

H/02/27/02

**Meeting of the Senatus Curriculum and Progression Committee
to be held at 2.00pm on Thursday 2 June 2016
in the Raeburn Room, Old College**

A G E N D A

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|---|---------------|
| 1. Minutes of the meeting held on 14 April 2016 | Enclosed |
| 2. Matters Arising | |
| Electronic business a) Degree Regulations 2016/17 - Leave of Absence
b) Mitigating the Impact of Industrial Action | |
| For Discussion | |
| 3. Academic Year Dates | Verbal Update |
| 4. Feedback and Assessment | Verbal Update |
| 5. Assessment and Progression Tools Steering Group Recommendation | CSPC 15/16 6A |
| 6. Programme and Course Approval and Management Policy | CSPC 15/16 6B |
| 7. Courses with no Enrolments | CSPC 15/16 6C |
| 8. Credit for Study Abroad - Task Group Report | CSPC 15/16 6D |
| 9. Proposed review of regulations for 2017/18 regarding resit entitlement and failure to make academic progress | CSPC 15/16 6E |
| 10. College of Humanities and Social Science: Academic Year Dates Opt-Out - BSc Hons Social Work | CSPC 15/16 6F |
| 11. College of Humanities and Social Science: Proposed MSc in Activist Learning and Teaching | Verbal Update |
| 12. Student Appeal Committee and Fitness to Practise Appeal Committee Membership - Academic Year 2016/17 | CSPC 15/16 6H |
| 13. Student Appeal Regulations | CSPC 15/16 6I |
| 14. Academic Misconduct Procedures | CSPC 15/16 6J |
| For information and formal business | |
| 15. Senate Committee Planning – approach for next session | CSPC 15/16 6K |
| 16. Proposal for a Board of Examiners Handbook | CSPC 15/16 6L |
| 17. Update on Collaboration with Zhejiang University | CSPC 15/16 6M |

18. Concessions Sub-Committee Meeting - Thursday 9 June 2016 at 10.00a.m (Lee Room, Old College)

19. Any Other Business

Ailsa Taylor, Academic Services, 26 May 2016

H/02/27/02
CSPC: 14.04.16

**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)
held on Thursday 14 April 2016 at 2.00p.m. in the Board Room, Chancellor's Building,
Little France**

Present:

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
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
Mr Ed Auckland	Academic Adviser, EUSA
Dr Adam Bunni	Head of Governance and Regulatory Team, Academic Services
Dr Ewen Macpherson	School of Engineering
Ms Anne-Marie Scott	IS Learning, Teaching and Web
Professor Susan Rhind	Assistant Principal, Assessment and Feedback

In attendance:

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

Apologies for absence:

Professor Allan Cumming	Dean of Students (CMVM)
Dr Soledad Garcia-Ferrari	ESALA, Edinburgh College of Art
Dr Neil Lent	Institute for Academic Development (IAD)
Mr Barry Neilson	Director of Student Systems
Professor Graeme Reid	Dean of Learning and Teaching (CSCE)
Professor John Stewart	Director, Biomedical Teaching Organisation
Professor Lesley McAra	Assistant Principal, Community Relations

Professor Alan Murray extended his thanks to Professor Reid, Vice-Convener of the Committee, for convening the last two meetings when Professor Murray was unavailable due to teaching commitments.

Professor Pirie was also thanked for his extremely valuable contribution to the Committee as previous Convener.

1. Minutes of the Previous Meeting

The minutes of the previous meeting held on Thursday 17 March 2016 were approved as an accurate record, subject to the following amendments:

Mr Ed Auckland was present, and Mr Alan Brown was not present.

2. Matters Arising

Item 6 - Zhejiang Task Group Remit and Membership

An updated version of some of the regulatory documentation was expected soon, and the Task Group was to take responsibility, on behalf of the Committee, for finalising this information.

Item 10 - Double Award PhDs; Item 14 – Visiting and Non-Graduating Student Policy and Procedure

Two action points in relation to revision of the Dual, Double and Multiple Awards policy, and revision of the Visiting and Non-Graduating Student Policy and Procedure were due to be actioned later in the week. The revised policies would be available at:

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

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

<p>ACTION: Ailsa Taylor to publish the revised Dual, Double and Multiple Awards Policy, and the Visiting and Non-Graduating Student Policy and Procedure on the website at the above locations.</p>
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Item 18 - Academic Year Dates

The review of the structure of the University's academic year, to determine whether any changes could be made to better meet the needs of the University community, was underway. A Task Group established by the Senate Learning and Teaching Committee had developed a proposal for an alternative model for the academic year, and was intending to seek the views of staff and students. A consultation was scheduled to begin the following week. Any changes would take effect no earlier than 2018/19.

A website had been developed (<http://www.ed.ac.uk/academic-services/projects/review-of-the-academic-year>) with materials which had been designed to help people to understand what the proposed structure was, and how any changes might affect staff and students. A short survey had been designed, to gather opinion from across the University. Once the feedback from the consultation had been digested, an update would be published on the project website.

The survey could be found at (<https://www.surveymonkey.co.uk/r/PLDBXZC>) and was due to close on 3 May 2016. "Town hall" meetings had also been scheduled (details were available at: <http://www.ed.ac.uk/academic-services/projects/review-of-the-academic-year>).

Item CSPC 14/15 3 F (Assessment Boycott)

The Committee was informed that there was a possibility of industrial action in the near future which could have an impact upon assessment later this semester. The earliest that strike action was understood to be possible was from 11 May 2016, as this was when the relevant ballots were due to close. A group was currently being established to advise on any action that may be required in order to mitigate the impact of any boycott; this group

contained representation from across Colleges and Services. CSPC had last agreed guidance in January 2015 for Boards of Examiners that supported them in the consideration of any issues resulting from an assessment boycott. This had involved the agreement of some temporary variations to assessment regulations which had been carefully revised at the time in order to maintain appropriate academic standards (see Paper F at <http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/CSCP/2014-15/20150122Agenda.pdf>)

If it became necessary, this guidance would be revised and circulated to members of the Committee for approval by electronic business, before publication/communication across the University.

3. College Reports: CMVM MBChB (CSPC 15/16 5 A)

Professor Helen Cameron tabled copies of this report from the College of Medicine and Veterinary Medicine.

At the last meeting of CSPC (March 2016), the College of Medicine and Veterinary Medicine had been asked to report back to the next meeting on any revisions to the MBChB proposals. It had now been agreed that students would not be able to gain a BMedSci Honours degree at the end of Year 3 of the new programme (which was to begin in 2016/17) –students would only be able to be awarded with this Honours degree at the end of Year 4, as an exit qualification. CSPC had noted concerns at the last meeting that students would be short of Scottish Credit and Qualifications Framework (SCQF) credit requirements for an honours degree at the end of Year 3, and this had been taken into account by the College.

The College of Medicine and Veterinary Medicine had also agreed to revert to three learning outcomes per course, thus withdrawing the previous request made to CSPC for 12 learning outcomes per course.

The College had also reached agreement about how it proposed to award partial credits for students exiting after Year 3 and Year 4 of the new programme, and this was outlined in the report.

The Committee approved the MBChB report. CSPC asked the College to ensure that they embarked upon discussions with partner Schools about the implications of the proposals for the honours degrees.

It was suggested that the forthcoming teaching programme review of this School (and the General Medical Council inspection) would provide good opportunities for reflection on these changes.

ACTION: Ailsa Taylor to include tabled paper with the rest of the agenda and papers for the meeting and re- publish on the website at:
<http://www.ed.ac.uk/files/atoms/files/20160414agendapapers.pdf>

ACTION: CMVM College members to ensure that CMVM embarked upon discussions with partner Schools about the implications of the MBChB proposals

4. Review of the Code of Practice on Abuse of Alcohol by Students and the Code of Practice on the Abuse of Drugs by Students (CSPC 15/16 5 B)

Dr Adam Bunni presented this item. The Committee agreed to remove and archive both of these Codes as they are no longer needed, due to the existence of other policies and information provided for students and staff. This would lead to a simplification and rationalisation of processes. Accommodation Services and Legal Services had been consulted and they were content with the proposals.

ACTION: Academic Services to remove and archive both of these Codes from 2016/17, and expand the Code of Student Conduct guidance to incorporate related information. The revised guidance to be publicised to staff as part of the Academic Services' new and revised policies updates.

5. Programme and Course Handbooks Policy (CSPC 15/16 5 C)

Mr Tom Ward presented this item. The suggested minor amendments to the policy were approved by CSPC.

Mr Ward reminded the Committee about an Accessible and Inclusive Learning Policy matter that had been raised at a previous CSPC meeting. 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 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.

6. Draft Taught Assessment Regulations 2016/17 (CSPC 15/16 5 D)

This paper contained draft Taught Assessment Regulations for 2016/17, as proposed by the relevant working group. A "key changes" document was included, which would be published on the website for use across the University.

The draft taught assessment regulations and key changes document were approved (subject to the amendment of some minor typographical/formatting errors) and the following amendments:

Regulation 16 Feedback Deadlines

Amend '...At the **start of the academic year**, Schools will publish their timetable for returning feedback and marks for in-course work' by replacing with '**...At the start of the semester in which the course is taught**, Schools will publish...'

Regulation 27 Resit Assessment

Remove the suggested additional final sentence that read 'Taught postgraduate students are entitled to one attempt for all courses'.

Regulation 47 Publication of Results

Amend 47.3 so that it refers to the 'host School' rather than the 'host School/College' and add sentence at the end so that it states 'Students will be notified in advance of the date on which they can expect to hear their results'.

Regulation 59 Award of Postgraduate Merit

Amend the 'application of the regulation' section for this postgraduate merit regulation to mirror the relevant parts of the 'application of the regulation' section in regulation 60 (Award of postgraduate distinction). Revised text to state:

- 59.1 Merit may be awarded for postgraduate taught masters, diplomas and certificates, where these are a specifically named exit qualification.
- 59.2 A merit may not be awarded to a student leaving with a general postgraduate certificate or diploma for any reason due to academic shortfalls.
- 59.3 For degree programmes that permit resubmission of dissertations, merit can only be awarded based on the mark for the originally submitted dissertation.
- 59.4 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.
- 59.5 Borderline marks are defined as marks from two percentage points below the boundary up to the boundary itself, e.g. 58.00% to 59.99% for the dissertation and for the average of other courses. See also taught assessment regulation xx above.
- 59.6 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 merit.
- 59.7 The Postgraduate Common Marking Scheme can be found at: www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme

Regulation 67 Unsatisfactory academic progress

Amend 'The University **will** exclude students who do not make satisfactory progress or do not engage with their studies' to 'The University **may** exclude....'

Dr Bunni made reference to queries that had been raised during the annual review of the assessment regulations in relation to the current Taught Assessment Regulation 24 (2015/16) on resit assessment. The Committee discussed the possibility of amending the regulations, in the light of comments that had been received about the interplay between resit *entitlement* (as outlined in the Taught Assessment Regulations), the Undergraduate Degree Regulations ("Progression and Permissible Credit Load" Regulations 28-37 in 2015/16), and exclusion for failure to make academic progress. One of the options would be to amend the Taught Assessment Regulations to state that where a student had not attained the minimum number of credits required for progression as specified in the Undergraduate Degree Regulations following the August resit diet, the student was not automatically entitled to further resits for a given course, even if they had not had four assessment attempts for that course. The School could then determine whether further assessment attempts should be offered. In addition, as much of the current uncertainty seemed to stem from the word "entitlement" in relation to resit assessment, this could also be reviewed. One of the other possibilities would be to amend the Undergraduate Degree Regulations themselves to clarify the position further. The Committee agreed that further discussion on this was required before a decision could be made, therefore the status quo would be maintained with these particular regulations for 2016/17.

Queries had also been raised during the annual review of the assessment regulations in relation to re-assessment arrangements for postgraduate taught courses and dissertations. In some quarters it was believed that if a student marginally failed the dissertation and couldn't re-submit and received a diploma, this could be seen by students as unnecessarily harsh. However, feedback received from colleagues in other areas across the University had shown them to be very firmly in support of the regulation which prevented resubmission of revised dissertations for postgraduate masters programmes (Taught Assessment Regulation 55, 2015/16 – Postgraduate Dissertations).

It was noted that Academic Services would add the following to the draft forward-planning document for CSPC for 2016/17, to see whether any associated work could be taken forward for incorporation into regulations for 2017/18. This would be dependent on consideration of all priorities for the year:

Review of regulations regarding resits, in particular:

- The relationship between resit entitlement and exclusion for failure to make academic progress, and;
- Re-assessment arrangements for PGT courses and dissertations.

ACTION: Academic Services to add review of regulations regarding resits, as above, to the CSPC forward planner for possible consideration in 2016/17.
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7. Draft Postgraduate Assessment Regulations for Research Degrees 2016/17 (CSPC 15/16 5 E)

This paper contained draft Postgraduate Assessment Regulations for Research Degrees for 2016/17, as proposed by the relevant working group. A “key changes” document was included, which would be published on the website for use across the University.

The draft regulations and key changes document were approved as presented (subject to the amendment of some minor typographical/formatting errors).

[Following the meeting, the Convener approved the amendment of references to the “College of Humanities and Social Science” in the postgraduate degree regulations to the “College of Arts, Humanities and Social Sciences”. This reflected the forthcoming name change for the College from 2016/17, as approved by the Central Management Group.]

8. Draft Undergraduate Degree Regulations 2016/17 (CSPC 15/16 5 F)

The draft Undergraduate Degree Regulations 2016/17 and key changes document were approved (subject to the amendment of some minor typographical/formatting errors).

It was agreed that if any further substantive amendments to these regulations were required in relation to the MBChB programme for 2016/17, this would be delegated to the Convener to approve on behalf of the Committee by Convener's Action.

[Following the meeting, the Convener approved the amendment of references to the “College of Humanities and Social Science” in the undergraduate degree regulations to the “College of Arts, Humanities and Social Sciences”. This reflected the forthcoming name change for the College from 2016/17, as approved by the Central Management Group. It was also agreed to

amend regulation 60 (HSS General and Ordinary Degrees) to reflect the fact that the following award titles would be amended from 2016/17:

BA(Humanities and Social Science) to become BA(Arts, Humanities and Social Sciences) from 2016/17.

BA(Humanities and Social Science) in a designated discipline to become BA (Arts, Humanities and Social Sciences) in a designated discipline from 2016/17.]

Queries had also been raised during the annual review of the degree regulations in relation to undergraduate degree regulation 19 (2015/16) on interruptions of study. It was agreed to maintain the status quo in relation to retrospective interruptions of study, that is, to state again in 2016/17 that interruptions of study will not be applied retrospectively. In practice it was expected that any exceptional concessions in relation to this regulation would need to be considered at College level, as there was nothing additional that CSPC would be able to bring to add value to this process. It had already been agreed that Colleges would report annually to CSPC on concessions, so this would incorporate any concessions approved in relation to retrospective interruptions of study.

9. Draft Postgraduate Degree Regulations 2016/17 (CSPC 15/16 5 G)

The draft Postgraduate Degree Regulations 2016/17 and key changes document were approved (subject to the amendment of some minor typographical/formatting errors, and the following amendments):

Regulation 75a) Master of Public Policy (MPP)

Amend so that it states that the prescribed period of study for the Master of Public Policy is 12 months, not 15 months as stated previously.

[Following the meeting, the Convener approved the amendment of references to the “College of Humanities and Social Science” in the Postgraduate Degree Regulations to the “College of Arts, Humanities and Social Sciences”. This reflected the forthcoming name change for the College from 2016/17, as approved by the Central Management Group.]

10. Draft Higher Degree Regulations 2016/17 (CSPC 15/16 5 H)

The draft Higher Degree Regulations 2016/17 were approved as presented.

11. Draft Degree Regulations and Programmes of Study Glossary 2016/17 5 I)

The draft Degree Regulations and Programmes of Study Glossary 2016/17 was approved as presented. Any further suggested changes over the next few weeks before the document was sent for publication were to be sent to Dr Adam Bunni on adam.bunni@ed.ac.uk

It was noted that it would be preferential to move to a model of regulations review whereby the regulations were only substantially revised every three years (rather than annually), given that the current model was not seen by the Committee to be sustainable – it was extremely resource intensive for everyone involved across the University, and constant change could also lead to a partly destabilising effect. It was agreed to move to a three-yearly review of any substantive corrections to the assessment and degree regulations. The regulations would all continue to undergo essential minor corrections on an annual basis, but this would only involve minor factual corrections/additions and amendment of broken links, which would be actioned by Academic Services. The next more substantive review of the regulations

would therefore be due in 2018/19 (for the 2019/2020 regulations). The move to a revised three-yearly review model would be communicated across the University by Academic Services in June 2016, in the annual publication of what was new in relation to regulations and policies.

ACTION: Revised three-yearly review of assessment and degree regulations to be communicated by Academic Services in the “what’s new for 2016/17” annual publication, due in June 2016.

12. Collaborative Concession (CSPC 15/16 5 J)

This concession request was approved, and exceptionally permitted the use of a different assessment process for students undertaking a Joint PhD leading to a single award at Macquarie University, as outlined in the Memorandum of Agreement (MoA). This MoA had been signed prior to the introduction of the approval processes for joint PhDs leading to a single award. Professor Bradshaw, Assistant Principal, Researcher Development had been consulted in advance of seeking approval for the use of this particular assessment process.

13. Credit for Study Abroad Task Group Update

Ms Joy Candlish provided a verbal update on the work of the Study Abroad Task Group, with particular reference to clarification of the role of the Exchange Co-ordinator and clarification of some credit equivalency matters.

14. Assessment and Progression Tools

Mr Barry Neilson had passed on an update on this item, which was summarised to the Committee by Dr Adam Bunni.

The update related to the Assessment and Progression Tools project and the recommendation made to CSPC in March 2016 to move to a single date for all ratified course marks to be in the student record system (two weeks after the end of the exam period). CSPC had asked for further consultation with Schools regarding the change, with some concerns raised about the ability to meet the deadline for non-honours courses. Feedback received from Schools had led to an understanding that it may be pragmatic to move to a clear deadline for ratified honours marks to be in the system (on or around the second Friday after the end of examinations) and a clear deadline for the ratified ordinary course marks to be in the system for the 2016/17 academic year (possibly the middle of June), to enable awards and progression decisions to be made. A short paper was to be produced for the Steering Group, summarising the feedback and proposing an option for 2016/17.

15. Knowledge Strategy Committee (CSPC 15/16 5 K)

The Committee received an update from the Knowledge Strategy Committee for information.

16. Any Other Business

There was no further business.

Ailsa Taylor, Academic Policy Officer, Academic Services, 21 April 2016

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

Assessment & Progression Tools (APT) Steering Group Recommendation

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

CSPC received a paper in March 2016 providing a number of recommendations from the Assessment & Progression Tools (APT) Steering Group. One of these recommendations related to the key dates for availability of ratified marks in EUCLID, and the publication of ratified course marks, awards and progression decisions to students.

The proposal had suggested a single date for ratified course marks being available in the EUCLID system. CSPC asked the Steering Group to re-consider this particular recommendation and consult wider with Schools. A verbal update was provided to CSPC in April 2016.

The Steering Group carried out this process and met in early May 2016 to finalise a recommended approach for the 2016/17 academic year.

Action requested

The Committee is invited to **approve** the recommendation contained in the paper.

Resource implications

Does the paper have resource implications? Yes. The date change will result in ratified course marks being available in the EUCLID system by a set date for all Schools. The rationale behind this is to ensure Schools can run their award boards and progression boards and make decisions on ratified marks from outside courses. Resources may need to be readjusted to meet the timelines, and we would expect to see resource saved from accessibility to 'outside' course marks from an agreed date.

Risk Assessment

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

Equality and Diversity

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

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Barry Neilson
2 June 2016

Any other relevant information, including keywords

Progression, Assessment, Board of Examiners, Key dates

Curriculum and Student Progression Committee

Assessment & Progression Tools Project Recommendations

2 June 2016

Purpose

1. CSPC received a paper in March 2016 providing a number of recommendations from the Assessment & Progression Tools (APT) Steering Group. One of these recommendations related to the key dates for availability of ratified marks in EUCLID, and the publication of ratified course marks, awards and progression decisions to students.
2. The proposal had suggested a single date for ratified course marks being available in the EUCLID system. CSPC asked the Steering Group to re-consider this particular recommendation and consult wider with Schools.
3. The Steering Group carried out this process and met in early May 2016 to finalise a recommended approach for the 2016/17 academic year.
4. The Committee is invited to **approve** the recommendation contained in the paper which has been endorsed by the APT Steering Group.

Proposed model

5. The model identified in the paper aims to support the implementation of a process which will (diagram attached appendix 1):
 - a. Ensure that course marks are ratified prior to decisions being made regarding awards and progression;
 - b. Setting two dates after the Semester 2 exam diet for the course marks to be ratified in the EUCLID system to enable effective sharing of marks;
 - c. Provide scope to run both a 'closed' board or two-stage boards for both awards and progression decisions;
 - d. Clarifies that any award or progression decision that cannot be made at a 'closed' board needs to be taken as chair's action once all course results for a student are ratified;
 - e. Splits the deadlines between communication of awards and the communication of progression decisions.

Key Dates Consultation

6. Following the March 2016 CSPC meeting, a paper was circulated asking for feedback on the proposal of having a single deadline for ratification of course results following Semester 2 exams.

7. The feedback collated indicated that a single date is not achievable without significant alteration to working processes and that it would be pragmatic to have separate deadlines for honours and non-honours courses. The table below provides a high level summary of the feedback provided.

1. *Given the system developments and the proposal outlined below is it reasonable to set a deadline for ratification of all course marks by the second Friday after the closure of exams.*

Some Schools indicated they could meet this deadline for all courses. Most Schools indicated that they could make this deadline (or the option in number 2) for Honours courses only and one had a number of concerns regarding the ability to do this for non-Honours courses.

2. *If the deadline all course marks was moved to the Monday or Tuesday of the week after does this still provide reasonable time to process and communicate awards to students by the Friday of that same week?*

As above, for many Honours courses this would be acceptable as a number of the Honours combined course/programme boards are held on the Friday. This would not significantly alter the position regarding non-Honours courses. However, several Schools noted that by having a deadline after the weekend may put pressure on staff to work over the weekend. Some feedback indicated that the current deadline for all courses for students not receiving awards would be appropriate for non-Honours courses.

3. *Clarity on when the last Honours and when last non-Honours boards are set, including the CHSS set date for joint-programme boards in this academic year (or last).*

Most Honours boards are in the week leading up to Friday 3rd June in line with the feedback above, with some in the following week. In some Schools all Boards are completed by this date, with others completing Boards by mid-June. (A list of exam board dates is included in the 'Revised Proposal' section).

There were some common concerns noted by colleagues across Schools:

- Publication of results on a Friday. There was some confusion between ratifying results and releasing them to students. The new tools allow ratification of marks in EUCLID, making them available to programme boards, without releasing them to students. The deadline for ratification of marks can therefore be ahead of when Schools choose to release marks to students.
- Similarly, publication of course results ahead of the release of awards. Again, the new tools allow Schools to publish awards before the course marks.

Proposed key dates

8. The key points are noted below and the table below applies the dates to the 2015/16 academic year for illustrative purposes.

- Ratified marks for **honours** courses to be in EUCLID by Friday 3 June, 2 weeks after the end of the exam diet. As a reminder the date of publication of these course results rests with the Schools (i.e. publication does not need to be on that Friday);
 - The dates for publication of Award classification dates through the EUCLID system will be the same;
 - Ratified marks for **non-honours** courses to be in EUCLID by Friday 17 June, 4 weeks after the end of the exam diet. As a reminder the date of publication of these course results rests with the Schools (i.e. publication does not need to be on that Friday);
 - The dates for publication of progression decisions through the EUCLID system will be the same.
9. This proposal is not supported by all Schools but the Steering Group felt on balance it was the most appropriate approach given the various constraints colleagues work under during this period.

Period	W/Beg	Day	What
Exams	25-Apr-16	Mon 25 th	Exams Start
	16-May-16	Fri 20 th	Exams End
Post exam	30-May-16	Fri 3 rd *	Ratified marks for Honours courses available in system following course boards (excluding MBChB and BVM&S)
	06-Jun-16	Fri 10 th	Noon deadline for publication of awards (excluding MBChB and BVM&S)
	13-Jun-16	Fri 17 th	Ratified marks for non-Honours and PGT courses available in system following course boards. Noon deadline for publication of MBChB and BVM&S awards.
	20-Jun-16	Fri 24 th	Graduations start
	27-Jun-16	Tue 28 th	Communication of progression decisions for all continuing students (UG & PGT).
		Sat 2 nd	End of Graduations

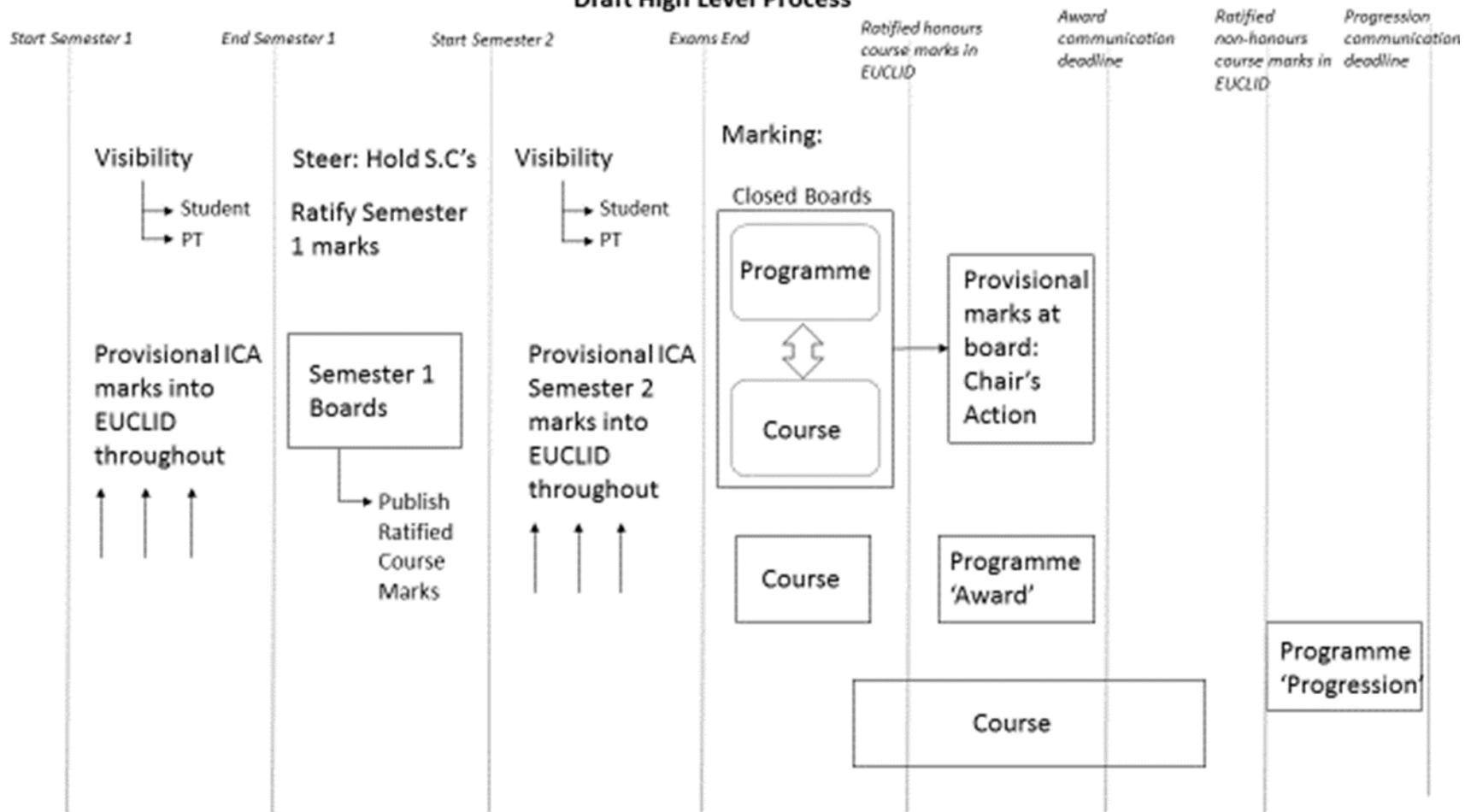
10. The primary focus has been on UG boards, but the intention was that PGT courses would fit into the same timescales for Honours courses. It is evident from the exam board dates that this would be more challenging to achieve.

Recommendation

11. The Committee is invited to **comment** on the key points and recommendation emerging from the Steering Group with a view to making any revisions and re-presenting at the April 2016 CSPC meeting.

Barry Neilson
 Director of Student Systems
 On behalf of Steering Group
 2 June 2016

Draft High Level Process



The University of Edinburgh

Curriculum and Student Progression Committee

2 June 2016

Programme and Course Approval and Management Policy

Executive Summary

This paper asks the Committee to consider and comment on the proposed changes made to the Programme and Course Design, Development, Approval, Changes and Closure Policy which has been reviewed to take into account external and internal developments and feedback received. The paper proposes some quite significant proposals for changes to the Policy. The Committee is invited to provide some initial comments on these proposed changes, prior to wider consultation and drafting over the summer.

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 **consider and comment on** the proposed changes made to the policy in advance of further consultation over the summer.

How will any action agreed be implemented and communicated?

Further consultation with stakeholders will take place over the summer prior to the Committee having an opportunity to discuss the revised document at its meeting in September 2016. The final approved Policy will be communicated by email and placed on the Academic Services website.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Not confirmed at this time.

2. Risk assessment

Not required.

3. Equality and Diversity

An [equality impact assessment](#) for the Policy was completed on 25 May 2015 and will be updated in advance of the final approval of the Policy.

4. Freedom of information

Open.

Key words

Programme, course, approval, management.

Originator of the paper

Nichola Kett and Tom Ward, Academic Services, 24 May 2016

Development of the Policy

The original Policy was created as part of the Programme and Course Information Management (PCIM) project and was approved by the Curriculum and Student Progression Committee (CSPC) on 23 April 2015. The Policy was developed by a Working Group with representation from Schools, Colleges, Support Services and EUSA and wide consultation was undertaken. Therefore, the Committee is only being asked to consider and comment on the proposed changes rather than other aspects of the Policy.

Proposed Changes

Incorporating the Boards of Studies Guidance Content

A review of the Board of Studies Guidance identified duplication of material which is now available in documentation elsewhere. In the interests of minimising the number of different and overlapping documents, the amended draft Policy incorporates some material from the Guidance, with a view to deleting the document.

- Content relating to 'What to Consider' has been incorporated into the 'Criteria for Proposal' section as examples.
- The remaining content which relates to specific points in the Board of Studies Terms of Reference has been used to create a new section in the Policy titled 'Programme and Course Approval, Changes and Closure – Responsibilities'
- Content which was considered to be operational has been removed.

Recommendations from the Flexible PhD Working Group (report to Researcher Experience Committee on 4 March 2016)

- Reviewed the Policy to ensure that it is consistent with PhD distance learning programmes.
- Added as an appendix an amended version of the College of Humanities and Social Science checklist and added to this short prompts relating to recommendations 11 and 13 ('sufficient online training courses in research methods' and 'support community and stimulating academic environment').

Recommendations from the Simplification Working Group Meeting (28 April 2016)

- The Group suggested that a broader range of minor changes could be made by the Course Organiser. Feedback from the Senate Committees Symposium and the Simplification Focus Groups suggests that some Schools are already interpreting the Policy in this way.
- The Group also suggested giving the Policy a simpler title. The name of the Policy has been changed to 'Programme and Course Approval and Management'.

Research Programmes

Explicitly confirmed the applicability of the Policy for research programmes.

Online Distance Learning

In 'Criteria for Proposals' added a reference and link to the Online Distance Learning Policy which is to be consulted for online distance learning programmes.

Reference Points

Added Degree Regulations and Assessment Regulations as internal reference points requiring consideration.

Consumer and Markets Authority

The CMA has provided guidance to universities regarding the material information institutions must provide prospective students, for example:

- Programme title;
- Entry requirements/criteria (both academic and non-academic), and an indication of the standard/typical offer level criteria;

- Core modules and an indication of likely optional modules, including whether there are any optional modules that are generally provided each year;
- Information about the composition of the course and how it will be delivered, and the balance between the various elements, the expected workload of students, and details about the general level of experience or status of the staff involved in delivering the different elements of the course;
- The overall method(s) of assessment for the course.

The CMA guidance also sets out institutions' obligations in the event that they subsequently change their programmes and courses from that material information given to the applicant at the pre-contract stage, for example to tell students about these at the earliest opportunity.

The CMA guidelines have significant implications for how the University manages its programme and course approval processes, and the associated processes of publishing programme and course information.

Following discussion with the University's Student Protection Working Group, the Policy has been revised to include new draft sections on: Timescales for Approval Processes; Arrangements for Publishing Information; and Responsibilities to Students, Offer-Holders and Applicants in the event of changes to programmes.

These are initial proposals which aim to ensure the University is compliant with the CMA guidelines while minimising the constraints on innovation. There will be further consultation with the Student Protection Working Group, and with School and Colleges, regarding these initial proposals over the summer.

For further information on the CMA guidelines see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf

Programme and Course ~~Design, Development, Approval, Changes and Closure Policy~~ Approval and Management



THE UNIVERSITY
of EDINBURGH

Purpose of Policy

This policy outlines for staff and students the University's approach to programme and course approval and management (including design, development, approval, changes and closure, but not monitoring).

Overview

The policy ~~has evolved from the University Level Principles for Programme and Course Design, Development, Approval, Changes and Closure which were was developed in 2014~~ following the publication of the UK Quality Code for Higher Education Chapter B1: Programme design, development and approval ~~and as part of the Programme and Course Information Management (PCIM) project. The Principles were made draft in 2014/2015 to give staff and students advance notice of developments. The Draft Principles were reviewed by a Working Group in 2014/2015 and changed into a policy for implementation in 2015/2016.~~ The policy forms part of the framework of documentation on programme and course design, development, approval, changes and closure.

Scope: Mandatory Policy

Staff and students who are involved in programme and course design, development, approval, changes and closure and applies to both taught and research programmes, including members of Boards of Studies. There ~~University's Quality Framework covers annual and periodic are separate policies, procedures and guidance that cover programme and course~~ monitoring and review.

Contact Officer

Nichola Kett

Head of Enhancement Team,
Academic Services

Nichola.Kett@ed.ac.uk

Document control

Dates	Approved: TBC	Starts: TBC	Equality impact assessment: TBC	Amendments: TBC	Next Review: 2018/2019
Approving authority	Senatus Curriculum and Student Progression Committee				
Consultation undertaken	Staff in Schools, Colleges and support departments (including those who formed the Working Group), students, Project Board				
Section responsible for policy maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations	<u>Framework of Documentation</u> Board of Studies Terms of Reference and Guidance Curriculum Framework Programme Specification Template and Guidance Enhanced Course Descriptor Guidance Programmes and Course webpages (Academic Services)				
UK Quality Code	Chapter B1: Programme design, development and approval Chapter B8: Programme monitoring and review				
Policies superseded by this policy	Draft University Level Principles for Programme and Course Design, Development, Approval, Changes and Closure				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.				
Keywords	Programme, course, design, development, approval, changes, closure, Board of Studies				



Programme and Course ~~Design, Development, Approval, Changes and Closure Policy~~ Approval and Management

The University is required to have strategic oversight of and to consistently apply effective processes for the design, development, approval, changes and closure of programmes and courses. Programmes and courses are defined in the University's glossary of terms.

~~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.⁴~~

This policy, and the [programmes and courses](#) pages of the Academic Services website, constitute the University's approach to and management of the processes for design, development, approval, changes and closure of programmes and courses. Supplementary College level guidance provides additional information on local practice such as timescales, specific roles and responsibilities, and templates:

- [College of Humanities and Social Science](#)
- [College of Medicine and Veterinary Medicine](#)
- [College of Science and Engineering](#)

This policy covers academic aspects of programme and course design, development, approval, changes and closure. The responsibility for consideration of the business case and resourcing aspects resides with the School [\(or Deanery, in MVM\)](#) and/or College and takes place in consultation with other support services as appropriate. Programme and course approval decisions should be evidence-based with consideration given to all relevant matters including: likely students demand; resource implications; income generation; and input required from other subject areas or external contributors. Information on the requirements for business case and resourcing aspects will be detailed in College level guidance.

[This policy covers undergraduate, taught postgraduate and research postgraduate courses and programmes.](#)

Programme and Course Design and Development

Programme and course **design** is a creative activity which may result in innovative ideas for higher education provision. It is followed by a process of **development** which leads to the creation of a programme or course. This is where the content, modes of delivery, structure and components of the programme or course (including assessment [and feedback](#) methods and the means by which students will be engaged with the curriculum) are considered and, for programmes, developed into a coherent programme of study. This development process may also be used to enhance an existing programme, for example in response to the outcomes of programme monitoring and review. Programme design and development is carried out at the School or subject area level.

Criteria for Proposals²

Programme and course proposals must demonstrate the following:

Programmes	Courses
Purpose	

¹ [University Glossary of Terms](#)

² Course and programme proposal = new and changes to existing



Programme and Course ~~Design, Development, Approval, Changes and Closure Policy~~ Approval and Management

Programmes	Courses
Learning outcomes (LOs) necessary to meet that purpose.	
Mechanisms by which students demonstrate the extent to which they have achieved the LOs.	
Organisational aspects such as workload, volume and nature of assessment in order for students to meet LOs.	
Details of the level of award and credits	Details of the credit level and credits
The programme as a whole is coherent.	The relationship of the course to programme(s) and how the course delivers and assesses the learning outcomes set out in the Degree Programme Specification (not applicable for standalone courses).
Where# other Schools are involved and/or impacted : evidence of consultation; consideration; communication of impact; and support for the proposal. Confirmation of primary responsibility should be defined at the outset (there can only be one owning School).	
Consultation with relevant support services (e.g. Library, IS) and (where relevant) any external providers/contacts (e.g. employers, alumni, business, industry or professional contacts)	
Evidence of consideration of Internal Reference Points: <ul style="list-style-type: none"> • Degree and Assessment Regulations • The University of Edinburgh's Strategic Plan 2012-16 • The Learning and Teaching Enhancement Strategy • The Curriculum Framework • The Feedback Standards and Guiding Principles Policy • The Accessible and Inclusive Learning Policy • The Graduate Attributes Framework 	Evidence of consideration of Internal Reference Points: <ul style="list-style-type: none"> • Degree and Assessment Regulations • The Learning and Teaching Enhancement Strategy • The Curriculum Framework • The Feedback Standards and Guiding Principles Policy • The Accessible and Inclusive Learning Policy • The Graduate Attributes Framework
Evidence of consideration of External Reference Points: <ul style="list-style-type: none"> • QAA Subject Benchmark Statements • Scottish Credit and Qualifications Framework (SCQF) • Professional, Statutory and Regulatory Body (PSRB) requirements • Employers and Industry • European Higher Education Area • Designing programmes to be accessible so they do not present any unnecessary insurmountable barriers to students with protected characteristics (Equality Act 2010) 	Evidence of consideration of External Reference Points (as appropriate): <ul style="list-style-type: none"> • QAA Subject Benchmark Statements • Scottish Credit and Qualifications Framework (SCQF) • Professional, Statutory and Regulatory Body (PSRB) requirements • Employers and Industry • European Higher Education Area • Designing courses to be accessible so they do not present any unnecessary insurmountable barriers to students with protected characteristics (Equality Act 2010)



Programme and Course ~~Design, Development, Approval, Changes and Closure Policy~~ Approval and Management

Programmes	Courses
<p>Student involvement – students must be proactively involved at the earliest practicable point in programme and course design, development, approval, changes and closure processes. Their involvement should be proportional to the activity taking place and representative <u>and could include student feedback from the quality assurance processes (course evaluations, student surveys, Staff Student Liaison Committee minutes etc.)</u>. The opportunity to be involved must allow for representation from students with <u>protected characteristics</u>. Consultation should involve students academically closest to the proposed changes and be in line with the <u>EUSA and University Student Engagement Statement</u>.</p>	
<p>For Online Distance Learning <u>Online Distance Learning Policy</u></p>	
<p>Evidence of expertise from outside the programme. In programme approval, the involvement of individuals external to the University is required to offer independence and objectivity to the decisions taken.</p>	

Key issues to consider when developing proposals include:

- Business case: potential student demand (market analysis); potential for funding; scale; resource implications (eg staffing, requirements for IT, library or other facilities, requirement for External Examiners)
- Curriculum, syllabus, assessment methods, feedback opportunities, timeline and profile of learning and assessments (aligning with the University’s academic year), moderation methods
- Whether a course is core, compulsory, optional and the implications this has for its assessment and for award and classification decisions
- Whether the course or programme is compliant with the University’s Curriculum Framework and academic year
- How the course/programme/award fits into the subject or discipline environment
- Sustainability; social responsibility; internationalisation; and how the course/programme/award contributes to delivery of the University Strategic Plan
- Delivery method: campus-based, online, teaching team, lectures, tutorials, laboratories, practicals, field work, placements, year abroad, timing of delivery

Collaboration/Partnerships

The University recognises that collaboration and partnerships are increasingly important, and offer many benefits to both the University and to students. Details about the University's collaborative agreements and arrangements, and guidelines for developing collaborative provision, are available from the Governance and Strategic Planning website: [Collaborative Activity](#)

Distance / Flexible PhDs

When developing proposals for Distance / Flexible PhDs, Schools should consider the Checklist attached as Annex A, along with the main body of this policy.

Documentation for Proposals

Programme and course proposals must ensure a transparent and auditable ‘paper-trail’ providing a rationale for decisions. Documentary evidence must include the following:

Programmes	Courses
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Programme and Course ~~Design, Development, Approval, Changes and Closure Policy~~ Approval and Management

Degree Programme Specification (the final version is posted on the Degree Regulations and Programmes of Study)	Course creation, approval and maintenance information (EUCLID)
For proposals for non-standard tuition fee arrangements, Programme Proposal Template for Fees Strategy Group/Central Management Group approval	
New Programme Request Form	Documentation requirements will be detailed in College Guidance.
Documentation requirements will be detailed in College Guidance.	
Flexible / Distance PhDs – Checklist (see Annex)	

Programme and Course Approval, Changes and Closure – [Levels of approval](#)

The University programme and course approval, changes and closure processes ensure institutional oversight of standards and quality. Authority is delegated by the University, via the Senate Curriculum and Student Progression Committee (CSPC), to Colleges and, where appropriate, to School [Boards of Studies](#). The level of authority required should be proportionate to the extent of the proposal and decisions must ensure objectivity and impartiality. To this end, Colleges may elect to wholly delegate the authority to approve all changes to existing courses, proposals for new courses, and closure of courses to Schools but must retain a method of oversight, particularly to ensure that decisions are taken independently of the home subject area of the course. Colleges must retain authority to approve major changes to existing programmes and new programmes.

All programmes and courses are approved indefinitely unless otherwise stated. Programme and course information is entered into EUCLID, which feeds information to the Degree Regulations and Programmes of Study (DRPS), and forms the definitive record of programmes and courses.

~~The responsibilities of the CSPC are detailed in the Committee's Terms of Reference. The responsibilities of Boards of Studies are detailed in the Board of Studies Terms of Reference.~~

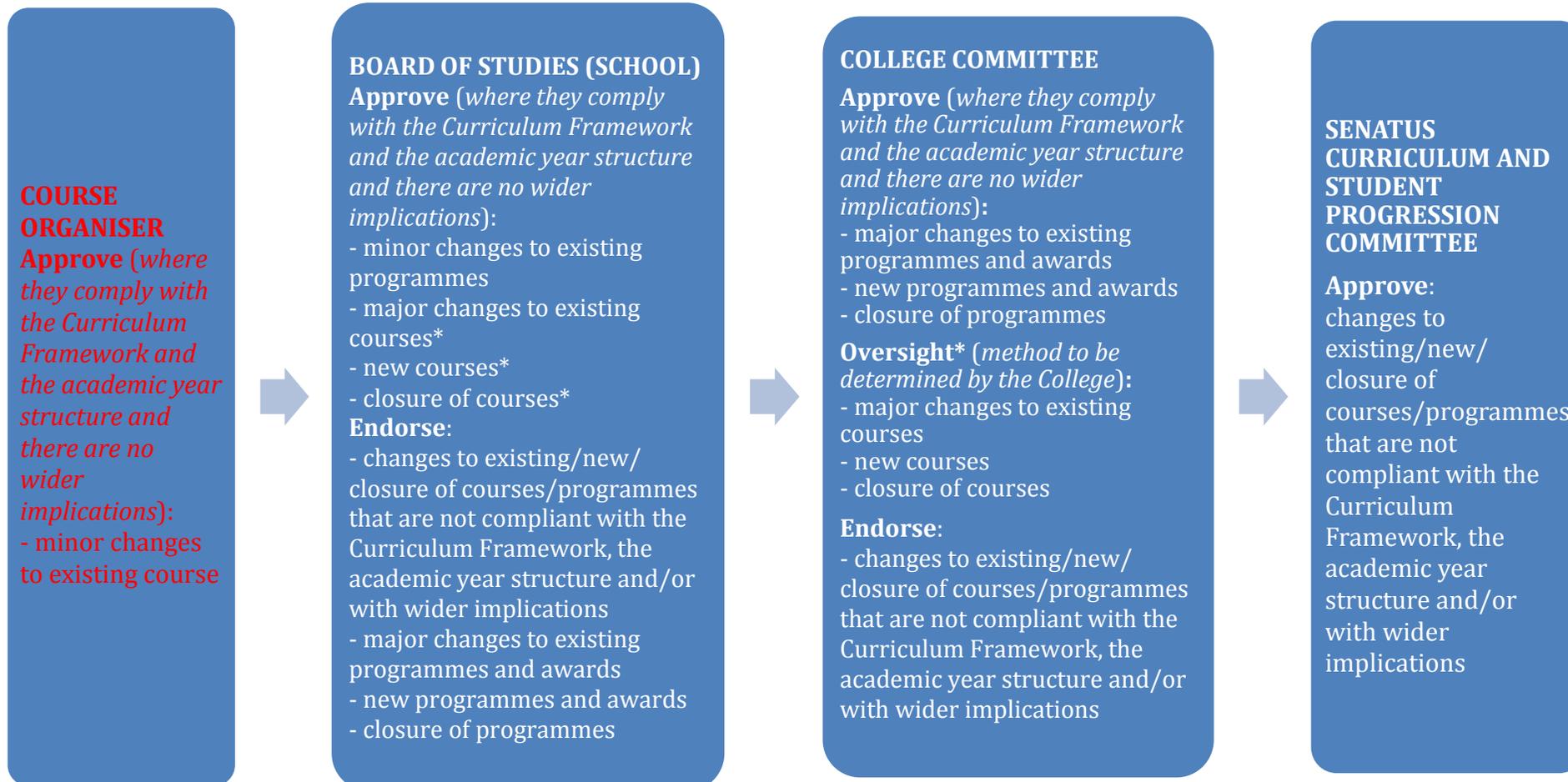
Programme and Course ~~Design, Development, Approval, Changes and Closure Policy~~ Approval and Management



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Policy Title

Minimum Levels of Approval



Minor and Major Changes to Existing Programmes

The categories outlined below are regarded as **major** change not because they are more important but because they potentially impact on students and other interdependent processes such as external reporting requirements. These therefore cannot be routinely changed locally in the absence of College level approval with a formal link to central student record systems.

Change to any of the following requires College approval:

- The name of the programme: any change made to the name of a programme, other than to correct spelling or syntax, is considered a 'major change' and requires a new programme to be proposed and approved.
- The overall content of the programme: major change to the content of a programme is defined as the addition or closure of courses or major changes to existing courses (see below 'Minor and Major Changes to Existing Courses') comprising 20% of the total credit volume of the programme, or at least 50% of the credit volume in any single year of the programme.
- The overall approach to assessment for the programme.
- The structure of a programme: major change to the structure of a programme is defined as a change in the balance of credits between different components of the programme (e.g. between core/option courses or dissertation/taught courses) comprising 20% of the total credits of the programme, or at least 50% of the credits in any single year of the programme.
- The mode of study – PT-or_ FT_or intermittent
- The place of study - on campus or distance learning
- The period of study
- Collaboration or change of partner
- The home School or College

All other categories are regarded as **minor** change and therefore can be approved at School level.

Minor and Major Changes to Existing Courses

The categories outlined below are regarded as **major** changes: ~~not because they are more important but because they potentially impact on students and other interdependent processes. These therefore cannot be routinely changed locally in the absence of an approvals process with a formal link to central student record systems.~~

- N~~The name of the course~~*
- L~~The level of the course~~*
- C~~The credit value~~*
- ~~The aims of the course~~
- The L~~earning outcomes~~
- ~~The ratio of assessment types~~ Balance of assessment types and their weightings
- H~~The home subject area~~*

* Will result in a new course being created

~~Where other changes are made to course content (e.g. outline syllabus and course topics) these are regarded as **minor** changes.~~

Minor Changes

All other categories, which generally cover course content and administrative aspects, (e.g. course descriptions, transferable skills, reading lists/learning resources, Course Organiser and Secretary, and delivery information) change of course organiser, learning resources, reading lists, core reading) can be routinely refreshed in accordance with normal School procedures and discipline practices are within the power of the Course Organiser to approve.

New Degree Qualifications

New degree qualifications, with degree titles not already used by the University, need to be approved by CSPC, on the basis of a proposal from the relevant College committee. CSPC asks the University Court for any necessary degree Resolution and adds the degree qualification title to the list of degrees in the annual Court Resolution on undergraduate or postgraduate degree regulations. The Resolution to create the degree qualification needs to come into effect before the University opens the programme for applications. The CSPC Secretary can advise on whether a degree needs CSPC approval and a Court Resolution. For example, an MA or BSc for a new discipline does not need a Resolution and would only require CSPC approval if it does not comply with the University's Curriculum Framework or has wider, cross-College implications; a new degree title, even if the programme conforms with the Curriculum Framework, requires CSPC approval and a Court Resolution. Proposals for new qualifications should include information about exit awards and whether the qualification can be awarded at Ordinary/Honours level or, for taught postgraduate degrees, includes the award of named diploma or certificate.

Programme and Course Approval, Changes and Closure – Responsibilities

Senate Curriculum and Student Progression Committee

The responsibilities remit and operation of the CSPC are detailed in the Committee's Terms of Reference.

College Learning and Teaching Committee (or equivalent)

The responsibilities of Boards of Studies are detailed in the Board of Studies Terms of Reference. Each College should produce a clear Terms of Reference setting out the remit and operation of their Learning and Teaching Committee (or equivalent).

School Boards of Studies

The University's Board of Studies Terms of Reference sets out the purpose, role, remit, governance, operation and composition of Boards of Studies. See: www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QA/BoardOfStudies.pdf The text below provides some supplementary guidance on specific aspects of the Terms of Reference (ToR).

List of Members and Composition: At the beginning of each academic session each School produces an agreed list of the members of its Board(s) of Studies and makes this available online and/or sends it to their College Office. This membership needs to align with the Board of Studies Terms of Reference and must include relevant student and external members. It can include members from other areas of the University, for example from other Schools or from relevant services, such as Information Services.

Quorum: There is no formal quorum for the Board of Studies, but the minimum composition of Board of Studies meetings needs to provide effective academic oversight of the decisions made by the Board and therefore some roles may have to be represented for the Board to be considered

robust. For example, Colleges may require the attendance of an external member from a specific School.

Student representatives: Student members need to represent the range of subjects covered by the Board and to be linked to the appropriate School Representation structure. If student members are unable to attend, it is appropriate for them to send an alternate student representative or provide student comments to the Board of Studies secretariat in advance. For student members, the School should invite the School Convenor, School Undergraduate Vice Convenor, and/or School Postgraduate Vice Convenor who was elected in the EUSA elections in the first instance-If they are unable to attend, other possible student members are other Student Representatives who have attended EUSA's representation training.

Timing of Meetings: The timing of Board of Studies meetings should align with the School and College committees to which the Board reports, and any key reporting dates.

Key Information Sets and Accreditation Information: Boards of Studies are responsible for the annual approval of Key Information Set Learning, Teaching and Assessment course information and Degree Programme Accreditation information. The Board reviews the data, considers if it is correct or whether any amendments are needed. The Board of Studies must minute approval of the information. It is recommended that this is a standing item on Board of Studies' agenda for a meeting in Semester 1. Student Systems contacts Schools with reports.

Timescales for approval of proposals for new courses and programmes and changes to existing courses and programmes

It is important that accurate information regarding programmes is available to applicants when they submit their applications, and to offer-holders when they decide whether to accept offers. As such, Colleges need to approve new programmes and significant changes to existing programmes sufficiently early that accurate and complete information can be included in the relevant corporate publications. Failure to meet these timescales will result in Schools / Colleges having to undertake additional communications with applicants and offer-holders, and may also create additional obligations towards those applicants and offer-holders, and expose the University to reputational and financial risk.

It is also important that accurate information regarding courses is available well in advance of the academic session, to enable students and offer-holders to make informed decisions regarding their choices of courses and to prepare for their studies.

Schools / Colleges should therefore approve proposals within the following timescales, in order to allow sufficient time to include course and programme information in the relevant corporate publications.

	<u>UG</u>	<u>PG</u>
<u>New programmes</u>	<u>November, for the admissions cycle starting the following September (ie 20 months in advance of entry of students onto the programme)</u>	<u>By April, for the admissions cycle starting in September, for entry the following September (ie 16 months in advance of entry of students onto the programme) – to allow for inclusion in Print School-level Brochures.</u>

		<u>In principle, if the programme is not to be included in the Print School Brochures, Schools could approve new programmes later than this (eg as late as July for programmes opening for applications in September). However, in practice, this is rarely advisable since it leaves little time for recruitment.</u>
<u>Major changes to existing programmes</u>	<u>Aim for same timescales as for new programmes, although it can be possible to approve changes as late as August, for the admissions cycle starting in September, as long as the Print Prospectus entry has anticipated these changes.</u>	<u>Aim for same timescales as for new programmes, although it can be possible to approve changes as late as August for the admissions cycle starting in September.</u>
<u>Programme closure to new entrants</u>	<u>Aim for the same timescales as for new programmes. It is however possible to close a programme to new entrants at a later point, as long as there are no accepted applications.</u>	<u>Aim for the same timescales as for new programmes. It is however possible to close a programme to new entrants at a later point, as long as there are no accepted applications.</u>
<u>New courses</u>	<u>Prior to the Semester in which they are to run.</u>	<u>Prior to the Semester in which they are to run.</u>
<u>Changes to or closure of existing courses</u>	<u>Where this would constitute a significant change to published information about a programme of studies, the same timescales apply as for major changes to existing programmes</u> <u>Otherwise, end of March, for the following session.</u>	<u>Where this would constitute a significant change to published information about a programme of studies, the same timescales apply as for major changes to existing programmes</u> <u>Otherwise, end of March, for the following session.</u>

Arrangements for publishing information on approved courses and programmes

Schools / Colleges are responsible for publishing accurate, complete and up to date information on approved courses and programmes in the following corporate publications (in addition to any School websites and other publications):

<u>Publication</u>	<u>Type of information</u>	<u>Timescales</u>
<u>EUCLID Course Descriptor</u>	<u>Detailed information regarding the course</u>	<u>Annual update to be complete by end of March, prior to publication of the Degree Regulations and Programmes of Study (DRPS) for the next</u>

		session. Minor amendments to course descriptors could be made between March and August, for example to take account of issues raised during the course review and monitoring.
Degree Programme Specification	Summary information including programme learning aims and objectives and how they are demonstrated and achieved	Annual update to be complete by end of March, prior to publication of the Degree Regulations and Programmes of Study (DRPS) for the next session.
Degree Programme Table	Information regarding the curriculum structure for the programme	Annual update to be complete by end of March, prior to publication of the Degree Regulations and Programmes of Study (DRPS) for the next session.
Key Information Sets (UG only)	Information regarding aspects of programmes including types of assessment and contact time.	TBC
Undergraduate Prospectus (Print)	General subject/discipline overview, year by year breakdown of courses studied (relevant to the whole subject area), additional costs, and approach to learning and assessment, along with careers outcomes. Details of any professional accreditation, placements and careers opportunities. Location of study. Any significant changes to programmes anticipated, the details of which cannot yet be confirmed.	Annual update to be complete and returned to Communications and Marketing by December for publication in March – for UCAS applications opening in September that year with entry the following September
Undergraduate Degree Finder (Online)	Overview of the programme. Details of courses studied each year. Details of any professional accreditations, placements and careers opportunities.	Timescales in line with Undergraduate (Print) Prospectus. Amendments approved after the December deadline can be made up to early August, before UCAS applications open.

	<p><u>Location of study.</u></p> <p><u>Approach to learning and assessment.</u></p> <p><u>Any significant changes to programmes anticipated, the details of which cannot yet be confirmed.</u></p>	
<u>Universities and Colleges Admissions Service (UCAS)</u>	<u>Brief summary regarding the reasons for studying the programme, along with brief information about career opportunities</u>	<u>Annual update to be undertaken by late May for UCAS applications opening in September that year with entry the following September</u>
<u>Postgraduate School-Level Brochures (Print)</u>	<u>Programme level information including: summary description and structure; breakdown of compulsory and optional courses offered. Careers opportunities and additional costs</u> <u>Entry requirements</u>	<u>Annual update to be complete by July for publication in September for entry the following September.</u>
<u>Postgraduate Degree Finder (Online)</u>	<p><u>Programme title, award and study modes.</u></p> <p><u>Programme description (PGT only)</u></p> <p><u>Programme structure (PGT only)</u></p> <p><u>Learning outcomes (PGT only)</u></p> <p><u>Career opportunities (PGT only)</u></p> <p><u>Research profile (PGR only)</u></p> <p><u>Training and support (PGR only)</u></p> <p><u>Facilities (PGR only)</u></p> <p><u>Entry requirements</u></p> <p><u>Additional costs</u></p> <p><u>Scholarships and funding</u></p>	<p><u>Annual update to be complete by early August, where the programme is to open for applications on 1 September for entry the following January.</u></p> <p><u>Annual update to be complete by early December, where the programme is to open for applications on 1 January for entry the following September.</u></p>

Changes to programmes - responsibilities to students, offer-holders and applicants

If, after starting to accept applications for a programme of study, a School or College approves changes to the programme or to courses within it* which lead to a divergence from that described in the published information regarding the programme, the School or College owning the programme is responsible for amending the published information at the earliest possible opportunity.

If the approved changes would constitute 'major' changes to the programme (in the terms set out above), the professional accreditation / recognition status of the programme has changed, or the location at which the programme is taught changes significantly (for example, the location of the owning School changes from one campus to another) the School or College is also responsible for:

- Informing all students, applicants and offer-holders about the changes at the earliest possible opportunity;
- Where students / applicants / offer-holders request this, seeking to offer a suitable replacement programme for which they are qualified at the University, or, if the University is unable to offer a suitable replacement programme, seeking to refer students / applicants / offer-holders to a comparable higher education institution offering a suitable replacement programme;

In the event that students choose to withdraw as a result of significant changes to a programme, the University may also consider making an appropriate refund of tuition fees and deposits paid.

Student Recruitment and Admissions and Academic Services are able to provide Schools and Colleges with advice regarding whether any changes to a programme should be treated as 'significant' for these purposes.

*This applies irrespective of the School which owns the individual courses.

Programme Closure

Programmes may be withdrawn for a variety of reasons such as a decline in student demand, a reduction in funding or in funded student numbers, or a change in University/College/School priorities for academic development.

In the event of a decision to discontinue a programme, measures must be taken to notify and protect the interests of students matriculated on, or accepted for admission to, the programme. The School must ensure appropriate management and resourcing of the final student cohorts in the programme to be closed. ~~Programme information must be removed from the website and other publicity materials to ensure that prospective students are not disappointed.~~ Collaborative partners must also be informed in a timely manner.

In normal circumstances a programme must be supported for every student matriculated or accepted onto the programme. Only in the most exceptional circumstances may a programme on which students have been offered a place, admitted to, or matriculated be closed. In these circumstances, the students(s) must be informed and the Head of School must ensure that the situation is resolved. No programme to which students have been admitted or matriculated may be withdrawn until the University's obligations to those students have been reasonably and fairly fulfilled.

Programme and Course Management – Responsibilities

Programmes

The Head of College is formally responsible for degree programmes. Within this overall responsibility each programme, and course within it, is owned by a particular School which ensures its management. The Head of School or Director of Teaching delegates responsibility for the management of a degree programme to a Programme Co-ordinator or Director (or equivalent).

Courses

Course Organisers are responsible for individual courses within a School. The Head of School or Director of Teaching appoints Course Organisers to take responsibility for individual courses. The scope of the Course Organiser's remit varies according to local School organisation, but in outline the Course Organiser is responsible for:

- general course management
- assessment and feedback
- advising and supporting students on course-related matters
- monitoring and reviewing courses
- agreeing [routine-minor](#) changes to courses

Staff Support and Development

Training and support is available for those involved in programme and course design, development, approval, changes, and closure from the [Institute for Academic Development](#).

Review of Process

This Policy will be reviewed regularly in line with Academic Services practice.

23 April 2015TBC

Appendix 1 – Distance / Flexible PhD Programmes – Additional School Requirements

In deciding whether to set up a distance learning programme, or accept students once a programme has been established, the School should consider the following in addition to addressing the issues in the main body of the Policy:

Is distance learning research methods and generic skills training available online? If not, how will students access it?	
Availability of orientation programme	
Availability of training for potential supervisors of distance PhD students	
Have potential supervisors undergone training in supervising distance learning students?	
Supervision arrangements, including arrangements for joint supervisor/local advisor	
Is the technology available in the department to support supervising distance students?	
Is there a cohort, or likely to be a cohort in place?	
How will the School support a community and stimulating academic environment? Consider: <ul style="list-style-type: none"> - How to enable access to residential PhD student communities, research seminars or research groups - Technology-based solutions for capturing and streaming 	
Is English language support available on an online basis?	
What are the arrangements for conducting annual reviews and the viva?	
Will there be a requirement for study visits?	
- By the applicants to Edinburgh?	
- By the supervisor to the site of study?	
- If so, who is responsible for paying travel fees?	
- Will this be written into the student contract/memorandum of agreement?	
- Will the requirement be compatible with UKVI visa requirements?	
How will any student issues related to the distance learning nature of the programme be addressed?	
Do any potential funding bodies permit students to study by distance? (Note that some funding bodies require students to be resident where they are studying)	

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

Courses with no Enrolments

Executive Summary

This paper asks the Committee to discuss a proposal for Schools to close courses that have not had a student enrolled on them in four years

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 **discuss** the proposal.

How will any action agreed be implemented and communicated?

This will be dependent on the outcome of the discussion.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
None at this stage.
2. **Risk assessment**
Not required at this stage.
3. **Equality and Diversity**
Not required at this stage.
4. **Freedom of information**
Open.

Key words

Courses, enrolment

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services, 26 May 2016

Simplification Working Group Recommendation

At its meeting on 28 April 2016, the Simplification Working Group made a proposal to close courses that have not had a student enrolled on them in 4 years. The rationale behind this proposal was that if a course had not run for that length of time it would be necessary to have a formal review of it before it was run again to ensure the content is up-to-date and valid. It was noted that care would have to be taken to avoid deleting variants of courses that do have students enrolled on them (for example visiting student course variants).

Work to Date

As part of the roll out of the enhanced course descriptor (created through the Programme and Course Information Management project), Schools were encouraged to review inactive courses and to close these where appropriate. This resulted in the closure of over 700 courses. This work has continued through the course roll forward process in 2015/16. As part of this process, the Director of Student Systems wrote to Directors of Professional Services, Teaching Organisation Managers and School Undergraduate and Postgraduate Directors in January 2016 and included a spreadsheet that provided a summary of the courses which have not had any student enrolments (ever, and over the last 3, 2 and 1 years).

No enrolments 15/16	3284
No enrolments 14/15 and 15/16	2326
No enrolments 13/14, 14/15 and 15/16	1899
No enrolments in any year	877

Implications

The implications for such courses are:

- Staff time is taken creating the courses.
- Ongoing maintenance is required e.g. all courses are subject to administrative processes, such as course roll over.
- They can be seen in the Degree Regulations and Programmes of Study, meaning students and staff could mistakenly think they were available.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

Credit for Study Abroad Task Group Report

Executive Summary

This paper contains the report of the Credit for Study Abroad Task Group, which was re-activated by CSPC in January 2016.

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

Excellence in Education, Outstanding Student Experience

Action requested

For approval and consideration of recommendations

How will any action agreed be implemented and communicated?

CPSC is invited to consider how the recommendation regarding the formalisation of Exchange Co-Ordinator roles is implemented from this point.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The formalisation of Exchange Co-Ordinator roles means that work is being undertaken by Colleges regarding workload models.

2. Risk assessment

N/A

3. Equality and Diversity

N/A

4. Freedom of information

Open

Key words

Study Abroad, Credit, Exchange

Originator of the paper

Stuart Fitzpatrick, Academic Policy Officer, 25 May 2016

Credit for Study Abroad – Task Group Report

May 2016

Membership

Professor Graeme Reid (Convener)

Ms Joy Candlish (Head of Academic Affairs, College of Science and Engineering)

Mr John Lowrey (Dean, Undergraduate Studies, College of Humanities and Social Science)

Ms Alexandra Laidlaw (Head of Academic Administration, CHSS)

Ms Joan Kemp (Academic Policy Officer, CHSS)

Ms Lynda Henderson (Academic Policy Officer, CSE)

Ms Isabell Majewsky Anderson (Head, Go Abroad Office)

Mr Thomas Ozers (Assistant Head, Go Abroad Office)

Ms Lesley Balharry (Go Abroad Projects Co-Ordinator)

Mr Alan Brown (Associate Dean, Academic Progress, CHSS)

Dr Adam Bunni (Academic Policy Manager, Academic Services)

Mr Stuart Fitzpatrick (Task Group Support)

Meetings

The Task Group was reconstituted by the Curriculum and Student Progression Committee (CSPC) in January 2016, and met fully on two occasions. At the request of CSPC, the task group was asked to consider aspects of study abroad specifically surrounding content of regulations, oversight processes relating to formation of new exchange agreements, and the role of Exchange Co-ordinators. Whilst the Task Group held no authority in regards to decision making, suggestions and recommendations regarding the above noted aspects of study abroad would be made to CSPC.

Outcomes

Changes to the Undergraduate Degree Regulations and Programmes of Study were made during the annual Regulations Review, with specific input from the Credit for Study Abroad Task Group on the regulations surrounding Study Abroad. The Regulations covered requirements for Study Abroad, first pass attempts prior to departure, and mechanisms for approval.

Additionally, European Credit Transfer System (ECTS) Guidance Documentation was produced by the International Office (see Appendix 1). CSPC are advised that this document is not fully completed or finalised, and is being presented for information only at this stage.

This will enable those involved in Exchanges and study abroad to accurately advise on credit conversions and any related issues. This list is nearing completion, and is presented as an appendix for information. It is colour coded in the following way - Red (an issue such as a non-standard system), Yellow (information missing and students set to go out in 16/17), Orange (information missing but no students set to go out in 16/17), and Blue (agreement still being finalised).

Finally, in relation to the role of Exchange Co-Ordinators, the task group agreed that it was important to formalise these roles. Colleges are currently examining the best way to formalise these roles into workload models. Exchange Co-ordinators exist in every school, but have varying responsibilities, so the need to formalise and standardise their roles and responsibilities is important. This is to ensure that these roles are afforded recognition of the time required to carry them out effectively.

Recommendations

The Task Group recommend that CSPC approve the following:

1. The role of Exchange Coordinators is formalised within Schools to ensure that the Coordinator's responsibilities for ensuring academic regulations and standards are maintained, and that Colleges work with the International Office to have the role descriptor finalised and for the roles to be formalised within Schools.
2. Credit equivalencies are agreed as part of exchange agreements (definitive credit equivalencies, rather than a range of courses that make up a full-time load at the partner institution) and provided to Exchange Coordinators and Colleges to guide development of Learning Agreements and progression decisions; and that CSPC is provided with this list annually for approval.
3. The International Office and Colleges work in partnership to develop a process for ensuring relevant academic input is provided to new and renewed exchange agreements (both institution-wide and discipline specific) – either via relevant College committees or another mechanism that provides College and School oversight; and that the International Office provide a list of exchange partners and relevant disciplines to CSPC on an annual basis.

Stuart Fitzpatrick, Academic Policy Officer, 25 May 2016

Program	Subject	Host country	Name of institution	Academic Year Breakdown	Credits / Courses per semester	Credits / Courses per year	ECTS Conversion	Required credit / course load per semester	Required credit / course load per year	Notes
International Exchange		Argentina	Universidad de San Andres	2 semesters	3 - 4 courses	6 - 8 courses	N/A	4 courses	8 courses	San Andres do not use credits
Subject Specific International Exchange	Film and Television	Argentina	Universidad del Cine							
Subject Specific International Exchange	Art and Design	Australia	Griffith University (QCA)	2 semesters	40 credits / 4 courses	80 credits / 8 courses	10 Griffith credits = 7.5 ects	40 credits / 4 courses	80 credits / 8 courses	
Subject Specific International Exchange	Nursing	Australia	La Trobe University							
Subject Specific International Exchange	Design / LA	Australia	RMIT University	2 semesters	36 - 48 credits / 4 courses	72 - 96 credits / 8 courses	48 = 30 ects	48 credits / 4 courses	96 credits / 8 courses	
International Exchange		Australia	University of Adelaide	2 semesters	12 credits / 4 courses	24 credits / 8 courses	3 Adelaide credits = 7.5 ects	12 credits / 4 courses	24 credits / 8 courses	
Multiple	Business / Trilateral	Australia	University of Melbourne	2 semesters	50 credits / 4 courses	100 credits / 8 courses	12.5 Melbourne credits = 7.5 ects	50 credits / 4 courses	100 credits / 8 courses	
International Exchange		Australia	University of New South Wales	2 semesters	24 credits / 4 courses	48 credits / 8 courses	6 UNSW credits = 7.5 ects	24 credits / 4 courses	48 credits / 8 courses	
Multiple	General / Business / Law	Australia	University of Queensland	2 semesters	8 credits / 4 courses	16 credits / 8 courses	2 UQ credits = 7.5 ects	8 credits / 4 courses	16 credits / 8 courses	
Multiple	General / Business	Australia	University of Sydney	2 semesters	24 credits / 4 courses	48 credits / 8 courses	6 Sydney credits = 7.5 ects	24 credits / 4 courses	48 credits / 8 courses	
Subject Specific International Exchange	Law	Brazil	Fundacao Getulio Vargas School of Law							
International Exchange		Brazil	Universidade de São Paulo							1 credit for 15 teaching hours, academic load depends on course. Would this equal an expectation of 80 credits for the year 40 per semester?
Multiple	General / Business	Canada	Carleton University	2 semesters	1.5 - 2.5 credits / 3 - 5 courses	3 - 5 credits / 6 - 10 courses	0.5 = 6 ECTS	2.5 credits / 5 courses	5 credits / 10 courses	
Subject Specific International Exchange	Design	Canada	Emily Carr University of Art and Design	2 semesters	15 credits / 5 courses	30 credits / 10 courses	1 = 2 ECTS	15 credits / 5 courses	30 credits / 10 courses	

Program	Subject	Host country	Name of institution	Academic Year Breakdown	Credits / Courses per semester	Credits / Courses per year	ECTS Conversion	Required credit / course load per semester	Required credit / course load per year	Notes
Multiple	General / Business / Law	Canada	McGill University	2 semesters	9 - 15 credits / 3 - 5 courses	18 - 30 credits / 6 - 10 courses	3 = 6 ECTS	15 credits / 5 courses	30 credits / 10 courses	
Subject Specific International Exchange	Art and Design	Canada	Nova Scotia College of Art and Design	2 semesters	9 - 15 credits / 3 - 5 courses	18 - 30 credits / 6 - 10 courses	???	15 credits / 5 courses	30 credits / 10 courses	No conversion given but recommend adopting same conversion as at over Canadian partners
International Exchange	General / Business	Canada	Queen's University	2 semesters	12 - 15 credits / 4 - 5 courses	24 - 30 credits / 8 - 10 courses	???	15 credits / 5 courses	30 credits / 10 courses	
Subject Specific International Exchange	Business	Canada	University of Alberta	2 semesters	9 - 15 credits / 3 - 5 courses	18 - 30 credits / 6 - 10 courses	5 = 10 ects	15 credits / 5 courses	30 credits / 10 courses	Advise Exchange students take 4 courses not 5.
Multiple	General / Art / Business / Law	Canada	University of British Columbia	2 semesters	9 - 15 credits / 3 - 5 courses	18 - 30 credits / 6 - 10 courses	15 = 30 ects	15 credits / 5 courses	30 credits / 10 courses	Engineering should take 18 credits per semester
Multiple	General / Business	Canada	University of Toronto	2 semesters	1.5 - 2.5 credits / 3 - 5 courses	3 - 5 credits / 6 - 10 courses	5 = 60 ects	2.5 credits / 5 courses	5 credits / 10 courses	
International Exchange		Chile	Universidad Catolica de Chile	2 semesters	50 credits / 5 courses	100 credits / 10 courses	10 = 6 ects	50 credits / 5 courses	100 credits / 10 courses	take 4 courses per semester
Subject Specific International Exchange	Law	Chile	Universidad Diego Portales							
International Exchange		China	Fudan University	2 semesters	6 - 15 credits / 2 - 8 courses	12 - 30 credits / 4 - 16 courses	?			average given as 10 credits per semester
Subject Specific International Exchange	Design	China	Polytechnic University	2 semesters	12 - 18 credits / 4 - 6 courses	24 - 36 credits / 8 - 12 courses	?			
Multiple	Business / Chemistry /	China	University of Hong Kong	2 semesters	30 credits / 5 courses	60 credits / 10 courses	1:1	30 credits / 5 courses	60 credits / 10 courses	
Subject Specific International Exchange	Business	China	University of Nottingham Ningbo	2 semesters	60 credits / 3 - 6 courses	120 credits / 6 - 12 courses	60 = 30 ects	60 credits / 3 - 6 courses	120 credits / 6 - 12 courses	
Subject Specific International Exchange	Business / Chinese	China	University of Peking							Suggest we adopt the procedure implemented by Alan Brown in the Business School. Chinese isn't optional so not covered by the exam boards.

Program	Subject	Host country	Name of institution	Academic Year Breakdown	Credits / Courses per semester	Credits / Courses per year	ECTS Conversion	Required credit / course load per semester	Required credit / course load per year	Notes
Subject Specific International Exchange	Film and Television	India	Srishti School of Art Design and Technology							
Subject Specific International Exchange	Theology	India	United Theological College							
International Exchange	English Literature / History / Politics	India	University of Delhi	2 semesters	5 courses	10 courses		4 courses	8 courses	when the agreement was established it was determined that Edinburgh students at delhi would take 4 masters level courses and one hindi course each semester which would equal a full Edinburgh credit load.
Subject Specific International Exchange	Jewelry and Silver smithing	Japan	Hiko Mizuno College of Jewelry							
Subject Specific International Exchange	Business / Japanese	Japan	Keio University	2 semesters	minimum of 7 courses no max given	minimum of 14				
Subject Specific International Exchange	Design	Korea	Kookmin University							
Multiple	General / Business	Korea	Korea University	2 semesters	12 - 18 credits per semester	24 - 36 credits per year	3 = 5 ects	18 credits per semester	36 credits per year	Courses can be 2 or 3 credits each
International Exchange		Korea	Seoul National University	2 semesters	18 credits	36 credits	not given	18 credits per semester	36 credits per year	
Subject Specific International Exchange	Design	Korea	Sookmyung Women's University							
International Exchange	General / Divinity	Korea	Yonsei University	2 semesters	9 - 18 credits	18 - 36 credits				
Subject Specific International Exchange	Business	Malaysia	Universiti Tun Abdul Razak	2 semesters	20 credits / 7 courses	40 credits / 14 courses	not given	20 credits / 7 courses	40 credits / 14 courses	Number of courses can vary, most are worth 3 credits
International Exchange		Mexico	Universidad de las Americas Puebla	2 semesters	30 credits	60 credits	not given	30 credits	60 credits	

Program	Subject	Host country	Name of institution	Academic Year Breakdown	Credits / Courses per semester	Credits / Courses per year	ECTS Conversion	Required credit / course load per semester	Required credit / course load per year	Notes
International Exchange		Mexico	Universidad Nacional Autónoma de México	2 semesters	18 - 30 credits / 3 - 5 courses	36 - 60 credits / 6 - 10 courses	1 = 1	30 credits / 5 courses	60 credits / 10 courses	This would be a challenging workload, King's ask for 3 6 credit courses + one 4 credit module from their students
International Exchange		New Zealand	Massey University	2 semesters	60 credits / 4 courses	120 credits / 8 courses	2 = 1 ECTS	60 credits / 4 courses	120 credits / 8 courses	
International Exchange		New Zealand	University of Auckland	2 semesters	60 credits / 4 courses	120 credits / 8 courses	2 = 1 ECTS	60 credits / 4 courses	120 credits / 8 courses	
Multiple	General / Business	New Zealand	University of Otago	2 semesters	54 - 72 credits	108 - 144 credits		60 credits	120 credits	A full-time first year course is generally between 54 and 72 points in any one semester or 108 and 144 points in any one year. As a general guide, 1 point represents study in formal instruction or independent study for 10 hours made up of a combination of lectures, tutorials, laboratories, assignments and reading.
Subject Specific International Exchange	Politics	Russia	University, Higher School of	2 semesters	30 ECTS	60 ECTS	n/a	30 ECTS	60 ECTS	
Multiple	Business / Chemistry / Physics	Singapore	Nanyang Technological University	2 semesters	maximum of 20 AU / 4 - 5 courses	maximum of 40 AU / 8 - 10 courses	n/a			Nanyang appear to have variable credit loads
International Exchange	General / Law	Singapore	National University of Singapore	2 semesters	3 - 5 courses	6 - 10 courses	n/a			
International Exchange		Singapore	Management University	2 semesters	4 credits / courses	8 credits / courses		4 credits / courses	8 credits / courses	load for exchange students
Subject Specific International Exchange	Chinese / Chemistry	Taiwan	National Taiwan University	2 semesters	15 credits / 5 courses	30 credits / 10 courses	???	15 credits / 5 courses	30 credits / 10 courses	
Subject Specific International Exchange	Business	Thailand	Chulalongkorn University	2 semesters	maximum of 21 credits / 7 courses	maximum of 42 credits / 14 courses	3 = 4 ECTS	7 courses	14 courses	

Program	Subject	Host country	Name of institution	Academic Year Breakdown	Credits / Courses per semester	Credits / Courses per year	ECTS Conversion	Required credit / course load per semester	Required credit / course load per year	Notes
Subject Specific International Exchange	Business	United Arab Emirates	American University of Sharjah	2 semesters	12 - 16 credits	24 - 32 credits				follow up required
International Exchange		USA	American University	2 semesters	12 credits / 4 courses	24 credits / 8 courses	3 = 7.5 ECTS			
Subject Specific International Exchange	Business	USA	Babson College	2 semesters	credits / 4 courses maximum of 17 credits / 5 courses	minimum 24 credits / 8 courses maximum 34 credits / 10 courses	4 = 7.5 ECTS	16 credits	36 credits	Courses range between 2 and 5 Babson credits
International Exchange		USA	Barnard College	2 semesters	12-15 credits per semester	24 - 30 credits per year	1 = 2 ects	15 credits	30 credits	Courses can be worth 3 or 4 credits
Subject Specific International Exchange	Business	USA	Binghamton University	2 semesters	15 credits	30 credits	5 = 20 SCQF	15 credits	30 credits	
International Exchange		USA	Caltech	2 semesters	36 credit minimum 45 maximum for fall 54 for winter	72 minimum 99 max		45 credits	90 credits	Caltech only allow students who successfully take 45 credits in the first term to take more than 45 in the second, suggestign that 45 is a standard load.
Subject Specific International Exchange	Divinity	USA	Dartmouth College	4 Quarters (3 + summer)	3 courses	9 courses	???	3 courses	9 courses	
Subject Specific International Exchange	Business	USA	Emory University	2 semesters	16 credits / 4 courses	32 credits / 8 courses		16 credits / 4 courses	32 credits / 8 courses	
International Exchange		USA	Washington University	2 semesters	12 - 17 credits	24 - 34 credits	3 = 6 ECTS	15 credits	30 credits	Courses can be worth 3 or 4 credits
International Exchange		USA	Georgetown University	2 semesters	12 - 15 credits / 4 - 5 courses	24 - 30 credits / 8 - 10 courses	n/a	12 credits / 4 courses	24 credits / 8 courses	GT recommend 4 courses
International Exchange		USA	Haverford College	2 semesters	4 credits / courses	8 credits / courses	Not given	4 credits / courses	8 credits / courses	
Subject Specific International Exchange	Engineering	USA	Iowa State University	2 semesters	12 credits	24 credits	Not given	12 credits	24 credits	

Program	Subject	Host country	Name of institution	Academic Year Breakdown	Credits / Courses per semester	Credits / Courses per year	ECTS Conversion	Required credit / course load per semester	Required credit / course load per year	Notes
Subject Specific International Exchange	Art / Design	USA	Maryland Institute College of Art	2 semesters	15 credits	30 credits	1 = 2 ECTS	15 credits	30 credits	courses range from 1.5 - 6 credits though most are 3
Subject Specific International Exchange	Art / Design	USA	Massachusetts College of Art and Design	2 semesters	15 credits	30 credits	1 = 2 ECTS	15 credits	30 credits	
Subject Specific International Exchange	Engineering	USA	Michigan State University	2 semesters	15 credits	30 credits	1 = 2 ECTS	15 credits	30 credits	variable credit weightings for individual courses
Subject Specific International Exchange	Art / Design	USA	Rhode Island School of Design	2 semesters	12 - 15 credits	24 - 30 credits	not given	15 credits	30 credits	conversion based on the carnegie model used by other US institutions
Subject Specific International Exchange	Art / Design	USA	School of the Museum of Fine Arts, Boston	2 semesters	minimum of 12 credits	minimum of 24 credits	not given	15 credits	30 credits	conversion based on the carnegie model used by other US institutions
Subject Specific International Exchange	Art	USA	SUNY Purchase	2 semesters	12 - 17 credits	24 - 34 credits	not given	15 credits	30 credits	conversion based on the carnegie model used by other US institutions
International Exchange		USA	University of California Berkeley	2 semesters	15 credits	30 credits	not given	15 credits	30 credits	
International Exchange		USA	University of California - all other campuses	4 Quarters (3 + summer)	12 - 17 credits	36 - 51 credits	not given	15 credits	45 credits	based on normal course load for degree seeking student
Multiple	General / Chemistry	USA	University of Chicago	4 Quarters (3 + summer)	3 courses	9 courses	1 course = 6 ECTS	3 courses	9 courses	anomolous compared to US peers
Multiple	General / Chemistry	USA	University of Connecticut	2 semesters	credits / 4 courses maximum 17	courses maximum 34 credits / 10 courses	Declined to answer	15 credits	30 credits	as above
Subject Specific International Exchange	Business	USA	University of Louisville	2 semesters	12 - 15 credits / 4 - 5 courses	24 - 30 credits / 8 - 10 courses	not given	15 credits	30 credits	Courses are with 3-4 credits
International Exchange		USA	University of Maryland	2 semesters	12 credits / 4 courses	24 credits / 8 courses		12 credits / 4 courses	24 credits / 8 courses	
Multiple	General / Business	USA	University of Miami	2 semesters	12 credits / 4 courses	24 credits / 8 courses	1 = 2.5 ects	12 credits / 4 courses	24 credits / 8 courses	

Program	Subject	Host country	Name of institution	Academic Year Breakdown	Credits / Courses per semester	Credits / Courses per year	ECTS Conversion	Required credit / course load per semester	Required credit / course load per year	Notes
International Exchange		USA	University of Mississippi	2 semesters	15 credits / 5 courses	30 credits / 10 courses		15 credits / 5 courses	30 credits / 10 courses	
International Exchange		USA	University of North Carolina	2 semesters	minimum of 12 credits	minimum of 24 credits	15 credits = 30 ECTS	15 credits	30 credits	
Subject Specific International Exchange	Economics	USA	University of Oregon	3 terms	minimum of 12 credits	minimum of 36 credits	not given			
International Exchange		USA	University of Pennsylvania	2 terms	4 credits / 4 courses	8 credits / 8 courses	1 = 7.5 ECTS	4 credits / 4 courses	8 credits / 8 courses	
Multiple	General / Business	USA	University of Richmond	2 semesters	minimum of 3.5 credits	minimum of 7 credits	4.5 = 30 ECTS	4.5 credits	9 credits	
Subject Specific International Exchange	Business	USA	University of South Carolina	2 semesters	12 - 16 credits	24 - 32 credits	not given	15 credits / 5 courses	30 credits / 10 courses	carnegie model used by other US institutions
Multiple	General / Business / Engineering / Law	USA	University of Texas at Austin	2 semesters	12 credits / 4 courses	24 credits / 8 courses	1 = 2.5 ECTS	12 credits / 4 courses	24 credits / 8 courses	
International Exchange		USA	University of Virginia	2 semesters	12 credits / 4 courses	24 credits / 8 courses	1 = 2.5 ECTS	12 credits / 4 courses	24 credits / 8 courses	
International Exchange		USA	University of Washington	4 Quarters (3 + summer)	12 - 18 credits	36 - 54 credits				Further clarification required
International Exchange		USA	University in St Louis	2 semesters	15 credits / 5 courses	30 credits / 10 courses	n/a	15 credits / 5 courses	30 credits / 10 courses	15 credits = normal load

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

Proposed review of regulations for 2017/18 regarding resit entitlement and failure to make academic progress

Executive Summary

The paper proposes the formation of a short-life task group to clarify regulatory issues surrounding the University's approach to resit entitlement and exclusion for failure to make satisfactory academic progress. The paper outlines the relevant existing regulations, and proposes a remit and membership for the task group to review these.

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

This work would support the strategic theme of Outstanding Student Experience.

Action requested

The Committee is asked to **approve** the proposed approach.

How will any action agreed be implemented and communicated?

The paper contains details of how any changes to regulation would be implemented, including timescales.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The proposed Task Group would require staff time from its membership.

2. Risk assessment

Any lack of clarity in the relevant regulations could lead to inconsistent decisions being made and potential academic appeals.

3. Equality and Diversity

In the event that any changes to regulation are recommended, the equality and diversity implications of these would be considered.

4. Freedom of information

Open.

Key words

Resits, progress, exclusion.

Originator of the paper

Adam Bunni, Head of Governance and Regulatory Team, Academic Services, 20th May 2016.

Proposed review of regulations for 2017/18 regarding resit entitlement and failure to make academic progress

At CSPC's meeting on 14th April 2016, the Committee expressed a desire to clarify the University's regulations surrounding resit entitlement, and exclusion for failure to make academic progress. The Committee agreed that this was a substantive issue, which could not be resolved in time for publication of the 2016/17 regulations.

Background

There has been significant variation as to how the relevant regulations have been interpreted and applied across the Colleges, leading to confusion among staff and students. The relevant sections of regulation are summarised below:

Taught Assessment Regulations

- Undergraduate students are "entitled to a maximum of four assessment attempts" for SCQF level 7 and 8 courses, or for courses at levels 9 to 11 if they are non-Honours students (TAR 27); the four attempts must take place over no more than two academic sessions (27.2).
- Students may be entitled to fewer than four attempts under Professional and Statutory Regulatory Body requirements (27.1), or visa requirements (27.8).
- "The University may exclude students who do not make satisfactory academic progress or do not engage with their studies" (67); progress requirements will be set out in Degree Programme Tables, programme handbooks and/or course handbooks (67.1).

Undergraduate Degree Regulations

- Reiterate that students must attain credits and other requirements as set out in Degree Programme Tables and programme/course handbooks (36).
- "In order to progress", full-time students must gain 80 credits by the end of Year 1; 200 by the end of Year 2.
- Students who do not attain 120 credits in any year may be required to take resit exams etc. in order to make good the deficit (37).
- "Students who do not attain sufficient credits within the specified period may be excluded for unsatisfactory academic progress" (38).

Interpretation

- The Taught Assessment Regulations can be interpreted as implying that students are, by default, entitled to the maximum of four assessment attempts, provided that there are no PSRB or visa requirements.
- The Degree Regulations provide clarity as to when a student **may not** progress, but are unclear as to whether failure to meet progression requirements constitutes "unsatisfactory academic progress".
- In practice, students may be excluded for "unsatisfactory academic progress" before having had four attempts at any single assessment.
- Students may also be offered up to four attempts at one or more assessments having failed to meet progression requirements.
- The regulations are, therefore, contradictory as regards "entitlement" to resits. If we intend to retain a specific entitlement, it would be beneficial to provide students and staff with greater clarity around whether this is automatic, or may be withdrawn under certain circumstances.

Short-life Task Group: Resits and Academic Failure

We are proposing the formation of a short-life task group to revise the existing regulations in order to provide greater clarity around the issue of entitlement to resits.

Remit

To review and propose revisions to the University's regulations and related policies (e.g. Procedure for Withdrawal and Exclusion from Studies) surrounding the issues of resit entitlement and failure to make academic progress. The revised regulations should provide clarity as to how far any entitlement to resits extends, and in what circumstances this entitlement may be reduced.

Membership

- Convener
- One academic member of staff from each College
- One member of School administrative staff from within each College
- One EUSA representative
- Head of Governance and Regulatory team, Academic Services

Deliverables

The task group would aim to develop revised or new regulations regarding entitlement to resits, and exclusion for failure to make academic progress.

Process and timescales

It is expected that much of the work could be conducted via desk-based research and correspondence, with the group meeting once or twice during the summer period. The group would aim to submit a final report to CSPC's September 2016 meeting. Any changes to regulation would be implemented for the 2017-18 academic session.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

College of Humanities and Social Science

Request for Academic Year Dates Opt-Out - BSc Honours in Social Work

Executive Summary

The new university start date of semester 2, 2016/17 is later than previous years and provides for a 'January Welcome' from Wednesday 11th to Sunday 15th January, with teaching starting the week beginning 16th January 2016. The opt-out from the University's academic year dates is outlined here, and is in relation to the third year of the BSc Social Work Honours Degree. It is requested that this year of study be allowed to follow the previous timing for semester 2 and be granted permission to start on Monday 9th January 2017 in order to achieve the required number of placement days during the academic year.

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

The requested opt-out aligns with the university's strategic themes of Partnerships and Social Responsibility in relation to our relationship with and accreditation by the professional body, the Scottish Social Services Council (SSSC) which requires students to undertake a prescribed number of days in assessed practice learning (placement). The placement plays a crucial role in assessing students' suitability and ability to undertake social work responsibilities in relation to vulnerable members of society.

Action requested

It is requested that the third year of the BSc Social Work degree be allowed to follow the previous timing for semester 2 and be granted permission to start on Monday 9th January 2017 in order to achieve the required number of placement days during the academic year. On the basis that this change will be ongoing over subsequent years, we are requesting that a permanent opt-out be considered.

For approval.

How will any action agreed be implemented and communicated?

Students entering third year would be advised in writing of the earlier start date to semester 2 and provided with the professional rationale for this variation from the academic calendar. This information would also be clearly outlined in the Programme Handbook for year 3.

Social Work students' handbooks for years 3 and 4 already stipulate that for professional reasons the degree dates may differ from the published academic year dates.

Resource / Risk / Compliance

1. Resource implications (including staffing)

None.

2. Risk assessment

Being unable to facilitate our Social Work students' ability to achieve the prescribed number of placement days during the third year of study may pose a degree of risk to the University of Edinburgh's reputation with the SSSC, diminish the students' required education experience and impact upon our social responsibility of educating suitably qualified social workers.

3. Equality and Diversity

N/A

4. Freedom of information

Open

Key words

Semester 2, dates, Opt –out request, professional body requirements, student funding.

Originator of the paper

Ruth Forbes. Programme Director for BSc Social Work

To be presented at CSPC by Mr John Lowrey, CHSS.

23 May 2016

Context of Request for Academic Year Dates Opt-Out - BSc Honours in Social Work

The requested opt-out is sought in relation to the new, later university start date of semester 2, commencing in academic year 2016/17. On the basis that this change will be ongoing over subsequent years, it is requesting that a permanent opt-out be considered.

The new structure of semester 2 includes a 'January Welcome' from Wednesday 11th to Sunday 15th January with teaching starting the week beginning 16th January 2016. This opt-out application is in relation to the third year of the BSc Social Work Honours Degree. It is requested that this year of study be allowed to follow the previous timing for semester 2 and be granted permission to start on Monday 9th January 2017

Reason for this Request

BSc3 students need to achieve 70 days of assessed practice learning in placement during their third year. In semester 2 these students study two courses over five weeks then proceed to have two weeks study leave, needing to submit two assignments and a dissertation proposal during the study period. Students then commence their placement at the end of February/beginning of March (the exact date for the current academic year was February 29th).

The relevant professional body (Scottish Social Services Council) prescribes the number of placement days students must undertake to achieve professional accreditation and if a placement start date is delayed or if a student is absent through sickness or other reasons, then missed days must be added to the end of the placement period. This current year (2015/6), the expected end date, based on a timely commencement of the placement, is June 7th. This date already means that study in third year already extends beyond the academic year and required us, some years ago to apply for dispensation for this later end. This extension of study arrangement ensures that students receive their funding for the whole study period.

Implications of the opt-out request being rejected

The implications of a later start to semester 2 would have substantial repercussions for students given the professional requirements of the placement period. Practically it would mean students studying further into the holiday period with the assessment of their placement material extending over the summer period leading to serious challenges in processing all material in time for Boards of Examiners and in order to confirm progression into fourth year. There would also be implications for staff resources over the summer holiday period with an impact on holiday and research leave. Finally, it would also be necessary to reapply for a further end date for the students' academic year in order to ensure adequate funding cover.

In light of the above, permission is sought to allow the third year of the BSc Social Work degree to retain the existing start date for semester 2. There is no impact on students in the other three years of the degree programme.

Ruth Forbes

Programme Director BSc Social Work

23 May 2016

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

**Student Appeal Committee and Fitness to Practise Appeal Committee
Membership – Academic Year 2016/17**

Executive Summary

This paper provides the Committee with a proposed membership list for the Student Appeal Committee and Student Fitness to Practise Appeal Committee for Academic Year 16/17 (including the new Conveners and Vice Conveners (where appropriate) of the Undergraduate and Postgraduate Student Appeal Committee. The named individuals will assume Convenership or Vice Convenership as of August 1st 2016. These roles will be for five academic years).

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

Outstanding Student Experience, Excellence in Education

Action requested

For approval

How will any action agreed be implemented and communicated?

This iteration of the membership will form the Appeal Committee's for the coming Academic Year.

Resource / Risk / Compliance

1. Resource implications (including staffing)

N/A

2. Risk assessment

N/A

3. Equality and Diversity

Not required

4. Freedom of information

Open

Key words

Student Appeal Committee, Appeal membership, Appeal

Originator of the paper

Stuart Fitzpatrick, Academic Policy Officer, 12 May 2016

New Student Appeal Committee Conveners 2016/17

1.1 At the end of Academic Year 15/16, Dr Fanney Kristmundsdottir (Convener, Undergraduate Student Appeal Committee) and Professor Jeremy Bradshaw (Convener, Postgraduate Student Appeal Committee) will have served the maximum term of five academic years as Appeal Committee Conveners. Both have indicated that they are willing to continue as members of their respective Appeal Committees in non-Convener roles.

1.2 All below noted staff possess a solid working knowledge of the University Appeal procedures, including the grounds under which appeals can be submitted, related policies such as Special Circumstances, Withdrawal and Exclusion from Studies, and a sound knowledge of the content of the University's Taught Assessment Regulations, and Procedures for Dealing with Suspected Academic Misconduct. All have been effective, trusted and consistent members of the Appeal Committee for a number of years. Each would be entirely suited to the role of the Convener of their respective Student Appeal Committee.

1.3 Professor Graeme Reid (College of Science and Engineering) has agreed to continue as the Vice Convener of the Undergraduate Student Appeal Committee.

1.4 Undergraduate Student Appeal Committee

Professor Gary West (*Personal Chair in Scottish Ethnology, Celtic and Scottish Studies, School of Languages Literatures and Cultures, College of Humanities and Social Science*)

Professor West is a long serving and effective member of the Undergraduate Appeal Committee, with extensive experience of student matters, including appeal cases and progression decisions.

1.5 Postgraduate Student Appeal Committee

Professor Judy Hardy (*Current Vice-Convener of the Postgraduate Appeal Committee, Chair in Technology Enhanced Physics Education, Senior Lecturer, School of Physics and Astronomy, College of Science and Engineering*)

Professor Hardy is the current Vice Convener of the Postgraduate Student Appeal Committee, and as such has extensive experience in student casework and postgraduate specific issues.

1.6 In appointing Professor Hardy as Convener of the Postgraduate Student Appeal Committee, a new Vice Convener will be required. It would be the suggestion of Academic Services that **Professor Cathy Abbott** (College of Medicine and Veterinary Medicine) be appointed as Vice Convener of the Postgraduate Student Appeal Committee.

Student Appeal Committee Membership 2016/17

College of Arts, Humanities and Social Sciences

Undergraduate

Professor Gary West, Languages, Literatures and Cultures (Convener)

Dr Dominic Berry, History, Classics and Archaeology

Mr Alan Brown, Business School

Professor Alexis Grohmann, Languages, Literatures and Cultures

Dr Richard Holt, Economics

Dr Alison Jack, Divinity

Professor Louise Jackson, History, Classics and Archaeology

Mr John Lowrey, Edinburgh College of Art

Dr Sarah MacPherson, Philosophy, Psychology and Language Studies

Dr Paul Norris, School of Social and Political Science

Dr Lesley Reid, Moray House School of Education

Dr Carol Richardson, Edinburgh College of Art

Postgraduate

Professor John Amis, Business School

Dr Peter Moles, Business School

Dr Elaine Haycock – Stuart, Health in Social Sciences

Dr Laura Bradley, Languages, Literatures and Cultures

Dr Tim Milnes, Languages, Literatures and Cultures

Dr Alex Thomson, Languages, Literatures and Cultures

Professor Simon Kirby, Philosophy, Psychology and Language Studies

Dr Angus Bancroft, Social and Political Science

Dr Colin Chandler, Health in Social Sciences

Dr Andy Aitchison, Law

Dr Emma Hunter, History, Classics and Archaeology

Dr Katie Cebula, Moray House School of Education

College of Science and Engineering

Undergraduate

Professor Graeme Reid, Biological Sciences (Vice Convener)

Dr Chris Mowat, Chemistry

Dr Jennifer Skilling, Engineering

Dr Max Ruffert, Mathematics

Dr Heather McQueen, Biological Sciences

Mr Stephen Warrington, Engineering

Postgraduate

Professor Judy Hardy, Physics (Convener)

Dr Paul Taylor, Biological Sciences

Dr Julian Hall, Mathematics

Dr Prashant Valluri, Engineering

College of Medicine and Veterinary Medicine

Undergraduate

Dr Fanney Kristmundsdottir, Biomedical Sciences

Dr Geoff Pearson, R(D)SVS

Dr Claire Phillips, R(D)SVS

Dr Simon Riley, Medicine

Professor John Stewart, Biomedical Sciences

Dr Margaret Ross, Clinical Sciences

Postgraduate

Professor Cathy Abbott, School of Molecular, Genetic and Population Health Sciences (Vice Convener)

Professor Jeremy Bradshaw, Medicine

Professor Karen Chapman, Clinical Sciences

Professor Sarah Howie, MRC Centre for Inflammation Research

Professor Adriano Rossi, MRC Centre for Inflammation Research

Student Fitness to Practise Appeal Committee Membership 2016/17

College of Arts, Humanities and Social Sciences

Professor Ken Reid (School of Law)

Professor Tonks Fawcett (Health in Social Sciences)

Dr Stephen Neff (School of Law)

Professor Bill Whyte (Social and Political Science)

Dr Simon Beames (Moray House School of Education)

College of Medicine and Veterinary Medicine

Professor James Garden (School of Clinical Sciences)

Professor David Argyle (R(D)SVS)

Professor Andrew Calder (College of Medicine & Veterinary Medicine)

Professor Jane Norman (School of Clinical Sciences)

Dr Jen Foley (School of Clinical Sciences)

Professor Bruce McGorum (R(D)SVS)

Professor Moira Whyte (College of Medicine and Veterinary Medicine)

Stuart Fitzpatrick, Academic Policy Officer, 12 May 2016

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

Student Appeal Regulations

Executive Summary

The Student Appeal Regulations, as amended May 2016 to incorporate elements of the Code of Practice for Taught Postgraduate Programmes

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

Excellence in Education, Outstanding Student Experience

Action requested

For approval

How will any action agreed be implemented and communicated?

This version of the Student Appeal Regulations will become live as of 1st August 2016

Resource / Risk / Compliance

1. Resource implications (including staffing)

N/A

2. Risk assessment

N/A

3. Equality and Diversity

N/A

4. Freedom of information

Open

Key words

Student Appeal Regulations

Originator of the paper

Stuart Fitzpatrick, Academic Policy Officer, 12 May 2016



Student Appeal Regulations

Purpose of Policy

These are the University's Student Appeal Regulations and govern the University's student appeal procedures. The Regulations set the framework within which student appeals are handled.

Overview

The Student Appeal Regulations apply to student appeals against academic decisions; appeals against exclusion; appeals against decision of Fitness to Practise Panels; and appeals against decisions under the Code of Student Conduct. The Student Appeal Regulations set out the specific grounds under which an appeal may be submitted. Students may not use an appeal to challenge academic judgment. The fact that a student believes that they deserve a different outcome cannot constitute a ground for appeal.

Scope: Mandatory Regulations

These regulations apply to all students or recent students of the University who wish to submit an appeal as outlined in the overview above, and to all staff who deal with or respond to student appeals.

Contact Officer

Stuart Fitzpatrick

Academic Policy Officer

stuart.fitzpatrick@ed.ac.uk

Document control

Dates	Approved: 4.6.15	Starts: 1.8.15	Equality impact assessment: 22.4.15	Amendments: n/a	Next Review: 2019/2020
Approving authority	Curriculum and Student Progression Committee (CSPC) on behalf of Senatus Academicus				
Consultation undertaken	CSPC, EUSA, Colleges				
Section responsible for policy maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations	Special Circumstances Policy, Boards of Examiners Guidance, Fitness to Practise Guidance, Code of Student Conduct www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline College Fitness to Practise guidance: www.ed.ac.uk/schools-departments/humanities-soc-sci/academicadministration/student-conduct/fitness-to-practise www.ed.ac.uk/schools-departments/medicine-vet-medicine/staffstudents/students/overview				
UK Quality Code	UK Quality Code Chapter B9 www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b				
Policies superseded by this policy	The 2011 version of the University Academic Appeal Regulations and the 2007 version of the Fitness to Practise procedures				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.				
Keywords	Academic Appeal, Appeal, Discipline, Conduct, Marks, Degree Classification, Fitness to Practise				



Student Appeal Regulations

Introduction

1. The Student Appeal Regulations apply to student appeals against academic decisions; appeals against exclusion; appeals against decision of Fitness to Practise Panels; and appeals against decisions under the Code of Student Conduct.
2. Students may not use an appeal to challenge academic judgment. The fact that a student believes that they deserve a different outcome cannot constitute a ground for appeal.
3. An academic appeal cannot be lodged until the mark or result in question has been ratified by the relevant Board of Examiners.
4. Academic appeals are appeals against the decision of a Board of Examiners, Progression Board or Special Circumstances Committee.
www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners
www.docs.sasg.ed.ac.uk/academic-services/policies/special_circumstances.pdf
5. Appeals against exclusion are appeals against the decisions of the Head of College, or his or her delegate, or other authorised officer acting under the Procedure for Withdrawal and Exclusion from Studies.
www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf
6. Fitness to Practise Appeals are appeals against the decision of a College Fitness to Practise Committee. Fitness to practice is relevant for the following University of Edinburgh provision:
 - Clinical Psychology
 - Law (Diploma in Legal Studies)
 - Medicine
 - Nursing
 - Social Work
 - Teaching
 - Veterinary Medicine
7. Conduct appeals are appeals against the decision of a Student Discipline Officer or the Student Discipline Committee.
www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentCodeofConduct.pdf
8. For the purposes of these regulations the term 'examination' will be taken to include any written, practical or oral examination, continuously assessed coursework or dissertation which counts towards the final assessment.
9. For academic decisions relating to postgraduate research students the relevant Board of Examiners will be deemed to be the College committee which is responsible for overseeing postgraduate research studies within the relevant college.

The Student Appeal Committee and Sub-committees

10. Appeals are considered by the Student Appeal Committee and its sub-committees. Membership of the Student Appeal Committee is approved annually by the Senate Curriculum and Student Progression Committee on behalf of University Senate and includes members with undergraduate and postgraduate expertise. Conveners of Student Appeal



Student Appeal Regulations

Committees may serve for a term of five academic years. Membership of the Student Appeal Committee itself does not carry a maximum term of service.

11. A Sub-committee will be quorate with two members of the relevant Student Appeal Committee and an administrative caseworker, appointed by Academic Services, acting as the University Secretary's Representative.
12. A full hearing of the Student Appeal Committee will be quorate with the Convener, three members of the relevant Student Appeal Committee (who will not be from the same discipline as the appellant), a representative of the University Secretary, and the Secretary to the Student Appeal Committee.

The Student Fitness to Practise Appeal Committee and sub-committees

13. Fitness to Practise Appeals are considered by staff who are members of the relevant professional discipline. These staff form the Student Fitness to Practise Appeal Committee, the membership of which is approved annually by the Curriculum and Student Progression Committee on behalf of University Senate. Conveners of Student Fitness to Practise Appeal Committees may serve for a term of five academic years. Membership of the Student Appeal Committee itself does not carry a maximum term of service. Members of Fitness to Practise sub-committees for specific cases will never be the same individuals as those involved in the Fitness to Practise proceedings at the College stage.
14. A sub-committee of the Student Fitness to Practise Appeal Committee will be quorate with two academic members of staff from the same professional discipline as the appellant, and the Secretary to the Student Fitness to Practise Appeal Committee, appointed by Academic Services, acting as the representative of the University Secretary. There is no Convener at sub-committee stage.
15. A full hearing of the Student Fitness to Practise Appeal Committee will have an academic Vice Principal, or Head of College as Convener. It will be quorate with a Convener, two members of the Student Fitness to Practise Appeal Committee, the Secretary to the Student Fitness to Practise Appeal Committee, the University Secretary or his/her nominated representative, and three eligible staff drawn from professional disciplines taught in the University. A full hearing of the Student Fitness to Practise Appeal Committee will ensure that the committee contains a professional majority and at least one member of staff from the same discipline as the appellant.

Grounds for Appeal

Academic Appeals

16. There are three grounds under which an academic appeal can be lodged. These are:
 - Ground A: Substantial information directly relevant to the quality of performance in the examination which for good reason was not available to the examiners when their decision was taken.
 - Ground B: Alleged irregular procedure or improper conduct of an examination. For this purpose 'conduct of an examination' includes the conduct of a meeting of the Board of Examiners, Progression Board or Special Circumstances Committee.



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- Ground C (open to Postgraduate Research students only): Evidence of prejudice or lack of due diligence in the examination on the part of any of the examiners.

17. Ignorance of the requirement set out in the Special Circumstances Policy to report timeously any special circumstances adversely affecting performance, or failure to report special circumstances because the student did not anticipate an unsatisfactory result in the examination, can never by themselves constitute the good reason to fulfil the requirement described in Ground A.

Appeals against Exclusion

18. For appeals against exclusion, there are two grounds of appeal:

- Ground A: Substantial information directly relevant to the decision to exclude the student which for good reason was not available to the Head of College, or his or her delegate, or other authorised officer when their decision was taken.
- Ground B: Alleged irregular procedure or improper conduct of the Procedure for Withdrawal and Exclusion from Studies.

Fitness to Practise Appeals

19. For Fitness to Practise Appeals, there are two grounds of appeal:

- Ground A: Substantial information directly relevant to the students case which for good reason was not available to the College Fitness to Practise Committee when its decision was taken.
- Ground B: Alleged incorrect procedure or conduct of the College procedure for assessing Fitness to Practise. This involves review of the way the student case was handled, not re-investigation of the case itself.

Conduct Appeals

20. For conduct appeals, there are two grounds of appeal:

- Ground A: Substantial information directly relevant to the investigation of a student discipline case which for good reason was not available to the Student Discipline Officer or Student Discipline Committee when their decision was taken.
- Ground B: Alleged irregular procedure or improper conduct of an investigation and disciplinary action. This includes conduct of a meeting of the Student Discipline Committee.

21. Failure to attend any meeting with or hearing of the Conduct Investigator, Student Discipline Officer or Student Discipline Committee, or to provide written representations when invited to do so, or to make available a statement in explanation or extenuation of misconduct, or in mitigation of any possible penalty at the appropriate stage in the process, either during



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interview or before the Student Discipline Committee, will not constitute the good reason to fulfil the requirement described in Ground A.

Student Responsibility

22. It is the student's responsibility to have read and be familiar with the content of any relevant University policies, procedures, regulations, codes of practice, and course and programme handbooks, including all sections relating to marking schemes, assessment and moderation of work. For Postgraduate students, this includes the University's *Code of Practice for Supervisors and Research Students*, which students are directed to upon acceptance or registration. Ignorance of the content of this information cannot constitute a ground for appeal.
23. It is the student's responsibility to submit a piece of work which is capable of satisfying the relevant Examiners. Students should be aware that they are ultimately solely responsible for the academic quality of their dissertation. Students should be aware that approval by a Dissertation, Project or PhD supervisor, and following the supervisor's advice and guidance, carries no guarantee of success at examination. Any such approving or guiding comments cannot constitute a ground for appeal.

Deadlines

24. There are strict deadlines governing the submission of academic appeals. These are as follows:

For undergraduate students:

Final Year: within 30 working days of being informed of the decision.

All others: within 10 working days of being informed of the decision.

For postgraduate students:

All: within 30 working days of being informed of the decision.

25. Appeals against exclusion must be submitted within 10 working days of the decision being issued.
26. Appeals against Fitness to Practise Panel decisions must be submitted within 10 working days of the decision being issued.
27. Student conduct appeals must be submitted within 10 working days of the decision being issued.
28. Appeals which are received outside of the timescales stated above are regarded as late and will only be accepted for consideration in exceptional circumstances. The decision as to whether or not exceptional circumstances exist will be taken by a sub-committee of either the Appeal Committee or the Student Fitness to Practise Appeal Committee. Appeals which are two or more years late will not be accepted under any circumstances.



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Submission of an Appeal

29. Appeals must be written and submitted electronically to the Secretary of the University's Appeal Committee and Fitness to Practise Appeal Committee using academic.appeals@ed.ac.uk. Students must ensure that in submitting an appeal, they have completed and attached the relevant appeal forms; and will be deemed to have read and understood all accompanying guidance. Appeal forms and relevant guidance are available from the Academic Services website.
www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/academic-appeals
30. Appellants must specify the ground or grounds under which they wish to have their appeal considered. They must also specify the reasons as to why they believe the ground or grounds apply.
31. The written submission must contain all relevant arguments on the basis of which the appeal is being made, together with all supporting documentation the appellant wishes to be taken into account. It will not be possible to introduce new circumstances, evidence or documentation into the appeal at a later date.
32. Academic Services, Sub-committees, the Student Appeal Committee and the Student Fitness to Practise Appeal Committee may request further information, if this is required. This can be in the form of further information from the student, or further information from members of University staff.
33. Any recent student appealing against exclusion remains excluded until the outcome of any decision on appeal. In relation to Fitness to Practise appeals, any decision of the College Fitness to Practise Committee remains in force until the outcome of any decision on appeal. In relation to conduct appeals, any penalties imposed by the Student Discipline Officer or the Student Discipline Committee will remain in force until the outcome of any decision on appeal.

Consideration of an Appeal

Preliminary Screening

34. When an appeal is received, it is screened by staff in Academic Services to establish whether or not the documentation has been submitted correctly, and whether the appeal is eligible for consideration under these regulations. If Academic Services staff decide that the appeal passes this preliminary screening, then the appeal is submitted to a sub-committee of the Appeal Committee or the Student Fitness to Practise Appeal Committee for consideration.

Sub-Committee Consideration

35. A member of staff from Academic Services, acting as the University Secretary's nominee, and two members of the Student Appeal Committee (who must not be from the same School as the appellant, or a member of his or her supervisory team) are empowered as a sub-committee of the Student Appeal Committee to decide whether sufficient grounds have been established for there to be further consideration of the case. In cases of fitness to practise appeals, a member of staff from Academic Services, acting in the same capacity as



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described above, and two members of the Student Fitness to Practise Appeal Committee, are empowered as a sub-committee to decide whether sufficient grounds have been established for there to be further consideration of the case. A sub-committee of the Student Appeal Committee may make one of three decisions [(i), (ii) or (iii)]. A sub-committee of the Student Fitness to Practise Appeal Committee are limited to options (i) and (iii):

- (i) No grounds have been established for further consideration of the appeal, in which case, appeal proceedings are concluded; or
- (ii) Clear grounds have been established and the sub-committee concludes the appeal by upholding it; and instructing the relevant decision making body to reconvene and re-consider the original decision; or
- (iii) Refer the case to the Student Appeal Committee or the Student Fitness to Practise Appeal Committee.

Student Appeal Committee or Student Fitness to Practise Appeal Committee Consideration

36. If an appeal is to be heard by the Student Appeal Committee, the Secretary of the Student Appeal Committee or Fitness to Practise Appeal Committee will write to the appellant, providing at least five working days' notice of the date of the hearing. This written communication will also contain all documentation from which the relevant sub-committee judged that the appeal should be referred to a full hearing of the Student Appeal Committee or Fitness to Practise Appeal Committee. At this stage, the appellant will be asked to provide any additional comments they might wish to make on the documentation in advance of the hearing. These comments will be incorporated into the documentation that the Committee will consider. The appellant will be entitled to attend and to be accompanied by one other member of the University community (for example, a EUSA advisor). The appellant may present their case in person, or may nominate the member of the University community to do so on their behalf.
37. A hearing of the Student Appeal Committee Student or the Fitness to Practise Appeal Committee will operate in the following way:
 - The Convener will welcome all parties in attendance, and invite the appellant to make an opening statement;
 - Following this statement, the Committee will question the appellant;
 - Following questioning of the appellant, the Committee will question any other relevant individuals it has called to appear before the committee. For fitness to practise appeals, this will include the Convener of the College Fitness to Practise Committee;
 - After questioning has concluded, the Convener will invite any relevant individuals who have been called to appear before the committee to make any closing statements they might wish to make, each in turn;
 - Following hearing closing statements from relevant individuals, the Convener will invite the appellant to make a closing statement, should the appellant wish to do so;



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- At this point, the hearing will conclude and the Committee will begin its deliberations. The outcome of the deliberations will be one of the options described in paragraph 37;
 - Following the end of the hearing, the appellant will be informed electronically via email of the outcome of their appeal within 1 working day of the close of proceedings. A detailed report of proceedings which outlines the Committee's reasoning behind its decision will be provided to the appellant no later than five working days following the conclusion of the hearing.
38. The Student Appeal Committee or Student Fitness to Practise Appeal Committee may hold physical hearings or, in exceptional circumstances, virtual hearings. Whilst it is in appellants' interests to ensure that they are available to attend a hearing in person, this will not always be possible. Decisions about the nature of the hearings will be made by the relevant Convener and Secretary of the Committee with due consideration of fairness, accessibility and the ability of all involved to participate fully. The Committee may adjourn, continue, or postpone a hearing at its discretion. If the appellant does not appear on the date appointed and the Convener of the Committee is satisfied that the appellant has been given due notice to appear, the Committee may hear the appeal in the appellant's absence. However, the Committee may not draw any adverse inference from the appellant's failure to appear.
39. On hearing an appeal, there are three options available to the Student Appeal Committee [(i), (ii) or (iii)]. The options available to the Student Fitness to Practise Appeal Committee are limited to options (i) and (ii). has the authority to:
- (i) Instruct the relevant decision making body to re-convene in order to reconsider the appellants result(s) or outcome or fitness to practise decision, adopting any requirements or conditions specified by the Committee; or
 - (ii) confirm the original decision of the decision making body. In which case, no further action is taken in respect of the appeal and the case is concluded; or
 - (iii) vary the original decision of the decision making body. This is not an option in the case of joint academic and professional qualifications or for courses where a professional qualification is awarded as an outcome of the examination process. Where an appeal hearing relates to the professional (as opposed to the academic) aspect of a qualification, or to a conduct appeal, the authority of the Student Appeal Committee is limited to those options set out at (i) and (ii) above.
40. The decisions of the Student Appeal Committee, the Student Fitness to Practise Appeal Committee and any decisions of their sub-committees, are final. There will be no further opportunity for appeal against the decision within the University.

Scottish Public Services Ombudsman (SPSO)

41. Students who are dissatisfied with the way their appeal has been handled have the right to complain to the Scottish Public Services Ombudsman (SPSO). The SPSO will consider the case and make a decision on whether to investigate. It is important to note that the SPSO can only investigate whether an appeal has been handled appropriately by the University; it does not look again at the substance of the original appeal case. The SPSO can only consider cases when consideration is complete at University level. Information on how to complain to the SPSO will be provided to the student on completion of the appeal. Full



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information on the SPSO and on how it handles complaints can be found at the SPSO website: [Scottish Public Services Ombudsman](#).

Reporting

42. The Student Appeal Committee reports annually to the Senate Quality Assurance Committee, detailing the volume and nature of the appeals dealt with in the previous academic session, and highlighting any issues of concern or significance.

TBC: 2 June 2016

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

Academic Misconduct Procedures

Executive Summary

The 'Procedures for Dealing with Suspected Academic Misconduct' have been revised by College Academic Misconduct Officers (CAMOs) and College administrators during CAMO meetings in 2015/16, and this is the final draft of the new 'Academic Misconduct Procedures' for approval.

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

Aligns with strategic goal of Excellence in Education.

Action requested

For approval

How will any action agreed be implemented and communicated?

College Academic Misconduct Officers and College administrators will communicate within Colleges, and inform School Academic Misconduct Officers of the planned changes. Academic Services will communicate more widely as part of the annual update on what is new for the forthcoming academic year (2016/17).

The academic misconduct report form has also been re-drafted (no significant changes) and this will also be distributed for use from 2016/17.

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/AcademicMisconductCoversheet.PDF>

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
There are resource implications in communicating the changes to the policy across the University.
- 2. Risk assessment**
N/A
- 3. Equality and Diversity**
An Equality Impact Assessment (EqIA) will be completed.
- 4. Freedom of information**
This paper is "open"

Key words

Academic misconduct, plagiarism, self-plagiarism, collusion, falsification, cheating, deceit, personation

Originator of the paper

Ailsa Taylor, Academic Policy Officer, on behalf of the College Academic Misconduct Officers and College administrators, 9 May 2016



Procedures for Dealing with Suspected Academic Misconduct Procedures

Purpose of Procedure

This document sets out the University's procedures for dealing with suspected cases of academic misconduct by students or graduates of the University. These procedures apply to all types of academic misconduct including plagiarism, self-plagiarism, collusion, falsification, cheating, deceit and personation.

The University takes very seriously any suspected incidences of academic misconduct and aims to ensure that all suspected cases are investigated efficiently and dealt with appropriately.

Scope: Mandatory Procedure

All staff and students

Contact Officer Ailsa Taylor Academic Policy Officer ailsa.taylor@ed.ac.uk

Document control

Dates	Approved: 01/10/12	Starts: 01/10/12	Equality impact assessment: TBC	Amendments: 11.12.15 (references only). <u>02.06.16</u>	Next Review: TBC <u>2018/19</u>
Approving authority	Curriculum and Student Progression Committee (CSPC)				
Consultation undertaken	College Academic Misconduct Officers, College administrative staff dealing with academic misconduct, EUSA.				
Section responsible for procedure maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations	Academic Misconduct Report Form Code of Student Conduct Code of Student Conduct Guidance				
UK Quality Code	UK Quality Code – B6				
Procedures superseded by this procedure	Previous version of the Procedures for Dealing with Suspected Academic Misconduct				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.				
Keywords	Academic misconduct, plagiarism, self-plagiarism, collusion, falsification, cheating, deceit, personation				



~~Procedures for Dealing with Suspected Academic Misconduct~~ Procedures

1. Reporting of suspected academic misconduct

1.1 Any member of staff who suspects that an academic misconduct offence has been committed in a piece of work submitted for assessment must complete an Academic Misconduct Report ~~Form~~ This should be submitted in the first instance to the School Academic Misconduct Officer (SAMO) ~~and copied to the Course Organiser~~. The report must be accompanied by all relevant documentation. ~~Unless for good reason, the~~ The work under investigation should be assessed as normal and awarded a face value mark ~~be considered for assessment along with the work of the other students and a face value mark¹ applied~~ prior to referral to the SAMO. ~~The face value mark is the mark that the work is believed to merit based solely on the content as presented, assuming no academic misconduct has taken place.~~

NB: ~~Slightly Different~~ arrangements apply for the reporting of suspected academic misconduct by postgraduate research students. These are set out in section 9.

~~The A copy of the~~ Academic Misconduct Report Form is available at:
<http://www.ed.ac.uk/academic-services/staff/discipline/plagiarism>

2. Investigation by the School Academic Misconduct Officer (SAMO)

2.1 The SAMO is responsible for deciding whether there is a case to answer. ~~He/she~~ The SAMO should consult with the College Academic Misconduct Officer (CAMO) if necessary. If the SAMO decides that there are grounds for investigation, they will:

(a) ascertain from the relevant College whether this is a first or repeat offence for the student under investigation; and

(b) determine whether they are able to deal with the case or whether it needs to be referred to a College Academic Misconduct Officer is 'minor' or 'major' (see 2.2 below).

Minor Offence

2.2 A SAMO will be able to deal with the case if it meets case may be judged to be minor if it satisfies all of the following criteria:

- it is a first offence; **and**
- the student is a first or second year undergraduate, or a postgraduate taught student in their first semester of study at a UK university, or a visiting student; **and**
- the SAMO is satisfied that the case has come about through genuine lack of understanding (poor scholarship) rather than any deliberate intention to cheat; **and**
- the SAMO believes that the case can be appropriately dealt with without recourse to a mark penalty.

Commented [TA1]: ...or something about being at the early stages of study at UoE?

2.3 No mark penalty or alteration can be applied by the SAMO for minor-cases outlined above in 2.2 of academic misconduct.

2.4 If the SCAMO is dealing with the case, he/she the SAMO ~~the SAMO judges the case to be minor, he or she~~ will arrange a meeting with the student, together with the relevant Course Organiser and/or marker. The student may be accompanied at that meeting by a member of the University

¹ ~~The face value mark is the mark that the work is believed to merit based solely on the content as presented.~~



Procedures for Dealing with Suspected Academic Misconduct Procedures

community, e.g. their Personal Tutor or an adviser from the EUSA Advice Place. If the student is a distance-learner or is unavoidably away from Edinburgh for a significant period (e.g. the summer vacation), contact will be made by written correspondence either by letter or email or Skype.

Major Offence

2.5 All cases which fail to meet the criteria set out at 2.2 above will be referred by the SAMO to be dealt with by the College Academic Misconduct Officer as major cases. Such cases of suspected academic misconduct are referred by the SAMO to the CAMO for investigation. Prior to referring the case, the SAMO may wish to check whether any other work submitted by the student is similarly affected. The SAMO must complete the relevant section of the Academic Misconduct Report Form and submit this and all relevant documentation to the College Academic Misconduct Administrator together with all relevant case documentation. The SAMO should also alert the Convener of the relevant Board of Examiners at the earliest opportunity. This should be done as soon as possible

3. Investigation by the College Academic Misconduct Officer (CAMO)

3.1 The CAMO is responsible for investigating all major cases of suspected academic misconduct referred to them by a SAMO and for deciding on the penalty (if any) to be applied.

~~3.2 Having reviewed the case documentation and the report submitted by the SAMO, the CAMO will decide whether a formal academic misconduct interview is necessary (see 3.4) and, if so, will arrange a formal academic misconduct interview with the student(s).~~

3.2 Where the student fully and willingly acknowledges the offence and does not wish to have an opportunity to offer further comment, the CAMO may decide that there is no need for a formal academic misconduct interview. In such cases the CAMO may simply write to the student and ask the SAMO to advise the Convener of the Board of Examiners of the decision on the penalty where appropriate. the Convener of the Board of Examiners with their decision on the penalty. In such cases the SAMO should also be requested to meet with the student concerned in order to provide advice on academic best practice. This route would never be appropriate in the case of repeat offenders. is not appropriate where the matter under investigation is not a first offence.

Commented [TA2]: Minutes from CAMO meeting 10 March 2015 requested that this para be deleted – as 3.4 – now 3.3 already describes the process by which a student who is suspected of academic misconduct may be interviewed.

3.3 Where the CAMO decides that a formal academic misconduct interview is appropriate, the interview will be conducted by a panel, which will be chaired by the CAMO, and including at least will normally comprise at least one representative from the relevant College Academic Misconduct Panel which is made up of the SAMOs from that College (not from the same School as the student) and any other relevant member of staff. The student may be accompanied by a member of the University community, e.g. an adviser from the EUSA Advice Place, e.g. a EUSA adviser or Personal Tutor. It is preferable for the student to be interviewed in person attend for interview in person if at all possible, however if they are unable to attend, the CAMO may offer an interview that is conducted virtually (e.g. via Skype/video conference). Alternatively the student may choose to be represented by a member of the University community, such as an adviser from the their EUSA adviser Advice Place, or the CAMO may offer the student the opportunity to make a written submission.

3.4 The Personal Tutor will be copied into the summons for interview letter but not sent the documentation.



~~Procedures for Dealing with Suspected Academic Misconduct~~ Procedures

3.5 The purpose of the interview will be to enable the interview panel to obtain further relevant information on the alleged incident and to allow the student the opportunity to put forward their response to the allegation. The panel will take this information into account ~~when the information obtained at the interview in~~ coming to a decision on any penalty to be applied.

3.6 Following the interview, the CAMO ~~will circulate as soon as possible a draft~~ a confidential report of the meeting. The student will be given the opportunity to comment on the accuracy of the draft report ~~before it is finalised~~. The report will not normally be copied more widely (e.g. to an adviser from the EUSA Advice Place ~~diviser~~ or Personal Tutor) unless this is specifically requested by the student.

3.7 The CAMO, in consultation with the rest of the ~~interview~~ panel, will decide on the penalty, if any, to be applied (see 4.1 below). The CAMO will be responsible for the final decision. The student will be informed of the decision as soon as possible following the interview and not normally at the time of the interview.

3.8 Once the report is approved by the CAMO and the penalty ~~is~~ are agreed, the CAMO will submit a written report to ~~the Convener of the relevant Board of Examiners, copied to the SAMO, for forwarding to the Convener of the relevant Board of Examiners.~~ This will include details of any penalty which the Board must be required to apply in light of the academic misconduct (see section 5 below).

~~4 Penalties.~~ Major offences: penalties

4.1 ~~Having investigated a major case of suspected academic misconduct, the interview panel will decide what penalty, if any, will be applied. The CAMO will be responsible for the final decision, although he/she will consult with the members of the interview panel. In deciding a penalty, the panel will take into account the severity, intent and benefit to the student of the academic misconduct, and the penalty applied in similar cases. Where there are special circumstances in relation to the affected assessment, these will not be dealt with by the CAMO or the panel; the CAMO will advise the student to request consideration of special circumstances by the appropriate Special Circumstances Committee. The panel will take into account the nature of the offence, the individual circumstances, and the penalty applied in similar cases in their College. The following options are available to the CAMO:~~

- (a) There is found to be no case to answer and no penalty is therefore to be applied;
- (b) In the case of a first offence which is a result of poor scholarly ~~practiceship~~ rather than any deliberate attempt to cheat, the CAMO may decide that a mark penalty will not be appropriate;
- (c) ~~A mark penalty of 10 or 30 of the maximum available mark is to be applied to the face value mark awarded to the piece of work under investigation. The penalty applied should be proportional to the offence. This highlights the importance of the awarding of a face value mark to the work prior to investigation. Any penalty will apply only to that piece of work under investigation which may represent only a percentage of the mark awarded for a course.~~

~~For example: A student is found to have plagiarised in an assessment worth 50% of the mark for that course. The assessment is marked out of 100. The student has been given a face value mark of 50. If a 30 mark penalty is applied by the CAMO, their mark of 50 will be reduced by 30, leaving them with a final mark of 20 for that assessment. If a 10 mark penalty is applied, their mark will be reduced by 10 leaving the student with a final mark of 40 for that assessment. In either case any mark(s) for the additional~~



Procedures for Dealing with Suspected Academic Misconduct Procedures

~~coursework contributing the other 50% of the overall mark for the course, will not be affected.~~

~~A penalty deducting 10 or 30 marks from the face value mark. The penalty applied should be proportional to the offence and/or the benefit to the student. Where a mark awarded has not been in terms of a percentage value, the face value mark must be presented as a percentage (e.g 15/20 must be presented also as 75% such that, for example, a -30 penalty would reduce the mark to 45%). Any penalty would apply only to the specific work under investigation which in itself may represent only a part of the overall course assessment.~~

Commented [TA3]: From Professor Tonks Fawcett, HSS CAMO

- (d) The mark is to be reduced to zero;
- (e) In cases where students have colluded in producing a piece of work the mark awarded can be shared (not necessarily equally) between the students involved if this is considered appropriate by the CAMO;

~~(f) In very exceptional circumstances the CAMO may allow a resubmission of the piece of work concerned;~~
 (f) In exceptionally serious cases or where the student is a serial repeat offender, the CAMO may decide to refer the case for further consideration under the Code of Student Conduct. In such cases, the CAMOs investigation is equivalent to that of the Conduct Investigator for other student conduct cases, and no further investigation is required under the Code of Student Conduct. Instead the CAMO can refer the case directly to a Discipline Officer, or to the Student Discipline Committee, as appropriate. If referring to the Student Discipline Committee, the CAMO should contact the Secretary to the Student Discipline Committee to discuss the matter to an Authorised Officer for discipline within the College. The Authorised Officer will then consider whether the case is sufficiently serious that it should be referred to the University Student Discipline Committee. Details of the University disciplinary procedures and of the penalties available to Student Discipline Officers and the Student Discipline Committee under the Code of Student Conduct are available at:

Commented [TA4]: CAMO meeting – agreed to remove this option as it wasn't one that would be used.

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

5. Application of penalties by the Board of Examiners

5.1 The Convener of the relevant Board of Examiners will be notified in writing of the penalty which ~~must is to~~ be applied (see 3.8 above). The Board of Examiners is required to apply the penalty imposed by the CAMO. It must not apply any additional penalty for the offence. In the event of a significant delay in arranging a meeting of the Board of Examiners, Convener's Action may be taken so that the penalty can be applied in good time. The Convener must write to the student to inform them of the mark agreed by the Board, incorporating any penalty imposed, in a timely manner.

5.2 In exceptional circumstances, if the Board of Examiners disagrees with the CAMO's decision on the penalty to be applied, the Convener may request that the decision be referred for review by the CAMOs of the University's other two Colleges jointly. ~~The Convener should write to the student to inform them that their case has been referred for review, explaining that the final mark had therefore not yet been agreed.~~

6. Request for a review of a CAMO decision



Procedures for Dealing with Suspected Academic Misconduct Procedures

6.1 If the Board of Examiners wishes to request a review of the CAMO decision (see 5.2 above), the Convener will submit a request in writing as soon as possible to the relevant contact in Academic Services, Old College (currently Ailsa Taylor ailsa.taylor@ed.ac.uk). A brief report outlining the reasons for the Board's request for review must be submitted. ~~The Convener should write to the student to inform them that their case has been referred for review, explaining that the final mark has therefore not yet been agreed.~~

6.2 Academic Services will arrange for the case to be reviewed by the CAMOs of the other two Colleges. The original investigating CAMO will be required to submit a copy of all of the case documentation which was considered by the CAMO along with copies of the report and decision letter. Each CAMO will be sent the documentation and will be asked to come to a decision separately before meeting to discuss the case; ~~this meeting may be held by correspondence. A meeting to discuss the case will be arranged as soon as possible and will involve both CAMOs and a representative from Academic Services.~~ The CAMOs may decide to invite the student to a further academic misconduct interview, for example, if further information is required or if there are concerns about the operation of the previous interview. If a further interview is not deemed necessary, the CAMOs will come to a joint decision there and then.

6.3 Academic Services will notify the Convener of the Board of Examiners and the student in writing of the joint CAMO decision. The original investigating CAMO will be informed of the outcome of the review. The Board will be required to adhere to that decision and cannot request a further review. The Convener of the Board of Examiners should write to the student to inform them of the final mark agreed by the Board.

7. Right of appeal

7.1 ~~CAMO decisions resulting in mark penalties are ratified by Boards of Examiners.~~ Students have a right to appeal decisions made by Board of Examiners, including decisions affected by the outcome of an academic misconduct investigation. Students wishing to submit such an appeal should refer to the University's Student Appeal Regulations and related guidance ~~which can be accessed on the Academic Services website~~ at:

www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/academic-appeals/overview

This includes information on the specific grounds under which students may submit an academic appeal and details of the University's procedures for consideration of appeals.

7.2 ~~For very serious cases of academic misconduct where~~ Where a penalty has been applied by a Student Discipline Officer or by the University Student Discipline Committee, arrangements for right of appeal are set out in the Code of Student Conduct.

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

8. Suspected academic misconduct by students who have since graduated

8.1 The University takes seriously allegations of academic misconduct occurring in any assessed coursework, including work submitted ~~in the course of their studies~~ by students who have since graduated. ~~The relevant CAMO will investigate cases of suspected academic misconduct in any piece of work assessed f academic misconduct is suspected to have occurred in work which was assessed by the University for any University the award, of a degree, diploma or certificate and it transpires~~



~~Procedures for Dealing with Suspected Academic Misconduct~~ Procedures

~~that where~~ the nature and extent of the offence may have an impact upon the award or class of award; ~~the case will be investigated by the relevant CAMO.~~ As part of their investigation the CAMO will write to the graduate notifying them of the allegations and inviting their response.

8.2 Following ~~retrospective~~ investigation the following options are open to the CAMO:

(a) ~~___~~ If the allegation is found not to be substantiated, the CAMO will report the case and the outcome of the investigation to the Convener of the relevant Board of Examiners and to the University Secretary. No further action will be taken;

(b) ~~___~~ If it is concluded that account of the academic misconduct was taken at the time of the original award, the CAMO will report the case and the outcome of the investigation to the Convener of the Board of Examiners and to the University Secretary and no further action will be taken;

(c) If the allegation is found to be proven, to be substantial and to merit further action, the case will be referred for further consideration under the Code of Student Conduct. ~~In such cases, the CAMOs investigation is equivalent to that of the Conduct Investigator for other student conduct cases, and no further investigation is required under the Code of Student Conduct. Instead the CAMO can refer the case directly to a Student Discipline Officer, or to the Student Discipline Committee, as appropriate. If referring to the Student Discipline Committee, the CAMO should contact the Secretary to the Student Discipline Committee to discuss the matter.~~

~~8.3 If an offence is found to have occurred in assessed work submitted by a graduate in the course of their studies, the University may decide to reduce the classification of any award conferred or to revoke the award.~~

Commented [TA5]: No need to state this here – code of student conduct covers it

8.34 Graduates have the same right of appeal as that which exists for matriculated students (see section 7 above).

9. Suspected academic misconduct by postgraduate research students

9.1 Where academic misconduct is suspected ~~to have been committed by a student~~ at postgraduate research level, the alleged offence should be reported directly to the College Academic Misconduct Officer rather than via the SAMO. Any member of staff who suspects that an academic misconduct offence has been committed in work submitted for assessment by a doctoral student must complete an Academic Misconduct Report Form. This should be submitted, together with all related documentation, to the relevant College ~~Academic Misconduct Administrator.~~

A copy of the Academic Misconduct Report Form is available:
www.ed.ac.uk/academic-services/staff/discipline/plagiarism

9.2 ~~In conjunction with the SAMO, t~~The ~~Internal Examiners~~ ~~relevant member of staff~~ will produce a report for the ~~CSAMO~~ including all relevant documents and ~~their view of the case~~ ~~view as to whether the offence is m~~Minor or ~~m~~Major.

~~9.3 The SAMO will send the completed Report Form and all documentation to the CAMO.~~

9.34 The CAMO will assess whether there is a case to answer and ~~what the outcome should be,~~ if so, whether the case should be regarded as a minor or major offence.



Procedures for Dealing with Suspected Academic Misconduct Procedures

Minor Offence

9.45 If the offence is deemed minor, the following arrangements will normally apply:

- If it is considered that there has been no deliberate attempt on the part of the student to deceive, the student will be interviewed by the CAMO. The student will normally be informed at this stage not only of the offence, but also of any other areas of significant academic concern within the work. This will enable the candidate to address all concerns within a single resubmission, as permitted by the University Postgraduate Assessment Regulations for Research Degrees
- The work submitted will be assessed on academic merit only after any affected section(s) have been rewritten. This will be regarded as corrective work under provision 3.1(b) of the University Postgraduate Assessment Regulations for Research Degrees;
- The matter will be taken into account in the Examiners recommendations to the Board of Examiners or relevant College committee,² or the School PhD Review Group;

Serious cases Major Offence

9.54 If the offence is deemed major, the following arrangements will normally apply:

- If the College Academic Misconduct Officer deems the case to be serious, and cannot be attributed to poor scholarship, an academic misconduct panel comprising the CAMO and one other (for example an appropriate College Dean or a Head of Graduate School Director or SAMO from a different school in the same College) will interview the student. The panel will determine what penalty should be imposed or, if the case is very serious, may instead decide that it should be referred for further consideration under the Code of Student Conduct to University Student Discipline Committee for consideration;
- Except in cases referred for further consideration under the Code of Student Conduct to the University Student Discipline Committee, the academic misconduct panel will notify the Convener of the Board of Examiners of the penalty to be applied.
- The CAMO will notify in writing the convener of the relevant Board of Examiners of the penalty which is to be applied and will also inform the student.

Penalties

9.65 The following options are available to the CAMO:

- (a) There is found to be no case to answer and no penalty is therefore to be applied;
- (b) (Where the offence is deemed minor). Require the work to be assessed on academic merit without considering the affected section(s). This will be regarded as corrective work under provision 4.1.828 (b) of the University Postgraduate Assessment Regulations for Research Degrees;

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² For Postgraduate Research Students, the Board of Examiners will normally be the College committee which is responsible for overseeing postgraduate research studies within that College;



Procedures for Dealing with Suspected Academic Misconduct Procedures

- ~~(c) Require the work to be re-examined with the material in question discounted. No account can be taken of the consequences of this action, which might include failure of the award of a lesser degree;~~
- ~~(d) Require the work to be resubmitted with the inappropriate material removed and sufficient editing done to make the thesis/report comprehensible and complete. In such cases, the student will be advised of the time allowed for the resubmission. A consequence of this may be that the resubmitted thesis is no longer sufficiently substantial for the original degree and so may only be resubmitted for a lesser degree;~~
- ~~(e) Deem the thesis a fail and instruct the Board of Examiners accordingly.~~
- ~~(f) (Where the offence is deemed extremely serious.) Refer the case for further consideration under the Code of Student Conduct~~

- (a) There is found to be no case to answer and no penalty is therefore to be applied.
- (b) Allow the student to edit and resubmit the work having removed the affected section(s).*
- (c) Reassess the work with the affected sections removed (without offering the student the chance to edit).*
- (d) Fail the thesis and instruct the Board of Examiners accordingly
- (e) Refer the case for further consideration under the Code of Student Conduct

*Options (b) and (c) may involve the thesis no longer being fit for a specific award.

9.7 A record will be kept of any penalties applied by the CAMO, but this will not appear on a student's transcript, and individual student penalty outcomes will not be passed on to external enquirers.

Commented [TA6]: CAMO meeting in April 2016 - agreed - There seem to be only five options here, and they do not appear to be in ascending order in terms of severity, so the following was proposed:

- 1.No action
 - 2.Allow the student to edit and resubmit the thesis having removed the plagiarized sections.
 - 3.Reassess the work with the plagiarized sections removed (without offering the student the chance to edit).
 - 4.Fail the thesis.
 - 5.Refer for conduct investigation.
- Either of 2 or 3 may involve the thesis no longer being fit for a specific award.

Commented [TA7]: Do we need to have another go at this?

College Academic Misconduct Officers (CAMOs) and Administrators

10.1 College of Humanities and Social Science:

Acting CAMO

~~Professor Tonks Fawcett~~ Dr Lloyd Llewelyn Jones

Email: ~~Academic.Misconduct@ed.ac.uk~~ Academic.Misconduct@ed.ac.uk

~~L.Llewellyn.Jones@ed.ac.uk~~ L.Llewellyn.Jones@ed.ac.uk

Phone: +44 (0)131 651 ~~39000~~ 3585

Administrator

~~Mrs Joan Kemp~~ CHSS Academic Administration Office

Email: ~~joan.kemp@ed.ac.uk~~ Academic.Misconduct@ed.ac.uk

Phone: +44 (0)131 650 ~~3567~~ 1 3900

10.2 College of Medicine and Veterinary Medicine:

CAMO

Professor Sarah Howie

Email: S.E.M.Howie@ed.ac.uk

Phone: +44 (0)131 242 6579

Administrator (for UG cases)

Neil McCormick

Email: Neil.McCormick@ed.ac.uk

Phone: +44(0) 131 242 6547



Procedures for Dealing with Suspected Academic Misconduct Procedures

Administrators (for PG cases)

Sharon Pearson

Email: Sharon.Pearson@ed.ac.uk

Phone: +44(0)131 242 6518

Kim Orsi

Email: Kim.Orsi@ed.ac.uk

Phone: +44(0)131 242 6374

10.3 College of Science and Engineering:

CAMO

Dr Heather McQueen ([Dr Richard Blythe to take over as CAMO from 1 August 2016](#)).

Email: H.McQueen@ed.ac.uk (r.a.blythe@ed.ac.uk)

Phone: +44 (0)131 650 5819 ([+44 \(0\)131 650 5105](#))

Administrator

Mrs Linda Archibald

Email: linda.archibald@ed.ac.uk

Phone: +44 (0)131 650 9793

Approved: October 2012

Updated: 11 December 2015 (out of date references only updated e.g. to previous Code of Discipline),

[2 June 2016](#)

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

Senate Committee planning – approach for next session

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

This paper sets out the framework that the Senate Committees will take to planning next session, and highlights the key points in the session at which the Committees will be able to input into the planning.

Action requested

The Committee is invited to note these plans.

Communication and Implementation

College and EUSA representatives on the Committee are encouraged to highlight to their constituencies this future approach to planning.

Resource implications

Does the paper have resource implications? Yes. The paper will assist the University to use its resources strategically.

Risk Assessment

Does the paper include a risk analysis? No. Since the paper sets out a future approach to making decisions on planning and does not recommend a specific set of plans, it is not necessary to undertake a risk analysis.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? No. Since the paper sets out a future approach to making decisions on planning and does not recommend a specific set of plans, it is not necessary to undertake a risk analysis.

Freedom of information

For inclusion in open business

Tom Ward, Director of Academic Services, 25 April 2016

Senate Committee planning – approach for next session

This paper sets out the framework that the Senate Committees will take to planning next session, and highlights the key points in the session at which the Committees will be able to input into the planning.

Background

During March / April 2016, the four Senate Committees discussed the priorities for 2016-17. The annual Senate Committees Symposium on 27 April 2016 subsequently commented on these plans. Senate will be invited to endorse the agreed plans at its meeting on 1 June 2016.

The recent Light-touch Governance Review of Senate and its Committees indicated that, while the Senate Committee members were broadly satisfied with the approach to planning, that Review also identified a potential disconnect between the timing of prioritisation of Senate Committee activity and the timing of the University's annual planning processes.

Approaches to future planning cycles

In order to address this issue and misalignment with institutional annual planning processes, in March / April the Committees agreed that, from next session, the Senate Committees' planning would involve two distinct stages:

- In Semester One, the Committees would be invited to identify any major strategic developments that may require additional resources, which could then be considered during the planning round; and
- In Semester Two, the Committees could undertake a broader discussion of priorities for the coming session.

Timescales for 2016-17

Stage One (identifying any major strategic developments that may require additional resources)

- Learning and Teaching Committee – 16 November 2016
- Researcher Experience Committee – 15 November 2016
- Curriculum and Student Progression Committee – 22 September 2016
- Quality Assurance Committee – 20 October 2016

Stage Two (broader discussion of priorities for the coming session which could be delivered within existing resources)

- Learning and Teaching Committee – 15 March 2017
- Researcher Experience Committee – 14 March 2017
- Curriculum and Student Progression Committee – 6 April 2017
- Quality Assurance Committee – 19 April 2017

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

2 June 2016

Proposal for a Board of Examiners Handbook

Executive Summary

This paper proposes the development of a Board of Examiners Handbook, which will incorporate a number of existing policies, principles and remits.

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

This forms part of the University's strategy in delivering Excellence in Education and aligns with work on simplification.

Action requested

For endorsement.

How will any action agreed be implemented and communicated?

Academic Services will communicate with key stakeholders about the Board of Examiners Handbook, when developed, and will brief staff during the regular Board of Examiners briefing sessions held jointly with each College.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The work will be carried out within existing resources.

2. Risk assessment

The University provides policy and guidance for staff running Boards of Examiners. The proposed Handbook will form part of the University's approach to setting and maintaining appropriate academic standards for student assessment.

3. Equality and Diversity

An equality impact assessment will be carried out on the Handbook.

4. Freedom of information

The paper is open.

Key words

Board of examiners, assessment

Originator of the paper

Ms Sara Welham, Academic Policy Manager, Academic Services
26 May 2016

Proposal for a Board of Examiners Handbook

Description

1. A core part of CSPC's responsibilities is to maintain the academic regulatory framework. CSPC has a cycle of review for policies and regulations. The following documents are due for review:
 - a. *Overarching Principles for Taught Course and Programme Board of Examiners*
 - b. *Overarching Remit for Board of Examiners*
 - c. *Board of Examiner Roles: Convener*
 - d. *Board of Examiner Roles: Course Organiser*
 - e. *Board of Examiner Roles: Regulations Expert*
 - f. *Board of Examiners Guidance: Minuting*
2. Academic Services proposes to draft a Board of Examiners Handbook for taught assessment, which will include relevant information from these documents. We will also do desk-based benchmarking with other institutions to consider what other information to include. The aim is to produce a useful "how-to" handbook for members of Boards of Examiners, which complements but does not duplicate the taught assessment regulations.

Action requested

3. CSPC is invited to endorse the proposal to produce a Board of Examiners Handbook.
4. Academic Services will benchmark and prepare a draft Handbook over the summer 2016, for discussion by CSPC in semester 1 2016/17.

Board of Examiners Handbook

5. The content of the Handbook will include:
 - a. The purpose of Boards of Examiners
 - b. Principles and remit
 - c. Key roles and descriptions
 - d. Stages of operation throughout the academic year
6. There is useful material from the Assessment and Progression Tools task group which we can include in the Handbook and draw on to provide a timeline of what needs to happen at different points of the examination process.
7. The Handbook will also point to other relevant documentation www.ed.ac.uk/academic-services/staff/assessment/boards-examiners
 - a. Exam Hall Regulations
 - b. External Examining
 - c. Policy and terms of reference for Progression Boards. (It may be that a future iteration of a Board of Examiners Handbook could include information on progression boards, but it is suggested that additional time is needed to embed these policies and it is helpful to have free-standing documents for the present.)
 - d. Special Circumstances Policy
8. Work with Colleges on moderation policy and guidance (CSPC 15/16 4 M) will be carried out in parallel and we will consider what moderation information can be included in the Handbook.

Communicating, implementing and evaluating

9. Academic Services will communicate with key stakeholders about the Board of Examiners Handbook, in particular using the Board of Examiners briefings. These will be a useful tool in ensuring that the Handbook is used, and in evaluating it in the future. Information will also be provided on the Academic Services' web pages.

Resource, risk and equality and diversity implications

10. The work will be carried out using existing resources.
11. This Handbook will form part of the University's approach to setting and maintaining appropriate academic standards and as such forms part of the risk management approach of the University.
12. We will carry out an equality impact assessment on the Board of Examiners Handbook.

Ms Sara Welham, Academic Services
26 May 2016

The University of Edinburgh

Curriculum and Student Progression Committee

2 June 2016

Update on collaboration with Zhejiang University

Executive Summary

This paper updates the Committee on developments regarding the planned collaboration with Zhejiang University to deliver an undergraduate degree programme in Integrative Biomedical Sciences.

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 note the update on the Zhejiang University initiative;

How will any action agreed be implemented and communicated?

N /A

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
None, since the update on the Zhejiang University initiative is provided for information only.
2. **Risk assessment**
Not required.
3. **Equality and Diversity**
None, since the Committee is not being asked to make any decisions.
4. **Freedom of information**
Open.

Key words

Collaboration

Originator of the paper

Tom Ward, Director of Academic Services
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Collaborative activities

Collaboration with Zhejiang University to deliver an undergraduate degree programme in Integrative Biomedical Sciences

At its previous meetings in January and March 2016, CSPC discussed proposals for curriculum and regulations for the planned collaboration with Zhejiang University. At its meeting in March, it approved the remit for a CSPC / Senate Quality Assurance Committee (QAC) short-life task group to advise on proposals for the academic aspects of this new collaboration, and agreed that the task group could take responsibility for finalising the regulations for the programme. The main developments since that meeting are:

- QAC has confirmed that it is content with the quality assurance arrangements;
- The task group has confirmed that it is content with detailed proposals for the degree and assessment regulations for the programme, subject to clarifying some minor details;
- Biomedical Sciences are liaising with Student Recruitment and Admissions to confirm the English Language entry requirements;
- Student Experience Services are reviewing information provided by Zhejiang University regarding the arrangements for student services (e.g. disability and careers).

At its 1 June 2016 meeting, Senate will consider a report and be invited to confirm that it is content with the planned academic arrangements. Senate papers for the meeting will be available at:

www.ed.ac.uk/academic-services/committees/senate/agendas-papers

Tom Ward, Director of Academic Services
25 May 2016