

**SENATUS ACADEMICUS**

**Minutes of the meeting held on 16 November 2005**

Present: Principal, Professors Logan, Houlihan, Gane, Rodger, MacGregor, Hubbuck, Baker, Jordan, Chandler, Fraser, Graham, Saunders, Beaumont, Secombes, Dr P Schlicke, Mrs L Stephen, Professors Burgess, Archbold, Dr P Benson, Mr WTC Brotherstone, Dr JC Forbes, Dr S Lawrie, Dr J Liversidge, Professors Lurie, Salmon, Dr D Hay, Dr MR Masson, Mrs ML Ross, Dr J Skakle, Mr SC Styles, Dr M Syrotinski, Dr SP Townsend, Dr RPK Wells, Mr P Richards and Miss F Keefe.

Apologies: Ms C Masaslan, Professors Haites, Forrester, Sleeman, Bruce, Racey, Sharp, NR Webster, Alexander, Flin, Ayres, JB Webster, Blaikie, Mrs R Fitzpatrick, Mr J Chalmers, Ms L Clark, Dr J Cleland, Dr G Coghill, Dr P Edwards, Dr J Farmer, Dr X Lambin, Dr WD McCausland, Dr P Mealor, Dr WG Naphy, Dr LJ Philip, Dr H Sinclair, Dr ER van Teijlingen, Dr H Wallace and Professor Wiercigroch.

**APPROVAL OF MINUTES OF THE LAST MEETING**

977. The Minutes of the meeting held on 5 October 2005 were approved subject to the correction of two typographical errors.

**STATEMENT BY PRINCIPAL**

978.1 The Principal drew Senate's attention to a circular letter which invited institutions to contribute to the development of a new strategy for the Scottish Funding Council (Minute 989 refers). He also referred to a Letter of Guidance from the Deputy First Minister to the Chair of the Funding Council concerning the strategic policy priorities that the Funding Council had been asked to consider when developing its longer term strategy. The Letter of Guidance would be emailed to members of the Senate in order that any member who wished to comment on the circular letter from the Funding Council in light of the Minister's Letter could do so. Any comments should be sent to the Court and Planning Office by 18 November for incorporation into the draft Institutional Response.

978.2 The Principal then invited the Senior Vice-Principal to update Senate on the work of the Senate Effectiveness Review Working Group. In so doing, Professor Logan thanked those members of Senate who had responded to the recent questionnaire survey, details of which would be included in the Working Group's report to the Senate. The Working Group was in the process of meeting with groups of constituents, including student members, as a means of obtaining further feedback from members. It was envisaged that two more meetings of the Working Group would be held before submitting its report to Senate, hopefully for the January meeting.

978.3 The Principal then invited the Vice-Principal (Library and Information Services) to provide Senate with an update of the Library Project. Professor Gane reported that architects had been appointed for the Project and discussions would be taking place within the next few weeks on how the architects would engage with the University community as part of the next phase of the Project.

**STUDENT POPULATION**

979.1 In introducing the annual Admissions (copy filed with the principal copy of the Minutes), Professor Houlihan drew attention to the number of applications at both undergraduate and postgraduate levels, which reached an all-time high for 2005 entry. Another notable feature of the Report was that preliminary indications were that UK/EU research student registrations would meet or exceed the target in all Colleges. Professor Houlihan then drew attention to areas of concern. In particular, the recruitment of international students was of concern at all levels, despite an increase in the number of applications and offers made. This made planning extremely difficult. As in the previous year, there was also concern at the number of UK/EU applicants for, and admissions to, fundable taught postgraduate programmes. To address these concerns, Colleges had responded by planning additional programmes for February intake; and the University would be reviewing its admissions processes in general and our product, i.e. the range of postgraduate taught programmes offered.

979.2 Professor Logan then presented a paper on Student Population Planning and Funding Implications (copy filed with the principal copy of the Minutes). He highlighted the fact that the University had not achieved its required levels of student population in a number of priority subject areas by the end of 2004/05 and that, as a consequence, the University might be required to return teaching grant to the Funding Council. This clawback of grant was the converse of the position a few years ago when the University had to return teaching grant for

exceeding its target of funded numbers. The limits placed on institutions in terms of the population requirements in relevant subject groupings within specified threshold levels made it very difficult for institutions to always reach their targets. The paper indicated a particular concern with the University's student population in priority funded subject areas. The Senior Vice-Principal indicated that he was well aware that Schools and Colleges were addressing issues not only of recruitment but also of retention. A detailed analysis of the current position and discussion of a range of possible measures to address the position were being considered and a Report would be submitted to the Joint Planning Finance and Estates Committee in due course.

- 979.3 In response to comments from Senators, Professor Logan agreed with the suggestion that the University should lobby the Funding Council for a change in the funding methodology in terms of student population, given the constraints under which Scottish universities operated in regard to its population planning. The current consultation with the Funding Council (Minute 978 above refers) would provide an opportunity for suggesting a more flexible regime. In terms of student retention, Senate noted that the University Secretary was convening a Group to bring forward proposals following analysis of the issues: this would consider the impact of our degree-entry structure and our flexible, modular, structure, particularly in years 1 and 2, and the impact that this had on meeting population targets in priority areas, in particular.

### **CONSULTATION ON HONOURS DEGREE CLASSIFICATION**

- 980.1 Professor Logan introduced a consultation paper on measuring and recording student achievement (commonly referred to as the Burgess Report), and a draft response which had been prepared by the University Committee on Teaching and Learning in consultation with Heads of School (copy filed with the principal copy of the Minutes).
- 980.2 Professor Logan reported that the Burgess Group had been established as part of the English HE sectors invitation to address the issue of the provision of information about student achievement and degree classification following publication of the White Paper *The Future of Higher Education*. While the White Paper related only to England, it had been agreed that the issues were of UK-wide interest. The Burgess Group had therefore been established under the auspices of UUK, SCOP and the HE Funding Councils.
- 980.3 The Rationale for establishing the Group was that there was a widespread view that there was a need to consider enhancing the information made available to students, employers and other stakeholders about achievement and, as a consequence, making changes to the degree classification system; that there was possibly undue weight being attached to the overall degree class which might not be the best way of providing students and employers with information they required; that the change to a larger and more heterogeneous HE system with a diverse student population might mean that the current degree classification system was too blunt a tool to provide a meaningful picture of a student's qualities and capabilities; the current perception of students that employers required an upper second class honours degree (or higher) for graduate-level employment; this increased focus by students on the need to achieve a 2i distracted them from the wider benefits to be achieved from higher education; a view among some academic staff that a vast amount of useful information in regard to a student's achievement was lost through the generation of an overall degree classification; and that employers wished to differentiate between graduates by evidence of work experience and proven competency, which was not captured in degree classification.
- 980.4 The Burgess Group concluded that there was a need (i) to provide graduates with a broader and more-informed picture of their achievement through the use of an enhanced transcript and (ii) to retain an overall summative judgement but that this, in line with approaches taken in many other countries, needed to be simple and straightforward. Their proposal was that there should be a three point scale of Distinction, Pass and Fail.
- 980.5 While recognising a need for improvement in the current system of measuring and recording student achievement, the UCTL's draft response was generally opposed to the Burgess proposal of a three point scale, although it expressed support for additional information being included in a student's transcript.
- 980.6 During the wide ranging discussion that ensued, the following principal points of record were noted:
- (i) a view that the draft response was somewhat negative and contradictory in parts;
  - (ii) some support for the Burgess three-point scale, albeit with the caveat that a greater proportion than the 5% proposed should be awarded a Distinction;
  - (iii) that the Students' Association largely disagreed with the Burgess proposals and would be submitting its own response; and that while their response was not identical to the UCTL's draft response, the latter was welcomed by the Students' Association;
  - (iv) a view that students would deem the award of "Pass" as a failure and that there would be little incentive for the majority of students if "Distinction" were awarded to a relatively small number; this would have a detrimental impact for both student and staff on the learning experience;

- (v) broad support for the UCTL stance, while recognising that the current system relied on the transcript to draw attention to the distinctive Scottish system which offered breadth of study, particularly in the first two years;
- (vi) recognition that the University was progressing the development of personal development plans for postgraduate research students, which could be used by students to complement the transcript by providing additional information;
- (vii) the view that differentiation of degree classification and the development of an enhanced transcript were not mutually exclusive.

980.7 In conclusion, Professor Logan concurred with the view that the UCTL 's draft response was slightly negative in tone and should be revised accordingly. However, he considered that the content of the draft response would not change dramatically from that which had been circulated following the discussion at Senate.

## REPORT FROM THE UNIVERSITY COMMITTEE ON TEACHING AND LEARNING (21 October 2005)

### 1. Policy on Academic Appeals

981.1 On the recommendation of the University Committee on Teaching and Learning (UCTL), the Senate approved the following revisions (deletions scored through, additions shown in bold) to paragraph 8 of the University's Policy on Academic Appeals.

981.2 These revisions were proposed because it had come to light during the operation of the revised Policy (approved by Senate in February 2004) that the procedures to be followed where a Vice-Principal considered that a case for an appeal did not appear to exist were not consistently explained in the Policy and Guidance Note.

#### *Policy on Academic Appeals*

8. *Academic appeals will be reviewed to determine their competency, i.e. that they do not question academic judgement; that they are based on grounds of procedure, competency and/or prejudice; that supporting evidence has been provided; and that they have been submitted in accordance with the time limits indicated in 4 and 5 above. Where an appeal satisfies these conditions, a response to the appeal will be requested from the relevant member of academic staff who may, after discussion with others as appropriate (e.g. the Examiners), agree that the appeal should be upheld. If the appeal is not upheld at this stage, the response from the relevant member of academic staff and the student's Statement of Appeal will be reviewed by a Vice-Principal, who will decide whether or not a case for an appeal appears to exist. ~~In such cases, the response to the appeal from the relevant member of academic staff and the Vice-Principal's decision as to whether or not a case for an appeal appears to exist will be sent to the appellant.~~ If the Vice-Principal considers that a case for an appeal does not appear to exist, the appellant will **be sent a copy of the response from the relevant member of academic staff and will be** informed of the reasons for the Vice-Principal's decision. In such cases, ~~Notwithstanding the Vice-Principal's decision,~~ appellants will be informed that they may request that their appeal be considered by the Senate Academic Appeals Committee. **If the Vice-Principal considers that a case for an appeal appears to exist, the person who responded to the appeal will be informed of the Vice-Principal's reasons for this decision. Unless the person who responded to the appeal upholds the appeal on the basis of the Vice-Principal's comments, the appeal will be referred to the Senate Academic Appeals Committee for consideration.** [Guidance Notes 8, 9 and 10, respectively, give details of the procedures to be followed by the Vice-Principal and details of the composition of, and procedures to be followed by, the Senate Academic Appeals Committees]*

### 2. Code of Practice on Student Discipline

981.3 On the recommendation of the University Committee on Teaching and Learning (UCTL), the Senate approved the following revisions (deletions scored through, additions shown in bold) to Section 15 of the Code of Practice on Student Discipline.

981.4 Following provisions made in the Further and Higher Education (Scotland) Act 2005, with effect from 3 October 2005, the Scottish Public Services Ombudsman (SPSO) had taken on responsibility for the investigation of complaints from students, staff and members of the public where they had exhausted the internal processes available to them. As a result of this change it had been necessary to amend the wording, in regard to the route for independent review, contained in the Code of Practice.

~~"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 a University's appeal 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. In accordance with the Further and Higher Education (Scotland) Act, the Scottish Public Services Ombudsman (SPSO) has responsibility for investigating student appeals and complaints. The SPSO provides a route for those who have exhausted the University's appeals and complaints procedures, to refer their appeal or complaint for independent review, where they are dissatisfied with the handling of the internal appeals or complaints procedure. Once the SPSO 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.~~

*Students whose appeals are not upheld by the University, or who have not submitted their appeal or documentary evidence by the required timescales (paragraphs 4.1, 5.1 and 6.3 refer), will be informed of the procedures for seeking independent review of the University's decision in this regard referral of their appeal to the Scottish Public Services Ombudsman for independent review."*

### **3. Enhancement-led Institutional Review – Final Report and Action Plan**

981.5 The Senate noted that the final report on the University's recent Enhancement-led Institutional Review had been received from the QAA. The UCTL had received a paper highlighting the areas of commendation identified by the QAA Review Team. The Committee had approved a draft Action Plan setting out proposals for the way in which the recommendations made by the Team should be taken forward.

### **4. Review of Learning and Teaching Strategy**

981.6 The Senate noted that the UCTL had received an update on the feedback received following consideration of the draft action plan by Schools and Colleges during the summer. In particular the Committee noted that Colleges and Schools had been concerned that the Learning and Teaching Strategy would restrict the autonomy of Schools and Colleges. The Committee welcomed reassurances that this was not the intended outcome of introducing the strategy: the strategy was intended as a framework within which Schools and Colleges were encouraged to shape their own work. The Committee further noted that the strategy was not seeking to radically alter the reporting and committee structure for learning and teaching within the University, rather modifications would be made to the existing structures to facilitate the introduction of the strategy.

### **5. Review of Student Monitoring (second half-session 2004/05) and proposed outline for the review of the trial abolition of class certificate refusal**

981.7 The Senate noted that the UCTL had received a report on the operation of the system for Monitoring Students' Progress during the second half-session 2004/05. The Committee had approved the timetable proposed for the review and evaluation of the trial system for Student Monitoring and the concurrent trial abolition of the sanction of class certificate refusal. The Committee would consider a summary and evaluation of the trials and possible options for the future, at their meeting in December 2005. Proposals for future systems would then be considered by Colleges and Schools, before proposals were finalised by the UCTL in February 2006. The final proposals would be included for consideration by Senate in March 2006.

### **6. Working Group on the Common Assessment Scale and Levels Descriptors: Proposed Remit and Composition.**

981.8 The Senate noted that the UCTL had approved the remit and composition of the Working Group on the Common Assessment Scale (CAS) and Levels Descriptors. The Committee had agreed that the proposed reporting schedule might need to be revised, in particular the schedule might be influenced by the outcome of the current external consultation on UK degree classification (Minute 980 refers).

### **7. Scottish Public Services Ombudsman.**

981.9 The Senate noted that, following provisions made in the Further and Higher Education (Scotland) Act 2005, with effect from 3 October 2005 the Scottish Public Services Ombudsman (SPSO) had taken on responsibility for the investigation of complaints from students, staff and members of the public where they had exhausted the internal processes available to them. The UCTL had approved amendments to all the University's Guidance Notes on appeals, complaints, representation against termination of study etc. which gave details of the process for seeking independent review which resulted from this change.

## **8. Working Group on Personal Development Planning.**

981.10 The Senate noted that Professor Gordon Walkden had taken over as Convener of the Working Group on Personal Development Planning following the previous Convener's appointment as Vice-Principal (Learning & Teaching).

## **9. Working Group on Student and Graduate Feedback.**

981.11 The Senate noted that Professor Mary Cotter had taken over as Convener of the Working Group on Student & Graduate Feedback.

981.12 The Senate further noted that the Working Group was working on further revisions to Part A of the SCEF Form (an earlier draft had been considered by the UCTL in May 2005). This draft currently included ten questions with space for comments leaving space for Schools to add Part B questions. The draft was due to be considered at the next meeting of the Working Group and would also be included for consideration at the next meetings of Heads of School and the UCTL.

## **10. Quality Enhancement Themes 2005/06**

981.13 The Senate noted that the UCTL was pleased to note that Dr David McCausland had been invited to serve on the QAA Steering Committee for the First Year Enhancement Theme. The Committee further noted that the second Theme running during 2005/06 was on the topic of Integrative Assessment: Optimising the Balance between Formative and Summative Assessment.

## **REPORT FROM THE ACADEMIC STANDARDS COMMITTEES**

### **1. Supplementary Regulations for the Professional Graduate Diploma in Education (PGDE)**

982. The Senate approved an amendment to the Supplementary Regulations for the Professional Graduate Diploma in Education (PGDE), as under, on the recommendation of the Academic Standards Committee (Undergraduate):

#### Regulation 7

For the existing regulation substitute the following:

'Candidates on the PGDE (Primary) programme, whose progress is judged to be unsatisfactory during Middle Stages School Experience, as detailed in the Schedule of Courses appended to these regulations, may be allowed to progress and make good any unsatisfactory performance during Upper Stages School Experience. If performance is subsequently judged to be satisfactory, credit will be awarded for Middle Stages School Experience. Candidates whose progress is judged to be unsatisfactory in Upper Stages School Experience, Early Stages School Experience or Pre-School Experience, as detailed in the Schedule of Courses appended to these regulations, may be given the opportunity to repeat that period of School Experience with the permission of the Academic Standards Committee (Undergraduate).'

### **2. General Regulations for First Degrees**

983. The Senate approved an amendment to the General Regulations for First Degrees, as under, on the recommendation of the Academic Standards Committee (Undergraduate):

#### Regulation 2.2

For the existing regulation substitute the following:

'As a condition of admission to a degree programme, the University may require applicants who do not possess the normal qualifications for entrance to attend the University's Summer School for Access or to register for the University's Access to Degree Studies Certificate. Such applicants who go on to achieve a total of 360 credit points, including 60 credit points at level 3, and who do not otherwise qualify for the award of a First Degree, shall be permitted to count within this total up to 60 credit points obtained from access courses towards the exit award of MA with Foundation Studies, or BSc with Foundation Studies, as appropriate. With this exception, or unless the Academic Standards Committee (Undergraduate) in exceptional circumstances determines otherwise, courses taken within the Summer School for Access, or as

part of a programme leading to award of the Access to Degree Studies Certificate, shall lead to the award of general credit only. Credit points obtained from such courses will not count towards the requirements for award of any other first degree, nor towards the total of credit points required to satisfy Regulations 16 and 17.

For the purposes of this regulation these courses are at SCQF level 7.'

### **3. New and Discontinued Courses and Programmes**

984. The Senate noted that the Academic Standards Committees, on the recommendation of the relevant Colleges, had approved changes to the list of courses and programmes available as under:

#### **(A) INDIVIDUAL DEGREE AND DIPLOMA COURSES (UNDERGRADUATE)**

##### Celtic

Withdrawal of course: CE1020.

##### Divinity and Religious Studies

Introduction of new level 1 course: 'An Introduction to Theology and Popular Culture'.

Withdrawal of courses: DR1029, DR1528 and DR1530.

##### English

Introduction of new level 4 courses: 'Markings: The Poetry of Seamus Heaney' and 'The A'efauld Form o' the Maze: the Writing of Hugh MacDiarmid, 1922-1935'.

##### European Studies

Withdrawal of course: EU3003.

##### Land Economy

Introduction of new level 3 course: 'Planning and Environmental Law'.

Introduction of new level 4 course: 'Planning and Environmental Law'.

Withdrawal of courses: LE1509 and LE3030.

##### Music

Introduction of new level 4 course: 'Sacred Music from Italy in the 18<sup>th</sup> Century'.

##### Politics

Withdrawal of course: PI3531.

##### Property

Introduction of new level 3 course: 'Housing Economics'.

##### Sociology

Introduction of new level 4 course: 'European Societies'.

#### **(B) UNDERGRADUATE CERTIFICATE AND DEGREE PROGRAMMES**

##### Arts

Introduction of new non-honours programme: 'Master of Arts with Foundation Studies'.

Introduction of new designated programmes: 'Land and Property Studies' and 'Property'.

Introduction of new single honours programmes: 'Environmental Planning', 'Rural Planning and Economic Development', 'Planning and Development', 'Rural Surveying' and 'Spatial Planning'.

Introduction of new joint honours programmes: 'Rural Surveying and Spatial Planning' and 'Property and Spatial Planning'.

### Engineering

Introduction of new single honours programme: 'Mechanical Engineering with Oil and Gas Studies'.

### Science

Introduction of new non-honours programme: 'Bachelor of Science with Foundation Studies'.

## (C) POSTGRADUATE COURSES

### School of Biological Sciences

Introduction of new level 5 course: 'Silviculture: Applied Forest Ecology'.

Withdrawal of FY 5301.

### Business School

Withdrawal of BU 5815.

### School of Divinity, History and Philosophy

Introduction of new level 5 courses: 'Images of Poverty in Early Modern Europe'; 'Critical Perspectives in Art History'; 'Basic Latin for Historians'; 'The War of the Three Kingdoms, 1637-1653'; 'History and Memory'; 'Intermediate Latin for Postgraduates'; 'Computing for Historians'; 'Writing and Editing'; 'Statistical Analysis for Historians'; 'Sources and Methodologies for the History of Medicine'; 'Modern Historical Studies Dissertation I': 'Sources and Source Criticism'; 'Religion, Ideology and Politics'; 'Imaging Scottish History': 'Art, Museums and Visual Culture'; 'Biblical Exegesis': 'Selected Texts'; 'New Testament Theology'.

Withdrawal of DR 5053/5553 and DR 5055/DR5555.

### School of Education

Introduction of new level 5 courses: 'Pastoral Care, Guidance'; 'Principles and Practice'; 'Interprofessional Working for Language Support'; 'Developing Capability for Improvement'; 'Education Leadership'; 'Leading to Improve Learning'; 'Leading and Managing to Improve Learning: Part I'.

Withdrawal of ED 5147.

### School of Engineering and Physical Sciences

Introduction of new level 5 courses: 'The Electronic Society'; 'Multi-Agent Systems'; 'E-Technology Workshop'; 'Project in E-Technology'.

Withdrawal of CS 5002; CS 5820; CS 5913 and CS 5914.

### School of Geosciences

Introduction of new level 5 courses: 'An Introduction to the Geospatial Technologies'; 'Research Methods'; 'Land and Environmental Economics'.

Withdrawal of GG 5013.

### School of Language and Literature

Introduction of new level 5 courses: 'Issues in Comparative Literature and Thought'; 'Dissertation in Comparative Literature and Thought'; 'Dialects of English II'; 'Contemporary'; 'Preparation and Presentation of Scholarly Writing'; 'Dissertation in English Literary Studies'; 'Reading Medieval French'; 'History and Core Genres of Ethnology and Folklore'; 'Intellectual Backgrounds and Methodologies'; 'Oral Traditions'; 'Scottish Contexts and Practical Fieldwork'; 'Dissertation in Ethnology and Folklore'; 'Early Modern Women Writers'.

'The Age of Aphra Behn'; 'Presenting Research in Visual Culture'; 'Novel and Nation, 1800-1830: Ireland and Scotland'; 'Walter Scott and His World'; 'Scottish Literature: The Twentieth Century and Beyond'; 'Gaelic 1'; 'Reading Medieval Gaelic'; 'Gaelic 2'; 'Research Methods (Literature & Comparative Literature and Modern Thought)'; 'Research Methods II (Sociolinguistics)'.

Withdrawal of courses: EL 5013; EL 5515 and EL 5904

#### School of Law

Withdrawal of courses: LS 5007; LS 5509 and LS 5524

### (D) POSTGRADUATE PROGRAMMES

#### School of Biological Sciences

Withdrawal of programmes: MSc/PgDip/PgCert in Animal Production and Nutrition and MSc/PgDip/PgCert in Environmental Remote Sensing.

#### School of Divinity, History and Philosophy

Withdrawal of programmes: MLitt/PgDip in Modern Studies; MLitt/PgDip in Early Modern and Modern and MLitt/PgDip in Medieval

#### School of Geosciences

Introduction of new programmes: 'MRes/PgDip in Human Geography' and 'PgDip/PgCert in Information Systems'.

Withdrawal of programme: MRes/PgDip in Land Economy

#### School of Language and Literature

MLitt in English Literary Studies  
MLitt/PgDip in Ethnology and Folklore

#### School of Medicine

PgCert in Health Economics

### **APPOINTMENT TO UNIVERSITY COMMITTEES**

985. The Senate approved the appointment of Dr Joachim Shaper as a Senate representative on the Chapel Committee, to fill a vacancy with immediate effect, and the appointment of Professor Norman Hutchison to serve on the University Committee on Research, Income Generation and Commercialisation, *vice* Professor Ingold, with immediate effect.

### **ADMISSIONS SELECTOR**

986. The Senate noted that the Student Recruitment and Admissions Committee had approved, for its part, the appointment of Dr Martin Mills as Admissions Selector in Divinity, *vice* Dr Ian MacFarland/Professor Francis Watson.

### **POST-MERGER IMPLEMENTATION COMMITTEE**

987. The Senate noted that, following the successful relocation of the School of Education from the Hilton Campus to the MacRobert Building, the Post-Merger Implementation Committee would be recommending to the University Court that the Committee had fulfilled its role, given that the merger process was sufficiently implemented and that future integration would be monitored by the College of Arts & Social Sciences.

## STUDENT MEMBERSHIP OF SENATE

988. The Senate noted the following:-

- (i) that members of the Students' Association had been elected to serve on the Senate for the academic year 2005/06, as under:-

President	Mr Paul Richards
Vice-President (Education & Employability)	Ms Felicity Keefe
Area of Study Conveners:	
Arts & Social Sciences	Mr James Dunphy
Medicine	Ms Jennifer Murray
Postgraduate	Mr Ajit Kartha

Vice-President (Advice and Support) [in attendance] Mr Richard Miller

- (ii) that the posts of Area of Study Conveners in Divinity, Education, Engineering, Law and Science had yet to be filled.

### PARTNERSHIP FOR THE FUTURE: DEVELOPING A NEW STRATEGY

989. The Senate received a circular inviting institutions to contribute to the development of a new strategy for the Scottish Funding Council following the merger of the Scottish Further and Higher Education Funding Councils (copy filed with the principal copy of the Minutes). Members of the Senate were invited to put forward any comments to Eileen Schofield (e.c.schofield@abdn.ac.uk) by Friday 18 November 2005 for incorporation into the draft Institutional Response.

### GRADUATIONS *IN ABSENTIA*

990.1 The Senate noted that details of those qualified to receive degrees, diplomas and other awards who had applied to have them conferred *in absentia* could be viewed in the Senate Office of the Registry (see appendix to Minutes of June 2006).

990.2 The Senate agreed to confer the degrees on, and award the diplomas and other qualifications to, the persons stated.