

UNIVERSITY OF ABERDEEN

SENATUS ACADEMICUS**Minutes of the meeting held on 1 May 2002**

Present: Principal, Professors Sewel, Logan and Houlihan, Dr JG Roberts, Professors Sloane and Rodger, Ms C Macaslan, Professors Urwin, Bruce, Baker, Britton, Forte, Buckland, Sharp, Gane, Hukins, Jordan, Chandler, Graham, Lomax, Alexander, Flin, Dawson, Watson, Leboutte, Howe, Ingram, Archbold, Adams, Logie, Mather, Roberts, Beaumont, Mitchell, Hunter, Ohlmeyer, Dunkley, Secombes, Duff, Player, Reid and Salmon, Dr WF Long, Dr AD Clarke, Dr B Fennell, Dr S Kunin, Dr J Murdoch, Ms M Ramsay, Mr PB Wilson, Mr WTC Brotherstone, Dr LH Chappell, Ms L Clark, Dr D Hay, Dr D Heddle, Dr G Hesketh, Mrs B Hookey, Dr H Hotson, Dr PR Kinnear, Dr S Lawrie, Dr DJ Lurie, Dr PFA MacConnell, Dr J McDowall, Ms DW McKenzie Skene, Dr D Macphee, Dr MR Masson, Dr LJ Philip, Mrs ML Ross, Dr PVW Schlicke, Dr J Sheehan, Mr SC Styles, Dr C Thomson, Dr SP Townsend, Dr ER van Teijlingen, Dr A Venneri and Mr D Cockburn with Ms L Smith in attendance

Apologies for absence were received from Professors Torrance, Lyall, Mordue, Forrester, Templeton, Thomson, Sleeman, Seaton, Jolliffe, Ritchie, Racey, Rees, Little, Bryden, Pope, Gow and Imrie, Ms R Buchan, Dr A Hull, Dr JM Liversidge, Dr WD McCausland, Dr AJ Mordue, Dr HM Wallace and Mr D Donaldson

APPROVAL OF MINUTES

553. The minutes of the meeting held on 27 February 2002 were approved.

STATEMENT BY PRINCIPAL**1. Budgets**

554. The Principal indicated that, since the last meeting of Senate, SHEFC had announced the funding for teaching and research in 2002/03. The Senior Vice-Principal would be meeting with Deans and the University Secretary over the next few weeks to finalise the budget allocation for the next financial year. Senate also noted that the recent mid-year financial return to the Funding Council indicated that the University was on target to achieve its financial plan for this year.

2. Scottish Parliament and Royal Visit

555. The Principal reminded Senate that the Scottish Parliament would be convening in the King's College Centre for three days during the last week in May: this would be an historic occasion, as no European University previously had hosted a parliamentary meeting. The Queen would also be addressing the Parliament. Although these visits would cause some disruption to the normal activity of the University, every effort would be made to ensure that disruptions were kept to a minimum. An attractive programme of events and activities was being arranged, and large numbers of school children would be visiting King's College on the day of the Queen's visit. Details of the various arrangements and events would be intimated to the University community in the near future.

3. Applications to the University

556. The Principal invited Professor Houlihan to update the Senate on the current position concerning applications to the University, which was broadly favourable overall. Undergraduate applications had increased compared with the same point last year, although precise

comparisons could not be made in view of the later closing date for UCAS applications this year. The imperative was now to convert applications to enrolments. There had also been a significant increase in undergraduate applications from overseas students, and it was hoped that, overall, there would be an increase in enrolments in this category. There was some concern in regard to PGCE (Primary) numbers following the relatively late announcement of a change in target set by the Scottish Executive. However, the University had recently held encouraging discussions with the Scottish Executive and the Funding Council in regard to the quota of funded places. Postgraduate taught applications were comparable to last year, with a substantial increase in overseas applications in some areas. However, as in previous years, recruitment to postgraduate research programmes was causing some concern.

256

THE ACADEMIC WORKING ENVIRONMENT

557.1 The Principal reported that he had received the following question from Professor Logie:-

"Could I ask the Principal whether there might be some consideration given to implementing a regular process of consultation between Facilities Management and representatives of academic and other users of University buildings that are to be targeted for major or minor works? This would allow some consideration of the views of the users of those buildings at the point at which decisions are being made that will affect the physical environment in which those users spend the vast majority of their working lives".

557.2 On invitation from the Principal to outline his concerns, Professor Logie indicated that there was reasonable consultation with academic staff concerning the timing of building works but he was concerned at the relative lack of consultation before decisions were made on building works and on how priorities were set.

557.3 The Principal asked the University Secretary to respond. Mr Cannon concurred with the points made by Professor Logie, which he believed to be pertinent, and indicated that these would be addressed.

POSITION STATEMENT ON FORMATION OF SCHOOLS AND NEXT STEPS

558.1 In an oral report to the Senate, the Senior Vice-Principal indicated that discussions about Schools had been ongoing for at least a year, and much longer in some Faculties. Together with Professor Houlihan, he had attempted to bring the arguments together in a paper that was distributed to the Faculties in mid-March. In summary, the arguments in favour of Schools revolved around the analysis that now, and increasingly in the future, the single discipline departmental structure would not match on to the teaching and learning structures. Increasingly, multi-disciplinary degree programmes were being introduced that, under the University's departmental structures, tended to have no obvious locus. The Research Councils, also, were increasingly identifying multi-disciplinary research initiatives. Larger groupings would therefore enable the University to have more flexibility in being able to maintain a high quality teaching function in areas where it was unlikely to be able to make a high quality RAE submission. And larger units should justify greater administrative support, thus reducing the burden on academic staff.

558.2 The paper distributed to the Faculties had identified a number of key principles that should underpin the formation of Schools: the School would be the primary resource centre and unit of management; a School should have an academic staff membership of no less than 35; the School would receive a budget to deliver its agreed academic plan; and Faculties would remain to provide management, support, guidance, planning and to monitor delivery of the agreed academic plans.

558.3 During the past six weeks, Professor Sewel and Professor Houlihan had held discussions with Faculties, Departments and individuals. Several Departments and individuals had written to Professor Sewel with particular suggestions, which had been enormously helpful. The consultation period had been deliberately extended to allow for full consultation, with a bottom-

up as well as a top-down approach.

558.4 Professor Sewel indicated that, as Schools would be the primary resource centre and unit of management, it was essential that they had an internal structure that enabled them to deliver high quality teaching and research. He believed that Schools should have a School Executive consisting of the Head of School, the Head of the School's Teaching Committee and the Head of the School's Research Committee, together with senior representatives of the constituent disciplines. The precise composition of the School's committees, however, would be a matter for each School to determine.

257

558.5 It was proposed that, within Schools, Departments would remain but they would be different from current Departments. They would cease to be part of the line-management structure and would exist to give a sense of disciplinary identity and collegiality. Similarly, Heads of Department would remain, but their line-management responsibilities would be more limited and would be devolved from the Head of School. In time, the Head of Department role was likely to shift from a management one to that of a disciplinary champion. It was envisaged that, in practice, the Head of Department role may vary between Schools: where the degree of discipline cognateness within a School was less strong, there would be a case for greater management devolution to a Head of Department. In Science, and to a lesser extent elsewhere, the Head of Department would not only be the disciplinary champion, but would have an important role to play in relation to laboratory management and professional accreditation.

558.6 It was envisaged that, as Schools bedded down, both the Head of School/Head of Department relationship and the Dean/Head of School relationship would develop. At this stage, however, it would be wrong to impose a "once for all" single framework. But the organising principle remained that Schools would be the primary resource and management unit.

558.7 Professor Sewel reported that, on the basis of discussions to date, it appeared that there was broad agreement on the composition of Schools in Arts & Divinity and Science & Engineering, with possibly one or two boundary issues to be resolved. It was also understood that a broad structure was emerging in Social Sciences & Law.

558.8 Recognising that discussions within Faculties may be progressing at slightly different speeds, Professor Sewel believed that the best way forward would be to resolve outstanding points of composition quickly, and to agree, through the existing Faculties, a management structure for the new Schools. It was hoped that matters of composition and management structures could be agreed at the next meeting of Senate, for referral to the University Court, and that Heads of School could be appointed before the end of the session.

558.9 Professor Sewel acknowledged that the proposals represented a major restructuring of the way the University organised itself. It was therefore important that the Unions were consulted, and he had already arranged to meet the JNCC on 14 May.

558.10 It was almost inevitable that the changes being proposed would be dynamic. In view of their importance, it would therefore be proper that the academic community should review the relative success of the changes: such a review would likely take place between 3 and 5 years following implementation of the new structures.

558.11 In closing his report, Professor Sewel indicated that he was convinced that movement to a Schools structure of larger, stronger and more autonomous academic units would better enable the University to deliver high quality teaching programmes, to increase research performance, and perhaps most importantly to allow academic staff to do what they do best, i.e. to be academics.

558.12 In addition to several Senators expressing support for the proposed School structures, there followed a wide-ranging discussion, the principal points of record being as follows:-

- concerns that the proposed structures would not provide Heads of School with autonomy;
- concerns about the retention of disciplinary identity, and the need to clarify the role of Heads of

Department in this regard;

- the view that there was genuine scope for synergy between disciplines in some areas but that, in others, groupings may arise by default;
- that despite the discussions with Faculties, there was some concern that the proposals were being management-led;
- a need to identify the criteria for success when reviewing the new structures;

258

- clarification of the appointment procedures for Heads of School, and their role in determining academic plans for the start of the next financial year;
- clarification of where responsibility would rest for the development of new staff and for student welfare in the new structures.

558.13 In responding to the various issues, Professor Sewel indicated the following:-

- that he believed Heads of School would have autonomy: they would be provided with resource to deliver academic plans that were in accord with the University's strategic objectives. In due course, it would also be appropriate to review the management arrangements within each Faculty;
- agreement that, following discussions within Faculties, proposals would be brought forward to the Senate on the appointment procedures for Heads of School, clarification of the roles of Deans, Heads of School and Heads of Department, and proposals in regard to the composition of each School;
- recognition that Deans had already started the development of academic plans for the next academic year and that, once Heads of School had been appointed, they would play a lead role in finalising the plans and in their subsequent implementation.

CLASS CERTIFICATES AND MONITORING STUDENT PROGRESS

559.1 The Principal invited Dr Roberts to introduce the paper on Class Certificates and Monitoring Student Progress that had been circulated to the Senate.

559.2 Dr Roberts indicated that the proposals were part of an integrated strategy to reduce the numbers of students who withdrew from their studies or had their studies discontinued. Successfully addressing the issue of student retention and progression was important for several reasons:-

- it would impact on the University's admissions targets, in that improved retention would result in the need to recruit fewer students to maintain SHEFC funded numbers and fee income;
- it would enhance the University's reputation as one which looked after its students;
- it would increase the effectiveness of the University's efforts to widen access and successful participation in higher education by students with non-standard qualifications or from under-represented social groups.

559.3 Dr Roberts indicated that the University's approach to reducing its undergraduate attrition rate without compromising academic standards reflected the varied nature of the problem:-

- the Senate had already approved revisions to the general progress regulations, which would allow students to accumulate credit at a slower rate during their non-honours studies;
- the Deans of Arts & Divinity, Social Sciences & Law, and Science & Engineering had agreed to increase the number of Advisers of Studies for the MA and BSc Pure Science degrees and thereby reduce the average caseload to forty students, so that Advisers were better able to monitor the performance of their advisees and intervene when necessary;
- proposals were being developed to introduce a formal category of "student suspended from study" as a way of reducing unnecessary barriers to a student's successful re-admission after being required to discontinue studies or voluntarily withdrawing.

559.4 The proposal relating to class certificates was a way of addressing another aspect of the problem.

259

559.5 Dr Roberts believed that the current use of the class certificate as a means of identifying students at risk of failing because of poor attendance or failure to submit coursework often merely exacerbated the problem, since it was often too late to intervene effectively by that stage. It was therefore being proposed to modify the current procedure by which class certificates were awarded by linking it to an early warning system to monitor student progress. The proposal also recognised that, in a modular system, credit was awarded to students, not for attending, but for demonstrating that they had satisfactorily achieved the intended learning outcomes of a course through their performance in the course's summative assessments. Where attendance was necessary to demonstrate the satisfactory achievement of a course's learning outcomes, then the proposal allowed for a Department to continue to operate the class certificate system in its current format.

559.6 In summary, Dr Roberts indicated that the proposals should reduce the administrative burden on departments of writing to warn students that they may be at risk of losing a class certificate: Advisers would be given much earlier notice of students whose attendance or performance gave cause for concern; and students who failed to see their Advisers would be followed up.

559.7 Following discussion, the Senate agreed to approve the proposals in principle. Members were asked to send any concerns with particular aspects of the proposals, in writing, to Dr Roberts by 10 May, so that these could be considered by the University Committee on Teaching and Learning, together with those raised at the Senate. The proposals, revised by the UCTL as deemed appropriate in light of comments from Senators, would be re-submitted to the next meeting of the Senate so that, if approved, they could take effect from the next session.

REPORT FROM THE UNIVERSITY COURT

(19 March 2002)

1. Committee on Disabilities

560. The Senate approved, for its part, the establishment of a new Committee on Disabilities (to replace the existing Sub-Committee on Disabilities) as a joint committee of the Senate and Court.

2. Staff Appraisal

561. The Senate noted that the Court had approved career development and staff appraisal schemes for academic (excluding clinical academic) and academic related staff which were developed in full consultation with AAUT.

3. University Committee on Teaching & Learning

562. The Senate noted that the Court had approved the revised remit and composition of the University Committee on Teaching & Learning, previously agreed by the Senate.

4. Draft Resolution No of 2002

[Changes in Regulations for Various Degrees]

563. The Senate noted that the Court had approved the draft Resolution 'Changes in Regulations for Various Degrees', which had been agreed with minor amendments by the Business Committee of the General Council, and included amendments to Supplementary Degree Regulations, as approved by the Senate.

5. Draft Resolution No of 2002

[Regulation of Students' Progress for First Degrees]

564. The Senate noted that the Court had agreed to forward the draft Resolution 'Regulation of Students' Progress for First Degrees' to the General Council and to make it generally available in terms of Section 6 of the Universities (Scotland) Act, 1966.

260

6. Advisers of Studies

565. The Senate noted that the Court had approved Senate's recommendations for a revised job description for Advisers of Studies.

7. Library Services Regulations

566. The Senate noted that the Court had approved the revised Regulations, previously agreed by the Information Management Committee and the Senate.

REPORT FROM THE UNIVERSITY COMMITTEE ON TEACHING AND LEARNING

(22 March 2002)

1. Guidelines for Dealing with Unsatisfactory Student Progress

for Research and Taught Postgraduate Students

567. The Senate approved the proposed Guidelines for Dealing with Unsatisfactory Student Progress for Research and Taught Postgraduate Students, as detailed in Appendices 1 and 2 (copies filed with the principal copy of the minute).

2. Issues Relating To Disabilities In Regard To Course And Programme Proposals

568. Following a number of issues relating to disabilities in regard to course and programme proposals highlighted by the Academic Standards Committee (Science, Engineering & Medicine), the Senate noted that the UCTL had approved the following recommendations:-

- i. that the course and programme proposal forms be revised. The main features of the proposed revision were (a) inclusion of reference to disabilities in Q17 of the new course proposal form (SENAS1) and Q11 of the new programme proposal form (SENAS4), (b) reference in Q19 of SENAS1 to the need to state any special arrangements for students with disabilities in the 'notes' section of the Catalogue entry and (c) revision of Q30 of SENAS1 and Q24 & 25 of SENAS4 to direct those completing the form to (i) the Guidance Notes and (ii) the Disability Adviser in Student Support Services for advice;

- ii. that the Guidance Notes for completion of the course and programme proposal forms be revised to include guidance on completion of Q30 of SENAS1 and Q24 & 25 of SENAS4;
- iii. that it should be the responsibility of the Clerk to the Faculty Planning Committee to identify any issues of concern relating to students with disabilities on the course and programme proposal forms and to refer these to the Disability Adviser in Student Support Services;
- iv. that standard forms of wording should be developed for inclusion in the 'notes' section in the Catalogue of Courses to highlight those courses which may require alternative arrangements for students with disabilities;
- v. that those entries in the Catalogue of Courses for 2002/03, where reference was made to special arrangements for students with disabilities, be reviewed by the Disabilities Adviser to ensure that they complied with current legislation;
- vi. that reference to special arrangements for students with disabilities identified in programme proposal forms be included (a) as a footnote in the relevant Calendar programme prescription and (b) in the Prospectus;
- vii. that a guidance note be developed for inclusion in the Adviser's Handbook, to give guidance to Advisers of Studies when advising students with disabilities.

261

3. Notes For Guidance For Those With Responsibility For Making Examination

Arrangements For Candidates With Disabilities

569. The Senate noted that the UCTL had approved revisions to the Notes of Guidance for those Responsible for making Examination Arrangements for Candidates with Disabilities, as recommended by the Sub-Committee on Disabilities.

4. Establishment Of An Educational Development Committee

570. The Senate noted that the UCTL, for its part, had agreed to recommend to the Staffing and Development Committee that an Education Development Committee be established as a sub-committee of the UCTL. The formation of this sub-committee had been proposed by the Knowledge Economy Initiative Task Group.

5. SHEFC Consultation On An Enhancement-Led Approach To Quality Assurance

571. The Senate noted that the HE Institutions in Scotland and other parties with an interest in higher education had been invited to comment on the proposals for a new enhancement-led approach to quality in Scottish HE. The University's response to this consultation document had been circulated to members of the UCTL and Quality Enhancement Strategy Team for comment. Heads of Department were invited to submit any comments on the final version of the draft response to the Academic Registrar in time for the University's response to be submitted to SHEFC by the deadline of 26 April 2002.

6. Advisers Of Studies For Session 2002/03

572. The Senate noted that, following meetings held with the relevant Deans and the Directors of Studies (Advising) for Arts & Social Sciences and Science, the Deans of Arts & Divinity and Social Sciences & Law had undertaken to recruit sufficient Advisers of Studies for session 2002/03 to reduce the caseload to approximately 40 advisees. The Dean of the Faculty of Science & Engineering had undertaken to make substantial progress in session 2002/03 towards moving to a target caseload of 40 for the forthcoming session. The Deans had agreed to try to identify new Advisers in time for the New Adviser Training Session scheduled for 16 May 2002.

7. Code Of Practice On Student Discipline

573. The Senate noted, in regard to student discipline, that the UCTL would be establishing in session 2002/03 a Working Party to consider the University's Code of Practice on Student Discipline in relation to plagiarism and other forms of cheating in the assessment process. The Working Party would consider the following issues:

- The penalties to be applied to Postgraduate taught and research students
- The penalties where cheating was proved to have taken place on more than one occasion across all levels of study
- The powers of the Investigating Officer
- Whether the same Investigating Officer should hear the second (and subsequent) allegations of plagiarism when they had already made a judgement in regard to the first allegation brought against an individual student.

8. QAA Code Of Practice On Academic Appeals And Student Complaints On Academic Matters

574.1 The Senate noted the Guidelines regarding payment of incidental expenses necessarily incurred by a successful appellant or complainant, as detailed in Appendix 3 (copy filed with the principal copy of the minute), which had been approved by the University Management Group.

574.2 The Senate also noted that (i) where an appeal or a complaint on an academic matter against an academic department was upheld, incidental expenses should be paid from Faculty funds, unless the department had acted against the Dean's advice and (ii) where a complaint against a service unit was upheld, incidental expenses should be paid from the service unit's budget.

262

9. Additional Items

575.1 The Senate agreed that discussion of the proposals relating to the following items should be deferred until the next meeting:-

- Certification of Absence for Medical Reasons or other Good Cause
- Proposal to Institute a Status of Associate Student
- Plagiarism: Notes of Guidance for Heads of Department
- Code of Practice on Academic Appeals and Student Complaints on Academic Matters

575.2 In regard to the above, members of Senate were asked to submit comments on any of the proposals to Dr Roberts by 10 May so that, where appropriate, further revisions to the proposals could be made by the University Committee on Teaching and Learning prior to re-submission to the Senate.

REPORT FROM THE ACADEMIC STANDARDS COMMITTEES

1. Progress Regulations for First Degrees

576.1 Following approval by the Senate at its last meeting of revised General Regulations to govern progression between programme years for First Degrees, the Senate approved recommendations from the relevant Undergraduate Programme Committees that

Supplementary Regulations be amended as in Appendix 4 (copy filed with the principal copy of the minute). No recommendations for changes had been received from the Undergraduate Programme Committees in Arts & Social Sciences or Medicine.

576.2 These changes would be embodied in the final text of the Draft Resolution approving the changes made by Senate at its previous meeting.

2. Draft Resolution: Degree of Bachelor of Music (BMus)

577. The Senate approved, and agreed to forward to the University Court, a draft Resolution re-establishing the Degree of BMus and assigning it to the Area of Study 'Education' (copy filed with the principal copy of the minute).

3. Supplementary Regulations for the Postgraduate Certificate in Education (PGCE)

578. The Senate approved a recommendation from the Undergraduate Programme Committee in Education that Regulation 2 of the Supplementary Regulations for the Postgraduate Certificate in Education (PGCE) be amended by the addition of 'Modern Studies' to the list of named disciplines in which the Certificate may be awarded upon completion of the programme leading to qualification as a teacher in Secondary Education.

4. Supplementary Regulations for the Degree of Master of Chemistry (MChem)

579. The Senate approved recommendations from the Undergraduate Programme Committee (Science) that Supplementary Regulation 3(ii) for the Degree of M Chem be deleted (with consequent re-numbering) and that in Regulation 9 for 'at Levels 4 and 5, there be substituted 'in programme years 3, 4 and 5'.

5. General Regulations for Taught Postgraduate Awards

580. The Senate approved a recommendation by the Academic Standards Committee (Postgraduate) that Regulation 12 for Taught Postgraduate Awards be amended as under, to permit the award of Master's degrees with Commendation:

'Advanced Diplomas, Postgraduate Diplomas and taught Master's degrees may be awarded with Commendation or Distinction, on the recommendation of the examiners concerned.'

263

6. Entry Standard for Master's Degree Programmes

581.1 The Senate noted that, in its consideration of the Draft Resolution Changes in Regulations for Various Degrees, the Degree Regulations Sub-Committee of the Business Committee of the General Council had noted that, in the booklet Calendar Entries for Taught Postgraduate Programmes of Postgraduate Study, most Departments required that students possessed a 2(ii) degree or higher in order to gain entry to postgraduate programmes. However, it was noted that some programmes required students to have a 2(i) or above; some entries stated "at a prescribed level"; and - according to new Regulation 2(a) in the General Regulations for Taught Postgraduate Awards - "appropriate standard" was to be substituted with "Second Class Honours or above".

581.2 The Academic Standards Committee (Postgraduate) was therefore asked to consider the sub-committee's suggestion that throughout the Calendar Entries for Taught Postgraduate Programmes of Postgraduate Study, "at the prescribed level" be used, as this would improve overall conformity.

581.3 The ASC agreed that no change should be made to current practice. The normal standard entry requirement was a Second Class Honours degree or above. However, supplementary regulations in the Calendar entries could vary from this standard requirement, with the approval of the Academic Standards Committee (Postgraduate).

7. New and Discontinued Courses and Programmes

582. The Senate noted that the Academic Standards Committees, on the recommendation of the relevant Faculties, had approved changes to the list of courses and programmes available, subject where indicated to resolution of queries with individual Schools and Departments. [Appendix 5 : copy filed with the principal copy of the minute].

8. Re-assessment at Level 5 (Postgraduate)

583. The Senate agreed that discussion of recommendations from the Academic Standards Committee (Postgraduate) concerning re-assessment at Level 5 should be deferred until the next meeting.

MEMBERSHIP OF ACADEMIC STANDARDS COMMITTEES

AND UNDERGRADUATE PROGRAMME COMMITTEES

584. The Senate approved the nominations by the relevant Deans of those to serve on Academic Standards Committees and Undergraduate Programme Committees, from 1 October 2002 (unless indicated otherwise) until the dates indicated, as under:-

Academic Standards Committee (Arts & Social Sciences, Education, Divinity and Law)

Professor DW Urwin (re-appointed as Convener until 30.09.05)

Professor PR Duff (re-appointed [as Convener, UPC (Law)] until 02.02.03)

Mrs D McKenzie Skene (as Convener, UPC (Law), from 03.02.03 until 30.09.05, *vice* Professor PR Duff)

Mrs L Stephen (from 1 May 2002 until 30.09.05)

Dr D Ditchburn (re-appointed until 30.09.04)

Academic Standards Committee (Science, Engineering and Medicine)

Dr WF Long (re-appointed as Convener until 30.09.05)

Professor G Seymour (as UPC (Medicine) Convener, until 30.09.05, *vice* Professor L Ritchie)

Dr B Golden (re-appointed until 30.09.04)

264

Academic Standards Committee (Postgraduate)

Professor G Burgess to serve as Convener (*vice* Professor Racey, until 30.09.05)

Professor DS Hewitt (re-appointed until 30.09.05)

Dr RD Neilson (until 30.09.05, *vice* Dr T O'Donoghue)

Dr H Lardy (with immediate effect until 30.09.05, *vice* Mrs M Ross)

Dr D Lurie (until 30.09.05, *vice* Professor NR Webster)

Professor DJ Shaw (re-appointed until 30.09.05)

Undergraduate Programme Committee (Arts & Social Sciences)

Professor DW Urwin (re-appointed as Convener until 30.09.05)

Dr N Dower (as Director of Studies (Advising), until 30.09.05)

Dr D Anderson (until 30.09.05, *vice* Professor JA Blaikie)

Dr P Allmendinger (re-appointed until 30.09.04)

Undergraduate Programme Committee (Divinity)

Dr L Bourdua (until 30.09.05, *vice* Dr M Harper)

Undergraduate Programme Committee (Law)

Professor PR Duff (re-appointed as Convener until 02.02.03)

Mrs D McKenzie Skene (appointed as Convener from 03.02.03 until 30.09.05, *vice* Professor PR Duff)

Undergraduate Programme Committee (Science)

Dr WF Long (re-appointed as Convener until 30.09.05)

Mr D Watson (re-appointed until 30.09.04)

Undergraduate Programme Committee (Engineering)

Dr AF Stronach (as Director of Studies (Advising), until 30.09.05)

Dr D MacPhee (until 30.09.05, *vice* Dr T Stuchbury)

Undergraduate Programme Committee (Medicine)

Professor G Seymour (as Convener, until 30.09.05, *vice* Professor L Ritchie)

Professor S Della Sala (re-appointed until 30.09.04)

UNIVERSITY POSTGRADUATE OFFICERS

585. The Senate approved recommendations from the relevant Deans that the following be appointed, or re-appointed, as University Postgraduate Officers:-

Professor DS Hewitt (re-appointed until 30.09.05)

Professor NR Webster (re-appointed until 30.09.05)

Dr D Lurie (with immediate effect until 30.09.05, *vice* Professor M Pope)

Professor DJ Shaw (re-appointed until 30.09.05)

Dr RD Neilson (from 01.10.02 until 30.09.05, *vice* Dr T O'Donoghue)

Professor CG Van der Merwe (with immediate effect until 30.09.05, *vice* Mrs M Ross)

STUDENT MEMBERSHIP OF THE SENATE

586. The Senate noted that Mr David Donaldson and Ms Sarah Ritchie had been appointed as the Students' Association's Education Convener and Convener of the Area of Study *Education*, respectively, and were therefore members of the Senate for the remainder of the current academic year.

265

AUGUST 2002 DIET OF EXAMINATIONS

587.1 The Senate was reminded that it had previously agreed that the results of the August 2002 diet of examinations (courses at Levels 1 to 4 and undergraduate Level 5) should be submitted to the Registry no later than Wednesday 28 August 2002.

587.2 It was essential that results were submitted on time so that, where necessary, students could be called to Progress Committees, which were scheduled to meet in early September.

RECTORIAL INSTALLATION

588. The Senate noted that Clarissa Dickson Wright would be installed as Rector of the University for a second term of office at a ceremony to be held in King's College Chapel at 3.30 p.m. on Thursday 9 May 2002.

GRADUATIONS *IN ABSENTIA*

589.1 The Senate noted that a list of those qualified to receive degrees and diplomas who had applied to have them conferred *in absentia* had been posted on University Noticeboards [See Appendix to Minutes of June 2002].

589.2 The Senate conferred the degrees on, and awarded the diplomas and other qualifications to, the persons stated.

GRADUATION CEREMONIES JULY 2002

590. The Senate noted that the following would deliver graduation and laureation addresses at the July graduation ceremonies:-

Monday 1 July at 3.00 p.m.

Honorary Graduand : John P Grant (LLD) **Promoter** : Mr S Cannon

Opening Address : Professor Houlihan **Graduation Address** : Professor Sloane

Monday 1 July at 6.30 p.m.

Honorary Graduand : Professor Edward W Said (DLitt) **Promoter** : Dr B Fennell

Opening Address : Professor Houlihan **Graduation Address** : Professor Britton

Tuesday 2 July at 11.00 a.m.

Honorary Graduand : The Most Revd Rowan Williams (DD) **Promoter** : Professor Torrance

Opening Address : Professor Ohlmeyer **Graduation Address** : Archbishop Williams

Tuesday 2 July at 3.00 p.m.

Honorary Graduand : Professor Sir David Lane (DSc) **Promoter** : Professor Gilbert

Opening Address : Professor Houlihan **Graduation Address** : Professor Lane

Tuesday 2 July at 6.30 p.m.

Honorary Graduand : Fiona Kennedy (LLD) **Promoter** : Dr RB Williams

Opening Address : Principal **Graduation Address** : Dr Maitland Mackie

Wednesday 3 July at 11.00 a.m.

Honorary Graduand : Professor James Reason (DSc) **Promoter** : Professor Flin

Opening Address : Principal **Graduation Address** : Professor Reason

266

Wednesday 3 July at 3.00 p.m.

Honorary Graduand : Professor William Bonfield (DSc) **Promoter** : Professor Hukins

Honorary Graduand : Rabbi Julia Neuberger (LLD) **Promoter** : Dr S Kunin

Opening Address : Principal **Graduation Address** : Rabbi Neuberger

Thursday 4 July at 11.00 a.m.

Honorary Graduand : Professor Robert Alexander (DSc) **Promoter** : Professor Houlihan

Opening Address : Principal **Graduation Address** : Chancellor

Thursday 4 July at 3.00 p.m.

Honorary Graduand : Professor Dr Reinhard Zimmermann (LLD) **Promoter** : Professor Carey Miller

Opening Address : Professor Houlihan **Graduation Address** : Professor Sewel

Thursday 4 July at 6.30 p.m.

Honorary Graduand : Richard Armstrong (DMus) **Promoter** : Dr RB Williams

Opening Address : Professor Houlihan **Graduation Address** : Principal

Friday 5 July at 11.00 a.m.

Honorary Graduand : Professor John Howie (DSc) **Promoter** : Professor Ritchie

Honorary Graduand : Professor Sir Graeme Catto (LLD) **Promoter** : Principal

Opening Address : Professor Houlihan **Graduation Address** : Professor Catto

DATES OF SENATE MEETINGS

591. The Senate approved a recommendation that it meets at 2.00 p.m. on the following dates in the academic year 2002-2003:-

Wednesday 9 October 2002

Wednesday 20 November 2002

Wednesday 29 January 2003

Wednesday 5 March 2003

Wednesday 7 May 2003

Wednesday 18 June 2003

Wednesday 16 July 2003 (if required)

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APPENDIX 5**New and Discontinued Courses and Programmes****A. New and Withdrawn Undergraduate Courses****Agriculture and Forestry**

Introduction of a new course in Introduction to Forestry (replacing LM3502)

Withdrawal of FY4506, FY4511, FY4517, FY4518, FY4521

Chemistry

Introduction of new courses in Advanced Chemistry A and Advanced Chemistry B

Engineering

Introduction of new and amended courses in Engineering Analysis and Methods 3, Engineering Workshop 1 (replaces ES2073), Engineering Workshop 2 (replaces ES2573), Engineering Design 3 (replaces ES2571), Engineering Design 4 (replaces ES2572), Engineering Design (replaces ES1574), Engineering Communication A (replaces ES1573), Engineering Communication B (replaces ES1973), Engineering Computing 1 (replaces ES1071), Engineering Management (replaces EG5590), Individual Project Abroad (MEng) replaces EG4512, Group Design Project (BEng) (replaces EG4574), Engineering Project and Manufacturing Management, Digital VLSI, Engineering Communication, Design and Practice (replaces EG1075), Engineering Design and Practice 2 (replaces EG2579)

Withdrawal of EG40GE

English & Film Studies

Withdrawal of EL30NU, EL30NV, EL33NW, EL35CR, EL35CS, EL38CT

Geography & Environment

Withdrawal of GG4514, GG3505

German

German Dissertation (replacing GM3505); German Language Study 5 (replacing GM3020)

Hispanic Studies

Introductory Spanish 1 (Replacing SP1014); Introductory Spanish 2 (Replacing SP1514); Spanish Language 2 (Replacing SP1515); Level 2 Spanish Language 1 (Replacing SP2001); Level 2 Spanish Language 2 (Replacing SP2501); Level 2 Advanced Introductory Spanish (Replacing SP2009); Dissertation in Hispanic Studies (European Languages with Education); Level 3 Spanish Language (Replacing SP3001); Level 4 Spanish Language (Replacing SP4001)

KEY learning Opportunities

Withdrawal of AX10EC, KL15P3

Land Economy

Social Inclusion and Sustainable Communities; Sustainable Development; Law of Sustainable Development; Contemporary Appraisal; Design and Development; International Property Market Analysis (Replacing

LE4018/4519); The Changing Countryside (Replacing LE2517); Corporate Real Estate; Economic Development and Regeneration (Replacing LE3514); Professional Conduct and Ethics; Property Portfolio Investment (Replacing LE3519); Principles of Property Investment and Valuation (Replacing LE1007); Property Market Investment (Replacing LE4020); Spatial Analysis and Planning; Property Dissertation

Management Studies

Organisational Change (replacing MS3517)

Plant and Soil Science

Introduction of amended course in Global Environmental Issues (replaces EV1504)

Sociology & Anthropology

The Four A's: Anthropology, Archaeology, Art and Architecture; Indigenous Media: Culture Making and Anthropological Knowledge; Aboriginal Rights in a Global Context

Zoology

Introduction of Amended course in Pure and Applied Immunology (replaces IM3801)

B) New Undergraduate Programmes

Master of Arts in Anthropology-Language & Linguistics

Master of Arts in Celtic-Language & Linguistics

Master of Arts in Cultural History-Language & Linguistics

Master of Arts in Divinity-Language & Linguistics

Master of Arts in English-Language & Linguistics

Master of Arts in French-Language & Linguistics (Mode A)

Master of Arts in French-Language & Linguistics (Mode B)

Master of Arts in German-Language & Linguistics (Mode A)

Master of Arts in German-Language & Linguistics (Mode B)

Master of Arts in Hispanic Studies-Language & Linguistics (Mode A)

Master of Arts in Hispanic Studies-Language & Linguistics (Mode B)

Master of Arts in History-Language & Linguistics

Master of Arts in History of Art-Language & Linguistics

Master of Arts in Language & Linguistics-Philosophy

Master of Arts in Language & Linguistics-Religious Studies

Master of Arts in Language & Linguistics-Sociology

MChem (Environmental Chemistry)

MChem (Medicinal Chemistry)

MChem (Chemistry with Modern Languages)

MChem (Chemistry in the Life Sciences)

C) Withdrawal of Undergraduate Programmes

Master of Arts/Bachelor of Science in Human Geography

Master of Arts/Bachelor of Science in Physical Geography

Master of Arts/Bachelor of Science in Environmental Geography

Designated Master of Arts/Bachelor of Science in Human Geography

Designated Master of Arts/Bachelor of Science in Physical Geography

Designated Master of Arts/Bachelor of Science in Environmental Geography

(last intake to these degree programmes will be in September 2002)

BTechnol Aquaculture

D. Postgraduate Courses and Programmes

[+ Denotes that Departmental/School responses are awaited to points raised by the Academic Standards Committee (Postgraduate)]

Agriculture & Forestry

New courses

+Advanced Techniques and Practices of Animal Production Systems (2001/02 start)

Extension, Credit and Marketing (2001/02 start)

Withdrawal of course

AG 5507

Biomedical Physics & Bio-Engineering

Re-validation of programmes

Biomedical Engineering (MSc/PgDip), Information Technology (Medical Physics) (MSc/PgDip), Medical Imaging (MSc/PgDip), Medical Physics (MSc/PgDip)

Biomedical Sciences

Re-validation of programme

Sports Nutrition

Environmental & Occupational Medicine

Withdrawal of courses

EN 5001, 5002, 5003, 5004, 5005, 5006, 5007, 5201, 5202, 5301, 5302, 5303, 5304, 5305, 5306, 5307, 5401, 5402, 5403, 5404, 5405, 5406, 5407, 5501, 5502, 5503, 5504, 5701, 5702, 5703, 5803, 5804, 5901

English & Film Studies

New programmes

+English in Britain and Beyond (MLitt), +English Literary Studies (MLitt)

New courses

+Research Methods in Language and Linguistics 1, +Dialects of English I: Historical, +Oral/Aural Skills in English as a Second Language, +Research Methods in Language and Linguistics 11: Linguistic Methods, +Special Topics 1: Linguistic Feature Elicitation and Analysis, +Dialects of English II: Contemporary, +Special Topics II: English in the British Isles, +Writing Skills in English as a Second Language, +Research Tutorial, +Special Topics III: English Beyond Britain, +Dissertation in English in Britain of Scholarly Writing (MLitt), +Research Methods, +Preparation and Presentation of Scholarly Writing, +Literary Issues, +Aspects of Theory, +Renaissance Cultures, +From Writer to Reader: Deciphering handwriting, Understanding Publication, +Romanticism and Genre, +Prose with a Purpose – Varieties of Writing in England 1820-1840, +Victorian Voices – Poetry of Culture in a Victoria Age, +The Modernist Revolution in Literature, +Dissertation in English Literary Studies (MLitt), Literature of War

Withdrawal of course

EL 5004

History & History of Art

New programmes

+History of Art (Early Modern and Modern) (MLitt/PgDip), +History of Art (Medieval) (MLitt/PgDip), +History (Early Modern Studies) (MLitt/PgDip), +History (Modern Studies) (MLitt/PgDip), +History (Medieval Studies) (MLitt/PgDip)

New courses

+Research Skills for Art Historians, +Introduction to Art Historical Issues, +Dissertation in History of Art (MLitt), +Research Resources for History, +Life & Lives in the Middle Ages, +Preparation & presentation of Scholarly Writing, +Introduction to Historical Issues, +Dissertation in History (MLitt)

Management Studies

Change in programme title

MSc (Econ) Entrepreneurial Management and Change in place of MSc (Econ) (Management Innovation, and Change)

Withdrawal of programme

MSc (Entr) in Entrepreneurship

Medicine & Therapeutics

Re-validation of programmes

Clinical Pharmacology (MSc/PgDip), Human Nutrition & Metabolism and Human Nutrition (MSc and PgDip/PgCert)

Philosophy & Cultural History

Withdrawal of programmes

Philosophy (MLitt), Philosophy and Technology (MLitt), Scottish Philosophy (MLitt)

Plant & Soil Science

Re-validation of programmes

Environmental Microbiology (MSc/PgDip); Environmental Science (MSc/PgDip); Soil Science (MSc/PgDip)

New courses

Ecological and Environmental Modelling, Ecosystem Processes, Global Soil Geography

Withdrawal of courses

PL 5301, SS5304, SS5502, TB5803

Politics & International Relations

Withdrawal of courses

PI 5003 , PI 5503, PI5902

Public Health (Health Economics Research Unit)

New programme

+Health Economics (PgCert) [previously operated as non credit-bearing correspondence programme]

New courses

+Introduction to Economics and Health Economics, +Economic Evaluation – Principles and Frameworks, +Economic Evaluation – Applications and Policy, +Health Care Systems