Evidence of possession, use or supply of any drugs, on or off University premises</b></p> <p>If a member of staff discovers a student in the act of misusing drugs, he/she shall refer the matter to the relevant Head of School with a view to action being taken against the student under the Code of Student Conduct. Similarly, if a student is found to be involved in the supply of any drugs, this is immediately reported to the relevant Head of School, who will take action under the Code of Student Conduct and will report it to the Secretary of the Student Discipline Committee.</p> <p>The relevant Head of School should also be notified directly in any circumstances where it is believed that the student might do serious harm to him/herself or others. The student should be informed that such action has been taken and should be investigated by a Conduct Investigator as soon as practicable thereafter. The appropriate action, which could</p>		<p>The procedure for staff to follow, and who to notify, is set out in the CSC and its associated Guidance. Having a single reporting route and fewer Codes to cross-reference will simplify procedures for staff and reduce the scope for following inappropriate procedures.</p> <p>The CSC also includes procedures for circumstances where a student may be a danger to him or herself or others; the action which can be taken; and the consideration and steps for immediate suspension of a student.</p>

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be to suspend or expel the student, is then taken in accordance with the Code of Student Conduct.		
<p><b>3.3 Reporting to the Police</b></p> <p>In addition to the action taken in (3.1) and (3.2) above, all cases of drug use, possession and supply should be reported by the relevant member of staff to the Secretary of the Student Discipline Committee, who will be responsible for the University's interaction with the police.  <a href="http://www.ed.ac.uk/academic-services/staff/discipline/discipline-committee">www.ed.ac.uk/academic-services/staff/discipline/discipline-committee</a></p>		<p>There are few instances in practice where this has been followed. By having a single process (under the CSC) the University will be better placed to handle such reporting and relationships with the police.</p>
<p><b>3.4 Reporting of Drug Use by Students</b></p> <p>From time to time, information on drug use, purchase, production, storage or sales of drugs may come to the attention of a member of the University community. In such circumstances that individual, whether student or staff, should be encouraged to report this, anonymously if he/she wishes, giving as much information as possible to a member of staff such as a Personal Tutor, Senior Tutor, Student Support Team, Programme Director, Postgraduate Supervisor or Warden to enable the University to investigate the matter.</p>		<p>Investigations under the CSC are carried out by Conduct Investigators.</p> <p>The University also has a Complaint Handling Procedure.  <a href="http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure">www.ed.ac.uk/university-secretary-group/complaint-handling-procedure</a></p> <p>Highlighted text will be considered for inclusion in the <i>Code of Student Conduct Guidance</i>, which provides information to staff involved in handling misconduct cases.</p>

Code of Practice on the Abuse of Drugs by Students	Code of Practice on the Abuse of Alcohol by Students	Relevant current University documentation
<p><b>4. Provision of support to students with drug-related problems</b></p> <p>The University should encourage student access to internal and external services which offer support to those with drug-related problems. The action to be taken when a student exhibits signs of drug abuse or come for support in relation to a drug-related problem is outlined below:</p> <p><b>4.1 Advice and referral for specialist support</b></p> <p>Any member of staff who suspects a student may have a drug-related problem, or from whom support is sought by a student with a drug-related problem, should seek to discuss this informally with the student. If regular abuse or dependency is suspected, the student should be encouraged to seek help voluntarily from the University Health Service or his/her own GP, the Student Counselling Service or the Chaplaincy Centre.</p> <p>The Edinburgh University Students' Association's Advice Place holds information on external agencies. Should the assistance of specialist support from outside the University be considered appropriate, the student may, but only with his/her consent, be referred to an external agency, such as a drug use prevention team. (See list of useful contacts at the end of this document.)</p> <p>If the student continues to ignore the advice offered, or is not willing to seek help voluntarily, the member of staff shall bring the matter to the attention of the Head of College or</p>		<p>As noted above, the University and EUSA signpost students to internal and external services using a variety of methods.</p> <p>Advice for staff on helping distressed students, which references drug and alcohol use, is provided. This also signposts staff to specialist support services, both internal and external to the University.  <a href="http://www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students">www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students</a></p> <p>Removing the <i>Code of Practice on the Abuse of Drugs by Students</i> reduces the number of documents a member of staff needs to consult.</p> <p>The SfS gives the University scope to take action in instances where a student is unable or unwilling to cooperate in the management of their wellbeing, for example if the student ignores advice or does not voluntarily seek help. The underlined text has therefore been superseded by this new policy.</p>

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<p>his or her nominee who shall discuss the matter with the student. <u>Except where the problem is proving sufficiently disruptive to constitute a breach of the Code of Student Conduct, the member of staff should take no further action unless directed to do so.</u></p>		<p>Where a student’s behaviour warrants it, regardless of whether or not an original impetus may have been as a result of drug-abuse, there is the ability to refer matters under the CSC.</p>
<p><b>4.2 Sharing of Information</b></p> <p>Where a member of staff is approached by a student seeking advice and support on problems relating to drug use, discussions that are pastoral and supportive in nature should be treated sensitively. The staff member should obtain the student’s consent to pass on information to those who need to know in order for support to be provided, and the matter should be discussed no more widely than is necessary to provide the student with appropriate support.</p> <p>Sharing of information on drug-related problems without the student’s consent should only take place for reasons of health and safety, emergency or public policy – for instance, in circumstances where it is believed that the student might do serious harm to him/herself or others were the matter not raised elsewhere. If it is considered that the situation justifies such action a person, such as a Warden or Flats Manager in Accommodation Services, a Personal Tutor, Senior Tutor, Student Support Team, Programme Director, a Postgraduate Supervisor or a Conduct Investigator, may be alerted without the student’s consent. In such circumstances, the student should be informed of the action taken.</p>	<p><b>3.3 Sharing of information</b></p> <p>Discussions with a student experiencing alcohol-related problems must be treated sensitively. The staff member should obtain the student’s consent to pass on information to those who need to know in order for support to be provided, and the matter discussed no more widely than is necessary to provide the student with appropriate support.</p> <p>Sharing of information on alcohol-related problems without the student’s consent should only take place for reasons of health and safety, emergency or public policy – for instance, in circumstances where it is believed that the student might do serious harm to him/herself or others were the matter not raised elsewhere. If it is considered that the situation justifies such action, a person, such as a Warden, Personal Tutor, Senior Tutor, Student Support Team, Programme Director, Postgraduate Supervisor or Head of College or his or her nominee, may be alerted without the student’s consent. In such circumstances, the student should</p>	<p>Current information on this is provided in advice for staff on supporting distressed students: <a href="http://www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students">www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students</a></p> <p>This includes up-to-date guidance on recording information, student consent and confidentiality.</p> <p>A reduction in the number of policies and guidance providing information on a similar topic, reduces the potential risk for conflicting advice.</p> <p>The need for urgent action is also referenced in the SfS and CSC.</p> <p>The University has obligations under the Data Protection Act regarding disclosure of student information:</p>

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<p>Where a member of staff suspects drug abuse or that a student has breached or ignored a written warning not to abuse drugs on University premises and initiates a discussion on the matter with the student, such discussion would be disciplinary in nature and would not normally require to remain confidential.</p> <p>A student should be advised to consider seriously seeking help from one of the agencies recommended and in particular from his/her family. The University should not inform a student's next of kin without his/her consent.</p>	<p>be informed by the person referring him/her of the action taken.</p> <p>A student should be advised to consider seriously seeking help from one of the agencies recommended and in particular from his/her family. The University should <b>not</b> inform a student's next of kin without his/her consent.</p>	<p><a href="http://www.ed.ac.uk/records-management/data-protection/guidance-policies/student-information">www.ed.ac.uk/records-management/data-protection/guidance-policies/student-information</a></p>
<p><b>4.3 Academic Support</b></p> <p>In appropriate circumstances, efforts should be made to ensure that a student experiencing drug-related problems will be able to continue with his/her programme of study. Where necessary, those providing advice may, with the permission of the student concerned, notify an appropriate person - such as the Head of College or his or her nominee, Head of School, Personal Tutor, Senior Tutor, Programme Director or Postgraduate Supervisor - that a student is undergoing personal problems which might impact upon his/her academic performance. In such circumstances, the Head of College or his or her nominee might, for example, be consulted about a possible interruption of studies.</p> <p>Students should be reminded of the requirement in the assessment regulations to report special circumstances <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/SpecialCircumstances.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Policies/SpecialCircumstances.pdf</a></p>	<p><b>3.4 Academic Support</b></p> <p>In appropriate circumstances, efforts will be made to ensure that a student experiencing alcohol-related problems is able to continue with his/her programme of study. Where necessary, those providing advice may, with the permission of the student concerned, notify an appropriate person - such as the Head of College or his or her nominee, Head of School, Personal Tutor, Senior Tutor, Postgraduate Supervisor or Programme Director - that the student is undergoing personal problems which might impact his/her academic performance. In such circumstances, the Head of College or his or her nominee might, for example, be consulted about possible leave of absence (for undergraduate students) or suspension of studies (for postgraduate students).</p>	<p>The SfS outlines procedures for supporting students through their study at times when their behaviour is giving cause for concern and this is believed to be due to a health problem. This includes reference to concessions such as interruption of studies.</p> <p>Students are now reminded before each examination diet of the requirement to report special circumstances.</p>

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Procedures for notifying such special circumstances are outlined in the Special Circumstances policy.	Students should be reminded of the requirement in the assessment regulations to report special circumstances <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf</a> Procedures for notifying such special circumstances are outlined in the Special Circumstances policy.	
	<b>3.5 External Support</b>  Should the assistance of specialist support from outside the University be considered appropriate, the student may, but only with his/her consent, be referred to a relevant external agency, such as Alcoholics Anonymous. (See list of useful contacts provided at the end of this document).	As noted above, the University signposts students to internal and external services, including information on drug and alcohol support agencies. <a href="http://www.ed.ac.uk/students/health/well-being/drugs-and-alcohol">www.ed.ac.uk/students/health/well-being/drugs-and-alcohol</a>
<b>4.4 Code of Student Conduct</b>  A student suspected of drug abuse may be liable for disciplinary action under both the criminal law and the University's Code of Student Conduct. The abuse of drugs is a criminal offence, and also constitutes misconduct under the University's Code of Student Conduct when the abuse takes place on University premises or affects or concerns other members of the University community. The University reserves the right to report abuse of drugs to the police.  Where a case of drug abuse is reported to the police, the student concerned may be suspended or excluded from	<b>3.6 Code of Student Conduct</b>  The University's Code of Student Conduct may apply, both in cases which do not constitute a criminal offence and in cases where criminal proceedings are pending or have been concluded.  In a disciplinary case where a student is known to have an alcohol problem, that problem may be taken into account but it will not automatically exempt the student from the normal consequences of his/her misconduct.	The CSC sets out the framework for student discipline and expectations for student conduct; the relationship between misconduct and the law; and the scope for immediate suspension of a student.  The CSC notes that health conditions or disabilities may be taken into account as part of a student conduct investigation, but

<b>Code of Practice on the Abuse of Drugs by Students</b>	<b>Code of Practice on the Abuse of Alcohol by Students</b>	<b>Relevant current University documentation</b>
<p>both membership of the University and occupation of its premises under the Code of Student Conduct. Action may be taken under the Code of Student Conduct whether or not police or external proceedings take place (see the “Misconduct and the Law” section in the Code of Student Conduct). In such cases the University will take whatever action it considers will most effectively discourage the proliferation of drug abuse within the institution and will protect the student body as a whole.</p> <p>The University takes a particularly serious view of the abuse of drugs in cases where the student is involved in the supply or production of drugs or in criminal behaviour linked to the obtaining of drugs or money to purchase them.</p> <p>The provisions of Accommodation Services’ <i>Halls and Houses Regulations</i> (available from Accommodation Services) will also be particularly relevant to those students living in University-owned accommodation. <a href="http://www.accom.ed.ac.uk/">www.accom.ed.ac.uk/</a></p>	<p>The provisions of Accommodation Services’ <i>Halls and Houses Regulations</i> (available from Accommodation Services) will also be particularly relevant to those students living in University-owned accommodation. <a href="http://www.accom.ed.ac.uk/">www.accom.ed.ac.uk/</a></p>	<p>the University may still take action under the CSC.</p> <p>Highlighted text will be considered for inclusion in the <i>Code of Student Conduct Guidance</i>, which provides information to staff involved in handling misconduct cases.</p> <p>Accommodation policies are highlighted to students alongside the student contract. <a href="http://www.ed.ac.uk/students/academic-life/contract">www.ed.ac.uk/students/academic-life/contract</a></p>
<p><b>5. Useful Contacts</b></p> <p><b>5.1 Internal Services</b></p> <ul style="list-style-type: none"> <li>University Health Service, 6 Bristo Square (tel: 650 2777) <a href="http://www.health-service.ed.ac.uk/">www.health-service.ed.ac.uk/</a></li> <li>Student Counselling Service, Main Library, George Square (tel: 650 4170) <a href="http://www.ed.ac.uk/schools-departments/student-counselling/home">www.ed.ac.uk/schools-departments/student-counselling/home</a></li> </ul>	<p><b>4. Useful Contacts</b></p> <p><b>4.1 Internal Services</b></p> <ul style="list-style-type: none"> <li>University Health Service, 6 Bristo Square (tel: 650 2777) <a href="http://www.health-service.ed.ac.uk/">www.health-service.ed.ac.uk/</a></li> <li>Student Counselling Service, Main Library, George Square (tel: 650 4170) <a href="http://www.ed.ac.uk/schools-departments/student-counselling/home">www.ed.ac.uk/schools-departments/student-counselling/home</a></li> </ul>	<p>The University and EUSA signpost students and staff to appropriate internal and external services and agencies.</p>

Code of Practice on the Abuse of Drugs by Students	Code of Practice on the Abuse of Alcohol by Students	Relevant current University documentation
<ul style="list-style-type: none"> <li>• Chaplaincy Centre, 1 Bristo Square (tel: 650 2595) <a href="http://www.ed.ac.uk/chaplaincy">www.ed.ac.uk/chaplaincy</a></li> <li>• Health and Safety Department, Charles Stewart House, Chambers Street (tel: 651 4255) <a href="http://www.ed.ac.uk/schools-departments/health-safety">www.ed.ac.uk/schools-departments/health-safety</a></li> <li>• Academic Services, Old College, South Bridge (tel: 650 2138) <a href="http://www.ed.ac.uk/academic-services">www.ed.ac.uk/academic-services</a></li> <li>• Edinburgh University Students' Association, 5/2 Bristo Square (tel: 650 9225 / 0800 206 2341 (freephone)) <a href="http://www.eusa.ed.ac.uk/adviceplace/">www.eusa.ed.ac.uk/adviceplace/</a></li> </ul> <p><b>5.2 External Agencies</b></p> <ul style="list-style-type: none"> <li>• Community Drug Problem Service, 22 Spittal Street, Edinburgh (tel: 537 8345) <a href="http://www.nhslothian.scot.nhs.uk/Services/A-Z/CommunityDrugProblemService/Pages/default.aspx">www.nhslothian.scot.nhs.uk/Services/A-Z/CommunityDrugProblemService/Pages/default.aspx</a></li> <li>• Drugline Scotland (tel: 0800 77 66 00)</li> <li>• Harm Reduction Team, The Exchange, Spittal Street Centre, 22-24 Spittal Street, Edinburgh EH3 9DU. (tel: 537 8300) <a href="http://www.nhslothian.scot.nhs.uk/Services/A-Z/HarmReductionTeam/Pages/default.aspx">www.nhslothian.scot.nhs.uk/Services/A-Z/HarmReductionTeam/Pages/default.aspx</a></li> <li>• Health Scotland: <a href="http://www.healthscotland.com/drugs.aspx">www.healthscotland.com/drugs.aspx</a></li> <li>• Scottish Drugs Forum, 139 Morrison Street, Edinburgh EH3 8AJ. (tel: 221 9300). <a href="http://www.sdf.org.uk/">www.sdf.org.uk/</a></li> <li>• Turning Point Scotland, (tel: 0800 652 3757) <a href="http://www.turningpointscotland.com/edinburgh/">www.turningpointscotland.com/edinburgh/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Chaplaincy Centre, 1 Bristo Square (tel: 650 2595) <a href="http://www.ed.ac.uk/chaplaincy">www.ed.ac.uk/chaplaincy</a></li> <li>• Health and Safety Department, Charles Stewart House, Chambers Street (tel: 651 4255) <a href="http://www.ed.ac.uk/schools-departments/health-safety">www.ed.ac.uk/schools-departments/health-safety</a></li> <li>• Academic Services, Old College, South Bridge (tel: 650 2138) <a href="http://www.ed.ac.uk/academic-services">www.ed.ac.uk/academic-services</a></li> <li>• Edinburgh University Students' Association, 5/2 Bristo Square (tel: 650 9225 / 0800 206 2341 (freephone)) <a href="http://www.eusa.ed.ac.uk/adviceplace/">www.eusa.ed.ac.uk/adviceplace/</a></li> </ul> <p><b>4.2 External Agencies</b></p> <ul style="list-style-type: none"> <li>• Alcoholics Anonymous, tel 0345 697 555, or (0131) 225 2727 or <a href="http://www.aa.org/">www.aa.org/</a> (AA is a fellowship of people who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism.)</li> <li>• Alcohol Concern - <a href="http://www.alcoholconcern.org.uk">www.alcoholconcern.org.uk</a> (Alcohol Concern provides information and guidance, and support for professionals.)</li> <li>• Alcohol Problems Advisory Service, tel: 0115 8240 550 or <a href="http://www.apas.org.uk/">www.apas.org.uk/</a> (APAS is an independent provider of all kinds of services designed to reduce the harm alcohol causes)</li> </ul>	

Code of Practice on the Abuse of Drugs by Students	Code of Practice on the Abuse of Alcohol by Students	Relevant current University documentation
	<p>to individuals, families and the communities they live in.)</p> <ul style="list-style-type: none"> <li>• Edinburgh and Lothian Council on Alcohol, 6 Clifton Terrace, Edinburgh, EH12 5DR, Tel: 0131 337 8188 or <a href="http://elcaalcohol.co.uk/">http://elcaalcohol.co.uk/</a> (ELCA offers one-to-one counselling for people affected by their own drinking or by others' drinking.)</li> <li>• The NHS body Health Scotland has a section giving details of their alcohol-related programme of work and linking to relevant information and websites. <a href="http://www.healthscotland.com/topics/health/alcohol/index.aspx">http://www.healthscotland.com/topics/health/alcohol/index.aspx</a></li> <li>• Institute of Alcohol Studies, tel 0207 222 4001 or <a href="http://www.ias.org.uk/">www.ias.org.uk/</a> (IAS aims to increase knowledge of alcohol and the social and health consequences of its misuse.)</li> <li>• Libra, 4 Norton Park, Edinburgh EH7 5RS, tel 0131 661 0111 (Libra offers counselling for women worried by their own drinking or affected by someone else's.)</li> </ul>	

## Handling of possible drug- and alcohol-related scenarios

For all scenarios, there is the opportunity to signpost students to support and advice available from internal and external agencies. [www.ed.ac.uk/students/health/wellbeing](http://www.ed.ac.uk/students/health/wellbeing)  
[www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students](http://www.ed.ac.uk/student-disability-service/staff/supporting-students/help-distressed-students)

The University takes seriously its duty of care to all members of the University community. The *Support for Study Policy* applies to all students and to all aspects of University life. Under the *Code of Student Conduct*, the University may choose to investigate and take action on misconduct offences whether they take place on University, EUSA or EUSU premises or elsewhere, including online and in social media.

### Scenario A

*It is reported to staff that a student has been abusing alcohol or drugs, which may be legal drugs. Staff have no evidence of this and there has been no change of the student's behaviour.*

This would be dealt with at a local level, e.g. by the student's Personal Tutor or a member of the Student Support Team or ResLife team if the issue has arisen in student accommodation. As there is no evidence of impact on behaviour, then unless the student admits illegal drug use, this could simply be an informal chat, to make the student aware that concerns have been expressed about them and to take the opportunity to remind them of the services and support available to them. This is consistent with the *Support for Study Policy*, Sfs. ResLife issues standard letters to students, and sets out its procedure for its staff, when illegal drug misuse is suspected. These explain the legal position and the risks the student is potentially running.

If the student admits illegal drug use then Scenario C is followed.

### Scenario B

*It is reported to staff that a student has been abusing alcohol or drugs, which may be legal drugs. There has been a change in the student's behaviour and it may be having an impact on their academic engagement. It is not known if the drug use has taken place on University premises. No other student has been affected.*

This would be dealt with at a local level, e.g. by the student's Personal Tutor or a member of the Student Support Team or ResLife team if the issue has arisen in student accommodation. Action can be taken under Sfs Stage 1 – Emerging Concerns. If the abuse is illegal drug-related the student would be made aware that this is an offence; that the University has legal obligations to report drug use on its premises; and that their behaviour risks them breaching the *Code of Student Conduct*, CSC. If the student admits illegal drug use then Scenario C is followed.

If the behaviour continues, or there are ongoing, repeated or more serious concerns, action progresses through the stages in the Sfs.

If the student's conduct deteriorates so there is an impact on others then action may be taken under the CSC, depending on what misconduct offence may have been committed. While the drug or alcohol abuse may be a cause of the misconduct, under the CSC the University is investigating the behaviour. Examples include:

- 12.1 Disrupting, or interfering with any academic, administrative, sporting, social or other University activities;
- 12.2 Obstructing, or interfering with, the functions, duties or activities of any Person;

- 12.3 Violent, indecent, disorderly, threatening or offensive behaviour or language (whether expressed orally, in writing or electronically) including harassment of any Person whilst engaged in any University work, study or activity;

### Scenario C

*Staff become aware that a student has been using or keeping illegal drugs on University premises.*

This is illegal and the University has a statutory obligation to investigate and act. Action is taken under the CSC, investigating misconduct offence 12.13:

- 12.13 Deliberately doing, or failing to do, anything which thereby causes the University to be in breach of a statutory obligation;

In the case of a first offence it is likely that a reprimand will be issued and the student warned about the consequences of their behaviour. The University has the right to report drug use to the Police and will do so, even for first offences, if the gravity of the conduct warrants this.

### Scenario D

*Students are suspected of producing or supplying illegal drugs on University premises or of supplying drugs to other members of the University community.*

This is illegal and the University has a statutory obligation to investigate and act. Action is taken under the CSC, investigating misconduct offences 12.6 and 12.13, although other offences may be considered depending on the nature of the conduct (see Scenario B above):

- 12.6 Behaving in a way likely to cause injury to any Person or to impair safety;  
12.13 See above

The University takes a particularly serious view of the abuse of drugs in cases where the student is involved in the supply or production of drugs or in criminal behaviour linked to the obtaining of drugs or money to purchase them. The University will report the matter to the Police and action may be taken against the student under both criminal proceedings and the CSC.

Depending on the nature of the offence, 12.12 and 12.14 of the CSC may also be investigated:

- 12.12 Misusing or making unauthorised use of University premises or items of property, including IT facilities or safety equipment;  
12.14 Behaving in a way which brings the University into disrepute (without prejudice to the right to fair and justified comment and criticism);

### Scenario E

*At a Student Society event there is excessive drinking and the behaviour of some students gets out of hand.*

Depending on the nature of the conduct, 12.1, 12.3 and 12.6 of the CSC may be investigated (see above). For example, the University takes a different approach to students who drink too much and behave badly, 12.1; drink too much and verbally abuse someone, 12.13; drink too much and set off fire extinguishers, 12.6; or to the event organisers who laid on excessive amounts of alcohol, 12.6. In all cases, where alcohol might have been a trigger, we are investigating and potentially taking action on the actual conduct.

The University of Edinburgh

Curriculum and Student Progression Committee

14 April 2016

## **Programme and Course Handbooks Policy**

### **Executive Summary**

This paper asks the Committee to approve minor changes to the Programme and Course Handbooks Policy to take into account feedback received.

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

Aligns with the current strategic theme of Outstanding Student Experience.

### **Action requested**

The Committee is asked to **approve** the minor changes to the policy.

### **How will any action agreed be implemented and communicated?**

The updated policy will be communicated via Academic Services' annual update on regulations and policies. Taking account of feedback, specific information about the important status of handbooks and the approval process for handbooks (including timing) will be provided.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

Will require minor updates to the structure of handbooks. However, this policy aims to ensure consistent practice and aligns with the UK Quality Code for Higher Education Part C: Information about higher education provision.

#### **2. Risk assessment**

Not required as only minor changes are proposed.

#### **3. Equality and Diversity**

An [equality impact assessment](#) was completed on 25 May 2015 and, as no major changes are proposed to the policy, remains current.

#### **4. Freedom of information**

Open.

### **Key words**

Programme, course, handbook.

### **Originator of the paper**

Nichola Kett, Academic Policy Manager, Academic Services, 30 March 2016

**Minor Changes****Changes made following discussion at the Researcher Experience Committee, 29 September 2015:**

- Explicit confirmation that the Policy applies to research programmes.
- Core content on: supervision and training and development.
- Identified where core content is applicable to only taught or research programmes.

**Enhancement-led Institutional Review 2015:**

- Added as core content a link to the Code of Practice for Supervisors and Research Students.

**Changes made as a result of the Code of Practice for Taught Postgraduate Programmes Review Task Group (discussed at Learning and Teaching Committee on 18 November 2015 ([Paper H](#))<sup>1</sup>):**

- Expanded core content requirements for dissertation.
- Added core content on health and safety and data protection.
- Edited to ensure applicability of policy for online distance learning students.

**Feedback from the Board of Studies session with the College of Humanities and Social Sciences on 8 December 2015 and in light of the simplification agenda:**

Clarified language around the Board of Studies role in the approval of handbooks, confirming that they need to have oversight of the approvals process rather than Boards of Studies approving handbooks themselves.

**Student Representation for Distance Learning Task Group, effective communications work strand:**

Change made to reflect the processes for facilitating communication between student representatives and the students they represent.

**Further clarification on timing of the approval of handbooks in relation to reading lists following discussion at the Curriculum and Student Progression Committee (CSPC) on 17 September 2015:**

“Members made reference to the timing of publication of course and programme handbooks at the start of the programme or course. It was understood that the Programme and Course Handbooks Policy stated that final versions of the handbooks must be available to students “at the start of their programme or course”. However, the Accessible and Inclusive Learning Policy stated that course outlines and reading lists were to be made available at least four weeks before the start of the course. Therefore the timing of publication of course and programme handbooks could be dependent on these factors, depending on the method used for transmitting the course outline and reading list information.”

**Simplification**

General simplification of language, including removal of unnecessary wording.

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<sup>1</sup> Further discussions are needed on what to do with the text relating to the Programme Director and Dissertation Supervisor roles that was contained within the Code of Practice for Taught Postgraduate Programmes.



# Programme and Course Handbooks Policy

## Purpose of Policy

To confirm the status, purpose and core content of programme and course handbooks.

## Overview

The main aim of this policy is to ensure that students know where to find particular information on their programmes and courses through the provision of core content in handbooks. Programme and course handbooks are part of the academic governance framework of the University. Additionally, there are external requirements in relation to the provision of information for students that the University must follow.

## Scope: Mandatory Policy

This policy applies to all staff who are producing programme and course handbooks and applies to both taught and research programmes.

## Contact Officer

Nichola Kett

Head of Enhancement Team,  
Academic Services

[Nichola.Kett@ed.ac.uk](mailto:Nichola.Kett@ed.ac.uk)

## Document control

Dates	Approved: <del>04.06.15</del> 04.16	Starts: 01.08.16	Equality impact assessment: 25.05.15	Amendments:	Next Review: 2018/2019
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## Approving authority

Senatus Curriculum and Student Progression Committee

## Consultation undertaken

Staff in Schools, Colleges and support departments, EUSA, students, and the Project Board

## Section responsible for policy maintenance & review

Academic Services

## Related policies, procedures, guidelines & regulations

[Creating Accessible Handbooks Guidance](#)

## UK Quality Code

Part C: Information about higher education provision

## Policies superseded by this policy

## Alternative format

If you require this document in an alternative format please email [Academic.Services@ed.ac.uk](mailto:Academic.Services@ed.ac.uk) or telephone 0131 650 2138.

## Keywords

Programme, course, handbook



## Programme and Course Handbooks Policy

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### Status of Programme and Course Handbooks

Programme and course handbooks are part of the academic governance framework of the University and are referenced in the Degree Programme Regulations. Therefore, as well as providing information for students on their programme and courses, they can be used to stipulate requirements. Once approved and published, the details set out in programme and course handbooks (~~e.g. statement of assessment, processes, expectations, and requirements~~) must be adhered to by students and staff for the academic session to which it applies.

A **programme** of study is the sum of all the elements leading to a defined graduating curriculum. A **course** is a unit of teaching and learning formally offered within the University, which carries credit expressed in credit points and which may contribute to a University award.<sup>1</sup>

### Requirements

It is the responsibility of Schools to determine how best to provide students with programme and course information. The “home” School must ensure that students are provided with all the necessary information to cover their programme and courses (of particular importance for joint awards). Additionally, consideration should be given to ensuring that students who are taking outside courses are provided with all necessary information. It is not a requirement that handbooks are created for all programmes and courses, but students must be provided with the core content detailed below using an appropriate combination of programme and course handbooks. It is of particular importance that formal agreed assessment and feedback activities (as detailed in the course descriptor) and any related requirements are explicitly communicated in written form at the outset of each ~~level of study and commencement of a~~ programme or course. This does not preclude additional formative assessment and feedback opportunities.

Other types of handbooks are not part of the academic governance framework of the University and are not required to adhere to this policy. Additionally, other types of handbooks (e.g. School or year level handbooks) should not contain any regulatory or academic compliance requirements.

Programme or course handbooks do not need to be physical documents. It may be that information is held on a website, wiki or virtual learning environment and forms the equivalent of a programme or course handbook. Students should be made aware of which form(s) of media their course and/or programme handbooks are held. This policy applies to all forms of media.

The [Creating Accessible Handbooks guidance](#) should be followed for programme and course handbooks. There are no other design requirements in relation to programme and course handbooks.

The core content listed below must be included in programme and course handbooks and can be presented in any order. Core content can be supplemented with any other information the School wishes to provide.

Where information is owned and maintained by another area, links should be provided rather than cutting and pasting it into handbooks. This approach aims to reduce the risk of misinforming students and also to reduce the time taken by staff to produce handbooks. Particular examples include course and programme information on the Degree Regulations and Programmes of Study (DRPS) and academic regulations, policies and guidance.

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<sup>1</sup> [University Glossary of Terms](#)



## Programme and Course Handbooks Policy

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Programme and course handbook content must align ~~directly~~ with the information on the DRPS (including the Degree Programme Specification, the Degree Programme Table and the course descriptor) which forms the definitive record of programme and course information.

Final versions of programme and course handbooks must be made available to students at the start of a programme or course. The Accessible and Inclusive Learning Policy requires reading lists (at minimum indicative core texts) be made available at least four weeks before the start of the course (with additional reading that indicates priority/relevance provided nearer to the start date of the course). Therefore, if reading lists are only contained within handbooks, these need to be made available to students within this timeframe. Arrangements should be made to provide handbooks in an alternative format upon request.

### Approval Process

Boards of Studies have responsibility for the formal oversight of programme and course handbooks. In practice the ~~review/sign-off approval of these documents~~ handbooks can be delegated to ~~other~~ members of staff within a the School as part of an approvals process that ensures accuracy of information and all handbooks are approved prior to the commencement of a course or programme. ~~but the~~ Boards of Studies ~~needs~~ to have formal oversight of the approvals process (and would be expected to record ~~their formal that handbooks had been approved at~~ the relevant Board of Studies meeting). ~~An appropriate approvals process for handbooks should be implemented in each School to ensure accuracy of information and that all handbooks are approved prior to the commencement of a course or programme.~~

### Changes

Exceptionally, changes may need to be made to a programme or course handbook after publication. In this case, all students who are affected by the change must be informed as soon as possible. Changes which differ from the approved programme and course information in the DRPS (including the statement of assessment) are not permitted.

## Purpose

### Programme Handbooks

- A source of information and guidance for students on a specific programme or group of programmes.
- Work in conjunction with degree programme tables, degree programme specifications, degree programme regulations, and assessment regulations to provide students with all the information they require for their studies.
- A collection of information and “signposts” to information that exists elsewhere.
- Contain core content.
- An information resource for staff, external examiners, and professional, statutory and regulatory bodies.

### Course Handbooks

- A source of information and guidance for students on a specific course or group of courses.
- Work in conjunction with the course descriptor to provide students with all the information they require for a specific course.



## Programme and Course Handbooks Policy

- A collection of information and “signposts” to information that exists elsewhere.
- Contain core content.
- An information resource for staff, external examiners, and professional, statutory and regulatory bodies.

### Core Content

Core Content	Description/further information		Reference/Source
<b>Organisation</b> (for accessibility)	Contents page Glossary <sup>2</sup> <b>Standard text</b> (in Arial 14 bold): “If you require this document or any of the internal University Of Edinburgh online resources mentioned in this document in an alternative format please contact [name and contact details]” It is good practice to provide two methods of contact e.g. phone number and email or email and postal address		
<b>Details</b>	<b>Programme</b> Name, year applicable/date of publication	<b>Course</b> Name, code, level and credits, year applicable/date of publication	<a href="#">Path</a>  Course descriptor in the <a href="#">DRPS</a>
<b>Overview*</b>	<b>Programme</b> Structure and core courses, aims, learning outcomes and graduate attributes	<b>Course</b> Timeline of activities: lectures; tutorials; laboratories; placements; syllabus; learning outcomes	Degree Programme Tables and Degree Programme Specifications in the <a href="#">DRPS</a>  Course descriptor in the <a href="#">DRPS</a>
<b>Assessment and feedback information^</b>	To include: submission and feedback deadlines, extensions procedures, late penalties, word count, submission procedures, dissertation ( <i>or equivalent</i> ) arrangements ( <i>including supervision</i> ), and exam diet dates		<a href="#">Statement of Assessment in Taught Assessment Regulations</a>
<b>Referencing guidance</b>	Add referencing guidance		
<b>Marking scheme^</b>			<a href="#">Extended Common Marking Scheme</a>
<b>Prioritised reading list<sup>3^</sup></b>	Or learning resources It is a requirement of the Accessible and Inclusive Learning Policy that reading lists shall indicate priority and/or relevance.		<a href="#">Accessible and Inclusive Learning Policy</a>
<b>Contacts</b>	Key programme staff contact details It is good practice to provide two methods of contact e.g. phone number and email or email and postal address		

<sup>2</sup> Can assist with the Accessible and Inclusive Learning Policy requirement: Key technical words and/or formulae shall be provided to students at least 24 hours in advance of the class.

<sup>3</sup> Please note the Accessible and Inclusive Learning Policy requirement: Course outlines and reading lists shall be made available at least 4 weeks before the start of the course. Reading lists at this stage may focus on the core texts only (where they are used). Additional reading may be provided nearer to the start date of the course.



## Programme and Course Handbooks Policy

Core Content	Description/further information	Reference/Source
<b>Dates+</b>	Important dates not detailed elsewhere ( <a href="#">including timescales for online distance learning students</a> )	
<b>Timetable^</b>	Link to student-facing timetabling service	<ul style="list-style-type: none"> <li>• <a href="#">Web Timetables</a></li> <li>• <a href="#">Course Timetable Browser</a></li> </ul>
<b>Key locations</b>	Teaching Office, laboratories, <a href="#">online environments (VLE, etc.)</a> , etc.	
<b>Progression requirements and award criteria</b>		Degree Programme Regulations in the <a href="#">DRPS</a>
<b>“Local” requirements+</b>	College, School, programme, or course-specific requirements	
<b>Attendance requirements</b>	Please note there are particular requirements for Tier 4 Students: Schools should ensure that students are made aware of their attendance, engagement and on-campus obligations. <del>Programme h</del> Handbooks should include this information, together with guidance on how <a href="#">all</a> students should submit requests for absences (special circumstances, interruptions of study, <a href="#">leave of absence</a> , etc.).	<a href="#">Tier 4 Student Attendance and Engagement Policy</a>
<b>Reference to relevant University regulations</b>	Add links to University regulations, policies and procedures	<a href="#">Academic Regulations</a> <a href="#">Student Complaint Procedure</a> Academic Appeals: <a href="#">undergraduate</a> ; <a href="#">postgraduate taught</a> ; <a href="#">postgraduate research</a> <a href="#">Academic Misconduct (including plagiarism)</a> <a href="#">Special Circumstances</a> <a href="#">Dignity and Respect</a>  For general information on rules, regulations and policies: <a href="#">Student Contract webpage</a>
<b>Student Support</b>	Including what happens when things go wrong	School Personal Tutoring Statements
<b>Student Feedback</b>	Detail the opportunities available for students to provide feedback on their experiences	



## Programme and Course Handbooks Policy

Core Content	Description/further information	Reference/Source
<b>Student representative structure</b>	<p><b>Standard text:</b> “Staff members at the University of Edinburgh work closely with student representatives. Edinburgh University Students' Association (EUSA) coordinates student representation and provides training and support for student representatives across the University. Student representatives ('Reps') listen to you to identify areas for improvement, suggest solutions, and ensure that your views inform strategic decisions within the University, building a stronger academic community and improving your student life. <del>Schools share students' emails with their student representatives as a matter of course; any student wishing to opt out from this should tell the School's Teaching Office/Graduate School or equivalent.</del> All Schools are expected to facilitate communication between student representatives and the students they represent. Schools should either share with student representatives the University student email address of the students they represent (following the guidelines in the Guidance) or facilitate alternative ways for representatives to contact all classmates e.g. via m-list.”</p>	<p><del>Student Participation</del> <del>EUSA Representation</del></p>
<b>Peer Support+</b>	<p><b>Standard text:</b> “Peer Support in the context of the University means a student with more experience sharing their knowledge, skills, abilities and expertise with a new or less experienced student. Peer Support may focus around advancing your academic work, providing opportunities to socialise with other students within your School or offering additional support to ensure your wellbeing while at University. <del>Edinburgh University Students' Association (EUSA) and the University have been widely developing the Peer Support Project across the University since 2012.</del>”</p> <p>Detail available Peer Support opportunities</p>	



## Programme and Course Handbooks Policy

Core Content	Description/further information	Reference/Source
<b>Reference to University and EUSA Support Services</b>	Provide information via the thematic student website	<a href="#">Study Support</a> <a href="#">My profile</a> <a href="#">Exams and timetables</a> <a href="#">Technology and libraries</a> <a href="#">International students</a> <a href="#">Support for Study</a> <a href="#">Student Counselling Service</a> <a href="#">Disability support</a> <a href="#">The Chaplaincy</a> <a href="#">Sport and exercise</a> <a href="#">Health services</a> <a href="#">Careers and opportunities</a> <a href="#">Money, fees and finance</a> <a href="#">Your wellbeing</a> <a href="#">Things not going well?</a> <a href="#">Students' Association (EUSA)</a> – <a href="#">Advice Place</a>  Link to <a href="#">A to Z of University Student Services</a>
<b>Accreditation to external bodies, discipline-specific career/industry information+</b>	Detail here as appropriate	
<b>Name, position and institution of External Examiner(s)<sup>^</sup></b>	Where an External Examiner is appointed to fulfil a role on behalf of a professional body, this will also be stated. Students must be informed in the handbook that they must not make direct contact with External Examiners, and that other routes exist for queries about the assessment process.	<a href="#">External Examiners for Taught Programmes Policy</a>  <a href="#">Handbook for External Examiners of Taught Programmes</a>



## Programme and Course Handbooks Policy

Core Content	Description/further information	Reference/Source
<p><u>Health and safety</u></p>	<p><u>Standard text:</u> “The University has a duty, so far as reasonably practicable, to ensure the health, safety and welfare of all employees and students while at work, and the safety of all authorised visitors and members of the public entering the precincts of the University. The University Health and Safety Policy is issued upon the authority of the University Court and contains the Health and Safety Policy statement and summary of the organisation and arrangements of health and safety within the University. The successful implementation of the University Policy requires the support and co-operation of all employees and students - no person shall intentionally interfere with, or misuse anything provided by the University in the interest of health, safety or welfare.</p> <p><u>The University Health and Safety Policy</u> The University Health and Safety Policy is supported by a Framework document published in two parts on the Organisation and Arrangements of health and safety within the University. Individuals are required to comply with any procedures or arrangements formulated under the authority of this Policy. Any questions or problems about matters of health and safety can be taken up initially with the School Safety Adviser. Further guidance on health and safety matters can be found on the Health and Safety Department website at <a href="http://www.ed.ac.uk/health-safety">http://www.ed.ac.uk/health-safety</a> including contact details for all professional staff within the corporate Health and Safety Department.”</p> <p>Provide information on local health and safety arrangements (including for online distance learning students).</p>	<p><u>Health and Safety Policy</u></p>



## Programme and Course Handbooks Policy

Core Content	Description/further information	Reference/Source
<b><u>Data Protection</u></b>	<p><b>Standard text:</b> “The Data Protection Act regulates the use of personal data. Personal data includes all recorded information about a living, identifiable individual. Students using personal data as part of their studies must comply with the responsibilities as outlined in the linked guidance. Before using personal data as part of their studies students must become familiar with the linked guidance, discuss implications with their supervisor and seek appropriate written approval. Failure to comply with the responsibilities is an offence against University discipline, and could lead to a breach of the Data Protection Act. A data protection breach can cause distress to the people the information is about, and can harm relationships with research partners, stakeholders, and funding organisations. In severe circumstances the University could be sued, fined up to £500,000, and experience reputational damage.”</p> <p>Provide information on local data protection arrangements (including for online distance learning students).</p>	<p><a href="https://www.ed.ac.uk/records-management/data-protection/guidance-policies/student-responsibilities">https://www.ed.ac.uk/ records-management/data-protection/guidance-policies/student-responsibilities</a></p>
<b><i>PGR handbooks only</i></b>		
<b><u>Supervision</u></b>	Information on supervisory arrangements and expectations, including annual reporting.	
<b><u>Thesis (or equivalent) requirements</u></b> <b><u>Local context on expected thesis length</u></b>	To include local context on expected thesis length As recommended by the Senatus Researcher Experience Committee (March 2014)	
<b><u>Training and development</u></b>	To cover: research culture; professional development; research skills training; and teaching.	
<b><u>Code of Practice</u></b>	Provide a link to the Code of Practice for Supervisors and Research Students	<a href="#">Code of Practice for Supervisors and Research Students</a>

+ If applicable

\* [As applicable for research programmes](#)

^ [Taught programmes only](#)

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

## **Taught Assessment Regulations 2016/17**

### **Executive Summary**

This paper contains the draft Taught Assessment Regulations 2016/17 as proposed by the Taught Assessment Regulations Working Group. A “Key Changes” section is included to draw the Committee’s attention to the key changes made.

### **How does this align with the University / Committee’s strategic plans and priorities?**

The paper aligns with the University’s Strategic Plan Goal of Excellence in Education.

### **Action requested**

CSPC is invited to discuss and approve the new assessment regulations for academic year 2016/17.

The Committee is also invited to pay particular attention to discussion of the issue of entitlement to resits: 27 and 67 in these regulations; UG Degree Regulations (2016/17) 39 to 41.

### **How will any action agreed be implemented and communicated?**

Approved regulations will be communicated by Academic Services’ annual update on regulations and policies.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources.

#### **2. Risk assessment**

A risk assessment is not included, however the University’s Statement on Risk Appetite provides no risk appetite in relation to compliance.

#### **3. Equality and Diversity**

An equality impact review of the regulations will be carried out by Academic Services.

#### **4. Freedom of information**

The paper is **open**.

### **Originator of the paper**

Adam Bunni, Head of Governance and Regulatory Team, Academic Services, and Ailsa Taylor, Academic Policy Officer, Academic Services

6 April 2016

## Key Changes to Taught Assessment Regulations 2016/17

Regulation	What has changed
<b>11 Principles of Assessment</b>	<b>New</b> This new regulation includes all of the text currently held in the <i>Principles of Assessment</i> policy. Incorporating this text within the Assessment Regulations meets the University's simplification agenda by allowing us to delete the existing policy.
<b>16 Feedback deadlines</b>	<b>New</b> 16.5 clarifying that the Christmas closure period is discounted when calculating working days for the purpose of feedback deadlines. Senate Learning and Teaching Committee will be holding a further discussion regarding the intention behind this regulation.
<b>20 Language of assessment: languages other than English or Gaelic</b>	<b>New</b> This new regulation includes all of the text currently held in <i>The Use of Languages other than English or Gaelic in theses and dissertations</i> policy. Incorporating this text within the Assessment Regulations meets the University's simplification agenda by allowing us to delete the existing policy.
<b>21 Language of assessment: Gaelic</b>	<b>New</b> This new regulation includes all of the text currently held in <i>The Use of Gaelic in Assessed Work at the University of Edinburgh</i> policy. Incorporating this text within the Assessment Regulations meets the University's simplification agenda by allowing us to delete the existing policy.
<b>28 Late submission of coursework</b>	Following the work of the Special Circumstances Task Group.  Extensions of up to seven days may now be permitted by Schools if a student can provide evidence of circumstances beyond their control which affect their ability to submit work on time. The regulation provides details of the types of circumstances in which extensions would, and would not, be offered, and the types of evidence which may be accepted (including self-certification in some cases). These are largely aligned with those in the new Special Circumstances policy.

**43 Special Circumstances**

This regulation has been significantly reduced, as the detail relating to special circumstances will now be contained within the revised Special Circumstances policy.

**47 Publication of Results**

This regulation has been increased in scope to incorporate all of the relevant information previously contained within the policy on Informing Taught Students of their Final Programme, Course and Progression Results about how and where students' results may and may not be published. The policy will now be removed.

**54 Undergraduate honours degree award**

54.4 has been revised to reflect the fact that Boards of Examiners may now determine (without requiring College approval) whether a student who has not achieved the requirements for an undergraduate masters may be awarded an honours degree.

**58 Postgraduate dissertations**

58.1 has been revised to reflect the changes in the level of approval required for resubmission of postgraduate dissertations; this can now be permitted at College, rather than CSPC level.

**66 Failure to complete all the assessment requirements of a degree programme**

This has been significantly reduced, with the majority of the information now incorporated in the revised Special Circumstances policy, including the new levels of approval for concessions in cases where there is an incomplete assessment profile.

Other relevant information is contained within regulations 52, 53, 54, and 57 regarding progression and award. Regulation 67 deals with Unsatisfactory academic progress.

# Taught Assessment Regulations

## Academic Year 20165/176



THE UNIVERSITY  
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### Purpose of Policy

The assessment regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University. They are set in the context of the University's Principles of Assessment:

[www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles\\_of\\_Assessment.PDF](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF)

### Overview

These regulations:

- (i) replace the previous undergraduate and taught postgraduate assessment regulations;
- (ii) set out the rules which must be followed in taught student assessment; and
- (iii) provide links to other sources or guidance and related regulations.

### Scope: Mandatory Policy

These regulations are University-wide. They apply to assessment of **all** taught full-time and part-time students, studying degrees, diplomas and certificates at Scottish Credit and Qualification Framework (SCQF) levels 7 – 12 which are awarded for credit at the University of Edinburgh. They apply to undergraduates, taught postgraduates and research postgraduates studying taught components. The regulations apply to undergraduate and taught postgraduate assessment for courses assessed in the current academic year.

### Contact Officer

Ailsa Taylor

Academic Policy Officer

### Email

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### Document control

Dates	Approved: <a href="#">23.04.15</a>	Starts: <a href="#">21.09.15</a>	Equality impact assessment: <a href="#">06.06.14</a>	Amendments: n/a	Next Review: <a href="#">April 2017<u>6</u></a>
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### Approving authority

Curriculum and Student Progression Committee (CSPC)

### Consultation undertaken

Assessment Regulations Working Group, Colleges, EUSA, CSPC, Student Disability Service, HR, College Academic Misconduct Officers, Records Management, Distance Learning and Student Systems.

### Section responsible for policy maintenance & review

Academic Services

### Related policies, procedures, guidelines & regulations

Appeal Regulations, Degree Regulations and Programmes of Study, Policies for Boards of Examiners and Progression Boards, Examination Hall Regulations, External Examiner for Taught Programmes Policy, Special [C](#)ircumstances [P](#)olicyguidance  
DRPS Glossary of Terms: [www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)  
Student Systems guidance for staff:  
<http://www.studentsystems.ed.ac.uk/staff/>

### UK Quality Code

Consistent with UK Quality Code Chapter B6: Assessment of students and recognition of prior learning

### Policies superseded by this policy

Previous versions of the taught assessment regulations

### Alternative format

If you require this document in an alternative format please email [Academic.Services@ed.ac.uk](mailto:Academic.Services@ed.ac.uk) or telephone 0131 650 2138.

### Keywords

Assessment regulations, examination, examiners, Board of Examiners, common marking scheme, Convener of the Board, progression, degree classification, degree award



# Taught Assessment Regulations

## Academic Year 20165/176

### Additional guidance

This document should be read in conjunction with University's Degree Regulations and Programmes of Study. These are available via: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

The regulations apply to all forms of summative assessment, including examination, take home examination, coursework, electronic and online assessment, oral assessment and peer and self-assessment.

The regulations must be applied, unless a concession has been awarded by the Curriculum and Student Progression Committee (CSPC) on the basis of a case proposed by a College. The boxed "Application of the regulation" below must also be applied, unless the College has approved an exemption on the basis of a case proposed by a School. These concessions and exemptions are recorded by CSPC and Colleges as appropriate.

The regulations operate in accordance with legislation and University policies on Equality and Diversity: [www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies](http://www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies)

Members of staff who need additional guidance may consult their Head of College or ~~his~~ ~~or her~~ their nominee, their College Office, Academic Services, or Student Administration. Student Administration oversees the procedure relating to the provision of question papers, registration for degree examinations, the receipt and notification of results, examination timetabling and the provision of examination accommodation.

Where reference is made to 'the relevant Dean' this should be taken as being the Dean with responsibility for undergraduate or postgraduate matters, depending on the circumstances. Where reference is made to 'the Head of College' or 'Head of School' this may also in some cases be a designated representative of that individual.

For Edinburgh College of Art (ECA) students on programmes that use the assessment grade scheme, the term "mark" in the regulations also includes "grade".

Definitions of key terms can be found in the glossary of terms:

[www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf) **REPLACE LINK**

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# Taught Assessment Regulations

## Academic Year 2016/17

### Section A. Roles and Responsibilities

#### Regulation 1 Board of Examiners: responsibility for courses and programmes

Every course and degree programme is the responsibility of a Board of Examiners.

##### Application of the regulation

- 1.1 Schools assign each course and degree programme to a Board of Examiners. This is done via a Board of Studies or equivalent committee.
- 1.2 Guidance on Boards of Examiners is available:  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)
- 1.3 ~~A sub-committee of the College of Science and Engineering Learning and Teaching Committee is designated as a Board of Examiners to determine the award the General Degree. In the College of Humanities and Social Science, and the College of Science and Engineering, Schools are responsible for the award of their General Degrees. The College of Humanities and Social Science sets up a similar committee for their General Degrees. Marks have previously been confirmed by external examiners or a designated Board of Examiners in the relevant subject matter(s).~~

#### Regulation 2 Examiners: appointment

Examiners are appointed to the Board of Examiners by the relevant College. There are internal examiners, who are staff of the University nominated by the relevant Head of School, and External Examiners.

##### Application of the regulation

- 2.1 Policy, principle and operational guidance is available for Boards of Examiners:  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)
- 2.2 The list of examiners making up each Board is certified by the Head of the College, or ~~his or her~~their nominee, and is definitive unless an appeal to the relevant College committee is made by an interested party challenging the composition of the Board.
- 2.3 Heads of Schools inform the College Office of the names of those internal and External Examiners who it is proposed will constitute the Board. For the December diet of examinations this is by 1 November and for later diets it is by 15 January.



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Names are made available by the College Office on request. Where there is more than one diet of examination in an academic year the Board need not comprise the same examiners for each diet. Any objection to the proposed examiners must be made to the Head of College or ~~his or her~~ their nominee in good time before the relevant exam diet. Complete final lists of examiners are maintained by the relevant College Office and are available for inspection by members of staff.

- 2.4 Internal examiners are teaching and/or honorary staff of the University who teach SCQF level 7 to 12 courses which are awarded for credit and are listed in the Degree Regulations and Programmes of Study [www.drps.ed.ac.uk/index.php](http://www.drps.ed.ac.uk/index.php)
- 2.5 Honorary staff in this context include:  
teachers and senior staff from partner schools to the Moray House School of Education;  
academic staff from research pooling partners who are appointed as an internal examiner by CSPC on the basis of a recommendation from the relevant College;  
and NHS staff.
- 2.6 External examiners are appointed by Colleges. Their roles, powers and responsibilities are set out in the External Examiners for Taught Programmes Policy:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External\\_Examiners\\_Taught.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf)

### Regulation 3 Markers: appointment

The Head of School has responsibility for appointing markers who contribute to the marking process. Markers are not members of the Board of Examiners.

#### Application of the regulation

- 3.1 Markers can be people who are not covered in taught assessment regulation 2. They can also be members of staff who have a very limited input to the teaching of a course or programme who are not members of the Board of Examiners. Examples of markers are graduate tutors marking tutorial, laboratory or examination work, or members of professions or guest speakers who may contribute to student assessment.
- 3.2 Guidance is available for Conveners of Boards of Examiners:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf)

### Regulation 4 Convener of the Board of Examiners: appointment

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The Head of School\* that owns the programme or course has responsibility for nominating the Convener of the Board of Examiners, the Convener of the Progression Board and the Convener of the Special Circumstances Committee.



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### Application of the regulation

- 4.1 The Head of School\* informs the College Office about the nomination for the Convener by 1 November for December diets and 15 January for later diets. The College appoints the Convener.
- 4.2 \*In the following College of Medicine and Veterinary Medicine (CMVM) programmes:  
MBCbB - the Director of UG Learning and Teaching nominates the Convener;  
Oral Health Sciences - the Director of the Postgraduate Dental Institute nominates the Convener.
- 4.3 For combined (formerly joint) degrees the “owning” Head of School liaises with other relevant Heads of School. In the case of any disagreement on the appointment of a Convener of a combined Board of Examiners, the Convener is nominated by the relevant Heads of College or their nominee.
- 4.4 Programme Directors and Course Organisers are not the Convener of the Board of Examiners for their programmes or courses. This is to ensure appropriate separation of roles. If the Convener is also a Course Organiser, formal chairing of the Board of Examiners is delegated to another member of the Board for discussion of that course.
- 4.5 Undergraduate Progression Boards Policy and Special Circumstances Policy:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/UG\\_Progression\\_Boards.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/UG_Progression_Boards.pdf)  
[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special\\_Circumstances.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf)

### Regulation 5 Number of External Examiners

At least one External Examiner is appointed for all undergraduate and taught postgraduate courses and ~~all taught~~ programmes.

### Application of the regulation

- 5.1 The number of External Examiners is determined by the volume and diversity of the academic work contributing to the course or programme or the award of the degree. More than one External Examiner may be needed where there are a large number of students, the course or programme covers a wide range of studies and/or a large volume of academic work contributing to the course or programme.  
[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External\\_Examiners\\_Taught.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf)
- 5.2 It is the responsibility of the Head of the College or relevant College Committee to ensure that all elements which contribute to the award of a degree from the University are represented by the appropriate number of External Examiners.



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### Regulation 6 External Examiners: responsibilities

External Examiners must be competent and have the requisite experience to examine the course or programme at the level at which it is taught. They must meet the requirements, roles and responsibilities that are set out in the External Examiners for Taught Programmes Policy:

[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External\\_Examiners\\_Taught.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf)

#### Application of the regulation

- 6.1 The University's External Examiners for Taught Programmes Policy outlines the purposes and functions of External Examiners; their selection, qualification, appointment and period of service; their participation in assessment and examination procedures; and their discussion of course structure, assessment process and degree schemes.  
[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External\\_Examiners\\_Taught.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf)
- 6.2 External Examiners need to be given sufficient information and samples of different forms of assessments as evidence on which to base their advice.
- 6.3 The Guidance for Conveners of Boards of Examiners sets out their responsibilities in ensuring External Examiners' contributions to the assessment process. For example, as part of the formal proceedings of the Board, External Examiners are invited to comment on the structure, content, teaching and examinations of the courses they examine.  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf)

### Regulation 7 Examiners and markers: responsibilities

Examiners and markers need to meet the responsibilities set out in the assessment and degree regulations and comply with quality and standards requirements.

[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

#### Application of the regulation

- 7.1 The Convener of the Board of Examiners will specify responsibilities and requirements to examiners and markers (see taught assessment regulation 6). In particular, examiners and markers need to meet deadlines, attend relevant meeting and participate in standard-setting discussions when required.
- 7.2 A [University briefing document](#) ~~briefing document on information legislation implications for marking and teaching is available~~ provides information about the [storage and disclosure of information about students during marking, and dealing with requests for teaching materials](#):



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[http://www.ed.ac.uk/polopoly\\_fs/1.158909!/fileManager/TeachingAndMarkingV1.pdf](http://www.ed.ac.uk/polopoly_fs/1.158909!/fileManager/TeachingAndMarkingV1.pdf)

### Regulation 8 Convener of the Board of Examiners: responsibilities

The Convener of the Board of Examiners has responsibility for the assessment process for courses and programmes covered by the Board and for ensuring that the Board operates within university regulations.

#### Application of the regulation

- 8.1 The responsibilities of the Convener of the Board of Examiners are outlined in the Guidance for Conveners of Boards of Examiners  
[www.docs.sasq.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf)
- These include:
- (a) approving the content of examination papers, taking account of the comments of External Examiners;
  - (b) the security of and arrangements for setting papers and assessments, including the robustness of and resources for electronic assessment; examining and marking assessed work; and processing and storing marks and grades;
  - (c) the quality and standards of marking;
  - (d) ensuring all examiners and markers are aware of their responsibilities;
  - (e) effective operation of the meeting of the Board and the Special Circumstances Committee;
  - (f) participation of the External Examiners;
  - (g) accurate recording, minuting and reporting of decisions of the Board; and
  - (h) meeting relevant deadlines.
- 8.2 The policy on informing students of their results can be found at:  
[www.docs.sasq.ed.ac.uk/AcademicServices/Policies/Informing\\_Taught\\_Students\\_of\\_their\\_Final\\_Programme\\_Course\\_and\\_Progression\\_Results.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Policies/Informing_Taught_Students_of_their_Final_Programme_Course_and_Progression_Results.pdf)
- 8.3 Conveners must act in accordance with these Taught Assessment Regulations; the Degree Regulations and Programme of Study; and the External Examiners for Taught Programmes Policy.  
[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)  
[www.docs.sasq.ed.ac.uk/AcademicServices/Policies/External\\_Examiners\\_Taught.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf)
- 8.4 In practice, Conveners may delegate operation of some responsibilities to Course Organisers, Programme Directors and School Teaching Organisations. They are supported by the Regulations Expert. See taught assessment regulation 9.



# Taught Assessment Regulations

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[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)

- 8.5 Definitions of some of the main terms used in assessment are given in the Glossary of Terms [www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)

### Regulation 9 Regulations Experts on Board of Examiners: responsibilities

Schools appoint one or more Regulations Expert whose remit is to be an immediate source of knowledge and advice about the relevant university regulations and guidance and their academic application.

#### Application of the regulation

- 9.1 The responsibilities of the Regulations Expert are outlined in guidance: [www.docs.sasq.ed.ac.uk/AcademicServices/Staff/ExamBoard/Regulations\\_Expert.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Staff/ExamBoard/Regulations_Expert.pdf)
- 9.2 A Regulations Expert either attends or is available to all meetings of the Board of Examiners and ensures that the relevant regulations and guidance are available for reference at all meetings.
- 9.3 The Regulations Expert does not need to be a member of the Board of Examiners. Schools may appoint a Regulations Expert to operate across the School or across a number of Boards of Examiners.

### Regulation 10 Avoiding potential conflicts of interest

No member of University of Edinburgh staff, internal examiner, External Examiner, or marker shall be involved in any assessment or examination in which ~~she or he has~~they have a personal interest, for example a current or previous personal, family or legal relationship with a student being assessed.

#### Application of the regulation

- 10.1 If in doubt as to whether there is a potential conflict of interest, the Convener of the Board of Examiners and the Head of School will be consulted. The Head of School may seek advice from the Head of College.
- ~~4.10.2~~ The External Examiners for Taught Programmes Policy is relevant: [www.docs.sasq.ed.ac.uk/AcademicServices/Policies/External\\_Examiners\\_Taught.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf)
- 10.3 The University's Policy on Conflict of Interest is also relevant:

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THE UNIVERSITY  
of EDINBURGH

[www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict\\_of\\_Interest.pdf](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf)



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### Section B. Conduct of Assessment

#### Regulation 11 Principles of Assessment

The University, which engages in a wide diversity of assessment procedures, has established the following general principles of assessment:

- (a) Beneficial – actively fostering learning
- (b) Fair, reliable and valid
- (c) Diverse, varied and representative
- (d) Transparent
- (e) Effective; and
- (f) Secure

#### Application of the regulation

- 11.1 Assessment is part of learning and is an integral part of course planning. Assessment planning aligns assessment tasks with the relevant learning outcomes. Assessment should be beneficial in its effect, particularly in motivating students. The purpose of any assessment, especially formative assessment, should be to foster learning. It should assist the processes of teaching and learning, foster the relationship and trust between teachers and learners, and guide learning. It should aim to strengthen morale, encourage initiative and innovation and increase commitment of staff and students.
- 11.2 The assessment process should operate fairly for all concerned, and be seen to be fair. No individual or group should enjoy privileged status or suffer undue disadvantage in terms of the academic judgements that are made about their performance.
- 11.3 Where judgements on academic achievement differ between individual assessors, this difference should be acknowledged and appropriate moderation measures should be put in place to ensure consistency and reliability.
- 11.4 In order to be valid the assessment objectives must match the objectives of the syllabus. Students therefore need to be aware of the criteria by which they are to be judged.
- 11.5 In order to record as full a profile of student strengths and weaknesses, intellectual achievement should be measured by a varied and diverse range of methods.
- 11.6 All schemes of assessment should sample a substantial proportion of the work covered in a course in order to be representative, fair, valid, reliable and effective.



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- 11.7 The purposes, procedures and criteria of the assessment process need to be open, clearly stated and understood by all involved: assessors, teachers and students. All need to understand the expected learning outcomes of each programme of instruction; the marking criteria upon which decisions are made; the nature of any grading system; and the nature of any appeals process, etc. Both staff and students should have access to information about these procedures from the outset of the assessment process.
- 11.8 Any assessment scheme should achieve its intended purpose and should motivate learning. This purpose might be:
- (a) summative - providing an accurate judgement and record of a student's attainment;
  - (b) formative - helping a student to learn from previous performance in order to improve;
  - (c) diagnostic - ascertaining students' strengths, weaknesses and learning or developmental needs.
- 11.9 Assessment information is used in the quality assurance of courses and programmes. It is used by course teams to enhance course design and understand students' educational needs.
- 11.10 Any assessment scheme must be adequately resourced, practicable and managed efficiently in terms of staff and student time, or it will not be effective.
- 11.11 Assessment processes must ensure the security of their operation in terms of the safe recording, transfer, storage and retrieval of information on student achievement. Fairness, effectiveness and the right of redress are all predicated on the assumption of secure operation and the prevention of any loss of information or fraudulent practice.

### Regulation 124 Assessment requirements

Course information in the degree programme tables states the learning outcomes, assessment practices and assessment requirements.

#### Application of the regulation

- 142.1 The degree programme tables are available online: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)
- 11.2 ~~The Assessment Principles outline the aims, purpose and methods of assessment:~~  
~~[www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles\\_of\\_Assessment](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF)~~  
~~[.PDF](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF)~~



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### Regulation 132 Passing assessment

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

#### Application of the regulation

- 123.1 The course information that is linked to degree programme tables describe the learning outcomes and the means by which they are achieved and demonstrated in assessment. [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)
- 132.2 Some degrees have professional or statutory body requirements which are reflected in the learning outcomes and their assessment. Students are informed about these in the statement of assessment (see taught assessment regulation 134).
- 132.3 Boards of Studies and the relevant College Committee approve the assessment and satisfactory performance requirements for courses and degree programmes before their delivery. Individual course elements and options available to students can change and there are annual changes to degree programme tables and course availability. However, the approval of the relevant College Committee must be obtained if it is exceptionally necessary to change the weighting of assessment of a course after students have entered it; or to change progression, classification or award requirements for a programme after students have entered their honours years or a postgraduate programme.
- (a) Before approval can be given, written evidence of the results of consultation with the students must be submitted. Every student affected needs to be informed of the changes and given the opportunity to comment. The expectation is that the College will not approve changes in the face of significant student objections, unless changes are compelled by external factors.
- (b) The relevant external examiners must also be informed and consulted.
- (c) Students may be given alternative course options, where this is possible. The expectation is that course assessment requirements will not change after students are registered on it.

### Regulation 134 Statement of assessment

Students must be given a clear statement of how and when each of their courses and programmes is to be assessed. The statement needs to be issued at the start of each course; on entry into the honours component of a degree programme; and at the start of each postgraduate programme.



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### Application of the regulation

134.1 The statement must include:

- (a) how each piece of assessed work contributes to the final assessment, progression decision or classification, outlining relevant weightings;
- (b) any methods that the Board of Examiners uses for standard setting, which may be used to moderate results or marks;
- (c) assessment deadlines and any penalties for late submission;
- (d) the duration and format of examinations and in which diet they will be held;
- (e) how work will be taken into account by a resit Board of Examiners and the number of permitted resits;
- (f) the standards and criteria for entry into honours or for progression to Masters dissertation, where relevant.

143.2 The assessment statement is included in a course or programme handbook or provided by the School, along with other relevant information about assessment, feedback, good academic practice and the avoidance of plagiarism.

[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct)

[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism)

### Regulation 154 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

154.1 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/](http://www.enhancingfeedback.ed.ac.uk/)

154.2 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](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Feedback_Standards_Guiding_Principles.pdf)

154.3 Further guidance on feedback is available online. Relevant definitions are in the University's Glossary. [www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)



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[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback)

### Regulation 156 Feedback deadlines

Feedback on formative and summative in-course assessed work that is not double marked 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. (for semester 1 this excludes the Christmas shut-down period). At the start of the academic year, Schools will publish their timetable for returning feedback and marks for in-course work.

#### Application of the regulation

- 156.1 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/](http://www.enhancingfeedback.ed.ac.uk/)
- 165.2 Further guidance and The University's Feedback Standards and Guiding Principles ~~are available online:~~  
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_Standards_Guiding_Principles.pdf)~~ ~~[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback)~~
- Relevant definitions are in the University's glossary: [www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)
- 165.3 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.
- 165.4 In-course assessment includes any form of assessment other than examinations scheduled by Student Administration. There is no requirement for feedback on examinations scheduled by Student Administration to be provided within 15 working days.
- 165.5 The University closure period during the Christmas and New Year period ~~vacation should be discounted when calculating working days for feedback purposes providing feedback (irrespective of the fact that not all of the closure days are calculated as public holidays).~~ MORE EXPLANATION HERE Marks and



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~~feedback no examinations scheduled by Student Administration will be provided by course teams following the Board of Examiners meeting. Dates of Board of Examiners meetings will be publicized to students at the start of each course.~~

~~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](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback)  
[www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)~~

~~165.536 See taught assessment regulation 336 for information on the release of provisional marks.~~

### Regulation 167 Assessment deadlines: student responsibilities

It is a student's responsibility to ascertain and meet ~~his or her~~their assessment deadlines, including examination times and locations.

#### Application of the regulation

167.1 The examination timetable is based on students' course choices. To avoid examination timetabling clashes, it is students' responsibility to ensure that their record of courses is accurate by the end of week 3 of each semester.

167.2 Students who have a clash in their examination timetable need to contact the Examination Office, Student Administration, through their Personal Tutor or Student Support Team, as soon as possible to allow alternative arrangements to be put in place.

[www.ed.ac.uk/schools-departments/student-administration/exams/overview](http://www.ed.ac.uk/schools-departments/student-administration/exams/overview)

176.3 As examinations may be scheduled at any time during the semester, it is students' responsibility to be available throughout the semester, including the whole of the revision period, examination diet and the resit diet, if the student has scheduled examinations. Examinations will not be scheduled during winter or spring vacations. Occasionally assessments may need to be rescheduled with very little notice. If special circumstances mean that a student is unavailable for the rescheduled assessment, Boards of Examiners may consider using an alternative method to assess the relevant learning outcomes.

### Regulation 178 Selective assessment

The selective use of specific assessment methods to help a Board of Examiners reach a decision about an individual student, e.g. on a borderline, is not permitted, unless required to meet a learning adjustment.



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### Regulation 189 Reasonable adjustments

Reasonable adjustments will be made to assessments for disabled students.

#### Application of the regulation

- 18.1 Reasonable adjustments must be agreed in advance by the Student Disability Service, the School Co-ordinator of Adjustments and, for examinations, Student Administration. They are recorded in the student's Learning Profile by the Student Disability Service, which sends the Learning Profile to the student, the Personal Tutor, the School's Co-ordinator of Adjustments, Student Administration (if exam adjustments are recommended) and other relevant areas e.g. Library. The School's Co-ordinator of Adjustments (CoA) has responsibility for overseeing the implementation of the Schedule of Adjustments on the Learning Profile. The Co-ordinator of Adjustments will liaise with academic colleagues who are responsible for putting support in place in the School. The Co-ordinator of Adjustments will also liaise with the Student Disability Service should any recommended support/adjustments require further discussion, clarification or alteration. If there are any amendments to the Learning Profile or information on the need for adjustments, the Student Disability Service will send these to the appropriate staff and ensure that students are informed.
- 189.2 The Student Disability Service provides examples of reasonable adjustments, deadlines and support:  
[www.ed.ac.uk/schools-departments/student-disability-service/student-support](http://www.ed.ac.uk/schools-departments/student-disability-service/student-support)  
<http://www.ed.ac.uk/student-disability-service/student-support/study-adjustments>
- 198.3 Reasonable adjustments can be made for a variety of assessment methods, depending on the needs recorded in the student's Learning Profile, e.g. assessed coursework, take-home examinations, online examinations, invigilated examinations. It is students' responsibility to ensure that their Learning Profile covers all types of assessment methods relevant to their courses e.g. if a student discovers that an aspect of their course is likely to have an impact on their support needs, they should contact the Student Disability Service as soon as possible in case any amendment is required to be made to their Learning Profile. The Student Disability Service supports students in the preparation and maintenance/updating of their Learning Profile.
- 189.4 Arrangements for examinations can be made via the Student Disability Service for students with temporary injuries or impairment, e.g. broken arm or leg, on the submission of relevant medical information. Students should contact the Student Disability Service as quickly as possible to enable any exam adjustments to be recommended to Student Administration.  
[www.ed.ac.uk/schools-departments/student-administration/exams/overview](http://www.ed.ac.uk/schools-departments/student-administration/exams/overview)



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### Regulation 200 Language of assessment: languages other than English or Gaelic

The English language is the usual medium of teaching and assessment at the University of Edinburgh. All work submitted for assessment must be written in the English language, except for those courses and classes where the School or Course handbook specifies that written work can and/or should be submitted in the language which is being studied, and/or where the learning outcomes allow for the possibility of submitting work in a language other than English. All theses and dissertations must be written in English. Different arrangements apply in relation to the use of Gaelic (see regulation 21).

#### **Application of the regulation**

200.1 Quotations may be given in the language in which they were written.

200.2 In very exceptional circumstances, a candidate may be granted permission to submit a dissertation written in a language other than English. Approval will only be given in cases where the nature of the research is such that presentation of the research results in the language(s) of the materials under analysis confers significant intellectual advantage to the community of scholars who are expected to comprise the primary audience of the research. Approval to do so must be sought either at the time of admission to the University or no later than by the end of the first year of full-time study (or equivalent part-time study), and will not be normally be granted retrospectively. Approval must be given by the appropriate College Committee, which must be satisfied that there are sound academic reasons for the request, and that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis or dissertation in the proposed language of submission.

200.3 Where such approval is given, in addition to the standard requirements, the thesis or dissertation should also include a substantial summary written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in a language other than English, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

### Regulation 1921 Language of assessment: Gaelic

Dissertations submitted for assessment and examination may be submitted in Gaelic.



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### Application of the regulation

1921.1 The University of Edinburgh wishes to accord Gaelic equal respect with English under the terms of the Gaelic Language (Scotland) Act 2005.

2119.2 Candidates who wish to submit a dissertation in Gaelic should seek approval to do so as early as possible. Approval must be given by the appropriate College Committee, which must be satisfied that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis or dissertation.

2119.3 Where such approval is given, in addition to the standard requirements, the dissertation should also include a summary (of approximately 1500 words) written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in Gaelic, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

### Regulation 2249 Availability of assessment examples

Sufficient examples of students' summative assessments need to be made available for the scrutiny and use of examiners, including External Examiners, particularly for progression and award decisions.

### Application of the regulation

2249.1 If use is made of assessment types which cannot be made available, this should be made explicit to the External Examiner in advance and included in the assessment statement to students.

2249.2 If a School wishes to determine 50% or more of the marks for a course by coursework, oral, online, peer or self-assessment, then External Examiners need to receive sufficient information about these and samples of these as evidence on which to base their decisions.

2249.3 The Convener of the Board of Examiners will consider with the External Examiner whether and how to present information on these assessments to the External and the Board of Examiners. It may be appropriate to record some forms of assessment for consultation by the Board, e.g. major pieces of performed work.

### Regulation 230 Oral assessment



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Oral assessments may only be used to assess all students on a course as part of the assessment of a specific component, such as a dissertation or practical skill. ~~The selective use of oral assessments to help a Board of Examiners reach a decision about a specific student, e.g. on a borderline, is not permitted, unless required to meet a learning adjustment.~~

A minimum of two examiners must be present if 50% or more of a course is assessed orally.

### Application of the regulation

203.1 If oral performance is to be assessed the assessment statement (taught assessment regulation 13) must include information on how it is to be assessed.

230.2 Conveners of Boards of Examiners need to make available sufficient information about oral assessments to External Examiners and Boards of Examiners.

230.3 A Bachelor of Nursing with Honours student who fails an honours course, for which a pass is required for professional registration, will be required to resit the examination and/or to resubmit the coursework (see taught assessment regulation 274). If the student does not achieve a pass at resubmission, an oral examination will be scheduled. If the student fails to satisfy the examiners in the oral assessment, professional registration will not be possible and the student will not be awarded the degree of Bachelor of Nursing with Honours but may be eligible for another award.

### Regulation 241 Peer and self assessment

Boards of Examiners may use summative student peer and self assessment.

### Application of the regulation

244.1 The Convener of the Board of Examiners has responsibility for ensuring the robustness of student peer and self assessment. Where peer and self assessment is used summatively, students need to receive appropriate support and guidance, which should pay specific attention to the avoidance of inappropriate discrimination.

244.2 External Examiners need to receive sufficient information about and samples of the assessments as evidence on which to base their decisions.

244.3 Resources and publications are available from the Institute for Academic Development: [www.ed.ac.uk/iad](http://www.ed.ac.uk/iad)



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### Regulation 252 Examination timetable

Students are only permitted to sit examinations at the times and in the venues that are detailed on the relevant examination timetable.

#### Application of the regulation

- 252.1 Examinations may be scheduled outside normal University teaching hours.
- 252.2 Students who believe that extenuating circumstances exist which prevent them from sitting an examination in the scheduled time or venue should contact their Personal Tutor and Student Support Team. Their case is considered by the relevant Dean and Student Administration in consultation with the Convener of the Board of Examiners. Examples of extenuating circumstances are: religious reasons; elite participation where students are representing their country at national or international level. Travel arrangements, early departure during the semester, holidays, learning adjustments (under regulation 2148 above), etc. do not constitute extenuating circumstances.  
[www.docs.sasq.ed.ac.uk/AcademicServices/Policies/Performance\\_Sport\\_Policy.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Policies/Performance_Sport_Policy.pdf)
- 252.3 A student who is permitted to appear for examination at a time other than that prescribed may have to sit a specially prepared examination paper or alternative method of assessment.
- 252.4 If examinations are disrupted, for example due to adverse weather conditions, then Boards of Examiners may decide to use an alternative assessment method, rather than rescheduled examinations, to assess the learning outcomes.
- 252.5 Other than online assessment and assessment opportunities offered via Student Administration, students are not allowed to sit examinations away from Edinburgh.

### Regulation 236 Conduct of examinations

Examinations in an invigilated environment are conducted in accordance with Examination Hall Regulations, which are publicised to students annually.

#### Application of the regulations

- 263.1 Student Administration has responsibility for the effective operation of examinations in accordance with the Examination Hall Regulations.  
[www.docs.sasq.ed.ac.uk/registry/exams/ExamHallRegs.pdf](http://www.docs.sasq.ed.ac.uk/registry/exams/ExamHallRegs.pdf)
- 263.2 All examinations which are in Student Administration's scheduled examination diet will be invigilated by authorised staff appointed by Student Administration. The



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Invigilator ensures compliance with the Taught Assessment Regulations in accordance with Invigilation Guidance.

[www.docs.sasg.ed.ac.uk/registry/exams/Invigil\\_guide.pdf](http://www.docs.sasg.ed.ac.uk/registry/exams/Invigil_guide.pdf)

- 263.3 Examinations that contain practical, oral or performance elements are invigilated by members of academic staff and may be conducted jointly with an External Examiner.
- 263.4 Formative assessment and small elements of summative assessment, which are not scheduled in the published examination timetable, are invigilated by academic members of staff, for example, tutorial participation marks and in-course assessment marks.
- 263.5 Take-home examinations are examinations and subject to the regulations that apply to examinations. Take-home examinations are not assessed coursework.

### Regulation 247 Resit assessment

Undergraduate students are entitled to a maximum of four assessment attempts for courses at Scottish Credit and Qualification Framework level 7 and 8. Non-honours undergraduate students are entitled to a maximum of four assessment attempts for courses at SCQF level 9 to 11. Honours ~~and taught postgraduate~~ students are entitled to one assessment attempt for courses at SCQF level 9 to 12 unless professional, statutory or regulatory body (PSRB) requirements apply, in which case a maximum of four assessment attempts are permitted. Taught postgraduate students are entitled to one attempt for all courses.

#### Application of the regulation

- 247.1 The four assessment attempts are the initial assessment and a maximum of three further assessment opportunities, of full assessment, examination or coursework only basis, at the next available opportunities. There may be PSRB requirements which mean that fewer than four assessment attempts are permitted.
- 247.2 The first sitting and subsequent attempts must take place over no more than two academic sessions, unless the relevant College grants an exemption.
- 247.3 Non-attendance or non-submission is considered an assessment attempt.
- 247.4 A null sit is where an assessment attempt is set aside by the Board of Examiners, usually due to special circumstances. Null sits do not count toward the maximum number of permitted attempts. (See taught assessment regulation 639.)
- 247.5 Students are not allowed to resit a course or components of a course that they have passed in order to obtain a better mark.



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- 274.6 Re-assessment attempts are not generally permitted for courses at level SQCF level 9 and above for honours and postgraduate students since the award of honours and taught postgraduate degrees permit the award of credit on aggregate. Where resits are permitted for professional, statutory or regulatory body requirements, any award, classification or progression decision must use the result obtained on the first attempt.
- 274.7 The Curriculum and Student Progression Committee decides whether a programme may offer resits which are required for professional, statutory or regulatory body requirements for courses at SCQF level 9 and above for honours and taught postgraduates. This decision is based on a case proposed by the relevant College. The number of resits for these requirements may be limited to fewer than the maximum permitted.
- 274.8 Students who are subject to immigration control (non-European Economic Area “EEA” nationals) may have restrictions as a result of being in the UK on a Tier 4 General visa. UK government legislation in this area supersedes academic regulations. For example, maximum time limits on how long a non-EEA national can study in the UK are in place which may reduce a non-EEA student’s scope for taking resits in the same way as EEA/UK students. The International Office provides advice and guidance to students and staff in relation to the immigration regulations and may be contacted to verify the implication of a resit opportunity for a non-EEA student: Email: [isas@ed.ac.uk](mailto:isas@ed.ac.uk)  
[www.ed.ac.uk/schools-departments/international-office/immigration/staff-guidance/staff-guidance-documents](http://www.ed.ac.uk/schools-departments/international-office/immigration/staff-guidance/staff-guidance-documents)
- 274.9 Boards of Examiners need to publish the requirements for resits for those programmes that they are responsible for, and take the same approach to resits for all students on a particular course, except where a student’s previous attempt is a null sit.
- 274.10 Boards of Examiners should set requirements at resit that are as demanding as those made of students at the first attempt.
- 274.11 Students are informed by the Board of Examiners about the requirements to pass the course at a further attempt. Resit methods need not be the same as those used to assess the learning outcomes at the first attempt, but all relevant learning outcomes must be assessed. Resit arrangements must give students a genuine opportunity to pass the course. Boards of Examiners choose between two options to achieve this:
- (a) Carry forward the passed component of assessment (coursework or examination) and require the student to retake the failed element, i.e.:



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- (a.1) Where students have failed the in-course assessment component but performed satisfactorily in the examination component, they are allowed to carry forward the examination mark and take the in-course assessment component again. The weightings of the components of assessment remain the same.
  - (a.2) Where students have failed the examination component but performed satisfactorily in the in-course assessment component, they are allowed to carry forward the in-course assessment mark and take the examination component again. The weightings of the components of assessment remain the same.
  - (a.3) Where students have failed both the examination component and the in-course assessment component, they are required to resit both the coursework and examination options.
- (b) Set an examination covering all learning outcomes for the course, and weight this as 100% of the course result.

**274.12** If repetition of the in-course assessed work is not possible in the vacation, the student, with the permission of the relevant Head of School, may be allowed to repeat the coursework alone in the following year. Students not receiving such permission may be permitted by the relevant Head of School to repeat the course, including examination, in the following year.

**247.13** Resit marks are not capped, but see **274.6** above.

**274.14** Where degree programmes honours classification is based on the final year only, e.g. some programmes within ECA, then students are permitted a maximum of four assessment attempts for their courses in non-honours years.

**274.15** In the case of collaborative degrees, where not otherwise stipulated in the collaborative agreement, any permitted second attempt must normally be within two years of the first attempt.

### **Regulation 285** Late submission of coursework, including submission of script books

Students need to submit assessed coursework by the published deadline. Where the student provides a good reason for late submission, Schools will consider accepting late submission of up to seven calendar days without exacting a penalty. work and examinations by the published deadline, and to hand in their examination scripts before leaving the examination venue.

### **Application of the regulation**



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- 258.1 If assessed coursework is submitted late without an agreed extension to the deadline for an accepted good reason, it will be recorded as late and a penalty will be exacted. For coursework that is a substantial component of the course and where the submission deadline is more than two weeks after the issue of the work to be assessed, that penalty is a reduction of the mark by 5% of the maximum obtainable mark per calendar day (e.g. a mark of 65% on the common marking scale would be reduced to 60% up to 24 hours later). This applies for up to seven calendar days (or to the time when feedback is given, if this is sooner), after which a mark of zero will be given. The original unreduced mark will be recorded by the School and the student informed of it.
- 258.2 Schools may choose not to permit the submission of late work for particular components of assessment where the specific assessment and feedback arrangements make it impractical or unfair to other students to do so. If Schools do not permit the submission of late work for particular components of assessment, they must publicise this to students on the relevant course.
- 258.3 Where Schools accept late submissions of coursework, they will consider cases for accepting late submissions up to a maximum of seven calendar days without exacting a penalty. Students are responsible for submitting their cases and supporting evidence in advance of the published deadline for the coursework, using the standard Coursework Extensions Request form (or a local School online form, where available). The form is available at: [xyz](#)
- 258.4 The Course Organiser, Programme Director, or equivalent, decides whether the student has provided good reason and sufficient supporting evidence to justify an extension, and, if so, determines the length of extension to grant up to a maximum of seven calendar days.
- 258.5 The requirement for evidence should be proportionate to the weighting of the component of assessment and the length of extension sought, and should also take into account the student's ability to obtain documentary evidence. Self-certification will provide sufficient evidence in some circumstances. The School is responsible for ensuring a record is kept of the decision and the information which substantiates the reason for late acceptance.
- 258.6 Good reasons for coursework extensions are unexpected short-term circumstances which are exceptional for the individual student, beyond that student's control, and which could reasonably be expected to have had an adverse impact on the student's ability to complete the assessment on time. Good reasons may include:
- Recent short-term physical illness or injury;
  - Recent short-term mental ill-health;
  - A long-term or chronic physical health condition, which has recently worsened temporarily or permanently;



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- A long-term or chronic mental health condition, which has recently worsened temporarily or permanently;
- The recent bereavement or serious illness of a person with whom the student has a close relationship;
- The recent breakdown in a long-term relationship, such as a marriage;
- Emergencies involving dependents;
- Job or internship interview at short notice that requires significant time, e.g. due to travel;
- Victim of a crime which is likely to have significant emotional impact;
- Military conflict, natural disaster, or extreme weather conditions.

258.7 In addition to these unexpected circumstances, Schools will also consider requests for coursework extensions in relation to:

- A student's disability where the student's Learning Profile includes relevant provisions;
- Representation in performance sport at an international or national championship level, in line with the University's Performance Sport Policy:

[http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Performance\\_Sport\\_Policy.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Performance_Sport_Policy.pdf)

258.8 The following are examples of circumstances which would not be considered good reasons for coursework extensions:

- A long-term or chronic health condition (including mental ill-health or similar ill-health) which has not worsened recently or for which the University has already made a reasonable adjustment;
- A minor short-term illness or injury (eg a common cold), which would not reasonably have had a significant adverse impact on the student's ability to complete the assessment on time;
- Occasional low mood, stress or anxiety;
- Circumstances which were foreseeable or preventable;
- Holidays;
- Financial issues;
- Pressure of academic work (unless this contributes to ill-health);
- Poor time-management;
- Proximity to other assessments;
- Lack of awareness of dates or times of assessment submission;
- Failure, loss or theft of data, a computer or other equipment;
- Commitments to paid or voluntary employment.

285.9 Where a student has good reason for requiring a coursework extension of more than seven calendar days, the student should submit the coursework when able to do so and apply via the Special Circumstances process for the Board of Examiners to disregard the penalty for late submission.



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- ~~25.1 — If a student has provided a good reason for late submission then it may be accepted late by the School, which may delegate action on late submissions to Course Organisers. The School decides whether the reason for late submission is sufficient to accept the work. This is on the basis of a case submitted by the student via their Personal Tutor or Programme Director.~~
- ~~25.2 — The School is responsible for ensuring a record is kept of the information which substantiates the reason for late acceptance.~~
- ~~25.3 — If work is accepted late with good reason being provided and accepted by the School, then no penalty will be exacted.~~
- ~~25.4 — Schools may choose not to permit the submission of late work for marking. This can be, for example, because the turnaround time of feedback on the assessed work makes this impractical.~~
- ~~25.5 — If assessed coursework is submitted late without an accepted good reason, it will be recorded as late and a penalty will be exacted. For coursework that is a substantial component of the course and where the submission deadline is more than two weeks after the issue of the work to be assessed, that penalty is a reduction of the mark by 5% of the maximum obtainable mark per calendar day (e.g. a mark of 65% on the common marking scale would be reduced to 60% up to 24 hours later). This applies for up to five calendar days (or to the time when feedback is given, if this is sooner), after which a mark of zero will be given. The original unreduced mark will be recorded by the School and the student informed of it. Such work, if completed satisfactorily before feedback is issued, is regarded as completed when completion alone is a criterion for success.~~
- ~~25.6 — Any School that wishes to use a different late penalty must obtain approval from the College, which must be reported to the Curriculum and Student Progression Committee for information.~~
- ~~25.7 — Penalties relate to a student's time management, which can be an important aspect of the assessment task. They can also provide for more equitable treatment for students who do not submit work late.~~
- ~~25.8 — If Schools adopt a cut-off point for receiving or marking late submissions, this must be publicised to students on the relevant courses.~~
- ~~25.9 — Schools will only grant extension of submission dates in exceptional circumstances on the basis of published criteria and procedures.~~
- ~~25.10 — The Examination Hall regulations make it clear that script books must be left in the examination hall. Student Administration and Schools will investigate cases where students have taken script books out of the examination hall and then subsequently~~



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~~wish to submit them. Scripts will not be accepted for marking unless it can be shown the student had no opportunity to change the script.~~  
~~[www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf](http://www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf)~~

### Regulation 269 Academic best practice

All work submitted for assessment by students is accepted on the understanding that it is the student's own effort without falsification of any kind.

#### Application of the regulation

- 269.1 Students are expected to offer their own analysis and presentation of information gleaned from research, even when group exercises are carried out.
- 296.2 Where students rely on reference sources, they should indicate what these are according to the appropriate convention in their discipline. Students are given advice on appropriate referencing in their course.
- 296.3 Students may be asked to sign a declaration that the work submitted is their own work.
- 296.4 Students can get advice on studying effectively from the Institute for Academic Development: [www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice](http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice)



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### Regulation 3027 Academic misconduct

It is an offence for any student to make use of unfair means in any University assessment, to assist a student to make use of such unfair means, to do anything prejudicial to the good conduct of the assessment, or to impersonate another student or allow another person to impersonate him or her in an assessment. Any student found to have cheated or attempted to cheat in an assessment may be deemed to have failed that assessment and disciplinary action may be taken.

#### Application of the regulation

3027.1 Marks or grades can only be given for original work by students at the University. Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or your-one's own previously assessed original work. It is academically fraudulent and an offence against University discipline. Plagiarism, at whatever stage of a student's course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the University. The innocent misuse or quotation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat. Work may be deemed to be plagiarised if it consists of close paraphrasing or unacknowledged summary of a source, as well as word-for-word transcription. Any failure adequately to acknowledge or properly reference other sources in submitted work could lead to lower marks and to disciplinary action being taken.

3027.2 It is academically fraudulent and an offence against the University's Code of Student Conduct for a student to invent or falsify data, evidence, references, experimental results or other material contributing to any student's assessed work or for a student knowingly to make use of such material. It is also an offence against University's Code of Student Conduct for students to collude in the submission of work that is intended for the assessment of individual academic performance or for a student to allow their work to be used by another student for fraudulent purposes.

~~3027.3 A student who has previously submitted work for one course at this or another University must not submit the same work or part of the work to attempt to achieve academic credit through another course. See also the Undergraduate and Postgraduate Degree Programme Regulations at: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)~~

3027.43 Students need to be careful when asking peers to proof-read their work. Proof-readers should only comment on the vocabulary, grammar and general clarity of written English. They should not advise on subject matter or argumentation. EUSA runs a peer proof-reading scheme and information can be sought from the Advice Place: [www.eusa.ed.ac.uk/proofreading](http://www.eusa.ed.ac.uk/proofreading)



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3027.54 Students need to be careful to avoid academic misconduct when submitting group projects and to be clear about their individual contribution to the submission.

3027.65 Information on academic misconduct and plagiarism, and how such cases will be handled, is given on the Academic Services website. (Academic misconduct information is linked to these pages).

Students:

[www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism)

Staff:

[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism)

3027.76 Exam hall regulations can be found at:  
<https://www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf>



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### Section C. Marking of Assessment

#### Regulation **3128** Influence of examiners

An individual marker or examiner must not be able to influence unduly the outcome of a student's overall assessment. Any single item of assessment which is equivalent to 40 credits or more must be double marked.

##### Application of the regulation

**3128.1** Marking is an opportunity to give students' feedback on their attainment. It is used for progression and award decisions and needs to be fair, reliable and valid. [www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles\\_of\\_Assessment.PDF](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF)

**3128.2** Boards of Examiners and Boards of Studies need to state what practice the course uses for moderation and ensuring the independence of the marking process, e.g. independent marking, double marking, blind marking. This information needs to be available to students.

**3128.3** There is no requirement for all work to be double marked. All pieces of work must be double marked, checked or moderated in a way which is appropriate to the discipline and to the credit weighting of the piece of assessment. [www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Moderation\\_Guidance.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Moderation_Guidance.pdf)

**3128.4** Resources and publications are available from the Institute for Academic Development: [www.ed.ac.uk/iad](http://www.ed.ac.uk/iad)

#### Regulation **3229** Anonymous marking

Assessed work must be marked anonymously when possible. Marks and grades must also be anonymised during processing.

##### Application of the regulation

**3229.1** Marking work anonymously is an important aspect of fair marking.

**3229.2** There will be occasions when it is not possible to mark a piece of work anonymously, e.g. a performed piece, an oral presentation, a dissertation or other piece of work where the specialised nature of the topic identifies the student. However, marks must be anonymised for the meeting of the Board of Examiners.

**3229.3** Use of examination numbers in assessment can help maintain anonymity.



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### Regulation 330 Security of marks

Assessed work, marks and grades must be handled, transported, recorded and stored securely.

#### Application of the regulation

- 330.1 The Convener of the Board of Examiners has responsibility for the security of arrangements. In practice, the operation of this may be delegated to the Teaching Organisation or equivalent.
- 330.2 Security arrangements must also include sending assessed work and marks and grades to examiners, including External Examiners; marking arrangements for online assessment; and correspondence about marks, which may be by email.
- 330.3 Marks or grade information about more than 50 individuals is classified as medium risk information under the University's policy on taking sensitive information and personal data outside the secure computing environment. Under this policy, if exam scripts, marks or grade information leave University premises or University computing systems then additional security measures, such as encryption or locked cabinets, must be used.
- [www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/encrypting-sensitive-data](http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/encrypting-sensitive-data)

### Regulation 344 Legibility and accessibility of assessed work

It is a student's responsibility to ensure that ~~his or her~~their submitted assessed work is legible and accessible.

#### Application of the regulation

- 344.1 If markers consider a significant proportion of a student's assessed work to be so illegible that they cannot reach a robust mark they must consult the Convener of the Board of Examiners.
- (a) Where disability impairs the student's ability to write legibly, the Convener, in consultation with the relevant Dean and the Student Disability Service, can decide whether the work should be marked normally or whether the disability justifies transcription. If transcription is not justified and the work is completely illegible, a zero will be awarded. If it is partially legible then the legible part will be marked.
- (b) Where there are no issues of disability, ~~and if the student has been assessed by the Student Disability Service, the Student Disability Service, with the student's permission, will advise the relevant Dean or the student's Personal Tutor. The School may make a case to Student Administration for the student to have the use of a PC in exams, if this is felt to be justified. The~~



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Convener should ensure that the legible part of the work is marked normally.  
If the work is completely illegible, a zero will be awarded.

All such cases need to be drawn to the attention of the relevant Dean and the External Examiner and feedback needs to be given to the student.

- 34.2 Schools are responsible for ~~specifying informing students of~~ the format in which assessed work must be submitted, e.g. they may require work to be ~~word processed~~ submitted electronically.

### Regulation 352 Common Marking Schemes

The final mark, grade, result and award and classification decision must be expressed using the relevant Common Marking Scheme:

[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

#### Application of the regulation

- 352.1 The University operates the following Common Marking Schemes:

CMS1 Undergraduate degree assessment (except BVM&S and MBChB)

CMS2 Bachelor of Veterinary Medicine and Surgery (BVM&S)

CMS3 Bachelor of Medicine and Bachelor of Surgery (MBChB)

CMS4 Postgraduate Assessment

CMS5 Edinburgh College of Art degree programmes which use the Assessment Grade Scheme (ECA degree programmes which do not use the Assessment Grade Scheme use CMS1 and CMS4)

These are available online: [www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

- 352.2 In each Common Marking Scheme, Colleges and Schools may amplify, but not alter, the overall description of grades.

- 352.3 Boards of Examiners make a statement on how marks are held, and to how many decimal places, during the internal processing of the marks for a course. Practice within a Board of Examiners needs to be consistent.

~~32.4 Some degree programmes in ECA use a grading, rather than marking, assessment scheme. The ECA grade scheme comprises nine category bands and uses letter grades rather than numbers.~~

~~32.5 Degree programmes may choose to use a grading system of pass/fail for particular courses. This is approved through the course and programme approval process.~~



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### Regulation 363 Provisional marks

Students need to be made aware that marks for assessed coursework are provisional and may be modified when considered at the Board of Examiners meeting.

#### Application of the regulation

363.1 Course handbooks and other sources of advice for students are used to inform students that marks are provisional until agreed by a Board of Examiners.

~~33.2 Provisional marks which are released to students are not rounded.~~

### Regulation 374 Final marks

Boards of Examiners confirm marks as final in the minutes of the Board of Examiners meeting. A Board of Examiners must not revise marks agreed as final by a previous Board of Examiners.

#### Application of the regulation

347.1 For undergraduates and ~~part-time~~ postgraduate students, the Board of Examiners agree marks as final in the year in which they are obtained.

374.2 The Board of Examiners for final year students is responsible for determining the award of degree. The Board of Examiners, in determining final classifications and awards, may exercise discretion by taking into account special circumstances. See taught assessment regulation 40.

374.3 The Board of Examiners approves a single mark for each component of assessment for which marks are to be released; the released marks are the final marks used by the Board of Examiners when determining the overall result for the course. Rounding of marks is only done when the marks are finalised. ~~Provisional marks which are released to students are not rounded.~~

374.4 Students are informed of the status of the marks released and are reminded that the Board of Examiners, in determining the final marks or award, may have exercised discretion by taking into account additional relevant information.

374.5 The assessment results published on the student record system are the official results of the University.



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### Section D. Operation of Boards of Examiners

#### Regulation 385 Board of Examiners meetings

Meetings of Boards of Examiners are held to reach assessment, progression and award decisions.

##### Application of the regulation

385.1 See taught assessment regulation 8.1: Guidance for Conveners of Boards of Examiners for additional information on responsibilities of the Convener of the Board of Examiners.

[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf)

385.2 The minutes of the Board of Examiners meeting needs to be an accurate record of the meeting and the approved results and decisions. Guidance on minuting Board of Examiners meetings is available:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf>

385.3 Students are informed in advance about progression and award criteria.

#### Regulation 369 Board of Examiners: quorum

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

##### Application of the regulation

396.1 All members of the Board of Examiners should attend meetings of the Board. In exceptional circumstances and by prior written agreement with the Head of the College and the Convener of the Board, representatives nominated and authorised by them may substitute for internal examiners.

396.2 Each subject discipline must be represented and, whenever practicable, an External Examiner from each subject should participate. Where more than one School is involved, the composition of the Board reflects the contribution of the Schools to the assessment of the courses or programmes.

396.3 The University's External Examiners for Taught Programmes Policy outlines External Examiners' participation in Boards of Examiners meetings.

[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External\\_Examiners\\_Taught.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf)



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- 396.4 If an External Examiner is not able to attend at least one Board of Examiners meeting in a year, their non-attendance must be approved by the College.
- 396.5 It is not necessary for the same members of a Board of Examiners to attend all meetings of the Board in an academic year, provided each Board is quorate.
- 396.6 If no External Examiner can attend a meeting of a Board of Examiners then at least one of them must contribute, ideally by video, telephone or web-camera and otherwise by email ~~or fax~~. The minute needs to reflect their participation.

### Regulation 4037 Undergraduate Progression Board meetings

Meetings of Undergraduate Progression Boards are held to reach progression decisions. Each undergraduate student's progression status needs to be decided and recorded at least once each year by a Progression Board which is the responsibility of the School that has responsibility for the student's degree programme.

[www.docs.sasq.ed.ac.uk/AcademicServices/Policies/UG\\_Progression\\_Boards.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Policies/UG_Progression_Boards.pdf)

#### Application of the regulation

- 4037.1 The status, governance, and decision making and reporting responsibilities, of Undergraduate Progression Boards are provided in the Policy on Undergraduate Progression Boards.
- 4037.2 The Policy on Undergraduate Progression Boards sets out the role of the External Examiner; the quorum; the role of the Special Circumstances Committee; student anonymity in discussions and the role of the Convener of the Board, for example for ensuring the accurate recording, minuting and reporting of decisions of the Board.
- 4037.3 College Progression Boards make decisions on the credit obtained by students who have optional periods of study abroad.  
[www.docs.sasq.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study\\_Abroad\\_College\\_Progression\\_Board.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study_Abroad_College_Progression_Board.pdf)

### Regulation 4138 Attendance at a Board of Examiners meeting

The Convener of the Board may invite any person who has been involved in the teaching or assessment of the work under consideration by the Board to be present "in attendance". People "in attendance" at the meeting of the Board are not involved in the decision making process.



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### Regulation 4239 Board of Examiners: anonymity

Anonymity should be retained until, in the opinion of the Convener of the Board of Examiners, the best interests of the students are no longer being served.

#### Application of the regulations

- 4239.1 Students' marks and grades should be anonymised for presentation, consideration and agreement by the Board.
- 4239.2 Where students have to attend oral examinations, perform or otherwise present some of their work, or on courses or programmes taken by small numbers of students, anonymity may be unachievable. Anonymity should be breached only for those examiners directly involved in the relevant assessment, and marks should be re-anonymised for presentation at the Board of Examiners' meeting.
- 4239.3 Once decisions have been agreed by the Board of Examiners there should be a final check of the un-anonymised marks and decisions by the Convener of the Board.
- 4239.4 The nature of some assessment means that the Board of Examiners establishes that the interests of the students are served best by ceasing anonymity at the start of the assessment process. This requires the prior approval of the Curriculum and Student Progression Committee (CSPC) on the basis of a case presented by College.

### Regulation 430 Special circumstances

Where a student's performance in assessment has been affected by illness, accident or circumstances beyond his/her/their control, it is the student's responsibility to submit an account of these special circumstances, along with supporting evidence, to the Special Circumstances Committee for the relevant Board of Examiners (including Progression Boards). The relevant Board of Examiners decides what action to take in the light of a Special Circumstances Committee's report/decision on a student's submitted special circumstances.

~~It is a student's responsibility to report special circumstances to the Board of Examiners. The Special Circumstances Committee considers circumstances which are beyond a student's control and for which there is sufficient documentary evidence to show that these circumstances had a significant adverse impact on the student's performance in an assessment or resulted in non-attendance or a non-submission for a scheduled assessment. The Special Circumstances Committee reports its decision to the Board of Examiners, which is required to adhere to the decision of the Special Circumstances Committee when making a final assessment decision.~~



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### Application of the regulations

- ~~430.1~~ ~~Guidance on special circumstances is given in the University's Special Circumstances Policy. The Special Circumstances Committee deals with personal, medical and compassionate matters, and academic matters relating to supervision, teaching and learning, and resource provision. The Special Circumstances Policy sets out the arrangements for students to request consideration of special circumstances, types of circumstances which are and are not likely to be accepted by Special Circumstances Committees, requirements for evidence to support special circumstances, the composition and operation of Special Circumstances Committees, and the actions available to Board of Examiners (including Progression Boards) in the light of a Special Circumstances Committee's decision on a student's special circumstances. The policy is available at: [www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special\\_Circumstances.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf)~~
- ~~40.2~~ ~~Students need to report special circumstances to the Board of Examiners, in writing via their Personal Tutor or, for postgraduate students, via their Personal Tutor or Programme Directors or student support team. It is the student's responsibility to provide documentary evidence.~~
- ~~40.3~~ ~~All cases that are reported to the Board of Examiners need to be considered by the Special Circumstances Committee (SCC) and recorded in the minutes of the meeting of the SCC, regardless of the impact on the student's marks, grades or classification. The minutes of the Board of Examiners must record cases where special circumstances were taken into account and minute the outcome.~~
- ~~40.4~~ ~~If a Board is very small and wishes to operate as its own SCC then this needs College approval. The Board sets up a SCC as a sub-committee of the Board. Schools may set up SCCs which cover a number of Boards of Examiners. The Convener of the Board of Examiners may also convene the SCC but this is not a requirement.~~
- ~~40.5~~ ~~The SCC reports to the Board of Examiners in as concise a form as is consistent with clarity and the student's interest, where possible maintaining the anonymity of the student.~~

### Regulation ~~44~~ **44** Borderlines

Boards of Examiners must consider students whose marks are borderline for passing a course, and for progression, award or classification purposes. Undergraduate Progression Boards and postgraduate Boards of Examiners making progression decisions must consider students whose marks are borderline for progression purposes. Borderline marks are defined as marks from two percentage points below the class or grade boundary up to the boundary itself, e.g. 58.00% to 59.99% for an undergraduate 2.1 classification or 38.00% to 39.99% for a pass. Boards of Examiners and Progression Boards must use the University borderline definition and must not set and use a different definition.



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### Application of the regulation

- 44.1 Boards of Examiners must publish in advance the factors that will be taken into account for borderline decisions, which can include:
- (a) cases in which a student has performed better in courses at a higher level;
  - (b) cases where the amount of credited assessed work to be used for classification or award decisions is less than the norm (e.g., where credits have been awarded for progression purposes only in recognition of special circumstances); and
  - (c) individual student profiles of performance.

- 44.2 Boards of Examiners cannot selectively use any additional assessment to reach assessment decisions for specific students. See taught assessment regulation 19.

~~41.3 — Borderlines do not apply in the ECA Grade Assessment Scheme.~~

- 44.34 Examples of borderlines for progression decisions include:
- (a) where a student has a final mark of 38% or 39% for a course in first year that they need to pass to progress to second year;
  - (b) where a student is within two percentage points of a requirement for progression into honours or postgraduate dissertation, for example where the Degree Programme Table specifies the attainment of 50% as an average across a number of courses, the progression borderline is 48.00% to 49.99%; and
  - (c) for the award of credit on aggregate, where a student has an average of 38.00% to 39.99% over their 120 credits.

### Regulation 452 Confidentiality

All discussion at a Board of Examiners' meeting is confidential.

### Application of the regulation

- 45.1 Boards of Examiners reach a collective decision. The decision does not need to be unanimous.

- 45.2 No comments or remarks should be reported to any students, whether or not they are unattributed.

- 425.3 The views of a particular examiner should not be made known to a student. If a student makes a request to see the minutes of a Board of Examiners meeting, the information recorded in the minutes on that particular student will need to be disclosed. In doing so examiners' comments should be anonymised, e.g. assigned to "Examiner1, Examiner2". Further information is available at:



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[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf)

- 452.4 Students have a right to see information about themselves recorded in minutes of Board of Examiner meetings.
- 452.5 Other than with the written permission of the student concerned, members of staff should not make available information about marks to persons or bodies outside the University except when necessary in the context of a reference.
- 452.6 Guidance on disclosing information on students can be found at:  
[www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information](http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information)



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### Regulation 463 Release of marks

Students are informed of marks or grades for each discretely identified unit of assessment used by the Board in reaching its final mark for the course or its progression or award decision.

#### Application of the regulation

- 463.1 Marks and grades are made available to the student, together with guidance on their meaning.
- 463.2 Boards of Examiners are not obliged to provide this information if the request is made more than one year after the date of the assessment.
- 463.3 Assessed coursework marks which contribute to the overall result for a course are provided to students at the time that the assessment is marked, as a guide to each student's performance, together with guidance on the meaning of the marks.
- 463.4 Throughout the year, before consideration by a Board of Examiners, marks for examinations and assessed coursework are provisional and have no status until they are approved or modified by the Board. If such marks are released before confirmation by the Board of Examiners, students must be advised that the marks are provisional and may be modified when considered at the Board of Examiners meeting.
- 463.5 **Undergraduate non-honours degree examination marks; and professional degree examination marks or grades in Medicine and Veterinary Medicine (other than final professional degree examination marks): Overall marks:** The final overall mark agreed by Boards of Examiners for diets of examinations for graduating courses of study will be made available to the student via EUCLID Student View.
- 463.6 **Undergraduate Honours degree examination marks; and final professional degree examination marks in Medicine and Veterinary Medicine: Overall classification:** The final overall classification of honours degrees will be ~~intimated to students in their degree certificates~~ communicated to students via EUCLID Student View. The professional degrees may be awarded with honours in Medicine, or with distinction in Veterinary Medicine, but are not otherwise classified.

### Regulation 447 Publication of results

Students will be notified of their assessment results and their progression status. Students have the right to exclude their name and/or final award results from being publicly announced. [www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Informing\\_Taught\\_Students\\_of\\_their\\_Final\\_Programme\\_Course\\_and\\_Progression\\_Results.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Informing_Taught_Students_of_their_Final_Programme_Course_and_Progression_Results.pdf)



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### Application of the regulation

- 474.1 Concessions from the following application of the regulation on Publication of results require the approval of the Curriculum and Student Progression Committee (CSPC) based on a case presented by the relevant College.
- 447.2 Students are officially notified of their results (including course marks, progression and programme outcomes or awards) via EUCLID Student View. This may be supplemented by the communication of assessment component results via virtual learning environments. Results are entered on to students' records by the relevant School.
- 474.32 The host School/College of the degree programme is responsible for overseeing the communication of all undergraduate award and final programme results and all taught progression decisions. The host School of the course is responsible for overseeing the communication of all final course results to the students on the course. It is the responsibility of Schools to ensure that students are notified of their progression status following the Undergraduate Progression Board meeting or the 'progression' meeting of the postgraduate Board of Examiners.
- 447.43 Notification of final postgraduate results and the award of qualification to students, following the final meeting of the Board, is the responsibility of the College Postgraduate Office, except where this has been devolved to the School.
- 447.54 Students' results (including assessment component and course marks, programme and progression outcomes) may not be released over the telephone or informally via email. Students only receive their results via formal communication channels. EUCLID Student View is the online system to be used for formal communication of the award, final degree programme results, final course results and progression decisions to students. This may be supplemented by the communication of assessment component results via virtual learning environments.
- 447.6 There should be no public display in any media of any formative or summative assessment results from any course or programme.
- 474.7 The host School will communicate a clear plan of action to each student when the student has failed an assessment that is required. This applies to final course results and some "in course" assessments where a pass is required. The communication is to take account of the student's progression and/or award status.
- 474.8 Each School will provide a general statement on their website describing their local process, indicating to their students how they should proceed in the event of failure.



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- 474.9 Where a student has failed a summative assessment (either “in course” or “final”) and a resubmission or retake is required and permitted, the host School ensures that the student is provided with timely academic feedback, guidance and support prior to their re-assessment.
- 474.10 The Head of the host School, or their designated representative, has responsibility for ensuring that, where a student has failed their programme of study at the final stage, the student is supported in a timely and personal manner. If appropriate, an offer of a private consultation may be made.
- 474.11 Once a final award, final degree programme or final course result and progression decision has been agreed by the Board of Examiners and other relevant bodies, then Schools may contact students who have failed before the decision is published in EUCLID Student View. Schools should not give informal indications about the final award, final degree programme or final course result or progression decision in advance of the decision of the Board of Examiners and/or other relevant bodies. See regulation 463.4 for the release of provisional marks.
- 474.12 Where there is a requirement to confirm pass lists to a Professional, Statutory and/or Regulatory Body (PSRB), the assessment results should not be collated and sent until the results of individual assessments have been made available to the student.
- 474.135 If students attend the graduation ceremony their names and degrees are included in the graduation programme. The Student Administration team is responsible for the final award listing in the graduation ceremony programme (if the student registers their intention to graduate in person) and the listing in the press (students may opt out of this listing).
- ~~44.6~~ The policy on Informing Students of their Final Programme Course and Progression Results can be found at:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Informing\\_Taught\\_Students\\_of\\_their\\_Final\\_Programme\\_Course\\_and\\_Progression\\_Results.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Informing_Taught_Students_of_their_Final_Programme_Course_and_Progression_Results.pdf)

### Regulation 458 Degree examination scripts

Degree examination scripts are received by the University in confidence. Degree examination scripts, or copies of such scripts, may be returned to students on Year 1 and 2 pre-honours courses. Degree examination scripts are not returned to students on honours or taught postgraduate courses.

#### Application of the regulation

- 485.1 Students are entitled to see their examination scripts to assist with the provision of feedback and their self-reflective learning.



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- 458.2 Course organisers, or their delegates, may show and discuss students' examination scripts with them for feedback purposes. Local arrangements are made for ways to implement the opportunity for students to see their exam scripts.  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback)
- 485.3 Other forms of assessed summative work may be returned to students, provided that sufficient documentation is retained for the Board of Examiners and External Examiners. This documentation needs to record those types of assessment which cannot be made available to the Board of Examiners.
- 485.4 The potential return of scripts to students on Year 1 and 2 pre-honours courses does not apply to multiple choice questions which are not defined as degree examination scripts.
- 485.5 Schools will need to make arrangements to make exam scripts available to students taking Year 1 and 2 pre-honours courses to take away (on individual request) after the retention period is over. Schools may wish to decide to keep the scripts for longer than the minimum required retention period, for example in order to make them available for release to the relevant students returning in the following semester (this is at the discretion of individual Schools).

### Regulation 496 Retention and destruction of material

Assessed material must be retained and destroyed in accordance with the University's student records retention guidance.

#### Application of the regulation

- 496.1 Information about the student records retention schedule is online:  
[www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records](http://www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records)
- 496.2 Schools need to maintain an adequate documentary record of assessed work, which is necessary to inform decisions of original, resit and reconvened Boards of Examiners.
- 496.3 Material which contributes to the assessment of the degree, including any written examinations, dissertations, essays, laboratory or studio work and projects, should be retained in the School for a suitable period after the Board of Examiners meeting which decides the overall classification or award of the degree, diploma or certificate. This enables the Board to respond to any student appeal.
- 469.4 Assessment material should be destroyed at the end of the retention period, or at the end of the period in which the School has agreed it will retain the information for



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(see regulation 458.65). For students who submit appeals, the retention period will need to be extended until the end of the appeal process. Other material which contributes to the final assessment of the degree or overall assessment of the course may be returned to the student after the expiry of the retention period. Dissertations and theses may be retained by Schools, who have the responsibility to make them available to any enquirer in response to a freedom of information request (unless an exemption applies). Assessment samples may be retained for specified periods as supporting documentation for accreditation and quality assurance purposes, e.g. Teaching Programme Reviews.



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### Section E. Assessment decisions

#### Regulation **5047** Award of degrees, diplomas and certificates

Degrees, diplomas and certificates are awarded by the Senatus on the basis of Board of Examiners' recommendations. Each honours programme of study, the MBChB and the BVM&S, has a Board of Examiners responsible for recommending the award of the degree and determining the classification of the degree. Each postgraduate degree, diploma or certificate examination has a Board of Examiners responsible both for determining progression to diploma/masters dissertation and for determining the final award of the qualification.

#### Application of the regulation

**5047.1** Information on the criteria for award of degrees, diplomas and certificates is published in advance.

#### Regulation **5148** Undergraduate progression: pre-honours and into honours

To progress to the next year of study and into honours, students must meet the requirements for progression which are specified in the Degree Regulations and Programmes of Study and degree programme tables. [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

#### Application of the regulation

**5148.1** The Undergraduate Progression Board has responsibility for ensuring that students have met the requirements for progression, on the basis of information provided by Boards of Examiners.

[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/UG\\_Progression\\_Boards.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/UG_Progression_Boards.pdf)

**5148.2** The requirements for degrees are set out in the University's Curriculum Framework:

[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models\\_for\\_Curricula.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models_for_Curricula.pdf)

#### Regulation **5249** Undergraduate honours assessment progression

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

- (a) pass at least 80 credits at SCQF level 9 or above in junior honours and level 10 or above in senior honours for undergraduate Masters degrees; and
- (b) have an overall average of 40% or more for the 120 credits of study taken in the relevant honours year; and



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- (c) must satisfy any other specific requirements for the degree programme, as published in the programme handbook.

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

### Application of the regulation

**5249.1** The Undergraduate Progression Board has responsibility for ensuring that students have met the requirements for progression, on the basis of information provided by Boards of Examiners.  
[www.docs.sasg.ed.ac.uk/AcademicServices/Policies/UG\\_Progression\\_Boards.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/UG_Progression_Boards.pdf)

**5249.2** The requirements for degrees are set out in the University's Curriculum Framework:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models\\_for\\_Curricula.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models_for_Curricula.pdf)

**5249.3** In general failed courses are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, in addition to other final course marks.

**5249.4** PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID", as are EUCLID grades for Credit on aggregate (AA, CA and UA).  
[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### Regulation 530 Award of undergraduate Ordinary and General degrees

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

### Application of the regulation

**530.1** The Board of Examiners or Undergraduate Progression Board may propose the award of an Ordinary or General degree to those students who have met the requirements of one of these degrees but who do not satisfy the honours degree requirements.



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~~530.2~~ The Board of Examiners or Undergraduate Progression Board should take account of the recommendations of the Special Circumstances Committee and the student's general academic record when determining the award of a degree. However, it is

not within the power of a Board of Examiners or Undergraduate Progression Board to recommend the award of a degree without substantial evidence of attainment to at least the lowest level required for the award of that qualification. Boards of Examiners or Undergraduate Progression Board may not be generous in cases of failure other than within the limits already set out in these regulations.

### Regulation ~~541~~ Undergraduate honours degree award

The Board of Examiners has the responsibility to decide which students can be awarded a classified honours degree. To graduate students must:

- pass at least 80 credits at SCQF level 10 or above in their final honours year; and
- have an overall average of 40% or more for the 120 credits of final honours; and
- must satisfy any other specific requirements for the degree programme.

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

#### Application of the regulation

~~51.1~~ ~~The College has responsibility for ensuring that students have met the requirements for classification and graduation, on the basis of information provided by Boards of Examiners.~~

~~544.12~~ The requirements for degrees are set out in the University's Curriculum Framework:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models\\_for\\_Curricula.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/Curriculum/Models_for_Curricula.pdf)

~~544.23~~ In general failed courses are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, along with other final course marks.

~~544.34~~ The Board of Examiners may propose the award of an Ordinary or General degree be made to students who do not achieve the honours classification requirements, on the basis of their honours achievements.



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**544.45** The Board of Examiners may propose ~~to the College~~ the award of an honours degree to students who do not achieve the requirements for an undergraduate masters, on the basis of their senior honours achievements.

**544.56** The Board of Examiners should take account of the recommendations of the Special Circumstances Committee and of the student's general academic record, when determining the classification and award of a degree. However, it is not within the power of a Board of Examiners to recommend the award of a degree without substantial evidence of attainment to at least the lowest level required for the award of that qualification or classification. Boards of Examiners may not be generous in cases of failure other than within the limits already set out in these regulations.

**544.67** PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID"

[http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### Regulation **552** Undergraduate degree classification

The Board of Examiners for assessment of students in their final year is responsible for deriving the classification for award of an honours degree. Degree classification is derived by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course. Exceptions are outlined in the guidance on the regulation.

#### Application of the regulation

**552.1** The assessment weighting of a course within a year is proportional to its credit value.

**552.2** For degrees with two honours years, including degree programmes with an obligatory period of residence/study abroad, the classification is based on performance in both honours years, which are equally weighted except for:

- (a) modern language degree programmes with a prescribed period of residence abroad where credit points for language acquisition through residence are aggregated with those associated with the language learning in the final year and where the classification is based on two honours years in line with this aggregation;
- (b) degree programmes where students can opt to spend a period of residence/study abroad, where credits will be allocated for the study abroad but these are weighted zero in the final classification;



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- (c) the MA in International Business ~~and the MA with Honours in American Studies~~, where the classification for these students is based solely on the final honours year; and
- (d) the BSc degrees in Biological Sciences in the Schools of Biological Sciences and Biomedical Sciences which are weighted 2:1 Senior: Junior Honours; and
- (e) the BSc degrees in Chemistry which are weighted 2:1 Senior:Junior Honours ~~for students entering Chemistry 3 from September 2013 onwards.~~

52.3 Integrated Masters degrees have three honours years and their classification is based on all these years, in which the three honours years are weighted respectively 20, 40, 40 (in percentage terms), with the exception of the MChem and MChemPhys degrees “with Industrial Experience” and “with a Year Abroad”, and the MPhys degrees “with a Year Abroad” which are weighted 20, 20, 60.

52.4 The relevant Board of Examiners will specify which courses will be used for classification purposes for students who exit with a BSc who were previously on an Integrated Masters degree.

52.5 Intercalated honours degrees have a one-year honours component and their classification is based solely on the honours year. Degree classification is derived by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course.

52.6 Honours degree programmes in ECA using the Grade Assessment Scheme apply an algorithm to establish the classification of award based solely on the final honours year. The algorithm is based upon the level of grades attained for each learning outcome within each course, weighted by the volume of credit for each course.

52.7 Classification models for credit for study abroad are contained in the College Progression Boards for Optional Study Abroad: Terms of Reference.  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study\\_Abroad\\_College\\_Progression\\_Board.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study_Abroad_College_Progression_Board.pdf)

### Regulation 563 Postgraduate assessment progression

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



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- (a) pass at least 80 credits with a mark of at least 50% in each of the courses which make up these credits; and
- (b) attain an average of at least 50% for the 120 credits of study examined at the point of decision for progression; and
- (c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective programme handbooks.

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

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

### Application of the regulation

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

- (a) Postgraduate Boards of Examiners are normally convened at least twice during the year for full-time students. The initial meeting to decide matters relating to progression (to masters, or diploma), or failure, is held at the end of the coursework component. A second meeting to consider the dissertation results and the final award of degrees (or diplomas) is held soon after completion of the programme. Both meetings are equally important.
- (b) The Postgraduate Board of Examiners has the responsibility to decide which students can progress to the dissertation required for candidature for the award of a masters degree; or, in the case of other awards, exit either directly or following satisfaction of any outstanding requirement.
- (c) Exceptionally, with the permission of the relevant College Committee, a student who has been unable to sit an examination because of illness or other extenuating circumstance may, if that circumstance is certified, be allowed to progress to the dissertation stage prior to completion of the coursework assessment on condition that the dissertation will subsequently be set aside if the student is eventually unsuccessful in the coursework element of the programme.

563.2 [For MFA programmes \(240 credits\) where there is an identifiable taught component, in order to progress to masters dissertation the student must](#)



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pass at least 120 credits with a mark of at least 50% in each of the courses which make up these credits, and attain an average of at least 50% for the 180 credits of study examined at the point of decision for progression to dissertation, and satisfy any other requirements as outlined in 53 (c) above.

**563.32** In general failed course are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. In reporting course marks, Schools are required to upload a fail but with credit on aggregate outcome on to the student record system, along with other final course marks.

**563.43** In Regulation 563(a) above, where some of the 80 credits are pass/fail courses, then where these courses are passed, they can be included in the 80 credit total. However, a mark of 50% is the mark that is to be applied in calculations under Regulation 552 (b).  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

**563.4** PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID"  
[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### **Regulation 574 Postgraduate degree, diploma and certificate award**

In order to be awarded the certificate students must:

- (a) pass at least 40 credits with a mark of at least 40%; and
- (b) attain an average of at least 40% for the 60 credits of study examined for the certificate; and
- (c) satisfy any other specific requirements for the named certificate that are clearly stated in respective programme handbooks.

In order to be awarded the diploma students must:

- (a) pass at least 80 credits with a mark of at least 40%; and
- (b) attain an average of at least 40% for the 120 credits of study examined for the diploma; and
- (c) satisfy any other specific requirements for the named diploma that are clearly stated in respective programme handbooks.

In order to be awarded a masters degree students must:

- (a) have satisfied any requirements for progression, as laid out in taught assessment regulation 563 above, and
- (b) attain an additional 60 credits, by achieving a mark of at least 50% for the dissertation or project component (if the programme has a dissertation or project element) and



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- (c) satisfy any other specific requirements for the masters degree programme, that are clearly stated in respective Programme Handbooks.

When all the marks for the taught components of the programme or diploma are available, if the student has achieved PASS marks in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses, up to a maximum of 40 credits. For a certificate, a maximum of 20 credits may be awarded on aggregate.

### Application of the regulation

- 574.1 Boards of Examiners, including those involving subjects from two or more of the Schools, are required to establish guidelines in advance on how the results of individual papers or units of assessment are to be aggregated, averaged or profiled to produce the overall final result. These guidelines are an integral part of the disclosure process and must be published to students within one month of the start of the programme.
- 574.2 In general failed course are not included in the student's transcript, but any failed course for which the student has been awarded credits on aggregate must be shown in the transcript as a fail but with credit on aggregate. Exam Boards must make this distinction clear when reporting course marks.
- 574.3 The Board of Examiners should take account of any personal circumstances and of the student's general academic record, when determining the award of a degree. However, it is not within the power of a Board of Examiners to recommend the award of a degree without substantial evidence of attainment to at least the lowest level required for the award of that qualification. Boards of Examiners may not be generous in cases of failure other than within the limits already set out in these regulations.
- 574.4 The General Postgraduate Regulations permit a General Postgraduate Certificate to be attained by students who do not fulfil the requirements for a specific diploma or certificate award but who have attained a minimum of 60 credits gained from passes in University courses which count towards graduation. At least 40 of the credits attained must be at level 11.
- 574.5 PASS marks are defined in the "PASS" section (A1 to PS) of "Recording of Course Assessment Results within EUCLID"  
[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

### Regulation 585 Postgraduate dissertations

Resubmissions of revised dissertations are not permitted for postgraduate masters programmes unless a student's performance in assessment has been affected by illness, accident or circumstances beyond their control.



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~~Resubmissions of revised dissertations are not permitted for postgraduate masters programmes unless this has been approved by the relevant College Committee CSPC on the basis of a case submitted by the relevant College Committee.~~

### Application of the regulation

~~585.1 Where a masters programme does not have College CSPC authorisation for resubmission of dissertations then, In exceptional circumstances, the University's Special Circumstance Policy allows the Board of Examiners to apply to the College for permission to allow a student to resubmit a revised dissertation. if a Board of Examiners wishes a student to be permitted to resubmit, a case on the basis of special circumstances needs to be submitted to the relevant College Committee. CSPC as a College-requested concession.~~

### Regulation 596 Award of postgraduate merit

Taught postgraduate degrees may be awarded with merit. To achieve a merit, a student must be awarded at least 60% on the University's Postgraduate Common Marking Scheme for the dissertation, if the programme has a dissertation element, and must pass all other courses with an average of at least 60%. Borderlines, for both the dissertation and course average elements, are considered for merits.

### Application of the regulation

596.1 For degrees which use letter grades in addition to numerical marks, the award of merit will be made where the student meets the above criteria using the numerical mark.

### Regulation 6057 Award of postgraduate distinction

Taught postgraduate degrees may be awarded with distinction. To achieve a distinction, a student must be awarded at least 70% on the University's Postgraduate Common Marking Scheme for the dissertation, if the programme has a dissertation element, and must pass all other courses with an average of at least 70%. Borderlines, for both the dissertation and course average elements, are considered for distinctions.

For degrees which use letter grades rather than marks, where the student meets the following criteria the award of distinction will be made:

- ~~(a) To achieve a distinction, half of the credits achieved are in category A or above, the remainder are in category B or above with no more than 20 Credits equivalent at grade C, with no credits below grade C.~~
- ~~(b) At MA, the award of distinction relates to all grades obtained.~~
- (c) At MFA, the award of distinction relates only to grades obtained at stages 3 and 4 (Year 2).



# Taught Assessment Regulations

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### Application of the regulation

- 6057.1 Distinctions may be awarded for postgraduate taught masters, diplomas and certificates, where these are a specifically named exit qualification.
- 6057.2 A distinction may not be awarded to a student leaving with a general postgraduate certificate or for any reason due to academic shortfalls.
- 6057.3 For degree programmes that permit resubmission of dissertations then a distinction can only be awarded based on the mark for the originally submitted dissertation.
- 6057.4 For degree programmes which use letter grades in addition to numerical marks, the award of distinction will be made where the student meets the above criteria using the numerical mark.
- 6057.54 Borderline marks are defined as marks from two percentage points below boundary up to the boundary itself, e.g. 68.00% to 69.99% for the dissertation and for the average of other courses. See also taught assessment regulation 40 above.
- 6057.65 The average for the courses is calculated on the basis of credit weighting. Courses where credit has been obtained by recognition of prior learning are excluded from the average. All courses must be passed at 40% or above for the award of distinction.
- 6057.76 The Postgraduate Common Marking Scheme can be found at:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)



# Taught Assessment Regulations

## Academic Year 20165/176

### Regulation 6158 Award of credit from other Universities

Boards of Examiners confirm the award of credit from other universities which is used in the award of a University of Edinburgh degree.

#### Application of the regulation

6158.1 There are two types of credit from external bodies: recognition of prior credit at admission, determined by Colleges against published criteria; and recognition of external learning whilst on programme. In both cases recognition of prior learning is recorded on admission or during study, with credit awarded at exit.  
[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

### Regulation 6259 Minuting of decisions of Boards of Examiners

The internal and External Examiners must concur in the mark and grade to be awarded to each student and in the classification and award of degree to be made. Boards of Examiners must record all decisions in the minutes of the meeting.

#### Application of the regulation

6259.1 Once the Board of Examiners has decided on the final marks, grades and if appropriate, class of degree and award for each student, the students' names must then ~~be substituted for their examination numbers~~ made visible to the Board of Examiners. There must then be a final check of the results before the list is agreed and recorded in the minutes. Only in the event of detection of an error, which was not detectable when examination numbers were used, can changes be made to the marks, grades or class of degree at this stage. Any such change should be recorded in the minutes.  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)

6259.2 The Convener receives and is responsible for ensuring that the minutes of the Board of Examiners' meetings are an accurate record of the meeting and of the approved results; and that copies of the minutes are sent to the College Office.

6259.3 Minutes should include:

- a record of the names of the examiners and those in attendance at the meeting;
- relevant information considered at the meeting or by the Special Circumstances Committee, and outcomes from this;
- discussion and outcomes of borderline cases;
- details of any modification of marks, grades or classification, and the reasons for these; and



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- (e) comments by the External Examiner(s) about the examination of the course, the performance of the students in general, and their approval of results agreed by the Board of Examiners.

6259.4 The minute is a confidential document, although information on a particular student may need to be disclosed to that student under the Data Protection Act and generic information may need to be disclosed under Freedom of Information. Further information is available at:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf)

6259.5 If agreement cannot be reached on concurrence of decisions then the issue is referred to the Head of College.

### Regulation 630 Board of Examiners: return of marks

Course marks, degree classification and awards agreed by the Board of Examiners and confirmed by the External Examiner(s) must be recorded on the student record system as the final official results of the University.

#### Application of the regulation

630.1 More than one person should be involved in checking the calculation of the marks and ensuring the accuracy of their transfer. When marks for courses are finalised (and not before then), before they are uploaded on to the student record system and released to students, they must be rounded to an integer, i.e. with no decimal places. Any mark which is xx.50 or above is rounded up and any number-mark which is xx.49 or below is rounded down, e.g. 59.50% is rounded to 60%, 59.49% is rounded to 59%. Individual course marks must be rounded before they are uploaded on to the student record system and the rounded marks must be used in calculating the overall mean mark. The overall mean mark is to be used in honours classification, progression, and award decisions. The overall mean mark is not rounded.

630.2 Results must be confirmed by the Convener and by at least one External Examiner.

630.3 Schools have responsibility for ensuring that results are uploaded accurately to the student record system.

630.4 Examination results for the summer (May) assessment should be uploaded on to the student record system as soon as possible in agreement with dates issued by Student Systems to give enough time for the preparation and printing of the graduation programme. Examination result upload deadlines will be published each year by Student Systems along with guidance on how to upload course results and final award of degree outcomes.

[www.studentsystems.ed.ac.uk/staff/Support/awards.htm](http://www.studentsystems.ed.ac.uk/staff/Support/awards.htm)



# Taught Assessment Regulations

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603.5 In the case of autumn (August) undergraduate examinations, results should be submitted as soon as possible and not later than 10 days before the start of the next semester.

### Regulation 641 Status of decisions

Decisions by a Board of Examiners, once certified in writing, are final. In exceptional circumstances a Convener of the Board of Examiners can reconvene the Board to review a decision.

#### Application of the regulation

- 641.1 A Board of Examiners may, at the request of any of its members or member of the Special Circumstances Committee, review a decision if significant information relevant to that decision, which was unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made. A member of the Board may request a review but it is the Convener who must review the decision in the light of any new significant information or error brought to light, and therefore the Convener, and not a member of the Board, who decides whether to reconvene the Board.
- 641.2 If the Board is satisfied that there are grounds for varying the decision the Board shall forthwith report its [decision recommendation to Student Administration Student Systems, who will either report the recommendation to the Senatus or exceptionally refer it to the Curriculum and Student Progression Committee for decision.](#)
- 641.3 Where an error is discovered in the assessment or marking of any examination or any component of an examination or in the calculation, recording or notification of the result of any examination or any component thereof or in the classification or result of any degree or in any process connected with any of these matters, the University shall forthwith correct that error and amend its records to show the correct result or classification and that whether or not the result or classification has been published or otherwise notified to the student. The University shall notify the student of the corrected result or classification as soon as practicable and shall also correct any reference or statement which may have been provided by the University whether to the student or to a third party. Having been notified of the corrected result or classification the student shall return to the University any documentation which may have been issued to the student notifying the original result or classification which has been corrected. The student shall have no claim against the University for any loss or damage which may have been incurred by the student as a result of any error which may have been made.
- 641.4 In proved cases of substantial and significant copying, plagiarism or other fraud, the



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Senatus has the power to reduce the classification of, or to revoke, any degree it has already awarded, and to require the degree, diploma or certificate scroll to be returned.

644.5 Any member of Senatus may request Senatus to refer for investigation any matter concerning examinations.

### Regulation 652 Convener's Action

The Convener of the Board of Examiners, Progression Board, or Special Circumstances Committee may take decisions by Convener's Action.

#### Application of the regulation

652.1 This may occur when the Board of Examiners takes a decision in principle but needs confirmation or further information, or when the Board, or Special Circumstances Committee considers the possible outcomes and authorises the Convener, once relevant information is known, to apply the appropriate option. Convener's Action may also be appropriate when the decision to be made follows an existing precedent.

652.2 Decisions made by Convener's Action should be recorded and reported to the relevant Board or Committee.

### Regulation 663 Failure to complete all the assessment requirements of a degree programme

When a student fails to complete all the assessment requirements of a degree programme the Board of Examiners or Undergraduate Progression Board will investigate the case. If there is no satisfactory reason then taught assessment regulation 644 on unsatisfactory progress applies. If the [Special Circumstances Committee for the relevant Board of Examiners \(including Progression Boards\) is given sufficient evidence that the performance of a student has been affected for reasons of illness, accident or other circumstances beyond the student's control, the University's Special Circumstances Policy applies.](#)

~~Board of Examiners or Undergraduate Progression Board is given satisfactory evidence that the performance of a student has been affected for reasons of illness, accident or other circumstances beyond the student's control they decide which option to pursue.~~

*Non-honours undergraduate assessment:*

~~If the Board does not have sufficient evidence of the student's academic performance to award a mark or grade then the Board applies the resit assessment provisions of taught~~



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~~assessment regulation 24. The Board may recommend that the student's resit assessment be recorded as a first attempt on the transcript.~~

~~*Honours assessment which is not in the final year:*~~

~~If the student has satisfied requirements the Board may award credit on aggregate for relevant elements of that year of the degree (taught assessment regulation 49). If the Board considers that this would be to the student's detriment or it has insufficient evidence to make an award, the Board will recommend a concession to the relevant College committee that the student:~~

- ~~(a) repeat the course to which the assessment relates; or~~
- ~~(b) take any assessment elements the College deems appropriate.~~

~~*Final Year Honours Assessment:*~~

~~If the student has satisfied the specific requirements the Board may award credit on aggregate for relevant elements of that year of the degree and classify the degree (taught assessment regulation 48). If the Board considers that this would be to the student's detriment or it has insufficient evidence to make an award, the Board will recommend that the relevant College committee request a concession from the Curriculum and Student Progression Committee that the student:~~

- ~~(a) repeat the course to which the assessment relates; or~~
- ~~(b) take any assessment elements GSPC deems appropriate; or~~
- ~~(c) exceptionally, that the Senatus award an unclassified *aegrotat* degree.~~

~~*Postgraduate Students:*~~

~~If the student has satisfied the specific requirements the Board may award credit on aggregate for relevant elements and award the degree. If the Board considers that this would be to the student's detriment or it has insufficient evidence to make an award, the Board will recommend that the relevant College committee request a concession from the Curriculum and Student Progression Committee that the student:~~

- ~~(a) repeat the course to which the assessment relates; or~~
- ~~(b) take any assessment elements GSPC deems appropriate; or~~
- ~~(c) exceptionally, that the Senatus award an *aegrotat* degree.~~

### Application of the regulation

~~663.1 The University's Special Circumstances Policy is available at:~~

~~[http://www.dcs.sasg.ed.ac.uk/AcademicServices/Policies/Special\\_Circumstances.pdf](http://www.dcs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf)~~

~~63.1 The report to the relevant College committee and the Curriculum and Student Progression Committee needs to include:~~

- ~~— (a) — special circumstances evidence provided by the student to support the case;~~
- ~~— (b) — the views of the student and their Personal Tutor or Programme Director, where possible; and~~
- ~~— (c) — a recommendation from the Board of Examiners or Undergraduate Progression Board.~~



# Taught Assessment Regulations

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~~The case needs to state what assessment will have to be repeated or submitted and relevant assessment dates, e.g. which examination diet is expected to apply.~~

### ~~63.2 Concessions include:~~

- ~~(a) deeming the affected assessment a “null sit” which can be taken again as a first attempt;~~
- ~~(b) recommending that when the degree is classified the affected assessment is excluded from the classification calculation;~~
- ~~(c) requiring the student to be examined at a subsequent diet either after repeating some or all of the coursework or without repeating the coursework;~~
- ~~(d) requiring the student to repeat the course, including some or all assessment;~~
- ~~(e) in cases involving exceptional hardship, and where the Heads of the Schools recommend, permitting the student to take specially prepared alternative assessments, including oral assessment.~~

## **Regulation 674 Unsatisfactory academic progress**

The University will exclude students who do not make satisfactory academic progress or do not engage with their studies.

### **Application of the regulation**

- 674.1** Degree Programme Tables, programme handbooks and/or course handbooks contain details of the progress which students are expected to achieve within given periods, and warnings that students are liable to be considered for exclusion if these expectations are not fulfilled.
- 674.2** Students who on the published progression criteria are regarded as potentially unsatisfactory are notified of this and are normally interviewed before any recommendation for exclusion is made to the College.
- 674.3** The College is the final judge of the academic basis for exclusion on the grounds of unsatisfactory progress and non-attendance as specified in the degree regulations. The student has the right to appeal to the Appeal Committee on specific grounds. [www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal\\_Exclusion\\_from\\_Study.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf)
- 674.4** A student declared to have made unsatisfactory academic progress by the College of Medicine and Veterinary Medicine in the MBChB, BVM&S or other professional programmes is normally excluded from attendance at classes and examinations in these programmes.



# Taught Assessment Regulations

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- 674.5 A student declared to have made unsatisfactory academic progress within the University may be required to withdraw from classes but is entitled to apply to the relevant College for permission to re-enter for examination only in order to attempt to recover satisfactory progress status.
- 674.6 A student declared to have made unsatisfactory progress under professional Fitness to Practise requirements is normally excluded from all further attendance at classes and examinations leading to the professional qualification, but is entitled to apply to the College for permission to re-enter for assessment in a suitable alternative programme not leading to professional qualification.
- 674.7 Some degree programmes leading to professional qualification include Fitness to Practise considerations. Any issues of unsatisfactory progress in relation to fitness to practise are dealt with according to the University's Fitness to Practise procedures.  
[www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness\\_to\\_Practise.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness_to_Practise.pdf)

### Regulation 685 Academic Appeal

Students have the right of academic appeal against the decisions of Boards of Examiners or Progression Boards of Special Circumstances Committee on specific grounds, which are set out in the University's Student Appeal Regulations:  
[www.ed.ac.uk/schools-departments/academic-services/staff/appeals](http://www.ed.ac.uk/schools-departments/academic-services/staff/appeals)



# Taught Assessment Regulations

## Academic Year 20165/176

### Section F. Interpretation and Significant Disruption

#### Regulation ~~696~~ Interpretation of regulations

The Curriculum and Student Progression Committee has authority to resolve any dispute arising from these regulations. The University Secretary and ~~his or her~~their nominees have authority to make urgent decisions relating to assessment issues.

##### Application of the regulation

~~696.1~~ Staff who need guidance on the taught assessment regulations, beyond that provided in the regulations and associated guidance, should contact the relevant College Office, Dean and/or the Academic Policy Officer with responsibility for the Curriculum and Student Progression Committee: [www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression](http://www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression)

~~66.2~~ ~~The University uses questions on the regulations as a source of information for training and development of the regulations.~~

#### Regulation ~~7067~~ Significant disruption: concessions and standards

When the University's assessment practices are subject to significant disruption then the Curriculum and Student Progression Committee may approve temporary concessions to mitigate the impact of assessment disruption on students, without compromising academic standards. Board of Examiners take decisions that ensure the consistency of treatment of students and the maintenance of academic standards. The overriding principles are that:

- ~~1.(a)~~ 1.(a) the academic judgement of the Board of Examiners remains paramount;
- ~~1.(b)~~ 1.(b) the University's academic standards will be maintained; and
- ~~1.(c)~~ 1.(c) the provisions of the University's Taught Assessment Regulations remain in force except where a concession has been approved by the Curriculum and Student Progression Committee.

These concessions will only be used where necessary: if a Board of Examiners is able to operate without a concession then the Board will do so.

##### Application of the regulation

~~7067.1~~ Significant disruption can be extremes of weather, loss of facilities, and factors beyond the University's control which have an impact on the assessment of students. This may result in Boards of Examiners only having partial results available.



# Taught Assessment Regulations

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1. [70.2](#) In response to individual significant disruptions that may have a widespread impact on assessment, the University will adopt a communication strategy for students, staff and key external stakeholders, e.g. External Examiners, to ensure that they are aware of the measures that are adopted.
2. [70.3](#) All forms of assessment, such as examination scripts and course assignments, are the property and responsibility of the University, not of individual examiners or markers. They therefore must be accessible to the University when required.
3. [70.4](#) Drawing on previous experience [CSPC 14/15 2 C], the issues and regulations where CSPC may consider concessions include, but are not limited to:
  - (a) External Examiners: number appointed; commenting on examination papers; participation in Boards: confirmation of results [Taught Assessment Regulations 5, 8.1(a), [385](#), [369.1](#), [269.2](#), [369.6](#), [5962.3\(e\)](#), [603](#)]
  - (b) Ensuring that there is appropriate external input for relevant decisions, for example, External Examiners provide an important quality assurance function in the assessment process. If an External Examiner is unable to act then that quality assurance function still needs to be carried out;
  - (b) Board of Examiners' quorum [TAR [369](#), [369.1](#)];
  - (c) Progression requirements and timing of progression decisions [TAR [5148](#), [5249](#), [536](#), [536.1\(a\)](#) and Degree regulations on *Progression and Permissible Load*];
  - (d) Feedback schedules [TAR [165](#)].

### Regulation [7168](#) Significant disruption: where only partial results are available to Boards

The Curriculum and Student Progression Committee must confirm that significant disruption has occurred before the provisions of the significant disruption regulations come into effect. In periods of significant disruption, Boards may need to take decisions on the basis of partial information. Boards in possession of all information necessary to proceed with the assessment of a student should proceed to determine marks and grades as usual. Boards in possession of all information necessary to proceed with the assessment of only some students should proceed to determine marks and grades for those students.

#### Application of the regulation

- [7168.1](#) Where Boards have sufficient evidence to make decisions then the decision will be made and will stand, unless subsequent information becomes available which it would be in the student's academic interest for the Board to consider.
- [7168.2](#) Situations may arise in which assessment results are unavailable for particular elements of assessment for all students or for only some students. Such elements of assessment may become available after the disruption is over.



# Taught Assessment Regulations

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- 7168.3** Within the limits described below, and where the outcomes are beyond reasonable doubt, Boards are empowered to make decisions in the absence of assessment results which are expected to become available at a later date.
- 7168.4** At the start of the meeting, the Board of Examiners or Progression Board must agree on any specific elements of assessment without whose marks they cannot proceed to determine a student's result for the course or progression decision. Before making such a decision, the Board should consider carefully whether there is sufficient other information already available to allow it to take a view on such elements of assessment. If it is not possible to determine a result or decision then the Board will reconvene when information is available.
- 7168.5** Where a very high proportion of the assessment results are available, it is possible that the Board may decide it is able to determine a student's marks and grades for the course. The Board must be satisfied that, in its academic judgement, the mark and grade assigned is correct and the decision beyond reasonable doubt (i.e. the Board has confidence that the outcome will not need to be changed when further assessment results become available).
- 7168.6** Where less than four-fifths of the assessment credit results are available, it is unlikely that the Board will be able to determine a mark or grade for the course. However, if at least half of the assessment results are available, then the Board may decide it is able to confirm a pass or progression outcome for the student. If unable to reach a decision, even on a pass or progression outcome, the Board should record that insufficient information on which to make a decision was available at that time. When further results become available the Board will need to reconvene to determine the appropriate mark and grade.
- 7168.7** Where less than half of the assessment results are available for a course, it is unlikely that the Board will have sufficient information to reach any decision, even on a pass or progression outcome, and the Board should record that insufficient information on which to make a decision was available at that time. When further results become available the Board will need to reconvene to determine the appropriate mark, grade and progression decision.
- 7168.8** No Board should return a fail decision in a situation where any unavailable assessment results will become available at a later date, unless it is absolutely clear that even passes at 100% in the unavailable assessments would not be sufficient to turn a fail into a pass.
- 7168.9** Once all assessment results are available, Boards should reconvene at the earliest possible opportunity to determine outstanding marks, grades and progression decisions and to review the status of any decisions where significant information is now available.



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# Taught Assessment Regulations Academic Year 20165/176

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14 April 2016~~23 April 2015~~

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

## **Postgraduate Assessment Regulations for Research Degrees 2016/17**

### **Executive Summary**

This paper contains the draft Postgraduate Assessment Regulations for Research Degrees 2016/17 as proposed by the Postgraduate Assessment Regulations for Research Degrees Working Group. A “Key Changes” section is included to draw the Committee’s attention to the key changes.

### **How does this align with the University / Committee’s strategic plans and priorities?**

The paper aligns with the University’s Strategic Plan Goals of Excellence in Education, and Excellence in Research.

### **Action requested**

CSPC is invited to discuss and approve the new assessment regulations for academic year 2016/17.

### **How will any action agreed be implemented and communicated?**

Approved regulations will be communicated by Academic Services annual update on regulations and policies.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources.

#### **2. Risk assessment**

A risk assessment is not included, however the University’s Statement on Risk Appetite provides no risk appetite in relation to compliance.

#### **3. Equality and Diversity**

An equality impact review of the regulations will be carried out by Academic Services.

#### **4. Freedom of information**

*The paper is open.*

### **Originator of the paper**

Susan Hunter, Academic Policy Officer, Academic Services and Dr Adam Bunni, Head of Governance and Regulatory Framework Team, Academic Services

6 April 2016

## Key Changes to Postgraduate Assessment Regulations for Research Degrees 2016/17

Regulation	What has changed
<b>10 Language of assessment: Gaelic</b>	<b>New</b> This new regulation includes all of the text currently held in <i>The Use of Gaelic in Assessed Work at the University of Edinburgh</i> policy. Incorporating this text within the Assessment Regulations meets the University's simplification agenda by allowing us to delete the existing policy.
<b>11 Language of assessment: Languages other than English or Gaelic</b>	<b>New</b> This new regulation includes all of the text currently held in <i>The Use of Languages other than English or Gaelic in theses and dissertations</i> policy. Incorporating this text within the Assessment Regulations meets the University's simplification agenda by allowing us to delete the existing policy.
<b>12 Progression Review</b>	<p><b>New</b> 12.2 clarifying that the expectation is that progression reviews are normally held early within the 9 – 12 month period, to allow time for a repeat review if this is required.</p> <p>Removed reference to annual review recording functionality in EUCLID. This is process related and the online annual review system will be mandatory for all annual progression reviews from September 2016.</p>
<b>15 Notification of Intention to submit</b>	Clarification that MSc by Research candidates may be required to use Notice of Intention to Submit forms.
<b>16 Deadlines for the submission of a thesis for assessment</b>	<b>New</b> 16.3 clarifying that once a thesis is submitted by a student it cannot be retracted.

Regulation	What has changed
<b>17 Failure to submit assessed work</b>	Regulation <b>deleted</b> as this is effectively covered in regulation 28 on examination outcomes. It also does not accurately reflect current practice. For example, the withdrawal/exclusion policy says that there is a one month grace period before exclusion would be applied for failure to submit.
<b>24 Work previously submitted</b>	Regulation <b>deleted</b> because it is covered in the academic misconduct regulations.
<b>26 Examiners' reports</b>	Clarification that no comments or decision will be sent to the student prior to the oral examination.
<b>31 MSc by Research degrees: examiner recommendation</b>	Added <b>new</b> option (b) to award pass with merit in MSc by Research
<b>33 MSc by Research degrees: merit</b>	<b>New</b> To achieve a merit award, a student must have been awarded at least 60% on the postgraduate assessment common marking scheme overall and for the dissertation.
<b>49 Final version of the thesis</b>	<b>New</b> deadline for submission of thesis – 49.2 The final version of the thesis must be submitted within one month of approval of corrections and/or recommendation of award.

# Postgraduate Assessment Regulations for Research Degrees

## Academic Year ~~2015/16~~/17



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### Purpose of Policy

The assessment regulations set minimum requirements and standards for students and staff, articulating the academic goals and policies of the University and set in the context of the University's [Principles of Assessment](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF) [www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles\\_of\\_Assessment.PDF](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/Principles_of_Assessment.PDF)

### Overview

These regulations:

- (i) replace the previous Postgraduate Assessment Regulations for Research Degrees;
- (ii) set out the rules which must be followed in research assessment for Research Degrees; and
- (iii) provide links to other sources of guidance or related regulations.

### Scope: Mandatory Policy

These regulations are University-wide and apply to all postgraduate research degrees at Scottish Credit and Qualification Framework levels 11 and 12. The regulations apply to work submitted for assessment during the current academic year. They relate to all research degrees listed in the University's [Degree Regulations and Programmes of Study](http://www.drps.ed.ac.uk): [www.drps.ed.ac.uk](http://www.drps.ed.ac.uk) .

More detail is given in the document.

### Contact Officer

Susan Hunter

Academic Policy Officer

[Susan.hunter5@ed.ac.uk](mailto:Susan.hunter5@ed.ac.uk)

## Document control

Dates	Approved: <a href="#">23.04.15</a>	Starts: <a href="#">14.09.15</a>	Equality impact assessment: <a href="#">June 2015</a>	Amendments: N/A	Next Review: 2017 <del>6</del>
Approving authority	Curriculum and Student Progression Committee				
Consultation undertaken	Postgraduate Research Assessment Regulations Working Group, Colleges, EUSA, Curriculum and Student Progression Committee, Researcher Experience Committee, Student Disability Service, College Academic Misconduct Officers, Records Management, Distance Learning, Student Administration and Edinburgh Research and Innovation				
Section responsible for policy maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations	Appeal Regulations, Degree Regulations and Programmes of Study, Code of Practice for Supervisors and Research Students, <a href="#">DRPS Glossary of Terms</a> : <a href="http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf">www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf</a>				
UK Quality Code	The regulations are consistent with UK Quality Code Chapter B11: Research Degrees				
Policies superseded by this policy	Previous versions of the Postgraduate Assessment Regulations for Research Degrees				
Alternative format	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 2138.				
Keywords	Assessment, assessment regulations, degree award, examination, examiners, progression, research assessment, oral examination, viva				



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/16/17

## Additional guidance

For research degree programmes that contain a significant proportion of taught courses, taught elements are governed by the University's [Taught Assessment Regulations](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF):  
[www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF)

The regulations must be applied, unless a concession has been awarded by the Curriculum and Student Progression Committee on the basis of a case proposed by a College. The "Application of the regulation" must also be applied, unless the College has approved an exemption on the basis of a case proposed by a School. Concessions and exemptions are recorded by CSPP and Colleges as appropriate. The regulations operate in accordance with legislation and University policies on [Equality and Diversity](http://www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies):  
[www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies](http://www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies)

Members of staff who need additional guidance may consult their Head of College or ~~his or her~~[their](#) nominee, their College Postgraduate Office, Academic Services, Student Administration or Student Systems.

Where reference is made to 'the relevant Dean' this should be taken as being the Dean with responsibility for postgraduate research matters and "the Committee" is the relevant College Postgraduate Committee, or the Committee of each College which is formally identified as exercising the functions of a College Postgraduate Committee for the purposes of postgraduate research academic decisions. Where reference is made to 'the Head of College' or 'Head of School' this may also in some cases be a designated representative of that individual. The term MSc by Research includes Masters by Research, ~~MRes~~ and MTh by Research.

For Edinburgh College of Art (ECA) students on ~~programmes~~[courses](#) that use the assessment grade scheme, the term "mark" in the regulations also includes "grade".

Definitions of some of the key terms in the regulations can be found in the [Glossary of Terms](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf): [www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf](http://www.drps.ed.ac.uk/15-16/GlossaryofTerms2015-16.pdf)

These research assessment regulations, and related University practices, are consistent with the [Quality Assurance Agency's UK Quality Code of Higher Education, Chapter B11](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b):  
[www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b)

This document should be read in conjunction with University's Degree Regulations and Programmes of Study; the Code of Practice for Supervisors and Research Students; the External Examining Code of Practice; and Handbook for External Examining of Research Degrees. These are available via:  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations)



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## Section A Roles and Responsibilities

### Regulation 1 College Postgraduate Committee: responsibility for research degree programmes

Every research degree programme is the responsibility of the relevant College Postgraduate Committee.

#### Application of the regulation

- 1.1 The College postgraduate committee will consider and ratify the recommendation of the Internal and External Examiners appointed to examine a student for the award of a research degree.
- 1.2 The responsibilities of the College Postgraduate Committee include:
  - (a) approving the format of assessments;
  - (b) the security of and arrangements for assessments; examining and marking assessed work; and processing and storing marks and grades;
  - (c) the quality and standards of marking;
  - (d) ensuring all examiners are aware of their responsibilities;
  - (e) accurate recording, minuting and reporting of decisions of the Committee.
- 1.3 Committees may, where appropriate, delegate operation of some responsibilities to Schools. Such delegation decisions are recorded by the College.
- 1.4 Colleges produce information on postgraduate research assessment:  
CHSS: [www.ed.ac.uk/humanities-soc-sci/information-for-staff](http://www.ed.ac.uk/humanities-soc-sci/information-for-staff)  
[www.ed.ac.uk/schools-departments/humanities-soc-sci/postgraduate/admin-guide](http://www.ed.ac.uk/schools-departments/humanities-soc-sci/postgraduate/admin-guide)  
CMVM: [www.wiki.ed.ac.uk/display/CMVMPGMarketing/CMVM+Postgraduate](http://www.wiki.ed.ac.uk/display/CMVMPGMarketing/CMVM+Postgraduate)  
CSE: [www.wiki.ed.ac.uk/pages/viewpage.action?pagelD=118719348](http://www.wiki.ed.ac.uk/pages/viewpage.action?pagelD=118719348)

### Regulation 2 Examiners: appointment

Examiners are appointed by the relevant College. There are Internal Examiners, who are staff of the University nominated by the relevant Head of School, and External Examiners.

#### Application of the regulation

- 2.1 Where appropriate, upon receipt of a student's Notice of Intention to Submit form, the College Office will contact the Head of the student's School to request that examiners are nominated for the assessment of the thesis or submitted assessment.



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- 2.2 Before submitting nominations to the College ~~Postgraduate Committee~~, the Head of School should consult the student's supervisors over the choice of examiners. Supervisors inform students of the names of possible examiners, and students must inform their supervisor if any problems are likely to arise if particular examiners are appointed. Any comments will be taken into account but students have no right to determine the Head of School's eventual recommendation, and therefore have no right to veto any particular appointment.
- 2.3 The External Examiner will be approached informally by the Head of School to establish ~~his or her~~their willingness to act. However, the College Postgraduate Committee has responsibility for the approval of all examiners. Any objection to the proposed examiners must be made to the College committee in good time before the relevant assessment. Complete final lists of examiners are maintained by the relevant College Office.
- 2.4 Internal Examiners are academic and/or honorary staff of the University. Honorary staff, in this context include:
- Staff from Associated Institutions : [www.ed.ac.uk/schools-departments/associated-institutes](http://www.ed.ac.uk/schools-departments/associated-institutes);
- Teachers and senior staff from partner schools to the Moray House School of Education;
- Academic staff from Research Pooling partners who are appointed as an Internal Examiner by the Curriculum and Student Progression Committee, on the basis of a recommendation from the relevant College;
- and NHS staff who are honorary staff members of the University of Edinburgh.
- 2.5 Internal Examiners are appointed by the student's School with approval by the College committee with responsibility for postgraduate research matters. Staff who are or who have been a supervisor of the student at any time cannot be an Internal Examiner for that student.
- 2.6 No person who has held an appointment on the teaching or research staff or has been a student of the University, or who has been granted honorary status in the University, is eligible to act as an External Examiner until a period of four years has elapsed since the termination of the appointment or the status. In exceptional circumstances this rule may be waived by the Curriculum and Student Progression Committee. Members of affiliated or associated institutions may be Internal but not External Examiners.
- 2.7 The School must inform the student of the names of ~~his/her~~their examiners when the examiners have been approved by the College committee.



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- 2.8 If more than three months have elapsed between the examiners being appointed and the student submitting the thesis, the College Office has responsibility for checking whether the commitments of any examiner have changed significantly so that consideration may be given to appointing an alternative examiner.

## Regulation 3 Non-Examining Chair: appointment

The College must appoint a Non-Examining Chair if the Internal Examiner is acting for the first time, or is a member of honorary staff.

### Application of the regulation

- 3.1 The appropriate process for appointing a Non-Examining Chair is the same as for appointing Internal Examiners (see regulation 2).
- 3.2 The role of the Non-Examining Chair is to ensure that due process is carried out and to attend for the duration of the oral examination. The non-examining chair needs to be a person with appropriate experience of postgraduate research examining from within the University. The Non-Examining Chair need not be from the same School as the student. The Non-Examining Chair must ensure that all parties to the examination process fully understand the expectations of them and should offer assistance and facilitation where necessary. The Non-Examining Chair must not express an opinion on the merits of the thesis.

## Regulation 4 Number of examiners

Each student is assessed by at least one External Examiner and one Internal Examiner.

### Application of the regulation

- 4.1 In particular cases, such as the assessment of an interdisciplinary topic, a second External Examiner may be appointed.
- 4.2 When the student is or has been a member of staff of the University during their research degree there must be two External Examiners and one Internal Examiner. "Member of staff" will be defined by the student's School with approval by College. There is no requirement for students who are or have only been tutors or demonstrators (or have undertaken similar roles) to have two external examiners.
- 4.3 See also Regulation 6 Avoiding potential conflicts of interest.



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## Regulation 5 Examiners: responsibilities

Examiners must have the requisite experience to examine the degree programme at the level at which it is offered. They need to meet the responsibilities set out by the College Postgraduate Committee and comply with quality and standards requirements.

### Application of the regulation

- 5.1 The College Postgraduate Committee will specify responsibilities and requirements to examiners.
- 5.2 It is the responsibility of the College Postgraduate Committee to ensure that the External Examiner is competent to assess the degree. The External Examiner is appointed for ~~his or her~~their specialist knowledge, whereas the Internal Examiner may be a generalist or an expert in only part of the subject matter of the thesis.
- 5.3 Internal Examiners must be fully conversant with the procedures and regulations for oral examinations within the University. Heads of School must ensure that Internal Examiners are aware of all their duties in the examination process.
- 5.4 During the assessment the examiners must hold the thesis and the abstract in strict confidence.

## Regulation 6 Avoiding potential conflicts of interest

No member of University of Edinburgh staff, Internal Examiner, External Examiner, or Non-Examining Chair shall be involved in any assessment or examination in which ~~she or he~~they has~~ve~~ a personal interest, for example a current or previous personal, family or legal relationship with a student being assessed.

### Application of the regulation

- 6.1 If there is a potential conflict of interest the College Postgraduate Committee will be consulted.
- 6.2 The University's [Policy on Conflict of Interest](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf) is relevant:  
[www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict\\_of\\_Interest.pdf](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf)



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## Section B Conduct of Assessment

~~(a) (b) (c)~~

### Regulation 7 Assessment requirements: student responsibilities

It is a student's responsibility to be aware of the assessment practices and requirements for the degree programme, including the Regulatory Standards for the Format and Binding of a Thesis.

#### Application of the regulation

- 7.1 The grounds for the award of specified research degrees are provided in the University's [Degree Regulations and Programmes of Study](http://www.drps.ed.ac.uk/) : [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)
- 7.2 The student must read [the Code of Practice for Supervisors and Research Students](http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf) of :  
[www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf)
- 7.3 It is a supervisor's responsibility to ensure that the student is informed of all assessment practice and requirements, including *The Code of Practice for Supervisors and Research Students*.
- 7.4 There are [flow charts](#) showing the thesis assessment process and the responsibilities of the student, College, School and Examiners:  
[www.docs.sasg.ed.ac.uk/AcademicServices/regulations/Doctoral and MPhil thesis assessment process flowchart.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/regulations/Doctoral_and_MPhil_thesis_assessment_process_flowchart.pdf)
- 7.5 The can be found online at:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis\\_Binding.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis_Binding.pdf)

### Regulation 8 Assessment deadlines: student responsibilities

It is a student's responsibility to meet ~~his or her~~[their](#) assessment deadlines, including thesis submission deadlines and oral examination times and location.

#### Application of the regulation

- 8.1 It is a supervisor's responsibility to ensure that the student is informed of all assessment requirements.

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## Regulation 9 Reasonable adjustments

Reasonable adjustments will be made to assessments for disabled students.

### Application of the regulation

- 9.1 Reasonable adjustments must be agreed with the student, Student Disability Service, the School Co-ordinator of Adjustments (CoA) and the College Postgraduate Office. They are recorded in the student's Learning Profile by the Student Disability Service, which sends the Learning Profile to the student, the supervisor, the School's Co-ordinator of Adjustments, Student Administration and other relevant areas. The School's Co-ordinator of Adjustments has responsibility for overseeing the implementation of the Schedule of Adjustments on the Learning Profile. The Co-ordinator of Adjustments will liaise with academic colleagues who are responsible for putting support in place in the School. The Co-ordinator of Adjustments will also liaise with the Student Disability Service should any recommended support/adjustments require further discussion, clarification or alteration. If there are any amendments to the Learning Profile or information on the need for adjustments, the Student Disability Service will send these to the appropriate staff and ensure that students are informed.
- 9.2 The Student Disability Service provides examples of reasonable adjustments, deadlines and support:  
[www.ed.ac.uk/schools-departments/student-disability-service/student-support/exam-support](http://www.ed.ac.uk/schools-departments/student-disability-service/student-support/exam-support)
- 9.3 Reasonable adjustments can be made for a variety of assessment methods, depending on the needs recorded in the student's Learning Profile, e.g. assessed coursework, take-home examinations, online examinations, invigilated examination, dissertation. It is a student's responsibility to ensure that ~~his/her~~their Learning Profile covers all types of assessment methods relevant to the programme, for example if a student discovers that an aspect of their programme is likely to impact on their support needs, ~~he/she~~they should contact the Student Disability Service as soon as possible in case any amendment is required to be made to their Learning Profile. The Student Disability Service supports students in the preparation and review of their Learning Profile.
- 9.4 Arrangements for examinations can be recommended by the Student Disability Service and via the supervisor to the College Office, for students with temporary injuries or impairment, on the submission of relevant medical information. Students should contact the Student Disability Service as soon as possible to enable any exam adjustments to be recommended. The supervisor is responsible for communicating adjustments to the chair of the oral examination.



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## Regulation ~~104~~ Language of assessment: languages other than English or Gaelic

The English language is the usual medium of teaching and assessment at the University of Edinburgh. All work submitted for assessment must be written in the English language, except for those courses and classes where the School or Course handbook specifies that written work can and/or should be submitted in the language which is being studied, and/or where the learning outcomes allow for the possibility of submitting work in a language other than English. All theses and dissertations must be written in English. Different arrangements apply in relation to the use of Gaelic (see regulation 11).

### Application of the regulation

104.1 Quotations may be given in the language in which they were written.

104.2 In very exceptional circumstances, a candidate may be granted permission to submit a thesis or dissertation written in a language other than English. Approval will only be given in cases where the nature of the research is such that presentation of the research results in the language(s) of the materials under analysis confers significant intellectual advantage to the community of scholars who are expected to comprise the primary audience of the research. Approval to do so must be sought either at the time of admission to the University or no later than by the end of the first year of full-time study (or equivalent part-time study), and will not normally be granted retrospectively. Approval must be given by the appropriate College Committee, which must be satisfied that there are sound academic reasons for the request, and that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis or dissertation in the proposed language of submission.

104.3 Where such approval is given, in addition to the standard requirements, the thesis or dissertation should also include a substantial summary (of approximately 10,000 words in the case of theses) written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in a language other than English, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

## Regulation ~~12011~~ Language of assessment: Gaelic

Theses and dissertations submitted for assessment and examination may be submitted in Gaelic.



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## Application of the regulation

12110.1 The University of Edinburgh wishes to accord Gaelic equal respect with English under the terms of the Gaelic Language (Scotland) Act 2005.

12011.2 Candidates who wish to submit a thesis or dissertation in Gaelic should seek approval to do so as early as possible, and certainly not later than by the end of the first year of full-time study (or equivalent part-time study) in the case of research students. Approval must be given by the appropriate College Committee, which must be satisfied that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis or dissertation.

12011.3 Where such approval is given, in addition to the standard requirements, the thesis or dissertation should also include a summary (of approximately 1500 words) written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in Gaelic, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

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## **Regulation 120 Progression review (does not apply to MSc by Research degrees)**

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

## **Application of the regulation**

120.1 Guidance on the procedure for the progression review is included in the Code of Practice for Supervisors and Research Students:  
[www.docs.sasq.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf)

120.2 It is expected that progression reviews are normally held early within the 9 – 12 month period, to allow time for a repeat review if this is required.

12.3 There are similar procedures for full-time and part-time students, and reviews of part-time students will also take place within ~~nine-9~~ to 12 months of their enrolment. Part-time students will not be expected to have made as much progress as full-time students within this time. Exceptionally, the first progression review may be



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postponed, with permission from the College. The postponement must be no longer than six months.

~~120.43~~ Colleges/Schools may also have additional requirements, ~~e.g. for example~~ 10 week review.

~~10.4 — Annual progression review recording functionality is available in EUCLID.~~

## Regulation ~~134~~ Annual progression review recommendation (does not apply to MSc by Research degrees)

The Postgraduate Director or Head of the Graduate School, in consultation with the supervisors will make one of the following recommendations after the annual review

- (a) confirmation of registration, for example for PhD, MPhil;
- (b) a repeat progression review must be undertaken within three months before confirmation of progression;
- (c) for part-time students only for the first progression review: deferment of the confirmation decision to the second annual review;
- (d) registration for a different research degree such as MPhil or MSc by Research;
- (e) registration for a postgraduate taught degree (for example MSc) or diploma can be recommended if the student has undertaken the coursework for that qualification;
- (f) exclusion from study.

The College Postgraduate Committee is responsible for making the progression decision.

### Application of the regulation

~~134.1~~ If the outcome of the annual review is ~~134~~(b) then the three month period starts from the date of issue of the progression decision to the student.

~~134.2~~ If there are doubts about a student's ability to complete a PhD successfully then ~~the supervisor must consider~~ option (d) must be considered. If there are serious doubts as to the student's research capability, then ~~the supervisor must consider~~ options (e) or (f) must be considered.

~~11.3 — Annual progression review recording functionality is available in EUCLID.~~

~~134.43~~ The Procedure for Withdrawal and Exclusion from Study can be found at: [www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal\\_Exclusion\\_from\\_Study.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf)



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## Regulation 142 Repeat progression review (does not apply to MSc by Research degrees)

If the annual progression review indicates some concerns about a student's progress then a repeat review must be undertaken within three months.

### Application of the regulation

142.1 The repeat review can contain any or all of the components of the progression review (see regulation 102).

142.2 The options for recommendations from the repeat progression review are those listed in regulation 143, with the exception of Regulation 143(b). Only one repeat review may be undertaken before confirmation of registration.

142.3 The College has responsibility for providing the student with a statement on expectations for progress.

## Regulation 135 Notification of intention to submit a thesis for assessment

Students must notify their supervisor and the College Postgraduate Committee of their intention to submit their work for assessment.

### Application of the regulation

~~15.1 MSc by Research students may be required to use Notification of Intention to Submit forms.~~

135.12 The student must complete the suite of submission forms at least two months before the thesis is submitted:  
Notification of Intention to Submit,  
Thesis Abstract,  
Access to a Thesis and Publication of Abstract,  
~~Lay Summary~~  
[www.ed.ac.uk/schools-departments/academic-services/forms/student-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/student-forms)

~~13.2 MSc by Research students in the College of Medicine and Veterinary Medicine and College of Science and Engineering are required to use Notification of Intention to Submit forms.~~



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## Regulation 164 Deadlines for the submission of a thesis for assessment

A student must submit ~~his or her~~their thesis for assessment, to the relevant College, within 12 months of the completion of their prescribed period of study, except:

- For the degree of **PhD by Research Publications** a student must submit ~~his or her~~their thesis within three to twelve months of registration.
- For the degree of **MSc by Research** a student must submit ~~his or her~~their dissertation on or prior to the completion of the prescribed period of study.

### Application of the regulation

164.1 At least two, soft-bound copies of each thesis containing an abstract and lay summary, and one electronic copy of each thesis, abstract and lay summary must be submitted to the relevant College Office. If more than two examiners are appointed then additional copies of the thesis will be required. Only the submission sent by the College Office is assessed by the examiners.

164.2 All theses must conform to regulations and guidance in Section C.

164.3 ~~Once a thesis is submitted it cannot be retracted~~student has submitted a thesis, they cannot retract it.

16.4 The relevant College Office is responsible for transmitting the thesis and the examiners' report forms to the examiners.

## Regulation 175 Early submission

Any student wishing to submit ~~his or her~~their thesis earlier than three months prior to the end of the prescribed period of study must have the permission of the College Postgraduate Committee.

### Application of the regulation

175.1 The student must discuss early submission with ~~his or her~~their supervisor. Colleges are unlikely to approve early submission without the agreement of the Principal Supervisor.

## Regulation 186 Preparation for oral assessment



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All examiners must participate in any oral assessment of the student. The College has responsibility for overseeing the oral assessment of the student.

## Application of the regulation

- 186.1 Oral assessment may be conducted using technology such as video conferencing, enabling the student or an examiner to participate but not be physically present at the University. Such remote assessment must have the permission of the College Postgraduate Committee, the student, all examiners and any Non-Examining Chair. The College has responsibility for approving and overseeing this process.  
[www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Videolinked\\_PhD\\_Oral.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Videolinked_PhD_Oral.pdf)
- 168.2 The Internal Examiner is responsible for ensuring that all the necessary arrangements for the oral assessment are made. The arrangements, including the date and place of the oral, the chairing of it, and the names of all those participating in it, must be provided in advance to all those who are to be present (i.e. the student, all examiners, any Non-Examining Chair and any observer). Where a Non-Examining Chair has not been appointed the Internal Examiner will chair the oral. (See regulation 3.)
- 186.3 If an examiner is unable to participate in the oral assessment, it may be postponed to a later date. If postponement would be a serious hardship to the student, the College Postgraduate Committee will consider appointing an alternative examiner.
- 186.4 The examiners complete and submit the relevant forms by the specified deadline:  
[www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms)

## ~~Regulation 17 — Failure to submit assessed work~~

~~Students who fail to complete and submit their assessed work by any specified deadline will be excluded for unsatisfactory academic progress.~~

## ~~Application of the regulation~~

- ~~17.1 In excluding the student for unsatisfactory academic progress the College will follow the procedure for Withdrawal and Exclusion from Studies:  
—— [www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal\\_Exclusion\\_from\\_Study.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf)~~
- ~~17.2 Failure to submit corrections to the thesis, as specified by the examiners, will be treated as failure to submit assessed work.~~



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## Regulation ~~1819~~ Academic misconduct

It is an offence for any student to make use of unfair means in any University assessment, to assist a student to make use of such unfair means, to do anything prejudicial to the good conduct of the assessment, or to impersonate another student or allow another person to impersonate ~~him or her~~them in an assessment. Any student found to have cheated or attempted to cheat in an assessment may be deemed to have failed that assessment and disciplinary action may be taken.

### Application of the regulation

~~1918~~.1 Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or your own previously assessed original work. It is academically fraudulent and an offence against University discipline. Plagiarism, at whatever stage of a student's course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the University. The innocent misuse or quotation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat. Work may be deemed to be plagiarised if it consists of close paraphrasing or unacknowledged summary of a source, as well as word-for-word transcription. Any failure adequately to acknowledge or properly reference other sources in submitted work could lead to lower marks and to disciplinary action being taken.

[www.ed.ac.uk/academic-services/students/postgraduate-research/discipline/plagiarism](http://www.ed.ac.uk/academic-services/students/postgraduate-research/discipline/plagiarism)

~~1819~~.2 It is academically fraudulent and an offence against the University's Code of Student Conduct for a student to invent or falsify data, evidence, references, experimental results or other material contributing to any student's assessed work or for a student knowingly to make use of such material. It is also an offence against the University's Code of Student Conduct for students to collude in the submission of work that is intended for the assessment of individual academic performance or for a student to allow their work to be used by another student for fraudulent purposes.

~~1918~~.3 A student who has ~~previously~~ submitted work for one course at this or another University must not submit the same work or part of the work to attempt to achieve academic credit through another course. See also the [Undergraduate and Postgraduate Degree Regulations](#) at: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

~~1819~~.4 Students need to be careful when asking peers to proof-read their work. Proof-readers should only comment on the vocabulary, grammar and general clarity of written English. They should not advise on subject matter or argumentation. EUSA runs a [peer proof-reading scheme](#) and information can be sought from the Advice Place: [www.eusa.ed.ac.uk/proofreading](http://www.eusa.ed.ac.uk/proofreading)



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~~18~~19.5 Students need to be careful to avoid academic misconduct when submitting group projects and to be clear about their individual contribution to the submission.

~~18~~19.6 Information on academic misconduct and plagiarism, and how such cases will be handled, is given on the Academic Services website.

[www.ed.ac.uk/schools-departments/academic-services/students/postgraduate-research/discipline/academic-misconduct](http://www.ed.ac.uk/schools-departments/academic-services/students/postgraduate-research/discipline/academic-misconduct)



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## Section C Thesis Regulations

### Regulation ~~1920~~ Copyright

The student holds copyright as author of all work submitted for assessment. Each student must grant the University the right to publish the thesis, abstract or list of works, and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

#### Application of the regulations

~~1920~~.1 The student reserves the copyright on both the thesis and the abstract.

~~1920~~.2 Students must complete the Access to a Thesis and Publication Abstract form available to download from:  
[www.ed.ac.uk/schools-departments/academic-services/forms/student-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/student-forms)

### Regulation ~~2021~~ Thesis title

The student must provide a thesis title with the Notice of Intention to Submit Form.

#### Application of the regulation

~~2120~~.1 The Notification of Intention to Submit Form is available online:  
[www.ed.ac.uk/schools-departments/academic-services/forms/student-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/student-forms)

~~2120~~.2 The expectation is that the student's thesis title on the Notification of Intention to Submit Form will be the final title for the thesis.

### Regulation ~~224~~ Thesis length

Research degree theses must not exceed the length specifications set out in the regulations for the degree.

#### Application of the regulation

~~224~~.1 Word count specifications are provided in the [Degree Regulations and Programmes of Study \(DRPS\)](#) or programme documentation: [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)



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## Regulation 232 Previously published material

Where material to be included in a thesis has been published before the thesis is submitted, the student must acknowledge the fact of such publication.

### Application of the regulation

- 232.1 The signed declaration must contain a clear statement on the inclusion of any previously published material. See also regulation 265.
- 232.2 A student cannot include in a thesis material that has been accepted for publication prior to the start of their programme of study, unless registered for a PhD by Research Publications degree (~~see regulation 23~~). ~~Guidance on including publications in a thesis~~ Guidance on including publications in a thesis is available online: [www.ed.ac.uk/files/atoms/files/publications\\_in\\_thesis.pdf](http://www.ed.ac.uk/files/atoms/files/publications_in_thesis.pdf).
- 232.3 See also regulation 19.

## Regulation 243 PhD by Research Publications: submission

The portfolio of published work submitted for the PhD by Research Publications must be accompanied by an abstract and also by a general critical review by the student of all the submitted work.

### Application of the regulation

- 243.1 The critical review must summarise the aims, objectives, methodology, results and conclusions covered by the work submitted in the portfolio. It must also critically assess how the work contributes significantly to the expansion of knowledge, and indicate how the publications form a coherent body of work and what contribution the student has made to this work.
- 243.2 The specifications for submission of PhD by Research Publications are listed in the Degree Regulations and Programmes of Study (DRPS): [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)



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## ~~Regulation 24 — Work previously submitted~~

~~Students must not include in their work submitted for assessment any work which has been submitted previously to gain a degree or professional qualification unless a clear statement is made as to the precise extent of the work.~~

### ~~Application of the regulation~~

~~24.1 — Where work is resubmitted for a different degree in accordance with Section D the requirements of the relevant regulations apply.~~

~~24.2 — The signed declaration must contain a clear statement on the precise extent of any included work previously submitted to gain a degree or professional qualification.~~

## **Regulation 25      Signed declaration**

Every student must incorporate a signed declaration in the thesis submitted for assessment, stating:

- (a) that the thesis has been composed by the student, and
- (b) either that the work is the student's own, or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated, or
- (c) that the work has not been submitted for any other degree or professional qualification except as specified, and
- (d) that any included publications are the student's own work, except where indicated throughout the thesis and summarised and clearly identified on the declarations page of the thesis.

### **Application of the regulation**

25.1 ~~Guidance on completing the signed declaration~~Guidance on completing the signed declaration is available online:  
[www.ed.ac.uk/files/atoms/files/thesis\\_signed\\_declaration.pdf](http://www.ed.ac.uk/files/atoms/files/thesis_signed_declaration.pdf).



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## Section D Degree Specific Assessment Requirements

### Regulation 26 Examiners' reports (does not apply to MSc by Research Degrees)

The College will send the thesis to the examiners who must each submit an initial, independent written report in advance of the oral examination. -The examiners must not consult with each other in completing their initial report. ~~No comments or decision will be sent~~Examiners will not send any comments or decision to the student prior to the oral examination. After the oral examination the examiners will submit a joint report.

#### Application of the regulation

- 26.1 At the University of Edinburgh, doctoral and MPhil degrees are assessed through a two-stage process in which each examiner, acting independently, submits an initial ('Part I') report on the thesis before the oral examination is held. Following the oral, the examiners are asked to submit a joint ('Part II') report on the thesis. Examiners submit their own Part I reports and the Internal Examiner is responsible for sending the Part II report to the relevant College Postgraduate Committee. The forms are available online:  
[www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms](http://www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms)
- 26.2 Exceptionally, if the examiners do find it necessary to consult before writing their Part I reports, this fact and the reason(s) for it must be noted in their reports.
- 26.3 The reports must be sufficiently detailed to enable members of the College Postgraduate Committee (after the oral examination) to assess the scope and significance of the thesis and to appreciate its strengths and weaknesses. They must be expressed in terms that are intelligible to those who are not specialists in the particular field of the thesis.
- 26.4 Examiners must complete their initial reports (Part I) prior to the oral examination, in the time frame advised by the School or College. The joint report (Part II) should be completed directly after the oral examination and sent to the College Postgraduate Committee within two weeks of the oral.
- 26.5 The chair of the oral examination should ensure that the Part II report gives a full account of the examiners' views. In the unlikely event of examiners failing to reach agreement, separate recommendations may be made and will be subject to arbitration by the College Postgraduate Committee.



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## Regulation 27 Oral examination

The examiners will hold an oral examination to assess a student's doctoral or MPhil thesis. Oral examination may be used as part of the assessment process for other research degrees.

### Application of the regulation

- 27.1 The expectation is that the oral examination will be held within three months of submission of the thesis.
- 27.2 The oral examination may be used to establish a student's knowledge of the field of ~~his or her~~their research, to establish the extent of any collaboration and to confirm that the work is the student's own. Through the oral examination, the examiners are assessing jointly whether the thesis and the student's defence of it satisfy the requirements and regulations for the award of the degree. Requirements that specific research degree programmes have for oral assessment are set out in Section D.
- 27.3 Where there is a non-examining chair, ~~he or she~~they will chair and attend for the duration of the oral. Where a non-examining chair has not been appointed the Internal Examiner will chair the oral. (See regulation 3.)
- 27.4 Supervisors may attend the oral examination, with consent of the student and examiners, but will not participate in or comment during the oral examination. Supervisors must leave the examination room with the student and do not participate in the examiners' discussion and decision on recommendations.
- 27.5 The (oral) examination procedure of practice-led PhDs can include exhibitions, performances and other events, elements and processes.
- 27.6 The professional doctorate oral examination may cover any part of the degree programme.
- 27.7 At the end of the oral examination, the examiners may, if they have agreed a recommendation, indicate their recommendation to the student. The examiners must stress, however, that their recommendation is not final but will form the basis of the Part II report (see regulations 28-30). Receipt of the Part II report by the student from the College constitutes formal notification of the decision and beginning of any additional period of study set by the examiners.



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## Regulation 28      PhD by Research and other Doctorates: examiner recommendation

After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:

- (a) **Award PhD/Doctorate.** The thesis satisfies the requirements for the award of the doctoral degree as laid down in the University's [Degree Regulations and Programmes of Study](#) (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate ~~and the degree should be awarded~~. No further changes can be made to the thesis after examination; or
- (b) **Minor Corrections Needed.** The thesis satisfies the requirements for the award of the degree except that editorial corrections are required or stated minor weaknesses, as identified by the examiners, must be remedied. In the opinion of the examiners, the student will be able to remedy these without further supervision and without undertaking any further original research. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or
- (c) **Additional Oral Examination Needed.** The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or
- (d) **Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The thesis needs work above and beyond editorial corrections or minor weaknesses in order to meet one or more of the requirements for the degree, and this work may require further supervision. However, the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) – see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner(s) (where the examiner so requests), before the degree is awarded; or
- (e) **Substantial Work on Thesis and Oral Re-Examination Needed – Resubmission for PhD/Doctorate.** The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable



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of revising the thesis to satisfy the requirements. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or

- (f) **Award MPhil.** The thesis is substantially deficient in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements; but the thesis satisfies the requirements for the degree of MPhil; or
- (g) **Award MPhil following Minor Corrections.** The thesis is substantially deficient in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements. However, the thesis satisfies the requirements for the degree of MPhil except for stated minor corrections in the thesis. The student should be invited to carry out the specified minor corrections as indicated by the examiners. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or
- (h) **Substantial Work on Thesis Needed before Resubmission and oral examination for MPhil.** The thesis is substantially inadequate in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements. However, the thesis may satisfy the requirements for the degree of MPhil if stated deficiencies in the thesis are remedied. Accordingly, the student should be invited to resubmit the thesis in a substantially revised form as indicated by the examiners for the degree of MPhil. The revisions should be completed within a further period which must not exceed 12 months; or
- (i) **Award MSc by Research.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these requirements or the requirements of the MPhil. However, the work is of sufficient quality to merit the award of MSc by Research; or
- (j) **Fail.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree requirements.



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## Application of the regulation

- 28.1 Students cannot resubmit the thesis more than once.
- 28.2 If the student does not meet the requirements set under 28(b) to (h) then ~~he or she~~they has~~ve~~ve not complied with all assessment requirements (see Regulation 8), which will result in a fail.
- 28.3 A student presenting a thesis under Regulation 28 (h) may not subsequently be permitted to resubmit the thesis under Regulation 30 (e).
- 28.4 The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student ~~his or her~~their understanding of any revisions to be made.
- 28.5 Where a student is offered the award of a different degree under (f), (g) or (i) above then the original word limits for the offered degree are set aside.

## Regulation 29      PhD by Research Publications: examiner recommendation

After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:

- (a) **Award PhD/Doctorate.** The thesis satisfies the requirements for the award of the doctoral degree as laid down in the University's [Degree Regulations and Programmes of Study](#) (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate ~~and the degree should be awarded~~. No further changes can be made to the thesis after examination; or
- (b) **Minor Corrections Needed.** The thesis satisfies the requirements for the award of the degree except that editorial corrections are required or stated minor weaknesses as identified by the examiners must be remedied. In the opinion of the examiners, the student will be able to remedy these without further supervision and without undertaking any further original research. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or
- (c) **Additional Oral Examination Needed.** The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. The degree is awarded subject



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to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or

- (d) **Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The thesis needs significant work in order to meet one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) – see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or
- (e) **Substantial Work on Thesis and Oral Re-Examination Needed – Resubmission for PhD by Research Publications.** The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy them. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or
- (f) **Fail.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree.

## Application of the regulation

- 29.1 Students cannot resubmit the thesis more than once.
- 29.2 If the student does not meet the requirements set under Regulation 29 then ~~he or she~~they ~~has~~ve not complied with all assessment requirements (see Regulation 8), which will result in a fail.
- 29.3 The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student ~~his or her~~their understanding of any revisions to be made.



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## Regulation 30 MPhil: examiner recommendation

After the oral examination, the examiners must make one of the following recommendations to the College Postgraduate Committee:

- (a) **Award MPhil.** The thesis satisfies the requirements for the award of the degree of MPhil as laid down in the University's [Degree Regulations and Programmes of Study](#) (see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)) as appropriate ~~and that the degree should be awarded~~. No further changes can be made to the thesis after examination; or
- (b) **Minor Corrections Needed.** The thesis satisfies the requirements for the degree except that editorial corrections are required or stated minor weaknesses as identified by the examiners must be remedied. In the opinion of the examiners, the student will be able to remedy these without supervision and without undertaking any further original research. These corrections to the thesis must be completed within a specified period of not more than three months and are, subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or
- (c) **Additional Oral Examination Needed.** The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or
- (d) **Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The thesis needs significant work in order to meet one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) – see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or
- (e) **Substantial Work on Thesis and Oral Re-Examination Needed – Resubmission for MPhil.** The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy them. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the



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examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or

- (f) **Award MSc by Research.** The thesis is substantially deficient in respect of all or any of the requirements for the MPhil and cannot be revised to satisfy these requirements. However, the work is of sufficient quality to merit the award of MSc by Research; or
- (g) **Fail.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree.

## Application of the regulation

- 30.1 Students cannot resubmit the thesis more than once.
- 30.2 If the student does not meet the requirements set under Regulation ~~301~~ then ~~he/she/they~~ has~~ve~~ not complied with all assessment requirements (see Regulation ~~89~~), which will result in a fail.
- 30.3 The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student ~~his or her~~their understanding of any revisions to be made.
- 30.4 Where the student is offered the award of an MPhil as an exit degree, having originally submitted for a doctorate, the MPhil word count will be set aside.

## Regulation 31 MSc by Research degrees: examiner recommendation

The examiners must report to the Committee separate recommendations ~~on the prescribed form~~. Any final mark, grade, result and the award decision ~~mu~~st be expressed using the postgraduate common marking scheme:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

The examiners may recommend:

- (a) **Award Pass with Distinction in MSc by Research.** See Regulation 32; or
- (b) **Award Pass with Merit in MSc by Research.** See Regulation 33; or
- (c) **Award MSc by Research.** The thesis satisfies the requirements for the award of the degree as laid down in the University's Degree Regulations and Programmes



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of Study (~~see [www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)~~) as appropriate and that the degree should be awarded. No further changes can be made to the thesis after examination; or

**(de) Award exit award.** The thesis is substantially inadequate in one or more of the requirements for the MSc by Research and cannot be revised to satisfy these requirements. However, the work is of sufficient quality to merit the award of postgraduate diploma or certificate; or

**(ed) Fail.** The thesis is substantially deficient in respect of all or any of the requirements for the degree and cannot be revised to satisfy these or any other research degree

## Application of the regulation

- 31.1 In each Common Marking Scheme, Colleges and Schools may amplify, but not alter, the overall description of grades.
- 31.2 For some MSc by Research programmes the examiners may award a mark or grade, merit or distinction.
- 31.3 There will be no progression hurdle to proceed to the dissertation or portfolio.
- 31.4 The assessment of the dissertation or portfolio must be passed at a minimum of 50%. Failure to achieve this standard in the dissertation or portfolio will automatically result in no award at MSc level being made.

## Regulation 32 MSc by Research degrees: distinction

To achieve a distinction, a student must have been awarded at least 70% on the postgraduate assessment common marking scheme overall and for the dissertation.

## Application of the regulation

- 32.1 For degree programmes that permit resubmission of dissertations then, in order to qualify for distinction, a mark of 70% or above must be attained on the first attempt unless this attempt is set aside as a null sit.
- 32.2 The postgraduate common marking scheme can be found at:  
[www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)



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## **Regulation 33**      **MSc by Research degrees: merit**

To achieve a merit award, a student must have been awarded at least 60% on the postgraduate assessment common marking scheme overall and for the dissertation.

### **Application of the regulation**

33.1 For degree programmes that permit resubmission of dissertations then, in order to qualify for merit, a mark of 60% or above must be attained on the first attempt unless this attempt is set aside as a null sit.

33.2 See the postgraduate assessment common marking scheme: [www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme](http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme)

## **Regulation 334**      **Committee recommendation**

The College Postgraduate Committee must *either* confirm the examiners' recommendation and transmit it to the Senatus without further comment *or* for stated reasons make a different recommendation to the Senatus, including, where appropriate, assessment by different examiners.

### **Application of the regulation**

343.1 The Committee, on receipt of a recommendation by the examiners, must consider whether it appears to be adequately justified in the light of the full reports by the examiners, and may make further inquiry of the examiners and the student's supervisor(s).

343.2 If the Committee receives reports by the examiners indicating disagreement as to the appropriate recommendation, it may recommend to Senatus that the recommendation of one of the examiners be accepted in preference to that of the other. The Committee may require that a further report on the thesis be obtained from some other examiner or examiners, *or* that the assessment of the thesis be conducted from the beginning by different examiners.

343.3 If the Committee is offering an alternative award to that for which a student had originally submitted (for example MPhil as an exit award for PhD submission), the student must either agree or decline to accept the alternative award.

## **Regulation 354**      **Thesis resubmissions**



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

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Where the examiners decide that resubmission of a thesis is required, they must write a detailed statement of the aspects which require revision. The resubmitted thesis is judged only against this written statement. A student is permitted only one opportunity to resubmit ~~his or her~~their thesis.

## Application of the regulation

- 354.1 No further criticism of other material or aspects of the thesis passed as satisfactory at the first assessment can be introduced at a later stage. The written statement and the aspects of the thesis which require revision must be approved by the College Postgraduate Committee and cannot subsequently be altered without the agreement of that Committee.
- 354.2 A student is permitted only one opportunity to resubmit ~~his or her~~their thesis. Thereafter, at most, ~~he or she~~they may make only minor corrections.
- 354.3 In the event of resubmission, the examiners will re-assess the thesis and hold a second oral examination.
- 354.4 If resubmission is recommended, only one copy of the original thesis should be returned to the student. The other should be retained by the Internal Examiner to facilitate checking of revisions when the thesis is resubmitted.

## Regulation ~~365~~ MSc by Research: revisions

Revisions of the dissertation with re-submission are not permitted in the case of MSc by Research degree programmes unless a special case has been submitted to, and approved by, the College ~~Postgraduate Committee~~.

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# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

## Section E Marking of Assessment

### Regulation ~~376~~ Security of marks

Assessed work, marks and grades must be handled, transported, recorded and stored securely.

#### Application of the regulation

~~376~~.1 The College ~~Postgraduate Committee~~ has responsibility for the security of arrangements. In practice, the operation of this may be delegated to the College Office, Graduate School or equivalent.

~~376~~.2 Security arrangements must also include sending assessed work, marks and grades to examiners, including External Examiners; marking arrangements for online assessment; and correspondence about marks, which may be by email.

### Regulation ~~387~~ Format of thesis

Students are responsible for ensuring that the submitted thesis is presented in a clear, accessible and consistent format.

#### Application of the regulation

~~378~~.1 Guidance regarding the Regulatory Standards for the Format and Binding of a Thesis is available at:  
[www.docs.sasq.ed.ac.uk/AcademicServices/Guidance/Thesis\\_Binding.pdf](http://www.docs.sasq.ed.ac.uk/AcademicServices/Guidance/Thesis_Binding.pdf)

~~3738~~.2 If the School or the examiners have concerns regarding the presentation of a thesis they should seek advice from the College. If the College considers the presentation of a thesis to make it unreasonable for the examiners to conduct the examination, it may require the student to represent and resubmit the thesis.

### Regulation ~~3839~~ MSc by Research degrees: provisional marks

Schools must make students aware that marks for assessed work are provisional and may be modified when considered at the examiners' meeting.



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

## Application of the regulation

- ~~3839~~.1 Programme handbooks and other sources of advice for students are used to inform students that marks are provisional until agreed by the examiners and College ~~Postgraduate Committee~~.
- ~~3839~~.2 Provisional marks which are released to students are not rounded.

## Regulation ~~3940~~ MSc by Research degrees: final marks

For those MSc by Research degrees which hold examiners' meetings the examiners confirm marks as final in the minutes of the examiners' meeting. Examiners must not revise marks agreed as final by a previous examiners' meeting.

## Application of the regulation

- ~~3409~~.1 Rounding of marks is only done when the marks are finalised.
- ~~3940~~.2 Students are informed whether the released marks are final or provisional.
- ~~3940~~.3 The assessment results published on the student record system are the official results of the University.



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

## Section F Assessment Decisions

### Regulation ~~4140~~ College Postgraduate Committee: approval of assessment decisions

The College Postgraduate Committee discusses the examiners' reports and decides whether or not to approve the recommendations made by the examiners.

#### Application of the regulation

~~4140.1~~ Prior to the meeting of the College Postgraduate Committee, examiners' recommendations are provisional until approved or modified by the Committee.

~~4140.2~~ The examiners for individual students do not participate in any assessment decisions regarding these students in the relevant meeting of the College Postgraduate Committee.

~~4140.3~~ The Secretary to the College Postgraduate Committee is responsible for giving reasonable notice of meetings: ensuring that the recommendations of the Committee are approved in writing and made available to Student Administration at the required time; and ensuring that a minute of the meeting is produced.

~~4140.4~~ The minute is a confidential document although information on a particular student may need to be disclosed to that student under the Data Protection Act and generic information may need to be disclosed under Freedom of Information legislation.

### Regulation ~~424~~ College Postgraduate Committee: quorum for assessment decisions

Provided reasonable notice of a meeting has been given, a meeting is properly constituted and empowered to act if at least three academic members (including the Convenor) are present.

#### Application of the regulation

~~424.1~~ The Convenor of the Committee may, at ~~his or her~~their discretion, invite any person who has been involved in the assessment of the work under consideration by the Committee to be present 'in attendance' but without voting rights.



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

## Regulation ~~432~~ Confidentiality

All discussion about the assessment of an individual student at a College Postgraduate Committee meeting is confidential.

### Application of the regulation

- ~~432.1~~ The College Postgraduate Committee reaches a collective decision. The decision does not need to be unanimous.
- ~~432.2~~ The views of a particular committee member should not be made known to a student. If a student makes a request under the Data Protection Act, information recorded in the minutes on that particular student will need to be disclosed. In doing so, comments should be anonymised, e.g. assigned to Member 1, Member 2. Further information is available at:  
[www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf)
- ~~432.3~~ Students have a right to see information about themselves recorded in minutes of the College Postgraduate Committee meeting.
- ~~432.4~~ Other than with the written permission of the student concerned, members of staff should not make available information about marks to persons or bodies outside the University except when necessary in the context of a reference.
- ~~432.5~~ [Guidance on disclosing information on students](#) can be found at:  
[www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information](http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information)

## Regulation ~~443~~ Retention and destruction of material

Assessed material must be retained and destroyed in accordance with the University's student records retention guidance.

### Application of the regulation

- ~~434.1~~ Information about the [student records retention schedule](#) is online:  
[www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records](http://www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records)
- ~~443.2~~ Material which contributes to the assessment of the degree will be retained in the School, College Office, Library for a suitable period after the College Postgraduate Committee meeting which decides the overall classification or award of the degree, diploma or certificate. This enables the University to respond to any student appeal.



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

~~443~~.3 Assessment material should be destroyed at the end of the retention period. For students who submit appeals, the retention period will need to be extended until the end of the appeal process. Other material which contributes to the final assessment of the degree may be returned to the student after the expiry of the retention period providing they do not make known the views of a particular examiner (see regulation ~~432~~). Dissertations may be retained by Schools, who have the responsibility to make them available to any enquirer in response to a Freedom of Information request (unless an exemption applies). Assessment samples may be retained for specified periods as supporting documentation for accreditation and quality assurance purposes, e.g. Postgraduate Programme Reviews. Material which is not retained or returned should be destroyed at the end of the retention period.

## Regulation ~~454~~ Award of degrees

Degrees are awarded by the Senatus on the basis of recommendations of the College ~~Postgraduate Committee~~.

## Regulation ~~4546~~ College Postgraduate Committee: return of decision

Decisions and awards recommended by the examiners and confirmed by the College Postgraduate Committee must be recorded on the Student Records System as the final official results of the University.

### Application of the regulation

~~4546~~.1 Students receive Part II reports, which constitute formal notification of the Committee decision, after the meeting of the College Postgraduate Committee.

~~4546~~.2 The decisions of the Committee must be notified to Student Administration as soon as possible and certainly no later than 21 days before the date of graduation.

~~4546~~.3 Notification of final results and recommendation of the award of qualification to students, following the meeting of the Committee, is the responsibility of the College Office.

~~4546~~.4 Because of the nature of research degrees, transcripts for such degrees are not issued by the University. Colleges may instead provide students with an explanation of the specific degree awarded and confirmation that the student has been awarded (or is eligible to be awarded) this degree.



# Postgraduate Assessment Regulations for Research Degrees Academic Year 2015/16/17

## Regulation 476 Status of Decisions

Decisions by a College Postgraduate Committee, once certified in writing are final. In exceptional cases the College Postgraduate Committee can review its decision.

### Application of the regulation

4647.1 A College Postgraduate Committee may, review a decision if significant information relevant to that decision, which was unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made.

4647.2 If the Committee is satisfied that there are grounds for changing its decision it will report its ~~recommendation~~ decision to Student Administration, ~~who will either report the recommendation to the Senatus or exceptionally refer it to the Curriculum and Student Progression Committee for decision~~ Systems.

4647.3 Where an error is discovered in the assessment or marking of any examination or any component of an assessment or in the calculation, recording or notification of the result of any assessment or any component thereof or in the classification or result of any degree or in any process connected with any of these matters, the University shall forthwith correct that error and amend its records to show the correct result or classification and whether or not the result or classification has been published or otherwise notified to the student. The University shall notify the student of the corrected result or classification as soon as practicable and shall also correct any reference or statement which may have been provided by the University whether to the student or to a third party. Having been notified of the corrected result or classification the student shall return to the University any documentation which may have been issued to the student notifying the original result or classification which has been corrected. The student shall have no claim against the University for any loss or damage which may have been incurred by the student as a result of any error which may have been made.

4647.4 In proved cases of substantial and significant copying, plagiarism or other fraud, the Senatus has the power to reduce the classification of, or to revoke, any degree it has already awarded, and to require the degree, diploma or certificate scroll to be returned.

4647.5 Any member of Senatus may request Senatus to refer for investigation any matter concerning assessment.



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

## Regulation ~~487~~ Convener's Action

The Convener of the College Postgraduate Committee or Progression Board may take decisions by Convener's Action.

### Application of the regulation

~~487.1~~ This may occur when the College Postgraduate Committee takes a decision in principle but needs confirmation or further information, or when the Committee considers the possible outcomes and authorises the Convener, once relevant information is known, to apply the appropriate option. Convener's Action may also be appropriate when the decision to be made follows an existing precedent.

~~487.2~~ Decisions made by Convener's Action should be recorded and reported to the relevant Board or Committee.

## Regulation ~~4849~~ Final version of the thesis (does not apply to MSc by Research degrees)

The student is required to submit the final version of the thesis to the College Postgraduate Office.

### Application of the regulation

~~4849.1~~ Degrees are conferred upon receipt of the final version of the thesis and following approval by the Senate at graduation.

~~49.2~~ -The final version of the thesis must be submitted within one month of approval of corrections and/or recommendation of award. A student cannot graduate until they have submitted the final version of their thesis to the College Postgraduate Office. See:

[www.ed.ac.uk/schools-departments/student-administration/graduations](http://www.ed.ac.uk/schools-departments/student-administration/graduations).

~~494.38.2~~ Final submission must be notified by the College Office to Student Systems as soon as possible. Graduation deadline information is available at online: [www.studentsystems.ed.ac.uk/staff/Support/grads\\_deadlines.htm](http://www.studentsystems.ed.ac.uk/staff/Support/grads_deadlines.htm).

~~449.48.3~~ Students are responsible for submitting their final version in electronic form in addition to one hard bound copy. Hard bound copies should conform to -standards for the format and binding of theses: [www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis\\_Binding.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis_Binding.pdf)



# Postgraduate Assessment Regulations for Research Degrees Academic Year 20~~15~~/16/17

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449.58.4 Further details on the submission of theses are available in the *Code of Practice for –Supervisors and Research Students* and from the Edinburgh Research Archive (ERA) at [www.era.lib.ed.ac.uk](http://www.era.lib.ed.ac.uk).

## Regulation 4950 Academic Appeal

Students have the right of academic appeal against the decisions of the College Postgraduate Committee on specific grounds, which are set out in the University's Student Appeal Regulations:  
[www.ed.ac.uk/schools-departments/academic-services/staff/appeals](http://www.ed.ac.uk/schools-departments/academic-services/staff/appeals)



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

## Section G Interpretation

### Regulation ~~5150~~ Interpretation of the regulations

The Curriculum and Student Progression Committee has authority to resolve any dispute arising from these regulations. The University Secretary and ~~his or her~~their nominees have authority to make urgent decisions relating to assessment issues.

#### Application of the regulation

~~5150.1~~ Staff who need guidance on the postgraduate assessment regulations for research degrees, beyond that provided in the regulations and associated guidance, should contact the relevant Dean and/or the Academic Policy Officer with responsibility for the Curriculum and Student Progression Committee: [www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression](http://www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression)

~~5150.2~~ The University uses questions on the regulations as a source of information for training and development of the regulations.



# Postgraduate Assessment Regulations for Research Degrees Academic Year ~~2015/16~~/17

## Section H Significant Disruption

### Regulation ~~524~~ Significant disruption: concessions and standards

When the University's assessment practices are vulnerable to significant disruption then the Curriculum and Student Progression Committee may approve temporary concessions to mitigate the impact of assessment disruption on students, without compromising academic standards. ~~College Postgraduate Committees~~The College takes decisions that ensure the consistency of treatment of students and the maintenance of academic standards. The overriding principles are that:

- (a) the academic judgement of the examiners remains paramount;
- (b) the University's academic standards will be maintained; and
- (c) the provisions of the University's Postgraduate Assessment Regulations for Research Degrees remain in force except where a concession has been approved by the Curriculum and Student Progression Committee.

These concessions will only be used where necessary: if a College Postgraduate Committee is able to operate without a concession then the Committee will do so.

#### Application of the regulation

- ~~524.1~~ Significant disruption can be extremes of weather, loss of facilities, and factors beyond the University's control which have an impact on the assessment of students. This may result in College Postgraduate Committees only having partial results available.
- ~~524.2~~ In response to individual significant disruptions that may have a widespread impact on assessment, the University will adopt a communication strategy for students, staff and key external stakeholders, e.g. External Examiners, to ensure that they are aware of the measures that are adopted.
- ~~524.3~~ All forms of assessment, such as theses submitted for assessment, examination scripts and course assignments, are the property and responsibility of the University, not of individual examiners or markers. They therefore must be accessible to the University when required.
- ~~524.4~~ Drawing on previous experience [CSPC 14/15 2 C], the issues and regulations where CSPC may consider concessions include, but are not limited to:
- (a) participation of External Examiners;
  - (b) College Postgraduate Committee quorum;
  - (c) annual progression decisions.

~~23 April 2015~~ 14 April 2016

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

## **Undergraduate Degree Regulations 2016/17**

### **Executive Summary**

This paper contains the draft Undergraduate Degree Regulations 2016/17, as proposed by the DRPS Working Group. A “Key Changes” section is included to draw the Committee’s attention to the key changes.

The degree-specific regulations which deal with the MBChB Medicine programme and Bachelor of Medical Sciences (italicised in these regulations) are in draft form in this version. A further paper will follow with an updated version of these regulations.

### **How does this align with the University / Committee’s strategic plans and priorities?**

The paper aligns with the University’s Strategic Plan Goal of Excellence in Education.

### **Action requested**

CSPC is invited to discuss the draft Undergraduate Degree Regulations for academic year 2016/17.

CSPC is requested to give particular attention to discussion of regulation 19, which deals with Authorised Interruption of Study, following discussion at the DRPS Working Group.

It is proposed that, following the CSPC meeting, the draft regulations are amended to take account of any CSPC comments and a paper is sent to the University Court, presenting the draft “Resolution” for its 25 April 2016 meeting and final Resolution at its 20 June 2016 meeting.

### **How will any action agreed be implemented and communicated?**

Approved regulations will be communicated by Academic Services’ annual update on regulations and policies.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources.

#### **2. Risk assessment**

A risk assessment is not included, however the University’s Statement on Risk Appetite provides no risk appetite in relation to compliance.

#### **3. Equality and Diversity**

An equality impact review of the regulations will be carried out by Academic Services.

**4. Freedom of information**

The paper is **open**.

**Originator of the paper**

Ailsa Taylor, Academic Policy Officer, Academic Services, and Adam Bunni, Head of Governance and Regulatory Team, Academic Services

6 April 2016

## Key Changes to Undergraduate Degree Regulations 2016/17

Regulation	What has changed
<b>5 Disclosure of criminal convictions</b>	Text amended following revision of the Protection of Children and Protected Adults policy.
<b>24 Attendance and participation</b>	Text added to reflect the need to monitor attendance and engagement of some students under visa rules.
<b>26 Leave of absence</b>	A clearer definition of leave of absence has been provided. Study away from Edinburgh for 60 consecutive days or more requires School approval, and must be recorded in the student record. Shorter periods of study away must be agreed with Personal Tutors.
<b>27-32 Optional Study Abroad</b>	<b>New</b> A set of new regulations relating to Optional Study Abroad covering eligibility, Learning Agreements, required credit volume and level, progression.
<b>68-80 MBChB</b>	Regulations amended to reflect changes to the structure of the MBChB Medical degree.

# Degree Regulations and Programmes of Study

## Undergraduate Degree Programme Regulations

### 20165/176



THE UNIVERSITY  
of EDINBURGH

#### A General Undergraduate Degree Regulations

##### Compliance

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- 2 [Head of College authority for concessions](#)
- 3 [Compliance with requirements](#)
- 4 [Fitness to practise](#)
- 5 [Disclosure of criminal offences](#)
- 6 [Undergraduate degrees, diplomas and certificates](#)
- 7 [Compliance with Degree Programme Tables](#)
- 8 [Pre-requisites, co-requisites and prohibited combinations](#)
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- 10 [Full-time and part-time](#)
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##### Study Period

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- 13 [Maximum degree completion periods](#)
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### **B College of Humanities and Social Sciences Undergraduate Degree Regulations: Degree Specific Regulations**

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~~11912-12114~~ [Professional Requirements: School of Engineering](#)

## **A General Undergraduate Degree Regulations**

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### **Compliance**

1. These regulations apply to all categories of undergraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Every undergraduate student must comply with these regulations. In exceptional circumstances a concession to allow relaxation of a specific regulation may be granted by the appropriate Head of College. Where the Head of College does not have authority to award a particular concession then the Curriculum and Student Progression Committee may award the concession.
2. Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Personal Tutor or Student Support Team as to the appropriate point of contact, and must not approach the Head of College directly.
3. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations specified in sections B, C and D below and the University's Taught Assessment Regulations for the current academic session: [www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations)
4. Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College

Committee, irrespective of ~~his/hert~~their performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld, or other penalty set out in College procedures. An appeal against this decision may be submitted to the Student Fitness to Practise Appeal Committee. See the Student Appeal Regulations at: <http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/AcademicAppealRegulations.pdf>

~~University's Fitness to Practise Appeal Committee:~~  
[http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness\\_to\\_Practise.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness_to_Practise.pdf)

5. Students must inform their ~~Student Support Team~~Personal Tutor (or equivalent) if they have been charged or convicted of a relevant criminal offence since matriculating at the University. 'Relevant' offences are as defined in the University's ~~comply with the~~Policy and procedure for the admission of applicants who disclose criminal convictions or who require Protecting Vulnerable Groups Scheme membership LINK:  
[http://www.ed.ac.uk/files/atoms/files/criminal\\_convictions\\_and\\_pvg\\_policy\\_-\\_final\\_sept\\_2015.pdf](http://www.ed.ac.uk/files/atoms/files/criminal_convictions_and_pvg_policy_-_final_sept_2015.pdf). The Student Support Team (or equivalent) -will refer the case to the relevant College which will decide whether the University should take action under the Code of Student Conduct or (where a student's degree programme is subject to Fitness to Practise requirements) the College Fitness to Practice procedures.

~~University's Student Disclosure Assessment process (see Code of Practice for Student Criminal Convictions and Disclosure Assessment) to ensure that students do not pose a risk to those with whom they interact during their studies, in particular, vulnerable groups.~~

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

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

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

7. Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study.

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

9. Students should commence their degree programme at the start of the academic year, and should commence the courses that they are enrolled on at the start of semester in which the courses are taught. No student will be admitted to a degree programme more than two weeks after the start of the academic year without the permission of the Head of College. No student will be enrolled on a course that is part of their degree programme more than two weeks after the start of semester in which the course is taught without the permission of the Head of College. A student who leaves a course after six weeks from the start of the relevant semester will be deemed to have withdrawn from the course and the course enrolment remains on the student's record.

## Mode of Study

10. Programmes are offered on a full-time or part-time basis. Students' mode of study is defined when they are admitted to the degree programme.

11. Only in exceptional circumstances, and with the permission of the Head of College, is a student allowed to change mode of study. For academic reasons, the University may require a student to change their mode of study.

## Study Period

12. A student must complete the requirements of the degree programme within the period of study specified in the Degree Programme Table, unless given a concession with the approval of the Head of College.

13. The maximum period for completion of an Ordinary or General degree programme is 8 years. The maximum period for completion of an Honours degree programme is 10 years. This maximum period includes any concessions and any authorised interruptions of study.

14. With the annual permission of the Head of College, a student may take longer than the study period specified in the Degree Programme Table to undertake an Ordinary, General or Honours degree programme, provided that a minimum of 40 credit points are undertaken in each year of study.

15. Where a student needs to meet specific progression requirements, the Head of College may approve a student taking fewer than 40 credit points.

16. Certain elements of a degree programme may require full-time attendance. Students given permission to undertake study over an extended period must comply with any requirements specified for a particular degree programme.

17. For the award of a University of Edinburgh degree a student must study University of Edinburgh courses for a minimum period of two years and obtain 240 credits or the pro-rata equivalent in the case of part-time study (for part-time study, the period of study will be longer but the same minimum credit levels must be achieved). This regulation does not apply to intercalating medicine and veterinary medicine students. In exceptional circumstances, the Head of College may approve a concession to allow the award of a University of Edinburgh degree to a student who has studied University of Edinburgh courses for a minimum of one year (obtaining 120 credits or the pro-rata in the case of part-time study). This may include students studying at the University of Edinburgh on 2+2 arrangements, or students entering the University directly into year 3 of study.

18. A student studying for an Honours degree is not allowed to substitute study at another institution for the final year of his/her/their Honours programme.

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

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

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

### **Recognition of Prior Learning (RPL)**

22. RPL can only be recognised at the point of admission to the University. The Head of College has the power to recognise up to 240 credits of prior learning and on this basis to admit a student to the second or later years of a programme of study. RPL can potentially be granted for programmes taken at the University of Edinburgh, as well as those from elsewhere. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. The University **RPL policy for admissions** is available ~~at:~~

<http://www.ed.ac.uk/files/imports/fileManager/Recognition%20of%20prior%20learning%20policy%20Sept%202014.pdf>

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

### **Attendance and Participation**

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions,

assessment, examination and meeting Personal Tutors face to face and electronically. The Degree Programme Table and programme handbook sets out programme requirements for engagement. Certain students' visa requirements may require the University to monitor attendance and engagement in specific ways. The Procedure for Withdrawal and Exclusion from Studies is available at: [http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal\\_Exclusion\\_from\\_Study.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf)

25. ~~It During a period of study, including authorised interruptions of study and leave of absence, it~~ is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by ~~his or her~~ their funding or grant authority, are met. All students are required to check their MyEd and University email account frequently for communications from the University and respond where appropriate. University policy on contacting students by email:

[http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Contacting\\_Students\\_by\\_Email.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Contacting_Students_by_Email.pdf)

26. ~~Students require the permission of the relevant Head of College to attend another academic institution on a recognised exchange scheme or other approved programme of study or to undertake an approved placement. This is categorised as a leave of absence. Leave of absence is required for compulsory and optional activities related to the programme of study that are not undertaken on campus in Edinburgh. Students must seek formal approval from the School for any leave of absence to study away from Edinburgh that is 60 calendar days' duration or longer. Permission may be sought at admission or during the period of study. All approved leaves of absence must be recorded in the student record. Study location changes of less than 60 days must be agreed with the Personal Tutor or Supervisor, but do not need formal approval from the School and need not be recorded in the student record. This regulation does not apply to students on a recognised distance learning programme.~~

## **27. Optional Study Abroad**

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

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

29. Students undertaking Optional Study Abroad are required to complete a Learning Agreement in consultation with their School Exchange Coordinator prior to departure. Learning Agreements must be agreed and signed by the student, their School Exchange Coordinator, and, for Erasmus students only, the partner university. In the case of joint degree programmes, the Learning Agreement must be approved by both Schools, but the School which owns the programme is ultimately responsible for the Learning Agreement. If any amendments are required to the Learning Agreement at any time, including on arrival at the partner university, students must liaise with the School Exchange Coordinator. The Exchange Coordinator is responsible for confirming that the amended Learning Agreement corresponds appropriately with the University of Edinburgh degree curriculum for the relevant year of study.

30. Students who undertake Optional Study Abroad must undertake the equivalent volume of credits and level of courses at the partner university to that which they would study if they were remaining in Edinburgh. Credit achieved at a partner university is converted to University of Edinburgh credit, and counts towards the total credit required for the award of an Edinburgh degree. Individual marks/grades achieved at a partner university are not converted to University of Edinburgh marks/grades.

- Students studying abroad for one semester must enrol in the equivalent of 60 University of Edinburgh credits;
- Students studying abroad for an academic year must enrol in the equivalent of 120 University of Edinburgh credits.
- For students studying at European institutions, 60 Edinburgh credits are equivalent to 30 ECTS (European Credit Transfer System) credits and 120 Edinburgh credits are equivalent to 60 ECTS.
- For students studying at non-European institutions, the credit load and level required to be undertaken at the chosen partner university will be as approved by Senate Curriculum and Student Progression Committee, in consultation with the International Office.

31. Students who attempt but do not achieve the required credit at the partner university may be eligible for the award of Credit on Aggregate (CA). CA can only be awarded when the student has enrolled in and attempted assessment for the

equivalent to a full University of Edinburgh credit load at an appropriate level, and in accordance with the regulations and guidance available in the Taught Assessment Regulations for awarding credit on aggregate. Progression decisions for students returning from Optional Study Abroad are the responsibility of the appropriate College Study Abroad Progression Board. Terms of Reference for the College Study Abroad Progression Boards are available here:  
[http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study\\_Abroad\\_College\\_Progression\\_Board.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Study_Abroad_College_Progression_Board.pdf)

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

### **Withdrawal and Exclusion**

33~~28~~7. Any student may withdraw permanently from his/her/their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:

[http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal\\_Exclusion\\_from\\_Study.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf)

### **Progression and Permissible Credit Loads**

34~~29~~8. To gain a specific degree award, students must achieve the Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) credit point and level requirements of the particular programme, as set out in the appropriate Degree Programme Table.

### RENUMBER REMAINDER

29~~3~~5. Full-time undergraduate study comprises 120 credit points in each year of study. Part-time study is defined on a pro-rata basis in the relevant Degree Programme Table.

36~~0.~~ Students must attain the credits and other requirements ~~\_, e.g. core courses,~~ for each stage of study, as outlined in the relevant Degree Programme Table. In addition, students must meet any other requirements set out in their programme and/or course handbook. In order to progress, a full-time student must attain the following minimum number of credits (pro-rata for a part-time student):

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

3734. Any student who has not attained the required credit points for their year of study (e.g. 120 credits for full-time students) may be required to take resit exams, supplementary or alternative assessments, or additional courses to make good the deficit where permitted.

3832. Students who do not attain sufficient credits within the specified period may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies:

[http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal\\_Exclusion\\_from\\_Study.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf)

3933. In pre-Honours years, a student may be allowed to take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) level 7 and 8 courses (in addition to the normal 120 credits), subject to the approval of the student's Personal Tutor.

4034. Exceptionally, students in their honours years, with College approval, may take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) level 7 or 8 credit and, more rarely, up to 10 credits at levels 9-11 in the Honours years.

4135. Students may attend courses on a class-only basis (i.e. not for credit), with the agreement of the Course Organiser and the approval of the Personal Tutor. Decisions will be based on the overall load (credit and non-credit bearing) on the student, which must not exceed 160 credits.

4236. A student who has previously submitted work for one course at the University must not submit the same work to attempt to achieve academic credit at the University through another course.

4337. Students can only be concurrently registered for one full-time award at the University of Edinburgh.

### **Transfer to Different Degree Programme**

4438. A student may be allowed to transfer to a different degree programme in from another within the University by permission of the host of the-receiving College.

3945. Unless granted a concession by the Head of the receiving College, students must comply with the pre-requisite and co-requisite requirements of the new programme shown in the Degree Programme Table.

## Awards and Qualifications

~~460.~~ In order to achieve the award of the Undergraduate Certificate of Higher Education students must have attained a minimum of 120 credit points (of which a minimum of 90 are at level 7 or higher) gained from passes in courses of this University which count towards graduation.

~~4744.~~ In order to achieve the award of the Undergraduate Diploma of Higher Education students must have attained a minimum of 240 credit points. At least 120 credit points must be gained from passes in courses of this University counting towards graduation and at least 90 of the 120 credit points gained from courses passed at this University must be in courses at level 8 or above.

~~4842.~~ The attainment requirements for students for General and Ordinary degrees are specified in the relevant College regulations below.

~~4943.~~ The attainment requirements for students for MBChB and BVM&S degrees and the BSc in Oral Health Sciences are specified in the College of Medicine and Veterinary Medicine regulations below (Section C).

~~5044.~~ The award of Honours is based on the student's performance in assessment in the Honours year(s). For information on the award of Honours see the Taught Assessment Regulations for the current academic session: [www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations)

~~5145.~~ A student who satisfies the examiners in the Final Honours assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division I, Second Class Division II and Third Class.

~~5246.~~ ~~A student who~~ Students who have ~~has~~ been assessed, classed or failed for Honours may not present ~~him or herself~~ themselves for re-assessment in the same programme, or assessment in a closely related programme. The Head of College determines whether a programme is closely related.

~~5347.~~ During a single period of continuous registration, a student may be awarded only the University qualification with the highest status for which ~~he or she has~~ they have attained the required credits.

~~5448.~~ A candidate who already holds a General or Ordinary degree may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than five years have elapsed between ~~his or her~~ their first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the Head of the receiving College, at the levels stipulated in the appropriate Degree Programme Table.

~~55~~<sup>49</sup>. In exceptional circumstances, notwithstanding any existing Resolutions to the contrary, the University may confer all existing Honours degrees with unclassified Honours if insufficient information is available to the relevant Board of Examiners to classify those degrees. Where a Board of Examiners has insufficient information to enable an unclassified Honours degree to be conferred on a candidate for Honours, a General or Ordinary degree may be awarded to that candidate where ~~he or she~~ is/they are qualified for such a degree under the existing Regulations. Conferment of an unclassified Honours degree or General or Ordinary degree in these cases is an interim measure: final awards will be confirmed when sufficient information is available to the relevant Board of Examiners.

~~56~~<sup>0</sup>. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Curriculum and Student Progression Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

~~57~~<sup>54</sup>. In exceptional circumstances Senatus may authorise the conferment of aegrotat degrees, which are unclassified. Each such conferment requires a proposal from the College concerned to be approved by the Curriculum and Student Progression Committee. An aegrotat degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond ~~his or her~~their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree aegrotat.

## **B College of Humanities and Social Sciences Undergraduate Degree Regulations: Degree Specific Regulations**

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~~58~~<sup>52</sup>. These degree programme requirements relate to undergraduate programmes in the College of Humanities and Social Science. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

~~59~~<sup>53</sup>. The College Fitness to Practise policy is available at:  
<http://www.ed.ac.uk/schools-departments/humanities-soc-sci/academic-administration/student-conduct/fitness-to-practise>

### **General and Ordinary Degrees**

~~BA(Humanities and Social Science) and BA (Humanities and Social Science) in a Designated Discipline~~

~~60~~<sup>54</sup>. BA (Humanities and Social Science)

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

The overall curriculum must include at least:

360 credit points, of which at least 240 credit points should be at SCQF level 8, 9 or 10, comprising:

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

In addition, there must be at least two other subjects of study defined as 40 credits at SCQF levels 7-10.

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

#### BA (Humanities and Social Science) in a designated discipline:

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

The overall curriculum must include at least:

360 credit points, of which at least 240 credit points should be at SCQF level 8, 9 or 10, comprising:

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

In addition there must be at least two other subjects of study defined as 40 credits at SCQF levels 7-10.

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

#### **Merit and Distinction**

[6155](#). General and Ordinary degrees may be awarded with Merit or Distinction.

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

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

[6256](#). The LLB Ordinary, Graduate Entry degree may be awarded with Merit or Distinction.

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

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

[6357](#). Students of the MA Fine Art with Honours degree will be awarded a Distinction in either Art or History of Art if their performance in the subject is of first class standard but their overall degree result is lower than first class. Students are eligible for distinction in History of Art or Art Practice.

### **Distinction in Oral Language**

[6458](#). Students of the MA with Honours which includes an Honours oral examination in any one of the following languages will be awarded a Distinction in Oral Language if their performance at the oral examination is of first-class standard: Arabic, Chinese, Danish, French, Gaelic, German, Italian, Japanese, Norwegian, Persian, Portuguese, Russian, Spanish and Swedish.

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

[6559](#). The degree programme requirements of the Bachelor of Medical Sciences and Bachelor of Science in Veterinary Science are in the College Undergraduate Degree Regulations of the College of Medicine and Veterinary Medicine (Section C).

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

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

[6764](#). The College Fitness to Practise policy is available at <http://docstore.mvm.ed.ac.uk/Committees/Fitness-to-Practise.pdf>

## **MBChB**

### **Compliance**

~~68~~<sup>62</sup>. Students should refer to the [Programme Handbook and appropriate Course Handbooks](#) ~~appropriate Year Study Guides on the Edinburgh Electronic Medical Curriculum (EEMeC) on <https://www.eemec.med.ed.ac.uk> the Virtual Learning Environment~~ for detailed curriculum and assessment information.

~~69~~<sup>63</sup>. Students entering the first year of the MBChB programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation. Admission to the medical profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the MBChB programme are therefore not entitled to withhold information about any conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

~~70~~<sup>64</sup>. Students are subject to blood borne virus checks as they are admitted to the MBChB programme. Students declining testing or found to be infected by a blood borne virus will be allowed to continue on their degree programme leading to full Medical Registration, provided that they formally accept the requirement they will not be allowed to perform Exposure Prone Procedures (EPPs), and recognise that careers in some specialties may not be open to them if their infection persists.

### **Attendance and Participation**

~~71~~<sup>65</sup>. Students on the MBChB programme are required to attend compulsory teaching throughout the year. Students should consult Course Handbooks on the Virtual Learning Environment for detailed attendance and timetable information. Students in Years 3, 4 & 5 are required to undertake placements in hospitals outside Edinburgh.

~~72~~<sup>66</sup>. Students in the final three years of study are required to undertake placements in hospitals outside Edinburgh and the Lothians. Students enrolled for Years 3, 4 and 5 of the degrees of MBChB during the Academic Year 2013-2014 are required to attend for compulsory periods throughout the year. Students should consult the Edinburgh Electronic Medical Curriculum (EEMeC) on <http://www.eemec.med.ed.ac.uk> and relevant year study guides for detailed attendance dates and timetable information.

~~73~~<sup>67</sup>. In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken

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

## **Progression**

~~7468. MBChB students are only entitled to two assessment attempts for courses which are part of the MBChB programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations.~~

~~7569. A student who fails the attendance requirements may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.~~

~~A student who fails the Professional Examination in Year 4 may be required by the Boards of Examiners to use part or all of the free elective period to undertake one or more guided electives before being permitted to re-sit.~~

~~769. A student who fails the professionalism requirements may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.~~

~~A student whose progress in Year 5 is unsatisfactory will be required to undertake a period of remedial study before being permitted to re-sit.~~

~~7774. No student may proceed to the next year of study for the MBChB programme until ~~he/she has~~they have passed all components of the previous year of the programme.~~

~~78. Students on the 6-year MBChB programme may omit Year 3 of the MBChB Programme if they enter with an approved BSc degree. In this situation students proceed directly from Year 2 to Year 4 of the 6-year MBChB Programme.~~

## **Awards**

### *Passes with Distinction*

~~7972. MBChB Distinctions are awarded for outstanding performance over a whole year of the programme. Students who have attained a sufficiently high standard in~~

~~any of the Professional Examinations will be recorded as having passed that examination 'with distinction'.~~

### *Honours at Graduation*

~~8073. The award of MBChB with Honours may be conferred upon students who have performed at an outstanding level in the Professional Examinations throughout the degree programme. Students who have displayed special merit in the Professional Examinations over the whole degree programme will be awarded MBChB with Honours at the time of graduation.~~

## **BVM&S**

### **Compliance**

8174. Students should refer to the appropriate Course Books for detailed curriculum and assessment information.

8275. Students are subject to health clearance as they are admitted to the BVM&S programmes. Failure to comply with this regulation may result in exclusion from a programme of studies.

### **Attendance and Participation**

8376. In special-exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Approved study for an intercalated degree does not constitute interrupted progress.

### **Progression**

8477. Students for the Final Professional Examination must produce satisfactory evidence that they have, subsequent to commencing studies in the Third Year of the degree curriculum, received extra-mural clinical instruction for a total period of not less than 26 weeks, in accordance with arrangements approved by the College of Medicine & Veterinary Medicine. Students shall be required to produce records of extra-mural clinical teaching received, which have been attested by the extra mural teacher or teachers concerned.

8578. Before proceeding to the Third Year of the curriculum for the degree a student must normally present satisfactory evidence of having had at least 12 weeks extra-mural experience of livestock husbandry, in accordance with arrangements approved by the College of Medicine & Veterinary Medicine. This should normally be obtained

during vacations subsequent to the commencement of the First Year of study, and be completed prior to sitting the Second Professional Examination.

~~8679~~. Where a student fails to meet this requirement by the end of the session in which they pass the Second Professional Examination, the College of Medicine & Veterinary Medicine will normally recommend to Senatus that they be excluded from further attendance at courses of instruction and examinations in the College of Medicine & Veterinary Medicine.

~~8780~~. No student may proceed to the next year of study for the BVM&S programme until ~~he/she has~~they have passed all components of the previous year of the programme, unless a concession is awarded by the Head of College.

## **Awards**

Passes with Distinction

~~8188~~. Students who have attained a sufficiently high standard in any of the Professional Examinations will be recorded as having passed that examination 'with distinction'.

Distinction at Graduation

~~8289~~. Students who have displayed special merit in the Professional Examinations over the whole degree programme will be awarded BVM&S with Distinction at the time of graduation. Awards are made based on calculations equally across all years and are weighted by course credit value.

## **Bachelor of Medical Sciences**

*Honours Degree*

~~8390~~. *Every student admitted for the degree must also be a student for the degree of MBChB. A student in another University studying for a recognised primary medical undergraduate qualification may be admitted as a student for the degree of Bachelor of Medical Sciences with Honours, subject to the approval of the College of Medicine and Veterinary Medicine.*

~~8491~~. *In addition, every student must pursue studies for at least one academic year in the University of Edinburgh in one of the Honours Degree Programmes available at <http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/mbchb/intercalated-honours>*

~~8592~~. *For students on the 5-year MBChB programme, the Bachelor of Medical Sciences degree is intercalated after Year 2. For students on the 6-year MBChB programme, the course marks gained in Year 3 determine their classification for the Bachelor of Medical Sciences degree. Students entering the 6-year MBChB programme in Year 4 who do not already hold an Honours degree may exceptionally*

be permitted to take the Bachelor of Medical Sciences degree after Year 4, subject to the approval of the College of Medicine and Veterinary Medicine. The BMedSci (Hons) will be awarded to students who have attained 480 credits and met the other requirements for Honours degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations above. This may include credits awarded on aggregate. The Bachelor of Medical Sciences degrees are intercalated after Year 2 of the MBChB programme.

~~869~~3. *Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.*

#### Ordinary Degree

~~879~~4. No student shall be admitted to the degree, except on transfer from candidature for the degrees of MBChB. Students are eligible to be considered for a BMedSci (Ordinary) degree if they have successfully achieved 240 credits from the First and Second Professional Examinations and, have attained at least 80 of the available 120 credits in the Third Year MBChB assessments. The Ordinary Degree of Bachelor of Medical Sciences may not be conferred on any student who already holds or is eligible to receive the Degree of Bachelor of Medical Sciences with Honours. The Ordinary degree of Bachelor of Medical Sciences may be offered as an exit award to students on the 5-year or 6-year MBChB programme who have attained 360 credits and met the other requirements for Ordinary degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations. This may include credits awarded on aggregate.

~~889~~5. *The compliance, attendance and participation, and progression requirements for the degrees of MBChB apply.*

### **BSc in Veterinary Science**

#### Honours Degree

~~899~~6. Every student admitted for the degree must also be a student for the degree of BVM&S, or have obtained the BVM&S degree not more than five years before the date of admission as a student for the Honours Degree. A student in another University studying for a recognised primary veterinary undergraduate qualification may be admitted as a student for the degree of BSc in Veterinary Science, subject to the approval of the College of Medicine & Veterinary Medicine.

~~909~~7. Every student for the degree must normally attend in the University of Edinburgh during not less than two academic years the courses of instruction in the classes of the first two years of the curriculum for the BVM&S degree and pass the assessments prescribed for these courses.

9498. In addition every student must pursue studies for at least one year in the University of Edinburgh in one of Honours Degree Programmes available at: <https://www.eevec.vet.ed.ac.uk/secure/page.asp?ID=in0000id>

9992. The year of study in the Honours Degree Programme may be intercalated not earlier than the end of the second year of study, provided that a student has successfully completed the appropriate assessments and satisfied such conditions as the Head of the School concerned may require, subject to the approval of the College of Medicine & Veterinary Medicine.

93100. Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

### Ordinary Degree

94101. No student shall be admitted as a student for the degree, except on transfer from candidature for the degrees of BVM&S 5 year programme or BVM&S 4 year Graduate Entry Programme. Students on the 5 year programme are eligible to be considered for the ordinary degree if they have successfully completed 240 credits from the First and Second Professional Examinations and, have shown sufficient attainment in the Third Year BVM&S assessments. Students on the graduate entry programme are awarded 120 credits of recognised prior learning. The Ordinary Degree of BSc (Veterinary Science) may not be conferred on any student who already holds, or is eligible to receive, the Degree of BSc in Veterinary Science with Honours.

## **BSc in Oral Health Sciences**

### **Compliance**

95102. [Students should refer to the Programme Handbook and appropriate Course Handbooks for detailed curriculum and assessment information](#) ~~Students should refer to the appropriate Year Study Guide for detailed curriculum and assessment information.~~

96103. [Students entering the Oral Health Sciences programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation.](#) Admission to the profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the BSc in Oral Health Sciences programme are therefore not entitled to withhold information about a previous conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

[97104](#). Students are subject to a Hepatitis B, Hepatitis C and HIV status check prior to entering the BSc in Oral Health Sciences. Failure to comply with this regulation or a positive result will lead to admission being refused or to exclusion from studies.

### **Attendance and Participation**

[98105](#). Except in exceptional circumstances, the maximum period of enrolment on the BSc in Oral Health Sciences may not exceed five years, including any period of leave of absence.

### **Progression**

[99106](#). BSc in Oral Health Sciences students are only entitled to two assessment attempts for courses which are part of the Oral Health Sciences programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations.

[400107](#). A student whose progress in any year is unsatisfactory may be required to undertake a period of remedial study before being permitted to resit.

[401108](#). No student may proceed to the next year of study for the BSc programme in Oral Health Sciences until ~~he/she has~~[they have](#) passed all components of the previous year of the programme.

### **Bachelor of Science**

#### Honours Degree

[402109](#). Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours assessment. Students may attend additional Honours courses on a class-only basis (i.e. not for credit), with the agreement of the Programme Organiser and the approval of the Personal Tutor.

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

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

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

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

#### Bachelor of Science General Degree

~~40311~~0. To qualify for the award of the degree of BSc (General) students must have obtained 360 credit points from passes (or recognition of prior learning), normally at the rate of 120 credit points per year: 240 credit points in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 200 credit points at Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) level 8, 9 or 10; 80 credit points at SCQF level 8, 9, 10 in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 60 credit points at SCQF level 9 or 10.

#### Bachelor of Science Ordinary Degree

~~40411~~1. To qualify for the award of the degree of BSc Ordinary Degree in a Designated Discipline students must have obtained 360 credit points from passes (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must have met the requirement for entry to Senior Honours in that Discipline as indicated in years 3 and 4 of the Honours Degree Programme Table, subject to further restrictions and recommendations that may appear in the appropriate School Programme Guide (excluding the requirement for the Honours courses to have been passed at the first sitting, and excluding any elevated hurdles or prerequisites for Honours).

~~40511~~2. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc Honours degree and with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

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

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

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~~40611~~3. These degree programme requirements relate to undergraduate programmes in the College of Science and Engineering. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

#### Qualifications

#### **Bachelor of Science General Degree \***

407114. For the award of the degree of BSc (General) students must have obtained 360 credit points including at least:

<b>BSc (General)</b>	A total of 360 credit points including at least:
Courses listed in the School collections of Schools in the College of Science and Engineering	180 credits
SCQF <a href="http://www.scqf.org.uk/">http://www.scqf.org.uk/</a>	200 credits at SCQF levels 8,9 or 10 60 credits at SCQF level 9 or 10 30 credits at SCQF level 9 or 10 in courses listed in the School collection of Schools in the College of Science and Engineering

\* The Bachelor of Science: General Degree will not be available to students entering the University from 2012/13 onwards

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

408115. To qualify for the award of the BSc Ordinary Degree in a Designated Discipline or Combined Disciplines students must have obtained 360 credit points (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must have met the requirement for entry to Senior Honours in that Discipline or Combined Disciplines as indicated in years 3 and 4 of the Honours Degree Programme Table, subject to further restrictions and recommendations that may appear in the appropriate School Programme Guide (excluding the requirement for the Honours courses to have been passed at the first sitting, and excluding any elevated hurdles or prerequisites for Honours.)

For those programmes where there is a Schedule of level 9 courses specifically for Ordinary Degrees then the level 9 course may be substituted for the related level 10 course in the DPT for the purpose of eligibility for the Ordinary Degree in a Designated Discipline.

409116. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc, BEng, MA, or Integrated Masters (e.g. MPhys, MInf) Honours degree and with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

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

b. subject specialisations within the School of Chemistry, where the Designated Discipline will be either Chemical Sciences or Chemical Sciences with Industrial Experience. The latter may be awarded to students who successfully complete the industrial experience component of the corresponding MChem programme;

c. subject specialisations within the discipline of Ecological Science, where the Designated Discipline will be Ecological Science, i.e. without the subject specialisation.

[440117](#). In the case of Combined Degree programmes, the Examiners will recommend the award of the BSc Ordinary Degree in single (see requirement 4 above) or combined disciplines in order to best reflect the achievements of the individual student.

### **Degree of Bachelor of Medical Sciences**

[441118](#). The Degree Programme Requirements of the Bachelor of Medical Sciences and Bachelor of Science (Veterinary Sciences) are in the College Undergraduate Regulations of the College of Medicine and Veterinary Medicine.

### **Professional requirements: School of Engineering**

[442119](#). An Honours student who is eligible for progression or for the award of an Honours degree by the University regulations but who fails an Honours course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies, will be required to “resit for professional purposes” the examination and/or resubmit the course work at the next available opportunity. However, the first (fail) mark will be recorded for the Honours degree classification.

[443120](#). Should the resit or resubmission still fail to achieve a pass, the student will not be eligible to progress or graduate with Honours. In such cases, the student will be required to interrupt for a year and take a further “resit for professional purposes”. A final year student requiring “resit(s) for professional purposes” will be ineligible for the degree of Bachelor of Engineering with Honours / Master of Engineering with Honours until such time as the necessary passes at “resit for professional purposes” are achieved, but may be eligible for the award of the degree of Bachelor of Science (Ordinary) in a Designated Discipline. The maximum number of attempts will be the same as the number normally allowed by undergraduate assessment regulations.

[444121](#). It will be for each Discipline within the School of Engineering to identify “courses for which a pass is required...”. This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Discipline will be stated in the Degree Programme Handbook.



The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

## **Postgraduate Degree Regulations 2016/17**

### **Executive Summary**

This paper contains the draft Postgraduate Degree Regulations 2016/17, as proposed by the DRPS Working Group. A “Key Changes” section is included to draw the Committee’s attention to the key changes.

### **How does this align with the University / Committee’s strategic plans and priorities?**

The paper aligns with the University’s Strategic Plan Goals of Excellence in Education, and Excellence in Research.

### **Action requested**

CSPC is invited to discuss the draft postgraduate degree regulations for academic year 2016/17.

It is proposed that, following the CSPC meeting, the draft regulations are amended to take account of any CSPC comments and a paper is sent to the University Court, presenting the draft “Resolution” for its 25 April 2016 meeting and final Resolution at its 20 June 2016 meeting.

### **How will any action agreed be implemented and communicated?**

Approved regulations will be communicated by Academic Services annual update on regulations and policies.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources.

#### **2. Risk assessment**

A risk assessment is not included, however the University’s Statement on Risk Appetite provides no risk appetite in relation to compliance.

#### **3. Equality and Diversity**

An equality impact review of the regulations will be carried out by Academic Services.

#### **4. Freedom of information**

*The paper is **open**.*

**Originator of the paper**

Susan Hunter, Academic Policy Officer, Academic Services and Dr Adam Bunni, Head of Governance and Regulatory Framework Team, Academic Services

6 April 2016

## Key Changes to Postgraduate Degree Regulations 2016/17

Where regulations are common between UG and PG, these have been reviewed for consistency and amended as necessary.

<b>Regulation</b>	<b>What has changed</b>
<b>5 Code of Practice</b>	Updated to remove reference to Code of Practice for Taught Postgraduate Programmes – publication discontinued as agreed by LTC. The information contained in this Code is provided elsewhere, for example in Programme Handbooks and on the University's Student website.
<b>16 Recognition of Prior Learning</b>	clarification and consistency on RPL for taught programmes across Colleges
<b>27 Reductions to the Period of Study</b>	Separated regulations for MPhil and Doctoral reductions
<b>29 Leave of absence</b>	Updated wording: clarifying that students are engaged with their studies and working at a location away from the University of Edinburgh. Permission is required for leave of absence and must be recorded for study away from Edinburgh of more than 60 days.
<b>CMVM CSCE</b>	Procedural content removed from College specific regulations EngD removed as this is covered in the main Postgraduate Degree Regulations

# Degree Regulations and Programmes of Study

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# Degree Regulations and Programmes of Study

## Postgraduate Degree Programme Regulations

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## Introduction

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### Compliance

1. The degree programme regulations define the types of award, their key characteristics, and their grounds for award. These regulations apply to all categories of postgraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations and the University's [Assessment Regulations](#) for the current academic session:
2. Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study.
3. When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements for the Degree Programme, unless a concession is approved by the relevant College.

### Authority Delegated to Colleges

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

### Codes of Practice

5. The degree regulations are supported by **the following Codes of Practice:**
  - [Code of Practice for Supervisors and Research Students](#)
  - ~~[Code of Practice for Taught Postgraduate Programmes](#)~~

# Degree Regulations and Programmes of Study

## Postgraduate Degree Programme Regulations

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

### Fitness to Practise

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

### Provision Affected by Fitness to Practise

Fitness for practise is relevant to the following University of Edinburgh provision:

- Medicine
- Anaesthetic Practice
- Social Work
- Teaching
- Nursing
- Clinical Psychology
- Veterinary Medicine
- Law (Diploma in Legal Studies)

### Disclosure of criminal offences

# Degree Regulations and Programmes of Study

## Postgraduate Degree Programme Regulations

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7.

~~Students must inform their Student Support Team Personal Tutor or supervisor or equivalent if they have been charged or convicted of a relevant criminal offence since matriculating at the University. 'Relevant' offences are as defined in the University's Policy and procedure for the admission of applicants who disclose criminal convictions or who require Protecting Vulnerable Groups Scheme membership:~~

~~[http://www.ed.ac.uk/files/atoms/files/criminal\\_convictions\\_and\\_pvg\\_policy\\_-\\_final\\_sept\\_2015.pdf](http://www.ed.ac.uk/files/atoms/files/criminal_convictions_and_pvg_policy_-_final_sept_2015.pdf)~~

~~The Personal Tutor or supervisor will refer the case to the relevant College which will decide whether the University should take action under the Code of Student Conduct or (where a student's degree programme is subject to Fitness to Practise requirements) the College Fitness to Practice procedures. 'Relevant' offences are as defined in the University's Policy and procedure for the admission of applicants who disclose criminal convictions or who require Protecting Vulnerable Groups Scheme membership.~~

~~The Student Support Team or equivalent will refer the case to the relevant College which will decide whether the University should take action under the Code of Student Conduct or (where a student's degree programme is subject to Fitness to Practise requirements) the College Fitness to Practice procedures.~~

~~Students must comply with the University's Student Disclosure Assessment process to ensure that students do not pose a risk to those with whom they interact during their studies, in particular, vulnerable groups.~~

~~[Code of Practice for Student Criminal Convictions and Disclosure Assessment](#)~~

## Postgraduate Awards and Degree Programmes

8. The University awards the following types of postgraduate degrees, diplomas and certificates. The University's postgraduate awards and degree programmes are consistent with the [Scottish Credit and Qualifications Framework](#) (SCQF) unless an exemption has been approved by the Curriculum and Student Progression Committee, or the award is not included in the SCQF. The SCQF credit levels required for each programme are specified within the appropriate Degree Programme Table.

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	At least 60 credits of which a minimum of 40 should be at SCQF Level 11 or above
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# Degree Regulations and Programmes of Study

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General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	At least 120 credits of which a minimum of 90 should be at SCQF Level 11 or above
Masters in a named subject discipline Master of a named discipline	At least 180 credits of which a minimum of 150 are at SCQF Level 11
Masters in a named subject discipline Master of a named discipline	At least 240 credits of which a minimum of 150 are at SCQF Level 11
MSc by research	At least 180 credits of which a minimum of 150 are at level 11. The research element will be worth a minimum of 120 credits. <u>The MSc(R) is a research degree and therefore the majority of the 180 credits should be attributable to research content. The research element will be worth a minimum of 120 credits of which a minimum of 60 must be attributable to the dissertation or to a portfolio of artefacts, artworks and other practice-based outputs (a portfolio).</u>
MPhil, MMus	At least 240 credits of which a minimum of 150 are at SCQF Level 11
ChM	At least 120 credits at SCQF Level 12.
Doctorate	At least 540 credits of which a minimum of 420 are at SCQF Level 12
EngD	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
PhD with Integrated Study	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
MD, DDS, DVM&S* Doctor of a named discipline	*Note: these awards are not included in the SCQF therefore a credit value has not been included here

# Degree Regulations and Programmes of Study

## Postgraduate Degree Programme Regulations

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## A General Postgraduate Degree Regulations

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### Late Admission

9. No student will be admitted to a postgraduate degree, diploma or certificate programme or a course that is part of their programme more than two weeks after their given start date without the permission of the ~~Head of~~ College. A student who leaves a course after six weeks will be deemed to have withdrawn and the course enrolment remains on the student's record.

### Part-time Study

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

### Registration for University Staff

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

### Conflicting Studies

12. Students at this University must not, except in exceptional cases and with the permission of the College, undertake any concurrent credit bearing studies in this (or in any other) institution other than the one for which they are registered in this University.

### Applicants Awaiting Results

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

# Degree Regulations and Programmes of Study

## Postgraduate Degree Programme Regulations

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

### Consecutive Registration

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

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

### Recognition of Prior Learning (RPL)

16. At the point of admission to the University, the College has the authority to recognise a student's prior learning. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table.

[University RPL policy for admissions.](#)

Colleges may also grant transfer of credit gained by students during their programme of study at the University. The maximum number of credits that the Colleges will grant RPL for taught programmes is: [one-third of the total credits for the award for which the student is applying, that is 20 credits for a postgraduate certificate; 40 credits for a postgraduate diploma; and 60 credits for a masters.](#)

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- ~~• College of Humanities and Social Science: one-third of the total credits for the award for which the student is applying, i.e. 20 credits for a certificate; 40 credits for a diploma; and 60 credits for a masters;~~
- ~~• College of Medicine and Veterinary Medicine: one-third of the total credits for the award for which the student is applying, i.e. 20 credits for a certificate; 40 credits for a diploma; and 60 credits for a masters; and~~
- ~~• College of Science and Engineering: a maximum of 40 credits for a masters; no RPL credit are awarded for certificate or diplomas.~~

Colleges can approve RPL for research programmes up to a maximum of 360 credits.

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

#### Permissible Credit Loads

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

19. Students may attend courses on a class-only basis (i.e. not for credit), with the approval of the Programme Director and, where relevant, the supervisor or Personal Tutor. Decisions will be based on the overall load (credit and non-credit bearing) on the student in the year. The additional credits must not be more than one-third of the scheduled number of credits for the year.

#### Credit Award

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

21. A student cannot, except under recognition of prior learning or application for associated postgraduate diploma or masters, or a formally approved ~~jointly-delivered~~ collaborative programme of study, achieve an award comprising academic credit that contributed (or will contribute) to another award.

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### Transfer to another Programme

22. A student may be allowed to transfer to a different degree programme from another within the University by permission of the receiving College. When such permission is granted, the student shall, in addition to satisfying the requirements for the degree to which transfer is made, pursue such further courses of study as the College may require.

### Attendance and Participation

23. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting, Personal Tutors, Programme Directors or supervisors face-to-face and/or electronically. The Degree Programme Table and programme handbook sets out programme requirements for attendance and participation. Certain students' visa conditions may require the University to monitor attendance and participation in specific ways.

24. ~~During a period of study, including authorised interruptions of study and change of study location, it~~ is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by ~~his or her~~ their funding or grant authority, are met. All students are required to check their University email account frequently for communications from the University and respond where appropriate.

- [University policy on Contacting Students by Email](#)

### Study Period

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

### The Prescribed Period of Study

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26. The University defines the prescribed period of study for each authorised programme. These are as stated in the study period table, unless the Curriculum and Student Progression Committee (CSPC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission.

- [Study Period Table](#)

### Reductions to the Prescribed Period of Study

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

- Postgraduate Certificate:
  - for **part-time continuous** students by up to 4 months.
  - for **part-time intermittent** by up to 8 months.
- Postgraduate Diploma:
  - for **part-time continuous** students by up to 8 months.
  - for **part-time intermittent** students by up to 16 months.
- Postgraduate Masters:
  - for **part-time continuous** students by up to 12 months.
  - for **part-time intermittent** students by up to 24 months.
- ~~Postgraduate Doctoral and~~ MPhil:
  - Members of the University staff and students holding a ~~PhD~~ MPhil research appointment under the auspices of the University may be registered for a minimum period of ~~36~~ 24 months part-time (~~MPhil 24 months part time~~).
  - Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of ~~36~~ 24 months part-time (~~MPhil 24 months part time~~).
  - For full-time students the College may reduce the prescribed period by up to ~~three~~ two months (~~two months for MPhil~~). The College may reduce the prescribed period by up to ~~36~~ 24 months for part-time ~~PhD~~ students (~~24 months for part-time MPhil~~). Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of ~~36~~ 24 months (~~24 months part-time MPhil~~).

#### • ~~Postgraduate Doctorate~~:

- Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time.

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

### Submission Period

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

### Leave of Absence

29. Leave of absence is required for compulsory and optional activities related to the programme of study that are not undertaken on campus in Edinburgh. Students must seek formal approval from the School for any leave of absence to study away from Edinburgh that is 60 calendar days' duration or longer. Permission may be sought at admission or during the period of study. All approved leaves of absence must be recorded in the student record. Study location changes of less than 60 days must be agreed with the Supervisor or Personal Tutor, but do not need formal approval from the School and need not be recorded in the student record. This regulation does not apply to students on a recognised distance learning programme."

~~For students not on distance learning programmes, leave from attendance and participation is permitted to undertake study, research or other activities outside their programme of study, that enhance the student's career or study. It requires College approval after consideration of an application by the student's, personal tutor, supervisor or programme director. The College will define how all absences will be approved and recorded.~~

### Withdrawal and Exclusion

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30. Any student may withdraw permanently from ~~his/her~~their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for [Withdrawal and Exclusion from Studies](#).

### Collaborative Degrees

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

### Authorised Interruptions of Study

32. A student may apply for an Authorised Interruption of Study, and it may be authorised by the College if there is a good reason for approving the interruption. Students must provide evidence to support their applications. Interruptions of study may will not be applied retrospectively, unless an exceptional concession is approved by College. Any one period of authorised interruption of study will not exceed one year, unless authorised by the College. The total period of Aauthorised interruption of study is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study.

### Extensions of Study

33. In exceptional circumstances, a student may apply through the supervisor or school postgraduate director to the College for an extension and it may be authorised by the College if there is good reason.

- [Authorised Interruption of Study or Extension to Study – postgraduate research](#)

### Maximum Degree Completion Periods

34. The maximum periods for completion of research degree programmes are the total of the prescribed period of study, any submission period, any interruptions of study and, any extensions of study, and any other concessions. ~~Examples are provided in the following table. The maximum period for completion of a three-year full-time PhD is 9 years, and for the related part-time degree it is 12 years.~~ The

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maximum period includes any concessions. The Study Period Table sets out maximum degree completion periods.

- [Study Period Table](#)

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#### Additional Regulations for Doctoral and MPhil ~~Degrees by Research~~ Degrees

##### Supervision

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

- a. At least one supervisor (the Principal/Lead Supervisor) must be appointed prior to registration, and the other should be appointed within two months of the programme start date.
- b. The Principal/Lead Supervisor is responsible to the School's Postgraduate Director for the duties set out in the Code of Practice for Supervisors and Research Students, and must be:
  - a salaried member of the academic staff of the University; or
  - a non-academic member of staff employed by the University who has appropriate expertise in research; or
  - an honorary member of staff
    - The nomination of non-academic or honorary members of staff to act as Principal/Lead Supervisor for a stated period must be specifically approved by the College. In appropriate cases the other supervisor(s) may not need to be a member of the staff of the University, provided ~~s/het~~ they assumes ~~his~~ their ~~her~~ supervisory duties in accordance with University regulations and requirements. Supervisors must maintain regular contact with their students who, in turn, have a responsibility to make themselves available at times agreed with their supervisors.
- c. In certain circumstances when the student is studying full time in an Associated Institution the Principal/Lead Supervisor may, if the College ~~Committee with responsibility for postgraduate research matters~~ approves, be a full-time employee of the Associated Institution. In such a case the assistant supervisor(s) must be a University employee. A Principal/Lead Supervisor who is a member of an Associated Institution has exactly the same responsibilities as one working within the university.
- d. Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period.

- [Attendance and Engagement Policy](#)

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- [Code of Practice for Supervisors & Research Students](#)
- [QAA UK Quality Code Chapter B11: Research Degrees](#)

#### Transfers from Another Institution

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

#### Request for Reinstatement

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

#### Vacation Leave for Research Students

38. Research Students are entitled to up to six weeks' vacation leave in a year without applying for an interruption of study. Students must seek approval for vacation leave from their supervisor and the School Postgraduate Office. Visa restrictions may also apply in the case of International students.

#### Grounds for the Award of Doctoral and MPhil Research Degrees

##### Demonstration by Thesis and Oral Exam for the Award of PhD

39. The student must have demonstrated by the presentation of a thesis and/or portfolio, which presents a coherent body of work, and by performance at an oral examination that the student is capable of pursuing original research making a

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significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.

#### **PhD Thesis Length - Word Count**

40. The thesis must not exceed a maximum word count of 100,000. There is no minimum word count.

The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

#### **Additional Thesis Considerations**

41. Taught professional doctorates will have additional entrance, curriculum and examination requirements. Information is provided in relevant Degree Programme Tables and programme handbooks. Students will be required to successfully complete the taught component, submit the thesis and/or portfolio and fulfil any placement requirements.

#### **MPhil by Research**

42. The thesis must not exceed a maximum of 60,000 words. There is no minimum word count.

The student must have demonstrated by the presentation of a thesis and/or portfolio containing a significant amount of material worthy of publication or public presentation, and by performance at an oral examination, that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.

The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the

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supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

#### PhD (by Research Publications)

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

44. The portfolio submitted for the PhD by Research Publications must demonstrate a substantial and coherent body of work which would have taken the equivalent of three years of full-time study to accomplish. The portfolio must demonstrate original research and make a significant contribution to knowledge or understanding in the field of study, and is presented in a critical and scholarly way.

45. Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit their published work, together with a 500-word abstract, their CV and a self-critical review of all their submitted work. If College approves registration, it will appoint an adviser to assist the applicant with the format of his/her/their submission and to guide him/her/them on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

46. The portfolio of published work must consist of either one or two books or at least six refereed journal articles or research papers, which are already in the public domain. The total submission, including the critical review should not exceed 100,000 words.

- The critical review must summarise the aims, objectives, methodology, results and conclusions covered by the work submitted in the portfolio. It must also critically assess how the work contributes significantly to the expansion of knowledge, indicate how the publications form a coherent body of work and what contribution the student has made to this work. The critical review must be at least 10,000 words, but not more than 25,000 words in length.

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- Students must either be the sole author of the portfolio of published work or must be able to demonstrate in the critical review of the submitted work that they have made a major contribution to all of the work that has been produced by more than one author.

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

#### Programme-Specific Regulations

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

#### Period of Study

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

#### Assessment

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

#### MSc by Research Degrees only

50. In addition to any requirements as detailed in the relevant Degree Programme Table, the student must have demonstrated by the presentation of a dissertation and/or portfolio that they are capable of pursuing research, or a critical survey of knowledge in the field of study, or both combined with a satisfactory plan for a more advanced research project. The research must demonstrate competence, knowledge and be presented in a critical and scholarly way. The assessed work, including the dissertation must not exceed 30,000 words. ~~The MSc(R) is a research degree and therefore the majority of the 180 credits should be attributable to research content. The research element will be worth a minimum of 120 credits of~~

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~~which a minimum of 60 must be attributable to the dissertation or to a portfolio of artefacts, artworks and other practice based outputs (a portfolio).~~

- [MSc by Research Structure](#)

### Application for Associated Postgraduate Diploma or Masters

51. A candidate who already holds a postgraduate certificate or diploma from the University of Edinburgh may be permitted by the appropriate College to apply for candidature for the associated postgraduate diploma or masters degree, provided that not more than five years have elapsed between ~~his or her~~their first graduation and acceptance as a candidate for the subsequent award. ~~Such a candidate will be required to achieve further credit points, as deemed appropriate by the College.~~

### Posthumous Awards

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

### Aegrotat Awards

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

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

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### Doctor of Clinical Psychology (DClinPsychol)

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

### Doctor of Psychotherapy (DPsychotherapy)

55. The degree specific regulations are:
- Placement.** Students will undertake a practice placement, consisting of 300 hours of supervised counselling practice and 60 hours of counselling supervision.
  - Thesis Length.** The thesis will be between 35,000 and 45,000 words in length unless in exceptional cases the College has given permission for a longer thesis.
  - Resits.** A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement if in the opinion of the Board the failure was attributable to illness, hardship or other relevant circumstances beyond the student's control. A repeat placement is to be completed within a further 24 months.
  - Recognition of Prior Learning (RPL).** In the case of formal, certificated study, up to 60 credits of prior learning at [Scottish Credit and Qualifications Framework](#) (SCQF) level 11 may be recognised. In the case of non-certificated study, up to 20 credits of prior learning may be recognised.

### Doctor of Education (EdD)

56. The degree specific regulations are:

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

#### PhD in ~~Composition in Music~~Musical Composition

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

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

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

#### PhD(eca) - Submission by Portfolio

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

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

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- basis of three years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- b. The portfolio of artefacts and artworks will be accompanied by a thesis of not more than 50,000 words (including bibliography and footnotes but excluding appendices).

### MPhil(eca) - Submission by Portfolio

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

### Master of Fine Art

61.

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

- a. **Grounds for Award.** Students will be assessed by a combination of practical studio work with theoretical and written studies, including professional practice elements.

b. **Prescribed Period of Study.** The period of study will be 21 months full-time.  
~~The Master of Fine Art is gained upon the successful completion of 240 Credits at Scottish Credit and Qualifications Framework (SCQF) Level 11. The degree specific regulations are:~~

~~**Grounds for Award.** Students will be assessed by a combination of practical studio work with theoretical and written studies, including professional practice elements.~~

~~**Prescribed Period of Study.** The period of study will be 21 months full-time.~~

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

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

#### Master of Chinese Studies (MCS)

63. The degree specific regulations are:
- Grounds for Award.** Students will be assessed by essays, examinations, a placement report and a dissertation. An oral examination will be required in the Chinese language and may be required for other courses. Students must work in the University of Edinburgh and in a Chinese institution approved by the Programme Director.
  - Prescribed Period of Study.** The period of study will be between 24 and 36 months, full-time.

#### Master of Teaching

64. The degree specific regulations are:
- Mode of Study and Prescribed Period of Study.** The period of study is between 36 and 60 months part time.
  - Recognition of Prior Learning.** The total number of exemptions which may be granted for any student is 90 credits.
  - Grounds for Award.** Students will be assessed directly or synoptically on each course taken. In accordance with the national guidelines, courses are assessed on a pass/fail basis. Students who fail a course will be permitted a further attempt to pass the assessment of that course within three months of the result being made known to the student.

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

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

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

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

#### MSc/Dip in Arab World Middle Eastern Studies with Arabic

67. The degree specific regulations are:
- Collaboration.** The first year of study is taken at the University of Edinburgh. An intensive course is taken in an Arabic speaking country during the summer, followed by year two at the University of Edinburgh.
  - Progression.** Progression from Year 1 to Year 2 will be decided by the University of Edinburgh's Board of Examiners, after completion of the taught element, and before the students commence their summer placement in an

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Arab country. Decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.

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

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

#### MSc in Architectural Project Management

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

#### MSc in Advanced Sustainable Design (mixed mode)

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

#### PhD in Creative Music Practice

71. **Grounds for Award.** The degree is assessed on a single output that consists of two components:
- a. A text of not more than 50,000 words; and
  - b. A portfolio, performance(s), recording(s), and/or other musical output containing original or interpreted pre-existing works such as composition, installation, sound design, interactive music software etc. Such work would be supported by documentation of the process (e.g. video, photographs, recordings, sketches, studies, web pages) by which it was made.

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#### PhD in Trans-Disciplinary Documentary Film

72. **Grounds for Award.** There are three possible variations for final submission, which combine the submission of audio-visual material and a thesis:

- a. audio-visual material to a maximum of 1 hour documentary film or 100 photographs, plus an extended critical essay of 25,000 - 30,000 words; or
- b. audio-visual material to a maximum of 40 minutes documentary film or 70 photographs, plus an extended critical essay of 45,000 - 50,000 words; or
- c. audio-visual material to a maximum of 20 minutes documentary film or 40 photographs, plus an extended critical essay of 65,000 - 70,000 words.

#### PhD in Architecture by Design

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

#### Master of Architecture

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

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

75. The degree specific regulations are:

- a. **Prescribed Period of Study – Master.** The period of study is 15 months.
- b. **Prescribed Period of Study – PG Dip and PG Cert.** Students on the PG Certificate in Public Policy may complete this full-time over four months or part-time over a two year period. On successful completion of the PG Certificate, students may transfer to the PG Diploma in Public Policy (within a three year time period). Students on the PG Diploma in Public Policy may complete this full-time over nine months or part-time over a four year period.

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On successful completion of the PG Diploma, students may transfer to the Master Public Policy programme (within a three year time period).

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

### Diploma in Professional Legal Practice

76. The degree specific regulations are:
  - a. **Grounds for Award.** Students must pass all of the core courses and three elective courses to be awarded the Diploma in Professional Legal Practice. Attaining a mark of 50% or more in the assignments, participation and attendance gives exemption from sitting the examination in Company and Commercial, Financial Services and Related Skills and Professional Responsibility.
  - b. **Assessment Type.** Students will be assessed in writing in each course of the curriculum. Students may only present themselves for examination in a course if they have been certified as having given regular attendance and having successfully completed the requisite work of the class in that course. Students may be permitted a single re-sit examination for each course of the curriculum in which they have failed.

### PhD in Creative Writing

77. Grounds for award. The programme is assessed via a portfolio of writing which should include:
  - a. A substantial piece or pieces of creative work of no more than 75,000 words of creative prose; or 75 page of verse; or a dramatic composition of no more than three hours length and

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- b. An extended critical essay of no more than 25,000 words reflecting on the work's aims and context(s).

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

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

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### Professional Masters

#### Master of Clinical Dentistry (MClin Dent) (orthodontics/Paediatric Dentistry/Prosthodontics/Oral Surgery)

78. Students will pursue an integrated programme of teaching and taught clinical practice. Work for an independent research dissertation will commence during the first year and will be spread over the duration of the programme. Students may be given the opportunity of one resit attempt for the theoretical and practical components. Students who, after resit examinations, have an aggregate mark of less than 40% for the first year will be excluded. The independent research component will be assessed by examination of the written dissertation and subsequent oral examination. The opportunity to resit does not apply to the dissertation.

#### Masters in Surgical Sciences (MSc)

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

#### Master of Surgery (ChM)

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

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

There is only one named award (ChM) for the programme; no named Certificate or named Diploma exit awards will be made if the requirements for the award of ChM are not fulfilled.

### **Masters in Transfusion, Transplantation and Tissue Banking (MSc)**

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

### **Professional Higher Degrees**

#### **Doctor of Medicine (MD)**

82. An applicant for the degree of Doctor of Medicine (MD) must:
- a. hold a qualification which is registrable with the General Medical Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the applicant's profession, or in the practice of Medicine or Surgery, and will be performing their work in the South East of Scotland\*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh or an Associated Institution or an NHS establishment
  - b. all applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.
83. The grounds for the award of the degree of MD are:
- a. a student must have demonstrated by the presentation of a thesis, a significant amount of material worthy of publication or public presentation, and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.

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- b. the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.

84. Supervisors must accommodate the student and the project within their research facilities, and obtain permission from line managers as required. Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland\* postgraduate deanery.

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

- a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.
- b. Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

#### MD Timetable for submission

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

~~86. — Student progress will be monitored. It is recommended that a progress report will be prepared annually and submitted through the relevant local route to the College Postgraduate Research Board of Examiners. Where significant difficulties are identified, the committee may consider alterations to the student's registration.~~

~~876.~~ A student who is registered for a MD may apply to the College ~~Postgraduate Research Board of Examiners~~ for conversion to an alternative degree, including abbreviating the prescribed period to 1 year full time equivalent in order to complete a MSc by Research, completing a 2 year full time equivalent prescribed period to complete a MPhil, or extending the prescribed period to 3 years full time equivalent in order to complete a PhD. Conversion can only be considered prospectively, in advance of completing the necessary prescribed period of research, and will incur fees applicable for the new degree.

~~878.~~ A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

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

### Doctor of Dental Surgery (DDS)

~~889.~~ An applicant for the degree of Doctor of Dental Surgery (DDS) must hold a qualification which is registrable with either the General Dental Council or the General Medical Council or both and must have been engaged since graduation for at least two years either in scientific work bearing directly on the applicant's profession, or in the practice of Dentistry or other related disciplines, and will perform their research work in the South-East of Scotland\*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker

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employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.

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

~~8990~~. The grounds for the award of the DDS are that:

- a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
- b. the thesis must deal with one or more of the subjects arising directly from contemporary dental or surgical practice relevant to oral health. It must be an original work that:
  - makes a significant contribution to knowledge in or understanding of the field of study;
  - contains a significant amount of material worthy of publication or presentation;
  - shows a comprehensive knowledge and a critical appreciation of the field of study and related literature;
  - shows that the student's observations have been carefully made;
  - shows the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field;
  - contains material which presents a unified body of work;
  - is satisfactory in its literary and general presentation, gives full and adequate references and has a coherent structure;
  - is understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

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

~~901~~. The supervisors must undertake that they will accommodate the student and the project within their research facilities, and obtain permission from line managers as required.

~~912~~. Registration may be full-time or part-time.

- a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the DDS project. They may be either not in employment for >20% full-time equivalent, or employed in a post in

# Degree Regulations and Programmes of Study

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which at least 80% full time equivalent time is available for research related to their DDS project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.

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

DDS Timetable for submission

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DDS full time</b>	Prescribed Period		Submission period			
<b>DDS part time 60%</b>	Prescribed Period			Submission period		
<b>DDS part time 40%</b>	Prescribed Period				Submission period	

~~93.— Student progress will be monitored. It is recommended that a progress report will be prepared annually and submitted through the relevant local route to the College Postgraduate Research Board of Examiners. Where significant difficulties are identified, the committee may consider alterations to the student's registration.~~

~~924. A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification.~~ The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

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

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#### Doctor of Veterinary Medicine and Surgery (DVM&S)

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

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

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

**975.** Registration is five years part-time. An intending student shall submit to the College a suggested topic and description of the work on which the thesis will be based. A registration fee is paid upon initial registration, an annual advisory fee is paid at the beginning of each year of study (including the first year) and an examination fee is paid at the time of thesis submission. After formal acceptance of the suggested topic and description, a period of normally at least 18 months must elapse before the thesis is submitted.

~~98.—When the College accepts a student, an adviser, who will be a member of the academic staff or an honorary member of staff, will normally be appointed from whom the prospective student should seek advice.~~

~~99.—A student must submit a thesis specially written for the degree and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. The thesis length should be no more than 60,000~~

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~~words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication or take the form of bound publications with appropriate introduction and discussion. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.~~

~~98 The thesis length should be no longer than 60,000 words.~~

## ~~D — College of Science and Engineering Postgraduate Degree Regulations: Degree Specific Regulations~~

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### ~~Doctor of Engineering (EngD)~~

~~100. The EngD is a four-year doctoral level research and training programme worth 720 credits which leads to the award of an EngD degree. The EngD degree is equivalent in academic standing to a conventional PhD but is achieved through research which is much more industrially focused and which is designed to produce graduates who have a sound understanding of the business implications of industrial research activity.~~

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

## Higher Degree Regulations 2016/17

### **Executive Summary**

This paper contains the draft Higher Degree Regulations 2015/16. No changes were proposed by the regulations review panel or by Senatus Researcher Experience Committee. One minor change is proposed by Academic Services in Section 3 to remove the reference to the application fee as this is not provided for in the currently published fees information.

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

The paper is relevant to the University's Strategic Goal of Excellence in Research.

### **Action requested**

CSPC is invited to discuss the draft postgraduate degree regulations for academic year 2016/17.

It is proposed that, following the CSPC meeting, the draft regulations are amended to take account of any CSPC comments and a paper is sent to the University Court, presenting the draft "Resolution" for its 25 April 2016 meeting and final Resolution at its 20 June 2016 meeting.

### **How will any action agreed be implemented and communicated?**

Approved regulations will be communicated by Academic Services annual update on regulations and policies.

### **Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

There are resource implications in updating the regulations and communicating the changes to staff and students. This work is expected to be managed within existing resources.

**2. Risk assessment** None

**3. Equality and Diversity**

An equality impact review of the regulations will be carried out by Academic Services.

**4. Freedom of information**

*The paper is open*

### **Originator of the paper**

Susan Hunter, Academic Policy Officer, Academic Services and Dr Adam Bunni, Head of Governance and Regulatory Framework Team

6 April 2016

# Degree Regulations and Programmes of Study

## Higher Degree Programme Regulations 2015/16/17



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General Regulations DArts, DD, DLitt, LLD, DSc, DMus

1. [Criteria](#)
2. [Eligibility](#)
3. [Application process](#)
4. [Form of submission](#)
5. [Certification](#)
6. [Lodging and retention of submissions](#)
7. [Examination fee](#)
8. [Appointment of examiners](#)
9. [Award of the degree](#)
10. [Re-application](#)
11. [Graduation](#)
12. [Appeals](#)

### 1 Criteria

Higher degrees are awarded to eligible candidates who demonstrate through the submission of work within the public domain which represents an original, rigorous and significant contribution to advancement of knowledge, one which is of international distinction and sustained over a period of at least seven years.

## 2 Eligibility

The following are eligible to apply for candidature for a higher degree:

- a. graduates of The University of Edinburgh of not less than seven years standing;
- b. graduates of other universities of not less than seven years standing who are members of staff of the University of Edinburgh of not less than four years standing.

## 3 Application process

Application for a higher degree is a two stage process. Firstly, candidates must apply to the Higher Degrees Committee of the relevant School for approval of their candidature.

The application form for approval of candidature, together with guidance on the form of submission, may be obtained from the Secretary to the relevant School Higher Degrees Committee.

Applicants must submit the ~~application fee with the~~ completed application form, and:

- a statement of no more than 500 words explaining how the submission meets the criteria and makes a significant contribution to the field
- their CV

The Committee will decide whether a prima facie case for examination has been made.

If candidature is approved, the candidate will be invited to move to the second stage of the application process and lodge a submission (three copies) for examination. There is no oral examination for a higher degree.

Candidates must submit within six months of application approval.

## 4 Form of submission

Candidates must submit work in support of their candidature to be considered within the criteria for the relevant academic discipline which may include, for example; images, books, papers, records of performance, records of exhibitions.

The submission will also include:

- a critical appraisal of how the submission meets the criteria and makes a significant contribution to the field. (No more than 10,000 words.)

- a CV

Additional information is available in the University's [Regulatory Standards for the Format and Binding of a Theses](#).

## 5 Certification

All works submitted must be accompanied by a statement, signed by the candidate certifying, for each piece of work submitted, the contribution to the output from the candidate.

## 6 Lodging and retention of submissions

Submissions (three copies) must be lodged within six months of the approval of candidature. Two copies of successful submissions will remain the property of the University and one will be returned to the candidate.

## 7 Examination fee

At the time of lodging a submission, the examination fee must be paid. Candidates must also matriculate, but no matriculation fee is charged.

## 8 Appointment of examiners

The University shall, in the case of each submission, appoint one internal, and two external examiners. Each examiner should be of recognised eminence in the subject of the submission.

## 9 Award of the degree

The degree shall be awarded only if the relevant committee of Senatus, on the recommendation of the examiners, is satisfied that the criteria for the award of the degree have been met (as specified above).

## 10 Re-application

A candidate whose application for candidature has not been approved or whose submission has not been recommended for the award of the degree may not reapply for the degree within five years of his/her first candidature unless the period is specially reduced by the relevant committee of Senatus on the recommendation of the examiners.

## 11 Graduation

Successful candidates will be awarded the degree at the next available graduation ceremony. Candidates for higher degrees may, at the discretion of the University, be permitted to graduate *in absentia*.

## 12 Appeals

The process for appeal for unsuccessful candidates is described in the University's [Student Appeal Regulations](#)

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

## **Glossary of Terms (Degree Regulations and Programmes of Study - DRPS) 2016/17**

### **Executive Summary**

This paper contains the revised Glossary of Terms, as agreed by the DRPS Working Group.

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

The paper aligns with the University's Strategic Goal of Excellence in Education.

### **Action requested**

To note formally

### **How will any action agreed be implemented and communicated?**

Revisions will be communicated by Academic Services annual update on regulations and policies.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are resource implications in updating the glossary. This work is expected to be managed within existing resources.

#### **2. Risk assessment**

None

#### **3. Equality and Diversity**

Equality impact assessment will be carried out by Academic Services.

#### **4. Freedom of information**

The paper is **open**

### **Originator of the paper**

Ailsa Taylor, Academic Policy Officer, Academic Services and Susan Hunter, Academic Policy Officer, Academic Services and Dr Adam Bunni, Head of Governance and Regulatory Framework Team

6 April 2016



## Glossary of Terms 2015/16/17

This glossary defines the terms used within the Degree Regulations and Programmes of Study, as well as more widely across the University.

Each term is recorded alphabetically. Selecting a letter below will take you directly to the appropriate section.

[A](#)   [B](#)   [C](#)   [D](#)   [E](#)   [F](#)   [G](#)   [H](#)   [I](#)   [J](#)   [K](#)   [L](#)   [M](#)  
[N](#)   [O](#)   [P](#)   [R](#)   [S](#)   [T](#)   [U](#)   [V](#)   [W](#)

-A-

Term	Definition
<b>Absence/absent</b>	A student is deemed to be absent from the University if s/he is not engaging or participating satisfactorily in the study activity for which s/he is registered as a student. Student absence is not necessarily linked to the absence of a physical on-campus presence, but may be so linked if a student is required to attend classes, seminars, tutorials, online activities or other group or individual meetings.
<b>Abstract</b>	A brief but comprehensive summary of the contents of the thesis.
<b>Academic and honorary staff</b>	Members of staff of the University holding a contract of employment either as a member of teaching and research staff in the University or holding honorary status (awarded to persons who have rendered appreciable public service to the University).
<b>Academic misconduct</b>	Any type of misconduct that occurs in relation to a formal academic exercise. This includes <a href="#">plagiarism</a> , <a href="#">collusion</a> , <a href="#">falsification</a> , <a href="#">deceit</a> , <a href="#">cheating</a> and <a href="#">impersonation</a> .
<b>Additional class information</b>	This is information on the teaching arrangements of a course other than the contact teaching time, class hours, times, or locations.
<b>Aegrotat degrees</b>	A degree without classification, awarded in exceptional circumstances when a student has been unable to take his or her assessment or examinations because of illness or circumstances beyond their control. Aegrotat degrees are awarded on the understanding that had the candidate been well, he or she would have obtained the award.
<b>Alternative assessment</b>	These test the same learning outcomes as the original assessment but may use a different assessment method, e.g. online assessment or take-home examination compared with an invigilated exam. They may be used for a whole course

	when the original assessment was disrupted or for individual students where special circumstances apply.
<b>Anniversary date</b>	The date upon which the student starts the next year of his/her study. Students are registered at the anniversary date and so pay annual tuition fees from this date. The anniversary date takes into account any interruption of study applicable.
<b>Anonymous marking</b>	Students' identities are not revealed to markers or to the Board of Examiners until near the end of the assessment process when anonymity ends and a check is made. <a href="#">Names of their markers are not withheld from students.</a>
<b>Applicant</b>	A person who has formally submitted an application for admission to the University, where the application is still active, and the individual is not yet a student.
<b>Assessment</b>	The set of processes which measure the outcomes of students' learning in terms of knowledge acquired, understanding developed and skills gained. These processes of measurement are necessarily diverse, in order to measure different aspects of learning in an appropriate manner, e.g. by examination in an exam hall, online, take-home, and with different specifications, e.g. open or closed book, specified time frame, and by coursework, which include essays, tutorial participation, oral presentations, practical, lab work etc. Assessment includes attendance and satisfactory completion, (where both result in a 'pass') as well as other diagnostic, formative and summative methods.
<b>Assessment only</b>	Where the student takes some or all of the assessment for a course but is not required to attend classes, seminars, tutorials, online activities or other group or individual meetings for that course. This is currently recorded as "Exam only" on the student record.
<b>Assessment regulations</b>	<a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations">www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations</a>
<b>Assistant Supervisor</b>	For postgraduate research students, the role of the Assistant Supervisor is intended to be considerably more limited than that of the Principal Supervisor in terms of responsibility, but in some cases the Assistant Supervisor may have day to day involvement in the student's supervision. Assistant Supervisors may be appointed to provide (where relevant) complementary expertise, such as specialised knowledge of a particular technique.  See also " <a href="#">Principal Supervisor</a> ", " <a href="#">Co-Supervisor</a> " and " <a href="#">Lead Co-Supervisor</a> ".
<b>Attendance date</b>	The date by which students are required to be in attendance at the University e.g. Induction Week ahead of Semester 1 commencement.
<b>Authorised interruption of studies</b>	<a href="#">Where a student is temporarily unable to study they may apply for an interruption of studies, during which they conduct no studies at the University. Students re-engage with their studies following their return from an interruption. See "interruption of</a>

	studies”.
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**-B-**

<b>Term</b>	<b>Definition</b>
<b>Blind marking</b>	Takes place when work is independently assessed by more than one marker and neither marker knows the other’s comments or judgements when reaching their own marks, grades and judgments on the student’s work.
<b>Board of Examiners</b>	A body consisting of University staff and external examiners where appropriate, with membership approved by the relevant College whose role is to take an overview of each student’s academic performance on a relevant course or programme based primarily on assessment results, and to make a final academic judgement on the appropriate outcome, e.g. on progression or the award of degree, diploma or certificate. <a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners">www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners</a>
<b>Board of Studies</b>	The committee in Schools which undertakes scrutiny of curriculum development proposals and where local decisions about courses, programmes and academic policy are made.
<b>Borderline</b>	Defined as marks from two percentage points below the class or grade boundary up to the boundary itself. Boards of Examiners must use the University borderline definition and must not set and use a different definition.

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**-C-**

<b>Term</b>	<b>Definition</b>
<b>Calendar day</b>	Any day of the week, including weekends (i.e. Monday to Sunday)
<b>Capped marks</b>	<del>The University does not use capped marks. Capped marks are those where a student cannot gain a mark on resit above a particular level, e.g. 40%. Generally for progression, classification and postgraduate distinction decisions, the first attempt mark will be used even if a resit mark is available. An exception to this is when the first attempt is a “null sit”.</del>
<b>Cheating</b>	An example of academic misconduct. It is any attempt to obtain or to give assistance in an examination or an assessment without due acknowledgement. This includes submitting work which is not one's own.
<b>Communication channels</b>	The official formal communication channels used by the University with students are the University email account, MyEd and/or post.
<b>Co-requisite of</b>	A co-requisite course to 'Course X' must be undertaken in the

<b>course</b>	same Semester or Academic Year (as specified) as 'Course X'.
<b>Classification</b>	This is the grading scheme used to identify the level of achievement of an undergraduate honours degree. The class of degree can be First class honours (1st), Second class honours, upper division (2.i), Second class honours, lower division (2.ii), or Third class honours (3rd).
<b>Class only</b>	A student attending a course on a class-only basis does not sit assessment and does not receive credit for that course. <a href="#">This is also known as “auditing” a course.</a>
<b>Co-Supervisor</b>	For postgraduate research students, the Principal and Co-Supervisor have equal roles and responsibilities, but the Principal Supervisor tends to deal with the administrative aspects of supervision. The supervisory arrangement of “Principal plus Co-Supervisor” is normally chosen when the student’s proposal involves interdisciplinary research.  See also “ <a href="#">Principal Supervisor</a> ”, “ <a href="#">Lead Co-Supervisor</a> ”, “ <a href="#">Assistant Supervisor</a> ”.
<b>Collusion</b>	<del>A form of academic misconduct plagiarism. It is an unauthorised and unattributed collaboration with other people (including fellow students) of students in a piece of assessed work.</del>
<b>Common Marking Schemes</b>	<a href="http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme">www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme</a>
<b>Compensation</b>	<del>See the definition of “Credits awarded on aggregate”.</del>
<b>Compulsory course</b>	Courses which a student must take as part of their degree programme, as specified in the Degree Programme Table in the Degree Regulations and Programmes of Study <a href="http://www.drps.ed.ac.uk/">www.drps.ed.ac.uk/</a>
<b>Concession</b>	Where the requirements of University regulations are <del>waived</del> <a href="#">varied</a> by those with specific authority to do so, e.g. the Curriculum and Student Progression Committee (CSPC) and relevant College committees or officers. Colleges may devolve the operation of some concessions to Schools.
<b>Concession for a course</b>	A concession for a course allows for the substitution of a course required in the Degree Programme Table (DPT), with another course. The concession requires approval by the appropriate body in the <a href="#">S</a> school or College.
<b>Contact teaching time</b>	This is the average normal time per week in which the student can expect direct teaching contact with staff, for example lectures, supervised dissertation, project, practicals, studio hours, labs or tutorials.
<b>Core course</b>	This is a <del>compulsory</del> course that must be taken and passed in order to progress to the next stage of study within a specific degree programme.
<b>Course</b>	Each year of study of undergraduate and taught postgraduate programmes is composed of courses. A course is a unit of teaching and learning formally offered within the University, which carries credit expressed in credit points (see

	<a href="http://www.drps.ed.ac.uk/">http://www.drps.ed.ac.uk/</a> ) and which may contribute to a University award (certificate, diploma or degree). A course will have: a course code (recorded on the University's Student Record system), one or more units of assessment, a specified credit value, a specified credit level, a named Course Organiser, and an identified host department/school/teaching organisation.
<b>Course code</b>	The unique alphanumeric code assigned to each course. The course code is listed in the individual course entry, beside the course title.
<b>Course Organiser</b>	A member of staff whose remit varies according to local School organisation, but in outline the Course Organiser is responsible for: <ul style="list-style-type: none"> <li>• general course management;</li> <li>• assessment-related activities;</li> <li>• advising and supporting students on course-related matters;</li> <li>• monitoring and reviewing courses</li> </ul>
<b>Credit level</b>	The Scottish Credit and Qualifications Framework (SCQF <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a> ) credit level identifies the level of the outcome of learning achieved (see <a href="http://www.drps.ed.ac.uk/">http://www.drps.ed.ac.uk/</a> ).
<b>Credit points</b>	The University adheres to the Scottish Credit and Qualifications Framework (SCQF <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a> ) within which credit points are used to quantify the volume of learning achieved. Two SCQF credit points are equivalent to one point in the European Credit and Transfer System (ECTS).
<b>Credits awarded on aggregate</b>	Credit can be awarded for a limited number of failed courses in honours years or taught postgraduate programmes when a student has met specific conditions. An example of this is when all the marks for the taught components of the relevant year of the programme (120 credits) are available, if the student has achieved pass marks (40%) in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they may be awarded credits on aggregate for the failed courses. Not all degree programmes permit the award of credit on aggregate.
<b>Credit total</b>	The total credit points allocated to a set of courses.
<b>Critical review</b>	A writing task that asks the student to summarise and evaluate a text. The critical review can be of a book, a chapter, or a journal article.

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Term	Definition
<b>Deceit</b>	<a href="#">Dishonesty in order to achieve advantage. For example, by</a>

	<del>resubmitting one's own previously assessed work without acknowledgement.</del>
<del>Degree, diploma or certificate</del>	<del>Exit awards conferred on the student by the University.</del>
<b>Degree examination</b>	These are summative examinations which count towards a University award.
<b>Degree Programme Specification (DPS)</b>	Each degree programme has a specification which gives a concise description of the learning outcomes and how they are demonstrated and achieved.
<b>Degree Programme Table (DPT)</b>	The Degree Programme Table (DPT) identifies the regulated path for a degree e.g. the compulsory and optional course options required to achieve the award. A student will follow the curriculum for a degree programme set out in the DPT.
<b>Degree Regulations and Programmes of Study (DRPS)</b>	The Degree Regulations and Programmes of Study (DRPS) sets out in the regulatory framework by which the University's programmes are governed, the valid courses to achieve an award (Degree Programme Table), and details of all the courses offered by the University.
<b>Degree type</b>	Degree programmes are based on a number of standard models. The 'Degree Type' defines in brief the model followed by individual degree programmes, e.g. 'Single Honours'. Degree Types are outlined in the General Undergraduate Degree Regulations.
<b>Delivery period of a course</b>	The period in which the course is actually taught (normally either Semester 1 or Semester 2, or the whole Year: both semesters).
<del>Description of a course</del>	<del>A brief statement of the content of a course.</del>
<del>Diagnostic assessment</del>	<del>This indicates a student's aptitude to learn and preparedness for a programme of study at the particular moment of testing. Incipient learning problems may be identified.</del>
<b>Discontinuation (of students)</b>	An obsolete term, now replaced by "Withdrawal" or "Exclusion".
<b>Distance learning</b>	A distance learning course or programme is one which is designed to be studied without the need for students to physically attend the University, unless such physical attendance is required for short periods (e.g. summer schools). This may include online learning.
<b>Dissertation</b>	An extended piece of scholarship in which a student has the opportunity to study in depth a topic chosen on the basis of the student's own interests, the staff available to supervise, and the feasibility of the topic proposed in the light of resources and time available. The dissertation is characterised by the depth of investigation, analysis, comprehension and critique demonstrated.
<b>Doctorate</b>	Doctoral degrees are designed at Scottish Credit and Qualifications Framework (SCQF) Level 12 and are allocated at least 540 SCQF Credit Points of which a minimum of 420

	are at SCQF Level 12.
<b>Double marking</b>	Where a student's work is assessed by more than one marker. If the second marker does not know the first marker's comments or judgement prior to marking this is blind double marking. Double marking does not need to be blind. Double marking is a form of moderation and may be done for a sample of the students taking a course, e.g. those who are borderline for progression decisions, or for the whole course.

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<b>Term</b>	<b>Definition</b>
<b>Engagement</b>	A student is deemed to be engaged with his/her studies when s/he is attending as required, responding in a timely manner to the needs of the programme and progressing adequately.
<b>Equivalent course</b>	A course of comparable credit value and level which may be substituted for or equivalent to another course in the Degree Programme Table.
<b>Examiners (external and internal)</b>	<p>External Examiners are appointed from outside the University to help ensure that degrees awarded by the University are comparable in standard to those of other equivalent departments in appropriate universities, although their content may differ. They also ensure that the assessment system is operated equitably and fairly in respect of the treatment and classification of students.</p> <p>The roles, powers and responsibilities of External Examiners are set out in the University's Code of Practice for External Examiners of Undergraduate and Taught Postgraduate Programmes.</p> <p>Internal examiners are teaching and honorary staff of the University who teach Scottish Credit and qualification Framework level 7 to 12 courses which are awarded for credit and are listed in the Degree Regulations and Programmes of Study <a href="http://www.drps.ed.ac.uk/">www.drps.ed.ac.uk/</a></p> <p>Internal and External Examiners are members of the Board of Examiners. See <a href="#">Boards of Examiners</a>.</p>
<b>Exclusion (see also "Withdrawal")</b>	The University's action by which an individual's status as a student is removed due to reasons other than completion of a programme of study. After exclusion, the individual is no longer entitled to access University resources.
<b>Extension of study</b>	A student may apply to be given additional time to complete his/her studies only under exceptional circumstances where it can be shown that unforeseen difficulties have delayed the normal progress of studies. Extensions of Studies may not be

	requested retrospectively. A fee is chargeable for extensions of study.
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Term	Definition
<b>Face value mark</b>	The mark that the work is believed to merit based solely on the content as presented. This mark has not been confirmed.
<b>Falsification</b>	An attempt to present fictitious or distorted data, evidence, references, citations, or experimental results, and/or to knowingly make use of such material.
<b>Feedback</b>	Information that is provided to students which can enable them to review what they know, understand and can do in their studies, and to identify areas for improvement.  <a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback">www.ed.ac.uk/schools-departments/academic-services/staff/assessment/feedback</a>  <a href="http://www.enhancingfeedback.ed.ac.uk/">www.enhancingfeedback.ed.ac.uk/</a>
<b>Feed-forward</b>	Feed-forward can provide students with information they can use to make improvements to future assessments. Examples include: <ul style="list-style-type: none"> <li>• the opportunity to get comments on a draft or outline, and so to take account of these in the final version;</li> <li>• the option of a practice test (e.g. getting feedback on how well students answered multiple-choice questions); or</li> <li>• what has sometimes been called 'pre-emptive' feedback - a pre-exam revision seminar, or a workshop focusing on past exam papers.</li> </ul> <a href="http://www.enhancingfeedback.ed.ac.uk">www.enhancingfeedback.ed.ac.uk</a>
<b>Fitness to practise</b>	Some of the University of Edinburgh degree programmes <del>run by the University</del> are <del>run</del> <u>regulated/accredited</u> by professional bodies and may have fitness for practise considerations (often referred to as “fitness to practise”). Fitness to practise is relevant in professions where safe <u>and appropriate</u> professional practise, conduct and competencies are distinct from academic achievement. The University, in conjunction with the professional bodies, has a duty to ensure the student is fit to practise while undertaking this training.  <del>Guidance is available at:</del> <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness_to_Practise.pdf">http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness_to_Practise.pdf</a>
<b>Formative assessment</b>	Designed to provide students with feedback on progress and to inform development but it does not contribute to the overall

	assessment. Formative marks or grades do not directly contribute to final results
<b>Freshers' week</b>	See <a href="#">Induction Week</a> .
<b>Full-time (student)</b>	There are a number of different definitions of "full-time student" across the sector. The Scottish Funding Council refers to a full-time course or research study which "involves the student in an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time". The University's expectation of credit load is that a full-time undergraduate student will attain 120 credits at each stage of full-time study and that a full-time taught postgraduate masters student will attain 180 credits.

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Term	Definition
<b>Grade</b>	The grade is an outcome for an assessment, defined by the range in the common marking schemes.

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Term	Definition
<b>Handbook/study guidess</b>	These provide students with information about programme and course content, aims and objectives, teaching and assessment, support and other issues. They indicate what is expected of students.
<b>HESA</b>	Higher Education Statistics Agency. <a href="http://www.hesa.ac.uk/">www.hesa.ac.uk/</a>
<b>Home institution</b>	The home institution is the higher education institution where a visiting student is registered on a degree programme.

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**-I-**

Term	Definition
<b>Impersonation</b>	<del>The assumption of the identity of another person with intent to deceive or gain unfair advantage.</del>
<b>Induction week</b>	The week before the start of teaching in Semester 1 of the academic year. A variety of events to orient and welcome new students are available. The orientation helps new students to organise their classes, acclimatise to student life, and introduce themselves to other students.

<b>Integrated masters</b>	This is an integrated degree programme comprising five years of undergraduate study, involving courses at Scottish Credit and Qualifications Framework (SCQF <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a> ) level 11. See the relevant Degree Programme Table for further information <a href="http://www.drps.ed.ac.uk/">www.drps.ed.ac.uk/</a>
<b>Intercalation</b>	The period when a student is officially suspended from studying for an academic degree in specific circumstances.
<b>Interruption of studies</b>	<del>See “Authorised Interruption of Studies”. If students are temporarily unable to study they may apply for an interruption of studies. Only if there is evidence that it has been caused by an event which is largely unavoidable and beyond the control of the student will an interruption be authorised by the School or College. During the interrupted period no studies may be carried out. Periods of interruption of study do not count towards the student’s total permitted period of study. Interruptions of Study may only be granted not be requested retrospectively with College approval. Interruptions may be available for students to carry out activities which enhance the student’s career, for example internships, or for students who are performing at national or international level in their chosen sport.</del>

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<b>Term</b>	<b>Definition</b>
<b>Junior honours</b>	The first Honours year of an Honours degree programme, normally involving courses at Scottish Credit and Qualifications Framework (SCQF <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a> ) level 9 or 10.

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-L-

<b>Term</b>	<b>Definition</b>
<b>Lay summary</b>	A brief description written in non-technical language that should be easily understood by a reader lacking specific or technical knowledge of the subject area. See guidance: <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Lay_Summary_in_Theses.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Lay_Summary_in_Theses.pdf</a>
<b>Lead Co-Supervisor</b>	A supervisor for a postgraduate research student, where two supervisors bear equal responsibility for the student, with one of

	<p>the two nominally the lead.</p> <p>See also "<a href="#">Principal Supervisor</a>", "<a href="#">Co-Supervisor</a>", "<a href="#">Assistant Supervisor</a>".</p>
<b>Learning outcomes</b>	The stated aims and objectives for a course or programme. They outline the understanding, the skills and the knowledge that students will attain through successful completion of the course or programme.
<b>Learning profile</b>	This presents the recommended reasonable adjustments to be implemented so that a disabled student is able to participate fully with their studies. The learning profile is compiled by the Student Disability Service following discussions with the student, and in some cases the student's Personal Tutor.
<b>Leave of Absence</b>	<p><del><a href="#">Leave of absence is required for compulsory and optional activities related to the programme of study that are not undertaken on campus in Edinburgh. Students must seek formal approval from the School for any leave of absence to study away from Edinburgh that is 60 calendar days' duration or longer. Permission may be sought at admission or during the period of study. All approved leaves of absence must be recorded in the student record. Study location changes of less than 60 days must be agreed with the Supervisor or Personal Tutor, but do not need formal approval from the School and need not be recorded in the student record. This regulation does not apply to students on a recognised distance learning programme</a></del> may be granted to students when they are <a href="#">conducting activities related to their programme of study away from Edinburgh</a>. <del>Leave of Absence is the authorisation given to a student who is studying on campus but who wishes to undertake his/her studies temporarily at a term-time residence that is not within a suitable distance from Edinburgh. Such students must apply to the College or School for a Leave of Absence, and this will only be authorised where suitable justification is provided in the context of meeting the obligations for undertaking their programme of study. Distance learning students do not require leave of absence authorisation for their off campus learning. Leave of Absence (to study away) should not be confused with Interruption of Study (when study stops for a temporary period).</del></p>
<b>Level</b>	<del>See Credit Level.</del>

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<b>Term</b>	<b>Definition</b>
<b>Mainstream adjustments</b>	Adjustments that are made to increase the accessibility and inclusivity of learning and teaching for all students.
	Further information is available on the Institute for Academic

	Development website at: <a href="http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/inclusive/mainstreaming">www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/inclusive/mainstreaming</a>
<b>Mark</b>	The overall percentage for a course, approved and awarded by a Board of Examiners and input to the student record.
<b>Marker</b>	Markers are people who mark students' work for formative or summative purposes but who are not examiners and therefore do not have membership of the Board of Examiners. <del>Markers do not have to be members of staff. Examples of markers are graduate tutors who mark tutorial, laboratory or examination work, who may be on hours to be notified contracts; and members of professions or guest speakers who contribute to student assessment. Examiners also mark students' work and may informally be referred to as markers but as they are examiners they have membership of the Board of Examiners.</del>
<b>Marking schemes</b>	<a href="http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme">www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme</a>
<b>Matriculation</b>	<p><del>In order to matriculate a student must satisfactorily complete all the admissions requirements for entry to the University, register with the University and have attendance confirmed by the University.</del></p> <p><del>All students must matriculate at the beginning of their studies, and then matriculate at the beginning of each new academic session thereafter. Matriculation carries with it the agreement to abide by University rules.</del></p> <p><del><a href="http://www.ed.ac.uk/schools-departments/student-administration/matric">www.ed.ac.uk/schools-departments/student-administration/matric</a>Matriculation is the formal process of registering for study at the University.</del></p>
<b>Maximum period of study</b>	<p>This is the maximum period within which the student must have completed <del>his/her</del><u>their</u> programme of study, and have met the requirements for the award.</p> <p><del>For doctoral and MPhil research students this is the end date of the submission period allowed, within which the research thesis must be submitted to the college for examination. A doctoral or MPhil research student is deemed to be working between "thesis submission" and notification by the college of his/her eligibility to graduate, as preparation for oral examination and post-examination corrections will be required.</del></p> <p><del>A doctoral and MPhil research student required to resubmit a thesis for re-examination is required to re-matriculate.</del></p> <p>The maximum period includes any <u>concessions</u>, extensions, <u>authorised</u> interruptions of study and for some research degrees, the submission period.</p>
<b>Member of the University</b>	Some University policies and regulations refer to students being accompanied by "a member of the University"

<b>community</b>	community”, for example, in the student academic appeals and student conduct processes. In these cases “member of the University community” includes current students and staff, including staff in the Edinburgh University Students Association and the Edinburgh University Sports Union. There is also a wider community of former staff and students and the parents of students, but these are not “members of the University community” for regulatory purposes.
<b>Misconduct</b>	Misconduct is where a student has not behaved appropriately. The Code of Student Conduct lists examples of student misconduct:  <a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline">www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline</a>
<b>Mode of study</b>	The assessment conditions that apply to full time or part-time students/the mode by which the student is studying, for example full-time full year, full-time part-year, part-time continuous or part-time intermittent.
<b>Moderation</b>	The <a href="#">Quality Assurance Agency</a> Code of practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students – September 2006 notes that <del>moderation is</del> “Internal moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers, and an approach which is comparable irrespective of the academic subject (in particular recognising that students may be studying more than one subject).” <del>Boards of Studies and Boards of Examiners establish in advance of the meeting of the Board of Examiners what forms of moderation are appropriate for their course to ensure adequate scrutiny and equity. Often moderation is coordinated by Course Organisers and Programme Directors.</del> Moderation methods include sampling of marks, double marking, operation of marking schemes, checking marks against students’ profiles of marks to ensure consistency <u>etc.</u> <del>The University’s Taught Assessment Regulations state that “All pieces of work must be double marked, checked or moderated in a way which is appropriate to the discipline and to the credit weighting of the piece of assessment”.</del>
<b>Module</b>	A sub-division of a course, covering a discrete part of the course’s content.

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<b>Term</b>	<b>Definition</b>
<b>Named certificate and</b>	Named certificates and diplomas are those with a specific title other than the Undergraduate Certificate of Higher Education or

<b>diploma</b>	Undergraduate Diploma of Higher Education. Examples include the Postgraduate Certificate in Counselling Studies, the Diploma in Pain Management, and the Diploma in High Performance Computing.
<b>Non-Examining Chair</b>	A non-examining chair is the convener of a Board of Examiners who ensures that due process is carried out by the examiners whilst not taking an active part in the examination itself.
<b>Non-graduating student</b>	<del>Individuals who are not registered on a degree programme at this or another higher education institution, who take one or more taught courses (usually postgraduate) or undertake supervised research at the University.</del>
<b>Normal year taken</b>	The year of study in which a course is normally taken by full-time students.
<b>Null sit</b>	If an assessment is recorded as “null-sit” by a Board of Examiners then it does not count as an assessment attempt and therefore does not contribute to the maximum number of permitted assessment attempts.

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<b>Term</b>	<b>Definition</b>
<b>On-campus learning</b>	Refers to those courses or programmes which are designed to be studied by students physically attending the University, unless such physical attendance is not required for short periods. <del>A student on an on-campus programme of study cannot reside at a location that prevents his/her on-campus participation as required. In such a case, the University reserves the right to insist that the student moves to a more suitable location or risk being excluded from study.</del>
<b>Online assessment</b>	<del>An assessment which is delivered to students online.</del>
<b>Open book examination</b>	In these examinations students are permitted to have access to specific material which is approved by the School.
<b>Oral assessment</b>	An assessment judgement is made based on the student’s verbal contribution. It can include a variety of activities: <ul style="list-style-type: none"> <li>• students making presentations which are part of the assessment of a course;</li> <li>• student participation in tutorials;</li> <li>• specific skills which are assessed orally, e.g. in languages;</li> <li>• a viva voce examination.</li> <li>• <del>A viva voce examination that assesses the student’s general knowledge of the field of research; establishes the extent of any collaboration; ascertains that the student can work independently and lead the work of</del></li> </ul>

	<del>others; and confirms that the work is the student's own.</del>
<b>Other teaching time</b>	This is the number of hours per week that a student will be required to undertake formal activities other than direct teaching (directed learning and independent learning). This might include labs and other workshops.

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<b>Term</b>	<b>Definition</b>
<b>Part-time student</b>	There are a number of different definitions of “part-time student” across the sector. The Scottish Funding Council (SFC) defines part-time as a “short full-time course with an overall course length of 24 weeks or less”. The SFC then further defines part-time in relation to “structured” or “non-structured” programmes of study.
<b>Personal Tutor</b>	<del>Every</del> Undergraduate <del>and postgraduate</del> taught students <del>have</del> s a Personal Tutor, a member of the academic staff who provides academic guidance and support. <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Personal_Tutor_Roles.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Personal_Tutor_Roles.pdf</a>
<b>Placements</b>	A period of vocational, industrial or academic experience, which may be paid or unpaid, where the placement forms part of the student’s award. The individual remains a student of the university while on the placement.
<b>Plagiarism</b>	<del>The act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another (or oneself, in the case of 'self-plagiarism' see below) for one's own benefit.</del>
<b>Portfolio</b>	A collection of previous work containing a significant amount of material worthy of publication or public presentation submitted by an applicant as part of the evidence required to assess the quality of the application for undergraduate or postgraduate study.
<b>Postgraduate or undergraduate study</b>	<del>Undergraduate study is that study taken at Scottish Credit and Qualifications Framework (SCQF <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a>) levels 7 to 10. Postgraduate study is study taken at SCQF levels 11 or 12. Undergraduate Masters degrees also include courses at level 11.</del>
<b>Pre-requisite</b>	A pre-requisite to “Course X” is a course that must be successfully completed before the student can undertake “Course X”.
<b>Prescribed period of study</b>	This defines the period during which a student is expected to complete his/her taught or supervised studies. Following completion of the prescribed period of study, doctoral and MPhil students are given a period of time to write up their research and submit a thesis before the maximum period of

	study is reached. It follows that for non-doctoral or non-MPhil students the maximum end date of study and the end date of the prescribed period of study are the same date.
<b>Principal Supervisor</b>	<p>The person primarily responsible for giving the research student help and advice to obtain good training in research, choosing a topic of appropriate scope and significance, organising the research, composing a thesis that meets the University's expectations, and submitting it in the appropriate timescale. <del>It is important to note, however, that the student has direct responsibility for the production of their thesis and its final quality. The Principal Supervisor may be supported by one or more Assistant Supervisors.</del></p> <p>See also "<a href="#">Assistant Supervisor</a>", "<a href="#">Co-Supervisor</a>", "<a href="#">Lead Co-Supervisor</a>".</p>
<b>Probation</b>	<del>Under the Code of Student Conduct, students may be placed "on probation" by the Student Discipline Committee. Under this, they are required not to commit any misconduct offence and may be required to meet conditions specified by the Student Discipline Committee.</del>
<b>Programme Director</b>	<p><del>Programme Directors for taught postgraduate programmes provide individual students on their programme with academic and pastoral support. Some undergraduate programmes also have Programme Directors.</del></p> <p><del>The Programme Director's remit may include elements of the Course Organiser role e.g.:</del></p> <ul style="list-style-type: none"> <li><del>• general course management;</del></li> <li><del>• assessment related activities;</del></li> <li><del>• advising and supporting students on course-related matters.</del></li> </ul>
<b>Programme of study</b>	The sum of all the elements leading to a defined graduating curriculum. The undergraduate Certificate and Diploma of Higher Education are not defined graduating curricula and therefore are not programmes of study. See relevant Degree Programme Table at <a href="http://www.drps.ed.ac.uk/">www.drps.ed.ac.uk/</a>
<b>Programme of study (taught)</b>	<del>An undergraduate or postgraduate taught programme of study has taught content covering 50% or more of the total content. Standards for these degrees are governed by the University's Taught Assessment Regulations.</del>
<b>Programme of study (research)</b>	<del>A postgraduate research programme of study has research content covering 50% or more of the total content. Standards for these degrees are governed by the University's Postgraduate Research Assessment Regulations. Research programmes are also called "fields of study".</del>
<b>Progression</b>	<del>In order to progress i.e. to move to the next stage of study, students must meet the requirements specified in the degree regulations and Degree Programme Table:</del>

	<a href="http://www.drps.ed.ac.uk/">www.drps.ed.ac.uk/</a>
<b>Prohibited combination</b>	Courses with a substantial overlap in subject content that cannot be counted together in a qualifying curriculum.

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-R-

<b>Term</b>	<b>Definition</b>
<b>Reasonable adjustments</b>	<p>These inform staff about what support is recommended for disabled students in lectures and in exams, e.g. permission to record lectures, extra time in exams etc. The reasonable adjustments recommended for an individual student are recorded in the student's Learning Profile.</p> <p><del>Reasonable adjustments are recommended by the Student Disability Service, following discussion with a disabled student, and are intended to ensure that disabled students have full access to their course of study. A list of recommended reasonable adjustments, called a Learning Profile, is sent by the Student Disability Service to:</del></p> <ul style="list-style-type: none"> <li><del>• the student</del></li> <li><del>• the Co-ordinator of Adjustments in the relevant School</del></li> <li><del>• the student's Personal Tutor</del></li> <li><del>• to Student Administration (if there is an exam-related adjustment)</del></li> <li><del>• to the Library (if assistance is required)</del></li> </ul> <p><del>Reasonable adjustments may include alteration of a physical feature (e.g. providing ramped access to a building) or provision of an auxiliary aid or service (e.g. extra time for an exam or providing a loop system or microphone in a teaching space).</del></p>
<b>Recognition of Prior Learning (RPL)</b>	<p>The Scottish Credit and Qualifications Framework (SCQF <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a>) defines Recognition of Prior Learning (RPL) as the process for recognising learning that has its source in experience and/or previous formal, non-formal and informal learning contexts. This includes knowledge and skills gained within School, College and University and outside formal learning situations such as through life and work experiences.</p> <p>All applications for RPL at the University must be supported by evidence that the applicant's prior learning:</p> <ul style="list-style-type: none"> <li>• is closely similar in content to the course(s) from which</li> </ul>

	<p>exemption is sought;</p> <ul style="list-style-type: none"> <li>• is at the same SCQF academic level as the course(s) from which exemption is sought;</li> <li>• is sufficiently recent that the student's knowledge remains active and up to date.;</li> <li>• has been undertaken at other universities or institutions of comparable standing.</li> </ul>
<b>Registration</b>	The student accepts the University's terms and conditions, and confirms their personal details, and reviews their study details. The student must also make arrangements for the payment of fees if they have not done so already. Completion of the registration process is only one of the components required for full matriculation at the University.
<b>Regulations Expert</b>	<del>The Regulations Expert's remit is to act as an immediate source of knowledge and advice for Boards of Examiners about the relevant University Regulations and guidance and their academic application. Some Schools appoint a Regulations Expert to act for the whole School or across a number of Boards of Examiners.</del>
<b>Requirements</b>	This indicates whether a course has any requirements for entry, such as pre-requisites, co-requisites, or prohibited combinations.
<b>Result</b>	The overall outcome for the course, expressed as 'Pass' (and type of pass), 'Fail' or 'Absent', <del>taking into account the marks achieved for course work, class assessments etc. where such marks count towards the overall programme result.</del>

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<b>Term</b>	<b>Definition</b>
<b>Schedule of courses</b>	A list of all courses offered by a School. Each Schedule has been assigned a letter to allow cross-referencing from individual Degree Programme Tables. Each Schedule is subdivided into Subject Areas.
<b>SCQF</b>	The Scottish Credit and Qualifications Framework (see <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a> for more information)
<b>Self-plagiarism</b>	<del>Material that is re-used verbatim in different essays by the same student, whether on the same course or on a different course</del>
<b>Semester</b>	<del>The academic year is constructed from semesters, each containing 11 weeks for teaching and additional weeks for revision and examination.</del>
<b>Senior honours</b>	The second Honours year of an Honours degree programme, normally involving courses at Scottish Credit and Qualifications Framework (SCQF <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a> ) level 10 or 11.
<b>Special</b>	In some cases courses may have specific requirements for

<b>arrangements</b>	entry that are not covered by the pre-requisites, co-requisites, prohibited combinations or costs. In such cases, this section of the course description describes these arrangements.
<b>Special circumstances</b>	<p>Circumstances which are beyond a student's control and for which there is sufficient documentary evidence to show that these circumstances may have adversely affected a student's performance in an assessment.</p> <p><a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf</a></p>
<b>Start date</b>	The formal date by which a student is deemed to have commenced their programme of study. For postgraduate students this will always be the first day of the month. For undergraduate students this will usually be the first day of semester 1 or semester 2.
<b>Student</b>	A student is someone who has been admitted to the University to study for academic credit at Scottish Credit and Qualifications Framework (SCQF <a href="http://www.scqf.org.uk/">www.scqf.org.uk/</a> ) level 7 or above and has commenced the matriculation process and has not otherwise exited the University (through successful completion, withdrawal or exclusion). Successful completion of studies occurs when the student has no further study to perform, and this precedes graduation.
<b>Student Support Officer</b>	<p>An administrative staff member in the Student Support Team in Schools or services who provides <del>a point of contact for students in order to provide information in response to routine queries; maintain appropriate records and make sure that these are made available to staff who need updates; and provide administrative support.</del> <a href="#">support for students with issues related to their studies at the University.</a></p> <p><a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Personal_Tutor_Roles.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Personal_Tutor_Roles.pdf</a>.</p>
<b>Subject area</b>	Heading used in the School schedules to group courses into disciplinary sub-divisions or other groupings that facilitate reference from the Degree Programme Tables (DPTs).
<b>Submission period</b>	Doctoral and MPhil students are given an additional 12 month period at the end of the prescribed period of study, called the submission period, also referred to as writing up period. During this period, the student collates the finalised research work ready for submission, the research study having been completed by the end of the prescribed period of study. The student's supervisor maintains pastoral and general academic interest during the submission period, but research supervision should have been completed.
<b>Summative assessment</b>	This measures the level of attainment by a student in the programme of study.
<b>Supervisor</b>	See definitions for " <a href="#">Principal Supervisor</a> ", " <a href="#">Co Supervisor</a> ", " <a href="#">Lead Co-Supervisor</a> " and " <a href="#">Assistant Supervisor</a> ".
<b>Suspension</b>	Students may be required to temporarily suspend their studies

	and activities on grounds of misconduct or to prevent danger to themselves or others. This can be a total or selective restriction on attending the University or accessing its facilities or participating in university activities. Students may request to temporarily suspend their studies: this is called interruption of studies.
<b>Synoptic assessment</b>	This requires students to make and use connections within and between different areas of their study, demonstrating and applying their knowledge and understanding.

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<b>Term</b>	<b>Definition</b>
<b>Take home examination</b>	An examination which is given to students for them to complete and submit within a specified period of time. A take home exam does not need to be sat under invigilated conditions. The exam can be issued to students using a variety of methods, e.g. email, direction to an online webpage, handed out on paper.
<b>Teaching block of course</b>	Each semester is divided into two blocks: block 1 and 2 in semester 1 and blocks 3 and 4 in semester 2. Block 5 is the period beyond the end of semester 2 (see "Delivery period of a course").
<b>Thesis</b>	A document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.

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<b>UKVI</b>	Home Office: <a href="https://www.gov.uk/government/organisations/uk-visas-and-immigration/">https://www.gov.uk/government/organisations/uk-visas-and-immigration/</a>
<b>Unit of assessment</b>	A unit of assessment is a component of a course which is considered by a Board of Examiners as a discrete entity in reaching its final mark for the course or its progression or award decision. Examples include an essay, an exam paper, questions within an exam paper, etc.
<b>Unsatisfactory progress</b>	See <a href="#">Progression</a>

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<b>Term</b>	<b>Definition</b>
<b>Visiting student</b>	<del>Students who are studying or conducting research at the University for a short period of time i.e. for less than or up to one</del>

	<del>year. Visiting Students do not graduate from the University of Edinburgh. There are three categories of Visiting Student: Visiting Taught Undergraduates (VUGs), Visiting Taught Postgraduates (VPGTs) and Visiting Research Students (VRes).</del>
<b>Viva Voce</b>	An oral examination that assesses the student's general knowledge of the field of research; establishes the extent of any collaboration; ascertains that the student can work independently and lead the work of others; and confirms that the work is the student's own.

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**-W-**

<b>Term</b>	<b>Definition</b>
<b><u>Welcome Week</u></b>	<u>The week before the start of teaching in Semester 1 of the academic year. A variety of events to orient and welcome new students are available. The orientation helps new students to organise their classes, acclimatise to student life, and introduce themselves to other students.</u>
<b>Withdrawal</b>	The student's action by which s/he voluntarily chooses to leave the University. After withdrawal, the individual is no longer entitled to access University resources.
<b>Writing up period</b>	See "submission period".

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The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

**Collaborative Concession**

**Executive Summary**

This paper seeks retrospective approval for the use of a different assessment process to University of Edinburgh's assessment process for students undertaking a Joint PhD leading to a single award with Macquarie University.

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

This request will ensure that there is sufficient scrutiny that academic standards for the Joint PhD award are secure and aligns with the University's approval process for non-standard Joint PhD's leading to a single award.

**Action requested**

CSPC is asked to approve the request to permit the use of a PhD assessment that is different to that of University of Edinburgh.

**How will any action agreed be implemented and communicated?**

The outcome of CSPC's decision will be communicated to College Offices.

**Resource / Risk / Compliance**

- 1. Resource implications (including staffing)**  
Action will be carried out within existing resources.
- 2. Risk assessment**  
CSPC's consideration of the matter will ensure the academic standards of the University's award is maintained.
- 3. Equality and Diversity**  
The proposals have no equality and diversity implications.
- 4. Freedom of information**  
The paper is open.

**Key words**

Collaboration, Joint PhD

**Originator of the paper**

Anne Marie O'Mullane, Academic Policy Officer, Academic Services  
07 April 2016

# Collaborative Concession

## 1. Background

College of Humanities and Social Science's Postgraduate Office notified Academic Services that there was a Memorandum of Agreement (MOA) with Macquarie University, Australia for a Joint PhD leading to a single award. As a consequence, there is a student currently undertaking a PhD programme that will lead to a joint award with Macquarie University, should the student pass the assessment process. The agreement preceded the launch at the beginning of the Academic Year 2015/16 of approval processes, draft templates and guidance intended to support staff in Colleges and Schools involved in developing collaborative agreements.

The approval process for a Joint PhD leading to a single award now requires that where a proposed agreement has a different assessment process to that of University of Edinburgh's assessment process, approval must be sought from Curriculum and Student Progression Committee. This approval process is in place to safeguard the University's academic standards for the PhD award.

Section 5 of the MOA states: Macquarie will be responsible for the organisation and administration of the examination process. The Research Student will submit his thesis for examination to Macquarie in accordance with the provisions of the Macquarie Calendar of Governance, Legislation and Rules.

Macquarie University's assessment process is as follows: the thesis is reviewed by examiners. These examiners are external examiners. Examiners reports together with the supervisor's comments on the examiners reports are considered by the Higher Degree Research Committee. The doctoral degree is awarded on the recommendation of the Higher Degree Research Committee. Therefore, no oral examination takes place under the examination process.

## 2. Action Requested

In order to align with the University's approval process to safeguard academic standards, Curriculum and Student Progression Committee is asked to consider whether the assessment process for Joint PhD awards with Macquarie University upholds the University's academic standards. Should the Committee be content that the assessment process upholds the University's academic standards, it is invited to retrospectively approve the use of Macquarie University's assessment process for Joint PhD awards with Macquarie University.

Professor Bradshaw, Assistant Principal, Researcher Development has been consulted in advance of seeking approval for the use of the above described assessment process.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

14 April 2016

**Knowledge Strategy Committee Report**

**Executive Summary**

Report to University Court from the Knowledge Strategy Committee meeting on 11 March 2016. Key points include: Student Systems Roadmap, Student Data Dashboards, EDINA and Digital Curation Centre, and Learning Analytics Project – progress report.

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

Aligns with University Strategic Plan Goal of Excellence in Education.

**Action requested**

The committee is invited to note the paper which is provided for information only.

**How will any action agreed be implemented and communicated?**

No actions for implementation as the paper is provided for information only.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

No resource implications for consideration by CSPC.

**2. Risk assessment**

None – the paper is provided for information only.

**3. Equality and Diversity**

There are no equality and diversity issues associated with this report.

**4. Freedom of information**

*This Paper is open*

**Key words**

**Originator of the paper**

Dr Lewis Allan

Head of Court Services

**UNIVERSITY COURT**

**25 April 2016**

**Knowledge Strategy Committee Report**

**Committee Name**

1. Knowledge Strategy Committee.

**Date of Meeting**

2. The Committee met on 11 March 2016.

**Action Required**

3. Court is invited to note the key points discussed at the meeting.

**Key points**

4. *Student Systems Roadmap*

The Director of Student Systems presented the high level priorities to be used to establish the detailed priorities in the Student Systems Roadmap 2016-19, namely:

- Customer Relationship Management (CRM) to support student recruitment and the admissions phase of the student lifecycle;
- Enhanced use of student data to support learning & teaching, student experience and operational effectiveness;
- Enhanced student digital experience;
- Student & academic administration – faster delivery to support efficiency and effectiveness in Schools;
- Scanning the external environment for possible alternative providers in the medium term.

Members discussed an ongoing consultancy project on digital transformation of student systems; the running costs of the existing modular student records management system (SITS) and alternative options; links with the Service Excellence Programme; work to ensure Data Protection requirements are met, including likely new EU requirements; and, requests for CRM systems across the University, with the Vice-Principal Planning, Resources & Research Policy convening a working group to ensure a joined-up approach.

5. *Student Data Dashboards*

An update on the Student Data Dashboards project was received, including a demonstration dashboard prototype developed using data supplied by the School of Mathematics.

Strong demand from Heads of School as well as senior management for clear presentation of School-level data in a dashboard format and for predictive analysis was noted. The importance of building an adequate data architecture, with a data architecture team now established in Information Systems Group, was noted. Other projects to enable better use of data were discussed, with an update on wider Business Intelligence/Management Information (BI/MI) initiatives to follow at a future meeting.

#### *6. EDINA and the Digital Curation Centre (DCC) – Initial Approach*

The Chief Information Officer and Librarian to the University provided an initial briefing on the approach to adopt for future funding sources for EDINA (a UK data centre based at the University of Edinburgh) and the Digital Curation Centre.

Expected reductions in the annual grants for the centres from Jisc (the UK Government funded body providing leadership in the use of IT for further and higher education) and work to grow subscription income from service users and external research funding grants were noted. The Chief Information Officer advised that a five year business case examining three options (continued operation using alternative funding streams; a joint venture; winding down or transfer of services) is being developed and will be presented at a future meeting.

Members commented on the strong track record of both centres, links with the University's strategic ambition to be a world leader in data science and growing overseas subscriber numbers.

#### *7. Learning Analytics Project – Progress Report*

The Vice-Principal Digital Education updated the Committee on the learning analytics project involving online Masters programmes and courses, in partnership with Civitas Learning International. The use of anonymised historical data to understand key factors leading to student success with the intention to enhance student experience and success in future courses was noted. The potential to offer Continuing Professional Development courses to those exiting Masters programmes prior to completion and to allow credits to be gradually earned over a number of years before the award of a qualification was suggested, with many online mature students wishing to study particular courses rather than undertake a full Masters degree.

The progress update was welcomed and the Committee formally thanked Professor Haywood at his last Knowledge Strategy Committee meeting prior to retirement for his service to the Committee and to the University more widely.

#### *8. Other Issues*

The Committee received updates on the following projects and activities: Information Security Audit; Enterprise Architecture; Business Intelligence/Management Information; Distance Education Initiative; Massive Open Online Courses (MOOCs); and WorkTribe Research Management. The Committee reviewed key performance indicators for the draft Information Services Plan 2016-19, approved updated guidelines for Colleges and Support Groups regarding the approval process for IT and library expenditure in excess of £200,000, noted the role description for the post the Assistant Principal Digital Education and discussed lecture capture technology.

**Full minute**

9. The full minute and papers considered are available [here](#).

**Further information**

11.	<u>Author</u>	<u>Presenter</u>
	Dr Lewis Allan	Ms Doreen Davidson
	Head of Court Services	Convener, KSC