

APPENDIX TO MINUTE 302
THE UNIVERSITY OF ABERDEEN
RACE EQUALITY ACTION PLAN

This Action Plan has been developed to support and ensure the implementation of the University's Race Equality Policy which was approved by the University Court on 17th December 2002.

The Action Plan will be reviewed and developed on an annual basis by the Joint Committee on Equal Opportunities.

Operational responsibility for its implementation will rest with the designated Lead Sections, reporting to their appropriate University Committees.

These Committees will monitor progress and report to the Joint Committee on Equal Opportunities on the implementation of the specific objectives and tasks for which they are responsible.

Any member of staff or student who wishes to discuss any aspect of the Race Equality Action Plan or the Race Equality Policy should contact Dr Graeme Roberts, Vice Principal.

Objective	Current Position	Task	Implementation Date	Lead	Working With	Progress	Report T o
1.1 Publicly promote good personal and community relations, including relations between people from different religions		<p>Join GREC</p> <p>Investigate membership of Aberdeen City Council Ethnic Minorities Forum</p> <p>Address any issues raised through the current Equal Opportunities monitoring exercise for staff</p>	<p>October 2002</p> <p>November 2002</p> <p>Ongoing following analysis of data. List of areas to be addressed issued by August 2003 (pending data entry on Rebus system)</p>	<p>HR</p> <p>HR</p> <p>HR</p>		<p>Application submitted</p> <p>Invitation to attend Forum received</p>	<p>S&DC</p> <p>S&DC</p> <p>S&DC</p>
1.2 Oppose all forms of racism and discrimination	Equal Opportunities Policy Statement publicised and reinforced by annual programmes of training, development and awareness raising	Ensure that relevant training programmes highlighting the importance of equality and diversity are available to all members of the University Community	Report on staff training available by January 2004	HR		Training programme commenced	JCOE
1.3 Ensure staff have received training so they know how to deal fairly, consistently and effectively with racist incidents, racial harassment and bullying	<p>Staffing Policy Against Discrimination, Harassment and Bullying in the Workplace in place</p> <p>Harassment Advisers appointed and trained</p> <p>Harassment awareness raising sessions commissioned</p>	<p>Continue rolling programme of Harassment Awareness raising training sessions and ensure that evaluation of training is used to inform future training events.</p> <p>Consider introducing a mandatory element for managers.</p> <p>Continue to monitor and update Policy.</p>	<p><i>Annual inclusion in Staff Training and Development Brochure</i></p> <p>S&DC to discuss at October 2003 meeting</p>	<p>HR/ESDU</p> <p>HR/ESDU</p> <p>HR</p>			<p>S&DC</p> <p>S&DC</p> <p>S&DC</p> <p>S&DC</p>

	Annual Harassment Advisers network event attended by training consultant.	Ensure skills of Harassment Advisers are updated	<i>Evaluate feedback received from members of staff and Harassment Advisers at annual network event 2004</i>	HR/ESDU			
1.4 Ensure that staff and students know the procedures for dealing with racist incidents and racial harassment	Staffing Policy Against Discrimination, Harassment and Bullying in the Workplace sets out procedures to be followed for staff Code of Practice on Student Discipline outlines procedures for students	Ensure that all new members of staff and students continue to be informed of the relevant policies upon starting with the University. Ensure that material is available on the web and is regularly updated <i>Ensure that policies are regularly updated to take account of equal opportunities issues</i> Commission awareness raising training courses to publicise the Race Equality Policy	Annual confirmation Policy is currently on the web and will be updated when necessary as amendments are made Ongoing Dates for courses publicised by January 2003	HR (staff policy) Registry (Student information) HR (staff) Registry (students) HR (Staff) Registry (Students) HR/ESDU		<i>Harassment Adviser contact details updated Feb 2003</i> Training programme underway	S&DC UCTL S&DC UCTL S&DC UCTL S&DC

1.5 Work with others to tackle racism and racial harassment, both in the institution and more widely	All allegations taken very seriously by the University and zero tolerance on all racist activities	<p>Join GREC</p> <p>Benchmark with other Higher Education Institutions and local organisations to share good practice</p> <p>Manage the access to racially offensive internet sites via web filtering arrangements</p>	<p>October 2002</p> <p><i>Annual review at end of each academic year commencing July 2004</i></p> <p>Will be introduced when legal issues resolved</p>	<p>HR</p> <p>HR (Staff) Registry (Students)</p> <p>DISS</p>		Application accepted	<p>S&DC</p> <p>S&DC UCTL</p> <p>IMC</p>
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2 STAFF RECRUITMENT, PROFESSIONAL DEVELOPMENT AND SUPPORT

Objective	Current Position	Task	Implementation Date	Lead	Working With	Progress	Reports To
2.1 Advertise posts, including posts for non-teaching staff, to ensure that they are open to the widest pool of applicants	Posts advertised widely in the press and on websites in accordance with recruitment guidelines approved by the University Court	Amend advertising strategy in response to comments on Equal Opportunities monitoring forms Request that GREC develops a link to the University jobs@abdn.ac.uk website	Amendments identified and actioned by June 2004 Applicable to all posts advertised from date on-line recruitment system goes live	HR HR	 GREC		S&DC S&DC
2.2 Ensure that everyone involved in recruitment and selection is effectively trained and knows what to do to avoid discriminating, intentionally or otherwise	Equal Opportunities in Recruitment and Selection courses commissioned	All members of selection committees to have undergone equal opportunities training by 1 August 2003	1 August 2003	HR/ESDU		Training programme underway	S&DC
2.3 Ensure that the recruitment and selection procedures follow good Equal Opportunities practice	Currently reviewing recruitment procedures	Regularly update procedures to ensure that the principles of best practice beyond minimum statutory obligations are enshrined	Review published by September 2003. Revisions will then be ongoing in response to changing advice in best practice and legislation	HR			S&DC

<p>2.4 Monitor applicants for employment, training, and promotion and staff in post by racial group</p>	<p>No accurate statistical data available</p> <p>No monitoring conducted</p>	<p>Undertake staff survey to ensure a baseline of accurate information</p> <p>Develop a monitoring action plan following analysis of the Equal Opportunities monitoring survey information to ensure that monitoring information is used to inform planning and decision-making and ensure that differences in patterns of employment between staff from different racial groups is tackled</p> <p>Keep the ethnic monitoring categories used under review in accordance with the national debate</p>	<p>Commence survey August 2002 – complete data input by April 2003 (pending software amendments from Rebus)</p> <p>Plan developed by August 2003 then ongoing (pending software amendments from Rebus)</p> <p>Annual review in January</p>	<p>HR</p> <p>HR</p> <p>HR</p>		<p><i>Further responses actively being sought</i></p> <p>Advice sought from SHEFC, HESA and CRE on categories used</p>	<p>S&DC</p> <p>S&DC</p> <p>S&DC</p>
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3 WORKING WITH COMMUNITIES

Objective	Current Position	Task	Implementation Date	Lead	Working With	Progress	Reports To
3.1 Work with different parts of the community to make them aware of the benefits of diversity and to tackle racism and racial discrimination	<p>The University has nominated representatives on a number of groups, committees, which have relevance in this area</p> <p>Significant organisations in this respect are:</p> <p>Aberdeen City Council (Learning Forum; Community Learning Strategy Co-ordinating Group)</p> <p>Aberdeenshire Council</p> <p>Careers Scotland</p> <p>North Forum for Wider Participation</p> <p>Scottish Enterprise Grampian</p> <p>University for Children & Communities</p> <p>Schools, FE Colleges, RGU, other educational providers</p> <p>The Business Community</p> <p>KEY Learning has a team which works on "Outreach Projects" which focus on identified groups to facilitate returning to work and/or learning with emphasis on those with confidence or mental health issues. The programmes under these special projects have been offered to GREC as suitable courses. It is also the nominated contact for the University in relation to local ethnic groups via EMNET(NE Scotland Ethnic Minorities</p>	<p>The University will raise with partners how to best promote diversity, especially through the partnerships previously referred to.</p>	Annual report on progress (January 2004)	KEY Learning			JCOE
		<p>Continue to implement initiatives such as the North Forum for Widening Participation and the Learning Forum which have a significant influence in ensuring a positive attitude to diversity, and to the promotion of equality</p>	Annual report on progress (January 2004)	KEY Learning			JCOE
		<p>Develop a bid to North Forum</p>	January 2004	KEY Learning	RGU Aberdeen College	JCOE	
		<p>Public Relations will use the Newsletter to raise awareness of the issue of promoting diversity within the University community, and also with its wider audience</p>	January 2004	Public Relations		JCOE	
		<p>Public Relations will work with the editorial team for GAUDIE (the student newspaper) to place similar awareness raising articles</p>	Spring 2003 Updates/articles in support on an ongoing basis	Public Relations	Students Association	JCOE	
		<p>Public Relations will engage in the process of</p>	By June 2003	Public Relations		JCOE	

	<p>Network). A confidence building course was run for GREC for women from ethnic minority groups in the spring of 2002.</p> <p>Public Relations has a predominantly reactive role</p> <p>The Development Trust has a significant interaction with the business community in encouraging sponsorship</p> <p>Academics interact with the wider community in disseminating learning, and in exploiting the potential of intellectual property</p>	<p>publishing the Race Equality Policy & action plan and evidence.</p> <p>Public Relations will engage proactively with network groups and with GREC to promote diversity.</p>	<p>Annual report on progress (January 2004)</p>	Public Relations			JCOE
3.2 Ensure that public information and material is written clearly and is available (where necessary) in languages other than English, and in special formats	To date there has been little demand for material to be produced in other languages.	Monitor requests. Identify potential non-English as 1 st language groups, work through groups such as EMNET/GREC to establish need	Low priority unless established as a significant need	Marketing			JCOE
3.3 Ensure that premises and facilities that have been designated for public use are fully accessible to, and can be used, by everyone in the wider community	University premises are primarily used for functions related to HE activity, but are available to groups with whom we work/to any other local group on request.	Establish code of conduct sent to all users of University facilities to ensure they adhere to principles of equal opportunities and race equality	Code developed by end academic session 2003/04	Marketing			JCOE

4 **ACHIEVEMENT, PROGRESS AND ASSESSMENT**

Objective	Current Position	Task	<i>Implementation Date</i>	<i>Lead</i>	<i>Working with</i>	<i>Progress</i>	<i>Reports To</i>
4.1 Monitor and assess students' achievements, the progress they make, course drop-outs and course completion by racial group	<p>The student record system can be used to undertake analysis of student performance by fields on which data is collected e.g. age; mode of study; socio-economic group; disability; gender etc. The validity of any analysis would be dependent on the integrity of the data.</p> <p>In regard to racial group, analysis could be undertaken by ethnic origin for UK-domiciled students and by nationality or domicile for non-UK domiciled students. Currently, however, no such analysis is undertaken routinely.</p>	<p>Develop proposals for a standard data set (to include data by racial group) as part of the SHEFC requirement that institutions provide Public Information</p>	January 2004			Approved by UCTL on 25 th March 2003	UCTL
		<p>Assign responsibility for analysing and monitoring the data</p>	January 2004				UCTL
4.2 Deal with complaints of racial discrimination about the assessment process	Dealt with either as an academic appeal or via the procedures for dealing with complaints of racial discrimination.	<p>Revised Guidance Notes for Appeals and Complaints to be considered by Senate and Court</p>	November 2003	Registry			UCTL
		<p>Registry to implement procedures to monitor appeals, including with respect to racial discrimination</p>	September 2003	Registry			UCTL

4.3 Use the results of monitoring and assessment to inform planning and decision-making	Central monitoring is not currently undertaken.	Once it is clear what type of management information is required, and resource is provided to undertake various analyses, the outcome could be used to inform planning and decision-making at various levels.	Report on progress January 2004				UCTL
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5 **TEACHING AND LEARNING / THE CURRICULUM**

Objective	Current Position	Task	<i>Implementation Date</i>	<i>Lead</i>	<i>Working With</i>	<i>Progress</i>	<i>Reports To</i>
5.1 Encourage students to understand and value cultural and ethnic diversity	Not formally addressed, i.e. left to individual course and programme co-ordinators to consider when designing courses and programmes.	Consider incorporating into appropriate staff development events (e.g. on Course and Programme Design) and in the AUPHET programme.	Report on outcome by January 2004	HR/ESDU	UCTL		S&DC
		Also consider incorporating into relevant procedures and associated guidance notes (e.g. revise course and/or programme proposal forms and guidance notes; incorporate in programme review and/or internal teaching review, as appropriate).	Report on outcome by January 2004	Registry	UCTL		UCTL
5.2 Ensure that teaching staff create an environment free of prejudice, discrimination and harassment, where students can contribute fully and freely and feel valued	As above.	Colleges to consider how this might be addressed.	Report on outcome by January 2004	Colleges	HR		UCTL

5.3 Ensure that teaching and the curriculum takes account of students' cultural backgrounds, language needs and different learning styles	As above.	<i>To pursue the development of a model of good practice in race equality on a sectoral basis</i>	Report on progress by January 2004	Registry	Universities Scotland	Preliminary meeting with US, LTSN, ECU and CRE in June 2003	UCTL
5.4 Ensure that the curriculum deals with questions of racism and diversity where appropriate	As above.	<i>To pursue the development of a model of good practice in race equality on a sectoral basis</i>	Report on progress by January 2004	Registry	Universities Scotland		UCTL
5.5 Ensure that the needs of students from different racial groups are taken into account when planning the curriculum	As above.	To pursue the development of a model of good practice in race equality on a sectoral basis	Report on progress by January 2004	Registry	Universities Scotland		UCTL
5.6 Ensure that race equality aims are built into all programmes	As above.	To pursue the development of a model of good practice in race equality on a sectoral basis	Report on progress by January 2004	Registry	Universities Scotland		UCTL
5.7 Ensure that resources are made available to meet any specific needs that students from particular racial groups might have	Depends on particular needs and whether resources are readily available in department/ school. Would be referred to Dean or UCTL, as appropriate, where necessary.	Monitor requests for resource with a view to developing policy by January 2004	January 2004	Registry	Colleges		UCTL UCTL

5.8 Ensure that extra-curricular activities and events cater for the interests or needs of all students and take account of any concerns about religion or culture	Left to individual organisers to consider, i.e. no central oversight or direction.	Prepare a good practice guide for such activities and events, not only to address racial, religious or cultural issues, but other issues e.g. implications for students with disabilities or financial concerns.	January 2004	Students Association Directorate of Marketing			SAC SAC
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6 GUIDANCE AND SUPPORT FOR STUDENTS

Objective	Current Position	Task	<i>Implementation Date</i>	<i>Lead</i>	<i>Working With</i>	<i>Progress</i>	<i>Reports To</i>
6.1 Ensure all services identify and meet all students' needs, including any cultural or religious needs they might have	<ul style="list-style-type: none"> - Leaflets, Gaudie ads - Information to International students - Presentations - International Students' Handbook 	Review by Student Affairs/Student Support Services	January 2004	Student Affairs	Student Association		SAC
6.2 Ensure that students from all racial groups know about the different kinds of support they can get	<ul style="list-style-type: none"> - International Student Adviser: presentations, contact with International Students' Society 	Review by Student Affairs/Student Support Services	January 2004	Student Affairs	Student Association		SAC
6.3 Monitor the placement and work experience arranged	N/A	Ensure that placement organisations adhere to University policy on equal opportunities and race equality by establishing a "Code of Conduct" identifying what the University expects	Code to be developed by end of academic session 2003/04	Registry	Relevant Schools/Departments		UCTL
6.4 Ensure that employers and other providers of work experience follow the Race Equality Policy	N/A	Ensure that placement organisations adhere to University policy on equal opportunities and race equality by establishing a "Code of Conduct" identifying what the University expects	Code to be developed by end of academic session 2003/04	Registry	Relevant Schools/Departments		UCTL

6.5 Develop procedures to follow when providers fail to follow the Race Equality Policy	Student Complaints Procedures	Specific information to Heads of School, Advisers etc re Policy and good practice Build in clause to placement agreements allowing for termination of contract if breach is found	Code to be developed by end of academic session 2003/04	Registry		University-wide group reviewing Student Complaints Procedures	UCTL
6.6 Ensure all services identify and meet all students' needs, including any cultural or religious needs they might have	<p>Refectory: Provide a varied menu to meet cultural requirements where possible. Vegetarian/vegan option is always available. Would endeavour to fulfil any request</p> <p>Halls: Meals are provided to comply with the requirements of Ramadan. A list of all menu items with pork as an ingredient is available on request. Do not provide kosher or halal food. A small allocation of rooms is retained to accommodate individuals (on request) where there is not a female/male mix of students. Would endeavour to fulfil a request</p>	<p>Continue to review menus on a regular basis</p> <p>Introduce customer comments cards</p> <p>Continue to deal with individual requirements in Halls of Residence</p> <p>Will endeavour to fulfil individual requests</p> <p>Continue to deal with individual requirements in Halls of Residence</p>	<p>Report by January 2004</p> <p>Easter 2003</p> <p>Ongoing</p> <p>From new session 2003/04</p> <p>Ongoing</p>	<p>Hospitality Services</p> <p>Hospitality Services</p> <p>Hospitality Services</p> <p>Hospitality Services</p> <p>Hospitality Services</p>	Student Affairs		<p>SAC</p> <p>SAC</p> <p>SAC</p> <p>SAC</p> <p>SAC</p>
6.7 Ensure that students from all racial groups know about the different kinds of support they can get	<p>Halls : Would refer student to international student advisor or warden</p> <p>Central Refectory: Students' Association has office at Central Refectory</p>	Will continue current procedures					SAC

7 ADMISSIONS AND ACCESS

Objective	Current Position	Task	Implementation Date	Lead	Working With	Progress	Reports To
7.1 Ensure applicants are attracted from all racial groups in the catchment area (i.e. North and North East Scotland)	<p>UG Home/UE applicants through UCAS supply ethnic background data, UG Overseas applicants do not</p> <p>KEY – collect ethnic background at point of entry All courses are available to the widest audience. Topics are usually focussed on matters relating to Scotland</p> <p>PG applicants apply direct to University and complete an Ethnic Monitoring form</p>	Ensure literature to Schools/Colleges etc is distributed throughout UK.	Annual confirmation	SRAS			SRAC
		Monitor attendance and range of visits to Schools and Recruitment Fairs.	Annual report	SRAS			SRAC
		Through UCAS website ensure Entry Profiles are created to present full data to applicants	By January 2004	SRAS			SRAC
		Consider catchment area local ethnic mix (using ASP software) and consider if there are gaps in the provision in terms of attractiveness to these groups	By July 2003	KEY Learning			SRAC UCTL
		Use identified outreach budget to build on this	By July 2004	KEY Learning			UCTL
		Ensure appropriate wording is printed in SRAS literature	By July 2004	SRAS			SRAC

7.2 Ensure that the admissions process is applied consistently and fairly to applicants from all racial groups	<p>UCAS applications do not show ethnic background</p> <p>All applicants (UG+PG) are assessed on academic standing and where appropriate, performance at interview</p>	<p>Consult UCAS to determine if data on ethnic background can be obtained on all offers made. We need to know the ethnic background for applicants not just those who register.</p> <p>Complete and implement a review of the QAA Code of Practice for Admissions</p>	<p>Results of consultation known and implemented by start of academic session 2004/05</p> <p>June 2003</p>	<p>SRAS</p> <p>SRAS</p>			<p>SRAC</p> <p>SRAC</p>
7.3 Ensure that everyone involved in interviewing and selecting applicants knows about the Race Equality Policy and has received training in putting it into practice	<p>KEY and SRAS – all members of staff who convene interview panels have been through Equal Opportunities training, which includes racial issues. In KEY the same staff are involved in selecting applicants and have also been through Guidance training devised by NESAE (North East Scotland Adult Education) in which issues of sensitivity have been discussed.</p>	<p>Admissions Selectors in all UG areas and PG Officers>Selectors need to attend appropriate training</p>	<p>Ensure training undertaken by April 2004</p>	<p>SRAS</p>	<p>ESDU</p>		<p>S&DC</p>

<p>7.4 Use ethnic data on student admissions to inform planning and decision-making</p>	<p>Ethnic data is supplied by UCAS in the November after the September admission.</p> <p>Ethnic data on direct applicants is supplied on application form</p> <p>ASP software being installed</p>	<p>Data on ethnicity will be fed into the SRAC reports</p> <p>Will be used to map populations by degree, etc to inform planning</p>	<p><i>Process underway by January 2003</i></p> <p>By January 2003 for 1st analysis By June 2003 for input to academic plan and ongoing</p>	<p>SRAS</p> <p>SRAS</p> <p>SRAS</p>			<p>SRAC</p> <p>SRAC</p> <p>SRAC</p>
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APPENDIX TO MINUTE 310

STAFF DEVELOPMENT AND TRAINING POLICY

This policy document was approved by the University Court at its meeting on 1 July 2003.

STAFF DEVELOPMENT

Staff development, which includes all aspects of training, is one of the elements of the University's overarching Human Resources Strategy. The aim of this strategy and its supporting policies and procedures is to provide a working environment in which staff are able to maximise their performance, commitment and contribution to the aims of the University.

Staff development is the term used to include all activities, which are undertaken by and for staff in order to maintain, up-date and enhance their work related knowledge, skills and capabilities.

THE PURPOSE OF STAFF DEVELOPMENT

The purpose of staff development and the Staff Development and Training Policy is to link staff, their performance and development to the achievement of the University's operational and strategic objectives and its commitment to continuous improvement and excellence.

GUIDING PRINCIPLES

The following principles guide the Staff Development and Training Policy and apply to all aspects of staff development and training activity delivered both centrally and by individual academic or support areas. There is an institutional commitment to staff development and training.

All employees regardless of age, grade, gender, disability or ethnic background or nature of their contract of employment are expected to undertake staff development and training, which is viewed as a continuous process throughout employment.

Staff are required to assume responsibility for their own development and training, which includes both participation in planned activities and making use of opportunities to learn when they are presented.

Staff development and training is an obligation for line managers who are responsible for identifying individual training and development needs and supporting and encouraging staff.

Formal processes, induction, appraisal and training needs analysis are used at the individual level and staff development and training planning takes place at the institutional level.

Accountability for staff development and training rests with management at every level.

Staff development and training provision will be evaluated and reviewed to ensure that it is adequate, relevant, effective and provides value for money.

PRIORITIES FOR STAFF DEVELOPMENT AND TRAINING

Identified strategic priorities for staff development and training, in the short to medium term are:

- Staff development and training for teaching.
- Staff development and training to support research and commercialisation.
- Leadership and management development.
- Best practice in the management of people.
- Enhancing service delivery.

Staff development and training priorities will be regularly reviewed by the Joint Court/Senate Staffing and Development Committee, which has responsibility for staff development and training policy.

Development Plans

Colleges and the Support Services will be required to prepare training and development plans, which will reflect the achievement of academic and operational plans and the outcomes of the appraisal processes for different categories of staff.

These plans will be approved and reviewed annually by the Staffing and Development Committee.

Heads of Colleges and the Support Services will plan and manage the provision of staff development and training within their Colleges and Support Services.

Training Records

Training records will be maintained by Colleges and Support Services, subject to data protection requirements.

FUNDING POLICIES

The University's central budget for staff development and training is administered by the Staffing and Development Committee. These funds are allocated to support the University in the achievement of institutional objectives. Funding is not available for individuals. Individuals are required to consult their Managers regarding the availability of funding. Funding responsibility for training under the Animals Scientific Procedures 1986 Act rests with the College of Life Sciences and Medicine.

Charges for Training

Charges are not imposed for attendance at courses funded from the Central Staff Development budget. However, individuals who have booked a place on a course and who then do not attend the course, with the exception of illness and other mitigating circumstances, will be charged the full unit cost of that training.

REVIEW OF THE POLICY

The Staff Development and Training Policy will be revised and up-dated every three years.

July 2003

APPENDIX TO MINUTE 315

PROCEDURES FOR DEALING WITH ALLEGATIONS OF PLAGIARISM
AGAINST GRADUATES OF THE UNIVERSITY

The following procedures will be followed upon receipt of written allegations of plagiarism brought against a graduate of the University¹.

1. DOCUMENTATION

- 1.1 Allegations of plagiarism (as defined in the Code of Practice on Student Discipline) against graduates of the University should be submitted, in writing and signed, to the Academic Registrar. Anonymous allegations will not be considered.
- 1.2 Written allegations will be acknowledged and the person bringing the allegation will be informed of the procedures to be followed. At this stage they will be asked if they wished to submit any further written evidence. They will also be asked to give their written permission for the University to send the written allegation to the graduate against whom an allegation has been made. Where such permission is given, the written allegation will be amended so that the name of the person bringing the allegation will not be immediately obvious to the graduate concerned where the person bringing the allegation requests that they remain anonymous to the graduate and give acceptable reasons for such a request. If the latter permission is not received within 28 days of the date of the request for such confirmation, no further action will be taken by the University.
- 1.3 Upon receipt of the above-mentioned permission, the written allegation and a copy of these *Procedures* will be sent to the graduate, who will be asked to submit his/her written response within 28 days.

2. PRELIMINARY INVESTIGATIONS

- 2.1 If the graduate admits plagiarism, the case will be considered by a Disciplinary Committee and the procedures outlined in Sections 3-8 will be followed. If the graduate denies the allegations, the following procedures will apply.
- 2.2 The written allegation, and the written response to the allegation, will be sent to the relevant Dean, who will convene a Review Committee consisting of the Dean (as Convener), the Head of the relevant subject and another senior academic from the relevant Faculty. Where the allegation relates to an Honours dissertation or postgraduate thesis, the Review Committee will normally consult with the graduate's supervisor(s). The Review Committee will then decide whether or not a *prima facie* case of plagiarism exists.
- 2.3 If the Review Committee judges that a *prima facie* case of plagiarism does not exist, the person bringing the allegation, and the graduate against whom the allegation has been made, will be informed of the Review Committee's decision and that no further action will then be taken. The graduate's response to the allegation that has been considered by the Review Committee will remain confidential within the University.
- 2.4 If the Review Committee judges that a *prima facie* case of plagiarism exists, the relevant Dean will seek an independent assessment of the allegation. This will be undertaken by asking a subject specialist external to the University to review the written allegation, the response from the graduate against whom the allegation has been made and any supporting documentation, e.g. copies of critical texts, including theses. All documents to be sent to the external subject specialist will be amended so that the external subject specialist is not aware of the name, gender, race or ethnic origin of either the person bringing the allegation or of the graduate concerned. The external subject specialist will be provided with the University's definition of plagiarism (as defined in the Code of Practice on Student Discipline). The external subject specialist will be asked to send the Academic Registrar a detailed, written, report of the investigation, which should conclude with the external subject specialist

¹ Allegations of plagiarism against members of staff are considered under the University's Policy on Good Research Practice and Procedure on the Handling of Allegations of Research Misconduct. Allegations of plagiarism against registered students are considered under the Code of Practice on Student Discipline.

indicating, in his or her academic judgement based on the material provided, either (i) that plagiarism has taken place or (ii) that plagiarism has not taken place or (iii) that plagiarism may have taken place or that there is a reasonable suspicion that plagiarism has taken place, but that there is insufficient evidence to decide whether or not plagiarism has taken place.

2.5 If the opinion of the external subject specialist is that plagiarism has or may have taken place, his/her report, together with all written documentation in regard to the allegation, will be considered by a Senate Disciplinary Committee [Sections 3, 4 and 5 refer].

2.6 If the opinion of the external subject specialist is that plagiarism has not taken place, the Review Committee will be asked to decide that plagiarism has not taken place. The person bringing the allegation and the graduate concerned will be informed that it is the University's decision that plagiarism has not taken place and that no further action will be taken. The name of the external subject specialist and his/her report will remain confidential within the University.

3. POWERS OF DISCIPLINARY COMMITTEES

3.1 If an allegation of plagiarism by a graduate is admitted or found proved by a Disciplinary Committee, the Committee may impose one of three penalties: (i) a written reprimand, with appropriate advice on how to avoid a recurrence of the situation in which the graduate has found himself/herself; (ii) that the award concerned be rescinded; or (iii) that the award be rescinded but that the work be re-assessed with the possibility of a lower award being made. In (ii) and (iii) above, and only when the Disciplinary Committee's decision has not been overturned as a consequence of any appeal (Sections 7 and 8 below, refer), where the plagiarism relates to an Honours dissertation or postgraduate thesis, the relevant University School/Department, the University Library and the British Library, as appropriate, will be informed of the decision and asked to remove copies of the dissertation or thesis in question from their holdings.

4. COMPOSITION OF DISCIPLINARY COMMITTEES

4.1 A Disciplinary Committee shall consist of a senior member of the Senate in the Chair, and four other staff members of the Senate selected by the Secretary to the University from the Disciplinary Committee Panel. A graduate whose case is being considered by the Disciplinary Committee may object to the inclusion in the Committee of any particular person or persons on cause shown. The Disciplinary Committee Panel will be appointed by the Senate each year to deal with breaches of student discipline or of allegations of plagiarism against graduates of the University. The Convener of a Disciplinary Committee, who will be selected by the Secretary to the University, need not be a member of the Panel. In addition, a member of the academic staff with knowledge of the subject area under investigation and who has not been involved at an earlier stage may be co-opted to the Disciplinary Committee by the Secretary to the University.

5. CONDUCT OF HEARINGS BY A DISCIPLINARY COMMITTEE

5.1 The graduate shall be informed in writing of the allegations made against him or her and will be asked to attend a hearing of a Disciplinary Committee, normally with notice of at least 28 days. The Committee may adjourn the hearing to a later date on the application of the graduate if the interests of justice would be served thereby.

5.2 In investigating cases a Disciplinary Committee shall consider such representations as are submitted by interested parties and may make such enquiries as it thinks fit. It shall consider any written and/or oral representations including those of witnesses, who may include the person who has made the allegation and/or an independent subject specialist who has been asked to investigate an allegation, provided always that any oral evidence shall be taken in the presence of the graduate or, with his or her approval, in his or her absence in the presence of his or her representative. The graduate shall also receive copies of all written submissions which are considered by the Disciplinary Committee, including the report of the external subject specialist, whose identity shall remain anonymous unless, exceptionally, he or she is asked to attend the Disciplinary Committee. The graduate may be accompanied or represented at any meeting by any person of his or her choice. If the Committee believes that a graduate has refused to attend or participate in a formal hearing without good cause, it may

nonetheless proceed to conduct the investigation and reach a decision on the case. Any formal hearing shall be conducted as follows:-

- 5.3.1 The Convener of the Committee will outline the procedures to be followed.
- 5.3.2 The Convener will then outline the nature of the allegations and invite the graduate and/or his or her representative to respond.
- 5.3.3 The Convener will invite witnesses (if any) to give oral evidence.
- 5.3.4 Members of the Committee will be given the opportunity to seek clarification on any of the points raised, either by the graduate or by any witness(es).
- 5.3.5 The graduate and/or his or her representative will be invited to address questions to the Convener and/or to any witness(es) on their statement(s) and on their written submissions.
- 5.3.6 The graduate and/or his or her representative will be invited to give a concluding statement.
- 5.3.7 When all statements have been made, all witnesses heard and all questioning completed, all persons present other than the Disciplinary Committee will leave the room. The Clerk may, however, remain, provided that the graduate who is the subject of the hearing does not object.
- 5.3.8 The Committee will then consider the evidence and reach its decision. If the Clerk remains, he or she will take no part in the decision making process. The Clerk shall communicate the Committee's decision to the graduate in writing, normally within three working days.

6. DECISIONS

- 6.1 A decision of a Disciplinary Committee, even if not accepted by the graduate, shall be deemed to be a decision of the Senate itself.

7. APPEAL TO THE UNIVERSITY COURT

- 7.1 A graduate who has been disciplined under the above procedures shall have the right to appeal to the University Court on procedural grounds only, provided an appeal, in writing, including a detailed statement of the grounds of appeal, is lodged with the Secretary to the University within 28 days of the date of the Disciplinary Committee's written decision.

8. INDEPENDENT REVIEW

- 8.1 The University of Aberdeen has agreed to opt into the Universities Scotland Scheme for the Independent Consideration of Student Complaints in Scotland. This Scheme provides for students, who have exhausted the University's appeals and complaints procedures, to refer their appeal or complaint to an Independent Reviewer for Scottish Higher Education Institutions. Once the Independent Reviewer (or his/her nominee) has made a judgement, it would be for the University Court to decide whether or not to accept the judgement and on any remedial action to be taken.
- 8.2 A registered student of the University who made an allegation of plagiarism against a graduate of the University that was not upheld by the University Court will be informed of the procedures for seeking independent review of the University Court's decision. The Scheme for Independent Review is only available to students of the University. The Scheme would not be available, for example, to former students or members of the general public who had submitted an allegation of plagiarism against a graduate of the University, or to the graduate against whom the allegation was made.