

H/02/27/02
CSPC: 26.01.17

The University of Edinburgh

**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)
held on Thursday 26 January 2017 in the Cuillin Room, Charles Stewart House**

Present:

Professor Graeme Reid (Vice-Convener)	Dean of Learning and Teaching (CSCE)
Dr Theresa McKinven	Head of PG Section (CAHSS)
Ms Alex Laidlaw	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 (CAHSS)
Dr Geoff Pearson	Dean of Students (CMVM)
Dr Antony Maciocia	Dean of Students (CSCE)
Mr Patrick Garratt	Vice President Academic Affairs, EUSA
Dr Neil Lent	Institute for Academic Development (IAD)
Dr Adam Bunni	Head of Governance and Regulatory Team, Academic Services
Professor Susan Rhind	Assistant Principal, Assessment and Feedback
Professor Lesley McAra	Assistant Principal, Community Relations

In attendance:

Ms Ailsa Taylor (Secretary)	Academic Policy Officer, Academic Services
Ms Fiona Hale	Senior eLearning Advisor, Information Services Group
Mr Tom Ward	Director, Academic Services
Ms Claire Thomson	Academic Adviser, The Advice Place
Dr Gavin McCabe	Employability Consultant, Edinburgh Award Manager
Dr Simon Riley	Edinburgh Medical School

Apologies for absence:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Mr Alan Brown	Associate Dean (Academic Progress), CAHSS
Mr Barry Neilson	Director of Student Systems
Dr Ewen Macpherson	School of Engineering
Ms Anne-Marie Scott	IS Learning, Teaching and Web

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

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on Thursday 24 November 2016 were approved as an accurate record.

2. Matters Arising

a) Service Excellence Programme

Mr Tom Ward updated the Committee on the latest position with regard to the policy development and implementation strand of the Service Excellence Programme. Some initial work had been undertaken in relation to this strand, but there were no firm plans for the next stage as yet, as consideration needed to be given to current priorities and available resources, but the Committee would be kept informed of progress.

b) Electronic Business – Request for opt-out from Curriculum Framework: Chemistry Integrated Masters Programmes

A paper on this item was approved by the Committee by electronic business on 16 December 2016.

c) Electronic Business – MSc Transformative Learning and Teaching

A paper on this item was approved by the Committee by electronic business on 6 January 2017, and the matter was now being considered by the General Teaching Council for Scotland (GTCS). Initial feedback pointed to it having been very well received by the GTCS.

d) Support for Study

Dr Adam Bunni reported on a recent enquiry into possible changes to the Support for Study policy, following a recommendation from the Thematic Review of Mental Health Services, and the forthcoming Mental Health Strategy. Consideration had been given to a re-draft of this policy, with the incorporation of a mandatory interruption from studies element. However, agreement on this could not be reached with representatives of the Students' Association. It had therefore been agreed that the status quo would be maintained with the current policy, but that it would continue to be monitored.

e) Extended Common Marking Scheme (ECMS)

Mr John Lowrey updated the Committee on the recent activity of the Extended Common Marking Scheme Working Group. A report from the working group was expected to come to the Committee and it was hoped that this would be ready for the next meeting of the Committee in March 2017. This would enable any revisions to be in place from 2017/18. The elements currently under consideration included:

- a combined Common Mark Scheme (CMS)1 and CMS4 to merge the undergraduate and postgraduate scales (not including BVM&S or MBChB);
- the removal of CMS5 (Edinburgh College of Art Degree Programmes), as it was understood that all of these programmes could be considered for assessment under the current CMS1 and CMS4.

3. Collaborative Learning Design in Practice – Fiona Hale, Information Services

Ms Fiona Hale gave a presentation to the Committee on a new collaborative learning design project. The learning design scoping project (carried out March 2015 to September 2015) had recommended developing reusable and collaborative learning design as a new University service within Information Services (IS). The service was now active and

positioned the learning design framework as a scaffold, the support staff as facilitators, and the academic staff as learning designers. There was an active community of practice and a link to key University drivers. The recommended learning design process prioritised the design of student learning experiences over the development of content. Learning design involved the process of designing learning experiences (planning, structuring, sequencing) through facilitated activities that were pedagogically informed and make better use of technologies in teaching.

The learning design service was able to directly support courses or programmes (online or on campus) that were being developed or reviewed. Staff from across the University had already engaged with the learning design (two day) workshops. Facilitators of the framework were being trained and located within Information Services, Institute for Academic Development (IAD), and locally within Schools. The design workshops were collaborative, and team based. Further information could be found at:

<http://www.ed.ac.uk/information-services/learning-technology/supporting-learning-and-teaching/learning-design>

4. Timetabling Policy and Guidance – Wednesday PM analysis (CSPC 16/17 3 A)

Mr Scott Rosie introduced this paper, which provided an update to the paper presented at the March 2016 Committee meeting. It summarised the extent of compliance with the current timetabling policy regarding Wednesday afternoon teaching, and provided the reasons given by Schools for the scheduling of core teaching during this restricted period.

It was noted that the current policy on this matter was largely respected. Existing circumvention was disproportionately weighted towards postgraduate taught (PGT) activity. Schools had suggested that a variety of constraints largely determined Wednesday afternoon teaching, rather than there being a specific preference for this slot. Additional modelling steps would be taken to reduce the level of scheduling during this period for 2017/18.

The global offline timetable modelling project was scheduled to deliver its outcomes in April 2018. This would provide insight into whether there were opportunities to adhere more strictly to the current policy. The project would also model Students' Association/Edinburgh University Sports Union (EUSU) preferences to extend the length of the existing restricted period on Wednesday afternoons.

Following discussion, it was agreed to make no changes to the current timetabling policy (most recently revised by the Committee in April 2013) at this time. The position regarding Wednesday afternoon teaching would continue to be monitored by Timetabling Services.

5. Student-Led Individually Created Courses (SLICCs) (CSPC 16/17 3 B)

Dr Simon Riley and Dr Gavin McCabe presented this paper.

The Committee approved the move from pilot to mainstreaming for SLICCs run centrally, ready to commence for summer 2017, and owned by Moray House School of Education.

The Committee were asked to advise on how the proposed interim quota on student numbers, applied for the first two years of mainstreaming, should be split between Year 1 and Year 2 students, and what ratio should be used. It was noted that it seemed sensible to apply a quota of 200 students for the first two years as proposed. After two years it was expected that it would be possible to more accurately forecast the expected number of students each year. It was suggested that within the College Science and Engineering, there

were a large number of direct entry Year 2 students, therefore it could make sense to allow a greater proportion of Year 2 students to undertake the courses. However, the Committee were content for Dr Simon Riley and Dr Gavin McCabe to determine a suitable ratio between Year 1 and Year 2 to operate as a quota.

6. CAHSS: Psychology (BMedSci Hons) (CSPC 16/17 3 C)

Mr John Lowrey presented this item. The paper requested approval for a temporary change to the Psychology (BMedSciHons) programme, which needed to come to the Committee as it represented an opt-out from the Models for Degree Types policy:

http://www.ed.ac.uk/files/atoms/files/models_for_curricula.pdf

This paper was approved by the Committee, but it was stressed that this must only be a temporary adjustment for the next two years. By 2018/19, the expectation was that the longer-term problem would have been addressed through course redesign.

7. CMVM: MBChB Examination Delivery in Alberta (CSPC 16/17 3 D)

Dr Sheila Lodge presented this paper, which requested a concession from the Taught Assessment Regulations, in order to deliver MBChB Year 5 examinations annually at the University of Alberta.

This paper was approved by the Committee, and would affect the delivery of these assessments from June 2017 onwards. The Medical Teaching Organisation Administration would be responsible for securely delivering and returning the examination papers, and would appropriately prepare invigilators. The examinations in Edmonton followed on immediately from their delivery in Edinburgh, and students sitting in Edinburgh would not be permitted to leave the venue until the end of their examination.

8. Collaborative activities – arrangements for certificates and transcripts for dual/multiple awards (CLOSED – E)

The Committee received a closed paper on this item, which was approved by the Committee. This would result in a change to current processes, so that, for taught programmes, the relevant wording regarding the (dual/double) nature of the award should be on the transcript rather than the degree certificate. It was recognised that there were still some unresolved matters in relation to the processes for postgraduate research programmes.

9. Collaborative Provision: Memoranda of Agreement (CLOSED – F)

The Committee received a closed paper on this item. Dr Adam Bunni presented this paper which provided a list of institutions with which Memoranda of Agreement were signed or renewed in 2016. The Committee was invited to note the contents of the report and members were invited to bring to attention any gaps observed in this information by contacting Theresa Sheppard in Academic Services (theresa.sheppard@ed.ac.uk)

10. Resits and Academic Failure Working Group (Verbal Update)

Dr Adam Bunni gave an update on this item. The Working Group members continued to work on clarification of the existing resit regulations (Taught Assessment Regulation 27 in 2016/17). The group wanted to clarify the position regarding non-honours resits, and the relationship between resits and unsatisfactory academic progress. However, following the circulation of a consultation paper to College Learning and Teaching Committees, no obvious

consensus had been reached. A paper was due to come to the next CSPC meeting in March, with some proposals for resit regulations from 2017/18. The aim was to make some subtle clarifications regarding the current position, and to remove some redundant content. No significant changes to the regulations in this area were anticipated.

11. Knowledge Strategy Committee Report (CSPC 16/17 3 G)

This paper was received by the Committee for information.

12. Dates of meetings in 2017/18

It was agreed to trial removing the April meeting of the Committee in 2017/18. The March meeting would be held slightly later in March to compensate for this, and the regulations would be approved at the late March meeting.

The meeting dates for the Committee in 2017/18 were as follows:

21 September 2017
23 November 2017
25 January 2018
22 March 2018
31 May 2018

13. Any Other Business

There was no further business.

Ailsa Taylor, Academic Policy Officer, 3 February 2017