UNIVERSITY OF ABERDEEN

SENATUS ACADEMICUS

Minutes of the meeting held on Wednesday 7 May 2003

Present: Principal, Professors Sewel, Logan and Houlihan, Dr JG Roberts, Professor A A Rodger, Ms C Macaslan, Professors Hubbuck, Urwin, Jolliffe, Buckland, Sharp, Gane, Killham, Chandler, Fraser, Bryden, Graham, Flin, Dawson, Watson, Howe, Beumont, Mitchell, Hunter and Dunkley, Dr B Fennell, Dr S Kunin, Dr P Tomassi, Ms R Buchan, Ms DW Mckenzie Skene, Dr WF Long, Dr AD Clarke, Mr I Stefanov, Professors Archbold, Hotson, Liversidge, Lurie, Salmon and Saunders, Mr WTC Brotherstone, Ms L Clark, Dr P Edwards, Dr J Geddes, Dr C Gray, Dr D Hay, Dr D Heddle, Mrs B Hookey, Dr PR Kinnear, Dr S Lawrie, Dr X Lambin, Dr WD McCausland, Dr MR Masson, Dr A Memon, Dr LJ Philip, Dr H Sinclair, Dr C Thomson, Dr HM Wallace, Dr M White, Dr N Dower, Mr D Cockburn, Mr J Dunphy, Mr M Raith, Ms C McCay with Ms J Duncan in attendance.

Apologies for absence were received from Professors Torrance, MacGregor, Forrester, Templeton, Thomson, Sleeman, Baker, Bruce, Webster, Little, Alexander, Simpson, Player, Ayres, Secombes, Blaikie, Gow, Heys, Reid, Swanson and Adams, Dr J Farmer, Dr J King, Dr J MacDowall, Dr H Mackenzie, Dr D Macphee, Dr JG Ollason, Mrs ML Ross, Dr J Skakle, Mr S Styles, Dr SP Townsend and Ms D White.

APPROVAL OF MINUTES OF THE LAST MEETING

728. The minutes of the meeting held on 5 March 2003 were approved.

STATEMENT BY PRINCIPAL

729.1 The Principal informed Senate that Professor John Speakman, School of Biological Sciences, had recently been awarded the Saltire Society Scottish Science Award. The Award, which is the Society's highest accolade, is presented annually to a distinguished scientist in mid-career. The Senate agreed to record its congratulations to Professor Speakman on this prestigious award.

729.2 The Principal also reminded Senate of the forthcoming Word Festival. Details of the events, which would take place between 16-18 May, had been published recently in the May 2003 Newsletter.

MOTION FROM THE PRESIDENT OF THE STUDENTS' ASSOCIATION

730.1 The President of the Students' Association, Mr D Cockburn, proposed the following motion, which was seconded by Mr T Brotherstone:

"That the Senate believes that admission to the University should be on the basis of ability to achieve while at University and not socio-economic background. As such the Senate commends the open policy of the University of Bristol and the remarks of Tim O'Shea in proposing that potential students from certain schools should be admitted to university with reduced grades. Senate believes that this is a policy, which admirably reflects the aims of education provided on the ability to achieve, rather than on socio-economic background and that this institution should introduce a similar clear and explicit policy."

730.2 In speaking in to his motion, Mr Cockburn referred to the following points:-

  i. that there was some evidence to suggest that students from schools that had a tradition of sending students to University were less likely to achieve first or upper second class honours degrees than students from state schools who had the same A level grades; and that, generally, students from lower socio-economic backgrounds performed well during higher education;

ii.   that the Universities of Bristol, Edinburgh and Newcastle had adopted admissions policies whereby applicants could be offered admission to University with lower than the standard entry grades if their application suggested that they had the potential to achieve a degree but that their background was not necessarily conducive to their obtaining school qualifications at the normal standard required for entry to those universities, i.e. that their policies provided for differential treatment of applicants in regard to entry requirements to University.

730.3 Mr Cockburn indicated that his proposed policy should lead to a fairer admissions process that was based on an applicant's academic potential; that all University students would benefit from being part of a student population that was diverse in terms of their background as this would enrich the experience of all students at University; and that it should enable those practising professional subjects, particularly law and medicine, to reflect more fully the diversity of our society. Mr Cockburn also believed that, if his motion were approved, this would allow the University of Aberdeen to play its part in developing equality of opportunity and greater social inclusion.

730.4 In relpy to Mr Cockburn, Professor Houlihan opened the discussion in his capacity as Convener of the Student Recruitment and Admissions Committee. He indicated that the Student Recruitment and Admissions Committee, which was responsible to the University Court and the Senate for the development and oversight of policy on student recruitment and admissions in the widest sense and all related matters, was reviewing the University's Admissions Policy, with a view to making it more explicit and transparent for applicants.

730.5 Professor Houlihan also indicated that the University of Aberdeen applied the same criteria to all applicants, with admission always being on merit – irrespective of class, sex, background or school attended – and with interviews forming part of the selection procedure in Medicine and Education.

730.6 It was the policy of the University of Aberdeen to seek to attract the best possible candidates from the widest possible pool of talent. Although Admissions Selectors were interested in an applicant's academic profile, they considered the whole application, taking into account the Personal Statement and the Referee's Report. Students who had suffered educational hardship or disruption were encouraged to provide additional information for the Admissions Selector's consideration.

730.7 Professor Houlihan also referred to the University's commitment to widening participation. The University aims to promote wider access to Higher Education as a whole through innovative student-centred learning opportunities. In a recent report issued by the National Audit Office, the University of Aberdeen was rated in the top 20 of the "Access Elite" (THES, January 18 2002). And in promoting wider access, the University was involved in a broad range of activities, including School Liaison; School Support [the S6 Enhancement Project, Mentoring, ISES (Institute for Science Education Scotland), Easter Revision School]; the University's Summer School; Schools Wider Access particularly the University of Children and Communities (UCC) initiative; Articulation Agreements with FE Colleges; and FE Open Days.

730.8 Professor Houlihan confirmed that the University of Aberdeen already had a fair and transparent admissions policy and an excellent record of recognising that some applicants, while having the potential to achieve, may not be in a position to obtain the University's normal entry requirements and that, in such cases, differential offer conditions were made. He reiterated that the University was contributing to the national drive for equal opportunities, and he accepted that the experience of all students would be enriched by being part of a University community of students drawn from a diverse population.

730.9 Since Professor Houlihan believed that Mr Cockburn's proposed motion did not reflect the University of Aberdeen's current Admissions Policy, he proposed the following motion as an amendment, which was seconded by Dr Roberts:

"Admission to the University of Aberdeen is entirely on merit and on the basis of ability to achieve. The selection process therefore takes account of all aspects of an application, including the wider context in which an applicant has studied, and not just an applicant's academic profile. In seeking to attract the best possible applicants, the University is committed to widening participation and to promoting wider access to Higher Education."

730.10 In the discussion that followed the following main points of record were noted:-

i.   that the amended motion was more a position statement rather than the original motion, which was more a policy statement;

ii. that while there was no convincing evidence to correlate performance in public examinations with that in Higher Education, there was a body of evidence which supported such a correlation when the context in which the achievement in public examinations was taken into consideration;

iii. that the University was already taking several initiatives to develop wider access to medicine.

730.11 Mr Cockburn then proposed that the following sentence be added to the end of Professor Houlihan's amendment, which was seconded by Mr M Raith:

"Further to this, Senate believes that its commitment to widening participation can be best achieved by offering lower admission grades to some students".

730.12 There then followed further discussion, in which the following main points were noted:-

i.   that Mr Cockburn's amendment to Professor Houlihan's motion was, in effect, a mechanism for seeking endorsement of the issues stated in Mr Cockburn's original motion and that the crucial issue was whether or not the University wished to amend its current procedures;

ii. that Admission Selectors already admitted students with entry qualifications lower than the University's Going Rates and that, generally, such students performed well at the University;

iii. that great care must be taken in introducing a policy that might lead to positive discrimination;

iv. the view that offering lower admission grades to some students was not the <u>best</u> way of achieving the aim of the selection process, as proposed in Mr Cockburn's amendment to Professor Houlihan's motion: rather, the best way of working towards widening access was by the various initiatives to which Professor Houlihan had referred in his opening statement (Minute 730.7 above refers).

730.13 In the closure of the debate, Mr Cockburn thanked Senate for the opportunity to debate the above issues.

730.14 Following a vote, a majority of members voted against Mr Cockburn's proposed amendment to Professor Houlihan's motion.

730.15 The Senate then voted on Professor Houlihan's motion as an amendment to Mr Cockburn's original motion, after agreeing that the word "ability" in Professor Houlihan's motion should be replaced with "potential". The following motion was therefore passed by a majority of the Senate:

"Admission to the University of Aberdeen is entirely on merit and on the basis of potential to achieve. The selection process therefore takes account of all aspects of an application, including the wider context in which an applicant has studied, and not just an applicant's academic profile. In seeking to attract the best possible applicants, the University is committed to widening participation and to promoting wider access to Higher Education."

730.16 In closing the discussion, the Principal asked Professor Houlihan to debate within the Student Recruitment and Admissions Committee, the wider issues that had been highlighted during the afternoons discussion and to report to the Senate in the Winter Term.

A FRAMEWORK FOR HE IN SCOTLAND

731.1 In introducing the paper that summarised the Scottish Executive's *Framework for Higher Education in Scotland* (copy filed with the principal copy of the Minutes*),* Professor Sewel drew attention to the Executive's proposal that some of the issues arising from the White Paper in England would have longer term implications for Scotland. Senate noted that the Executive would be undertaking an additional phase of its review of higher education and that a further, more

considered, paper was expected in due course that would address the future funding of higher education in Scotland. In particular, the sector awaited the Executive's decision on whether there would be any compensating income stream to fund those activities in England that would be funded by an introduction of "top-up" fees in England, in view of the Scottish Executive's statement that it did not plan to introduce "top-up" fees in Scotland.

731.2 Professor Sewel also drew attention to the Executive's position on research, which varied from the English White Paper in two important respects: the Scottish Executive accepted that teaching should be informed by research; and it did not wish to exclude any University from a research role (although that position was not incompatible with selective funding of research).

731.3 During the discussion that followed, the following main points were noted:

  i.   a suggestion that the University should publicly state its policy on the various issues surrounding the funding higher education in Scotland;

  ii. that the Executive did not intend to assign SHEFC a planning role.

CODE OF PRACTICE ON STUDENT DISCIPLINE

732.1 Dr Roberts introduced the revised Code of Practice on Student Discipline. The document had been developed by a Working Group of the University Committee on Teaching and Learning (UCTL) under the Convenership of Professor Gane, and had been approved by the UCTL after consultation with the Student Affairs Committee.

732.2 Senate noted that the Working Group had been established to review the Code in light of issues that had arisen during the operation of the current Code of Practice during the last few years. Dr Roberts thanked Professor Gane and his Working Group for the work that they had undertaken, and for the very helpful explanatory footnotes that had been included in the document to assist its consideration by the various committees. He then invited Professor Gane to highlight the main changes that were being proposed.

732.3 Professor Gane referred to the following points: the introduction of a "Purpose" of the Code; the clear distinction between academic and non-academic misconduct; clarification of the University's policy on criminal conduct; the revised definition of plagiarism and the distinction between the procedures for dealing with allegations of plagiarism and with other forms of cheating; changes to the proposed penalties for cheating; changes to the procedures for the consideration of minor breaches of discipline; changes to the standard of proof concerning misconduct.

732.4 During the discussion that followed, the following main points were noted:-

  i.   a view that plagiarism should be deemed to be more serious than other forms of cheating and that there should be differential penalties applied when allegations were upheld;

  ii.   support for the change in the definition of plagiarism and for the different mechanisms by which plagiarism allegations would be considered, depending on the programme year on which a student was studying;

  iii. whether guidelines should be available to Investigating Officers in regard to the exercise of their powers of discretion to vary the penalties where allegations of cheating were upheld;

  iv.   clarification of the extent to which it was appropriate for a student to include, with appropriate reference and acknowledgement, the work of others in work to be submitted for assessment.

  v.   confirmation that, where a Head of Department informed the Academic Registrar that plagiarism had been committed by a student in programme years 0-2, a record to that effect would not be placed on the computerised student record system but would be held on a separate database in the Registry for the purposes of monitoring plagiarism;

  vi.   agreement that taking unauthorised material into an examination, and not just its use in an examination, should be included in the definition of cheating;

vii.   that the wording in the reference to discrimination as a form of misconduct was based on the European Convention on Human Rights;

viii.   a view that students might be encouraged to appeal under the Code of Practice if, as proposed, those hearing appeals could not impose a more severe penalty than had been imposed at the early stage of the process if an appeal were not upheld;

ix.   certain queries on terminology and definitions within the Code;

x.   a request that the Code should provide for students in University Halls of Residence being required to move accommodation within University Halls, if deemed to be necessary in order to deal with disputes arising under the Code of Practice;

xi.   clarification of the support available to members of staff who were involved in various disciplinary or other (e.g. appeal) situations, either as a member of a committee hearing a case or as a witness in a case, if the member of staff concerned considered that they needed support when acting in these capacities.

732.5 In closing the discussion, it was agreed that Dr Roberts and Professor Gane should consider the various issues, with a view to the UCTL bringing forward a revised document to the next meeting of the Senate which highlighted the changes made in light of the above discussion.

REPORT FROM THE UNIVERSITY COURT

(25 March 2003)

1. Joint Committee on Equal Opportunities

733.1 The Senate approved, for its part, a proposal that the University should establish a Joint Committee on Equal Opportunities (copy filed with the principal copy of the Minutes).

2. Resolution No. 230 of 2003

[Changes in Regulations for Various Degrees]

733.2 The Senate noted that the University Court had approved Resolution No. 230 of 2003 "Changes in Regulations for Various Degrees", which had been agreed with minor amendments by the Business Committee of the General Council, and by the Senate.

REPORT FROM THE JOINT PLANNING, FINANCE AND ESTATES COMMITTEE (JPFEC)

(11 March 2003)

1.   Students' Association: Proposal for Fifth Sabbatical Officer

734.1 The Senate noted that the JPFEC, for its part, had approved a proposal from the Students' Association for an additional sabbatical officer to be elected from 2003-04. It was noted that this would enable the sabbatical officers' remits to be revised in order to deliver an improved service to the student population.

2.   Strategic Planning

734.2 The Senate noted that the JPFEC had received Funding Council circular letter HE/03/03 detailing Guidance for Institutional Strategic Plans 2003 and an overview of 2002 Plans (copy filed with the principal copy of the Minutes). The letter, and the Annexes to the letter, were available at www.shefc.ac.uk/content/library/circs/intro.htm

REPORT FROM THE UNIVERSITY COMMITTEE ON TEACHING AND LEARNING

(28 March 2003)

1. Membership of the UCTL

735.1 The Senate approved, for its part, a recommendation from the University Committee on Teaching and Learning (UCTL) that 'a representative from each Faculty, nominated by the Dean' be added to the composition of the UCTL instead of 'the Conveners of the Faculty Teaching and Learning Committees (or equivalent)' being in attendance.

The Senate noted the following:

2. Communication with Students

735.2 The UCTL considered a paper setting out proposals for greater electronic communication with students. At meetings with Advisers of Studies and Heads of School in December 2002, held to discuss the system for monitoring students' progress, there was strong support for the increased use of e-mail to correspond with students. It was also agreed that students should be made fully aware that they should check their University e-mail account on a regular basis. E-mail communication is an efficient and cost-effective means of communication and the student record system allows Schools/Departments to generate e-mail lists on a class/programme basis thereby making e-mail communication even easier. Furthermore, many students failed to keep the University informed of changes in their home/term-time address, making correspondence by letter difficult. However, many students chose not to use their University e-mail account: accordingly, Schools/Departments had reported difficulties with e-mails being returned from University accounts which were full.

735.3 The implementation of Student Portals had brought in a further mechanism for communication with students. In particular, from the January 2003 examination diet, students had been able to access their examination results via the Portal, with hard-copy record cards only being sent to students who were not able to access their Student Portals or who had requested a hard-copy of their results.

735.4 In view of the above, the UCTL approved the following recommendations:-

(i) That all registered students be informed, through their Joining Instructions and in Course and Programme Handbooks, that the University may correspond in term-time with undergraduate students and throughout the year with postgraduate students by e-mail to their University e-mail account (Associate Students would not be covered and would continue to receive correspondence in hard-copy);

(ii) That students be required, at Registration, to agree to check their University e-mail account at least once per week in term-time;

(iii) That students be strongly encouraged to keep the University informed of changes to their term-time and home address;

(iv) That students be encouraged to check their Student Portal regularly in term-time

(v) That students (except Postgraduate Research Students and external candidates) be normally expected to access their examination results via their Student Portal. Students wishing to receive their results in hard-copy would be able to request this from the Registry.

(vi) That the Guidance Notes on Academic Appeals be revised to state that a student's failure to check their e-mail account or their Student Portal or failure to inform the University of their correct address could not be used as a ground of appeal. Students would have 14 days from the date of the e-mail to submit an appeal. In the case of examination results released through the Student Portal, they would have 15 days from the Senate agreed deadline for submission of results to the Registry or 15 days from the date in which the result was entered in the student record, whichever the later (results are only available in the student record on the day after which they are entered). Students who received their results in hard-copy (see (v) above) would be given 14 days from the date of the letter to submit an

appeal.

735.5 In approving these proposals, it was agreed that the Registry would consult with DISS in regard to the technical aspects. Furthermore, it was noted that the Registry would, through the Joining Instructions sent to all students over the summer, ensure that students were made fully aware of these changes and the implications in regard to appeals. It would also work with the Students' Association to further raise awareness of these changes and would provide Schools/Departments with standard text describing these changes for inclusion in departmental and course handbooks.

3. Improved Consultation with the University Community

735.6 In February 2002, the Senate approved a revised remit and composition of the UCTL. The changes made at that time reflected the aim in the Strategic Plan 2001-2005 'to review the role of the University Committee on Teaching and Learning and its links with Faculty Teaching and Learning Committees and central support services, to ensure that it could exercise its responsibilities more effectively'. In order to address this aim and to develop stronger links between the UCTL and Faculty Teaching and Learning Committees (or their equivalent), it was agreed that the Conveners of these Committees should be in attendance at the UCTL.

735.7 However, while this to an extent had addressed this aim, it was clear that there would be much benefit in greater consultation with interested parties during the development of new and revised policies and procedures rather than leaving the opportunity for these parties to comment until Senate.

735.8 At the UCTL in February 2003, it was agreed that the agenda and copies of any proposals in regard to revisions to policies, practices and procedures being considered by the UCTL should be circulated by e-mail to Heads of School/Department one week in advance of the meeting to allow these parties to feed any comments they wished to make to their Dean in order that these points could be brought forward for the attention of the Committee at the meeting.

735.9 At its meeting on 28 March 2003, the UCTL gave consideration of ways to further enhance consultation with relevant parties and approved the following recommendations:-

> (i) That in developing new or revised policies or procedures, there should be greater cognisance taken of the potential impact of proposals on Schools/Departments. Where appropriate, drafts of policy/procedures should be formulated in consultation with relevant academic colleagues, e.g. UPC Conveners, Directors of Studies (Advising) and a sample of Heads of School/Department, as appropriate.

> (ii) That prior to discussion of new or revised policies/procedures at the UCTL, either (a) a meeting of Heads of School (in the Faculties of Arts & Divinity, Social Sciences & Law and Science & Engineering), Heads of Department (in the Faculty of Education) and the Heads of the Departments of Biomedical Sciences and Molecular & Cell Biology (in the Faculty of Medicine & Medical Sciences) (and Heads of Clinical Medical Departments, where felt appropriate by the Provost), together with the President and Vice-President (Representation) of the Students' Association, should be convened to discuss and, where felt necessary, revise the proposals, or (b) that proposals should be circulated to this group for comments, depending on the nature or extent of the proposals. Such meetings would be held before each UCTL and would be held in sufficient time to allow further revision of the proposals to take account of any comments made. Where possible, alternative proposals would be offered. It was hoped that by seeking consultation with the University Community in advance of the UCTL, there would be a greater feeling of ownership of policies and procedures within the University Community.

> (iii) That the composition of the UCTL should be further revised in order that the representative from each of the five Faculties who are currently in attendance become voting members of the UCTL. The Dean in each Faculty would be invited to determine who should represent their Faculty.

4. Annual Report from the Careers & Appointments Service 2002/03

735.10 The UCTL approved the Annual Report from the Careers & Appointments Service for 2002/03.

5. Enhancement-led Institutional Review

735.11 The UCTL noted that the University had been informed by the QAA that its Institutional Review would take place in 2004/2005.

6. Examinations on Saturdays and Evenings

735.12 Following the meeting of the UCTL on 7 February 2003, the Registry had been asked to consider the feasibility of not holding examinations on the first Saturday of the examination diets and, wherever possible, to decrease the number of Saturday and evening examinations.

735.13 The UCTL noted that the Registry had considered this matter and had reported that the examination period provides for examinations to take place from the first Saturday of the diet until the last Saturday excluding Sundays. Currently, no examinations were timetabled in the evening on Saturdays or on the last Saturday in the diet. If timetabling of examinations on the first Saturday in the diet was to be abolished, this would necessitate the use of Saturday evenings later in the diet and probably also the last Saturday in the diet for some examinations. It would be necessary for some examinations, which would have been held in the first week, to be moved into the second week of the examinations. There was great pressure by academic departments to hold many examinations at, or near, the start of the examination period to allow maximum time for marking of examination scripts.

735.14 Every effort was always made to minimise the number of examinations in evenings and Saturdays. The Registry was hoping to introduce new Examination Timetabling software next year which may be able to reduce further the use of Saturdays and evenings.

7. Invigilation of Examinations

735.15 Following the meeting of the UCTL on 7 February 2003, the Registry had been asked to consider providing information to Heads of School/Department about the other examinations taking place alongside their examinations so that they could explore the possibility of co-operation in regard to invigilation.

735.16 The UCTL was informed that the Registry had considered the matter. The parent School/Department for each course that had the most registered students in each time slot and venue was required to provide a Senior Invigilator. A list notifying Departments of the times and venues they were required to provide Senior Invigilators was sent to Examination Officers soon after the publication of the final Examination Timetable, together with the abstract from the Academic Quality Handbook indicating the responsibilities of Senior Invigilators. At the request of Departments, a second version of this list was supplied for the first time at the January 2003 diet of examinations: this was sorted by date and time so that those Departments not nominated could identify which Department was providing the Senior Invigilator at their examination. Departments could use this list to co-operate in the provision of Invigilators for Saturday and evening examinations.

8. Degree Examination Statistics

735.17 The Senate, on 5 March 2003, had given consideration to the decision of the UCTL to reaffirm its proposals of 13 December 2002 in regard to the monitoring of degree examination statistics and had agreed that the UCTL proposals should not be endorsed. The Senate had agreed that the UCTL should be asked to address the issue of monitoring degree examination statistics through the Course Review procedures, whereby Course Co-ordinators should be required to comment on student performance in their courses in their annual reports to their Head of School/Department.

735.18 As the Working Group on Student and Graduate Feedback would be addressing course review as part of its remit, the UCTL agreed that the matter should be referred to the Working Group for consideration.

9. Code of Practice on Student Discipline

735.19 A Working Group was established by the UCTL in March 2002, under the convenership of Professor Gane, to come forward with recommendations for revisions to the Code of Practice on Student Discipline.

735.20 The UCTL, following consultation with the Student Affairs Committee, approved the revised Code of Practice on Student Discipline and agreed that it should be forwarded to the Senate.

REPORT FROM THE INFORMATION MANAGEMENT COMMITTEE

(19 March 2003)

736. In approving, for its part, the Library Access Policy (copy filed with principal copy of the Minutes), the Senate noted that the Information Management Committee kept the Library opening hours under review.

REPORT FROM THE ACADEMIC STANDARDS COMMITTEES

1. Supplementary Regulations for the Degree of Bachelor of Science (BSc)

737.1 The Senate approved recommendations by the Undergraduate Programme Committee (Science) that amendments be made to the Supplementary Regulations for the Degree of Bachelor of Science (BSc), as under:

Regulation 9

To the list of disciplines in which an Designated degree may be awarded <u>delete</u> 'Food Production, Quality and Utilisation'.

Regulation 11

To the list of disciplines in which an Honours degree may be awarded <u>add</u> 'Biomedical Computing Science'; <u>delete</u> 'Food Production, Quality and Utilisation' and 'Medical Computing Science'.

2. Regulations for the Postgraduate Certificate in Education (PGCE)

737.2 The Senate approved a recommendation by the Undergraduate Programme Committee (Education) that an amendment be made to the Regulations for the Postgraduate Certificate in Education (PGCE), as under:

Regulation 1

To the first sentence of the existing regulation after full-time programme <u>insert</u> '(or the equivalent for the PGCE (Primary) part-time programme)'.

3. New and Discontinued Courses and Programmes

737.3 The Senate noted that the Academic Standards Committee, on the recommendation of the relevant Faculties, had approved changes to the list of courses and programmes available as under, subject where indicated to resolution of queries with individual Schools and Departments:

A.   INDIVIDUAL DEGREE AND DIPLOMA COURSES (UNDERGRADUATE)

Agriculture and Forestry

Introduction of new level 3 course: 'Animal Care & Welfare' (Subject to Faculty approval) (replaces AG3028 and AG3811).

Withdrawal of courses OA3801 and OA4002.

Withdrawal of courses AG3528, AG3530.

Introduction of new level 4 course, FY4808 Special Topics in Forestry.

Withdrawal of course FY4503.

Biological Sciences

Introduction of new level 1 course: 'Exploitation and Biology of Living Resources' (replaces BI15A1).

Introduction of new level 3 course, 'Biology and Control of Infectious Diseases' (subject to ASC approval).

Withdrawal of course ZO4519.

Biomedical Sciences

Introduction of new level 3 course: 'Biochemistry and Nutrition' (to replace SR3502 and SR3803).

Introduction of new level 4 course: 'Sports Studies Dissertation Project'.

Withdrawal of course SR3002.

Celtic

Introduction of new level 2 course: 'Intermediate Gaelic Oral Practice 1' (replacing CE1015).

Introduction of new level 3 courses: 'The Road to Bright City: 20th Century Irish and Scottish Gaelic Prose Fiction A' (replacing CE3017 and CE3027); 'Classical Gaelic Verse A' (replacing CE3504); 'Clanship, Rebellion and Renaissance A'.

Introduction of new level 4 courses: 'The Road to Bright City: 20th Century Irish and Scottish Gaelic Prose Fiction B' (replacing CE4017 and CE4027); 'Classical Gaelic Verse B' (replacing CE3504); 'Clanship, Rebellion and Renaissance B'.

Curriculum Studies

Introduction of new level 4 courses: 'Secondary School Experience 1' (replacing CR3050), 'Secondary School Experience 2' (replacing CR3051); 'Secondary School Experience 3' (replacing CR3052); 'Teaching Biology with Science in Secondary Schools' (replacing CR3053); 'Teaching Biology & Chemistry with Science in Secondary Schools'; 'Teaching Chemistry with Science in Secondary Schools' (replacing CR3055); 'Teaching Chemistry & Physics with Science in Secondary Schools'; 'Teaching Drama in Secondary Schools' (replacing CR3057); 'Teaching English in Secondary Schools' (replacing CR3059); 'Teaching French in

Secondary Schools' (replacing CR3058); 'Teaching French with German in Secondary Schools'; 'Teaching French with Spanish in Secondary Schools'; 'Teaching French with Gaelic in Secondary Schools'; 'Teaching Gaelic in Secondary Schools' (replacing CR3061); 'Teaching German in Secondary Schools' (replacing CR3060); 'Teaching German with Gaelic in Secondary Schools'; 'Teaching German with Spanish in Secondary Schools'; 'Teaching Spanish in Secondary Schools'; 'Teaching Spanish with Gaelic in Secondary Schools'; 'Teaching Geography in Secondary Schools' (replacing CR3065); 'Teaching Geography & History in Secondary Schools'; 'Teaching Geography & Modern Studies in Secondary Schools'; 'Teaching History in Secondary Schools' (replacing CR3063); 'Teaching History & Modern Studies in Secondary Schools'; 'Teaching Home Economics in Secondary Schools' (replacing CR3062); 'Teaching Mathematics in Secondary Schools' (replacing CR3067); 'Teaching Modern Studies in Secondary Schools' (replacing CR3064); 'Teaching Physics with Science in Secondary Schools' (replacing CR3069); 'Teaching Religious Education in Secondary Schools' (CR3066); 'Teaching Technological Education in Secondary Schools' (replacing CR3068).

Divinity

Introduction of new level 3 courses: 'The Nature of Theology' (replacing DR 3058); 'New Testament Texts in English' (replacing DR3513).

Introduction of amended level 3 course 'Science and Religion' (replaces DR3549).

Introduction of new level 4 courses: 'New Testament Texts in Greek (1): Gospels and Acts' (replacing DR3049); 'New Testament Texts in Greek (2): Epistles' (replacing DR3050).

Withdrawal of the courses: DR3047, DR3048, DR3049, DR3050, DR3058.

Economics

Withdrawal of the course EC3014.

Educational Studies

Introduction of new level 4 courses: 'Learning and Teaching in Secondary Schools', (replacing ED3050); 'Early and Nursery Stages School Experience (Module 3B p/t)'; 'Middle Stages School Experience (Module 1B p/t)'; 'Upper Stages School Experience (Module 2B p/t)'.

English

Withdrawal of the courses: EL35WL, EL40IO, EL40MF, EL40SO, EL45RB, EL45SP, EL48VO.

Film Studies

Withdrawal of the courses: FS35AB, FS35AD, FS40BC, FS40BD.

French

Introduction of amended level 3 courses: 'French-English Translation' (replacing FR3007/FR3507) and 'French-English Translation' (replacing FR3030).

Withdrawal of the course: FR3043.

History

Introduction of amended level 3 course 'The Making of Modern Ireland c1800 – 2000' (replaces HI3080/HI3580).

History of Art

Withdrawal of the courses: HA3036, HA3041, HA3042, HA3043, HA3305, HA3537, HA5502.

KEY Learning

Introduction of new level 1 courses: 'History of the United States in the Civil War Era' (replacing SA19HI); 'Spanish for Beginners 1'; 'Spanish for Beginners 2'.

Introduction of new level 2 course: 'Gendering Violence'.

Introduction of new level 3 course 'The Theology of the Early Church'.

Law

Introduction of new level 4 courses: 'Industrial Property Law' and 'Copyright, Designs and Allied Rights'.

Lifelong Learning

Introduction of new level 1 courses; 'Professional Development 1'; 'Professional Inquiry'; 'Development of Professional Knowledge: Study Skills'; 'Professional Project 1'; 'Understanding your Community'; 'Developing Training Programmes'; 'Working with Children, Young People and Their Families 1'; 'Negotiated Independent Study 1'; 'Examining and Developing the Professional Role'; 'Self Management & Personal Effectiveness 1'.

Introduction of new level 2 courses: 'Professional Development 2': 'Negotiated Independent Study2', 'Methods'; 'Professional Project 2'; 'Organisation Structure and Processes'; 'Collaboration and Working in Partnership'; 'Working with Children, Young People and their Families 2'.

Introduction of new level 3 courses: 'Professional Development 3' (replacing LL3016); 'Professional Project 3' (replacing LL3017); 'Action Inquiry' (replacing LL3007); 'Negotiated Independent Study 3'; 'Project Management in the Public & Third Sector'; 'Managing Training & Staff Development'; 'Self Management & Personal Effectiveness 3'; 'Inter Professional Practice with Children & Families'; 'Beyond Teaching Qualification (Further Education)'; 'Inclusiveness in Further Education'; 'Practice in Further Education' (replaces LL3015); 'Adults Learning'; 'Designing and Implementing Learning for Adults'; 'Communities Learning'; 'Community Work & Community Development'; 'Teaching Experience in Further Education' (replacing LL5004).

Introduction of new level 4 courses: 'Teaching Business Education in Secondary Schools' (replacing CR3054); 'Teaching Business Education with Economics in Secondary Schools' (replacing CR3079); 'Teaching Computing Science in Secondary Schools' (replacing CR3056).

Management Studies

Introduction of new level 1 course: 'Managing Operations and Processes' (replacing MS1505).

Introduction of new level 2 course: 'Business Environment' (replacing MS2508).

Introduction of amended level 3 courses 'Dynamics and Systems of Innovation' (replacing MS3525) and 'Organisational Change' (replacing MS4521).

Politics and International Relations

Introduction of new level 3 course 'Africa in the Global Political Economy'.

Introduction of new level 4 course 'Imperialism and World Order'.

Withdrawal of PI3002, PI4010, PI4018, PI4019, PI4023, PI4024, PI4026, PI4031, PI4032, PI4522, PI4526, PI4530.

Psychology

Introduction of new level 4 course: 'Sports Psychology'.

Public Health

Introduction of new level 4 course, HE4508 Dissertation for BSc Health Science: Health and Women's Studies.

B.   **UNDERGRADUATE CERTIFICATE AND DEGREE PROGRAMMES**

Degree of Master of Arts

Reinstatement of Designated programme in Statistics.

Withdrawal of Designated and Honours programmes in Sports and Leisure Management (from 2004/05 entry).

Withdrawal of Single Honours programme in Celtic Civilisation (from 2004/05 entry).

Degree of Bachelor of Science

Withdrawal of Designated Honours programme in Food Quality & Marketing.

Withdrawal of Honours programme in Medical Computing Science (replaced by BSc Biomedical Computing Science).

(C) POSTGRADUATE COURSES

University of Aberdeen Business School

Introduction of new level 5 courses: 'Property Law and Institutions'; 'Property Use and Investment'; 'Property Research'; 'Property Investment'; 'Corporate Real Estate'; 'Property Dissertation'; 'Property Case Study'.

Centre for Advanced Studies in Nursing

Introduction of a new level 5 course: 'Bringing about Practice and Service Change'.

School of Social Science

Introduction of new level 5 courses: 'Research Skills Workshop' (replacing SL 5004); 'Methodology, Theory and Ethics' (replacing SL 5005); 'Approaches to Analysis' (replacing SL5504 and SL5801); 'Seminar' (replacing SL5506).

Faculty of Education

Introduction of new level 5 courses; 'Dissertation/Work-based Project'; 'Understanding & Using Research Learning, Teaching and Assessing'; 'Education for All'; 'Developing Inclusive Practice in the Classroom' (replacing ED5080); 'Working Together'; 'Self Evaluation & Professional Development'; 'Alternatives to Exclusion' (replacing ED5136); 'An Introduction to Specific Learning Difficulties' (replacing ED5083); 'An Introduction to Autism' (replacing ED5085); 'Assessment' (replacing ED5049); 'Consultancy' (replacing ED5051); 'Curriculum Development'; 'Inclusion: Concepts and Contexts'; 'Interagency collaboration: teachers and therapists' (replacing ED5061); 'Negotiated Independent Study' (replacing ED5044); 'Professional Biography'; 'Meeting the Needs of Able Learners' (replacing ED5063); 'Partnership and Collaboration' (replacing ED5047); 'Promoting Effective Learning and Teaching' (replacing ED5046); 'Understanding and Meeting Severe and Complex Needs'; 'Adults Learning: Developing and Implementing Educational Interventions'; 'Adults Learning: History, Culture and Practice'; 'Communities and Learning'; 'Computer Based Learning and Teaching' (replacing LL5005); 'Conceptual Framework for Practice'; 'Continuity of Experience Nursery into Primary One'; 'Curriculum Design: Integration

and Differentiation'; 'Developing Children's Ideas in Science' (replacing CR5009); 'Emerging Learning Technology' (replacing LL5007); 'Information Handling' (replacing LL5008); 'How Young Children Learn'; 'Internet Resources for Learning' (replacing LL5006); 'Interprofessional Practice and the Development of Integrated Service Delivery'; 'Managing Nursery Provision' (replacing ED5009); 'Management of Learning Experiences'; 'Mathematics in Nursery and Early Stages'; 'Multimedia Resources for Learning (replacing LL5009)'; 'Pastoral Care in Action 5-14'; 'Pre-School/Nursery Curriculum in Action'; 'Subject Curriculum Studies' (replacing ED501A); 'Supporting Investigating in Science'; 'Technology in the Primary Curriculum'; 'The Reading Process for the Young Child'; 'Whole School/First Level Guidance/Pastoral Care'; 'Working with Families'; 'The Core Conditions of Person Centred Counselling'; 'The Person Centred Approach to Personality and Behaviour Development'; 'Therapeutic Process in Counselling'; 'Development of Professional Counselling Practice'; 'Counselling Approaches and Social Contexts'; 'Counselling Approaches to Issues of Mental Health and Psychopathology'; 'Reflexivity and Professional Practice'; 'A Counselling Approach in Educational Settings' (replacing ED5076); 'Guidance/Pastoral Care – Principles and Practices' (replacing ED5075); 'Managing Guidance/Pastoral Care and Pupil Support' (replacing ED5081); 'Curriculum/Careers Guidance and Education for Work' (replacing ED5077); 'Personal and Social Development' (replacing ED5078); 'The Application of Counselling Skills in Teaching and Learning' (replacing ED5082); 'School Leadership' (replacing ED5099 and ED5100); 'Managing School Improvement' (replacing ED5097 and ED5098); 'Managing Core Operations' (replacing ED5094, ED5095 and ED5096); 'Self Evaluation: Understanding the Standard for Headship in Scotland'.

(C) POSTGRADUATE PROGRAMMES

University of Aberdeen Business School

Introduction of new programmes: MBA/PgDip/PgCert in Business Property; MSc (Econ)/PgDip/PgCert in Property.

Withdrawal of MLE/PgDip in Urban Surveying and the MLE/PgDip in Property Investment and Development.

Medicine & Therapeutics

Introduction of a new programme: Postgraduate Certificate in Clinical Pharmacology.

Faculty of Education

Introduction of new programmes: Master of Education (replacing all existing MEd programmes); PgCert/PgDip in Person Centred Counselling (replacing PgDip/PgCert in Counselling); PgCert/PgDip in Advanced Professional Studies (replacing PgDip/PgCert in Professional Development); PgDip/PgCert in Guidance/Pastoral Care (replacing PgCert/PgDip in Guidance and Pupil Support); PgDip/PgCert in Inclusive Practice (replacing PgCert/PgDip in Special Educational Needs); Pg Dip in Professional Development (School Management).

School of Engineering & Physical Sciences

Withdrawal of MSc in New Materials.

Radiology

Withdrawal of Master of Radiology and PgDip in Radiology.

MEMBERSHIP OF ACADEMIC STANDARDS COMMITTEES AND UNDERGRADUATE

PROGRAMME COMMITTEES

738. The Senate approved the following nominations, by the relevant Deans, of staff to serve on the Academic Standards Committees and Undergraduate Programme Committees from 1 October 2003 (unless indicated otherwise) until the dates indicated:

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

Dr P Schlicke (re-appointed until 30.09.04)

Dr R McMaster (re-appointed until 30.09.05)

Undergraduate Programme Committee (Arts & Social Sciences)

Dr P Tomassi (re-appointed until 30.09.05)

Mr D Newlands (from 1 May 2003 until 30.09.06)

Undergraduate Programme Committee (Divinity)

Dr J Drane (from 1 May 2003 until 30.09.04, *vice* Dr SD Kunin)

Undergraduate Programme Committee (Law)

Mr N Hutchison (from 1 May 2003 until 30.09.06)

Undergraduate Programme Committee (Science)

Dr J Skatun (from 1 May 2003 until 30.09.06)

Undergraduate Programme Committee (Engineering)

Dr WF Deans (re-appointed until 30.09.05)

Undergraduate Programme Committee (Medicine)

Dr H McKenzie (until 30.09.06, *vice* Professor Hutchison)

ELECTION OF READERS AND LECTURERS TO THE SENATUS ACADEMICUS 2002-2006

739. The Senate noted that the following had been elected as members of the Senatus Academicus with immediate effect until 30 September 2006 (unless indicated otherwise) in the constituencies stated:-

Arts & Divinity Dr S Lawrie (until 30 September 2004)

Medicine & Medical Sciences (Full-time) Dr J Cleland

Dr J Liversidge

Science & Engineering Professor D Adams

Dr X Lambin

Dr J Skakle

The following vacancies remained:-

Education 1

Medicine & Medical Sciences (Part-time) 3

Social Sciences and Law 2

DATES OF SENATE MEETINGS

740. The Senate approved a recommendation that it should meet at 2.00 p.m. on the following dates in the academic year 2003-2004:-

Wednesday 8 October 2003

Wednesday 19 November 2003

Wednesday 28 January 2004

Wednesday 3 March 2004

Wednesday 5 May 2004

Wednesday 16 June 2004

Wednesday 14 July 2004

AUGUST 2003 DIET OF EXAMINATIONS

741. The Senate noted that the results of the August 2003 diet of examinations (courses at Levels 1 to 4 and undergraduate Level 5) should be submitted to the Registry no later than Wednesday 3 September 2003.

GRADUATIONS *IN ABSENTIA*

742.1 The Senate noted that a list of those qualified to receive degrees and diplomas who had applied to have them conferred *in absentia* could be obtained from the Senate Office of the Registry. [see Appendix to Minutes of June 2003].

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