The University of Edinburgh

**Meeting of the Senatus Researcher Experience Committee
to be held on 14 March 2017 at 2.00 pm
in the Board Room, Chancellor's Building, Little France**

A G E N D A

1.	**Minutes of the meeting held on 16 February 2017**	Enclosed
2.	**Matters Arising**	Oral item
	2.1 Electronic business – Postgraduate Research Experience Survey (PRES)	
	2.2 Review of Code of Practice for Tutors and Demonstrators	
3.	**Convener's Communications**	Oral item
	3.1 Postgraduate Research Boards of Examiners' event: 16 February 2017	
	3.2 Code of Practice for Research Staff	

For Discussion

4.	**Review of Postgraduate Research Student Space Discussions**	REC 16/17 4 A
5.	**Excellence in Doctoral Research & Career Development: Programme Board**	Oral item
6.	**Task Groups:**	
	6.1 Distance PhD Implementation Working Group – Final Report	REC 16/17 4 B
	6.2 MSc by Research Task Group – Proposed Changes to the Postgraduate Assessment Regulations for Research Degrees	REC 16/17 4 C
7.	**Including Publications in Postgraduate Research Theses – Policy Evaluation**	REC 16/17 4 D
8.	**Committee Planning:** broader discussion of priorities for the coming session which could be delivered within existing resources	REC 16/17 4 E
9.	**REC Committee Membership** www.ed.ac.uk/academic-services/committees/researcher-experience/committee-members	Oral item

For information and formal business

10.	**Knowledge Strategy Committee report: 20 January meeting**	REC 16/17 4 F
11.	**Arrangements for consulting with stakeholders on learning, teaching and student experience matters**	REC 16/17 4 G
12.	**Research Policy Group report**	Oral item

Date of next meeting: Tuesday 16 May 2017, Board Room, Evolutions House, ECA

13. University Learning and Teaching Strategy   Oral item
      www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf

14. Any Other Business   Oral item
    14.1 Conferences & Events
        16.1.1 UKCGE 23 February 2017
        16.1.2 LERU Doctoral Summer School report
        16.1.3 Coimbra Annual Meeting

    14.2 Postgraduate Research Student Status

Theresa Sheppard, Academic Services, 7 March 2017

Date of next meeting: Tuesday 16 May 2017, Board Room, Evolutions House, ECA

REC 16/17 4 A

The University of Edinburgh

Senatus Researcher Experience Committee

14 March 2017

Review of Postgraduate Research Student Space Discussions

Executive Summary

Following the Enhancement-Led Institutional Review 2011, space for postgraduate research students was identified as an area for development. The Senatus Researcher Experience Committee set up a Task Group to investigate this topic and the Group reported in 2012. In 2013, the teaching space management project was launched to provide new postgraduate space. Pilots were run in the Schools of Mathematics and Divinity and feedback on the pilots was reported to REC in 2014/15 by Space Enhancement Management Group (SEMG) and the schools involved.

During 2013/14, two of the four Postgraduate Programme Reviews identified the impact of space allocation on the development of academic and social community, an aspect of the postgraduate student experience to which Schools and students were devoting much attention. A focus on enhancing the student experience was contending with the pressures of increasing student and staff numbers and what was experienced by some areas as contraction of flexible spaces for School use. This was remitted to REC for the attention of Space Enhancement and Management Group.

REC continued discussions with SEMG and, subsequent to meetings in 2015/16, REC prepared a paper with recommendations to SEMG. The aim of the paper was to ensure the needs of postgraduate research students were considered when space management decisions were taken by SEMG, and drew on data from College responses to PRES 2015. The paper was submitted to SEMG in 2016/17.

REC May 2016, Paper G

The Convener held discussions with the Director of Estates and Buildings and these were reported to the November 2016 REC meeting. It was agreed at that meeting to invite the Director of Estates and Buildings and Chair of the Space Strategy Group (formerly SEMG) to a future REC meeting for discussion on postgraduate research space.

REC November 2016 Minutes

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the University's strategic objective of leadership in learning and research.

Action requested
The Convener of the Space Strategy Group will update REC in the meeting on the work of the Group. REC is invited to discuss how the needs of PGR students might be more widely represented in Estates planning in future.

How will any action agreed be implemented and communicated?
Agreed action will be implemented by the Space Strategy Group.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None
2. **Risk assessment**
   None
3. **Equality and Diversity**
   None
4. **Freedom of information**
   The paper is **open.**

Originator of the paper

Susan Hunter, Academic Services
3 March 2017

REC 16/17 4 B

<u>The University of Edinburgh</u>

Senatus Researcher Experience Committee

14 March 2017

Distance PhD Implementation Working Group – Final Report

Executive Summary
The paper provides a summary of the working group activity and comprises the final report. It includes identified challenges and barriers to implementation and an update on progress with and completion of the recommendations from the Flexible PhD Task Group.

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the University's strategic objective of leadership in learning and is consistent with the Committee's activity on implementing recommendations of the task group on Flexible/Distance PhDs.

Action requested
REC is invited to note the paper. No specific actions are identified but REC is invited to consider what further action may be necessary.

How will any action agreed be implemented and communicated?
There are no actions associated with the paper.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   Resource implications are discussed under "Challenges and Barriers" on page 3.
2. **Risk assessment**
   As no actions are associated with the paper a risk assessment is not included.
3. **Equality and Diversity**
   No specific equality and diversity issues were identified by the working group. However, it is anticipated that distance PhD programmes would help facilitate accessibility for protected characteristics groups.
4. **Freedom of information**
   The paper is **open.**

Originator of the paper
Professor Jeremy Bradshaw, Professor Sian Bayne, Susan Hunter
1 March 2017

Distance PhD Implementation Working Group
Final Report to REC – March 2017

Remit

The task group's remit was to review progress on implementing the recommendations from the Researcher Experience Committee (REC) Flexible PhD Task Group. The group was to liaise with identified business units in the University, which have responsibility for the recommendations and identify any challenges or barriers to implementation.

Flexible PhD Task Group Final Report to REC, March 2016 (Paper C)

Activity

During 2016/17, the Group met three times. The Group reported to REC's November 2016 meeting identifying major strategic items that would require resources. This paper represents the task group's final report and identifies challenges or barriers to implementation as well as reporting on progress with recommendations.

Membership

Professor Jeremy Bradshaw, Assistant Principal Researcher Development (Convener)
Professor Sian Bayne, Assistant Principal Digital Education
Ms Julia Ferguson, Postgraduate Academic Affairs Officer, College of Science & Engineering (CSE)
Mr Patrick Garratt, Vice President Academic Affairs, Students' Association
Ms Kate Hardman, DTP Postgraduate Administrative Office, Usher Institute
Ms Susan Hunter, Academic Policy Officer, Academic Services
Ms Isabel Lavers, Postgraduate Administrative Office, College of Medicine and Veterinary Medicine (CMVM)
Mr Robert Lawrie, Director, Scholarships and Student Funding
Mr Bryan MacGregor, Information Services Group (ISG)
Dr Antony Maciocia, Dean of Students, CSE
Dr Theresa McKinven, Head of Postgraduate Office, College or Arts, Humanities and Social Sciences (CAHSS)
Professor Anna Meredith, Royal (Dick) School of Veterinary Studies
Professor Neil Mulholland, Dean of Postgraduate Studies, CAHSS
Ms Karen Osterburg, Student Systems
Professor Philippa Saunders, Director of Postgraduate Research, CMVM
Dr Jon Turner, Director, Institute for Academic Development (IAD)

Summary

The working group found that the University currently has seven distance PhD programmes including six in The College of Arts, Humanities and Social Sciences (CAHSS): five in Health and one in Social and Political Science; and one pilot in The College of Medicine and Veterinary Medicine (CMVM). One further proposal is being drafted in CAHSS. The College of Science and Engineering (CSE) has no plans for formal distance PhD programmes due to the College's lab-based research set.

The working group identified two models for Distance PhD study: a flexible model where students would visit Edinburgh occasionally and a fully distance model where students would never come to Edinburgh. It was clear to the group that these were two distinct types of students who would have overlapping but different needs. The group also considered that there should be two fee structures to reflect the different models.

The majority of recommendations have been completed or are in progress towards completion. The main challenges identified relate to funding, supporting community and a solution to covering costs of distance PhD students participating in online MSc research methods training modules. The Flexible PhD Task Group recommendations are highlighted in bold.

The group also identified the fee structure for distance PhD provision as a potential barrier and submitted a paper to Fees Strategy Group (FSG) for consideration by electronic business in November 2016.

Challenges and Barriers

Funding (scholarships or allowances against fees) for PhD study at a distance

A reduction in funding for centrally funded scholarships due to less unrestricted funding being available from the University's Development Trust, means it has not been possible so far to secure funding for distance PhD study. The working group considered that prioritising discussion on distance scholarship availability was important to ensure consistent experience and provision for all PhD students.

A clear solution is needed for covering the costs of participation by distance PhD students in online MSc modules

This doesn't yet easily fit into the current income and expenditure attribution model, so an exemption would need to be put in place to allow the transfer of costs between schools. This could be done, and indeed there are exemptions in the model for other situations, but the view from colleagues who look after this is that distance PhDs and associated cost transfer would need to be happening at volume for it to be put in place. The second aspect is the cost itself and this needs to also be linked to the fees charged on courses; a proposal on fees would need to be submitted to Fees Strategy Group.

A support community and stimulating academic environment is essential to PhD study

The working group acknowledged the importance of having a recognised individual centrally with responsibility for developing methods and events programmes to build the PhD (distance) community. It was also suggested that curation of online research methods training could be done centrally, possibly through an online doctoral training centre. Resourcing for any central provision is yet to be identified. Working group members will

participate in discussion on learning from Centres for Doctoral training facilitated by the College of Science and Engineering in spring 2017.

In Progress

Supervisor training must include material directly addressing support for distance PhD students

The Woking Group agreed awareness of distance PhDs would be included in Supervisor Briefings and bespoke guidance on supervising at distance would be developed by the Institute for Academic Development (IAD) and Colleges.

Access to specific items of software normally available to residential students on School or central PCs must be addressed

Information Services Group (ISG) currently provides a service to deliver non-standard software to postgraduate taught distance users via a hosting service within University of Edinburgh using the Citrix platform. As part of the IT Roadmap and ISG strategic plan, ISG is developing a new facility for the provision of technologies to enable remote access to applications, services and the desktop environment to students and staff. This is due to go into pilot in semester 2 of 2016/17 and will be launched for session 2017/18, replacing the previous Citrix-based service.

Access to University of Edinburgh Library hardcopy-only materials must be resolved

Library and Collections division in ISG will field and resolve any requests of this nature. It is not anticipated that journal licensing will present any problems for matriculated students accessing these online. There are potential difficulties for access to print materials, depending upon the subject and location of distance students. The Library suggests that this should be taken into account by Schools and Colleges when considering distance PhD provision.

Sufficient online training courses in research methods and generic skills should be developed (or sourced externally)

A pilot has been developed by IAD, the "Preparing for Doctoral Success" course on LEARN (beginning October 2016). A new accredited MOOC (Massive Open Online Course) for research methods training is being developed by the Schools of Education and Social and Political Science which could be extended to other contexts. Pilot activities will be evaluated by their developers. Lynda.com is being promoted to researchers by IAD. ISG plays a support and consultancy role. The working group suggests online training courses should be curated centrally but recognise that resource for this has yet to be identified.

English language requirements should be the same as those for residential PhD students, through the first years of experience of offering PhD at a distance

English Language Education plans roll out of a new online English testing system across the University in January 2018.

To ensure lessons are learned from the early developments in distance PhDs, REC should receive annual reports

First annual reports were received from Colleges at the 27 September 2016 REC meeting. Future reports on developments will also be received from the Assistant Principal Digital Education.

Completed

CSE and CMVM should, in the short term, consider the Distance Learning PhD Checklist developed by C(A)HSS

Consideration is also being given to incorporating this into Supervisor Briefings for development by IAD and Colleges.

Academic services should urgently look to bring forward, for Curriculum and Student Progression Committee approval, guidance regarding distance PhD programme approval

Completed for academic year 2016/17.

Guidance documentation for supporting high quality PhD study at a distance

The Code of Practice for Researchers and Supervisors, and Programme and Course Approval and Management Policy were reviewed for 2016/17. A major review of the Code of Practice is planned for 2017/18 and the working group will be invited to comment on content. Consideration is being given on guidance for inclusion in Supervisor Briefings for development by IAD and Colleges.

The postgraduate prospectus should be modified

The following rider was added to the prospectus in 2016: "*The University is piloting PhDs by distance learning. If you're interested in studying with us this way, we're keen to investigate possibilities in some of our areas of research*."

Technical systems to support remote supervision should be available

These services are available to all staff and student members. ISG are not aware of any special requirements not covered by the current set of services.

All Support Services, including those in Schools, will need to be aware of, and able to assist, distance PhDs

ISG Service Desks are well versed in support of distance users. The distance flag will be set on the corporate student record for distance PhDs as with other distance students.

The degree certificate for PhD at a distance, as for online Masters Programmes, must not specify mode of study as residential or distance

Student Administration confirm that degree certificates do not contain mode of study information.

Professor Jeremy Bradshaw, Assistant Principal Researcher Development
Professor Sian Bayne, Assistant Principal Digital Education
Susan Hunter, Academic Policy Officer, Academic Services
1 March 2017

REC 16/17 4 C

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Senatus Researcher Experience Committee

14 March 2017

MSc by Research Task Group – Proposed Changes to the Postgraduate Assessment Regulations for Research Degrees

<u>Executive Summary</u>

This paper provides an update on the work of the Task Group appointed by REC to review regulations relevant to the MSc by Research degree and outlines the group's proposed changes to the Postgraduate Assessment Regulations for Research Degrees for the 2017/18 session.

The proposed changes take account of varying practices in relation to MSc by Research degrees from across the University.

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

This paper aligns with the University's strategic objective of Excellence in Education and strategic theme of Outstanding Student Experience.

<u>Action requested</u>

The committee is invited to consider and approve the proposed changes to the Postgraduate Assessment Regulations for Research Degrees in relation to MSc by Research Degrees.

<u>How will any action agreed be implemented and communicated?</u>

Approved changes will be implemented ahead of the 2017/18 academic session and changes will be communicated to Colleges and Schools by Academic Services.

<u>Resource / Risk / Compliance</u>

1. **Resource implications (including staffing)**
   Since the proposed changes largely capture existing practice, there are few resource implications. A small number of programmes may be required to change their examination process from School to College level, which may require greater involvement from External Examiners. A small number of programmes may also be required to find additional markers for dissertations, where the supervisor is no longer able to act as a marker. However, there are a very small number (c.250) of MSc by Research students within the University overall, so the impact should be minimal.

2. **Risk assessment**
   No risks have been identified

3. **Equality and Diversity**
   The proposed changes present no new equality and diversity implications.

4. **Freedom of information**
   The paper is **open**

<u>Key words</u>
MSc by Research

Postgraduate Research

Originator of the paper
Dr Antony Maciocia, Convener, MSc by Research Task Group
Roshni, Hume, Adam Bunni, Academic Services, March 2017

MSc by Research Task Group – Proposed Changes to the Postgraduate Assessment Regulations for Research Degrees

1. Task Group activity

The MSc by Research Task Group has met twice during Semester two of the 2016/17 academic session. The Group first met in January to discuss current practice in relation to MSc by Research degrees and identify any issues which were not addressed within the assessment regulations. It was found that practice varied significantly across Colleges and Schools, but the Group agreed that this variety could be accommodated within the Postgraduate Assessment Regulations for Research Degrees and that it would not be necessary to create a new set of regulations.

The second meeting of the Task Group took place in February. The purpose of the meeting was to discuss a set of proposed changes to the Postgraduate Assessment Regulations for Research Degrees. The Group agreed that the proposed changes appropriately addressed the issues identified in the first meeting and that these could be submitted to REC for approval. The proposed changes have also been circulated to Colleges for consultation purposes.

Proposed changes to regulation

The Task Group has drafted revisions to the Postgraduate Assessment Regulations for Research Degrees, in order to clarify the examination processes for MSc by Research degrees. There is significant variation in practice regarding how these degrees are examined: the draft regulations seek in most cases to capture this variety and ensure that an appropriate regulatory framework exists to support it, rather than prescribe a single approach. The full draft regulations are provided in Appendix 1, with the key changes outlined below.

REC is requested to **approve** the changes to regulation for the 2017/18 academic session. The revised regulations will need to be approved by Curriculum and Student Progression Committee at its April 6th meeting. If there is any significant change to the proposals from those outlined in this paper, the Group will consult REC electronically.

Exam Boards (1)

- Some MSc by Research programmes are examined by Boards of Examiners within Schools. The regulations refer to the Taught Assessment Regulations regarding the operation of these Boards, although the programmes themselves are governed by the PGR Assessment Regulations.

- MSc by Research programmes which include a research project or dissertation of 140 credits or more must be handled by the College Postgraduate Committee, rather than a Board of Examiners within a School.

Dissertation marking (3.5)

- Where the research project or dissertation is worth more than 60 credits, the supervisor must not be a marker or Internal Examiner.

Oral assessment (19.5; 28.8)

- Oral assessment may be used as part of MSc by Research programmes, but is not a requirement.

Copyright (21)

- MSc by Research students are not required to grant the University the authority to publish their thesis, research project or dissertation, although Colleges may choose to require this for specific programmes where theses are deposited in the University library.

Award of MSc by Research (32-33)

- Separated out the requirements for award of MSc by Research from the Examiner recommendation.

- To qualify for the award of the MSc by Research, students must be awarded 180 credits; this may include up to 40 credits awarded on aggregate. Credit on aggregate is awarded based on the provisions of the Taught Assessment Regulations regarding Postgraduate assessment progression.

Award of Merit and Distinction (34; 35)

- Examiners may award Merit and Distinction based on performance in both the research project/dissertation and other components, or based solely on the research project/dissertation.

- For the award of Merit or Distinction to be based solely on the research project/dissertation, the research project/dissertation must be worth at least 120 credits.

- Examiners may award Merit and Distinction without awarding a mark for the research project/dissertation.

Revisions (38)

- The College may only approve resubmission of the research project/dissertation where there are special circumstances in an individual case.

- Where students are required to deposit their research project/dissertation in the University library, they may be permitted to submit a revised version within one month of approval of corrections and/or recommendation of award. A student cannot graduate until they have submitted the final version of their dissertation to the College.

Postgraduate Assessment Regulations for Research Degrees
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Purpose of Policy

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

Overview

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

Scope: Mandatory Policy

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

 More detail is given in the document.

Contact Officer	Susan Hunter	Academic Policy Officer	Susan.hunter5@ed.ac.uk

Document control

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

Additional guidance

For research degree programmes that contain a significant proportion of taught courses, taught elements are governed by the University's Taught Assessment Regulations: www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF
The regulations must be applied, unless a concession has been awarded by the Curriculum and Student Progression Committee on the basis of a case proposed by a College. The "Application of the regulation" must also be applied, unless the College has approved an exemption on the basis of a case proposed by a School. Concessions and exemptions are recorded by CSPC and Colleges as appropriate. The regulations operate in accordance with legislation and University policies on Equality and Diversity:
www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies/policies
Members of staff who need additional guidance may consult their Head of College or their nominee, their College Postgraduate Office, Academic Services, Student Administration or Student Systems.

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

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

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

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

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

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Policy

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**Postgraduate Assessment Regulations for
Research Degrees
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Policy

Section A   Roles and Responsibilities

Regulation 1   Scope of regulations

All relevant provisions of the Postgraduate Assessment Regulations for Research Degrees apply to all Doctoral and MPhil degrees except where stated.

The Postgraduate Assessment Regulations for Research Degrees also apply to MSc by Research degrees. There are two types of MSc by Research degrees:

1.   MSc by Research degrees which include a research project or dissertation of 140 credits or more, and may also include other taught courses.

Type 1 MSc by Research degrees must be examined by the relevant College Postgraduate Committee, and are subject to all relevant provisions of the Postgraduate Assessment Regulations for Research Degrees except where stated.

2.   MSc by Research degrees which include a research project or dissertation of less than 140 credits, alongside other taught courses.

For some Type 2 MSc by Research degrees the responsibilities of the College Postgraduate Committee are carried out by a Board of Examiners within a School. Where this is the case, the provisions of the Taught Assessment Regulations relating to the operation of Boards of Examiners apply instead of the following regulations in the Postgraduate Assessment Regulation for Research Degrees: 2 to 7; 36; 42; 44; 47 to 49.

Those Type 2 MSc by Research degrees which are examined by the relevant College Postgraduate Committee are subject to all relevant provisions of the Postgraduate Assessment Regulations for Research Degrees except where stated.

> **Commented [BA1]:** New regulation, defining scope and outlining two types of MSc by Research degrees.

**Regulation 21   College Postgraduate Committee: responsibility for research
                        degree programmes**

Every researchResearch degree programmes areis the responsibility of the relevant College Postgraduate Committee.

Application of the regulation
21.1   The College postgraduate committee will consider and ratify the recommendation of the Internal and External Examiners appointed to examine a student for the award of a research degree.
21.2   The responsibilities of the College Postgraduate Committee include: (a)   approving the format of assessments;

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(b)   the security of and arrangements for assessments; examining and marking assessed work; and processing and storing marks and grades;
(c)   the quality and standards of marking;
(d)   ensuring all examiners are aware of their responsibilities;
(e)   accurate recording, minuting and reporting of decisions of the Committee.

2~~1~~.3   Committees may, where appropriate, delegate operation of some responsibilities to Schools. Such delegation decisions are recorded by the College.

2~~1~~.4   Colleges produce information on postgraduate research assessment:
CHSS: www.ed.ac.uk/humanities-soc-sci/information-for-staff
CMVM: www.wiki.ed.ac.uk/display/CMVMPGMarketing/CMVM+Postgraduate
CSE: www.wiki.ed.ac.uk/pages/viewpage.action?pageId=118719348

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Regulation 3~~2~~   Examiners: appointment

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

Application of the regulation

3~~2~~.1   Where appropriate, upon receipt of a student's Notice of Intention to Submit form, the College Office will contact the Head of the student's School to request that examiners are nominated for the assessment of the thesis or submitted assessment.

3~~2~~.2   Before submitting nominations to the College, the Head of School should consult the student's supervisors over the choice of examiners. Supervisors inform students of the names of possible examiners, and students must inform their supervisor if any problems are likely to arise if particular examiners are appointed. Any comments will be taken into account but students have no right to determine the Head of School's eventual recommendation, and therefore have no right to veto any particular appointment.

3~~2~~.3   The External Examiner will be approached informally by the Head of School to establish their willingness to act. However, the College Postgraduate Committee has responsibility for the approval of all examiners. Any objection to the proposed examiners must be made to the College committee in good time before the relevant assessment. Complete final lists of examiners are maintained by the relevant College Office.

3~~2~~.4   Internal Examiners are academic and/or honorary staff of the University. Honorary staff, in this context include:

Staff from Associated Institutions : www.ed.ac.uk/schools-departments/associated-institutes;

Teachers and senior staff from partner schools to the Moray House School of Education;

Academic staff from Research Pooling partners who are appointed as an Internal Examiner by the Curriculum and Student Progression Committee, on the basis of a recommendation from the relevant College;

and NHS staff who are honorary staff members of the University of Edinburgh.

3<s>2</s>.5   Internal Examiners are appointed by the student's School with approval by the College committee with responsibility for postgraduate research matters. Staff who are or who have been a supervisor of the student at any time cannot be an Internal Examiner for that student. For MSc by Research programmes, staff who are or have been a supervisor of the student may not act as a marker or Internal Examiner for the research project or dissertation, where the research project or dissertation is worth more than 60 credits.

> **Commented [BA2]:** New content.

3<s>2</s>.6   No person who has held an appointment on the teaching or research staff or has been a student of the University, or who has been granted honorary status in the University, is eligible to act as an External Examiner until a period of four years has elapsed since the termination of the appointment or the status. In exceptional circumstances this rule may be waived by the Curriculum and Student Progression Committee. Members of affiliated or associated institutions may be Internal but not External Examiners.

3<s>2</s>.7   The School must inform the student of the names of their examiners when the examiners have been approved by the College committee.

3<s>2</s>.8   If more than three months have elapsed between the examiners being appointed and the student submitting the thesis, the College Office has responsibility for checking whether the commitments of any examiner have changed significantly so that consideration may be given to appointing an alternative examiner.

Regulation 4<s>3</s>   Non-Examining Chair: appointment

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

Application of the regulation

43.1 The appropriate process for appointing a Non-Examining Chair is the same as for appointing Internal Examiners (see regulation 2).

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

Regulation 54   Number of examiners

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

Application of the regulation

54.1 In particular cases, such as the assessment of an interdisciplinary topic, a second External Examiner may be appointed.

54.2 When the student is or has been a member of staff of the University during their research degree there must be two External Examiners and one Internal Examiner. "Member of staff" will be defined by the student's School with approval by College. There is no requirement for students who are or have only been tutors or demonstrators (or have undertaken similar roles) to have two external examiners.

54.3 See also Regulation 6 Avoiding potential conflicts of interest.

Regulation 65   Examiners: responsibilities

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

Application of the regulation

65.1 The College Postgraduate Committee will specify responsibilities and requirements to examiners.

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65.2   It is the responsibility of the College Postgraduate Committee to ensure that the External Examiner is competent to assess the degree. The External Examiner is appointed for their specialist knowledge, whereas the Internal Examiner may be a generalist or an expert in only part of the subject matter of the thesis.

65.3   Internal Examiners must be fully conversant with the procedures and regulations for oral examinations within the University. Heads of School must ensure that Internal Examiners are aware of all their duties in the examination process.

65.4   During the assessment the examiners must hold the thesis and the abstract in strict confidence.

Regulation 76   Avoiding potential conflicts of interest

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

Application of the regulation

76.1   If there is a potential conflict of interest the College Postgraduate Committee will be consulted.

76.2   The University's Policy on Conflict of Interest is relevant:
www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf

Section B   Conduct of Assessment

Regulation 87   Assessment requirements: student responsibilities

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

Application of the regulation
87.1   The grounds for the award of specified research degrees are provided in the University's Degree Regulations and Programmes of Study : www.drps.ed.ac.uk/
87.2   The student must read the Code of Practice for Supervisors and Research Students: www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf
87.3   It is a supervisor's responsibility to ensure that the student is informed of all assessment practice and requirements, including *The Code of Practice for Supervisors and Research Students*.
87.4   There are flow charts showing the thesis assessment process and the responsibilities of the student, College, School and Examiners: www.docs.sasg.ed.ac.uk/AcademicServices/regulations/Doctoral_and_MPhil_thesis_assessment_process_flowchart.pdf
87.5   The can be found online at: www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis_Binding.pdf

Regulation 98   Assessment deadlines: student responsibilities

It is a student's responsibility to meet their assessment deadlines, including thesis submission deadlines and oral examination times and location.

Application of the regulation
98.1   It is a supervisor's responsibility to ensure that the student is informed of all assessment requirements.

Regulation 109   Reasonable adjustments

Reasonable adjustments will be made to assessments for disabled students.

Application of the regulation

910.1   Reasonable adjustments must be agreed with the student, Student Disability Service, the School Co-ordinator of Adjustments (CoA) and the College Postgraduate Office. They are recorded in the student's Learning Profile by the Student Disability Service, which sends the Learning Profile to the student, the supervisor, the School's Co-ordinator of Adjustments, Student Administration and other relevant areas. The School's Co-ordinator of Adjustments has responsibility for overseeing the implementation of the Schedule of Adjustments on the Learning Profile. The Co-ordinator of Adjustments will liaise with academic colleagues who are responsible for putting support in place in the School. The Co-ordinator of Adjustments will also liaise with the Student Disability Service should any recommended support/adjustments require further discussion, clarification or alteration. If there are any amendments to the Learning Profile or information on the need for adjustments, the Student Disability Service will send these to the appropriate staff and ensure that students are informed.

910.2   The Student Disability Service provides examples of reasonable adjustments, deadlines and support:
        www.ed.ac.uk/schools-departments/student-disability-service/student-support/exam-support

910.3   Reasonable adjustments can be made for a variety of assessment methods, depending on the needs recorded in the student's Learning Profile, e.g. assessed coursework, take-home examinations, online examinations, invigilated examination, research project or dissertation. It is a student's responsibility to ensure that their Learning Profile covers all types of assessment methods relevant to the programme, for example if a student discovers that an aspect of their programme is likely to impact on their support needs, they should contact the Student Disability Service as soon as possible in case any amendment is required to be made to their Learning Profile. The Student Disability Service supports students in the preparation and review of their Learning Profile.

910.4   Arrangements for examinations can be recommended by the Student Disability Service and via the supervisor to the College Office, for students with temporary injuries or impairment, on the submission of relevant medical information. Students should contact the Student Disability Service as soon as possible to enable any exam adjustments to be recommended. The supervisor is responsible for communicating adjustments to the chair of the oral examination.

Regulation 110   Language of assessment: languages other than English or Gaelic

The English language is the usual medium of teaching and assessment at the University of Edinburgh. All work submitted for assessment must be written in the English language, except for those courses and classes where the School or Course handbook specifies that written work can and/or should be submitted in the language which is being studied, and/or where the learning outcomes allow for the possibility of submitting work in a language other than English. All theses, research projects and dissertations must be written in English. Different arrangements apply in relation to the use of Gaelic (see regulation 121).

Application of the regulation

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

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

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

Regulation 121   Language of assessment: Gaelic

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

Application of the regulation

12~~1~~.1   The University of Edinburgh wishes to accord Gaelic equal respect with English under the terms of the Gaelic Language (Scotland) Act 2005.

12~~1~~.2   Candidates who wish to submit a thesis, research project or dissertation in Gaelic should seek approval to do so as early as possible, and certainly not later than by the end of the first year of full-time study (or equivalent part-time study) in the case of Doctoral and MPhil~~research~~ students. Approval must be given by the appropriate College Committee, which must be satisfied that appropriate arrangements can be made for supervision and examination, including the availability of both internal and external examiners suitably qualified to read and examine the thesis, research project or dissertation.

12~~1~~.3   Where such approval is given, in addition to the standard requirements, the thesis, research project or dissertation should also include a summary (of approximately 1500 words) written in English, summarising the main arguments, and an abstract in English must also be produced. Where Examiners' reports are completed in Gaelic, these must be translated into English before submission to the Board of Examiners. Any costs associated with this should be borne by the relevant School.

Regulation 13~~2~~   Progression review (does not apply to MSc by Research degrees)

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

Application of the regulation

13~~2~~.1   Guidance on the procedure for the progression review is included in the Code of Practice for Supervisors and Research Students:
www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPSupervisorsResearchStudents.pdf

13~~2~~.2   It is expected that progression reviews are normally held early within the 9 – 12 month period, to allow time for a repeat review if this is required.

13~~2~~.3   There are similar procedures for full-time and part-time students, and reviews of part-time students will also take place within 9 to 12 months of their enrolment. Part-time students will not be expected to have made as much progress as full-time students within this time. Exceptionally, the first progression review may be postponed, with permission from the College. The postponement must be no longer than six months.

1<u>3</u><s>2</s>.4 Colleges/Schools may also have additional requirements, for example 10 week review.

Regulation 1<u>4</u><s>3</s>   Annual progression review recommendation (does not apply to MSc by Research degrees)

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

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

Application of the regulation

1<u>4</u><s>3</s>.1 If the outcome of the annual review is 13(b) then the three month period starts from the date of issue of the progression decision to the student.

1<u>4</u><s>3</s>.2 If there are doubts about a student's ability to complete a PhD successfully then option (d) must be considered. If there are serious doubts as to the student's research capability, then options (e) or (f) must be considered.

1<u>4</u><s>3</s>.3 The Procedure for Withdrawal and Exclusion from Study can be found at: www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf

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Regulation 1<u>5</u><s>4</s>   Repeat progression review (does not apply to MSc by Research degrees)

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

Application of the regulation

154.1 The repeat review can contain any or all of the components of the progression review (see regulation 12).

154.2 The options for recommendations from the repeat progression review are those listed in regulation 13, with the exception of Regulation 13(b). Only one repeat review may be undertaken before confirmation of registration.

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

Regulation 1516   Notification of intention to submit a thesis for assessment

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

Application of the regulation

165.1 MSc by Research students who are examined by the relevant College Postgraduate Committee may be required to use Notification of Intention to Submit forms.

165.2 The student must complete the suite of submission forms at least two months before the thesis is submitted:
Notification of Intention to Submit,
Thesis Abstract,
Access to a Thesis and Publication of Abstract.

www.ed.ac.uk/schools-departments/academic-services/forms/student-forms

Regulation 176   Deadlines for the submission of a thesis for assessment

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

- For the degree of **PhD by Research Publications** a student must submit their thesis within three to twelve months of registration.

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- For the degree of **MSc by Research** a student must submit their research project or dissertation on or prior to the completion of the prescribed period of study.

Application of the regulation

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

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

176.3 Once a student has submitted a thesis, research project or dissertation, they cannot retract it.

176.4 The relevant College Office is responsible for transmitting the thesis, research project or dissertation and the examiners' report forms to the examiners.

Regulation 187   Early submission (does not apply to MSc by Research degrees)

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

Application of the regulation

187.1 The student must discuss early submission with their supervisor. Colleges are unlikely to approve early submission without the agreement of the Principal Supervisor.

Regulation 198   Preparation for oral assessment

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

Application of the regulation

198.1 Oral assessment may be conducted using technology such as video conferencing, enabling the student or an examiner to participate but not be physically present at the University. Such remote assessment must have the permission of the College

Postgraduate Committee, the student, all examiners and any Non-Examining Chair. The College has responsibility for approving and overseeing this process. www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Videolinked_PhD_Oral.pdf

19.2 The Internal Examiner is responsible for ensuring that all the necessary arrangements for the oral assessment are made. The arrangements, including the date and place of the oral, the chairing of it, and the names of all those participating in it, must be provided in advance to all those who are to be present (i.e. the student, all examiners, any Non-Examining Chair and any observer). Where a Non-Examining Chair has not been appointed the Internal Examiner will chair the oral. (See regulation 3.)

19.3 If an examiner is unable to participate in the oral assessment, it may be postponed to a later date. If postponement would be a serious hardship to the student, the College Postgraduate Committee will consider appointing an alternative examiner.

19.4 The examiners complete and submit the relevant forms by the specified deadline: www.ed.ac.uk/schools-departments/academic-services/forms/school-college-forms

19.5 Where oral assessment is used on MSc by Research programmes examined by a Board of Examiners within a School, the Board will determine whether this regulation, or the provisions of the Taught Assessment Regulations relating to Oral assessment will apply. Schools will inform students which regulations apply to their programme.

Commented [BA3]: Additional content. Allows for PhD-style viva or taught-style oral assessment.

Regulation 20   Academic misconduct

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

Application of the regulation

20.1   Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or your own previously assessed original work. It is academically fraudulent and an offence against University discipline. Plagiarism, at whatever stage of a student's course, whether discovered before or after graduation, will be investigated and dealt

with appropriately by the University. The innocent misuse or quotation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat. Work may be deemed to be plagiarised if it consists of close paraphrasing or unacknowledged summary of a source, as well as word-for-word transcription. Any failure adequately to acknowledge or properly reference other sources in submitted work could lead to lower marks and to disciplinary action being taken.
www.ed.ac.uk/academic-services/students/postgraduate-research/discipline/plagiarism

2019.2   It is academically fraudulent and an offence against the University's Code of Student Conduct for a student to invent or falsify data, evidence, references, experimental results or other material contributing to any student's assessed work or for a student knowingly to make use of such material. It is also an offence against the University's Code of Student Conduct for students to collude in the submission of work that is intended for the assessment of individual academic performance or for a student to allow their work to be used by another student for fraudulent purposes.

1920.3   A student who has submitted work for one course at this or another University must not submit the same work or part of the work to attempt to achieve academic credit through another course. See also the Undergraduate and Postgraduate Degree Regulations at: www.drps.ed.ac.uk/

1920.4   Students need to be careful when asking peers to proof-read their work. Proof-readers should only comment on the vocabulary, grammar and general clarity of written English. They should not advise on subject matter or argumentation. EUSA runs a peer proof-reading scheme and information can be sought from the Advice Place: www.eusa.ed.ac.uk/proofreading

2019.5   Students need to be careful to avoid academic misconduct when submitting group projects and to be clear about their individual contribution to the submission.

2019.6   Information on academic misconduct and plagiarism, and how such cases will be handled, is given on the Academic Services website.
www.ed.ac.uk/schools-departments/academic-services/students/postgraduate-research/discipline/academic-misconduct

Section C   Thesis Regulations

Regulation 210   Copyright

The student holds copyright as author of all work submitted for assessment.

Doctoral and MPhil studentsEach student must grant the University the right to publish the thesis, abstract or list of works, and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

Application of the regulations
210.1 The student reserves the copyright on both the thesis and the abstract.
210.2 Students must complete the Access to a Thesis and Publication Abstract form available to download from: www.ed.ac.uk/schools-departments/academic-services/forms/student-forms
21.3   Where students on MSc by Research programmes are required to deposit their research project or dissertation in the University library, the provisions of this regulation apply.

Commented [BA4]: Some students on MSc by Research programmes are required to deposit their thesis/dissertation in the University library.

Regulation 221   Thesis title

The student must provide a thesis title with the Notice of Intention to Submit Form (where this Form is used).

Application of the regulation
221.1 The Notification of Intention to Submit Form is available online: www.ed.ac.uk/schools-departments/academic-services/forms/student-forms
221.2 The expectation is that the student's thesis title on the Notification of Intention to Submit Form will be the final title for the thesis.

Regulation 232   Thesis length

Research degree theses, research projects and dissertations must not exceed the length specifications set out in the regulations for the degree.

Application of the regulation

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232.1 Word count specifications are provided in the Degree Regulations and Programmes of Study (DRPS) or programme documentation: www.drps.ed.ac.uk/

Regulation 243   Previously published material

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

Application of the regulation

243.1 The signed declaration must contain a clear statement on the inclusion of any previously published material. See also regulation 26.

243.2 A student cannot include in a thesis material that has been accepted for publication prior to the start of their programme of study, unless registered for a PhD by Research Publications degree. Guidance on including publications in a thesis is available online: www.ed.ac.uk/files/atoms/files/publications_in_thesis.pdf

243.3 See also regulation 1920.

Regulation 254   PhD by Research Publications: submission

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

Application of the regulation

254.1 The critical review must summarise the aims, objectives, methodology, results and conclusions covered by the work submitted in the portfolio. It must also critically assess how the work contributes significantly to the expansion of knowledge, and indicate how the publications form a coherent body of work and what contribution the student has made to this work.

254.2 The specifications for submission of PhD by Research Publications are listed in the Degree Regulations and Programmes of Study (DRPS): www.drps.ed.ac.uk/

Regulation 265   Signed declaration

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

    (a)   that the thesis, research project or dissertation has been composed by the student, and

    (b)   either that the work is the student's own, or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated, or

    (c)   that the work has not been submitted for any other degree or professional qualification except as specified, and

    (d)   that any included publications are the student's own work, except where indicated throughout the thesis and summarised and clearly identified on the declarations page of the thesis.

Application of the regulation

265.1 Guidance on completing the signed declaration is available online:
www.ed.ac.uk/files/atoms/files/thesis_signed_declaration.pdf

Section D   Degree Specific Assessment Requirements

Regulation 276   Examiners' reports (does not apply to MSc by Research Degrees)

The College will send the thesis to the examiners who must each submit an initial, independent written report in advance of the oral examination. The examiners must not consult with each other in completing their initial report. Examiners will not send any comments or decision to the student prior to the oral examination. After the oral examination the examiners will submit a joint report.

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

Regulation 2~~8~~7   Oral examination

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

Application of the regulation
2~~8~~7.1 The expectation is that the oral examination will be held within three months of submission of the thesis.
2~~8~~7.2 The oral examination may be used to establish a student's knowledge of the field of their research, to establish the extent of any collaboration and to confirm that the work is the student's own. Through the oral examination, the examiners are assessing jointly whether the thesis and the student's defence of it satisfy the requirements and regulations for the award of the degree. Requirements that specific research degree programmes have for oral assessment are set out in Section D.
2~~8~~7.3 Where there is a non-examining chair, they will chair and attend for the duration of the oral. Where a non-examining chair has not been appointed the Internal Examiner will chair the oral. (See regulation 3.)
2~~8~~7.4 Supervisors may attend the oral examination, with consent of the student and examiners, but will not participate in or comment during the oral examination. Supervisors must leave the examination room with the student and do not participate in the examiners' discussion and decision on recommendations.
2~~8~~7.5 The (oral) examination procedure of practice-led PhDs can include exhibitions, performances and other events, elements and processes.
2~~8~~7.6 The professional doctorate oral examination may cover any part of the degree programme.
2~~8~~7.7 At the end of the oral examination, the examiners may, if they have agreed a recommendation, indicate their recommendation to the student. The examiners must stress, however, that their recommendation is not final but will form the basis of the Part II report (see regulations 28-30). Receipt of the Part II report by the student from the College constitutes formal notification of the decision and beginning of any additional period of study set by the examiners.
28.8 Where oral assessment is used on an MSc by Research programme examined by a Board of Examiners within a School, the Board will determine whether this regulation, or the provisions of the Taught Assessment Regulations relating to Oral assessment will apply. Schools will inform students which regulations apply to their programme.

Commented [BA5]: Additional content, as above.

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**Regulation 2~~9~~8   PhD by Research and other Doctorates: examiner
                recommendation**

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

(a)   **Award PhD/Doctorate.** The thesis satisfies the requirements for the award of
        the doctoral degree as laid down in the University's Degree Regulations and
        Programmes of Study (see www.drps.ed.ac.uk/) as appropriate. No further
        changes can be made to the thesis after examination; or

(b)   **Minor Corrections Needed.** The thesis satisfies the requirements for the
        award of the degree except that editorial corrections are required or stated minor
        weaknesses, as identified by the examiners, must be remedied. In the opinion
        of the examiners, the student will be able to remedy these without further
        supervision and without undertaking any further original research.   The
        corrections to the thesis must be completed within three months and are subject
        to certification by the Internal Examiner(s), and by the External Examiner (where
        the examiner so requests), before the degree is awarded; or

(c)   **Additional Oral Examination Needed.** The thesis satisfies the requirements
        for the degree, or satisfies the requirements except for stated minor
        weaknesses, but the student's oral defence of the thesis has been inadequate
        in specified respects. The student is required to undergo further assessment,
        written, oral or practical, and make any corrections to the thesis within a
        specified period of not more than four months. The degree is awarded subject
        to the student achieving a satisfactory standard in the further oral examination
        and subject to certification of the corrections by the Internal Examiner(s), and
        by the External Examiner (where the examiner so requests); or

(d)   **Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The
        thesis needs work above and beyond editorial corrections or minor weaknesses
        in order to meet one or more of the requirements for the degree, and this work
        may require further supervision. However, the student appears capable of
        revising the thesis to satisfy the requirements. The revised thesis must be
        completed within a further specified period of study, which is set by the
        examiners, and which must not exceed six months. Exceptionally, this period
        may be extended to a maximum of 12 months with permission from the College.
        In these cases College may also recategorise the recommendation to (e) – see
        below. The thesis is subject to certification by the Internal Examiner(s), and by
        the External Examiner(s) (where the examiner so requests), before the degree
        is awarded; or

(e)   **Substantial Work on Thesis and Oral Re-Examination Needed –
        Resubmission for PhD/Doctorate.** The thesis is substantially inadequate in
        one or more of the requirements for the degree, but the student appears capable
        of revising the thesis to satisfy the requirements. The student ought therefore

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

(f) **Award MPhil.** The thesis is substantially deficient in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements; but the thesis satisfies the requirements for the degree of MPhil; or

(g) **Award MPhil following Minor Corrections.** The thesis is substantially deficient in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements. However, the thesis satisfies the requirements for the degree of MPhil except for stated minor corrections in the thesis. The student should be invited to carry out the specified minor corrections as indicated by the examiners. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(h) **Substantial Work on Thesis Needed before Resubmission and oral examination for MPhil.** The thesis is substantially inadequate in one or more of the requirements for the doctoral degree and cannot be revised to satisfy these requirements. However, the thesis may satisfy the requirements for the degree of MPhil if stated deficiencies in the thesis are remedied. Accordingly, the student should be invited to resubmit the thesis in a substantially revised form as indicated by the examiners for the degree of MPhil. The revisions should be completed within a further period which must not exceed 12 months; or

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

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

Application of the regulation

2~~9~~8.1 Students cannot resubmit the thesis more than once.

2~~9~~8.2 If the student does not meet the requirements set under 28(b) to (h) then they have not complied with all assessment requirements (see Regulation 8), which will result in a fail.

2~~9~~8.3 A student presenting a thesis under Regulation 28 (h) may not subsequently be permitted to resubmit the thesis under Regulation 30 (e).

2~~9~~8.4 The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student their understanding of any revisions to be made.

2~~9~~8.5 Where a student is offered the award of a different degree under (f), (g) or (i) above then the original word limits for the offered degree are set aside.

Regulation 29~~30~~   PhD by Research Publications: examiner recommendation

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

(a) **Award PhD/Doctorate.** The thesis satisfies the requirements for the award of the doctoral degree as laid down in the University's Degree Regulations and Programmes of Study (see www.drps.ed.ac.uk/) as appropriate. No further changes can be made to the thesis after examination; or

(b) **Minor Corrections Needed.** The thesis satisfies the requirements for the award of the degree except that editorial corrections are required or stated minor weaknesses as identified by the examiners must be remedied. In the opinion of the examiners, the student will be able to remedy these without further supervision and without undertaking any further original research. The corrections to the thesis must be completed within three months and are subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(c) **Additional Oral Examination Needed.** The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination

and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or

(d) **Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The thesis needs significant work in order to meet one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) – see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(e) **Substantial Work on Thesis and Oral Re-Examination Needed – Resubmission for PhD by Research Publications.** The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy them. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or

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

Application of the regulation

~~29~~30.1   Students cannot resubmit the thesis more than once.

~~29~~30.2   If the student does not meet the requirements set under Regulation 29 then they have not complied with all assessment requirements (see Regulation 8), which will result in a fail.

~~29~~30.3   The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student their understanding of any revisions to be made.

Regulation 3~~10~~ **MPhil: examiner recommendation**

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

(a) **Award MPhil.** The thesis satisfies the requirements for the award of the degree of MPhil as laid down in the University's Degree Regulations and Programmes of Study (see www.drps.ed.ac.uk/) as appropriate. No further changes can be made to the thesis after examination; or

(b) **Minor Corrections Needed.** The thesis satisfies the requirements for the degree except that editorial corrections are required or stated minor weaknesses as identified by the examiners must be remedied. In the opinion of the examiners, the student will be able to remedy these without supervision and without undertaking any further original research. These corrections to the thesis must be completed within a specified period of not more than three months and are, subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(c) **Additional Oral Examination Needed.** The thesis satisfies the requirements for the degree, or satisfies the requirements except for stated minor weaknesses, but the student's oral defence of the thesis has been inadequate in specified respects. The student is required to undergo further assessment, written, oral or practical, and make any corrections to the thesis within a specified period of not more than four months. The degree is awarded subject to the student achieving a satisfactory standard in the further oral examination and subject to certification of the corrections by the Internal Examiner(s), and by the External Examiner (where the examiner so requests); or

(d) **Additional Work on Thesis Needed - No Oral Re-Examination Needed.** The thesis needs significant work in order to meet one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy the requirements. The revised thesis must be completed within a further specified period of study, which is set by the examiners, and which must not exceed six months. Exceptionally, this period may be extended to a maximum of 12 months with permission from the College. In these cases College may also recategorise the recommendation to (e) – see below. The thesis is subject to certification by the Internal Examiner(s), and by the External Examiner (where the examiner so requests), before the degree is awarded; or

(e) **Substantial Work on Thesis and Oral Re-Examination Needed – Resubmission for MPhil.** The thesis is substantially inadequate in one or more of the requirements for the degree, but the student appears capable of revising the thesis to satisfy them. The student ought therefore to be invited to resubmit the thesis for oral examination in a substantially revised form as indicated by the examiners within a further specified period of study, which is set by the

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examiners, which must not exceed 12 months. Exceptionally, this period may be extended to a maximum of 24 months with permission from the College; or

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

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

Application of the regulation

31̶0̶.1 Students cannot resubmit the thesis more than once.

31̶0̶.2 If the student does not meet the requirements set under Regulation 31 then they have not complied with all assessment requirements (see Regulation 9), which will result in a fail.

31̶0̶.3 The College Office is responsible for ensuring that the student receives a written statement of any revisions to be made to the thesis. The supervisor must confirm with the student their understanding of any revisions to be made.

31̶0̶.4 Where the student is offered the award of an MPhil as an exit degree, having originally submitted for a doctorate, the MPhil word count will be set aside.

Regulation 32   MSc by Research degrees: requirements for award

In order to be awarded the degree of MSc by Research, students must attain passes in at least 180 credits' worth of courses. This may include the award of credits on aggregate for up to 40 credits. Where credit on aggregate is offered, the provisions of the Taught Assessment Regulations (under "Postgraduate assessment progression") apply.

> **Commented [BA6]:** New regulation, clarifying requirements for MSc by Research.

Any final mark, grade, result and the award decisionWhere marks are awarded for assessment on MSc by Research degrees, these must be expressed using the postgraduate common marking scheme:

www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme

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Application of the regulation

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

32.2 For some MSc by Research programmes the examiners may award a mark or grade, merit or distinction.

32.3 There will be no progression hurdle to proceed to the research project or dissertation.

32.4 Where a mark is awarded for the thesis, research project or dissertation, this must be passed at a minimum of 50%. Failure to achieve this standard will automatically result in no award at MSc level being made.

Regulation 31 33   MSc by Research degrees: examiner recommendation

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

The examiners may recommend:

(a)   Award Pass with Distinction in MSc by Research. See Regulation 32; or

(b)   Award Pass with Merit in MSc by Research. See Regulation 33; or

(c)   Award MSc by Research. The thesis satisfies the requirements for the award of the degree as laid down in the University's Degree Regulations and Programmes of Study as appropriate and that the degree should be awarded. No further changes can be made to the thesis after examination; or

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

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

Application of the regulation

3133.1 For those MSc by Research degrees assessed by a Board of Examiners within a School, the Board makes a single recommendation for each student directly to the Senatus.

Commented [BA7]: Additional content, for clarity.

Regulation 3234   MSc by Research degrees: distinction

MSc by Research degrees may be awarded with distinction. Different criteria for the award of distinction may be used depending on the volume of credit allocated to the research project or dissertation.

Where the research project or dissertation is worth 120 credits or more:

(a) Where a mark has been awarded for the research project or dissertation, a student may be awarded a distinction if they have attained a mark of at least 70% on the postgraduate assessment common marking scheme for the research project or dissertation;

(b) Where a mark has been awarded for the research project or dissertation and other courses taken as part of the degree, a student may be awarded a distinction if they have attained a mark of at least 70% on the postgraduate assessment common marking scheme for the research project or dissertation, and an average of at least 70% for all other components for which a mark has been awarded;

(c) Where a mark has not been awarded for the dissertation, the Examiners may recommend that the student be awarded the MSc by Research with Distinction.

Where the research project or dissertation is worth less than 120 credits:

(d) Where a mark has been awarded for the dissertation and other courses taken as part of the degree, a student may be awarded a distinction if they have attained a mark of at least 70% on the postgraduate assessment common marking scheme for the dissertation, and an average of at least 70% for all other components for which a mark has been awarded.

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

Where an MSc by Research may be awarded with distinction, Schools must inform students in advance which criteria apply to their programme.

Commented [BA8]: New content.

Application of the regulation

3234.1   For degree programmes that permit resubmission of the research project or dissertations then, in order to qualify for distinction, a mark of 70% or above must be attained on the first attempt unless this attempt is set aside as a null sita student may only qualify for distinction based on their first attempt.

3234.2   The postgraduate common marking scheme can be found at:
www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme

Regulation 3335   MSc by Research degrees: merit

MSc by Research degrees may be awarded with merit. Different criteria for the award of merit may be used depending on the volume of credit allocated to the research project or dissertation.

Where the research project or dissertation is worth 120 credits or more:

(a)   Where a mark has been awarded for the research project or dissertation, a student may be awarded the degree with merit if they have attained a mark of at least 60% on the postgraduate assessment common marking scheme for the research project or dissertation;

(b)   Where a mark has been awarded for the research project or dissertation and other courses taken as part of the degree, a student may be awarded the degree with merit if they have attained a mark of at least 60% on the postgraduate assessment common marking scheme for the research project or dissertation, and an average of at least 60% for all other components for which a mark has been awarded;

(c)   Where a mark has not been awarded for the research project or dissertation, the Examiners may recommend that the student be awarded the MSc by Research with Merit.

Where the research project or dissertation is worth less than 120 credits:

(d)   Where a mark has been awarded for the dissertation and other courses taken as part of the degree, a student may be awarded the degree with merit if they have attained a mark of at least 60% on the postgraduate assessment common marking scheme for the dissertation, and an average of at least 60% for all other components for which a mark has been awarded.

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

Where an MSc by Research may be awarded with merit, Schools must inform students in advance which criteria apply to their programme.

Commented [BA9]: New content.

Application of the regulation

3335.1   For degree programmes that permit resubmission of the research project or dissertations then, in order to qualify for merit, a mark of 60% or above must be

attained on the first attempt unless this attempt is set aside as a null sit, a student may only qualify for merit based on their first attempt.

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

Regulation 3436   Committee recommendation

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

Application of the regulation

3436.1   The Committee, on receipt of a recommendation by the examiners, must consider whether it appears to be adequately justified in the light of the full reports by the examiners, and may make further inquiry of the examiners and the student's supervisor(s).

3436.2   If the Committee receives reports by the examiners indicating disagreement as to the appropriate recommendation, it may recommend to Senatus that the recommendation of one of the examiners be accepted in preference to that of the other. The Committee may require that a further report on the thesis be obtained from some other examiner or examiners, *or* that the assessment of the thesis be conducted from the beginning by different examiners.

3436.3   If the Committee is offering an alternative award to that for which a student had originally submitted (for example MPhil as an exit award for PhD submission), the student must either agree or decline to accept the alternative award.

Regulation 3537   Thesis resubmissions (does not apply to MSc by Research degrees)

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

Application of the regulation

3537.1   No further criticism of other material or aspects of the thesis passed as satisfactory at the first assessment can be introduced at a later stage. The written statement and the aspects of the thesis which require revision must be approved by the College Postgraduate Committee and cannot subsequently be altered without the agreement of that Committee.

3537.2   A student is permitted only one opportunity to resubmit their thesis. Thereafter, at most, they may make only minor corrections.

3537.3   In the event of resubmission, the examiners will re-assess the thesis and hold a second oral examination.

3537.4   If resubmission is recommended, only one copy of the original thesis should be returned to the student. The other should be retained by the Internal Examiner to facilitate checking of revisions when the thesis is resubmitted.

Regulation 3638   MSc by Research: revisions

Revisions Resubmission of the research project or dissertation with revisionsresubmission isare not permitted in the case of MSc by Research degree programmes unless a special case regarding an individual student's circumstances has been submitted to, and approved by, the College.

Application of the regulation
38.1   Where students on MSc by Research programmes are required to deposit their thesis, research project or dissertation in the University library, they may be permitted to submit a revised version within one month of approval of corrections and/or recommendation of award. A student cannot graduate until they have submitted the final version of their dissertation to the College Postgraduate Office.

Commented [BA10]: New content.

**Postgraduate Assessment Regulations for
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Section E   Marking of Assessment

Regulation 3739   Security of marks

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

Application of the regulation
3739.1 The College has responsibility for the security of arrangements. In practice, the operation of this may be delegated to the College Office, Graduate School or equivalent.
3739.2   Security arrangements must also include sending assessed work, marks and grades to examiners, including External Examiners; marking arrangements for online assessment; and correspondence about marks, which may be by email.

Regulation 3840   Format of thesis

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

Application of the regulation
3840.1   Guidance regarding the Regulatory Standards for the Format and Binding of a Thesis is available at: www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis_Binding.pdf
4038.2 If the School or the examiners have concerns regarding the presentation of a thesis they should seek advice from the College. If the College considers the presentation of a thesis to make it unreasonable for the examiners to conduct the examination, it may require the student to represent and resubmit the thesis.

Regulation 3941   MSc by Research degrees: provisional marks

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

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Application of the regulation

~~39~~41.1 Programme handbooks and other sources of advice for students are used to inform students that marks are provisional until agreed by the examiners and College, or Board of Examiners.

~~39~~41.2 Provisional marks which are released to students are not rounded.

~~**Regulation 40**~~ ~~**MSc by Research degrees: final marks**~~

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

Commented [BA11]: Regulation removed. For MSc by Research degrees involving Boards of Examiners held within Schools, the relevant Taught Assessment Regulations apply.

~~**Application of the regulation**~~

~~40.1 Rounding of marks is only done when the marks are finalised.~~

~~40.2 Students are informed whether the released marks are final or provisional.~~

~~40.3 The assessment results published on the student record system are the official results of the University.~~

Section F   Assessment Decisions

Regulation 4142   College Postgraduate Committee: approval of assessment decisions

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

Application of the regulation

4142.1   Prior to the meeting of the College Postgraduate Committee, examiners' recommendations are provisional until approved or modified by the Committee.

4142.2   The examiners for individual students do not participate in any assessment decisions regarding these students in the relevant meeting of the College Postgraduate Committee.

4142.3   The Secretary to the College Postgraduate Committee is responsible for giving reasonable notice of meetings: ensuring that the recommendations of the Committee are approved in writing and made available to Student Administration at the required time; and ensuring that a minute of the meeting is produced.

4142.4   The minute is a confidential document although information on a particular student may need to be disclosed to that student under the Data Protection Act and generic information may need to be disclosed under Freedom of Information legislation.

Regulation 4243   College Postgraduate Committee: quorum for assessment decisions

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

Application of the regulation

4243.1   The Convener of the Committee may, at their discretion, invite any person who has been involved in the assessment of the work under consideration by the Committee to be present 'in attendance' but without voting rights.

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Regulation 43~~44~~   Confidentiality

All discussion about the assessment of an individual student at a College Postgraduate Committee meeting is confidential.

Application of the regulation
~~43~~44.1   The College Postgraduate Committee reaches a collective decision. The decision does not need to be unanimous.
~~43~~44.2   The views of a particular committee member should not be made known to a student. If a student makes a request under the Data Protection Act, information recorded in the minutes on that particular student will need to be disclosed. In doing so, comments should be anonymised, e.g. assigned to Member 1, Member 2. Further information is available at: www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Minuting.pdf
~~43~~44.3   Students have a right to see information about themselves recorded in minutes of the College Postgraduate Committee meeting.
~~43~~44.4   Other than with the written permission of the student concerned, members of staff should not make available information about marks to persons or bodies outside the University except when necessary in the context of a reference.
~~43~~44.5   Guidance on disclosing information on students can be found at: www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/student-information

Regulation 44~~45~~   Retention and destruction of material

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

Application of the regulation
~~44~~45.1   Information about the student records retention schedule is online: www.ed.ac.uk/schools-departments/records-management-section/records-management/staff-guidance/retention-schedules/student-records
~~44~~45.2   Material which contributes to the assessment of the degree will be retained in the School, College Office, Library for a suitable period after the College Postgraduate Committee meeting which decides the overall classification or award of the degree, diploma or certificate. This enables the University to respond to any student appeal.

4445.3   Assessment material should be destroyed at the end of the retention period. For students who submit appeals, the retention period will need to be extended until the end of the appeal process. Other material which contributes to the final assessment of the degree may be returned to the student after the expiry of the retention period providing they do not make known the views of a particular examiner (see regulation 43). Dissertations may be retained by Schools, who have the responsibility to make them available to any enquirer in response to a Freedom of Information request (unless an exemption applies). Assessment samples may be retained for specified periods as supporting documentation for accreditation and quality assurance purposes, e.g. Postgraduate Programme Reviews. Material which is not retained or returned should be destroyed at the end of the retention period.

Regulation 4546   Award of degrees

Degrees are awarded by the Senatus on the basis of recommendations of the College, or Board of Examiners.

> **Commented [BA12]:** Added for clarity.

Regulation 4647   College Postgraduate Committee: return of decision

Decisions and awards recommended by the examiners and confirmed by the College Postgraduate Committee must be recorded on the Student Records System as the final official results of the University.

Application of the regulation

4647.1   Doctoral and MPhil sStudents receive Part II reports, which constitute formal notification of the Committee decision, after the meeting of the College Postgraduate Committee.

> **Commented [BA13]:** Added for clarity.

4647.2   The decisions of the Committee must be notified to Student Administration as soon as possible and certainly no later than 21 days before the date of graduation.

4647.3   Notification of final results and recommendation of the award of qualification to students, following the meeting of the Committee, is the responsibility of the College Office.

4647.4   Because of the nature of research degrees, transcripts for such degrees are not issued by the University. Colleges may instead provide students with an explanation of the specific degree awarded and confirmation that the student has been awarded (or is eligible to be awarded) this degree.

Regulation 47~~48~~   Status of Decisions

Decisions by a College Postgraduate Committee, once certified in writing are final.   In exceptional cases the College Postgraduate Committee can review its decision.

Application of the regulation

47~~48~~.1   A College Postgraduate Committee may, review a decision if significant information relevant to that decision, which was unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made.

47~~48~~.2   If the Committee is satisfied that there are grounds for changing its decision it will report its decision to Student Systems.

47~~48~~.3   Where an error is discovered in the assessment or marking of any examination or any component of an assessment or in the calculation, recording or notification of the result of any assessment or any component thereof or in the classification or result of any degree or in any process connected with any of these matters, the University shall forthwith correct that error and amend its records to show the correct result or classification and whether or not the result or classification has been published or otherwise notified to the student. The University shall notify the student of the corrected result or classification as soon as practicable and shall also correct any reference or statement which may have been provided by the University whether to the student or to a third party. Having been notified of the corrected result or classification the student shall return to the University any documentation which may have been issued to the student notifying the original result or classification which has been corrected. The student shall have no claim against the University for any loss or damage which may have been incurred by the student as a result of any error which may have been made.

47~~48~~.4   In proved cases of substantial and significant copying, plagiarism or other fraud, the Senatus has the power to reduce the classification of, or to revoke, any degree it has already awarded, and to require the degree, diploma or certificate scroll to be returned.

47~~48~~.5   Any member of Senatus may request Senatus to refer for investigation any matter concerning assessment.

Regulation 4849   Convener's Action

The Convener of the College Postgraduate Committee or Progression Board may take decisions by Convener's Action.

Application of the regulation

4849.1   This may occur when the College Postgraduate Committee takes a decision in principle but needs confirmation or further information, or when the Committee considers the possible outcomes and authorises the Convener, once relevant information is known, to apply the appropriate option. Convener's Action may also be appropriate when the decision to be made follows an existing precedent.

4849.2   Decisions made by Convener's Action should be recorded and reported to the relevant Board or Committee.

Regulation 4950   Final version of the thesis (does not apply to MSc by Research degrees)

The student is required to submit the final version of the thesis to the College Postgraduate Office.

Application of the regulation

5049.1   Degrees are conferred upon receipt of the final version of the thesis and following approval by the Senate at graduation.

5049.2   The final version of the thesis must be submitted within one month of approval of corrections and/or recommendation of award. A student cannot graduate until they have submitted the final version of their thesis to the College Postgraduate Office. See: www.ed.ac.uk/schools-departments/student-administration/graduations.

5049.3   Final submission must be notified by the College Office to Student Systems as soon as possible. Graduation deadline information is available online.

5049.4   Students are responsible for submitting their final version in electronic form in addition to one hard bound copy. Hard bound copies should conform to standards for the format and binding of theses: www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Thesis_Binding.pdf

4950.5   Further details on the submission of theses are available in the *Code of Practice for Supervisors and Research Students* and from the Edinburgh Research Archive (ERA) at www.era.lib.ed.ac.uk.

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Regulation ~~50~~51   Academic Appeal

Students have the right of academic appeal against the decisions of the College Postgraduate Committee on specific grounds, which are set out in the University's Student Appeal Regulations:
www.ed.ac.uk/schools-departments/academic-services/staff/appeals

Section G   Interpretation

Regulation ~~51~~52   Interpretation of the regulations

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

Application of the regulation

~~51~~52.1   Staff who need guidance on the postgraduate assessment regulations for research degrees, beyond that provided in the regulations and associated guidance, should contact the relevant Dean and/or the Academic Policy Officer with responsibility for the Curriculum and Student Progression Committee: www.ed.ac.uk/schools-departments/academic-services/committees/curriculum-student-progression

~~51~~52.2   The University uses questions on the regulations as a source of information for training and development of the regulations.

Section H   Significant Disruption

Regulation 5253   Significant disruption: concessions and standards

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

(a) the academic judgement of the examiners remains paramount;
(b) the University's academic standards will be maintained; and
(c) the provisions of the University's Postgraduate Assessment Regulations for Research Degrees remain in force except where a concession has been approved by the Curriculum and Student Progression Committee.

These concessions will only be used where necessary: if a College Postgraduate Committee is able to operate without a concession then the Committee will do so.

Application of the regulation

5253.1   Significant disruption can be extremes of weather, loss of facilities, and factors beyond the University's control which have an impact on the assessment of students. This may result in College Postgraduate Committees only having partial results available.

5253.2   In response to individual significant disruptions that may have a widespread impact on assessment, the University will adopt a communication strategy for students, staff and key external stakeholders, e.g. External Examiners, to ensure that they are aware of the measures that are adopted.

5253.3   All forms of assessment, such as theses submitted for assessment, examination scripts and course assignments, are the property and responsibility of the University, not of individual examiners or markers. They therefore must be accessible to the University when required.

5253.4   Drawing on previous experience [CSPC 14/15 2 C], the issues and regulations where CSPC may consider concessions include, but are not limited to:
(a)   participation of External Examiners;
(b)   College Postgraduate Committee quorum;
(c)   annual progression decisions.

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14 April 201427th 6February 2017

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The University of Edinburgh

Senatus Researcher Experience Committee

14 March 2017

Including Publications in Postgraduate Research Theses – Policy Evaluation

Executive Summary
The paper provides an evaluation of College experience of the policy of allowing publications to be included in postgraduate research theses.

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the University's strategic objective of leadership in learning and leadership in research.

Action requested
REC is invited to consider whether further guidance is necessary for examiners – see page 3.

How will any action agreed be implemented and communicated?
There is no policy action for implementation associated with the paper. Depending on the action agreed, communication may be through College REC representatives and/or Academic Services.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   Any resource implications for developing additional guidance will need to be met from within existing resources.

2. **Risk assessment**
   There are no risks identified.

3. **Equality and Diversity**
   There are no equality and diversity implications associated with the paper.

4. **Freedom of information**
   The paper is **open.**

Originator of the paper
Susan Hunter, Academic Services
1 March 2017

Including Publications in Research Theses – policy evaluation

Background

The Researcher Experience Committee (REC) Publications Track Task Group in its report to the committee in April 2015 concluded:

- There is no requirement for a new named degree of PhD Publications Track. Existing regulations permit the inclusion of published articles and portfolio material which therefore does not necessitate students having to rewrite material submitted for publication during or prior to the programme of study. Both writing monograph papers and journal articles are skills which our PhD students should acquire.
- Strengthening the existing regulations and Code of Practice for Supervisors and Research Students with the recommendations suggested by the task group should provide the necessary clarification and guidance on expectations for including publications in the thesis.
- Examiners will retain the expertise to assess the thesis and be able to make appropriate recommendations, including the option to resubmit a thesis in a traditional monograph format.

Guidance on including publications in research theses, aimed at postgraduate research students, supervisors and professional support staff was introduced in September 2015.

Evaluation

To evaluate the impacts of the policy of allowing the inclusion of publications in research theses, College Postgraduate Offices were ask to provide comments on any barriers to, or challenges with including papers in the thesis; whether they experienced a growing number of requests for including publications; and any general comments on the impact of the policy.
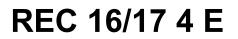
Findings

No barriers or specific challenges were identified by Colleges, nor was there any significant increase in the numbers submitting. However, comments suggest there may be scope for further guidance specifically for examiners. Comments were raised around confusion around the status of the papers and how examiners assess this type of thesis compared with the "standard". It may be that these concerns would be best addressed at a discipline or School level.

The existing guidance, Including Publications in Postgraduate Research Theses, gives some advice on the status and expectation on presentation of publications within a coherent body of interrelated work that shows the ability for critical analysis. It also states that "Examiners will assess the standard and appropriateness of papers and publications included within a thesis."

Action for REC

REC is requested to give a steer on whether further guidance for examiners is required and, if so, should this be at discipline, School, College or University level?

Susan Hunter, Academic Services
1 March 2017

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<u>The University of Edinburgh</u>
Senatus Researcher Experience Committee

14 March 2017

Senate Committee Planning 2017-18

Executive Summary

In Spring 2016, the Committee noted that a new two-stage approach to planning the work of the Senate Committees would apply for planning for 2017-18. In line with this new approach, in autumn 2016 the Committee had an opportunity to identify any major developments that may require resourcing via the planning round. The Committee is now being invited to have a broader discussion of priorities for the coming session.

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

Aligns with University Strategic Objectives of Leadership in Learning and Research

Action requested

The Committee is invited to identify any high priority projects that it would like to take forward in 2017-18.

How will any action agreed be implemented and communicated?

On 20 April 2017, the Senate Committees' Away Day will discuss the four Senate Committees' ideas for 2017-18. Academic Services will then submit the plans to Senate on 31 May 2017, and will then communicate them more widely using the Senate Committees' Newsletter. College representatives on the Committee are encouraged to discuss the plans with their Schools.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Yes. The paper will assist the University to use its resources strategically. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late in the planning round for 2017-18 to make a case for new projects.

2. **Risk assessment**
   No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

3. **Equality and Diversity**
   No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

4. **Freedom of information**
   For inclusion in open business

Originator of the paper

Tom Ward, Director of Academic Services, 1 March 2017

Senate Committee Planning 2017-18

This paper invites the Committee to identify priorities for the coming session.

Background - 2016-17 plans

At its meeting on 1 June 2016, Senate endorsed the Committees' plans for 2016-17, see Paper B at:
www.ed.ac.uk/academic-services/committees/senate/agendas-papers

Approach to 2017-18 planning cycle

The 2015-16 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. In the light of this, the Learning and Teaching Policy Group proposed that, from 2-16-17, the Senate Committees' planning would involve two distinct stages:

- In the latter part of Semester One, the Committees would be invited to identify any major developments that may require resourcing via the planning round; and

- In Semester Two, the Committees could undertake a broader discussion of priorities for the coming session.

The Senate Committees were content with this approach. The first stage planning was undertaken during Semester One, with the Committees identifying some strategic priorities to take account of during the planning round. For example, the Committees highlighted:

- The importance of investment in the teaching estate, particularly the availability of suitable teaching spaces and facilities within them;

- The planned PhD Enlightenment Scholarships;

- The Student Administration and Support strand of the Service Excellence Programme (eg anticipated work on the PGR lifecycle); and

- Potential for additional development of the External Examiner Reporting system (although the requirements cannot be specified until the evaluation planned for Semester Two, 2016-17).

For discussion - identifying priorities for 2017-18

In line with stage two of this process, *the Committee is invited to identify* priorities for the coming session.

In order to take forward their projects, the Senate Committees rely on the capacity of Schools, Colleges and the Students' Association to engage, and on professional

support from Academic Services, Student Systems, Information Services Group, the Institute for Academic Development and the Careers Service / Employability Consultancy. These resources from relevant support services will enable all the Senate Committees to undertake a reasonable volume of projects activities. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late to take account of them during the planning round for 2017-18. In planning for 2017-18, it is necessary to retain sufficient headroom to address high priority issues that emerge (for example as a result of external developments) during the session.

Some Senate Committee task groups / projects already underway will continue into 2017-18. These activities (set out in Annex A) are the starting point for planning for 2017-18. ***The Committee is invited to identify any additional projects that may be required for 2017-18 and their rationale.***

In their 2017 Annual Quality Reports (on 2015-16) the Colleges have highlighted some general themes for annual planning, which the Committee should take account of when identifying priorities for the coming session. See Annex B.

Annex A – Senate Committee projects and related activities already underway which are likely to continue into 2017-18

Senate Learning and Teaching Committee

- Assessment and Feedback Enhancement Working Group

- Lecture Recording Policy Task Group

- Digital Education Task Group

- Research-Led Teaching and Learning Task Group*

- University-Wide Courses Task Group*

- Learning Analytics Policy Task Group*

* While these groups had planned to complete their work in 2016-17, they may need to continue into 2017-18.

Senate Curriculum and Student Progression Committee

- Assessment and Progression Tools project

Researcher Experience Committee

- Excellence in Doctoral Training and Career Development programme - Governance arrangements – three strands of work

- Review of Code of Practice for Supervisors and Research Students

Senate Quality Assurance Committee

- Personal Tutor Oversight Group

- Overseeing institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)

- Implementation and monitoring of streamlining of the quality assurance framework (with a particular focus on periodic review processes)

Other relevant projects

- Implementation of University Learning and Teaching Strategy

- Senate task group considering how to implement the HE Governance (Scotland) Act 2016 in relation to Senate's operation

- Student Administration and Support strand of Service Excellence Programme – likely to raise various strands of activity for Senate Committees, for example regarding academic policy and regulations

- Continued implementation activity regarding the Course Enhancement Questionnaire

- Implementation of University Recruitment Strategy – Portfolio Development, Innovation and Review. While the Recruitment Strategy implementation work is being overseen by the University's Student Recruitment Strategy Group, it is likely to raise issues of relevance to the Senate Learning and Teaching Committee, Senate Curriculum and Student Progression Committee and Senate Quality Assurance Committee.

- Engagement with further development of Teaching Excellence Framework

Annex B – main themes for forward planning identified in College Annual Quality Reports

- Learning and teaching spaces – address challenges regarding the availability of high-quality teaching space and social spaces for students, and the impact of noise from redevelopment projects. (Referred to Space Strategy Group, and the Timetabling and Modelling team)

- Student systems and data issues - support for further development of Student Data Dashboard to include PG data; support for further development of EUCLID functionality for PGR students; some suggestions for optimising the use of survey data. (Referred to Director of Student Systems)

- External Examiner Reporting System – address some issues regarding the system (Referring to Director of Student Systems)

- Personal Tutor system - Opportunities remain to achieve enhancement of the Personal Tutor system, eg opportunities for greater clarity and guidance in regard to support available to Personal Tutors and Student Support Teams and for more opportunities to share practice. (Referred to Assistant Principal Academic Support)

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<u>The University of Edinburgh</u>

Senatus Researcher Experience Committee
14 March 2017

Knowledge Strategy Committee Report: 20 January 2017

<u>Executive Summary</u>
This paper provides a report of the Knowledge Strategy Committee meeting held on 20 January 2017.

<u>How does this align with the University / Committee's strategic plans and priorities?</u>
Leadership in Learning; Digital Transformation and Data.

<u>Action requested</u>
For information

<u>How will any action agreed be implemented and communicated?</u>
Paper provided for information

<u>Resource / Risk / Compliance</u>
1. **Resource implications (including staffing)**

   Paper provided for information

2. **Risk assessment**

   Paper provided for information

3. **Equality and Diversity**

   Paper provided for information

4. **Freedom of information**
   This paper is **open**

<u>Originator of the paper</u>
Lewis Allan, Head of Court Services

KNOWLEDGE STRATEGY COMMITTEE REPORT

20 January 2017

1   Information Services Strategic Programmes
   - **Learning, Teaching and Student Experience**

An update on delivering the projects associated with the 'Learning, Teaching and Student Experience' strategic funding and initial spend for the first year's programme was presented. The significant scale of the proposed lecture recording roll-out programme over the next three years; the Virtual Learning Environment consolidation programme and recurrent costs for improvement and maintenance of high quality Audio Visual digital teaching spaces was noted. Members commented on wider opportunities for innovation enabled by the new technology, keeping staff and students informed of progress with the lecture capture roll-out, advantages gained from the University's presence on all three major Massive Open Online Courses (MOOC) platforms and funding for upgrades and maintenance of digital teaching spaces. The proposed approach was endorsed.

   - **Library: National and International Leadership**

Proposals for projects utilising the £0.8M funding stream for the 'Library, National and International Leadership' and £0.5M capital funds were reviewed. It was noted that proposals are grouped under three sub-themes: Library Space (Main Library Occupancy Review; Moray House Library); Digitisation (digital preservation; content); and, Engagement (Centre for Research Collections; fundraising; St Cecilia's Hall; open access publishing; course collections). The initial proposal to invest £0.267M of the £0.5M capital fund was endorsed, with proposals for the remaining sum to be submitted to a future meeting.

2   Core Systems Strategy

An initial information brief to raise awareness of the evolving University Core Systems Strategy including a high level suggested governance path and decision timeline was reviewed. The following points were raised in discussion:
   - The intention to establish centralised core business systems replacing a multitude of different systems currently in place;
   - Using peer reviews and site visits to universities with a variety of new core systems in place to help inform the best approach for Edinburgh;
   - The role of Knowledge Strategy Committee in scrutinising the alignment of the project with the University's Strategic Plan;
   - Including likely costs within the next iteration of the current capital envelope forecast – should there be costs that can be capitalised;
   - Linkages with other planned projects and prioritisation of these;
   - Considering at an early stage whether staff retraining and redeployment will be required once the new core systems are in place.

3   Learning Analytics Update

A progress update from the task group established to develop a Learning Analytics Policy was received. Members welcomed the consultation exercise, the intention to develop a Principles document and a separate Policy and the measured approach taken given the emerging field of learning analytics.

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<u>The University of Edinburgh</u>

Senatus Researcher Experience Committee

14 March 2017

Arrangements for consulting with stakeholders on learning, teaching and student experience matters

Executive Summary

The Learning and Teaching Policy Group has developed some key principles and standard practices that Senate and the Senate Committees could adopt when consulting Schools, Colleges and stakeholders regarding changes to strategy, policy or procedure on learning, teaching and student experience matters. Central Management Group approved these principles and standard practices at its meeting on 1 March 2017.

In general, Senate and the Senate Committees are already following the arrangements set out in this paper. Formal articulation of principles and standard practices however will lead to more consistent approaches, and will ensure that all stakeholders are clear regarding their roles and responsibilities.

Committee members are invited to note in particular that:

- Where individuals have been appointed to Committees or task groups to represent Colleges or Schools, it is important that they are able to represent the views of their constituencies and to have authority to make decisions on their behalf; and

- Committee members convening task groups should refer to these principles and standard practices when constituting task groups and designing their consultation arrangements.

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

Aligns with University Strategic Objectives of Leadership in Learning and Research.

Action requested

The Committee is invited to note the paper.

How will any action agreed be implemented and communicated?

Academic Services will communicate them to the Senate Committees. It will also communicate them to key College contacts and highlight them to key School stakeholders in Schools via the Senate Committees' Newsletter.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The operation of consultation processes has resource implications for project teams and for stakeholders engaging with the processes. It is important, when planning projects, to allocate an appropriate level of resource to consultation activities. The paper highlights the importance of making a balanced judgement regarding the appropriate approach to the appropriate level of resource to commit to consultation activities.

2. **Risk assessment**
   The arrangements for effective consultation set out in the paper will assist the University to manage a range of risks associated with stakeholder buy-in and change management.

3. **Equality and Diversity**
   Effective consultation will assist the University to understand the equality and diversity implications of particular projects.

4. **Freedom of information**
   Open

Key words
Consultation

Originator of the paper
Tom Ward
Director of Academic Services
1 March 2017

Arrangements for consulting with stakeholders on learning, teaching and student experience matters

Background and context
1.   Recent experiences, for example regarding the development of the Evasys Course Enhancement Questionnaire and the consultation on the University's new Learning and Teaching Strategy, have highlighted that mechanisms in the University for consulting with and seeking buy-in from key stakeholders on learning, teaching and student experience matters do not always work as effectively as they could. There are therefore benefits in reflecting systematically on the approaches to take to consultation in different circumstances.

Key principles

- Senate and the Senate Committees should make their decisions on the basis of a proper understanding of the views of relevant stakeholders, while recognising that, given the diversity of the University's academic community, effective consultation processes will not always lead to consensus.

- The nature of consultation activities should be proportionate to the scale of change that is being proposed and the likelihood of it proving contentious.

- Given the scale and diversity of the University, consultation arrangements will always rely predominantly on individuals with leadership or representational roles in Colleges and Schools representing the views of their constituencies and having authority to make decisions on their behalf on task groups and committees.

- All task groups on issues with direct implications for the student experience should include Student Association representatives.

- When consulting on issues which have an impact on staff, Senate Committees and task groups should recognise the University's commitment to working in partnership with its trade unions and its obligations to consult and negotiate as appropriate.

- Once a consultation process has concluded and a decision made, it is important to provide feedback to those stakeholders who have engaged with the consultation processes.

Approaches to consultation

2.   The attached Annex sets out a table with a range of possible approaches that Senate or a Senate Committee could take to consultation on a particular issue. In general, the more significant or contentious the proposal development, the more of the elements further down the table the consultation processes would need to involve. The Annex is indicative, and a degree of judgement will be required regarding the approaches to consultation required for each development. It is unlikely that any consultation process, however significant and contentious the development, would require all the approaches set out in the Annex.

Practical issues regarding the operation of consultation processes

3.   Consultation processes – and particularly those lower down the table in the Annex – can be very onerous, both for the staff leading and supporting them, and for the stakeholders engaging with them. For some issues, it is not clear how contentious the proposals may be (and therefore how deep the consultation is required to be) until after the event. This uncertainty could lead colleagues to over-engineer consultation processes in order to avoid

the risk of being accused of inadequate consultation. Were this to happen, the number of different developments that the Senate Committees could take forward would be unnecessarily constrained. As such, it is important to make a balanced judgement regarding the level of consultation.

4.   The Senior College Academic Administrators, in consultation with their Deans, will take responsibility for selecting their Colleges' representatives on task groups.

Issues with a staffing dimension

5.   Given the University's increased interest in issues such as developing robust evidence on the quality of teaching, and recognising student education as a key element in our staff recruitment, promotion and annual review processes, it is likely that some of the issues that Senate and its Committees address in the coming years will involve close interaction between academic and employment policy. When determining appropriate approaches to consultation on these issues, it will be important to establish at the outset whether advice and guidance is required from People Committee and what input and sign-off is required from Central Management Group and/or other relevant Court Committees with responsibility for employment policy matters.

6.   When consulting on issues with a staffing dimension, in addition to general stakeholder consultation it is also important to recognise the University's commitment to working in partnership with its trade unions and its obligations to consult and negotiate as appropriate before decisions are taken by the University which have an impact on staff.

7.   When developing stakeholder consultation plans, University HR Services should be consulted on the appropriate way to ensure early sharing of information and meaningful consultation, and where appropriate, negotiation take place with the recognised trade unions.

Annex – possible approaches for consultation on learning, teaching and student experience matters

Nature of proposed change	Example	Typical approaches to consultation	Comments
Modest change / unlikely to be contentious	Modest change to existing academic policy or regulation	Discussion and decision at relevant Senate Committee	Relies on representatives of stakeholders having sufficient knowledge of the views of their constituencies to be able to represent them effectively.
More significant but unlikely to be particularly contentious	Development of a new policy that appears unlikely to require significant changes to Schools' practices, or development of policy required to address external regulatory requirements	Establish task group with representatives of relevant stakeholders	Allows for a broader range of relevant perspectives, including those of stakeholders who are not represented on the relevant Senate Committee.
		Consult relevant networks of staff (eg Senior Tutors network, Directors of Learning and Teaching network)	Will provide broad impression of Schools' views on the issue, but will not highlight the extent of variation of views between different and may not take account of the views of some Schools (eg since not all colleagues attend network meetings).
		Invite Colleges, Student Association and other stakeholders (eg support services) to consult with their constituencies and provide written submissions	Provides the relevant Senate Committee or task group more robust evidence regarding stakeholders' views. However, College-level submissions may not always allow them to understand fully the variation of views between different Schools.
		Invite relevant office-holders in Schools to consult with their constituencies and to provide their own written School submissions	Provides the relevant Senate Committee or task group with an understanding of the views of individual Schools, and provides assurance that all Schools are aware of and have discussed the proposed change. The relevant office-holders in the Schools would typically be academic leaders such as Director of Quality or Director of Learning and Teaching, but may in some circumstances be Directors of Professional Services.

Relatively significant with the potential to be contentious	Development of a new policy that is likely to require extensive changes to many Schools' practices, or which may raise significant issues of principle.	Project leader (eg relevant Convener of Senate Committee or Task Group) to offer to attend all Colleges' relevant Committees, and relevant Student Association meetings, to present and seek views on the issue	Provides valuable opportunity to raise awareness, gauge views, and dispel any myths about the proposed development.
		Invite Heads of Colleges and Heads of Schools to consult with their constituencies and to provide their own written submissions	Heads of Colleges and Schools will provide particularly valuable perspectives on proposed developments that are particularly contentious or that raise significant issues regarding management and resources.
		Project leader (eg relevant Convener of Senate Committee or Task Group) to offer to attend all Schools' relevant Committees to present and seek views on the issue	Provides valuable opportunity to reach large number of staff to raise awareness of and dispel any myths about the proposed development, and to gauge views.
		Focus groups of staff and / or students	Allows the Committee / task group to hear directly from staff and students who are not in management or representational roles, eg particular categories of staff or students with a particularly relevant perspective on the issue (eg disabled students when developing policy regarding accessibility).
		Sample-based surveys of samples of relevant categories of staff and / or students	Similar benefits to focus groups, but with the potential to produce more robust evidence.
		Create project webpages with information about the proposals and how stakeholders can express their views on them	Makes the consultation process more transparent. Likely to be more relevant where the proposals are of potential interest to a large number of stakeholders and involve complex documentation.

| Very major institutional change | Proposals for significant changes to the University's academic year, or curriculum structures | Open meetings for staff and / or students | Provides a high profile opportunity for all staff and / or students to express their views on the issue, giving a high degree of transparency to the consultation process. Typical approaches would be to hold one meeting per College. |
| | | Surveys of all staff and students | Very transparent approach that will allow all staff and students to express their views. |