

## UNIVERSITY OF ABERDEEN

## SENATUS ACADEMICUS

**Minutes of the meeting held on 27 February 2002**

Present: Principal, Professors The Lord Sewel, Logan and Houlihan, Dr JG Roberts, Professors Sloane, Rodger and Torrance, Mrs C Macaslan, Professors Hubbuck, Urwin, Britton, Jolliffe, Forte, Racey, Sharp, Macinnes, Jordan, Chandler, Graham, Flin, Leboutte, Davidson, Howe, Ingram, Archbold, Mather, Beaumont, Mitchell, Hunter, Ohlmeyer, Dunkley, Duff, Player, Imrie and Salmon, Dr AD Clarke, Dr B Fennell, Ms M Ramsay, Dr AR Akisanya, Dr LH Chappell, Ms L Clark, Dr H Galley, Dr D Hay, Dr D Heddle, Dr G Hesketh, Mrs B Hookey, Dr H Hotson, Dr A Hull, Dr PR Kinnear, Dr S Lawrie, Dr WF Long, Dr DJ Lurie, Dr WD McCausland, Ms DW McKenzie Skene, Dr MR Masson, Mrs ML Ross, Dr PVW Schlicke, Dr J Sheehan, Mr SC Styles, Dr A Venneri, Dr HM Wallace, Mr D Cockburn, Ms E Livingstone and Mr S McIntosh

Apologies for absence were received from Professors Lyall, Mordue, Thomson, Sleeman, Seaton, Bruce, Baker, Ritchie, Buckland, Gane, Rees, Webster, Little, Hukins, Killham, Fraser, Bryden, Watson, Harrison, Adams, Secombes and Reid, Mr WTC Brotherstone, Dr J King, Dr J MacDowall, Dr D Macphee, Mr LE Moffat, Dr AJ Mordue and Dr C Thomson

**APPROVAL OF MINUTES**

516. The minutes of the meeting of 14 November 2001 and of the Winter Graduation Ceremonies were approved.

**STATEMENT BY PRINCIPAL****1. Appointments and Honours**

517.1 The Principal announced that the Chancellor had recently been appointed as Chairman of the Board of Trustees of the National Museums of Scotland and was Master-Elect of Peterhouse, Cambridge. Senate agreed that the Principal should convey its warmest congratulations to Lord Wilson on these appointments, which he would undertake in addition to his role as Chancellor of the University.

517.2 Senate also noted that Professor Sir Graeme Catto, former Vice-Principal and Dean of the Faculty of Medicine & Medical Sciences, had been awarded a Knighthood in the New Year's Honours List and had been announced as President-Elect of the General Medical Council. Senate agreed to record its warmest congratulations to Sir Graeme on these honours.

**2. Applications to the University**

518. The Principal reported that there was a 9.2% increase in applications for undergraduate study as at 15 February 2002, with over 12,000 applications having been received. While there had also been an increase in applications for postgraduate study compared with last year, there

remained a significant amount of work to be undertaken at both undergraduate and postgraduate levels to convert applications to acceptances and registrations.

### **3. Research Assessment Exercise**

519. Since the Senate had not met since publication of the outcome of the 2001 Research Assessment Exercise, the Principal took the opportunity to extend his congratulations to the University community on the very positive research performance and on the considerable progress made by the University. However, while the funding implications of the RAE had yet to be announced, it was clear that the efforts made by staff to improve the University's research profile must continue.

239

### **4. Alliances**

520. The Principal commented on his recent e-mail to the University community in regard to discussions with The Robert Gordon University, following a recent press report. The University Court had a responsibility to continually explore the merits of strengthening alliances with neighbouring institutions, and in this role it had asked senior management to engage in discussions with RGU. These were focusing on the benefits of extending the current collaborations between the two universities, and the examination of a range of options at institutional level. The intention was to identify one preferred option that would be explored in further detail and on which Senate would be consulted at the appropriate time.

### **5. Institutional Review**

521. The Senate noted that Professor Sewel, as part of his remit to consider the future shape and structure of the University, was engaged in discussions with Faculties and would be working with Deans to bring forward proposals to Faculty Planning Committees.

## **QUALITY ENHANCEMENT STRATEGY**

522.1 Dr Roberts introduced the paper that had been circulated to the Senate in response to the SHEFC requirement, as a condition of the main teaching grant for 2002/03, that all institutions that it funded should submit a Quality Enhancement Strategy by June 2002 (copy filed with the principal copy of the minute).

522.2 Dr Roberts referred to the Funding Council's new approach to quality assurance, as summarised in minute 531 below. The abolition of QAA Subject Review was to be welcomed, since it essentially duplicated the internal processes which institutions had put in place to assure themselves of the quality of provision and the standards of awards. And the two most recent QAA review reports of subjects in the University, summarised in minute Y below, had expressed confidence in the academic standards of the programmes reviewed and in the University's quality assurance procedures.

522.3 The new approach in Scotland would have a strong emphasis on quality enhancement, with a series of activities on specified themes being arranged throughout the year on a sector-wide basis to promote dialogue and the sharing of good practice. The details of this had still to be finalised.

522.4 In exchange for reducing the size of the top-slice for special initiatives and distributing a greater proportion of its funds via the main grants for teaching and research, SHEFC had introduced a new condition of grant. Each SHEFC-funded

institution was required to submit a strategy and action plan for each of the four elements covered by the condition of grant. These would be assessed by SHEFC against the criteria set out in Annex A of the paper submitted to the Senate. One of the elements related to the continuous improvement of learning and teaching, i.e. the institutional Quality Enhancement Strategy.

522.5 The paper from the University Committee on Teaching and Learning set out the University's existing mechanisms for enhancing the quality of teaching and learning; the SHEFC statement of the five central characteristics of a high quality sector; and the ways in which the SHEFC vision was already reflected in the University's current Strategic Plan.

522.6 SHEFC had recently provided more detailed guidance as to how institutions might go about providing the evidence needed to demonstrate that they were fulfilling the new condition of grant relating to quality enhancement.

240

522.7 The main recommendation for Senate was that the task of drafting the University's response to the new condition of grant relating to quality enhancement and proposing the objectives and targets against which performance could be assessed, should be undertaken by a special sub-group, which would report to the University Committee on Teaching and Learning. The proposed membership of this Quality Enhancement Strategy Team reflected the variety of elements that contributed to the overall quality of the University's provision, including learning resources, support services and staff development. The group also included the Conveners of the Faculty Teaching Committees as well as student representation, as a mechanism to secure the input and approval of staff and students to ensure that the resulting strategy was "owned" by the academic community.

522.8 In conclusion, Dr Roberts indicated that the content of the University's Quality Enhancement Strategy would be submitted to SHEFC as part of the University's Strategic Plan, rather than being submitted as a separate document as recommended by the UCTL. That Plan would be brought in due course to Senate and Court for approval.

522.9 There followed a wide-ranging discussion, the principal points of record being as follows:-

- i. that consideration be given to expanding the membership of the Quality Enhancement Strategy Team to include staff who currently had a primary role in teaching and learning, as part of securing ownership of the Strategy by the academic community;
- ii. an anxiety that universities were accepting the position of new conditions of grant and the additional burden that would result from having to demonstrate fulfilment of the criteria for assessing institutions' strategies and key actions;
- iii. a request that the objectives in the University's Strategic Plan should lead to the culture of critical reflection on learning and teaching being sustained and developed further: the current Strategic Plan, which indicated that this culture should be developed, gave the false impression that no such culture already existed;
- iv. that the Strategy should lead to clear guidelines and criteria for the promotion and reward of staff in taking forward the current Strategic Plan objective of ensuring that "excellence in teaching is promoted, recognised and rewarded";

- v. that the Quality Enhancement Strategy Team, in developing the Strategy, must take cognisance of the resource implications of its proposals.

522.10 In regard to the anxieties that the University was accepting the imposition of conditions of grant, Senate noted that senior management had met recently with representatives from the Scottish Executive and had expressed the University's serious concerns about the introduction of the new conditions of grant. Notwithstanding these representations, institutions had no alternative other than to comply with the conditions of grant for 2002/03.

522.11 In closing the discussion, the Principal asked Dr Roberts to take under advisement the comments concerning membership of the Quality Enhancement Strategy Team and to ensure that the resource implications of the resultant Quality Enhancement Strategy were considered.

522.12 The Senate agreed that a Quality Enhancement Strategy Team be established as a formal Sub-Group of the University Committee on Teaching and Learning.

241

## **REPORT FROM THE UNIVERSITY COURT**

**(5 February 2002)**

The Senate noted the following actions taken by the University Court:-

### **1. Research Assessment Exercise**

523. The Court received a paper on the outcome of the 2001 Research Assessment Exercise and was pleased to note that compared to the previous RAE there had been an overall improvement in the University's performance, reflected over all four Faculties which had made submissions. The University's target to achieve ten 5-rated units of assessment had been achieved. The Court noted that the financial implications of the outcome were not yet known.

### **2. Going Rates**

524. the Court noted that the JPFEC had approved a recommendation by the Student Recruitment and Admissions Committee on going rates for admission in 2003-2004.

### **3. Draft Resoluton No of 2002**

#### **[Changes in Regulations for Various Degrees]**

525. The Court, having received the draft Resolution from the Senate, decided to forward it to the General Council and to make it generally available in terms of Section 6 of the Universities (Scotland) Act 1966.

## **REPORT FROM THE JOINT PLANNING, FINANCE**

### **AND ESTATES COMMITTEE**

**(22 January 2002)**

526. The Senate noted that the Joint Planning, Finance and Estates Committee had approved, for its part, the Going Rates for entry in 2003/04.

## **REPORT FROM THE UNIVERSITY COMMITTEE**

### **ON TEACHING AND LEARNING**

**(7 December 2001 and 1 February 2002)**

The Senate approved, for its part, the recommendations of the University Committee on Teaching and Learning, as under:-

#### **1. Revised Remit and Composition of the University**

##### **Committee on Teaching and Learning**

527. The Senate, for its part, approved a revised remit and composition of the UCTL (copy filed with the principal copy of the minute), subject to the addition of the Vice-President (Representation) of the Students' Association being in attendance, and subject to further consideration being given to the appointment of additional members of academic staff who had a primary role in teaching and learning (minute 522.11 above refers).

#### **2. Career Education, Information and Guidance**

528.1 The Senate received a report from the UCTL in regard to career education, information and guidance.

528.2 In approving recommendations in regard to an *Institutional policy on the provision of career education, information and guidance* and a *Plan for provision of career education, information and guidance* (copies filed with the principal copy of the minute), the Senate noted that references to Departments were synonymous with Schools, where appropriate.

242

528.3 The Senate also noted the report's recommendation that the University Court be invited to include amongst its nominated representatives on the UCTL a local or regional employer whose expertise could inform the committee's work.

#### **3. General Regulations for First Degrees Governing Students' Progress**

529.1 The Senate approved recommendations from the University Committee on Teaching and Learning, after consultation with the Undergraduate Programme Committees, that the General Regulations governing students' progress for First Degrees [excluding MBChB students] be revised as under:-

**Regulation 1** – To the existing list of definitions add the following:

Programme Year - The stage of a degree programme, as defined in the Schedule of Courses annexed to Degree Regulations, on which a student is eligible to embark when registering at the start of any academic year or at the start of the second half-session, as appropriate, subject to their having completed or been exempted from the progression requirements of General Regulation 16, together with any Supplementary Regulations

regarding progression to which they may be subject.

**Regulation 2.2** - That for '16.1 Sections (2) to (5) and (7) to (9) inclusive' in the last sentence there be substituted '16 and 17'. This is to reflect the renumbering of the General Regulations which has been necessary as a consequence of the amendments.

**Regulation 7** – That for the words 'assessment' in the first sentence, and 'degree assessment' in the third sentence there be substituted 'end of course assessment'. This is to reflect the increasing proportion of prescribed degree assessment which now takes place during courses.

**Regulation 8** – That to the existing Regulation there be added 'Candidates must attend for interview with their adviser when required to do so.' Change the existing final sentence to 'Any alteration of the approved curriculum must be authorised by the Adviser of Studies'.

**Regulation 9.2** - That for 'Regulation 20' in the last sentence there be substituted 'Regulation 21(b)(i)'. This is to reflect the renumbering of the General Regulations which has been necessary as a consequence of the amendments.

**Regulation 9.3** - That for 'Regulation 20' in the last sentence there be substituted 'Regulation 21(b)(i)'. This is to reflect the renumbering of the General Regulations which has been necessary as a consequence of the amendments.

**New Regulation** – Following the existing Regulation 15, delete the existing Regulation 16.1 and insert a new Regulation, governing student progression, as follows:

16.1 Studies for each degree are arranged to extend over a number of Programme Years, each of which for a full-time student normally occupies two half-sessions. Except with the permission of the relevant Undergraduate Programme Committee candidates may not progress

- a. if they have been required to attend the Summer School for Access, from that to a subsequent Programme Year unless they have completed the Summer School at a standard deemed to be satisfactory by the relevant Undergraduate Programme Committee; or
  - b. from Programme Year 1 to Programme Year 2 unless they have accumulated, by award or exemption, at least 16 credits at level 1 [including those required to enter Programme Year 2 for the degree programme for which they are currently registered]; or
  - c. from Programme Year 2 to Programme Year 3 unless they have accumulated, by award or exemption, at least 40 credits at levels 1 and 2 [including those required to enter Programme Year 3 for the degree programme for which they are currently registered]; or
- 243
- d. to an Honours Programme unless they have completed all courses required to graduate, other than those which constitute the prescription of that Honours programme; and
  - e. in all cases, unless they have satisfied such further requirements governing progression between programme years as may be prescribed in the Supplementary Regulations governing award of the degree programme for which they are registered.

Exceptionally, the relevant Undergraduate Programme Committee may allow candidates

to progress with less than the number of credits stated, if it is satisfied (a) that they would have obtained the necessary credits to progress save for medical or other good cause; (b) that they are capable of satisfying the progression requirement of the next Programme Year within two further half-sessions of full-time study or the equivalent.

16.2 Candidates who do not satisfy the progression requirement in 16.1 (a) may apply for re-admission to the Summer School for Access in a subsequent academic year. Such re-admission is not guaranteed, however.

16.3 Subject to Regulation 17.1 and the Supplementary Regulations governing the award of the degree programme for which they are registered, candidates who do not satisfy the progression requirements in 16.1 (b) or (c) may remain registered, on a full-time or a part-time basis, in Programme Year 1 or 2, as appropriate.

16.4 Notwithstanding 16.1 (c) the Head of a Department may refuse admission to an Honours programme to a candidate who has not achieved the required standard of admission specified and made publicly available to students at the commencement of Programme Year 2 in the policy of that department.

16.5 The Head of a Department may exclude from an Honours Programme a full-time student who fails to achieve 24 credits that count towards Honours classification in any Honours year, or a minimum of 12 credits that count towards Honours classification if permitted to register part-time, or who otherwise fails to comply with departmental requirements.

**New Regulation** - Following the new Regulation 16, insert a new regulation governing termination of study as detailed below:-

17.1 The Senatus Academicus, on the recommendation of the relevant Undergraduate Programme Committee, may require students to discontinue attendance on courses:

- (1) if, being candidates required to attend the Summer School for Access, they have not completed the Summer School to a standard deemed to be satisfactory by the relevant Undergraduate Programme Committee; or
- (2) if they have not, within four half-sessions of full-time study or the equivalent from their first registration for the degree, obtained 24 credits; or
- (3) if they have not, within eight half-sessions of full-time study or the equivalent from their first registration for the degree, obtained 48 credits including at least 12 credits at level 2 or above; or
- (4) if they have not, within twelve half-sessions of full-time study or the equivalent from their first registration for the degree, completed the requirements necessary for graduation with a non-Honours degree.

For the purpose of this Regulation two half-sessions of part-time study shall be counted as the equivalent of one half-session of full-time study.

**Regulation 16.2** – Renumber as Regulation 17.2 and maintain as at present, but substituting ‘Programme Year’ for ‘session of study’

**Regulation 16.3** - Renumber as Regulation 17.3.

**Regulation 17** - Renumber as Regulation 19 and change 'who have been required to discontinue attendance on courses' to 'whose studies have been terminated'.

**Regulation 18** - For 'during the academic year' substitute 'at any time'.

Renumber all other Regulations accordingly

**Regulation 21.5** - Renumber as Regulation 22.5 and change 'the credits required' to 'the total of credits required'.

529.2 The Senate noted that the Undergraduate Programme Committees would be asked to decide whether they wished to recommend consequential changes to the relevant Supplementary Regulations. An appropriate draft Resolution incorporating proposed changes to the General and Supplementary Regulations would then be submitted to the Senate in May 2002.

529.3 The Senate also noted that, in establishing Schools in some Faculties, the University Court had agreed that Schools should be deemed to be Departments for organisational, managerial and regulatory purposes.

529.4 Although one member of the Senate had written to Dr Roberts seeking clarification of several issues, the communication had not yet been received. Dr Roberts agreed to reply in writing upon receipt.

#### **4. Job Descriptions**

530. In approving draft job descriptions for the roles of UPC Convener, Director of Studies (Advising) and Adviser of Studies (copies filed with the principal copy of the minute), the Senate agreed that, exceptionally, there may be occasions when it might not be appropriate for an Adviser to write a reference for a student.

#### **5. Future Quality Processes for Scottish HE**

531.1 The Senate noted that SHEFC, in a letter of 5 December 2001, had detailed the Council's decisions on future quality assurance arrangements. The letter highlighted the key principles of the new system which were:-

- an Institutional Audit Process, relating to institutional quality assurance;
- the removal of 'drilling down' to subject level;
- a strong prominence to enhancement;
- a strong emphasis on effective student feedback.

531.2 It further outlined that SHEFC had recognised the sector's concern that Scottish institutions should not be disadvantaged by any new system and that a key feature of the new proposals was that, as far as possible, the reported outcomes in Scotland should be the same as elsewhere in the UK to ensure comparability. However, SHEFC was also keen in developing the new system to ensure that it also took full account of the distinctive nature of the Scottish sector.

531.3 The letter further highlighted that a Public Information Set would be produced to inform stakeholders of the nature and quality of provision, but that in the Scottish system

this would not include publication of External Examiner reports.

531.4 Quality Enhancement would be carried out annually on a sector-wide basis with specific themes (e.g. science, assessment). A series of activities would be arranged throughout the year to allow consideration of the issues related to the particular theme being considered to allow dialogue to be established between institutions and facilitate the sharing of good practice.

245

531.5 It was further noted that the current system of Subject Review would be withdrawn with effect from session 2002/03. The new process would not commence until 2003/04. However, SHEFC expected institutions to use session 2002/03 to ensure that institutional internal quality assurance processes were appropriate, the QAA Codes of Practice and Subject Benchmarks, and the framework for higher qualifications in Scotland were incorporated into the 'academic infrastructure', and that improved institutional information for students and applicants was developed.

531.6 HEFCE/QAA/SCOP/UUK had published a consultation document setting out proposals on what information on the quality and standards of learning and teaching should be available in each HEI and which elements should be published. While these proposals only applied to HEFCE funded institutions, it was noted that, in the interests of ensuring a high degree of parity between the arrangements throughout the UK, Scottish institutions were being encouraged to provide HEFCE with feedback on the proposals, and to copy any response to SHEFC. A response to the document had therefore been prepared and forwarded to HEFCE and SHEFC.

## **6. Revalidation of Degree Programmes**

532. The Senate noted that, in August 2000, all Departments had been asked to submit, by 31 October 2001, new programme proposal forms, programme specifications and curriculum maps for all degrees for revalidation in the current Planning Cycle. However, a number of departments had sought extensions from this deadline with the agreement of the relevant Dean and Convener of the relevant UPC or the ASC(Postgraduate). The UCTL had approved the recommendation that Deans be asked to ensure that those Departments/Schools which had not submitted documentation for revalidation by 31 October and had not sought an extension, should be asked to submit their documentation by 28 February 2002.

## **7. Submission of examination results**

533. The Senate noted that the UCTL had endorsed the following recommendations from the Working Group on Advising and Students' Progress Review:-

- (i) That Deans be asked to obtain confirmation from Heads of School/Department, by the end of the Spring Term each year, that they had agreed dates with their External Examiners for the confirmation of resit results in time to meet the Senate-approved deadlines for submitting such results to the Registry.
- (ii) That Deans be asked to discuss with those Heads of School/Department who failed to meet the deadline for submission of results following the August 2001 deadlines, their reasons for failing to meet this deadline.

## **8. Outcome of Subject Reviews 2000/01**

534.1 The Senate noted that the draft Subject Review Reports for the 2000/01 reviews of Theology and Religious Studies and Earth Sciences, Environmental Sciences and Environmental Studies had been received.

246

534.2 The Report for the review of Theology and Religious Studies commended the quality of teaching and learning and the quality of student progression. The quality of learning resources for all undergraduate and taught postgraduate programmes, except the Certificate in Christian Studies, the Diploma in Christian Studies and the Bachelor of Theology (distance learning), was commended. In regard to those programmes not commended, it was recommended that a more structured process of staff development for distance learning staff be provided and that there was a need to develop an IT strategy for distance learning to ensure that the learning experience of 'local' and non-local cohorts was equalised. The reviewers expressed confidence in the academic standards of all programmes and highlighted, in particular, appropriate, demanding and explicit programme aims; suitable learning outcomes; curricula informed by scholarship of international standing and appropriate assessment which included a number of innovative methods. The reviewers also expressed confidence in the comprehensive quality assurance procedures of the University.

534.3 The Report for the review of Earth Sciences, Environmental Sciences and Environmental Studies commended the quality of teaching and learning and highlighted in particular innovative teaching practice, staff research clearly informing teaching and emphasis on transferable skills as being strengths. The quality of student progression was also commended with strengths including effective level 1 tutorials, a supportive adviser of studies system, good support for MSc students and low withdrawal rates being highlighted. The quality of learning resources was also commended. The reviewers expressed confidence in the academic standards highlighting, in particular, the clear and appropriate learning outcomes and an effective and appropriate assessment system. The reviewers further stated that the institution's approaches and processes for reviewing and maintaining standards were rigorous and thorough and that they had confidence in the University's procedures for maintenance and enhancement of quality and standards.

## **9. Review of SCEF Forms**

535. The Senate noted that a review of the Student Course Evaluation Form (SCEF) exercise had been carried out by the Academic Standards Committee (Arts & Social Sciences, Divinity and Law). Since current indications were that the new arrangements for quality assurance and enhancement would include an increased emphasis on student feedback, the UCTL had approved the recommendation that implementation of the recommendations of the ASC's report be deferred until further guidance was received on the requirements for increased student feedback.

## **10. Information for Students**

536.1 The Senate noted that, following discussion at the meeting of the Senate on 14 November 2001, the Conveners of the two undergraduate Academic Standards Committees had been asked to submit proposals to the UCTL specifying the information which departments must make available in hard-copy to students (Senate minute 499 refers).

536.2 In the light of this, the UCTL had approved the proposal from the ASC Conveners that Departments should be required to provide the following standard information in hard-copy for all students. Departments may elect to provide this information in a single

booklet (e.g. of Departmental/School "Regulations") for all students or may choose to produce a non-Honours and Honours version:-

- CAS Scale and descriptions.
- *Grade Spectrum* and an explanation as to how the degree is classified, including definition of the different elements of assessment and, where applicable, an explanation of how the different elements are weighted.
- Policies concerning entry to Honours.
- Policies concerning progression within Honours.
- Deadlines for submission of in-course assessment, including penalties for late submission.
- Guidance on academic appeals
- Definition of, and guidance on how to avoid, plagiarism (and potential penalties if plagiarism were upheld).

247

- Attendance requirements, including policies on class certificate refusal and medical certificates.
- General safety policies.
- Mechanisms for student feedback - SCEF exercise, Staff-Student Liaison Committee
- Key staff contact details (including course and programme co-ordinators, Disability Co-ordinator etc.).
- Departmental arrangements for registration and induction.

536.3 The Senate agreed that information on deadlines for submission of in-course assessment, including penalties for late submission, for individual courses need not necessarily be available at the start of each academic year for all courses: the overriding principle was that such information should be provided to students at the beginning of each course so that they could plan and manage their learning and assessment commitments for the relevant half-session. However, if it was impractical to provide information on in-course deadlines and penalties for all courses in a single booklet, the latter should indicate how and when students would receive that information for particular courses (e.g. in course handbooks issued at the start of a course).

536.4 The UCTL had further approved the recommendation that, in framing the list of Departmental policies and practices, Departments should take account of the Code of Practice on Undergraduate Teaching (Appendix 5.2, Academic Quality Handbook) and may wish to consider including this document in their Departmental Handbook.

536.5 Following a request from the Senate for clarification of the policy concerning whether Departments could charge students for hard-copies of such information, the UCTL had agreed to endorse the current policy that Departments may charge students the cost price of producing information that it made available in hard-copy, including that

detailed above, provided that it was also freely available (e.g. by placing copies in Departmental or University libraries or placing material on the web) so that students who could not afford, or did not wish, to purchase the documents could nevertheless gain access to them.

## **11. Quality Enhancement Strategy**

537.1 The Senate noted that, as a condition of the main teaching grant for 2002/2003, SHEFC required that all institutions that it funded to submit a Quality Enhancement Strategy (QES) by June 2002. It was for institutions to decide whether the QES should be incorporated within its institutional Strategic Plan or whether it should be submitted as a separate strategy document. The UCTL, for its part, had approved the proposal that, to ensure that the QES was focused, implemented and monitored, the QES should be submitted as a separate document rather than its various elements being dissipated within the Strategic Plan.

537.2 The UCTL had further approved, for its part, a document setting out the basis for the development of the University's Quality Enhancement Strategy and the remit and composition of the proposed Quality Enhancement Strategy Team (QUEST) (Senate minute ? refers).

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

### **1. Regulations for Various Degrees**

538. The Senate approved recommendations by the Undergraduate Programme Committee in Law and the Undergraduate Programme Committee in Medicine that amendments be made to Supplementary Degree Regulations as under. The Senate also agreed to request the University Court to include these changes in the Draft Resolution 'Changes in Regulations for Various Degrees', the text of which was currently before the Business Committee of the General Council.

248

#### **(a) Supplementary Regulations for the Degree of Bachelor of Laws (LLB)**

##### **Regulation 5**

To the text of the existing Regulation add 'or Business Law (LS2509)'.

##### **Regulation 27(iii)**

To the text of the existing Regulation add 'or gained 60 ECTS credits from the University of Marburg'.

#### **(b) Supplementary Regulations for the Degree of Bachelor of Science in Health Science (BSc Health Sci)**

##### **New Regulation**

Following the existing Regulation 5 insert a new Regulation as follows, and re-number subsequent Regulations accordingly:

'All candidates who are admitted to the Honours Programme in Academic Year 2002/03

or later must be registered for one of the following degree programmes:

Health Sciences

Health Sciences (Health Services Research)

Health Sciences (Health Promotion)

Health Sciences (Health and Society)

Health Sciences (Health and Nutrition) \*

Health Sciences (Health and Management) \*

Health Sciences (Health and Sport) \*

The requirements of the individual degree programmes are set out in the Schedule of Courses.

\*Note: Students admitted to the degree prior to Academic Year 2002/03 may not have the prerequisites required for entry to these Honours Programmes and should contact the Programme Co-ordinator for guidance.'

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

539. 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 as under, subject where indicated to approval by the relevant Faculty Planning Committee (FPC):

### **a. Individual Degree And Diploma Courses (Undergraduate)**

#### **Agriculture & Forestry**

Introduction of new and amended courses in Introduction to Forestry (replaces LM3502), Research and Project Skills (was AG3801), Plant Breeding & Biotechnology (was AG3529), Biological Control and Sustainable Crop Protection (was OA3502), Rural Policy (was LM3004), Work Experience (was AG3026) (subject to FPC approval)

#### **Biomedical Sciences**

Introduction of a new course in Brain Function and Malfunction (replaces AN3007)

249

#### **Chemistry**

Introduction of new courses in Advanced Chemistry A and Advanced Chemistry B (subject to FPC approval)

#### **Computing Science**

Introduction of new and amended courses in Artificial Intelligence (replaces CS3011), Software Engineering: Principles and Practice (replaces CS3007), Advanced Distributed

Information Systems (replaces CS4014 from 2003/04), Distributed Information Systems (replaces CS3510), Business Computing (replaces CS3512)

### **Public Health**

Introduction of new course in Sociology of Health and Illness (replaces HE3009)

## **(b) Undergraduate Certificate And Degree Programmes**

### **Degree of BSc**

Introduction of Honours Degree of BSc Plant Biology

Introduction of Designated Degree of BSc Plant Biology

Introduction of Honours Degree of BSc Immunology

Introduction of Designated Degree of BSc Immunology

Withdrawal of Honours Degree of BSc Renewable Resources (subject to FPC approval)

Withdrawal of Honours Degree of BSc Applied Biology for the Land-Based Industries (subject to FPC approval)

Withdrawal of Honours Degree of BSc Agriculture – Crop Science option only (subject to FPC approval)

## **REPORT FROM THE INFORMATION MANAGEMENT COMMITTEE**

540. The Senate approved, for its part, revised, draft, Library Services Regulations which had been endorsed by the Information Management Committee on 19 December 2001 (copy filed with the principal copy of the minute).

## **MEMBERSHIP OF UNDERGRADUATE PROGRAMME**

### **COMMITTEE (DIVINITY)**

541. The Senate approved the appointment of Dr S Kunin as a member of the Undergraduate Programme Committee (Divinity) until 30 September 2004, to fill a current vacancy, on the recommendation of the Dean of the Faculty of Arts & Divinity.

## **ELECTION OF READERS AND LECTURERS TO THE SENATE 2002-2006**

542. The Senate approved the following timetable for the election of Readers and Lecturers to the Senate for 2002-2006:-

250

Friday 19 April 2002 Issue of Nomination Papers to all Electors

Wednesday 1 May 2002 at 5.00 p.m. Close of receipt of Nominations by the Secretary

Friday 3 May 2002 Issue of Voting Papers to all Electors

Wednesday 15 May 2002 at 5.00 p.m. Close of receipt of Voting Papers by the Secretary

### ITEMS CONSIDERED BY CIRCULATION

The Senate noted that the following items had been approved by the Senate following the cancellation of the meeting of 23 January 2002 and the circulation of relevant papers to members on 16 January 2002:-

#### 1. Going Rates for entry in 2003/04

543. The Senate approved the following recommendations from the Student Recruitment and Admissions Committee from its meeting of 6 December 2001:-

- i. That there be no change to the going rates for admission to undergraduate degree programmes in Session 2003-2004 for the following Degrees and Licence –

BD, BTh, LTh

LLB

MA

MEng, BEng and BScEng

BSc Pure Science

BSc Biomedical Sciences

BSc Marine Resource Management

- ii. That the going rates for admission to the Degrees of MBChB 2003-2004 be amended to remove the requirement for Chemistry, as recommended by the Admissions Selector (copy filed with the principal copy of the minute).
- iii. That, as the current BLE degrees would become MA degrees for 2003 entry, the going rates for Land Economy programmes change to reflect those required for MA admission.
- iv. That the going rates for BSc Health Sciences should be amended, as recommended by the Admissions Selector (copy filed with the principal copy of the minute).

#### 2. Dates of Terms 2002/03: Programmes of Initial Teacher Education

544. The Senate approved recommendations by the Conveners on behalf of the Undergraduate Programme Committee (Arts & Social Sciences) and Undergraduate Programme Committee (Education), that dates of terms for the following programmes be approved, as under:-

##### Degree of MA in Two European Languages with Teacher Education (Year 4)

2 Sep 2002 to 20 Dec 2002 6 Jan 2003 to 28 Mar 2003 14 Apr 2003 to 13 Jun 2003

##### Degree of Bachelor of Education (all years)

The dates previously approved for other first degrees by Senate at its meeting on 11

October 2001.

Postgraduate Certificate in Education (Primary)

29 Aug 2002 to 20 Dec 2002 13 Jan 2003 to 28 Mar 2003 14 Apr 2003 to 13 Jun 2003

251

Postgraduate Certificate in Education (Secondary)

29 Aug 2002 to 18 Oct 2002 )

28 Oct 2002 to 20 Dec 2002 ) 13 Jan 2003 to 28 Mar 2003 14 Apr 2003 to 20 Jun 2003

### **3. Degree, Diploma and Certificate Regulations**

545.1 The Senate approved and agreed to forward to the University Court, the draft Resolution 'Changes in Regulations for Various Degrees' (copy filed with the principal copy of the minute).

545.2 This Resolution enacted the changes in Degree Regulations recommended by the Academic Standards Committees since March 2001. These included, for the Degrees of BLE and BSc Marine Resource Management, the changes necessary to implement the suggestion of the Business Committee of the General Council that, in order to avoid frequent changes to Regulations, the prescriptions for individual degree programmes be removed from the text of the relevant Regulations and included in Schedules appended to them.

545.3 The Senate also approved draft Regulations to govern award of the Postgraduate Certificate in Education, and amendments to the Regulations for the Licence in Theology (copies filed with the principal copy of the minute).

545.4 The Senate also agreed to empower the Conveners of the Undergraduate Programme Committees and the Convener of the Academic Standards Committee (Postgraduate) to consider and approve, on its behalf, any drafting amendments to the above documents which may be suggested by the Business Committee of the General Council in the course of its consideration of the draft Resolution, or which may come to light following circulation of the Senate papers.

### **4. Arrangements for the Election of the Faculty Advisory Committee of the Faculty of Social Sciences and Law**

546. The Senate approved arrangements for the election of the Faculty Advisory Committee as recommended by the Dean of the Faculty of Social Sciences & Law.

### **5. Arrangements for the 2001/02 July Graduation Ceremonies**

547.

**Monday 1 July at 3.00 p.m.**

Higher Degrees in Arts & Social Sciences: MBA, MSc Econ and MSc Entrepreneurship

Honours Degrees of MA: Accountancy (Single and Joint), Economics (Single and Joint), Entrepreneurship, European Management Studies, Finance-Management Studies, Information Systems & Management to Management Studies-Sociology, Political Economy to Political Economy-Sociology

**Monday 1 July at 6.30 p.m.**

Higher Degrees in Arts & Social Sciences: PhD and MLitt

Honours Degrees of MA: Celtic Civilisation (Single and Joint), Celtic Studies, Celtic-History, English (Single and Joint), European Studies, French (Single and Joint), Gaelic Studies, German (Single and Joint), Hispanic Studies (Single and Joint)

**Tuesday 2 July at 11.00 a.m.**

Honours Degrees of MA: Cultural History to Divinity-Philosophy, History (Single and Joint), History of Art (Single and Joint), Mental Philosophy to Philosophy-Psychology, Political Studies to Politics-Sociology, Religious Studies, Scottish Studies

Higher Degrees in Divinity

Degrees and Honours Degree of BD and BTh

252

**Tuesday 2 July at 3.00 p.m.**

Higher Degrees in Science

Honours Degrees of BSc: Biochemistry, Biotechnology, Environmental Microbiology, Genetics, Human Life Sciences, Microbiology, Molecular Biology, Neuroscience, Pharmacology, Physiology, Sports & Exercise Science

Degrees, Designated Degrees and Honours Degrees of BSc Biomed Sci

**Tuesday 2 July at 6.30 p.m.**

Honours Degrees of MA: Countryside & Environmental Management, Environmental Geography, Geography to Geography-Sociology, Human Geography, Physical Geography

Degrees and Honours Degrees of BLE

Degrees and Honours Degrees of BSc Marine Resource Management

Honours Degrees of BSc: Animal Science, Biological Sciences of Agriculture, Countryside & Environmental Management, Equine Science, Environmental Geography, Geography, Human Geography, Physical Geography

Degrees, Designated Degrees and Honours Degrees of BSc Agr

Degrees and Designated Degrees of BSc For

**Wednesday 3 July at 11.00 a.m.**

Honours Degrees of MA: Computing, Mathematics, Mathematics-Statistics, Psychology, Psychology-Sociology

Honours Degrees of BSc: Chemistry (all programmes), Computing Science (Single and Joint), Geology and Petroleum Geology, Geoscience, Mathematics (Single and Joint), Physics (Single and Joint), Psychology

Degrees of MChem

**Wednesday 3 July at 3.00 p.m.**

Degrees and Designated Degrees of MA

Higher Degrees in Engineering

Degrees of MEng, BEng and BSc Eng

**Thursday 4 July at 11.00 a.m.**

Degrees and Designated Degrees of BSc

Honours Degrees of BSc: Animal Ecology, Biology, Conservation Biology, Ecology, Environmental Science, Immunobiology, Marine Biology, Parasitology, Plant Science, Soil Science, Tropical Environmental Science, Zoology

**Thursday 4 July at 3.00 p.m.**

Honours Degrees of MA: Sociology to Sociology-Women's Studies

Higher Degrees in Law

Degrees and Honours Degrees of LLB

**Thursday 4 July at 6.30 p.m.**

Higher Degrees in Education

Honours Degrees of BEd

Degrees of BA

Higher Degrees in Medicine

Designated and Honours Degrees of BSc Health Science

253

**Friday 5 July at 11.00 a.m.**

Degrees of MBChB

Degrees of BSc Med Sci

The Senate also received the following items by circulation:-

## **1. New and Discontinued Course and Programmes**

548. 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 1 : copy filed with the principal copy of the minute]

## **2. Report from the Space Management and Teaching Timetabling Project Board**

549. The Senate noted the above report (copy filed with the principal copy of the minute).

## **QUEEN'S GOLDEN JUBILEE**

550.1 The Senate noted that Monday 3 June 2002 (the last Monday of the Summer Term) had been identified as a Public Holiday to celebrate the Queen's Golden Jubilee. While the University would be open, no written examinations would be scheduled on that day.

550.2 It was accepted that, as a matter of principle, Departments should be given as much notice as possible of days during term-time on which no examinations should be scheduled.

## **IN PERSON GRADUATION CEREMONIES: JULY 2002**

551. The Senate noted that the July 2002 Graduation Ceremonies would be held in the Mitchell Hall, Marischal College.

## **GRADUATIONS *IN ABSENTIA***

552.1 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].

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