AGENDA

Programme Approval

1. NEW PROGRAMMES/COURSES

School of GeoSciences
- New Programme - MSc in Sustainable Energy & Society (Paper 1)
- New Courses (Paper 2)

School of Engineering
- (Paper 3 – to follow)

School of Biological Sciences
- to approve courses associated with MScR Hosts, Pathogens & Global Health available on EUCLID

Any Other related business
- Other New Courses available on EUCLID
- To discuss new model of exchange at MSc Level
- To approve procedures for Programme Approval (Paper 4)

College Learning and Teaching Committee

2. APOLOGIES

3. MINUTES OF PREVIOUS MEETING

To approve: Minutes of the meeting on 5th April 2016 (Paper A)

3.1 MATTERS ARISING

- Global Select
- Arrivals Policy
- New Student Survey Results

4. CONVENOR’S REPORT

To receive: Report from the Convenor of arising issues.

5. ACADEMIC MISCONDUCT

To discuss: Current status of academic misconduct cases within the College – led by Heather McQueen, College Academic Misconduct Officer

6. INDUSTRIAL ACTION

Update on contingency plans for Industrial Action
7. **Estate and Teaching Spaces**
   
   **To discuss**: Long-term teaching space requirements for the College

8. **Review of Academic Year**
   
   **To discuss**: Update on proposals for the University Academic Year ([Paper B](#))

9. **College Policies**
   
   **To approve**
   - Guidelines for Implementation of progression decisions ([Paper C](#))
   - Policy and Procedure for transfer for programmes ([Paper D](#))
   - Study Support Panel Guidance ([Paper E](#))
   - Support for Students Under 16 ([Paper F](#))

   **To discuss**
   - Amended University Exam Hall Regulations ([Paper G](#))

10. **PGT External Examiners Report**
    
    **To receive**: verbal report from Gordon McDougall on the PGT External Examiners Report

11. **Any Other Business**
    
    - Informatics Double Counting
    - 16/17 Meeting Schedule

12. **Date of Next Meeting**
    
    27th September 2016 at 2.00 p.m.
Business case for the MSc in Sustainable Energy & Society

Preamble: why is it important to have an MSc in Sustainable Energy & Society

Introduction
Often invisible and intangible, energy drives the availability and affordability of all material resources. It is thus key to human development and lies at the heart of any sustainability debate. Traditionally, energy use has largely been studied from a technological perspective; how can we extract fuel and convert it into ‘useful energy’? In recent decades, this techno-centric view has been supplemented with an environmental perspective that our current energy use produces many externalities, i.e. negative impacts on other people and future generations. This has raised questions about the suitability of particular energy sources and energy conversion technologies and how we can move away from those. Social scientists have also added their voice, showing that most people engage with energy technologies in ways that are fundamentally different to the engineering logic by which these technologies were designed. This has produced rich insights, from identifying the socio-cultural impacts of new energy services and assessing the more-than-economic values of energy-related goods and appliances, to the understanding of the significant gaps between the objectives and achievements of demand-side energy policies.

Interdisciplinary work has produced something of an academic consensus that we should not think of machines and human activities as separate, but rather we should study the (evolving) socio-technical nature of our energy system. Significant academic efforts have been expended on historical studies of socio-technical transitions, seeking to understand why some technologies became mainstream and others were sidelined. At the more critical end of the academic spectrum, some have argued that it is the nature of our (capitalist) economic system which is driving the evolution of our energy systems, citing the processes of globalization and the acceleration of capitalist accumulation by corporate entities premised on externalisation.

What is unique about this masters programme
This masters programme will take stock of the above developments, but importantly, it will also seek to look forward, where we can anticipate a rapidly changing landscape. The introduction of distributed (renewable) energy may offer opportunities in developing countries to leapfrog further rollout of the national grid and finally provide modern energy services to rural citizens, whilst in developed countries the grids are extended off-shore, with dreams of supergrids across continents. In the short term, the renewable energy revolution calls for more local governance of energy grids and collaborative management of supply and demand. Will this open the door for more community energy initiatives or transform the role of local government in energy provision? The evolution of information and communication technologies, ubiquitous sensing and the internet of things, heralds an era of new business models where your energy data (captured by a smart meter in your home) may be of more value to Google or Amazon than it is to your current energy provider (whose traditional logic would be to increase revenue.
by selling more). This raises big questions about the overarching governance of the flows of energy, money and data, with some civil liberties groups and hackers collectives already arguing that technologies should be configured to ensure that citizens gain and maintain ownership and control of any data related to their body, home and everyday life. But most people will need to skill up rapidly in order to gain full digital citizenship; how likely is that going to happen and how far will it evolve? Whereas few are excited about half-hourly electricity meter readings, many people are already showing a strong interest in digital sensors that can collect and report up to date health data (of yourself or your loved ones) and local environment data (e.g. pollution, crime, traffic). Much of this data can and must be self-collected, requiring (ever cheaper and smaller) sensors worn on the body or installed in the local environment. Shared through social media with friends and neighbours, self collected environmental data becomes a common pool resource, opening the way to other resource data to be shared selectively, surplus resources to be gifted and financial resources to be pooled to achieve shared environmental or social outcomes. This masters will help students to make sense of sustainable energy management in this brave new digital world.

Targeted at students with a strong interest in social science and sustainability, and seeking to recognise and utilise the relevant expertise gained by students in their first degree or working life, this proposed energy masters stands out in that (a) it examines energy dilemmas in the context of wider trends of societal change, technological evolution and sustainability challenges, (b) it has a greater focus on citizens and the ways they are involved in and affected by changes in energy systems (c) it focuses explicitly on the social and environmental impacts of energy transitions and (d) it is less focused on supply-side issues and geo-politics, and more concerned with transformations in energy demand (e.g. consumers becoming ‘prosumers’; employees becoming co-managers; potential of ICT to drive conscious consumption and strategic choices in sustainable living). With Scotland being a world leader in renewable electricity generation (>50% of national annual consumption), but also being economically dependent on declining North Sea oil and gas and suffering from high levels of energy poverty, this masters is expected to attract interest both within and outwith the UK, providing an international learning environment that will enable students to undertake comparative analysis, recognise shared problems and identify international best practices.

Competitors and collaborators
Most existing energy masters programmes in the world are run by engineering departments, and focus largely on technical aspects, with some economics. A few of the more recently launched energy masters focus explicitly on policy – an orientation that is more applied & ‘inside the box’ than the vision we have for SES. There are also several masters programmes on smart cities and urban transformations, but for these, energy is only a minority ingredient and rural developments are not considered.

This planned MSc capitalizes on the very significant energy-related expertise which is distributed across the different schools of Edinburgh University, especially in Geosciences and SPS but (through optional courses) also in
engineering, informatics, the business school and Edinburgh school of art. The teaching is energy focused but it cuts across traditional geographical (developed, developing countries) and thematic divisions (e.g. social and societal change, sustainable consumption, ICT, politics, markets). It is also unique in that we seek to situate much of the learning in dynamic, outward and problem-facing activities; ‘urban labs’, action-research and outreach activities with interested stakeholders (companies, local authorities, schools etc).

**Benefits to School**

This MSc is very closely aligned with the School of Geosciences Vision document, explicitly addressing three of the five Strategic Priority Areas; Energy Futures [energy transitions], the Science and Social Science of Sustainable Development [energy demand reduction, low carbon lifestyles] and Health, Environment and Inequality [social and health impacts of fuel poverty; Sustainable Development Goals associated with access to clean and affordable energy services].

The MSc capitalizes on the expertise within the school with regards to energy social science and trans-disciplinary approaches to societal challenges, it provides synergies for the School’s close association with the ECCI (where the Masters Students will be based) and it enhances the school’s visibility and proactive role in cross-college collaborations in energy research and teaching at a time when the university is contemplating to make strategic investments in this thematic area.

This MSc complements existing Masters programmes within the school, especially Carbon Management and Environment & Development. It is also a well-timed initiative to seek to increase the intake of MSc students, at a time when several of the existing programmes have seen a fall in student numbers.

This MSc helps to cement collaborations between energy social scientists in Geosciences and SPS. This will help to strengthen the energy and society research community at UoE (one of the biggest concentrations in the UK, but historically this community was less visible due to being distributed across schools and colleges). Collaboration on the MSc teaching and supervision is expected to create opportunities for new collaborations on research, academic outputs and research impact.

**Entry requirements**

A 2.1 undergrad degree or equivalent.

**Progression Hurdles**

This is a one year MSc programme, consisting of six courses of 20 credits and one dissertation of 60 credits. Other exit pathways are a Certificate (successful completion of three courses) or a Diploma (successful completion
of six courses).

**Resource implications**
This MSc will require a Programme Director (in place; Dan van der Horst) and a Programme Secretary (note that Deputy Director [Jamie Cross] and other core teaching staff are provided by SPS).

The MSc requires the development of one new course (additional investment), all other courses are already running. This new course (energy & society II; methods and applications) consists of classroom sessions in the first semester and a fieldtrip in April. The fieldtrip will be to the Orkney islands, which provide an internationally unique case study and live experiment in innovative management of the energy grid in the face of very high levels of intermittent renewable energy generation.

Additional programme costs consist of this Orkney fieldtrip and 2 daytrips in the first semester; a total cost of £550.

We request that candidates for this Masters programme can apply for the existing ‘highly skilled workforce’ scholarship (UK and EU students) but also that the school(s) make available funding for one (outstanding) international student, for the first three years of the programme. This will help to draw wider international attention to the programme at the start-up phase, will generate early positive publicity and will ensure a diversity of student backgrounds on the programme, which is important for its learning objectives.

**Consultation**
This MSc programme has come about as a result of extensive discussions within Geosciences and within the energy social science community, which is very strong at UoE (in numbers, academic success and sense of community), but which has been internally less visible in the past due to it’s distributed nature across schools and colleges. Reflecting the strategic investments by both Geosciences and SPS in the recruitment of new staff with social science energy expertise (four hires since 2013; van der Horst, Bolton, Winskel + new energy & society Chancellor’s research fellow currently advertised) this proposed programme is a bilateral collaboration, explicitly supported by the HoS of Geosciences and SPS.

We have also engaged with staff in other schools and are hoping develop closer collaborations with ECA, Informatics, Business School and Engineering over time, as the MSc evolves.

**Risk Assessment**
In principle this MSc programme is low risk since it is largely based on existing courses, there is clear evidence of demand (see web survey), it is a unique programme and Scotland is highly attractive as an internationally unique experimental location for studying energy transitions. The collaboration between Geosciences and SPS provides a very stable platform for this MSc which is taught by core staff of the cross-college Energy and Society research group (currently 11 permanent members of academic staff and 8 post-docs).
For more details, see [http://www.sps.ed.ac.uk/research/research_centres/cross_school_research_clusters/energy_and_society_research_group](http://www.sps.ed.ac.uk/research/research_centres/cross_school_research_clusters/energy_and_society_research_group)

**Teachability Assessment**

| Essential skills, abilities or knowledge the students must have to complete the programme | No pre-requisite skills or knowledge required; students 2.1 undergrad degree (regardless of background) and a strong interest in energy and social sciences will be able to successfully complete the programme. Methods training in the first semester will be sensitive to students’ particular strengths and weaknesses, providing a tailored introduction to social science for those with a natural science background and enhancing the numeracy skills of social science or humanities students who require this. |
| What is core to the programme | There are four core courses (described above) which are largely focused on methods, history, geography and social theory in relation to energy transitions. |
| Impact of the programme's assessment arrangements on disabled students | Generally speaking this programme has no particular hurdles for students who are otherwise able to participate in classroom education. All efforts will be made to accommodate students with disabilities or special needs. |
THE UNIVERSITY OF EDINBURGH
PROGRAMME SPECIFICATION FOR [INSERT NAME OF PROGRAMME OF STUDY, e.g. M.A. Honours in Ancient History or M.Sc. in Public Health] 1

1) Awarding Institution: University of Edinburgh
2) Teaching Institution: University of Edinburgh
3) Programme accredited by:
4) Final Award: MSc
5) Programme Title: Sustainable Energy and Society (SES)
6) UCAS Code:
Relevant QAA Subject Benchmarking Group(s):
7) Postholder with overall responsibility for QA:
8) Date of production/revision:
9) External Summary (200-250 words)
   • Background to the discipline and subject, what it is and its place in human endeavour.
   • What is special about the Edinburgh experience in this degree?
   • What are the main programme aims (learning outcomes)?

This MSc is interdisciplinary in nature, combining natural and social science methods to examine causes of unsustainable energy use and explore pathways to a more sustainable future. Most existing energy masters programmes are run by engineering departments, and focus largely on technical aspects, with some economics (and occasionally this ratio is reversed, e.g. at Stirling). A few of the more recently launched energy masters focus explicitly on policy (Exeter, Sussex).

In terms of contents, this proposed energy masters stands out in that (a) it seeks to place energy dilemmas in the context of wider trends of societal change, technological evolution and sustainability challenges, (b) it has a greater focus on citizens and the ways they are involved in and affected by changes in energy systems (c) it focuses explicitly on the social and environmental impacts of energy transitions.

In terms of methods and modes of delivery, this proposed energy masters stands out in its embrace of living lab approaches, treating the sites of every day life as (shared) lab spaces for experimentation and learning. The focus is less on personal energy expertise, but more on the nurturing of energy literacy of others, the stimulation of energy experiments and learning by doing and the elicitation of shared learning experiences.

With Scotland being a world leading nation in renewable energy generation, but also being economically dependent on declining North Sea oil and gas and suffering from high levels of energy poverty, this masters is likely to attract interest both within and outwith the UK.

This masters programme is part of the strategy to bolster cross campus collaborations and utilise the very significant energy-related expertise which is distributed across the different schools of Edinburgh University. This proposed masters is a collaboration between Geosciences and SPS but is also aiming to link up with engineering, informatics, the business school and ECA.

1 The information contained in this Programme Specification should be used as a guide to the content of a degree programme and should not be interpreted as a contract.
10) Educational aims of programme:

To develop trans-disciplinary skills in the assessment of the transition potential of energy systems towards greater sustainability, focussing especially on the human dimension of technological change and working and experimenting with energy users to co-produce knowledge about pathways to change.

11) Programme outcomes:

11a) Knowledge and understanding

Upon successful completion of the programme, students will have gained:
- Understanding of energy systems and the energy trilemma
- Understanding of social theories that underpin human attitudes and behaviour in relation to energy use
- Understanding the non-technical and more-than-technical aspects of energy transitions
- Understanding how energy-related decisions are linked to other societal challenges and socio-technical developments
- Understanding of energy literacy

11b) Graduate attributes: Skills and abilities in Research and Enquiry

Upon successful completion of the programme, students will have gained:
- Skills in the collection, critical analysis and synthesis of existing knowledge
- Skills in the identification of research gaps
- Skills in research design
- Skills in undertaking data collection and analysis
- Skills in policy evaluation and scenario development

11c) Graduate Attributes: Skills and abilities in Personal and Intellectual Autonomy

Upon successful completion of the programme, students will have gained:
- Skills and knowledge which complement prior studies and work experience (i.e. tailored learning which builds on the student’s existing strengths)
- Experience in working across disciplinary paradigms
- Confidence in their ability to analyse energy-related problems
- Experience in the development and use of experimental approaches, learning-by-doing and the co-production of knowledge.

11d) Graduate Attributes: Skills and abilities in Communication

Upon successful completion of the programme, students will have improved their:
- Oral presentation skills
- Writing skills for different audiences
- Experience in interdisciplinary collaborations and group work
- Exposure to the use of different media and awareness of how to assess impact.

11e) Graduate Attributes: Skills and abilities in Personal Effectiveness

Upon successful completion of the programme, students will have improved their:
- Skills in effective team work and project collaboration
- Experience in research project planning and management
- Ability to reflect on previous projects and learn lessons from experience
- Time keeping skills

11f) Technical/practical skills

Upon successful completion of the programme, students will have gained new skills in:
- Data collection from, with and through participants
- The use of a variety of qualitative research methods
• Combining qualitative and quantitative data to gain new/better insights
• Linking data analysis to conceptual thinking
• Structured learning and shared learning.
• Dealing with large amounts of digital data (description, analysis, reduction, management, ethics)

12 Programme structure and features
The section presents the structure of the programme in relation to the University’s Curriculum Framework. It must include:
• SQCF credit points and levels for each constituent course and each year of the programme
• Entry requirements, including requirements for second-year entry where applicable
• Progression requirements
• An explanation of the articulation of learning outcomes and assessment practices
• Modes of study
• Exit awards available at the completion of specific stages of the programme
If not provided earlier in the programme specification, information needs to be included on relevant factors from the University’s Strategic Plan, e.g. embedding in the curriculum factors of:
• social responsibility
• sustainability
• equality and diversity.

Programme structure:
The programme consists of four core modules (20 credits each, two core courses per semester), two optional modules (20 credits, one for each semester) and a 60 credit dissertation.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

Then students chose one optional course per semester. Six suggested routes are listed on the left hand column below:

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<tr>
<th>Sustainable technologies and economics</th>
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<td>Resource Politics and Development</td>
<td>Governance, Development and Poverty in Africa</td>
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<tr>
<td>Environmental sustainability</td>
<td>Principles of Environmental Sustainability Or Human Dimensions of Environmental Sustainability</td>
<td>Climate Change Management Or Case Studies in Sustainable Development</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>Science, Knowledge and Expertise</td>
<td>Controversies in Science and Technology</td>
</tr>
<tr>
<td>Public Policy</td>
<td>Economic Issues in Public Policy</td>
<td>Political Issues in Public Policy</td>
</tr>
</tbody>
</table>

As the title of the programme indicates, social responsibility and sustainability are fundamental cornerstones of the proposed programme. The social science framing of the energy challenge will
ensure that we pay attention to equality and diversity (a) in our teaching (e.g. focus on fuel poverty, on cultural aspects of energy consumption, on challenging power relations in societal transitions) but also (b) in facilitating students to bring their own strengths, interests, experiences and understanding to the study of energy in society (activities and exercises to understand diversity, to assess what different students can bring to the collective learning experience).

13 Teaching and Learning Methods and Strategies

This section should include the following

- The range of teaching and learning methods used on the programme, by year of programme (including opportunities for feedback)
- Facilities (e.g. library; IT or any other distinctive facilities provided within the School)
- Innovative learning week

The four 20 credit core courses will cover:

- Energy developments in the global south
- Energy policy and politics in the global north
- The co-evolution of energy and society from a historical and geographical perspective
- Methods training + development of dissertation proposal + field trip

Facilities: students will have access to the usual range of university computing, libraries and training and will benefit from close association with both the Global Environment and Society Academy, and the Global Development Academy.

Innovative learning week: students will be able to participate in live monitoring of energy data on campus, assess occupancy rates and trends and undertake short term experiments in seeking to reduce energy use in university buildings.

Pedagogic foundations

The concept of 'Energy Literacy' consists of three domains; cognition, affect, behaviour and it serves as a conceptual starting point for this MSc. SES focuses largely on the social and societal aspects of our quest for a low carbon transition. Our students will be trained as researchers, not 'just' of human subjects (typical of social science) and not 'just' of energy and environmental phenomena (typical of natural science), for which data is collected through 'smart' technologies in homes, offices or outdoors. The focus is more integrative; how people improve their energy literacy, how people make sense of technologies and data, how experimentation and learning can be encouraged, supported and structured in such a way that people are more likely to make energy-related choices which are environmentally beneficial and which can be sustained without negative impacts on health and wellbeing.

This MSc programme stands out for its particular pedagogic foundations, which will be developed through the new core course of Energy & society I; methods and applications. These foundations are:

1. All people have the right to basic energy services, but the negative externalities of energy use are too high hence the transition to a low carbon society is desirable. In other words this MSc is founded upon an explicitly normative perspective.
2. Technology has made huge leaps forward but the transition to a low carbon society is hard to achieve mainly due to non-technical and more-than-technical challenges. In other words, this MSc focuses more on understanding what kind of societal transitions will make the technical energy transition more feasible and acceptable (or study in more detail how technology and culture co-evolve).
3. The best transition pathways are not clear (and are unlikely to be linear), necessitating experimentation and learning-by-doing approaches. Hence the MSc focuses more on 'what can we learn from this experiment' than on 'how much energy or carbon did we save with this intervention'?
4. The challenge of energy demand reduction is particularly high in pluralistic democratic societies (where citizens can resist top-down enforcement – or so the politicians fear) and in the neo-liberal era (where incumbent private sector energy providers make more money by selling more energy). Hence transitions are explicitly political and draw attention to the nature and fate of institutions and power relations.
5. Inter- and trans-disciplinarity (especially across the natural-social science divide) is not just needed because single disciplines have failed to ‘solve’ the problem. We also need new forms of science in which citizens are co-producers of appropriate and actionable knowledge. Students on the MSc are not ‘just’ trained to become energy experts, They are simultaneously exploring what it means to become more effective environmental citizens in the digital age. In order to support this reflexivity and link conceptual foundations to ‘real world’ experiences, the (living) labs for this MSc will consist of the daily lives of participating students, their domestic settings and university environment which they share with others.

In addition to traditional lectures and essays, the teaching and learning methods will include:

Learning in the field; energy mapping at home to understand individual and household sustainability challenges, fieldtrip to end-of-grid communities to explore links between demand side (challenge of demand reduction) and supply side (emergence of new & distributed generation, challenges of load balancing).

Living lab approaches; use of digital monitoring technologies in every day life, experiments in behavioural change, research with stakeholders.

Flipped classrooms; reading & short video lectures as homework, structured for analysis and student-led discussion in the classroom.

Problem-oriented learning; energy challenges identified by stakeholders will be explored in interdisciplinary settings; intervention scenarios will be developed and evaluated.

Student-led seminar series; students will be guided in the selection and development of learning objectives that are additional to the proscribed content. Guest lectures and training workshops will be developed on that basis.

14 Assessment Methods and Strategies

This section should include the following
- Programme assessment methods, preferably by year of programme (including opportunities for feedback)

The assessment methods (listed below) include practical assignments related to living lab experiments at home, individual fieldwork reports, group presentations and reports, as well as a range of individual essays, from short photo essays to long (3.5k) essays.

<table>
<thead>
<tr>
<th>Core courses</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Energy and Society #1: themes / issues</strong></td>
<td>Group presentation, group report, individual essay</td>
</tr>
<tr>
<td><a href="http://www.drps.ed.ac.uk/15-16/dpt/cxpgge11208.htm">http://www.drps.ed.ac.uk/15-16/dpt/cxpgge11208.htm</a></td>
<td></td>
</tr>
<tr>
<td><strong>Energy and the Global South</strong></td>
<td>Photo essay, long essay, seminar attendance and participation</td>
</tr>
<tr>
<td><a href="http://www.drps.ed.ac.uk/16-17/dpt/cxpgsp11422.htm">http://www.drps.ed.ac.uk/16-17/dpt/cxpgsp11422.htm</a></td>
<td></td>
</tr>
<tr>
<td><strong>Energy and Society #2: methods/applications (new course)</strong></td>
<td>Individual practical assignment, group practical assignment, group report, individual fieldwork report.</td>
</tr>
<tr>
<td><strong>Energy Policy and Politics</strong></td>
<td>Group presentation, group report, individual essay</td>
</tr>
<tr>
<td><a href="http://www.drps.ed.ac.uk/11-12/dpt/cxpgsp11132.htm">http://www.drps.ed.ac.uk/11-12/dpt/cxpgsp11132.htm</a></td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td>Written dissertation (10k words)</td>
</tr>
</tbody>
</table>

15 Career Opportunities
This section should provide further information on the career opportunities available to graduates on completion of the degree. College Careers Advisor can assist in providing statements for this section.

Low carbon energy jobs have seen a strong growth, in the UK and in most countries that have carbon emission reduction policies or that are not self sufficient in fossil fuels. This MSc caters both for students with a natural science background who seek to understand more about social factors associated with a transition to a lower carbon economy and for students with a social science background who are looking to expand their skills and knowledge for a career in low carbon energy. Especially for the latter, this Masters programme has the potential to offer significant improvements in job prospects.

16 Other Items
This proposed masters programme is a bilateral collaboration between Geosciences and SPS (with explicit support from both heads of school who got together to discuss this) and it will be presented at the Board of Studies of both schools.
Degree Programme Table

MSc Sustainable Energy and Society (FT)

The programme consists of four core modules (20 credits each, two core courses per semester), two optional modules (20 credits, one for each semester) and a 60 credit dissertation.

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</tbody>
</table>

Then students chose one optional course per semester. Six suggested routes are listed on the left hand column below:

| Sustainable technologies and economics | Technologies for Sustainable Energy (10 credits) AND Energy and Environmental Economics (10 credits) | Applications in Ecological Economics |
| Politics | Global Environment: Key issues | Global Environmental Politics |
| Development | Resource Politics and Development | Governance, Development and Poverty in Africa |
| Environmental sustainability | Principles of Environmental Sustainability Or Human Dimensions of Environmental Sustainability | Climate Change Management Or Case Studies in Sustainable Development |
| Science and Technology | Science, Knowledge and Expertise | Controversies in Science and Technology |
| Public Policy | Economic Issues in Public Policy | Political Issues in Public Policy |
## Summary 1 (ordered by TFE Ranking)

<table>
<thead>
<tr>
<th>Institution</th>
<th>University of Edinburgh</th>
<th>UCL Energy Institute</th>
<th>Johns Hopkins University</th>
<th>University of St Andrews</th>
<th>Durham University</th>
<th>University of Sussex</th>
<th>University of Delaware</th>
<th>University of Twente</th>
<th>Carleton University</th>
<th>Aalborg University</th>
<th>SOAS London</th>
<th>Hanze University</th>
<th>Robert Gordon University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 THE uni ranking</td>
<td>41 (social sciences)</td>
<td>15 (social sciences)</td>
<td>15 (world ranking)</td>
<td>33 (arts &amp; humanities)</td>
<td>56 (social sciences)</td>
<td>79 (social sciences)</td>
<td>180</td>
<td>201-225 (world ranking)</td>
<td>226-250 (world ranking)</td>
<td>351-400 (world ranking)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Degree</td>
<td>MSc</td>
<td>MSc</td>
<td>MSc</td>
<td>Double MSc</td>
<td>MSc</td>
<td>MSc</td>
<td>MSc</td>
<td>MA, MASc or MEng</td>
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<tr>
<td>HESA course student numbers 2013/14</td>
<td>--</td>
<td>52</td>
<td>--</td>
<td>6</td>
<td>6</td>
<td>7</td>
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<td>FT/PT</td>
<td>FT or PT</td>
<td>FT or PT</td>
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<td>FT or PT</td>
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<td>FT or PT</td>
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<td>FT or PT</td>
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<tr>
<td>Length</td>
<td>1 year or 2-3 years</td>
<td>2-5 years</td>
<td>1 year</td>
<td>2 years</td>
<td>1 year</td>
<td>1 year or 2 years</td>
<td>1 year</td>
<td>1 year</td>
<td>1 year or 2-3 years</td>
<td>2 years</td>
<td>1 year or 2-3 years</td>
<td>16 months</td>
<td>3.5 years</td>
</tr>
<tr>
<td>Format</td>
<td>2 semesters</td>
<td>2 terms</td>
<td>Taught in semesters</td>
<td>2 semesters per year</td>
<td>4 terms</td>
<td>3 terms</td>
<td>Taught in semesters.</td>
<td>Taught all year</td>
<td>2 semesters</td>
<td>All year</td>
<td>2 semesters</td>
<td>3 semesters</td>
<td>4 or 8 modules</td>
</tr>
<tr>
<td>Home Fee</td>
<td>£9,650</td>
<td>£11,125</td>
<td>£23,350</td>
<td>£5,500</td>
<td>£6,600</td>
<td>£7,300</td>
<td>£39,658</td>
<td>£9,080</td>
<td>£4,100</td>
<td>0</td>
<td>£14,585</td>
<td>£5,300</td>
<td>n/a</td>
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<tr>
<td>Int’l Fee</td>
<td>£21,350</td>
<td>£20,140</td>
<td>£23,350</td>
<td>£16,620</td>
<td>£14,900</td>
<td>£15,350</td>
<td>£39,658</td>
<td>£9,080</td>
<td>£9,000</td>
<td>£4,866</td>
<td>£14,585</td>
<td>£8,353</td>
<td>n/a</td>
</tr>
<tr>
<td>Marketing Message</td>
<td>Opportunity for students looking to apply their social sciences skills &amp; teachings to the energy sector.</td>
<td>Providing skills development &amp; practical knowledge, which can be applied to a variety of sectors.</td>
<td>Preparing the next generation of professionals to address the challenges of climate change &amp; sustainable energy.</td>
<td>Double MSc in Scotland &amp; Russia for students looking to study energy issues in different contexts.</td>
<td>Providing students with both a technical &amp; societal understanding of energy &amp; the energy market.</td>
<td>Providing students with an interdisciplinary education &amp; training for those entering the professional market.</td>
<td>Providing students with a variety of courses to help shape a broad understanding of energy &amp; environmental policy.</td>
<td>Preparing students for professional careers in government &amp; non-governmental organisations.</td>
<td>Advanced learning of sustainable energy from an engineering and public policy perspective.</td>
<td>Creating sustainable energy professionals by providing them with the methods &amp; skills required to work in the energy industry.</td>
<td>Designed to give students a theoretical &amp; practical understanding of how climate &amp; energy policies are created.</td>
<td>Introducing students to the sustainable energy industry.</td>
<td>Reinforcing knowledge of sustainability while offering students the opportunity to engage in new topics.</td>
</tr>
</tbody>
</table>
Summary 2: Comparison of core course content (ordered by similarity to UoE offering)

<table>
<thead>
<tr>
<th>Institution</th>
<th>University of Edinburgh</th>
<th>Aalborg University</th>
<th>Johns Hopkins University</th>
<th>Durham University</th>
<th>Carleton University</th>
<th>SOAS London</th>
<th>University of Delaware</th>
<th>University of Twente</th>
<th>Hanze University</th>
<th>Robert Gordon University</th>
<th>University of St Andrews</th>
<th>University of Sussex</th>
<th>UCL Energy Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
MSC in Sustainable Energy and Society
Project income, fee split and costs

<table>
<thead>
<tr>
<th>Student Numbers</th>
<th>Inside NPRAS</th>
<th>Outside NPRAS</th>
<th>Fieldcourse (per student)</th>
<th>Programme Director Cost</th>
<th>Personal Tutoring Cost</th>
<th>Marketing/Scholarships</th>
<th>Payment from SPSS to GeoS outside of NPRAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Projected Home</td>
<td>Projected income to GeoS</td>
<td>Projected income to SPSS</td>
<td>GeoS cost</td>
<td>5</td>
<td>6570</td>
<td>1314</td>
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<tr>
<td></td>
<td>5</td>
<td>136400</td>
<td>68200</td>
<td>68200</td>
<td>1</td>
<td>5500</td>
<td>6570</td>
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<tr>
<td></td>
<td>10</td>
<td>272800</td>
<td>136400</td>
<td>136400</td>
<td>10</td>
<td>11000</td>
<td>6570</td>
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<tr>
<td></td>
<td>15</td>
<td>409200</td>
<td>204600</td>
<td>204600</td>
<td>15</td>
<td>16500</td>
<td>6570</td>
</tr>
</tbody>
</table>

Notes:
1. I have not incorporated fee spinal point increases
2. * .80% fee income is not definitive and is only in place if the school (GeoS) grows PGT numbers year on year
3. The fee split assumes 50/50 for the 120 credits of the taught portion of the programme and the 60 credit dissertation

S McAllister
Apr-16
A new postgraduate opportunity in Sustainable Energy and Society

The School of GeoSciences is the largest grouping of GeoScientists in the UK, with around 400 academics, researchers and research students. We have experts in all areas working together across the discipline to solve world problems and find answers to contemporary global questions. The University is ranked as one of the world’s top 20* and 96% of our disciplines have research that is world leading**.

*QS World Rankings 2014/15 **Research Assessment Exercise 2008
MSc Sustainable Energy and Society

The world is facing an ‘energy trilemma’; how to achieve energy security, energy equity and environmental sustainability. Whilst equipping students with an active understanding of low carbon technologies, policies and markets, this new MSc programme is focused squarely on analysing the social, societal and environmental dimensions of energy transitions. You will examine how citizens are involved in and are affected by changes in energy systems. On a more theoretical level, the programme will enable you to relate supply-side issues to geo-politics and political economy, whilst energy demand will be studied in relation to broader challenges of sustainable consumption. On a more practical level you will explore the potential of ‘smart’ ICT to affect consumption and inform strategic choices in sustainable living at household and community level. With Scotland being a world leader in renewable electricity generation (esp. wind and marine), but also being economically dependent on declining North Sea oil and gas and suffering from high levels of energy poverty, this interdisciplinary MSc. benefits from close access to a high number of insightful case studies, which will serve to examine links between global and local issues, explore international best practices and identify locally suited pathways to more sustainable energy management.

Studying MSc Sustainable Energy and Society (2017 entry)

The programme has been designed to develop transdisciplinary perspectives on the energy trilemma and integrative analytical skills (qualitative and quantitative) which are in short supply in the energy sector. The full-time programme is divided into two semesters of taught courses, followed by a field trip at Easter before the dissertation period over the summer. We are happy to accommodate different working patterns for part-time students, including a half day a week schedule for three-year part time study.

Core courses
- Energy & Society I (methods and applications)
- Energy Policy and Politics
- Energy & Society II (themes and issues)
- Energy in the Global South

Option courses
The University of Edinburgh offers an unrivalled selection of relevant optional courses for the MSc in Sustainable Energy & Society. Bearing in mind your particular background and interests, the Programme Director will assist you in your choice from a large menu of optional courses related to six potential specialisation pathways:
- Sustainable Technologies and Economics
- Politics
- Development
- Science and Technology
- Environmental Sustainability
- Policy

Field trip
A week long residential field trip to the Orkney Islands (Scotland) will develop students’ practical experience and skills in energy research in communities that are at the forefront of the transition to distributed, intermittent ‘smart grids’.

Careers
UK research councils cite a major skills gap in the energy sector, one of the biggest growth sectors within the UK economy in recent years. Demand has never been higher for sound evidence on behavioural change, public engagement with energy issues, and public support for community and commercial investments in low carbon energy generation. We train our graduates to translate complex science into effective policies and new business opportunities. We have strong links with government departments, energy relevant NGOs and key industry players who want to make use of these skills. Committed to helping you meet prospective employers and network with those active in the field, we organise careers events and encourage dissertations conducted in partnership with external organisations.

Entry Requirements
A UK 2:1 honours degree, or its international equivalent, in the natural or social sciences or other relevant subject areas.

www.ed.ac.uk/ international/country

Programme Delivery and Duration
The programme is delivered on-campus Full-time 12 months or Part-time 24 or 36 months

Indicative Tuition Fees (2017 entry)*
Home/EU - £10,800; Overseas/International - £23,700.*Typically fees rise slightly each year.

Scholarships
Students applying for this MSc may be eligible to apply for various funding opportunities.
http://edin.ac/Z3oPXP

English Language Requirements
IELTS 7.0 (with no score lower than 6.0 in each section)TOEFL-iBT: Total 100 (with no score lower than 20 in each section). A degree from an English speaking university may be accepted in some circumstances.
www.ed.ac.uk/studying/international/english

How to Apply
Please apply for this programme online:
www.ed.ac.uk/studying/postgraduate/degrees

Contact us
Programme Director Dr Dan Van der Horst
Tel +44 (0) 131 651 4467
Email Dan.vanderHorst@ed.ac.uk
Sustainable Energy and Society
MSc 1 yr FT (2 yrs or 3 yrs PT available for UK/EU students)

Programme description The world is facing an ‘energy trilemma’; how to achieve energy security, energy equity and environmental sustainability. Whilst equipping students with an active understanding of low carbon technologies, policies and markets, this new MSc programme is focused squarely on analysing the social, societal and environmental dimensions of energy transitions. You will examine how citizens are involved in and are affected by changes in energy systems. On a more theoretical level, the programme will enable you to relate supply-side issues to geo-politics and political economy, whilst energy demand will be studied in relation to broader challenges of sustainable consumption. On a more practical level you will explore the potential of ‘smart’ ICT to affect consumption and inform strategic choices in sustainable living at household and community level. With Scotland being a world leader in renewable electricity generation (esp. wind and marine), but also being economically dependent on declining North Sea oil and gas and suffering from high levels of energy poverty, this interdisciplinary MSc. benefits from close access to a high number of insightful case studies, which will serve to examine links between global and local issues, explore international best practices and identify locally suited pathways to more sustainable energy management.

Programme structure The programme has been designed to develop transdisciplinary perspectives on the energy trilemma and integrative analytical skills (qualitative and quantitative) which are in short supply in the energy sector. The full-time programme is divided into two semesters of taught courses, followed by a field trip at Easter before the dissertation period over the summer. We are happy to accommodate different working patterns for part-time students, including a half day a week schedule for three-year part time study.

Compulsory Courses: Energy & Society I (methods and applications); Energy Policy and Politics; Energy & Society II (themes and issues), Energy in the Global South;
The University of Edinburgh offers an unrivalled selection of relevant optional courses for the MSc in Sustainable Energy & Society. Bearing in mind your particular background and interests, the Programme Director will assist you in your choice from a large menu of optional courses related to six potential specialisation pathways: ‘Sustainable Technologies and Economics’; ‘Politics’; ‘Development’; ‘Science and Technology Studies’; ‘Environmental Sustainability’ and ‘Policy’.

Field trip A week long residential field trip to the Orkney Islands (Scotland) will develop students’ practical experience and skills in energy research in communities that are at the forefront of the transition to distributed, intermittent ‘smart grids’.

Career opportunities UK research councils cite a major skills gap in the energy sector, one of the biggest growth sectors within the UK economy in recent years. Demand has never been higher for sound evidence on behavioural change, public engagement with energy issues, and public support for community and commercial investments in low carbon energy generation. We train our graduates to translate complex science into effective policies and new business opportunities. We have strong links with government departments, energy relevant NGOs and key industry players who want to make use of these skills. Committed to helping you meet prospective employers and network with those active in the field, we organise careers events and encourage dissertations conducted in partnership with external organisations.
**Minimum entry requirements** A UK 2:1 honours degree, or its international equivalent (www.ed.ac.uk/international/country), in the natural or social sciences or other relevant subject areas.

**English language requirements** See page 27.

**Fees and funding** www.ed.ac.uk/student-funding/postgraduate

For funding information see also page 24

**Programme Director** Dr Dan Van der Horst

**Tel** +44 (0) 131 651 4467 **Email** Dan.vanderHorst@ed.ac.uk
School of GeoSciences Board of Studies

Proposal form for a New Course
(July 2013)

Each field below is required for a course to be considered and approved by the School Teaching Committee/Board of Studies.

* indicates fields that will be published at www.drps.ed.ac.uk

Please note that a 100 credit course is valued at 100 hours including independent study, lecturers and tutorials. A 20 credit course is valued at 200 hours of study. A breakdown of learning and teaching hours can be found at: http://www.euclid.ed.ac.uk/Staff/Support/User_Guides/CCAM/Teaching_Learning.htm#Formative

Course Details

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name*</td>
<td>Energy &amp; Society II; methods and applications</td>
</tr>
<tr>
<td>If replacing an existing course, please</td>
<td>n.a.</td>
</tr>
<tr>
<td>advise the course code(s) to be closed</td>
<td></td>
</tr>
<tr>
<td>Resource implications (including Tutoring</td>
<td>The costs of the fieldtrip will be added to the fee of</td>
</tr>
<tr>
<td>and Demonstrating, Fieldwork, etc costs)</td>
<td>students on the MSc in Sustainable Energy and Society</td>
</tr>
<tr>
<td></td>
<td>(since this is a core course on the programme). Other MSc students</td>
</tr>
<tr>
<td></td>
<td>are welcome to take this course, but they will have to cover the field</td>
</tr>
<tr>
<td></td>
<td>trip costs themselves.</td>
</tr>
<tr>
<td>SCQF Credit Points*</td>
<td></td>
</tr>
<tr>
<td>SCQF Credit Level*</td>
<td></td>
</tr>
<tr>
<td>U/G or PGT*</td>
<td>PGT</td>
</tr>
<tr>
<td>Normal Year Taken</td>
<td></td>
</tr>
<tr>
<td>Available to Visiting Students* (UG only)</td>
<td>No</td>
</tr>
<tr>
<td>Home Subject Area* (Geography, Earth</td>
<td>PGT</td>
</tr>
<tr>
<td>Sciences, Ecological and Environmental</td>
<td></td>
</tr>
<tr>
<td>Sciences or PGT)</td>
<td></td>
</tr>
<tr>
<td>Reviewed by – (Please describe the</td>
<td></td>
</tr>
<tr>
<td>consultation that has taken place within</td>
<td></td>
</tr>
<tr>
<td>the Degree Programme area, School and</td>
<td></td>
</tr>
<tr>
<td>College and provide feedback given)</td>
<td></td>
</tr>
<tr>
<td>Course Organiser*</td>
<td>Dan van der Horst</td>
</tr>
<tr>
<td>Course Secretary*</td>
<td></td>
</tr>
<tr>
<td>Collaboration Information (Discussions</td>
<td>Course is developed in collaboration with SPS and co-</td>
</tr>
<tr>
<td>with other degree programmes, schools and</td>
<td>taught by Geoscience and SPS staff. Collaboration has</td>
</tr>
<tr>
<td>colleges)</td>
<td>been agreed by both HoS and proposal has been</td>
</tr>
<tr>
<td></td>
<td>submitted to the BoS of both schools.</td>
</tr>
<tr>
<td>Any costs to be met by the student*</td>
<td>Subject to available places on the field trip, a limited number of</td>
</tr>
<tr>
<td></td>
<td>students who are not on the MSc in SES can take this course but they</td>
</tr>
<tr>
<td></td>
<td>will have to cover their own fieldtrip expenses (field trip costs are</td>
</tr>
<tr>
<td></td>
<td>in the range of £400-500; see appendix for details).</td>
</tr>
</tbody>
</table>
Pre-requisites*  
Visiting Student pre-requisites*  
Prohibited Combinations*  
Semester*  2  
Timetable* (Day and Time)  
Campus Location* (Central or KB)  Central  
Study pattern* (lectures, group work, tutorials, etc)  Lectures, seminars, tutorials, daytrips in the second semester (10 credits) + a fieldtrip in April (10 credits)  
Course Rationale/Short Description*  (including academic justification and any enhancements to the student learning experience)  This is a core course for the proposed masters in Sustainable Energy & Society.

The course provides the ontological and epistemological basis for the MSc and introduces different research methods that are useful in the study and development of ‘energy literacy’, which in itself consists of three domains; cognition, affect, behaviour. Through the analysis of real world case studies, students develop experience in the use of these different methods.

The case studies are focused on individual consumption and everyday life. This course is unique in its effort to combine three important aspects of sustainability education; (1) understanding what drives unsustainable levels of consumption, (2) developing research skills for the participative analysis of (energy related) consumption at individual and household level (3) developing research skills for the participative analysis of environmental exposure through digital technologies.

The course explores three interlinked issues. The methodological focus on digital technologies is transformative in our future abilities to track and understand consumption and how it relates to externalities in our everyday life. Secondly, the course links energy to other material consumption (rather than studying ‘only’ energy) and thirdly, the course explores how citizens engage with data, how knowledge can be co-produced when citizens and researchers collaborate, and how this may affect behavioural change by the citizens involved.

The fieldtrip serves to link up the class-based, consumption focused learning with supply-side and transport issues faced by grid energy. It explores the scale of behavioural change required to achieve transformative change in our energy system. The fieldwork thus addresses both scalar issues (from individual small consumers to large scale grid actors) and the (often hidden) geographical heterogeneity of the grid.

The course is designed to engage with the rapid evolution of smart meters, mobile sensors, tracking devices, mobile phones and wearable technologies. Given the current state of technologies and their prices, the course will be able to examine (with regards to consumption:) domestic energy
use and food purchasing/intake, and (with regards to environmental exposure) indoor and outdoor air quality, temperature and humidity.

<table>
<thead>
<tr>
<th>Summary of Learning outcomes* (space for up to five detailed learning outcomes)</th>
<th>Through this course, students will gain:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. A shared epistemological basis for the masters programme, appreciative of the important contributions that different disciplines and methods can provide.</td>
</tr>
<tr>
<td></td>
<td>2. An understanding of the driving forces of unsustainable consumption and the resulting negative externalities.</td>
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<td></td>
<td>3. Experience in the use of digital technologies to monitor, assess and critically evaluate levels of personal and household consumption.</td>
</tr>
<tr>
<td></td>
<td>4. Experience in the use of digital technologies to monitor, assess and critically evaluate environmental exposure during everyday activities.</td>
</tr>
<tr>
<td></td>
<td>5. Experience with citizen science, self-directed fieldwork and public engagement in relation to 2 &amp; 3.</td>
</tr>
<tr>
<td></td>
<td>6. Skills in the integration of consumption and exposure data to assess options for mitigation and adaptation at personal and policy levels (i.e. behavioural change; policy interventions).</td>
</tr>
</tbody>
</table>

| Transferable Skills* | Quantitative research skills, qualitative research skills, the use of mixed methods, public engagement skills, group collaboration, presentation skills. |

| Components of Assessment* | Tutorials will track progress in data capture and analysis in an ‘energy fieldwork at home’ assignment where students get to use a range of different methodologies (quant & qual). the second part of the semester students will develop a research proposal for their dissertation, focusing especially on research design. During the Orkneys fieldwork students will develop future energy scenarios and will write their own fieldtrip report. |

|  | Energy fieldwork at home 25% (group) |
|  | Dissertation Research design 25% (individual) |
|  | Fieldtrip presentation 20% (group) |
|  | Fieldtrip report 30% (individual) |

| Examination information* (hours, minutes and stationary requirements) | No exams, course work only |

| Syllabus* | Week 1: Introduction, epistemologies and ontologies of different disciplines. |
|  | Week 2: Selection of research methods; fit & purpose. |
|  | Week 3: Interpreting qualitative data. |
|  | Week 4: Decision support tools and assessment methods |
in different disciplines & professions.

Week 5: introduction to big data (analytics, management)
Week 6: Serious games for sustainable consumption
Week 8: Dissertation research design

The fieldtrip to the Orkney islands serves to develop a ‘whole systems analysis’ of energy production and consumption for a defined geographical area, using the various methods students have been trained in during the class-based part of the course. The first part of the fieldtrip will focus on situational analysis, covering the following topics:

- History of energy provision ‘at the margin’
- Resource mapping; wind and marine energy.
- Active grid management
- Community energy
- Fuel poverty in a local context

This will subsequently feed into the development of a sustainable energy vision for the islands, both for the purpose of local sustainability and the potential for learning from this experiment that can be applied in other landscapes.

For more details, see appendix to this form

Reading List*


### Academic Description*

This is a core course of the MSc in Sustainable Energy and Society, providing essential training in research methods tailored to student needs, thematic knowledge of energy demand and demand reduction and introduces students to ‘whole systems’ energy assessment (combining demand and supply in a pioneering ‘corner’ of the national grid where renewable energy is already the dominant source of electricity).

### Keywords*

Methods, living labs, sustainable consumption, co-production of knowledge, collaborative monitoring, citizens and sensors.

### Course Administration

<p>| Teaching Load – who is teaching on the course (outline external teaching, if any) | Dan van der Horst &amp; Jamie Cross (SPS) |
| Room Booking requirements | Single lecture room required, preferably at ECCI. |</p>
<table>
<thead>
<tr>
<th>(labs or breakout rooms)</th>
<th>Benefits to the School/Degree Programme</th>
<th>Quotas (if required)</th>
<th>Risk Factors</th>
<th>Teachability Assessment (please see below for details)</th>
<th>Quality Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is a core course for the proposed MSc in Sustainable Energy &amp; Society. We also expect some interest from other MSc students.</td>
<td>Because of the fieldtrip component, this course cannot accommodate huge numbers of students. 15 students max in the first year. This quota is proposed in order to allow a gradual development of a digital technologies lab, consisting of an online shared learning library and a lending library of digital monitoring technologies. Annual investment costs in the latter is estimated at £500-1000, dependent on student numbers. (ps spare and redundant monitoring kit will be collected from existing research projects, through TEDDINET – an EPSRC network project run by the course organiser).</td>
<td>Technology failure can be a nuisance factor but this has pedagogic value in its own right and is mitigated by having different technical fall-back options and of</td>
<td>Students must be willing to participate as citizens, monitoring aspects of their daily lives. Students must take an interest in digital technologies and be willing to analyse quantitative data provided by themselves and fellow students (data will be anonymised) Students must take an active interest in the use of social media to report, share and reflect on their findings. Tailored exercises will be developed for students with disabilities, not just to accommodate their special needs but to deliberately seek to capture their perspectives, as they represent an important target group to benefit from digital technologies. This course does not only engage with students as a diverse group of consumers, citizens and household members, it also seeks to make best use of the diversity of academic backgrounds within the group for the creation of shared learning experiences. Group work will be specifically organised to make best use of different skill sets and encourage peer-to-peer learning among the students (e.g. with regards to numerical skills, use of social theory to inform experimental design, use of social media as an engagement tool).</td>
<td>Quality assurance of the course work will follow current Geosciences guidelines. This will entail the inclusion of the course on the Geosciences PGT examination boards with an associated external examiner, the appointment of a course moderator and liaison with the school to ensure due process is followed.</td>
</tr>
</tbody>
</table>
Student assessment and feedback on the course will be monitored through leanr, feedback forms and via the staff-student liaison committee. The course coordinator will take responsibility for implementing changes as required to satisfy issues raised via these processes.

Degree Programme Tables changes to be made. Existing DPTS can be found at: http://www.star.euclid.ed.ac.uk/ipp/drps_geo.htm

### The following information is required for all proposed changes and will appear in the DRPS:

Please breakdown the assessment by percentage*:

| Written Exam |  |
| Practical Exam |  |
| Coursework | 100% |

* Detailed information is available at: http://www.euclid.ed.ac.uk/Staff/Support/User_Guides/CCAM/Assessment_Methods.htm

Please breakdown the contact hours:

- 40 credits is equal to 400 hours
- 20 credits is equal to 200 hours
- 10 credits is equal to 100 hours

| Lecture Hours | 12 |
| Seminar/Tutorial Hours | 8 |
| Supervised Practical/Workshop/Studio Hours | 8 |
| Fieldwork Hours (8 per day) | 7 days * 8 hours = 48 hours (Orkney fieldtrip) |
| Feedback/Feedforward Hours | 8 * 2 = 16 hours (Orkney fieldtrip) |
| Summative Assessment Hours | 0 |
| Revision Hours (actual sessions) | 0 |
| Programme Level Learning and Teaching Hours (Hours linked to the degree) |  |
| Directed Learning | 16 |
| Independent Learning | 92 |
| Total | 200 |

* Detailed information including definitions for hours breakdown is available at: http://www.euclid.ed.ac.uk/Staff/Support/User_Guides/CCAM/Teaching_Learning.htm

The **teachability** assessment should:

- Outline any essential skills, abilities or knowledge (pre-requisites) which students must have to complete the course or programme;
• Describe what is "core" to the course or programme (i.e. what is central to the its study, and what all students must demonstrate and understanding of in order to complete it), so that students can make informed choices;

• Outline the possible impact of the course or programme's assessment arrangements on disabled students, and to consider what adjustments can be made.

As part of the approval process, the School's Board of Studies will consider the validity of the course pre-requisites, core areas and assessment arrangements, to ensure that there are no unnecessary barriers for disabled students.

Appendix: More details about the Orkney field trip

The Orkneys; a unique living lab for smart, low carbon energy futures

The Orkneys are located at the very end of the national grid. It is a location where wind cannot be described as intermittent (wind farms are idle for the same amount of time that fossil fuel plants are switched off for maintenance). The Orkneys are home to the first experiment in active grid management in the UK, instigated to enable more wind electricity from the Orkneys to be transported ‘south’ (local term for the isle of Great Britain) through the thin cables at the end of the grid. The Orkneys are an obvious candidate for experiments with electricity storage (home to the UK’s biggest grid-connected battery) and dynamic pricing to encourage people to use more local wind energy at times that the export of surplus wind electricity is constrained by the grid (since 2013 wind farms on the Orkneys have annually generated >100% of the total electricity consumption on the islands). The Orkneys are also home to various community energy schemes and experimental sites for wave and tidal energy. The islands have in the past experienced population decline due to economic fragility and outmigration (despite recovery since the 1970s, the current population of 21k is still lower than it was in the period 1800-1950). Fuel poverty is a major issue, due to the cold climate, many old homes and the higher cost of heating (off the gas grid; reliance on solid and liquid fossil fuels for heating). The abundance of renewable energy creates interesting opportunities (as well as challenges) in for the development of the ‘green economy’ (diversification from tourism; ability to attract newcomers to maintain the provision of private and state sector services), energy tourism as well as being an attractive lab to experiment with (visions and strategies of) a smart & low carbon electric future. Skills and practices of self-reliance and resilience are still evident where residents have to cope with long supply chains and regular disruptions due to stormy weather when the ferries are cancelled; this provides a local basis which may shape people’s willingness to adopt new technologies or adapt their lifestyles. Various local laws and (lack of) planning regulations have been created to cope with the challenges of the remote location, small population and fragile economy – all adding to the Orkneys being an internationally unique ‘small town scale’ living energy lab, with relevance to any rural area that has significant local potential for renewable energy generation.

Purpose of the fieldtrip

The fieldtrip to the Orkney islands serves to develop a ‘whole systems analysis’ of energy production and consumption for a defined geographical area, using the various methods students have been trained in during the class-based part of the course. The first part of the fieldtrip will focus on situational analysis, covering the following topics through site visits and talks provided by local experts:

• History of energy provision ‘at the margin’
• Resource mapping; wind and marine energy.
• Active network management and smart grids
• Community energy
• Fuel poverty in a local context

This will subsequently feed into the development of a sustainable energy vision for the islands, both for the purpose of local sustainability and the potential for learning from this experiment that can be applied in other landscapes.

Logistics

Departure from Edinburgh: Sunday morning, 10am (6h drive+ 2h stops). Ferry (Scabster-Stomness) at 19h. Staying in hostel in Kirkness.

5 full days on the Orkneys (i.e. 6 nights away, 7 days of bus hire)

Return to Edinburgh on Saturday (ferry at 9am).

Estimated costs < £500 per student (see table 1 below)

<table>
<thead>
<tr>
<th></th>
<th>cost per day</th>
<th>cost for a 6 nights trip, per student</th>
<th>Total (10 students, 2 staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>minibus hire (15 seater)</td>
<td>75/day</td>
<td>7*£75=525</td>
<td>525</td>
</tr>
<tr>
<td>hostel</td>
<td>£25/person/day</td>
<td>6*£25=150</td>
<td>150*12=</td>
</tr>
<tr>
<td>food</td>
<td>£20/person/day</td>
<td>6*£20=140</td>
<td>140*12=</td>
</tr>
<tr>
<td>Fuel</td>
<td></td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Ferry (2x)</td>
<td></td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>external speakers</td>
<td></td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>miscellaneous</td>
<td></td>
<td></td>
<td>200</td>
</tr>
<tr>
<td><strong>Total field trip costs</strong></td>
<td></td>
<td></td>
<td><strong>£4775</strong></td>
</tr>
<tr>
<td>Total cost per student</td>
<td></td>
<td></td>
<td><strong>£477.5</strong></td>
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</table>

Table 2: Proposed itinerary

<table>
<thead>
<tr>
<th>Day</th>
<th>programme</th>
<th>External speakers / guides</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>depart Edinburgh, drive to Thurso, ferry to Orkneys</td>
<td>(n.a. / travel day)</td>
</tr>
<tr>
<td>2</td>
<td>History; marine energy; spatial planning</td>
<td>EMEC</td>
</tr>
<tr>
<td>3</td>
<td>Fuel poverty; electric future</td>
<td>Orkney Council</td>
</tr>
<tr>
<td>4</td>
<td>Fieldwork day 1 (design &amp; pilot)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Visit to Westray; community energy</td>
<td>Westray Development Trust</td>
</tr>
<tr>
<td>6</td>
<td>Fieldwork day 2 (execute &amp; synthesise)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Drive back to Edinburgh</td>
<td>(n.a. / travel day)</td>
</tr>
</tbody>
</table>

Key sources:
About fuel poverty on the Orkney islands

http://www.orcadian.co.uk/2016/01/orkney-reaches-the-top-of-the-fuel-poverty-table/

About marine spatial planning / the Orkney pilot (including wave & tidal)


About renewable energy on the Orknees
http://www.oref.co.uk
http://www.orkneymarinerenewables.com
http://www.emec.org.uk
http://westraydevelopmenttrust.co.uk

About sustainable energy, electric future strategies, electric cars on the Orkneys


About active network management / Orkney smart grid

https://www.ofgem.gov.uk/sites/default/files/docs/2013/06/dg_learning.pdf
School of GeoSciences Board of Studies

Proposal form for a Minor Change
(Name change or assessment change)
January 2013

Please complete the form in detail and submit to Sarah.McAllister@ed.ac.uk. Any proposed changes should be discussed at Degree Programme Committee/MSc Committee meetings prior to submission to the School Board of Studies Committee.

* indicates fields that will be published at www.drps.ed.ac.uk

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Name*</td>
</tr>
<tr>
<td>Course Code*</td>
</tr>
<tr>
<td>Course Organiser*</td>
</tr>
<tr>
<td>Home Subject Area*</td>
</tr>
<tr>
<td>Normal Year Taken</td>
</tr>
<tr>
<td>Please details how this change may impact other degree programmes if the course is shared across degree programmes:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Course Name*</td>
</tr>
</tbody>
</table>
| Reason for requested change | This course will become a core course for the new Sustainable Energy & Society (SES) MSc. Which represents a collaboration between Geosciences and SPS. This revised course will be complemented by another (new) core course in the second semester which will be called ‘Energy & Society II; methods and applications’.

In addition to the change in name, the course will be moved to the first semester, 50% of the assessment will be changed (details below) and some of the contributors to the course will change (new contributions from several SPS staff, including Dr Claire Haggett and Dr Mark Winskel). In terms of thematic content, the course will not change much. |

| Consultation (Please describe the consultation that has taken place within the Degree Programme area, School and College) | Discussed with Director of PGT, programme director carbon management, colleagues in SPS who will also be teaching on this course. |

Assessment Change
| Current components of assessment*  
(please split by percentage) | Practical assignment (25%), podcast, blog & presentation (25%), Essay (50%). |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for requested change</td>
<td>The first two assignments (25% each) will be moved to the new course Energy &amp; Society II (running in the 2nd semester), thus necessitating a replacement.</td>
</tr>
</tbody>
</table>
| Proposed changes to the components of assessment*  
(please split by percentage) | Two essays (both 50%). |
| Examination information, if applicable*  
(hours, minutes and stationary requirements) | no examination |
| Consultation (Please describe the consultation that has taken place within the Degree Programme area, School and College) | See above |

Updated Information for DRPS (all fields required)

| Course Rationale/Short Description*  
(including academic justification and any enhancements to the student learning experience) | There is a widely acknowledge ‘energy literacy’ in society and within the policy and third sector communities. Since 2008, students interest in energy has shot up, and only part of that growing interest can be catered for by existing masters teaching: the vast majority of existing energy teaching at post-graduate level consists of energy engineering degrees. Whilst this offering is technically sound, many of the energy challenges we face in the 21st century are more social than technical. There is a pedagogic imperative to teach students the basic numerical literacy on energy, and to encourage students to look at society through the energy lens and unpack our overdependence on scarce and contested resources, the social impacts of energy provision and the lock-in and externalising effects of energy provision under incumbent energy regimes. |
| Summary of Learning outcomes*  
(space for up to five detailed learning outcomes) | To identify and assess the role of access to energy in historical processes of societal change.  
To develop a critical understanding of systemic, institutional and individual challenges to more low carbon and energy efficient lifestyles.  
To develop a stronger theoretical |
### Transferable Skills*

Reading skills (self-guided), critical thinking skills, theoretical framing of societal issues, essay writing.

### Components of Assessment*

Two essays

### Syllabus*

The course explores what the social sciences can bring to our understanding of energy systems; how and why they have evolved the way they have and what societal processes and social conditions are critical to the adoption and good use of cleaner technologies and sources of energy in the decades ahead. By looking at society ‘through the energy lens’, students will also learn to appreciate the cultural relevance of energy related things and practices, and appreciate the inherent power relations and distributional aspects of changing energy systems.

Bringing social theory to bear on concrete examples of energy systems, the course is broadly structured into four parts; spatio-temporal processes, energy and the environment, energy and the city, energy in homes and communities.

- Week 1: introduction
- Week 2: energy history
- Week 3: energy geography
- Week 4: *case study 1; coal*
- Week 5: the water-energy-food nexus
- Week 6: innovation in energy systems
- Week 7: smart cities
- Week 8: *case study 2; district heating*
- Week 9: community energy
- Week 10: energy and the home
- Week 11: recap; social theories & energy systems

### Reading List*


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitchell, K.</td>
<td>2009</td>
<td>The Political Economy of Sustainable Energy</td>
<td>Macmillan, Basingstoke</td>
</tr>
<tr>
<td>Academic Description*</td>
<td>This is a core course of the MSc in Sustainable Energy and Society, helping students to understand what the social sciences can bring to our understanding of how energy systems and human societies co-evolve and why without significant contribution from the social sciences the quest for low carbon energy transition is more likely to falter. The course provides a range of different disciplinary and thematic angles to the study of incumbent and emerging energy regimes over various scales. The course will be taught by key staff (geosciences and SPS) in their respective areas of expertise, thus providing a platform for possible subsequent dissertation supervision.</td>
<td></td>
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</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keywords*</td>
<td>Energy systems, social theory, technology adoption, societal change, innovation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Programme Tables changes to be made. Existing DPTS can be found at: <a href="http://www.star.euclid.ed.ac.uk/ipp/drps_geo.htm">http://www.star.euclid.ed.ac.uk/ipp/drps_geo.htm</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please breakdown the assessment by percentage*: 

### Written Exam

### Practical Exam

### Coursework 100%

* Detailed information is available at: [http://www.euclid.ed.ac.uk/Staff/Support/User_Guides/CCAM/Assessment_Methods.htm](http://www.euclid.ed.ac.uk/Staff/Support/User_Guides/CCAM/Assessment_Methods.htm)

Please breakdown the contact hours:

- 40 credits is equal to 400 hours
- 20 credits is equal to 200 hours
- 10 credits is equal to 100 hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lecture Hours</td>
<td>11 weeks x 2 hours</td>
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<tr>
<td>Seminar/Tutorial Hours</td>
<td>11 weeks x 1 hour</td>
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<tr>
<td>Supervised Practical/Workshop/Studio Hours</td>
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</tr>
<tr>
<td>Fieldwork Hours (8 per day)</td>
<td></td>
</tr>
<tr>
<td>Feedback/Feedforward Hours</td>
<td></td>
</tr>
<tr>
<td>Summative Assessment Hours</td>
<td></td>
</tr>
<tr>
<td>Revision Hours (actual sessions)</td>
<td></td>
</tr>
<tr>
<td>Programme Level Learning and Teaching Hours (Hours linked to the degree)</td>
<td></td>
</tr>
<tr>
<td>Directed Learning</td>
<td>10</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>157</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

* Detailed information including definitions for hours breakdown is available at: [http://www.euclid.ed.ac.uk/Staff/Support/User_Guides/CCAM/Teaching_Learning.htm](http://www.euclid.ed.ac.uk/Staff/Support/User_Guides/CCAM/Teaching_Learning.htm)
### Name of School: GeoSciences

#### Geography

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Undergraduate or Postgraduate</th>
<th>New course or change to existing course</th>
<th>What other Schools have been consulted on this proposal?</th>
<th>Any issues of concern raised by BoS or those consulted</th>
<th>SCQF Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Environmental Justice</td>
<td>Undergraduate</td>
<td>New</td>
<td>No</td>
<td>No, the course is to ensure sufficient elective choice with growing student numbers</td>
<td>10</td>
<td>20</td>
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</table>

#### Ecological and Environmental Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Undergraduate or Postgraduate</th>
<th>New course or change to existing course</th>
<th>What other Schools have been consulted on this proposal?</th>
<th>Any issues of concern raised by BoS or those consulted</th>
<th>SCQF Level</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>New</td>
<td>Conservation Science</td>
<td>Undergraduate</td>
<td>New – raise from 10 to 20 credits ECSC10022</td>
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<td>Possible impact of remaining 10 credit courses.</td>
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<td>New</td>
<td>Current Issues in Ecology and Environmental Sciences</td>
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<td>Renaming to reflect degree title ECSC10027</td>
<td>None</td>
<td>Non</td>
<td>10</td>
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</table>

#### Postgraduate Taught

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<th>Course Code</th>
<th>Course Title</th>
<th>Undergraduate or Postgraduate</th>
<th>New course or change to existing course</th>
<th>What other Schools have been consulted on this proposal?</th>
<th>Any issues of concern raised by BoS or those consulted</th>
<th>SCQF Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
### Postgraduate Research

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Undergraduate or Postgraduate</th>
<th>New course or change to existing course</th>
<th>What other Schools have been consulted on this proposal?</th>
<th>Any issues of concern raised by BoS or those consulted</th>
<th>SCQF Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Numeracy Modelling and Data Management</td>
<td>Postgraduate (research)</td>
<td>New</td>
<td>None</td>
<td>Required for DTP training – formalising existing training</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>New</td>
<td>Frontiers in Geoscience</td>
<td>Postgraduate (research)</td>
<td>New</td>
<td>None</td>
<td>Required for DTP training – formalising existing training</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>New</td>
<td>Palaeontology and Geobiology</td>
<td>Postgraduate (research – dissertation)</td>
<td>New</td>
<td>None</td>
<td>Required dissertation for new MSc by Research Programme in Palaeontology and</td>
<td>11</td>
<td>120</td>
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</table>
# Earth Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Undergraduate or Postgraduate</th>
<th>New course or change to existing course</th>
<th>What other Schools have been consulted on this proposal?</th>
<th>Any issues of concern raised by BoS or those consulted</th>
<th>SCQF Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Global Environmental Change – Foundations</td>
<td>Undergraduate</td>
<td>New – restructuring of BSc (Hons) Environmental Geosciences honours years. Replacing EASC09007</td>
<td>No</td>
<td>No</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>New</td>
<td>Earth’s Atmospheric Composition</td>
<td>Undergraduate</td>
<td>New – raising from 10 to 20 credits restructuring of BSc (Hons) Environmental Geosciences honours years. Replacing EASC10098</td>
<td>No</td>
<td>No</td>
<td>10</td>
<td>20</td>
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<tr>
<td>New</td>
<td>Introduction to Applied Hydrogeology and Near Surface Geophysics</td>
<td>Undergraduate</td>
<td>restructuring of BSc (Hons) Environmental Geosciences honours years.</td>
<td>No</td>
<td>No</td>
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<td>20</td>
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<tr>
<td>New</td>
<td>Fieldskills for Geology and Physical Geography</td>
<td>Undergraduate</td>
<td>New – restructuring of BSc/MEarthSc i Geology and Physical Geography Replacing EASC09032 and</td>
<td>No</td>
<td>No</td>
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<td>20</td>
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<tr>
<td></td>
<td>Course Title</td>
<td>Level</td>
<td>Code</td>
<td>Description</td>
<td>Credits</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>New</td>
<td>Research Methods in Physical Geography</td>
<td>Undergraduate</td>
<td>EASC09042</td>
<td>New – restructuring of BSc/MEarthSci Geology and Physical Geography</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>New</td>
<td>Structural Analysis of Rocks and Regions</td>
<td>Undergraduate</td>
<td>EASC09002 and EASC10079</td>
<td>New – restructuring of BSc/MEarthSci Geology and Physical Geography</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Practical Geochemistry and Data Analysis</td>
<td>Undergraduate</td>
<td>EASC09045, EASC09050, and EASC09047</td>
<td>New – restructuring of BSc/MEarthSci Geology</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Fieldskills in Geology</td>
<td>Undergraduate</td>
<td>EASC09029</td>
<td>New – restructuring of BSc/MEarthSci Geology</td>
<td>No</td>
<td></td>
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<tr>
<td>New</td>
<td>Igneous, Metamorphic and Ore Processes</td>
<td>Undergraduate</td>
<td>EASC09008, EASC10091</td>
<td>New – restructuring of BSc/MEarthSci Geology</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Palaeontology and</td>
<td>Undergraduate</td>
<td>EASC09047</td>
<td>New – restructuring of BSc/MEarthSci Geology</td>
<td>No</td>
<td></td>
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</tr>
<tr>
<td>New</td>
<td>Petroleum Systems</td>
<td>Undergraduate</td>
<td>New – restructuring of BSc/MEarthSc i Geology \ Replaces EASC09041, EASC10093</td>
<td>No</td>
<td>No</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>New</td>
<td>Geophysical Imaging and Inversion</td>
<td>Undergraduate</td>
<td>New – restructuring of BSc/MEarthSc i Geophysics \ Replaces EASC09038</td>
<td>No</td>
<td>No</td>
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<td>20</td>
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<tr>
<td>New</td>
<td>Geophysical Measurement and Modelling</td>
<td>Undergraduate</td>
<td>New – restructuring of BSc/MEarthSc i Geophysics \ Replaces EASC09024, EASC09033</td>
<td>No</td>
<td>No</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>New</td>
<td>Mathematical and Computational Methods in Geophysics</td>
<td>Undergraduate</td>
<td>New – restructuring of BSc/MEarthSc i Geophysics \ Replaces EASC09035, EASC09021</td>
<td>No</td>
<td>No</td>
<td>9</td>
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</tr>
<tr>
<td>New</td>
<td>Research Training for Geophysics</td>
<td>Undergraduate</td>
<td>New restructuring of BSc/MEarthSc i Geophysics \ Replaces EASC10070</td>
<td>No</td>
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<td>New</td>
<td>Geophysics International Field Course</td>
<td>Undergraduate</td>
<td>New restructuring of BSc/MEarthSc</td>
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<td>No</td>
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</tr>
</tbody>
</table>
## Online

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Undergraduate or Postgraduate</th>
<th>New course or change to existing course</th>
<th>What other Schools have been consulted on this proposal?</th>
<th>Any issues of concern raised by BoS or those consulted</th>
<th>SCQF Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Sustainability and Social Responsibility (online)</td>
<td>Undergraduate</td>
<td>New</td>
<td>Moray House (Pete Higgins)</td>
<td>An agreement has been put in place for GeoSciences to own the course for the first three years. It may lead to the replacement of a face to face course with similar content if the University moves towards a requirement of mix methods along on campus students to undertake online courses</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>New</td>
<td>Applied Carbon Methods (online)</td>
<td>Postgraduate</td>
<td>New</td>
<td></td>
<td></td>
<td>11</td>
<td>20</td>
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<tr>
<td>New</td>
<td>Climate Change Management Dissertation (online)</td>
<td>Postgraduate</td>
<td>New</td>
<td></td>
<td></td>
<td>11</td>
<td>40</td>
</tr>
</tbody>
</table>

### Course closure list

- Antarctica: Development of a Continent and its context in Rodian and Gondwana EASC10072
- Aquatic Systems EASC10099
- Computational Modelling for Geosciences EASC09035
- Conservation Management ECSC10022
- Current Issues in Ecology ECSC10027
- Dissertation – Integrated Resource Management PGGE11120
- Earth’s Atmospheric Composition EASC10098
- Earth and Planetary Structure EASC09019
Energy and Society PGGE11208 (close after 16/17)
Environmental Techniques and Applications EASC09045
Fields and Waves EASC09033
Fieldskills for Earth Surface Scientists EASC09032
Frontiers in Geophysics EASC10070
Geochemistry EASC09050
Geology and Landscapes EASC10079
Geology 3rd Year Field Courses EASC09029
Geophysical Inverse Theory EASC09038
* Helmsdale 3rd Year Field Excursion and Interpretation Exercise EASC09041
* Hydrocarbons and Geophysical Exploration EASC10093
Igneous and Metamorphic Petrology EASC09008
Mathematical Methods for Geophysicists EASC09021
Measurement Techniques EASC09024
Palaeontology EASC10096
Quaternary Environmental Change EASC09007
Quantitative Methods in Earth Sciences EASC09047
Sedimentology EASC09037
Spain Field course: Mountain Building and Destruction EASC09042
Structural Geology EASC09002
Volcanology EASC10091

*check
College of Science and Engineering
College Learning and Teaching Committee
Minutes of meeting held on 5th April 2016

Present
Prof G Reid Convener, Dean of Learning and Teaching
Dr P Bailey School of Chemistry
Dr T Bailey School of Mathematics
Ms J Candlish Head of Academic Affairs
Dr M Gallagher School of Biological Sciences
Prof J Hardy School of Physics & Astronomy
Mr A Henderson Academic Affairs Officer
Ms L Henderson Academic Affairs Officer
Dr B Franke School of Informatics
Dr A Maciocia Dean of Students
Mr S Warrington School of Engineering

Attending:
Mrs L Archibald Secretary
Ms J Ferguson Academic Affairs Officer

1. **NEW PROGRAMMES/COURSES**

   **School of Informatics** – New/Changed Courses (Paper 3)

   Noted:
   - A workload policy has been put in place describing 10 and 20 credit courses.
   - All lecturers of 3rd year courses have been asked to put in paperwork to reapprove existing courses.
   - Some 10 credit courses remain but coursework has been cut down and will contain more formative work.
   - The School is seeking approval to change two courses from 10 to 20 credits.
   - The subject of large practicals has been revisited in response to the TPR which suggested that these courses should contain more programming.
   - The Machine Learning course incorporates a large programming element and approval was also sought to change this course from 10 to 20 credits.
   - Approval was sought for a new course – Introduction to Modern Cryptography. This course contains material on computer security strategies which is currently very relevant and has received some interest.
   - In general the School is hoping to re-establish some balance. While the unification of courses will reduce choice for students, it was felt that a great deal of variety still exists within the courses offered.
- The School will continue to monitor the situation and consider re-working courses for other years in the future.

The new courses and changes to existing courses were approved.

**School of Engineering** - BSc in Engineering Technology (Unaccredited Engineering Technology Degree) (Paper 1)

- This new degree is for students who fail more than 20 credits and are not able to achieve an accredited degree.

- The Unaccredited degree would only be available to final year BEng students who have failed 20 credits and who do not wish to return to resit for professional purposes.

The School of Engineering would send the College Office a list of programmes this degree would apply to.

The new BSc in Engineering Technology was approved.

**New Courses - (paper 2)**

The new courses were approved

**School of Mathematics** - New Courses

All new courses were approved

**School of GeoSciences** - New courses

Subject to a check to ensure the reading lists for Cape Town and Berlin were 'recommended', rather than required, the new courses were approved.

2. **APOLOGIES**

Apologies were received from Prof W Williams, School of GeoSciences and Dr G McDougall, Dean of QA.

3. **MINUTES OF PREVIOUS MEETING**

The minutes of the meeting held on 23rd February were APPROVED.

3.1 **MATTERS ARISING**

**College concessions**

Meetings would be set up with the College Office and relevant staff in the remaining schools. 

**Programme change guidelines.**

A meeting with Teaching Organisation staff would be held the next day and feedback will be gathered regarding programme changes and transfers.
Draft procedures would be brought to the CLTC meeting in September.

**Academic Misconduct**

The College Academic Misconduct Officer would be invited to address the Committee at the meeting on 24th May.

**Global Select**

Discussions are continuing with Admissions and RTC. A paper would be brought to the next meeting.

**Calculators and dictionaries**

The Regulations on calculators and dictionaries are currently being amended, which will allow dictionaries to be taken into examinations if this is permitted by the course organiser.

Concern was expressed regarding the checking and control of dictionaries to ensure no prohibited materials are brought into the examination hall.

The College Office would clarify the regulations and report back to the next meeting.

**Study Abroad**

Members were asked to consider what the College procedure should be for students on study abroad who do not wish to continue but may not have evidence for an interruption of studies.

It was noted:

- While CHSS favour permitting an interruption of studies, rather than withdrawal, the regulations regarding this are unclear.

- It was felt that little difficulty would be experienced where the School is able to put together an agreed curriculum which would allow a student to complete a semester and include assessment.

- In the event that a student returns from study abroad without permission and without documented justification, the situation is more complex.

- In these circumstances, a strong explicatory narrative would be needed from the School, as part of a concession request to the College, in order to allow an interruption of studies.

**Arrivals Policy**

The updated draft policy had been tabled. A copy of policy had also been provided to Admissions for comment. It was noted:
- Any late arrival would require School support before College approval. The College Office would liaise with Schools to decide on a formal procedure for requests.

- It was agreed that the form currently used for Concessions would be utilised for late arrivals.

- Schools should provide a list of named contacts. All requests should be filtered through these contacts only.

- Where a School becomes aware of any possible issue which may affect student’s arrival time, the College Office should be advised as soon as possible.

- It could be incorrect to categorise all students within the same deadline and may depend on what impact late arrival would have on their studies.

- The University deadline for issuing of CAS is being worked towards but will have a knock-on effect to when offers are made.

- Bringing the date forward to the first date of semester may be more effective, Checks should be made to clarify when an offer to students becomes ‘binding’ (offer made, matriculated or in programme). Lynda Henderson would check this with Academic Services.

4. **CONVENERS REPORT**

All items were covered elsewhere on the agenda

5. **CENTRE FOR SCIENCE EDUCATION**

Judy Hardy tabled a paper and gave a verbal update on the activities of the Centre for Science Education.

The current and planned activities included:

i) Community Building
   - Teaching Development Workshops
   - Summer Studentship Scheme
   - CfSE Website

ii) Learning & Teaching Enhancement
   - Digital Technology Fair
   - Laboratory Education
   - Online Resources

iii) Online programmes and courses
   - MSc in Carbon Management
   - Sustainability
   - Learning Analytics
iv) Teaching Development & Education Research Projects

- Virtual Edinburgh
- Measuring & Supporting students self-regulated learning
- Supporting Higher Education to incorporate learning analytics (SHEILA)
- Learning Analytics Report Card
- Automated system for cognitive presence coding
- STACK (open-source system online assessment system for Mathematics)
- Conceptual understanding of Physics
- Ask, Answer, Assess : Peer Learning from student-generated content
- Learning Analytics in Chemistry (LACE)
- Development of Maths for Chemistry e-tutorials and resources
- A historical review of Chemistry A Level examination papers

It was noted that development of online programmes and courses within the College should be encouraged and a Forum for discussions on strategies would be beneficial.

Members with any thoughts or ideas should contact Judy Hardy.

6. **NEW STUDENT SURVEY RESULTS**

The New Student Survey Results (Paper B) was discussed by Committee. It was noted:

- Although the response rate to this Survey was relatively low, some useful themes have emerged.

- Students had highlighted the need for enhanced pre-arrival information.

- Although few students had taken advantage of the Induction to the Library from IS, those who had attended found it very beneficial. Schools should encourage students to take advantage of these events where possible.

- It was felt that Schools could provide more events in conjunction with the Disability Service. While Schools do organise such events, these are offered, rather than compulsory.

- The survey itself was considered to be very long. It was noted that only half of the students who began the survey completed all questions.

- Access to information and the ability to choose courses ahead of Freshers Week was highlighted. It was not known at which point students were permitted access to Learn pages and this access may not be possible.

- The University of Edinburgh are one of the few Universities who do not allow students to select courses before arrival. As there is a great deal of flexibility in our programmes with the inclusion of outside courses, pre-selection can be complex in terms of timetabling.
- A list of the most common and popular outside courses which could be given to students ahead of time would be helpful

- Social events for students can be difficult with few venues large enough to accommodate such numbers, particularly during Freshers Week. Thought could be given to holding events for class members to meet each other at other times of the year.

- It was noted that student reviews on PATH are often very out of date and relate to a previous version of a course. The ability to remove the history would be beneficial. Schools should encourage current students to fill in these recommendations and reviews to give a better representation.

Members were asked to give a summary of any measures they intend to take as a result of this Survey. This will be discussed briefly at the next CLTC.

7. **ASSESSMENT IN THE COLLEGE OF SCIENCE & ENGINEERING**

   Members received an update on assessment in the College of Science and Engineering (Paper C) which had been sent to Charlie Jeffery. It was noted:

   - Thought could be given to decreasing and discontinuing 10 point courses in pre-honours years, although this would limit the choice of courses.

   - Some input from students/EUSA on this issue would be helpful and this could perhaps be raised at a meeting of Deans and student Representatives.

   - Other than exams or coursework, transferrable skills and presentation skills could be considered.

   The Review Group is still active and Members will be kept up to date with any developments.

   Members were asked to continue taking this issue forward and report any updates at the next meeting of CLTC.

8. **PGT EXTERNAL EXAMINERS REPORT**

   This item would be presented at the meeting on 24th May 2016.

9. **EQUALITY AND DIVERSITY**

   Members received the EDMARC Report (Paper D) which was noted.

10. **WORKING GROUP PARTICIPATION**
Following on from discussions with CHSS, it was noted that there did not appear to be any guidance or descriptor on the role of College Representative on working groups.

It is the expectation that the person would represent the College view and channel information and feedback between Committees.

It was agreed that a list of representatives on Working Groups should be set up. This list should also highlight which Committee should be reported to and point of contact in the College Office.

It was also agreed that a role descriptor/guidance be drafted in conjunction with Academic Services and presented to the Committee at a future meeting.

Members should advise the College Office of any new representatives so that the list can be maintained.

11. COMMITTEES

Senate Learning & Teaching Committee

The issue of GPAs had been discussed. The University has put the issue of providing GPAs as standard on hold for the time being. Should any student request GPAs, these can be provided ad hoc.

Special Circumstances Task Group

The new policy was approved and communicated recently.

A uniform policy will be applied for extensions on late submission of work. One change is that the 5% per day reduction will be extended up to 7 days, which will allow for a 35% reduction before reducing to zero.

This policy will be sent to Schools shortly for implementation in the next academic year.

The issue of using Wednesday afternoons for teaching was discussed. However, more information was needed before making any decisions. A member of staff is currently undertaking modelling work and will seek ways to avoid Wednesday afternoon core teaching wherever possible.

Research Experience Committee

It was noted that a change has been made to the semester date for PGR students to 1st
**Tier 4 Students**

A fact sheet had been received regarding changes Tier 4 Immigration Status which will have some implications for the College. It was noted:

- Academic progression may be affected with students who wish to transfer back into a lesser degree (BSc to Ordinary, PhDs to MPhils)

- Engaging in business activities – this is becoming stricter with Tier 4 Students and Schools should be aware of the regulations regarding this.

The College Office was awaiting clarification on all issues from the International Office. An Information sheet with answers on common scenarios will also be provided to Members at the meeting in May.

13. Date of Next Meeting

24th May 2016
13.00 – Programme Approval Meeting
14.00 – College Learning and Teaching Committee
Review of the Academic Year – Overview of Proposals and Consultation Process

1. Aim of the document

The University is currently conducting a review of the structure of the academic year to determine whether any changes could be made to better meet the needs of students and staff. As part of this review, it is consulting staff and students on a possible alternative model which would involve extending Semester One into January. Any agreed changes would not be implemented until 2018/19 at the earliest.

This document provides further information on this proposed structure, highlights some key implications of the proposed structure, and sets out the timeline for the review process.

2. Background

The shape of the academic year drives all the activities that are undertaken by the University. At its meeting on 27 January 2016, the Senate Learning and Teaching Committee agreed to establish a task group to review the University’s academic year structure.

3. Options considered by the Task Group

The task group considered the following options:

- Start semester one a week earlier
- A three term model
- Extend Semester One into January

The Task Group discounted the first option as it would have significant disadvantages for the transition of new students who would need to arrive much sooner than for many other Universities. It would also put the University at a disadvantage for recruitment (particularly for international students), and logistical factors associated with the Edinburgh Festival would make it very challenging and expensive, if not impossible, to implement. The Task Group also discounted the second option, as any potential benefits for the staff and student experience would be modest and would not justify the considerable disruption involved in moving to this model.

The Task does however consider that the third model, Extending Semester One into January, has considerable merits. It is therefore consulting staff and students on this model.

4. Proposed Academic Year Structure

A visual representation of the Extending Semester One into January model is located at the end of the document. While the proposed structure has been overlaid on the 2016/17 calendar, any changes would not be implemented until 2018/19 at the earliest.

The key features of this proposed structure for the academic year are:

- Welcome Week and Semester 1 start one week later than at present;
- 11 weeks of teaching in Semester 1 inclusive of one week at the end for revision and consolidation. This is a week in which Schools provide structured and timetabled teaching activities to assist students to reflect on what they have learned on their courses and to prepare for examinations / assessments;
- Semester 1 courses would be examined in mid to late January, following a revision week;
The Semester 1 examination diet remains two weeks long (12 examination days). This is long enough to ensure that all semester 1 courses can be examined in semester 1;

11 weeks of teaching in Semester 2 starting at the beginning of February, inclusive of one week at the end for revision and consolidation (as in Semester 1, the revision and consolidation week will include formal teaching);

A one-week break after 6 weeks of teaching in both Semester 1 and Semester 2;

Semester 2 examinations would be held at the beginning of May following a revision week, as at present;

The Semester 2 examination diet is reduced to 3 weeks, which is sufficient to examine all semester 2 courses and all year long courses;

Graduations would take place in late June / early July as at present;

The proposed structure would not apply to programmes that already have opt-outs from the University’s current academic year structure, for example undergraduate Medicine, Education and Veterinary Medicine.

5. Implications of Proposed Structure

The following points outline the implications of the proposed structure:

Pros:

- Moving examinations from December to January would free up time in Semester 1 to start Welcome Week and Semester One teaching later than at present;
- Starting Welcome Week later will make aspects of admissions, pre-arrival and induction smoother, particularly for new first year undergraduate students who often do not receive their school examination results until August or who are recruited late in the admissions cycle (e.g. via Clearing & Adjustment routes) and for new international students who require visa clearance before entering the UK;
- Starting Welcome Week later would also give academic staff more opportunities to conduct research or attend conferences during September;
- A mid-term in each semester would make the semesters less pressured for both staff and students;
- Moving examinations from December to January would further reduce the pressure on students by allowing a reasonable period for revision prior to Semester 1 examinations. For students new to the UK (and international PGT in particular) there would be more time to adapt and acclimatise before sitting exams;
- Examinations in January would make it easier to provide students with feedback on their coursework before they sit examinations;
- Staff will no longer have to mark examination scripts over Christmas and New Year

Cons:

- Staff may need to mark examination scripts for the Semester 1 exam diet at the same time as teaching for Semester 2;
- There may be additional costs incurred if the Library and other services need to remain open over Christmas and/or New Year to support students preparing for exams.
- The current two weeks of Spring vacation would be replaced with teaching weeks, reducing the scope for staff to take annual leave at that time of year and (on the basis that some student use spring holidays for revision) reducing available revision time for students before the Semester 2 examination;
- There will no longer be space for Innovative Learning Week in Semester 2;
- Visiting undergraduate students who are at the university for Semester 1 only would not be able to remain in Edinburgh during January for examinations, meaning that staff may need to set them alternative assessments in order to assess these students during Semester 1.
- Students who have few or no exams in the Semester 1 exam diet would experience a substantial gap between the end of teaching in Semester 1 and the beginning of teaching in Semester 2.
6. Timeline

Following a consultation with students and staff during April / May 2016 on the proposed academic year structure, the Task Group will review findings of the consultation. The Task Group will submit its final report to Learning and Teaching Committee for consideration at its meeting on 21 September 2016. It will then be reported to the meeting of the University’s Senate on 28 September 2016 and (if appropriate) a relevant University Court meeting.

Gavin Douglas
Deputy Secretary (Student Experience)
The University of Edinburgh
April 2016
## Proposed academic year from 2018

| Semester | N/A | Semester 1 | | Semester 2 | | Semester 3 (Postgraduate Only) |
|----------|-----|------------|---|-----------|-----------------------------|
| Month    |     | September  | October | November | December | January | February | March | April | May | June | July | August |
| Week     | 1   | 2 3 4     | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 5 | 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 5 |
|          |    | 1 2 3 4 5 |          |          |          |          |          |       |       |     |       |       |       |
|          |    |            | Vacation | Welcome Week | Teaching Block | Revision | Exams |       |       |     |       |       |       |

**Notes**

More information: www.ed.ac.uk/academic-services/projects/review-of-the-academic-year

Consolidation:
A week of taught activities to help with revision and consolidation of new material.

Outline Only:
Specific dates to be confirmed.
College of Science and Engineering

Guidance on the implementation of Progression Decisions for Taught Students

1 Introduction
This document has been developed to ensure that the academic standards of the College of Science and Engineering (the College) are maintained and that the implementation of progression decision for taught students is equitable across the College. This guidance is supplementary to the University’s Progression policy and is a guide for the Schools. A comprehensive list of progression decisions is available on:
http://www.ed.ac.uk/files/atoms/files/progression_decision_text.xlsx

This guidance is intended to provide flexibility when a student has marginally failed to attain the required number of credits or when progress has been affected by Special Circumstances. It also identifies students who have not demonstrated the potential to continue their studies and who should voluntarily withdraw or be excluded permanently from the University.

2 Scope
This guidance covers all taught students in the College.

For the purposes of this document, “Senior Tutor” may be taken to mean “Senior Tutor (or nominee)”.

Taught students do not have a right to progress if they have not attained the required number of credits and/or have not met all required academic criteria, but may be granted a concession to do so.

Progression decisions are made by School Progression Boards and communicated to students by EUCLID. The policy on informing students of their final programme, course and progression results can be accessed by clicking here.

If concessions are required, they are considered in accordance with this policy before the Board records a final progression decision.

These academic decisions are binding and it is not within the authority of a Senior Tutor or Personal Tutor to alter these decisions, however they are responsible for implementing the decisions. The formal processes for the implementation and communication with the student is determined by the School.

This guidance allows for the academic judgement of the Senior Tutor on the implementation of progression issues.

Students on a Tier 4 student visa: the UKV&I impose restrictions on the number of repeat and resit opportunities available to Tier 4 students. The Senior Tutor or the Personal Tutor cannot grant a concession for non-honours student and must request a concession from the College (section 4).
3 Implementation of Progression Decisions

College level guidance on processes:

Where there is evidence that the student has a realistic prospect of attaining the required standard the Personal Tutor may authorise the student to continue their studies if:

(i) the student has failed to achieve the required number of credits for the year of the programme **for the first time**, **AND**

(ii) the student is **no more than 20 points short** of meeting the required number of credits for the year of the programme, **AND**

(iii) the student has met any programme specific hurdles required by the School, **AND**

(iv) there are good reasons to support a claim to a likely improvement in progress.

Any agreement should be noted and reviewed by the Senior Tutor as appropriate before it is enacted on EUCLID.

Any student who does not satisfy the criteria above should be referred to the Senior Tutor.

In addition all students who have not passed core courses for their programme, or who have failed a progression hurdle for their current programme, should be referred to the Senior Tutor of the School, irrespective of the number of credits obtained.

Where there is evidence that the student has a realistic prospect of attaining the required standard, the Senior Tutor may agree progression, usually with some conditions required for progression to the following year. The ST can authorise progression on the following basis:

**Repeat an academic year or part of a year**

- **Non-honours students** - A Senior Tutor can grant a concession permitting a non-honours student to repeat an academic year or part of a year in attendance; or a non-honours student may be permitted to repeat a year for examinations or other assessments as 'examination/assessment only'. Students registered as 'examination/assessment only' have access to Learn, course notes etc. and library resource access. When a course is updated or modified, the student is expected to familiarise themselves with the new material and take the same assessment, based on the new version, as all other students. Students registered on the repeat year by 'examination/assessment only' will not be fully matriculated students and this may have implication for such matters as council tax exemptions, financial sponsorship and benefit entitlements.

- **Honours students** - Students are not allowed to repeat Honours-assessed work, however, if a student has been affected by a serious
illness or other such mitigating circumstances and there is an appropriate strong evidence via SCC and BoE process, the Senior Tutor can submit a concession request for a repeat to the College.

The Senior Tutor may permit a student to continue his/her studies without necessarily interviewing the student, however the Senior Tutor has the right to request an interview with a student where it is deemed to be in the student’s best interest. Attendance by the student at this meeting would be compulsory.

It is acceptable that students are required to attend a single interview with the Senior Tutor and another member of staff, provided that the Personal Tutor has the opportunity to provide comments to the Senior Tutor.

The Senior Tutor, with the approval of the Director of Teaching, may nominate a suitably-experienced academic colleague to act on his/her behalf.

In making arrangements for meetings Senior Tutors should be mindful of not setting meeting days or times where students would not have access to the University’s support services, Personal Tutors or EUSA after the meeting.

If a student has not achieved the required number of credits and there is no evidence that s/he has a realistic prospect of attaining the required standard, it is not in the interests of the student or the University to permit a continuation of their programme of study or to permit transfer onto a further year of study for an BSc Ordinary.

Senate Curriculum and Progression Committee has confirmed that Regulation 64 can be enacted prior to a student sitting the full four attempts (Reg. 24).

The College would therefore recommend where a student has not made academic progress and there is no realistic prospect of achieving success, the Progression Board should consider enacting Regulation 64 to allow a student an opportunity to pursue an alternative academic or career pathway. The College would recommend that any student who had only achieved 40 credits or less after two attempts should be considered under Regulation 64.

Enacting Regulation 64 would also be possible if a student’s academic failure was a result of a lack of engagement and participation.

If a student is not allowed to progress (progression decision FAIL) the Senior Tutor must arrange an interview. Under the University’s Withdrawal and Exclusion policy a student should be given the opportunity to withdraw voluntarily. The student should be given a defined time to make this decision (no more than 5 working days), complete the University’s withdrawal form and return this to the School. If the student does not complete the form by the deadline the student will be automatically excluded.

The Senior Tutor must arrange an interview with the student before permanently excluding him/her from the University. It is advisable in such sensitive meetings to have another member of staff present as an observer/note taker.

The Senior Tutor must decide whether the student should be permanently excluded from the University. The student should be given the opportunity of voluntary permanent withdrawal from the University. If the student does not
take this opportunity, then procedures for compulsory exclusion should be initiated.

The Personal Tutor, Student Support team and the Senior Tutor should follow the procedure at School level for recording any interviews and its outcome and for communication with Personal Tutor and the Student. It is recommended that the EUCLID notes field is utilised for this purpose, rather than email from an individual’s account, as this is a permanent record and can be referenced by appropriate staff as required.

The School is responsible for updating the Student’s record on EUCLID.

4 Implementation of progression decisions for Tier 4 students

Due to UKV&I restrictions the implementation of progression decision may be complicated and the University may not be able to accommodate some options.

The number of attempts at Junior Honours for students studying on a Tier 4 visa is restricted to a maximum of three attempts and one repeat year.

Repeat an academic year or part of a year (International students)

Non-honours Tier 4 students – a Senior Tutor can only implement the progression decision for a non-honours student to repeat an academic year or part of year if:

- the student has failed to achieve the required number of credits for the year of programme for the first time, AND
- the student has had no previous repeat years, AND
- the courses to be repeated are either the second or third attempt, AND
- there are good reasons to support a claim to a likely improvement in progress

Any student who does not satisfy the above cannot progress without a concession from the College Office.

Change of programme (international students)

The conditions surrounding a Tier 4 student’s ability to transfer between programmes have been amended by the Home Office (effective from 06/4/16). The amended progression guidance means that where the academic progression decision is a change from Honours to an Ordinary Degree this will in effect be considered by UKVI as a change of programme. The update to UKVI guidance has been interpreted by UKCISA and our International Office as meaning a student can no longer just seamlessly pass from one to another as this now has to be treated as a student changing to study at a level that is academically lower than the programme their Confirmation of Acceptance of Studies (CAS) was issued (i.e. from a SCQF level 10 (Hons) to SCQF level 9 (Ordinary)).

A Progression Board will follow the normal process to make an academic decision based on a student’s level of ability to progress onto Honours as per the remit of the Board. However, the implementation of the progression
decision may require the student to return to their home country (between 2nd and 3rd year and make a new visa application) to allow them to return to study at the University of Edinburgh. Only if a new Visa is issued will the student be entitled to continue with their studies and be in a position to achieve an Ordinary Degree. This amendment presently means that the University cannot guarantee that the student will be able to continue with studies.

Once the student has received the academic decision from the Progression Board it is mandatory for the student to speak with and receive written advice from the International student Advisory Service (ISAS) and return with this advice to the named contact in their School. Schools must ensure that they outline clearly, in writing, the academic options available to the student so that the student can take this to the International Office.

- The UKVI update does not affect a Board of Examiners right to award an ordinary degree at year 3 or 4 once the student has completed the appropriate academic study.
- If a student is unable to secure a Tier4 visa the student will be awarded the appropriate award for the level of achievement they have completed to date.

5 Further information
Students should seek advice from their Personal Tutor/School Student Support Team.
Personal Tutors should seek advice from
Lynda Henderson, Academic Affairs Officer
College of Science and Engineering, Weir Building,
The King’s Buildings, West Mains Road
Edinburgh EH9 3JY
Tel: +44 (0)131 650 5765; Email: lynda.m.henderson@ed.ac.uk

Guidance on the implementation of progression decisions for taught students May 2016
1 **Introduction**

In line with the University Programme and Course Design, Development, Approval, Changes and Closure Policy this guidance document has been developed to ensure that the academic standards of the College of Science and Engineering (College) are maintained and that clear procedures are in place for the approval of new courses/programmes and changes to courses/programmes.

2 **Definition**

The Proposer is the person in the School responsible for steering the new course/programme or change through the approval process.

Minor and Major changes – there is a separate guidance document (Appendix A) giving more detail on what constitute minor or major changes.

https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals

In this document, “Head of College” may be the Head of College or his/her nominee/representative.

In this document, “the Committee” refers to either the College Learning Teaching Committee (CL&TC) for taught programmes, or the College Research Training Committee (CRTC) for research programmes.

The expected lead-in timescale for full development, approval and promotion of a programme is 18 months.

3 **Scope**

This policy and procedure covers all taught courses and programmes, and research programmes, including those with collaborative provision in the College.

4 **Policy**

4.1 **Delegated Authority for approving minor changes**

A proposed change is considered minor if it meets the following criteria. The change:

- is fully documented;
- is compliant with the curriculum models specified on the Academic Services Programme Approval web pages: http://www.ed.ac.uk/schools-departments/academic-services/quality-unit/quality-assurance/programmes-courses/programme-approval
- has no implications that lie outside the competence of Board of Studies membership;
• follows the University’s guidance on collaborative provision where appropriate.

4.2 **Approval of minor changes to courses and programmes**
If the proposed minor change meets the criteria set out in section 4.1, then it may be approved by the School’s Board of Studies / Graduate School Committee without further approval required by the College.

4.3 **Delegated Authority for approving new courses and programmes AND major changes to courses and programmes.**
New courses and programmes, and major changes to courses and programmes require College approval. Prior to seeking College approval, the following procedures must be followed (refer Appendix B for an overview) which includes approval by the School’s Board of Studies and/or Graduate School Committee.

Where a proposed new programme involves collaboration provision, the School must follow the University’s procedures and contact the College Office for guidance:

**Taught**
http://www.docs.sasg.ed.ac.uk/GaSP/Collaborative/Collaborative_provision_documents/Undergraduate_and_Taught_Postgraduate_Guidance.pdf (with particular reference to Stage 1 of these procedures)

**Research**
http://www.docs.sasg.ed.ac.uk/GaSP/Collaborative/Collaborative_provision_documents/Guidance_for_Jointly_Awarded_PhD_Programmes201109.pdf

See attached flowchart (Appendix B) for an overview of the programme approval process.

4.3.1 **School approval/endorsement (refer to Appendix B Stage 2 – Stage 4)**
Prior to seeking approval from the School’s Board of Studies, the course/programme Proposer in the School must ensure that:

• proposals for new or revised degree programmes must include Degree Programme Specifications; see Academic Services web page:
  http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/degree-prog-specific

• course learning outcomes and components of assessment are aligned with the descriptors for the relevant Scottish Credit and Qualifications Framework (SCQF) levels; see the Institute for Academic Development web page:
  http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/staff/advice/gettingstarted/scqf

• proposals for new or revised degree programmes must include Degree Programme Table; see Academic Services web page:
  http://www.ed.ac.uk/student-systems/support-guidance/admin-support-staff/programme-course-maintenance/dpt
- all taught courses and programmes must normally be fully compliant with the Curriculum Framework; see Academic Services web page: [http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework](http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework)

- consultation has taken place with Information Services for Library and computing resources: [http://www.ed.ac.uk/information-services/library-museum-gallery](http://www.ed.ac.uk/information-services/library-museum-gallery)

- where the proposed programme or course incorporates a work-based or placement learning component, the programme must comply with the University's Code of Practice for Work-based and Placement Learning. The risk assessment must have been completed prior to the approval by the Board of Studies: see Governance and Strategic Planning web pages: [http://www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity/guidance-templates](http://www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity/guidance-templates)

- ensuring that all proposals have the approval of the School, both from the resources and the academic standpoints and have explicitly consulted other units such as Information Services.

The University also requires an appropriate level of student input. This would be most effectively done at the development stage at staff-student liaison committees and then fed back to the Board of Studies/Graduate School Committee.

4.3.2 (refer to Appendix B Stage 5)

The Proposer completes the Programme/Course change Proposal Cover Sheet [https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals](https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals) and prepares a Business Case spread sheet [https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals](https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals) Schools should seek advice on the Business Case costings from the College Finance Section.

4.3.3 Proposals for new taught programmes and taught courses which are part of a research programme are submitted to the Board of Studies for approval /rejection or amendment of the proposal.

New research programmes and programme changes are submitted to the Graduate School Committee for approval.

4.3.4 Board of Studies endorsement

See section 2.1 to 2.4 of Board of Studies Terms of Reference for more information.

The Board of Studies is responsible for:

- academic scrutiny of the programme specification, marketing information and strategic relevance of the programme to the School plan;

- ensuring that proposals have been drawn explicitly to the attention of all interested parties within the School, in other Schools and in the Support Services and documenting on the College Programme Proposal Cover Sheet what contacts
have been made, issues arising and how they are managed;

- reviewing programme and courses in accordance with Accessible Learning principles and the extent to which the programme is inclusive of disabled students; [http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/inclusive]

- ensuring that programmes with either work-based learning or placements or with formal study abroad components comply with the requirements of the relevant University Codes of Practice.

- ensuring that course proposals are fully documented online in the EUCLID CCAM system.

4.3.5 *(refer to Appendix B Stage 6)*

After endorsement by the School Board of Studies and the Head of School has given approval for resource allocation the:

- proposal and supporting documentation is submitted to the relevant College Committee for consideration;

- any new courses are escalated to College stage approval through the EUCLID CCAM system;

- School can promote a programme as ‘subject to approval’ on their web pages at this point.

- for new programmes with collaborative provision, the School must follow the sign off process of the University’s procedures for collaborative provision

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**5 College level procedure for the approval of new courses and programmes AND major changes to courses and programmes**

Proposals for new taught programmes will be considered at specified CLTC meetings. Programme approval meetings take place towards the end of Semester 1 (aimed to fit in with the Undergraduate Prospectus deadline for new Undergraduate programmes) and in the middle of Semester 2 (aimed to fit in with the Postgraduate Prospectus deadline for new Postgraduate programmes). If necessary, there may be a further meeting later in Semester 2.

Deadline for submission to the Committee is at least two weeks prior to the date of the programme approval committee meeting.

CLTC Programme Approval Sub-Committee dates are available on: [http://www.cltc.scienq.ed.ac.uk/dates.cfm](http://www.cltc.scienq.ed.ac.uk/dates.cfm)
The Committee will only consider programmes outside these meetings in exceptional circumstances. These exceptional circumstances are:

- external bids for programme funds with set deadlines;
- renaming of existing programmes
- variations on programmes closely allied to the existing programme e.g. additional streams.

Proposals for new research programmes and courses will be considered at CRTC meetings throughout the year. CRTC dates are available on:
http://www.rtc.scieng.ed.ac.uk/dates.cfm

**New courses**

Proposals for new courses that are not integral to a new programme take place electronically. Circulation for approval will be carried out at the end of each month. If a request for a course approval is not received two days prior to the circulation date the request will be considered the following month.

CLTC Programme Approval Sub-Committee dates are available on:
http://www.cltc.scieng.ed.ac.uk/dates.cfm

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<td>Taught</td>
<td>Once approved by the Board of Studies, the new programme proposal is submitted by email to <a href="mailto:lynda.m.henderson@ed.ac.uk">lynda.m.henderson@ed.ac.uk</a>.</td>
</tr>
<tr>
<td>Research</td>
<td>Once approved by the relevant Graduate School Committee (/and the Board of Studies), the new programme proposal is submitted by email to <a href="mailto:pgrcse@ed.ac.uk">pgrcse@ed.ac.uk</a></td>
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All new courses must be approved by the School Board of Studies. After the Board of Studies has met, the School should escalate the course to stage 2 approval via EUCLID. The School should notify the College Office that there are courses awaiting College level approval.

Courses must be ready for College level approval by the 27th of each month.

The College will notify the CLTC members of the outstanding courses by email on the 1st of every month. Once comments have been received, approval or further discussion will happen.

| 5.1.1 | The College Office will receive proposals to strict deadlines and draw them to the attention of the Committee, the College Accountant, the Head of Recruitment and Admissions and the Management Information and Planning Support Officer by email with an invitation to comment, giving deadlines for responses linked to meetings of the Committee. The consultation period for any one proposal should be at least two weeks. |
5.1.2 Documentation required by the Committee:

- programme proposal cover sheet signed by the Head of School; [https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals](https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals)
- degree programme specification and a degree programme table;
- copy of the Business case;
- confirmation that new courses attached to the proposed programme have been entered on EUCLID CCAM system. See EUCLID guidance: [http://www.euclid.ed.ac.uk/staff/Support/User_Guides/CCAM/](http://www.euclid.ed.ac.uk/staff/Support/User_Guides/CCAM/)

5.1.3 The Director of Teaching (for taught programmes) / Head of Graduate School (for research programmes) is expected to present the proposal to the Committee. With the permission of the Convener of the Committee, the Director of Teaching / Head of Graduate School may be accompanied at the Committee meeting by the Proposer.

5.1.4 Detailed consideration of the proposal should have taken place at the School's Board of Studies; therefore, the Committee consider the proposal from College-wide implications and strategy perspectives. The Committee:

- considers the fit with College and University strategy and plans;
- ensures the proposed programme is consistent with College and University curriculum models and regulations;
- provides full feedback to the School on any issues raised at College level.

When a programme has been delayed or referred back to the School for amendments, the Committee may authorise the Convener to act on their behalf to establish if the required conditions have been met and to approve the programme by Convener’s action.

5.1.5 The Committee Secretariat:

- notifies the School Teaching Organisation Administrator/Graduate School Administrator and Proposer of the Committee’s decision;
- check the EUCLID Programme Request form and sends to the Teaching Organisation Administrator/Graduate School Administrator for resolution of any issues;
- finalises University consideration of Memorandum of Agreement and other contractual requirements and formal University approval, if the programme includes collaborative provision;
- liaises with Business support team of Student Systems as required
5.1.6 When a new programme is not compliant with the Curricula Framework models and with University regulations, the Committee Secretary will seek the appropriate approval by the relevant Senate Committee; see Academic Services web page: http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework

5.1.7 When a new programme has non-standard fees, the Committee Secretariat will liaise with the Proposer to make a case for approval for submission to the Fee Strategy Group. http://www.docs.sasg.ed.ac.uk/GaSP/FSGopen/FSG%20info%20sheet.pdf

6 Further information
Lynda Henderson, Academic Affairs Officer
College of Science and Engineering, Weir Building,
The King’s Buildings, West Mains Road
Edinburgh EH9 3JY

Tel: +44 (0)131 650 5765; Email: lynda.m.henderson@ed.ac.uk

College Finance Team
College of Science and Engineering, Weir Building,
The King’s Buildings, West Mains Road
Edinburgh EH9 3JY

Email: andy.davis@ed.ac.uk

Information is also available from Academic Services: http://www.ed.ac.uk/schools-departments/academic-services/quality-unit/quality-assurance/programmes-courses/course-approval

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<td>• Major and minor changes definitions document</td>
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<td>• Taught Programme Proposal Cover Sheet</td>
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<td>• Programme and Course Design, Development, Approval, Changes and Closure Policy</td>
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<td><strong>Policies superseded by this Policy</strong></td>
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College of Science and Engineering

College guidance of major and minor change to programmes and courses

The College has issued the following guidance to be operated in conjunction with the University Programme and Course Design, Development, Approval, Changes and Closure Policy.

Programme changes
Although the volume of change should be considered as one factor, the distinction between a major and minor change should not be mechanistic and should involve consideration of the nature of the changes being proposed. The elements to be considered are as follows:

Programme Content
A major programme content change would entail addition, deletion, replacement, or major changes of/to courses comprising a substantial proportion of the programme. For this purpose, a substantial proportion should be taken to mean at least 1/6 of the total credit volume of the programme, or at least 1/2 of the credit volume in any single year of the programme.

Examples of major programme changes:
- major changes to existing compulsory courses (or their replacement by new compulsory courses) comprising a substantial proportion of the programme
- major changes to existing optional courses (or their replacement by new optional courses) comprising a substantial proportion of the programme
- addition or deletion of optional courses comprising a substantial proportion of the programme.

Examples of minor programme changes:
- addition or deletion of optional courses comprising an insubstantial proportion of the programme
- major changes to existing courses (or their replacement by new courses) comprising an insubstantial proportion of the programme
- minor changes to any number of courses, even if they constitute most or all of the programme.

Programme Structure
A major programme structure change would entail a substantial shift of credits between components of the programme. For this purpose, a substantial shift should be taken to mean that at least 1/6 of the total credits of the programme, or at least 1/2 of the credits in any single year of the programme, are moved between different programme components.

Examples of major programme changes:
- a substantial shift of credits between taught courses and the dissertation
- a substantial shift of credits between core and option courses
- a substantial shift of credits between different core courses.

Example of minor programme changes:
- an insubstantial shift of credits between different programme components.
Assessment Scheme
A major programme assessment change would entail a substantial shift of assessment weighting between components of the programme. For this purpose, a substantial shift should be taken to mean that at least 1/6 of the total weight of the programme, or at least 1/2 of the weight of any single year of the programme, is moved between different programme components.

Examples of major programme changes:
- a substantial shift of weight between taught courses and the dissertation
- a substantial shift of weight between core and optional courses
- a substantial shift of weight between different compulsory courses

Examples of minor programme changes:
- an insubstantial shift of weight between different programme components
- an insubstantial shift of weight between in-course assessments and end-of-course examinations.
- A change to entry requirements (though Schools must consult Recruitment and Admissions section)

Mode of Provision
A major programme mode-of-provision change would be the introduction of a radically different mode of delivery.

Examples of major programme changes:
- introduction of delivery by distance education
- introduction of full-time delivery on an existing part-time programme.

Examples of minor programme changes:
- introduction of delivery by two-way video link in addition to conventional lectures
- introduction of a part-time route on an existing full-time programme.

Course changes
The same principles as described above for the distinction between major and minor programme changes should be applied to course changes.

Examples of major course changes:
- a change to the course title
- a course to the credits
- a change to more than 1/6 of course content
- a change to more than 1/6 in balance of assessment between components of the course
- a change to more than 1/6 in scope of learning outcomes
- a change to a course that is defined as Pre-requisites, Co-requisites, Prohibited Combinations for other courses (any other school affected must be consulted)

Examples of minor course changes:
- additional Course Instances (Deliveries)
- a change to the Teaching Load (though any other Schools affected must be consulted)
Further information

Lynda Henderson, Academic Affairs Officer
College of Science and Engineering, Weir Building,
The King’s Buildings, West Mains Road
Edinburgh EH9 3JY

Tel: +44 (0)131 650 5765; Email: lynda.m.henderson@ed.ac.uk

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| Related Policies, Procedures Guidelines & Regulations | • Programme and Course Design, Development, Approval  
• Taught Programme Proposal Cover Sheet |
| Policies superseded by this Policy | List policy/policies and/or previous authority superseded by this new policy |

Definitions of minor and major programme and course changes 20160425
CSE New Programme Approval Process

Stage 1: Conception of idea for new programme

Stage 2: Consultation with colleagues and Degree Programme Specification completed

Stage 3: School engages external reviewer to provide feedback

Stage 4: Feedback incorporated and final draft version to include DPT and DPS (http://www.ed.ac.uk/academic-services/staff/curriculum/degree-prog-specific) sent to Board of Studies/Graduate School Committee

Stage 5: Proposal signed off by Head of School. School completes Programme of Study code request form

Stage 6: School forwards approved proposal to Academic Affairs College Office

Stage 7: Administrator reviews proposal

Stage 8: Proposal goes to CLTC/RTC

Stage 9: Request sent to Student Systems to create programme

Stage 10: Finalised Degree Programme Specification sent to Student Systems

Stage 11: Set up final Prospectus page and basic programme details entered

Stage 12: Set up final Degree Programme Table, Prospectus, begin recruitment

Stage 13: Set up Programme and Course Handbook Policy

Stage 14: Create “Apply” link.

Students on Programme
# Programme Proposal Form Cover Sheet

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Form Programme proposal cover sheet20160427
Date submitted to College Research Training Committee

2. Documents required:
   - New UG/PGT/PGR Programme Proposal
   - Programme Specification
   - Degree Programme Table
   - Business Case
   - Additional programme information (see accompanying guidance)

3. Submission of proposal

This cover sheet and completed proposal, containing all the additional information should be sent by email to: lynda.m.henderson@ed.ac.uk (for taught) and pgrcse@ed.ac.uk (for research). The proposal will be considered by the relevant College Committee. Meeting dates are on the College web sites:

CLTC [http://www.cltc.scieng.ed.ac.uk/dates.cfm](http://www.cltc.scieng.ed.ac.uk/dates.cfm)

CRTC [http://www.rtc.scieng.ed.ac.uk/dates.cfm](http://www.rtc.scieng.ed.ac.uk/dates.cfm)

FOR COLLEGE OFFICE USE

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<tr>
<td>Guidance: Procedures for authorising a change of taught degree programme (for a current student)</td>
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Guidance for completing Programme Proposal Form Cover Sheet

1 Documents required

1.1 Programme Specification
A template and guidance notes can be obtained via the University web page: [http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/degree-prog-specific](http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/degree-prog-specific)

1.2 Degree Programme Table
Guidance notes can be accessed at [http://www.ed.ac.uk/student-systems/support-guidance/admin-support-staff/programme-course-maintenance/dpt](http://www.ed.ac.uk/student-systems/support-guidance/admin-support-staff/programme-course-maintenance/dpt)

1.3 Business Case
Guidelines and costing template can be found at [https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals](https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals)

1.4 Additional programme information required
Note: If the documentation submitted to the Board of Studies contains all the information requested below, then attach that documentation.

1.4.1 Strategy and planning
Indicate the relevance of the programme to the School plan; how it fits within any School suite of taught courses. In addition, for postgraduate programmes indicate how it relates to active areas of research work.

To assist with College planning, indicate how many students to you expect to admit each year (in steady state), and the recruitment profile expected whilst building up to this steady state.

1.4.2 Fees and costs
Tuition fees

- Taught students:
  - International students
  - English students

- Research students:
  - Collaborations
  - Integrated studies

[http://www.ed.ac.uk/student-funding/tuition-fees](http://www.ed.ac.uk/student-funding/tuition-fees)

1.4.3 Programme Structure
If the structure of the programme differs from the curriculum framework, indicate how and give a rationale. A College opt-out from the framework may be required. Note:

- The Curriculum Framework web page: [http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework](http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework)

- Degree specification web page: [http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/degree-prog-specific](http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/degree-prog-specific)
1.4.4 Collaboration
If the programme involves collaborative teaching or joint awards with any other Institution please give full details.

- The University’s Collaborative Activity web page:

2 Advice on proposal

Regulations and programme structure
Ms Lynda Henderson; Administrative Officer, Academic Affairs Section, College Office; 505765; lynda.m.henderson@ed.ac.uk

Business Plans
Mr Andy Davis, Head of Finance and Planning; 505991; andy.davis@ed.ac.uk

The University has developed an excel spread sheet to assist Schools in the financial modelling of the development of new programmes. The template and guidance notes for completing the spread sheet is on:
[https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals](https://www.wiki.ed.ac.uk/display/csetpaw/New+Course+and+Programme+Proposals)

Resource Information
Mr Steve Scott, Senior Planning Officer; 505763; sd.scott@ed.ac.uk

Information Services; Library Resources
[http://www.ed.ac.uk/information-services/library-museum-gallery](http://www.ed.ac.uk/information-services/library-museum-gallery)

Strategy
Professor Graeme Reid, (Dean of Learning and Teaching); graeme.reid@ed.ac.uk
Professor Antony Maciocia (Dean of Students); a.maciocia@ed.ac.uk

Marketing information
Communications and Marketing website: [http://www.ed.ac.uk/schools-departments/communications-marketing/home](http://www.ed.ac.uk/schools-departments/communications-marketing/home)

Admissions Officers, Recruitment and Admissions, College Office; 50 5755; sciengra@ed.ac.uk

International Office: enquiries.international@ed.ac.uk

Careers Service (King's Buildings); 50 5773; careers@ed.ac.uk

3 Submission of proposal

Taught
The completed proposal, containing all the additional information should be sent by email to: lynda.m.henderson@ed.ac.uk,
CL&TC meeting dates are available on: [http://www.cltc.scieng.ed.ac.uk/dates.cfm](http://www.cltc.scieng.ed.ac.uk/dates.cfm)
**Research**
The completed proposal, containing all the additional information should be sent by email to: pgrcse@ed.ac.uk, CRTC meeting dates are available on: http://www.rtc.scieng.ed.ac.uk/dates.cfm

<table>
<thead>
<tr>
<th>4</th>
<th><strong>Further information</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Angharad Jenkins, QA Support Administrator (Academic Affairs)</td>
</tr>
<tr>
<td></td>
<td>College of Science and Engineering, Weir Building, The King’s Buildings, West Mains Road</td>
</tr>
<tr>
<td></td>
<td>Edinburgh EH9 3JY</td>
</tr>
<tr>
<td></td>
<td>Tel: +44 (0)131 650 5034; Email: <a href="mailto:angharad.jenkins@ed.ac.uk">angharad.jenkins@ed.ac.uk</a></td>
</tr>
</tbody>
</table>
The aim of the University’s Support for Study Policy is to enhance the support for any student with difficulties that have been presenting for a period of time, can no longer be effectively supported through the PT/SSO/supervisor framework and have now reached a point where their behaviour is becoming disruptive and detrimental to the learning and teaching environment for the student, their fellow students and University staff. The policy is there to provide more structured support for the student, to set up framework for the student and the School to work in and to be able to establish agreements to help with behaviour and engagement with the academic community and education provision. The policy applies to students studying on-campus or online.

University Support for Study Flow Chart

Guidelines: ‘Helping Distressed Students: a guide for University Staff

Support for Study Stage 1

A) Cases where there are ongoing issues and the case is considered to be urgent or critical in terms of immediate impact on the health, wellbeing and safety of the student and others

Who is involved: Personal tutors, Student Support Officers, Research Supervisors, Senior Tutors, Pastoral Advisors, Directors of Teaching, and Heads of Graduate School

Identification of cases: cases for consideration will be such cases where

a) local resolution is no longer working or appropriate
b) the student’s behaviour is disruptive or intimidating to other students and staff
c) there is a genuine concern that the student is a danger to themselves (eg self-harming) or to others (violent or physical outbursts which could include shoving or pushing other students through to deliberate damage of property/facilities)

The School should contact the emergency services if there is an immediate danger to themselves or to others. The University’s procedures for crisis management should then be followed to ensure the health and safety of the student and other members of the academic community. All urgent concerns should be raised with the University Secretary or one of the Deputy Secretaries with a view to immediate suspension under the Code of Student Conduct. The College Registrar and the Head of Academic Affairs should be notified of the occurrence at the same time so that they can assist the University Secretary.

Once the critical period has passed, the Director of Teaching or Head of Graduate School should refer the case directly to Stage 2.
Support for Study Stage 2

The College Support for Study Panel is a pastoral committee. Its primary aim is the welfare of students but it also aims to support the work of Personal Tutors, Student Support Officers and other staff involved in the pastoral care of students. The College Panel will consider cases relating to students studying in that College, whether the concerns raised relate to a student’s studies or are related to non-academic activities (e.g. concerns about behaviour in halls of residence or online behaviour). The Panel may be involved in supporting students at a distance as well as on campus students.

Students will normally be referred to the Panel by a senior officer within the School as outlined above. Cases may also be referred to this Panel from the Board of Examiners and Special Circumstances Committees, or (under the Code of Student Conduct) by Conduct Investigators or Discipline Officers investigating allegations of misconduct.

Referral of cases to Stage 2

Referral from the School

Where a School feels that they have followed all possibilities available to them under Stage 1 or where they have noted a deterioration or escalation of student’s behaviour then they should refer the case to Stage 2. The referral must come from a Director of Teaching or a Head of Graduate School.

The facts of the case should be presented outlining the concerns over the student’s behaviour, health and any underlying causes and an outline as to why it is now thought necessary to escalate the case further. The Panel should be provided with any supporting medical documentation submitted and a detailed account of what steps have been taken so far to support the student.

Referral from a Discipline Officer

Where a Discipline Officer considers that the behaviour of a student may have been severely affected by health conditions or disabilities which has led to them being considered under the Code of Student Conduct, the Discipline Officer should contact the secretary of the Support for Study Panel to discuss a referral to Stage 2. The Discipline Officer must provide the secretary with a case outlining why it is they consider that the Support for Study procedures are the most appropriate route for this student. The case should contain details of the student’s behaviour, health and any declared or perceived underlying causes.

Proceedings of the Study for Support Panel

The proceedings of the Panel are set out in section 6 of the Support for Study Policy. The Panel will invite the student to a meeting to discuss the issues. The Support for Study Panel
is primarily there in a supportive role for the student and engagement with the Panel is voluntary on the student’s part. However it should be noted that the Panel can proceed with its business in the absence of the student.

Once a referral has been received the Panel will meet as quickly and as often as required to conclude the matter.

**Composition**

- The College Dean of Students (Convenor) or their nominee
- A Senior Tutor or Head of Graduate School, or equivalent, from within the College
- The Director of the Student Counselling Service (or representative) or (in the case of student disability) The Director of the Student Disability Service (or their representative)
- A further member of College staff should be in attendance as a note taker (Secretary)
- Other staff may be invited to attend the panel to provide specific, additional insights or evidence

The College Office has set up a ‘pool’ of senior College academic staff who will be contacted on a rota basis and in accordance with their expertise for each Panel. Therefore the Panel for each student will comprise of members with a broad understanding of the context of the issues that may have arisen as a result of the student’s behaviour and a range depth of experience to provide the best outcome possible for the student.

**Possible Outcomes might be:**

- No follow-up action necessary
- Referral to appropriate support service – e.g. Health Service, Student Counselling Service, Student Disability Service, etc.
- Application for an appropriate concession – e.g. interruption of studies or a transfer to part-time study
- Adopting a case management approach coordinated by a member of staff from the appropriate professional service
- A written agreement about necessary changes to behaviour, with a review period agreed
- A record of likely consequences of any continuation of concerns, which may include referral to the Head of School for action under the Code of Student Conduct
- Where the student’s behaviour appears to be in breach of the Code of Student Conduct, the Convenor of the College Panel should refer the case to the relevant Head of School for action under the Code.

**Reporting and Recording**

The Secretary of Support for Study Panel will keep a record of the cases. The details of the concerns will be held as confidential notes on the student’s record. Concessions will be recorded on the student’s record in the normal manner.

The Secretary will be responsible for compiling an annual report for presentation to the Senatus Curriculum and Student Progression Committee.
B) Cases where there are ongoing issues and the student is willing and able to participate in finding a resolution. The case is not considered to be urgent or critical in terms of immediate impact on the health, wellbeing and safety of the student and others

Who is involved: Personal tutors, Student Support Officers, Research Supervisors

Identification of cases: cases for consideration will be such cases where

a) one to one local resolution is no longer working or appropriate
b) the student’s behaviour is disruptive or intimidating to other students and staff
c) there is a genuine concern that the student may become a danger to themselves (eg self-harming) or to others (violent or physical outbursts which could include shoving or pushing other students through to deliberate damage of property/facilities)

Referral of cases to Stage 1

Where a PT or Supervisor or Student Support Officer has concerns over a student this should be referred to the Senior Tutor or Senior Pastoral Advisor (for PGR). A case should be presented outlining the concerns over the student’s behaviour, health and any underlying causes that have been declared or have emerged during the period of local resolution, any resolutions that have been already been explored or put in place and an outline as to why it is thought necessary to escalate the case.

The Senior Tutor/ Pastoral Advisor should invite the student in for a meeting to explore the concerns and background that has been referred to them. There must be a minimum of two members of staff present, and if appropriate an independent note taker (however the task of note taker can be delegated to the second staff member). The student should be given an opportunity to bring a member of the local community with them to the meeting if they wish.

The meeting should be constructive in nature and it should be made clear that the outcome of the meeting is to agree a way forward for the student. The student should be given the opportunity to present their own point of view, whether this is done by a written statement submitted before the meeting (this may help a student to compose their thoughts or raise issues that they would not be comfortable stating at a face to face meeting) or at the meeting itself. The student should be sent a copy of the notes taken of the meeting. The possible outcomes of the meeting are listed in the Support for Study policy section 5.2:

‘The concerns should then be discussed with the student in an informal and supportive manner. The student should be given the opportunity to explain their perception of the matter. Possible outcomes from such a discussion might include:

- No follow-up action necessary
- Referral to appropriate support service – e.g. Health Service, Student Counselling, Student Disability Service, etc.
- Application for an appropriate concession – e.g. interruption of studies or a transfer to part-time study
- An agreement about changes to behaviour, with a review period agreed, and a review undertaken by the student’s Personal Tutor/Supervisor/Student Support Team
- An agreement about a review period/further discussion undertaken by the student’s Personal Tutor/Supervisor/Student Support Team.’
A time frame for any actions and a means of communication should be agreed. It would be appropriate in most cases to agree a second meeting (or a series of meetings) where progress can be reviewed. It is important to ensure that a student is made aware of why the University is asking them to participate with the support framework put in place and that they are aware that there may be consequences if they do not engage.

It is envisaged that this stage should take between 6 – 12 weeks to allow for the student to engage with support services etc. and to re-engage with their studies in an appropriate manner.

C) Cases where there are ongoing issues where the student is unwilling or refuses to engage with support mechanisms or is unable to participate. However the case is not considered to be urgent or critical in terms of immediate impact on the health, wellbeing and safety of the student and others

Who is involved: Senior Tutors, Pastoral Advisors, Directors of Teaching, and Head of Graduate Schools

Identification of cases: cases for consideration will be where:

a) the student will not engage with the School frontline support, or stops engaging in any attempt, to resolve issues
b) there is a repeated pattern of unacceptable behaviour or there is no improvement in the student’s behaviour
c) the student’s behaviour is escalating or deteriorating

Where any or all of the above is occurring the Senior Tutor or Senior Pastoral Advisor (for PGR) should discuss the case with the Director of Teaching (DoT) or Head of Graduate School (HoGS). The facts of the case should be presented outlining the concerns over the student’s behaviour, health and any underlying causes and an outline as to why it is now thought necessary to escalate the case further in the School.

The DoT or HoGS should review the case and investigate with the School’s support team if there could be any additional or alternative support could reasonably be put in place. The DoT or HoGS should seek advice from the University’s Student Counselling or Student Disability Service and the College office if appropriate.

i. If the student agrees to participate in an alternative arrangement a timeframe and follow up mechanisms should be agreed. If the further arrangements do not resolve the problems or the student does not engage with them fully, the case should be referred to Stage 2. It is envisaged that this should take between 8 - 12 weeks.

ii. If a student does not attend or is unwilling to engage with an alternative arrangement the case should be referred to Stage 2 the DoT or HoGS should refer the case to Stage 2.
COLLEGE OF SCIENCE AND ENGINEERING

GUIDELINES FOR ADDITIONAL SUPPORT MEASURES FOR NEW ENTRANTS WHO ARE THE AGE OF SIXTEEN OR BELOW ON ENTRY.

Under 16:

The University’s Protection of Children and Protected Adults Policy must be implemented in full.

http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Protection_of_Children_and_Protected_Adults_Policy.pdf


Age 16:

Anyone sixteen or over is considered to be an ‘adult’ under Scottish law and are regarded as being able to enter a contract with the University on their own behalf.

However legislation for the protection of vulnerable groups does apply to under 18s and to vulnerable adults. The Protection of Vulnerable Groups (PVG) is primarily for individuals involved in ‘regulated’ work. Higher Education establishments are considered to be educational establishments whose target audience is adults. It is therefore considered incidental that a small number of students maybe under 18 and that some students are ‘protected adults’ by dint of their own characteristics (taken from summary of the Protection of Vulnerable Groups (PVG) Scheme and implications for MVM).

The College believes that it would be appropriate for Schools to be able to provide additional pastoral and academic support to students age 16 on entry as follows:

- College will notify Schools of names and matriculation numbers of student known to be 16 on entry
- Schools should ensure that the nominated PT is notified of the age of the student before the first scheduled meeting
- Schools should check on the accommodation address of the student and, where the property is University owned or franchised, liaise with Accommodation Services to ensure that they are aware that they have a student aged 16 in their residence.
- Additional PT or Student Support meetings should be put in place in the first semester to help with the transition from School to University life and to check that the student is settling into an adult environment.
- At the PT meeting in semester 2 to discuss academic performance in semester 1, the School should seek to come to an arrangement with the student if the need for further additional support is identified or asked for by the student.
The University of Edinburgh Exam Hall Regulations

1. An examination attendance sheet is laid on the desk for each student to complete upon arrival. These are collected by an invigilator after thirty minutes have elapsed from the start of the examination. Students are not allowed to enter the examination hall more than thirty minutes after the start of the examination.

2. Students arriving after the start of the examination are required to complete a “Late arrival form” which requires him/her to sign a statement that they understand that they are not entitled to any additional time. Students are not allowed to leave the examination hall less than thirty minutes after the commencement of the examination or within the last fifteen minutes of the examination.

3. Personal belongings e.g. coats, jackets, electronic equipment, bags, books, papers, briefcases and cases must be left at the front/back or sides of the examination room. No coats or jackets are permitted on the back of chairs. It is a breach of the Code of Student Conduct for a student to have in his/her possession in the examination any material relevant to the work being examined unless this has been authorised by the examiners.

4. Students must take their seats within the block of desks allocated to them and must not communicate with other students either by word or sign, nor let their papers be seen by any other student.

5. Students are prohibited from deliberately doing anything that might distract other students. Students wishing to attract the attention of an invigilator shall do so without causing a disturbance. Any student who causes a disturbance in an examination room may be required to leave the room, and may be reported by the invigilator.

6. All coats and jackets must be left at the front/back or sides of the examination room. No coats or jackets are permitted on the back of your chair.

7. An announcement will be made to students that they may start the examination. Students must stop writing immediately when the end of the examination is announced.

8. Answers should be written in ink (unless otherwise instructed) in the script book provided. Rough work, if any, should be completed within the script book and subsequently crossed out. Script books must be left in the examination hall.

9. During an examination, students will be permitted to use only such dictionaries, other reference books, computers, calculators and other electronic technology as have been issued or specifically authorised by the examiners. Such authorisation must be confirmed by Student Administration or by your school.

   Dictionaries, reference books, computers, calculators, electronic devices or any other material are NOT permitted.

   The only exceptions are:-

   1) if such is specified in a student’s Learning Profile as assessed by the Student Disability Service

   2) for all students taking courses where the provision of a dictionary, reference books, computers, calculators, electronic devices or any other material is an integral part of the assessment process. Such exceptional arrangements require authorisation by the examiners for use by all students and is recorded in the exam’s instructions.
The use of mobile devices/personal electronic equipment is not permitted. Mobile devices must be switched off during an examination. These should be placed in your bag and should not be on your person. Mobile devices are those which store/display data or connect to the internet, such as a mobile telephone, smart watches, smart glasses or any other communications equipment.

It is a breach of the Code of Student Conduct for any student knowingly

- to make use of unfair means in any University examination
- to assist a student to make use of such unfair means
- to do anything prejudicial to the good conduct of the examination, or
- to impersonate another student or allow another student to impersonate him/her

Students will be required to display their University card on the desk throughout all written degree examinations and certain other examinations. If a card is not produced, the student will be required to make alternative arrangements to allow his/her identity to be verified before the examination is marked.

Smoking and eating are not allowed inside the examination hall.

If an invigilator suspects a student of cheating, she/he shall impound any prohibited material and shall inform the examinations department in Student Administration as soon as possible. A report will also be sent to your school.

Cheating is an extremely serious offence, and any student found by the University to have cheated or attempted to cheat in an examination may be deemed to have failed that examination or the entire diet of examinations, or be subject to such penalty as the University considers appropriate.

Related links

University of Edinburgh Assessment Regulations:

http://www.ed.ac.uk/schools-departments/academic-services/policies-regulations/regulations/assessment

Student Administration

September–April 2015–2016
University of Edinburgh

Use of dictionaries in examinations policy

Exam Hall Regulation 8

Dictionaries, reference books, computers, calculators, electronic devises or any other material are NOT permitted.

The only exceptions are:-

1) if such is specified in a student’s Learning Profile as assessed by the Student Disability Service

2) for all students taking courses where the provision of a dictionary, reference books, computers, calculators, electronic devises or any other material is an integral part of the assessment process. Such exceptional arrangements requires authorisation by the examiners for use by all students and is recorded in the exam’s instructions.

Further Guidance:

1) Within the context of the regulation dictionaries are defined as including: monolingual dictionaries; bilingual (i.e. language translation) dictionaries; scientific, technical or other specialist dictionaries. It also includes book and electronic dictionaries.

2) The practice of permitting individual students to use dictionaries in an examination via the issuing of authorised letter is no longer permitted.

3) Dictionaries (or any other material) should only be permitted for all candidates if their use is essential for the completion of the paper or components of a paper i.e. if a question(s) could only be answered by all students via reference to a dictionary. It is therefore anticipated that very few exams meet this criteria and the permitted use of dictionaries will be rare.

4) Dictionaries are NOT permitted based on the English language level of students.

5) Students found to be in possession of a dictionary when use is not permitted will have the dictionary confiscated and be reported for cheating (Regulations 13 and 14).
## College Learning & Teaching Committee
### Schedule 2015/16

<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Time</th>
<th>Meeting</th>
<th>Venue</th>
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<tr>
<td>27th</td>
<td>September</td>
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