

SENATUS ACADEMICUS

Minutes of the meeting held on 22 November 2006

- Present: Principal, Professors Logan, Houlihan, Ms C Macaslan, Professors Gane, Haites, Rodger, MacGregor, Sleeman, Buckland, Macinnes, Jordan, Chandler, Hughes, Secombes, Dr P McGeorge, Professors Imrie, Salmon, Cotter, Walkden, Robinson, Mordue, Dr P Edwards, Mr MJ Radford, Professor WF Long, Dr P Schlicke, Mrs L Stephen, Professor G Burgess, Mrs W Pirie, Mr A Arthur, Dr D Molyneaux, Dr WD McCausland, Mr WTC Brotherstone, Dr WG Naphy, Dr J Schaper, Mrs G Kirkpatrick, Dr J Ravet, Mrs A Valyo, Dr S Lawrie, Mr SC Styles, Mr N Curtis, Dr AD King, Dr J Sternberg, Dr A Jenkinson, Dr D Scott, Dr M Boroujerdi, Dr J Liversidge, Dr T MacFarlane, Dr ER Van Teijningen, Dr HM Wallace, Dr G Walsh, Dr P Benson, Dr R Bull, Professor JA Anderson, Dr WTA Harrison, Dr MR Masson, Dr J Skakle, Dr SP Townsend, Dr RPK Wells, Mr R Miller, Mr J Hardy, Mr D Bernard, Mr O Lash-Williams, Mr J O'Neil, Mr C Ross, Mr S Ochola, Miss J Murray and Miss S Trofino.
- Apologies: Professors Bruce, Sharp, Fraser, Flin, Saunders, Ms M Pearson, Professor P Duff, Dr J Forbes, Mrs ML Ross, Professors Wallace, Lurie, Levi, Miss C Adelhart and Miss L MacDonald.

MINUTES OF THE MEETING HELD ON 22 NOVEMBER 2006

1. The minutes of the meeting of 14 June 2006 and of the *In Absentia* and In Person Summer 2006 Graduation Ceremonies were approved.

STATEMENT BY PRINCIPAL– A CURRICULAR REVIEW?

- 2.1 The Principal welcomed members, especially those attending the Senate for the first time. He reminded members that this was the first meeting of Senate with the revised composition following the Senate Effectiveness Review.
- 2.2 The Principal opened by acknowledging the recent sad events with the death of a student and a recent graduate in a climbing incident. He informed members that he had written to their families to express the University's condolences. He further noted the recent death of Professor Sandy Mather from Geography. He had made significant contributions during his time at the University and would be missed. The Principal had written to his family on behalf of the Senate.
- 2.3 The Principal drew attention to the recent opening of the Hub.
- 2.4 The Principal outlined the background to a proposed review of the University's curriculum. In opening this discussion, he acknowledged that the University community was currently heavily focused on the forthcoming RAE exercise. This debate was therefore setting the scene for a review which would take place after the RAE.
- 2.5 He acknowledged that there had already been many significant developments in the University such as the increasingly high calibre of academic staff following recent Sixth Century appointments and the ongoing work on the University's estate. Given these developments, and the forthcoming RAE deadline, it seemed timely to focus on teaching and learning.

- 2.6 The Principal drew members' attention to a recent review of the curriculum undertaken by the University of Melbourne – 'The Melbourne Model'. This resulted in a major restructuring of Melbourne's academic provision. Harvard University had also undertaken a similar review, and both universities had gained much attention as a consequence. The fundamental question to be addressed as part of a curriculum review would be the intellectual content of our programmes. For example, should our students be exposed to a broad range of contemporary topics, with the curriculum covering issues such as contemporary politics and public policy, literacy and numeracy, cultural relations and ethical awareness, and competency in reasoning, so that Aberdeen graduates could be distinguished by having a broad as well as an academically stimulating and challenging education?
- 2.7 He encouraged staff to embrace this proposed review and to think radically. He reminded the Senate that this initial debate was simply a 'trailer' and that he would be taking this forward with the Heads of College in the meantime, with a view to initiating more active debate in Schools and Colleges towards the end of the academic year.
- 2.8 There followed some discussion on the proposed curricular review, the main points of which are summarised below:-
- (i) Student support was a key issue especially in terms of retention. The way in which we provide pastoral care may also require review. Was there a place for greater use of electronic advising which would leave time for a more pastoral role for Advisers?
 - (ii) Student involvement in the review would be essential
 - (iii) One way to achieve distinctiveness of the Aberdeen degree would be through using the extra year to develop good citizenship in our graduates.
 - (iv) Consideration should be given to ensuring academic staff were appropriately rewarded for non-research activities. It was noted in regard to this point that significant moves had already been made to ensure promotion criteria recognised all aspects of staff's responsibilities.
 - (v) The placement of the learner in the centre of the process would be critical. The review would need to address not just what and why we teach but also how. Flexibility of provision and the international dimension of our degrees would also need to be considered.
 - (vi) An Honours degree was currently seen as the normal end point for most undergraduates. Some students exited with a lower award, having reached their full potential. We should give consideration to the need to place greater value on these lower awards.
 - (vii) Financial pressure was a key factor in student retention. Consideration should be given to addressing the issue of tuition fees and student hardship.
- 2.9 In drawing the debate to a close, the Principal outlined the likely time-line for the review. Some further thoughts would be brought back to the Senate later in the academic year, with a view to being taken forward in 2007/08. It was noted, however, that any changes made could take several years to implement.

THE YEAR AHEAD: ORAL REPORT FROM THE SENIOR VICE-PRINCIPAL

- 3.1 The Senior Vice-Principal presented a summary of the key issues that Senate would be addressing throughout the year and in coming years. In doing so, he reminded members that a key role of the Senate was to help shape the strategic direction of the University. The Senate Business Committee had, *inter alia*, responsibility for shaping the Senate agenda and had agreed the key issues for debate at forthcoming meetings, as summarised below:

February	-	Discussion in regard to the University's RAE profile and the shape of its submission, plus a forward look beyond the RAE.
May	-	The University's Strategic Planning process and further debate and clarity in regard to the forthcoming curricula review.
June	-	Annual reports from Heads of College.

- 3.2 The University had completed a major restructuring of its academic base and a very successful phase of the Sixth Century Campaign, which had included a major change in the academic profile, both at professional and more junior levels. A major challenge would be to continue to seek to drive up the quality of recruitment to attract the brightest and best staff and students.
- 3.3 On the teaching agenda, there would be significant debate on the curriculum, together with consideration of issues of widening access and employability.
- 3.4 Student recruitment had had its positive points, with enhanced postgraduate research numbers showing a year on year increase, the 06/07 forecast out-turn being 9% higher than in 05/06. International recruitment had also recovered from the previous year's dip with a forecast out-turn 20% higher than 05/06. There did, however, remain challenges in home undergraduate and postgraduate taught admissions. Market competition was also increasing. This, together with the demographic downturn in Scotland (and in England post 2011), the impact of variable fees in England, the declining home postgraduate taught market and increasing competition for international students would pose significant challenges in recruitment in coming years.
- 3.5 The Scottish Funding Council (SFC)'s review of teaching and funding was due to take effect in 2010. As part of this, the University would begin a Transparency Review of Costing for Teaching TRAC(T) which would inform the SFC Review.
- 3.6 In terms of infrastructure, there was a vibrant capital investment programme of c. £250M. The Hub and the Central Heating station were almost complete. Looking to the future, key projects include the new Library, the Regional Sports Faculty and the Matthew Hay Project. Other areas of work included the ACES project with the Macaulay Institute together with the developments in the Cruickshank Building, Zoology, the Fraser Noble Building, Luthuli House and Oceanlab, which had been funded by the Science Research Infrastructure Fund (SRIF) and the Learning and Teaching Infrastructure Fund (LTIF).
- 3.7 The Vice-Principal (Research & Commercialisation) gave a summary of the current RAE exercise. A brief summary paper having been circulated to members in advance of the meeting (copy filed with the principal copy of the minutes). The RAE deadline was one year away and, to date, significant progress had been made. In particular the College-led peer reviews had been a challenging but most collegiate process. He acknowledged thanks to all those who had participated in this process for their hard work and time. He highlighted recent activities, as summarised below:-
- (i) Subject-informed peer review of all draft RAE submissions, primarily concentrating on draft RA5s (the narrative part of submissions, covering research environment, esteem factors and individual circumstances).
 - (ii) Re-runs of Briefing Workshops on Equality and Diversity in the RAE Submission Process and the University Code of Practice (November and December).

- (iii) Development of the Policy for the Selection of Staff for Submission to RAE2009 (to be read alongside the Code of Practice on Equality and Diversity in the RAE Submission Process.
- (iv) Development of a Personal Circumstances Form.
- (v) Developments of the Publications Database, including improved reporting options, the addition of a field to store a Digital Object Identifier to link journal articles to electronic versions held on publisher websites.
- (vi) The establishment of a Publications Database User Group.
- (vii) Testing the pilot RAE Data Collection System.

3.8 The Senior Vice-Principal highlighted other key issues in regard to the research agenda, including the UK Research Councils consultation which was aiming to reduce the significant level of peer review expenditure; the future Rowett merger and the benefits that this and other areas of pooling and collaboration would bring; and, the role of commercialisation.

3.9 In summing up, Professor Logan highlighted the challenges there would be for the future:-

- (i) Student Retention v Recruitment
- (ii) The Global market and the need to maintain a market share of students and research.
- (iii) Identifying alternative funding sources and protecting current sources.
- (iv) The impact of variable fees in England and the possibility that the cap would be lifted in 2010.
- (v) The Efficient Government Agenda.
- (vi) The Institutional Mission.

ADMISSIONS REPORT

4.1 The Vice-Principal (Learning & Teaching), in introducing the Admissions Report (copy filed with the principal copy of the minutes), highlighted some key points, as summarised below:

- (i) Home and EU undergraduate admissions targets had been met in some areas but challenging targets had been set for the Degrees of MA and BSc and there had been some shortfalls in these areas.
- (ii) There had been an increase in undergraduate applications but a lower than expected number had eventually registered. Work was currently ongoing to investigate the reasons.
- (iii) Overseas first degree admissions had seen an increase as was also the case with EU applications (including SOCRATES). International students now made up a significant proportion of the University's intake. This raised key issues in terms of support and induction.

4.2 The Vice-Principal (Research & Commercialisation) then gave an overview of postgraduate admissions, highlighting the following main points:

- (i) In regard to postgraduate taught admissions, home applications continued to be problematic and, consequently, Heads of Graduate Schools were working to fill the shortfall in funded places through January admissions. They would also be working to develop new programmes with enhanced attractiveness.
- (ii) Postgraduate research admissions were buoyant, with an increase of more than 100 postgraduate research students. More than 250 students had commenced this year, including many from overseas. This increase in Postgraduate research students was most encouraging, with the University now having a significant postgraduate research population of almost 1000. It was felt this increase reflected and supported the enhanced intellectual calibre of the University community.

REPORT FROM THE UNIVERSITY COURT
(27 June, 12 September & 31 October 2006)

1. Draft Resolution No of 2006
[James Clerk Maxwell Chair of Mathematical Physics]

- 5.1 The Senate, for its part, approved the draft Resolution [James Clerk Maxwell Chair of Mathematical Physics] (copy filed with the principal copy of the minutes) and agreed to forward it to the General Council and to make it generally available in terms of Section 6 of the Universities (Scotland) Act 1966

2. Draft Resolution No of 2006
[Regius Chair of Humanity]

- 5.2 The Senate, for its part, approved the draft Resolution [Regius Chair of Humanity] (copy filed with the principal copy of the minutes) and agreed to forward it to the General Council and to make it generally available in terms of Section 6 of the Universities (Scotland) Act 1966.

3. Progress of Resolution No 246 of 2006
[Degree of Doctor of Engineering]

- 5.3 The Senate noted that the Court had approved Resolution No 246 [Degree of Doctor of Engineering] that had previously been approved by the General Council and the Senate.

4. Progress of Ordinance No 137 of 2006
[Use of Surplus Endowment Revenue]

- 5.4 The Senate noted that the Court had approved Ordinance No 137 [Use of Surplus Endowment Revenue] that had previously been approved by the General Council and the Senate prior to submission for approval by Her Majesty in Council.

5. RAE Selection Policy

- 5.5 The Senate noted that the Court had approved a Policy for the Selection of Staff for Submission to RAE 2008.
- 5.6 The Policy had been developed by the RAE Steering Group to supplement the University's Code of Practice on Equality and Diversity in the RAE submissions process. The Policy had been considered by the Committee on Research, Income Generation and Commercialisation.

REPORT FROM THE UNIVERSITY COMMITTEE ON TEACHING AND LEARNING
(27 OCTOBER 2006)

1. Term Dates

- 6.1 The Senate noted that the University Committee on Teaching and Learning had approved the Dates of Term for 2007-2008, and provisionally those for the sessions to 2016-2017 (copy filed with the principal copy of the minutes).

2. Exam Deadlines

- 6.2 The Senate noted that the University Committee on Teaching and Learning had approved the latest dates for the return of examination results for session 2006/07 (copy filed with the principal copy of the minutes).

3. Changes to Supplementary Regulation 8 for the Professional Graduate Diploma in Education (PGDE)

- 6.3 The Senate noted that the University Committee on Teaching and Learning had noted changes to the PGDE regulations that had been approved by the Convener of the UCTL during the summer. The changes, shown in bold italics below, were made to clarify, and make more explicit, the procedures leading up to programme termination and to bring the regulation in line with Supplementary Regulation 7.

“Candidates on the PGDE (Secondary) programme whose performance is judged to be unsatisfactory in ***either (but not both)*** of School Experience 1 and School Experience 2, as detailed in the Schedule of Courses appended to these regulations, may be allowed to progress and make good any unsatisfactory performance in ***the immediately*** subsequent period of School Experience. If performance is judged to be satisfactory in that subsequent period, credit will be awarded for School Experience 1 or School Experience 2 as appropriate. Candidates who fail to complete satisfactorily School Experience 3 may, exceptionally, be given an opportunity to repeat School Experience 3 with the permission of the Director of Undergraduate Programmes (Education). ***Candidates whose performance is judged to be unsatisfactory in two periods of School Experience are not normally allowed to progress; and termination of their candidature will be recommended.***”

4. Graduation Dates

- 6.4 The Senate noted that the University Committee on Teaching and Learning had noted the dates and allocation for the November ceremonies as summarised below, which had been approved by the Convener of the UCTL during the summer:

Friday 24 November at 11 a.m. – Higher Degrees in Arts & Social Sciences

Friday 24 November at 3 p.m. – Higher and First Degrees in Science

Saturday 25 November at 11 a.m. - First Degrees in Arts & Social Sciences and First and Higher Degrees in Education, Engineering, Divinity, Law and Medicine

5. Response to the Second Consultation on UK Honours Degree Classification

- 6.5 The Senate noted that the University Committee on Teaching and Learning, for their part, had approved the University’s response to the Second Consultation on UK Honours Degree Classification (copy filed with the principal copy of the minutes). The Committee did not, however, support the current proposal from the Burgess Group, that the summative classification system within the UK be further simplified to Pass/Fail, together with a combined Diploma Supplement and Transcript. The Committee stressed its view, that whichever system was adopted by the sector, institutional autonomy to determine how classifications were arrived at, should be maintained. It was noted that the current system enabled a diverse approach to assessment in order to derive degree class, but the use of the External Examiner system ensured a level of inter-institution consistency. The Committee did not wish to see a change to this position.

6. Monitoring Students' Progress and Class Certificate Refusal

- 6.6 The Senate noted that the University Committee on Teaching and Learning had approved the criteria for consideration of students' appeals against (i) being deemed withdrawn through student monitoring and (ii) class certificate refusal. The UCTL had been asked to determine the procedures to be followed and the criteria to be used in such cases, by the Senate in May 2006. The Committee noted that concern had been expressed by a Head of School that the guidance given on the revised combined system of monitoring and class certificates made the process seem overly complex, and that there was still some confusion over the timings of the various events within the process. It was agreed that the Registry would work with the School concerned to clarify the situation.

7. Advisory Board on Learning & Teaching

- 6.7 The Senate noted that the University Committee on Teaching and Learning had received a paper on the proposed remit and membership of the Advisory Board for Learning & Teaching. The Committee had noted that the Advisory Board was being proposed to facilitate the strategic planning process, in particular to enable alignment of institutional plans with those of the three Colleges. It was intended that the Board would identify items for strategic discussion which would be brought to UCTL. Whilst the Committee welcomed the proposal to bring together many of the subgroups formerly overseen by the UCTL, concerns were expressed that the UCTL's role should not appear to be diminished. It was agreed that it should be made clear in the remit of the Board that its role is purely advisory, and to bring forward ideas for further debate, and that the UCTL remained the decision-making body. The proposed membership was discussed. A revised remit and membership was circulated to the Committee, which approved the establishment of the Advisory Board as a formal Sub-Committee of the UCTL.

8. Guidance Note on Student Complaints

- 6.8 The Senate noted that the University Committee on Teaching and Learning had approved amendments to the Guidance Note on Student Complaints made further to issues arising during a recent complaint hearing. These changes had been proposed to ensure that it is clear that the University would not tolerate the use of defamatory or derogatory comments during the complaints process. Changes to other Guidance Notes would now be brought forward to ensure consistency.

9. Enhancement-Led Institutional Review Follow-Up Report

- 6.9 The Senate noted that the University Committee on Teaching and Learning had noted the Enhancement-Led Institutional Review Follow-up Report which was submitted to the Quality Assurance Agency (QAA) in September 2006. The report included commentaries submitted by the three College Directors of Teaching and Learning on actions taken over the past year. The Committee noted that the submission of the follow-up report was required on the first anniversary of the publication of the ELIR report. The Committee further noted that the Follow-up Report formed the basis of discussions at the QAA's Annual Visit on 11 October 2006 when an Assistant Director from the QAA Scottish Office visited the University.

10. Annual Institutional Statement on Internal Review Activity: 2005/06

- 6.10 The Senate noted that the University Committee on Teaching and Learning had noted the annual Institutional Statement on Internal Review Activity: 2006/05 which had been submitted to the Scottish Funding Council in October 2006.

REFORM OF THE HE RAE AND FUNDING: RESPONSE TO DFES CONSULTATION

- 7.1 The Senate noted that the University's response to the recent Department for Education and Skills (DfES) Consultation on the Reform of the HE RAE and funding (copy filed with the principal copy of the minutes).
- 7.2 Concern was raised by one member that the response may have been less forthright than would have been wished. In response, Professor Logan noted that there were distinctions between Arts & Social Sciences and Science. In Science, metrics were already part of a very robust peer review process. It is not therefore one size fitted all. Peer review would remain key but other mechanisms in determining judgements would also be important.

REPORT FROM THE ACADEMIC STANDARDS COMMITTEES – COURSE AND PROGRAMME CHANGES

New and Discontinued Courses and Programmes

8. 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)

Accountancy

Withdrawal of AC3546.

Celtic

Withdrawal of CE1023, CE1523, CE1025, CE1525, CE2022, CE2522.

Centre for Lifelong Learning

Withdrawal of KL3006, KL3506.

Divinity

Introduction of new level 1 course: 'Religion at Ground Zero: Theological Responses to Terror, War and Natural Disasters'.

Introduction of new level 3 course: 'Justice and Reconciliation'.

Withdrawal of DR3072, DR3572, DR4545.

Education

Introduction of new level 1 courses: 'An Introduction to Gaelic Medium Education', 'An Introduction to Gaelic Education for Learners'.

Introduction of new level 2 courses: 'From Learning to Teaching', 'Learning and Teaching in and Through the Curriculum'.

Introduction of new level 3 courses: 'Teaching Physics with Science in Secondary Schools A', 'Teaching Technological Education in Secondary Schools A', 'Teaching Physics with Science in Secondary Schools B', 'Professional Issues in Further Education', 'Facilitating Learning in Further Education', 'Understanding Learners in Further Education', 'Expanding our Repertoire: Adult Literacies', 'The Enabling Net: Adult Literacies', 'Making Mental Models: Adult Literacies', 'Teaching Experience in Further Education'.

Withdrawal of CR1030, CR1501, CR1502, CR1503, CR2040, CR2041, CR2043, CR2501, CR2502, CR2503, CR4047, ED1004.

English

Introduction of new level 4 courses: 'Laughter and the Irish Comic Tradition', 'Multilingualism', 'Fictional Places and the Place of Fiction in the Renaissance'.

Withdrawal of EL35XP, EL40WA, EL43UP, EL45EM, EL45WD, EL48EO.

English Language Tuition

Withdrawal of LC2001.

Film Studies

Introduction of new level 2 course: 'Contemporary Hollywood Cinema'.

Introduction of new level 3 courses: 'Theories Of The Visual, Cinematic Cities'.

Introduction of new level 4 courses: 'Film and Television Comedy', 'Between Europe And America: The Cinema of Win Wenders'.

Withdrawal of FS30CE, FS40EB, FS43CB.

French

Introduction of new level 1 courses: 'Introduction to Literature and Culture of Modern France 1', 'Introduction to Literature and Culture of Modern France 2'.

Introduction of new level 3 courses: 'Paris: Transnational City of Culture A', 'Voltaire and the French Enlightenment A', 'Enlightenment Comedy A'.

Introduction of new level 4 courses: 'Paris: Transnational City of Culture B', 'Voltaire and the French Enlightenment B', 'Enlightenment Comedy B'.

Withdrawal of FR3038, FR4038.

Gaelic

Introduction of new level 1 courses: 'Gaelic For Native Speakers 1B', 'Gaelic For Native Speakers 1A'.

Introduction of new level 2 courses: 'Gaelic Language for Native Speakers 2A', 'Gaelic Language 2B', 'Gaelic Language for Native Speakers 2B', 'Gaelic Language 2A'.

German

Withdrawal of GM3037, GM3046, GM3517, GM4008, GM4037, GM4046, GM4517.

Hispanic Studies

Introduction of new level 3 courses: 'Colonial Chronicles IA Spain in the Sixties: Banality And Biopolitics A', 'Spain In The Sixties II La Escuela De Barcelona in Film and Literature A', 'Colonial Chronicles IIA'.

Introduction of new level 4 courses: 'Colonial Chronicles IB Spain in the Sixties: Banality And Biopolitics B', 'Spain in the Sixties II La Escuela De Barcelona in Film and Literature B', 'Colonial Chronicles IIB'.

History

Introduction of new level 3 courses: 'Scotland, Ireland and British History in the 20th Century', 'Men, Women and Eunuchs: Gender and Identity In Late Antiquity', 'A Military Revolution? War, State & Society In Europe', C1500-1798', 'America as a Multicultural Society: The 19th Century', 'Conflict and its Legacies: France 1900 – 2007'.

Withdrawal of HI1510, HI1514.

History of Art

Introduction of new level 3 course: 'Art In France: Symbolism to Surrealism'.

International Relations

Introduction of new level 3 course: 'Japan and the World'.

Introduction of new level 4 course: 'Modernity and Islam'.

Withdrawal of IR3502, IR3504, IR4001, IR4004, IR4005, IR4503.

Law

Introduction of new level 4 courses: 'Honours Intellectual Property 1', 'Administrative Law (Honours)', 'European Legal History (Honours)', 'The Use of Force in International Law (Honours)', 'Patents (Honours)', 'Trade Marks (Honours)'.

Withdrawal of LS4556.

Land Economy

Withdrawal of LE4526.

Language and Literature

Introduction of new level 2 courses: 'Literature, History And Thought: 1848 To 9/11', 'Modes Of Reading'.

Management

Introduction of new level 4 course: 'Business Dissertation'.

Philosophy

Introduction of new level 1 courses: 'Moral Philosophy', 'Knowledge and Mind'.

Introduction of new level 2 courses: 'Philosophy of Language', 'The History of Western Philosophy li: Modern', 'Metaphysics'.

Introduction of new level 3 courses: 'Ethics and Personal Relations', 'The Human Condition', 'Hume's Theoretical Philosophy', 'Independent Study'.

Introduction of new level 4 course: 'Pragmatics and Semantics in Epistemology'.

Withdrawal of PH1013, PH1512, PH2009/2509, PH2010/2510, PH3026, PH3035, PH3044, PH3521, PH3528, PH3542, PH4508.

Politics

Withdrawal of PI4048.

Property

Introduction of new level 2 course: 'Principles Of Property Valuation'.

Russian

Withdrawal of RL1004, RL1504.

Spanish

Introduction of new level 3 course: 'Advanced Translation Into Spanish A'.

Introduction of new level 4 course: 'Advanced Translation Into Spanish B'.

Withdrawal of SP1020, SP2013, SP3068, SP3072, SP3078, SP3090, SP3094, SP3569, SP3586, SP4072, SP4078, SP4090, SP4569, SP4586.

Sociology

Withdrawal of SO4041.

(B) UNDERGRADUATE CERTIFICATE AND DEGREE PROGRAMMES

Arts

Introduction of new designated and honours programme: 'Master of Arts Archaeology'.

Introduction of new honours programme: 'Master of Arts Celtic Civilisation-French'.

(C) POSTGRADUATE COURSES

Business School

Introduction of new level 5 courses 'International Real Estate Market Report'; 'International Health Case Study'.

School of Divinity, History and Philosophy

Withdrawal of Courses: HA 5006, HI 5039/5539

School of Education

Introduction of new level 5 courses 'Media Education'; 'The Key Aspects'; 'The Media in Education'.

School of Engineering and Physical Sciences

Introduction of new level 5 courses 'Processes'; 'Materials and Bioremediation for the Energy Industry'; 'Overview of Energy Industry'; 'Renewable Technology (Electrical)'; 'Renewable Technology (Liquids)'; 'Power Distribution and Sustainability'; 'Environmental Monitoring and Decommissioning'; 'Project Management and Group Project'; 'Vision (Routes to Compliance)'; 'Energy Futures Dissertation'.

School of Geosciences

Introduction of new level 5 course: 'Environmental Planning and Remediation'.

Withdrawal of Courses: GL 5304; GL 5701 and LE 5901

School of Language and Literature

Introduction of new level 5 courses; 'The Victorian Novel and its Legacy'; 'The Art of Realism'; 'Shakespeare and Renaissance Culture'; 'Hardy and Conrad'; 'Critical Perspectives in Art History'.

Withdrawal of Courses: EL 5514; FS 5501 and FS 5506.

School of Law

Introduction of new level 5 courses; 'Oil and Gas Law: State Control'; 'Oil and Gas Law'; 'Contracting'; 'Oil and Gas Law: Regulation'.

Withdrawal of Course: LS 5028.

School of Medicine/Medical Sciences

Introduction of new level 5 courses: 'Induction Course for Drug Development and Clinical Pharmacology'; 'Dissertation in Drug Development'; 'Dissertation in Drug Development and Clinical Pharmacology'; 'Project in Drug Development and Clinical Pharmacology'; 'Perspectives on Global Health'.

School of Social Science

Introduction of new level 5 courses: 'Theories and Concepts in International Relations'; 'Politics and International Relations in Latin America'; 'Key Topics in Global Political Economy'; 'International Human Rights'.

(D) POSTGRADUATE PROGRAMMES

Business School

Introduction of new programmes: 'MSc(Econ)/PgDip/PgCert in Accounting and Finance'; 'MSc(Econ)/PgDip/PgCert in Corporate Finance'; 'MBA (Human Resource Management)'; 'MBA (Marketing)'; 'MBA (Strategy)'.

School of Education

Introduction of new programmes: 'MMus/PgDip/PgCert in Musical Composition'; 'PgCert in Media Education'.

School of Law

Introduction of new programmes: 'LLM/PgDip in Oil and Gas Law'.

EXTENSION OF SAC ACCREDITATION

9. The Senate noted that the Senior Vice-Principal had approved, on behalf of the Senate, the extension of the current accreditation agreement between the University and the Scottish Agricultural College for two years to 31 December 2008.

HONORARY DEGREE NOMINATION

10. The Senate noted that the award of an Honorary Degree of Doctor of Laws to a recent candidate had been approved by the Senate on the recommendation of the Honorary Degrees Committee.

AWARD OF ENDOWED PRIZES AND MEDALS 2005-06

11. The Senate noted that the List of the Award of University Prizes and Medals for the session 2005-06 was available at www.abdn.ac.uk/registry/prizes.hti

GRADUATIONS *IN ABSENTIA*

- 12.1 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 Registry (see appendix to Minutes of June 2007).
- 12.2 The Senate agreed to confer the degrees on, and award the diplomas and other qualifications to, the persons stated.

MEMBERSHIP OF COMMITTEES

- 13.1 The Senate noted that the Senate Business Committee had approved the appointment of Dr B Golden as a member of the Senate Undergraduate Academic Appeals Committee with immediate effect, *vice* Dr J Knight, on the recommendation of the Head of the College of Life Sciences & Medicine.
- 13.2 The Senate also noted that the Senate Business Committee had approved the appointment of Professor A Black, Dr P Edwards and Professor F Gilbert as Senate members on the RAE Appeals Panel.