UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 700 – DEGREE OF MASTER OF LAWS IN INTERNATIONAL LAW OF GLOBAL SECURITY, PEACE & DEVELOPMENT

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect 1 September 2021 the Degree of Master of Laws (LLM) in International Law of Global Security, Peace & Development may be awarded by the University of Glasgow.

2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.

3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

   3.1 The Regulations set out in Annex 1, which shall have effect in respect of the period from 1 September 2021 until 31 August 2023; and

   3.2 The Regulations set out in Annex 2, which shall have effect from 1 September 2023.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.

4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.

5. This Resolution shall be deemed to have effect on and from 1 September 2021.

DAVID DUNCAN

University Secretary

Annex 1

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study.

3. Programme Components

In order to qualify for the award of the degree a candidate must complete a minimum of 240 credits[1] [120 ECTS equivalent] including taught courses and a 60 credit [30 ECTS] dissertation.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 The assessment of each taught course will be conducted by the institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by the Collaborating Institutions to those recorded by the University of Glasgow shall be set out in the Programme Document.

5.3 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §6 and §8 unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

6. Progress

6.1 A Student will be permitted to progress onto their dissertation on obtaining a grade point average[2] of at least 12.0 in the taught courses referred to in §3, with at least 75% of the credits at grade D3 or above and all credits at F3 or above.

6.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §3 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard

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[1] In compliance with the Scottish Credit and Qualification Framework for a Masters Degree 150 credits must be gained from Masters level courses (level M/SCQF level 11). 20 SCQF credits equals 10 ECTS.

[2] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the degree, a resubmission will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of the Master of Laws Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining a grade point average[2] of 12.0 or above in the taught courses within the programme, as specified in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 240 credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[3]

8.3 A candidate will be eligible for the award with Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 across the 240 credits completed on the programme; and

b) a grade point average of at least 14.0 for the taught courses; and

c) grade C1 or above for the dissertation.

8.4 Where a candidate has satisfied the requirements set out in §8.3 (b) and (c), and their grade point average for the 240 credits [120 ECTS] completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across the 240 credits completed on the programme; and

b) a grade point average of at least 17.0 for the taught courses; and

b) grade B1 or above for the dissertation.

8.6 Where a candidate has satisfied the requirements set out in §8.5 (b) and (c), and their grade point average for the 240 credits [120 ECTS] completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Transfer of Registration

A candidate who is unable to progress to the dissertation or for other reason is unable to complete the programme may transfer their registration to the LLM in International Law & Security offered by the University of Glasgow or to an equivalent programme offered by a Collaborating Institution, subject to the agreement of the relevant Institution. The LLM in International Law & Security offered by the

[3] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

University of Glasgow has provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma.

10. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the Partner Institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

Annex 2

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study.

3. Programme Components

In order to qualify for the award of the degree a candidate must complete a minimum of 240 credits[4] [120 ECTS equivalent] including taught courses and a 60 credit [30 ECTS] dissertation.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 The assessment of each taught course will be conducted by the institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by the Collaborating Institutions to those recorded by the University of Glasgow shall be set out in the Programme Document.

5.3 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §6 and §8 unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

6. Progress

6.1 A Student will be permitted to progress onto their dissertation on obtaining a grade point average[5] of at least 12.0 in the taught courses referred to in §3, with at least 75% of the credits at grade D3 or above and all credits at F3 or above.

6.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §3 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard

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[4] In compliance with the Scottish Credit and Qualification Framework for a Masters Degree 150 credits must be gained from Masters level courses (level M/SCQF level 11). 20 SCQF credits equals 10 ECTS.

[5] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the degree, a resubmission will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of the Master of Laws Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining a grade point average[2] of 12.0 or above in the taught courses within the programme, as specified in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 240 credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[6]

8.4 A candidate will be eligible for the award with Merit on achieving at the first attempt:

d) a grade point average of at least 14.5 across the 240 credits completed on the programme; and

e) a grade point average of at least 14.0 for the taught courses; and

f) grade C1 or above for the dissertation.

8.4 Where a candidate has satisfied the requirements set out in §8.3 (b) and (c), and their grade point average for the 240 credits [120 ECTS] completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across the 240 credits completed on the programme; and

b) a grade point average of at least 17.0 for the taught courses; and

b) grade B1 or above for the dissertation.

8.6 Where a candidate has satisfied the requirements set out in §8.5 (b) and (c), and their grade point average for the 240 credits [120 ECTS] completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Transfer of Registration and Early Exit Awards

A candidate who is unable to complete the programme may be permitted to transfer their registration to a cognate programme of study leading to the award of a University of Glasgow Masters degree. Such a programme may have provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma.

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[6] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

10. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the Partner Institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

UNIVERSITY OF GLASGOW
UNIVERSITY COURT

RESOLUTION NO. 702 – DEGREE OF MASTER OF RESEARCH

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2022 the Degree of Master of Research in Zoonoses and the Epidemiology of Animal Infectious Disease may be awarded by the University of Glasgow on the recommendation of Scotland's Rural College ('SRUC').
2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.
3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

   3.1 The Regulations set out in Annex 1, which shall have effect in respect of the period from 1 September 2022 until 31 July 2026.

   3.2 The Regulations set out in Annex 2, which shall have effect from 1 August 2026.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.
4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.
5. The awards of Postgraduate Diploma and Postgraduate Certificate are also included in the Regulations.
6. This Resolution is effective on and from 1 September 2022.

DAVID DUNCAN

University Secretary

Annex 1

REGULATIONS

A student admitted onto a programme leading to the award must follow the instructions issued on behalf of SRUC and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme including, in some cases, further requirements associated with the award.

1. Admission

Before being considered for admission to study for the award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the degree is 12 calendar months. The maximum period for full-time study is 24 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for the award, a candidate must complete minimum credits[1] as follows:

i) For the award of the Masters degree: 180 credits, which includes 60 credits of taught courses and two 60 credit research projects, Epidemiology Project 1 and Epidemiology Project 2. The research projects are comprised of substantial independent work which should be appropriately supervised.

ii) For the award of a Postgraduate Diploma: 60 credits of taught courses and Epidemiology Project 1.

iii) For the award of a Postgraduate Certificate: 60 credits of taught courses.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document. The length and nature of the research projects is as specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section in the *University Regulations*.

5. Assessment

5.1 For each academic session assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §6, §8 and §9[2] unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

6. Candidates for a Masters Degree: Progress

6.1 A candidate will be permitted to progress to Epidemiology Project 2 only if they have obtained:

a) a grade point average[3] of at least 12.0 in the 120 credits comprising 60 credits of taught courses referred to in §3 and Epidemiology Project 1, with at least 75% of those credits at grade D3 or above, and all credits at grade F3 or above; and

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[1] In compliance with the Scottish Credit and Qualification Framework a minimum component of the total credit must be gained from ***Masters level*** courses (level M/SCQF level 11) as follows: 150 credits for a Masters Degree, 90 credits for a Postgraduate Diploma, 40 credits for a Postgraduate Certificate.

[2] Except for §10.2 and §10.3 where only 60 credits will be counted in the calculation of the grade point average for a Postgraduate Certificate, and any excess credit will be discarded in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

[3] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to

b) a grade of D3 or above in Epidemiology Project 1.

The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to Epidemiology Project 2 where it is judged[4] that the candidate's performance offers a reasonable prospect of that candidate's reaching the standard required for the award of the Masters degree following any outstanding assessment opportunities (including reassessment and remedying incomplete assessment due to Good Cause).

6.2 A candidate may be required to commence work on Epidemiology Project 2 before the assessment of the taught courses referred to in §3 and Epidemiology Project 1 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to those components. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard specified in §6.1, the candidate will not be eligible for the award of the Masters degree, and the following will apply:

a) If Epidemiology Project 2 has been submitted, it will be marked and a grade published.

b) If Epidemiology Project 2 has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.

c) If Epidemiology Project 2 is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of the Research Projects

7.1 Where a candidate requires a higher grade in Epidemiology Project 1 and/or Epidemiology Project 2 to satisfy the requirements set out in §6.1 and/or §8.1, reassessment of the research project(s) will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the research project(s) or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on Epidemiology Project 2 a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and on Epidemiology Project 1 and has failed to satisfy the standard required in relation to the taught courses and/or Epidemiology Project 1, specified in §8.1 for the award of the degree, a resubmission of Epidemiology Project 2 will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of the Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the degree on obtaining:

a) a grade point average**Error! Bookmark not defined.** of at least 12.0 in the 120 credits comprising 60 credits of taught courses referred to in §3 and Epidemiology Project 1, with at least 75% of those credits at grade D3 or above, and all credits at grade F3 or above; and

b) a grade D3 or above in both Epidemiology Project 1 and Epidemiology Project 2.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 180 or more credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[5]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 180 or more credits completed on the programme; and

b) a grade point average of at least 14.0 in the 120 credits comprising 60 credits of taught courses and Epidemiology Project 1; and

c) a grade of C1 or above in both Epidemiology Project 1 and Epidemiology Project 2.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average for the 180 or more credits completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 180 or more credits completed on the programme; and

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progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[4] This judgment is normally made by the Board of Examiners or in cases where there is no scheduled meeting, the Convener of the Board of Examiners.

[5] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

b) a grade point average of at least 17.0 in the 120 credits comprising 60 credits of taught courses and Epidemiology Project 1; and

c) a grade of B1 or above in both Epidemiology Project 1 and Epidemiology Project 2.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average for the 180 or more credits completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Requirements for the Award of a Postgraduate Diploma or Postgraduate Certificate and Rules for Award of Distinction and Merit

9.1 The requirement for the award of a Postgraduate Diploma is a grade point average**Error! Bookmark not defined.** of 9.0 in 120 credits, with not less than 90 of these credits at grade D3 or above.

9.2 The requirement for the award of a Postgraduate Certificate is a grade point average of 9.0 in 60 credits, with not less than 45 of these credits at grade D3 or above.

9.3 A candidate who has achieved at the first attempt a grade point average of 14.5 or 17.5 will be eligible for the award of Postgraduate Diploma or Postgraduate Certificate with Merit or Distinction respectively.

9.4 §9.5 refers to the 'weighted course grade profile'. This means the profile of course grades obtained on the contributing credits at the first attempt and weighted to reflect the relative credit weightings of the courses.**Error! Bookmark not defined.**

9.5 Where a candidate has achieved at the first attempt a grade point average of between 14.1 and 14.4 or between 17.1 and 17.4 the Board of Examiners shall make the award of Postgraduate Diploma or Postgraduate Certificate with Merit or Distinction where at least 50% of the weighted course grade profile comprises grades of B or above, or A grades, respectively.

Annex 2

In relation to the SRUC degree regulations: as SRUC have now been granted Taught Degree Awarding Powers, no new student cohorts for a University of Glasgow award will begin their studies from 2026-27. The current cohorts are teaching out and the regulations in force at the time those students began their studies remain substantially in force. The amendments being approved for 2026-27 are minimal updates, to align with the key regulatory changes at the University in relation to the award of credit, reassessment and the name of grading schemes, and take effect from 1 August 2026.

REGULATIONS

A student admitted onto a programme leading to the award must follow the instructions issued on behalf of SRUC and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme including, in some cases, further requirements associated with the award.

1. Admission

Before being considered for admission to study for the award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the degree is 12 calendar months. The maximum period for full-time study is 24 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for the award, a candidate must complete minimum credits[6] as follows:

i) For the award of the Masters degree: 180 credits, which includes 60 credits of taught courses and two 60 credit research projects, Epidemiology Project 1 and Epidemiology Project 2. The research projects are comprised of substantial independent work which should be appropriately supervised.

ii) For the award of a Postgraduate Diploma: 60 credits of taught courses and Epidemiology Project 1.

iii) For the award of a Postgraduate Certificate: 60 credits of taught courses.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document. The length and nature of the research projects is as specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Assessment Regulations at §16.40 – §16.44 of the 'University Fees and General Information for Students' section in the *University Regulations*.

5. Assessment

5.1 For each academic session assessment and reassessment are, insofar as not modified by these regulations, governed by the Assessment Regulations which are contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §6, §8 and §9[7] unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

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[6] In compliance with the Scottish Credit & Qualifications Framework a minimum component of the total credit must be gained from ***Masters level*** courses (level M/SCQF level 11) as follows: 150 credits for a Masters Degree, 90 credits for a Postgraduate Diploma, 40 credits for a Postgraduate Certificate.

[7] Except for §9.2 and §9.3 where only 60 credits will be counted in the calculation of the grade point average for a Postgraduate Certificate, and any excess credit will be discarded in such a way as to maximise the grade point average while meeting all other requirements of the regulations. Any credits identified as core for the Postgraduate Certificate must be included in the calculation.

b) on such other date as may be specified in the course document for that course.

6. Candidates for a Masters Degree: Progress

6.1 A candidate will be permitted to progress to Epidemiology Project 2 only if they have obtained:

a) a grade point average[8] of at least 12.0 in the 120 credits comprising 60 credits of taught courses referred to in §3 and Epidemiology Project 1, with all credits at grade F3 or above; and

b) a grade of D3 or above in Epidemiology Project 1.

The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to Epidemiology Project 2 where it is judged[9] that the candidate's performance offers a reasonable prospect of that candidate's reaching the standard required for the award of the Masters degree following any outstanding assessment opportunities (including reassessment and remedying incomplete assessment due to Good Cause).

6.2 A candidate may be required to commence work on Epidemiology Project 2 before the assessment of the taught courses referred to in §3 and Epidemiology Project 1 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to those components. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard specified in §6.1, the candidate will not be eligible for the award of the Masters degree, and the following will apply:

a) If Epidemiology Project 2 has been submitted, it will be marked and a grade published.

b) If Epidemiology Project 2 has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.

c) If Epidemiology Project 2 is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of the Research Projects

7.1 Where a candidate requires a higher grade in Epidemiology Project 1 and/or Epidemiology Project 2 to satisfy the requirements set out in §6.1 and/or §8.1, reassessment of the research project(s) will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the research project(s) or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on Epidemiology Project 2 a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and on Epidemiology Project 1 and has failed to satisfy the standard required in relation to the taught courses and/or Epidemiology Project 1, specified in §8.1 for the award of the degree, a resubmission of Epidemiology Project 2 will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of the Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the degree on obtaining:

a) a grade point average[8] of at least 12.0 in the 120 credits comprising 60 credits of taught courses referred to in §3 and Epidemiology Project 1, with all credits at grade F3 or above; and

b) a grade D3 or above in both Epidemiology Project 1 and Epidemiology Project 2.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 180 or more credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.

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[8] The grade point average is determined with reference to the schedule of grades and grade points contained in Glasgow Grading Scheme 1 and Glasgow Grading Scheme 2 of the University's Assessment Regulations. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Assessment Regulations). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[9] This judgment is normally made by the Board of Examiners or in cases where there is no scheduled meeting, the Convener of the Board of Examiners.

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 180 or more credits completed on the programme; and

b) a grade point average of at least 14.0 in the 120 credits comprising 60 credits of taught courses and Epidemiology Project 1; and

c) a grade of C1 or above in both Epidemiology Project 1 and Epidemiology Project 2.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average for the 180 or more credits completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 180 or more credits completed on the programme; and

b) a grade point average of at least 17.0 in the 120 credits comprising 60 credits of taught courses and Epidemiology Project 1; and

c) a grade of B1 or above in both Epidemiology Project 1 and Epidemiology Project 2.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average for the 180 or more credits completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Requirements for the Award of a Postgraduate Diploma or Postgraduate Certificate and Rules for Award of Distinction and Merit

9.1 The requirement for the award of a Postgraduate Diploma is a grade point average[8] of at least 9.0 in 120 credits.

9.2 The requirement for the award of a Postgraduate Certificate is a grade point average of at least 9.0 in 60 credits.

9.3 A candidate who has achieved at the first attempt a grade point average of at least 14.5 or 17.5 will be eligible for the award of Postgraduate Diploma or Postgraduate Certificate with Merit or Distinction respectively.

9.4 §9.5 refers to the ‘weighted course grade profile’. This means the profile of course grades obtained on the contributing credits at the first attempt and weighted to reflect the relative credit weightings of the courses.

9.5 Where a candidate has achieved at the first attempt a grade point average within the range 14.1 to 14.4 or 17.1 to 17.4 the Board of Examiners shall make the award of Postgraduate Diploma or Postgraduate Certificate with Merit or Distinction where at least 50% of the weighted course grade profile comprises grades of B or above, or A grades, respectively.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 703 – DEGREE OF INTERNATIONAL MASTER IN EDUCATION IN MUSEUMS & HERITAGE

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. The Degree of International Master (IntM) in Educaiton in Museums & Heritage may be awarded jointly by the Senate of the University of Glasgow and The University of Malta.

2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.

3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:
   - 3.1 The Regulations set out in Annex 1, which shall have effect in respect of the period from 1 September 2022 until 31 August 2023; and
   - 3.2 The Regulations set out in Annex 2, which shall have effect in respect of the period from 1 September 2023 until 31 August 2025; and
   - 3.3 The Regulations set out in Annex 3, which shall have effect from 1 September 2025.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.

4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.

5. The early exit awards of Master of Science, Postgraduate Diploma and Postgraduate Certificate, to be awarded by the University of Glasgow alone, are also included in the Regulations.

6. This Resolution is effective on and from 1 September 2022.

DAVID DUNCAN

University Secretary

Annex 1

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the relevant School or Department and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Application of Regulations

Unless otherwise specified in these Programme specific regulations, the regulations of the administering university (the University of Glasgow) shall apply to all candidates on the Programme.

2. Entrance Requirements

2.1 Candidates must normally possess:

i) at least a second class honours degree or a degree with at least a 75% grade point average in a relevant subject; or

ii) a qualification deemed by the Consortium Management Board to be equivalent to the above.

Entrance Date

2.2 Candidates shall normally join the programme at the beginning of each academic year (September).

3. Duration of Study

The minimum period of study for the award of the Degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

4. Programme Components

In order to qualify for the award of the Degree a candidate must complete a minimum of 240 credits[1] [120 ECTS equivalent] including 180 credits [90 ECTS] of taught courses and a 60 credit [30 ECTS] dissertation as set out in the programme specification.

5. Minimum Requirement for the Award of Credits

Credits for taught courses studied at the University of Glasgow shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section of the University of Glasgow *University Regulations*.

6. Assessment

6.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

6.2 The assessment of each taught course will be conducted by the institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by The University of Tartu, Radboud University, University of Malta and University College Cork (UCC)/National University of Ireland (NUIG)/Trinity College Dublin (TCD) to those recorded by the University of Glasgow shall be

set out in the Programme Document. The result for the dissertation will be determined in accordance with the assessment schedule of the University of Glasgow.

6.3 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §7 and §9 unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

7. Progress

7.1 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average[2] of at least 12.0 in the 180 credits [90 ECTS] of taught courses referred to in §4 above with at least 75% of the credits at grade D3 or above and all credits at grade E2 or above. The Programme Document may specify a course or courses in respect of which a higher grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to the dissertation where it is judged[3] that the candidate's performance offers a reasonable prospect of that candidate reaching the standard required for the award of the Degree following reassessment.

7.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §4 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §9.1, the candidate will not be eligible for the award of the Masters degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

8. Reassessment of Dissertation

8.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §9.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Joint Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

8.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §4 and has failed to satisfy the standard required in relation to the taught courses specified in §9.1 for the award of the degree, a resubmission of the dissertation will only be permitted where the Joint Board of Examiners determines that no further supervisory input is required.

9. Requirements for the Award of a Masters Degree and Rules for Award of Distinction and Merit

9.1 A candidate will be eligible for the award of the Degree of International Master in Museums & Heritage on obtaining a grade point average[2] of at least 12.0 in the taught courses within the programme, as specified in §4 above, with at

least 75% of the credits at grade D3 or above and all credits at grade E2 or above, and obtaining a grade D3 or above in the dissertation.

9.2 §9.4 and §9.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 240 or more credits [120 ECTS equivalent] completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.

9.3 A candidate will be eligible for the award with Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 across the 240 credits [120 ECTS] completed on the programme; and

b) a grade point average of at least 14.0 for the taught courses; and

c) grade C1 or above for the dissertation.

9.4 Where a candidate has satisfied the requirements set out in §9.3 (b) and (c), and their grade point average for the 240 credits [120 ECTS] completed on the programme at the first attempt falls within the range 14.1 and 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

9.5 A candidate will be eligible for the award with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across the 240 credits [120 ECTS] completed on the programme; and

b) a grade point average of at least 17.0 or above for the taught courses; and

c) grade B1 or above for the dissertation.

9.6 Where a candidate has satisfied the requirements set out in §9.5 (b) and (c), and their grade point average for the 240 credits [120 ECTS] completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

10. Transfer of Registration and Early Exit Awards

A candidate who is unable to complete the programme may be permitted to transfer their registration to a cognate programme of study leading to the award of a University of Glasgow Masters degree. Such a programme may have provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma.

11. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the Collaborating Institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

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[1] In compliance with the Scottish Credit and Qualification Framework for a Masters Degree 150 credits [75 ECTS] must be gained from *Masters level* courses (level M/SCQF level 11).

[2] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[3] This judgment is normally made by the Joint Board of Examiners.

Annex 2

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the relevant School or Department and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Application of Regulations

Unless otherwise specified in these Programme specific regulations, the regulations of the administering university (the University of Glasgow) shall apply to all candidates on the Programme.

2. Entrance Requirements

2.1 Candidates must normally possess:

i) at least a second class honours degree or a degree with at least a 75% grade point average in a relevant subject; or

ii) a qualification deemed by the Consortium Management Board to be equivalent to the above.

Entrance Date

2.2 Candidates shall normally join the programme at the beginning of each academic year (September).

3. Duration of Study

The minimum period of study for the award of the Degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

4. Programme Components

In order to qualify for the award of the Degree a candidate must complete a minimum of 240 credits[1] [120 ECTS equivalent] including 180 credits [90 ECTS] of taught courses and a 60 credit [30 ECTS] dissertation as set out in the programme specification.

5. Minimum Requirement for the Award of Credits

Credits for taught courses studied at the University of Glasgow shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section of the University of Glasgow *University Regulations*.

6. Assessment

6.1 For each academic session assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

6.2 The assessment of each taught course will be conducted by the institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by The University of Tartu, Radboud University, University of Malta and University College Cork (UCC)/National University of Ireland (NUIG)/Trinity College Dublin (TCD) to those recorded by the University of Glasgow shall be set out in the Programme Document. The result for the dissertation will be determined in accordance with the assessment schedule of the University of Glasgow.

6.3 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §7 and §9 unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

7. Progress

7.1 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average[2] of at least 12.0 in the 180 credits [90 ECTS] of taught courses referred to in §4 above with at least 75% of

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[1] In compliance with the Scottish Credit and Qualification Framework for a Masters Degree 150 credits must be gained from Masters level courses (level M/SCQF level 11).

[2] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one

the credits at grade D3 or above and all credits at grade E2 or above. The Programme Document may specify a course or courses in respect of which a higher grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to the dissertation where it is judged[3] that the candidate's performance offers a reasonable prospect of that candidate reaching the standard required for the award of the Degree following reassessment.

7.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §4 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §9.1, the candidate will not be eligible for the award of the Degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

8. Reassessment of Dissertation

8.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §9.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Joint Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

8.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §4 and has failed to satisfy the standard required in relation to the taught courses specified in §9.1 for the award of the degree, a resubmission of the dissertation will only be permitted where the Joint Board of Examiners determines that no further supervisory input is required.

9. Requirements for the Award of Degree of International Master and Rules for Award of Distinction and Merit

9.1 A candidate will be eligible for the award of the Degree of International Master in Museums & Heritage on obtaining a grade point average[2] of at least 12.0 in the taught courses within the programme as specified in §4 above, with at least 75% of the credits at grade D3 or above and all credits at grade E2 or above, and obtaining a grade D3 or above in the dissertation.

9.2 §9.4 and §9.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 240 or more credits [120 ECTS equivalent] completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.

9.3 A candidate will be eligible for the award with Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 across the 240 credits [120 ECTS] completed on the programme; and

b) a grade point average of at least 14.0 for the taught courses; and

c) grade C1 or above for the dissertation.

9.4 Where a candidate has satisfied the requirements set out in §9.3 (b) and (c), and their grade point average for the 240 credits [120 ECTS] completed on the programme at the first attempt falls within the range 14.1 and 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

9.5 A candidate will be eligible for the award with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across the 240 credits [120 ECTS] completed on the programme; and

b) a grade point average of at least 17.0 or above for the taught courses; and

c) grade B1 or above for the dissertation.

9.6 Where a candidate has satisfied the requirements set out in §9.5 (b) and (c), and their grade point average for the 240 credits [120 ECTS] completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

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decimal place (§16.34 (a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. Thus, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[3] This judgment is normally made by the Joint Board of Examiners.

10.Transfer of Registration and Early Exit Awards

A candidate who is unable to complete the programme may be permitted to transfer their registration to a cognate programme of study leading to the award of a University of Glasgow Masters degree. Such a programme may have provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma.

11. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the Collaborating Institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

Annex 3

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the relevant School or Department and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Application of Regulations

Unless otherwise specified in these Programme specific regulations, the regulations of the administering university (the University of Glasgow) shall apply to all candidates on the Programme.

2. Entrance Requirements

2.1 Candidates must normally possess at least a second class honours degree or a degree with at least a 75% grade point average in a relevant subject. This programme will not accept applications for accreditation of prior learning.

Entrance Date

2.2 Candidates shall normally join the programme at the beginning of each academic year (September).

3. Duration of Study

The minimum period of study for the award of the Degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

4. Programme Components

In order to qualify for the award of the Degree a candidate must complete a minimum of 240 credits[4] [120 ECTS equivalent] including 180 credits [90 ECTS] of taught courses and a 60 credit [30 ECTS] dissertation as set out in the programme specification.

5. Minimum Requirement for the Award of Credits

Credits for taught courses studied at the University of Glasgow shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section of the University of Glasgow *University Regulations*.

6. Assessment

6.1 For each academic session assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

6.2 The assessment of each taught course will be conducted by the institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by The University of Tartu, Radboud University, University of Malta and University College Cork (UCC) to those recorded by the University of Glasgow shall be set out in the Programme Document. The result for the dissertation will be determined in accordance with the assessment schedule of the University of Glasgow.

6.3 For the purposes of §7 and §9 all courses for which the candidate has registered, including where the credit total of those courses exceeds the minimum referred to at §4, must be counted:

a) in the calculation of the candidate's grade point average; and

b) in relation to the proportion of credits achieved at specified course grades,

unless other provision is justified by extenuating circumstances affecting the candidate.

This regulation applies where course registration continues on the date on which the first summative assessment for that course is to be submitted or on such other date as may be specified in the course document for that course.

7. Progress

7.1 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average[5] of at least 12.0 in the 180 credits [90 ECTS] of taught courses referred to in §4 above with at least 75% of

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[4] In compliance with the Scottish Credit & Qualifications Framework for a Masters Degree 150 credits must be gained from Masters level courses (level M/SCQF level 11).

[5] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34 (a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to

the credits at grade D3 or above and all credits at grade E2 or above. The Programme Document may specify a course or courses in respect of which a higher grade is a minimum requirement of progression. Exceptionally, a candidate may be permitted to progress to the dissertation where it is judged[6] that the candidate's performance offers a reasonable prospect of that candidate reaching the standard required for the award of the Degree following reassessment.

7.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §4 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §9.1, the candidate will not be eligible for the award of the Degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but the Collaborating Institutions are satisfied that the work required, including writing up, is substantially complete and so no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

8. Reassessment of Dissertation

8.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §9.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Joint Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

8.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §4 and has failed to satisfy the standard required in relation to the taught courses specified in §9.1 for the award of the Degree, a resubmission of the dissertation will only be permitted where the Joint Board of Examiners determines that no further supervisory input is required.

9. Requirements for the Award of Degree of International Master and Rules for Award of Distinction and Merit

9.1 A candidate will be eligible for the award of the Degree of International Master in Museums & Heritage on obtaining a grade point average[2] of at least 12.0 in the taught courses within the programme as specified in §4 above, with at least 75% of the credits at grade D3 or above and all credits at grade E2 or above, and obtaining a grade D3 or above in the dissertation.

9.2 §9.4 and §9.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained at the first attempt across the 240 or more credits [120 ECTS equivalent] taken on the programme and weighted to reflect the relative credit weightings of the courses.

9.3 A candidate will be eligible for the award with Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 across the 240 credits [120 ECTS] taken on the programme; and

b) a grade point average of at least 14.0 for the taught courses; and

c) grade C1 or above for the dissertation.

9.4 Where a candidate has satisfied the requirements set out in §9.3 (b) and (c), and their grade point average at the first attempt for the 240 credits [120 ECTS] completed on the programme falls within the range 14.1 and 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

9.5 A candidate will be eligible for the award with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across the 240 credits [120 ECTS] taken on the programme; and

b) a grade point average of at least 17.0 or above for the taught courses; and

c) grade B1 or above for the dissertation.

9.6 Where a candidate has satisfied the requirements set out in §9.5 (b) and (c), and their grade point average at the first attempt for the 240 credits [120 ECTS] completed on the programme falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

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progress and award, no further rounding is permitted. Thus, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[6] This judgment is normally made by the Joint Board of Examiners.

10. Transfer of Registration and Early Exit Awards

A candidate who is unable to complete the programme may be permitted to transfer their registration to the programme of study leading to the award of a University of Glasgow Masters of Science in Museum Education degree. Such a programme has provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma.

11. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the Collaborating Institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 704 – DEGREES OF BACHELOR OF DESIGN IN PRODUCT DESIGN AND MASTER OF EUROPEAN DESIGN IN PRODUCT DESIGN

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2023 the Degree of Bachelor of Design (BDes) in Product Design and Master of European Design (MEDes) in Product Design at The Glasgow School of Art may be awarded by the University of Glasgow.

2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.

3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:
   - 3.1 The Regulations set out in Annex 1, which shall have effect in respect of the period from 1 September 2023 until 31 August 2024; and
   - 3.2 The Regulations set out in Annex 2, which shall have effect in respect of the period from 1 September 2024 until 31 August 2025; and
   - 3.3 The Regulations set out in Annex 3, which shall have effect in respect of the period from 1 September 2025 until the 31 July 2026; and
   - 3.4 The Regulations set out in Annex 4, which shall have effect from 1 July 2026.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.

4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.

5. This Resolution is effective on and from 1 September 2023.

DAVID DUNCAN

University Secretary

Annex 1

REGULATIONS

1. Introductory and Definitions

The definitions set out in the Glossary of Terms apply to these regulations.

2. Duration of Study

The minimum and maximum periods of study, expressed as academic sessions, are as below:

Type of award	Full-time		Part-time	
	Minimum	Maximum	Minimum	Maximum
Masters Degree	5	8	-	-
Honours Degree	4	6	5	9
Ordinary Degree	3	5	4	9
Diploma of Higher Education	2	3	3	5
Certificate of Higher Education	1	2	2	3

3. Recognition of prior learning

3.1 Prior certificated learning and prior experiential learning can be counted for credit on this degree.

3.2 A candidate seeking accreditation of prior certificated learning must have completed, in whole or in part, a formally assessed programme of study. In addition to the documentation specified in the Admissions Policy published by The Glasgow School of Art, the candidate must present evidence of achievement in the form of an original certificate, transcript or similar document and, where relevant, must also present details of the syllabus and form of assessment.

3.3 A candidate seeking accreditation of prior experiential learning is required, in addition to the documentation specified in the relevant policy, to provide evidence that will enable admissions tutors to make informed judgements about the level of learning, knowledge and skills that they have acquired through life experience, employment, work experience or study that is not formally recognised.

3.4 The procedure for approval of such accreditation is set out in the relevant policy published by The Glasgow School of Art. The maximum limit for the award of such credit is, other than in exceptional circumstances, 50% of the credits associated with the degree programme.

4. Composition of Degree Programmes

4.1 The degree programme shall be composed of courses, each of which is characterised by the academic level at which it is set and the number of credits which it conveys. The course level will be expressed as 1, 2, 3, H or M, these corresponding to levels 7 to 11 in the Scottish Credit and Qualifications Framework.

4.2 In each academic session a full-time candidate will normally take courses conveying a total of 120 credits.

5. Pre-requisites, Co-requisites and Excluded Combinations

5.1 Each course may have pre-requisite and/or co-requisite course(s). To be admitted to a course:

a) The candidate must normally have attained grade D3 or above in each pre-requisite course. If the course follows a pre-requisite course in the same academic session, however, it shall be sufficient for the candidate to have attended the pre-requisite course.

b) The candidate must either have attended, or be concurrently attending, each co-requisite course.

5.2 Where a candidate's curriculum includes courses which form an excluded combination, credits from only one of these courses may be counted towards the requirements for award of a degree or other qualification.

6. Approval of Curriculum

The curriculum of each candidate must be approved at the start of each session by the candidate's Programme Leader. Once approved, the curriculum may not be altered except with the approval of the Programme Leader.

7. Assessment

7.1 Subject to §7.2 and §7.3 assessment is governed by the Code of Assessment which is published by The Glasgow School of Art.

7.2 The minimum requirement for the award of credit for a course is the submission of at least 75% by weight of the summative assessment (including any examinations). Additional requirements, including attendance requirements, shall be published in the Programme Specification and/or its Course Specifications and/or given to candidates in writing by the relevant Head of Department or programme leader at the commencement of the course.

7.3 At levels 1, 2 and 3 there will be examinations in Studio, Theory, Language Studies and Social Sciences in June and August of each year. A candidate who fails to achieve grade D3 or above in all components in the June examinations will be permitted reassessment in August. The GSA Final Examination Board may permit a candidate who has not achieved grade D3 or above in all components after the August examinations to resubmit the component(s) graded below D3 on one final occasion in June of the following year. All reassessment results will be capped at grade D3.

7.4 The examinations at level H will be taken at one and the same diet and reassessment is not permitted. The contribution of the Studio, Theory and Social Science components to the Honours degree award shall be 67%, 25% and 8% respectively

7.5 The examinations at level M will be taken at one and the same diet. The contribution of the Studio, Theory and Social Science components to the Masters degree award shall be 67%, 25% and 8% respectively

8. Progress

8.1 The progress of candidates shall be reviewed annually.

8.2 A candidate who fails to reach the published required standard of attendance or (following reassessment) attainment will not be permitted to proceed to the next level of study.

8.3 To be eligible for progression to the Master of European Design (Product Design), a candidate will normally be required to obtain grade B3 or above in all elements of the level 2 curriculum.

8.4 To be eligible for progression to the degree of Master of European Design (Product Design), an MEDes guest student[1] will be required to obtain grade D3 or above in all elements of the level 3 curriculum.[2]

8.5 The examinations at level 3 and 4 for the Master of European Design (Product Design) will be taken at a host partner institution. In order to progress to the degree, a candidate will be required to obtain the equivalent of grade D3 or above in all components and will be permitted opportunity for reassessment as specified in §7.3.

9. Courses Available to students

The curriculum shall be specified in terms of core and elective courses, as described in the appropriate Programme Specification. The courses listed shall not necessarily be available in each session; the choice of a curriculum shall be subject to this limitation and to that imposed by timetables.

10. Award of a Certificate of Higher Education in Product Design

10.1 A candidate who has completed courses totalling at least 120 credits with grade D3 or above in each component shall be eligible to receive a Certificate of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Certificate of Higher Education.

10.2 The Certificate of Higher Education shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

10.3 Where the candidate has accumulated more than 120 credits, the credit counted in the calculation of the grade point average shall be reduced to 120 credits by discarding all of the credit for certain of the

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[1] Guest students are students from partner institutions within the Masters of European Design (MEDes) Network.

[2] A candidate undertaking level 3 of the curriculum at a partner institution must obtain equivalent grades.

[3] Grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A of the GSA's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. Grade point average is expressed to one decimal place (§7.4(a) of the Code of Assessment). In determining whether a candidate has achieved a required grade point average, no further rounding is permitted. For example, a candidate achieving a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

11. Award of a Diploma of Higher Education in Product Design

11.1 A candidate who has completed courses totalling at least 240 credits, including at least 80 credits at level 2 or above, with grade D3 or above in each component shall be eligible to receive a Diploma of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Diploma of Higher Education.

11.2 The Diploma of Higher Education shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

11.3 Where the candidate has accumulated more than 240 credits, the credit counted in the calculation of the grade point average shall be reduced to 240 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12. Award of an Ordinary Degree

12.1 To be eligible for the award of an ordinary degree in Product Design, the candidate must have obtained at least 360 credits at grade D3 or above. These must include at least 120 must at level 2 or higher and at least 60 credits at level 3.

12.2 The ordinary degree shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

12.3 Where the candidate has accumulated more than 360 credits, the credit counted in the calculation of the grade point average shall be reduced to 360 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12.4 Any candidate who, on completion of level 3, has not met the requirements for continued progression to the degree of Bachelor of Design in Product Design with Honours may, at the discretion of the GSA Final Examination Board, be awarded the Degree of Bachelor of Design. Any candidate who, on completion of level 3, has not met the requirements for continued progression to the degree of Master of European Design in Product Design, may, at the discretion of the GSA Final Examination Board, be recommended for admission to level H of the programme leading to the degree of Bachelor of Design in Product Design with Honours.

13. Award of an Honours Degree

To be eligible for the award of an Honours degree in Product Design, the candidate must have obtained at least 480 credits, including at least 120 at level H and grade D3 or above and achieved grade D3 or above for a piece of independent work worth at least 20 credits.

14. Award of a Masters Degree

14.1 To be eligible for the award of the degree of Master of European Design, the candidate must have obtained at least 600 credits, including at least 120 at level M, achieved grade D3 or above for a piece of independent work worth at least 20 credits and completed two, one-year placements at an overseas partner institution within the MEDes Partner Network.

14.2 To be eligible for the award of the degree of Master of European Design with Distinction, a candidate must obtain not less than grade B3 and a grade point average of at least 18.0 across all components of the assessment at Masters level.[4]

14.3 Any candidate who has completed level H but who has failed to meet the standard for progression to the degree of Master of European Design in Product Design may, at the discretion of the GSA Final Examination Board, be recommended for the Degree of Bachelor of Design in Product Design with Honours in an appropriate classification, or for the degree of Bachelor of Design in Product Design. Any such recommendation shall take into account the performance of the candidate in the Honours examinations and assessed course work in the final year of the programme.

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[4] Average grades are determined with reference to the schedule of grades and grade points contained in the GSA's Code of Assessment. The average is calculated as the arithmetic means of individual course scores, adjusted to reflect relative weights attributed to the scores being combined. These weights will correspond to the weights (if any) published in programme documentation but otherwise will be determined by the distribution of course credits within the programme.

Annex 2

REGULATIONS

1. Introductory and Definitions

The definitions set out in the Glossary of Terms apply to these regulations.

2. Duration of Study

The minimum and maximum periods of study, expressed as academic sessions, are as below:

Type of award	Full-time		Part-time	
	Minimum	Maximum	Minimum	Maximum
Masters Degree	5	7	-	-
Honours Degree	4	6	5	9
Ordinary Degree	3	5	4	9
Diploma of Higher Education	2	3	3	5
Certificate of Higher Education	1	2	2	3

3. Recognition of prior learning

3.1 Prior certificated learning and prior experiential learning can be counted for credit on this degree.

3.2 A candidate seeking accreditation of prior certificated learning must have completed, in whole or in part, a formally assessed programme of study. In addition to the documentation specified in the Admissions Policy published by The Glasgow School of Art, the candidate must present evidence of achievement in the form of an original certificate, transcript or similar document and, where relevant, must also present details of the syllabus and form of assessment.

3.3 A candidate seeking accreditation of prior experiential learning is required, in addition to the documentation specified in the relevant policy, to provide evidence that will enable admissions tutors to make informed judgements about the level of learning, knowledge and skills that they have acquired through life experience, employment, work experience or study that is not formally recognised.

3.4 The procedure for approval of such accreditation is set out in the relevant policy published by The Glasgow School of Art. The maximum limit for the award of such credit is, other than in exceptional circumstances, 50% of the credits associated with the degree programme.

4. Composition of Degree Programmes

4.1 The degree programmes shall be composed of courses, each of which is characterised by the academic level at which it is set and the number of credits which it conveys. The course level will be expressed as 1, 2, 3, 4 or 5, these corresponding to levels 7 to 11 in the Scottish Credit & Qualifications Framework.

4.2 In each academic session a full-time candidate will normally take courses conveying a total of 120 credits.

5. Pre-requisites, Co-requisites and Excluded Combinations

5.1 Each course may have pre-requisite and/or co-requisite course(s). To be admitted to a course:

a) The candidate must normally have attained grade D3 or above in each pre-requisite course. If the course follows a pre-requisite course in the same academic session, however, it shall be sufficient for the candidate to have attended the pre-requisite course.

b) The candidate must either have attended, or be concurrently attending, each co-requisite course.

5.2 Where a candidate's curriculum includes courses which form an excluded combination, credits from only one of these courses may be counted towards the requirements for award of a degree or other qualification.

6. Approval of Curriculum

The curriculum of each candidate must be approved at the start of each session by the candidate's Programme Leader. Once approved, the curriculum may not be altered except with the approval of the Programme Leader.

7. Assessment

7.1 Subject to §7.2 and §7.3 assessment is governed by the Code of Assessment which is published by The Glasgow School of Art.

7.2 The minimum requirement for the award of credit for a course is the submission of at least 75% by weight of the summative assessment. Additional requirements, including attendance requirements, shall be published in the Programme Specification and/or its Course Specifications and/or given to candidates in writing by the relevant Head of Department or programme leader at the commencement of the course.

7.3 At levels 1, 2 and 3 there will be two summative assessment points in all courses each year. A candidate who fails to achieve grade D3 or above in any course will be permitted reassessment.

7.4 For summative assessment at level 4 and level 5 reassessment is not permitted.

8. Progress

8.1 The progress of candidates shall be reviewed annually.

8.2 At the end of levels 1, 2 or 3 of the Bachelor of Design, a candidate will be eligible to progress to the next year of the programme if they have achieved a grade of D3 or above for all courses of the curriculum for that year.

8.3 To be eligible for progression to the Master of European Design, a candidate will normally be required to obtain grade B3 or above in all courses of the level 2 curriculum.

8.4 An MEDes guest student[5] will normally be required to obtain the equivalent of grade B3 or above in all courses of the level 2 curriculum at their home institution to enter level 3 of the Master of European Design. An MEDes guest student will be required to obtain the equivalent of grade D3 or above in all courses of the level 3 curriculum undertaken at their first exchange partner institution to be eligible for progression to level 4 of the Master of European Design.

8.5 The assessments at level 3 and 4 for the Master of European Design will be taken at a host partner institution. In order to progress to the next year of the Degree, a candidate will be required to obtain the equivalent of grade D3 or above in all courses and will be permitted opportunity for reassessment as specified in §7.3.

9. Courses Available to students

The curriculum shall be specified in terms of core and elective courses, as described in the appropriate Programme Specification. The courses listed shall not necessarily be available in each session; the choice of a curriculum shall be subject to this limitation and to that imposed by timetables.

10. Award of a Certificate of Higher Education

10.1 A candidate who has completed courses totalling at least 120 credits with grade D3 or above in each course shall be eligible to receive a Certificate of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Certificate of Higher Education.

10.2 The Certificate of Higher Education shall be awarded with Merit where the grade point average[6] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

10.3 Where the candidate has accumulated more than 120 credits, the credit counted in the calculation of the grade point average shall be reduced to 120 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

11. Award of a Diploma of Higher Education

11.1 A candidate who has completed courses totalling at least 240 credits, including at least 80 credits at level 2 or above, with grade D3 or above in each course shall be eligible to receive a Diploma of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude

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[5] Guest students are students from partner institutions within the Masters of European Design (MEDes) Network.

[6] Grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A of the GSA's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. Grade point average is expressed to one decimal place (§7.4(a) of the Code of Assessment). In determining whether a candidate has achieved a required grade point average, no further rounding is permitted. For example, a candidate achieving a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

the use in subsequent completion of a degree programme of credit counted towards the award of a Diploma of Higher Education.

11.2 The Diploma of Higher Education shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

11.3 Where the candidate has accumulated more than 240 credits, the credit counted in the calculation of the grade point average shall be reduced to 240 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12. Award of an Ordinary Degree

12.1 To be eligible for the award of an ordinary degree, the candidate must have obtained at least 360 credits at grade D3 or above. These must include at least 120 credits at level 2 or higher and at least 60 credits at level 3.

12.2 The ordinary degree shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

12.3 Where the candidate has accumulated more than 360 credits, the credit counted in the calculation of the grade point average shall be reduced to 360 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12.4 Any candidate who, on completion of level 3, has not met the requirements for continued progression to the Degree of Bachelor of Design with Honours may, at the discretion of the GSA Final Examination Board, be awarded the Degree of Bachelor of Design. Any candidate who, on completion of level 3, has not met the requirements for continued progression to the Degree of Master of European Design, may, at the discretion of the GSA Final Examination Board, be recommended for admission to level 4 of the programme leading to the Degree of Bachelor of Design in with Honours.

13. Award of an Honours Degree

To be eligible for the award of an Honours degree, the candidate must have obtained at least 480 credits, including at least 120 at level 4 grade D3 or above for a piece of independent work worth at least 20 credits.

14. Award of a Master of European Design

14.1 To be eligible for the award of the Degree of Master of European Design, the candidate must have obtained at least 600 credits, including at least 120 at level 5, achieved grade D3 or above for a piece of independent work worth at least 20 credits and completed two placements at an overseas partner institution within the MEDes Partner Network.

14.2 Exceptionally, any candidate who has completed level 4 but owing to adverse circumstances is unable to progress to level 5 of the degree may, at the discretion of the GSA Final Examination Board, be recommended to the University of Glasgow's Clerk of Senate for the award of the Degree of Bachelor of Design with Honours in an appropriate classification, or for the Degree of Bachelor of Design. Any such recommendation shall take into account the performance of the candidate in the Honours examinations and assessed course work in level4 of the programme.

15. Degrees to which these regulations apply

The following degrees are governed by the above regulations:

Bachelor of Design (BDes) Product Design
Master of European Design (MEDes) Product Design

Annex 3

REGULATIONS

1. Introductory and Definitions

The definitions set out in the Glossary of Terms apply to these regulations.

2. Duration of Study

The minimum and maximum periods of study, expressed as academic sessions, are as below:

Type of award	Full-time		Part-time	
	Minimum	Maximum	Minimum	Maximum
Masters Degree	5	7	-	-
Honours Degree	4	6	5	9
Ordinary Degree	3	5	4	9

3. Recognition of prior learning

3.1 Prior certificated learning and prior experiential learning can be counted for credit on this degree.

3.2 A candidate seeking accreditation of prior certificated learning must have completed, in whole or in part, a formally assessed programme of study. In addition to the documentation specified in the Admissions Policy published by The Glasgow School of Art, the candidate must present evidence of achievement in the form of an original certificate, transcript or similar document and, where relevant, must also present details of the syllabus and form of assessment.

3.3 A candidate seeking accreditation of prior experiential learning is required, in addition to the documentation specified in the relevant policy, to provide evidence that will enable admissions tutors to make informed judgements about the level of learning, knowledge and skills that they have acquired through life experience, employment, work experience or study that is not formally recognised.

3.4 The procedure for approval of such accreditation is set out in the relevant policy published by The Glasgow School of Art. The maximum limit for the award of such credit is, other than in exceptional circumstances, 50% of the credits associated with the degree programme.

4. Composition of Degree Programmes

4.1 The degree programmes shall be composed of courses, each of which is characterised by the academic level at which it is set and the number of credits which it conveys. The course level will be expressed as 1, 2, 3, 4 or 5, these corresponding to levels 7 to 11 in the Scottish Credit & Qualifications Framework.

4.2 In each academic session a full-time candidate will normally take courses conveying a total of 120 credits.

5. Pre-requisites, Co-requisites and Excluded Combinations

5.1 Each course may have pre-requisite and/or co-requisite course(s). To be admitted to a course:

a) The candidate must normally have attained grade D3 or above in each pre-requisite course. If the course follows a pre-requisite course in the same academic session, however, it shall be sufficient for the candidate to have attended the pre-requisite course.

b) The candidate must either have attended, or be concurrently attending, each co-requisite course.

5.2 Where a candidate's curriculum includes courses which form an excluded combination, credits from only one of these courses may be counted towards the requirements for award of a degree or other qualification.

6. Approval of Curriculum

The curriculum of each candidate must be approved at the start of each session by the candidate's Programme Leader. Once approved, the curriculum may not be altered except with the approval of the Programme Leader.

7. Assessment

7.1 Subject to §7.2 and §7.3 assessment is governed by the Code of Assessment which is published by The Glasgow School of Art.

7.2 The minimum requirement for the award of credit for a course is the submission of at least 75% by weight of the summative assessment. Additional requirements, including attendance requirements, shall be

published in the Programme Specification and/or its Course Specifications and/or given to candidates in writing by the relevant Head of Department or programme leader at the commencement of the course.

7.3 At levels 1, 2 and 3 there will be two summative assessment points in all courses each year. A candidate who fails to achieve grade D3 or above in any course will be permitted reassessment.

7.4 For summative assessment at level 4 and level 5 reassessment is not permitted.

8. Progress

8.1 The progress of candidates shall be reviewed annually.

8.2 At the end of levels 1, 2 or 3 of the Bachelor of Design, a candidate will be eligible to progress to the next year of the programme if they have achieved a grade of D3 or above for all courses of the curriculum for that year.

8.3 To be eligible for progression to the Master of European Design, a candidate will normally be required to obtain grade B3 or above in all courses of the level 2 curriculum.

8.4 An MEDes guest student[7] will normally be required to obtain the equivalent of grade B3 or above in all courses of the level 2 curriculum at their home institution to enter level 3 of the Master of European Design. An MEDes guest student will be required to obtain the equivalent of grade D3 or above in all courses of the level 3 curriculum undertaken at their first exchange partner institution to be eligible for progression to level 4 of the Master of European Design.

8.5 The assessments at level 3 and 4 for the Master of European Design will be taken at a host partner institution. In order to progress to the next year of the Degree, a candidate will be required to obtain the equivalent of grade D3 or above in all courses and will be permitted opportunity for reassessment as specified in §7.3.

9. Courses Available to students

The curriculum shall be specified in terms of core and elective courses, as described in the appropriate Programme Specification. The courses listed shall not necessarily be available in each session; the choice of a curriculum shall be subject to this limitation and to that imposed by timetables.

10. Award of a Certificate of Higher Education

10.1 A candidate who has completed courses totalling at least 120 credits with grade D3 or above in each course shall be eligible to receive a Certificate of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Certificate of Higher Education.

10.2 The Certificate of Higher Education shall be awarded with Merit where the grade point average[8] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

10.3 Where the candidate has accumulated more than 120 credits, the credit counted in the calculation of the grade point average shall be reduced to 120 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

11. Award of a Diploma of Higher Education

11.1 A candidate who has completed courses totalling at least 240 credits, including at least 80 credits at level 2 or above, with grade D3 or above in each course shall be eligible to receive a Diploma of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Diploma of Higher Education.

11.2 The Diploma of Higher Education shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

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[7] Guest students are students from partner institutions within the Masters of European Design (MEDes) Network.

[8] Grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A of the GSA's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. Grade point average is expressed to one decimal place (§7.4(a) of the Code of Assessment). In determining whether a candidate has achieved a required grade point average, no further rounding is permitted. For example, a candidate achieving a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

11.3 Where the candidate has accumulated more than 240 credits, the credit counted in the calculation of the grade point average shall be reduced to 240 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12. Award of an Ordinary Degree

12.1 To be eligible for the award of an ordinary degree, the candidate must have obtained at least 360 credits at grade D3 or above. These must include at least 120 credits at level 2 or higher and at least 60 credits at level 3.

12.2 The ordinary degree shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

12.3 Where the candidate has accumulated more than 360 credits, the credit counted in the calculation of the grade point average shall be reduced to 360 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12.4 Any candidate who, on completion of level 3, has not met the requirements for continued progression to the Degree of Bachelor of Design with Honours may, at the discretion of the GSA Final Examination Board, be awarded the Degree of Bachelor of Design. Any candidate who, on completion of level 3, has not met the requirements for continued progression to the Degree of Master of European Design, may, at the discretion of the GSA Final Examination Board, be recommended for admission to level 4 of the programme leading to the Degree of Bachelor of Design in with Honours.

13. Award of an Honours Degree

To be eligible for the award of an Honours degree, the candidate must have obtained at least 480 credits, including at least 120 at level 4 grade D3 or above for a piece of independent work worth at least 20 credits.

14. Award of a Master of European Design

14.1 To be eligible for the award of the Degree of Master of European Design, the candidate must have obtained at least 600 credits, including at least 120 at level 5, achieved grade D3 or above for a piece of independent work worth at least 20 credits and completed two placements at an overseas partner institution within the MEDes Partner Network.

14.2 Exceptionally, any candidate who has completed level 4 but owing to adverse circumstances is unable to progress to level 5 of the degree may, at the discretion of the GSA Final Examination Board, be recommended to the University of Glasgow's Clerk of Senate for the award of the Degree of Bachelor of Design with Honours in an appropriate classification, or for the Degree of Bachelor of Design. Any such recommendation shall take into account the performance of the candidate in the Honours examinations and assessed course work in level4 of the programme.

15. Degrees to which these regulations apply

The following degrees are governed by the above regulations:

Bachelor of Design (BDes) Product Design
Master of European Design (MEDes) Product Design

REGULATIONS

1. Introductory and Definitions

The definitions set out in the Glossary of Terms apply to these regulations.

2. Duration of Study

The minimum and maximum periods of study, expressed as academic sessions, are as below:

Type of award	Full-time		Part-time	
	Minimum	Maximum	Minimum	Maximum
Masters Degree	5	7	-	-
Honours Degree	4	6	5	9
Ordinary Degree	3	5	4	9

3. Recognition of prior learning

3.1 Prior certificated learning and prior experiential learning can be counted for credit on this degree.

3.2 A candidate seeking accreditation of prior certificated learning must have completed, in whole or in part, a formally assessed programme of study. In addition to the documentation specified in the Admissions Policy published by The Glasgow School of Art, the candidate must present evidence of achievement in the form of an original certificate, transcript or similar document and, where relevant, must also present details of the syllabus and form of assessment.

3.3 A candidate seeking accreditation of prior experiential learning is required, in addition to the documentation specified in the relevant policy, to provide evidence that will enable admissions tutors to make informed judgements about the level of learning, knowledge and skills that they have acquired through life experience, employment, work experience or study that is not formally recognised.

3.4 The procedure for approval of such accreditation is set out in the relevant policy published by The Glasgow School of Art. The maximum limit for the award of such credit is, other than in exceptional circumstances, 50% of the credits associated with the degree programme.

4. Composition of Degree Programmes

4.1 The degree programmes shall be composed of courses, each of which is characterised by the academic level at which it is set and the number of credits which it conveys. The course level will be expressed as 1, 2, 3, 4 or 5, these corresponding to levels 7 to 11 in the Scottish Credit & Qualifications Framework.

4.2 In each academic session a full-time candidate will normally take courses conveying a total of 120 credits.

5. Pre-requisites, Co-requisites and Excluded Combinations

5.1 Each course may have pre-requisite and/or co-requisite course(s). To be admitted to a course:

a) The candidate must normally have attained grade D3 or above in each pre-requisite course. If the course follows a pre-requisite course in the same academic session, however, it shall be sufficient for the candidate to have attended the pre-requisite course.

b) The candidate must either have attended, or be concurrently attending, each co-requisite course.

5.2 Where a candidate's curriculum includes courses which form an excluded combination, credits from only one of these courses may be counted towards the requirements for award of a degree or other qualification.

6. Approval of Curriculum

The curriculum of each candidate must be approved at the start of each session by the candidate's Programme Leader. Once approved, the curriculum may not be altered except with the approval of the Programme Leader.

7. Assessment

7.1 Subject to §7.2 and §7.3 assessment is governed by the Code of Assessment which is published by The Glasgow School of Art.

7.2 The minimum requirement for the award of credit for a course is the submission of at least 75% by weight of the summative assessment. Additional requirements, including attendance requirements, shall be

published in the Programme Specification and/or its Course Specifications and/or given to candidates in writing by the relevant Head of Department or programme leader at the commencement of the course.

7.3 At levels 1, 2 and 3 there will be two summative assessment points in all courses each year. A candidate who fails to achieve grade D3 or above in any course will be permitted reassessment.

7.4 All level 4 courses include summative assessment. Candidates who do not achieve a grade of D3 or above in a course will be permitted a reassessment opportunity for the purpose of progressing to level 5. Reassessment is not permitted for candidates exiting the award at the end of level 4.

7.5 Reassessment is not permitted for level 5 courses.

8. Progress

8.1 The progress of candidates shall be reviewed annually.

8.2 At the end of levels 1, 2 or 3 of the Bachelor of Design, a candidate will be eligible to progress to the next year of the programme if they have achieved a grade of D3 or above for all courses of the curriculum for that year.

8.3 To be eligible for progression to the Master of European Design, a candidate will normally be required to obtain grade B3 or above in all courses of the level 2 curriculum.

8.4 An MEDes guest student[9] will normally be required to obtain the equivalent of grade B3 or above in all courses of the level 2 curriculum at their home institution to enter level 3 of the Master of European Design. An MEDes guest student will be required to obtain the equivalent of grade D3 or above in all courses of the level 3 curriculum undertaken at their first exchange partner institution to be eligible for progression to level 4 of the Master of European Design.

8.5 The assessments at level 3 and 4 for the Master of European Design will be taken at a host partner institution. In order to progress to the next year of the Degree, a candidate will be required to obtain the equivalent of grade D3 or above in all courses and will be permitted opportunity for reassessment as specified in §7.3 and §7.4.

9. Courses Available to students

The curriculum shall be specified in terms of core and elective courses, as described in the appropriate Programme Specification. The courses listed shall not necessarily be available in each session; the choice of a curriculum shall be subject to this limitation and to that imposed by timetables.

10. Award of a Certificate of Higher Education

10.1 A candidate who has completed courses totalling at least 120 credits with grade D3 or above in each course shall be eligible to receive a Certificate of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Certificate of Higher Education.

10.2 The Certificate of Higher Education shall be awarded with Merit where the grade point average[10] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

10.3 Where the candidate has accumulated more than 120 credits, the credit counted in the calculation of the grade point average shall be reduced to 120 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

11. Award of a Diploma of Higher Education

11.1 A candidate who has completed courses totalling at least 240 credits, including at least 80 credits at level 2 or above, with grade D3 or above in each course shall be eligible to receive a Diploma of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Diploma of Higher Education.

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[9] Guest students are students from partner institutions within the Masters of European Design (MEDes) Network.

[10] Grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A of the GSA's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. Grade point average is expressed to one decimal place (§7.4(a) of the Code of Assessment). In determining whether a candidate has achieved a required grade point average, no further rounding is permitted. For example, a candidate achieving a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

11.2 The Diploma of Higher Education shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

11.3 Where the candidate has accumulated more than 240 credits, the credit counted in the calculation of the grade point average shall be reduced to 240 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12. Award of an Ordinary Degree

12.1 To be eligible for the award of an ordinary degree, the candidate must have obtained at least 360 credits at grade D3 or above. These must include at least 120 credits at level 2 or higher and at least 60 credits at level 3.

12.2 The ordinary degree shall be awarded with Merit where the grade point average[3] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

12.3 Where the candidate has accumulated more than 360 credits, the credit counted in the calculation of the grade point average shall be reduced to 360 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12.4 Any candidate who, on completion of level 3, has not met the requirements for continued progression to the Degree of Bachelor of Design with Honours may, at the discretion of the GSA Final Examination Board, be awarded the Degree of Bachelor of Design. Any candidate who, on completion of level 3, has not met the requirements for continued progression to the Degree of Master of European Design, may, at the discretion of the GSA Final Examination Board, be recommended for admission to level 4 of the programme leading to the Degree of Bachelor of Design in with Honours.

13. Award of an Honours Degree

13.1 To be eligible for the award of an Honours degree, the candidate must have obtained at least 480 credits, including at least 120 at level 4 at grade D3 or above and achieved grade D3 or above for a piece of independent work worth at least 20 credits.

13.2 The classification of the Honours degree shall be determined in accordance with the GSA Code of Assessment and shall be based on the candidate's performance in all level 4 courses.

14. Award of a Master of European Design

14.1 To be eligible for the award of the Degree of Master of European Design, the candidate must have obtained at least 600 credits, including at least 120 at level 5, achieved grade D3 or above for a piece of independent work worth at least 20 credits and completed two placements at an overseas partner institution within the MEDes Partner Network.

14.2 Exceptionally, any candidate who has completed level 4 but owing to adverse circumstances is unable to progress to level 5 of the degree may, at the discretion of the GSA Final Examination Board, be recommended to the University of Glasgow's Clerk of Senate for the award of the Degree of Bachelor of Design with Honours in an appropriate classification, or for the Degree of Bachelor of Design. The Board shall take into account the candidate's performance at level 4 by converting the grades and credits awarded by the partner institution into the equivalent levels and grades of the University of Glasgow and shall recommend the award and classification on this basis.

14.3 The classification of the Master of European Design shall be determined in accordance with the GSA Code of Assessment (undergraduate classification) and shall be based on the candidate's performance in level 5 courses.

15. Degrees to which these regulations apply

The following degrees are governed by the above regulations:

Bachelor of Design (BDes) Product Design
Master of European Design (MEDes) Product Design

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 705 – CODE OF STUDENT CONDUCT

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. On the recommendation of the Senate the University Court adopts the Code of Student Conduct set out in the annexes below with effect from 1 September 2023, which shall replace in its entirety the Code of Student Conduct that came into effect on 1 September 2015 under Resolution No 670 (as amended) of the University Court.

2. The University Court approves the following Code as recommended and implemented by the Senatus Academicus with respect to the Student Conduct in each case in the form annexed to this Resolution:
   2.1 The Code set out in Annex 1, which shall have effect in respect of the period from 1 September 2023 until 31 August 2024; and
   2.2 The Regulations set out in Annex 2, which shall have effect from 1 September 2024.

3. This resolution shall take effect on 1 September 2023.

DAVID DUNCAN

University Secretary

Annex 1

CODE OF STUDENT CONDUCT

WHAT THIS CODE COVERS

33.1 The University has a responsibility to provide a safe and fair environment for its students, staff and members of the public. As part of this all students are required to behave acceptably and adhere to the University's rules at all times.

33.2 Students attending Associated Institutions[1] are also expected to abide by the conduct rules of those Institutions (which are published separately). Any misconduct may be considered by either or both institutions, depending on the agreement between the University and the Associated Institution.

33.3 All students, from the point at which they accept an offer from the University, and including students whose studies have been suspended, are subject to this Code in relation to:

a) the activities they engage in as students of the University, including educational, sporting, cultural, social or other activities, including those that take place while the student is away from the University, for example on field trips;

b) the services or facilities they access due to being students of the University;

c) their presence in, or access to, premises owned, leased or managed by the University; and/or

d) any activity, including digital activity and social media use, not covered by a), b) or c), but which might harm the safety, interests or reputation of the University and its community, negatively impact on visitors to the University or other members of the public, or impact on the student's suitability to remain a registered student.

33.4 Action may, exceptionally, be taken under this Code if misconduct on the part of a former student is alleged, which occurred whilst they were a student at the University. It shall be at the discretion of the Senior Senate Assessor or the Decision Maker for non-academic misconduct whether it is possible or desirable to investigate such allegations given the time elapsed, the availability of evidence, the availability of meaningful sanctions, and the perceived benefit to the University community of taking such action.

33.5 Sanctions against a former student may include the withdrawal of a qualification (in the case of academic misconduct) or refusal to allow re-registration for a further qualification or course at the University.

33.6 This Code is separate from matters of criminal or civil law and does not aim to make findings on matters of law.

GENERAL PRINCIPLES

33.7 The University will aim to treat all its students fairly under this Code and to adhere to the principles of natural justice. All students accused of misconduct will be clearly informed of the allegations against them; will have the right to be heard, the right to support and to seek representation and the rights of appeal set out in this Code. Individuals making allegations of misconduct will also have the right to be heard. Glasgow University students making allegations will have the right to receive support. Cases will be considered objectively by investigators and decision makers who are competent and have had no previous involvement in the case. Normally decisions on outcomes and sanctions will be reached having involved more than one person.

33.8 Procedures and sanctions will be proportionate to the misconduct. Academic sanctions will only be directly applied in relation to academic misconduct. Suspension or expulsion are potential sanctions for academic or non-academic misconduct.

33.9 Allegations will be considered in a timely manner. Investigations will be undertaken without undue delay and will be completed to the reasonable satisfaction of the Investigating Officer or Senate

[1] Educational institutions with which the University has a formal collaborative arrangement relating to the delivery of learning, teaching or academic supervision.

Assessor (as the case may be) before the decision is made. All parties will be informed of likely timescales and updated where delays are necessary.

33.10 All parties will be treated with dignity and respect, and implementation of this Code will be sensitive to protected characteristics with reasonable adjustments made if required.[2]

33.11 Involvement in a misconduct case can be difficult for any student and the University will assess risks for all parties when implementing this Code. Students will be reminded of the support available to them from the University Support Services and from the Students' Representative Council (SRC) Advice Centre, as well as forms of external support if needed.

ROLES IN THIS CODE

33.12 Roles in this Code are outlined in Annex A.

RELATIONSHIP WITH OTHER UNIVERSITY POLICIES, PROCEDURES AND REGULATIONS

The Student Contract

33.13 The Student Contract outlines the relationship between the University and all of its students. It links to relevant student regulations including this Code.

Fitness to Study[3]

33.14 Where there are concerns that a student's conduct may be being affected by their mental or physical health, this will normally be considered initially under the Fitness to Study Procedure.

Fitness to Practise[4]

33.15 Students registered on certain professional programmes are subject to the Fitness to Practise Procedure. If a School Fitness to Practise Officer, while investigating a Fitness to Practise concern, believes that this Code may apply, they will advise the Head of Student Codes in writing at student-conduct@glasgow.ac.uk. The Fitness to Practise Officer and the Head of Student Codes will decide how to proceed. Misconduct within a professional context will normally be considered under the Fitness to Practise Procedure. Misconduct which could also be perpetrated by students on non-professional programmes will normally be considered under this Code. The University may consider the case under both procedures if it believes that both are relevant.

33.16 Other regulations and policies exist separately that cover, for example, the use of IT facilities, Halls of Residence, and so on. Minor breaches of those regulations may be dealt with solely under those policies, but major breaches may be considered under this Code. These regulations and policies include:

Registration and Fee Regulations

Equality and Diversity Policy

Dignity at Work and Study Policy and Procedure

Personal Relationships Policy

Regulations and Code of Conduct for the Use of ICT Facilities in the University of Glasgow

Policy Statement on Students' Recording of Lectures

Plagiarism Statement

Code of Practice on Unacceptable Behaviour

Code of Policy and Procedures for Investigating Allegations of Misconduct in Research

No Smoking Policy Statement

Statement on Alcohol, Drugs and Substance Misuse

Accommodation Policies and Procedures

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[2] Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, as described in the Equality Act 2010.

[3] University Regulation 34 – Fitness to Study Procedure.

[4] University Regulation 36 - Procedure for Determining Fitness to Practise.

33.17 The Glasgow University Student Unions,[5] the Student Representatives' Council and the Glasgow University Sports Association are each constitutionally separate from the University of Glasgow and may also have their own conduct regulations.

WHAT IS MISCONDUCT?

33.18 It is understood that students' behaviour may be affected by some health conditions. However, the University must ensure that students and staff are not subjected to unacceptable behaviour, so concerns relating to inappropriate behaviour will be addressed by the University and may be considered under this Code. Physical or mental health or disability will be taken into account where it might be relevant to the concern raised, in line with the Equality Act 2010. Where behaviour is found to be unacceptable because of a health condition or disability, the University will try to offer appropriate support to help the student manage their condition and may use the Fitness to Study Procedure (see §33.14) rather than considering misconduct under this Code.

33.19 Misconduct means behaviour that falls short of the standard of behaviour expected of a student of the University. There is no definitive list of student conduct offences but the following examples would be regarded as misconduct:

Academic Misconduct

a) Cheating or gaining an unfair advantage in an assessment, or attempting to do so, or helping another student to do so. This includes:

- plagiarism from published or online materials, course materials, other students' work, or one's own work previously submitted for assessment at this or another institution;
- purchasing work or having it produced by any other person or commercial service;
- providing or sharing one's own work with another student to use for assessment, or producing work for another student, or collaboration in the preparation of an assessment unless explicitly permitted (such as with groupwork assignments);
- bringing material or items into an examination that are not permitted, or behaving in a manner that could potentially cause the examination to be compromised:
    - For in person examinations held on campus this could include but is not limited to mobile phones or tablets, smart watches, notes, unauthorised types of calculator, unauthorised types of dictionaries, or annotations on any material or item and is regardless of whether these are brought intentionally or are used during the examination.
    - For online examinations this relates to using materials or devices that are not permitted for online examinations. Schools and Research Institutes will advise students in advance about specific instructions relating to online examinations.

b) Engaging in misconduct in research.[6]

c) Academic Behaviour that is likely to render a student unfit to practise the profession to which their degree leads.[4]

Non-academic Misconduct

d) Engaging in criminal activity. It is a student's duty to inform the University if charged with a criminal offence.

e) Disrupting, or interfering with, any academic, administrative, sporting, social, cultural or other University activity.

f) Preventing, hindering or obstructing any member of the University from carrying out their duties or activities.

g) Behaving in a physically disorderly, threatening, offensive, indecent or violent manner or inciting others to do so.

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[5] Glasgow University Union (GUU) and Queen Margaret Union (QMU).

[6] The University's Code of Policy and Procedures for Investigating Allegations of Misconduct in Research may be referred to during Student Conduct proceedings.

h) Any form of sexual misconduct.

i) Using threatening, offensive or indecent language, whether expressed orally, in writing, or electronically, including on social media.[7]

j) Behaving in an anti-social way,[8] including in University residences or in the wider community, or in a way that risks the health, safety or welfare of any person, or could cause injury.

k) Discriminating against any person on grounds such as age, disability, gender, gender identity, political or religious beliefs, race, ethnic or national origin, sexual orientation, or socio-economic background.

l) Harassing, bullying or committing hate crimes[9] against any person including on grounds such as age, disability, gender, gender identity, political or religious beliefs, race, ethnic or national origin, sexual orientation, or socio-economic background.[10]

m) Behaving dishonestly by engaging in or facilitating fraud, deception, misrepresentation, or personation (including the falsification or misuse of the University name, documents, or logo).

n) Damaging or vandalising University property or the property of any person.

o) Stealing or misappropriating University property (including funds) or the property of any person.

p) Misusing or making unauthorised use of University premises or property, including misusing IT facilities or safety equipment.

q) Deliberately doing, or failing to do, anything that thereby causes the University to be in breach of a statutory obligation.

r) Possessing, using or supplying a controlled drug as defined by the Misuse of Drugs Act 1971 (as amended from time to time).

s) The unlawful possession, use or supply of an offensive weapon.

t) Making false, frivolous, malicious or vexatious complaints (without removing the right to make complaints and raise concerns through formal procedures).

u) Conduct that may harm the University's reputation.

v) Behaviour that is likely to render a student unfit to practise the profession to which their degree leads.

w) Failing to comply with any previously imposed sanction under this Code.

COMMUNICATING WITH STUDENTS ABOUT MISCONDUCT

33.20 All correspondence about misconduct will be sent by email to the student's University email account unless agreed otherwise.

Student Liaison Officers

33.21 The University recognises that some allegations of misconduct are extremely distressing for the person alleged to have breached conduct regulations ('the Responding Student') and potentially for the person making the allegation. In serious cases, a Student Liaison Officer will be assigned to the Responding Student. If the person making the allegation is also a Glasgow University student ('the Reporting Student'), in serious cases a separate Student Liaison Officer will be assigned to them. The Student Liaison Officer will be assigned as a result of the Risk Assessment process described in §33.28 onwards below.

33.22 The Student Liaison Officers will be the main point of contact for the Reporting Student and Responding Student throughout the conduct process. They will ensure that both students understand

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[7] This is based on the principle that people have the right to their own beliefs, but not to engage in activities or acts which interfere with the rights or beliefs of others (for further information see the University's Equality & Diversity Policy).

[8] Citizens Advice Scotland defines anti-social behaviour as acting in a way that causes or is likely to cause alarm or distress to one or more people in another household. To be antisocial behaviour, the behaviour must be persistent.

[9] The Crown Prosecution Service states that the term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity.

[10] The definition of bullying and harassment used by the University is set out in the Dignity at Work and Study Policy.

the conduct process and are kept well informed about progress and they will help both students to make informed decisions.

MISCONDUCT AND THE CRIMINAL LAW

33.23 Where the University believes or is informed that a criminal offence may have been committed, either on campus or off campus, it may report the matter to the police, regardless of the stage of any investigation or conduct procedure under this Code.

33.24 Where criminal proceedings against a student are ongoing, the University may:

a) suspend action under this Code until the outcome of those proceedings is known;

b) postpone making a decision about whether to take action under this Code until the outcome of those proceedings is known;

c) in exceptional cases, decide to continue or commence action under this Code.

33.25 A student subject to a criminal investigation must keep the University informed of any progress or change in status of the criminal process. The University will endeavour to provide pastoral support to any student subject to criminal investigation as well as to any student who has alleged criminal misconduct, even if the University conduct proceedings are suspended. This support might include access to University student support services, access to a Student Liaison Officer, extensions to academic deadlines, or a leave of absence.

33.26 The University may still take action under this Code for an incident that has been considered by a criminal court, whether or not the student has been found guilty of any criminal offence by the court, but this Code is not intended as a substitute for criminal proceedings.

33.27 Where a student is convicted of a criminal offence, the University will use this information as evidence in conduct proceedings if it is directly relevant to the matter being considered. Any sentence or order imposed by a criminal court may be taken into account in deciding on any sanction to be applied under this Code.

RISK ASSESSMENT AND PRECAUTIONARY MEASURES

33.28 When an allegation of non-academic misconduct is made, a risk assessment will be undertaken to assess whether there is a risk of harm (physical or mental) to the individual who has made the allegation or to anyone in the University community, or whether there is a risk to the University's property or activities.

33.29 This risk assessment will be undertaken by a Risk Assessment Group which will comprise a senior member of staff from the Academic Services, a representative from Student Services and a representative from the University Security team.

33.30 The Risk Assessment Group will decide whether a Student Liaison Officer should be assigned to the Responding Student and also, if applicable, to the Reporting Student.

33.31 Based on the outcome of the risk assessment, and pending the outcome of any criminal proceedings, the Clerk of Senate, Chief Operating Officer, or nominee, has the authority to take precautionary measures, with immediate effect, pending further investigation under this Code. The Responding Student will be informed of the decision, and the reasons for the decision, in writing. These measures may include, amongst other things:

a) a non-contact order between students;

b) limiting or removing access to University activities, services or facilities;

c) temporary exclusion from all or part of University accommodation (to the extent permitted by the relevant accommodation contract); and/or

d) precautionary suspension from the University.

33.32 Precautionary measures pending an investigation are not a finding of misconduct, nor a formal conduct sanction. Depending on the circumstances of the case, the Clerk of Senate, Chief Operating Officer, or nominee, may decide that a Responding Student can:

a) continue with their studies off campus; and/or

b) submit assessments or attend examinations under prescribed conditions.

33.33 The Clerk of Senate, Chief Operating Officer, or nominee, shall review precautionary measures:

a) routinely every month;

b) where the University is notified of a material change to the Responding Student's circumstances; and

c) on request from the Responding Student if there is evidence that the measures were imposed based on factual error.

Such requests must be made in writing to the Head of Student Codes at student-conduct@glasgow.ac.uk and should include submission of evidence relating to the factual error concerned.

33.34 All such reviews will not involve a meeting but the Responding Student is entitled to submit written representations. Where precautionary measures are changed or lifted, the student will be notified in writing.

GENERAL CONDUCT PROCEDURES

33.35 There are separate procedures for academic and non-academic misconduct which are described below. Where a student is accused of academic and non-academic misconduct, the Head of Student Codes will advise whether it will be possible to consider the case under one of these procedures or whether the misconduct should be considered under both procedures.

Referrals

33.36 Allegations of academic or non-academic misconduct can be submitted by any Glasgow University student or staff member and this may be done via a student representative or other staff member. Allegations of misconduct may also be made by members of the public. Reports should be made in writing to the Head of Student Codes at student-conduct@glasgow.ac.uk who will refer the allegation to the Senior Senate Assessor for allegations of academic misconduct, or to an Investigating Officer for allegations of non-academic misconduct.

33.37 The University will not normally take action under this Code in response to an anonymous allegation of misconduct. In some cases, where appropriate and where possible, the identity of a Reporting Individual will not be disclosed to the Responding Student or any party involved in the decision-making under this Code. It will be at the discretion of Head of Student Codes as to whether the identity of the Reporting Individual will be anonymised within the procedure of this Code. In exercising this discretion, factors that may be taken into account include the seriousness of the allegation, the credibility of the allegation, the likelihood of being able to conduct a full investigation and the reason(s) given by the Reporting Individual for requesting anonymity.

Time Frames

33.38 Conduct procedures will proceed without undue delay and will not normally take more than 90 calendar days from the start of the investigation into an allegation to the conclusion of any appeal meeting. Extensions to this timescale may be required if, for example, the case is particularly complex, there is a related criminal investigation or prosecution, because of delays caused by the Reporting Individual or the Responding Student, or other circumstances beyond the reasonable control of the University. All parties will be informed of likely timescales and updated where delays are necessary.

Confidentiality

33.39 The University will treat allegations of misconduct, and sanctions applied, confidentially except where it is considered by the University to be necessary to share information within the University or with external organisations to enable the University to:

a) investigate the allegation;

b) report or assist in the investigation of a crime;

c) fulfil its safeguarding duties; and/or

d) comply with its legal and/or contractual obligations (for example, to regulators or professional bodies).

Details of misconduct and sanctions will not be published on the student's degree transcript (Higher Education Achievement Report) and will not normally be divulged in references unless specifically requested by the individual or organisation requesting the reference.

The Student Liaison Officer (see §33.21 - §33.22 above) will discuss any potential sharing of information with the Responding Student or Reporting Individual in advance. All attendees will be reminded that the details of meetings under this Code should be treated as confidential.

33.40 Details of decisions of the Senate Assessors, the Decision Maker for non-academic misconduct, and Conduct and Appeal Committees are held confidentially in Academic Services. Details of decisions, including sanctions, will be circulated to relevant University or Student Union, SRC or GUSA officers on a need-to-know basis to implement the decisions.

33.41 Once a decision has been reached on the case, and if the Reporting Individual is a student or member of staff, they will normally receive a written notification that the matter was dealt with under the University Code of Student Conduct and noting whether the Responding Student was found to have committed misconduct.

Standard of Proof

33.42 The standard of proof at each stage of the procedures under this Code will be "on the balance of probabilities" (rather than "beyond reasonable doubt"). This means that, for each event or incident, the Decision Maker must be satisfied, on the evidence available, that it is more likely than not that the event or incident occurred.

Reasonable Behaviour

33.43 All individuals involved in a procedure under this Code, including the Responding Student and their companion (if any), must communicate and act respectfully and reasonably and in accordance with this Code and with the University's Code of Practice on Unacceptable Behaviour.[11] Staff with responsibilities under this Code may halt proceedings and refer to the Head of Student Codes if they consider that an individual has failed to comply with this expectation. Under these circumstances, the Clerk of Senate has the authority to exclude any individual from any part of the procedures under this Code with the advice of the Head of Student Codes.

Right to be Accompanied or Represented

33.44 Responding Students, Reporting Individuals and witnesses (if they are members of staff or Glasgow University students) are entitled to be accompanied to meetings under this Code by a family member, a fellow student or friend, an Adviser from the Students' Representative Council (SRC) Advice Centre, or a member of University staff, provided that the accompanying individual is not also a witness. Reporting Individuals and witnesses who are not members of staff or Glasgow University students are entitled to be accompanied to meetings by a family member or friend, provided that the accompanying individual is not also a witness. The role of the accompanying individual is to provide moral support and guidance to the person they are accompanying to the meeting. The accompanying individual shall not disrupt the proper conduct of the meeting.

33.45 The Responding Student will normally be expected to speak for themselves.

33.46 With the permission of the Senate Assessor, Investigating Officer, Decision Maker, or Convener of a Conduct Committee or Appeal Meeting, as appropriate, the Responding Student may be represented by the person accompanying them and the person may speak on their behalf. Permission must be requested in advance and reasons given to explain why the Responding Student requires a representative to speak for them.

33.47 The Responding Student must inform the Head of Student Codes (student-conduct@glasgow.ac.uk) at least five working days[12] before the relevant meeting of the name of any person who may attend to accompany or represent them.

33.48 If the Responding Student wishes to be accompanied or represented by a person not listed in §33.44 above, the student must make a request in writing to the Head of Student Codes (student-conduct@glasgow.ac.uk) at least five working days[12] before the meeting. The Head of Student Codes will consult the Director of Academic Services or their nominee before deciding whether to permit such alternative support or representation.

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[11] University Regulation 37 - Code of Practice on Unacceptable Behaviour.

[12] For the purposes of this Code, Monday to Friday are counted as working days except when the University is closed for a Public Holiday (as listed at https://www.gla.ac.uk/myglasgow/humanresources/all/worklife/publicholidays/public/) or other reason. Saturdays and Sundays are not counted as working days.

Failure to Appear at a Meeting

33.49 If a Responding Student does not attend a meeting scheduled under this Code on the scheduled date and has not advised of medical or other grounds that prevent attendance, the matter may be dealt with in the student's absence if the student has received the stated period of notice of the meeting. If the allegation is found to be established, an appropriate sanction will be applied and the student will be notified of the outcome in writing.

Allegations Against More than one Student

33.50 Where an allegation is made against more than one Responding Student for the same offence, all of the Responding Students will be given an equal opportunity to respond. The Head of Student Codes will advise on whether the Responding Students should be interviewed together or separately. Responding Students will have the opportunity to speak with the Senate Assessor(s), Investigating Officer and/or Senate Student Conduct Committee privately if there are confidential or sensitive matters that they wish to raise. Decisions on outcomes will be made for each Responding Student individually.

Meeting Arrangements and Written Submissions

33.51 The Senate Assessors or the Investigating Officer for non-academic misconduct shall meet with a Responding Student either in person or virtually (e.g., online) or may accept a written statement from the Responding Student instead of meeting with them. The written statement shall be considered in the same way as an oral statement.

33.52 In exceptional circumstances, for example where the Responding Student is overseas or unwell, or the parties are otherwise prevented from meeting physically, Conduct Committee and Appeal meetings may take place online if agreed by the Convener, with the advice of the Head of Student Codes.

33.53 All meetings under this Code will include at least two representatives from the University unless there are exceptional circumstances and all parties agree that the meeting may proceed with only one University officer in attendance.

Records of Misconduct and related Meetings

33.54 A written record of the meetings with Senate Assessors and of Conduct and Appeal Committee meetings will normally be shared with the Responding Student within 10 working days[12] of the meeting. Reports of Investigating Officers for non-academic misconduct will normally be shared with the Responding Student within 10 working days of the outcome agreed by the Decision Maker for non-academic misconduct.

33.55 Academic Services keeps records of student conduct correspondence, risk assessments and meetings. These records are kept for at least six academic sessions after the incident under investigation, and for the remaining duration of the student's registration with the University if this is longer.

Electronic Recordings

33.56 Any unauthorised electronic recording of meetings held under this Code is expressly forbidden by the University. Electronic recordings may be authorised in some circumstances, e.g., as a reasonable adjustment relating to disability.

Reports to Senate

33.57 Academic Services will prepare the following annual reports for Senate:

a) an Annual Report stating the number and types of misconduct reported, and the outcomes; and

b) an Annual Report stating the number and types of appeals heard by the Conduct Appeal Committees.

Re-consideration of an Allegation

33.58 A Responding Student cannot normally be considered twice in respect of the same allegation under this Code. Exceptionally, the Clerk of Senate may allow this if new substantive evidence becomes available. The factors in making the decision to consider a case again will include the time elapsed, the severity of the offence, the impact on the student(s) concerned and any possible impact on fitness to study or fitness to practise.

Procedures for Conduct and Appeal Meetings

33.59 At least 10 working days[12] before a Conduct Committee or Appeal Committee meeting, the Clerk of the Committee will send the Responding Student notice of the meeting and send them the papers for the meeting including details of the allegation (in the case of Conduct Committees) to give the student reasonable time to prepare.

33.60 The Committee may accept a written statement from the Responding Student as evidence instead of the Responding Student or their representative attending the Committee meeting.

33.61 The Committee will rely only on evidence, presented verbally or in writing, at the meeting in making their decision.

33.62 The Committee may adjourn the meeting and delay making a decision where it is decided that further investigation into the allegation(s) is needed.

33.63 If the members of the Committee cannot agree on an outcome, the decision will be that of the majority of its members. The Convener will have a casting vote if there is not a majority view.

Student Safeguarding and Wellbeing

33.64 The Convener of each Committee may take such steps as they consider necessary to support the wellbeing and participation of the Responding Student and any witness. This may include, amongst other things, requiring that all questioning be conducted through the Convener; the use of technology or physical barriers to remove direct line of sight between the Responding Student and a witness; and seeking to ensure that questioning by any party is appropriate. In exceptional circumstances, the Convener may not permit the Responding Student and/or their representative to question a witness directly where there are concerns for their wellbeing. The arrangements to support wellbeing will normally be agreed in advance of the meeting and all attendees will be notified in advance. Where required, the Student Liaison Officer will discuss the arrangements for safeguarding with the Responding and/or Reporting Student.

ACADEMIC CONDUCT PROCEDURES

Senate Assessors for Student Academic Conduct

33.65 The Senate shall appoint a minimum of five Senate Assessors for Student Academic Conduct ('the Senate Assessors'), to consider cases and take disciplinary action. The Senate Assessors take the role for four years, and the Senate appoints a Senior Senate Assessor from amongst the Senate Assessors. None of the Senate Assessors are members of the Senate Student Academic Conduct Committee. The duties of the Senior Senate Assessor can be performed by any of the Senate Assessors, if required.

Resolution by Mutual Agreement

33.66 If the Responding Student admits to the alleged academic misconduct and the Head of Student Codes feels that a mutually agreed resolution may be possible, then the academic misconduct may be resolved by mutual agreement.

33.67 The Responding Student will be informed of the allegation in writing, given a reasonable opportunity to respond, and notified of a potential sanction in writing. If the Responding Student agrees, the sanction will be confirmed in writing by the Senate Assessors. Examples of mutually agreed sanctions that may be applied are outlined in Annex B.

Local Resolution

33.68 Cases of suspected plagiarism concerning undergraduate non-honours students that are first offences, are not associated with formal on-campus examinations, and are not considered to be extensive will be dealt with by the Head of School or Director of Research Institute or their nominee (hereinafter referred to as Head of School) under the University's Plagiarism Statement. All other cases will be considered under this Code.

Level 1 Resolution – Summary Decision

Allegation that a student has engaged in academic misconduct

33.69 Before interviewing a Responding Student accused of academic misconduct, the Senate Assessors are entitled to carry out appropriate investigation into the allegation(s) based on the evidence provided by the Reporting Individual and the Responding Student. This might include interviews with the person who reported the allegation(s) and with other students and staff. At least two Senate Assessors will undertake the investigation and they will be advised and assisted by members of

Academic Services as appropriate. The Senate Assessors will have had no previous involvement in the case. The Senate Assessors may decide, after investigation, not to take the matter further or to interview the Responding Student using the Procedure at Level 1.

33.70 If the allegation(s) is considered to be more serious (having regard to the examples given in Annex B), the Senior Senate Assessor can decide with another Senate Assessor to refer the case directly to Level 2 for a full meeting of the Senate Student Academic Conduct Committee.

Procedure at Level 1

33.71 The Responding Student will normally be required to attend a meeting with two Senate Assessors to respond to the allegation(s), to admit or deny responsibility and, if they admit responsibility, to explain their behaviour or offer information that may be relevant in deciding a sanction.

33.72 The Responding Student will be given notice (normally seven days) of the meeting and provided with the details of the allegation and a copy of the Conduct procedures in advance. The student will also be told how to access advice and support, for example from the SRC Advice Centre.

Outcome at Level 1

33.73 At the conclusion of the meeting the Senate Assessors may:

a) dismiss the allegation of misconduct and advise that no further action should be taken;

b) carry out further investigation as permitted in §33.69;

c) impose a sanction in accordance with Annex B;

d) refer the matter to the Senate Student Academic Conduct Committee.

33.74 The relevant School will be informed by Academic Services of any academic sanction imposed by the Senate Assessors. The School will inform the Board of Examiners, which cannot review or change the sanction imposed by the Senate Assessors.

33.75 The Senate Assessors will normally tell the Responding Student the outcome of the interview at the end of the meeting, and the outcome will normally be confirmed in writing within 10 working days.[12] This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.76 The Responding Student has the right of appeal against the decision of the Senate Assessors including any sanction imposed. The procedures are set out under §33.106 - §33.118.

Misconduct which is more serious

33.77 The Senate Assessors at Level 1 shall refer the matter to the Senate Student Academic Conduct Committee under Level 2 of this Code if they decide that the Responding Student has committed misconduct which (having regard to the examples given in Annex B), may be more serious than can be considered at Level 1.

Level 2 Resolution: Senate Student Academic Conduct Committee

33.78 The Senate Student Academic Conduct Committee ('the Committee') is appointed by the Senate. The Committee membership is:

- Convener (appointed by Senate);
- College representatives (members of or nominated by Senate);
- Student member (the President of the Students' Representative Council or another SRC sabbatical officer).

At least three members of the Committee must be present at any meeting, including the Convener and at least one College member. Reasonable steps will be taken to include a student member on the Committee. Other staff members may be co-opted where appropriate. No member of the Committee will have had direct or previous involvement with the Responding Student or work directly within the area where any alleged misconduct took place.

33.79 The Senate Assessors will give the Committee a written report of the case, and a copy will be sent to the Responding Student before the meeting.

33.80 Other persons may attend meetings of the Committee, for example as witnesses or advisers, with the Convener's permission. The Head of Student Codes must be notified of any witnesses or advisers who may attend at least five working days[12] before the meeting, at student-conduct@glasgow.ac.uk.

33.81 At the hearing:

a) The Convener of the Committee will introduce all present, confirm whether the Responding Student will be represented by another person, explain the purpose of the meeting and explain any measures in place to protect the wellbeing of the Responding Student and any witnesses (such as those referred to in §33.64). The Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential.

b) The Senate Assessor will present the allegation(s) against the Responding Student. The Senate Assessor will present the findings of any investigation calling witnesses as appropriate.

c) The Responding Student (or representative) will be invited to respond to the allegation(s) presented by the Senate Assessor and may call witnesses, as appropriate. The Responding Student will be invited to state whether they admit or deny the allegation(s).

d) The Committee may ask questions of the Responding Student, their representative or supporter, the Senate Assessor and any witnesses.[13]

e) Through the Convener, the Responding Student (or their representative) may ask questions of the Senate Assessor and witnesses, subject to any alternative arrangements agreed as outlined in §33.64.

f) Through the Convener, the Senate Assessor may ask questions of the Responding Student and witnesses.

g) The Committee may at any time seek additional evidence or information from other parties at the meeting.

h) The Convener will invite the Senate Assessor and the Responding Student (or their representative) to sum up.

i) If the Responding Student admits the allegation(s) they will be invited to give an explanation of the misconduct and advise the Committee of any information that might be relevant in deciding on a sanction.

j) If the Responding Student denies the allegation(s), the Committee will decide, on the balance of probabilities, whether the Responding Student has committed the alleged misconduct.

33.82 If the Committee decides that the Responding Student has committed misconduct, they will, in a private meeting, agree on the appropriate sanction in accordance with Annex B.

33.83 The decision of the Committee is normally given verbally at the end of the meeting. The Responding Student will normally be notified of the Committee's decision formally within 10 working days[12] of the meeting. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.84 The Responding Student has the right of appeal against the decision of the Committee including any sanction imposed. The procedures are set out under §33.106 - §33.118.

NON-ACADEMIC CONDUCT PROCEDURES

Resolution by Mutual Agreement

33.85 If the Responding Student admits to the alleged misconduct and the Head of Student Codes feels that a mutually agreed resolution may be possible, then the misconduct may be resolved by mutual agreement without any investigation under this Code.

33.86 The Responding Student will be informed of the allegation in writing, given a reasonable opportunity to respond, and notified of a potential sanction in writing. If the Responding Student agrees, the sanction will be confirmed in writing by the Head of Student Codes. Examples of mutually agreed sanctions are outlined in Annex B.

Local Resolution

33.87 Local resolution of minor non-academic misconduct may take place in the residences and in relation to ICT facilities with more serious misconduct issues referred to this Code. The Wardens, the

[13] The Convener will ensure that any questioning by any party is appropriate and will not permit any questioning which is deemed to be vexatious, harassing, or irrelevant to the case.

Head of Student Engagement, the Head of Accommodation Operations, and the Director of IT have the authority to take actions under local regulations. See §33.13 - §33.17.

Resolution Following Investigation Under This Code

Investigating Officers

33.88 The University will appoint an Investigating Officer to consider cases of non-academic misconduct. The Investigating Officer will have had no previous involvement in the case.

33.89 The Investigating Officer will normally meet with the Responding Student to allow them to respond to the allegation, to admit to or deny responsibility and, if they admit responsibility, to explain their behaviour or offer information that may be relevant in deciding a sanction.

33.90 The Responding Student will be given notice of the meeting and be provided with the details of the allegation and a copy of this Code in advance. The Responding Student will also be told how to access advice and support, for example from the SRC Advice Centre.

33.91 The Investigating Officer will normally also meet with the person making the allegation and may meet with other students or staff and consider documents or other evidence relevant to the case.

33.92 The University does not have legal investigatory powers and can only investigate whether there has been a breach of this Code. A University investigation is not a substitute for a police investigation.

33.93 The Investigating Officer will write a report which outlines the process followed, the information gathered in their investigation and their conclusions.

Level 1 – Summary Decision

33.94 The Investigating Officer will refer their report to the Decision Maker who will be the Director of Academic Services or their nominee. The Decision Maker may:

a) dismiss the allegation of misconduct and advise that no further action should be taken;

b) request further investigation as permitted in §33.88 - §33.93;

c) impose a sanction in accordance with Annex B; or

d) refer the matter to the Senate Student Non-Academic Conduct Committee.

If the Decision Maker's decision is not in line with the conclusions of the Investigating Officer, they will consult with an alternate Decision Maker before reaching their final decision.

33.95 The Responding Student will be sent written notification of the outcome which will comprise the report of the Investigating Officer, together with any additional deliberations, reasoning and conclusions of the Decision Maker, within 10 working days[12] of the referral to the Decision Maker. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.96 The Responding Student has the right of appeal against the decision including any sanction imposed by the Decision Maker. The procedures are set out under §33.106 - §33.118.

Misconduct which is more serious

33.97 The Decision Maker at Level 1 shall refer the matter to the Senate Student Non-Academic Conduct Committee under Level 2 of this Code if they decide that the allegation of misconduct (having regard to the examples given in Annex B), may be more serious than can be considered at Level 1. Any Responding Student whose case is to be considered at Level 1 (Summary Decision) has a right to request that their case is heard by a conduct committee if they want the opportunity to present their case to a committee.

Level 2: Senate Student Non-Academic Conduct Committee

33.98 The Senate Student Non-Academic Conduct Committee ('the Committee') is appointed by Senate. The Committee membership is:

- Convener (appointed by Senate);
- Members of University staff[14] (members of or nominated by Senate);

[14] Staff from Research & Teaching or Management Professional & Administrative [MPA] Job Families (MPA staff will normally be at Grade 9 or 10).

- Student member (the President of the Students' Representative Council or another SRC sabbatical officer).

At least four members of the Committee must be present at any meeting, including the Convener and at least two senior University staff who have not previously been involved in the misconduct case in question and who do not work directly within the area where the alleged offence took place. All reasonable steps will be taken to include a student member in the Committee (the President of the Students' Representative Council or another SRC sabbatical officer). Other staff members may be co-opted where appropriate.

33.99 The Decision Maker at Level 1 will give the Committee a written report of the case, consisting of the Investigating Officer's report and a note of their own deliberations, reasoning and conclusions.

33.100 The Committee will invite the person who has made the allegation to all or part of the meeting as a witness and may interview other witnesses. The Responding Student may invite witnesses to the meeting with the permission of the Convener. The Head of Student Codes must be notified at student-conduct@glasgow.ac.uk, of any witnesses or advisers who may attend at least five working days[12] before the meeting.

33.101 At the meeting:

a) The Convener of the Committee will introduce all present, confirm whether the Responding Student(s) will be represented by another person, explain the purpose of the meeting and explain any measures in place to protect the wellbeing of the Responding Student(s) and any witnesses (such as those referred to in §33.64). The Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential.

b) The Investigating Officer will present the allegation(s) against the Responding Student. They will call witnesses as appropriate. The Committee may also invite the Decision Maker at Level 1 to the meeting if considered necessary.

c) The Responding Student (or representative) will be invited to respond to the allegation(s) and may call witnesses, as appropriate. The Responding Student will be invited to state whether they admit or deny the allegation(s).

d) The Committee may ask questions of the Responding Student, the Responding Student's representative or supporter, the Investigating Officer and any witnesses, including the reporting individual.[13]

e) Through the Convener, the Responding Student (or their representative) may ask questions of the Investigating Officer, the Decision Maker at Level 1, if present, and witnesses, subject to any alternative arrangements agreed as outlined in §33.64.

f) The Committee may at any time seek additional evidence or information from other parties at the meeting.

g) The Convener will invite the Senate Assessor and the Responding Student (or their representative) to sum up.

h) If the Responding Student admits the allegation(s), they will be invited to give an explanation of the misconduct and advise the Committee of any information that might be relevant in deciding on a sanction.

i) If the Responding Student denies the allegation(s), the Committee will decide, on the balance of probabilities, whether the Responding Student has committed the alleged misconduct.

33.102 If the Committee decides that the Responding Student has committed misconduct, they will agree on the appropriate sanction in accordance with Annex B.

33.103 The decision of the Committee is normally given verbally at the end of the meeting. The Responding Student will be notified of the outcome of the Committee's deliberations formally within 10 working days[12] of the meeting. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.104 The Responding Student has the right of appeal against the decision of the Committee including any sanction. The procedures are set out under §33.106 - §33.118.

APPEALS PROCEDURES

33.105 The appeals procedures for decisions made under this Code are set out below along with the appeal process for sanctions imposed under other conduct regulations.

Appeal Against Student Conduct Decisions

33.106 A Responding Student may appeal to the Senate Student Conduct Appeal Committee (the "Committee") against a decision or sanction imposed by the Senate Assessors, the Decision Maker for non-academic misconduct, the Senate Student Academic Conduct Committee or the Senate Student Non-Academic Conduct Committee.

33.107 The Committee will be convened by the Clerk of Senate. The Committee will be appointed by Senate and will be made up of at least two other senior University staff who have not previously been involved in the misconduct case in question and who do not work directly within the area where the alleged offence took place. All reasonable steps will be taken to include a student member in the Committee (the President of the Students' Representative Council or another SRC sabbatical officer). Other staff members may be co-opted where appropriate. If the Clerk of Senate has had prior involvement with the case, an alternative convener of equivalent seniority (i.e., a Vice Principal) will be appointed. The Committee has full powers to decide the appeal and will report its decision to Senate.

33.108 The Responding Student must appeal in writing to the Director of Academic Services at student-conduct@glasgow.ac.uk within 10 working days[12] of the date of the letter advising of the original decision.

33.109 The Committee shall consider an appeal only on the following grounds:

a) the Responding Student has new material evidence[15] that they were unable, for valid reasons, to provide earlier in the process and which evidence is likely to have had a material bearing on a decision at the earlier stage;

b) the procedures set out in this Code have not been followed, to the material detriment of the Responding Student;

c) the finding of misconduct or sanction(s) imposed at the earlier stage was clearly unreasonable.

33.110 If the appeal does not meet any of these grounds or the appeal is out of time, the Clerk of Senate, in consultation with another member of the Committee may dismiss the appeal.

33.111 The letter of appeal must clearly specify any new evidence, describe how the procedure was defective, or explain why the outcome was unreasonable. If new evidence is submitted, it must be explained why this could not have reasonably been produced at the earlier stage. The letter should also specify the outcome the Responding Student seeks.

33.112 An appeal against a conduct decision normally means that the sanction imposed is not imposed while the appeal is being considered. However, the Clerk of Senate has the right to maintain the sanction, if the Senate Assessors, the Decision Maker for non-academic misconduct, or the Convener of the original Conduct Committee recommend this. In such cases the Clerk of Senate will inform the Responding Student of this decision and the reasons for it. This provision does not apply to a suspension applied as a precautionary measure under §33.31 of this Code which will remain in place until any appeal has been decided.

33.113 The Senate Assessor, the Decision Maker for non-academic misconduct, or the Convener of the original Conduct Committee, as applicable, will receive a copy of the letter of appeal and will provide the Committee with a written statement of the circumstances of the case.

33.114 The Senate Assessor, the Decision Maker for non-academic misconduct, or the Convener of the original Conduct Committee, as applicable, may be invited to the appeal meeting to defend their decision. The Investigating Officer for Non-Academic Misconduct may be invited to attend as a witness. The Head of Student Codes must be notified of any witnesses or advisers who may attend at least five working days[12] before the meeting.

33.115 At the meeting:

a) the Convener will introduce all present, confirm whether the Responding Student(s) will be represented by another person, explain the purpose of the meeting and explain any measures in

[15] Material evidence is that which is relevant and significant as opposed to trivial or irrelevant to the case.

place to protect the wellbeing of the Responding Student(s) (such as those referred to in §33.64). The Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential;

b) the Convener will invite the Responding Student (or their supporter or representative) to make a statement and the Senate Assessor, Decision Maker for non-academic misconduct, or the Convener of the original Conduct Committee to comment;

c) the Committee may question the Responding Student, or where appropriate their representative, the Senate Assessor, the Decision Maker for non-academic misconduct, or the Convener of the original Conduct Committee, as applicable, and any witnesses;

33.116 The Committee may set aside, change, or uphold the decision and/or any sanction originally imposed.

33.117 The Responding Student will be notified of the outcome of the Committee's deliberations in writing within 10 working days[12] of the appeal meeting.

33.118 The decision of the Conduct Appeal Committee is final and there is no further opportunity for appeal against that decision within the University. Paragraph 33.128 outlines the role of the Scottish Public Services Ombudsman (SPSO) in relation to student complaints.

APPEAL PROCEDURE FOR SANCTIONS IMPOSED FOR MISCONDUCT UNDER THE PLAGIARISM STATEMENT OR OTHER REGULATIONS SET OUT IN §33.16

33.119 A student may appeal against a finding of misconduct or sanction imposed by a Head of School under the Plagiarism Statement, or by another university officer as set out in §33.16.

33.120 The student must appeal in writing to the Head of Student Codes at student-conduct@glasgow.ac.uk within 10 working days[12] of the date of the letter advising of the finding and any sanction being appealed against.

33.121 An appeal will only be considered on the following grounds:

a) the student has new material evidence[15] that the student was unable, for valid reasons, to provide earlier in the process and which evidence is likely to have had a material bearing on a decision at the earlier stage;

b) the procedures set out in the Plagiarism Statement have not been followed, to the material detriment of the student;

c) the finding of misconduct or sanction(s) imposed under the Plagiarism Statement was clearly unreasonable.

33.122 The letter of appeal must provide details of the finding and any sanction that is being appealed, and clearly specify any new evidence, describe how the procedure was defective or explain why the sanction was clearly unreasonable. If new evidence is submitted, it must be explained why this could not have reasonably been produced at the earlier stage. The letter should also specify the outcome the student seeks.

33.123 The appeal will be considered by the Senior Senate Assessor, with one other Senate Assessor, or by the Decision Maker for non-academic misconduct, with the Head of Student Codes, for non-academic misconduct. They may decide to:

a) dismiss the appeal because it does not meet any of the grounds specified in §33.121 (a)-(c), or because the appeal is frivolous or vexatious, or because the appeal is out of time;

b) uphold the appeal, if the appeal meets at least one of the grounds specified in §33.121 (a)-(c), and the Senate Assessors or Decision Maker are satisfied with the case for appeal;

33.124 The Senate Assessors or Decision Maker for non-academic misconduct may wish to meet with the student and/or with the Head of School or other officer responsible for the decision and any sanction being appealed against.

33.125 In deciding on the appeal, the Senate Assessors or Decision Maker for non-academic misconduct may set aside, change, or uphold the decision and any sanction imposed by the Head of School or other officer.

33.126 The student will be informed of the outcome of the appeal in writing within 10 working days[12] of consideration by the Senate Assessors or Decision Maker for non-academic misconduct.

33.127 The decision of the Senate Assessors or Decision Maker for non-academic misconduct is final and there is no further opportunity for appeal against that decision within the University. Paragraph 33.128 outlines the role of the Scottish Public Services Ombudsman (SPSO) in relation to student complaints.

INDEPENDENT EXTERNAL REVIEW

33.128 In accordance with the Further and Higher Education (Scotland) Act the Scottish Public Services Ombudsman (SPSO) has responsibility for investigating student complaints. This can include complaints about student conduct procedures. The SPSO provides a route for any student who has exhausted the conduct appeals procedures to refer their case for independent review.

The SPSO's contact details are:

Post: Freepost SPSO

Freephone 0800 377 7330

Online contact: https://www.spso.org.uk/contact-us

Website: https://www.spso.org.uk/

Mobile site: http://m.spso.org.uk/

Annex 2

WHAT THIS CODE COVERS

33.1 The University has a responsibility to provide a safe and fair environment for its students, staff and members of the public. As part of this all students are required to behave acceptably and adhere to the University's rules at all times.

33.2 Students attending Associated Institutions[16] are also expected to abide by the conduct rules of those Institutions (which are published separately). Any misconduct may be considered by either or both institutions, depending on the agreement between the University and the Associated Institution.

33.3 The University will consider allegations of misconduct under this Code made by:

a) members of the University community (being other University students, members of staff, and contractors or others working on or visiting University premises); and

b) other third parties where the student's conduct is related to a University activity or where the University in its sole discretion considers that the student's conduct may harm the safety, interests or reputation of the University.

33.4 All students, from the point at which they accept an offer from the University, and including students whose studies have been suspended, are subject to this Code in relation to:

a) the activities they engage in as students of the University, including educational, sporting, cultural, social or other activities, and including those that take place while the student is away from the University, for example on field trips;

b) the services or facilities they access due to being students of the University;

c) their presence in, or access to, premises owned, leased or managed by the University, Glasgow University Sports Association, Queen Margaret Union, Glasgow University Union, or Glasgow University Students' Representative Council; and/or

d) any activity, including digital activity and social media use, not covered by a), b) or c), but which may harm the safety, interests or reputation of the University.

33.5 Action may, exceptionally, be taken under this Code if misconduct on the part of a former student is alleged, which occurred whilst they were a student at the University. It shall be at the discretion of a Senior Senate Assessor (in the case of academic misconduct) or the Head of Student Conduct (in the case of non-academic misconduct) whether it is possible or desirable to investigate any such allegation given the time elapsed, the availability or likely availability of evidence, the availability of meaningful sanctions, and the perceived benefit to the University of taking such action.

33.6 Sanctions against a former student may include the withdrawal of a qualification (in the case of academic misconduct) and/or refusal to allow re-registration for a further qualification or course at the University.

33.7 This Code is separate from matters of criminal or civil law and does not aim to make findings on matters of law.

GENERAL PRINCIPLES

33.8 The University will aim to treat all its students fairly under this Code and to adhere to the principles of natural justice. All parties will be treated with dignity and respect, and implementation of this Code will be sensitive to protected characteristics with reasonable adjustments made if required.[17] All students against whom allegations of misconduct are taken forward under this Code will be clearly informed of the allegations against them, and will have the right to be heard, the right to support, and the rights of appeal, as set out in this Code. University of Glasgow students making allegations will have the right to receive support as set out in this Code. Cases will be considered objectively by investigators and decision makers who are competent and impartial.

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[16] Educational institutions with which the University has a formal collaborative arrangement relating to the delivery of learning, teaching, or academic supervision.

[17] Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, as described in the Equality Act 2010.

33.9 Procedures and sanctions will be proportionate to the misconduct. Academic sanctions will only be directly applied in relation to academic misconduct. Suspension or expulsion are potential sanctions for academic or non-academic misconduct.

33.10 Allegations will be considered in a timely manner. Investigations will be undertaken without undue delay and will be completed to the reasonable satisfaction of the Investigating Officer (in the case of allegations of non-academic misconduct) or Senate Assessors (in the case of allegations of academic misconduct) before the decision is made. Both Responding Student(s) and Reporting Individual(s) will be informed of likely timescales and updated where delays are necessary or otherwise occur.

33.11 The standard of proof at each stage of the procedures under this Code will be on the balance of probabilities. This means that, for each event or incident, the relevant decision maker must be satisfied, on the evidence available, that it is more likely than not that the event or incident occurred.

33.12 Involvement in a misconduct case can be difficult for any student and the University will assess risks for all relevant parties when implementing this Code. Students are reminded of the support available to them from the University Support Services and from the Glasgow University Students' Representative Council ('SRC') Advice Centre. Where concerns about individual welfare of any student arise because of a misconduct case, the University will, with agreement of that student, make a referral to the Safeguarding Team so that appropriate support measures can be put in place.

ROLES IN THIS CODE

33.13 Roles in this Code are outlined in Annex A.

RELATIONSHIP WITH OTHER UNIVERSITY POLICIES, PROCEDURES AND REGULATIONS

33.14 Other regulations and policies exist separately that cover, for example, the use of IT facilities, Halls of Residence, and so on. Breaches of those regulations may be dealt with solely under those policies, but may also be considered under this Code. These regulations and policies include:

Registration and Fee Regulations
Equality & Diversity Policy
Dignity at Work & Study Policy & Procedure
Personal Relationships Policy
Regulations and Code of Conduct for the Use of ICT Systems and Facilities in the University of Glasgow
Policy Statement on Students' Recording of Teaching
Plagiarism Statement
Guidance on using Artificial Intelligence
Expected Behaviour Policy
Code of Policy and Procedures for Investigating Allegations of Misconduct in Research
No Smoking Policy Statement
Statement on Alcohol, Drugs and Substance Misuse
Accommodation Services Policies and Procedures

33.15 The Glasgow University Student Unions,[18] the Student Representatives' Council and the Glasgow University Sports Association are each constitutionally separate from the University of Glasgow and may also have their own conduct regulations. However, behaviour which may breach the disciplinary rules of the Student Unions, Student Representative Council and the Glasgow University Sports Association on premises owned, leased, or managed by them or at any events organised by them (wherever they take place) may also constitute a breach of this Code. Where there is an allegation that would constitute a Level 2 misconduct under this Code, the case will be considered under this Code.

The Student Contract

33.16 The Student Contract outlines the relationship between the University and all of its students. It links to relevant student regulations including this Code.

[18] Glasgow University Union (GUU) and Queen Margaret Union (QMU).

Fitness to Study[19]

33.17 Where there are concerns that a student's conduct may be being affected by their mental or physical health, this will normally be considered under the Fitness to Study Procedure.

Fitness to Practise[20]

33.18 Students registered on certain professional programmes are subject to the Fitness to Practise Procedure. If a School Fitness to Practise Officer, while investigating a Fitness to Practise concern, believes that this Code may apply, they will advise the Head of Student Conduct in writing at student-conduct@glasgow.ac.uk. The Fitness to Practise Officer and the Head of Student Conduct will decide how to proceed. Misconduct within a professional context will normally be considered under the Fitness to Practise Procedure. Misconduct which could also be perpetrated by students on non-professional programmes will normally be considered under this Code. The University may consider the case under both procedures if it believes that both are relevant.

WHAT IS MISCONDUCT?

33.19 Misconduct means behaviour that falls short of the standard of behaviour expected of a student of the University.

There is no definitive list of student conduct offences, but a list of examples of academic and non-academic conduct offences can be found in Annex B.

COMMUNICATING WITH STUDENTS ABOUT MISCONDUCT

33.20 All written correspondence about misconduct will be sent by email to the student's University email account unless agreed otherwise.

Support and Advice

33.21 The University recognises that some allegations of misconduct are extremely distressing for the student alleged to have breached conduct regulations and for the person making the allegation.

Where a case is taken forward under this Code students are signposted to relevant sources of support in the University, including the SRC. Where concerns about individual welfare of any student arise because of a misconduct case, the University will, with agreement of that student, make a referral to its Safeguarding Team so that appropriate support measures can be put in place if appropriate.

33.22 The SRC provides confidential, independent and impartial support and guidance through its Advice Centre for the Responding Student and for the Reporting Individual (where that individual is a registered student of the University) throughout the conduct process. The SRC Advice Centre will discuss any potential sharing of information with the Responding Student or Reporting Individual.

MISCONDUCT AND THE CRIMINAL LAW

33.23 Where the University believes or is informed that a criminal offence may have been committed, either on campus or off campus, it may report the matter to the police, regardless of the stage of any investigation or conduct procedure under this Code.

33.24 Where criminal proceedings against a student are ongoing, the University may:

a) suspend action under this Code until the outcome of those proceedings is known;

b) postpone making a decision about whether to take action under this Code until the outcome of those proceedings is known;

c) in exceptional cases, decide to continue or commence action under this Code.

33.25 If a registered student of the University is charged with, or convicted of, a criminal offence they must let the University know by emailing student-conduct@glasgow.ac.uk. A Responding Student subject to a criminal investigation must keep the University informed of any progress or change in status of the criminal process (by emailing student-conduct@glasgow.ac.uk). The University will endeavour to provide pastoral support to any student subject to criminal investigation as well as to any student who has alleged criminal misconduct, even if the University conduct proceedings are suspended. This

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[19] University Regulation 34 – Fitness to Study Procedure.

[20] University Regulation 36 - Procedure for Determining Fitness to Practise.

support might include access to University student support services, access to the SRC Advice Centre, extensions to academic deadlines, or a leave of absence.

33.26 The University may still take action under this Code for an incident that has been considered by a criminal court, whether or not the student has been found guilty of any criminal offence by the court, but this Code is not intended as a substitute for criminal proceedings.

33.27 Where a student is convicted of a criminal offence, the University will use this information as evidence in conduct proceedings if it is directly relevant to the matter being considered. Any sentence or order imposed by a criminal court may be taken into account in deciding on any sanction to be applied under this Code.

GENERAL CONDUCT PROCEDURES

33.28 There are separate procedures for academic and non-academic misconduct which are described below. Where a student is accused of academic and non-academic misconduct, both procedures will be used and the cases may be managed concurrently. All attendees will be reminded that the details of meetings under this Code should be treated as confidential.

Confidentiality

33.29 The University will treat allegations of misconduct, and sanctions applied, confidentially and in line with the Code of Student Conduct Privacy Notice, except to the extent that it is considered by the University to be necessary to share information within the University or with external organisations to enable the University to:

a) investigate the allegation;

b) report or assist in the investigation of a crime;

c) fulfil its safeguarding duties; and/or

d) comply with its legal and/or contractual obligations (for example, to regulators, research funders, or professional bodies).

Details of misconduct and sanctions will not be published on the student's degree transcript (Higher Education Achievement Report) and will not normally be divulged in references unless specifically requested by the individual or organisation requesting the reference.

33.30 Details of conduct decisions are held confidentially by the Student Conduct Team. Details of decisions, including sanctions, will be circulated to relevant University colleagues or Student Union, SRC or GUSA officers on a need-to-know basis, to implement the decisions. All participants in conduct processes will be reminded that the details of meetings under this Code should be treated as confidential.

33.31 Once a decision has been reached on the case, the Reporting Individual will normally be informed that the matter was dealt with under the University Code of Student Conduct and noting whether the Responding Student was found to have committed misconduct. Parties, such as alleged victims and witnesses, may be informed of the sanction imposed where the University considers that it is of direct interest for them to be informed (by way of example, in cases of violence, sexual violence, bullying or harassment, it may be appropriate for the alleged victim to be informed of any sanction relating to restrictions on attendance on campus, approaching named individuals, etc).

Reasonable Behaviour

33.32 All individuals involved in a procedure under this Code, including the Responding Student and their accompanying individual (if any), must communicate and act respectfully and reasonably and in accordance with this Code and with the University's Expected Behaviour Policy.[21] Staff with responsibilities under this Code may halt proceedings and refer to the Head of Student Conduct if they consider that an individual has failed to comply with this expectation. Under these circumstances, the Clerk of Senate has the authority to exclude any individual from any part of the procedures under this Code following consultation with the Head of Student Conduct.

[21] University Regulation 37 – Expected Behaviour Policy.

Right to be Accompanied

33.33 Responding Students, Reporting Individuals and witnesses are entitled to be accompanied to meetings under this Code.

The accompanying individual will normally be a family member, a fellow student or friend, an adviser from the SRC Advice Centre, or a member of University staff, provided that they are not also a witness.

The role of the accompanying individual is to provide moral and pastoral support to the person they are accompanying to the meeting. The accompanying individual shall not disrupt the proper conduct of the meeting.

33.34 The Responding Student must inform the Head of Student Conduct (student-conduct@glasgow.ac.uk) at least five working days[22] before the relevant meeting of the name of any person who may attend to accompany them.

33.35 The Responding Student will normally be expected to speak for themselves.

33.36 There is no automatic right for a student to have legal representation at meetings and hearings and legal representation is only allowed for meetings or hearings where the student has been granted express permission in advance (see §33.37 below). The Responding Student will normally be advised to seek support and guidance from the SRC Advice Centre.

33.37 If the Responding Student wishes to be accompanied or represented by a person not listed in §33.33 above, the student must make a request to the Head of Student Conduct (student-conduct@glasgow.ac.uk) in writing, giving the name of the proposed representative and a rationale for representation, no later than five working days before the meeting or hearing.

The decision whether to allow legal representation will be for the Head of Student Conduct in consultation with the Senate Assessor, Investigating Officer, or Convener of the relevant Conduct Committee or Appeal Meeting, as appropriate.

Factors that will be considered in deciding whether to grant permission will include:

- the seriousness of the allegation and the potential sanction (for example, whether the outcome of the hearing could deprive the Responding Student of the right to practise their chosen profession or could irretrievably prejudice that right);
- the capacity of the Responding Student to understand the allegation(s) made against them and to defend/present their own case;
- the need for reasonable speed in achieving an outcome and to avoid delay;
- whether any points of law are likely to arise (in most cases the purpose of any meeting or hearing will be to determine points of fact and not law);
- any probable procedural difficulties;
- the need for fairness between the Responding Student and those making allegations; and
- other relevant factors, including any representations made by the Responding Student.

Where permission is granted, the Responding Student will be responsible for paying the costs of their representation (including legal costs) and these will not be reimbursed by the University.

Failure to Appear at a Meeting

33.38 If a Responding Student does not attend a meeting scheduled under this Code on the scheduled date and has not advised of medical or other grounds that prevent attendance, the matter may be dealt with in the Responding Student's absence. If the allegation is found to be established, an appropriate sanction will be applied, and the Responding Student will be notified of the outcome in writing.

Allegations Against More Than One Student

33.39 Where an allegation is made against more than one Responding Student for the same offence, each of the Responding Students will be given an equal opportunity to respond. The Head of Student Conduct will advise on whether the Responding Students should be interviewed together or separately. Responding Students will have the opportunity to speak with the Senate Assessor(s), Investigating Officer and/or Senate Student Conduct Committee privately if necessary. Decisions on outcomes will be made for each Responding Student individually.

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[22] For the purposes of this Code, Monday to Friday are counted as working days except when the University is closed for a Public Holiday or other reason. Saturdays and Sundays are not counted as working days.

Meeting Arrangements and Written Submissions

33.40 The Senate Assessors (in the case of academic misconduct) or the Investigating Officer (in the case of non-academic misconduct) shall meet with a Responding Student either virtually (e.g., online) or in person, or may accept a written statement from the Responding Student instead of meeting with them. The written statement shall be considered in the same way as an oral statement.

33.41 Conduct Committee and Appeal meetings may take place online or in person, as determined by the Convener, in consultation with the Head of Student Conduct.

33.42 All meetings under this Code, where Responding Students and/or Reporting Individuals are present, will include at least two representatives from the University, unless there are exceptional circumstances, and all parties agree that the meeting may proceed with only one University officer in attendance. For the purposes of this section, an Investigating Officer under this Code who is external to the University is a representative from the University.

33.43 A written record of the meetings with the Investigating Officer (in the case of allegations of non-academic misconduct) or Senate Assessors (in the case of allegations of academic misconduct), and of Conduct and Appeal Committee meetings, will normally be shared with the Responding Student within 10 working days[22] of the meeting. Reports of Investigating Officers for non-academic misconduct will normally be shared with the Responding Student within 10 working days of the outcome agreed by the Head of Student Conduct.

33.44 Records of student conduct correspondence, risk assessments and meetings are kept for at least six academic sessions after the incident under investigation, and for their remaining registration at the University if that is longer.

Electronic Recordings

33.45 Electronic recordings of any meetings held under the Code of Student Conduct are not permitted unless required as, for example, a reasonable adjustment relating to disability. Requests relating to recording meetings must be made in writing to the Head of Student Conduct student-conduct@glasgow.ac.uk at least five working days[22] in advance of the meeting.

Reports to Senate

33.46 An Annual Report will be presented to Senate stating the number and types of misconduct reported, and the outcomes at Level 1 and Level 2; and the number and types of appeals heard by the Conduct Appeal Committees.

Reconsideration of an Allegation

33.47 A Responding Student cannot normally be considered twice in respect of the same allegation under this Code. Exceptionally, the Clerk of Senate may allow this if new substantive evidence becomes available. The factors in making the decision to consider a case again will include the time elapsed, the severity of the offence, the impact on the student(s) concerned and any possible impact on fitness to study or fitness to practise.

Procedures for Conduct and Appeal Meetings

33.48 At least 10 working days[22] before a Conduct Committee or Appeal Committee meeting, the Clerk of the Committee will send the Responding Student notice of the meeting and send them the papers for the meeting including details of the allegation (in the case of Conduct Committees) to give the student reasonable time to prepare.

33.49 The Committee may accept a written statement from the Responding Student as evidence instead of the Responding Student or their representative attending the Committee meeting. The statement should be submitted to the Head of Student Conduct (student-conduct@glasgow.ac.uk) no later than five working days before the relevant meeting.

33.50 The Committee will rely only on evidence presented (either verbally or in writing) at the meeting in making their decision.

33.51 The Committee may adjourn the meeting and delay making a decision where it is decided that further investigation into the allegation(s) is needed.

33.52 If the members of the Committee cannot agree on an outcome, the decision will be that of the majority of its members. The Convener will have a casting vote if there is not a majority view.

Student Safeguarding and Wellbeing

33.53 Where safeguarding concerns are raised, the Convener of each Committee should seek advice from the Safeguarding Manager as to steps they consider necessary to support wellbeing and participation of the Reporting Individual (where they are a University of Glasgow student), the Responding Student, and any witnesses (where they are University of Glasgow students or staff). This may include, amongst other things, requiring that all questioning be conducted through the Convener; the use of technology or physical barriers to remove direct line of sight between the Responding Student and a witness; and seeking to ensure that questioning by any party is appropriate. Where reasonably possible, the arrangements to support wellbeing will be agreed and notified in advance of the meeting.

ACADEMIC CONDUCT PROCEDURES

Referrals

33.54 Allegations of academic misconduct should be submitted to the Student Conduct Team, using the online reporting form, or in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk.

33.55 The University will not generally investigate reports, under this Code, that have been made anonymously, but the information shared may be used to inform understanding of current issues and shape future work, such as campaigns and resourcing.

Time Frames

33.56 Conduct procedures will proceed without undue delay and where possible will not normally take more than 90 working days from the start of the investigation into an allegation to the conclusion of any appeal meeting. Extensions to this timescale may be required if, for example, the case is particularly complex, or due to other circumstances beyond the reasonable control of the University. Note that at certain times of year academic cases may take longer than 90 working days due to the increased number of referrals and the need to prioritise graduating students. Relevant parties will be informed of likely timescales and updated where delays are necessary or otherwise occur.

Senate Assessors for Student Academic Conduct

33.57 The Senate shall appoint a cohort of up to 24 Senate Assessors for Student Academic Conduct ('the Senate Assessors'), from which Senate Assessors will be selected to consider individual cases and take disciplinary action under this Code. The Senate Assessors take the role for four years, and the Senate appoints two Senior Senate Assessors from amongst the Senate Assessors. The duties of the Senior Senate Assessors can be performed by any of the Senate Assessors, if required.

Resolution by Mutual Agreement

33.58 If the Responding Student admits to the alleged academic misconduct and a Senior Senate Assessor considers that a mutually agreed resolution may be possible, then the academic misconduct may be resolved by mutual agreement.

33.59 The Responding Student will be informed of the allegation in writing, given a reasonable opportunity to respond, and notified of a potential sanction in writing. If the Responding Student agrees, the sanction will be confirmed in writing by the Senate Assessors. Examples of mutually agreed sanctions that may be applied are outlined in Annex C.

Local Resolution

33.60 In relation to first offences for undergraduate non-honours students, the Head of School or their nominee (hereinafter referred to as Head of School) may deal with the following under the University's Plagiarism Statement: cases of suspected plagiarism or collusion, or where work may have been generated using artificial intelligence, provided that such cases are not associated with formal on-campus examinations and are not considered to be extensive.. All other cases will be considered under this Code.

Level 1 Resolution – Summary Decision

Allegation that a student has engaged in academic misconduct

33.61 A Senior Senate Assessor will carry out an initial review into the allegation(s) and will be advised and assisted by members of the Student Conduct Team as appropriate. The Senior Senate Assessor will have had no previous involvement in the case. The Senior Senate Assessor will determine the subsequent course of action, which may include referring the matter back to the School, not taking the matter further, or taking the referral forward using the Procedure at Level 1.

33.62 If the allegation(s) is considered to be more serious (having regard to the examples given in Annex C), the Senior Senate Assessor can decide in consultation with another Senate Assessor to refer the case directly to Level 2 for a full meeting of the Senate Student Academic Conduct Committee.

Procedure at Level 1

33.63 The Responding Student will normally be invited to attend a meeting with two Senate Assessors to respond to the allegation(s), to admit or deny responsibility and, if they admit responsibility, to explain their behaviour or offer information that may be relevant in deciding a sanction.

33.64 The Responding Student will be given notice (normally not less than five working days) of the meeting and provided with the details of the allegation and a copy of the Conduct procedures in advance. The Responding Student will also be told how to access advice and support, for example from the SRC Advice Centre.

Outcome at Level 1

33.65 At the conclusion of the meeting the Senate Assessors may:

a) dismiss the allegation of misconduct and advise that no further action should be taken;

b) carry out further investigation;

c) impose a sanction in accordance with Annex C;

d) refer the matter to the Senate Student Academic Conduct Committee.

33.66 The Senate Assessors will normally tell the Responding Student the outcome at the end of the meeting, and the outcome will normally be confirmed in writing within 10 working days.[22] This letter will outline the right of, and timeline for, appeal and how to access advice and support if needed.

33.67 The relevant School(s) and College(s) will be informed in writing of any academic sanction imposed by the Senate Assessors. The School will inform the Board of Examiners (which cannot review or change the sanction imposed by the Senate Assessors).

33.68 The Responding Student has the right of appeal against the decision of the Senate Assessors including any sanction imposed. The procedures are set out under §33.109 - §33.123.

Misconduct which is more serious

33.69 The Senate Assessors at Level 1 shall refer the matter to the Senate Student Academic Conduct Committee under Level 2 of this Code if they decide that the Responding Student has committed misconduct which (having regard to the examples given in Annex C), may be more serious than can be considered at Level 1.

Level 2 Resolution - Senate Student Academic Conduct Committee

33.70 The Senate Student Academic Conduct Committee ('the Committee') is appointed by the Senate. The Committee membership is:

- Convener (appointed by Senate).
- College representatives (members of, or nominated by, Senate).
- Student member (the President of the Glasgow University Students' Representative Council or another SRC Sabbatical Officer).

At least three members of the Committee must be present at any meeting, including the Convener and at least one College member. Reasonable steps will be taken to include a student member on the Committee. Other staff members may be co-opted where appropriate. No member of the Committee will have had previous involvement with the Responding Student or work directly within the area where any alleged misconduct took place.

33.71 The Senate Assessors will give the Committee a written report of the case, and a copy will be sent to the Responding Student before the meeting.

33.72 The Senate Assessors and Responding Student must notify the Head of Student Conduct, at student-conduct@glasgow.ac.uk, of any witnesses who may attend the meeting at least five working days[22] before the meeting is due to take place.[23]

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[23] The Convener of the Committee has the authority to waive the stated timescales in relation to the notification of witness attendance.

33.73 At the hearing:

a) The Convener of the Committee will introduce all present, confirm whether the Responding Student will be represented by another person, explain the purpose of the meeting and explain any measures in place to protect the wellbeing of the Responding Student and any witnesses (such as those referred to in §33.53). Subject to their duty to ensure the procedure as a whole is fair, the Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential.

b) A Senate Assessor will present the allegation(s) against the Responding Student and will present the findings of any investigation, calling witnesses as appropriate.

c) The Responding Student (or representative) will be invited to respond to the allegation(s) presented by the Senate Assessor and may call witnesses, as appropriate. The Responding Student will be invited to state whether they admit or deny the allegation(s).

d) The Committee may ask questions of the Responding Student, their representative or supporter, the Senate Assessor and any witnesses.[24]

e) Through the Convener, the Responding Student (or their representative) may ask questions of the Senate Assessor and witnesses, subject to any alternative arrangements agreed as outlined in §33.53.

f) Through the Convener, the Senate Assessor may ask questions of the Responding Student and witnesses.

g) The Committee may at any time seek additional evidence or information from other parties at the meeting.

h) The Convener will invite the Senate Assessor and the Responding Student (or their representative) to sum up.

i) If the Responding Student admits the allegation(s) they will be invited to give an explanation of the misconduct and advise the Committee of any information that might be relevant in deciding on a sanction.

j) If the Responding Student denies the allegation(s), the Committee will decide, on the balance of probabilities, whether the Responding Student has committed the alleged misconduct.

33.74 If the Committee decides that the Responding Student has committed misconduct, they will, in a private meeting, agree on the appropriate sanction in accordance with Annex C.

33.75 The decision of the Committee is normally given verbally following conclusion of the Committee's deliberations. The Responding Student will normally be notified of the Committee's decision formally within 10 working days of the meeting. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.76 The Responding Student has the right of appeal against the decision of the Committee including any sanction imposed. The procedures are set out under §33.109 - §33.123.

NON-ACADEMIC CONDUCT PROCEDURES

Referrals

33.77 Allegations of non-academic misconduct should be made in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk.

33.78 The University will not generally investigate reports, under this Code, that have been made anonymously, but the information shared may be used to inform understanding of current issues and shape future work, such as campaigns and resourcing.

[24] The Convener will ensure that any questioning by any party is appropriate and will not permit any questioning which is deemed to be vexatious, harassing, or irrelevant to the case.

Time Frames

33.79 Conduct procedures will proceed without undue delay and will not normally take more than 22 working weeks[25] from the initial referral to the conclusion of any appeal meeting. Extensions to this timescale may be required if, for example, the case is particularly complex, there is a related criminal investigation or prosecution, because of delays caused by the Reporting Individual or the Responding Student, or other circumstances beyond the reasonable control of the University. All parties will be informed of likely timescales and updated where delays occur or are necessary.

See Annex D for the breakdown of this procedural timescale.

RISK ASSESSMENT AND PRECAUTIONARY MEASURES

33.80 When an allegation of non-academic misconduct is made a preliminary assessment of the case will be made by the Head of Student Conduct or their nominee.

33.81 Where the preliminary assessment indicates a potential risk of harm (physical or mental) to the individual who has made the allegation or to anyone in the University community, or a risk to the University's property or activities, a risk assessment will be undertaken.

33.82 This risk assessment will be undertaken by a Risk Assessment Group which will be convened by the Head of Student Conduct or their nominee, and will comprise a representative from Student Services, a representative from the University Security team, a Case Manager from the Student Conduct Team and such other member(s) of University staff as the Head of Student Conduct may consider necessary or desirable. The findings and recommendations of the Risk Assessment Group shall be recorded in writing.

33.83 The Clerk of Senate, Chief Operating Officer or their nominee, has the authority to take precautionary measures, with immediate effect, pending further investigation under this Code. The purpose of such measures may be, for example:

a) to ensure the safety and wellbeing of the University community, including the Responding Student, as well as the Reporting Individual; or

b) to ensure that potential witnesses or other evidence are not subject to interference.

When deciding whether to impose any precautionary measures, consideration should be given to any recommendation(s) made by the Risk Assessment Group.

These measures may include:

a) a non-contact order between students;

b) limiting or removing access to University activities, services, facilities or buildings;

c) temporary exclusion from all or part of University accommodation (to the extent permitted by the relevant accommodation contract); and/or

d) precautionary suspension from the University.

33.84 The Responding Student will be informed of any decision to impose precautionary measures, and the reasons for the decision, in writing. Other parties, such as alleged victims and witnesses may be informed of precautionary measures where it is of direct interest for them to be informed (by way of example, in cases of violence, sexual violence, bullying or harassment, it may be appropriate for the alleged victim to be informed of any restriction relating to attendance on campus, approaching named individuals, etc).

33.85 Precautionary measures pending an investigation are not a finding of misconduct, nor a formal conduct sanction.

33.86 The Clerk of Senate, Chief Operating Officer or their nominee, as the case may be, shall review precautionary measures:

a) routinely every month;

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[25] For the purposes of this Code, Monday to Friday is counted as a working week except when the University is closed for a Public Holiday or other reason.

b) where they are made aware of a material change to the facts or circumstances upon which they made their decision; and

c) on request from the Responding Student if there is evidence that the measures were imposed based on factual error or in the event that they consider there has been a material change to the relevant facts or circumstances upon which the decision to impose precautionary measures was based. Such requests must be made in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk and should include submission of any relevant evidence relating to the factual error or material change to the relevant facts or circumstances.

33.87 Following such reviews, the Responding Student (and any others notified of the original decision) will be notified to advise if precautionary measures are changed, lifted, or remain unchanged.

Resolution by mutual agreement

33.88 If the Responding Student admits to the alleged misconduct and the Head of Student Conduct feels that a mutually agreed resolution may be possible, then the misconduct may be resolved by mutual agreement without any further investigation under this Code.

33.89 The Responding Student will be informed of the allegation in writing, given a reasonable opportunity to respond, and notified of a potential sanction in writing. If the Responding Student agrees, the sanction will be confirmed in writing by the Head of Student Conduct. Examples of mutually agreed sanctions are outlined in Annex C.

Local Resolution

33.90 Local resolution of non-academic misconduct may take place without the use of Level 1 or 2 procedures. However, serious misconduct issues will normally be escalated to be considered under Level 1 of the Code of Student Conduct. The Wardens, Student Life Manager, the Head of Student Engagement, the Head of Accommodation Operations, and the Director of IT Services, or nominees have the authority to take actions under local regulations. See §33.14 - §33.18.

Resolution Following Investigation Under This Code

Investigating Officers

33.91 The University will appoint an Investigating Officer to investigate cases of non-academic misconduct. The Investigating Officer will have had no previous involvement in the case.

33.92 The Investigating Officer will conduct their investigation as they see fit.

33.93 The Investigating Officer will normally meet with the Reporting Individual and may meet with other witnesses and consider documents or other evidence relevant to the case.

33.94 The Investigating Officer will normally meet with the Responding Student to allow them to respond to the allegation, to admit to or deny responsibility and, if they admit responsibility, to explain their behaviour or offer information that may be relevant in deciding a sanction.

33.95 The Responding Student will be given notice of the meeting and be provided with the details of the allegation and a copy of this Code in advance. The Responding Student will also be told how to access advice and support, for example from the SRC Advice Centre.

33.96 The Investigating Officer will write a report which outlines the process followed, the witnesses spoken to, the information gathered in their investigation, and their conclusion as to whether or not misconduct occurred under this Code. Investigating Officers should not make recommendations for disposal.

Level 1 – Summary Decision

33.97 The Investigating Officer will provide their report to the Head of Student Conduct or their nominee. The Head of Student Conduct will:

a) dismiss the allegation of misconduct and advise that no further action should be taken;

b) request further investigation;

c) impose a sanction in accordance with Annex C; or

d) refer the matter to the Senate Student Non-Academic Conduct Committee.

Where a proposed sanction involves a period of suspension this decision will be taken in consultation with the Clerk of Senate or Chief Operating Officer.

33.98 The Responding Student will be sent written notification of the outcome which will comprise the report of the Investigating Officer, together with any additional deliberations, reasoning and conclusions of the Head of Student Conduct, within 10 working days[22] of the referral to the Head of Student Conduct. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.99 The Responding Student has the right of appeal. The procedures are set out under §33.109 - §33.123.

33.100 Other interested parties may be notified of the outcome in accordance with §33.31.

Misconduct which is more serious

33.101 The Head of Student Conduct shall refer the matter to the Senate Student Non-Academic Conduct Committee under Level 2 of this Code if they decide that the allegation of misconduct (having regard to the examples given in Annex C), may be more serious than can be considered at Level 1. Any Responding Student whose case is to be considered at Level 1 (Summary Decision) has a right to request that their case is heard by a Conduct Committee if they want the opportunity to present their case to a committee.

Level 2 – Senate Student Non-Academic Conduct Committee

33.102 The Senate Student Non-Academic Conduct Committee ('the Committee') is appointed by Senate. The Committee membership is:

- Convener (appointed by Senate).
- Members of University staff[26] (members of, or nominated by, Senate).
- Student member (the President of the Students' Representative Council or another SRC sabbatical officer).

At least four members of the Committee must be present at any meeting, including the Convener and at least two members of University staff. No member of the Committee will have had previous involvement with the Responding Student or work directly within the area where any alleged misconduct took place. Reasonable steps will be taken to include a student member in the Committee (the President of the Glasgow University Students' Representative Council or another SRC Sabbatical Officer). Other staff members may be co-opted where appropriate.

33.103 The Investigating Officer, or nominee, at Level 1 will present the case to the Committee and provide a copy of their investigation report.

33.104 The following individuals will be invited, on behalf of the Convener, to attend the Committee:

- the Reporting Individual(s);
- the Responding Student;
- the Investigating Officer (or nominee).

The Investigating Officer, or nominee, the Reporting Individual and the Responding Student may invite other relevant witnesses to attend the meeting if they consider that their testimony may be relevant to the case under consideration. The Student Conduct Team must be notified at student-conduct@glasgow.ac.uk of any witnesses who may attend at least five working days[22] before the meeting.[23]

33.105 At the meeting:

a) The Convener of the Committee will introduce all present, confirm whether the Responding Student(s) will be represented by another person, explain the purpose of the meeting, and explain any measures in place to protect the wellbeing of the Responding Student(s) and any witnesses (such as those referred to in §33.53). Subject to their duty to ensure the procedure as a whole is fair, the Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential.
b) The Investigating Officer, or nominee, will be invited to present the allegation(s) against the Responding Student. They will call witnesses as appropriate (on the understanding that these witnesses have been notified to the Student Conduct Team in advance and that the Convener has approved their attendance at the Committee).

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[26] Staff from Research & Teaching or Management Professional & Administrative [MPA] Job Families (MPA staff will normally be at Grade 9 or 10).

c) Where a case has been referred directly to the Committee by the Head of Student Conduct at Level 1, the Head of Student Conduct, or nominee, will be invited to present the allegations against the Responding Student. The Head of Student Conduct will also be able to call witnesses as appropriate.
d) The Responding Student (or representative) will be invited to respond to the allegation(s) and may call witnesses, as appropriate (on the understanding that these witnesses have been notified to the Student Conduct Team in advance and that the Convener has approved their attendance at the Committee). The Responding Student will be invited to state whether they admit or deny the allegation(s).
e) The Committee may ask questions of the Responding Student, the Responding Student's representative, the Investigating Officer, or nominee, and any witnesses, including the Reporting Individual.
f) Through the Convener, the Responding Student (or their representative) may ask questions of the Investigating Officer, or nominee, and witnesses, subject to any alternative arrangements agreed as outlined in §33.53.
g) Through the Convener, the Investigating Officer, or nominee, may ask questions of the Responding Student and witnesses (if called).
h) The Committee may at any time seek additional evidence or information from other parties at the meeting.
i) The Convener will sum up the case and ask the Investigating Officer, or nominee, and the Responding Student (or their representative), to confirm the accuracy of this summation.
j) If the Responding Student admits the allegation(s), they will be invited to give an explanation of the misconduct and advise the Committee of any information that might be relevant in deciding on a sanction.
k) If the Responding Student denies the allegation(s), the Committee will decide, on the balance of probabilities, whether the Responding Student has committed the alleged misconduct.

33.106 If, on the balance of probabilities, the Committee decides that the Responding Student has committed misconduct, they will agree on the appropriate sanction in accordance with Annex C.

33.107 The decision of the Committee is normally given verbally following conclusion of their deliberations. The Responding Student will be notified of the outcome of the Committee's deliberations formally within 10 working days of the meeting. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.108 The Responding Student has the right of appeal against the decision of the Committee including any sanction. The procedures are set out under §33.109 - §33.123.

APPEALS PROCEDURES

33.109 The appeals procedures for decisions made under this Code are set out below along with the appeal process for sanctions imposed under other conduct regulations.

Appeal Against Student Conduct Decisions

33.110 A Responding Student may appeal to the Senate Student Conduct Appeal Committee (the 'Committee') against a decision or sanction imposed by the Senate Assessors (in cases of academic misconduct), the Head of Student Conduct (in cases of non-academic misconduct), the Senate Student Academic Conduct Committee or the Senate Student Non-Academic Conduct Committee.

33.111 The Responding Student must appeal in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk within 10 working days[22] of the date of the letter advising of the original decision.

33.112 The Committee will consider an appeal only on the following grounds:

a) the Responding Student has new material evidence[27] that they were unable, for valid reasons, to provide earlier in the process and which evidence is likely to have had a material bearing on a decision at the earlier stage;

b) the procedures set out in this Code have not been followed, to the material detriment of the Responding Student;

c) the finding of misconduct or sanction(s) imposed at the earlier stage was clearly unreasonable.

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[27] Material evidence is that which is relevant and significant as opposed to trivial or irrelevant to the case.

33.113 The letter of appeal must clearly specify any new evidence, describe how the procedure was defective, or explain why the outcome was unreasonable. If new evidence is submitted, it must be explained why this could not have reasonably been produced at the earlier stage. The letter should also specify the outcome the Responding Student seeks.

33.114 The Committee will be convened by the Clerk of Senate or their nominee. The Committee will be appointed by the Clerk of Senate or the University Principal and Vice Chancellor, and will be made up of at least two other senior University staff who have not previously been involved in the misconduct case in question and who do not work directly within the area where the alleged offence took place. All reasonable steps will be taken to include a student member in the Committee (the President of the Students' Representative Council or another SRC Sabbatical Officer). Other staff members may be co-opted where appropriate. If the Clerk of Senate has had prior involvement with the case, an alternative convener of equivalent seniority (i.e. a Vice Principal) will be appointed. The Committee has full powers to decide the appeal and will report its decision to Senate.

33.115 In cases of appeal from a decision of the Senate Assessors (Level 1, academic misconduct) or the Head of Student Conduct (Level 1, non-academic misconduct) where new evidence or other information presented is accepted by the relevant Senate Assessors or Head of Student Conduct (as the case may be) and which would have resulted in a lesser sanction had it been available at an earlier stage, the Clerk of Senate may, in consultation with another member of the Committee, uphold the appeal and vary or remove the sanction applied without the need for a Committee hearing. In circumstances where the Clerk of Senate has sanctioned a period of suspension at Level 1, any appeal relating to this sanction will be considered by another Vice Principal.

33.116 If the appeal does not meet any of these grounds or the appeal is out of time, the Clerk of Senate, in consultation with another member of the Committee may dismiss the appeal.

33.117 An appeal against a conduct decision normally means that the sanction imposed is not imposed while the appeal is being considered. However, the Clerk of Senate has the right to maintain the sanction, if the Senate Assessors (in cases of academic misconduct), the Head of Student Conduct (in cases of non-academic misconduct), or the Convener of the original Conduct Committee recommend this. In such cases the Clerk of Senate will inform the Responding Student of this decision and the reasons for it. This provision does not apply to a suspension applied as a precautionary measure under §33.83 of this Code which will normally remain in place until any appeal has been decided, subject to §33.86.

33.118 The Senate Assessors (in cases of academic misconduct), the Head of Student Conduct (in cases of non-academic misconduct), or the Convener of the original Conduct Committee, as applicable, will receive a copy of the letter of appeal and will provide the Committee with a written statement of the circumstances of the case and a response to the points of appeal.

33.119 Many appeals will be capable of being determined without any need for the Committee to hear evidence from witnesses. The Committee may, through the Head of Student Conduct or their nominee, invite such witnesses to the appeal meeting as they consider may be necessary in order to consider the appeal (which may include, without limitation, the relevant Investigating Officer, the Senate Assessor (in the case of academic misconduct), the Head of Student Conduct (in the case of non-academic misconduct), or the Convener of the original Conduct Committee, as applicable). The Responding Student must notify the Student Conduct Team, at student-conduct@glasgow.ac.uk, of any witnesses who may attend the meeting at least five working days before the meeting is due to take place. Any such notification should be accompanied by an explanation of why the witnesses are relevant to the ground(s) of appeal.

33.120 At the meeting:

a) the Convener will introduce all present, confirm whether the Responding Student(s) will be represented by another person, explain the purpose of the meeting and explain any measures in place to protect the wellbeing of the Responding Student(s) (such as those referred to in §33.53). Subject to their duty to ensure the procedure as a whole is fair, the Convener may impose time limits on witness evidence, as well as on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential;

b) the Convener will invite the Responding Student (or their supporter or representative) to make a statement setting out their grounds for appeal and may invite the Senate Assessor (in the case of academic misconduct), Head of Student Conduct (in the case of non-academic misconduct), or the Convener of the original Conduct Committee, if present, to comment;

c) the Committee may question the Responding Student, or where appropriate their representative and any witnesses;

d) the Responding Student (or their representative) will be invited to provide a closing statement, should they wish. No new evidence may be introduced during a closing statement.

33.121 The Committee may set aside, change, or uphold the decision and/or any sanction originally imposed.

33.122 The decision of the Committee is normally given verbally following conclusion of deliberations. The Responding Student will be issued with a letter detailing the outcome of the Committee's deliberations within 10 working days of the appeal meeting.

33.123 The decision of the Conduct Appeal Committee is final and there is no further opportunity for appeal against that decision within the University. Paragraph 33.133 outlines the role of the Scottish Public Services Ombudsman (SPSO).

APPEAL PROCEDURE FOR SANCTIONS IMPOSED FOR MISCONDUCT UNDER THE PLAGIARISM STATEMENT OR OTHER REGULATIONS SET OUT IN §33.14

33.124 A student may appeal against a finding of misconduct or sanction imposed by a Head of School under the Plagiarism Statement, or by another University Officer as set out in §33.14.

33.125 The student must appeal in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk within 10 working days[22] of the date of the letter advising of the finding and any sanction being appealed against.

33.126 An appeal will only be considered on the following grounds:

a) the student has new material evidence[27] that the student was unable, for valid reasons, to provide earlier in the process and which evidence is likely to have had a material bearing on a decision at the earlier stage;

b) the applicable procedure(s) have not been followed, to the material detriment of the student;

c) the finding of misconduct or sanction(s) imposed was clearly unreasonable.

33.127 The letter of appeal must provide details of the finding and any sanction that is being appealed, and clearly specify any new evidence, describe how the procedure was defective or explain why the sanction was clearly unreasonable. If new evidence is submitted, it must be explained why this could not have reasonably been produced at the earlier stage. The letter should also specify the outcome the student seeks.

33.128 The appeal will be considered by two Senate Assessors (in cases of academic misconduct), or by the Head of Student Conduct (in cases of non-academic misconduct). They may decide to:

a) dismiss the appeal because it does not meet any of the grounds specified in §33.126 (a)-(c), or because the appeal is frivolous or vexatious, or because the appeal is out of time;

b) uphold the appeal, either in full or in part, if the appeal meets at least one of the grounds specified in §33.126 (a)-(c), and the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct) are satisfied with the case for appeal.

33.129 The Senate Assessors (in cases of academic misconduct), or Head of Student Conduct (in cases of non-academic misconduct), may wish to meet with the student and/or with the Head of School or other officer responsible for the decision and any sanction being appealed against.

33.130 In deciding on the appeal, the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct) may set aside, change, or uphold the decision and any sanction imposed by the Head of School or other officer.

33.131 The student will be informed of the outcome of the appeal in writing within 10 working days of consideration by the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct).

33.132 The decision of the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct) is final and there is no further opportunity for appeal against that decision within the University. Paragraph 33.133 outlines the role of the Scottish Public Services Ombudsman (SPSO).

INDEPENDENT EXTERNAL REVIEW

33.133 In accordance with the Further and Higher Education (Scotland) Act the Scottish Public Services Ombudsman (SPSO) has responsibility for investigating complaints relating to universities. This can include complaints about student conduct procedures.

The SPSO's contact details are:

Post: Freepost SPSO

Freephone 0800 377 7330

Online contact: https://www.spso.org.uk/contact-us

Website: https://www.spso.org.uk/

Mobile site: http://m.spso.org.uk/

ANNEX A

ROLES IN THE CODE OF STUDENT CONDUCT

Student/Individual Roles

Reporting Individual	A person who makes an allegation of misconduct against a student. The reporting individual may or may not be a student of the University of Glasgow.
Responding Student	The student against whom an allegation of misconduct is made.

University staff Roles/Groups

The individuals appointed to roles may nominate another person to carry out all or part of their responsibilities under this Code. Such persons must have similar levels of experience and expertise.

Clerk of Senate	• Oversees this Code on behalf of Senate, in consultation with the Student Conduct Team. • Determines precautionary measures to be taken based on a risk assessment by the Risk Assessment Group. • Has the authority to exclude any individual from any part of the procedures under this Code, with the advice of the Head of Student Conduct, if they behave unreasonably. • Advises on the appropriateness of Level 1 sanctions involving suspensions of up to 12 weeks. • Decides whether a student may be allowed to re-register or graduate while conduct proceedings are ongoing. • Decides whether a Responding Student can be considered twice in respect of the same allegation under the Code, if new substantive evidence becomes available. • Acts as Convener of the Conduct Appeal Committee (unless excluded due to prior involvement in the matter). • Determines whether there are grounds for appeal and whether the appeal has been made within required timescales. • Determines whether any sanctions should remain in place during the appeal process.
Senior Senate Assessor for Student Academic Conduct	• May undertake any of the duties of a Senate Assessor. • Receives academic misconduct allegations from the Student Conduct Team. • Decides (with another assessor) whether an academic conduct allegation is sufficiently serious to refer straight to a Senate Academic Misconduct Committee. • Prepares a report for, and presents the case to, the Senate Student Academic Conduct Committee, where necessary. • Considers appeals, with another Assessor, against sanctions imposed for misconduct under the Plagiarism Statement. • Attends Conduct Appeal Committee meetings, where necessary. • Decides whether it is possible or desirable to investigate allegations of academic misconduct against former students.
Senate Assessor for Student Academic Conduct	• May undertake any of the duties of a Senior Senate Assessor. • Investigates whether there has been academic misconduct. • In consultation with the Head of Student Conduct, decides whether a Responding Student attending a meeting may be accompanied or represented by a person not listed in the Code. • Determines sanction(s) to be applied to misconduct at Level 1. • Prepares a report for, and presents the case to, the Senate Student Academic Conduct Committee, where necessary. • Attends Conduct Appeal Committee meetings, where necessary.

	• Considers appeals, with a Senior Senate Assessor, against sanctions imposed for misconduct under the Plagiarism Statement.
Investigating Officer for Non-Academic Misconduct	• This role may be undertaken by a member of University staff or, where specialist expertise is needed, may be undertaken by someone external to the University. • Investigates allegations of non-academic misconduct. • In consultation with the Head of Student Conduct, decides whether a Responding Student attending a conduct interview may be accompanied or represented by a person not listed in the Code. • Reports to the Head of Student Conduct for non-academic misconduct on their investigation and their conclusions as to whether or not a breach of the Code has taken place. (The Investigating Officer does not make recommendations for sanctions and/or further action.) • Presents their case to the Senate Student Non-Academic Conduct Committee, where necessary.
Convener of Student Conduct or Conduct Appeals Committee	• Ensures that procedures are followed to convene and operate Senate Student Academic/Non-Academic Conduct Committee or Conduct Appeal Committee (including adjournments). • Ensures well-being and participation of any student and any witness during Student Conduct Committee or Conduct Appeal Committee hearings. • In consultation with the Head of Student Conduct, decides on witnesses who may be permitted to attend a hearing. • Questions will normally be asked through the Convener at the hearings. • Has a casting vote on any decisions.
Member of Student Conduct Committee	• Determines whether there has been misconduct. • Determines sanction(s) to be applied to misconduct at Level 2.
Member of Conduct Appeals Committee	• Considers appeals brought by a student against a Conduct decision.
Head of Student Conduct	• Receives allegations of misconduct. • Assigns Case Managers to non-academic misconduct cases. • Decides, with School Fitness to Practise Officers, whether misconduct cases should be considered under this Code or under Fitness to Practise Procedures. • Where a student is accused of academic and non-academic misconduct, advises whether it will be possible to consider the case under one of these procedures or under both. • Receives notifications from students of any person who may attend a meeting to accompany or represent them. • Advises, where an allegation is made against more than one student for the same offence, whether the students should be interviewed separately or together. • Decides whether a Responding Student attending a meeting may be accompanied or represented by a person not listed in the Code. • Advises on whether resolution by mutual agreement is appropriate for misconduct cases and identifies potential sanctions to be agreed. • Receives notifications of any witnesses who may be permitted to attend a Committee or appeal meeting. • Receives notifications that individuals have behaved unreasonably during misconduct proceedings. • Receives appeals against misconduct findings. • Receives requests for review of precautionary measures.

	• Determines whether non-academic misconduct should be handled at Level 1 (Summary Decision) or Level 2 (Student Conduct Committee). • Determines sanctions to be applied to misconduct at Level 1 (seeking approval from the Clerk of Senate where a sanction involves a suspension of up to 12 weeks). • Prepares a report for the Non-Academic Misconduct Committee, where necessary. • With the advice of the Student Conduct Team, considers appeals against sanctions imposed for misconduct by Local Resolution. • Decides whether it is possible or desirable to investigate allegations of non-academic misconduct against former students
The Risk Assessment Group	• Comprises the Head of Student Conduct (or nominee), the Head of Student Wellbeing & Inclusion (or nominee), a representative from the Safeguarding Team, and a representative from the University Security team. Other members of staff may be invited to attend a Risk Assessment Group where they can provide background and additional context which will be useful to the Group's deliberations. • Undertakes a risk assessment to assess whether there is a risk of harm (physical or mental) to an individual who has made an allegation under the Code, or to anyone in the University community, or whether there is a risk to the University's property or activities. • Advises the Clerk of Senate on precautionary measures following the risk assessment.
The Student Conduct Team	• Advises the Clerk of Senate and other persons on the student conduct process. • Informs academic Schools of any academic penalties imposed by the Senate Assessors. • Maintains confidential records on misconduct cases and outcomes. These records are kept for at least six academic sessions after the incident under investigation. • Prepares annual reports on conduct cases for Senate. • Reviews processes and procedures.
Safeguarding Manager (or nominee)	• Attends Risk Assessment Groups to advise on the level or risk posed by alleged misconduct relating to the safety and welfare of those directly involved and the wider University community. • Advises the Student Conduct Team, the Clerk of Senate and the Risk Assessment Group of safeguarding issues arising from alleged misconduct. • Provides support and guidance to responding and reporting students so that they have access to necessary support resources e.g, counselling, advocacy. • Escalates serious incidents or concerns regarding alleged misconduct to the Student Conduct Team as appropriate. • Advises the Student Conduct Team on safeguarding measures that may need to be implemented during Senate Student Conduct Committee hearings. • Advises on safety and risk management measures that may be necessary during Level 1 Investigations.
Case Manager	• Manages academic and non-academic case referrals. Assigned by the Head of Student Conduct to non-academic misconduct cases. • Assigns Investigating Officers to non-academic conduct cases. • Arranges all meetings relating to the investigation of cases, including Risk Assessment Group meetings.

	• Supports Senior Senate Assessors and Senate Assessors to conclude academic misconduct cases. • Ensures timescales are adhered to. • Maintains regular communications with all parties. • Ensures case records are accurate and kept up to date.

ANNEX B

Part A. Examples of academic misconduct

Understanding academic misconduct

All work submitted by students for University examinations or assessments is accepted on the understanding that it is the student's own effort. Academic writing must be created by students, reflecting their own critical evaluation, and demonstrating rigour through use of the student's own 'voice' to present their understanding of the ideas. Academic misconduct is work that does not meet this requirement and may be understood as intellectual theft because of the way that the arguments of others have been used without appropriate citation or referencing.

Specifically, it is behaviour i) which gains or attempts to gain or assists others in gaining or attempting to gain, unfair academic advantage; or ii) which puts others at an unfair academic disadvantage; or iii) which compromises assessment in some other way. In all cases, it is the action (or inaction) that is of primary concern, although intent and/or mitigating circumstances may be relevant to the consideration of sanction, should academic misconduct be found to have occurred.

Examples of academic misconduct include (but are not restricted to):

a) plagiarism i.e. taking the work of another person or source (including generative artificial intelligence tools) and using it as if it were one's own without appropriate reference or acknowledgment;

b) self-plagiarism i.e. resubmitting previously submitted work, wholly or in part (whether at the University or another institution) without proper acknowledgement, to gain credit again;

c) purchasing work, attempting to have it produced, or having it produced (in whole or in part) by any other person, agency, website, software or service (and whether or not for a fee);

d) sitting an examination or assessment for someone else or having someone else sit an examination or assessment for oneself;

e) providing or sharing one's own work with another student to use for assessment, or producing work for another student, or collaborating in the preparation of an assessment unless explicitly permitted (such as with groupwork assignments) or collaborating in the preparation for an assessment such that the distinctive contribution of individual students cannot be determined in the final assessment;

f) dishonesty in order to gain academic advantage (including the submission of false or fraudulent documents in support of any good cause application);

g) communicating with, disturbing, copying from, or colluding with, other students during an assessment or examination whether in-person or online;

h) bringing into, using, or accessing in an examination material or items that are not expressly permitted. This may include, but is not limited to:

    i) bringing or using unauthorised mobile phones, laptops, computers, tablets, any type of watch, unauthorised types of calculator, or other unauthorised electronic devices, notes, dictionaries, or annotations on any material or item and is regardless of whether these are brought intentionally or are used during the examination;

    ii) accessing material that is not expressly permitted via an authorised electronic device;

i) offering, promising, or giving any member of University staff (or related personnel, such as external examiners) money, gift, or other advantage which is or may be intended to induce that person to perform improperly a relevant function or activity, or to reward that person for the improper performance of such a function or activity in the marking or processing of any assessment or examination;

j) failing to comply with any rules applicable to the relevant examination or assessment of which the student has been made aware, or to comply with any reasonable instruction of an invigilator;

k) Ethics approval violations and other research misconduct (as described in the University's **Code of Policy and Procedures for Investigating Allegations of Misconduct in Research)**[28] or otherwise failing to comply with the University's **Code of Good Practice in Research** by PGR students in a manner which gains or attempts to gain, or assists others in gaining or attempting to gain, unfair academic advantage.

Part B. Examples of non-academic misconduct

Examples of non-academic misconduct include (but are not restricted to):

a) Engaging in criminal activity.

b) Aggressive or abusive behaviour, including behaviour or language (whether spoken, written, or electronically) which causes another person to feel unduly concerned, afraid, threatened or abused or otherwise behaving in a physically disorderly, threatening, offensive, indecent or violent manner or inciting others to do so.

c) Unreasonable or unduly persistent behaviour, including making unreasonable or unduly persistent demands of the University or its staff, to the detriment of the University or other members of the University community.

d) Disruptive behaviour, including disrupting, or interfering with, any academic, administrative, sporting, social, cultural, or other University activity or preventing, hindering, or obstructing any member of the University community from carrying out their duties or activities (noting that this does not disproportionately interfere with any right to make fair and justified comment, criticism or protest).

e) Any form of sexual misconduct including, without limitation, sexual violence, unwelcome sexual advances, sexual harassment, unwanted touching, stalking, sexual coercion, indecent communication including, without limitation, the making of sexually abusive or degrading remarks, sexual exposure, voyeurism, display or sharing (or threatened sharing) of pornographic or intimate images, video or other content without consent, and any other unwanted conduct of a sexual nature.

f) Anti-social behaviour or behaving in a way that risks (whether deliberately or recklessly) the health, safety or welfare of any person, or could cause injury.

g) Harassing, bullying, victimising, or discriminating against any person; this can also include harassment, bullying, victimisation or discrimination on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy, maternity, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, or socio-economic background.[29]

h) Possession, misuse or supplying a controlled drug as defined by the Misuse of Drugs Act 1971 (as amended from time to time).

i) The unlawful possession, use, or supply of an offensive weapon.

j) Behaving dishonestly by engaging in or facilitating fraud, deception, misrepresentation, or personation (including the falsification or misuse of the University name, documents, or logo). (Allegations of fraud related to visa applications will be referred directly to UKVI via the Immigration Compliance Team.)

k) Damaging or vandalising University property or the property of any person.

l) Stealing or misappropriating University property (including funds and intellectual property) or the property of any person.

m) Misusing or making unauthorised use of University premises or property, including misusing IT facilities or safety equipment.

n) Unauthorised disclosure or misuse of private or confidential information.

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[28] Code of Policy and Procedures for Investigating Allegations of Misconduct in Research – Research misconduct is characterised as behaviours or actions that fall short of the standards of ethics, research and scholarship required to ensure that the integrity of research is upheld.

[29] The definition of bullying and harassment used by the University is set out in the Dignity at Work & Study Policy & Procedure.

o) Deliberately doing, or failing to do, anything that thereby causes the University to be in breach of a statutory obligation.

p) Making false, malicious, or vexatious complaints (without removing the right to make complaints and raise concerns through formal procedures).

q) Conduct that may harm the University's reputation (noting that this does not disproportionately interfere with any right to make fair and justified comment, criticism or protest).

r) Failing to comply with the University's rules, regulations, policies, procedures, or codes of conduct, including (without limitation) failing to comply with any previously imposed sanction under this Code.

ANNEX C

SANCTIONS FOR STUDENT CONDUCT

This Annex outlines the types of misconduct that might be considered to fall within the different levels of the Student Code of Conduct. Each case is considered on an individual basis, depending on its context, and so the examples are not intended to be exhaustive or invariable.

This Annex also outlines the possible sanctions at each of the levels. The Head of Student Conduct at each level will consider several factors when deciding on sanctions which may include:

a) the nature of the offence;

b) the extent of and potential advantage of the offence, for example in cases of cheating;

c) the level of intentionality and pre-planning;

d) previous conduct (a first offence is likely to be treated more leniently than a second or later offence);

e) for non-academic cases,[30] whether the student admits to the offence, recognises the harm caused and demonstrates remorse;

f) whether the student has attempted to conceal or destroy evidence or influence any person involved in the misconduct or its investigation; and/or

g) whether the offence has a disproportionate impact on or is specifically aimed at a person or persons with protected characteristics.[17]

NB Misconduct initially considered locally, through mutual agreement, or at Level 1 may be escalated to a higher level if the Investigating Officer, Senate Assessor (for academic misconduct), or Head of Student Conduct (for non-academic misconduct) finds that the misconduct was more serious than at first thought. Misconduct considered at Level 2 may be referred back to a previous stage for further investigation, if required, or to a lower level if found to be less serious than at first thought.

ACADEMIC MISCONDUCT

Mutually Agreed or Local Resolution

Examples of the types of academic misconduct that might be considered locally or by mutual agreement include:

a) bringing disallowed items into an examination that would bring no benefit in the assessment, or that were unlikely to be accessible; and/or

b) allowing another student to copy the student's work in a formative assessment.

Cases of minor plagiarism in summative assessments may be considered by Schools under the procedures set out in the Plagiarism Statement.

Examples of Sanctions for Mutually Agreed or Local Resolution

a) issue a written warning;

b) require the student to write a letter of apology;

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[30] In the case of academic misconduct there is less latitude due to the need to preserve the integrity of academic assessment and ensure that only original work is marked.

c) require or recommend attendance at, or participation in, academic integrity provision through Student Learning Development, Schools and/or Colleges; and/or

d) any combination of the above.

e) In cases considered under the Plagiarism Statement, Schools are permitted to apply limited academic penalties.

Resolution after Investigation under the Code of Student Conduct

Level 1 – Summary Decision

Examples of the types of academic misconduct that might be considered at Level 1 include:

a) plagiarism or self-plagiarism;

b) copying another student's work with or without their permission;

c) undue collaboration between students; and/or

d) bringing materials into an examination with the potential to gain benefit in the assessment;

e) submission of work that is not the student's own;

f) breach of instructions in an in-person or online examination.

Examples of Level 1 Sanctions

a) issue a written warning;

b) require the student to write a letter of apology;

c) require or recommend attendance at, or participation in, academic integrity provision through Student Learning Development, Schools and/or Colleges;

d) impose an academic penalty. An academic penalty may include one or more of the following:

   i. a reduction in grade for an individual assessment (including an award of grade H [zero grade points]);

   ii. a reduced course grade (down to the lowest grade, H);

   iii. capping of subsequent course grades or assessment results;

   iv. prohibition of any reassessment opportunity; and/or

   v. refusing credit for a course (CR);

e) suspend the student from all or part of the University for up to 12 weeks, or impose conditions on the student continuing with studies; and/or

f) any combination of the above.

Level 2 – Committee Decision

Examples of the types of academic misconduct that might be considered at Level 2 include:

a) extensive or multiple offences of plagiarism;

b) submitting assessments that have been purchased;

c) a substantial or second offence of cheating in an examination;

d) attempting to bribe an assessor or other University officer;

e) falsifying research results; and/or

f) failing to uphold legal and ethical requirements of research by PGR students;

g) dishonesty in order to gain an academic advantage.

Examples of Level 2 Sanctions

a) impose any of the Level 1 sanctions;

b) suspend the student from all or part of the University for a specified period;

c) permanently expel the student from the University; and/or

d) any other sanction or combination of sanctions that the Committee considers appropriate.

NON-ACADEMIC MISCONDUCT

Mutually Agreed or Local Resolution

Examples of the types of non-academic misconduct that might be considered locally or by mutual agreement include:

a) excessive noise, particularly in residences or in the local community;

b) smoking in non-designated areas;

c) other minor forms of anti-social behaviour in the University or local community;

d) disruption of University activities resulting in minor inconvenience;

e) minor damage to University or another student's property; and/or

f) using inappropriate language, noises or gestures.

Examples of Sanctions for Mutually Agreed or Local Resolution

a) issue a written warning;

b) require the student to write a letter of apology;

c) require the student to cover the cost of damage to property, or costs incurred as a result of the behaviour, with no financial limit;

d) levy a fine of up to £250;[31]

e) issue a non-contact agreement between students; and/or

f) require attendance at awareness-raising training (for example, drug or alcohol awareness).

Resolution after Investigation under the Code of Student Conduct

Level 1 – Summary Decision

Examples of the types of non-academic misconduct that might be considered at Level 1 include:

a) significant or repeated anti-social behaviour or disruption of University activities;

b) criminal activity including theft, possession or mis-use of controlled drugs, damaging University property, causing or intending to cause physical harm;

c) being verbally abusive or intimidating another person;

d) causing a significant health and safety concern;

e) misuse of University property;

f) sexual misconduct (for example touching a person's clothes or hair or kissing without consent);

g) repeated, unwanted and unsolicited contact with another person electronically or in person;

h) deception or dishonesty;

i) harassing or discriminating against any person;

j) conduct that may harm the University's reputation; and/or

k) refusal to comply with another sanction imposed under this code.

Examples of Level 1 Sanctions

a) issue a written warning;

b) require the student to write a letter of apology;

c) require the student to cover the cost of damage to property, or costs incurred as a result of the behaviour, with no financial limit;

d) impose a fine of up to £350;

e) the imposition of a non-contact order between students;

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[31] Funds received for the payment of fines will be paid into the University's Student Hardship fund, or an alternative support fund related to the nature of the offence.

f) require attendance at awareness-raising training (for example drug or alcohol awareness). The student may be required to cover the cost of the training;

g) suspend the student from all or part of the University for up to 12 weeks, or impose conditions on the student continuing with studies; and/or

h) require attendance at graduation to be *in absentia*;

i) any combination of the above.

Level 2 – Committee Decision

Examples of the types of non-academic misconduct that might be resolved at Level 2 include:

a) repeated Level 1 offences;

b) submission of falsified medical certificates or other fraudulent extenuating circumstances claims;

c) engaging in more serious criminal activity including fraud, serious physical assault or threat to life, major damage to University property, repeated possession or mis-use of controlled drugs or supply of drugs, sexual violence (for example, rape or intimate touching without consent) or subjecting another student to unwanted sexual acts, domestic violence, possession of indecent images of children, committing hate crimes, possession, use or supply of an offensive weapon;

d) causing a serious health and safety concern;

e) downloading pornographic images onto a University computer;

f) bullying, in person or electronically;

g) abusive comments or harassment based on a person's protected characteristics;[17]

h) engaging in conduct that may significantly harm the University's reputation; and/or

i) refusal to comply with a significant sanction imposed under this Code.

Examples of Level 2 Sanctions

a) impose any of the Level 1 sanctions;

b) exclude the student from all or part of University accommodation to the extent permitted by the relevant accommodation contract;

c) suspend the student from all or part of the University for a specified period;

d) permanently expel the student from the University; and/or

e) any other sanction or combination of sanctions that the Committee considers appropriate.

ANNEX D – EXPECTED PROCEDURAL TIMESCALE FOR NON-ACADEMIC REFERRALS

Stage	**Elapsed time**
Referral received	
Preliminary Assessment	2 weeks
Risk Assessment	1 week
Investigation[32]	4-5 weeks
Committee[32]	4-5 weeks
Outcome Report	2 weeks
Appeal submission	2 weeks
Appeal assessment	2 weeks
Appeal hearing	4 weeks

[32] Timescale for Investigation and Committee stages not normally to exceed nine weeks in total.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 706 – DEGREE OF INTERNATIONAL MASTER IN MANAGING ART & CULTURAL HERITAGE IN GLOBAL MARKETS

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2023, the Degree of International Master (IntM) in Managing Art & Cultural Heritage in Global Markets may be awarded by the University of Glasgow.
2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.
3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

   3.1 The Regulations set out in Annex 1, which shall have effect in respect of the period from 1 September 2023 until 31 August 2024; and

   3.2 The Regulations set out in Annex 2, which shall have effect in respect of the period from 1 September 2024 until 31 August 2025; and

   3.3 The Regulations set out in Annex 3, which shall have effect from 1 September 2025.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.

4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.
5. This Resolution shall be deemed to have effect on and from 1 September 2023.

DAVID DUNCAN

University Secretary

REGULATIONS

A candidate admitted onto the programme must follow the instructions issued by the School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

In order to qualify for the award a candidate must complete a minimum of 240 credits[1] [120 ECTS equivalent] including taught courses and a 60 credit [30 ECTS] dissertation.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §6 and §8 unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

5.3 The assessment of each taught course will be conducted by the institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by the Collaborating Institutions to those recorded by the University of Glasgow shall be set out in the Programme Document. The result for the dissertation will be determined in accordance with the assessment schedule of the University of Glasgow.

6. Progress

6.1 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average[2] of 12.0 or above in the taught courses referred to in §3 with at least 75% of the credits at grade D3 or above and all credits at grade F3 or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

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[1] In compliance with the Scottish Credit and Qualification Framework for a Masters Degree 150 credits [75 ECTS] must be gained from ***Masters level*** courses (level M/SCQF level 11).

[2] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

6.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §3 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the degree, a resubmission will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of a Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the degree on obtaining a grade point average[2] of at least 12.0 in the taught courses within the programme, as specified in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 240 or more credits [120 ECTS equivalent] completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[3]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 240 or more credits [120 ECTS equivalent] completed on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average for the 240 or more credits [120 ECTS equivalent] completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 240 or more credits [120 ECTS equivalent] completed on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the dissertation.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average for the 240 or more credits [120 ECTS equivalent] completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

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[3] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

9. Transfer of Registration and Early Exit Awards

A candidate who is unable to complete the programme may be permitted to transfer their registration to a cognate programme of study leading to the award of a University of Glasgow Masters degree. Such a programme may have provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma.

10. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the Collaborating Institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

Annex 2

REGULATIONS

A candidate admitted onto the programme must follow the instructions issued by the School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

In order to qualify for the award a candidate must complete a minimum of 240 credits[4] [120 ECTS equivalent] including taught courses and a 60 credit [30 ECTS] dissertation, and must complete in full the curriculum and credit requirement set out in the Programme Specification.[5]

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §6 and §8 unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

5.3 The assessment of each taught course will be conducted by the institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by the Collaborating Institutions to those recorded by the University of Glasgow shall be set out in the Programme Document. The result for the dissertation will be determined in accordance with the assessment schedule of the University of Glasgow.

6. Progress

6.1 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average[6] of 12.0 or above in the taught courses referred to in §3 with at least 75% of the

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[4] In compliance with the Scottish Credit & Qualifications Framework for a Masters Degree 150 credits [75 ECTS] must be gained from ***Masters level*** courses (level M/SCQF level 11).

[5] While the University's normal minimum requirement for the award of the degree of International Master is 240 credits, the credits required on a programme, as described in the Programme Specification, may exceed that total.

[6] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

credits at grade D3 or above and all credits at grade F3 or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

6.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §3 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters Degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the Degree, a resubmission will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of an International Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining a grade point average[2] of at least 12.0 in the taught courses within the programme, as specified in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 240 [120 ECTS equivalent] or more required credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[7]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 240 or more credits [120 ECTS equivalent] completed on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average for the 240 or more credits [120 ECTS equivalent] completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 240 or more credits [120 ECTS equivalent] completed on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the dissertation.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average for the 240 or more credits [120 ECTS equivalent] completed on the programme at the first

[7] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Requirements for the Early Exit Awards by the University of Glasgow of Master of Science, Postgraduate Diploma or Postgraduate Certificate and Rules for Award of Distinction and Merit

The following provisions will apply where a candidate does not satisfy the requirements for award of the Degree of International Master.

9.1 The requirements for the award of Master of Science in Art & Cultural Heritage Studies are a grade point average[2] of at least 12.0 in 120 credits [60 ECTS] of taught courses within the programme, as specified in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and a grade D3 or above in the dissertation.

9.2 §9.4, §9.6, §9.9 and §9.10 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the credits contributing to the award at the first attempt and weighted to reflect the relative credit weightings of the courses.[7]

9.3 A candidate will be eligible for the award of Master of Science with Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 across 180 credits [90 ECTS] completed on the programme comprising 120 credits [60 ECTS] of taught courses and the dissertation; and

b) a grade point average of at least 14.0 for the 120 credits [60 ECTS] of taught courses; and

c) grade C1 or above for the dissertation.

9.4 Where a candidate has satisfied the requirements set out in §9.3 (b) and (c), and their grade point average for the 180 credits [90 ECTS] completed on the programme at the first attempt falls within the range 14.1 and 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

9.5 A candidate will be eligible for the award of Master of Science with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across 180 credits [90 ECTS] completed on the programme comprising 120 credits [60 ECTS] of taught courses and the dissertation; and

b) a grade point average of at least 17.0 for the 120 credits [60 ECTS] of taught courses; and

c) grade B1 or above for the dissertation.

9.6 Where a candidate has satisfied the requirements set out in §9.5 (b) and (c), and their grade point average for the 180 credits [90 ECTS] completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9.7 The requirement for the award of a Postgraduate Diploma in Art & Cultural Heritage Studies is a grade point average of 9.0 in 120 credits [60 ECTS] of taught courses, with not less than 80 [40 ECTS] of these credits at grade D3 or above.

9.8 The requirement for the award of a Postgraduate Certificate in Art & Cultural Heritage Studies is a grade point average of 9.0 in 60 credits [30 ECTS] of taught courses, with not less than 40 [20 ECTS] of these credits at grade D3 or above.

9.9 A candidate for the Postgraduate Diploma or Postgraduate Certificate who has achieved a grade point average of 14.5 at the first sitting will be eligible for the award with Merit. Where the grade point average falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

9.10 A candidate for the Postgraduate Diploma or Postgraduate Certificate who has achieved a grade point average of 17.5 at the first sitting will be eligible for the award with Distinction. Where the grade point average falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

10. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the Collaborating Institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

Annex 3

REGULATIONS

A candidate admitted onto the programme must follow the instructions issued by the School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

In order to qualify for the award a candidate must complete a minimum of 240 credits[8] [120 ECTS equivalent] including taught courses and a 60 credit [30 ECTS] dissertation, and must complete in full the curriculum and credit requirement set out in the Programme Specification.[9]

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 For the purposes of §6 and §8 all courses for which the candidate has registered, including where the credit total of those courses exceeds the minimum referred to at §4.1, must be counted:

a) in the calculation of the candidate's grade point average; and

b) in relation to the proportion of credits achieved at specified course grades,

unless other provision is justified by extenuating circumstances affecting the candidate.

This regulation applies where course registration continues on the date on which the first summative assessment for that course is to be submitted or on such other date as may be specified in the course document for that course.

5.3 The assessment of each taught course will be conducted by the institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. The result for the dissertation will be determined in accordance with the assessment grading/mark schedule of the Collaborating Institution coordinating the dissertation. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by the Collaborating Institutions to those recorded by the University of Glasgow shall be set out in the Programme Document.

6. Progress

6.1 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average[10] of 12.0 or above in the taught courses referred to in §3 with at least 75% of the

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[8] In compliance with the Scottish Credit & Qualifications Framework for a Masters Degree 150 credits [75 ECTS] must be gained from ***Masters level*** courses (level M/SCQF level 11).

[9] While the University's normal minimum requirement for the award of the degree of International Master is 240 credits, the credits required on a programme, as described in the Programme Specification, may exceed that total.

[10] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one

credits at grade D3 or above and all credits at grade F3 or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

6.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §3 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters Degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but the Collaborating Institutions are satisfied that the work required, including writing up, is substantially complete and so no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the Degree, a resubmission will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of an International Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining a grade point average[2] of at least 12.0 in the taught courses within the programme, as specified in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained at the first attempt across the 240 [120 ECTS equivalent] or more required credits taken on the programme and weighted to reflect the relative credit weightings of the courses.[11]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 240 or more credits [120 ECTS equivalent] taken on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average at the first attempt for the 240 or more credits [120 ECTS equivalent] taken on the programme falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 240 or more credits [120 ECTS equivalent] taken on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

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decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[11] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

c) a grade of B1 or above in the dissertation.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average at the first attempt for the 240 or more credits [120 ECTS equivalent] taken on the programme falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Transfer of Registration and Early Exit Awards

A candidate who is unable to complete the programme may be permitted to transfer their registration to the Master of Science in Art & Cultural Heritage Studies which has provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma. In order to be eligible for such an award, completion of additional taught courses may be required.

10. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the Collaborating Institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

UNIVERSITY OF GLASGOW
UNIVERSITY COURT

RESOLUTION NO. 707 – DEGREE OF MASTER OF SCIENCE (MEDICAL SCIENCE) IN HUMAN NUTRITION WITH SPECIALISATION

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2023, the Degree of Master of Science (Medical Science) [MSc (Med Sci)] in Human Nutrition with Specialisation may be awarded by the University of Glasgow.
2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.
3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

   3.1 The Regulations set out in Annex 1, which shall have effect in respect of the period from 1 September 2023 until 31 August 2024; and

   3.2 The Regulations set out in Annex 2, which shall have effect in respect of the period from 1 September 2024 until 31 August 2025; and

   3.3 The Regulations set out in Annex 3, which shall have effect from 1 September 2025.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.

4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.
5. This Resolution shall be deemed to have effect on and from 1 September 2023.

DAVID DUNCAN

University Secretary

Annex 1

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details of the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 12 calendar months. The maximum period for full-time study is 24 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for the award of the degree a candidate must complete 180 credits,[1] consisting of 120 credits of taught courses and a 60 credit dissertation.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document. The length and nature of the dissertation is as specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

4.1 Credits for taught courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Reassessment in relation to the 120 credits of taught courses referred to at §3.1 is governed by the following:

a) Where the course grade achieved by a candidate at the first attempt is less than grade C3, eligibility for, and the outcomes from, reassessment are those set out in §16.6 - 16.8 of the Code of Assessment (Provision for Reassessment).

b) Where the course grade achieved by a candidate at the first attempt is C3 or above, the candidate will be eligible for one reassessment opportunity in any component in which they have achieved less than grade D3. The number of grade points contributing to the candidate's grade point average for that course will be those derived from the course grade achieved at first attempt.

5.3 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §8 unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

5.4 For the purposes of all summative assessments §16.52 of the Code of Assessment for Undergraduate and Taught Postgraduate Programmes does not apply. For all courses 100% submission of assessments is required.

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[1] In compliance with the Scottish Credit and Qualification Framework a minimum component of the total credit must be gained from ***Masters level*** courses (level M/SCQF level 11) as follows: 150 credits for a Masters Degree.

6. Progress

6.1 A candidate will be permitted to progress to preparation of the dissertation only if, in the 120 credits of taught courses referred to in §3, they have obtained:

a) a grade point average[2] of at least 12.0; and

b) a grade D3 or above in all components of summative assessment.

6.2 In the event that after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §6.1, the candidate will not progress to the dissertation but may transfer their registration to the MSc (Med Sci) Human Nutrition & Knowledge Transfer which has provision for the additional exit awards of Postgraduate Certificate and Postgraduate Diploma.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

8. Requirements for the Award of Degree of Master of Science and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining:

a) in relation to the 120 credits of taught courses referred to in §3, a grade point average[2] of at least 12.0 and grade D3 or above in all components of summative assessment; and

b) grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 180 credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[3]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 180 credits completed on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average for the 180 credits completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across the 180 credits completed on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the dissertation.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average for the 180 credits completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

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[2] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[3] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

9. Fitness to Practise

All candidates must observe a standard of behaviour and professional conduct required of an Association for Nutrition Registered or Associate Nutritionist. A candidate in breach of the Association for Nutrition Standards of Ethics, Conduct & Performance will be subject to Fitness to Practise procedures, which may include referral to the School of Medicine, Dentistry & Nursing Fitness to Practise Committee. This Committee has the authority to confirm the exclusion of any student whose Fitness to Practise is found to be impaired. (See 'University Fees and General Information for Students' Regulation 36 of the *University Regulations*.)

10. Designation of Degree

The Degree may be awarded with the following Designations:

MSc (Med Sci) Human Nutrition
MSc (Med Sci) Human Nutrition (Clinical Nutrition)
MSc (Med Sci) Human Nutrition (Obesity & Weight Management)
MSc (Med Sci) Human Nutrition (Public Health Nutrition)
MSc (Med Sci) Human Nutrition (Sport & Exercise Nutrition)

Annex 2

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details of the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 12 calendar months. The maximum period for full-time study is 24 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for the award of the Degree a candidate must complete 180 credits,[4] consisting of 120 credits of taught courses and a 60 credit dissertation.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document. The length and nature of the dissertation is as specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

4.1 Credits for taught courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Reassessment in relation to the 120 credits of taught courses referred to at §3.1 is governed by the following:

a) Where the course grade achieved by a candidate at the first attempt is less than grade C3, eligibility for, and the outcomes from, reassessment are those set out in §16.6 - 16.8 of the Code of Assessment (Provision for Reassessment).

b) Where the course grade achieved by a candidate at the first attempt is C3 or above, the candidate will be eligible for one reassessment opportunity in any component in which they have achieved less than grade D3. The number of grade points contributing to the candidate's grade point average for that course will be those derived from the course grade achieved at first attempt.

5.3 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §8 unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

5.4 For the purposes of all summative assessments §16.52 of the Code of Assessment for Undergraduate and Taught Postgraduate Programmes does not apply. For all courses 100% submission of assessments is required.

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[4] In compliance with the Scottish Credit & Qualifications Framework a minimum component of the total credit must be gained from ***Masters level*** courses (level M/SCQF level 11) as follows: 150 credits for a Masters Degree.

6. Progress

6.1 A candidate will be permitted to progress to preparation of the dissertation only if, in the 120 credits of taught courses referred to in §3, they have obtained:

a) a grade point average[5] of at least 12.0; and

b) a grade D3 or above in all components of summative assessment.

6.2 In the event that after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §6.1, the candidate will not progress to the dissertation but may transfer their registration to the MSc (Med Sci) Human Nutrition & Knowledge Transfer which has provision for the additional exit awards of Postgraduate Certificate and Postgraduate Diploma.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

8. Requirements for the Award of Degree of Master of Science and Rules for Award of Distinction and Merit

8.1 In order to be eligible for the award of the Degree a candidate:

a) must be in good standing with the University with regard to their Fitness to Practise; and

b) in relation to the 120 credits of taught courses referred to in §3, must obtain a grade point average[2] of at least 12.0 and grade D3 or above in all components of summative assessment; and

c) must obtain grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 180 credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[6]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 180 credits completed on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average for the 180 credits completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across the 180 credits completed on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the dissertation.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average for the 180 credits completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

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[5] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[6] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

9. Fitness to Practise

All candidates must observe a standard of behaviour and professional conduct required of an Association for Nutrition Registered or Associate Nutritionist. A candidate in breach of the Association for Nutrition Standards of Ethics, Conduct & Performance will be subject to Fitness to Practise procedures, which may include referral to the School of Medicine, Dentistry & Nursing Fitness to Practise Committee. This Committee has the authority to confirm the exclusion of any student whose Fitness to Practise is found to be impaired. (See 'University Fees and General Information for Students' Regulation 36 of the *University Regulations*.)

10. Designation of Degree

The Degree may be awarded with the following Designations:

MSc (Med Sci) in Human Nutrition
MSc (Med Sci) in Human Nutrition (Clinical Nutrition)
MSc (Med Sci) in Human Nutrition (Obesity & Weight Management)
MSc (Med Sci) in Human Nutrition (Public Health Nutrition)
MSc (Med Sci) in Human Nutrition (Sport & Exercise Nutrition)

Annex 3

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details of the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 12 calendar months. The maximum period for full-time study is 24 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for the award of the Degree a candidate must complete 180 credits,[7] consisting of 120 credits of taught courses and a 60 credit dissertation.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document. The length and nature of the dissertation is as specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

Credits for taught courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Reassessment in relation to the 120 credits of taught courses referred to at §3.1 is governed by the following:

a) Where the course grade achieved by a candidate at the first attempt is less than grade C3, eligibility for, and the outcomes from, reassessment are those set out in §16.6 - 16.8 of the Code of Assessment (Provision for Reassessment).

b) Where the course grade achieved by a candidate at the first attempt is C3 or above, the candidate will be eligible for one reassessment opportunity in any component in which they have achieved less than grade D3. The number of grade points contributing to the candidate's grade point average for that course will be those derived from the course grade achieved at first attempt.

5.3 For the purposes of §6 and §8 all courses for which the candidate has registered, including where the credit total of those courses exceeds the minimum referred to at §3, must be counted:

a) in the calculation of the candidate's grade point average; and

b) in relation to the proportion of credits achieved at specified course and component grades, unless other provision is justified by extenuating circumstances affecting the candidate.

This regulation applies where course registration continues on the date on which the first summative assessment for that course is to be submitted or on such other date as may be specified in the course document for that course.

5.4 For the purposes of all summative assessments §16.52 of the Code of Assessment for Undergraduate and Taught Postgraduate Programmes does not apply. For all courses 100% submission of assessments is required.

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[7] In compliance with the Scottish Credit & Qualifications Framework a minimum component of the total credit must be gained from ***Masters level*** courses (level M/SCQF level 11) as follows: 150 credits for a Masters Degree.

6. Progress

6.1 A candidate will be permitted to progress to preparation of the dissertation only if, in the 120 credits of taught courses referred to in §3, they have obtained:

a) a grade point average[8] of at least 12.0; and

b) a grade D3 or above in all components of summative assessment.

6.2 In the event that after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §6.1, the candidate will not progress to the dissertation but may transfer their registration to the MSc (Med Sci) Human Nutrition & Knowledge Transfer which has provision for the additional exit awards of Postgraduate Certificate and Postgraduate Diploma.

7. Reassessment of Dissertation

Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

8. Requirements for the Award of Degree of Master of Science and Rules for Award of Distinction and Merit

8.1 In order to be eligible for the award of the Degree a candidate:

a) must be in good standing with the University with regard to their Fitness to Practise; and

b) in relation to the 120 credits of taught courses referred to in §3, must obtain a grade point average[2] of at least 12.0 and grade D3 or above in all components of summative assessment; and

c) must obtain grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained at the first attempt across the 180 credits taken on the programme and weighted to reflect the relative credit weightings of the courses.[9]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 180 credits taken on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average at the first attempt for the 180 credits taken on the programme falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 across the 180 credits taken on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the dissertation.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average at the first attempt for the 180 credits taken on the programme falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

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[8] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

[9] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

9. Fitness to Practise

All candidates must observe a standard of behaviour and professional conduct required of an Association for Nutrition Registered or Associate Nutritionist. A candidate in breach of the Association for Nutrition Standards of Ethics, Conduct & Performance will be subject to Fitness to Practise procedures, which may include referral to the School of Medicine, Dentistry & Nursing Fitness to Practise Committee. This Committee has the authority to confirm the exclusion of any student whose Fitness to Practise is found to be impaired. (See 'University Fees and General Information for Students' Regulation 36 of the *University Regulations*.)

10. Designation of Degree

The Degree may be awarded with the following Designations:

MSc (Med Sci) in Human Nutrition
MSc (Med Sci) in Human Nutrition (Clinical Nutrition)
MSc (Med Sci) in Human Nutrition (Obesity & Weight Management)
MSc (Med Sci) in Human Nutrition (Public Health Nutrition)
MSc (Med Sci) in Human Nutrition (Sport & Exercise Nutrition)

UNIVERSITY OF GLASGOW
UNIVERSITY COURT

RESOLUTION NO. 709 – DEGREE OF MASTER OF ARTS IN GLOBAL SUSTAINABLE DEVELOPMENT

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2024, the Degree of Master of Arts (MA) Global Sustainable Development may be awarded by the Senate of the University of Glasgow.
2. The Senate may make regulations governing the award of the degree with Honours, and as a General Degree in such designations as may be prescribed by Regulation which are subject to the approval of the University Court.
3. The award of the Degree shall be governed by Resolution No. 582 - “Generic Regulations for the award of Degrees gained by the successful completion of Undergraduate Programmes” together with such Supplementary Regulations as are contained in this Resolution No. 709 - “Degree of Master of Arts in Global Sustainable Development”. The Supplementary Regulations are set out in the Schedule of Regulations attached to this Resolution as Annex 1.
4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.
5. The early exit awards of Diploma of Higher Education and Certificate of Higher Education shall be governed by the Generic Undergraduate Regulations.
6. This Resolution is effective on and from 1 September 2024.

DAVID DUNCAN

University Secretary

Annex 1

REGULATIONS

1. Recognition of Prior Learning

Generic Undergraduate Regulation §4 applies subject to the proviso that the maximum limit for the award of such credit is 120 credits in a relevant discipline.

2. Maximum Period of Study

For full-time study, the maximum time normally permitted is six academic sessions. For part-time study the maximum time normally permitted is 10 academic sessions. All candidates must comply with progress regulations.

3. Progress

Generic Undergraduate Regulations §10 and §11 apply with the following additional requirements:

3.1 Full-time Candidates

a) Unless in any one session a full-time candidate obtains grade points from courses totalling at least 40 credits, they will normally be excluded from further attendance.

b) The minimum requirements for progress to a succeeding year of study are normally as follows:

After one session: the candidate must have obtained grade D3 or above in the four level 1 compulsory courses, and credit in further courses totalling at least 20 credits.

After two sessions: the candidate must have obtained grade D3 or above in the five level 2 compulsory courses and be qualified for the Certificate of Higher Education.

After three sessions: the candidate must have obtained grade D3 or above in the three level 3 compulsory courses and be qualified for the Diploma of Higher Education.

c) A candidate who has failed to complete the above minimum requirements for any one session, and who has not been excluded, shall normally be suspended from full-time attendance but shall be permitted to enrol as a part-time candidate. Alternatively the College Progress Committee or sub-committee thereof may permit a suspended candidate to be reassessed in a course in a subsequent session without further enrolment or attendance in it. In such circumstances the candidate may carry forward from a previous assessment in the course elements of assessment which together have a weighting of no more than 50% in the overall assessment of the course. A candidate suspended from full-time attendance shall thereafter be permitted to resume full-time attendance provided that they have fulfilled the relevant minimum requirements for progress.

3.2 Part-time Candidates

a) Progress requirements for part-time candidates will be set in accordance with §10.5 of the Generic Undergraduate Regulations.

b) Where a part-time candidate has been suspended from further attendance, the College Progress Committee or sub-committee thereof may permit such a candidate to be reassessed in a course in a subsequent session. In such circumstances the candidate may carry forward from a previous assessment in the course elements of assessment which together have a weighting of no more than 50% in the overall assessment of the course. The candidate shall thereafter be permitted to resume part-time attendance provided that, as a result of such reassessment, they have fulfilled the minimum progress requirements for part-time candidates.

3.3 Entry to Honours

a) Admission to Honours on the programme will normally take place on successful completion of the MA Global Sustainable Development programme. It shall normally be a requirement to have achieved 120 credits at level 3 and an Honours Entry Average of 11.0 or higher. The Honours Entry Average is calculated using the grade points set out in Schedule A to the Code of Assessment and by applying a 50% weighting to credit gained at level 3 and a 50% weighting to credit gained at levels 1 and 2.

b) A candidate who has gained 240 credits at levels 2 and 3, of which a minimum of 120 are at level 3, and has an Honours Entry Average of less than 11.0 may only proceed to Honours at the discretion of the Dumfries Honours Board.

4. Courses Available to Candidates

The list of qualifying and compulsory courses are set out in the programme specification for the degree programme.

5. Programme Requirements for the Award of the Degree

5.1 Honours Degree

a) The Honours Curriculum shall normally comprise 120 credits gained at level 3 and 120 credits gained at level 4.

b) In addition to the requirements set out at §16 of the Generic Undergraduate Regulations, a candidate shall obtain 240 credits from compulsory courses including 80 credits at level 1, 80 credits at level 2 and 120 credits at level 3 (of which 60 shall be obtained from either a placement or dissertation).

5.2 Ordinary Degree

Generic Undergraduate Regulation §14 applies with the following additional requirements: at least 200 credits must be at level 2 or higher including 120 at level 3; and grade D3 or above in at least 60 credits at level 3.

UNIVERSITY OF GLASGOW
UNIVERSITY COURT

RESOLUTION NO. 711 – DEGREE OF MASTER OF SCIENCE IN MEDICAL PHYSICS

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2024, the Degree of Master of Science (MSc) in Medical Physics may be awarded by the Senate of the University of Glasgow.
2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.
3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

   3.1 The Regulations set out in Annex 1, which shall have effect in respect of the period from 1 September 2024 until 31 August 2025; and

   3.2 The Regulations set out in Annex 2, which shall have effect from 1 September 2025.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.
4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.
5. The early exit awards of Postgraduate Diploma and Postgraduate Certificate are also included in the Regulations.
6. This Resolution is effective on and from 1 September 2024.

DAVID DUNCAN

University Secretary

Annex 1

REGULATIONS

A student admitted onto a programme leading to an award must follow the instructions issued on behalf of the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme including, in some cases, further requirements associated with the award.

1. Admission

Before being considered for admission to study for the award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Masters degree is 12 calendar months. The maximum period for full-time study is 24 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for an award a candidate must complete minimum credits[1] as follows:

i) For the award of a Masters degree: 180 credits, which includes both taught courses and a 60 credit (or more) substantial independent work.

ii) For the award of a Postgraduate Diploma: 120 credits of taught courses.

iii) For the award of a Postgraduate Certificate: 60 credits of taught courses.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document. The length and nature of the substantial independent work is as specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section in the *University Regulations*.

5. Assessment

5.1 For each academic session assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §6 and §8[2] unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

5.3 The threshold grade referred to in §16.6 of the Code of Assessment (Provision for Reassessment) shall be grade D for all courses on the degrees governed by these regulations. The number of grade points derived from the final result for a course following reassessment shall not be more than 9.

6. Candidates for a Masters Degree: Progress

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[1] In compliance with the Scottish Credit & Qualifications Framework a minimum component of the total credit must be gained from ***Masters level*** courses (level M/SCQF level 11) as follows: 150 credits for a Masters Degree, 90 credits for a Postgraduate Diploma, 40 credits for a Postgraduate Certificate.

[2] Except for §9.2, §9.4 and §9.5 where only 60 credits will be counted in the calculation of the grade point average for a Postgraduate Certificate, and any excess credit will be discarded in such a way as to maximise the grade point average while meeting all other requirements of the regulations. Any credits identified as core for the Postgraduate Certificate must be included in the calculation.

6.1 A candidate will be permitted to progress to preparation of the substantial independent work required by the Degree, only if they either:

a) have met the requirements in relation to taught courses specified in §8.1 for the award of the Masters degree; or

b) have at the first attempt met the requirements specified in §9.1 for the award of the Postgraduate Diploma and can meet the requirements in relation to taught courses specified in §8.1 for the award of the Masters degree following reassessment in no more than 20 credits of courses.

6.2 A candidate who has commenced study midway through an academic session will be permitted to progress to preparation of the substantial independent work required by the Degree at the end of the session in which study was commenced only if they have at the first attempt met the requirements specified in §9.2 for the award of the Postgraduate Certificate.

6.3 The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

6.4 A candidate may be required to commence work on the substantial independent work before the assessment of the taught courses referred to in §3 has been completed.

6.5 Where a candidate is permitted or required to commence work on the substantial independent work before satisfying the progress requirements set out in §6.1 this shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently, after all opportunities at assessment have been exhausted, the candidate does not achieve the standard required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters degree, and the following will apply:

- If the substantial independent work has been submitted, it will be marked and a grade published.
- If the substantial independent work has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the substantial independent work is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of the Substantial Independent Work

7.1 Where a candidate requires a higher grade in the substantial independent work to satisfy the requirements set out in §8.1, reassessment of that substantial independent work will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the substantial independent work or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the substantial independent work a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the Degree, a resubmission of the substantial independent work will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of the Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining a grade point average[3] of at least 9.0 in the taught courses described in §3, with at least 100 of these credits at grade D3 or above, and all credits at grade E3 or above, and obtaining a grade D3 or above in the substantial independent work.

[3] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained across the 180 or more credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[4]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 180 or more credits completed on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the substantial independent work.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average for the 180 or more credits completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 180 or more credits completed on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the substantial independent work.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average for the 180 or more credits completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Requirements for the Award of a Postgraduate Diploma or Postgraduate Certificate and Rules for Award of Distinction and Merit

9.1 The requirement for the award of a Postgraduate Diploma is a grade point average[3] of at least 9.0 in 120 credits, with not less than 80 of these credits at grade D3 or above.

9.2 The requirement for the award of a Postgraduate Certificate is a grade point average of at least 9.0 in 60 credits, with not less than 40 of these credits at grade D3 or above.

9.3 §9.4 and §9.5 refer to the 'weighted course grade profile'. This means the profile of course grades obtained on the contributing credits at the first attempt and weighted to reflect the relative credit weightings of the courses.[4]

9.4 A candidate satisfying the requirements set out in §9.1 or §9.2 who has achieved a grade point average of at least 14.5 at the first sitting will be eligible for the award of Postgraduate Diploma or Postgraduate Certificate respectively with Merit. Where the grade point average falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

9.5 A candidate satisfying the requirements set out in §9.1 or §9.2 who has achieved a grade point average of at least 17.5 at the first sitting will be eligible for the award of Postgraduate Diploma or Postgraduate Certificate respectively with Distinction. Where the grade point average falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

[4] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

Annex 2

REGULATIONS

A student admitted onto a programme leading to an award must follow the instructions issued on behalf of the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme including, in some cases, further requirements associated with the award.

1. Admission

Before being considered for admission to study for the award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Masters degree is 12 calendar months. The maximum period for full-time study is 24 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for an award a candidate must complete minimum credits[5] as follows:

i) For the award of a Masters degree: 180 credits, which includes both taught courses and a 60 credit (or more) substantial independent work.

ii) For the award of a Postgraduate Diploma: 120 credits of taught courses.

iii) For the award of a Postgraduate Certificate: 60 credits of taught courses.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document. The length and nature of the substantial independent work is as specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 of the 'University Fees and General Information for Students' section in the *University Regulations*.

5. Assessment

5.1 For each academic session assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 For the purposes of §6 and §8[6] all courses for which the candidate has registered, including where the credit total of those courses exceeds the minimum referred to at §4.1, must be counted:

a) in the calculation of the candidate's grade point average; and

b) in relation to the proportion of credits achieved at specified course grades, unless other provision is justified by extenuating circumstances affecting the candidate.

This regulation applies where course registration continues on the date on which the first summative assessment for that course is to be submitted or on such other date as may be specified in the course document for that course.

5.3 The threshold grade referred to in §16.6 of the Code of Assessment (Provision for Reassessment) shall be grade D for all courses on the degrees governed by these regulations. The number of grade points derived from the final result for a course following reassessment shall not be more than 9.

6. Candidates for a Masters Degree: Progress

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[5] In compliance with the Scottish Credit & Qualifications Framework a minimum component of the total credit must be gained from ***Masters level*** courses (level M/SCQF level 11) as follows: 150 credits for a Masters Degree, 90 credits for a Postgraduate Diploma, 40 credits for a Postgraduate Certificate.

[6] Except for §9.2, §9.4 and §9.5 where only 60 credits will be counted in the calculation of the grade point average for a Postgraduate Certificate, and any excess credit will be discarded in such a way as to maximise the grade point average while meeting all other requirements of the regulations. Any credits identified as core for the Postgraduate Certificate must be included in the calculation.

6.1 A candidate will be permitted to progress to preparation of the substantial independent work required by the Degree, only if they either:

a) have met the requirements in relation to taught courses specified in §8.1 for the award of the Masters degree; or

b) have at the first attempt met the requirements specified in §9.1 for the award of the Postgraduate Diploma and can meet the requirements in relation to taught courses specified in §8.1 for the award of the Masters degree following reassessment in no more than 20 credits of courses.

6.2 A candidate who has commenced study midway through an academic session will be permitted to progress to preparation of the substantial independent work required by the Degree at the end of the session in which study was commenced only if they have at the first attempt met the requirements specified in §9.2 for the award of the Postgraduate Certificate.

6.3 The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

6.4 A candidate may be required to commence work on the substantial independent work before the assessment of the taught courses referred to in §3 has been completed.

6.5 Where a candidate is permitted or required to commence work on the substantial independent work before satisfying the progress requirements set out in §6.1 this shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently, after all opportunities at assessment have been exhausted, the candidate does not achieve the standard required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters degree, and the following will apply:

- If the substantial independent work has been submitted, it will be marked and a grade published.
- If the substantial independent work has not been submitted but the School is satisfied that the work required, including writing up, is substantially complete and so no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the substantial independent work is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of the Substantial Independent Work

7.1 Where a candidate requires a higher grade in the substantial independent work to satisfy the requirements set out in §8.1, reassessment of that substantial independent work will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the substantial independent work or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the substantial independent work a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the Degree, a resubmission of the substantial independent work will only be permitted where the Board determines that no further supervisory input is required.

8. Requirements for the Award of the Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining a grade point average[7] of at least 9.0 in the taught courses described in §3, with at least 100 of these credits at grade D3 or above, and all credits at grade E3 or above, and obtaining a grade D3 or above in the substantial independent work.

[7] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained at the first attempt across the 180 or more credits taken on the programme and weighted to reflect the relative credit weightings of the courses.[8]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 180 or more credits taken on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the substantial independent work.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average at the first attempt for the 180 or more credits taken on the programme falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 180 or more credits taken on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the substantial independent work.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average at the first attempt for the 180 or more credits taken on the programme falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Requirements for the Award of a Postgraduate Diploma or Postgraduate Certificate and Rules for Award of Distinction and Merit

9.1 The requirement for the award of a Postgraduate Diploma is a grade point average[3] of at least 9.0 in 120 credits, with not less than 80 of these credits at grade D3 or above.

9.2 The requirement for the award of a Postgraduate Certificate is a grade point average of at least 9.0 in 60 credits, with not less than 40 of these credits at grade D3 or above.

9.3 §9.4 and §9.5 refer to the 'weighted course grade profile'. This means the profile of course grades obtained on the contributing credits at the first attempt and weighted to reflect the relative credit weightings of the courses.[4]

9.4 A candidate satisfying the requirements set out in §9.1 or §9.2 who has achieved a grade point average of at least 14.5 at the first sitting will be eligible for the award of Postgraduate Diploma or Postgraduate Certificate respectively with Merit. Where the grade point average falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

9.5 A candidate satisfying the requirements set out in §9.1 or §9.2 who has achieved a grade point average of at least 17.5 at the first sitting will be eligible for the award of Postgraduate Diploma or Postgraduate Certificate respectively with Distinction. Where the grade point average falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

[8] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 712 – DEGREE OF MASTER OF SCIENCE

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2024 the Degree of Master of Science (MSc) may be awarded by the University of Glasgow which shall replace in its entirety the Degree of Master of Science in Land & Hydrographic Surveying with Work Placement that came into effect on 1 September 2018 under Resolution No 686 (as amended) of the University Court.
2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.
3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

   3.1 The Regulations set out in Annex 1, which shall have effect in respect of the period from 1 September 2024 until 31 August 2025; and

   3.2 The Regulations set out in the Annex 2, which shall have effect from 1 September 2025.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.
4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.
5. This Resolution is effective on and from 1 September 2024.

DAVID DUNCAN

University Secretary

Annex 1

REGULATIONS

A student admitted onto a programme leading to an award must follow the instructions issued on behalf of the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme including, in some cases, further requirements associated with the award.

1. Admission

Before being considered for admission to study for the Degree a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 15 months. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for the award of the Degree a candidate must complete a minimum of 180 credits,[42] consisting of 120 credits of taught courses and a 60 credit work placement. Details of the components of assessment relating to the work placement will be specified in the relevant Programme Document.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, in so far as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 Courses for which the candidate has registered must be counted towards the calculation of the candidate's grade point average for the purposes of §6, §8 and §9[43] unless other provision is justified by good cause circumstances affecting the candidate.

This regulation applies where course registration continues:

a) on the date on which the first summative assessment for that course is to be submitted; or

b) on such other date as may be specified in the course document for that course.

6. Progress

6.1 A candidate will be permitted to progress to undertake the work placement only if they have achieved at the first attempt:

a) grade C3 or above in each of the taught courses (totalling 60 credits) taken in semester 1; and

b) a grade point average[44] of at least 12.0 in the 120 credits of taught courses referred to in §3.1 with at least 75% of the credits at grade D3 or above and all credits at grade F3 or above.

6.2 A candidate who does not meet the requirements specified in §6.1 for progression to the work placement, or who is unable to secure an appropriate work placement, will not be permitted to progress but may be considered for the transfer of their registration to the cognate MSc programme governed by the Generic

Regulations for Taught Masters Degrees.

7. Reassessment of Work Placement

7.1 Where, in order to satisfy the requirements set out in §8.1, a candidate requires a higher grade for the work placement, resubmission of the assessed work for the placement will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each case. Normally resubmission shall be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the work placement or to undertake further practical work.

8. Requirements for the Award of Master of Science and Rules for the Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on satisfying the requirements set out at §6.1, and obtaining 60 credits from the work placement at grade D3 or above.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained on the 180 credits completed on the programme at the first attempt and weighted to reflect the relative credit weightings of the courses.[45]

8.3 A candidate will be eligible for the award of the Degree with Merit on achieving at the first attempt:

a) a grade point average[45] of at least 14.5 in the 180 credits completed on the programme; and

b) a grade point average of at least 14.0 in the 120 credits of taught courses; and

c) a grade of C1 or above in the work placement.

8.4 Where a candidate has satisfied the requirement specified at §8.3 (b) and (c), and their grade point average for the 180 credits completed on the programme at the first attempt falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of the Degree with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 180 credits completed on the programme; and

b) a grade point average of at least 17.0 in the 120 credits of taught courses; and

c) a grade of B1 or above in the work placement.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average for the 180 credits completed on the programme at the first attempt falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Requirements for the Exit Award of Postgraduate Diploma or Postgraduate Certificate and Rules for the Award of Distinction and Merit

9.1 The requirement for the award of a Postgraduate Diploma is a grade point average[45] of at least 9.0 in 120 taught credits, with not less than 80 of these credits at grade D3 or above.

9.2 The requirement for the award of a Postgraduate Certificate is a grade point average of at least 9.0 in 60 taught credits, with not less than 40 of these credits at grade D3 or above.

9.3 A candidate who has achieved at the first attempt a grade point average of at least 14.5 or 17.5 will be eligible for the award of Postgraduate Diploma or Postgraduate Certificate with Merit or Distinction respectively.

9.4 §9.5 refers to the 'weighted course grade profile'. This means the profile of course grades obtained on the contributing credits at the first attempt and weighted to reflect the relative credit weightings of the courses.[46]

9.5 Where a candidate has achieved at the first attempt a grade point average within the range 14.1 to 14.4 or 17.1 to 17.4 the Board of Examiners shall make the award of Postgraduate Diploma or Postgraduate

Certificate with Merit or Distinction where at least 50% of the weighted course grade profile comprises grades of B or above, or A grades, respectively.

Schedule A

Subjects in which the Degree may be offered are:

Geoinformation Technology & Cartography with Work Placement

Land & Hydrographic Surveying with Work Placement

Annex 2

REGULATIONS

A student admitted onto a programme leading to an award must follow the instructions issued on behalf of the relevant School and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme including, in some cases, further requirements associated with the award.

1. Admission

Before being considered for admission to study for the Degree a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 15 months. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

3.1 In order to qualify for the award of the Degree a candidate must complete a minimum of 180 credits,[47] consisting of 120 credits of taught courses and a 60 credit work placement. Details of the components of assessment relating to the work placement will be specified in the relevant Programme Document.

3.2 The taught courses will normally be undertaken during the academic session (September – June) and are specified in the relevant Programme Document.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, in so far as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 For the purposes of §6, §8 and §9[48] all courses for which the candidate has registered, including where the credit total of those courses exceeds the minimum referred to at §3.1, must be counted:

a) in the calculation of the candidate's grade point average; and

b) in relation to the proportion of credits achieved at specified course grades,

unless other provision is justified by extenuating circumstances affecting the candidate.

This regulation applies where course registration continues on the date on which the first summative assessment for that course is to be submitted or on such other date as may be specified in the course document for that course.

6. Progress

6.1 A candidate will be permitted to progress to undertake the work placement only if they have achieved at the first attempt:

a) grade C3 or above in each of the taught courses (totalling 60 credits) taken in semester 1; and

b) a grade point average[49] of at least 12.0 in the 120 credits of taught courses referred to in §3.1 with at least 75% of the credits at grade D3 or above and all credits at grade F3 or above.

6.2 A candidate who does not meet the requirements specified in §6.1 for progression to the work

placement, or who is unable to secure an appropriate work placement, will not be permitted to progress but may be considered for the transfer of their registration to the cognate MSc programme governed by the Generic Regulations for Taught Masters Degrees.

7. Reassessment of Work Placement

7.1 Where, in order to satisfy the requirements set out in §8.1, a candidate requires a higher grade for the work placement, resubmission of the assessed work for the placement will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each case. Normally resubmission shall be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the work placement or to undertake further practical work.

8. Requirements for the Award of Master of Science and Rules for the Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on satisfying the requirements set out at §6.1, and obtaining 60 credits from the work placement at grade D3 or above.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained at the first attempt on the 180 credits completed on the programme and weighted to reflect the relative credit weightings of the courses.[50]

8.3 A candidate will be eligible for the award of the Degree with Merit on achieving at the first attempt:

a) a grade point average[49] of at least 14.5 in the 180 credits taken on the programme; and

b) a grade point average of at least 14.0 in the 120 credits of taught courses; and

c) a grade of C1 or above in the work placement.

8.4 Where a candidate has satisfied the requirement specified at §8.3 (b) and (c), and their grade point average at the first attempt for the 180 credits taken on the programme falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of the Degree with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 180 credits taken on the programme; and

b) a grade point average of at least 17.0 in the 120 credits of taught courses; and

c) a grade of B1 or above in the work placement.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average at the first attempt for the 180 credits taken on the programme falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Requirements for the Exit Award of Postgraduate Diploma or Postgraduate Certificate and Rules for the Award of Distinction and Merit

9.1 The requirement for the award of a Postgraduate Diploma is a grade point average[49] of at least 9.0 in 120 taught credits, with not less than 80 of these credits at grade D3 or above.

9.2 The requirement for the award of a Postgraduate Certificate is a grade point average of at least 9.0 in 60 taught credits, with not less than 40 of these credits at grade D3 or above.

9.3 A candidate who has achieved at the first attempt a grade point average of at least 14.5 or 17.5 will be eligible for the award of Postgraduate Diploma or Postgraduate Certificate with Merit or Distinction respectively.

9.4 §9.5 refers to the 'weighted course grade profile'. This means the profile of course grades obtained on the contributing credits at the first attempt and weighted to reflect the relative credit weightings of the courses.[50]

9.5 Where a candidate has achieved at the first attempt a grade point average within the range 14.1 to 14.4

or 17.1 to 17.4 the Board of Examiners shall make the award of Postgraduate Diploma or Postgraduate Certificate with Merit or Distinction where at least 50% of the weighted course grade profile comprises grades of B or above, or A grades, respectively.

Schedule A

Subjects in which the MSc may be offered are:

Geoinformation Technology & Cartography with Work Placement

Land & Hydrographic Surveying with Work Placement

UNIVERSITY OF GLASGOW
UNIVERSITY COURT

RESOLUTION NO. 714 – DEGREE OF INTERNATIONAL MASTER IN ENVIRONMENTAL GEOSCIENCE

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2025 the Degree of International Master (IntM) in Environmental Geoscience may be awarded by the University of Glasgow.
2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.
3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

   3.1 The Regulations set out in the Annex, which shall have effect from 1 September 2025.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.

4 The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.

5. This Resolution is effective on and from 1 September 2025.

DAVID DUNCAN

University Secretary

Annex

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the partner institutions and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

In order to qualify for the Degree a candidate must complete a minimum of 240 credits[1] [120 ECTS equivalent] including taught courses and a 60 credit [30 ECTS] dissertation.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 The assessment of each taught course will be conducted by the partner institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In the case of the dissertation, the result will be determined in accordance with the assessment grading/mark schedule of the institution of the main supervisor. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by the partner institutions to those recorded by the University of Glasgow shall be set out in the Programme Document.

5.3 For the purposes of §6 and §8, all courses for which the candidate has registered, including where the credit total of those courses exceeds the minimum referred to at §3, must be counted:

a) in the calculation of the candidate's grade point average; and

b) in relation to the proportion of credits achieved at specified course grades,

unless other provision is justified by extenuating circumstances affecting the candidate.

This regulation applies where course registration continues on the date on which the first summative assessment for that course is to be submitted or on such other date as may be specified in the course document for that course.

6. Progress

6.1 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average[2] of at least 12.0 in the taught courses referred to in §3 with at least 75% of the

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[1] In compliance with the Scottish Credit & Qualifications Framework for a Masters Degree 150 credits [75 ECTS] must be gained from *Masters level* courses (level M/SCQF level 11).

[2] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

credits at grade D3 or above and all credits at grade F3 or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

6.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §3 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but the partner institutions are satisfied that the work required, including writing up, is substantially complete and so no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the Degree, a resubmission will only be permitted where the Board of Examiners determines that no further supervisory input is required.

8. Requirements for the Award of a Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining a grade point average[2] of at least 12.0 in all the taught courses within the programme, as specified in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained at the first attempt across the 240 or more credits [120 ECTS equivalent] taken on the programme and weighted to reflect the relative credit weightings of the courses.[3]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 240 or more credits [120 ECTS equivalent] taken on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average at the first attempt for the 240 or more credits [120 ECTS equivalent] taken on the programme falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 240 or more credits [120 ECTS equivalent] taken on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the dissertation.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average at the first attempt for the 240 or more credits [120 ECTS equivalent] taken on the programme

[3] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Transfer of Registration and Early Exit Awards

A candidate who is unable to complete the programme may be permitted to transfer their registration to a cognate programme of study leading to the award of a University of Glasgow Masters degree. Such a programme may have provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma.

10. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the partner institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 715 – DEGREE OF MASTER OF PHILOSOPHY

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2025 the Degree of Master of Philosophy (MPhil) may be awarded by the University of Glasgow which shall replace in its entirety the Degree of Master of Philosophy in Textile Conservation that came into effect on 1 September 2010 under Resolution No 627 (as amended) of the University Court.
2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.
3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

   3.1 The Regulations set out in the Annex, which shall have effect from 1 September 2025.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.
4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.
5. The award of Postgraduate Certificate, Postgraduate Diploma and Master of Science are also included in the Regulations.
6. This Resolution is effective on and from 1 September 2025.

DAVID DUNCAN

University Secretary

Annex

REGULATIONS

A student admitted onto a programme leading to this award must follow the instructions issued on behalf of the relevant School and be aware of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain details on the Programme including, in some cases, further requirements associated with the award.

1. Admission

Before being considered for admission to study for the Degree of Master of Philosophy a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is two years. The maximum period for full-time study is four years of registered study. The minimum period for part-time study is four years. The maximum period within which all candidates must complete the programme is eight years from the date of initial registration.

3. Programme Components

3.1 The programme will consist of taught courses delivering 240 credits, a placement delivering 60 credits and a dissertation delivering 60 credits.

3.2 Early exit awards will be available as follows:

a) Postgraduate Certificate: 60 credits of taught courses.

b) Postgraduate Diploma: 120 credits of taught courses.

c) Master of Science: 180 credits, which include 120 credits of taught courses and 60 credits obtained from a placement.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the University Regulations.

5. Assessment

5.1 For each academic session, assessment and reassessment are, in so far as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 For the purposes of §6, §8 and §9[35] all courses for which the candidate has registered, including where the credit total of those courses exceeds the minimum referred to at §3, must be counted:

a) in the calculation of the candidate's grade point average; and

b) in relation to the proportion of credits achieved at specified course grades, unless other provision is justified by extenuating circumstances affecting the candidate.

This regulation applies where course registration continues on the date on which the first summative assessment for that course is to be submitted or on such other date as may be specified in the course document for that course.

6. Progress

6.1 In order to progress to undertake the placement a candidate:

a) must be in good standing with the University with regard to their Fitness to Practise; and

b) must have obtained a grade point average[36] of at least 12.0 in 120 credits of the taught courses referred to in §3 with at least 75% of the credits at D3 or above and all credits at grade F3 or above. Exceptionally,

a candidate may be permitted to progress to the placement where it is judged[37] that the candidate's performance offers a reasonable prospect of that candidate reaching the standard required for the award of the Masters degree following any outstanding opportunities (including reassessment and remedying incomplete assessment due to Extenuating Circumstances).

6.2 A full-time candidate is required to achieve grade D3 or above in the placement in order to progress to year 2 of the programme. A part-time candidate is required to complete the placement at grade D3 or above in order to progress to subsequent taught courses.

6.3 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average of at least 12.0 in the 240 credits of taught courses referred to in §3 with at least 75% of the credits at D3 or above and all credits at grade F3 or above, and grade D3 or above for the placement. Exceptionally, a candidate may be permitted to progress to the dissertation where it is judged that the candidate's performance offers a reasonable prospect of that candidate reaching the standard required for the award of the Masters degree following any outstanding opportunities (including reassessment and remedying incomplete assessment due to Extenuating Circumstances).

6.4 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §3.1 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently the grade point average for the taught courses, after all opportunities at assessment have been exhausted, is less than 12.0, the candidate will not be eligible for the award of the Masters degree, and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but the School is satisfied that the work required, including writing up, is substantially complete and so no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of the Placement and Dissertation

Where a candidate requires a higher grade in the dissertation and/or the placement to satisfy the requirements set out in §8.1, reassessment of the placement and/or of the dissertation will each be permitted on one occasion only, under such conditions as the Examiners may prescribe. Normally resubmission shall be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the placement or the dissertation or to undertake further practical work.

8. Requirements for the Award of Master of Philosophy and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the degree on obtaining a grade point average[36] of at least 12.0 in the 240 credits of taught courses described in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the placement and in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained at the first attempt across the 360 or more credits taken on the programme and weighted to reflect the relative credit weightings of the courses.[38]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 360 credits taken on the programme; and

b) a grade point average of at least 14.0 in the 300 credits of taught courses and placement; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average at the first attempt for the 360 credits taken on the programme falls within the range 14.1 to 14.4

the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 360 credits taken on the programme; and

b) a grade point average of at least 17.0 in the 300 credits of taught courses and placement; and

c) a grade of B1 or above in the dissertation.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average at the first attempt for the 360 credits taken on the programme falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Requirements for the Master of Science and Rules for the Award of Merit and Distinction and the Requirements for the Exit Awards of a Postgraduate Diploma and Postgraduate Certificate.

9.1 The requirement for the award of the Master of Science is a grade point average of at least 12.0 in 120 credits of taught courses, with not less than 90 of these credits at grade D3 or above, and a grade D3 or above for the placement.

9.2 §9.4, §9.6 and §9.9 refer to the 'weighted course grade profile'. This means the profile of course grades obtained on the contributing credits at the first attempt and weighted to reflect the relative credit weightings of the courses.[38]

9.3 A candidate will be eligible for the award of Master of Science with Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 180 credits taken on the programme; and

b) a grade point average of at least 14.0 in the 120 credits of taught courses; and

c) a grade of C1 or above in the placement.

9.4 Where a candidate has satisfied the requirements set out at §9.3 (b) and (c), and their grade point average at the first attempt for the 180 credits taken on the programme falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

9.5 A candidate will be eligible for the award of Master of Science with Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 180 credits taken on the programme; and

b) a grade point average of at least 17.0 in the 120 credits of taught courses; and

c) a grade of B1 or above in the placement.

9.6 Where a candidate has satisfied the requirements set out at §9.5 (b) and (c), and their grade point average at the first attempt for the 180 credits taken on the programme falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9.7 The requirement for the award of a Postgraduate Diploma is a grade point average of at least 9.0 in 120 credits of taught courses, with not less than 80 of these credits at grade D3 or above.

9.8 The requirement for the award of a Postgraduate Certificate is a grade point average of at least 9.0 in 60 credits, with not less than 40 of these credits at grade D3 or above.

9.9 A candidate for the award of Postgraduate Diploma or Postgraduate Certificate who has achieved a grade point average of 14.5 or 17.5 at the first sitting will be eligible for the award of Merit or Distinction respectively. Where the grade point average falls within the range 14.1 to 14.4 or 17.1 to

17.4 the Board of Examiners shall make the award with Merit or Distinction where at least 50% of the weighted course grade profile comprises grades of B or above, or A grades, respectively.

10. Code of Ethics and Fitness to Practise

The MPhil degree has a Code of Professional Conduct and Fitness to Practise to which each candidate must register assent on entry to the programme. Any candidate refusing to do so will be denied access to teaching and placement and will not be permitted to progress. A reported breach of the Code or other matter relating to a candidate's Fitness to Practise will be dealt with in accordance with the regulations set out in §36 of the 'University Fees and General Information for Students' section of the *University Regulations*. In order to qualify for an award from the programme, a candidate must be in good standing with the University with regard to their Fitness to Practise.

11. Degrees to which these Regulations Apply

The following degrees are governed by the above regulations:

MPhil Book & Paper Conservation

MPhil Textile Conservation

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 716 – DEGREE OF INTERNATIONAL MASTER IN ENVIRONMENTAL SOCIAL SCIENCE

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2025 the Degree of International Master (IntM) in Environmental Social Science may be awarded by the University of Glasgow.
2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.
3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:

    3.1 The Regulations set out in the Annex, which shall have effect from 1 September 2025.

    Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.

4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.

5. This Resolution is effective on and from 1 September 2025.

DAVID DUNCAN

University Secretary

Annex

REGULATIONS

A student admitted onto the programme must follow the instructions issued by the partner institutions and be aware of the content of the Programme Specification and the Programme Document (often referred to as the Programme or 'Course' Handbook) which will contain further details on the Programme and may include further requirements associated with the award.

1. Admission

Before being considered for admission to study for an award to which these Regulations apply, a candidate must normally have obtained a degree or equivalent.

2. Duration of Study

The minimum period of study for the award of the Degree is 24 calendar months. The maximum period for full-time study is 48 calendar months of registered study. The maximum period within which all candidates must complete the programme is five years from the date of initial registration.

3. Programme Components

In order to qualify for the Degree a candidate must complete a minimum of 240 credits[1] [120 ECTS equivalent] including taught courses and a 60 credit [30 ECTS] dissertation.

4. Minimum Requirement for the Award of Credits

Credits for courses contributing to a candidate's curriculum shall be awarded subject to the fulfilment of required conditions. The minimum requirements for the award of credits are set out in the Code of Assessment at §16.40 – §16.44 in the 'University Fees and General Information for Students' section of the *University Regulations*.

5. Assessment

5.1 For each academic session, assessment and reassessment are, insofar as not modified by these regulations, governed by the Code of Assessment which is contained in the 'University Fees and General Information for Students' section of the *University Regulations* published for that session.

5.2 The assessment of each taught course will be conducted by the partner institution teaching that course, with the course result determined in accordance with the assessment grading/mark schedule of that institution. In the case of the dissertation, the result will be determined in accordance with the assessment grading/mark schedule of the institution of the main supervisor. In determining whether a candidate has satisfied the requirements set out in these regulations, the equivalence of course results recorded by the partner institutions to those recorded by the University of Glasgow shall be set out in the Programme Document.

5.3 For the purposes of §6 and §8, all courses for which the candidate has registered, including where the credit total of those courses exceeds the minimum referred to at §3, must be counted:

a) in the calculation of the candidate's grade point average; and

b) in relation to the proportion of credits achieved at specified course grades,

unless other provision is justified by extenuating circumstances affecting the candidate.

This regulation applies where course registration continues on the date on which the first summative assessment for that course is to be submitted or on such other date as may be specified in the course document for that course.

6. Progress

6.1 A candidate will be permitted to progress to preparation of the dissertation only if they have obtained a grade point average[2] of at least 12.0 in the taught courses referred to in §3 with at least 75% of the

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[1] In compliance with the Scottish Credit & Qualifications Framework for a Masters Degree 150 credits [75 ECTS] must be gained from *Masters level* courses (level M/SCQF level 11).

[2] The grade point average is determined with reference to the schedule of grades and grade points contained in Schedule A and Schedule B of the University's Code of Assessment. The grade point average is calculated by taking the product of each course's weight and the candidate's grade points and dividing the sum of these products by the sum of the courses' weights. The weights shall correspond to the courses' credit ratings unless specified otherwise in the relevant programme documentation. The grade point average is expressed to one decimal place (§16.34(a) of the Code of Assessment). In determining whether a candidate has satisfied requirements in relation to progress and award, no further rounding is permitted. For example, a grade point average of 11.9 would not satisfy a requirement for a grade point average of 12.0.

credits at grade D3 or above and all credits at grade F3 or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

6.2 A candidate may be required to commence work on the dissertation before the assessment of the taught courses referred to in §3 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §8.1, the candidate will not be eligible for the award of the Masters degree and the following will apply:

- If the dissertation has been submitted, it will be marked and a grade published.
- If the dissertation has not been submitted but the partner institutions are satisfied that the work required, including writing up, is substantially complete and so no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7. Reassessment of Dissertation

7.1 Where a candidate requires a higher grade in the dissertation to satisfy the requirements set out in §8.1, reassessment of that dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally, resubmission should be no later than three months after the date of the meeting of the Board of Examiners. There is no automatic entitlement to repeat any previous practical work associated with the dissertation or to undertake further practical work.

7.2 Where at the time of publication of the grade achieved on the dissertation a candidate has exhausted all assessment opportunities on the taught courses referred to in §3 and has failed to satisfy the standard required in relation to the taught courses specified in §8.1 for the award of the Degree, a resubmission will only be permitted where the Board of Examiners determines that no further supervisory input is required.

8. Requirements for the Award of a Masters Degree and Rules for Award of Distinction and Merit

8.1 A candidate will be eligible for the award of the Degree on obtaining a grade point average[2] of at least 12.0 in all the taught courses within the programme, as specified in §3, with at least 75% of these credits at grade D3 or above, and all credits at grade F3 or above, and obtaining a grade D3 or above in the dissertation.

8.2 §8.4 and §8.6 refer to the 'weighted course grade profile'. This means the profile of course grades obtained at the first attempt across the 240 or more credits [120 ECTS equivalent] taken on the programme and weighted to reflect the relative credit weightings of the courses.[3]

8.3 A candidate will be eligible for the award of Merit on achieving at the first attempt:

a) a grade point average of at least 14.5 in the 240 or more credits [120 ECTS equivalent] taken on the programme; and

b) a grade point average of at least 14.0 in the taught courses; and

c) a grade of C1 or above in the dissertation.

8.4 Where a candidate has satisfied the requirements set out at §8.3 (b) and (c), and their grade point average at the first attempt for the 240 or more credits [120 ECTS equivalent] taken on the programme falls within the range 14.1 to 14.4 the Board of Examiners shall make the award with Merit where at least 50% of the weighted course grade profile comprises grades of B or above.

8.5 A candidate will be eligible for the award of Distinction on achieving at the first attempt:

a) a grade point average of at least 17.5 in the 240 or more credits [120 ECTS equivalent] taken on the programme; and

b) a grade point average of at least 17.0 in the taught courses; and

c) a grade of B1 or above in the dissertation.

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[3] Illustrations of weighted grade profiles are given in the Guide to the Code of Assessment.

8.6 Where a candidate has satisfied the requirements set out at §8.5 (b) and (c), and their grade point average at the first attempt for the 240 or more credits [120 ECTS equivalent] taken on the programme falls within the range 17.1 to 17.4 the Board of Examiners shall make the award with Distinction where at least 50% of the weighted course grade profile comprises A grades.

9. Transfer of Registration and Early Exit Awards

A candidate who is unable to complete the programme may be permitted to transfer their registration to a cognate programme of study leading to the award of a University of Glasgow Masters degree. Such a programme may have provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma.

10. Academic Appeals

A candidate wishing to appeal against an academic decision relating to a course should follow the academic appeals procedure of the partner institution delivering that course; a candidate wishing to appeal against an academic decision made in relation to the overall Programme should follow the academic appeals procedure of the University of Glasgow.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 717 – SUPPORT TO STUDY PROCEDURE

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. On the recommendation of the Senate to adopt the Support to Study Procedure set out in the Annex below. On the recommendation of the Senate the University Court adopts the Support to Study Procedure set out in the annex below with effect from 1 September 2025, which shall replace in its entirety the Fitness to Study Procedure that came into effect on 1 September 2015 under Resolution No 673 (as amended) of the University Court.
2. This resolution shall take effect on 1 September 2025.

DAVID DUNCAN

University Secretary

Annex

34.1 Introduction

34.1.1 The Support to Study Procedure aims to help all registered students to participate fully in their higher education experience. It is recognised that at times students may face health or wellbeing challenges which affect their studies and their wider participation in University life.

34.1.2 Where there are concerns from staff members that a student is not able to fully engage in study and to participate in University life more widely due to a health or wellbeing issue, the Support to Study Procedure aims to identify the issues involved and the support available, which can help the student ensure their fitness to study.

34.1.3 There may also be times when a student's health or wellbeing condition means that they pose a risk to themselves, to other students or to the activities of the University. This procedure is designed to support such students while ensuring that the wider student and staff University community is also able to carry on with its normal activities.

34.1.4 The University has other policies and procedures that set out expectations of behaviour and the provision of support53F[1] which can operate separately or in conjunction with this procedure (see Appendices 1 and 2).

34.2 Circumstances in which the Support to Study Procedure may apply

34.2.1 The University is committed to supporting the health and wellbeing of all students and recognises that a positive approach to the management of health and wellbeing issues is critical to the student experience and academic outcomes. There may be some instances where additional support is required. For example:

- Lack of engagement with study54F[2] (poor attendance, periods of absence, poor participation in coursework, lack of communication with staff, non-submission of multiple assessments).
- Behaviour or disposition which leads to concerns of underlying health problems or ability to meet any inherent requirements, competences or expectations set out in the Student Contract.
- Disruption to the teaching and learning activities of other students, including placements.
- Self-referral where the student advises a member of the University of challenges with their health or wellbeing they are experiencing which are affecting their studies.
- Concerns about a student's health or wellbeing emerging through a third party.

34.2.2 Early intervention and support can help to avoid crisis situations. Any concerns should be addressed as soon as they become known. In many cases an informal, supportive discussion with the student at Stage 1 of this procedure will be sufficient to address concerns and ensure availability of support.

34.2.3 There may be times when efforts to improve a student's situation through informal discussion and planning have not been successful, or where the risks are too high to be managed informally. In such cases, consideration of action under Stage 2 of this procedure may be required. Staff members can get advice and guidance on how best to support a student in such a situation by emailing supporttostudy@glasgow.ac.uk.

34.2.4 If concerns arise when a student is on authorised study away from the University e.g., an exchange programme, University teams will engage and co-operate with the partner institution to identify the most suitable arrangements that can be made to support the student and address concerns.

34.3 Stage 1 – Support to Study: Informal Discussion

34.3.1 Where there are concerns about a student's physical or mental health or wellbeing, initial discussion(s) should take place with the student to understand their circumstances. The approach and discussion may be made by any staff member and should be done in a supportive and understanding

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[1] The University is mindful of its obligations under the Equality Act 2010 including the need to make reasonable adjustments for disabled students who may be substantially disadvantaged in their studies compared to students who are not disabled.

[2] This may apply in cases where a student has submitted an Extenuating Circumstances claim in relation to missed learning or non-completion or underperformance in academic assessments.

manner. The discussion should outline the concerns and encourage the student to share any concerns they may hold or outline any support they may need in their studies. This approach is appropriate in cases where the student's academic position is vulnerable but recoverable and their behaviour does not have a significantly disruptive impact on the individual or others.

34.3.2 The Stage 1 discussion should include consideration of the following:

- discussion of the issues affecting attendance, engagement or performance;
- referral to specialist support, e.g. Student Wellbeing or the Disability Service (see Appendix 2);
- agreed actions for improving attendance, engagement or performance affecting study, e.g. resubmission deadlines, attendance plans, specific help-seeking initiatives;
- a follow-up date to review progress.

34.3.3 The purpose of the Stage 1 discussion is to agree an approach that will help the student engage effectively with study and ensure they receive the correct support to assist them with the management of any underlying difficulties. If guidance is required at Stage 1, staff members may contact supporttostudy@glasgow.ac.uk.

34.3.4 In some cases, the student may acknowledge themselves that they require time to address more complex issues and at any point during a Stage 1 discussion may self-select to take an interruption to their studies, as follows:

a) Where an informal support discussion has highlighted the need for an undergraduate or postgraduate taught student to take time away from study to support their treatment or recovery, the student may request an Interruption of Studies with the School or College and agree an action plan, with a provisional return to study date. The process for implementing an Interruption of Studies of this type can be found within the Reasonable Adjustments & Supportive Arrangements Policy.

b) Interruptions of Studies for postgraduate research students may be implemented through the procedures outlined in Section 9 of the PGR Code of Practice. Approval will be sought from the relevant Graduate School in line with this Code. The terms of any approved leave or suspension of study for a period should include identification of a provisional return date, or a review date for the suspension of study, along with notification of any requirements for return to study, such as medical evidence or the requirement to engage with university support. In cases where an Interruption of Studies is not approved, or where there are concerns about a student's request to return to study following an agreed suspension, the matter should be referred to the University Fitness to Study panel as outlined at Stage 2. Guidance can be sought by emailing supporttostudy@glasgow.ac.uk.

34.4 Stage 2 – Fitness to Study

34.4.1 Where the University has concerns that a student's health and wellbeing issues require a more formal supportive intervention than provided by Stage 1, or where an Interruption of Study is either thought unlikely to allow resolution of the issues or has not successfully addressed the issues, or where there are continued concerns about a student's health and wellbeing following an Interruption of Studies or other Stage 1 outcomes, the matter will be referred to the Fitness to Study Panel ('the Panel').

34.4.2 The student will be invited to attend a meeting with the Panel55F[3] and will have the right to be accompanied (see §34.4.6). The purpose of the meeting will be to:

- explore the difficulties reported by the School or College and allow the student to provide information about the situation from their perspective;
- ensure that the student is fully aware of the support available to them from the university and/or external services;
- agree on an action plan with the student to find a way forward;
- ensure that the student understands the possible outcomes if difficulties remain or the action plan is not followed.

34.4.3 The student will have the opportunity to submit documents, including any medical evidence or other professional assessment documentation. Documents for consideration by the Panel should be

[3] With the agreement of the student, the meeting may not include full attendance of the assigned Panel, but the Panel Convener will always be present alongside no fewer than one other member of the Panel.

submitted at least 10 working days56F[4] in advance of the meeting. All documents to be considered should be shared with the student at least five working days in advance of the meeting. The timeframes may be compressed to expedite the process if there is agreement with the student.

34.4.4 The student will be invited to the Panel meeting and will usually be expected to attend. If the student does not attend, the Panel may still meet and make a determination of the outcome in the student's absence. Where attendance at the meeting may be detrimental to the student's health, the student may ask for a representative (outlined in §34.4.6) to attend on their behalf.

34.4.5 The Panel will be convened by a senior member of Student & Academic Services (such as the Director of Student Life or Head of Student Wellbeing & Inclusion) and notes will be taken by a member of Student & Academic Services. The Panel will include as a minimum:

- an academic member of the Advising team from the student's subject area, e.g. Adviser of Studies or Supervisor;
- a representative from the Students' Representative Council (SRC) Executive or SRC Council;
- a representative from the Student Wellbeing & Inclusion Team.

In addition, the following may be invited as required:

- a medical adviser from the School of Medicine;
- a School or College representative, e.g. Course Convener;
- a representative from Disability Services;
- a representative from the Student Visas team if the student holds a student visa;
- a representative from the Global Opportunities team if the student is a Study Abroad student.

34.4.6 The student may choose to be accompanied, at the meeting by one of the following: a family member; a friend; a mental health advocate/supporter; an Officer of the SRC Advice Centre, or a member of university staff. It should be noted that legal representation is not appropriate and therefore not permitted in the Fitness to Study meeting. Students are expected to confirm the details at least five working days in advance of anyone attending the Panel meeting with them.

Outcome

34.4.7 Following consideration of the case, the Panel will decide on an appropriate outcome. Exceptionally, the Panel may ask for additional information before making a decision, such as further medical evidence. Possible outcomes of the meeting include, but are not limited to:

- Approval to continue or return to study, which may be granted subject to conditions or recommendations.
- An Interruption of Studies to allow the student to engage with treatment or to aid their recovery, accessing support and medical services as needed.
- Discontinued registration – if the Panel concludes, taking into account the individual circumstances of the case and any supporting medical evidence, that there is no reasonable prospect of the student re-engaging with their programme, they may recommend to the Executive Director of Student & Academic Services that the student's registration be terminated and the student withdrawn from their programme of study. This outcome will only be considered in exceptional circumstances.

34.4.8 The Convener will be responsible for the final decision if the Panel is unable to make a clear majority decision. The outcome and any associated action plan will be detailed in a letter which will normally be sent to the student within 10 working days[4] of the Panel Meeting. The Panel can use its discretion in how best to inform the student of the outcome and the contents of the letter, with consideration of the student's individual circumstances.

Fitness to Study Interruption of Studies

34.4.9 Where an Interruption of Studies is directed by the Panel, it shall be known as a 'Fitness to Study Interruption of Studies'. In this situation, the proposed period of time away from study will be outlined in the student's outcome letter. This letter will identify the earliest possible date to resume studies. Any further conditions for return to study will also be outlined. Where a Fitness to Study Interruption of

[4] For the purposes of this Procedure, Monday to Friday are counted as working days except when the University is closed for a Public Holiday. Saturdays and Sundays are not counted as working days.

Studies is agreed, the School or College will notify Registry, and a Service Indicator57F[5] will be added (Fitness to Study - Interruption of Studies) to the student's MyCampus record.

34.4.10 In advance of the provisional return to study date, the Convener of the Panel will arrange a Fitness to Study review meeting, which the student will be invited to attend. To ensure that the Panel can consider how best to support a return to study, the student may be asked to provide evidence to support their return. This could include guidance from a medical professional involved in their care that may confirm their readiness to study and could outline any ongoing requirements to support the student's success in study. The meeting will cover the following:

- a review of ongoing/future support needs and engagement with specialist support, e.g. the Disability Service;
- expectations in relation to attendance, any deadlines, resubmission arrangements or assessments;
- points of contact at School level and, where appropriate within Student Wellbeing, who will follow up and review progress.

Appeals

34.4.11 If a student wishes to appeal against a decision within the Stage 2 process, they must do so in writing to the Convener of the Panel at supporttostudy@glasgow.ac.uk within 10 working days[4] of the date of the letter advising of the original decision.

34.4.12 An appeal will be considered only on the following grounds:

- The student has new medical evidence that they were unable, for valid reasons, to provide earlier in the process and which evidence is likely to have had a material bearing on the decision of the Panel.
- The procedures set out in the Support to Study process have not been followed, to the material detriment of the student.

34.4.13 An Appeal Committee will be convened by the Clerk of Senate and will be comprised of at least two other members of university staff who have not previously been involved in the case and a student representative (the President of the Students' Representative Council or another SRC sabbatical officer). Other staff members may be co-opted where appropriate. If the Clerk of Senate has had prior involvement with the case, an alternative convener of equivalent seniority (i.e. a Vice Principal) will be appointed. The Committee has full powers to decide the appeal and will report its decision to Senate.

34.4.14 If the appeal does not meet the grounds detailed at §34.4.12 or the appeal is out of time, the Clerk of Senate, in consultation with another member of the Appeal Committee, may dismiss the appeal.

34.4.15 The decision of the Appeal Committee will be issued in writing within 10 working days of the appeal meeting.

34.4.16 The decision of the Appeal Committee is final and there is no further opportunity for appeal against that decision within the University.

34.4.17 In accordance with the Further and Higher Education (Scotland) Act, the Scottish Public Services Ombudsman (SPSO) has responsibility for investigating complaints relating to universities. This can include complaints about decisions taken by a university with relation to a student's fitness to study.

34.5 Referral to the Student Conduct Team

34.5.1 Where there are concerns that cannot be addressed under the Support to Study procedure and/or a student's behaviour appears to be in breach of the Code of Student Conduct, it may be necessary to refer the matter to the Student Conduct Team for investigation.

34.5.2 The Student Conduct Team (student-conduct@glasgow.ac.uk) will decide on any appropriate action under the Code of Student Conduct. In cases where the student has been considered under this procedure, the Head of Student Conduct, or their nominee, will consult with the referring School and/or

[5] The Service Indicator allows the student to be identified as having a permitted absence, but does not alter the student's registration status, thus allowing flexibility in re-commencement of studies, continued access to University services such as the library, Moodle and support services, and continued administration of assessment results and progression arrangements.

Convener of the Fitness to Study Panel to obtain details of the case before taking any action under the Code of Student Conduct.

34.5.3 The Student Conduct Team will advise the student in writing of any referral under the Code of Student Conduct. Thereafter the procedures of that Code will be followed. It is recognised under the Code of Student Conduct that behaviour may be affected by some health conditions, and where health or disability may be a contributing factor in the concerns raised, the Committee will take into account any reports or evidence of the student's condition.

34.5.4 The University may suspend a student from studies pending investigation as outlined in the Code of Student Conduct.

34.5.5 The student has a right of appeal against a decision made under the Code of Student Conduct, as detailed in the procedure.

34.6 Confidentiality and Data Protection

At all stages of the procedure due consideration will be given to issues of confidentiality and data protection. In cases where a student's health and safety is considered to be at risk the University may share information with external parties such as next of kin, medical professionals or the Police. See the University's Student Privacy Notice for more information.

34.7 Appendix 1

Relevant Policies and Procedures

There are a number of policies, procedures and regulations which may also apply or be of relevance to students being considered under this Fitness to Study Procedure.

- Equality & Diversity Policy
- Dignity at Work & Study Policy & Procedure
- Student Safety, Health and Wellbeing
- Student Absence Policy – *sets out absence reporting requirements for students*
- Code of Student Conduct (Regulation 33)
- Fitness to Practise Procedure (Regulation 36) – *applies to certain professional degrees and awards. Referrals under Fitness to Practise relating to concerns over student behaviour will take precedence over any review under Fitness to Study*.
- Code of Expected Behaviour (Regulation 37)
- Reasonable Adjustments & Supportive Arrangements Policy

Assessment

- Regulations on Incomplete Assessment and Extenuating Circumstances (see Regulation 16 - Code of Assessment §16.45-§16.53)
- Examination and Other Assessment Arrangements for Students with Disabilities (Regulation 24)

34.8 Appendix 2

A 24-hour counselling and advice line is provided by the University on 0800 028 3766 to ensure round-the-clock access to support. Further information and emergency contacts can be found at www.gla.ac.uk/myglasgow/students/safetyhealth/**.**

1. The University of Glasgow Counselling & Wellbeing Service is here to support students to manage their mental health and to build strategies that will help them successfully complete their course of study. Register online to meet with a member of the team to discuss your needs. The Service offers:
    - Wellbeing consultations.
    - Psychoeducation & guided self help.
    - Short term blocks of therapy, subject to assessment.
    - NHS liaison and referral.
2. The Disability Service coordinates support for students with a wide range of needs including physical or sensory disabilities, mental health difficulties, long-standing medical conditions, Autism Spectrum Conditions and Specific Learning Differences. Register online to speak with a specialist adviser.

3. The Financial Aid Team can provide advice and information about fees and funding. The team also distributes funds which aim to benefit students experiencing financial hardship enabling them to complete their studies at the University.
4. International Student Support is a dedicated team of advisors who are here to guide all our international students through their student journey at the University. From visas and immigration to welcome and orientation, the team is here to support.
5. Student Learning Development provides academic support and guidance to students across all areas of the University.
6. The SRC Advice Centre is a free and independent confidential advice, information and representation service provided by the SRC for all students of the University.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 718 – PLAGIARISM & ACADEMIC INTEGRITY CODE

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. On the recommendation of the Senate the University Court adopts the Plagiarism & Academic Integrity Code as set out in the annexes below, with effect from 1 September 2025.

2. The University Court approves the following Code as recommended and implemented by the Senatus Academicus with respect to Plagiarism & Academic Integrity Code as indicated in the following Annexes:

   2.1 The Code set out in Annex 1, which shall have effect in respect of the period from 1 September 2025 until 31 July 2026; and
   2.2 The Code set out in Annex 2, which shall have effect from 1 August 2026.

3. This resolution shall take effect on 1 September 2025.

DAVID DUNCAN

University Secretary

Annex 1

Introduction

32.1 The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort. This means students' work should not contain:

- plagiarised content; or
- content that has been produced by another person, website, software or Artificial intelligence (AI) tool (except where AI use is explicitly permitted); or
- content that has been prepared jointly with any other person (except where this is explicitly permitted); or
- content that has already been submitted for assessment by the student at this or any other institution.

Plagiarism

32.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without proper acknowledgement of the source(s). There does not need to be any deliberate attempt to deceive. Plagiarism can take several forms:

- a direct quotation but without quotation marks and full referencing;
- a close paraphrase, including wording within the same sentence and paragraph structures as the source;
- an unacknowledged summary of a source;
- direct copying, translation or transcription.

If information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that subject, and any direct quotation must be placed in quotation marks and the source and page number cited immediately beside the quote. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. In examinations, material learnt by rote, or close paraphrase, will be expected to follow the usual citation rules otherwise it will be considered as plagiarism. Schools should provide guidance on other appropriate use of references in examinations.

Generative Artificial Intelligence/Ghost writing

32.3 Using any website or generative artificial intelligence (AI) software that generates answers or references is prohibited. In some Schools, AI tools may be used in some circumstances and for specific purposes, but students must not misuse AI tools outwith specific assessment instructions. Any use of AI must be referenced in the work for transparency. Schools will advise students of their specific rules and in assessment specifications, where appropriate. The use of ghost writers (whether paid or not) is strictly prohibited in all assessed work and, if identified, will be considered an extremely serious breach of the University's regulations.

Collusion/Inappropriate Collaboration

32.4 While it is acceptable for students to learn and revise together, the final work they submit must be their own independent effort (except where pair or group work is explicitly permitted). Working jointly to prepare an assignment or examination answers is considered collusion. The use of shared notes is also likely to lead to allegations of collusion if these notes are copied into assessed work. The only scenario in which students may work together on assessed work is assessment that is expected to be submitted jointly (for example, group projects). Students will be given clear instructions when this is the case.

Self-plagiarism

32.5 Students must not re-use work they have submitted for assessment either at this University or any other institution, because this would result in credit being awarded twice for the same effort. All work should represent a new, original piece. If previous work is being built upon and a summary of it must be included in the new work, this should be referenced.

32.6 Academic misconduct of the types listed above is a breach of the University Code of Student Conduct. Alleged misconduct, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

32.7 The University reserves the right to use University-approved systems, such as similarity checking software, to assist with the detection of plagiarism or generative AI misuse in the interests of improving academic standards.

Referral to the Head of School

32.8 Where a student is suspected of academic misconduct69F[1] the member of staff will refer the case to the Head of School70F[2] or their nominee along with all appropriate evidence (the referral form, the piece of work in question, marked-up to show the areas of concern, a copy of the original source(s) copied from, or the work of the student colluded with, etc.). Marking of the work will be suspended until the procedures set out below have been completed. The student will be informed in writing that their marks have been withheld pending an investigation of suspected misconduct. As part of any such investigation the University may review previously assessed material and rescind published marks or grades if necessary.

32.9 The Head of School will deal with suspected cases concerning non-Honours undergraduate students that are first breaches. The Head of School will refer all Honours and postgraduate level cases, and all suspected repeat breaches, directly to the Student Conduct Team for investigation under the Code of Student Conduct.

Further Investigation

32.10 In some cases and for students at any level of study, it may be necessary for further investigation to be carried out – for example, where there are concerns about the originality of work but no copied sources can be found so that ghost writing is suspected, or where it is suspected that generative AI may have been misused. In such cases, the School may carry out an Exploratory Interview with the student to gather more information and to assess the student's understanding of the work they have submitted. At such interviews, questions will be put to the student by academic staff members familiar with the topic, with a note of the interview to be taken as appropriate. These meetings should be held in person where possible and although the student may be supported by another person, it must be made clear that that supporter is not permitted to assist the student with their answers. If the student satisfies the School that they have produced the work themselves without external help or AI-generated content, the work will be marked in the normal way. If concerns remain, the process below will be followed (for undergraduate non-Honours cases that are first breaches) or the case will be referred to the Student Conduct Team (for Honours, postgraduate and repeat cases).

Procedure before the Head of School for non-honours cases that are first breaches

32.11 At all times the principles of natural justice will be observed.

32.12 With respect to undergraduate non-Honours cases that are first breaches, the Head of School will interview the student concerned. They should also interview any student who has allegedly allowed their work to be copied. As soon as practicable, the student will be informed in writing of the allegation and of the requirement to attend an interview. The student will also be provided with a copy of the marked-up piece of work and the evidence gathered in advance of the interview.

32.13 The student has the right to be accompanied, assisted or represented at the interview by one of the following: a parent or guardian; a fellow student or other friend; an Adviser from the Students' Representative Council Advice Centre; a member of University staff, or any person. At the beginning of the interview, the Head of School will confirm who will speak (the student or a representative). However, the Head of School has the right to question the student directly, where necessary.

32.14 A second member of staff will be present to take notes.

32.15 At the interview, the student will be given a clear explanation of what is alleged and will be given the opportunity to respond, and to admit or deny responsibility.

32.16 If the Head of School is satisfied, on the balance of probabilities, that a breach has occurred they may impose an academic penalty, which will take account of the extent of the misconduct. The Head of School may reduce the grade by one or more bands, down to grade H. If a resubmission is permitted

[1] If a student suspects a fellow student of academic misconduct then they should speak to a member of staff in the School concerned. The identity of the student making the report will normally remain confidential.

[2] Where the Head of School is mentioned, this may also refer to their nominee. If the Head of School has a potential conflict of interest (e.g. teaches or examines on the course concerned) then they should pass the case to another senior member of academic staff in the School. In the case of small Schools, where it may not be possible to pass the case to another senior member of academic staff, the case should be passed to the Head of a cognate School.

and available, the resubmission will be capped at the pass mark. The student will be given guidance to help them avoid similar problems in future, which may include a referral to Student Learning Development or a requirement to complete a training course.

32.17 If the Head of the School determines that the case is of a more serious nature than first believed, they may refer the case to the Senate Assessors for Student Conduct.

32.18 If the Head of School is not satisfied that a breach has occurred but considers that the student has engaged in poor academic practice, then the student should receive information about good practice and a warning.

32.19 The student will be notified in writing of the outcome by the School. The School will send a copy of this letter to the Student Conduct Team to be kept on record. This record may be disclosed to another School if it is needed to determine whether an alleged breach is a repeat allegation.

32.20 If it is adjudged that there is no case for the student to answer, the student will be informed in writing and the work in question will be marked without penalty. The Student Conduct Team does not need to be notified of such cases.

32.21 The Head of School will inform the Board of Examiners of any reduction in marks. The Board of Examiners does not have the authority to revisit or alter academic penalties imposed by this process.

Right of Appeal

32.22 The student has the right of appeal to the Senate Assessors for Student Conduct in respect of any penalty imposed by the Head of School. A student who wishes to appeal must do so in writing to student-conduct@glasgow.ac.uk within 10 working days of the date of the Head of School's written decision. The procedures are set out in §33.108 - §33.139 of the Code of Student Conduct.

32.23 The Senate Assessors for Student Conduct will consider an appeal against the penalty imposed by a Head of School only on the grounds that:

i) new evidence has emerged which could not reasonably have been produced to the Head of School;

ii) there has been defective procedure at the Head of School level;

iii) the penalty imposed by the Head of School was clearly unreasonable.

The Student Conduct Appeal Form must clearly specify the details of any new evidence, explain how the procedures were defective, or demonstrate how the student believes the Head of School has erred or been mistaken in imposing a penalty. The outcome the student seeks must also be stated.

Plagiarism in the Work of a Graduate

32.24 The University will investigate any suspected case of plagiarism in the work of a graduate, which has already been assessed for an award of the University, to determine if the nature and extent of the plagiarism had been material to the award or classification of the degree, diploma or certificate.

32.25 All such cases will be considered as severe plagiarism. The Head of School will conduct an investigation and refer the case to the Student Conduct Team.

Annex 2

PLAGIARISM & ACADEMIC INTEGRITY CODE — Regulation 32

Resolution 718

Introduction

32.1 The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort. This means students' work should not contain:

- any unacknowledged content that has been produced by another person, website, software, or Artificial intelligence (AI) toolor
- content that has been prepared jointly with any other person (except where this is explicitly permitted), or
- content that has already been submitted for assessment by the student at this or any other institution

Plagiarism

32.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without proper acknowledgement of the source(s). There does not need to be any deliberate attempt to deceive. Plagiarism can take several forms:

- a direct quotation but without quotation marks and full referencing;
- a close paraphrase, including wording within the same sentence and paragraph structures as the source;
- an unacknowledged summary of a source, including a summary produced by generative artificial intelligence (GenAI);
- direct copying, translation or transcription.

If information or ideas are obtained from any source (including GenAI), those sources must be acknowledged according to the appropriate convention in that subject, and any direct quotation must be placed in quotation marks and the source and page number cited immediately beside the quote. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. In examinations, material learnt by rote, or close paraphrase, will be expected to follow the usual citation rules otherwise it will be considered as plagiarism. Schools should provide guidance on other appropriate use of references in examinations.

Generative Artificial Intelligence

32.3 Students must not use generative Artificial Intelligence (AI) tools or AI-powered websites in ways which breach assessment instructions, for example to generate content, answers, or references. This applies to both individual and group assignments. Schools will advise students of their specific rules and in assessment specifications, where appropriate. Where the use of AI is permitted, it must be verified and appropriately referenced in the work for transparency, with details of how it was used being provided.

Ghost writing

32.4 The use of ghost writing services (whether paid or not) is strictly prohibited in all assessed work and, if identified, will be considered an extremely serious breach of the University's regulations.

Collusion/Inappropriate Collaboration

32.5 While it is acceptable for students to learn and revise together, the final work they submit must be their own independent effort (except where pair or group work is explicitly permitted). Working jointly to prepare an assignment or examination answers is considered collusion. The use of shared notes is also likely to lead to allegations of collusion if these notes are copied into assessed work. The only scenario in which students may work together on assessed work is assessment that is expected to be submitted jointly (for example, group projects). Students will be given clear instructions when this is the case.

Self-plagiarism

32.6 Students must not re-use work they have submitted for assessment either at this University or any other institution, because this would result in credit being awarded twice for the same effort. All work should represent a new, original piece. If previous work is being built upon and a summary of it must be included in the new work, this must be referenced.

32.7 Academic misconduct of the types listed above is a breach of the University Code of Student Conduct. Alleged misconduct, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

32.8 The University reserves the right to use University-approved systems, such as similarity checking software, to assist with the detection of plagiarism or generative AI misuse in the interests of improving academic standards.

Referral to the Head of School

32.9 Where a student is suspected of academic misconduct[3] the member of staff will refer the case to the Head of School [4] or their nominee along with all appropriate evidence (for example, the referral form, the piece of work in question, marked-up to show the areas of concern, a copy of the original source(s) copied from, the work of the student colluded with, Exploratory Interview notes (See 32.11), etc.). Marking of the work will be suspended until the procedures set out below have been completed. The student will be informed in writing that their marks have been withheld, pending an investigation of the allegation. As part of any such investigation, the University may review previously assessed material and rescind published marks or grades if necessary.

32.10 The Head of School will deal with allegations concerning non-Honours undergraduate students that are first breaches. The Head of School will refer all Honours and postgraduate level cases, and all repeat allegations, directly to the Student Conduct Team for investigation under the Code of Student Conduct.

Further Investigation

32.11 In some cases and for students at any level of study, it may be necessary to gather more information where there are concerns about the originality of work.

32.12 In such cases, the School may arrange an Exploratory Interview with the student in order to assess their understanding of the work they have submitted. The student will be asked questions about how they have undertaken their work by academic staff members familiar with the topic. If the student satisfies the School that they have produced the work, the work will be marked as normal. If concerns remain, the process below will be followed (for undergraduate non-Honours cases that are first breaches) or the case will be referred to the Student Conduct Team (for Honours, postgraduate and repeat cases). The notes from the Exploratory Interview should be included in any referral.

32.13 Normally, the student is expected to be unaccompanied, however they may request to be accompanied by a supporter. The accompanying individual can be a family member, another student or friend, or a member of University staff. This individual must not assist the student in answering questions about their work.

Procedure before the Head of School for non-honours cases that are first alleged breaches

32.14 At all times the principles of natural justice will be observed. This means that at this stage, students have access to the same documentation and will have the opportunity to respond.

32.15 With respect to undergraduate non-Honours cases that are first breaches, the Head of School will interview the student concerned. They should also interview any student who has allegedly allowed their work to be copied. As soon as practicable, the student will be informed in writing of the allegation and of the requirement to attend an interview. The student must also be provided with a copy of the marked-up piece of work and the evidence gathered in advance of the interview.

32.16 The student has the right to be accompanied, assisted or represented at the interview by one of the following: a parent or guardian; another student or friend; an Adviser from the Students' Representative Council Advice Centre; a member of University staff, or any other person. At the beginning of the interview, the Head of School will confirm who will speak (the student or a representative). However, the Head of School has the right to question the student directly, where necessary.

32.17 A second member of staff will be present to take notes.

32.18 At the interview, the student will be given a clear explanation of what is alleged and will be given the opportunity to respond, and to admit or deny responsibility.

32.19 If the Head of School is satisfied, on the balance of probabilities, that a breach has occurred they may impose an academic penalty, which will take account of the extent of the misconduct. The Head of School may reduce the grade by one or more bands, down to grade H. If a resubmission is permitted and available, the resubmission will be capped at the pass mark, as will the course to which it contributes. The student will be given guidance to help them avoid similar problems in future, which may include a referral to Student Learning Development or a requirement to complete a training course.

32.20 If the Head of the School determines that the case is significantly more serious than first believed, they may refer the case to the Student Conduct Team.

32.21 If the Head of School is not satisfied that a breach has occurred but considers that the student has engaged in poor academic practice, then the student should receive guidance about good practice and a warning.

32.22 The student will be notified in writing of the outcome by the School. The School will send a copy of this letter to the Student Conduct Team to be kept on record. This record may be disclosed to another School if it is needed to determine whether an alleged breach is a repeat allegation.

32.23 If it is decided that there is no case for the student to answer, the student will be informed in writing and the work in question will be marked without penalty. The Student Conduct Team does not need to be notified of such cases.

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[3] If a student suspects another student of academic misconduct then they should speak to a member of staff in the School concerned..

[4] Where the Head of School is mentioned, this may also refer to their nominee. If the Head of School has a potential conflict of interest (e.g. teaches or examines on the course concerned) then they should pass the case to another senior member of academic staff in the School. In the case of small Schools, where it may not be possible to pass the case to another senior member of academic staff, the case should be passed to the Head of a cognate School.

32.24 The Head of School will inform the Board of Examiners of any reduction in marks. The Board of Examiners does not have the authority to revisit or alter academic penalties imposed by this process.

Right of Appeal

32.25 The student has the right of appeal to the Senate Assessors for Student Conduct in respect of any penalty imposed by the Head of School. A student who wishes to appeal must do so in writing to student-conduct@glasgow.ac.uk within 10 working days of the date of the Head of School's written decision. The procedures are set out in §33.108 - §33.138 of the Code of Student Conduct.

32.26 The Senate Assessors for Student Conduct will consider an appeal against the penalty imposed by a Head of School only on the grounds that:

a) the student has new material evidence that the student was unable, for valid reasons, to provide earlier in the process and which evidence is likely to have had a material bearing on a decision at the earlier stage;

b) the applicable procedure(s) have not been followed, to the material detriment of the student;

c) the finding of misconduct or sanction(s) imposed was clearly unreasonable.

The Student Conduct Appeal Form must clearly specify the details of any new evidence (and include the evidence itself), explain how the procedures were defective, or demonstrate how the student believes the Head of School has been mistaken in imposing a penalty. The outcome the Responding Student seeks must also be stated.

Academic Misconduct in the Work of a Graduate

32.27 The University will investigate any suspected case of academic misconduct in the work of a graduate, which has already been assessed for an award of the University, to determine if the nature and extent of the misconduct had been material to the award or classification of the degree, diploma or certificate

32.28 All such cases will be considered as serious misconduct. The Head of School will investigate initially and refer the case to the Student Conduct Team.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 719 – CODE OF STUDENT CONDUCT

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. On the recommendation of the Senate, the University Court adopts the Code of Student Conduct set out in the annexes below with effect from 1 September 2025, which shall replace in its entirety the Code of Student Conduct that came into effect on 1 September 2023 under Resolution No 705 (as amended) of the University Court.

2. The University Court approves the following Code as recommended and implemented by the Senatus Academicus with respect to Code of Student Conduct as indicated in the following Annexes:

   2.1 The Code set out in Annex 1, which shall have effect in respect of the period from 1 September 2025 until 31 July 2026; and
   2.2 The Code set out in Annex 2, which shall have effect from 1 August 2026.

3. This resolution shall take effect on 1 September 2025.

DAVID DUNCAN

University Secretary

Annex 1

WHAT THIS CODE COVERS

33.1 The University has a responsibility to provide a safe and fair environment for its students, staff and members of the public. As part of this all students are required to behave acceptably and adhere to the University's rules at all times.

33.2 Students attending Associated Institutions71F[1] are also expected to abide by the conduct rules of those Institutions (which are published separately). Any misconduct may be considered by either or both institutions, depending on the agreement between the University and the Associated Institution.

33.3 The University will consider allegations of misconduct under this Code made by:

a) members of the University community (being other University students, members of staff, and contractors or others working on or visiting University premises); and

b) other third parties where the student's conduct is related to a University activity or where the University in its sole discretion considers that the student's conduct may harm the safety, interests or reputation of the University.

33.4 All students, from the point at which they accept an offer from the University, and including students whose studies have been suspended, are subject to this Code in relation to:

a) the activities they engage in as students of the University, including educational, sporting, cultural, social or other activities, and including those that take place while the student is away from the University, for example on field trips;

b) the services or facilities they access due to being students of the University;

c) their presence in, or access to, premises owned, leased or managed by the University, Glasgow University Sports Association, Queen Margaret Union, Glasgow University Union, or Glasgow University Students' Representative Council; and/or

d) any activity, including digital activity and social media use, not covered by a), b) or c), but which may harm the safety, interests or reputation of the University.

33.5 Action may, exceptionally, be taken under this Code if misconduct on the part of a former student is alleged, which occurred whilst they were a student at the University. It shall be at the discretion of a Senior Senate Assessor (in the case of academic misconduct) or the Head of Student Conduct (in the case of non-academic misconduct) whether it is possible or desirable to investigate any such allegation given the time elapsed, the availability or likely availability of evidence, the availability of meaningful sanctions, and the perceived benefit to the University of taking such action.

33.6 Sanctions against a former student may include the withdrawal of a qualification (in the case of academic misconduct) and/or refusal to allow re-registration for a further qualification or course at the University.

33.7 This Code is separate from matters of criminal or civil law and does not aim to make findings on matters of law.

GENERAL PRINCIPLES

33.8 The University will aim to treat all its students fairly under this Code and to adhere to the principles of natural justice. All parties will be treated with dignity and respect, and implementation of this Code will be sensitive to protected characteristics with reasonable adjustments made if required.72F[2] All students against whom allegations of misconduct are taken forward under this Code will be informed of the allegations against them, and will have the right to be heard, the right to support, and the rights of appeal, as set out in this Code. University of Glasgow students making allegations will have the right to receive support as set out in this Code. Cases will be considered objectively by investigators and decision makers who are competent and impartial.

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[1] Educational institutions with which the University has a formal collaborative arrangement relating to the delivery of learning, teaching, or academic supervision.

[2] Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, as described in the Equality Act 2010.

33.9 Procedures and sanctions will be proportionate to the misconduct. Academic sanctions will only be directly applied in relation to academic misconduct. Suspension or expulsion are potential sanctions for academic or non-academic misconduct.

33.10 Allegations will be considered in a timely manner. Investigations will be undertaken without undue delay and will be completed to the reasonable satisfaction of the Investigating Officer (in the case of allegations of non-academic misconduct) or Senate Assessors (in the case of allegations of academic misconduct) before the decision is made. Both Responding Student(s) and Reporting Individual(s) will be informed of likely timescales and updated where delays are necessary or otherwise occur.

33.11 The standard of proof at each stage of the procedures under this Code will be on the balance of probabilities. This means that, for each event or incident, the relevant decision maker must be satisfied, on the evidence available, that it is more likely than not that the event or incident occurred.

33.12 Involvement in a misconduct case can be difficult for any student and the University will assess risks for all relevant parties when implementing this Code. Students are reminded of the support available to them from the University Support Services and from the Glasgow University Students' Representative Council ('SRC') Advice Centre. Where concerns about individual welfare of any student arise because of a misconduct case, the University will, with agreement of that student, make a referral to the Safeguarding Team so that appropriate support measures can be put in place.

ROLES IN THIS CODE

33.13 Roles in this Code are outlined in Annex A.

RELATIONSHIP WITH OTHER UNIVERSITY POLICIES, PROCEDURES AND REGULATIONS

33.14 Other regulations and policies exist separately that cover, for example, the use of IT facilities, Halls of Residence, and so on. Breaches of those regulations may be dealt with solely under those policies, but may also be considered under this Code. These regulations and policies include:

Registration and Fee Regulations
Equality & Diversity Policy
Dignity at Work & Study Policy & Procedure
Personal Relationships Policy
Regulations and Code of Conduct for the Use of ICT Systems and Facilities in the University of Glasgow
Policy Statement on Students' Recording of Teaching
Plagiarism & Academic Integrity Code
Guidance on using Artificial Intelligence
Code of Expected Behaviour
Code of Policy and Procedures for Investigating Allegations of Misconduct in Research
No Smoking Policy Statement
Statement on Alcohol, Drugs and Substance Misuse
Accommodation Services Policies and Procedures

33.15 The Glasgow University Student Unions,73F[3] the Student Representatives' Council (SRC), and the Glasgow University Sports Association (GUSA) are each constitutionally separate from the University of Glasgow and may also have their own conduct regulations. However, behaviour which may breach the disciplinary rules of the Student Unions, Student Representative Council and the Glasgow University Sports Association on premises owned, leased, or managed by them or at any events organised by them (wherever they take place) may also constitute a breach of this Code. Where there is an allegation that would constitute a Level 2 misconduct under this Code, the case will be considered under this Code.

The Student Contract

33.16 The Student Contract outlines the relationship between the University and all of its students. It links to relevant student regulations including this Code.

[3] Glasgow University Union (GUU) and Queen Margaret Union (QMU).

Fitness to Study74F[4]

33.17 Where there are concerns that a student's conduct may be being affected by their mental or physical health, this will normally be considered under the Support to Study Procedure.

Fitness to Practise75F[5]

33.18 Students registered on certain professional programmes are subject to the Fitness to Practise Procedure. If a School Fitness to Practise Officer, while investigating a Fitness to Practise concern, believes that this Code may apply, they will advise the Head of Student Conduct in writing at student-conduct@glasgow.ac.uk. The Fitness to Practise Officer and the Head of Student Conduct will decide how to proceed. Misconduct within a professional context will normally be considered under the Fitness to Practise Procedure. Misconduct which could also be perpetrated by students on non-professional programmes will normally be considered under this Code. The University may consider the case under both procedures if it believes that both are relevant.

WHAT IS MISCONDUCT?

33.19 Misconduct means behaviour that falls short of the standard of behaviour expected of a student of the University.

There is no definitive list of student conduct offences, but a list of examples of academic and non-academic conduct offences can be found in Annex B.

COMMUNICATING WITH STUDENTS ABOUT MISCONDUCT

33.20 All written correspondence about misconduct will be sent by email to the student's University email account unless agreed otherwise.

Support and Advice

33.21 The University recognises that some allegations of misconduct are extremely distressing for the student alleged to have breached conduct regulations and for the person making the allegation.

Where a case is taken forward under this Code students are signposted to relevant sources of support in the University, including the SRC. Where concerns about individual welfare of any student arise because of a misconduct case, the University will, with agreement of that student, make a referral to its Safeguarding Team so that appropriate support measures can be put in place if appropriate.

33.22 The SRC provides confidential, independent and impartial support and guidance through its Advice Centre for the Responding Student and for the Reporting Individual (where that individual is a registered student of the University) throughout the conduct process. The SRC Advice Centre will discuss any potential sharing of information with the Responding Student or Reporting Individual.

MISCONDUCT AND THE CRIMINAL LAW

33.23 Where the University believes or is informed that a criminal offence may have been committed, either on campus or off campus, it may report the matter to the police, regardless of the stage of any investigation or conduct procedure under this Code.

33.24 Where criminal proceedings against a student are ongoing, the University may:

a) suspend action under this Code until the outcome of those proceedings is known;

b) postpone making a decision about whether to take action under this Code until the outcome of those proceedings is known;

c) decide to continue or commence action under this Code on a case by case basis.

33.25 If a registered student of the University is charged with, or convicted of, a criminal offence they must let the University know by emailing student-conduct@glasgow.ac.uk. A Responding Student subject to a criminal investigation must keep the University informed of any progress or change in status of the criminal process (by emailing student-conduct@glasgow.ac.uk). The University will endeavour to provide pastoral support to any student subject to criminal investigation as well as to any student who has alleged criminal misconduct, even if the University conduct proceedings are suspended. This

[4] University Regulation 34 – Support to Study Procedure.

[5] University Regulation 36 - Procedure for Determining Fitness to Practise.

support might include access to University student support services, access to the SRC Advice Centre, extensions to academic deadlines, or a leave of absence.

33.26 The University may still take action under this Code for an incident that has been considered by a criminal court, whether or not the student has been found guilty of any criminal offence by the court, but this Code is not intended as a substitute for criminal proceedings.

33.27 Where a student is convicted of a criminal offence, the University will use this information as evidence in conduct proceedings if it is directly relevant to the matter being considered. Any sentence or order imposed by a criminal court may be taken into account in deciding on any sanction to be applied under this Code.

GENERAL CONDUCT PROCEDURES

33.28 There are separate procedures for academic and non-academic misconduct which are described below. Where a student is accused of academic and non-academic misconduct, both procedures will be used and the cases may be managed concurrently. All attendees will be reminded that the details of meetings under this Code should be treated as confidential.

Confidentiality

33.29 The University will treat allegations of misconduct, and sanctions applied, confidentially and in line with the Code of Student Conduct Privacy Notice, except to the extent that it is considered by the University to be necessary to share information within the University or with external organisations to enable the University to:

a) investigate the allegation;

b) report or assist in the investigation of a crime;

c) fulfil its safeguarding duties; and/or

d) comply with its legal and/or contractual obligations (for example, to regulators, research funders, or statutory bodies).

Details of misconduct and sanctions will not be published on the student's degree transcript (Higher Education Achievement Report) and will not normally be divulged in references unless specifically requested by the individual or organisation requesting the reference.

33.30 Details of conduct decisions are held confidentially by the Student Conduct Team. Details of decisions, including sanctions, will be circulated to relevant University colleagues or Student Union, SRC, or GUSA officers on a need-to-know basis, to implement the decisions. All participants in conduct processes will be reminded that the details of meetings under this Code should be treated as confidential.

33.31 Once a decision has been reached on the case, the Reporting Individual will normally be informed that the matter was dealt with under the University Code of Student Conduct and noting whether the Responding Student was found to have committed misconduct. Parties, such as alleged victims and witnesses, may be informed of the sanction imposed where the University considers that it is of direct interest for them to be informed (by way of example, in cases of violence, sexual violence, bullying or harassment, it may be appropriate for the alleged victim to be informed of any sanction relating to restrictions on attendance on campus, approaching named individuals, etc).

Reasonable Behaviour

33.32 All individuals involved in a procedure under this Code, including the Responding Student and their accompanying individual (if any), must communicate and act respectfully and reasonably and in accordance with this Code and with the University's Code of Expected Behaviour.76F[6] Staff with responsibilities under this Code may halt proceedings and refer to the Head of Student Conduct if they consider that an individual has failed to comply with this expectation. Under these circumstances, the Clerk of Senate has the authority to exclude any individual from any part of the procedures under this Code following consultation with the Head of Student Conduct.

[6] University Regulation 37 – Code of Expected Behaviour.

Right to be Accompanied

33.33 Responding Students, Reporting Individuals and witnesses are entitled to be accompanied to meetings under this Code.

The accompanying individual will normally be a family member, a fellow student or friend, an adviser from the SRC Advice Centre, or a member of University staff, provided that they are not also a witness.

The role of the accompanying individual is to provide moral and pastoral support to the person they are accompanying to the meeting. The accompanying individual shall not disrupt the proper conduct of the meeting.

33.34 The Responding Student must inform the Head of Student Conduct (student-conduct@glasgow.ac.uk) at least five working days77F[7] before the relevant meeting of the name of any person who may attend to accompany them.

33.35 The Responding Student will normally be expected to speak for themselves.

33.36 There is no automatic right for a student to have legal representation at meetings and hearings and legal representation is only allowed for meetings or hearings where the student has been granted express permission in advance (see §33.37 below). The Responding Student will normally be advised to seek support and guidance from the SRC Advice Centre.

33.37 If the Responding Student wishes to be accompanied or represented by a person not listed in §33.33 above, the student must make a request to the Head of Student Conduct (student-conduct@glasgow.ac.uk) in writing, giving the name of the proposed representative and a rationale for representation, no later than five working days before the meeting or hearing.

The decision whether to allow legal representation will be for the Head of Student Conduct in consultation with the Senate Assessor, Investigating Officer, or Convener of the relevant Conduct Committee or Appeal Meeting, as appropriate.

Factors that will be considered in deciding whether to grant permission will include:

- the seriousness of the allegation and the potential sanction (for example, whether the outcome of the hearing could deprive the Responding Student of the right to practise their chosen profession or could irretrievably prejudice that right);
- the capacity of the Responding Student to understand the allegation(s) made against them and to defend/present their own case;
- the need for reasonable speed in achieving an outcome and to avoid delay;
- whether any points of law are likely to arise (in most cases the purpose of any meeting or hearing will be to determine points of fact and not law);
- any probable procedural difficulties;
- the need for fairness between the Responding Student and those making allegations; and
- other relevant factors, including any representations made by the Responding Student.

Where permission is granted, the Responding Student will be responsible for paying the costs of their representation (including legal costs) and these will not be reimbursed by the University.

Failure to Engage in the Conduct Process

33.38 If a Responding Student does not respond or attend a meeting scheduled under this Code on the scheduled date and has not advised of medical or other grounds that prevent attendance, the matter may be dealt with in the Responding Student's absence. If the allegation is found to be established, an appropriate sanction will be applied, and the Responding Student will be notified of the outcome in writing.

Allegations Against More Than One Student

33.39 Where an allegation is made against more than one Responding Student for the same offence, each of the Responding Students will be given an equal opportunity to respond. The Head of Student Conduct will advise on whether the Responding Students should be interviewed together or separately. Responding Students will have the opportunity to speak with the Senate Assessor(s), Investigating

[7] For the purposes of this Code, Monday to Friday are counted as working days except when the University is closed for a Public Holiday or other reason. Saturdays and Sundays are not counted as working days.

Officer, and/or Senate Student Conduct Committee privately if necessary. Decisions on outcomes will be made for each Responding Student individually.

Meeting Arrangements and Written Submissions

33.40 The Senate Assessors (in the case of academic misconduct) or the Investigating Officer (in the case of non-academic misconduct) shall meet with a Responding Student either virtually (e.g., online) or in person, or may accept a written statement from the Responding Student instead of meeting with them. The written statement shall be considered in the same way as an oral statement.

33.41 Conduct Committee and Appeal meetings may take place online or in person, as determined by the Convener, in consultation with the Head of Student Conduct.

33.42 All meetings under this Code, where Responding Students and/or Reporting Individuals are present, will include at least two representatives from the University, unless there are exceptional circumstances, and all parties agree that the meeting may proceed with only one University officer in attendance. For the purposes of this section, an Investigating Officer under this Code who is external to the University is a representative from the University.

33.43 A written record of the meetings with the Investigating Officer (in the case of allegations of non-academic misconduct) or Senate Assessors (in the case of allegations of academic misconduct), and of Conduct and Appeal Committee meetings, will normally be shared with the Responding Student within 10 working days[7] of the meeting. Reports of Investigating Officers for non-academic misconduct will normally be shared with the Responding Student within 10 working days of the outcome agreed by the Head of Student Conduct.

33.44 Records of student conduct correspondence, risk assessments, and meetings are kept for at least six academic sessions after the incident under investigation, and for their remaining registration at the University if that is longer.

Electronic Recordings

33.45 Electronic recordings of any meetings held under the Code of Student Conduct are not permitted unless required as, for example, a reasonable adjustment relating to disability. Requests relating to recording meetings must be made in writing to the Head of Student Conduct student-conduct@glasgow.ac.uk at least five working days in advance of the meeting.

Reports to Senate

33.46 An Annual Report will be presented to Senate stating the number and types of misconduct reported, and the outcomes at Level 1 and Level 2; and the number and types of appeals heard by the Conduct Appeal Committees.

Reconsideration of an Allegation

33.47 A Responding Student cannot normally be considered twice in respect of the same allegation under this Code. Exceptionally, the Clerk of Senate or nominee may allow this if new substantive evidence becomes available. The factors in making the decision to consider a case again will include the time elapsed, the severity of the offence, the impact on the student(s) concerned and any possible impact on fitness to study or fitness to practise.

Procedures for Conduct Committee and Appeal Meetings

33.48 At least 10 working days[7] before a Conduct Committee or Appeal Committee meeting, the Clerk of the Committee will send the Responding Student notice of the meeting and send them all relevant documentation relating to their case including details of the allegation (in the case of Conduct Committees) to give the student reasonable time to prepare.

33.49 The Committee may accept a written statement from the Responding Student as evidence instead of, or in addition to, the Responding Student or their representative attending the Committee meeting. The statement should be submitted to the Head of Student Conduct (student-conduct@glasgow.ac.uk) no later than five working days before the relevant meeting.

33.50 When making a decision, the Committee will rely only on evidence presented at the meeting. This can be provided verbally at the meeting, or in writing as described in §33.49.

33.51 The Committee may adjourn the meeting and delay making a decision where it is decided that further investigation into the allegation(s) is needed.

33.52 If the members of the Committee cannot agree on an outcome, the decision will be that of the majority of its members. The Convener will have a casting vote if there is not a majority view.

Student Safeguarding, Wellbeing and Inclusion

33.53 Where wellbeing concerns are raised, advice will be sought from appropriate services as to steps they consider necessary to support wellbeing and participation of the Reporting Individual (where they are a University of Glasgow student), the Responding Student, and any witnesses (where they are University of Glasgow students or staff). Any arrangements to support safeguarding, wellbeing and inclusion will be agreed and notified in advance of the meeting.

ACADEMIC CONDUCT PROCEDURES

Referrals

33.54 Allegations of academic misconduct should be submitted to the Student Conduct Team, using the online reporting form, or in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk.

33.55 The University will not generally investigate reports, under this Code, that have been made anonymously, but the information shared may be used to inform understanding of current issues and shape future work, such as campaigns and resourcing.

Time Frames

33.56 Schools are expected to make referrals in a timely manner. Conduct procedures will then proceed without undue delay and where possible will not normally take more than 90 working days from the start of the investigation into an allegation to the conclusion of any appeal meeting. Extensions to this timescale may be required if, for example, the case is particularly complex, or due to other circumstances beyond the reasonable control of the University. Note that at certain times of year academic cases may take longer than 90 working days due to the increased number of referrals and the need to prioritise graduating students. Relevant parties will be informed of likely timescales and updated where delays are necessary or otherwise occur.

Senate Assessors for Student Academic Conduct

33.57 The Senate shall appoint a cohort of up to 24 Senate Assessors for Student Academic Conduct ('the Senate Assessors'), from which Senate Assessors will be selected to consider individual cases and take disciplinary action under this Code. The Senate Assessors take the role for four years, and the Senate appoints two Senior Senate Assessors from amongst the Senate Assessors. The duties of the Senior Senate Assessors can be performed by any of the Senate Assessors, if required.

Resolution by Mutual Agreement

33.58 If the Responding Student admits to the alleged academic misconduct and a Senior Senate Assessor considers that a mutually agreed resolution may be possible, then the academic misconduct may be resolved by mutual agreement.

33.59 The Responding Student will be informed of the allegation in writing, given a reasonable opportunity to respond, and notified of a potential sanction in writing. If the Responding Student agrees, the sanction will be confirmed in writing by the Senate Assessors. Examples of mutually agreed sanctions that may be applied are outlined in Annex C.

Local Resolution

33.60 In relation to first offences for undergraduate non-honours students, the Head of School or their nominee (hereinafter referred to as Head of School) may deal with the following under the University's Plagiarism & Academic Integrity Code: cases of suspected plagiarism or collusion, or where work may have been generated using artificial intelligence, provided that such cases are not associated with formal on-campus examinations and are not considered to be extensive. All other cases will be considered under this Code.

Level 1 Resolution – Summary Decision

Allegation that a student has engaged in academic misconduct

33.61 A Senior Senate Assessor will carry out an initial review into the allegation(s) and will be advised and assisted by members of the Student Conduct Team as appropriate. The Senior Senate Assessor will have had no previous involvement in the case. The Senior Senate Assessor will determine the subsequent course of action, which may include referring the matter back to the School, not taking the matter further, or taking the referral forward using the Procedure at Level 1.

33.62 If the allegation(s) is considered to be more serious (having regard to the examples given in Annex C), the Senior Senate Assessor can decide in consultation with another Senate Assessor to refer the case directly to Level 2 for a full meeting of the Senate Student Academic Conduct Committee.

Procedure at Level 1

33.63 The Responding Student will normally be invited to attend a meeting with two Senate Assessors to respond to the allegation(s), to admit or deny responsibility and, if they admit responsibility, to explain their behaviour or offer information that may be relevant in deciding a sanction.

33.64 The Responding Student will be given notice (normally not less than five working days) of the meeting and provided with the details of the allegation and a link to the Conduct procedures in advance. The Responding Student will also be told how to access advice and support, for example from the SRC Advice Centre.

Outcome at Level 1

33.65 At the conclusion of the meeting the Senate Assessors may:

a) dismiss the allegation of misconduct and advise that no further action should be taken;

b) carry out further investigation;

c) impose a sanction in accordance with Annex C;

d) refer the matter to the Senate Student Academic Conduct Committee.

33.66 The Senate Assessors will normally tell the Responding Student the outcome at the end of the meeting, and the outcome will normally be confirmed in writing within 10 working days.[7] This letter will outline the right of, and timeline for, appeal and how to access advice and support if needed.

33.67 The relevant School(s) and College(s) will be informed in writing of any academic sanction imposed by the Senate Assessors. The School will inform the Board of Examiners (which cannot review or change the sanction imposed by the Senate Assessors).

33.68 The Responding Student has the right of appeal against the decision of the Senate Assessors including any sanction imposed. The procedures are set out under §33.108 - §33.139.

Misconduct which is more serious

33.69 The Senate Assessors at Level 1 shall refer the matter to the Senate Student Academic Conduct Committee under Level 2 of this Code if they decide that the Responding Student has committed misconduct which (having regard to the examples given in Annex C), may be more serious than can be considered at Level 1.

Level 2 Resolution - Senate Student Academic Conduct Committee

33.70 The Senate Student Academic Conduct Committee ('the Committee') is appointed by the Senate. The Committee membership is:

- Convener.
- College representatives (members of, or nominated by, Senate).
- President of the Glasgow University Students' Representative Council or another SRC Sabbatical Officer.

At least three members of the Committee must be present at any meeting, including the Convener and at least one College member. Reasonable steps will be taken to include a student member on the Committee. Other staff members may be co-opted where appropriate. No member of the Committee will have had previous involvement with the Responding Student or work directly within the area where any alleged misconduct took place.

33.71 The Senate Assessors will give the Committee a written report of the case, and a copy will be sent to the Responding Student before the meeting.

33.72 The Senate Assessors and Responding Student must notify the Head of Student Conduct, at student-conduct@glasgow.ac.uk, of any witnesses who may attend the meeting at least five working days[7] before the meeting is due to take place.78F[8]

[8] The Convener of the Committee has the authority to waive the stated timescales in relation to the notification of witness attendance.

33.73 At the hearing:

a) The Convener of the Committee will introduce all present, confirm whether the Responding Student will be represented by another person, explain the purpose of the meeting and explain any measures in place to protect the wellbeing of the Responding Student and any witnesses (such as those referred to in §33.53). Subject to their duty to ensure the procedure as a whole is fair, the Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential.

b) A Senate Assessor will present the allegation(s) against the Responding Student and will present the findings of any investigation, calling witnesses as appropriate.

c) The Responding Student (or representative) will be invited to respond to the allegation(s) presented by the Senate Assessor and may call witnesses, as appropriate. The Responding Student will be invited to state whether they admit or deny the allegation(s).

d) The Committee may ask questions of the Responding Student, their representative or supporter, the Senate Assessor and any witnesses.79F[9]

e) Through the Convener, the Responding Student (or their representative) may ask questions of the Senate Assessor and witnesses, subject to any alternative arrangements agreed as outlined in §33.53.

f) Through the Convener, the Senate Assessor may ask questions of the Responding Student and witnesses.

g) The Committee may at any time seek additional evidence or information from other parties at the meeting.

h) The Convener will invite the Senate Assessor and the Responding Student (or their representative) to sum up.

i) If the Responding Student admits the allegation(s) they will be invited to give an explanation of the misconduct and advise the Committee of any information that might be relevant in deciding on a sanction.

j) If the Responding Student denies the allegation(s), the Committee will decide, on the balance of probabilities, whether the Responding Student has committed the alleged misconduct.

33.74 If the Committee decides that the Responding Student has committed misconduct, they will, in a private meeting, agree on the appropriate sanction in accordance with Annex C.

33.75 The decision of the Committee is normally given verbally following conclusion of the Committee's deliberations. The Responding Student will normally be notified of the Committee's decision formally within 10 working days of the meeting. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.76 The Responding Student has the right of appeal against the decision of the Committee including any sanction imposed. The procedures are set out under §33.108 - §33.139.

NON-ACADEMIC CONDUCT PROCEDURES

Referrals

33.77 Allegations of non-academic misconduct should be made in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk or via the reporting tool.

33.78 The University will not generally investigate reports, under this Code, that have been made anonymously, but the information shared may be used to inform understanding of current issues and shape future work, such as campaigns and resourcing.

[9] The Convener will ensure that any questioning by any party is appropriate and will not permit any questioning which is deemed to be vexatious, harassing, or irrelevant to the case.

Time Frames

33.79 Conduct procedures will proceed without undue delay and will not normally take more than 22 working weeks80F[10] from the initial referral to the conclusion of any appeal meeting. Extensions to this timescale may be required if, for example, the case is particularly complex, there is a related criminal investigation or prosecution, because of delays caused by the Reporting Individual or the Responding Student, or other circumstances beyond the reasonable control of the University. All parties will be informed of likely timescales and updated where delays occur or are necessary.

See Annex D for the breakdown of this procedural timescale.

RISK ASSESSMENT AND PRECAUTIONARY MEASURES

33.80 When an allegation of non-academic misconduct is made a preliminary assessment of the case will be made by the Head of Student Conduct or their nominee.

33.81 Where the preliminary assessment indicates a potential risk of harm (physical or mental) to the individual who has made the allegation or to anyone in the University community, or a risk to the University's property or activities, a risk assessment will be undertaken.

33.82 This risk assessment will be undertaken by a Risk Assessment Group which will be convened by the Head of Student Conduct or their nominee, and will comprise a representative from Student Services, a representative from the University Security team, a Case Manager from the Student Conduct Team, and such other member(s) of University staff as the Head of Student Conduct may consider necessary or desirable. The findings and recommendations of the Risk Assessment Group shall be recorded in writing.

33.83 The Clerk of Senate, Chief Operating Officer or their nominee, has the authority to take precautionary measures, with immediate effect, pending further investigation under this Code. The purpose of such measures may be, for example:

a) to ensure the safety and wellbeing of the University community, including the Responding Student, as well as the Reporting Individual; or

b) to ensure that potential witnesses or other evidence are not subject to interference.

When deciding whether to impose any precautionary measures, consideration should be given to any recommendation(s) made by the Risk Assessment Group.

These measures may include:

a) a non-contact order between students;

b) limiting or removing access to University activities, services, facilities or buildings;

c) temporary exclusion from all or part of University accommodation (to the extent permitted by the relevant accommodation contract); and/or

d) precautionary suspension from the University.

33.84 The Responding Student will be informed of any decision to impose precautionary measures, and the reasons for the decision, in writing. Other parties, such as alleged victims and witnesses may be informed of precautionary measures where it is of direct interest for them to be informed (by way of example, in cases of violence, sexual violence, bullying or harassment, it may be appropriate for the alleged victim to be informed of any restriction relating to attendance on campus, approaching named individuals, etc).

33.85 Precautionary measures pending an investigation are not a finding of misconduct, nor a formal conduct sanction.

33.86 The Clerk of Senate, Chief Operating Officer or their nominee, as the case may be, shall review precautionary measures:

a) routinely every month;

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[10] For the purposes of this Code, Monday to Friday is counted as a working week except when the University is closed for a Public Holiday or other reason.

b) where they are made aware of a material change to the facts or circumstances upon which they made their decision; and

c) on request from the Responding Student if there is evidence that the measures were imposed based on factual error or in the event that they consider there has been a material change to the relevant facts or circumstances upon which the decision to impose precautionary measures was based. Such requests must be made in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk and should include submission of any relevant evidence relating to the factual error or material change to the relevant facts or circumstances.

33.87 Following such reviews, the Responding Student (and any others notified of the original decision) will be notified to advise if precautionary measures are changed, lifted, or remain unchanged.

Resolution by mutual agreement

33.88 If the Responding Student admits to the alleged misconduct and the Head of Student Conduct feels that a mutually agreed resolution may be possible, then the misconduct may be resolved by mutual agreement without any further investigation under this Code.

33.89 The Responding Student will be informed of the allegation in writing, given a reasonable opportunity to respond, and notified of a potential sanction in writing. If the Responding Student agrees, the sanction will be confirmed in writing by the Head of Student Conduct. Examples of mutually agreed sanctions are outlined in Annex C.

Local Resolution

33.90 Local resolution of non-academic misconduct may take place without the use of Level 1 or 2 procedures. However, serious misconduct issues will normally be escalated to be considered under Level 1 of the Code of Student Conduct. The Wardens, Student Life Manager, the Head of Student Engagement, the Head of Accommodation Operations, and the Director of IT Services, or nominees have the authority to take actions under local regulations. See §33.14 - §33.18.

Resolution Following Investigation Under This Code

Investigating Officers

33.91 The University will appoint an Investigating Officer to investigate cases of non-academic misconduct. The Investigating Officer will have had no previous involvement in the case and will be supported in the process by the Student Conduct Team.

33.92 The Investigating Officer will normally meet with the Reporting Individual and may meet with other witnesses and consider documents or other evidence relevant to the case.

33.93 The Investigating Officer will normally meet with the Responding Student to allow them to respond to the allegation, to admit to or deny responsibility and, if they admit responsibility, to explain their behaviour or offer information that may be relevant in deciding a sanction.

33.94 The Responding Student will be given notice of the meeting and be provided with the details of the allegation and a link to this Code normally no later than five working days in advance. The Responding Student will also be told how to access advice and support, for example from the SRC Advice Centre.

33.95 The Investigating Officer will write a report which outlines the process followed, the witnesses spoken to, the information gathered in their investigation, and their conclusion as to whether or not misconduct occurred under this Code. Investigating Officers should not make recommendations for disposal.

Level 1 – Summary Decision

33.96 The Investigating Officer will provide their report to the Head of Student Conduct or their nominee. The Head of Student Conduct will:

a) dismiss the allegation of misconduct and advise that no further action should be taken;

b) request further investigation;

c) impose a sanction in accordance with Annex C; or

d) refer the matter to the Senate Student Non-Academic Conduct Committee.

Where a proposed sanction involves a period of suspension this decision will be taken in consultation with the Clerk of Senate or Chief Operating Officer.

33.97 The Responding Student will be sent written notification of the outcome which will comprise the report of the Investigating Officer, together with any additional deliberations, reasoning and conclusions of the Head of Student Conduct, within 10 working days[7] of the referral to the Head of Student Conduct. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.98 The Responding Student has the right of appeal. The procedures are set out under §33.108 - §33.139.

33.99 Other interested parties may be notified of the outcome in accordance with §33.31.

Misconduct which is more serious

33.100 The Head of Student Conduct shall refer the matter to the Senate Student Non-Academic Conduct Committee under Level 2 of this Code if they decide that the allegation of misconduct (having regard to the examples given in Annex C), may be more serious than can be considered at Level 1.

Level 2 – Senate Student Non-Academic Conduct Committee

33. 101 The Senate Student Non-Academic Conduct Committee ('the Committee') is appointed by Senate. The Committee membership is:

- Convener.
- Representatives from the Colleges or University. President of the Students' Representative Council or another SRC sabbatical officer.

At least four members of the Committee must be present at any meeting, including the Convener and at least two members of University staff. No member of the Committee will have had previous involvement with the Responding Student or work directly within the area where any alleged misconduct took place. Reasonable steps will be taken to include a student member in the Committee (the President of the Glasgow University Students' Representative Council or another SRC Sabbatical Officer). Other staff members may be co-opted where appropriate.

33.102 The Investigating Officer, or nominee, at Level 1 will present the case to the Committee and provide a copy of their investigation report.

33.103 The following individuals will be invited, on behalf of the Convener, to attend the Committee:

- the Reporting Individual(s);
- the Responding Student;
- the Investigating Officer (or nominee).

The Investigating Officer, or nominee, the Reporting Individual and the Responding Student may invite other relevant witnesses to attend the meeting if they consider that their testimony may be relevant to the case under consideration. The Student Conduct Team must be notified at student-conduct@glasgow.ac.uk of any witnesses who may attend at least five working days[7] before the meeting.[8]

33.104 At the meeting:

a) The Convener of the Committee will introduce all present, confirm whether the Responding Student(s) will be represented by another person, explain the purpose of the meeting, and explain any measures in place to protect the wellbeing of the Responding Student(s) and any witnesses (such as those referred to in §33.53). Subject to their duty to ensure the procedure as a whole is fair, the Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential.
b) The Investigating Officer, or nominee, will be invited to present the allegation(s) against the Responding Student. They will call witnesses as appropriate (on the understanding that these witnesses have been notified to the Student Conduct Team in advance and that the Convener has approved their attendance at the Committee).
c) Where a case has been referred directly to the Committee by the Head of Student Conduct at Level 1, the Head of Student Conduct, or nominee, will be invited to present the allegations against the Responding Student. The Head of Student Conduct will also be able to call witnesses as appropriate.
d) The Responding Student (or representative) will be invited to respond to the allegation(s) and may call witnesses, as appropriate (on the understanding that these witnesses have been notified to the Student Conduct Team in advance and that the Convener has approved their attendance at the Committee). The Responding Student will be invited to state whether they admit or deny the allegation(s).

e) The Committee may ask questions of the Responding Student, the Responding Student's representative, the Investigating Officer, or nominee, and any witnesses, including the Reporting Individual.
f) Through the Convener, the Responding Student (or their representative) may ask questions of the Investigating Officer, or nominee, and witnesses, subject to any alternative arrangements agreed as outlined in §33.53.
g) Through the Convener, the Investigating Officer, or nominee, may ask questions of the Responding Student and witnesses (if called).
h) The Committee may at any time seek additional evidence or information from other parties at the meeting.
i) The Convener will sum up the case and ask the Investigating Officer, or nominee, and the Responding Student (or their representative), to confirm the accuracy of this summation.
j) If the Responding Student admits the allegation(s), they will be invited to give an explanation of the misconduct and advise the Committee of any information that might be relevant in deciding on a sanction.
k) If the Responding Student denies the allegation(s), the Committee will decide, on the balance of probabilities, whether the Responding Student has committed the alleged misconduct.

33.105 If, on the balance of probabilities, the Committee decides that the Responding Student has committed misconduct, they will agree on the appropriate sanction in accordance with Annex C.

33.106 The decision of the Committee is normally given verbally following conclusion of their deliberations. The Responding Student will be notified of the outcome of the Committee's deliberations formally within 10 working days of the decision. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.107 The Responding Student has the right of appeal against the decision of the Committee including any sanction. The procedures are set out under §33.108 - §33.139.

APPEALS PROCEDURES

33.108 The appeals procedures for decisions made under this Code are set out below along with the appeal process for sanctions imposed under other conduct regulations.

Appeal Against Student Conduct Decisions

33.109 A Responding Student may appeal to the Senate Student Conduct Appeal Committee (the 'Committee') against a decision or sanction imposed by the Senate Assessors (in cases of academic misconduct), the Head of Student Conduct (in cases of non-academic misconduct), the Senate Student Academic Conduct Committee or the Senate Student Non-Academic Conduct Committee.

33.110 The Committee will consider an appeal only on the following grounds:

a) the Responding Student has new material evidence81F[11] that they were unable, for valid reasons, to provide earlier in the process and which is likely to have had a material bearing on a decision at the earlier stage;

b) the procedures set out in this Code have not been followed, to the material detriment of the Responding Student;

c) the finding of misconduct or sanction(s) imposed at the earlier stage was clearly unreasonable.

Appeal Against Academic Student Conduct Decisions

33.111 A Responding Student shall appeal in writing to student-conduct@glasgow.ac.uk for the attention of the Head of Student Conduct within 10 working days[7] of the date of the letter advising of the original decision.

33.112 The Student Conduct Appeal Form must be used to submit an appeal. The grounds of appeal must be clearly stated, detailing any new evidence (and why this could not have reasonably been produced at the earlier stage); describing how the procedure was defective; or explaining why the outcome was unreasonable. The outcome the Responding Student seeks must also be stated.

33.113 Prior to consideration of an appeal by the Senate Student Conduct Appeal Committee, the Clerk of Senate (or nominee) and a member of the Senate Student Academic Conduct Committee not

[11] Material evidence is that which is relevant and significant as opposed to trivial or irrelevant to the case.

previously involved in the case will review the student's appeal to determine whether it meets one or more competent grounds for appeal.

33.114 If an appeal is deemed by the Clerk of Senate (or nominee) and member of the Senate Student Academic Conduct Committee not to have met any of the grounds for appeal, or is out of time, the appeal will not be taken forward.

33.115 If an appeal is deemed by the Clerk of Senate (or nominee) and member of the Senate Student Academic Conduct Committee to have met one or more competent grounds for appeal, the appeal will be taken forward to a full hearing.

33.116 The Clerk of Senate (or nominee) and member of the Senate Student Academic Conduct Committee may make a decision without a hearing in circumstances where it is concluded that there is sufficient information, no further information is required from the student, or where the student is no longer available for a hearing.

Appeal Against Non-Academic Student Conduct Decisions

33.117 A Responding Student shall submit an appeal or intention to appeal in writing to student-conduct@glasgow.ac.uk for the attention of the Head of Student Conduct within 10 working days[7] of the date of the intimation of the original decision against which the student is appealing. Where an intention to appeal is submitted, the full appeal, including the grounds, remedy and all supporting evidence, shall be submitted within 20 working days of the student's intention to appeal submission.

33.118 The Student Conduct Appeal Form must be used to submit an appeal. The grounds of appeal must be clearly stated, detailing any new evidence (and why this could not have reasonably been produced at the earlier stage); describing how the procedure was defective; or explaining why the outcome was unreasonable. The outcome the Responding Student seeks must also be stated.

33.119 Prior to consideration of an appeal to the Senate Student Conduct Appeal Committee, the Clerk of Senate (or nominee) and a member of the Senate Student Non-Academic Conduct Committee not previously involved in the case will review the student's appeal to determine whether it raises one or more competent grounds for appeal. If the Clerk of Senate has had prior involvement with the case, an alternative staff member of appropriate seniority will be appointed.

33.120 If an appeal is deemed by the Clerk of Senate (or nominee) and member of the Senate Student Non-Academic Conduct Committee not to have met any of the grounds for appeal, or is out of time, the appeal will not be taken forward.

33.121 If an appeal is deemed by the Clerk of Senate (or nominee) and member of the Senate Student Non-Academic Conduct Committee to have raised one or more competent grounds for appeal, the appeal will be taken forward to a full hearing.

33.122 The Clerk of Senate (or nominee) and member of the Senate Student Non-Academic Conduct Committee may make a decision without a hearing in circumstances where it is concluded that there is sufficient information, no further information is required from the student, or where the student is no longer available for a hearing.

Sanctions

33.123 Sanctions imposed by a Level 1 or Level 2 decision will normally remain in place until the conclusion of an appeal. The Clerk of Senate may vary this and, in such cases, the Responding Student will be informed of this decision and the reasons for it.

Appeal Committee Hearings

33.124 If a Senate Student Conduct Appeal Committee hearing is required for an academic or non-academic misconduct appeal, the Committee will be convened by the Clerk of Senate or their nominee. The Committee will be appointed by the Clerk of Senate and will be made up of at least two other members of the Senate Student Academic or Non-Academic Conduct Committee (as relevant) who have not previously been involved in the misconduct case in question and who do not work directly within the area where the alleged offence took place. All reasonable steps will be taken to include an SRC Sabbatical Officer on the Committee. Other staff members may be co-opted where appropriate and the Committee may have the assistance of legal advisers if required. If the Clerk of Senate has had prior involvement with the case, an alternative convener of appropriate seniority will be appointed.

33.125 The Senate Assessors (in cases of academic misconduct), the Head of Student Conduct (in cases of non-academic misconduct), or the Convener of the original Conduct Committee, as applicable,

will receive a copy of the letter of appeal and will provide the Committee with a written statement of the circumstances of the case and a response to the points of appeal.

33.126 The Committee may, through the Student Conduct Team, request the attendance of relevant individuals to the Appeal Committee hearing whom they consider may be necessary (which may include, without limitation, the relevant Investigating Officer, the Senate Assessor (in the case of academic misconduct), the Head of Student Conduct (in the case of non-academic misconduct), or the Convener of the original Conduct Committee). The Responding Student may request the attendance of relevant individuals to the Appeal Committee hearing and must notify the Student Conduct Team, at student-conduct@glasgow.ac.uk, of said individuals, at least five working days before the hearing is due to take place. Any such notification shall be accompanied by an explanation of why the individuals are relevant to the ground(s) of appeal. It is at the discretion of the Convener of the Appeal Committee to approve attendance of said individuals.

33.127 The Committee may set aside, change, or uphold the decision and/or any sanction originally imposed.

33.128 The Responding Student will be issued with a letter detailing the outcome of the Committee's deliberations within 10 working days of the appeal hearing. The decision of the Committee is normally given verbally following conclusion of deliberations.

33.129 The decision of the Conduct Appeal Committee is final and there is no further opportunity for appeal against that decision within the University. Paragraph 33.139 outlines the role of the Scottish Public Services Ombudsman (SPSO).

Appeals against decisions made under the Plagiarism & Academic Integrity Code

33.130 A Responding Student may appeal against a finding of misconduct or sanction imposed by a Head of School under the Plagiarism & Academic Integrity Code, or by another University Officer as set out in §33.14.

33.131 An appeal will only be considered on the following grounds:

a) the student has new material evidence[11] that the student was unable, for valid reasons, to provide earlier in the process and which evidence is likely to have had a material bearing on a decision at the earlier stage;

b) the applicable procedure(s) have not been followed, to the material detriment of the student;

c) the finding of misconduct or sanction(s) imposed was clearly unreasonable.

33.132 A Responding Student shall appeal in writing to student-conduct@glasgow.ac.uk for the attention of the Head of Student Conduct within 10 working days[7] of the date of the letter advising of the original decision.

33.133 The Student Conduct Appeal Form must be used to submit an appeal. The grounds of appeal must be clearly stated, detailing any new evidence (and why this could not have reasonably been produced at the earlier stage); describing how the procedure was defective; or explaining why the outcome was unreasonable. The outcome the Responding Student seeks must also be stated.

33.134 The appeal will be considered by two Senate Assessors (in cases of academic misconduct), or by the Head of Student Conduct (in cases of non-academic misconduct). They may decide to:

a) dismiss the appeal because it does not meet any of the grounds specified in §33.131 (a)-(c), or because the appeal is out of time;

b) uphold the appeal, either in full or in part, if the appeal satisfies at least one of the grounds specified in §33.131 (a)-(c).

33.135 The Senate Assessors (in cases of academic misconduct), or Head of Student Conduct (in cases of non-academic misconduct), may wish to meet with the student and/or with the Head of School or other officer responsible for the decision and any sanction being appealed against.

33.136 In deciding on the appeal, the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct) may set aside, change, or uphold the decision and any sanction imposed by the Head of School or other officer.

33.137 The student will be informed of the outcome of the appeal in writing within 10 working days of consideration by the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct).

33.138 The decision of the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct) is final and there is no further opportunity for appeal against that decision within the University. Paragraph 33.139 outlines the role of the Scottish Public Services Ombudsman (SPSO).

INDEPENDENT EXTERNAL REVIEW

33.139 In accordance with the Further and Higher Education (Scotland) Act the Scottish Public Services Ombudsman (SPSO) has responsibility for investigating complaints relating to universities. This can include complaints about student conduct procedures.

The SPSO's contact details are:

Post: Freepost SPSO

Freephone 0800 377 7330

Online contact: www.spso.org.uk/contact-us

Website: www.spso.org.uk/

Mobile site: http://m.spso.org.uk/

ANNEX A

ROLES IN THE CODE OF STUDENT CONDUCT

Student/Individual Roles

Reporting Individual	A person who makes an allegation of misconduct against a student. The reporting individual may or may not be a student of the University of Glasgow.
Responding Student	The student against whom an allegation of misconduct is made.

University Staff Roles/Groups

The individuals appointed to roles may nominate another person to carry out all or part of their responsibilities under this Code. Such persons must have similar levels of experience and expertise.

Clerk of Senate	• Oversees this Code on behalf of Senate, in consultation with the Student Conduct Team. • Determines precautionary measures to be taken based on a risk assessment by the Risk Assessment Group. • Has the authority to exclude any individual from any part of the procedures under this Code, with the advice of the Head of Student Conduct, if they behave unreasonably. • Advises on the appropriateness of Level 1 sanctions involving suspensions of up to 12 weeks. • Decides whether a student may be allowed to re-register or graduate while conduct proceedings are ongoing. • Decides whether a Responding Student can be considered twice in respect of the same allegation under the Code, if new substantive evidence becomes available. • Acts as Convener of the Conduct Appeal Committee (unless excluded due to prior involvement in the matter). • Determines whether there are grounds for appeal and whether the appeal has been made within required timescales. • Determines whether any sanctions should remain in place during the appeal process.

Chief Operating Officer	• Along with the Clerk of Senate, agree on precautionary measures recommended by the Risk Assessment Group.
Senior Senate Assessor for Student Academic Conduct	• May undertake any of the duties of a Senate Assessor. • Receives academic misconduct allegations from the Student Conduct Team. • Decides (with another assessor) whether an academic conduct allegation is sufficiently serious to refer straight to a Senate Academic Misconduct Committee. • Prepares a report for, and presents the case to, the Senate Student Academic Conduct Committee, where necessary. • Considers appeals, with another Assessor, against sanctions imposed for misconduct under the Plagiarism & Academic Integrity Code. • Attends Conduct Appeal Committee meetings, where necessary. • Decides whether it is possible or desirable to investigate allegations of academic misconduct against former students.
Senate Assessor for Student Academic Conduct	• May undertake any of the duties of a Senior Senate Assessor. • Investigates whether there has been academic misconduct. • In consultation with the Head of Student Conduct, decides whether a Responding Student attending a meeting may be accompanied or represented by a person not listed in the Code. • Determines sanction(s) to be applied to misconduct at Level 1. • Prepares a report for, and presents the case to, the Senate Student Academic Conduct Committee, where necessary. • Attends Conduct Appeal Committee meetings, where necessary. • Considers appeals, with a Senior Senate Assessor, against sanctions imposed for misconduct under the Plagiarism & Academic Integrity Code.
Investigating Officer for Non-Academic Misconduct	• This role may be undertaken by a member of University staff or, where specialist expertise is needed, may be undertaken by someone external to the University. • Investigates allegations of non-academic misconduct. • In consultation with the Head of Student Conduct, decides whether a Responding Student attending a conduct interview may be accompanied or represented by a person not listed in the Code. • Reports to the Head of Student Conduct for non-academic misconduct on their investigation and their conclusions as to whether or not a breach of the Code has taken place. (The Investigating Officer does not make recommendations for sanctions and/or further action.) • Presents their case to the Senate Student Non-Academic Conduct Committee, where necessary.
Convener of Student Conduct or Conduct Appeals Committee	• Ensures that procedures are followed to convene and operate Senate Student Academic/Non-Academic Conduct Committee or Conduct Appeal Committee (including adjournments). • Ensures well-being and participation of any student and any witness during Student Conduct Committee or Conduct Appeal Committee hearings. • In consultation with the Head of Student Conduct, decides on witnesses who may be permitted to attend a hearing. • Questions will normally be asked through the Convener at the hearings. • Has a casting vote on any decisions.
Member of Student Conduct Committee	• Determines whether there has been misconduct. • Determines sanction(s) to be applied to misconduct at Level 2.
Member of Conduct Appeals Committee	• Considers appeals brought by a student against a Conduct decision.

Head of Student Conduct	• Receives allegations of misconduct. • Assigns Case Managers to non-academic misconduct cases. • Decides, with School Fitness to Practise Officers, whether misconduct cases should be considered under this Code or under Fitness to Practise Procedures. • Where a student is accused of academic and non-academic misconduct, advises whether it will be possible to consider the case under one of these procedures or under both. • Receives notifications from students of any person who may attend a meeting to accompany or represent them. • Advises, where an allegation is made against more than one student for the same offence, whether the students should be interviewed separately or together. • Decides whether a Responding Student attending a meeting may be accompanied or represented by a person not listed in the Code. • Advises on whether resolution by mutual agreement is appropriate for misconduct cases and identifies potential sanctions to be agreed. • Receives notifications of any witnesses who may be permitted to attend a Committee or appeal meeting. • Receives notifications that individuals have behaved unreasonably during misconduct proceedings. • Receives appeals against misconduct findings. • Receives requests for review of precautionary measures. • Determines whether non-academic misconduct should be handled at Level 1 (Summary Decision) or Level 2 (Student Conduct Committee). • Determines sanctions to be applied to misconduct at Level 1 (seeking approval from the Clerk of Senate where a sanction involves a suspension of up to 12 weeks). • Prepares a report for the Non-Academic Misconduct Committee, where necessary. • With the advice of the Student Conduct Team, considers appeals against sanctions imposed for misconduct by Local Resolution. • Decides whether it is possible or desirable to investigate allegations of non-academic misconduct against former students
The Risk Assessment Group	• Comprises the Head of Student Conduct (or nominee), the Head of Student Wellbeing & Inclusion (or nominee), a Case Manager, and a representative from the University Security team. Other members of staff may be invited to attend a Risk Assessment Group where they can provide background and additional context which will be useful to the Group's deliberations. • Undertakes a risk assessment to assess whether there is a risk of harm (physical or mental) to an individual who has made an allegation under the Code, or to anyone in the University community, or whether there is a risk to the University's property or activities. • Advises the Clerk of Senate and the Chief Operating Officer (or nominee) on precautionary measures following the risk assessment.
The Student Conduct Team	• Manages the Code of Student Conduct on behalf of Senate. • Advises the Clerk of Senate and other persons on the student conduct process. • Informs academic Schools of any academic penalties imposed by the Senate Assessors. • Maintains confidential records on misconduct cases and outcomes in line with the Privacy Notice. • Prepares annual reports on conduct cases for Senate. • Reviews processes and procedures relating to the Code of Student Conduct and related regulations.

Student Health, Wellbeing, and Inclusion	• Representatives are invited to attend Risk Assessment Groups to advise on the level or risk posed by alleged misconduct relating to the safety and welfare of those directly involved and the wider University community. • Advises the Student Conduct Team, the Clerk of Senate, and the Risk Assessment Group of wellbeing, safeguarding, and inclusion issues arising from alleged misconduct. • Provides support and guidance to responding and reporting students so that they have access to necessary support resources e.g., counselling, advocacy. • Escalates serious incidents or concerns regarding alleged misconduct to the Student Conduct Team as appropriate. • Advises the Student Conduct Team on wellbeing, safeguarding, and inclusion measures that may need to be implemented during Senate Student Conduct Committee hearings. • Advises on appropriate risk management measures that may be necessary.
Case Manager	• Manages academic and non-academic case referrals. Assigned by the Head of Student Conduct to non-academic misconduct cases. • Assigns and supports Investigating Officers to non-academic conduct cases. • Supports Senior Senate Assessors and Senate Assessors to conclude academic misconduct cases. • Ensures timescales are adhered to. • Maintains regular communications with all parties. • Ensures case records are accurate and kept up to date.

ANNEX B

Part A. Examples of academic misconduct

Understanding academic misconduct

All work submitted by students for University examinations or assessments is accepted on the understanding that it is the student's own effort. Academic writing must be created by students, reflecting their own critical evaluation, and demonstrating rigour through use of the student's own 'voice' to present their understanding of the ideas. Academic misconduct is work that does not meet this requirement and may be understood as intellectual theft because of the way that the arguments of others have been used without appropriate citation or referencing.

Specifically, it is behaviour i) which gains or attempts to gain or assists others in gaining or attempting to gain, unfair academic advantage; or ii) which puts others at an unfair academic disadvantage; or iii) which compromises assessment in some other way. In all cases, it is the action (or inaction) that is of primary concern, although intent and/or mitigating circumstances may be relevant to the consideration of sanction, should academic misconduct be found to have occurred.

Indicative examples of academic misconduct include (but are not restricted to):

a) plagiarism i.e. taking the work of another person or source (including generative artificial intelligence tools) and using it as if it were one's own without appropriate reference or acknowledgment;

b) self-plagiarism i.e. resubmitting previously submitted work, wholly or in part (whether at the University or another institution) without proper acknowledgement, to gain credit again;

c) purchasing work, attempting to have it produced, or having it produced (in whole or in part) by any other person, agency, website, software or service (and whether or not for a fee);

d) sitting an examination or assessment for someone else or having someone else sit an examination or assessment for oneself;

e) providing or sharing one's own work with another person to use for assessment, or producing assessable work for another person, or collaborating in the preparation of an assessment unless explicitly permitted (such as with groupwork assignments) or collaborating in the preparation for an

assessment such that the distinctive contribution of individuals cannot be determined in the final assessment;

f) dishonesty in order to gain academic advantage (including the submission of false or fraudulent documents in support of any Extenuating Circumstances application);

g) communicating with, disturbing, copying from, or colluding with, other persons during an assessment or examination whether in-person or online;

h) bringing into, using, or accessing in an examination material or items that are not expressly permitted. This may include, but is not limited to:

   i) bringing or using unauthorised mobile phones, laptops, computers, tablets, any type of watch, unauthorised types of calculator, or other unauthorised electronic devices, notes, dictionaries, or annotations on any material or item and is regardless of whether these are brought intentionally or are used during the examination;

   ii) accessing material that is not expressly permitted via an authorised electronic device;

i) offering, promising, or giving any member of University staff (or related personnel, such as external examiners) money, gift, or other advantage which is or may be intended to induce that person to perform improperly a relevant function or activity, or to reward that person for the improper performance of such a function or activity in the marking or processing of any assessment or examination;

j) failing to comply with any rules applicable to the relevant examination or assessment of which the student has been made aware, or to comply with any reasonable instruction of an invigilator;

k) failure to engage in any necessary Exploratory Interview as outlined in §32.10 of the Plagiarism & Academic Integrity Code, or failure to adhere to any requirement or condition applied under any part of the Code of Student Conduct;

l) Ethics approval violations and other research misconduct (as described in the University's Code of Policy and Procedures for Investigating Allegations of Misconduct in Research)82F[12] or otherwise failing to comply with the University's Code of Good Practice in Research by PGR students in a manner which gains or attempts to gain, or assists others in gaining or attempting to gain, unfair academic advantage.

Part B. Examples of non-academic misconduct

Indicative examples of non-academic misconduct include (but are not restricted to):

a) Engaging in criminal activity.

b) Aggressive or abusive behaviour, including behaviour or language (whether spoken, written, or electronically) which causes another person to feel unduly concerned, afraid, threatened or abused or otherwise behaving in a physically disorderly, threatening, offensive, indecent or violent manner or inciting others to do so.

c) Unreasonable or unduly persistent behaviour, including making unreasonable or unduly persistent demands of the University or its staff, to the detriment of the University or other members of the University community.

d) Disruptive behaviour, including disrupting, or interfering with, any academic, administrative, sporting, social, cultural, or other University activity or preventing, hindering, or obstructing any member of the University community from carrying out their duties or activities (noting that this does not disproportionately interfere with any right to make fair and justified comment, criticism or protest).

e) Any form of sexual misconduct including, without limitation, sexual violence, unwelcome sexual advances, sexual harassment, unwanted touching, stalking, sexual coercion, indecent communication including, without limitation, the making of sexually abusive or degrading remarks, sexual exposure, voyeurism, display or sharing (or threatened sharing) of pornographic or intimate images, video or other content without consent, and any other unwanted conduct of a sexual nature.

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[12] Code of Policy and Procedures for Investigating Allegations of Misconduct in Research – Research misconduct is characterised as behaviours or actions that fall short of the standards of ethics, research and scholarship required to ensure that the integrity of research is upheld.

f) Anti-social behaviour or behaving in a way that risks (whether deliberately or recklessly) the health, safety or welfare of any person, or could cause injury.

g) Harassing, bullying, victimising, or discriminating against any person; this can also include harassment, bullying, victimisation or discrimination on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy, maternity, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, or socio-economic background.83F[13]

h) Possession, misuse or supplying a controlled drug as defined by the Misuse of Drugs Act 1971 (as amended from time to time).

i) The unlawful possession, use, or supply of an offensive weapon.

j) Behaving dishonestly by engaging in or facilitating fraud, deception, misrepresentation, or personation (including the falsification or misuse of the University name, documents, or logo). (Allegations of fraud related to visa applications will be referred directly to UKVI via the Immigration Compliance Team.)

k) Damaging or vandalising University property or the property of any person.

l) Stealing or misappropriating University property (including funds and intellectual property) or the property of any person.

m) Misusing or making unauthorised use of University premises or property, including misusing IT facilities or safety equipment.

n) Unauthorised disclosure or misuse of private or confidential information.

o) Deliberately doing, or failing to do, anything that thereby causes the University to be in breach of a statutory obligation.

p) Making false, malicious, or vexatious complaints (without removing the right to make complaints and raise concerns through formal procedures).

q) Conduct that may harm the University's reputation (noting that this does not disproportionately interfere with any right to make fair and justified comment, criticism or protest).

r) Failing to comply with the University's rules, regulations, policies, procedures, or codes of conduct, including (without limitation) failing to comply with any previously imposed sanction under this Code.

ANNEX C

SANCTIONS FOR STUDENT CONDUCT

This Annex outlines the types of misconduct that might be considered to fall within the different levels of the Student Code of Conduct. Each case is considered on an individual basis, depending on its context, and so the examples are not intended to be exhaustive or invariable.

This Annex also outlines the possible sanctions at each of the levels. The Head of Student Conduct at each level will consider several factors when deciding on sanctions which may include:

a) the nature of the offence;

b) the extent of and potential advantage of the offence, for example in cases of cheating;

c) the level of intentionality and pre-planning;

d) previous conduct (a first offence is likely to be treated more leniently than a second or later offence);

e) for non-academic cases,84F[14] whether the student admits to the offence, recognises the harm caused and demonstrates remorse;

f) whether the student has attempted to conceal or destroy evidence or influence any person involved in the misconduct or its investigation; and/or

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[13] The definition of bullying and harassment used by the University is set out in the Dignity at Work & Study Policy & Procedure.

[14] In the case of academic misconduct there is less latitude due to the need to preserve the integrity of academic assessment and ensure that only original work is marked.

g) whether the offence has a disproportionate impact on or is specifically aimed at a person or persons with protected characteristics.[2]

NB Misconduct initially considered locally, through mutual agreement, or at Level 1 may be escalated to a higher level if the Investigating Officer, Senate Assessor (for academic misconduct), or Head of Student Conduct (for non-academic misconduct) finds that the misconduct was more serious than at first thought. Misconduct considered at Level 2 may be referred back to a previous stage for further investigation, if required, or to a lower level if found to be less serious than at first thought.

ACADEMIC MISCONDUCT

Mutually Agreed or Local Resolution

Indicative examples of the types of academic misconduct that might be considered locally or by mutual agreement include:

a) bringing disallowed items into an examination that would bring no benefit in the assessment, or that were unlikely to be accessible; and/or

b) allowing another student to copy the student's work in a formative assessment.

Cases of minor plagiarism in summative assessments may be considered by Schools under the procedures set out in the Plagiarism & Academic Integrity Code.

Examples of Sanctions for Mutually Agreed or Local Resolution

a) issue a written warning;

b) require the student to write a letter of apology;

c) require or recommend attendance at, or participation in, academic integrity provision through Student Learning Development, Schools and/or Colleges; and/or

d) any combination of the above.

e) In cases considered under the Plagiarism & Academic Integrity Code, Schools are permitted to apply limited academic penalties.

Resolution after Investigation under the Code of Student Conduct

Level 1 – Summary Decision

Indicative examples of the types of academic misconduct that might be considered at Level 1 include:

a) plagiarism or self-plagiarism;

b) copying another student's work with or without their permission;

c) undue collaboration between students; and/or

d) bringing materials into an examination with the potential to gain benefit in the assessment;

e) submission of work that is not the student's own;

f) breach of instructions in an in-person or online examination.

Examples of Level 1 Sanctions

a) issue a written warning;

b) require the student to write a letter of apology;

c) require or recommend attendance at, or participation in, academic integrity provision through Student Learning Development, Schools and/or Colleges;

d) impose an academic penalty. An academic penalty may include one or more of the following:

   i. a reduction in grade for an individual assessment (including an award of grade H [zero grade points]);

   ii. a reduced course grade (down to the lowest grade, H);

   iii. capping of subsequent course grades or assessment results;

   iv. prohibition of any reassessment opportunity; and/or

   v. refusing credit for a course (CR);

e) suspend the student from all or part of the University for up to 12 weeks, or impose conditions on the student continuing with studies; and/or

f) any combination of the above.

Level 2 – Committee Decision

Indicative examples of the types of academic misconduct that might be considered at Level 2 include:

a) extensive or multiple offences of plagiarism;

b) submitting assessments that have been purchased;

c) a substantial or second offence of cheating in an examination;

d) attempting to bribe an assessor or other University officer;

e) falsifying research results; and/or

f) failing to uphold legal and ethical requirements of research by PGR students;

g) dishonesty in order to gain an academic advantage.

Examples of Level 2 Sanctions

a) impose any of the Level 1 sanctions;

b) suspend the student from all or part of the University for a specified period;

c) permanently expel the student from the University; and/or

d) any other sanction or combination of sanctions that the Committee considers appropriate.

NON-ACADEMIC MISCONDUCT

Mutually Agreed or Local Resolution

Indicative examples of the types of non-academic misconduct that might be considered locally or by mutual agreement include:

a) excessive noise, particularly in residences or in the local community;

b) smoking in non-designated areas;

c) other minor forms of anti-social behaviour in the University or local community;

d) disruption of University activities resulting in minor inconvenience;

e) minor damage to University or another student's property; and/or

f) using inappropriate language, noises or gestures.

Examples of Sanctions for Mutually Agreed or Local Resolution

a) issue a written warning;

b) require the student to write a letter of apology;

c) require the student to cover the cost of damage to property, or costs incurred as a result of the behaviour, with no financial limit;

d) levy a fine of up to £250;85F[15]

e) issue a non-contact agreement between students; and/or

f) require attendance at awareness-raising training (for example, drug or alcohol awareness).

Resolution after Investigation under the Code of Student Conduct

Level 1 – Summary Decision

Indicative examples of the types of non-academic misconduct that might be considered at Level 1 include:

a) significant or repeated anti-social behaviour or disruption of University activities;

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[15] Funds received for the payment of fines will be paid into the University's Student Hardship fund, or an alternative support fund related to the nature of the offence.

b) criminal activity including theft, possession or mis-use of controlled drugs, damaging University property, causing or intending to cause physical harm;

c) being verbally abusive or intimidating another person either online or in person;

d) causing a significant health and safety concern;

e) abusive comments or harassment based on a person's protected characteristics;[2]

f) misuse of University property;

g) sexual misconduct (for example touching a person's clothes or hair or kissing without consent);

h) repeated, unwanted and unsolicited contact with another person electronically or in person;

i) deception or dishonesty;

j) harassing or discriminating against any person;

k) conduct that may harm the University's reputation; and/or

l) refusal to comply with another sanction imposed under this code.

Examples of Level 1 Sanctions

a) issue a written warning;

b) require the student to write a letter of apology;

c) require the student to cover the cost of damage to property, or costs incurred as a result of the behaviour, with no financial limit;

d) impose a fine of up to £350;

e) the imposition of a non-contact order between students;

f) require attendance at awareness-raising training (for example drug or alcohol awareness). The student may be required to cover the cost of the training;

g) suspend the student from all or part of the University for up to 12 weeks, or impose conditions on the student continuing with studies; and/or

h) require attendance at graduation to be *in absentia*;

i) any combination of the above.

Level 2 – Committee Decision

Indicative examples of the types of non-academic misconduct that might be resolved at Level 2 include:

a) repeated Level 1 offences;

b) submission of falsified documents or other fraudulent extenuating circumstances claims;

c) engaging in more serious criminal activity including serious physical assault or threat to life, major damage to University property, repeated possession or mis-use of controlled drugs or supply of drugs, sexual violence or subjecting another student to unwanted sexual acts, domestic violence, possession of indecent images of children, committing hate crimes, possession, use or supply of an offensive weapon, fraud;

d) sexual misconduct, for example; rape;

e) causing a serious health and safety concern;

f) downloading pornographic images onto a University computer;

g) persistent abusive comments or harassment, including where these are based on a person's protected characteristics;[2]

h) engaging in conduct that may significantly harm the University's reputation; and/or

i) refusal to comply with a significant sanction imposed under this Code.

Examples of Level 2 Sanctions

a) impose any of the Level 1 sanctions;

b) exclude the student from all or part of University accommodation to the extent permitted by the relevant accommodation contract;

c) suspend the student from all or part of the University for a specified period;

d) permanently expel the student from the University; and/or

e) any other sanction or combination of sanctions that the Committee considers appropriate.

ANNEX D – EXPECTED PROCEDURAL TIMESCALE FOR NON-ACADEMIC REFERRALS

Stage	**Elapsed time**
Referral received	
Preliminary Assessment	2 weeks
Risk Assessment	1 week
Investigation86F[16]	4-5 weeks
Committee[16]	4-5 weeks
Outcome Report	2 weeks
Appeal submission	2 weeks
Appeal assessment	2 weeks
Appeal hearing	4 weeks

These are indicative timescales, and will vary depending on the complexity of the case.

[16] Timescale for Investigation and Committee stages not normally to exceed nine weeks in total.

Annex 2

WHAT THIS CODE COVERS

33.1 The University has a responsibility to provide a safe and fair environment for its students, staff and members of the public. As part of this all students are required to behave acceptably and adhere to the University's rules at all times.

33.2 Students attending Associated Institutions[1] are also expected to abide by the conduct rules of those Institutions (which are published separately). Any misconduct may be considered by either or both institutions, depending on the agreement between the University and the Associated Institution.

33.3 The University will consider allegations of misconduct under this Code made by:

a) members of the University community (being other University students, members of staff, and contractors or others working on or visiting University premises); and

b) other third parties where the student's conduct is related to a University activity or where the University in its sole discretion considers that the student's conduct may harm the safety, interests or reputation of the University.

33.4 All students, from the point at which they accept a conditional, or unconditional offer from the University, and including students whose studies have been temporarily suspended, are subject to this Code in relation to:

a) the activities they engage in as students of the University, including educational, sporting, cultural, social or other activities, and including those that take place while the student is away from the University, for example on field trips;

b) the services or facilities they access due to being students of the University;

c) their presence in, or access to, premises owned, leased or managed by the University, Glasgow University Sports Association, Queen Margaret Union, or Glasgow University Students' Representative Council; and/or

d) any activity, including digital activity and social media use, not covered by a), b) or c), but which may harm the safety, interests or reputation of the University.

33.5 Action may, exceptionally, be taken under this Code if misconduct on the part of a former student is alleged, which occurred whilst they were a student at the University. It shall be at the discretion of a Senior Senate Assessor (in the case of academic misconduct) or the Head of Student Conduct (in the case of non-academic misconduct) whether it is possible or desirable to investigate any such allegations given the time elapsed, the availability or likely availability of evidence, the availability of meaningful sanctions, and the perceived benefit to the University community of taking such action.

33.6 Sanctions against a former student may include the withdrawal of a qualification (in the case of academic misconduct) and/or refusal to allow re-registration for a further qualification or course at the University.

33.7 This Code is separate from matters of criminal or civil law and does not aim to make findings on matters of law.

GENERAL PRINCIPLES

33.8 The University will aim to treat all its students fairly under this Code and to adhere to the principles of natural justice. All parties will be treated with dignity and respect, and implementation of this Code will be sensitive to protected characteristics with reasonable adjustments made if required.[2] All students against whom allegations of misconduct are taken forward under this Code will be informed of the allegations against them, and will have the right to be heard, the right to support, and the rights of appeal, as set out in this Code. University of Glasgow students making allegations will have the right to receive support as set out in this Code. Cases will be considered objectively by investigators and decision makers who are competent and impartial.

33.9 Procedures and sanctions will be proportionate to the misconduct. Academic sanctions will only be directly applied in relation to academic misconduct. Suspension or expulsion are potential sanctions for academic or non-academic misconduct.

33.10 Allegations will be considered in a timely manner. Investigations will be undertaken without undue delay. We will not normally initiate investigations shortly before periods of University closure or shortly before or during examination diets. Both Responding Student(s) and Reporting Individual(s) will be informed of likely timescales and updated where delays are necessary or otherwise occur.

33.11 The standard of proof at each stage of the procedures under this Code will be on the balance of probabilities. This means that, for each event or incident, the relevant decision maker must be satisfied, on the evidence available, that it is more likely than not that the event or incident occurred.

33.12 Involvement in a misconduct case can be difficult for any student and the University will assess risks for all relevant parties when implementing this Code. Students are reminded of the support available to them from the University Support Services and from the Glasgow University Students' Representative Council ('SRC') Advice Centre. Where concerns about individual welfare of any student arise because of a misconduct case, the University

will, with agreement of that student, make a referral to the Safeguarding Team so that appropriate support measures can be put in place.

ROLES IN THIS CODE

33.13 Roles in this Code are outlined in Annex A.

Relationship with Other University Policies, Procedures and Regulations

33.14 Other regulations and policies exist separately that cover, for example, the use of IT facilities, Halls of Residence, and so on. Breaches of those regulations may be dealt with solely under those policies, but may also be considered under this Code. These regulations and policies include:

Registration and Fee Regulations

Equality & Diversity Policy

Dignity at Work & Study Policy & Procedure

Personal Relationships Policy

Regulations and Code of Conduct for the Use of ICT Systems and Facilities in the University of Glasgow

Policy Statement on Students' Recording of Teaching

Plagiarism & Academic Integrity Code

Guidance on using Artificial Intelligence

Code of Expected Behaviour

Code of Policy and Procedures for Investigating Allegations of Misconduct in Research

No Smoking Policy Statement

Statement on Alcohol, Drugs and Substance Misuse

Accommodation Services Policies and Procedures

33.15 The Glasgow University Student Unions,[3] the Student Representatives' Council (SRC) and the Glasgow University Sports Association (GUSA) are each constitutionally separate from the University of Glasgow and may also have their own conduct regulations. However, behaviour which may breach the disciplinary rules of the Student Unions, Student Representative Council and the Glasgow University Sports Association on premises owned, leased, or managed by them or at any events organised by them (wherever they take place) may also constitute a breach of this Code. Where there is an allegation that would constitute a Level 2 misconduct under this Code, the case will be considered under this Code.

The Student Contract

33.16 The Student Contract outlines the relationship between the University and all of its students. It links to relevant student regulations including this Code.

Support to Study

33.17 Where there are concerns that a student's conduct may be being affected by their mental or physical health, this will normally be considered initially under the Support to Study Procedure.[4]

Fitness to Practise

33.18 Students registered on certain professional programmes are subject to the Fitness to Practise Procedure.[5] If a School Fitness to Practise Officer, while investigating a Fitness to Practise concern, believes that this Code may apply, they will advise the Head of Student Conduct in writing at student-conduct@glasgow.ac.uk. The Fitness to Practise Officer and the Head of Student Conduct will decide how to proceed. Misconduct within a professional context will normally be considered under the Fitness to Practise Procedure. Misconduct which could also be perpetrated by students on non-professional programmes will normally be considered under this Code. The University may consider the case under both procedures if it believes that both are relevant.

WHAT IS MISCONDUCT?

33.19 Misconduct means behaviour that falls short of the standard of behaviour expected of a student of the University.

There is no definitive list of student conduct offences, but a list of examples of academic and non-academic conduct offences can be found in Annex B.

COMMUNICATING WITH STUDENTS ABOUT MISCONDUCT

33.20 All correspondence about misconduct will be sent by email to the student's University email account unless agreed otherwise.

Support and Advice

33.21 The University recognises that some allegations of misconduct are extremely distressing for the student alleged to have breached conduct regulations and for the person making the allegation.

Where a case is taken forward under this Code students are signposted to relevant sources of support in the University, including the SRC. Where concerns about individual welfare of any student arise because of a misconduct case, the University will, with agreement of that student, make a referral to its Safeguarding Team so that appropriate support measures can be put in place if appropriate.

33.22 The SRC provides confidential, independent and impartial support and guidance through its Advice Centre for the Responding Student and for the Reporting Individual (where that individual is a registered student of the University) throughout the conduct process. The SRC Advice Centre will discuss any potential sharing of information with the Responding Student or Reporting Individual.

MISCONDUCT AND THE CRIMINAL LAW

33.23 Where the University believes or is informed that a criminal offence may have been committed, either on campus or off campus, it may report the matter to the police, regardless of the stage of any investigation or conduct procedure under this Code.

33.24 Where criminal proceedings against a student are ongoing, the University may:

a) suspend action under this Code until the outcome of those proceedings is known;

b) postpone making a decision about whether to take action under this Code until the outcome of those proceedings is known;

c) decide to continue or commence action under this Code on a case by case basis.

33.25 If a registered student of the University is charged with, or convicted of, a criminal offence they must let the University know by emailing student-conduct@glasgow.ac.uk. Failure to inform the University may result in action under the Code. A Responding Student subject to a criminal investigation must keep the University informed of any progress or change in status of the criminal process (by emailing student-conduct@glasgow.ac.uk). The University will endeavour to provide pastoral support to any student subject to criminal investigation as well as to any student who has alleged criminal misconduct, even if the University conduct proceedings are suspended. This support might include access to University student support services, access to the SRC Advice Centre, extensions to academic deadlines, or a leave of absence. 33.26 The University may still take action under this Code for an incident that has been considered by a criminal court, whether or not the student has been found guilty of any criminal offence by the court, but this Code is not intended as a substitute for criminal proceedings.

33.27 Where a student is convicted of a criminal offence, the University will use this information as evidence in conduct proceedings if it is directly relevant to the matter being considered. Any sentence or order imposed by a criminal court may be taken into account in deciding on any sanction to be applied under this Code.

GENERAL CONDUCT PROCEDURES

33.28 There are separate procedures for academic and non-academic misconduct which are described below. Where a student is accused of academic and non-academic misconduct both procedures will be used and the cases may be managed concurrently. All attendees will be reminded that the details of meetings under this Code should be treated as confidential.

Confidentiality

33.29 The University will treat allegations of misconduct, and sanctions applied, confidentially and in line with the Student Conduct Privacy Notice, except to the extent where it is considered by the University to be necessary to share information within the University or with external organisations to enable the University to:

a) investigate the allegation;

b) report or assist in the investigation of a crime;

c) fulfil its safeguarding duties; and/or

d) comply with its legal and/or contractual obligations (for example, to regulators, research funders, or statutory bodies).

Details of misconduct and sanctions will not be published on the student's degree transcript (Higher Education Achievement Report) and will not normally be divulged in references unless specifically requested by the individual or organisation requesting the reference.

33.30 Details of conduct decisions are held confidentially by the Student Conduct Team. Details of decisions, including sanctions, will be circulated to relevant University colleagues or Student Union, SRC, or GUSA officers on a need-to-know basis to implement the decisions. All participants in conduct processes will be reminded that the details of meetings under this Code should be treated as confidential.

33.31 Once a decision has been reached on the case, the Reporting Individual will normally be informed that the matter was dealt with under the University Code of Student Conduct and noting whether the Responding Student was found to have committed misconduct. Parties, such as alleged victims and witnesses, may be informed of the sanction imposed where the University considers that it is of direct interest for them to be informed (by way of example, in cases of violence, sexual violence, bullying or harassment, it may be appropriate for the alleged victim to be informed of any sanction relating to restrictions on attendance on campus, approaching named individuals, etc).

Record Retention

33.32 Records of student conduct cases are kept in line with the retention schedule published in the Student Conduct Privacy Notice.

Reasonable Behaviour

33.33 All individuals involved in a procedure under this Code, including the Responding Student and their accompanying individual (if any), must communicate and act respectfully and reasonably and in accordance with this Code and the University's Code of Expected Behaviour.[6] Staff with responsibilities under this Code may halt proceedings and refer to the Head of Student Conduct if they consider that an individual has failed to comply with this expectation. Under these circumstances, the Clerk of Senate has the authority to exclude any individual from any part of the procedures under this Code following consultation with the Head of Student Conduct.

Right to be Accompanied or Represented

33.34 Responding Students, Reporting Individuals and witnesses are entitled to be accompanied to meetings under this Code.

The accompanying individual will normally be a family member, a fellow student or friend, an adviser from the SRC Advice Centre, or a member of University staff, provided that they are not also a witness.

The role of the accompanying individual is to provide moral and pastoral support to the person they are accompanying to the meeting. The accompanying individual shall not disrupt the proper conduct of the meeting.

33.35 The Responding Student must inform the Head of Student Conduct (student-conduct@glasgow.ac.uk) at least five working days[7] before the relevant meeting of the name of any person who may attend to accompany them.

33.36 The Responding Student will normally be expected to speak for themselves.

33.37 There is no automatic right for a student to have legal representation at meetings and hearings and legal representation is only allowed for meetings or hearings where the student has been granted express permission in advance (see §33.37 below). The Responding Student will normally be advised to seek support and guidance from the SRC Advice Centre.

33.38 If the Responding Student wishes to be accompanied or represented by a person not listed in §33.33 above, the student must make a request in writing to the Head of Student Conduct (student-conduct@glasgow.ac.uk) at least five working days before the meeting or hearing.

The decision whether to allow legal representation will be for the Head of Student Conduct in consultation with the Senate Assessor, Investigating Officer, or Convener of the relevant Conduct Committee or Appeal Meeting, as appropriate.

Factors that will be considered in deciding whether to grant permission will include:

- the seriousness of the allegation and the potential sanction (for example, whether the outcome of the hearing could deprive the Responding Student of the right to practise their chosen profession or could irretrievably prejudice that right);
- the capacity of the Responding Student to understand the allegation(s) made against them and to defend/present their own case;
- the need for reasonable speed in achieving an outcome and to avoid delay;
- whether any points of law are likely to arise (in most cases the purpose of any meeting or hearing will be to determine points of fact and not law);
- any probable procedural difficulties;
- the need for fairness between the Responding Student and those making allegations; and
- other relevant factors, including any representations made by the Responding Student.

Where permission is granted, the Responding Student will be responsible for paying the costs of their representation (including legal costs) and these will not be reimbursed by the University.

Failure to Engage in the Conduct Process

33.39 If a Responding Student does not respond or attend a meeting scheduled under this Code on the scheduled date and has not advised of medical or other grounds that prevent attendance, the matter may be dealt with in the Responding Student's absence. If the allegation is found to be established, an appropriate sanction will be applied and the Responding Student will be notified of the outcome in writing.

Allegations Against More than one Student

33.40 Where an allegation is made against more than one Responding Student for the same offence, each of the Responding Students will be given an equal opportunity to respond. The Head of Student Conduct will advise on whether the Responding Students should be interviewed together or separately. Responding Students will have the opportunity to speak with the Senate Assessor(s), Investigating Officer, and/or Senate Student Conduct Committee privately if necessary. Decisions on outcomes will be made for each Responding Student individually.

Meeting Arrangements and Written Submissions

33.41 The Senate Assessors (in the case of academic misconduct) or the Investigating Officer (in the case of non-academic misconduct) shall meet with a Responding Student either virtually (e.g., online) or in person, or may accept a written statement from the Responding Student instead of meeting with them. The written statement shall be considered in the same way as an oral statement.

33.42 Conduct Committee and Appeal meetings may take place online or in person, as determined by the Convener, in consultation with the Head of Student Conduct.

33.43 All meetings under this Code, where Responding Students and/or Reporting Individuals are present, will include at least two representatives from the University, unless there are exceptional circumstances, and all parties agree that the meeting may proceed with only one University officer in attendance. For the purposes of this section, an Investigating Officer under this Code who is external to the University is a representative from the University.

33.44 A written record of the meetings with the Investigating Officer (in the case of allegations of non-academic misconduct) will normally be shared with the meeting attendee within 10 working days[7] of the meeting to confirm factual accuracy.

Electronic Recordings

33.45 Electronic recordings of any meetings held under the Code of Student Conduct are not permitted unless required as, for example, a reasonable adjustment relating to disability. Requests relating to recording meetings must be made in writing to the Head of Student Conduct student-conduct@glasgow.ac.uk at least five working days in advance of the meeting.

Reports to Senate

33.46 An Annual Report will be presented to Senate stating the number and types of misconduct reported, and the outcomes at Level 1 and Level 2; and the number and types of appeals heard by the Conduct Appeal Committees.

Reconsideration of an Allegation

33.47 A Responding Student cannot normally be considered twice in respect of the same allegation under this Code. Exceptionally, the Clerk of Senate or nominee may allow this if new substantive evidence becomes available. The factors in making the decision to consider a case again will include the time elapsed, the severity of the offence, the impact on the student(s) concerned and any possible impact on fitness to study or fitness to practise.

Procedures for Conduct Committee and Appeal Meetings

33.48 At least 10 working days[7] before a Conduct Committee or Appeal Committee meeting, the Clerk of the Committee will send the Responding Student notice of the meeting and send them all relevant documentation relating to their case including details of the allegation (in the case of Conduct Committees) to give the student reasonable time to prepare.

33.49 The Committee may accept a written statement from the Responding Student as evidence instead of, or in addition to, the Responding Student or their representative attending the Committee meeting. The statement should be submitted to the Head of Student Conduct (student-conduct@glasgow.ac.uk) no later than five working days before the relevant meeting.

33.50 When making a decision, the Committee will rely only on evidence presented at the meeting. This can be provided verbally at the meeting, or in writing as described in §33.49.

33.51 The Committee may adjourn the meeting and delay making a decision where it is decided that further investigation into the allegation(s) is needed.

33.52 If the members of the Committee cannot agree on an outcome, the decision will be that of the majority of its members. The Convener will have a casting vote if there is not a majority view.

Student Safeguarding, Wellbeing and Inclusion

33.53 Where wellbeing concerns are raised, advice will be sought from appropriate services as to steps they consider necessary to support wellbeing and participation of the Reporting Individual (where they are a University of Glasgow student), the Responding Student, and any witnesses (where they are University of Glasgow students or staff). Any arrangements to support safeguarding, wellbeing and inclusion will be agreed and notified in advance of the meeting.

ACADEMIC CONDUCT PROCEDURES

Referrals

33.54 Allegations of academic misconduct should be submitted to the Student Conduct Team, using the online reporting form, or in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk.

33.55 The University will not generally investigate reports, under this Code, that have been made anonymously, but the information shared may be used to inform understanding of current issues and shape future work, such as campaigns and resourcing.

Time Frames

33.56 Schools are expected to make referrals in a timely manner. Conduct procedures will then proceed without undue delay and where possible will not normally take more than 90 working days from the start of the investigation into an allegation to the conclusion of any appeal meeting. Extensions to this timescale may be required if, for example, the case is particularly complex, or due to other circumstances beyond the reasonable control of the University. Note that at certain times of year academic cases may take longer than 90 working days due to the increased number of referrals and the need to prioritise graduating students. Relevant parties will be informed of likely timescales and updated where delays are necessary or otherwise occur.

Senate Assessors for Student Academic Conduct

33.57 The Senate shall appoint a cohort of up to 24 Senate Assessors for Student Academic Conduct ('the Senate Assessors'), from which Senate Assessors will be selected to consider individual cases and take disciplinary action under this Code. The Senate Assessors take the role for four years, and the Senate appoints two Senior Senate Assessors from amongst the Senate Assessors. The duties of the Senior Senate Assessors can be performed by any of the Senate Assessors, if required.

Resolution by Mutual Agreement

33.58 If the Responding Student admits to the alleged academic misconduct and a Senior Senate Assessor considers that a mutually agreed resolution may be possible, then the academic misconduct may be resolved by mutual agreement.

33.59 The Responding Student will be informed of the allegation in writing, given a reasonable opportunity to respond, and notified of a potential sanction in writing. If the Responding Student agrees, the sanction will be confirmed in writing by the Senate Assessors. Examples of mutually agreed sanctions that may be applied are outlined in Annex C.

Local Resolution

33.60 In relation to first offences for undergraduate non-honours students, the Head of School or their nominee (hereinafter referred to as Head of School) may deal with the following under the University's Plagiarism & Academic Integrity Code: cases of suspected plagiarism or collusion, or where work may have been generated using artificial intelligence, provided that such cases are not associated with formal on-campus examinations and are not considered to be extensive. All other cases will be considered under this Code.

Level 1 Resolution – Summary Decision

Allegation that a student has engaged in academic misconduct

33.61 A Senior Senate Assessor will carry out an initial review into the allegation(s) and will be advised and assisted by members of the Student Conduct Team as appropriate. The Senior Senate Assessor will have had no previous involvement in the case. The Senior Senate Assessor will determine the subsequent course of action, which may include referring the matter back to the School, not taking the matter further, or taking the referral forward using the Procedure at Level 1.

33.62 If the allegation(s) is considered to be more serious (having regard to the examples given in Annex C), the Senior Senate Assessor can decide in consultation with another Senate Assessor to refer the case directly to Level 2 for a full meeting of the Senate Student Academic Conduct Committee.

Procedure at Level 1

33.63 The Responding Student will normally be invited to attend a meeting with two Senate Assessors to respond to the allegation(s), to admit or deny responsibility and, if they admit responsibility, to explain their behaviour or offer information that may be relevant in deciding a sanction.

33.64 The Responding Student will be given notice (normally not less than five working days) of the meeting and provided with the details of the allegation and a link to the Conduct procedures in advance. The Responding Student will also be told how to access advice and support, for example from the SRC Advice Centre.

Outcome at Level 1

33.65 At the conclusion of the meeting the Senate Assessors may:

a) dismiss the allegation of misconduct and advise that no further action should be taken;

b) carry out further investigation;

c) impose a sanction in accordance with Annex C;

d) refer the matter to the Senate Student Academic Conduct Committee.

33.66 The Senate Assessors will normally tell the Responding Student the outcome at the end of the meeting, and the outcome will normally be confirmed in writing within 10 working days.[7] This letter will outline the right of, and timeline for, appeal and how to access advice and support if needed.

33.67 The relevant School(s) and College(s) will be informed in writing of any academic sanction imposed by the Senate Assessors. The School will inform the Board of Examiners (which cannot review or change the sanction imposed by the Senate Assessors).

33.68 The Responding Student has the right of appeal against the decision of the Senate Assessors including any sanction imposed. The procedures are set out under §33.108 - §33.139.

Misconduct which is more serious

33.69 The Senate Assessors at Level 1 shall refer the matter to the Senate Student Academic Conduct Committee under Level 2 of this Code if they decide that the Responding Student has committed misconduct which (having regard to the examples given in Annex C), may be more serious than can be considered at Level 1.

Level 2 Resolution – Senate Student Academic Conduct Committee

33.70 The Senate Student Academic Conduct Committee ('the Committee') is appointed by the Senate. The Committee membership is:

- Convener.
- College representatives (members of, or nominated by, Senate).
- President of the Students' Representative Council or another SRC Sabbatical Officer.

At least three members of the Committee must be present at any meeting, including the Convener and at least one College member. Reasonable steps will be taken to include a student member on the Committee. Other staff members may be co-opted where appropriate. No member of the Committee will have had previous involvement with the Responding Student or work directly within the area where any alleged misconduct took place.

33.71 The Senate Assessors will give the Committee a written report of the case, and a copy will be sent to the Responding Student before the meeting.

33.72 The Senate Assessors and Respond Student musty notify the Head of Student Conduct, at student-conduct@glasgow.ac.uk, of any witnesses who may attend at least five working days[7] before the meeting is due to take place.[8]

33.73 At the hearing:

a) The Convener of the Committee will introduce all present, confirm whether the Responding Student will be represented by another person, explain the purpose of the meeting and explain any measures in place to protect the wellbeing of the Responding Student and any witnesses (such as those referred to in §33.53). Subject to their duty to ensure the procedure as a whole is fair, the Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential.

b) A Senate Assessor will present the allegation(s) against the Responding Student and will present the findings of any investigation calling witnesses as appropriate.

c) The Responding Student (or representative) will be invited to respond to the allegation(s) presented by the Senate Assessor and may call witnesses, as appropriate. The Responding Student will be invited to state whether they admit or deny the allegation(s).

d) The Committee may ask questions of the Responding Student, their representative or supporter, the Senate Assessor and any witnesses.[9]

e) Through the Convener, the Responding Student (or their representative) may ask questions of the Senate Assessor and witnesses, subject to any alternative arrangements agreed as outlined in §33.53.

f) Through the Convener, the Senate Assessor may ask questions of the Responding Student and witnesses.

g) The Committee may at any time seek additional evidence or information from other parties at the meeting.

h) The Convener will invite the Senate Assessor and the Responding Student (or their representative) to sum up.

i) If the Responding Student admits the allegation(s), they will be invited to give an explanation of the misconduct and advise the Committee of any information that might be relevant in deciding on a sanction.

j) If the Responding Student denies the allegation(s), the Committee will decide, on the balance of probabilities, whether the Responding Student has committed the alleged misconduct.

33.74 If the Committee decides that the Responding Student has committed misconduct, they will, in a private meeting, agree on the appropriate sanction in accordance with Annex C.

33.75 The decision of the Committee is normally given verbally following conclusion of the Committee's deliberations. The Responding Student will normally be notified of the Committee's decision formally within 10 working days of the meeting. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.76 The Responding Student has the right of appeal against the decision of the Committee including any sanction imposed. The procedures are set out under §33.108 - §33.139.

NON-ACADEMIC CONDUCT PROCEDURES

Referrals

33.77 Allegations of non-academic misconduct should be made in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk or via the reporting tool.

33.78 The University will not generally investigate reports, under this Code, that have been made anonymously, but the information shared may be used to inform understanding of current issues and shape future work, such as campaigns and resourcing.

Time Frames

33.79 Conduct procedures will proceed without undue delay and will not normally take more than 22 working weeks[10] from the initial referral to the conclusion of any appeal meeting. Extensions to this timescale may be required if, for example, the case is particularly complex, there is a related criminal investigation or prosecution, because of delays caused by the Reporting Individual or the Responding Student, or other circumstances beyond the reasonable control of the University. All parties will be informed of likely timescales and updated where delays occur or are necessary.

See Annex D for the breakdown of this procedural timescale.

Risk Assessment and Precautionary Measures

33.80 When an allegation of non-academic misconduct is made a preliminary assessment of the case will be made by the Head of Student Conduct or their nominee. Following this assessment, the Head of Student Conduct may issue a time-limited non-contact order between Reporting Individuals and Responding Students, pending further considerations of the matter.

33.81 Where the preliminary assessment indicates a potential risk of harm (physical or mental) to the Reporting Individual, the Responding Student or to anyone in the University community, or a risk to the University's property or activities, a risk assessment will be undertaken.

33.82 This risk assessment will be undertaken by a Risk Assessment Group which will be convened by the Head of Student Conduct or their nominee, and will comprise a representative from Student Services, a representative from the University Security team, a Case Manager from the Student Conduct Team, and such other member(s) of University staff as the Head of Student Conduct may consider necessary or desirable. The findings and recommendations of the Risk Assessment Group shall be recorded in writing and forwarded to the Clerk of Senate, University Secretary, and Chief Operating Offer (or their nominee/s) by the Student Conduct Team.

33.83 The Risk Assessment Group's recommendations are considered by the Clerk of Senate, University Secretary, and Chief Operating Officer (or their nominee/s) who may decide to accept, reject or make modifications to any recommended precautionary measures. They have the authority to enact precautionary measures, with immediate effect, pending further investigation under this Code. The purpose of such measures may be, for example:

a) to ensure the safety and wellbeing of the University community, including the Responding Student, as well as the Reporting Individual; or

b) to ensure that potential witnesses or other evidence are not subject to interference.

When deciding whether to impose any precautionary measures, consideration should be given to any recommendation(s) made by the Risk Assessment Group.

These measures may include:

a) a non-contact order between students;

b) limiting or removing access to University activities, services, facilities or buildings;

c) temporary exclusion from all or part of University accommodation (to the extent permitted by the relevant accommodation contract); and/or

d) precautionary suspension from the University.

33.84 The Responding Student will be informed of any decision to impose precautionary measures, and the reasons for the decision, in writing. Other parties, such as alleged victims and witnesses may be informed of precautionary measures where it is of direct interest for them to be informed (by way of example, in cases of violence, sexual violence, bullying or harassment, it may be appropriate for the alleged victim to be informed of any restriction relating to attendance on campus, approaching named individuals, etc).

33.85 Precautionary measures pending an investigation are not a finding of misconduct, nor a formal conduct sanction.

33.86 The Clerk of Senate, University Secretary, and Chief Operating Officer (or their nominees) shall review precautionary measures:

a) routinely every month;

b) where they are made aware of a material change to the facts or circumstances upon which they made their decision; and

c) on request from the Responding Student if there is evidence that the measures were imposed based on factual error or in the event that they consider there has been a material change to the relevant facts or circumstances upon which the decision to impose precautionary measures was based. Such requests must be made in writing to the Head of Student Conduct at student-conduct@glasgow.ac.uk and should include submission of any relevant evidence relating to the factual error or material change to the relevant facts or circumstances.

33.87 Following such reviews, the Responding Student (and any others notified of the original decision) will be notified to advise if precautionary measures are changed, lifted, or remain unchanged.

Resolution by mutual agreement

33.88 If the Responding Student admits to the alleged misconduct and the Head of Student Conduct feels that a mutually agreed resolution may be possible, then the misconduct may be resolved by mutual agreement without any further investigation under this Code.

33.89 The Responding Student will be informed of the allegation in writing, given a reasonable opportunity to respond, and notified of a potential sanction in writing. If the Responding Student agrees, the sanction will be confirmed in writing by the Head of Student Conduct. Examples of mutually agreed sanctions are outlined in Annex C.

Local Resolution

33.90 Local resolution of non-academic misconduct may take place without the use of Level 1 or 2 procedures. However, serious misconduct issues will normally be escalated to be considered under Level 1 of the Code of Student Conduct. The Wardens, Student Life Manager, the Head of Student Engagement, the Head of Accommodation Operations, and the Director of IT Services, or nominees have the authority to take actions under local regulations. See §33.14 - §33.18.

Resolution Following Investigation Under This Code

Investigating Officers

33.91 The University will appoint an Investigating Officer to consider cases of non-academic misconduct. The Investigating Officer will have had no previous involvement in the reported incident and will be supported in the process by the Student Conduct Team.

33.92 The Investigating Officer will normally meet with the Reporting Individual and may meet with other witnesses and consider documents or other evidence relevant to the case.

33.93 The Investigating Officer will normally meet with the Responding Student to allow them to respond to the allegation, to admit to or deny responsibility and, if they admit responsibility, to explain their behaviour or offer information that may be relevant in deciding a sanction.

33.94 The Responding Student will be given notice of the meeting and be provided with the details of the allegation and a link to this Code normally no later than five working days in advance. The Responding Student will also be told how to access advice and support, for example from the SRC Advice Centre.

33.95 The Investigating Officer will write a report which outlines the process followed, the witnesses spoken to, the information gathered in their investigation, and their conclusion as to whether or not misconduct occurred under this Code. Investigating Officers should not make recommendations for disposal.

Level 1 – Summary Decision

33.96 The Investigating Officer will provide their report to the Head of Student Conduct or their nominee. The Head of Student Conduct will:

a) dismiss the allegation of misconduct and advise that no further action should be taken;

b) request further investigation;

c) impose a sanction in accordance with Annex C; or

d) refer the matter to the Senate Student Non-Academic Conduct Committee.

Where a proposed sanction involves a period of suspension this decision will be taken in consultation with one of the Clerk of Senate, University Secretary, or Chief Operating Officer (or their nominees).

33.97 The Responding Student will be sent written notification of the outcome which will comprise the report of the Investigating Officer, together with any additional deliberations, reasoning and conclusions of the Head of Student Conduct, within 10 working days[7] of the referral to the Head of Student Conduct. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.98 The Responding Student has the right of appeal. The procedures are set out under §33.108 - §33.139.

33.99 Other interested parties may be notified of the outcome in accordance with §33.31.

Misconduct which is more serious

33.100 The Head of Student Conduct shall refer the matter to the Senate Student Non-Academic Conduct Committee under Level 2 of this Code if they decide that the allegation of misconduct (having regard to the examples given in Annex C), may be more serious than can be considered at Level 1.

Level 2: Senate Student Non-Academic Conduct Committee

33.101 The Senate Student Non-Academic Conduct Committee ('the Committee') is appointed by Senate. The Committee membership is:

- Convener.
- Representatives from the Colleges or University.
- President of the Students' Representative Council or another SRC sabbatical officer.

At least four members of the Committee must be present at any meeting, including the Convener and at least two members of University staff. No member of the Committee will have had previous involvement with the Responding Student or work directly within the area where any alleged misconduct took place. Reasonable steps will be taken to include a student member in the Committee (the President of the Glasgow University Students' Representative Council or another SRC Sabbatical Officer). Other staff members may be co-opted where appropriate.

33.102 The Investigating Officer, or nominee, at Level 1 will present the case to the Committee and provide a copy of their investigation report.

33.103 The following individuals will be invited, on behalf of the Convener, to attend the Committee:

- the Reporting Individual(s);
- the Responding Student;
- the Investigating Officer (or nominee).

The Investigating Officer, or nominee, the Reporting Individual and the Responding Student may invite other relevant witnesses to attend the meeting if they consider that their testimony may be relevant to the case under consideration. The Student Conduct Team must be notified at student-conduct@glasgow.ac.uk of any witnesses who may attend at least five working days[7] before the meeting.[8]

33.104 At the meeting:

a) The Convener of the Committee will introduce all present, confirm whether the Responding Student(s) will be represented by another person, explain the purpose of the meeting and explain any measures in place to protect the wellbeing of the Responding Student(s) and any witnesses (such as those referred to in §33.53). Subject to their duty to ensure the procedure as a whole is fair, the Convener may impose time limits on presentations and statements and will remind all attendees that the details of the meeting should be treated as confidential.

b) The Investigating Officer, or nominee, will be invited to present the allegation(s) against the Responding Student. They will call witnesses as appropriate (on the understanding that these witnesses have been notified to the Student Conduct Team in advance and that the Convener has approved their attendance at the Committee).

c) Where a case has been referred directly to the Committee by the Head of Student Conduct at Level 1, the Head of Student Conduct, or nominee, will be invited to present the allegations against the Responding Student. The Head of Student Conduct will also be able to call witnesses as appropriate.

d) The Responding Student (or representative) will be invited to respond to the allegation(s) and may call witnesses, as appropriate (on the understanding that these witnesses have been notified to the Student Conduct Team in advance and that the Convener has approved their attendance at the Committee). The Responding Student will be invited to state whether they admit or deny the allegation(s).

e) The Committee may ask questions of the Responding Student, the Responding Student's representative, the Investigating Officer, or nominee, and any witnesses, including the reporting individual.

f) Through the Convener, the Responding Student (or their representative) may ask questions of the Investigating Officer, or nominee, and witnesses, subject to any alternative arrangements agreed as outlined in §33.53.

g) Through the Convener, the Investigating Officer, or nominee, may ask questions of the Responding Student and witnesses (if called).

h) The Committee may at any time seek additional evidence or information from other parties at the meeting.

i) The Convener will sum up the case and ask the Investigating Officer, or nominee, and the Responding Student (or their representative), to confirm the accuracy of this summation.

j) If the Responding Student admits the allegation(s), they will be invited to give an explanation of the misconduct and advise the Committee of any information that might be relevant in deciding on a sanction.

k) If the Responding Student denies the allegation(s), the Committee will decide, on the balance of probabilities, whether the Responding Student has committed the alleged misconduct.

33.105 If, on the balance of probabilities, the Committee decides that the Responding Student has committed misconduct, they will agree on the appropriate sanction in accordance with Annex C.

33.106 The decision of the Committee may be given verbally following conclusion of their deliberations. The Responding Student will be notified of the outcome of the Committee's deliberations formally within 10 working days of the decision. This letter will outline the right to and timeline for appeal and how to access advice and support if needed.

33.107 The Responding Student has the right of appeal against the decision of the Committee including any sanction. The procedures are set out under §33.108 - §33.139.

APPEALS PROCEDURES

33.108 The appeals procedures for decisions made under this Code are set out below along with the appeal process for sanctions imposed under other conduct regulations.

Appeal Against Student Conduct Decisions

33.109 A Responding Student may appeal to the Senate Student Conduct Appeal Committee (the 'Committee') against a decision or sanction imposed by the Senate Assessors (in cases of academic misconduct), the Head of Student Conduct (in cases of non-academic misconduct), the Senate Student Academic Conduct Committee or the Senate Student Non-Academic Conduct Committee.

33.110 The Committee will consider an appeal only on the following grounds:

a) the Responding Student has new material evidence[11] that they were unable, for valid reasons, to provide earlier in the process and which is likely to have had a material bearing on a decision at the earlier stage;

b) the procedures set out in this Code have not been followed, to the material detriment of the Responding Student;

c) the finding of misconduct or sanction(s) imposed at the earlier stage was clearly unreasonable.

Appeal Against Academic Student Conduct Decisions

33.111 A Responding Student shall appeal in writing to student-conduct@glasgow.ac.uk for the attention of the Head of Student Conduct within 10 working days[7] of the date of the letter advising of the original decision.

33.112 The Student Conduct Appeal Form must be used to submit an appeal. The grounds of appeal must be clearly stated, detailing any new evidence (and why this could not have reasonably been produced at the earlier stage); describing how the procedure was defective; and/or explaining why the outcome was unreasonable. The outcome the Responding Student seeks must also be stated.

33.113 Prior to consideration of an appeal by the Senate Student Conduct Appeal Committee, the Clerk of Senate (or nominee) and a member of the Senate Student Academic Conduct Committee not previously involved in the case will review the student's appeal to determine whether it meets one or more competent grounds for appeal.

33.114 If an appeal is deemed by the Clerk of Senate (or nominee) and member of the Senate Student Academic Conduct Committee not to have met any of the grounds for appeal, or is out of time, the appeal will not be taken forward.

33.115 If an appeal is deemed by the Clerk of Senate (or nominee) and member of the Senate Student Academic Conduct Committee to have met one or more competent grounds for appeal, the appeal will be taken forward to a full hearing.

33.116 The Clerk of Senate (or nominee) and member of the Senate Student Academic Conduct Committee may make a decision without a hearing in circumstances where it is concluded that there is sufficient information, no further information is required from the student, or where the student is no longer available for a hearing.

Appeal Against Non-Academic Student Conduct Decisions

33.117 A Responding Student shall submit an appeal or intention to appeal in writing to student-conduct@glasgow.ac.uk for the attention of the Head of Student Conduct within 10 working days[7] of the date of the intimation of the original decision against which the student is appealing. Where an intention to appeal is submitted, the full appeal, including the grounds, remedy and all supporting evidence, shall be submitted within 20 working days of the student's intention to appeal submission.

33.118 The Student Conduct Appeal Form must be used to submit an appeal. The grounds of appeal must be clearly stated, detailing any new evidence (and why this could not have reasonably been produced at the earlier stage); describing how the procedure was defective; or explaining why the outcome was unreasonable. The outcome the Responding Student seeks must also be stated.

33.119 Prior to consideration of an appeal to the Senate Student Conduct Appeal Committee, the Clerk of Senate (or nominee) and a member of the Senate Student Non-Academic Conduct Committee not previously involved in the case will review the student's appeal to determine whether it raises one or more competent grounds for appeal. If the Clerk of Senate has had prior involvement with the case, an alternative staff member of appropriate seniority will be appointed.

33.120 If an appeal is deemed by the Clerk of Senate (or nominee) and member of the Senate Student Non-Academic Conduct Committee not to have met any of the grounds for appeal, or is out of time, the appeal will not be taken forward.

33.121 If an appeal is deemed by the Clerk of Senate (or nominee) and member of the Senate Student Non-Academic Conduct Committee to have raised one or more competent grounds for appeal, the appeal will be taken forward to a full hearing.

33.122 The Clerk of Senate (or nominee) and member of the Senate Student Non-Academic Conduct Committee may make a decision without a hearing in circumstances where it is concluded that there is sufficient information, no further information is required from the student, or where the student is no longer available for a hearing.

Sanctions

33.123 Sanctions imposed by a Level 1 or Level 2 decision will normally remain in place until the conclusion of an appeal. The Clerk of Senate may vary this and, in such cases, the Responding Student will be informed of this decision and the reasons for it.

Appeal Committee Hearings

33.124 If a Senate Student Conduct Appeal Committee hearing is required for an academic or non-academic misconduct appeal, the Committee will be convened by the Clerk of Senate or their nominee. The Committee will be appointed by the Clerk of Senate and will be made up of at least two other members of the Senate Student Academic or Non-Academic Conduct Committee (as relevant) who have not previously been involved in the misconduct case in question and who do not work directly within the area where the alleged offence took place. All reasonable steps will be taken to include an SRC Sabbatical Officer on the Committee. Other staff members may be co-opted where appropriate and the Committee may have the assistance of legal advisers if required. If the Clerk of Senate has had prior involvement with the case, an alternative convener of appropriate seniority will be appointed.

33.125 The Senate Assessors (in cases of academic misconduct), the Head of Student Conduct (in cases of non-academic misconduct), or the Convener of the original Conduct Committee, as applicable, will receive a copy of the letter of appeal and will provide the Committee with a written statement of the circumstances of the case and a response to the points of appeal.

33.126 The Committee may, through the Student Conduct Team, request the attendance of relevant individuals to the Appeal Committee hearing whom they consider may be necessary (which may include, without limitation, the relevant Investigating Officer, the Senate Assessor (in the case of academic misconduct), the Head of Student Conduct (in the case of non-academic misconduct), or the Convener of the original Conduct Committee). The Responding Student may request the attendance of relevant individuals to the Appeal Committee hearing and must notify the Student Conduct Team, at student-conduct@glasgow.ac.uk, of said individuals, at least five working days before the hearing is due to take place. Any such notification shall be accompanied by an explanation of why the individuals are relevant to the ground(s) of appeal. It is at the discretion of the Convener of the Appeal Committee to approve attendance of said individuals.

33.127 The Committee may set aside, change, or uphold the decision and/or any sanction originally imposed.

33.128 The Responding Student will be issued with a letter detailing the outcome of the Committee's deliberations within 10 working days of the appeal hearing. The decision of the Committee is normally given verbally following conclusion of deliberations.

33.129 The decision of the Conduct Appeal Committee is final and there is no further opportunity for appeal against that decision within the University. Paragraph 33.139 outlines the role of the Scottish Public Services Ombudsman (SPSO).

Appeals against decisions made under the Plagiarism & Academic Integrity Code

33.130 A Responding Student may appeal against a finding of misconduct or sanction imposed by a Head of School under the Plagiarism & Academic Integrity Code, or by another University Officer as set out in §33.14.

33.131 An appeal will only be considered on the following grounds:

a) the student has new material evidence[12] that the student was unable, for valid reasons, to provide earlier in the process and which evidence is likely to have had a material bearing on a decision at the earlier stage;

b) the applicable procedure(s) have not been followed, to the material detriment of the student;

c) the finding of misconduct or sanction(s) imposed was clearly unreasonable.

33.132 A Responding Student shall appeal in writing to student-conduct@glasgow.ac.uk for the attention of the Head of Student Conduct within 10 working days[7] of the date of the letter advising of the original decision.

33.133 The Student Conduct Appeal Form must be used to submit an appeal. The grounds of appeal must be clearly stated, detailing any new evidence (and why this could not have reasonably been produced at the earlier stage); describing how the procedure was defective; or explaining why the outcome was unreasonable. The outcome the Responding Student seeks must also be stated.

33.134 The appeal will be considered by two Senate Assessors (in cases of academic misconduct), or by the Head of Student Conduct (in cases of non-academic misconduct). They may decide to:

a) dismiss the appeal because it does not meet any of the grounds specified in §33.131 (a)-(c), or because the appeal is out of time;

b) uphold the appeal, either in full or in part, if the appeal satisfies at least one of the grounds specified in §33.131 (a)-(c).

33.135 The Senate Assessors (in cases of academic misconduct), or Head of Student Conduct (in cases of non-academic misconduct), may wish to meet with the student and/or with the Head of School or other officer responsible for the decision and any sanction being appealed against.

33.136 In deciding on the appeal, the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct) may set aside, change, or uphold the decision and any sanction imposed by the Head of School or other officer.

33.137 The student will be informed of the outcome of the appeal in writing within 10 working days of consideration by the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct).

33.138 The decision of the Senate Assessors (in cases of academic misconduct) or Head of Student Conduct (in cases of non-academic misconduct) is final and there is no further opportunity for appeal against that decision within the University. Paragraph 33.139 outlines the role of the Scottish Public Services Ombudsman (SPSO).

INDEPENDENT EXTERNAL REVIEW

33.139 In accordance with the Further and Higher Education (Scotland) Act the Scottish Public Services Ombudsman (SPSO) has responsibility for investigating complaints relating to universities. This can include complaints about student conduct procedures.

The SPSO's contact details are:

Post: Freepost SPSO

Freephone 0800 377 7330

Online contact: www.spso.org.uk/contact-us

Website: www.spso.org.uk/

Mobile site: http://m.spso.org.uk/

ANNEX A

Roles in the Code of Student Conduct

Student/Individual Roles

Reporting Individual	A person who makes an allegation of misconduct against a student. The reporting individual may or may not be a student of the University of Glasgow.
Responding Student	The student against whom the allegation is made.

University Staff Roles/Groups

The individuals appointed to roles may nominate another person to carry out all or part of their responsibilities under this Code. Such persons must have similar levels of experience and expertise.

Clerk of Senate	• **Oversees this Code on behalf of Senate, in consultation with the Student Conduct Team.** • **Along with the University Secretary and the Chief Operating Officer, determines precautionary measures to be taken based on a risk assessment by the Risk Assessment Group.** • **Has the authority to exclude any individual from any part of the procedures under this Code, with the advice of the Head of Student Conduct, if they behave unreasonably.** • **Advises on the appropriateness of Level 1 sanctions involving suspensions of up to 12 weeks.** • **Decides whether a student may be allowed to re-register or graduate while conduct proceedings are ongoing.** • **Decides whether a Responding Student can be considered twice in respect of the same allegation under the Code, if new substantive evidence becomes available.** • **Acts as Convener of the Conduct Appeal Committee (unless excluded due to prior involvement in the matter).** • **Determines whether there are grounds for appeal and whether the appeal has been made within required timescales.** • **Determines whether any sanctions should remain in place during the appeal process.**
Chief Operating Officer	• Along with the Clerk of Senate and the University Secretary, agree on precautionary measures recommended by the Risk Assessment Group.
University Secretary	• Along with the Clerk of Senate and the Chief Operating Officer, agree on precautionary measures recommended by the Risk Assessment Group.
Senior Senate Assessor for Student Academic Conduct	• May undertake any of the duties of a Senate Assessor. • Receives academic misconduct allegations from the Student Conduct Team. • Decides (with another assessor) whether an academic conduct allegation is sufficiently serious to refer straight to a Senate Academic Misconduct Committee. • Prepares a report for, and presents the case to, the Senate Student Academic Committee, where necessary. • Considers appeals, with another Assessor, against sanctions imposed for misconduct under the Plagiarism & Academic Integrity Code. • Attends Conduct Appeal Committee meetings, where necessary.

	• Decides whether it is possible or desirable to investigate allegations of academic misconduct against former students.
Senate Assessor for Student Academic Conduct	• May undertake any of the duties of a Senior Senate Assessor. • Investigates whether there has been academic misconduct. • In consultation with the Head of Student Conduct, decides whether a Responding Student attending a meeting may be accompanied or represented by a person not listed in the Code. • Determines sanction(s) to be applied to misconduct at Level 1. • Prepares a report for, and presents the case to, the Senate Student Academic Conduct Committee, where necessary. • Attends Conduct Appeal Committee meetings, where necessary. • Considers appeals, with a Senior Senate Assessor, against sanctions imposed for misconduct under the Plagiarism & Academic Integrity Code.
Investigating Officer for Non-Academic Misconduct	• This role may be undertaken by a member of University staff or, where specialist expertise is needed, may be undertaken by someone external to the University. • Investigates allegations of non-academic misconduct. • In consultation with the Head of Student Conduct, decides whether a Responding Student attending a conduct interview may be accompanied or represented by a person not listed in the Code. • Reports to the Head of Student Conduct for non-academic misconduct on their investigation and their conclusions as to whether or not a breach of the Code has taken place. (The Investigating Officer does not make recommendations for sanctions and/or further action.) • Presents their case to the Student Non-Academic Conduct Committee, where necessary.
Convener of Student Conduct or Conduct Appeals Committee	• Ensures that procedures are followed to convene and operate Student Conduct Academic/Non-Academic Committee or Conduct Appeal Committee (including adjournments). • Ensures well-being and participation of any student and any witness during Student Conduct Committee or Conduct Appeal Committee hearings. • In consultation with the Head of Student Conduct, decides on witnesses who may be permitted to attend a hearing. • Questions will normally be asked through the Convener at the hearings. • Has a casting vote on any decisions.
Member of Student Conduct Committee	• Determines whether there has been misconduct. • Determines sanction(s) to be applied to misconduct at Level 2.
Member of Conduct Appeals Committee	• Considers appeals brought by a student against a Conduct decision.
Head of Student Conduct	• Receives allegations of misconduct.

	• Assigns Case Managers to non-academic misconduct cases. • Decides, with School Fitness to Practise Officers, whether misconduct cases should be considered under this Code or under Fitness to Practise Procedures. • Where a student is accused of academic and non-academic misconduct, advises whether it will be possible to consider the case under one of these procedures or under both. • Receives notifications from students of any person who may attend a meeting to accompany or represent them. • Advises, where an allegation is made against more than one student for the same offence, whether the students should be interviewed separately or together. • Decides whether a Responding Student attending a meeting may be accompanied or represented by a person not listed in the Code. • Advises on whether resolution by mutual agreement is appropriate for misconduct cases and identifies potential sanctions to be agreed. • Receives notifications of any witnesses who may be permitted to attend a Committee or appeal meeting. • Receives notifications that individuals have behaved unreasonably during misconduct proceedings. • Receives appeals against misconduct findings. • Receives requests for review of precautionary measures. • Determines whether non-academic misconduct should be handled at Level 1 (Summary Decision) or Level 2 (Student Conduct Committee). • Reviews IO report and findings and makes decision on outcome • Determines sanctions to be applied to misconduct at Level 1 (seeking approval from the Clerk of Senate where a sanction involves a suspension of up to 12 weeks). • Prepares a report for the Non-Academic Misconduct Committee, where necessary. • Decides whether it is possible or desirable to investigate allegations of non-academic misconduct against former students.
The Risk Assessment Group	• Comprises the Head of Student Conduct (or nominee), the Head of Student Wellbeing & Inclusion (or nominee), a Case Manager and a representative from the University Security team. Other members of staff may be invited to attend a Risk Assessment Group where they can provide background and additional context which will be useful to the Group's deliberations. • Undertakes a risk assessment to assess whether there is a risk of harm (physical or mental) to the Reporting Individual, the Responding Student, or to anyone in the University community, or whether there is a risk to the University's property or activities. • Advises the Clerk of Senate, the University Secretary, and the Chief Operating Officer (or

	nominee) on precautionary measures following the risk assessment.
The Student Conduct Team	• Manages the Code of Student Conduct on behalf of Senate. • Advises the Clerk of Senate and other persons on the student conduct process. • Informs academic Schools of any academic penalties imposed by the Senate Assessors. • Maintains confidential records on misconduct cases and outcomes in line with the Privacy Notice. • Prepares annual reports on conduct cases for Senate. • Reviews processes and procedures relating to the Code of Student Conduct and related regulations.
Student Health, Wellbeing, and Inclusion	• Representatives are invited to attend Risk Assessment Groups to advise on the level or risk posed by alleged misconduct relating to the safety and welfare of those directly involved and the wider University community. • Advises the Student Conduct Team, the Clerk of Senate and the Risk Assessment Group of wellbeing, safeguarding, and inclusion issues arising from alleged misconduct. • Provides support and guidance to responding and reporting students so that they have access to necessary support resources e.g., counselling, advocacy. • Escalates serious incidents or concerns regarding alleged misconduct to the Student Conduct Team as appropriate. • Advises the Student Conduct Team on wellbeing, safeguarding, and inclusion measures that may need to be implemented during Senate Student Conduct Committee hearings. • Advises on appropriate risk management measures that may be necessary.
Case Manager	• Manages academic and non-academic case referrals. Assigned by the Head of Student Conduct to non-academic misconduct cases. • Supports Investigating Officers working on non-academic conduct cases. • Supports Senior Senate Assessors and Senate Assessors to conclude academic misconduct cases. • Ensures timescales are adhered to. • Maintains regular communications with all parties. • Ensures case records are accurate and kept up to date.

Annex B

Part A. Examples of academic misconduct

Understanding academic misconduct

All work submitted by students for University examinations or assessments is accepted on the understanding that it is the student's own effort. Academic writing must be created by students, reflecting their own critical evaluation, and demonstrating rigour through use of the student's own 'voice' to present their understanding of the ideas. Academic misconduct is work that does not meet this requirement and may be understood as intellectual theft because of the way that the arguments of others have been used without appropriate citation or referencing.

Specifically, it is behaviour i) which gains or attempts to gain or assists others in gaining or attempting to gain unfair academic advantage; or ii) which puts others at an unfair academic disadvantage; or iii) which compromises assessment in some other way. In all cases, it is the action (or inaction) that is of primary concern, although intent

and/or mitigating circumstances may be relevant to the consideration of sanction, should academic misconduct be found to have occurred.

Indicative examples of academic misconduct include (but are not restricted to):

a) plagiarism i.e. taking the work of another person or source (including generative artificial intelligence tools) and using it as if it were one's own without appropriate reference or acknowledgment;
b) using generative artificial intelligence software in ways which breach assessment instructions, for example to generate content, answers, or references and including use of translation tools, referencing tools, coding tools, and large language model software applications without appropriate reference or acknowledgment;
c) self-plagiarism i.e. resubmitting previously submitted work, wholly or in part (whether at the University or another institution) without proper acknowledgement, to gain credit again;
d) purchasing work, attempting to have it produced, or having it produced (in whole or in part) by any other person, agency, website, software or service (and whether or not for a fee);
e) sitting an examination or assessment for someone else or having someone else sit an examination or assessment for oneself;
f) providing or sharing one's own work with another person to use for assessment, or producing assessable work for another person, or collaborating in the preparation of an assessment unless explicitly permitted (such as with groupwork assignments) or collaborating in the preparation for an assessment such that the distinctive contribution of individuals cannot be determined in the final assessment;
g) dishonesty in order to gain academic advantage (including the submission of false or fraudulent documents in support of any Extenuating Circumstances application);
h) communicating with, disturbing, copying from, or colluding with, other persons during an assessment or examination whether in-person or online;
i) bringing into, using, or accessing in an examination material or items that are not expressly permitted. This may include, but is not limited to:
    i) bringing or using unauthorised mobile phones, laptops, computers, tablets, any type of watch, unauthorised types of calculator, or other unauthorised electronic devices, notes, dictionaries, or annotations on any material or item and is regardless of whether these are brought intentionally or are used during the examination;
    ii) accessing material that is not expressly permitted via an authorised electronic device;
j) offering, promising, or giving any member of University staff (or related personnel, such as external examiners) money, gift, or other advantage which is or may be intended to induce that person to perform improperly a relevant function or activity, or to reward that person for the improper performance of such a function or activity in the marking or processing of any assessment or examination;
k) failing to comply with any rules applicable to the relevant examination or assessment of which the student has been made aware, or to comply with any reasonable instruction of an invigilator;
l) failure to engage in any necessary Exploratory Interview as outlined in §32.10 of the Plagiarism & Academic Integrity Code, or failure to adhere to any requirement or condition applied under any part of the Code of Student Conduct;
m) Ethics approval violations and other research misconduct (as described in the University's Code of Policy and Procedures for Investigating Allegations of Misconduct in Research)[12] or otherwise failing to comply with the University's Code of Good Practice in Research by PGR students in a manner which gains or attempts to gain, or assists others in gaining or attempting to gain, unfair academic advantage.

Part B. Examples of non-academic misconduct

Indicative examples of non-academic misconduct include (but are not restricted to):

a) Engaging in criminal activity.

b) Aggressive, abusive or unreasonable behaviour, including behaviour or language (whether spoken, written, or digitally) which causes another person to feel unduly concerned, afraid, threatened or abused; or otherwise behaving in a disorderly, threatening, offensive, indecent or violent manner, or inciting others to do so.

c) Unreasonable or unduly persistent behaviour, including making unreasonable or unduly persistent demands of the University or its staff, to the detriment of the University or other members of the University community.

d) Disruptive behaviour, including disrupting, or interfering with, any academic, administrative, sporting, social, cultural, or other University activity or preventing, hindering, or obstructing any member of the University community from carrying out their duties or activities (noting that this does not disproportionately interfere with any right to make fair and justified comment, criticism or protest).

e) Any form of sexual misconduct including, without limitation, sexual violence, unwelcome sexual advances, sexual harassment, unwanted touching, stalking, sexual coercion, indecent communication including, without limitation, the making of sexually abusive or degrading remarks, sexual exposure, voyeurism, display or sharing (or threatened sharing) of pornographic or intimate images, video or other content without consent, and any other unwanted conduct of a sexual nature.

f) Anti-social behaviour or behaving in a way that risks (whether deliberately or recklessly) the health, safety or welfare of any person, or could cause injury.

g) Harassing, bullying, victimising, or discriminating against any person, including on the basis of protected characteristics as defined by the Equality Act 2010. This can include harassment, bullying, victimisation or discrimination on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy, maternity, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, or socio-economic background.[13]

h) Possession, misuse or supplying a controlled drug as defined by the Misuse of Drugs Act 1971 (as amended from time to time).

i) The unlawful possession, use, or supply of an offensive weapon.

j) Behaving dishonestly against the University by engaging in or facilitating fraud, deception, misrepresentation, or personation (including the falsification or misuse of the University name, documents, or logo).

k) Damaging or vandalising University property or the property of any person.

l) Stealing or misappropriating University property (including funds and intellectual property) or the property of any person.

m) Misusing or making unauthorised use of University premises or property, including misusing IT facilities or safety equipment.

n) Unauthorised disclosure or misuse of private or confidential information.

o) Deliberately doing, or failing to do, anything that causes the University to be in breach of a statutory obligation.

p) Making false, malicious or vexatious complaints (without removing the right to make complaints and raise concerns through formal procedures).

q) Conduct that may harm the University's reputation (noting that this does not disproportionately interfere with any right to make fair and justified comment, criticism or protest).

r) Failing to comply with the University's rules, regulations, policies, procedures, or codes of conduct, including (without limitation) failing to comply with any previously imposed sanction or precautionary measure under this Code.

ANNEX C

Sanctions for Student Conduct

This Annex outlines the types of misconduct that might be considered to fall within the different levels of the Student Code of Conduct. Each case is considered on an individual basis, depending on its context, and so the examples are not intended to be exhaustive or invariable.

This Annex also outlines the possible sanctions at each of the levels. The Head of Student Conduct at each level will consider several factors when deciding on sanctions which may include:

a) the nature of the offence;

b) the extent of and potential advantage of the offence, for example in cases of cheating;

c) the level of intentionality and pre-planning;

d) previous conduct (a first offence is likely to be treated more leniently than a second or later offence);

e) for non-academic cases,[14] whether the student admits to the offence, recognises the harm caused and demonstrates remorse;

f) whether the student has attempted to conceal or destroy evidence or influence any person involved in the misconduct or its investigation; and/or

g) whether the offence has a disproportionate impact on or is specifically aimed at a person or persons with protected characteristics.[2]

NB Misconduct initially considered locally, through mutual agreement, or at Level 1 may be escalated to a higher level if the Investigating Officer, Senate Assessor (for academic misconduct), or Head of Student Conduct (for non-academic misconduct) finds that the misconduct was more serious than at first thought. Misconduct considered at Level 2 may be referred back to a previous stage for further investigation, if required, or to a lower level if found to be less serious than at first thought.

Academic Misconduct

Mutually Agreed or Local Resolution

Indicative examples of the types of academic misconduct that might be considered locally or by mutual agreement include:

a) bringing disallowed items into an examination that would bring no benefit in the assessment, or that were unlikely to be accessible; and/or

b) allowing another student to copy the student's work in a formative assessment.

Cases of minor plagiarism in summative assessments may be considered by Schools under the procedures set out in the Plagiarism & Academic Integrity Code.

Examples of Sanctions for Mutually Agreed or Local Resolution

a) issue a written warning;

b) require the student to write a letter of apology;

c) require or recommend attendance at, or participation in, academic integrity provision through Student Learning Development, Schools and/or Colleges; and/or

d) any combination of the above.

e) In cases considered under the Plagiarism & Academic Integrity Code, Schools are permitted to apply limited academic penalties.

Resolution after Investigation under the Code of Student Conduct

Level 1 – Summary Decision

Indicative examples of the types of academic misconduct that might be considered at Level 1 include:

a) plagiarism or self-plagiarism;

b) copying another student's work with or without their permission;

c) undue collaboration between students; and/or

d) bringing materials into an examination with the potential to gain benefit in the assessment;

e) submission of work that is not the student's own;

f) breach of instructions in an in-person or online examination.

Examples of Level 1 Sanctions

a) issue a written warning;

b) require the student to write a letter of apology;

c) require or recommend attendance at, or participation in, academic integrity provision through Student Learning Development, Schools and/or Colleges;

d) impose an academic penalty. An academic penalty may include one or more of the following:

i. a reduction in grade for an individual assessment (including an award of grade H [zero grade points]);
ii. a reduced course grade (down to the lowest grade, H);
iii. capping of subsequent course grades or assessment results;
iv. prohibition of any reassessment opportunity; and/or
v. refusing credit for a course (CR);

e) suspend the student from all or part of the University for up to 12 weeks, or impose conditions on the student continuing with studies; and/or

f) any combination of the above.

Level 2 – Committee Decision

Indicative examples of the types of academic misconduct that might be considered at Level 2 include:

a) extensive or multiple offences of plagiarism;

b) submitting assessments that have been purchased;

c) a substantial or second offence of cheating in an examination;

d) attempting to bribe an assessor or other University officer;

e) falsifying research results; and/or

f) failing to uphold legal and ethical requirements of research by PGR students:

g) dishonesty in order to gain an academic advantage.

Examples of Level 2 Sanctions

a) impose any of the Level 1 sanctions;

b) suspend the student from all or part of the University for a specified period;

c) permanently expel the student from the University; and/or

d) any other sanction or combination of sanctions that the Committee considers appropriate.

Non-academic Misconduct

Mutually Agreed or Local Resolution

Indicative examples of the types of non-academic misconduct that might be considered locally or by mutual agreement include:

a) excessive noise, particularly in residences or in the local community;

b) smoking in non-designated areas;

c) other minor forms of anti-social behaviour in the University or local community;

d) disruption of University activities resulting in minor inconvenience;

e) minor damage to University or another student's property; and/or

f) using inappropriate language, noises or gestures.

Examples of Sanctions for Mutually Agreed or Local Resolution

a) issue a written warning;

b) require the student to write a letter of apology;

c) require the student to cover the cost of damage to property, or costs incurred as a result of the behaviour, with no financial limit;

d) levy a fine of up to £250;[15]

e) issue a non-contact agreement between students; and/or

f) require attendance at awareness-raising training (for example, drug or alcohol awareness).

Resolution after Investigation under the Code of Student Conduct

Level 1 – Summary Decision

Indicative examples of the types of non-academic misconduct that might be considered at Level 1 include:

a) significant or repeated anti-social behaviour or disruption of University activities;

b) criminal activity including theft, possession or mis-use of controlled drugs, damaging University property, causing or intending to cause physical harm;

c) being verbally abusive or intimidating another person either online or in person;

d) causing a significant health and safety concern;

e) abusive comments or harassment based on a person's protected characteristics;[2]

f) misuse of University property;

g) sexual misconduct (for example touching a person's clothes or hair or kissing without consent);

h) repeated, unwanted and unsolicited contact with another person electronically or in person;

i) deception or dishonesty;

j) harassing or discriminating against any person;

k) conduct that may harm the University's reputation; and/or

l) refusal to comply with another sanction imposed under this code.

Examples of Level 1 Sanctions

a) issue a written warning;

b) require the student to write a letter of apology;

c) require the student to cover the cost of damage to property, or costs incurred as a result of the behaviour, with no financial limit;

d) impose a fine of up to £350;

e) the imposition of a non-contact order between students;

f) require attendance at awareness-raising training (for example drug or alcohol awareness). The student may be required to cover the cost of the training;

g) suspend the student from all or part of the University for up to 12 weeks, or impose conditions on the student continuing with studies; and/or

h) require attendance at graduation to be in absentia;

i) any combination of the above.

Level 2 - Committee Decision

Indicative examples of the types of non-academic misconduct that might be considered at Level 2 include:

a) repeated Level 1 offences;

b) submission of falsified documents or other fraudulent extenuating circumstances claims;

c) engaging in more serious criminal activity including serious physical assault or threat to life, major damage to University property, repeated possession or mis-use of controlled drugs or supply of drugs, sexual violence or subjecting another student to unwanted sexual acts, domestic violence, possession of indecent images of children, committing hate crimes, possession, use or supply of an offensive weapon, fraud;

d) sexual misconduct, for example, rape;

e) causing a serious health and safety concern;

f) downloading pornographic images onto a University computer;

g) persistent abusive comments or harassment, including where these are based on a person's protected characteristics;[2]

h) engaging in conduct that may significantly harm the University's reputation; and/or

i) refusal to comply with a significant sanction imposed under this Code.

Examples of Level 2 Sanctions

a) impose any of the Level 1 sanctions;

b) exclude from all or part of University accommodation to the extent permitted by the relevant accommodation contract;

c) suspend the student from all or part of the University for a specified period;

d) permanently expel the student from the University; and/or

e) any other sanction or combination of sanctions that the Committee considers appropriate.

Annex D

Expected Procedural Timescale for Non-Academic Referrals

Stage	Elapsed time
Referral received	
Preliminary Assessment	2 weeks
Risk Assessment	1 week
Investigation[16]	4-5 weeks
Committee[16]	4-5 weeks
Outcome Report	2 weeks
Appeal submission	2 weeks
Appeal assessment	2 weeks
Appeal hearing	4 weeks

These are indicative timescales, and will vary depending on the complexity of the case. For example, not every case will require a Risk Assessment. Quality and thoroughness of investigation should not be compromised by attempts to meet timescales

Footnotes

[1] Educational institutions with which the University has a formal collaborative arrangement relating to the delivery of learning, teaching or academic supervision.

[2] Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, as described in the Equality Act 2010.

[3] Glasgow University Union (GUU) and Queen Margaret Union (QMU).

[4] University Regulation 34 – Support to Study Procedure.

[5] University Regulation 36 - Procedure for Determining Fitness to Practise.

[6] University Regulation 37 - Code of Expected Behaviour.

[7] For the purposes of this Code, Monday to Friday are counted as working days except when the University is closed for a Public Holiday or other reason. Saturdays and Sundays are not counted as working days.

[8] The Convener of the Committee has the authority to waive the stated timescales in relation to the notification of witness attendance.

[9] The Convener will ensure that any questioning by any party is appropriate and will not permit any questioning which is deemed to be vexatious, harassing, or irrelevant to the case.

[10] For the purposes of this Code, Monday to Friday is counted as working week except when the University is closed for a Public Holiday or other reason.

[11] Material evidence is that which is relevant and significant as opposed to trivial or irrelevant to the case.

[12] Code of Policy and Procedures for Investigating Allegations of Misconduct in Research – Research misconduct is characterised as behaviours or actions that fall short of the standards of ethics, research and scholarship required to ensure that the integrity of research is upheld.

[13] The definition of bullying and harassment used by the University is set out in the Dignity at Work & Study Policy & Procedure.

[14] In the case of academic misconduct there is less latitude due to the need to preserve the integrity of academic assessment and ensure that only original work is marked.

[15] Funds received for the payment of fines will be paid into the University's Student Hardship fund, or an alternative support fund related to the nature of the offence.

[16] Timescale for Investigation and Committee stages not normally to exceed nine weeks in total.

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 720 – CODE OF ASSESSMENT (GSA)

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. On the recommendation of the Senate, the University Court adopts the Code of Assessment (GSA) set out in the annexes below with effect from 1 September 2022.

2. The University Court approves the following Code as recommended and implemented by the Senatus Academicus with respect to Code of Assessment at the Glasgow School of Art as indicated in the following Annexes:

   2.1 The Code set out in Annex 1, which shall have effect in respect of the period from 1 September 2022 until 31 August 2024; and
   2.2 The Code set out in Annex 2, which shall have effect from 1 September 2024.

3. This resolution shall take effect on 1 September 2022.

DAVID DUNCAN

University Secretary

Annex 1

CODE OF ASSESSMENT

1. Introduction

1. The Code of Assessment aims to provide clear and transparent information and guidance to staff and students regarding assessment and feedback. The Code sets out GSA's expectations as to the quality of assessment and feedback practices as well as the processes by which assurance of quality and standards is monitored and maintained.
2. GSA takes a deliberate and systematic approach to assessment and feedback ensuring that processes, standards and the application of assessment criteria are applied consistently and equitably, with reliability, validity and fairness.
3. The Code has been developed to meet expectations set out within the UK Quality Code and associated advice and guidance, as well as benchmarked to a range of external higher education providers. The Code is approved by the University of Glasgow (UofG) and aligns with their policy and regulations on assessment and feedback. Where there is divergence from UofG policy, this has been approved by them as our validating body.

Note on Implementation

This revised Code of Assessment comes into force at the beginning of Semester 1 Academic Session 2022/23. For session 2022-23, where a programme or course specification does not comply with the revised Code of Assessment, the regulations applied will be determined by which of the published programme or course specification or revised Code of Assessment is of greater benefit to the students.

1.1 Scope

4. The Code of Assessment applies to assessment and feedback undertaken as part of Undergraduate and Taught Postgraduate programmes and courses only.

1.2 Definitions

5. The following terminology is used to describe key features of GSA's approach to assessment and feedback and is presented to provide greater clarity as to their meaning and function within the Code and wider GSA policy and programme documentation.
   - **Assessment Criteria**: assessment criteria are used to assess a student's learning and performance against the intended learning outcomes.
   - **Assessment Period**: this term refers to a specific period in the academic session in which assessment occurs.
   - **Academic Session**: a term used to describe the academic year which runs three semesters from September to September.
   - **Assessment Scheme**: a term used to describe all formative and summative assessments within an academic course.
   - **Components of assessment**: a term used to describe all summative assessments within a course and which contribute to the final grade of the course. Where more than one component of assessment is set, each component is given a percentage weighting outlined in the course specification.
   - **Coursework**: Summative or formative assessment components, excluding examinations, completed by a student as part of their studies.
   - **Credit volume**: a term used to describe the total credit associated with a course. Notional learning hours are used to determine credit volume.
   - **Double Marking**: where an assessment submission is marked by two Internal Examiners. Double marking can take two forms, firstly where an Examiner has access to the first Examiner's grade and feedback (double marking), and second where an Examiner does not (blind double marking).
   - **Internal Examiners**: are members of GSA staff responsible for marking work for assessment and providing feedback to students.
   - **External Examiners**: are academic staff external to GSA who review assessment material and processes on a programme of study to ensure they are fit for purpose. External Examiners also review samples of student work to ensure standards are comparable with other higher education providers.

- **Feedback**: all feedback is formative and provides both staff and students the opportunity to identify the strengths and weaknesses of a student's work and inform future learning. Feedback may be given as a result of a formative or summative assessment, or through a range of ongoing teaching activities including, but not limited to, tutorials, reviews, and in class discussions.
- **Formative Assessment**: assessments which are designed purely to inform both staff and students of the students' progress, allowing the students to reflect upon and improve their work in time for summative assessment. Formative assessment does not contribute to the final grade of a course.
- **Good Cause**: a term used to describe a situation in which a student assessment has been negatively impacted by sudden or acute illness or other adverse personal circumstances.
- **Indicative Grade**: a grade provided during formative assessment which indicates a student's indicative level of performance at that point within a course of study. Where provided, an indicative grade would normally be given as a Primary Grade, as set out in the GSA Grading Scheme (2.9).
- **Intended Learning Outcomes**: also known as ILOs, define the learning a student will acquire and be able to demonstrate upon successful completion of a period of learning, a course or a programme.
- **Method of Assessment**: a term used to describe the different types of assessment used to assess a student's learning. For example, portfolios, presentations and examinations are methods of assessment.
- **Provisional Grade**: a grade provided to a student following summative assessment and moderation but subject to ratification by a GSA Final Examination Board.
- **SCQF Level**: refers to the level of a course as described within the Scottish Credit and Qualifications framework.
- **Single Marking**: where an assessment submission is marked by a single Internal Examiner.
- **Summative Assessment**: Assessments which are used to determine a student's performance in relation to the course intended learning outcomes. Summative assessment contributes towards a student's overall course grade; however, it also has a formative purpose, providing feedback to the student to support reflection and improvement in their future learning.

1.3 Principles of Assessment

6. The Code of Assessment is informed and guided by the following core principles which establish GSA's guiding philosophy to assessment and feedback;
   a. To maintain our high academic standards all students are assessed in relation to course intended learning outcomes and published assessment criteria.
   b. Assessment and feedback are an integral part of the learning process.
   c. Students are provided with clear and accurate information on all aspects of assessment and feedback.
   d. Assessment schemes are explicit, transparent, fit for purpose and ensure fairness of treatment for all students.
   e. Assessment schemes are designed to be inclusive and equitable, and to directly assess the intended learning outcomes.
   f. Assessment schemes provide an appropriate combination of formative and summative assessment to support the learning process.
   g. An appropriate range of assessment methods are used across a programme to enable students to develop a range of assessment related skills and capabilities, and demonstrate their learning and achievement of the intended learning outcomes.
   h. All summative assessment is separate from the end of year degree show, or any showcase events, which play no part in the assessment of students' learning.
   i. Assessment judgements are a matter of academic judgement.
   j. Feedback is provided on all assessed work, it is timely, purposeful and supports the learning process.
   k. Assessment design, assessment judgements and feedback practices are quality assured.
   l. Staff involved in assessment and feedback are supported in the implementation of this Code through information and guidance, regular staff development, and the sharing of good practice.

1.4 Equality, Diversity and Inclusion

7. Equality, diversity and inclusion are considered during the design of programme and course intended learning outcomes, and assessment and feedback methods to identify and address any barriers to participation or potential for discriminatory practice.
8. Intended learning outcomes and assessment schemes are scrutinised through programme and course approvals to ensure that they are legitimate and necessary in meeting the aims of the programme of study.
9. To maintain academic standards all students are assessed in relation to course intended learning outcomes and published assessment criteria. Academic standards are not subject to reasonable adjustment.

1.4.1 Reasonable Adjustment

10. Where, as a consequence of disability, a student may be disadvantaged by an assessment method, reasonable adjustment can be made to the assessment method or to the way in which the student undertakes that assessment.
11. GSA employs a range of assessment methods that offer students the opportunity to demonstrate their learning in different ways. Reasonable adjustments will be determined for each assessment method and will not transfer automatically across other assessment methods.
12. Care will be taken when determining the nature of reasonable adjustments to ensure that they do not compromise academic standards or the opportunity of the student to demonstrate their learning.
13. Students are responsible for ensuring that any disability related need for reasonable adjustment to an assessment method is communicated through the Individual Requirement Form (IRF) process no less than six weeks in advance of assessment. IRF is supported through the Learning Support and Development Service and should be a student's first point of contact or referral for disability related needs assessment.
14. Where a reasonable adjustment is identified this will be communicated by the Learning Support and Development Service to the relevant Programme Leader.
15. The six-week minimum period allows time to ensure effective implementation of any reasonable adjustment, for example should skilled personnel be required or the student need to undertake preparation related to their reasonable adjustment.

1.4.2 Temporary Impairment

16. Students who are diagnosed with a temporary impairment which may cause difficulty undertaking assessment or examination should, as soon as possible after diagnosis notify their Programme Leader and the Learning Support and Development Service to determine appropriate adjustments. All arrangements must be approved in advance of the assessment or examination by the Programme Leader.

1.4.3 Pregnancy and Maternity

17. GSA recognises that each student's circumstances are different and that the process of supporting students that are pregnant or have children under the age of 6 months may require reasonable adjustment to support their engagement with assessment.
18. The Student Pregnancy and Maternity Support Policy sets out GSA's procedures for supporting such students, and should be followed to ensure appropriate support is in place regarding assessment.

2. Management of Assessment

19. Overall responsibility for the management of assessment rests with the relevant Programme Leader and Head of School. Roles and responsibilities of all staff involved in the assessment process (Heads of School, Programme Leaders, Course Leader, Internal Examiners, External Examiners, Academic Registry and other School Officers) are clearly outlined within this Code (see 2.11).
20. Reference is made in this section to the Examination Board Policy and External Examiner Policy which should be read in conjunction with this Code.

2.1 Assessment Scheme

21. Each course taught by GSA and contributing to an award of the University of Glasgow shall incorporate an assessment scheme which ensures:
    a. each student's learning is assessed against the stated intended learning outcomes of the course.

b. an appropriate range of assessment methods are utilised to effectively assess the intended learning outcomes of the course.
c. an appropriate combination of formative and summative assessment points to support the learning process, determine each student's performance and guide subsequent learning.
d. assessment methods are designed to take account of the course SCQF level and credit volume.

22. Assessment schemes are approved by the Academic Council of GSA and any amendments to a scheme would require the approval of Council as outlined within the Programme and Course Amendment policies.
23. Any and all proposed changes to an assessment scheme shall require Equality Impact Assessment (EIA). This should be completed prior to submission of amended programme and course specifications for approval, and recorded within an updated programme EIA report.

2.2 Information to Students

24. Programme Leaders are responsible for the production of course specifications and other supporting documentation which will contain a full description of the assessment scheme to students. Such information will be available to all students enrolled on the course at the beginning, or as soon as practicable thereafter, of the academic session and should include:
    a. dates and submission deadlines for all components of assessment;
    b. dates, deadlines and locations of assessment events, including where relevant examinations;
    c. the format, selection and display of work(s) to be included for each component of assessment;
    d. the weighting of components of the assessment scheme;
    e. the assessment criteria used to determine each student's performance;
    f. method of marking (e.g. single marking, double marking);
    g. method of moderation (e.g. sample moderation, double marking);
    h. procedures for informing students of results and the return of work;
    i. provisions for appeal.
25. In addition to the above course documentation, Programme Leaders are responsible for ensuring students receive an induction to assessment at the beginning of the academic session. Inductions can be held at the programme or course level and should include information on the assessment scheme, procedures and requirements for submission, deadlines, assessment criteria and GSA Grading Scheme (see 2.9). The induction should cover both formative and summative assessment, with clear information as to how feedback to students will be provided.

2.3 Assessment Methods

26. There are two main types of assessment: formative assessment and summative assessment.

2.3.1 Formative Assessment

27. Formative assessments are assessment tasks designed purely to inform both staff and students of the student's progress, allowing the student to reflect on and improve their work in time for summative assessment.
28. Formative assessment does not contribute to the final grade of a course but is intended to support learning and development. Formative assessment should:
    a. be a constructive and supportive review point;
    b. identify areas of strength and weakness;
    c. give helpful advice and guidance to inform future learning and direction;
    d. involve student self-evaluation and reflection;
    e. help identify and support students at risk of failure.
29. All GSA courses should include at least one formative activity in which students receive feedback. Formative feedback methods are not prescribed and can include a range of approaches (see 2.10).
30. Where a course is taught over two semesters the course must also include at least one additional formative assessment point in which a student submits formative work. This should be marked, with feedback and an indicative grade recorded, and made available to the student.

2.3.2 Summative Assessment

31. Summative assessments are those which are used to determine a student's performance in relation to the course intended learning outcomes and assessment criteria. Summative assessment contributes towards a student's overall course grade; however, it also has a

formative purpose, providing feedback to the student to support reflection and improvement in their future learning.

32. Summative assessment:
    a. is a constructive and supportive assessment point;
    b. involves self-assessment and reflection;
    c. identifies areas of strength and weakness;
    d. gives helpful advice and guidance to inform future learning and direction.
33. Grades awarded for summative assessment will be ratified by a GSA Final Examination Board and issued by Academic Registry. These grades are used to determine each student's ability to progress to the next stage of their academic programme.

2.4 Professional, Statutory and Regulatory Bodies (PSRB)

34. Where a programme or course is accredited by a PSRB there may be specific assessment requirements or criteria that must be met to fulfil the accreditation. These requirements should be clearly articulated in the assessment scheme and the relevant programme and course documentation.

2.5 Assessment and Grading of Student Learning

35. Overall responsibility for managing assessment procedures at course level rests with the relevant Course Leader, with oversight by the Programme Leader and Head of School.
36. Assessment of student learning is undertaken at the course level with each student's learning assessed against course intended learning outcomes and published assessment criteria.
37. Examiners assess student learning for each assessment scheme and comprise Internal Examiners and External Examiners.
38. At least one External Examiner is appointed per programme in accordance with the procedures outlined within the External Examiner Policy and scrutinise the assessment process through External Moderation (see 3.3).
39. Internal Examiners, normally will be selected from:
    a. members of academic or professional service staff who teach on the programme or course.
    b. other members of academic staff.
40. Internal Examiners will determine the performance of each student on a course based upon the generic criteria outlined within the GSA Grading Scheme (2.9).
41. All summative assessment processes must involve more than one Internal Examiner through processes of moderation or double marking (see 2.7 and 2.8).
42. All Examination Boards will be conducted in accordance with the GSA's Examination Board Policy.

2.6 Assessment Criteria

43. Each course will identify and publish assessment criteria which shall be used to determine the performance of each student on the course.
44. Assessment criteria can be the intended learning outcomes for the course or specific criteria aligned to the intended learning outcomes.
45. Where specific assessment criteria are in use they should ensure that performance of intended learning outcomes can be determined in relation to the GSA Grading Scheme (2.9).
46. Assessment criteria should be clearly stated within assessment information provided to students and explained as part of course induction processes (see section 2.2).

2.7 Internal Moderation

47. Internal moderation is a process separate from marking and provides assurance that assessment criteria have been applied appropriately. Moderation is concerned with reliability of assessment judgements, meaning that as far as possible Examiners acting independently of each other, but using the same assessment criteria, would reach the same judgement on a piece of work.
48. Assessed work will be subject to internal moderation to ensure that the standard of marking is consistent and that the grade awarded is appropriate. Internal moderation may take several forms, but is most often carried out on a sample of assessed work or double marking.
49. The process for moderation must be explained and included within programme and/or course documentation and made available to students at the start of the academic year.
50. Following initial marking a sample of all assessed work, with the exception of assessments which contribute towards the degree classification, will be subject to double marking.
51. All assessments which contribute towards an undergraduate degree classification, and all assessments in Stage 3 of a postgraduate taught degree, should be double marked.

52. Where moderation is undertaken by sample the following process should be followed:
    a. The course leader shall arrange a sample of assessment to be selected for internal moderation.
    b. Samples are normally at least 10% of work submitted (minimum sample size of 6) and should include work from each grading band, and all fails.
    c. Internal moderators are asked to review assessed works and ensure standards of marking are consistent across a course, and that grades awarded are appropriate and in line with the GSA Grading Scheme (2.9).
    d. In cases where the internal moderator is unable to agree the consistency or appropriateness of grades the Course Leader shall liaise with the relevant Programme Leader and organise further moderation of the marking or a full re-mark of the cohort.
    e. The internal moderation process will not result in a change to the grade of any individual student unless it occurs in the context of the outcomes detailed in provision d. above.

2.8 Double Marking

53. In cases where double marking has occurred and Examiners are unable to agree a mark, it shall be the responsibility of the Programme Leader to organise further consideration of the work by a third Examiner. In such cases the third examiner will determine the final grade to be awarded.

2.9 GSA Grading Scheme

54. The GSA Grading Scheme sets out generic criteria by which a student's performance and final grade can be determined.

GSA Grading Scheme

All Courses				**SCHEDULE A**
Primary Grade	**Gloss***	**Secondary Band****	**Grade Point**	**Primary verbal descriptors for attainment of Intended Learning Outcomes**
A	Excellent	A1	22	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
		A2	21	
		A3	20	
		A4	19	
		A5	18	
B	Very Good	B1	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
		B2	16	
		B3	15	
C	Good	C1	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
		C2	13	
		C3	12	
D	Satisfactory	D1	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
		D2	10	
		D3	9	
E	Weak	E1	8	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations
		E2	7	
		E3	6	
F	Poor	F1	5	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
		F2	4	
		F3	3	
G	Very Poor	G1	2	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
		G2	1	
H		H	0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

CR	Credit Refused	CR	-	Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations

***** This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award. Postgraduate students should be aware, however, that an average of at least grade C in taught courses is required for progress to the dissertation at Masters level, and students should consult the appropriate degree regulations and programme handbook for the grade they may require to progress to specific awards.

** The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.

2.10 Feedback to Students

55. Feedback is essential to the learning process. Feedback motivates and supports reflection, especially when valid criticism is accompanied by appropriate positive commentary.
56. Feedback should be provided to all students on all assessed work, whether formative or summative. GSA does not prescribe the mechanism for formative feedback, which can take several forms (e.g. written, verbal, audio, video), and can come from other students (peer review), external visitors from industry, as well as from academic staff.
57. In the case of summative assessments, feedback must be provided on each component of assessment. It must comprise both a grade indicating the level of performance (as outlined in the GSA Grading Scheme 2.9), and commentary, in accordance with the good feedback principles outline below.

2.10.1 Good Feedback Principles

58. All feedback to students, both formative and summative, should:
    a. enable students to reflect on their learning and to take action in order to improve;
    b. illustrate to students their current level of achievement and what they might do to improve;
    c. directly address the assessment criteria that have been defined for the course;
    d. comment on the learning demonstrated through the work and its production;
    e. be clear and constructive and where appropriate use language consistent with the GSA Grading Scheme descriptors (see 2.9);
    f. balance verbal and documented feedback to allow students to refer back to, and reflect upon feedback for future learning;
    g. be timely, provided to students as soon as possible after the assessment has been completed, and in advance of subsequent summative assessment to support reflection and action to improve performance:
    h. be supported through curriculum design to enable students to develop appropriate feedback literacies and support future learning.

2.11 Roles and Responsibilities

2.11.1 Students

59. Students are responsible for ensuring that they:
    a. are familiar with each assessment scheme for the courses they are studying;
    b. are aware of assessment requirements including submission formats and deadlines;
    c. complete assessment tasks and maintain appropriate academic and professional practices e.g. health and safety, ethics and academic integrity;
    d. make GSA aware of any disability related requirements in line with IRF processes (see 1.4.1);
    e. raise any issues or challenges they are experiencing with assessment or study with their Course Leader or Programme Leader at the earliest opportunity.

2.11.2 Heads of School

60. The Head of School is responsible for ensuring:
    a. all programmes and courses have appropriate assessment schemes in place, approved in line with validation processes and policies;
    b. appropriate oversight of assessment and feedback through Boards of Study, External Examiners and School Examination Boards.

2.11.3 Programme Leaders

61. The Programme Leader is responsible for ensuring:
    a. Internal Examiners are familiar with the Code of Assessment and GSA Grading Scheme (2.9), and participate in relevant training and other preparations relevant to their role in the assessment process;
    b. each External Examiner has access to the necessary information and assessment material required to assist them in reaching a reasonable conclusion on the assessment process, and has the opportunity to attend oral examinations and presentations where practicable;
    c. the assessment schemes utilised across a programme and their operation are monitored and evaluated through the Programme Annual Monitoring and Reporting process;
    d. the GSA Final Examination Board is assured of the conduct of the assessment procedure, in particular drawing to its attention relevant information pertaining to the circumstances and conduct of individual students and any alleged deficiencies in respect of the operation of the procedure.

2.11.4 Course Leaders

62. The Course Leader is responsible for ensuring:
    a. all Internal Examiners are conversant with the intended learning outcomes and assessment criteria of the course, and the purpose of the methods of assessment;
    b. all Internal Examiners are supplied with marking pro-formas;
    c. arrangements for the submission of students' work for assessment and allocation of work(s) to appropriate Internal Examiners;
    d. arrangements for the assessment procedure including, the preparation of lists of students entitled to be assessed, and any arrangements for students with reasonable adjustments are met;
    e. maintenance of appropriate records of assessment, collation of grades and results of the assessment procedure and taking all steps necessary to ensure their accurate reporting to the GSA Final Examination Board.

2.11.5 Registry

63. The Head of Academic Registry is responsible for the publication of results and ensuring that appeals against the outcomes of assessment are considered in accordance with the relevant provisions of the prevailing Code of Procedure for Appeals.

2.12 Minimum Requirements for the Award of Credit

64. Minimum requirements for the award of credit for undergraduate and postgraduate taught programmes governed by generic regulations are set out below. Minimum requirements for the award of credit for programmes not governed by generic regulations are set out within each programme's specific regulations.

2.12.1 Undergraduate Programmes

65. The minimum requirement for the award of credit for an undergraduate course is the submission of at least 75%, by weight, of all summative assessment components.
66. All requirements for the award of credit will be specified in writing within programme and course documentation and shall be available to students at the beginning of the academic year.

2.12.2 Postgraduate Taught Programmes

67. The minimum requirement for the award of credit for a postgraduate course is the submission of at least 75%, by weight, of all summative assessment components.
68. All requirements for the award of credit will be specified in writing within programme and course documentation and shall be available to students at the beginning of the academic year.

2.13 Minimum Requirements for progression

69. Progression requirements are set out within programme regulations and define the minimum number of credits, grade point average, and grades required for progression to the next stage of a programme.
70. Should a student not achieve the minimum credit requirements for progression they are permitted to carry a credit deficit of up to 20 credits into the following academic session/stage of the programme. Students are expected to successfully complete the associated course(s), to resolve the credit deficit, in order to then progress further or be awarded the degree. Undergraduate students may not carry a credit deficit into the honours year and may not repeat honours level courses, see section 6 for regulations relating to reassessment and the repeating of courses.

2.14 Grade Aggregation and Degree Classification

71. GSA employs a process of aggregation to determine:
    a. Degree Classification;
    b. the overall grade for courses which have more than one component of assessment.
72. Aggregation utilises grade points as set out in the GSA Grading Scheme (2.9) calculating a weighted average based upon:
    a. **Degree Classification**: course credit volume for all courses contributing to the final award.
    b. **Courses with more than one component of assessment**: component weighting for all components of assessment set out in the assessment scheme within the course specification.

2.14.1 Aggregation for Degree Classification

73. When determining a student's degree classification, a grade point average of all appropriate courses is calculated based upon the course credit volume and overall grade.
74. Aggregation to establish the degree classification is calculated as follows:
    a. The final grade for each course contributing to the overall classification is converted to its corresponding grade point as outlined within the GSA Grading Scheme (2.9). This number is then multiplied by the associated credit volume to give a weighted grade.
    b. All weighted grades are then totalled, with the sum divided by the total amount of credit contributing to the classification resulting in a final grade point average.
75. Where the grade point average is not an integer the following rounding shall apply to determine the degree classification:

Table 1. Grade point average ranges to be applied to award of undergraduate degree classifications

Grade Point Average	Undergraduate
17.5 to 22.0	First class honours
14.5 to 17.4	Upper second-class honours
11.5 to 14.4	Lower second-class honours
8.5 to 11.4	Third class honours
0.0 to 8.4	Fail

76. Full requirements for determining the classification of postgraduate taught programmes are set out in full within specific programme regulations which should be read in conjunction with this section of the code.

Aggregation for Degree Classification Worked Example

Component	Credits	Grade	Grade Point	Weighted Grades	Total Weighted Grade	Total Credits	Classification Grade Point	Degree Classification
Studio 4	80	B1	17	1360	2240	120	18.7	First class honours
Dissertation	40	A1	22	880				

Course 1 Studio 4

Credits = 80

Course grade = B1

Grade point B1 = 17

Course weighted grade = 80 X 17 = 1360

Course 2 Dissertation

Credits = 40

Course grade = A1

Grade point A1 = 22

Course weighed grade = 40 X 22 = 880

Degree Classification

Studio 4 weighed grade = 1360

Dissertation weighted grade = 880

Grade Point Average = 1360 + 880 = 2240 / 120 = 18.66

Grade Point Average = 18.7

Degree classification = First class honours

2.14.2 Aggregation for Courses with more than one component of assessment

77. Aggregation to establish the overall grade for a course with more than one component of assessment is calculated as follows:

a. Performance in each component of assessment is articulated as a primary grade and secondary band using the GSA Grading Scheme (see 2.9, e.g. A1, B3) which can be converted to a grade point (e.g. 22, 15).
b. Each component of assessment is weighted as a percentage of the total assessment as outlined within the associated course specification.
c. The grade point for each component is multiplied by the percentage weighting as outlined in the course specification.
d. The overall grade is then calculated by adding each of the weighted components together, rounding to an integer value and mapping this value to the associated primary grade and secondary band using the Grading Scheme (2.9). Rounding should utilise the following conventions,
    - Below 0.5 the lower grade point is awarded,
    - 0.5 and above the higher grade point is awarded.

78. The result for the course will be reported as the primary grade and secondary band in the GSA Grading Scheme (2.9).

Aggregation for courses with more than one component of assessment worked example

Component	Weighting	Grade	Grade Point	Weighted Grading	Total Weighted Grade	Rounded Grade Point	Final Grade
Portfolio	80%	B1	17	13.6	16.2	16	B2
Presentation	20%	C2	13	2.6			

Component 1 Portfolio	**Component 2 Presentation**
Component grade = B1	Component grade = C2
Grade point B1 = 17	Grade point C2 = 13
Weighting = 80% (0.8)	Weighting = 20% (0.2)
Component weighed grade = 17 X 0.8 = 13.6	Component weighed grade = 13 X 0.2 = 2.6

Final Course Grade

Component 1 weighted grade = 13.6

Component 2 weighted grade = 2.6

Total weighted grade point = 16.2

Rounded grade point -= 16

Final grade = B2

3. Assurance of Standards

79. GSA takes a deliberate and systematic approach to assessment and feedback ensuring that processes, standards and the application of assessment criteria are applied consistently and equitably, with reliability, validity and fairness.
80. To achieve this GSA utilises a range of quality assurance processes to monitor the quality of assessment schemes, processes and judgements. The following sections explain how each of these processes contribute to the quality assurance and maintenance of academic standards in assessment and feedback.

3.1 Pre-Assessment Quality Assurance

81. Pre-assessment quality assurance is the process by which summative assessment is reviewed prior to the start of a course, to ensure it has been rigorously and appropriately designed, taking account of the agreed course intended learning outcomes, assessment criteria and the importance of clarity for students. Where a course is assessed by examination pre-assessment quality assurance of exam papers should be completed at least six weeks prior to the date of the examination.
82. All summative assessment should be subject to pre-assessment quality assurance annually.

83. Pre-assessment quality assurance should consider the assessment scheme, assessment brief, and assessment criteria in relation to the course specification, including the intended learning outcomes.
84. Pre-assessment quality assurance should provide Programme Leaders assurance that:
    a. assessment design is appropriate and tests the stated course intended learning outcomes at the appropriate SCQF level;
    b. the assessment brief and instructions are clear and unambiguous.

3.2 Internal Moderation

85. Internal moderation ensures that the standards of marking are consistent across a course and that the grades awarded are appropriate and aligned to GSA's Grading Scheme. Details of internal moderation are provided in section 2.7.

3.3 External Moderation

86. External Examiners acts as an external moderator to support the Internal Examiners and ensure that assessment is well designed, and has been fair, rigorous and conducted with integrity. External Examiners also provide assurance that student performance is appropriate and comparable with other higher education institutions, ensuring the maintenance of academic standards.
87. Procedures for the selection, induction and ongoing support of External Examiners is provided within the External Examiners policy which should be read in conjunction with this Code. External Examiners are provided with an induction which includes an overview and introduction to this Code.
88. External Examiners provide assurance of standards and quality in assessment and feedback through annual consideration of:
    a. intended learning outcomes, curriculum design, teaching methods, assessment schemes and feedback practices in the light of their experiences of comparable courses and awards elsewhere;
    b. developments within the discipline or field and national subject benchmark statements;
    c. proposals for the introduction or modification of a programme or courses in respect to assessment and feedback;
    d. overall standards achieved by students and the comparability of these standards with those of students on similar programmes in other UK Higher Education institutions.
89. External moderation is normally undertaken by sampling assessed work which contributes towards the final award in line with the following process:
    a. Prior to the commencement of External Moderation, External Examiners will be given the results of the internal moderation process for the programme for which they are responsible.
    b. External Examiners, with the Programme Leader, will agree the size and profile of the sample of student work to be moderated and provided with associated assessment records.
    c. The sample should include a selection of work that has been internally moderated and provides enough information for the External Examiner to make a judgment on how the assessment process has operated. The following table is provided as a guide to help Programme Leaders make judgements as to the appropriate size sample for External Examiners to consider.

Table 2. Guidance on Sample Size for External Examiner moderation

Number of students in cohort	Under 12 students	12 – 20 students	30 – 60 students	60 – 100 students	100+ students
A1 - A5	All	All	6-10	6 – 10	6 - 10
B1 – B3	All	3	4 – 5	6	10
C1 – C3	All	3	4 – 5	6	10
D1 – D3	All	3	4 – 5	6	10
E1 and below.	All	All	All	All	All

d. The External Examiner has the right to amend the selection of students who make up the sample.
e. The External Examiner may, by arrangement with the appropriate Programme Leader, meet with students in order to assist in judging the overall quality and standards of the programme. Such meetings should not take the form of an oral examination of students.
f. Should a School wish the External Examiner to review all work or specific categories, this should be arranged between the School and the External Examiner.
g. External moderation is concerned with overall standards and consistency of marking rather than on the individual marks awarded to students. This can include; consideration of whether the standards identified and applied by Internal Examiners are consistent with those prevailing in the level and discipline nationally, investigation of borderline work, and identification of benchmark standards at each classification.

90. Depending on the Programme, External Examiners may be expected to work in teams, either across a multi-pathway degree programme, across a group of cognate programmes, or where the extensive nature of the syllabus requires it. The assessment team normally includes Examiners of both practical and theoretical components of each programme.
91. The timetable for External Examiners' access to work and visitations will be organised by GSA to enable them to coordinate their work and assure standards across the programme.

3.4 Final Examination Boards

92. Final Examination Boards are delegated authority and responsibility by GSA's Academic Council to ratify the award of grades and make decisions on student progress and final degree awards.
93. Final Examination Boards provide institutional oversight for quality and standards of assessment processes and judgements, and provide assurance that student performance is appropriate and comparable across degree programmes.
94. Meetings of Final Examination Boards are conducted in accordance with the Examination Board Policy, which should be read in conjunction with this Code of Assessment.

3.5 Programme Monitoring and Annual Reporting

95. Programme Monitoring and Annual Reporting (PMAR) requires Programme Leaders and programme teams to reflect upon the quality and standards of assessment schemes, processes and judgements, as well as the quality of feedback provided to students.
96. Further information on PMAR can be found in the Programme Monitoring and Annual Reporting policy.

3.6 Periodic Review and Revalidation

97. Periodic Review and Revalidation is undertaken on a six-yearly cycle for all academic programmes and considers the quality and standards of learning, teaching and assessment.
98. For further information on Periodic Review and Revalidation see the Periodic Review and Revalidation policy.

4. Extensions and Penalties for Late Submission

99. Deadlines for the submission of work to be assessed shall be published in course documentation and made available to students at the beginning of the semester.
100. GSA recognises that from time to time circumstances may be such that students, due to no fault of their own, are unable to submit work prior to a deadline and as such may request an extension.

101. Where work is submitted after a published deadline and where no extension has been granted, grading of work will be subject to penalty.

4.1 Requesting an Extension

102. Where a student is unable to submit work by the published deadline, for good reason, they may apply for an extension.
103. To request an extension the student should complete the Extension Request Form (available on the Student Intranet) and submit this to their Programme and Course Leader at the earliest possible opportunity.
104. Requests for extension should normally be submitted prior to the submission deadline.
105. Where the request has not been made until after the submission deadline, extensions will normally only be granted where the circumstances preventing the students from submitting work on time have also prevented them from submitting an Extension Request Form prior to the deadline for submission.
106. Requests for an extension will be considered by the Programme, or where delegated the Course Leader, who shall take account of the following:
    a. That the student has, through no fault of their own, been prevented from submitting their work on time.
    b. That the extension requested be commensurate with the duration of the circumstances causing the late submission.
107. Programme Leaders are able to grant an extension of up to five working days. Should a student require an extension beyond five working days they should submit an application for Good Cause (see Section 5).
108. A request for extension does not guarantee that a deadline will be extended.
109. In circumstances where an extension may not be appropriate or possible, for example an exhibition, this will be made clear at the beginning of the course.
110. Programme Leaders are required to maintain oversight of all extensions on their programme in order to identify potential students at risk of failure and implement support interventions as appropriate.

4.2 Penalties for Late Submission

111. Where work has been submitted after a published deadline and where no extension has been granted final grades awarded will be subject to penalty.
112. Penalties are applied as follows:
    a. Work submitted for assessment shall be marked and moderated as normal in line with sections 2.5 and 2.7.
    b. Penalties for late submission shall be applied following Internal Moderation and recorded as such on assessment pro-formas. This should include the grade awarded and the grade with the late penalty applied.
    c. In respect of work submitted not more than five working days after the submission deadline, the final grade for the work will be reduced by one secondary band for each working day (or part of a working day) that the work was submitted late.

        Worked examples

        Work which was graded as a B1 but which was submitted two days late without extension would be awarded after penalties a final grade of B3.

        Deadline Friday 5pm, work submitted Monday at 4pm, graded as B1 would be reduced by 1 secondary band, therefore a B2.
    d. In respect of work submitted more than five working days after the submission deadline the final grade awarded shall be grade H.

5. Good Cause

113. Where a student has been impacted by illness or other adverse personal circumstances affecting their ability to satisfy the requirements of the scheme of assessment, or their performance has been negatively impacted, they have the right to submit a claim of Good Cause.
114. Good Cause describes a situation in which a student has been negatively impacted by sudden or acute illness or other adverse personal circumstances resulting in either:
    a. the student's failure to:
        i. submit coursework at or by the submission deadline
        ii. attend an assessment event or examination
    b. the student's performance in assessment being negatively impacted.

115. Good Cause is not intended to apply to chronic or persistent illness or disability, see procedures for reasonable adjustment (1.4.1), nor to long-term adverse personal circumstances. Students are reminded that they can seek advice and support from the Student Support & Development Service.
116. Claims of Good Cause should be supported by evidence. Evidence will normally mean an independent report descriptive of the impact of the adverse personal circumstances or medical condition, which are at the centre of a claim of Good Cause. Where the report refers to a medical condition the report must be completed by an appropriate medical practitioner.

5.1 Making a Claim of Good Cause

117. It is the responsibility of the student to make a claim of Good Cause and to provide appropriate evidence in support of such a claim.
118. Claims for Good Cause must be submitted using a standard form available from Academic Registry. Guidance and forms are available to students on the Student Intranet.
119. Claims of Good Cause should be submitted as and when circumstances arise in order that students Good Cause applications be reviewed in a timely manner and appropriate measures put in place.
120. Claims of Good Cause should normally be submitted prior to the assessment deadline, and no later than one week after the assessment deadline. Where a student has, for good reason, been unable to submit a claim of Good Cause within this timeframe they have the right to submit an appeal as set out within the Code of Procedure for Appeals. Exceptionally and where a student can provide evidence that circumstances have prevented them from submitting a claim for Good Cause more than one week after the assessment submission deadline the Head of Academic Registry can advise the Good Cause Panel to consider the claim.
121. No claim of Good Cause may be submitted on a student's behalf by a member of staff, except where, in the judgement of the Convenor of the Good Cause Panel, a student has been unable to report the Good Cause.
122. Academic Registry will acknowledge receipt of all claims for Good Cause by email.
123. Any claim of Good Cause or presentation of evidence which is found to be false or which in any way misleads, or could mislead, a Good Cause Panel is regarded by GSA as academic misconduct and will be dealt with under the Student Conduct Policy and Misconduct Procedure.

5.2 Marking Work Subject to a Claim of Good Cause

124. Should a student submit work that is subject to a claim of Good Cause, such a claim should not affect the marking of the student's work. The work should be marked according to established academic standards and no assumptions should be made about what a student might have achieved under different circumstances. This principle should also be adhered to by internal moderators and External Examiners during the moderation process.

5.3 Procedures for Considering Claims of Good Cause

125. The primary responsibility for determining claims of Good Cause will lie with the appropriate GSA Final Examination Board which delegates responsibility for consideration of Good Cause to a Good Cause Panel.
126. Good Cause claims will be considered at a Good Cause Panel prior to a GSA Final Examination Board as follows:
    a. Upon receipt of a claim for Good Cause, Academic Registry will convene a Good Cause Panel within two weeks, excluding GSA closure periods.
    b. The Good Cause Panel will comprise the following members, where no conflict of interest exists:
        i. A Senior Academic, Programme Leader or Head of Department (Convenor)
        ii. Head of Academic Registry or their Nominee (Secretary)
        iii. Two other Programme Leaders
    c. Where appropriate the Good Cause Panel may consult other relevant members of staff about the claim in order to inform decisions. The Good Cause Panel may brief such staff on the nature of the claim and the dates to which it applies, but may not copy or circulate the supporting documentation or evidence.
    d. The Good Cause Panel may take a decision, where relevant, to postpone decisions as to the outcome of Good Cause pending receipt of further information or professional advice on the likely impact of particular circumstances and medical conditions on academic performance. Decisions should normally be postponed until the next meeting of the Good Cause Panel and the student informed by Academic Registry of the reason and time period of the delay.

e. Outcomes of the Good Cause Panel shall be recorded and reported by the Academic Registry for noting at the next available GSA Final Examination Board.
f. There will be no further discussion of Good Cause at the GSA Final Examination Board itself. The recommendations of the Good Cause Panel will be binding and will be reported only for noting.

127. In considering a claim of Good Cause the Good Cause Panel should take account of:
    a. the evidence provided by the student claiming Good Cause, and any relevant and available material submitted by them for consideration;
    b. the principle that fairness to the individual student claiming Good Cause must be balanced with fairness to other students and the integrity of the assessment as a whole.

5.4 Outcome of Good Cause

128. Following consideration of a Good Cause claim the Good Cause Panel shall agree the outcome in line with the following:

5.4.1 Good Cause Upheld

129. In the event of Good Cause being established the student will normally be expected to complete their assessment by submitting outstanding coursework or attending the examination at the next assessment period, which shall be treated as a first attempt. Where the claim relates to impacted performance the submitted work will be disregarded.
130. Students should normally be given a minimum of six weeks to complete their assessment.
131. Timeframes for examinations should be agreed by the Programme Leader and communicated to Academic Registry.

5.4.2 Good Cause Not Upheld

132. Where it is determined that the evidence presented does not support the student's claim of Good Cause any work submitted for assessment should be marked as normal and grades reported to the GSA Final Examination Board and any assessment not completed will be treated as a non-submission.
133. Appeals against outcomes of the Good Cause Panel may be made in accordance with the GSA Code of Procedure for Appeals.

5.5 Communication to Students

134. Outcomes from a claim of Good Cause will normally be communicated to students in writing by Academic Registry within four weeks of submission of the original claim.
135. Where a student has submitted a claim for Good Cause, the outcome of the Good Cause Panel will be ratified by the relevant GSA Final Examination Board and will be confirmed in the published results.

5.6 Professional Standards and Regulatory Bodies

136. Regulations relating to Good Cause are subject to Professional, Statutory and Regulatory Body requirements.

6. Reassessment

137. A student on an undergraduate programme who achieves an overall course grade of E1 or below, or a student on a postgraduate programme who achieves an overall course grade of D1 or below shall be granted the reassessment opportunity described in paragraph 138. This shall apply to all courses with the exception of those which contribute to undergraduate honours classification, where no reassessment is available.
138. A student who is eligible for reassessment will only be reassessed on the components of assessment within the course in which they achieved a grade of E1 or below on undergraduate programmes or a grade of D1 or below on postgraduate programmes.
139. Grades awarded for each component of reassessment are not capped, however, the maximum overall grade awarded for the course when aggregating all components of assessment for the course is capped as set out in Section 6.4.
140. Where reassessment is to take place, the Programme Leader will determine the nature of the reassessment required. Reassessment should normally be a resubmission of coursework, or where assessment is by examination a new exam produced and approved for reassessment.
141. Exceptionally, the opportunity to resubmit coursework for reassessment provided for above (paragraph 140) may not be available to a student. This will only be the case where it is not possible to replicate the coursework for the purpose of reassessment. This situation may arise from the nature of the coursework, the context in which it may be generated, and/or the integrity

of the assessment as a whole. The decision that it is not possible to replicate coursework must be approved by the Programme Leader and Head of School and the student be required to repeat the course the following academic session as set out in Section 6.5.

142. Where it is considered to be impossible to generate a reassessment for a course this must be clearly set out in the course specification and clearly stated to students at the beginning of the course.
143. Where, following reassessment, a student on an undergraduate programme has not achieved an overall course grade of D3 or above, they may repeat the course in its entirety one further time. However, in relation to a course that contributes to the honours classification, there is no entitlement to reassessment or to repeat the course. On a postgraduate programme there is no entitlement to repeat a course.

6.1 Reassessment of Coursework

144. Where a student has failed a course due to the application of penalties for late submission of coursework (see 4.2), the overall course grade should be automatically awarded D3 for an undergraduate course, or C3 for a postgraduate course, and recorded as a second attempt.
145. Where a component of assessment that requires to be reassessed is a piece of coursework that the student did not submit at the first attempt, the student should normally be required to submit the piece of coursework that was originally set, as a reassessment, with the grade that can be awarded being capped at D3 for undergraduate courses, and C3 for postgraduate courses.
146. The student should normally be given a minimum of six weeks to complete the reassessment of coursework following publication of grades from Academic Registry and provided with at least one feedback tutorial to support completion of reassessment.
147. Academic judgement and practical considerations should be considered in setting deadlines for submission. Consideration should be given to student's overall workload and other assessment commitments. If the student has an Individual Requirement Form in place which recommends extended deadlines, or the student requests an extension or Good Cause, then academic judgement should be used to ensure the student is treated fairly and relevant procedures followed as outlined in this Code.
148. Re-submitted coursework should be marked in line with the provisions of this code relevant to the assessment of student learning, see section 2.5, and on the basis of achievement of the intended learning outcomes.
149. Students should be provided with feedback on re-submitted coursework as outlined in 2.10, however, this may be minimal where the coursework is a development of the original submission and feedback has been provided at first attempt.
150. Where the dissertation (or equivalent) on a Postgraduate Taught programme is required to be reassessed, it must be resubmitted within three months from publication of grades from Academic Registry and students provided with at least one meeting with their supervisor (or an appropriate alternative member of staff if the supervisor is not available).
151. The outcome of the reassessment attempt will be ratified at the next scheduled Final Examination Board.

6.2 Reassessment of Examination

152. Where a student requires a reassessment of examination, this should be offered at either the next available assessment period, or where practicable as determined by the School.
153. Academic judgement and practical considerations should be given in scheduling examinations. Consideration should also be given to student's overall workload and other assessment commitments when determining the timing of the re-examination.
154. Where a student requires a reassessment of examination, but will be absent from the institution at the relevant time due to an approved study abroad arrangement, the School may liaise with the partner institution to host the examination or advise on timing of examination upon the students return.

6.3 Postgraduate Taught Reassessment

155. A Postgraduate Taught student who achieves a grade of G1 or less in any course will be required to undertake a reassessment of that course.
156. Where a Postgraduate Taught student at the end of Stage 1 has achieved a course grade between D1 and F3, they will have the opportunity to undertake an optional reassessment in that course in order to improve their grade point average to meet progression requirements at the end of Stage 2.

157. Where a Postgraduate Taught student at the end of Stage 2 has achieved a grade for a Stage 2 course of between D1 and F3, and has not met the grade point average required to progress, they can undertake an optional assessment in that course in order to meet progression requirements.
158. A Postgraduate Taught student who decides not to undertake an optional reassessment of a Stage 1 course, will not normally be permitted to be reassessed in that course at the end of Stage 2.
159. Procedures for reassessment will follow processes as outlined in sections 6.1 and 6.2.

6.4 Calculating Final Grades Following Reassessment

160. Unless otherwise specified in the regulations for a particular programme, the final grade awarded for a course following reassessment will be calculated in line with the following:
    a. The grades achieved for each component of assessment will be used to calculate the overall grade.
    b. Where a student has achieved a lower grade following reassessment in a component than at first attempt, the grade at first attempt shall stand.
    c. Where any coursework cannot be replicated, the original grade for that component will be used in the calculation.
    d. The overall grade for the course shall be capped at a D3 for undergraduate courses, and C3 for postgraduate courses.

6.5 Repeating a Course

161. Where an undergraduate student has failed to achieve a grade D3 or above on a course following reassessment, they may repeat the course in its entirety one further time except where the course contributes to the undergraduate honours classification, in which case there is no right to repeat the course. On a taught postgraduate programme there is no right to repeat courses.
162. Repeating a course may have financial, visa and progression implications. Programme Leaders should therefore discuss these with students.
163. A student must repeat the course at the next scheduled offering. Not every course is delivered each academic year, and where a course continues to be offered, learning outcomes and other aspects may change and therefore it may be appropriate or necessary for a student to select a different course.
164. Normally, a student repeating a course is subject to the same attendance and participation requirements as a student taking the course for the first time. A student may be offered the option to repeat a course without attendance. However, this must be agreed with the Programme Leader and ratified by the GSA Final Examination Board.
165. A course can be repeated on one occasion only; normal reassessment provisions will apply as set out in 6.1 – 6.4.
166. The full range of grades is available for the first attempt of a repeated course (i.e. there is no capping of grades).

7. Assessment of Outgoing Exchange and Visiting Students

167. GSA operates a range of exchange opportunities for students as part of their degree programme as well as opportunities for visiting students to study at GSA. These opportunities are defined as follows:
    a. **Outgoing Exchange**: A student who undertakes a period of study at a partner institution as part of their degree programme.
    b. **Visiting Students**: A student undertaking a period of study at GSA, as part of their degree programme at a partner institution.
168. The following procedures are in place for the assessment of outgoing exchange and visiting students.

7.1 Assessment of Outgoing Exchange

169. A student may undertake a period of study at a partner institution as part of their degree programme provided that this has been approved in line with the International Partnerships Policy and is detailed within the Programme Specification.
170. The period of exchange may be a partial academic session or full academic session dependent on the mobility window identified in the programme specification for which the study abroad is taken.
171. Assessed work completed and assessed at a partner institution must not be reassessed at the Glasgow School of Art.

172. Students should receive full recognition for any credit awarded during a period of exchange.
173. As detailed in the Programme Specification, credit will be received as credit only, or with grade conversion where otherwise specified.

7.1.1 Credit Only

174. Following receipt of the student's transcript from the partner institution the appropriate Programme Leader or their nominee charged with responsibility for exchange shall review the transcript in line with the student's Learning Agreement and make recommendation as to the award of credit to the next available Examination Board.

7.1.2 Grade Conversion

175. Where grades are to be converted, a grade conversion table shall be developed by the programme team and the partner institution. Grades achieved at, and reported by, the partner institution must be converted into grades as set out in the GSA Grading Scheme (2.9). Grade conversion tables must be approved by the appropriate Validations and Modifications Group prior to the commencement of any exchange and reviewed annually by the Programme Leader.
176. Students must be informed of the process by which their grades from the partner institution will be converted prior to commencing a period of study at the partner institution. Students should be provided with the conversion table showing the equivalences between grades awarded at the partner institution and the grades set out in the GSA Grading Scheme (2.9).
177. Following receipt of the transcript from the partner institution, grades will be converted by the relevant Programme Leader or their nominee charged with converting grades. The process must normally incorporate the possibility of the student making representations to the relevant Programme Leader or their nominee charged with converting grades.
178. In carrying out the conversion of grades the conversion table may, in exceptional circumstances, be departed from in light of additional relevant information available to the relevant Programme Leader or their nominee who performs the conversion.
179. The converted grades must be ratified by the next appropriate GSA Final Examination Board.

7.1.3 Overall aggregate grade for the year of study

180. For partial-year exchange the overall aggregate grade for the year of study will be the aggregate of courses undertaken at the Glasgow School of Art only.
181. For full-year exchange the overall aggregate grade for the year of study will be a conversion of the grades achieved at the host institution in line with 7.1.2.

7.1.4 Reassessment of Outgoing Exchange

182. Reassessment arrangements should be clearly stated within the Partnership Agreement with the partner institution.
183. Where a student has failed to successfully complete a course at the partner institution they must undertake the reassessment process in line with the partner institutions regulations for reassessment.
184. Results from reassessment must be reported at the next available Examination Board to determine progression.
185. If the student is unable to retake an assessment at the partner institution they shall be required to undertake additional courses from their programme to make up any credits required for progression. Alternate courses would normally be courses taken in place of exchange.
186. Where a student has been deemed to have failed a course whilst on exchange following reassessment they shall be required to undertake additional courses from their programme at GSA to make up any credits required for progression. Alternate courses would normally be courses taken in place of exchange.

7.1.5 Examination Board

187. Results for exchange students will be submitted to the next available Examination Board.
188. Appeals against assessment decisions for outgoing exchange must be made in accordance with the partner institution's Code of Appeals and regulations, except where the appeal relates to the conversion of grades where the GSA Code of Procedure for Appeals shall apply. This should be clearly communicated with the students prior undertaking exchange.

7.2 Assessment of Visiting Students

189. A visiting student is a student undertaking a period of study at GSA, as part of their degree programme at a partner institution.
190. A visiting student will normally be permitted to take any course at GSA, including those which contribute to an honours programme. For partial-year exchange specific courses will be identified within the programme specification which can be taken by visiting students.
191. The scheme of assessment for a course will be the same for a visiting student as for a GSA student, though this scheme may be varied in the event that the visiting student is required to return to their home institution before all course assessment has been completed. In considering variation of the scheme of assessment and the components of a varied scheme of assessment for a visiting student:
    a. requirements of the visiting student's home institution will be taken into account;

b. a visiting student may be required to complete an alternative component or components of assessment before leaving GSA or may be required to complete outstanding components of assessment at their home institution;
c. where a course's scheme of assessment includes a component taken under examination conditions, the varied scheme will normally include a component of assessment under examination conditions.

192. A visiting student who attends GSA for less than the full duration of a course will be awarded credit in accordance with the Visiting Student Course Specification.
193. Results for a visiting student must be confirmed by a GSA Final Examination Board. Where a visiting student finishes their studies before the scheduled meeting of the GSA Final Examination Board, provisional grades must be provided to the visiting student as soon as practicable. Where the visiting student's home institution requires a confirmed result prior to the scheduled meeting of the GSA Final Examination Board, an interim Board must be convened by the relevant School in conjunction with Academic Registry.

8. Examinations

8.1 Timing and Duration of Written Examinations

194. Where a course's scheme of assessment includes an examination, that examination will normally be held within the academic session in which the course has been taught.
195. The duration of an examination which occurs within the main examination diets, and which forms all or part of a course's summative assessment, is subject to a limit determined by the level at which the course is taught, its credit rating, and the extent to which the examination contributes to the summative assessment of the course as a whole.
196. Where an examination contributes 100% of the course's summative assessment the examination may not exceed the number of minutes prescribed in Table 3 below.[1]

Table 3. Examination time maximums for courses where an examination constitutes 100% of the course assessment scheme

Credits	SCQF Levels 7 and 8	SCQF Levels 9, 10 and 11
10	90 minutes	120 minutes
15	120 minutes	150 minutes
20	150 minutes	180 minutes
30	240 minutes	240 minutes
40	330 minutes	330 minutes
60	480 minutes	480 minutes

197. Where an examination accounts for less than 100% of the course's summative assessment, the maximum duration of such an examination will be determined by the product of that percentage (expressed as a decimal fraction) and the number of minutes appropriate to credits and level indicated in Table 2 above. Where the result of this calculation is less than 60 minutes, the maximum duration will be rounded up to 60 minutes, otherwise the result will be rounded to the nearest multiple of 30 minutes.
198. Where the calculated maximum duration is 60 minutes or 90 minutes, the relevant School in which responsibility for the examination lies may approve an extension of 30 minutes where such an extension is justified by the nature and content of the examination.

8.2 Instructions to Students on their conduct in Examinations

199. Exam conditions are in place from the moment the student enters the examination room.
200. Students are required to obey the instructions of the invigilator. It is the duty of the invigilator to prevent any behaviour likely to cause disturbance to other students. Students needing to leave the room for any purpose must first ask permission of the invigilator, who may accompany the student.

[1] Provisions set out in 8.1 relates to timed examinations taking place in exam halls on-campus or at other approved venues. While the provisions do not directly apply to online examinations, in determining the duration of the latter note should be taken of the principles set out in these provisions.

201. Every student will display for the invigilator's inspection a valid Student ID card.
202. Students must not use mobile telephones and other electronic devices such as personal music players during examinations. Students must switch off and remove all such items (including headphones) prior to the start of the examination and place them with other personal possessions in a closed bag or container which will be kept under their seat or in a designated location in the exam room for the duration of the examination.
203. Other than examination materials provided by GSA, students will not have access to any paper or book for the duration of the examination unless with the express written permission of the appropriate Programme Leader.[2]
204. Prior to the start of the examination, unless permitted by the Programme Leader, students must place all material in a closed bag or container which will normally be kept in a designated location in the exam hall for the duration of the examination.
205. Unless with the express written permission of the appropriate Programme Leader,[3] students will not give or receive any assistance, or communicate by any means with one another or with any person other than an invigilator at any time during the examination period.
206. If examination scripts are found to be illegible to a substantial degree, students will be required to come to GSA to dictate their script(s) in the presence of an invigilator and a charge will normally be levied.
207. Students may not begin writing before the invigilator announces the start of the examination period and must cease writing when the invigilator announces the end of the period.
208. No part of any answer book will be torn out or removed from the examination room.
209. In examinations of at least two hours duration, no student will be allowed to enter the examination room after the first hour has expired, or to leave it within the first hour or the last half-hour. Except that an invigilator may, at their discretion, allow a student to enter after the first hour if no other student has left the examination.
210. In examinations of less than two hours, no student will be permitted to exit during the exam.
211. Both entry and exit to the examination room will be at the absolute discretion of the invigilator.
212. In no case will a student leave until an invigilator has collected their scripts or other examinable material.
213. These arrangements will apply to all in-person/on-campus examinations held in GSA.
214. Any student who contravenes any of these instructions will be liable to penalties, which may include expulsion from GSA as set out in the Student Conduct Policy and Misconduct Procedure.
215. Any change in these regulations requires the prior agreement of Academic Council.

8.3 Use of a Computer in an Examination

216. Where the Programme Leader has given permission for a student to use a computer in an examination, the Programme Leader will ensure that the computer has been inspected and authorised for examination use.

8.4 Use of Dictionaries in Examinations

217. Programme Leaders may, at their discretion, permit students to employ an appropriate dictionary in a class or degree examination. Such permission should not be granted where the language, or its literature, is the subject under examination.
218. Programme Leaders should keep a record of all cases where permission has been granted, and deliver that information to the appropriate invigilator(s).
219. Dictionaries to be authorised for use in an examination should be lodged by the student with the Programme Leader at least 24 hours prior to the start of the examination. Following inspection by the Programme Leader, the authorised dictionaries should be handed to the student(s) by the invigilator at the start of the examination.[4]

8.5 Use of Electronic Calculators in Examinations

220. No calculator, nor any other portable electronic device, may be used by a student in an examination unless this is expressly authorised by the Programme Leader responsible for the examination. This authorisation will specify the type of calculator or other device authorised.

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[2] This permission will normally be in the form of a set of arrangements for an open-book or other non-traditional style of examination and will form part of the information provided to students at the beginning of the course that is being examined. Details should also be included in the rubric of the exam paper, for the attention of the invigilator(s).

[3] The extent to which collaboration may be allowed will form part of the information provided to students at the beginning of the course.

[4] Alternative arrangements may be made, with the agreement with the Head of School, in cases where more than 25 students require use of a dictionary during an examination.

Students will normally be notified of the terms of this authorisation by published notice on Canvas, and by other means as appropriate, confirmed by a statement in the instructions to students in the examination concerned.

221. In determining whether to authorise the use of calculators or other devices and the specification and/or make(s) and model(s) to be authorised, the Programme Leader will take account of the object and design of the examination in question, and of an overarching requirement to safeguard the integrity of the examination and ensure that no student derives unfair advantage, nor is unfairly disadvantaged, as a consequence.

Annex 2

CODE OF ASSESSMENT

1. Introduction

1. The Code of Assessment aims to provide clear and transparent information and guidance to staff and students regarding assessment and feedback. The Code sets out GSA's expectations as to the quality of assessment and feedback practices as well as the processes by which assurance of quality and standards is monitored and maintained.
2. GSA takes a deliberate and systematic approach to assessment and feedback ensuring that processes, standards and the application of assessment criteria are applied consistently and equitably, with reliability, validity and fairness.
3. The Code has been developed to meet expectations set out within the UK Quality Code and associated advice and guidance, as well as benchmarked to a range of external higher education providers. The Code is approved by the University of Glasgow (UofG) and aligns with their policy and regulations on assessment and feedback. Where there is divergence from UofG policy, this has been approved by them as our validating body.

1.1 Scope

4. Unless specified otherwise by the relevant Degree Regulations, the Code of Assessment applies to assessment and feedback undertaken as part of Undergraduate and Taught Postgraduate programmes and courses only.

1.2 Definitions

5. The following terminology is used to describe key features of GSA's approach to assessment and feedback and is presented to provide greater clarity as to their meaning and function within the Code and wider GSA policy and programme documentation.
   - **Assessment Criteria**: assessment criteria are used to assess a student's learning and performance against the intended learning outcomes.
   - **Assessment Period**: this term refers to a specific period in the academic session in which assessment occurs.
   - **Academic Session**: a term used to describe the academic year which runs three semesters from September to September.
   - **Assessment Scheme**: a term used to describe all formative and summative assessments within an academic course.
   - **Components of assessment**: a term used to describe all summative assessments within a course and which contribute to the final grade of the course. Where more than one component of assessment is set, each component is given a percentage weighting outlined in the course specification.
   - **Coursework**: Summative or formative assessment components, excluding examinations, completed by a student as part of their studies.
   - **Credit volume**: a term used to describe the total credit associated with a course. Notional learning hours are used to determine credit volume.
   - **Double Marking**: where an assessment submission is marked by two Internal Examiners. Double marking can take two forms, firstly where an Examiner has access to the first Examiner's grade and feedback (double marking), and second where an Examiner does not (blind double marking).
   - **Internal Examiners**: are members of GSA staff responsible for marking work for assessment and providing feedback to students.
   - **External Examiners**: are academic staff external to GSA who review assessment material and processes on a programme of study to ensure they are fit for purpose. External Examiners also review samples of student work to ensure standards are comparable with other higher education providers.
   - **Feedback**: all feedback is formative and provides both staff and students the opportunity to identify the strengths and weaknesses of a student's work and inform future learning. Feedback may be given as a result of a formative or summative assessment, or through a range of ongoing teaching activities including, but not limited to, tutorials, reviews, and in class discussions.
   - **Formative Assessment**: assessments which are designed purely to inform both staff and students of the students' progress, allowing the students to reflect upon and improve their

work in time for summative assessment. Formative assessment does not contribute to the final grade of a course.

- **Good Cause**: a term used to describe a situation in which a student assessment has been negatively impacted by sudden or acute illness or other adverse personal circumstances.
- **Indicative Grade**: a grade provided during formative assessment which indicates a student's indicative level of performance at that point within a course of study. Where provided, an indicative grade would normally be given as a Primary Grade, as set out in the GSA Grading Scheme (2.9).
- **Intended Learning Outcomes**: also known as ILOs, define the learning a student will acquire and be able to demonstrate upon successful completion of a period of learning, a course or a programme.
- **Method of Assessment**: a term used to describe the different types of assessment used to assess a student's learning. For example, portfolios, presentations and examinations are methods of assessment.
- **Provisional Grade**: a grade provided to a student following summative assessment and moderation but subject to ratification by a GSA Final Examination Board.
- **SCQF Level**: refers to the level of a course as described within the Scottish Credit & Qualifications Framework.
- **Single Marking**: where an assessment submission is marked by a single Internal Examiner.
- **Summative Assessment**: Assessments which are used to determine a student's performance in relation to the course intended learning outcomes. Summative assessment contributes towards a student's overall course grade; however, it also has a formative purpose, providing feedback to the student to support reflection and improvement in their future learning.

1.3 Principles of Assessment

6. The Code of Assessment is informed and guided by the following core principles which establish GSA's guiding philosophy to assessment and feedback;
   m. To maintain our high academic standards all students are assessed in relation to course intended learning outcomes and published assessment criteria.
   n. Assessment and feedback are an integral part of the learning process.
   o. Students are provided with clear and accurate information on all aspects of assessment and feedback.
   p. Assessment schemes are explicit, transparent, fit for purpose and ensure fairness of treatment for all students.
   q. Assessment schemes are designed to be inclusive and equitable, and to directly assess the intended learning outcomes.
   r. Assessment schemes provide an appropriate combination of formative and summative assessment to support the learning process.
   s. An appropriate range of assessment methods are used across a programme to enable students to develop a range of assessment related skills and capabilities, and demonstrate their learning and achievement of the intended learning outcomes.
   t. All summative assessment is separate from the end of year degree show, or any showcase events, which play no part in the assessment of students' learning.
   u. Assessment judgements are a matter of academic judgement.
   v. Feedback is provided on all assessed work, it is timely, purposeful and supports the learning process.
   w. Assessment design, assessment judgements and feedback practices are quality assured.
   x. Staff involved in assessment and feedback are supported in the implementation of this Code through information and guidance, regular staff development, and the sharing of good practice.

1.4 Equality, Diversity and Inclusion

7. Equality, diversity and inclusion are considered during the design of programme and course intended learning outcomes, and assessment and feedback methods to identify and address any barriers to participation or potential for discriminatory practice.
8. Intended learning outcomes and assessment schemes are scrutinised through programme and course approvals to ensure that they are legitimate and necessary in meeting the aims of the programme of study.

9. To maintain academic standards all students are assessed in relation to course intended learning outcomes and published assessment criteria. Academic standards are not subject to reasonable adjustment.

1.4.1 Reasonable Adjustment

10. Where, as a consequence of disability, a student may be disadvantaged by an assessment method, reasonable adjustment can be made to the assessment method or to the way in which the student undertakes that assessment.
11. GSA employs a range of assessment methods that offer students the opportunity to demonstrate their learning in different ways. Reasonable adjustments will be determined for each assessment method and will not transfer automatically across other assessment methods.
12. Care will be taken when determining the nature of reasonable adjustments to ensure that they do not compromise academic standards or the opportunity of the student to demonstrate their learning.
13. Students are responsible for ensuring that any disability related need for reasonable adjustment to an assessment method is communicated through the Reasonable Adjustment Report (RAR) no less than six weeks in advance of assessment. RAR is supported through the Learning Support and Development Service and should be a student's first point of contact or referral for disability related needs assessment.
14. Where a reasonable adjustment is identified this will be communicated by the Learning Support and Development Service to the relevant Programme Leader.
15. The six-week minimum period allows time to ensure effective implementation of any reasonable adjustment, for example should skilled personnel be required or the student need to undertake preparation related to their reasonable adjustment.

1.4.2 Temporary Impairment

16. Students who are diagnosed with a temporary impairment which may cause difficulty undertaking assessment or examination should, as soon as possible after diagnosis notify their Programme Leader and the Learning Support and Development Service to determine appropriate adjustments. All arrangements must be approved in advance of the assessment or examination by the Programme Leader.

1.4.3 Pregnancy and Maternity

17. GSA recognises that each student's circumstances are different and that the process of supporting students that are pregnant or have children under the age of 6 months may require reasonable adjustment to support their engagement with assessment.
18. The Student Pregnancy and Maternity Support Policy sets out GSA's procedures for supporting such students, and should be followed to ensure appropriate support is in place regarding assessment.

2. Management of Assessment

19. Overall responsibility for the management of assessment rests with the relevant Programme Leader and Head of School. Roles and responsibilities of all staff involved in the assessment process (Heads of School, Programme Leaders, Course Leader, Internal Examiners, External Examiners, Academic Registry and other School Officers) are clearly outlined within this Code (see 2.11).
20. Reference is made in this section to the Examination Board Policy and External Examiner Policy which should be read in conjunction with this Code.

2.1 Assessment Scheme

21. Each course taught by GSA and contributing to an award of the University of Glasgow shall incorporate an assessment scheme which ensures:
    e. each student's learning is assessed against the stated intended learning outcomes of the course;
    f. an appropriate range of assessment methods are utilised to effectively assess the intended learning outcomes of the course;
    g. an appropriate combination of formative and summative assessment points to support the learning process, determine each student's performance and guide subsequent learning;
    h. assessment methods are designed to take account of the course SCQF level and credit volume.

22. Assessment schemes are approved by the Academic Council of GSA and any amendments to a scheme would require the approval of Council as outlined within the Programme and Course Amendment policies.
23. Any and all proposed changes to an assessment scheme shall require Equality Impact Assessment (EIA). This should be completed prior to submission of amended programme and course specifications for approval, and recorded within an updated programme EIA report.

2.2 Information to Students

24. Programme Leaders are responsible for the production of course specifications and other supporting documentation which will contain a full description of the assessment scheme to students. Such information will be available to all students enrolled on the course at the beginning, or as soon as practicable thereafter, of the academic session and should include:
    j. dates and submission deadlines for all components of assessment;
    k. dates, deadlines and locations of assessment events, including where relevant examinations;
    l. the format, selection and display of work(s) to be included for each component of assessment;
    m. the weighting of components of the assessment scheme;
    n. the assessment criteria used to determine each student's performance;
    o. method of marking (e.g. single marking, double marking);
    p. method of moderation (e.g. sample moderation, double marking);
    q. procedures for informing students of results and the return of work;
    r. provisions for appeal.
25. In addition to the above course documentation, Programme Leaders are responsible for ensuring students receive an induction to assessment at the beginning of the academic session. Inductions can be held at the programme or course level and should include information on the assessment scheme, procedures and requirements for submission, deadlines, assessment criteria and GSA Grading Scheme (see 2.9). The induction should cover both formative and summative assessment, with clear information as to how feedback to students will be provided.

2.3 Assessment Methods

26. There are two main types of assessment: formative assessment and summative assessment.

2.3.1 Formative Assessment

27. Formative assessments are assessment tasks designed purely to inform both staff and students of the student's progress, allowing the student to reflect on and improve their work in time for summative assessment.
28. Formative assessment does not contribute to the final grade of a course but is intended to support learning and development. Formative assessment should:
    f. be a constructive and supportive review point;
    g. identify areas of strength and weakness;
    h. give helpful advice and guidance to inform future learning and direction;
    i. involve student self-evaluation and reflection;
    j. help identify and support students at risk of failure.
29. All GSA courses should include at least one formative activity in which students receive feedback. Formative feedback methods are not prescribed and can include a range of approaches (see 2.10).
30. Where a course is taught over two semesters the course must also include at least one additional formative assessment point in which a student submits formative work. This should be marked, with feedback and an indicative grade recorded, and made available to the student.

2.3.2 Summative Assessment

31. Summative assessments are those which are used to determine a student's performance in relation to the course intended learning outcomes and assessment criteria. Summative assessment contributes towards a student's overall course grade; however, it also has a formative purpose, providing feedback to the student to support reflection and improvement in their future learning.
32. Summative assessment:
    e. is a constructive and supportive assessment point;
    f. involves self-assessment and reflection;

g. identifies areas of strength and weakness;
h. gives helpful advice and guidance to inform future learning and direction.

33. Grades awarded for summative assessment will be ratified by a GSA Final Examination Board and issued by Academic Registry. These grades are used to determine each student's ability to progress to the next stage of their academic programme.

2.4 Professional, Statutory and Regulatory Bodies (PSRB)

34. Where a programme or course is accredited by a PSRB there may be specific assessment requirements or criteria that must be met to fulfil the accreditation. These requirements should be clearly articulated in the assessment scheme and the relevant programme and course documentation.

2.5 Assessment and Grading of Student Learning

35. Overall responsibility for managing assessment procedures at course level rests with the relevant Course Leader, with oversight by the Programme Leader and Head of School.
36. Assessment of student learning is undertaken at the course level with each student's learning assessed against course intended learning outcomes and published assessment criteria.
37. Examiners assess student learning for each assessment scheme and comprise Internal Examiners and External Examiners.
38. At least one External Examiner is appointed per programme in accordance with the procedures outlined within the External Examiner Policy and scrutinise the assessment process through External Moderation (see 3.3).
39. Internal Examiners, normally will be selected from:
    c. members of academic or professional service staff who teach on the programme or course.
    d. other members of academic staff.
40. Internal Examiners will determine the performance of each student on a course based upon the generic criteria outlined within the GSA Grading Scheme (2.9).
41. All summative assessment processes must involve more than one Internal Examiner through processes of moderation or double marking (see 2.7 and 2.8).
42. All Examination Boards will be conducted in accordance with the GSA's Examination Board Policy.

2.6 Assessment Criteria

43. Each course will identify and publish assessment criteria which shall be used to determine the performance of each student on the course.
44. Assessment criteria can be the intended learning outcomes for the course or specific criteria aligned to the intended learning outcomes.
45. Where specific assessment criteria are in use they should ensure that performance of intended learning outcomes can be determined in relation to the GSA Grading Scheme (2.9).
46. Assessment criteria should be clearly stated within assessment information provided to students and explained as part of course induction processes (see section 2.2).

2.7 Internal Moderation

47. Internal moderation is a process separate from marking and provides assurance that assessment criteria have been applied appropriately. Moderation is concerned with reliability of assessment judgements, meaning that as far as possible Examiners acting independently of each other, but using the same assessment criteria, would reach the same judgement on a piece of work.
48. Assessed work will be subject to internal moderation to ensure that the standard of marking is consistent and that the grade awarded is appropriate. Internal moderation may take several forms, but is most often carried out on a sample of assessed work or double marking.
49. The process for moderation must be explained and included within programme and/or course documentation and made available to students at the start of the academic year.
50. Following initial marking a sample of all assessed work, with the exception of assessments which contribute towards the degree classification, will be subject to double marking.
51. All assessments which contribute towards an undergraduate degree classification, and all assessments in Stage 3 of a postgraduate taught degree, should be double marked.
52. Where moderation is undertaken by sample the following process should be followed:
    f. The course leader shall arrange a sample of assessment to be selected for internal moderation.

g. Samples are normally at least 10% of work submitted (minimum sample size of 6) and should include work from each grading band, and all fails.
h. Internal moderators are asked to review assessed works and ensure standards of marking are consistent across a course, and that grades awarded are appropriate and in line with the GSA Grading Scheme (2.9).
i. In cases where the internal moderator is unable to agree the consistency or appropriateness of grades the Course Leader shall liaise with the relevant Programme Leader and organise further moderation of the marking or a full re-mark of the cohort.
j. The internal moderation process will not result in a change to the grade of any individual student unless it occurs in the context of the outcomes detailed in provision d. above.

2.8 Double Marking

53. In cases where double marking has occurred and Examiners are unable to agree a mark, it shall be the responsibility of the Programme Leader to organise further consideration of the work by a third Examiner. In such cases the third examiner will determine the final grade to be awarded.

2.9 GSA Grading Scheme

54. The GSA Grading Scheme sets out generic criteria by which a student's performance and final grade can be determined.

GSA Grading Scheme

All Courses				**SCHEDULE A** **Primary verbal descriptors for attainment of Intended Learning Outcomes**
Primary Grade	**Gloss***	**Secondary Band****	**Grade Point**	
A	Excellent	A1	22	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
		A2	21	
		A3	20	
		A4	19	
		A5	18	
B	Very Good	B1	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
		B2	16	
		B3	15	
C	Good	C1	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
		C2	13	
		C3	12	
D	Satisfactory	D1	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
		D2	10	
		D3	9	
E	Weak	E1	8	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations
		E2	7	
		E3	6	
F	Poor	F1	5	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
		F2	4	
		F3	3	
G	Very Poor	G1	2	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
		G2	1	
H		H	0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary
CR	Credit Refused	CR	-	Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations

***** This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award. Postgraduate students should be aware, however, that an average of at least grade C in taught courses is required for progress to the dissertation at Masters level, and students should consult the appropriate degree regulations and programme handbook for the grade they may require to progress to specific awards.

** The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.

2.10 Feedback to Students

55. Feedback is essential to the learning process. Feedback motivates and supports reflection, especially when valid criticism is accompanied by appropriate positive commentary.
56. Feedback should be provided to all students on all assessed work, whether formative or summative. GSA does not prescribe the mechanism for formative feedback, which can take several forms (e.g. written, verbal, audio, video), and can come from other students (peer review), external visitors from industry, as well as from academic staff.
57. In the case of summative assessments, feedback must be provided on each component of assessment. It must comprise both a grade indicating the level of performance (as outlined in the GSA Grading Scheme 2.9), and commentary, in accordance with the good feedback principles outline below.

2.10.1 Good Feedback Principles

58. All feedback to students, both formative and summative, should:
    i. enable students to reflect on their learning and to take action in order to improve;
    j. illustrate to students their current level of achievement and what they might do to improve;
    k. directly address the assessment criteria that have been defined for the course;
    l. comment on the learning demonstrated through the work and its production;
    m. be clear and constructive and where appropriate use language consistent with the GSA Grading Scheme descriptors (see 2.9);
    n. balance verbal and documented feedback to allow students to refer back to, and reflect upon feedback for future learning;
    o. be timely, provided to students as soon as possible after the assessment has been completed, and in advance of subsequent summative assessment to support reflection and action to improve performance:
    p. be supported through curriculum design to enable students to develop appropriate feedback literacies and support future learning.

2.11 Roles and Responsibilities

2.11.1 Students

59. Students are responsible for ensuring that they:
    f. are familiar with each assessment scheme for the courses they are studying;
    g. are aware of assessment requirements including submission formats and deadlines;
    h. complete assessment tasks and maintain appropriate academic and professional practices e.g. health and safety, ethics and academic integrity;
    i. make GSA aware of any disability related requirements in line with RAR processes (see 1.4.1);
    j. raise any issues or challenges they are experiencing with assessment or study with their Course Leader or Programme Leader at the earliest opportunity.

2.11.2 Heads of School

60. The Head of School is responsible for ensuring:
    c. all programmes and courses have appropriate assessment schemes in place, approved in line with validation processes and policies;
    d. appropriate oversight of assessment and feedback through Boards of Study, External Examiners and School Examination Boards.

2.11.3 Programme Leaders

61. The Programme Leader is responsible for ensuring:
    e. Internal Examiners are familiar with the Code of Assessment and GSA Grading Scheme (2.9), and participate in relevant training and other preparations relevant to their role in the assessment process;
    f. each External Examiner has access to the necessary information and assessment material required to assist them in reaching a reasonable conclusion on the assessment process, and has the opportunity to attend oral examinations and presentations where practicable;
    g. the assessment schemes utilised across a programme and their operation are monitored and evaluated through the Programme Annual Monitoring and Reporting process;
    h. the GSA Final Examination Board is assured of the conduct of the assessment procedure, in particular drawing to its attention relevant information pertaining to the circumstances and

conduct of individual students and any alleged deficiencies in respect of the operation of the procedure.

2.11.4 Course Leaders

62. The Course Leader is responsible for ensuring:
    f. all Internal Examiners are conversant with the intended learning outcomes and assessment criteria of the course, and the purpose of the methods of assessment;
    g. all Internal Examiners are supplied with marking pro-formas;
    h. arrangements for the submission of students' work for assessment and allocation of work(s) to appropriate Internal Examiners;
    i. arrangements for the assessment procedure including, the preparation of lists of students entitled to be assessed, and any arrangements for students with reasonable adjustments are met;
    j. maintenance of appropriate records of assessment, collation of grades and results of the assessment procedure and taking all steps necessary to ensure their accurate reporting to the GSA Final Examination Board.

2.11.5 Registry

63. The Head of Registry is responsible for the publication of results and ensuring that appeals against the outcomes of assessment are considered in accordance with the relevant provisions of the prevailing Code of Procedure for Appeals.

2.12 Minimum Requirements for the Award of Credit

64. Minimum requirements for the award of credit for undergraduate and postgraduate taught programmes governed by generic regulations are set out below. Minimum requirements for the award of credit for programmes not governed by generic regulations are set out within each programme's specific regulations.

2.12.1 Undergraduate Programmes

65. The minimum requirement for the award of credit for an undergraduate course is the submission of at least 75%, by weight, of all summative assessment components.
66. All requirements for the award of credit will be specified in writing within programme and course documentation and shall be available to students at the beginning of the academic year.

2.12.2 Postgraduate Taught Programmes

67. The minimum requirement for the award of credit for a postgraduate course is the submission of at least 75%, by weight, of all summative assessment components.
68. All requirements for the award of credit will be specified in writing within programme and course documentation and shall be available to students at the beginning of the academic year.

2.13 Minimum Requirements for progression

69. Progression requirements are set out within programme regulations and define the minimum number of credits, grade point average, and grades required for progression to the next stage of a programme.
70. Should a student not achieve the minimum credit requirements for progression they are permitted to carry a credit deficit of up to 20 credits into the following academic session/stage of the programme. Students are expected to successfully complete the associated course(s), to resolve the credit deficit, in order to then progress further or be awarded the degree. Undergraduate students may not carry a credit deficit into the honours year and may not repeat honours level courses, see section 6 for regulations relating to reassessment and the repeating of courses.

2.14 Grade Aggregation and Degree Classification

71. GSA employs a process of aggregation to determine:
    c. Degree Classification;
    d. the overall grade for courses which have more than one component of assessment.
72. Aggregation utilises grade points as set out in the GSA Grading Scheme (2.9) calculating a weighted average based upon:
    c. **Degree Classification**: course credit volume for all courses contributing to the final award.
    d. **Courses with more than one component of assessment**: component weighting for all components of assessment set out in the assessment scheme within the course specification.

2.14.1 Aggregation for Degree Classification

73. When determining a student's degree classification, a grade point average of all appropriate courses is calculated based upon the course credit volume and overall grade.
74. Aggregation to establish the degree classification is calculated as follows:
    c. The final grade for each course contributing to the overall classification is converted to its corresponding grade point as outlined within the GSA Grading Scheme (2.9). This number is then multiplied by the associated credit volume to give a weighted grade.
    d. All weighted grades are then totalled, with the sum divided by the total amount of credit contributing to the classification resulting in a final grade point average.
75. Where the grade point average is not an integer the following rounding shall apply to determine the degree classification:

Table 1. Grade point average ranges to be applied to award of undergraduate degree classifications

Grade Point Average	Undergraduate
17.5 to 22.0	First class honours
14.5 to 17.4	Upper second-class honours
11.5 to 14.4	Lower second-class honours
8.5 to 11.4	Third class honours
0.0 to 8.4	Fail

76. Full requirements for determining the classification of postgraduate taught programmes are set out in full within specific programme regulations which should be read in conjunction with this section of the code.

Aggregation for Degree Classification Worked Example

Component	Credits	Grade	Grade Point	Weighted Grades	Total Weighted Grade	Total Credits	Classification Grade Point	Degree Classificatio
Studio 4	80	B1	17	1360	2240	120	18.7	First clas honours
Dissertation	40	A1	22	880				

Course 1 Studio 4

Credits = 80

Course grade = B1

Grade point B1 = 17

Course weighted grade = 80 X 17 = 1360

Course 2 Dissertation

Credits = 40

Course grade = A1

Grade point A1 = 22

Course weighed grade = 40 X 22 = 880

Degree Classification

Studio 4 weighed grade = 1360

Dissertation weighted grade = 880

Grade Point Average = 1360 + 880 = 2240 / 120 = 18.66

Grade Point Average = 18.7

Degree classification = First class honours

2.14.2 Aggregation for Courses with more than one component of assessment

77. Aggregation to establish the overall grade for a course with more than one component of assessment is calculated as follows:
    e. Performance in each component of assessment is articulated as a primary grade and secondary band using the GSA Grading Scheme (see 2.9, e.g. A1, B3) which can be converted to a grade point (e.g. 22, 15).
    f. Each component of assessment is weighted as a percentage of the total assessment as outlined within the associated course specification.
    g. The grade point for each component is multiplied by the percentage weighting as outlined in the course specification.
    h. The overall grade is then calculated by adding each of the weighted components together, rounding to an integer value and mapping this value to the associated primary grade and secondary band using the Grading Scheme (2.9). Rounding should utilise the following conventions,
        - Below 0.5 the lower grade point is awarded,
        - 0.5 and above the higher grade point is awarded.
78. The result for the course will be reported as the primary grade and secondary band in the GSA Grading Scheme (2.9).

Aggregation for courses with more than one component of assessment worked example

Component	Weighting	Grade	Grade Point	Weighted Grading	Total Weighted Grade	Rounded Grade Point	Final Grade
Portfolio	80%	B1	17	13.6	16.2	16	B2
Presentation	20%	C2	13	2.6			

Component 1 Portfolio	**Component 2 Presentation**
Component grade = B1	Component grade = C2
Grade point B1 = 17	Grade point C2 = 13
Weighting = 80% (0.8)	Weighting = 20% (0.2)
Component weighed grade = 17 X 0.8 = 13.6	Component weighed grade = 13 X 0.2 = 2.6

Final Course Grade

Component 1 weighted grade = 13.6

Component 2 weighted grade = 2.6

Total weighted grade point = 16.2

Rounded grade point -= 16

Final grade = B2

3. Assurance of Standards

79. GSA takes a deliberate and systematic approach to assessment and feedback ensuring that processes, standards and the application of assessment criteria are applied consistently and equitably, with reliability, validity and fairness.
80. To achieve this GSA utilises a range of quality assurance processes to monitor the quality of assessment schemes, processes and judgements. The following sections explain how each of these processes contribute to the quality assurance and maintenance of academic standards in assessment and feedback.

3.1 Pre-Assessment Quality Assurance

81. Pre-assessment quality assurance is the process by which summative assessment is reviewed prior to the start of a course, to ensure it has been rigorously and appropriately designed, taking account of the agreed course intended learning outcomes, assessment criteria and the importance of clarity for students. Where a course is assessed by examination pre-assessment

quality assurance of exam papers should be completed at least six weeks prior to the date of the examination.

82. All summative assessment should be subject to pre-assessment quality assurance annually.
83. Pre-assessment quality assurance should consider the assessment scheme, assessment brief, and assessment criteria in relation to the course specification, including the intended learning outcomes.
84. Pre-assessment quality assurance should provide Programme Leaders assurance that:
    c. assessment design is appropriate and tests the stated course intended learning outcomes at the appropriate SCQF level;
    d. the assessment brief and instructions are clear and unambiguous.

3.2 Internal Moderation

85. Internal moderation ensures that the standards of marking are consistent across a course and that the grades awarded are appropriate and aligned to GSA's Grading Scheme. Details of internal moderation are provided in section 2.7.

3.3 External Moderation

86. External Examiners acts as an external moderator to support the Internal Examiners and ensure that assessment is well designed, and has been fair, rigorous and conducted with integrity. External Examiners also provide assurance that student performance is appropriate and comparable with other higher education institutions, ensuring the maintenance of academic standards.
87. Procedures for the selection, induction and ongoing support of External Examiners is provided within the External Examiners policy which should be read in conjunction with this Code. External Examiners are provided with an induction which includes an overview and introduction to this Code.
88. External Examiners provide assurance of standards and quality in assessment and feedback through annual consideration of:
    e. intended learning outcomes, curriculum design, teaching methods, assessment schemes and feedback practices in the light of their experiences of comparable courses and awards elsewhere;
    f. developments within the discipline or field and national subject benchmark statements;
    g. proposals for the introduction or modification of a programme or courses in respect to assessment and feedback;
    h. overall standards achieved by students and the comparability of these standards with those of students on similar programmes in other UK Higher Education institutions.
89. External moderation is normally undertaken by sampling assessed work which contributes towards the final award in line with the following process:
    h. Prior to the commencement of External Moderation, External Examiners will be given the results of the internal moderation process for the programme for which they are responsible.
    i. External Examiners, with the Programme Leader, will agree the size and profile of the sample of student work to be moderated and provided with associated assessment records.
    j. The sample should include a selection of work that has been internally moderated and provides enough information for the External Examiner to make a judgment on how the assessment process has operated. The following table is provided as a guide to help Programme Leaders make judgements as to the appropriate size sample for External Examiners to consider.

Table 2. Guidance on Sample Size for External Examiner moderation

Number of students in cohort	Under 12 students	12 – 20 students	30 – 60 students	60 – 100 students	100+ students
A1 - A5	All	All	6-10	6 – 10	6 - 10
B1 – B3	All	3	4 – 5	6	10
C1 – C3	All	3	4 – 5	6	10
D1 – D3	All	3	4 – 5	6	10
E1 and below.	All	All	All	All	All

k. The External Examiner has the right to amend the selection of students who make up the sample.
l. The External Examiner may, by arrangement with the appropriate Programme Leader, meet with students in order to assist in judging the overall quality and standards of the programme. Such meetings should not take the form of an oral examination of students.
m. Should a School wish the External Examiner to review all work or specific categories, this should be arranged between the School and the External Examiner.
n. External moderation is concerned with overall standards and consistency of marking rather than on the individual marks awarded to students. This can include; consideration of whether the standards identified and applied by Internal Examiners are consistent with those prevailing in the level and discipline nationally, investigation of borderline work, and identification of benchmark standards at each classification.

90. Depending on the Programme, External Examiners may be expected to work in teams, either across a multi-pathway degree programme, across a group of cognate programmes, or where the extensive nature of the syllabus requires it. The assessment team normally includes Examiners of both practical and theoretical components of each programme.
91. The timetable for External Examiners' access to work and visitations will be organised by GSA to enable them to coordinate their work and assure standards across the programme.

3.4 Final Examination Boards

92. Final Examination Boards are delegated authority and responsibility by GSA's Academic Council to ratify the award of grades and make decisions on student progress and final degree awards.
93. Final Examination Boards provide institutional oversight for quality and standards of assessment processes and judgements, and provide assurance that student performance is appropriate and comparable across degree programmes.
94. Meetings of Final Examination Boards are conducted in accordance with the Examination Board Policy, which should be read in conjunction with this Code of Assessment.

3.5 Programme Monitoring and Annual Reporting

95. Programme Monitoring and Annual Reporting (PMAR) requires Programme Leaders and programme teams to reflect upon the quality and standards of assessment schemes, processes and judgements, as well as the quality of feedback provided to students.
96. Further information on PMAR can be found in the Programme Monitoring and Annual Reporting policy.

3.6 Periodic Review and Revalidation

97. Periodic Review and Revalidation is undertaken on a six-yearly cycle for all academic programmes and considers the quality and standards of learning, teaching and assessment.
98. For further information on Periodic Review and Revalidation see the Periodic Review and Revalidation policy.

4. Extensions and Penalties for Late Submission

99. Deadlines for the submission of work to be assessed shall be published in course documentation and made available to students at the beginning of the semester.
100. GSA recognises that from time to time circumstances may be such that students, due to no fault of their own, are unable to submit work prior to a deadline and as such may request an extension.

101. Where work is submitted after a published deadline and where no extension has been granted, grading of work will be subject to penalty.

4.1 Requesting an Extension

102. Where a student is unable to submit work by the published deadline, for good reason, they may apply for an extension.
103. To request an extension the student should complete the Extension Request Form (available on the Student Intranet) and submit this to their Programme and Course Leader at the earliest possible opportunity.
104. Requests for extension should normally be submitted prior to the submission deadline.
105. Where the request has not been made until after the submission deadline, extensions will normally only be granted where the circumstances preventing the students from submitting work on time have also prevented them from submitting an Extension Request Form prior to the deadline for submission.
106. Requests for an extension will be considered by the Programme, or where delegated the Course Leader, who shall take account of the following:
    c. That the student has, through no fault of their own, been prevented from submitting their work on time.
    d. That the extension requested be commensurate with the duration of the circumstances causing the late submission.
107. Programme Leaders are able to grant an extension of up to five working days. Should a student require an extension beyond five working days they should submit an application for Good Cause (see Section 5).
108. A request for extension does not guarantee that a deadline will be extended.
109. In circumstances where an extension may not be appropriate or possible, for example an exhibition, this will be made clear at the beginning of the course.
110. Programme Leaders are required to maintain oversight of all extensions on their programme in order to identify potential students at risk of failure and implement support interventions as appropriate.

4.2 Penalties for Late Submission

111. Where work has been submitted after a published deadline and where no extension has been granted final grades awarded will be subject to penalty.
112. Penalties are applied as follows:
    e. Work submitted for assessment shall be marked and moderated as normal in line with sections 2.5 and 2.7.
    f. Penalties for late submission shall be applied following Internal Moderation and recorded as such on assessment pro-formas. This should include the grade awarded and the grade with the late penalty applied.
    g. In respect of work submitted not more than five working days after the submission deadline, the final grade for the work will be reduced by one secondary band for each working day (or part of a working day) that the work was submitted late.

        Worked examples

        Work which was graded as a B1 but which was submitted two days late without extension would be awarded after penalties a final grade of B3.

        Deadline Friday 5pm, work submitted Monday at 4pm, graded as B1 would be reduced by 1 secondary band, therefore a B2.

    h. In respect of work submitted more than five working days after the submission deadline the final grade awarded shall be grade H.

5. Good Cause

113. Where a student has been impacted by illness or other adverse personal circumstances affecting their ability to satisfy the requirements of the scheme of assessment, or their performance has been negatively impacted, they have the right to submit a claim of Good Cause.
114. Good Cause describes a situation in which a student has been negatively impacted by sudden or acute illness or other adverse personal circumstances resulting in either:
    c. the student's failure to:
        iii. submit coursework at or by the submission deadline
        iv. attend an assessment event or examination
    d. the student's performance in assessment being negatively impacted.

115. Good Cause is not intended to apply to chronic or persistent illness or disability, see procedures for reasonable adjustment (1.4.1), nor to long-term adverse personal circumstances. Students are reminded that they can seek advice and support from the Student Support & Development Service.
116. Claims of Good Cause should be supported by evidence. Evidence will normally mean an independent report descriptive of the impact of the adverse personal circumstances or medical condition, which are at the centre of a claim of Good Cause. Where the report refers to a medical condition the report must be completed by an appropriate medical practitioner.

5.1 Making a Claim of Good Cause

117. It is the responsibility of the student to make a claim of Good Cause and to provide appropriate evidence in support of such a claim.
118. Claims for Good Cause must be submitted using a standard form available from Academic Registry. Guidance and forms are available to students on the Student Intranet.
119. Claims of Good Cause should be submitted as and when circumstances arise in order that students Good Cause applications be reviewed in a timely manner and appropriate measures put in place.
120. Claims of Good Cause should normally be submitted prior to the assessment deadline, and no later than one week after the assessment deadline. Where a student has, for good reason, been unable to submit a claim of Good Cause within this timeframe they have the right to submit an appeal as set out within the Code of Procedure for Appeals. Exceptionally and where a student can provide evidence that circumstances have prevented them from submitting a claim for Good Cause more than one week after the assessment submission deadline the Head of Registry can advise the Good Cause Panel to consider the claim.
121. No claim of Good Cause may be submitted on a student's behalf by a member of staff, except where, in the judgement of the Convenor of the Good Cause Panel, a student has been unable to report the Good Cause.
122. Academic Registry will acknowledge receipt of all claims for Good Cause by email.
123. Any claim of Good Cause or presentation of evidence which is found to be false or which in any way misleads, or could mislead, a Good Cause Panel is regarded by GSA as academic misconduct and will be dealt with under the Student Conduct Policy and Misconduct Procedure.

5.2 Marking Work Subject to a Claim of Good Cause

124. Should a student submit work that is subject to a claim of Good Cause, such a claim should not affect the marking of the student's work. The work should be marked according to established academic standards and no assumptions should be made about what a student might have achieved under different circumstances. This principle should also be adhered to by internal moderators and External Examiners during the moderation process.

5.3 Procedures for Considering Claims of Good Cause

125. The primary responsibility for determining claims of Good Cause will lie with the appropriate GSA Final Examination Board which delegates responsibility for consideration of Good Cause to a Good Cause Panel.
126. Good Cause claims will be considered at a Good Cause Panel prior to a GSA Final Examination Board as follows:
    g. Upon receipt of a claim for Good Cause, Academic Registry will convene a Good Cause Panel within two weeks, excluding GSA closure periods.
    h. The Good Cause Panel will comprise the following members, where no conflict of interest exists:
        iv. A Senior Academic, Programme Leader or Head of Department (Convenor)
        v. Head of Registry or their Nominee (Secretary)
        vi. Two other Programme Leaders
    i. Where appropriate the Good Cause Panel may consult other relevant members of staff about the claim in order to inform decisions. The Good Cause Panel may brief such staff on the nature of the claim and the dates to which it applies, but may not copy or circulate the supporting documentation or evidence.
    j. The Good Cause Panel may take a decision, where relevant, to postpone decisions as to the outcome of Good Cause pending receipt of further information or professional advice on the likely impact of particular circumstances and medical conditions on academic performance. Decisions should normally be postponed until the next meeting of the Good

Cause Panel and the student informed by Academic Registry of the reason and time period of the delay.

k. Outcomes of the Good Cause Panel shall be recorded and reported by the Academic Registry for noting at the next available GSA Final Examination Board.
l. There will be no further discussion of Good Cause at the GSA Final Examination Board itself. The recommendations of the Good Cause Panel will be binding and will be reported only for noting.

127. In considering a claim of Good Cause the Good Cause Panel should take account of:
    c. the evidence provided by the student claiming Good Cause, and any relevant and available material submitted by them for consideration;
    d. the principle that fairness to the individual student claiming Good Cause must be balanced with fairness to other students and the integrity of the assessment as a whole.

5.4 Outcome of Good Cause

128. Following consideration of a Good Cause claim the Good Cause Panel shall agree the outcome in line with the following:

5.4.1 Good Cause Upheld

129. In the event of Good Cause being established the student will normally be expected to complete their assessment by submitting outstanding coursework or attending the examination at the next assessment period, which shall be treated as a first attempt. Where the claim relates to impacted performance the submitted work will be disregarded.
130. Students should normally be given a minimum of six weeks to complete their assessment.
131. Timeframes for examinations should be agreed by the Programme Leader and communicated to Academic Registry.

5.4.2 Good Cause Not Upheld

132. Where it is determined that the evidence presented does not support the student's claim of Good Cause any work submitted for assessment should be marked as normal and grades reported to the GSA Final Examination Board and any assessment not completed will be treated as a non-submission.
133. Appeals against outcomes of the Good Cause Panel may be made in accordance with the GSA Code of Procedure for Appeals.

5.5 Communication to Students

134. Outcomes from a claim of Good Cause will normally be communicated to students in writing by Academic Registry within four weeks of submission of the original claim.
135. Where a student has submitted a claim for Good Cause, the outcome of the Good Cause Panel will be ratified by the relevant GSA Final Examination Board and will be confirmed in the published results.

5.6 Professional Standards and Regulatory Bodies

136. Regulations relating to Good Cause are subject to Professional, Statutory and Regulatory Body requirements.

6. Reassessment

137. A student on an undergraduate programme who achieves an overall course grade of E1 or below, or a student on a postgraduate programme who achieves an overall course grade of D1 or below shall be granted the reassessment opportunity described in paragraph 138. This shall apply to all courses with the exception of those which contribute to undergraduate honours classification, where no reassessment is available.
138. A student who is eligible for reassessment will only be reassessed on the components of assessment within the course in which they achieved a grade of E1 or below on undergraduate programmes or a grade of D1 or below on postgraduate programmes.
139. Grades awarded for each component of reassessment are not capped, however, the maximum overall grade awarded for the course when aggregating all components of assessment for the course is capped as set out in Section 6.4.
140. Where reassessment is to take place, the Programme Leader will determine the nature of the reassessment required. Reassessment should normally be a resubmission of coursework, or where assessment is by examination a new exam produced and approved for reassessment.

141. Exceptionally, the opportunity to resubmit coursework for reassessment provided for above (paragraph 140) may not be available to a student. This will only be the case where it is not possible to replicate the coursework for the purpose of reassessment. This situation may arise from the nature of the coursework, the context in which it may be generated, and/or the integrity of the assessment as a whole. The decision that it is not possible to replicate coursework must be approved by the Programme Leader and Head of School and the student be required to repeat the course the following academic session as set out in Section 6.5.
142. Where it is considered to be impossible to generate a reassessment for a course this must be clearly set out in the course specification and clearly stated to students at the beginning of the course.
143. Where, following reassessment, a student on an undergraduate programme has not achieved an overall course grade of D3 or above, they may repeat the course in its entirety one further time. However, in relation to a course that contributes to the honours classification, there is no entitlement to reassessment or to repeat the course. On a postgraduate programme there is no entitlement to repeat a course.

6.1 Reassessment of Coursework

144. Where a student has failed a course due to the application of penalties for late submission of coursework (see 4.2), the overall course grade should be automatically awarded D3 for an undergraduate course, or C3 for a postgraduate course, and recorded as a second attempt.
145. Where a component of assessment that requires to be reassessed is a piece of coursework that the student did not submit at the first attempt, the student should normally be required to submit the piece of coursework that was originally set, as a reassessment, with the grade that can be awarded being capped at D3 for undergraduate courses, and C3 for postgraduate courses.
146. The student should normally be given a minimum of six weeks to complete the reassessment of coursework following publication of grades from Academic Registry and provided with at least one feedback tutorial to support completion of reassessment.
147. Academic judgement and practical considerations should be considered in setting deadlines for submission. Consideration should be given to student's overall workload and other assessment commitments. If the student has a Reasonable Adjustment Report (RAR) in place which recommends extended deadlines, or the student requests an extension or Good Cause, then academic judgement should be used to ensure the student is treated fairly and relevant procedures followed as outlined in this Code.
148. Re-submitted coursework should be marked in line with the provisions of this code relevant to the assessment of student learning, see section 2.5, and on the basis of achievement of the intended learning outcomes.
149. Students should be provided with feedback on re-submitted coursework as outlined in 2.10, however, this may be minimal where the coursework is a development of the original submission and feedback has been provided at first attempt.
150. Where the dissertation (or equivalent) on a Postgraduate Taught programme is required to be reassessed, it must be resubmitted within three months from publication of grades from Academic Registry and students provided with at least one meeting with their supervisor (or an appropriate alternative member of staff if the supervisor is not available).
151. The outcome of the reassessment attempt will be ratified at the next scheduled Final Examination Board.

6.2 Reassessment of Examination

152. Where a student requires a reassessment of examination, this should be offered at either the next available assessment period, or where practicable as determined by the School.
153. Academic judgement and practical considerations should be given in scheduling examinations. Consideration should also be given to student's overall workload and other assessment commitments when determining the timing of the re-examination.
154. Where a student requires a reassessment of examination, but will be absent from the institution at the relevant time due to an approved study abroad arrangement, the School may liaise with the partner institution to host the examination or advise on timing of examination upon the students return.

6.3 Postgraduate Taught Reassessment

155. A Postgraduate Taught student who achieves a grade of G1 or less in any course will be required to undertake a reassessment of that course.

156. Where a Postgraduate Taught student at the end of Stage 1 has achieved a course grade between D1 and F3, they will have the opportunity to undertake an optional reassessment in that course in order to improve their grade point average to meet progression requirements at the end of Stage 2.
157. Where a Postgraduate Taught student at the end of Stage 2 has achieved a grade for a Stage 2 course of between D1 and F3, and has not met the grade point average required to progress, they can undertake an optional assessment in that course in order to meet progression requirements.
158. A Postgraduate Taught student who decides not to undertake an optional reassessment of a Stage 1 course, will not normally be permitted to be reassessed in that course at the end of Stage 2.
159. Procedures for reassessment will follow processes as outlined in sections 6.1 and 6.2.

6.4 Calculating Final Grades Following Reassessment

160. Unless otherwise specified in the regulations for a particular programme, the final grade awarded for a course following reassessment will be calculated in line with the following:
    e. The grades achieved for each component of assessment will be used to calculate the overall grade.
    f. Where a student has achieved a lower grade following reassessment in a component than at first attempt, the grade at first attempt shall stand.
    g. Where any coursework cannot be replicated, the original grade for that component will be used in the calculation.
    h. The overall grade for the course shall be capped at a D3 for undergraduate courses and postgraduate dissertations or independent projects, and C3 for postgraduate taught courses.

6.5 Repeating a Course

161. Where an undergraduate student has failed to achieve a grade D3 or above on a course following reassessment, they may repeat the course in its entirety one further time except where the course contributes to the undergraduate honours classification, in which case there is no right to repeat the course. On a taught postgraduate programme there is no right to repeat courses.
162. Repeating a course may have financial, visa and progression implications. Programme Leaders should therefore discuss these with students.
163. A student must repeat the course at the next scheduled offering. Not every course is delivered each academic year, and where a course continues to be offered, learning outcomes and other aspects may change and therefore it may be appropriate or necessary for a student to select a different course.
164. Normally, a student repeating a course is subject to the same attendance and participation requirements as a student taking the course for the first time. A student may be offered the option to repeat a course without attendance. However, this must be agreed with the Programme Leader and ratified by the GSA Final Examination Board.
165. A course can be repeated on one occasion only; normal reassessment provisions will apply as set out in 6.1 – 6.4.
166. The full range of grades is available for the first attempt of a repeated course (i.e. there is no capping of grades).

7. Assessment of Outgoing Exchange and Visiting Students

167. GSA operates a range of exchange opportunities for students as part of their degree programme as well as opportunities for visiting students to study at GSA. These opportunities are defined as follows:
    c. **Outgoing Exchange**: A student who undertakes a period of study at a partner institution as part of their degree programme.
    d. **Visiting Students**: A student undertaking a period of study at GSA, as part of their degree programme at a partner institution.
168. The following procedures are in place for the assessment of outgoing exchange and visiting students.

7.1 Assessment of Outgoing Exchange

169. A student may undertake a period of study at a partner institution as part of their degree programme provided that this has been approved in line with the International Partnerships Policy and is detailed within the Programme Specification.

170. The period of exchange may be a partial academic session or full academic session dependent on the mobility window identified in the programme specification for which the study abroad is taken.
171. Assessed work completed and assessed at a partner institution must not be reassessed at the Glasgow School of Art.
172. Students should receive full recognition for any credit awarded during a period of exchange.
173. As detailed in the Programme Specification, credit will be received as credit only, or with grade conversion where otherwise specified.

7.1.1 Credit Only

174. Following receipt of the student's transcript from the partner institution the appropriate Programme Leader or their nominee charged with responsibility for exchange shall review the transcript in line with the student's Learning Agreement and make recommendation as to the award of credit to the next available Examination Board.

7.1.2 Grade Conversion

175. Where grades are to be converted, a grade conversion table shall be developed by the programme team and the partner institution. Grades achieved at, and reported by, the partner institution must be converted into grades as set out in the GSA Grading Scheme (2.9). Grade conversion tables must be approved by the appropriate Validations and Modifications Group prior to the commencement of any exchange and reviewed annually by the Programme Leader.
176. Students must be informed of the process by which their grades from the partner institution will be converted prior to commencing a period of study at the partner institution. Students should be provided with the conversion table showing the equivalences between grades awarded at the partner institution and the grades set out in the GSA Grading Scheme (2.9).
177. Following receipt of the transcript from the partner institution, grades will be converted by the relevant Programme Leader or their nominee charged with converting grades. The process must normally incorporate the possibility of the student making representations to the relevant Programme Leader or their nominee charged with converting grades.
178. In carrying out the conversion of grades the conversion table may, in exceptional circumstances, be departed from in light of additional relevant information available to the relevant Programme Leader or their nominee who performs the conversion.
179. The converted grades must be ratified by the next appropriate GSA Final Examination Board.

7.1.3 Overall aggregate grade for the year of study

180. For partial-year exchange the overall aggregate grade for the year of study will be the aggregate of courses undertaken at the Glasgow School of Art only.
181. For full-year exchange the overall aggregate grade for the year of study will be a conversion of the grades achieved at the host institution in line with 7.1.2.

7.1.4 Reassessment of Outgoing Exchange

182. Reassessment arrangements should be clearly stated within the Partnership Agreement with the partner institution.
183. Where a student has failed to successfully complete a course at the partner institution they must undertake the reassessment process in line with the partner institutions regulations for reassessment.
184. Results from reassessment must be reported at the next available Examination Board to determine progression.
185. If the student is unable to retake an assessment at the partner institution they shall be required to undertake additional courses from their programme to make up any credits required for progression. Alternate courses would normally be courses taken in place of exchange.
186. Where a student has been deemed to have failed a course whilst on exchange following reassessment they shall be required to undertake additional courses from their programme at GSA to make up any credits required for progression. Alternate courses would normally be courses taken in place of exchange.

7.1.5 Examination Board

187. Results for exchange students will be submitted to the next available Examination Board.
188. Appeals against assessment decisions for outgoing exchange must be made in accordance with the partner institution's Code of Appeals and regulations, except where the appeal relates to the conversion of grades where the GSA Code of Procedure for Appeals shall apply. This should be clearly communicated with the students prior undertaking exchange.

7.2 Assessment of Visiting Students

189. A visiting student is a student undertaking a period of study at GSA, as part of their degree programme at a partner institution.
190. A visiting student will normally be permitted to take any course at GSA, including those which contribute to an honours programme. For partial-year exchange, specific courses will be identified within the programme specification which can be taken by visiting students.
191. The scheme of assessment for a course will be the same for a visiting student as for a GSA student, though this scheme may be varied in the event that the visiting student is required to return to their home institution before all course assessment has been completed. In considering variation of the scheme of assessment and the components of a varied scheme of assessment for a visiting student:
    d. requirements of the visiting student's home institution will be taken into account;

e. a visiting student may be required to complete an alternative component or components of assessment before leaving GSA or may be required to complete outstanding components of assessment at their home institution;
f. where a course's scheme of assessment includes a component taken under examination conditions, the varied scheme will normally include a component of assessment under examination conditions.

192. A visiting student who attends GSA for less than the full duration of a course will be awarded credit in accordance with the Visiting Student Course Specification.
193. Results for a visiting student must be confirmed by a GSA Final Examination Board. Where a visiting student finishes their studies before the scheduled meeting of the GSA Final Examination Board, provisional grades must be provided to the visiting student as soon as practicable. Where the visiting student's home institution requires a confirmed result prior to the scheduled meeting of the GSA Final Examination Board, an interim Board must be convened by the relevant School in conjunction with Academic Registry.

8. Examinations

8.1 Timing and Duration of Written Examinations

194. Where a course's scheme of assessment includes an examination, that examination will normally be held within the academic session in which the course has been taught.
195. The duration of an examination which occurs within the main examination diets, and which forms all or part of a course's summative assessment, is subject to a limit determined by the level at which the course is taught, its credit rating, and the extent to which the examination contributes to the summative assessment of the course as a whole.
196. Where an examination contributes 100% of the course's summative assessment the examination may not exceed the number of minutes prescribed in Table 3 below.[5]

Table 3. Examination time maximums for courses where an examination constitutes 100% of the course assessment scheme

Credits	SCQF Levels 7 and 8	SCQF Levels 9, 10 and 11
10	90 minutes	120 minutes
15	120 minutes	150 minutes
20	150 minutes	180 minutes
30	240 minutes	240 minutes
40	330 minutes	330 minutes
60	480 minutes	480 minutes

197. Where an examination accounts for less than 100% of the course's summative assessment, the maximum duration of such an examination will be determined by the product of that percentage (expressed as a decimal fraction) and the number of minutes appropriate to credits and level indicated in Table 2 above. Where the result of this calculation is less than 60 minutes, the maximum duration will be rounded up to 60 minutes, otherwise the result will be rounded to the nearest multiple of 30 minutes.
198. Where the calculated maximum duration is 60 minutes or 90 minutes, the relevant School in which responsibility for the examination lies may approve an extension of 30 minutes where such an extension is justified by the nature and content of the examination.

8.2 Instructions to Students on their conduct in Examinations

199. Exam conditions are in place from the moment the student enters the examination room.
200. Students are required to obey the instructions of the invigilator. It is the duty of the invigilator to prevent any behaviour likely to cause disturbance to other students. Students needing to leave

[5] Provisions set out in 8.1 relates to timed examinations taking place in exam halls on-campus or at other approved venues. While the provisions do not directly apply to online examinations, in determining the duration of the latter note should be taken of the principles set out in these provisions.

the room for any purpose must first ask permission of the invigilator, who may accompany the student.

201. Every student will display for the invigilator's inspection a valid Student ID card.
202. Students must not use mobile telephones and other electronic devices such as personal music players during examinations. Students must switch off and remove all such items (including headphones) prior to the start of the examination and place them with other personal possessions in a closed bag or container which will be kept under their seat or in a designated location in the exam room for the duration of the examination.
203. Other than examination materials provided by GSA, students will not have access to any paper or book for the duration of the examination unless with the express written permission of the appropriate Programme Leader.[6]
204. Prior to the start of the examination, unless permitted by the Programme Leader, students must place all material in a closed bag or container which will normally be kept in a designated location in the exam hall for the duration of the examination.
205. Unless with the express written permission of the appropriate Programme Leader,[7] students will not give or receive any assistance, or communicate by any means with one another or with any person other than an invigilator at any time during the examination period.
206. If examination scripts are found to be illegible to a substantial degree, students will be required to come to GSA to dictate their script(s) in the presence of an invigilator and a charge will normally be levied.
207. Students may not begin writing before the invigilator announces the start of the examination period and must cease writing when the invigilator announces the end of the period.
208. No part of any answer book will be torn out or removed from the examination room.
209. In examinations of at least two hours duration, no student will be allowed to enter the examination room after the first hour has expired, or to leave it within the first hour or the last half-hour. Except that an invigilator may, at their discretion, allow a student to enter after the first hour if no other student has left the examination.
210. In examinations of less than two hours, no student will be permitted to exit during the exam.
211. Both entry and exit to the examination room will be at the absolute discretion of the invigilator.
212. In no case will a student leave until an invigilator has collected their scripts or other examinable material.
213. These arrangements will apply to all in-person/on-campus examinations held in GSA.
214. Any student who contravenes any of these instructions will be liable to penalties, which may include expulsion from GSA as set out in the Student Conduct Policy and Misconduct Procedure.
215. Any change in these regulations requires the prior agreement of Academic Council.

8.3 Use of a Computer in an Examination

216. Where the Programme Leader has given permission for a student to use a computer in an examination, the Programme Leader will ensure that the computer has been inspected and authorised for examination use.

8.4 Use of Dictionaries in Examinations

217. Programme Leaders may, at their discretion, permit students to employ an appropriate dictionary in a class or degree examination. Such permission should not be granted where the language, or its literature, is the subject under examination.
218. Programme Leaders should keep a record of all cases where permission has been granted, and deliver that information to the appropriate invigilator(s).
219. Dictionaries to be authorised for use in an examination should be lodged by the student with the Programme Leader at least 24 hours prior to the start of the examination. Following inspection by the Programme Leader, the authorised dictionaries should be handed to the student(s) by the invigilator at the start of the examination.[8]

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[6] This permission will normally be in the form of a set of arrangements for an open-book or other non-traditional style of examination and will form part of the information provided to students at the beginning of the course that is being examined. Details should also be included in the rubric of the exam paper, for the attention of the invigilator(s).

[7] The extent to which collaboration may be allowed will form part of the information provided to students at the beginning of the course.

[8] Alternative arrangements may be made, with the agreement with the Head of School, in cases where more than 25 students require use of a dictionary during an examination.

8.5 Use of Electronic Calculators in Examinations

220. No calculator, nor any other portable electronic device, may be used by a student in an examination unless this is expressly authorised by the Programme Leader responsible for the examination. This authorisation will specify the type of calculator or other device authorised. Students will normally be notified of the terms of this authorisation by published notice on Canvas, and by other means as appropriate, confirmed by a statement in the instructions to students in the examination concerned.

In determining whether to authorise the use of calculators or other devices and the specification and/or make(s) and model(s) to be authorised, the Programme Leader will take account of the object and design of the examination in question, and of an overarching requirement to safeguard the integrity of the examination and ensure that no student derives unfair advantage, nor is unfairly disadvantaged, as a consequence.

UNIVERSITY OF GLASGOW
UNIVERSITY COURT

RESOLUTION NO. 721 – JOINT DEGREES WITH SINGAPORE INSTITUTE OF TECHNOLOGY

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 September 2016 the Joint Degrees as listed below may be awarded jointly by the University of Glasgow and the Singapore Institute of Technology (SIT).

2. The University Court approves the following Joint Degrees as recommended by the Senatus Academicus:

   2.1 The Degree of Bachelor of Science in Nursing (SIT) which shall have effect from 1 September 2016.
   2.2 The Degree of Bachelor of Engineering in Civil Engineering (SIT) which shall have effect from 1 September 2017.
   2.3 The Degree of Bachelor of Engineering in Aerospace Engineering (SIT) which shall have effect from 1 September 2019.
   2.4 The Degree of Bachelor of Engineering in Mechanical Engineering (SIT) which shall have effect from 1 September 2019.
   2.5 The Degree of Bachelor of Science in Computing Science (SIT) which shall have effect from 1 September 2019.

3. The Regulations governing the award of the Degrees are determined by Singapore Institute of Technology (SIT).
4. This Resolution is effective on and from 1 September 2016.

DAVID DUNCAN

University Secretary

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 722 – DEGREES OF BACHELOR OF ARTS AND MASTER OF DESIGN IN SILVERSMITHING AND JEWELLERY DESIGN

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. With effect from 1 August 2026 the Degree of Bachelor of Arts (BA) and Master of Design (MDes) in Silversmithing and Jewellery Design at The Glasgow School of Art may be awarded by the University of Glasgow.

2. The Senate may make regulations governing the award of the Degree which are subject to the approval of the University Court.

3. The University Court approves the following regulations recommended and implemented by the Senatus Academicus with respect to the Degree in each case in the form annexed to this Resolution:
   3.1 The Regulations set out in Annex 1, which shall have effect from 1 August 2026.

   Any decision or action taken for academic purposes, including but not limited to assessment, progression, classification, awards, and any associated academic decisions made under the relevant Regulations during the relevant academic year in which those Regulations are effective shall, for the avoidance of doubt, continue in force unless otherwise revoked.

4. The Court authorises the Clerk of Senate to make such non-material, typographical, formatting or cross-referencing corrections and to insert course codes, headings, and numbering as may be necessary to finalise publication, provided that no such change alters the substance or effect of the Regulations as approved by the Court.

5. The Degree of Bachelor of Arts may be awarded as an Ordinary Degree or as a Degree with Honours and the Master of Design shall be awarded with Honours. The early exit awards of Diploma of Higher Education and Certificate of Higher Education are also included in the Regulations.

6. This Resolution is effective on and from 1 September 2026.

DAVID DUNCAN

University Secretary

REGULATIONS

1. Introductory and Definitions

The definitions set out in the Glossary of Terms apply to these regulations.

2. Duration of Study

The minimum and maximum periods of study, expressed as academic sessions, are as below:

Type of award	Full-time		Part-time	
	Minimum	Maximum	Minimum	Maximum
Integrated Masters Degree	5	7	-	-
Honours Degree	4	6	5	9
Ordinary Degree	3	6	4	9
Diploma of Higher Education	2	3	3	5
Certificate of Higher Education	1	2	2	3

3. Recognition of Prior Learning

3.1 Prior certificated learning and prior experiential learning can be counted for credit on these degrees.

3.2 A candidate seeking accreditation of prior certificated learning must have completed, in whole or in part, a formally assessed programme of study. In addition to the documentation specified in the Admissions Policy published by The Glasgow School of Art, the candidate must present evidence of their achievement in the form of an original certificate, transcript or similar document and, where relevant, must also present details of the syllabus and form of assessment.

3.3 A candidate seeking accreditation of prior experiential learning is required, in addition to the documentation specified in the relevant policy, to provide evidence that will enable admissions tutors to make informed judgements about the level of learning, knowledge and skills that they have acquired through life experience, employment, work experience or study that is not formally recognised.

3.4 The procedure for approval of such accreditation is set out in the Admissions Policy published by The Glasgow School of Art. The maximum limit for the award of such credit is, other than in exceptional circumstances, 50% of the credits associated with the degree programme.

4. Composition of Degree Programmes

4.1 Degree programmes are made up of individual courses. Each course is defined by its academic level and the number of credits it carries. Course levels are numbered 1 to 5. These correspond to Levels 7 to 11 of the Scottish Credit and Qualifications Framework (SCQF).

4.2 In each academic year, a full-time student will normally take courses worth a total of 120 credits**.**

5. Pre-requisites, Co-requisites and Excluded Combinations

5.1 Courses may have pre-requisite and/or co-requisite courses. To enrol in a course:

a) The candidate must normally have attained grade D3 or above in each pre-requisite course. If the course follows a pre-requisite course in the same academic session, however, it shall be sufficient for the candidate to have attended the pre-requisite course. For example, attendance at a semester 1 pre-requisite course is sufficient for enrolment in the semester 2 course.

b) The candidate must either have attended, or be concurrently attending, each co-requisite course.

5.2 Where a candidate's curriculum includes courses which form an excluded combination, credits from only one of these courses may be counted towards the requirements for award of a degree or other qualification.

6. Approval of Curriculum

The curriculum of each candidate must be approved at the start of each session by the candidate's Programme Leader. Once approved, the curriculum may not be altered except with the approval of the Programme Leader.

7. Assessment

7.1 Subject to §7.2 and §7.3 assessment is governed by the Code of Assessment which is published by The Glasgow School of Art.

7.2 The minimum requirement for the award of credit for a course is the submission of at least 75% by weight of the summative assessment. Additional requirements, including attendance requirements, shall be published in the Programme Specification and/or its Course Specifications and/or given to the candidate in writing by the Head of Department or Programme Leader at the commencement of the course.

7.3 At Levels 1, 2 and 3 all courses will include summative assessment. A candidate who fails to achieve grade D3 or above in any course will be permitted a reassessment opportunity.

7.4 All Level 4 courses include summative assessment. Candidates who do not achieve a grade of C3 or above in a course will be permitted a reassessment opportunity for the purpose of progressing to Level 5. Reassessment is not permitted for candidates exiting the programme at the end of Level 4.

7.5 Reassessment is not permitted for Level 5 courses.

8. Progress

8.1 The progress of candidates shall be reviewed annually.

8.2 At the end of Levels 1, 2 or 3 of the Bachelor of Arts (Honours) programme, a candidate may progress to the next year of the programme if they have achieved a grade of D3 or above for all courses of the curriculum for that year.

8.3 To be eligible for progression to Level 5 of the Master of Design, a candidate must normally achieve a grade of C3 or above for all Level 4 courses of the curriculum for that year.

8.4 The requirements for a full-time candidate to progress, other than those covered in §8.2 and §8.3, are set out in the degree's programme documentation. Decisions on progress shall be taken by the GSA Examination Board.

8.5 Exceptionally, a candidate who does not meet all of the requirements in §8.2 or §8.3 may be progressed to the Bachelor of Arts (Honours) or Master of Design programme if the candidate demonstrates sufficient potential to complete the programme successfully.

9. Curriculum

The curriculum shall be specified in terms of core and elective courses, as described in the appropriate Programme Specification. The courses listed shall not necessarily be available in each session; the choice of a curriculum shall be subject to this limitation and to that imposed by timetables.

10. Award of a Certificate of Higher Education

10.1 A candidate who has completed courses totalling at least 120 credits with grade D3 or above in each course shall be eligible to receive a Certificate of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Certificate of Higher Education.

10.2 The Certificate of Higher Education shall be awarded with Merit where the grade point average[1] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

10.3 Where the candidate has accumulated more than 120 credits, the credit counted in the calculation of the grade point average shall be reduced to 120 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

11. Award of a Diploma of Higher Education

11.1 A candidate who has completed courses totalling at least 240 credits, including at least 80 credits at Level 2 or above, with grade D3 or above in each course shall be eligible to receive a Diploma of Higher Education unless the candidate proceeds immediately to a degree programme. This does not preclude the use in subsequent completion of a degree programme of credit counted towards the award of a Diploma of Higher Education.

11.2 The Diploma of Higher Education shall be awarded with Merit where the grade point average[1] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

11.3 Where the candidate has accumulated more than 240 credits, the credit counted in the calculation of the grade point average shall be reduced to 240 credits by discarding all of the credit for certain of the

courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12. Award of an Ordinary Degree

12.1 To be eligible for the award of an ordinary degree, the candidate must have obtained at least 360 credits at grade D3 or above. These must include at least 120 credits at Level 2 or higher and at least 60 credits at Level 3.

12.2 The ordinary degree shall be awarded with Merit where the grade point average[1] is at least 12.0, and with Distinction where the grade point average is at least 15.0.

12.3 Where the candidate has accumulated more than 360 credits, the credit counted in the calculation of the grade point average shall be reduced to 360 credits by discarding all of the credit for certain of the courses in such a way as to maximise the grade point average while meeting all other requirements of the regulations.

12.4 Any candidate who, on completion of Level 3, has not met the requirements for continued progression to the Degree of Bachelor of Arts with Honours may, at the discretion of the GSA Examination Board, be awarded the Degree of Bachelor of Arts.

13. Award of an Honours Degree

13.1 To be eligible for the award of an Honours degree, the candidate must have obtained at least 480 credits, including at least 120 credits at Level 4 at grade D3 or above in each course, of which at least 20 credits are a piece of independent work.

13.2 The classification of the Honours degree shall be determined in accordance with the GSA Code of Assessment and shall be based on the candidate's performance in all Level 4 courses.

14. Award of a Master of Design Degree

14.1 To be eligible for the award of the Degree of Master of Design, the candidate must have obtained at least 600 credits, including at least 120 credits at Level 5 at grade D3 or above in each course, of which at least 20 credits are a piece of independent work.

14.2 The classification of the Master of Design shall be determined in accordance with the GSA Code of Assessment (undergraduate degree classification) and shall be based on the candidate's performance in Level 5 courses.

14.3 Any candidate enrolled in the Master of Design who has completed Level 4 and is not progressing to Level 5, or who does not meet the requirements of §14.1, may be considered for the award of a Bachelor of Arts with Honours or a Bachelor of Arts. The GSA Examination Board will determine the appropriate award and make a recommendation to the University of Glasgow's Clerk of Senate. Any such recommendation will be based on the candidate's performance in summative assessments completed at Level 4 of the programme.

15. Degrees to which these regulations apply

The following degrees are governed by the above regulations:

Bachelor of Arts (BA) Silversmithing and Jewellery Design

Master of Design (MDes) Silversmithing and Jewellery Design

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 723 – DEGREE PROGRAMME REGULATIONS

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. On the recommendation of the Senate, the University Court hereby adopts the Degree Regulations 2026–27 as set out below, which shall, with effect from 1 August 2026, apply (as applicable) to each of the degree programmes listed in Annex 1 and which shall replace in their entirety the degree regulations and any supplementary regulations previously applicable to those degree programmes approved by the University Court pursuant to the relevant resolutions identified in Annex 1, subject to the specific exceptions noted in Annex 1.

2. This resolution shall take effect on 1 August 2026.

DAVID DUNCAN

University Secretary

University of Glasgow

Degree Regulations 2026-27

June 2026

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UG: PRIMARY REGULATIONS FOR UNDERGRADUATE AWARDS

1. Scope

These rules cover the following undergraduate awards:

Abbreviation	Award Title
BA	Bachelor of Arts
BAcc	Bachelor of Accountancy
BD	Bachelor of Divinity
BEng	Bachelor of Engineering
BFin	Bachelor of Finance
BMus	Bachelor of Music
BSc	Bachelor of Science
GradCert	Graduate Certificate
GradDip	Graduate Diploma
CertHE	Certificate of Higher Education
DipHE	Diploma of Higher Education
LLB	Bachelor of Laws
MA	Master of Arts, including the MA (Social Sciences)
MDTechEd	Master of Design & Technology Education
MEduc	Master in Education
MEng	Master of Engineering
MSci	Master in Science

Each programme has a specification, available on the University website. That specification will detail any specific requirements for the programme, such as any compulsory courses or additional requirements set by professional or statutory bodies or required courses for entry to the Honours or Integrated Masters years.

The MA and all Bachelors degrees except the BA in Childhood Practice and the MA in Education with Teaching Qualification (Primary) may be awarded with Honours (480 credits or slightly above) or as an Ordinary degree (360 credits or slightly above). The MA (Honours) with a Language Year Abroad or with Gaelic Immersion requires 600 credits or slightly above. Intercalated degrees are 120-credit or slightly above Honours degrees which are achieved in a single academic session embedded within a clinical programme.

1.1 Variations

The degrees of BA, BAcc, BEng/MEng, BFin, BSc/MSci in Computing Science and Software Engineering, and LLB have special requirements, listed in section 6 below.

Partnership degrees with other institutions (such as the Singapore Institute of Technology or the University of Electronic Science and Technology of China) are covered by these regulations but with some variations set out in Appendix 1.

The professional degrees of MA in Primary Education with Teaching Qualification (including the Enhanced English, Enhanced Mathematics, and Learning for Sustainability routes), MEduc with Teaching Qualification (Primary), and MDTechEd with Teaching Qualification (Secondary) are governed by the regulations below with some variations set out in Appendix 2.

2. Your Programme

Your programme is made up of courses. Each course has a credit value (for example 20 or 40 credits) and a level (1, 2, 3, 4, or 5) which aligns with the national Scottish Credit and Qualifications Framework (SCQF).

A full-time student takes 120 credits per academic session. With your College's approval, you may take a small number of additional credits if these are needed to satisfy requirements for progress or award. If you study part-time, where part-time study is available, then you may take fewer credits per academic session, as agreed with your School or College.

2.1 Curriculum

You choose your curriculum from the available choices on MyCampus at the start of each academic session. For most programmes, there is a short period at the start of each semester where you can change this curriculum (the "add-drop" period). Outwith the add-drop period, changes to your curriculum require approval from your Adviser of Studies. The add-drop period for a course closes either two weeks after the start of the course or on the submission date of the first summative assessment for that course, whichever is the earlier.

Honours degrees and Integrated Masters degrees require a piece of 'substantial independent work' to be taken as part of your degree. This takes the form of a level 4 or 5 course of at least 20 credits with the letter "P" at the end of its course code, and is often referred to as a dissertation or independent project.

2.2 What counts towards your award

Every course on which you are enrolled counts towards your grade point average (GPA) and your total credits for that academic session, unless the University's Extenuating Circumstances procedures apply.

You are considered to be enrolled on a course if you are enrolled on it at the date of its first summative assessment.

For each academic session, all assessment (including deferred assessment and reassessment) is governed by the *Assessment Regulations* published for that session, except where modified by these regulations.

Details of GPA calculations are given in the *Assessment Regulations*. Your GPA is expressed to one decimal place. No further rounding is applied: for example, a GPA of 11.9 does not meet a requirement of 12.0.

2.3 Satisfactory/unsatisfactory courses

Some programmes assess some or all courses on a satisfactory/unsatisfactory basis rather than the Glasgow Grading Scheme. Where a course is assessed on a satisfactory/unsatisfactory basis, the credits count towards your total credits for that session but do not contribute to your GPA. A satisfactory grade satisfies any requirement that would otherwise need a grade D3 or above.

2.4 Course requirements

Some courses require you to have completed another course first or have achieved a particular grade in it (a pre-requisite). Some courses must be taken alongside another course (a co-requisite). Some courses cover similar material and cannot both count towards your award (excluded combinations). MyCampus will guide you through these requirements when you choose your courses. Consult your Adviser of Studies if you are unsure about these.

3. Admission and Prior Learning

The entry requirements for all programmes are published in the *University Prospectus* and in the relevant programme specifications.

3.1 Intercalated degrees

To be admitted to an intercalated honours degree (BSc in Medical Science, BSc in Dental Science, or BSc in Veterinary Science), you must be a registered candidate for the corresponding clinical degree (MBChB, BDS, or BVMS) and have achieved grade D3 or above in all courses in the academic sessions preceding admission to the intercalated degree. Suitably qualified candidates from selected institutions of equivalent standing may be admitted to an intercalated degree programme at the discretion of the Head of School.

3.2 Graduate Apprenticeship

To be admitted and maintain registration on a Graduate Apprenticeship programme, you must have a contract of employment with a partner, and remain employed throughout your period of study.

3.3 Faster Route entry

Some programmes offer a "Faster Route" to enter directly at level 2 for candidates with academic qualifications that are higher than the standard tariff. On admission to a Faster Route programme, you will be treated as having achieved 120 credits at level 1, and this credit is ungraded and excluded from any calculations for GPA and award classifications.

3.4 Recognition of prior learning and experience

If you have already studied at Glasgow or another institution, you may have credit recognised for that learning, or for relevant professional or life experience. This may let you enter the second or later year of a programme. See the University's RPL policy for details.

The maximum number of credits you can have recognised towards a programme is normally half the credits for your award. For the BA in Childhood Practice, the maximum number of credits you can have recognised from prior learning is two-thirds of the credits for your award. Should you get credit for prior learning or experience, you must study at Glasgow during your final academic session.

Recognised credit from another institution is ungraded within the University of Glasgow. Ungraded credit is excluded from any calculations for GPA and award classifications.

Some degrees cannot recognise credit for prior learning or for prior professional or life experience, and your College or School will let you know if this applies to your award.

4. Length of Study

Your minimum number of academic sessions of full time study from initial registration is calculated by dividing the programme's standard total credits by 120. Some examples of common awards are below:

Programme	Credits	Full-time minimum
Accelerated LLB	240	2 sessions
Ordinary degree	360	3 sessions
Honours degree	480	4 sessions
MA with Language Year Abroad/Gaelic Immersion	600	5 sessions
Integrated Masters (MSci/MEng); see also Appendix 2 for the MEduc and MDTechEd	600	5 sessions

Your maximum period of study, whether full-time or part-time, is normally the minimum period plus two sessions. Some exceptions apply:

- Intercalated degrees must be completed within two sessions.
- The Graduate Apprenticeship programme must be completed within five sessions.
- The BA in Community Development must be completed within seven sessions.
- The MA in Arts & Humanities and the BD, if they are studied part-time, must be completed within ten sessions, or eleven with a Language Year Abroad or Gaelic Immersion. Note that if you get an exemption from a Language Year Abroad, the minimum duration for a standard Honours degree applies.
- The Graduate Diploma must be completed within four sessions.
- The BA in Childhood Practice (which is studied part-time) must be completed within ten sessions.

All maximum periods of study are counted consecutively from the date of first enrolment on your programme. Maximum periods of study under this section do not affect any eligibility for an exit award under sections 7, 14, and 15.

5. Progressing Through Your Programme

You progress through your programme one academic session at a time by being awarded the appropriate number of credits per session (120 if you study full-time, at least 40 if you study part-time), with a minimum GPA of 9.0.

Entry to the Honours or Integrated Masters years has higher requirements (see sections 9 and 12 below).

Some programmes have additional requirements beyond the general progression threshold, which are set out in section 6 below.

5.1 What happens if you do not meet progress requirements

If you do not meet the requirements to progress automatically, an Academic Review Panel will review your case. The Panel may:

- require you to repeat the courses required for you to successfully complete the relevant academic session,
- transfer you to a different programme (if you meet that programme's criteria for progression and/or graduation),
- permit you, under exceptional circumstances, to progress with particular conditions or additional requirements,
- award you an exit award, or
- exclude you from further study.

If your case is reviewed by an Academic Review Panel, the Panel will follow the Instructions issued to it by the Clerk of Senate, and will:

- provide you with full details of which progress requirements you have not met, including courses, grades, and a reference to the relevant regulations,
- tell you the date of the Academic Review Panel meeting(s) where your case will be considered and the composition of the Panel,
- let you make written representations about your case before the meeting, and
- provide you with any information you need for the University's Code of Appeals process.

6. Additional Programme Requirements

Generic requirements for ordinary degrees are found in section 7, for Honours degrees sections 8-10, for Integrated Masters sections 11-13, for Certificates and Diplomas of Higher Education section 14, and for Graduate Certificates and Diplomas in section 15.

Beyond these generic requirements, programmes may define additional criteria in order to progress, to enter the Honours or Integrated Masters programme, or to graduate – for example by specifying specific courses or components of assessment where you must achieve a particular grade or grade profile. Requirements for degrees are below, and programme specifications may also include further requirements for particular programmes.

6.1 BA in Childhood Practice

You must achieve grade D3 or above in every course. You must maintain at least 66% attendance in each course. You must be in good standing with the University with regard to Fitness to Practise. Before starting the programme, and throughout it, you must assent to the School of Education Code of Professional Conduct, which is aligned to the Scottish Social Services Council Code of Practice.

6.2 BA in Community Development

You must achieve grade D3 or above in every course. You must maintain at least 80% attendance in each course. To progress to year 4, you must complete at least 1,440 hours of community development practice over your first three years. You must be in good standing with the University with regard to Fitness to Practise. Before starting the programme, and throughout it, you must assent to the School of Education Code of Professional Conduct, which is aligned to the CLD Standards Council.

If you do not meet the grade D3-in-every-course requirement (see above) you may be considered for transfer to the BA in Community Studies if you meet the relevant requirements for that degree.

6.3 BAcc

You must achieve grade D3 or above in the following courses by the deadlines shown:

Courses	Deadline
At least 2 of: Finance 1, Financial Accounting 1, Management Accounting 1	End of year 1
All 3 level 1 courses above	End of year 2
At least 2 of: Finance 2, Financial Accounting 2, Management Accounting 2	End of year 2
All level 1 and 2 courses	End of year 3

If you do not meet these deadlines in the absence of an agreed exemption, you will be excluded from further study.

The Honours entry requirement in section 9 does not apply to the BAcc.

6.4 BEng and MEng

To progress each academic session, you must achieve at least 110 credits at grade D3 or above, with the remaining credits at grade E3 or above.

For award of the degree, you must also achieve:

- grade D3 or above in your substantial independent work at first attempt, and
- from year 2 to graduation, you can have no more than 30 credits in total at grades E1-E3.

If you do not meet these requirements, you will be considered for transfer to the BSc (with or without Honours) if you meet the relevant requirements for that degree.

6.5 BFin

You must achieve grade D3 or above in the following courses by the deadlines shown:

Courses	Deadline
Finance 1, Economics 1A, Economics 1B	End of year 1
Finance 2	End of year 2
All level 1 and 2 courses	End of year 3

If you do not meet these deadlines in the absence of an agreed exemption, you will be excluded from further study.

The Honours entry requirement in section 9 does not apply to the BFin.

6.6 BSc and MSci in Computing Science and Software Engineering

For the following programmes:

> BSc/MSci Computing Science, BSc/MSci Software Engineering, BSc Electronics & Software Engineering, MSci Software Engineering with Work Placement

To progress within the degree and for award you must achieve, in each academic session from year 3 onwards, grade E3 or above in all courses and grade D3 or above in at least 100 course credits per academic session.

6.7 LLB

The Honours entry requirement in section 9 does not apply to the LLB. The number of Honours credits to be taken is set out in the relevant LLB programme specification. Any level 1 or 2 credits taken in year 3 do not count towards the GPA calculation used for Honours classification.

7. Ordinary Degrees

To graduate with an Ordinary degree, including the BA, you must achieve:

- at least 360 credits,
- grade D3 or above in at least 60 credits at level 3 or above, and
- a GPA of at least 9.0.

Your award may have an endorsement of Merit or Distinction, which is calculated from your grades at first attempt. The *Assessment Regulations* detail how this operates.

The Ordinary degree can be an award in its own right. It is also available as an exit award if you leave one of the degree programmes below before completing it.

Where the Ordinary degree is awarded as an exit award, then if you have completed courses worth more credits than are required we calculate your GPA using only the credits needed for the award. We select the combination that gives you the highest possible GPA, provided that any courses identified as compulsory for that award are included.

8. Degrees with Honours: Overview

Single Honours: You study one subject area (also called an Honours subject) in depth. At least 180 of the 240 credits making up your Honours curriculum must be in your Honours subject area. Up to 60 Honours-level credits may be in other subject areas, provided you meet relevant entry requirements.

Joint Honours: You study two subject areas equally. You take 120 credits (or slightly above) in each subject area at Honours level. Note you will only complete one piece of substantial independent work. Unless specified otherwise in the programme specification (for example, for accreditation reasons), this work may be in either of your two subject areas.

Endorsements: If you have a significant (at least 40 credits) body of study in a secondary area at Honours level, your College may choose to offer a degree title to you which may include an endorsement reflecting this study (for example, "MA Liberal Arts with History" or "BSc Physics with Astrophysics" or "MA (Social Sciences) Economic & Social History with Quantitative Methods"). This applies to pre-arranged combinations which will be advertised to you by your College if they apply, and note not every combination of courses leads to an endorsement.

9. Degrees with Honours: Entry and Progress

To enter Honours at the end of year 2, you must achieve a GPA of at least 12.0 at the first attempt in at least 40 credits of the level 2 courses in your intended Honours subject area (or in each area if you intend Joint Honours).

Some programmes may have additional or higher entry requirements to Honours. These will be published by the relevant School in the academic session before you intend to enter Honours.

If you do not make the requirements for entry to Honours, you may still be admitted at the discretion of the Head of School or their nominee if your performance suggests that you can succeed. This may mean you need to fulfil any remaining requirements for entry during your Honours years.

Being admitted to an Honours programme does not guarantee admission to any particular courses. You will enrol for courses on MyCampus as usual.

To progress between your Honours years, you must achieve a GPA of at least 9.0 in each academic session's courses.

If you are an intercalated degree student, you are admitted to a one-year Honours programme (made up of Honours courses) on the basis of your clinical degree record (see section 3).

10. Degrees with Honours: Award and Graduation

To graduate with an Honours degree, you must achieve:

- at least 480 credits (600 for MA with Language Year Abroad or Gaelic Immersion),
- at least 120 credits at level 4,
- an average GPA of at least 9.0 across the final year of your Honours curriculum (to progress through your degree you will also have already achieved this for each preceding academic session),
- grade D3 or above in the course of 20 credits or more representing your substantial independent work, and
- completion of any programme-specific requirements in section 6.

Your Honours classification is calculated from the GPAs calculated at the end of each academic session. Classification uses the grades achieved at your first attempt. The *Assessment Regulations* detail how this operates.

For most programmes, including the MA, BD, BMus, BN, BEng, BAcc, BFin, LLB, and some BSc programmes, both years are evenly weighted in your overall Honours GPA.

For BSc Chemistry and BSc Life Sciences, your third year contributes 25% of your Honours GPA, and your fourth year contributes 75%.

For Joint Honours, both subjects are weighted equally in your classification, regardless of the exact credit split.

For intercalated degrees, classification is calculated on all 120 credits of the programme.

11. Integrated Masters: Overview

Integrated Masters are five-year programmes of 600 credits, including Masters level courses (level 5). They are offered in subjects in the Colleges of Science & Engineering, Social Sciences, and Medical, Veterinary & Life Sciences.

In the Master in Science (MSci) and Master of Engineering (MEng), you follow the same rules as for the BSc and BEng (see above) for your first two years. The following two sections cover what happens from Year 3 onwards.

For the degrees of Master in Education (MEduc) and Master of Design & Technology Education (MDTechEd), see Appendix 2.

12. Integrated Masters: Entry and Progress

To enter Year 3, and progress onwards, you must achieve the following GPA in Year 2 and each subsequent academic session:

Programme	GPA required
MSci	12.0
MEng	14.0

If you do not meet this threshold at the end of Year 3, you will move into the corresponding BSc or BEng Honours programme.

If you do not meet this threshold at the end of Year 4, you will be transferred to the degree of BSc or BEng Honours and must complete any missing requirements for that degree within one further academic session.

Some programmes may have additional or higher entry requirements to the Integrated Masters. These will be published by the relevant School in the academic session before you intend to enter the Integrated Masters.

Being admitted to an Integrated Masters programme does not guarantee admission to any particular courses. You will enrol for courses on MyCampus as usual.

13. Integrated Masters: Award and Graduation

To graduate with an Integrated Masters, you must achieve:

- 600 credits, with at least 120 at level 5,
- grade D3 or above in the course of 20 credits or more representing your substantial independent work at Masters level, and
- completion of any programme-specific requirements in section 6.

Your degree classification is calculated from the GPAs calculated from your course grades in each of Years 3, 4, and 5, and classification always uses the course grades achieved at your first attempt. The *Assessment Regulations* detail how this operates.

In your overall GPA, the different years of your programme are weighted differently depending on your programme:

Weighting	Programmes
40:20:40	MSci programmes with a work placement in Mathematics, Statistics, Software Engineering
33:33:33	MEng, MSci in Astronomy, Mathematics, Physics, Statistics, Computing Science [including Software Engineering, Informatics, Machine Learning, Artificial Intelligence], Chemical Physics
20:40:40	MSci Life Sciences
20:20:60	MSci Chemistry (except for Chemical Physics)
10:20:70	MEduc; MDTechEd

Some MSci programmes include a work placement year. If you are on such a programme your College must approve the placement before you begin. If you achieve grade C3 or above in the placement your degree will include "with Work Placement" in the title. If your grade in the placement is between D3 and D1 and you complete Senior Honours, you will be awarded the degree of BSc Honours with Work Placement rather than the MSci.

If you leave before completing the Integrated Masters or do not complete the industrial placement, you will be considered for the exit awards of:

- BSc Honours or BEng Honours (if you have completed 480 credits at the required standard, including a satisfactory grade in your substantial independent work)
- BSc or BEng Ordinary (if you have completed 360 credits at the required standard)
- Diploma of Higher Education (see section 14).

14. Certificates and Diplomas of Higher Education

The Certificate of Higher Education (CertHE) and Diploma of Higher Education (DipHE) can be awards in their own right. They are also available as exit awards if you leave one of the degree programmes above before completing it.

The requirements for award are:

Award	Credits required	Level requirement	GPA required
Certificate of Higher Education	120	–	9.0
Diploma of Higher Education	240	At least 80 at level 2 or above	9.0

Your Certificate or Diploma will be named according to your main area of study:

- If the majority of your credits are in one subject area, your award will be in that subject (e.g., "Diploma of Higher Education in Law").
- If your credits are spread across subject areas, your award will be in a name chosen by your College to represent your general field of study (e.g., "Certificate of Higher Education in Life Sciences" or "Diploma of Higher Education in Arts & Humanities").

If you have completed courses worth more than 120 credits (for a CertHE) or 240 credits (for a DipHE), we calculate your GPA using only the credits needed for the award. We select the combination for each session that gives you the highest possible GPA, provided that any courses identified as compulsory for that award are included.

Your award may have an endorsement of Merit or Distinction, which is calculated from your grades at first attempt. The *Assessment Regulations* detail how this operates.

15. Graduate Certificates and Diplomas

The Graduate Certificate and Graduate Diploma are awards for candidates who already hold a degree from a recognised institution, or an equivalent qualification.

The requirements for award are:

Award	Credits required	Level requirement	GPA required
Graduate Certificate (GradCert)	60	All credits at level 3 or above	9.0
Graduate Diploma (GradDip)	120	All credits at level 3 or above with at least 60 credits at level 4 or above	9.0

A Graduate Certificate is available as an exit award if you leave a Graduate Diploma programme before completing it, provided you meet the requirements above.

Your award may have an endorsement of Merit or Distinction, which is calculated from your grades at first attempt. The *Assessment Regulations* detail how this operates.

16. Study Abroad

Study abroad is available for most programmes, subject to your College or School's approval. You may study abroad for up to one full academic session (normally 120 credits) or one semester (normally 60 credits).

Credit from study abroad is converted to Glasgow grades upon your return and counts towards your degree, using the published *Translation of Grades and Study Abroad* policy and its associated conversion tables.

If you are studying a modern language at Honours, you must normally complete a Language Year Abroad. This adds 120 credits to your programme (total 600 credits).

Appendix 1: Partnership Programmes

Some awards are delivered in partnership with other institutions.

Where a programme is delivered jointly with one or more partner institutions, the following apply:

(a) Courses taught by a partner institution are assessed by that partner according to its assessment regulations and grading scheme. The equivalence of partner grades to University of Glasgow grades is governed by the grade equivalence table published for your programme.

(b) Academic appeals relating to courses taught by a partner institution follow the appeals procedure of that partner institution. Appeals relating to the overall programme follow the University of Glasgow's procedure.

(c) These Regulations refer throughout to academic decisions taken by 'the School', 'an Academic Review Panel', 'the Board of Examiners' or other University of Glasgow decision-making body. For partnership programmes, the University will identify the appropriate equivalent joint academic decision-making body and will advise you about this.

(d) Any early exit awards available at the University of Glasgow will be awarded by the University alone.

A1.1 Singapore Institute of Technology

Joint awards with the Singapore Institute of Technology (SIT) are governed by regulations promulgated by SIT.

A1.2 University of Electronic Science and Technology of China

These BEng programmes are delivered in partnership with the University of Electronic Science and Technology of China (UESTC):

Chengdu campus:

- BEng Electronics & Electrical Engineering with Communications
- BEng Electronics & Electrical Engineering with Information Engineering
- BEng Electronics & Electrical Engineering with Microelectronics

Hainan campus:

- BEng (Hons) Electronics & Electrical Engineering with Communications
- BEng (Hons) Electronics & Electrical Engineering with Information Engineering
- BEng (Hons) Electronics & Electrical Engineering with Microelectronics

These programmes follow the main UG regulations above with the variations below.

Model: You study at one or both institutions under one of three models:

Model	At UESTC	At Glasgow
2+2	Years 1-2	Years 3-4
3+1	Years 1-3	Year 4 only
4+0	Years 1-4	N/A

Your programme specification confirms which model applies to you.

Award: To progress and to graduate, you must achieve:

- grade D3 or above in all courses in all years, and
- a Pass grade in all English language courses.

English language courses: English for Engineering courses are assessed Pass/No Pass rather than on the standard grade scale. If you receive No Pass, you are entitled to reassessment. Reassessment to meet the pass requirement is not subject to the usual limits, only to the maximum period of study.

Exit awards: if you do not complete the BEng, you may be eligible for:

- BSc (Hons) in your Engineering specialism
- BSc (Engineering Studies)
- Diploma of Higher Education (Engineering Studies)

- Certificate of Higher Education (Engineering Studies)

You must meet the English language requirement for any exit award.

Appendix 2: Professional Education Degrees

This appendix covers the following degrees, which lead to a Teaching Qualification recognised by the General Teaching Council for Scotland (GTCS):

Degree	Minimum duration	Structure
MA in Primary Education with Teaching Qualification (including the Enhanced English, Enhanced Mathematics, and Learning for Sustainability routes)	4 sessions	Honours (480 credits)
MEduc with Teaching Qualification (Primary)	5 sessions	Integrated Masters (600 credits)
MDTechEd with Teaching Qualification (Secondary)	5 sessions	Integrated Masters (600 credits)

These programmes follow the main UG regulations above except as modified below. Where this appendix doesn't contradict them, the main regulations apply.

A2.1 Admission

Credit for prior learning is not available for these programmes. For the MA in Primary Education, if you have completed Year 1 of another university programme in Education you may be considered for admission to Year 2, and may be asked to complete a short formative School Experience placement.

A2.2 Length of Study

These programmes must be completed within seven academic sessions from your first registration on the programme.

A2.3 Fitness to Practise

You must assent to your School's Code of Professional Conduct at the start of each year of study. If you do not assent, you will not be permitted to access teaching, assessment, or School Experience.

If your conduct raises concerns about your fitness to practise, you may be referred to your School's Fitness to Practise Committee. In serious cases, this may result in exclusion from the programme. See Regulation 36 of the *University Regulations* for details.

You must be in good standing with regard to Fitness to Practise in order to graduate.

A2.4 School Experience

School Experience (SE) is a compulsory part of your programme. It is assessed on a pass/not passed basis. Your School Experience may be discontinued, or you may be prevented from beginning a School Experience, if there is evidence that continuing would be detrimental to pupils in the school. School Experience results do not contribute to your degree classification. You must attend all mandatory instruction sessions and preparatory briefings before being permitted to attend your School Experience, and you must normally have achieved 80% attendance in all taught courses taken before beginning your School Experience.

A2.5 Progressing Through Your Programme

To progress to the next year, you are required to:

- achieve grade D3 or above in all taught courses (you may be permitted to progress with one course below grade D3, provided you successfully complete reassessment at the next opportunity), including any attendance requirements for the award of credit, and
- be graded as pass in your School Experience.

Should you progress into a year with one course below grade D3 and not meet the requirements for reassessment in that course, an Academic Review Panel will consider your progress.

You may be excluded from the programme if:

- you achieve less than a grade D3 in two or more courses on two occasions in any year, or

- you are not graded as pass in your School Experience in any year on two occasions.

An Academic Review Panel may set aside these exclusion rules and permit one further attempt. If you are given a further attempt and do not meet the requirements after that attempt, you will be excluded.

A2.6 The Teaching Qualification

The Teaching Qualification is awarded by the University, subject to you meeting the relevant Standard published by the GTCS. The Teaching Qualification may only be awarded with a degree with Honours or an Integrated Masters; if you leave the programme before completing Honours, you may receive an exit award (see section A2.9) but this will not include a Teaching Qualification.

A2.7 Religious Education Awards

If you are on one of these programmes, you may also qualify for the Catholic Teacher's Certificate or the Award in Religious Understanding through participation in designated Religious Education courses and School Experience. Details are in the programme specification.

A2.8 Enhanced Routes

The Enhanced English, Enhanced Mathematics, and Learning for Sustainability variants of the MA in Primary Education have additional requirements for the dissertation topic and for a differentiated School Experience in Year 4; these are set out in the programme specification.

A2.9 Exit Awards

If you leave one of these programmes before completing the full degree, you may be eligible for an exit award. The tables below show what is available. If you graduate with an exit award, you may not return to the programme.

MA in Primary Education programmes:

Course credits completed	Award available	Includes TQ?
360 (180 from core courses, 9.0 GPA)	MA in Primary Educational Studies	No
240 (200 at grade D3+)	Diploma of Higher Education	No
120 (80 at grade D3+)	Certificate of Higher Education	No

MEduc with Teaching Qualification (Primary):

Course credits completed	Award available	Includes TQ?
480 (400 at grade D3+, SE passed)	MA (Hons) in Education with TQ (Primary)	Yes
480 (460 from MEduc curriculum, grade D3+)	BA (Hons) (Primary Education)	No
360 (300 at grade D3+ from core curriculum, 9.0 GPA)	BA (Primary Education)	No
240 (190 at grade D3+ from core curriculum)	Diploma of Higher Education (Primary Education)	No
120 (80 at grade D3+ from core curriculum)	Certificate of Higher Education (Primary Education)	No

MDTechEd with Teaching Qualification (Secondary):

Course credits completed	Award available	Includes TQ?
480 (420 at grade D3+, SE passed Y1-4)	BDTechEd (Hons) with TQ (Secondary)	Yes
480 (470 from curriculum, 450 at grade D3+)	BDTechEd (Hons) without TQ	No

360 (310 at D3+ from core curriculum, 9.0 GPA)	Bachelor of Design & Technology Studies	No
240 (200 at grade D3+ from core curriculum)	Diploma of Higher Education (Technological Education)	No
120 (100 at grade D3+ from core curriculum)	Certificate of Higher Education (Technological Education)	No

UG-CLIN: REGULATIONS FOR CLINICAL UNDERGRADUATE AWARDS

1. Scope

These rules cover the following undergraduate degrees, all of which lead to eligibility for professional registration:

Degree	Professional Body	Duration
Bachelor of Medicine and Bachelor of Surgery (MBChB)	General Medical Council (GMC)	5 years
Bachelor of Dental Surgery (BDS)	General Dental Council (GDC)	5 years
Bachelor of Veterinary Medicine and Surgery (BVMS)	Royal College of Veterinary Surgeons (RCVS)	5 years
Bachelor of Nursing (BN)	Nursing and Midwifery Council (NMC)	4 years (Honours) or 3 years (Ordinary)

The MBChB is a joint award: the degrees of Bachelor of Medicine and Bachelor of Surgery are always awarded together.

The clinical awards of Graduate Certificate and Graduate Diploma are also covered in these rules – see section 12. Sections 2 and 4-11 apply to degree awards and not to the Graduate Certificate or Diploma.

Each programme has a programme specification, published on the University website. Your programme specification and programme handbook contain further details about courses, assessment, and clinical requirements for your award.

These are mainly prescribed programmes: you follow a fixed curriculum each year. Part-time study is not available on these programmes except for the Graduate Certificate and Diploma.

Partnership degrees with other institutions are covered by these regulations but with some variations set out in Appendix 1.

2. Admission and Prior Learning

Entry requirements are published in the *University Prospectus* and in your programme specification.

Credit for prior experiential learning is not available on any of these degree programmes. Limited recognition of accredited prior learning may be available as follows:

Programme	Prior study recognised
BDS	A candidate holding MBChB who meets admissions criteria may enter Year 2. Study at another approved dental school may count towards minimum duration.
BVMS	A candidate with an approved qualification may enter Year 2 or Year 3, at the discretion of the School's RPL officer. A short additional course may be required.
BN	A candidate may be admitted to Year 2 if they have previously studied Adult Nursing at another NMC-approved institution, provided the School is satisfied that their prior learning is equivalent and that they meet the BN admission requirements.

Should any ungraded RPL credit be applied as a result of this regulation, any Honours or Commendation calculations will be based only on credits studied and assessed at the University of Glasgow, and ungraded RPL credit is excluded from the calculation.

3. Length of Study

Programme	Normal duration	Maximum duration	Exclusions from maximum

MBChB	5 years	8 years	One repeat of final year; intercalation
BDS	5 years	8 years	One repeat of final year; intercalation
BVMS	5 years	8 years	None.
BN	4 years (Honours)	5 years	None.
GradCert	1 year	3 years	None.
GradDip	2 years	5 years	None.

Any periods of interruption of study count within the maximum duration of study.

4. Fitness to Practise

You are expected to maintain the standards of conduct and behaviour required of a student preparing for professional practice, in line with the relevant professional or regulatory body's standards. You are required to assent to your School's Code of Professional Conduct (which reflects these standards) at the start of each academic session of study. If you do not assent, you will not be permitted to access teaching, assessment, or clinical experience.

If your conduct raises concerns about your fitness to practise, you may be referred to your School's Fitness to Practise Committee. This may result in exclusion from the programme. See Regulation 36 of the *University Regulations* for details.

5. Special Requirements

Before you can register for the session, enrol on classes or attend clinical placements, you must complete all requirements specified by your School, which may include a criminal records check (Protection of Vulnerable Groups Scheme membership), health screening, and immunisation (including Hepatitis B).

6. Attendance

Clinical programmes have strict attendance requirements because clinical competence cannot be demonstrated without completing all prescribed activities.

Programme	Requirement
MBChB	100% attendance in all elements of the programme
BDS	100% attendance in all elements of the programme
BVMS	Completion of all prescribed courses and extramural studies (EMS) as defined by the RCVS
BN	Completion of all timetabled practice learning placements and theoretical components. You must complete a minimum of 4,600 hours of study (2,300 theoretical, 2,300 clinical) for eligibility for professional registration.

If you are absent through illness, you must follow the Student Absence Policy. Requests for leave of absence must be made in advance to the appropriate Course Director or Programme Director, and you should see your programme documentation. Following any period of absence, you may need to remedy any missing progress and graduation requirements.

Persistent absence may be considered under Fitness to Practise rules and may result in exclusion.

7. Progressing Through Your Programme

To progress to the next year of your programme, you must pass every course in the preceding year at grade D or above. Some courses include individual components that you must pass separately (must-pass components), even if your overall course grade is sufficient. There is no compensation between courses and no additional minimum GPA threshold.

You must complete and submit every assessment. The University's general provisions in the *Assessment Regulations* which allow credit without completing all assessments do not apply to these programmes.

7.1 Additional progress and reassessment requirements for BN

All course components of assessment are must-pass on the BN Programme. If you achieve less than grade D on any summative component of any course, you must take reassessment for that component regardless of your overall course grade. If reassessment is taken on a course contributing to Honours classification, the original course result (not the reassessed result) counts towards your degree classification.

To enter Junior Honours (Year 3), you must achieve a grade C or above at first attempt in the designated core nursing knowledge course in Year 2, plus a grade D or above in all components and practice learning placements. If you do not meet these requirements, you will not continue in the Honours programme but may be eligible to continue to the Bachelor of Nursing (Ordinary) Degree or be eligible for an exit award (see section 11).

To progress to Senior Honours, you must achieve a grade C or above at first attempt in the designated core nursing knowledge course in Year 3, plus a grade D or above in all components and practice learning placements. If you do not meet these requirements, you will not continue in the Honours programme but may be eligible to change to the Bachelor of Nursing (Ordinary) Degree or be eligible for an exit award (see section 11).

7.2 What happens if you do not meet progress requirements

If you do not meet progress requirements, you may be excluded from your programme of study. Your performance will be considered by an Academic Review Panel. The Academic Review Panel may set aside the exclusion rules and permit you to repeat a year.

If you are permitted to repeat a year:

Programme	Carry-forward of passed assessments	Requirements during repeat year
MBChB, BDS, BN	No. All assessments must be retaken.	Must attend all prescribed elements and meet all conditions set by the Academic Review Panel.
BVMS	Yes: you may carry forward assessments graded D3 or above, but only to the following session. An assessment retaken beyond the carry-forward period is capped at the previously achieved grade. Carry-forward is not available if you were refused credit or are repeating the final year.	Must attend all prescribed elements and undertake passed assessments formatively. You must submit an up-to-date portfolio demonstrating satisfactory completion of programme components undertaken formatively during the repeat year, including evidence of the resolution of any support flags.

MBChB: Year 1: If you do not achieve grade D3 or above (or D in competency-based assessments) at the end of MBChB I, you will normally be permitted to repeat the year. Year 5: One repeat of MBChB V is automatically granted if you do not pass the Medical Licensing Assessment (AKT and CPSA). Following one repeat of final year, and a maximum of four unsuccessful attempts to pass the final year assessments you will be excluded.

If your performance is reviewed by an Academic Review Panel, the Panel will follow the Instructions issued to it by the Clerk of Senate, and will:

- provide you with full details of which requirements you have not met, including courses, grades, and a reference to the relevant regulations,
- tell you the date of the Academic Review Panel meeting(s) where your case will be considered and the composition of the Panel,
- let you make written representations about your case before the meeting, and
- provide you with any information you need for the University's Code of Appeals process.

8. Award and Graduation

To graduate, you must pass every course in every year of your programme, meet the attendance requirements above, be in good standing with regard to Fitness to Practise, and satisfy the following requirements:

MBChB: You must meet the core outcomes set by the GMC, complete all clinical attachments in Years 3 to 5, be assessed as competent in resuscitation (you must normally complete the prescribed training and be assessed as competent within two attempts by the end of MBChB V; non-attendance without approved cause counts as a failed attempt), complete the Preparation for Practice block, and normally complete a junior and senior elective. You must also pass the Medical Licensing Assessment (AKT and CPSA) as part of the degree.

BDS: You must achieve grade D or above in all three components of the Final Professional Examinations and satisfy any additional requirements in the course documentation, including competence assessments and satisfactory clinical progress as determined by the Clinical Development Panel. You must complete an elective study project, presented as a poster.

BVMS: You must successfully complete all five years and all extramural studies as defined by the RCVS.

BN (Ordinary): You must achieve grade D or above in all components of summative assessment in Years 1 to 3, including all practice learning placements and the Final Practice Learning Experience. You must demonstrate attainment of NMC health numeracy requirements.

BN (Honours): In addition to the progression requirements above, you must achieve a grade D or above in all components of summative assessment in Senior Honours including the Final Practice Learning Experience. You must demonstrate attainment of NMC health numeracy requirements.

9. Classification

MBChB, BDS, and BVMS may be awarded with Honours or with Commendation. The criteria are based on formulae incorporating assessment results across the full programme, using the grade achieved at first attempt. The formulae are published in programme documentation. MBChB may also award a Distinction in any individual year.

BN (Honours) is classified using the standard Honours classification system, calculated from Years 3 and 4, weighted 50:50. The *Assessment Regulations* detail how this operates. Practice learning results do not contribute to classification.

10. Exit Awards

If you leave your programme before completing the full degree, you may be eligible for an exit award. For clinical programmes (MBChB, BDS, BVMS), you must apply to the Head of School to transfer to exit award regulations.

Exit awards from clinical programmes are not registrable qualifications and do not carry the right to professional registration. If you receive an exit award from the MBChB, BVMS, or BDS, you may not subsequently return to study for an MBChB, BVMS, or BDS degree at the University of Glasgow except with the exceptional permission of the Head of College.

For all degree programmes, the exit award following successful completion of Year 1 is a Certificate of Higher Education, after Year 2 is a Diploma of Higher Education, after Year 3 is an Ordinary Bachelors degree, and after Year 4 is a Bachelors degree with Honours. The titles of your exit awards will be:

Programme	CertHE/DipHE title	After Year 3	After Year 4
MBChB	Medical Science	BMedSci	BMedSci (Hons)
BDS	Dental Science	BMedSci	BMedSci (Hons)
BVMS	Animal Health	BAH	BAH (Hons)
BN	Health Studies	Bachelor of Health Studies	—

BN exit award: The Bachelor of Health Studies is awarded if you complete Year 3 but do not pass the Final Practice Learning Experience or do not demonstrate NMC health numeracy requirements. It is not a registrable qualification. If you withdraw from Year 4 (Honours) without passing the Final Practice Learning Experience, you are also eligible for the Bachelor of Health Studies.

11. Intercalated Degrees

If you are studying for the MBChB, BDS, or BVMS, and are of appropriate academic merit you may choose to undertake an intercalated degree. This is a separate programme that requires you to leave your clinical programme for normally one academic session, returning to your clinical programme upon completion.

Clinical programme	Intercalated degree available	When
MBChB	BSc (MedSci) Honours; or BSc Honours (2-year)	After Year 3
BDS	BSc (DentSci) Honours	After at least 3 years
BVMS	BSc (VetSci) Honours; BSc Honours (2-year); or Masters (MRes, MSc)	After Year 2, 3, or 4 depending on programme

Intercalated degrees do not carry the right to professional registration and are governed by the regulations for the relevant undergraduate award (see the UG regulations).

12. Clinical Graduate Certificates and Graduate Diplomas

The following programmes are specialist Graduate Certificate and Graduate Diploma awards for candidates who already hold a relevant healthcare professional qualification:

Programme	Award	Credits
Burns & Plastic Surgery Care for Adults and Paediatrics	Graduate Certificate (GradCert)	60
Specialist Lymphoedema Management	Graduate Diploma (GradDip)	120

Admission: You must hold a recognised health care professional qualification at diploma level or above. You must maintain current registration with, or membership of, a relevant health care professional body throughout your studies. Programme specifications may set additional admission requirements.

Recognition of Prior Learning: Recognition of prior learning may be granted where you can provide verified evidence of equivalent learning through successful completion of equivalent courses in the three years preceding your application. The maximum credit that may be recognised is:

Programme	Maximum RPL
Burns & Plastic Surgery Care for Adults and Paediatrics	20 credits
Specialist Lymphoedema Management	60 credits

Programme Structure: All courses on these programmes are compulsory and are set out in the programme specification. Ongoing patient contact is required for study on the Lymphoedema programmes. Courses on the Burns & Plastic Surgery Care programme can be taken in any order within the maximum period of study. On the Specialist Lymphoedema Management programme, the first two courses or their equivalent must be completed successfully before other courses may be taken in any order.

You must achieve grade D3 or above in every assessment. Where you do not achieve this, you will have one opportunity to resubmit that component. The University's general provisions in the *Assessment Regulations* which allow credit without completing all assessments do not apply to these programmes. The examiners may at their discretion examine you orally in any course.

Progress: To progress to courses in the following academic session, you must achieve grade D3 or above in each course taken in the preceding academic session. If you have not achieved D3 in a course after two attempts, an Academic Review Panel may permit one further attempt. If you have still not achieved D3 after that further attempt, you may be excluded from the programme. If you choose to withdraw from the programme temporarily, you must apply to the Programme Director for readmission.

Requirements for Award:

Award	Credits	Level requirement	Grade requirement
Graduate Certificate (GradCert)	60	All credits at level 3 or above	D3 or above in all components of assessment in every course

Graduate Diploma (GradDip)	120	All credits at level 3 or above with at least 60 credits at level 4 or above	D3 or above in all components of assessment in every course

On the Lymphoedema programmes, you must also demonstrate minimum clinical competency and a professional standard of record keeping. These mandatory clinical competencies are demonstrated by satisfactory submission of all patient assessment forms and a completed and signed mentor competency form. If these requirements are not met, you have one opportunity to resubmit.

Your award may have an endorsement of Merit or Distinction, which is calculated from your grades at first attempt. The *Assessment Regulations* detail how this operates.

Exit Awards from the Graduate Diploma in Specialist Lymphoedema Management: If you leave this Graduate Diploma before completing it, you may be eligible for one of the following exit awards:

Exit Award	Requirements
Graduate Certificate in Lymphoedema Practice	60 credits at level 3; D3 or above in all components of assessment; clinical competency requirements met including satisfactory submission of all patient assessment forms and a completed and signed mentor competency form
Graduate Certificate in Specialist Lymphoedema Management	60 credits at level 4; D3 or above in all components of assessment; clinical competency requirements met including satisfactory submission of all patient assessment forms and a completed and signed mentor competency form

You are not eligible for a Graduate Certificate exit award if you intend to continue to the Graduate Diploma.

13. Professional Registration

MBChB: On graduation, you are entitled to provisional registration with the GMC with a licence to practise. Full registration requires successful completion of the Foundation Programme. The School of Medicine, Dentistry & Nursing may share relevant information with the Foundation Programme and with the GMC as part of the registration process.

BDS: Graduation with BDS entitles you to apply for registration with the GDC.

BVMS: Graduation with BVMS entitles you to membership of the Royal College of Veterinary Surgeons.

BN: Graduation with BN (Ordinary) or BN (Honours) entitles you to apply for NMC registration as an Adult Nurse. Registration requires that you self-declare good health and character, confirmed by the Nursing & Health Care School, and show that you have met the relevant statutory requirements of the Adult Field of the Nursing Programme.

Appendix 1: Partnership Programmes

Some awards are delivered in partnership with other institutions.

Where a programme is delivered jointly with one or more partner institutions, the following apply:

(a) Courses taught by a partner institution are assessed by that partner according to its assessment regulations and grading scheme. The equivalence of partner grades to University of Glasgow grades is governed by the grade equivalence table published for your programme.

(b) Academic appeals relating to courses taught by a partner institution follow the appeals procedure of that partner institution. Appeals relating to the overall programme follow the University of Glasgow's procedure.

(c) These Regulations refer throughout to academic decisions taken by 'the School', 'an Academic Review Panel', 'the Board of Examiners' or other University of Glasgow decision-making body. For partnership

programmes, the University will identify the appropriate equivalent joint academic decision-making body and will advise you about this.

(d) Any early exit awards available at the University of Glasgow will be awarded by the University alone.

A1.1 Singapore Institute of Technology

Joint awards with the Singapore Institute of Technology are governed by regulations promulgated by SIT.

PGT: REGULATIONS FOR POSTGRADUATE TAUGHT AWARDS

1. Scope

These rules cover the following postgraduate taught awards:

- **180-credit Masters degrees:** including the degrees of MSc, MLitt, MTh, MMus, MBA, MAcc, MFin, MGB, MEd, MRes, MPH, MPhil, LLM, comprising up to 120 taught credits and at least 60 credits of independent work.
- **240-credit Masters degrees:** International Masters (IntM) programmes and the degrees of MSc offered at Nankai and UESTC, comprising 180 taught credits and 60 credits of independent work.
- **360-credit MPhil degrees:** the degrees of MPhil Book & Paper Conservation and MPhil Textile Conservation, comprising 240 taught credits, 60 placement credits, and 60 credits of independent work.
- **360-credit Masters degrees:** the degree of MSc Dental Science, comprising 260 taught credits and 100 credits of independent work.
- **Postgraduate Diplomas** (normally 120 credits) and **Postgraduate Certificates** (normally 60 credits), whether taken as standalone programmes or received as exit awards from a Masters programme.

Programmes on offer each year are listed in the *University Prospectus*.

Each programme has a specification, available on the University website. That specification will detail any specific requirements for the programme, such as any compulsory courses or additional requirements set by professional or statutory bodies. Some programmes have slightly more credits than the numbers above, where required by the relevant programme.

Partnership degrees with other institutions are covered by these regulations but with some variations set out in Appendix 1.

2. Your Programme

Your programme is made up of courses. Each course has a level and a credit value.

If you study full-time, you normally take 120 credits of taught courses during the academic session (September to June), followed by your substantial independent work (such as a dissertation or project). Some Masters programmes begin in January and some have a different ratio of taught courses to substantial independent work. If you study part-time, where part-time study is available, then you may take fewer credits per academic session, as set out in the relevant programme specification.

You choose your curriculum from the available choices on MyCampus, normally at the start of each academic session. For some programmes, there is a short period at the start of each semester where you can change this curriculum (the “add-drop” period). Outwith the add-drop period, changes to your curriculum require approval from your Adviser of Studies. The add-drop period for a course closes either two weeks after the start of the course or on the submission date of the first summative assessment for that course, whichever is the earlier.

2.1 What counts towards your award

Every course on which you are enrolled counts towards your grade point average (GPA) and your total credits, unless the University’s Extenuating Circumstances procedures apply.

You are considered to be enrolled on a course if you are enrolled on it at the date of its first summative assessment (or on another date if it is specified in the course documentation).

For each academic session, all assessment (including deferred assessment and reassessment) is governed by the *Assessment Regulations* published for that session, except where modified by these regulations.

Details of GPA calculations are given in the *Assessment Regulations*. Your GPA is expressed to one decimal place. No further rounding is applied: for example, a GPA of 11.9 does not meet a requirement of 12.0.

A minimum number of your credits must be at level 5 (which is the equivalent of the national standard SCQF Level 11): at least 150 credits for a Masters degree, 90 credits for a Postgraduate Diploma, and 40 credits for a Postgraduate Certificate.

3. Admission and Prior Learning

The entry requirements for all programmes are published in the *University Prospectus* and in the relevant programme specifications. To be considered for admission, you must normally have obtained a degree or equivalent qualification. Some programmes have additional admission requirements including those set by professional or statutory bodies; where this applies, details are in the *University Prospectus*.

3.1 Recognition of prior learning and experience

If you have already studied at Glasgow or another institution, you may have credit recognised for that learning, or for relevant professional or life experience. See the University's RPL policy for details.

The maximum number of credits you can have recognised towards a programme is normally half the taught credits for your award.

Recognised credit from another institution is ungraded within the University of Glasgow. Ungraded credit is excluded from any calculations for GPA and award classifications.

Some degrees cannot recognise credit for prior learning or for prior professional or life experience, and your College or School will let you know if this applies to your award.

4. Length of Study

For full-time study:

Award	Minimum	Normal maximum
Masters degree	12 months	24 months
Postgraduate Diploma	9 months	12 months
Postgraduate Certificate	3 months	12 months

Unless specified otherwise in the table below, if you are permitted to study part-time then each part-time year counts as half a full-time year. Your maximum period of study is the full-time maximum plus one year.

The maximum period within which you must complete any in-person postgraduate taught programme is five years from your date of first registration.

These programmes have different minimum and maximum periods of study:

Programme Type	Minimum	Maximum
Masters offered by online distance learning	2 academic sessions	6 academic sessions
Postgraduate Diploma offered by online distance learning	2 academic sessions	4 academic sessions
Postgraduate Certificate offered by online distance learning	1 academic session	2 academic sessions
Programmes of 240 or more credits (including some IntM, MSc Dental Science, MPhil Book & Paper Conservation, MPhil Textile Conservation)	2 academic sessions	4 academic sessions
Diploma in Professional Legal Practice (full-time)	1 academic session	3 academic sessions
Diploma in Professional Legal Practice (part-time)	2 academic sessions	4 academic sessions
PGCerts/PGDips in the College of Medical, Veterinary & Life Sciences	As above	4 academic sessions
MSc Psychology (Conversion) offered by online distance learning	3 academic sessions	7 academic sessions
MSc in Medical Science Clinical Neuropsychology Knowledge & Practice	1 academic session	7 academic sessions

PGDE (full-time)	1 academic session	2 academic sessions
PGCerts/Dips in Education or Childhood Practice (part-time only)	1 academic session (Cert) / 2 academic sessions (Dip)	4 academic sessions

Degrees which include a mandatory 6-month work placement to fulfil the requirement for substantial independent work extend their minimum period by 3 months.

If you were first registered for a Postgraduate Certificate or Diploma and subsequently progress to a Masters programme (see section 5), your duration of study runs from your date of registration on your original postgraduate taught programme.

5. Progressing Through Your Programme

5.1 Substantial independent work

A Masters programme includes a piece of 'substantial independent work' worth 60 credits or more. This can take the form of a dissertation, project, or portfolio, and is a level 5 course with the letter "P" at the end of its course code.

To begin your substantial independent work, you must achieve a GPA of at least 12.0 in your preceding taught courses, with no course graded below F3. Where section 6 specifies different requirements for your programme, those apply instead. Section 6 also sets out some further requirements particular programmes have for progress, and your programme specification may also identify specific courses in which a particular grade is required for progress.

You may be permitted to begin your substantial independent work before your taught course results are confirmed. Starting your substantial independent work does not mean you have met the progression requirements.

5.2 Undertaking your substantial independent work with other work outstanding

Exceptionally, an Academic Review Panel may permit you to begin or to continue with your substantial independent work when you have not met your progress conditions. The Panel may do this where they conclude that your performance offers a realistic prospect of reaching the standard required for the Masters degree, and where there are opportunities available for you to successfully complete any deferred assessment or reassessment.

If this applies to you but after all assessment opportunities are exhausted you do not meet the taught course requirements for the Masters degree, then the following applies:

- If your School judges your substantial independent work is substantially complete and you require no further supervision, you may submit it by the published deadline. It will be graded and your grade published.
- If your School judges your substantial independent work is not substantially complete or requires further supervision, you will not be permitted to submit it, and no grade will be published.

In either case, you will not be eligible for the Masters degree, but you may be eligible for an exit award (see section 7). These requirements also apply to resubmission of the substantial independent work, should it be permitted.

5.3 Online distance learning programmes

If your programme is delivered by online distance learning, your progress is also reviewed at the following points:

- After two academic sessions: if you have completed fewer than 60 credits of taught courses, you must achieve a GPA of at least 7.0 to remain registered.
- After 60 taught credits: you must achieve a GPA of at least 7.0 to continue to your remaining taught courses.

5.4 Progression from a Postgraduate Certificate or Diploma to a Masters degree

If you are registered on a standalone Postgraduate Certificate or Diploma programme, you may be permitted to progress to a Masters degree in the same subject, where one is available, provided you have achieved a GPA of at least 12.0 in your taught courses.

5.5 Academic Review Panels

If your performance is reviewed by an Academic Review Panel, the Panel will follow the Instructions issued to it by the Clerk of Senate, and will:

- provide you with full details of which requirements you have not met, including courses, grades, and a reference to the relevant regulations,
- tell you the date of the Academic Review Panel meeting(s) where your case will be considered and the composition of the Panel,
- let you make written representations about your case before the meeting, and
- provide you with any information you need for the University's Code of Appeals process.

6. Additional Programme Requirements

Programmes may define additional criteria in order to progress or to graduate, for example by specifying specific courses or components of assessment where you must achieve a particular grade or grade profile.

6.1 Codes of Professional Conduct

Some programmes require you to assent to a Code of Professional Conduct, and these are listed in Regulation 36, the Procedure for Consideration of Fitness to Practise. For these programmes, if you do not assent to your School's Code of Professional Conduct you will not be permitted to access teaching, clinical, or professional placements, or to progress. A reported breach of the School's Code of Professional Conduct may raise issues with regard to your fitness to practise and will be dealt with under Regulation 36 of the *University Regulations*. You must also be in good standing with regard to Fitness to Practise in order to graduate or receive an award.

6.2 Diploma in Professional Legal Practice

You must achieve grade D3 or above in every course on the programme.

6.3 Engineering programmes

Programmes: All MSc Engineering programmes (Aerospace Engineering, Biomedical Engineering, Civil Engineering, Civil Engineering & Management, Electrical Power Engineering, Electronics & Electrical Engineering, Electronics & Electrical Engineering with Finance, Mechanical Engineering, Mechanical Engineering & Management, Mechatronics, Product Design Engineering, Structural Engineering, Structural Engineering & Management, Sustainable Energy, and partnership variants delivered with Nanjing Institute of Technology and Universitas Gadjah Mada).

(a) Progression to the substantial independent work

Progression to the substantial independent work requires you to have achieved either:

- a GPA of at least 9.0 in your taught courses with no course graded below E3, or
- a GPA of at least 9.0 in your taught courses, and, following reassessment in no more than 20 credits, no course graded below E3.

(b) Reassessment

The threshold grade for reassessment is grade D3.

(c) Award of the Masters degree

To graduate, you must achieve:

- a GPA of at least 9.0 in your taught courses,
- no course graded below E3, and
- grade D3 or above in your substantial independent work.

6.4 MRes Biomedical Sciences and Ecology & Environmental Biology

(a) Progression to the Research/Second Project

Progression to the Research/Second Project requires you to have achieved a GPA of at least 12.0 in your taught courses and a grade of C3 or above in your First Project (for Biomedical Sciences) or the Literature Review/Plan (for Ecology & Environmental Biology).

(b) Award of the Masters degree

To graduate, you must achieve:

- a GPA of at least 12.0 in your taught courses,
- grade C3 or above in both of your Projects (for Biomedical Sciences) or in both of your Literature Review/Plan and Research Project (for Ecology & Environmental Biology).

To be awarded the degree or the PGDip exit award with an endorsement of Distinction, you must achieve an overall GPA of at least 18.0, and for Merit an overall GPA of at least 15.0. The PGCert exit award is not available with an endorsement.

6.5 MSc (Medical Science) in Human Nutrition with Specialisation

You must achieve grade D3 or above in all components of summative assessment across your taught courses. If your overall course grade is C3 or above but an individual component is below grade D3, you may resit that component. Your course grade for GPA purposes remains the grade achieved at first attempt.

There are no exit awards from this programme. If you do not meet progression requirements, an Academic Review Panel may transfer you to the MSc (Medical Science) in Human Nutrition & Knowledge Transfer.

6.6 MSc City Planning, MSc City Planning & Real Estate Development, MSc Real Estate

You must achieve grade D3 or above in every course on the programme.

6.7 MSc Dental Science

To be admitted you must hold a BDS or equivalent dental qualification and have at least two years of experience in dental practice. You must also satisfy health clearance requirements. The progression and award requirements in sections 5 and 7 apply to the courses totalling 260 taught credits.

6.8 MSc Geospatial Science

To progress to the work placement you must achieve a grade of C3 or above in all courses taken in semester 1 (normally 60 credits) at first attempt.

If you do not meet progress requirements, or a suitable work placement cannot be secured, an Academic Review Panel may transfer you to the cognate generic MSc programme.

6.9 Postgraduate Diploma in Education

You must achieve grade D3 or above in every course on the programme and a pass in School Experience.

School Experience (SE) is a compulsory part of your programme. It is assessed on a pass/not passed basis. Your School Experience may be discontinued, or you may be prevented from beginning a School Experience, if there is evidence that continuing would be detrimental to pupils in the school. School Experience results do not contribute to your degree classification. You must attend all mandatory instruction sessions and preparatory briefings before being permitted to attend your School Experience, and you must normally have achieved 80% attendance in all taught courses taken before beginning your School Experience.

Subject to the requirements of the General Teaching Council for Scotland, you will also be awarded a teaching qualification if you have satisfied the requirements of the programme.

This programme does not award endorsements of Merit or Distinction.

6.10 Postgraduate Certificate and Diploma in Childhood Practice

You must achieve grade D3 or above in all courses before progressing to the next year.

If you do not achieve grade D3 or above in a course assessment after two attempts, you will be excluded from further study. In exceptional circumstances, your performance may be considered by an Academic Review Panel that may permit one further attempt at this assessment.

6.11 Postgraduate Certificate in Clinical Neuropsychology Practice

You must achieve grade D3 or above in the 60-credit Portfolio of Clinical Competence.

Endorsements for this programme are determined by the grade achieved on the Portfolio rather than by GPA: Merit is awarded for grade B3 or above and Distinction for grade A5 or above.

7. Award and Graduation

Your award may have an endorsement of Merit or Distinction, which is calculated from your grades at first attempt. The *Assessment Regulations* detail how this operates.

Further endorsements may also be applied to your award title if your programme offers it (for example, “MSc Economic History with a specialism in Econometrics”). This applies to pre-arranged combinations which will be advertised to you by your College if they are available to you.

7.1 Masters degrees

To graduate with a Masters degree, you must achieve a GPA of at least 12.0 in your taught courses with no course graded below F3, and grade D3 or above in your substantial independent work. Where section 6 specifies different requirements for your programme, those apply instead.

If you do not achieve grade D3 or above for your substantial independent work, you may resubmit once, normally within three months of the initial Board of Examiners meeting. The Board will set the conditions for resubmission. If

you resubmit the substantial independent work, you are not entitled to additional supervision, to repeat any practical work, or to undertake new practical work.

7.2 Postgraduate Diplomas

To be awarded a Postgraduate Diploma, you must achieve a GPA of at least 9.0 in 120 taught credits.

7.3 Postgraduate Certificates

To be awarded a Postgraduate Certificate, you must achieve a GPA of at least 9.0 in 60 taught credits.

7.4 Exit awards from a Masters programme

If you do not complete your Masters programme, or do not meet the requirements for the Masters degree, you may be eligible for:

Award	Requirement
Postgraduate Diploma	120 credits with a GPA of at least 9.0
Postgraduate Certificate	60 credits with a GPA of at least 9.0

Your exit award normally carries the same title as your Masters programme (for example, a student leaving the MSc Applied Linguistics would receive a “Postgraduate Diploma in Applied Linguistics” or “Postgraduate Certificate in Applied Linguistics”). Some programmes will award a different title for a Postgraduate Certificate exit award, which will be listed on the programme specification.

If you have completed courses that carry more credits than the minimum for the exit award, we calculate your GPA using only the credits needed for the award. We select the combination that gives you the highest possible GPA, provided that any courses identified as compulsory for that award are included.

Your award may have an endorsement of Merit or Distinction, which is calculated from your grades at first attempt. The *Assessment Regulations* detail how this operates.

The following programmes have specific exit awards:

PGDE

Award	Requirement
Postgraduate Certificate in Education	Courses worth 60 credits from the PGDE programme
Postgraduate Certificate in Primary Education	Courses worth 60 credits from the Primary PGDE programme
Postgraduate Certificate in Secondary Education	Courses worth 60 credits from the Secondary PGDE programme

These awards do not carry a teaching qualification.

MPhil Book & Paper Conservation; MPhil Textile Conservation

Award	Requirement
MSc	Courses worth 120 taught credits at GPA 12.0 with no course below grade F3, plus grade D3 or above in the 60 credit placement
Postgraduate Diploma	Courses worth 120 taught credits at GPA 9.0
Postgraduate Certificate	Courses worth 60 taught credits at GPA 9.0

The MSc exit award is classified using the same thresholds as section 7, calculated across the 180 credits of taught courses and placement.

Appendix 1: Partnership Programmes

Some awards are delivered in partnership with other institutions, described in this appendix. For these awards, the following apply:

(a) Courses taught by a partner institution are assessed by that partner according to its assessment regulations and grading scheme. The equivalence of partner grades to University of Glasgow grades is governed by the grade equivalence table published for your programme.

(b) Academic appeals relating to courses taught by a partner institution follow the appeals procedure of that partner institution. Appeals relating to the overall programme follow the University of Glasgow's procedure.

(c) These Regulations refer throughout to academic decisions taken by 'the School', 'an Academic Review Panel', 'the Board of Examiners' or other University of Glasgow decision-making body. For partnership programmes, the University will identify the appropriate equivalent joint academic decision-making body and will advise you about this.

(d) Any early exit awards available at the University of Glasgow will be awarded by the University alone.

A1.1 Awards governed by regulations of a partner institution

Programme	Awarding partner institution(s)
MRes Photonic Integration & Advanced Data Storage	The Queen's University Belfast

A1.2 International Masters Degrees governed by these Regulations

Note that all of these programmes involve multiple partner institutions.

Programme
IntM Central and East European, Russian & Eurasian Studies
IntM Children's Literature, Media & Cultural Entrepreneurship
IntM Education in Museums & Heritage
IntM Environmental Geoscience
IntM Environmental Social Science
IntM Global Education for Education Policies
IntM Global Markets, Local Creativities
IntM International Law of Security, Peace & Sustainable Development
IntM Managing Art & Cultural Heritage in Global Markets
IntM Security, Intelligence & Strategic Studies

For these programmes, you will normally take 120 taught credits (equivalent to 60 ECTS) in the first academic session, and 60 taught credits (30 ECTS) and a 60-credit (30 ECTS) substantial independent work during the second academic session.

If you do not meet the requirements to progress through your programme or are unable for another reason to complete the programme, you may be permitted to transfer your registration to a cognate programme of study leading to the award of a University of Glasgow Masters degree. Such a degree may also have provision for the exit awards of Postgraduate Certificate and Postgraduate Diploma. In order to be eligible for such an award, completion of additional taught courses may be required.

A1.2.1 IntM Central and East European, Russian and Eurasian Studies

(a) Submission of the substantial independent work

You will be required to submit a draft of your substantial independent work on a date to be advised. If your two co-supervisors judge that the draft cannot be brought up to the standard required for award of the degree by the time of the submission deadline you will not be permitted to submit the work for marking until the next assessment period.

(b) Award of the IntM degree

To graduate with the degree, you must achieve a GPA of at least 12.0 in your taught courses with no course graded below F3, and both grade D3 or above in your substantial independent work and grade D3 or above in the oral examination component of that work.

A1.2.2 IntM Education in Museums & Heritage

To progress to the substantial independent work you must achieve a GPA of at least 12.0 in your taught courses with no course graded below E2.

To graduate with the degree you must achieve a GPA of at least 12.0 in your taught courses, with no course graded below E2, and grade D3 or above in your substantial independent work.

A1.2.3 IntM Global Markets, Local Creativities

To progress to the substantial independent work you must achieve grade C3 or above in every taught course.

To graduate with the degree you must achieve a grade of C3 or above in every taught course and grade D3 or above in your substantial independent work.

A1.2.4 IntM Security, Intelligence & Strategic Studies

To graduate with the degree, you must achieve:

- a GPA of at least 12.0 in your taught courses with no course graded below F3, and grade D3 or above in your substantial independent work
- grade D3 or above in all components of the Czech State Examination (comprising written and oral examination),
- for the degree awarded jointly by the University of Trento, you must achieve a Pass in the compulsory Italian language component (identified on the programme specification). This component is assessed on a Pass/Fail scale and therefore does not contribute to your GPA.

The Czech State Examination and any extra-curricular non-credit bearing modern language courses taken in association with the programme will not contribute to your GPA.

A1.3 Other partnership awards governed by these Regulations

Programme	Awarding partner institution(s)
MSc Environmental Science	Nankai University
MSc International Relations	Nankai University
MSc Translation Studies: Translation & Professional Practice	Nankai University
MSc Urban & Regional Planning	Nankai University
MSc Precision Medicine & Pharmacological Innovation	University of Aberdeen; University of Strathclyde
MSc Sensor & Imaging Systems	University of Edinburgh

A1.3.1 MSc Sensor & Imaging Systems

For the 60 credits of taught courses taken at the University of Edinburgh:

- you must achieve a grade of 40% to be awarded credit for a course, and
- for any course where you achieve less than 50% you will have one reassessment opportunity.

To progress to the substantial independent work you must achieve:

- a GPA of at least 12.0 in your taught courses with no course graded below F3, and
- a grade of at least 50% in all taught courses taken at the University of Edinburgh.

To graduate with the degree, you must achieve:

- a GPA of at least 12.0 in your taught courses with no course graded below F3,
- a grade of at least 50% in all taught courses taken at the University of Edinburgh, and
- grade D3 or above in your substantial independent work.

PGR: REGULATIONS FOR POSTGRADUATE RESEARCH AWARDS

1. Scope

These rules cover the following postgraduate research awards:

Abbreviation	Award Title
DClinPsy	Doctor of Clinical Psychology
DDS	Doctor of Dental Surgery
DFA	Doctor of Fine Arts in Creative Writing
DLitt	Doctor of Letters
DMus	Doctor of Music
DPT	Doctor of Practical Theology
DSc	Doctor of Science
DSc Eng	Doctor of Science in Engineering
DSc Med	Doctor of Science in Medicine
DVM	Doctor of Veterinary Medicine
DVS	Doctor of Veterinary Surgery
EdD	Doctor of Education
EngD	Doctor of Engineering, including the EngD in Photonic Integration & Advanced Data Storage
LLD	Doctor of Laws
LLM	Master of Laws by research
MD	Doctor of Medicine
MFA	Master of Fine Arts in Creative Writing
MLitt	Master of Letters
MPhil	Master of Philosophy
MRes	Master of Research
MSc	Master of Science by research
MVM	Master of Veterinary Medicine
PhD	Doctor of Philosophy, including by research, by published work, and with integrated study

Most awards are built on a substantial period of supervised independent research, presented for examination as a thesis, a portfolio or a body of published work. Requirements that vary by award – word counts, language of submission, taught components – are set out in section 6. Some awards have additional requirements published by your Graduate School.

Operational and procedural detail is set out in the *PGR Code of Practice* ('the CoP'). References below are to the CoP in force for the session of your study or, for examination, the session in which your thesis is examined.

Some research degrees are conducted in partnership with another institution. Where this applies, the arrangements are set out in Appendix 1.

2. Your Programme

A research degree at the University of Glasgow consists of a period of supervised independent research, undertaken under the guidance of a supervisory team and culminating in a thesis or equivalent submission presented for examination. Some awards include a taught component which is governed by the *Assessment Regulations*.

The shape of your programme depends on your award. The generic provisions in these regulations apply to every award unless modified by section 6.

Throughout these regulations:

- 'Member of University staff' means teaching or research staff of the University, or a Research Assistant or Research Fellow paid through the Finance Directorate or directly by a grant-aiding body approved by the University Court. Where the context requires, it includes equivalent staff of an institution recognised by the Senate.

- 'College Higher Degrees Committee' includes any equivalent body within your College responsible for postgraduate research matters.

2.1 Supervision

You will be supervised by a team led by a Primary Supervisor, appointed by your College or Graduate School at the start of your programme. Team composition, member responsibilities, cover arrangements during absence, and changes to the team are set out in the CoP.

2.2 Training

You must undertake research training specified by your Graduate School, funder, and, where necessary for your project, by your supervisor. Training requirements are set out in your Graduate School's published documentation. You may be exempted in full or in part where you can demonstrate equivalent prior training.

2.3 Registration

You must register at the start of each academic session for the full duration of your programme, as a full-time, part-time, or (where permitted) distance learning student. Your mode of registration determines your minimum and maximum periods of study (see section 4).

If you have completed the prescribed period of study and no further research project work is required but you have not submitted your thesis, you may apply to your Graduate School for thesis pending status under the CoP. Where significant further research work is required, your Graduate School may require you to continue registration as a full-time or part-time student rather than transferring to thesis pending status. Any period of thesis pending counts towards your maximum period of study.

If you need to interrupt your studies, your Graduate School may approve a period of suspension under the CoP. Your funder may impose additional conditions.

2.4 Attendance and engagement

You must be available to your supervisory team and engage actively with your research, attending supervisory meetings, the Annual Progress Review, and any required training. Detailed expectations are set out in the CoP and your Graduate School's published documentation.

If you cannot attend or engage as required (for example, through illness or personal circumstances), follow the leave and leave of absence procedures in the CoP.

2.5 Research outwith the University

You may be permitted to undertake some or all of your research at another institution, with approval from your College. The CoP sets out the conditions for recognising an external institution, supervision requirements, and arrangements for short and extended periods of external research. Where your degree is undertaken in partnership with another institution, particular arrangements are given in Appendix 1.

3. Admission and Prior Learning

To be admitted as a research student, you must hold a degree from a Senate-recognised institution. The normal standard is a First or Upper Second Class Honours degree, or equivalent, in a discipline relevant to your proposed research. Your College may exceptionally accept another qualification it judges suitable.

Full admission criteria and decision procedures are set out in the CoP. Some awards have additional requirements (for example, a postgraduate qualification, professional experience, or evidence of capacity for creative practice) set out in section 6.

3.1 Members of staff as research students

If you are a member of University staff, you may be admitted as a research student. You may also be a candidate for the PhD without first registering as a research student, provided you have undertaken part-time research at the University for at least three years.

In the College of Medical, Veterinary & Life Sciences, you may register part-time but remain subject to the full-time minimum period of study, provided you devote the major part of your working time (normally 75-80%) to your research.

3.2 Eligibility for the PhD by Published Work and the higher doctorates

Full eligibility requirements for the PhD by Published Work and for the higher doctorates are set out in section 6 and are restricted by both the status of the applicant and their length of standing as a graduate or as a member of staff.

3.3 Recognition of prior learning

Some awards permit credit for prior learning to be recognised towards your programme. Conditions are set out in section 6 and the CoP; recognition is decided by your College.

4. Length of Study

The minimum and maximum periods of study – within which you must submit your thesis or equivalent for examination – are set out for each degree in section 6 below. If you study under a combination of full-time and part-time registration, your maximum period is calculated proportionately.

The higher doctorates and the PhD by Published Work are awarded on submission of a body of work and have eligibility periods rather than minimum and maximum periods of study; these are set out in section 6.

In exceptional cases, the Senate may reduce your minimum period of study by up to one academic session; conditions and procedure are in the CoP.

Where your Graduate School approves a period of suspension under the CoP, your maximum period of study is extended by the duration of the approved suspension.

If you have not submitted your thesis by the maximum period, you may apply to your College Higher Degrees Committee for an extension under the CoP. Extensions are granted only in exceptional circumstances, up to a maximum of one academic session. If you are registered for a period of thesis pending status (see section 2), this counts towards your maximum period of study.

Where your study is funded, your funder may impose additional conditions on your length of study, which apply alongside these regulations.

5. Progressing Through Your Programme

You progress by demonstrating, through the Annual Progress Review and any other progress points specified by your Graduate School, that you are developing your research and your skills and capabilities as a researcher at a level appropriate to your award and stage. Awards with taught components have additional progress requirements set out in section 6.

5.1 Annual Progress Review

You will participate in an Annual Progress Review each year of your registration. Its form, panel membership, documentation, and timing are set out in the CoP and your Graduate School's published guidance. The same procedures that apply to the Annual Progress Review meeting will apply if your supervisory team raises concerns outside the formal review cycle.

5.2 What happens if your progress is unsatisfactory

If your Annual Progress Review identifies concerns, the CoP procedures apply, providing for early intervention, an agreed action plan with your supervisory team, and where appropriate an extended review period.

If concerns persist, your College Higher Degrees Committee will consider the recommendations of the Annual Progress Review panel. The Committee may:

- require you to take actions to remedy issues with your research;
- transfer you to a different research award (for example, from the PhD to the MPhil) where the change is supported by your supervisory team and you meet the requirements for the alternative award;
- approve continuation with specified conditions; or

- exclude you from further study.

6. Additional Programme Requirements

This section sets out the variations to these regulations that apply to particular awards. Where a sub-section below applies to your award, the rest of these regulations apply except as modified below.

6.1 Doctor of Philosophy (PhD)

Duration. The minimum period of full-time study is three academic sessions. The minimum period of part-time study is five academic sessions, or four academic sessions if comprising three years of part-time study and one year of full-time study. The maximum period for submission is four academic sessions from first registration for full-time study, or eight academic sessions for part-time study. The Senate may, in exceptional cases, reduce the minimum period by one academic session.

Award. To qualify for the PhD, you must demonstrate to a Committee of Examiners, through a thesis and an oral examination, that you are capable of pursuing original research, relating your results to the body of knowledge in your field, and presenting them in a critical and scholarly manner.

The thesis word count varies by College:

College	Word count
Arts & Humanities; Social Sciences	70,000 to 100,000 words, including references, bibliography, and appendices
Medical, Veterinary & Life Sciences; Science & Engineering	maximum 80,000 words, excluding references, bibliography, and appendices

If you wish to submit a thesis of greater or lesser length, or to include documentary appendices, you must seek prior permission from your College Higher Degrees Committee.

Practice-based and creative practice variants. In the College of Arts & Humanities, if you are studying in a discipline listed below, you may apply for a PhD by creative practice or a practice-based PhD. Your thesis comprises a practical component (including but not limited to artistic or experimental work, exhibitions, performances, video, software, or digital media) and a written component, which is an academically rigorous reflection on the research process and its critical significance.

The disciplines in which a creative practice or practice-based PhD is available, together with (where appropriate) the indicative word count for the written component, are:

Subject	Indicative word count for written component
Celtic & Gaelic; Classics; Film & Television Studies; History; Theology & Religious Studies	30,000 to 40,000 words
English Literature (Creative Writing genre)	thesis or portfolio of written work as agreed with your supervisor
Music (by thesis)	70,000 to 100,000 words
Music (by portfolio)	10,000 to 20,000 words written component, with creative work of approximately two hours' duration or work of equivalent depth or complexity
Theatre Studies	30,000 to 60,000 words

The precise word count and the relationship between practical and written components are agreed with your supervisor and confirmed at the Annual Progress Review. A permanent record of any performance, exhibition, or digital media element must be deposited with your thesis in the University Library, and the Committee of Examiners is normally required to attend any performance or exhibition.

In English Literature, you must demonstrate potential in creative writing through a portfolio of creative and critical work before being admitted to the PhD in a specific Creative Writing genre. You will complete prescribed studies in the first two years, including writing seminars or workshops; if you exit at this stage, you may be eligible for the MPhil. In your third year, you will present a thesis or portfolio that makes a significant contribution to literature in the chosen genre.

6.2 PhD by Published Work

The PhD by Published Work is awarded on the basis of a body of published work that constitutes a significant and original contribution to existing knowledge.

To be a candidate for the PhD by Published Work, you must satisfy one of the following routes:

- you are a graduate of the University of Glasgow, and at least five years have elapsed since the date of your first graduation in the University;
- you are a member of University staff who normally has been employed by the University for at least five years; or
- you are a former member of University staff who completed at least five years of such employment, and you submit within one calendar year of leaving the University's employment.

In addition, in all cases you must:

- not have been enrolled as a research student in the University of Glasgow during the five years preceding the date of submission; and
- not hold a doctoral degree of the University of Glasgow or of any other university or college in the same subject area.

Your College Higher Degrees Committee may at its discretion reduce the qualifying period to three years where you are a full-time member of academic staff in the employment of the University.

Before being admitted as a candidate, you must submit to the appropriate Graduate School an application pack containing: a list of relevant publications with abstracts; a full curriculum vitae; and a statement of up to 3,000 words explaining the relationship between the works and justifying their consideration for the Degree. Your College Higher Degrees Committee will determine, with reference where appropriate to expert advice, whether the work is likely to be of the standard required for the PhD.

Once you are registered as a candidate for the PhD by Published Work, the Dean of Graduate Studies will nominate a member of staff to advise you on the preparation of your final submission.

Your final submission is the published work to be examined plus an explanatory essay of 10,000 to 12,000 words, including an abstract, justifying the intellectual significance of the submission. A work is normally regarded as published only if it is traceable through ordinary catalogues, abstracts, or citation notices and publicly available (normally with an ISSN or ISBN): unpublished material, or material with only restricted circulation, is not acceptable. If the submission is approved, submitted copies of the works become the property of the University.

Where your submission includes work resulting from collaborative research or joint authorship, you must specify the nature and extent of your contribution in the explanatory essay and provide written confirmation from your co-authors.

Your College Higher Degrees Committee may disqualify any submission or part of one at its discretion. There is no fixed period within which the work must have been published.

Work that is about to be included, or has already been included, in a submission for any other higher degree or diploma in the University of Glasgow or in another institution is not admissible in whole or in part for the PhD by Published Work.

Your submission is examined as set out in section 7. The Committee of Examiners will normally require you to attend an oral examination on the subject matter of the work. The Committee may require minor changes to the explanatory essay as a requirement for the award.

An unsuccessful submission may not be resubmitted, and does not become eligible for the award of a Masters degree or diploma in lieu of the PhD. You may apply for re-examination no earlier than three years after the previous decision; this is treated as a fresh application, not a resubmission.

6.3 PhD with Integrated Study

The PhD with Integrated Study combines a programme of taught courses with research towards a thesis. It is offered in subjects in the Colleges of Arts & Humanities, Medical, Veterinary & Life Sciences, and Science & Engineering, and is also available as a joint award with partner institutions through Centres for Doctoral Training. The Type A and Type B subjects in which the PhD with Integrated Study is offered are listed in Appendix 2.

The minimum period of full-time study is four academic sessions. The maximum is five academic sessions in the College of Medical, Veterinary & Life Sciences, and four academic sessions in the Colleges of Arts & Humanities and Science & Engineering.

Structure. Your programme will consist of a minimum of 120 credits of taught courses, of which at least 90 credits must be at Masters level (SCQF level 11), together with research towards your thesis. Your programme may also include a project leading to the submission of a 60-credit dissertation. The taught component is governed by the *Assessment Regulations*.

Progress. To progress through your programme, you must meet the College's progress requirements for both the taught component and the research component. In addition:

- For Type A subjects, you must achieve a GPA of at least 12.0 in your taught courses, with all credits at grade F3 or above. Where your programme includes a 60-credit dissertation, you must achieve grade D3 or above in the dissertation.
- For Type B subjects, you must achieve a GPA of at least 15.0 in 120 credits at first attempt, with all credits at grade D3 or above.

If your progress in the research component is unsatisfactory, you may be excluded from further study and may apply to transfer to a programme leading to a Taught Masters. If you do not meet the taught progress requirements, you may apply to transfer to the standard PhD or, in the case of Type B subjects, to a Taught Masters.

Where your programme includes a 60-credit dissertation, reassessment is permitted on one occasion, under conditions prescribed by your College Higher Degrees Committee. There is no automatic entitlement to repeat or undertake further practical work associated with the dissertation.

Exit awards. If you do not satisfy the requirements for the PhD with Integrated Study, you may be eligible for an exit award:

- Taught Masters degree, on achieving a GPA of at least 12.0 in the taught courses with all credits at grade F3 or above, plus a 60-credit dissertation at grade D3 or above. Awards with Merit and Distinction are governed by the *Assessment Regulations*.
- Postgraduate Diploma, on achieving a GPA of at least 9.0 in 120 credits.
- Postgraduate Certificate, on achieving a GPA of at least 9.0 in 60 credits.

The Type A and Type B subjects in which the PhD with Integrated Study is offered differ in their progress requirements and are listed in Appendix 2.

Joint awards. Information about degrees awarded jointly is listed in Appendix 1.

6.4 Research Masters (MPhil, MLitt, MRes, MSc by Research, MVM, LLM by Research)

Research Masters degrees are awarded for a period of supervised research presented as a thesis or a portfolio. The Research Masters share generic provisions with the rest of these regulations; specific provisions are set out below.

6.4.1 Master of Philosophy (MPhil)

The MPhil is awarded in each of the Colleges. The minimum periods of study are:

College	Full-time minimum	Part-time minimum
Arts & Humanities; Medical, Veterinary & Life Sciences; Social Sciences	12 months	24 months
Science & Engineering	24 months	48 months

Your College may, where you can demonstrate good reason, extend the minimum period of study by up to one year if you study full-time. You must submit your thesis or portfolio for examination within six months of the conclusion of the minimum period. In exceptional circumstances, your College Higher Degrees Committee may approve an extension of up to six months.

Your thesis is normally between 30,000 and 40,000 words, embodying the results of your research. The composition of a portfolio in lieu of a thesis is agreed with your supervisor at the outset. You will normally attend an oral examination on your thesis or portfolio, unless your Graduate School specifies otherwise.

In the College of Arts & Humanities, if you are studying in Celtic & Gaelic, Classics, History, or Theology & Religious Studies, you may apply for an MPhil by creative practice (or, for Theology & Religious Studies, a practice-based MPhil). The submission is a portfolio containing a practical component and a critical component: an academically rigorous reflection on the research process, typically 10,000 to 15,000 words, agreed with your supervisor at the Annual Progress Review.

Where you have submitted for a research doctorate and the Committee of Examiners considers the submission insufficient for the doctorate but of Masters-level merit, the Committee may recommend that you revise it for examination for the MPhil.

6.4.2 Master of Letters (MLitt)

The MLitt is awarded by research in the Colleges of Arts & Humanities and Social Sciences.

The standard period of study is two academic sessions (full-time) or three academic sessions part-time. Your College may, where you can demonstrate good reason, extend your prescribed period by up to one year or reduce it by up to one year.

If you are a member of University staff, you may be a candidate for the MLitt if you have undertaken part-time research for at least two years.

Your thesis word count is:

College	Word count
Arts & Humanities	40,000 to 70,000 words
Social Sciences	30,000 to 40,000 words

In the College of Social Sciences, an oral defence may be required.

Music variants. In Music, you may submit in Musicology, Musical Composition, or Sonic Arts. For Musical Composition, your submission is a portfolio of composed music – or work of equivalent creative depth or complexity – comprising at least two pieces with a combined duration of at least 80 minutes, plus a written commentary of 5,000 to 7,000 words. For Sonic Arts, your submission is a thesis of 20,000 to 40,000 words and a project (software, hardware, or research), together comprising the full assessment.

6.4.3 Master of Research (MRes)

The MRes is awarded as a research degree in the College of Arts & Humanities by completion of a programme of study comprising taught courses and a substantial piece of independent research. Subjects offered are listed in the programme documentation.

Your minimum period is 12 calendar months. The maximum full-time period of registered study is 24 calendar months. You must complete within 5 years of initial registration. If you are a member of University staff, you are subject to the same minimum periods as full-time candidates.

Your programme comprises 180 credits in total, including at least 60 credits of taught courses and a dissertation or other substantial independent work worth at least 100 credits (normally 100 or 120). Your curriculum is agreed with the Programme Convener. Your taught component is governed by the *Assessment Regulations*.

Progress. Progression to the dissertation requires a GPA of at least 12.0 in the taught component, with all credits at grade F3 or above. The College Higher Degrees Committee may exceptionally permit you to progress where there is a reasonable prospect of your reaching the standard required for the Masters.

Award. The dissertation is examined with one of the following outcomes:

- Pass, unconditionally;
- Pass subject to minor corrections, normally to be completed within one month;
- Pass subject to substantial changes in specific elements, within a timescale set by the examiners; or
- Unacceptable, with no opportunity to resubmit.

For the award of the MRes you require a GPA of at least 12.0 in the taught component, with all credits at grade F3 or above, and a Pass in the dissertation.

Exit awards. Where you do not meet the requirements for the MRes, you may be eligible for a Postgraduate Certificate on achieving a GPA of at least 9.0 in 60 taught credits.

6.4.4 Master of Science by Research (MSc by Research)

The MSc by Research is awarded in the Colleges of Medical, Veterinary & Life Sciences, Science & Engineering, and Social Sciences. Designations include the MSc, MSc (Medical Science), MSc (Veterinary Science), MSc (Adult & Continuing Education) and its variants, and MSc (Inter-professional Science Education and Communication).

Your minimum period of study is set by your College at admission, according to your qualifications and project. The minimum full-time period is one or two academic sessions; the minimum part-time period is two or three academic sessions. To qualify for a shorter minimum period, you must normally hold a degree with First or Second Class

Honours, or equivalent. Where the longer period is initially prescribed and you have made sufficient progress, the Senate may subsequently reduce your total period to the shorter minimum.

You may not submit your thesis less than 12 months from admission as a research student. Except by special permission of the Senate, you may not submit more than 12 months after ceasing to be a registered student.

If you are a member of University staff, you are subject to the same minimum periods as full-time candidates.

The Senate may, for special reasons, permit you to undertake part of your studies at another recognised institution, provided that normally at least half your total period of study is spent at the University of Glasgow or in a recognised institution.

Your thesis is either a record of original research or a critical review of existing knowledge, with a summary of 250 to 1,000 words.

The Committee of Examiners may require a written or oral examination, or both. The thesis examination must constitute at least half of the final assessment.

6.4.5 Master of Veterinary Medicine (MVM)

The MVM is awarded in the College of Medical, Veterinary & Life Sciences. To be admitted, you must hold a degree in veterinary medicine and surgery from a Scottish university, a comparable degree in veterinary science from another university or college recognised by the University Court, or (exceptionally) another qualification approved by the University Court. Where the College deems it appropriate, you must assent to and remain in good standing with the School of Biodiversity, One Health & Veterinary Medicine Code of Professional Conduct.

The minimum period of full-time study is 12 months; the minimum period of part-time study is normally 24 months. You may not submit your thesis less than 12 months from admission as a research student. Except by special permission of the Senate, you may not submit more than four years after admission to study for the MVM.

If you are a member of University staff, you may be a candidate for the MVM if you have undertaken part-time research for at least one academic session.

The Senate may permit you, as a graduate of the University of Glasgow, to undertake part of your studies elsewhere, provided at least four months' full-time study is spent at the University of Glasgow or a recognised institution.

Your thesis may be either a record of original research or a critical review of existing knowledge, accompanied by a summary of 250 to 500 words.

6.4.6 Master of Laws by Research (LLM by Research)

The LLM by research is awarded in the College of Social Sciences. To be admitted, you must normally hold a first or second class Honours degree in Law from a United Kingdom university, or a qualification the Senate deems equivalent. A Law degree other than an Honours degree, or a non-Law degree, may be considered exceptionally at the discretion of the Head of the School of Law.

The standard period of study is one academic session full-time or two academic sessions part-time. The Senate may, for special reasons, permit you to undertake part of your research elsewhere and may reduce or extend the period by up to one year, provided that you normally spend at least one academic session of study at the University of Glasgow.

Your thesis is normally 30,000 words, embodying the results of your original research or a critical review of existing knowledge, with a summary of 250 to 500 words. Except by permission of the Senate, your thesis may not be submitted later than six months from the date you cease to be a registered student. The Committee of Examiners may require a written or oral examination, or both.

The Degree will normally be awarded with Distinction where the thesis displays all of the following qualities: exceptionally comprehensive knowledge and understanding of the subject matter and of relevant interpretive and critical points; genuine originality or outstanding critical ability in terms of the independence of thought demonstrated; full and proper referencing and, where empirical research was involved, appropriate and properly defended methodology; and exceptionally clear and concise writing, with sound construction and clear conclusions supported by sound arguments.

6.5 Master of Fine Arts in Creative Writing (MFA)

The MFA in Creative Writing is awarded in the College of Arts & Humanities by completion of a programme of study and submission of a portfolio.

Admission. You must normally hold a Masters degree in Creative Writing with Merit or Distinction, or have experience or completed works the College Higher Degrees Committee deems equivalent. Exceptionally, a candidate for the MLitt in Creative Writing at the University of Glasgow may, after completing 120 taught credits, be considered for transfer to the MFA; the period of MLitt study may count towards the minimum duration of the MFA.

Duration. The minimum period of study is two academic sessions full-time or four part-time. You must complete the programme, including submission of the portfolio, within three academic sessions full-time or five part-time. An approved suspension extends your maximum period by its duration.

Structure. Your programme consists of core seminars specified in your Graduate School's published documentation and submission of a portfolio of 40,000 to 60,000 words. The portfolio may comprise a substantial creative project across genres and forms, including (but not limited to) fiction, creative non-fiction, poetry, hybrid forms, digital media, and other inter-medial products of creative and critical research and practice. The precise word count depends on form and genre, and is agreed between you, your supervisors, and the Creative Writing postgraduate convener at the Annual Progress Review. To submit outside the 40,000-60,000 word range, you must seek prior permission from the College Higher Degrees Committee.

Examination. Your portfolio is examined as set out in section 7, including an oral examination; the Committee of Examiners may recommend the outcomes set out in the CoP. Where your portfolio is of insufficient merit for the MFA but worthy of a Masters award, the Committee may recommend that you revise and resubmit for the MPhil.

Exit award. The exit award of MPhil (Creative Writing) is available at the end of year one on completion of the year one core seminars, formal research training, and attendance requirements, together with submission of a portfolio of 17,000 to 30,000 words. For this exit award, the Committee of Examiners may require you to attend an oral examination but the oral is not mandatory at first submission.

6.6 Doctor of Education (EdD)

The EdD is awarded in the College of Social Sciences. It combines a programme of taught courses with a research project.

Admission. You must normally have:

- a first degree from a recognised institution of higher education;
- a postgraduate qualification, normally at Masters level, in education or a related discipline; and
- at least five years' professional experience in education.

Duration. The minimum period of part-time study is five academic sessions, reduced to four where prior learning has been recognised under section 3 and the CoP. The maximum is six academic sessions from initial registration, extendable by up to one year on approval of your College Higher Degrees Committee. Approved leave of absence is capped at two years across the programme, except in exceptional circumstances.

Structure. Your programme consists of six taught courses, each of 45 credits, and a research project leading to the submission of a dissertation or research portfolio. The taught component is governed by the *Assessment Regulations*.

Progress. You must achieve grade C3 or above in all course components in each year in order to progress.

Dissertation. Your dissertation or research portfolio is normally between 50,000 and 60,000 words, written in English, accompanied by a summary of 250 to 1,000 words.

Examination. You must sit an oral examination on the subject matter of your dissertation or research portfolio, held in the presence of all the examiners.

Exit award. Where your dissertation or research portfolio does not meet EdD standard, you may be awarded the MSc (Advanced Educational Studies). You may also apply for the MSc on obtaining 180 credits at grade C3 or above in four taught courses; in that event you must withdraw from the EdD programme.

6.7 Doctor of Clinical Psychology (DClinPsy)

The DClinPsy is awarded in the College of Medical, Veterinary & Life Sciences. It combines taught courses, integrated clinical-taught courses, clinical placements, and an independent clinical research thesis.

Admission. You must normally have obtained a first degree with First or Upper Second Class Honours in Psychology, providing the British Psychological Society's Graduate Basis for Chartered Membership.

Duration. Your programme will normally be completed within three years from first registration; longer periods may be permitted in exceptional circumstances, up to a maximum of six academic sessions from first registration.

Structure. You must complete a minimum of 540 credits, of which 420 must be at SCQF level 12. The programme consists of taught courses, integrated clinical-taught courses, clinical placements, and a substantial piece of independent clinical research presented as a thesis of at least 80 credits. Taught courses are governed by the *Assessment Regulations*. Clinical placements are assessed on a Satisfactory or Unsatisfactory basis.

Progress. You must achieve grade D3 or above in all taught and integrated clinical-taught course components, and Satisfactory in all clinical placements, in each academic session in order to progress.

Code of Professional Conduct and Fitness to Practise. You must observe the standard of behaviour and professional conduct required of a registered Clinical Psychologist. You must assent to the programme's Code of Professional Conduct on entry and at the start of each year of study; without assent, you may not access teaching, assessment, or professional experience. A reported breach may engage Fitness to Practise procedures under Regulation 36 of the *University Regulations*.

Examination. Your independent clinical research thesis is examined by viva voce in accordance with section 7. The Committee of Examiners may recommend the outcomes set out in the CoP; resubmission, where permitted, is normally between four and 12 months after the viva.

Exit awards. Where you do not meet the requirements for the DClinPsy, you may be eligible for:

- Master of Science (Medical Science) in Applied Psychology, on achieving a GPA of at least 12.0 in 180 credits of the taught and integrated clinical-taught components.
- Postgraduate Diploma in Applied Psychology, on achieving a GPA of at least 9.0 in 180 credits of the taught and integrated clinical-taught components.

6.8 Doctor of Engineering (EngD)

The EngD is awarded in the College of Science & Engineering through programmes run in cooperation with industrial sponsoring companies. The programme is conducted by a Management Committee with overall responsibility for its strategy, priorities, and management. Relevant partnership details are set out in Appendix 1.

Admission. The normal standard is a degree with First or Upper Second Class Honours in a Science or Engineering discipline of a Scottish university, or an approved equivalent. You must have one or more sponsoring companies, or equivalent organisations, nominated by the Management Committee.

Duration. The minimum period of full-time study is four academic sessions (normally eight where part-time study is permitted). The maximum is five academic sessions full-time, or nine part-time.

Supervision. Your supervision team will normally include a primary academic supervisor, a second academic supervisor, an industrial adviser appointed by the sponsoring company, and other academic staff as required. If the industrial adviser becomes unable to continue, the sponsoring company will appoint a replacement to ensure continuity of your research.

Structure. Within the prescribed duration, you must achieve 180 taught credits, as prescribed by the Management Committee, at a GPA of at least 12.0. The taught component is governed by the *Assessment Regulations*.

Submission. Your submission is a thesis or, where your supervision team permits, a themed portfolio of related projects in standard format with a summary describing the contribution to knowledge and innovation and the relationship between projects.

Examination. In addition to the examiners required under section 7, two external examiners are normally appointed for the EngD: one assesses technical ability, the other your management skills and understanding of the industrial context.

Exit awards and progression. The 180-credit threshold specified under Structure above governs progression to the doctoral phase of the EngD. The thresholds below are separate, applying to the Postgraduate Diploma, Postgraduate Certificate, and progression to a Masters degree. Where you do not satisfy the EngD requirements, you may be eligible for:

- Postgraduate Diploma, on achieving a GPA of at least 9.0 in 120 taught credits.
- Postgraduate Certificate, on achieving a GPA of at least 9.0 in 60 taught credits.

These awards may have endorsements of Merit or Distinction as described in the *Assessment Regulations*.

You may be permitted to progress to a Masters degree where a Masters programme is available and you have obtained a GPA of at least 12.0 in 120 taught credits with all taught credits at grade F3 or above, and satisfy any additional progress requirements in the relevant programme document.

6.9 Doctor of Fine Arts in Creative Writing (DFA)

The DFA in Creative Writing is awarded in the College of Arts & Humanities.

Admission. You must normally have obtained a Masters degree in Creative Writing with Merit or Distinction, or have gained experience or completed works that the College Higher Degrees Committee deems equivalent.

Duration. The minimum period of study is three academic sessions full-time or five part-time. You must complete the programme, including submission of the portfolio, within four academic sessions full-time or six part-time. An approved suspension extends your maximum period by its duration; you may apply to your College Higher Degrees Committee for a further extension of up to one academic session.

Structure. Your programme consists of core seminars specified in your Graduate School's published documentation and submission of a portfolio of 70,000 to 100,000 words. The portfolio may comprise a substantial creative project and critical work across genres and forms. The precise word count, and the relationship between creative and critical elements, are agreed between you, your supervisors, and the Creative Writing postgraduate convener at the Annual Progress Review. To submit outside the 70,000-100,000 word range, you must seek prior permission from the College Higher Degrees Committee.

Exit awards. Where you do not satisfy the requirements for the DFA, you may be eligible for:

- MPhil (Creative Writing) at the end of year one on completion of the year one core seminars, formal research training, and attendance requirements, together with submission of a portfolio of 17,000 to 30,000 words. For this exit award, the Committee of Examiners may require you to attend an oral examination but the oral is not mandatory at first submission.

- MFA (Creative Writing) at the end of year two on completion of the year one and year two core seminars, formal research training, and attendance requirements, together with submission of a portfolio of 40,000 to 60,000 words.

Where your portfolio does not meet the standard for the DFA but is of sufficient merit for a Masters award, the Committee of Examiners may recommend that you revise and resubmit for the MFA.

6.10 Doctor of Medicine (MD) and Doctor of Dental Surgery (DDS)

The MD and DDS are awarded in the College of Medical, Veterinary & Life Sciences.

Admission. Your eligibility depends on the award:

Award	Admission requirement
MD	You must normally be a graduate in Medicine and Surgery of at least four years' standing and have been engaged since graduation for at least three years either in scientific work bearing directly on your profession, or in the practice of Medicine or Surgery.
DDS	You must be a Bachelor of Dental Surgery of a Scottish University, or of an institution recognised by the University Court for this purpose. You must have been engaged for at least four years either in scientific work bearing directly on your profession or in the practice of dentistry.

Duration. Before submitting, you must have undertaken at least two years of full-time, or four years of part-time, registered study under supervision (and for the DDS, under the supervision of a member of staff in the College or a recognised institution). The Senate may exceptionally reduce this by one academic session. You must submit your thesis within four years of registering full-time or six years part-time.

Thesis. Your submission must include a summary of up to 1,000 words. Your thesis may be a dissertation written for the purpose, or results of original observation already published, accompanied by a statement showing the relationship between the studies. For the DDS, your thesis must be on a branch of knowledge within or related to the BDS curriculum.

MD by Published Work. You may also be a candidate for the MD by published work if you are:

- a graduate of the University of Glasgow;

- a current member of University staff employed for the full-time equivalent of at least two years; or

- a former member of University staff employed for the full-time equivalent of at least two years, submitting within one year of leaving.

You must not already hold a doctoral degree in the same subject area. You may submit results of original observations already published in medical or scientific journals, accompanied by a statement showing the relationship between the studies and placing them critically in perspective.

Resubmission and re-examination. Where permitted, you must normally resubmit within one year of the original submission. For the MD by Published Work, you may not apply for re-examination until at least three years after the original submission.

6.11 Doctor of Veterinary Medicine (DVM) and Doctor of Veterinary Surgery (DVS)

The DVM and DVS are awarded in the College of Medical, Veterinary & Life Sciences.

Admission. You must be a Bachelor of Veterinary Medicine and Surgery of the University, or a member of staff of the Veterinary School and Hospital who is a registered veterinary surgeon holding a qualification recognised by the University Court. You must have been engaged for at least four years in scientific work bearing directly on your profession, or in veterinary medical or surgical practice as appropriate. The Senate may require you to pass an examination in prescribed subjects of veterinary science or practice.

Thesis subject restriction. A DVM thesis must not be on an exclusively surgical subject; a DVS thesis must not be on an exclusively medical subject.

Examination. Your thesis may be a dissertation written for the purpose, or results of original observation already published, accompanied by a statement showing the relationship between the studies. Your submission must include a summary of 500 to 1,000 words. A thesis of exceptional merit may be deemed worthy of Honours by the examiners.

Resubmission. Where permitted, you must normally resubmit within one year of the original submission.

6.12 Doctor of Practical Theology (DPT)

The DPT is awarded in the College of Arts & Humanities. It combines a programme of taught courses with a research project.

Admission. You must normally have obtained a First Class or Upper Second Class Honours degree, or another qualification or experience that the College of Arts & Humanities Higher Degrees Committee deems equivalent.

Duration. The minimum period of study is three academic sessions full-time or five part-time. The maximum is six academic sessions from initial registration, extendable by up to one academic session on approval of your College Higher Degrees Committee.

Structure. Your programme consists of four courses delivered by directed learning, each of 40 credits, and a research project leading to the submission of a dissertation or research portfolio. The taught component is governed by the *Assessment Regulations*.

Progress. You must achieve grade C3 or above in all course components in each year in order to progress.

Dissertation. Your dissertation or research portfolio is normally between 50,000 and 65,000 words, including references, bibliography, and appendices, written in English, accompanied by a summary of 250 to 1,000 words.

Examination. You must sit an oral examination on the subject matter of your dissertation or research portfolio, held in the presence of all the examiners.

Award. You qualify for the DPT on achieving grade C3 or above in each of the four directed-learning courses and being recommended for the award following examination of your dissertation or research portfolio.

Exit award. Where your dissertation or research portfolio does not meet DPT standard, you may be awarded the MPhil (Practical Theology). You may also apply for this MPhil on obtaining grade C3 or above in each of the four directed-learning courses; in that event, you must withdraw from the DPT programme.

6.13 Higher Doctorates by Submission of Published Work

Higher doctorates are awarded for a body of published work that constitutes an original, substantial, and authoritative contribution to a field. They are: Doctor of Laws (LLD), Doctor of Letters (DLitt), Doctor of Music (DMus), Doctor of Science (DSc), Doctor of Science in Medicine (DSc Med), and Doctor of Science in Engineering (DSc Eng).

Eligibility. To be a candidate, you must satisfy one of the routes below, depending on the award:

Route	Conditions
Glasgow graduate (all awards)	You are a graduate of the University of Glasgow, and at least seven years have elapsed since the date of your first graduation in the University
Glasgow office-holder (for DLitt, LLD)	You have held one or more offices at the University of Glasgow approved by the Senate for at least four years in total; you are not a graduate of the University of Glasgow; and at least seven years have elapsed since your first graduation in any university.
Glasgow office-holder (for DSc, DSc Med, DSc Eng, DMus)	You have held one or more offices at the University of Glasgow approved by the Senate for at least four years in total, and you are a graduate of an approved university of at least seven years' standing, or hold for at least seven years an equivalent qualification recognised by the Senate.
Research staff (for DSc, DSc Med, DSc Eng only)	You have carried out research at the University of Glasgow (or an affiliated College) for at least five years, and you are a graduate of an approved university of at least seven years' standing

The DMus is awarded in either Musical Composition or Musicology. You may submit for only one area at a time.

Initial application. Before being accepted as a candidate, you must submit to your College a summary or account of the work and a list of the publications to be considered. The College Higher Degrees Committee will determine, with expert advice where appropriate, whether the work appears to be of the required standard. A preliminary application fee may be charged, deducted from the submission fee if you are subsequently examined.

Submission. Your submission must be a body of published work, accompanied by a declaration that you have done the work and composed the thesis. Where the work involved collaboration, your individual contribution must be clearly defined. The work, or a major part of it, must have been published as a book or in periodicals of recognised standing. You may submit a single thesis, a connected account of your published research, or published papers under various headings accompanied by a statement showing the relationship between the studies.

You must identify any material in your submission that has been or is about to be included in a submission for any other higher degree or diploma at the University of Glasgow or another institution. Material previously included in a successful submission for another higher degree or diploma will not be considered.

For the DLitt, the work submitted must be between 70,000 and 100,000 words, including references, bibliography, and appendices.

For the LLD, the work submitted must include an accompanying statement of 500 to 1,000 words showing the connection between the various writings, their relation to the theme of the whole work, and the results and conclusions of the whole body of work.

For the DSc, DSc Med, DSc Eng and DMus, your submission must include a summary of 500 to 1,000 words. The LLD and DLitt do not require a separate summary, as the initial application account serves this purpose.

Examiners. Your submission is examined by:

Award	Examiners
DLitt	three or more examiners: one or more internal and two or more external
DMus, DSc, DSc Med, DSc Eng, LLD	one or more internal and one or more external examiners

The examiners' reports are submitted to the relevant College Committee, which may recommend an award to the Senate. You will be approved only if the College and the examiners agree that your submission constitutes the contribution required for the award. An unsuccessful submission is not eligible for the exit awards of a Masters or Diploma, and may not be resubmitted in its present form.

The intervals before re-examination and the limits on the number of candidacies are:

Route	Conditions	Maximum candidacies
DLitt; DMus	five years from the date of the previous submission	two
DSc; DSc Med	three years from the date of the previous submission	no maximum
DSc Eng; LLD	none	no maximum

7. Submission and Examination

Each award culminates in a submission for examination. The submission is normally a thesis, sometimes accompanied by a practical or creative component, a portfolio, or a body of published work; variations are set out in section 6.

Your thesis must be the product of your own research, accompanied by a signed declaration that the work is your own and an abstract as specified by the CoP.

You must submit your thesis electronically as directed by your Graduate School. Format and technical specifications for the thesis and any practical, creative, or non-textual components are set out in the CoP and the published University Library specifications.

Your thesis must normally be written and defended in English. For all degrees in the College of Arts & Humanities and in the College of Social Sciences for the PhD and MLitt, your College Higher Degrees Committee may exceptionally approve submission in another language where appropriate to the discipline and where supervision and examination in that language can be arranged.

Where your thesis involves research with human subjects, you must provide confirmation of ethics review and informed consent; where it involves laboratory animals, confirmation of compliance with Home Office requirements. Your thesis must conform to accepted national standards of clinical research, ethics, and animal welfare.

7.1 Examiners

Your thesis will be examined by a Committee of Examiners comprising one or more internal and one or more external examiners, all appointed by the Dean of Graduate Studies. The Dean acts on behalf of the Senate (for internal examiners) and on behalf of the University Court on the Senate's recommendation (for external examiners). No person involved in your direct supervision may be appointed. An internal examiner cannot also undertake the convener's duties.

With the approval of the Dean of Graduate Studies, a thesis may be examined by two external examiners without an internal examiner.

If you are a current or former member of University staff, two examiners must be external. The Clerk of Senate may waive this where your appointment is not one that might compromise the impartiality of an internal examiner.

7.2 The oral examination ('viva')

You will sit an oral examination on the subject matter of your thesis and its context. The oral examination is required at the first submission of the thesis.

A Convener will be appointed to convene the oral examination and to report on the agreed recommendation of the Committee of Examiners to your College Higher Degrees Committee. The role and responsibilities of the Convener are set out in the CoP.

Your supervisor will not normally be present at the oral examination but will be available for consultation by the Committee of Examiners. If you wish your supervisor to attend, you should request this at the point of submission or from the Convener at least one week before the oral; the request will normally be granted.

The detailed arrangements for the oral examination, including remote participation, reasonable adjustments, pre-viva reports, the timing of the examination relative to submission, and any resubmission arrangements are set out in the CoP.

8. Outcomes and Resubmission

After examining your thesis and conducting the oral examination, the Committee of Examiners will recommend an outcome to your College Higher Degrees Committee. Available recommendations range from award without further changes to failure without further opportunity for resubmission, and are set out in full in the CoP.

Where permitted to resubmit, you may do so on one occasion only. Resubmission is normally within 12 months of the Committee's decision – within 6 months for Research Masters, or as section 6 specifies. Conditions for resubmission, including the constitution of the Committee on resubmission and any requirement for a further oral, are set out in the CoP.

Where the Committee considers your thesis insufficient for the registered award but of sufficient merit for a different research award, it may recommend that you revise the thesis for examination for that other award. Conditions for this recommendation are set out in section 6 where applicable.

9. Award and Graduation

If your thesis is approved for award, you must deposit an electronic copy with the University Library, in accordance with its published specifications. The University will normally permit download of the deposited copy through its repository service. Access may be restricted under applicable laws.

Most research awards are not classified. Where an award is classified – typically because it has a taught component – the conditions are set out in section 6 and, where applicable, in the *Assessment Regulations*.

Some awards permit an exit award where you have not met the registered award's requirements; available exit awards are set out in section 6.

Appendix 1: Partnership Programmes and External Institutions

Some research degrees are awarded jointly or in partnership with other institutions, and some research candidacies involve study at external institutions recognised by the Senate.

Where a research degree is awarded jointly with another institution, the governing regulations may include provisions of the partner institution. Joint awards covered by these regulations include:

Award	Partner institutions	Awarding combination

PhD with Integrated Studies in Algebra, Geometry & Mathematical Physics	University of Edinburgh; Heriot-Watt University	Joint
EngD in Applied Photonics	Heriot-Watt University; University of Dundee; University of St Andrews; University of Strathclyde	CDT partnership
EngD in Sensor & Imaging Systems	Heriot-Watt University; University of Edinburgh; University of Strathclyde	CDT partnership
EngD in Ultrasonic Engineering	University of Strathclyde	CDT partnership
EngD in Photonic Integration & Advanced Data Storage	Queen's University Belfast	Administered by Queen's University Belfast

The EngD in Photonic Integration & Advanced Data Storage is governed by the regulations of Queen's University Belfast as the administering institution; copies are available from the College Office in the College of Science & Engineering.

The Glasgow School of Art is a recognised institution for the purposes of these regulations. The MPhil and PhD (including PhD by Published Work) at The Glasgow School of Art are governed by the GSA Schedules published in the GSA section of the *University Regulations*; candidates for those awards should follow those Schedules rather than these regulations. The MLitt at The Glasgow School of Art is governed by these regulations, with GSA as the recognised institution.

On the recommendation of a College, the Senate may recognise an external institution for a candidate's research, under the provisions of the CoP.

Where you are permitted to conduct some or all of your research at an external institution, conditions are governed by the CoP. Where a member of the recognised institution's staff acts as a supervisor or internal examiner, a member of staff from an appropriate subject area at the University of Glasgow will also be appointed.

Appendix 2: Subjects Offered in the PhD with Integrated Study

The PhD with Integrated Study is offered in the subjects below. Type A and B subjects have different progress thresholds (see section 6.3).

A2.1 Arts & Humanities

B: Applied Linguistics; Comparative Literature; English Literature & Linguistics; Translation Studies.

A2.2 Medical, Veterinary & Life Sciences

A: Precision Medicine (some taught provision may be available at the University of Edinburgh).

B: Ageing, Health & Welfare; Biochemistry; Biotechnology; Cancer Sciences; Cardiovascular Medicine; Cardiovascular Pharmacology; Cardiovascular Science; Cell Engineering; Clinical & Surgical Sciences; Dentistry; Diabetes; Ecology; Evolution; General Practice & Primary Care; Health Economics & Health Technology Assessment; Health Professions Education; Immunology & Inflammation; Infectious Disease; Microbiology; Molecular Cell Biology; Molecular Genetics; Molecular Pharmacology; Neuroscience & Psychology; Nursing; Nutrition; Parasitology; Plant Science; Population & Ecosystem Health; Psychological Medicine; Public Health; Renal, Endocrine & Metabolic Medicine; Social & Public Health Sciences; Translational Research; Virology.

A2.3 Science & Engineering

A: Computing Science & Psychology; Intelligent Sensing & Measurement; Ultrasonic Engineering.

B: Mathematical Sciences.

Annex 1

Revised Degree Regulations 2026-27

Type	Degree title	Resolution number(s)	Notes
PGR	Degree of Doctor of Science in Medicine	215	
PGR	Degrees of Doctor of Veterinary Medicine and Doctor of Veterinary Surgery	215	
UG	Degree of Bachelor of Science in Veterinary Science	363	
PGR	Degree of Doctor of Music	43	
PGR	Degree of Doctor of Philosophy	507	Excluding Glasgow School of Art which will continue under the existing approved Regulations under Resolution No. 507
PGT	Degree of Master of Laws by Research	538(A)	
PGT	Generic Regulations for Taught Masters Degrees	552	
PGR	Degree of Doctor of Education	555	
PGT	Degree of Master of Research	557	
PGR	Degree of Master of Science	558	
PGR	Degree of Doctor of Medicine	562	
PGR	Degree of Doctor of Dental Surgery	563	
PGR	Degree of Master of Philosophy	575	Excluding Glasgow School of Art which will continue under the existing approved Regulations under Resolution No. 575
PGR	Degree of Master of Letters	576	
PGR	Degree of Doctor of Science	577	

Type	Degree title	Resolution number(s)	Notes
PGT	Degree of Master of Theology	578	
PGR	Degree of Master of Veterinary Medicine	580	
UG	Generic Undergraduate Regulations	582	
UG	Degree of Master of Arts	583	
UG	Degree of Bachelor of Music	584	
UG	Degree of Bachelor of Divinity	585	
UG	Degree of Master of Arts in Primary Education with Teaching Qualification	591	
UG	Degree of Bachelor of Arts in Childhood Practice	595	
UG	Degrees of Master of Engineering, Bachelor of Engineering and Bachelor of Science in Engineering	596	
UG	Degree of Master of Arts (Social Sciences)	597	
UG	Degree of Bachelor of Accountancy	599	
UG	Degree of Bachelor of Laws	600	
UG-Clin	Degrees of Bachelor of Medicine and Bachelor of Surgery	602	
UG-Clin	Degree of Bachelor of Dental Surgery	603	
UG	Degrees of Bachelor of Science and Master in Science	605	
UG-Clin	Degree of Bachelor of Veterinary Medicine & Surgery	606	
UG	Degrees of Bachelor of Science in Veterinary Biosciences and Master in Science in Veterinary Biosciences	607	
PGT	Degree of Master of Science (Dental Science)	620	
PGR	Degree of Doctor of Clinical Psychology	621	
UG	Degree of Bachelor of Science in Environmental Science & Sustainability	632	
PGR	Degree of Doctor of Practical Theology	634	
PGR	Degree of Doctor of Letters	636	

Type	Degree title	Resolution number(s)	Notes
UG	Degree of Bachelor of Science (Medical Science) in Medical Humanities	637	
UG	Degree of Bachelor of Science in Dental Science	638	
UG	Degree of Bachelor of Science in Medical Science	639	
PGT	Degree of Master of Research	645	
UG	Degree of Bachelor of Engineering (delivered at University of Electronic Science & Technology of China - UESTC)	647	
PGT	Degree of Master of Science in Precision Medicine & Pharmacological Innovation	648	
PGT	Degree of Master of Science	649	
UG	Degree of Master of Education with Teaching Qualification (Primary)	650	
PGR	Degree of Master of Fine Arts in Creative Writing	659	
PGT	Degree of Master of Science in Sensor & Imaging Systems	661	
PGT	Degree of Master of Research in Economics	662	
PGR	Degree of Doctor of Fine Arts in Creative Writing	664	
PGR	Degree of Doctor of Philosophy with Integrated Study	665	
UG	Degree of Bachelor of Arts in Community Development	674	
PGT	Degree of Master of Accountancy Professional Pathway 1	675	
PGT	Degree of Master of Science [Engineering]	678	
PGT	Degree of International Master in Security, Intelligence & Strategic Studies	679	
PGT	Degree of International Master in Global Markets, Local Creativities	680	
PGT	Degree of International Master in Central & East European, Russian and Eurasian Studies	681	

Type	Degree title	Resolution number(s)	Notes
PGT	Generic Regulations for Taught Masters Degrees and Postgraduate Certificates and Diplomas Delivered by Online Distance Learning	687	
UG	Degree of Bachelor of Science in Software Engineering (Graduate Apprenticeship)	688	
UG	Degree of Bachelor of Science (Dental Science) in Medical Humanities	689	
PGR	Degree of Doctor of Engineering	691	
PGT	Degree of International Master in Children's Literature, Media & Cultural Entrepreneurship	692	
UG	Degree of Master of Design & Technology Education with Teaching Qualification (Secondary)	696	
UG-Clin	Degree of Bachelor of Nursing	697	
UG	Degree of Bachelor of Finance	698	
PGT	Degree of International Master in Education in Museums & Heritage	703	
PGT	Degree of International Master in Managing Art & Cultural Heritage in Global Markets	706	
PGT	Degree of Master of Science (Medical Science) in Human Nutrition with Specialisation	707	
UG	Degree of Master of Arts in Global Sustainable Development	709	
PGT	Degree of Master of Science in Medical Physics	711	
PGT	Degree of Master of Science [Geospatial Science]	712	
PGT	Degree of International Master in Environmental Geoscience	714	
PGT	Degree of Master of Philosophy	715	
PGT	Degree of International Master in Environmental Social Science	716	
UG	Degrees awarded jointly with the Singapore Institute of Technology	721	

List 2:

College	Type	Degree title	Ordinance number	Notes
CoSS	Research	Degree of Doctor of Laws	1	Governed by Ordinance, not a Resolution: "The Degree of Doctor of Laws is awarded under The Scottish Universities Ordinance No. 1.The following are the relevant provisions of that Ordinance."
Generic	Research	Research Students	350	"Ordinance 350 (General No 12), which came into force in October 1961, governs the admission of Research Students and the appointment of Research Fellows. The following are the provisions of that Ordinance relevant to the admission of Research Students:"
CoSE	Research	Degree of Doctor of Science in Engineering	462	"The Degree of Doctor of Science in Engineering is awarded under Ordinance 462 (Glasgow No. 128) of the University Court. The following are the relevant provisions of that Ordinance."

UNIVERSITY OF GLASGOW

UNIVERSITY COURT

RESOLUTION NO. 724 – ASSESSMENT REGULATIONS

In pursuance of the powers conferred under Section 3 and Schedule 2 Part II of the Universities (Scotland) Act 1966, the University Court hereby resolves as follows:

1. On the recommendation of the Senate, the University Court adopts the Assessment Regulations as set out below with effect from 1 August 2026, which shall replace in its entirety the Code of Assessment that came into effect on 1 October 2003 under Resolution No 564 (as amended) of the University Court.

2. This resolution shall take effect on 1 August 2026.

DAVID DUNCAN

University Secretary

ASSESSMENT REGULATIONS

The Assessment Regulations are governed by Resolution No. 724 of the University Court, the provisions of which are incorporated in the Regulations below.

These Regulations are reproduced in the online Guide to the Assessment Regulations where they are accompanied by commentary and examples.

General

16.1 Each approved course[1] contributing to an award of the University shall have a credit rating based upon the notional learning hours required for its completion, and determined in accordance with the Scottish Credit & Qualifications Framework (SCQF).[2] Regulations governing awards of the University may express the criteria for making such awards directly or indirectly in terms of accumulated credit points. The minimum requirement for the award of credits is addressed in §16.40 - §16.44.

16.2 a) Each such course will incorporate a scheme of assessment which:

i) assesses candidates' performance against the intended learning outcomes of the course;

ii) includes an appropriate combination of formative and summative elements;

iii) deploys forms of assessment appropriate to the intended learning outcomes of the course, taking due account of its credit rating;

iv) where re-assessment is provided for in the degree regulations, makes provision for the re-assessment of candidates in accordance with the regulations;

v) may be changed only through procedures approved by Senate;

vi) may be varied exceptionally in a given session in response to specific circumstances subject to the approval of the Clerk of Senate;

vii) is as far as practicable anonymous.

b) Each scheme of assessment will set out the individual components of assessment and their respective weighting in the calculation of the final grade for the course.

i) 'Component of assessment' means each of the weighted assessments set out in the course specification document.

ii) Each component of assessment may include sub-components except that individual questions in an examination or other piece of assessment shall not be regarded as sub-components.

16.3 The scheme will be implemented in accordance with the following requirements:

a) the scheme shall be fully described in the School Instructions issued in written or electronic form to all students enrolled in the course (at the beginning of the course, or as soon as practicable thereafter), with particular regard to dates, deadlines and formats of required work, weights of components of the assessment scheme, the method of marking (e.g. single marking, blind double marking, second marking), procedures for moderation of summative assessments, procedures for informing students of results and the returning of work, requirements for progression in the relevant programme and provisions for appeal;

b) due notice shall be given of dates, times and places of written and oral examinations and other assessment events;

c) appropriate provision shall be made for candidates with a formally recognised permanent or temporary disability. Please see Examination and other Assessment Arrangements for Disabled Students (Regulation 24);

d) candidates shall be supplied with relevant information on assessment criteria and on schemes for grading, classification and aggregation.

16.4 The scheme shall describe how candidates will receive feedback to guide their subsequent learning. That feedback may include the results of summative assessment. Where these are provided they will be provisional until they are confirmed or amended by the appropriate Board of Examiners.

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[1] The term 'course' refers to a self-contained unit of study on a particular topic with defined level, credit value, aims, intended learning outcomes, mode(s) of delivery, scheme of assessment and possibly also pre- and co-requisites.

[2] Information about the SCQF may be obtained at https://scqf.org.uk/

16.5 Where an Honours programme involves two or more subjects, the way in which the results of assessment are to be aggregated, averaged or profiled to produce an overall classification of the degree should be agreed when the degree is approved.

Provision for Reassessment

16.6 'Reassessment' means a further attempt at assessment following an unsuccessful first attempt, as set out in §16.8-§16.13. 'Deferred assessment' means a first attempt at assessment taken at a later date due to approved Extenuating Circumstances. Deferred assessment is not reassessment.

16.7 In §16.8-§16.13, the 'threshold grade' is, unless the regulations for a particular programme say otherwise:

a) for undergraduate programmes, grade D;

b) for taught Masters degree programmes and for postgraduate certificate and diploma programmes, grade C.

16.8 Eligibility for reassessment is normally determined on the basis of course grades.

a) A student who has not achieved the threshold grade in a course **and** has not received compensatory credit for that course will be offered reassessment.

b) An Academic Review Panel may grant reassessment for a course where a student has not achieved the threshold grade but has received compensatory credit **only if** reassessment is necessary to progress with their curriculum or to meet the minimum GPA or grade requirements for progression or for an award.

c) Reassessment under (a) and (b) means one further opportunity to attempt each component of assessment for that course, other than the exception in 16.9 (b) below.

d) Where a programme requires all components of assessment for a course to be achieved at a specified grade, a student who has not achieved that grade will be offered reassessment, which will normally mean one further opportunity at assessment only in the relevant component or components.

16.9 a) Reassessment will be offered within the same academic session as the first attempt.

b) Exceptional further reassessments may be offered where required by professional, statutory, or regulatory bodies, or by partner institutions on collaborative programmes. Policies about this must be communicated to students in course documentation.

16.10 a) Reassessment should normally be in the same form and carry the same weighting as the first attempt.

b) If the same form cannot be used, a Board of Studies may approve an alternative form of reassessment. Any alternative must assess the same intended learning outcomes at the same level. It must require an equivalent standard of performance to achieve equivalent grades. Details of this must be set out in the course specification and communicated to students in any course documentation.

16.11 a) Exceptionally, reassessment may not be available for some components of assessment where it is not possible to replicate the assessment or to offer an alternative form of assessment. Such an exception must be approved by the Head of School and may apply to no more than 25% by weight of a course's summative assessment, except where permitted by the Clerk of Senate.

b) Details of any components of assessment for which reassessment is not available must be set out in the course specification and communicated to students in course documentation.

c) Where a component cannot be offered for reassessment, the original grade for that component is used in any subsequent calculation.

16.12 If reassessment or deferred assessment is required to complete an academic session but is not available until a subsequent academic session, a student should expect that course content may have changed. The student should work with the School to assess what content has changed, and it is the student's responsibility to prepare appropriately for the changed content.

16.13 a) The course grade following any reassessment is calculated using the best grade achieved for each component. This course grade is then capped at the threshold grade for the programme.

b) Only first-attempt grades contribute to the classification or endorsement of any award.

c) Reassessment grades (after capping under (a) above) contribute to the award of credit and to meeting any minimum GPA or grade requirements for award.

d) Reassessment grades can also be used to meet progress requirements, but not entry to Honours or the Integrated Masters, unless the programme specification states otherwise.

Timing and Duration of Examinations[3]

16.14 Where all or part of a course's scheme of assessment consists of an 'end of course' examination,**Error! Bookmark not defined.** that examination shall normally be held within the academic session in which the course has been taught. The available durations for individual examinations are 60, 90, 120, or (only in the spring examination period) 180 minutes, all of these durations being inclusive of reading time.

16.15 The duration of an examination which occurs within the main examination diets, and which forms all or part of a course's summative assessment, is subject to a limit determined by the level at which the course is taught, its credit rating, and the extent to which the examination contributes to the summative assessment of the course as a whole.

16.16 Where more than one such examination for the same course occurs within the main examination diets, the maximum duration prescribed in §16.17 - §16.18, and the references in the same clauses to 'examination', shall apply to these examinations in combination.

16.17 The duration of an examination as defined in §16.15 where it contributes 100% of the course's summative assessment, may not, subject to §16.19, exceed the number of minutes prescribed in Schedule D.

16.18 Where such an examination accounts for less than 100% of the course's summative assessment, the maximum duration of such an examination shall be determined by the product of that percentage (expressed as a decimal fraction) and the number of minutes appropriate to the credits and level indicated in Schedule D. Where the result of this calculation is less than 60 minutes, the maximum duration shall be rounded up to 60 minutes and, otherwise, subject to §16.19, the result shall be rounded to the nearest multiple of 30 minutes.

16.19 Where the calculated maximum duration is 60 minutes or 90 minutes, the College in which responsibility for the examination lies may approve an extension of 30 minutes where such an extension is justified by the nature and content of the examination.

16.20 The examination duration determined by these regulations may be allocated to two or more individual examinations which may be 60, 90, 120, or (only in the spring examination period) 180 minutes in length, all of these durations being inclusive of reading time.

16.21 The maximum durations prescribed in §16.17 - §16.19 shall not limit the provision available in §24.9-§24.10 to allow extra time to disabled candidates.

SCHEDULE D

Credits	Levels 1 & 2	Levels 3-5
10	90 minutes	120 minutes
15	120 minutes	150 minutes
20	150 minutes	180 minutes
30	240 minutes	240 minutes
40	330 minutes	330 minutes
60	480 minutes	480 minutes

Standards

General

16.22 The standard achieved by a candidate in all summative assessments required by a course shall be judged by the relevant Board of Examiners in terms of the candidate's attainment of the stated intended learning outcomes for that course.

16.23 Judgement shall be expressed in terms of the primary grades and secondary bands set out in Glasgow Grading Scheme 1 or in terms of the grades set out in Glasgow Grading Scheme 2. Documentation relating to courses and programmes shall indicate where Glasgow Grading Scheme 1 or Glasgow Grading Scheme 2 verbal descriptors shall apply.

[3] §16.14-§16.21 relate to timed examinations taking place in exam halls on-campus or at other approved venues. While the provisions do not directly apply to online examinations, in determining the duration of the latter note should be taken of the principles set out in these provisions.

16.24 Judgement shall be made through direct reference to the primary verbal descriptors for intended learning outcomes and the primary verbal descriptors for professional, practical or clinical competence set out in Glasgow Grading Schemes 1 and 2. Reference shall also be made to such subsidiary information as Schools may prepare to amplify the primary verbal descriptors in terms specific to a particular field of study. Where the outcome of the chosen mode of assessment is a proper percentage score it shall, before being reported to students, be converted into a primary grade and secondary band by reference to a conversion scheme determined by the Board of Examiners as appropriate for the assessment in question and subordinate to the relevant grade descriptors.

Submission of Summative Assessment

Assessment (other than examinations): Penalties for late submission

16.25 Deadlines for the submission of work which is to be formally assessed will be published in course documentation, and work which is submitted later than the deadline will be subject to penalty as set out below.

Where the work in question is a piece of independent work for which, in order to qualify for an Honours degree, a minimum grade is prescribed, any late penalty will be discounted for the purpose of determining whether that prescription has been met.

16.26 Except as modified by §16.27, the primary grade and secondary band awarded for work which is submitted after the published deadline will be calculated as follows:

a) In respect of work submitted not more than five working days[4] after the deadline:

   i) the work will be assessed in the usual way, and the primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late;

   ii) where work is submitted after feedback on that work (which may include grades) has already been provided to the student class, grade H will be awarded. Feedback may be provided to the student class within five working days of the submission deadline in relation to no more than 25% by weight of a course's summative assessment.

b) In respect of work submitted more than five working days after the deadline:

   i) where feedback on the work has not yet been provided to the student class, Grade H will be awarded;

   ii) where feedback has already been provided to the student class, the work will be counted as a non-submission.

Course teams may elect to vary §16.26 (b) (ii) for specific assessments by awarding Grade H to work submitted after feedback has been provided to the student class. Details of any such arrangements must be stated in course documentation.

Assessment (other than examinations): Deferral of deadlines

16.27 a) A candidate who is unable to submit an assessment by the published deadline, or who anticipates being unable to submit, may apply for an extension using a Delayed Assessment Permit (DAP) in accordance with the policy published by the Senate Assessors. Requests to use a DAP should be made in advance of the published deadline.

b) Where the circumstances require a longer deferral than a DAP provides, or where a DAP is not available for the assessment in question, a candidate may apply for a deferral of the deadline or exemption from the penalties set out in §16.26 by making a claim in accordance with the procedures set out in §16.45-§16.53.

c) No deferral of a deadline may extend beyond the date on which feedback on that assessment is provided to the student class, unless the feedback provided to the student class would not in any way advantage a candidate in completing the assessment.

Online examinations and late submission

16.28 a) Information regarding the format and submission timings of online examinations will be provided to candidates in advance of the relevant examination diet.

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[4] For the purposes of these Regulations, Monday to Friday are counted as working days except when the University is closed for a public or other Holiday. Saturdays and Sundays are not counted as working days.

b) It is the candidate's responsibility to ensure that the correct version of their online examination is submitted.

c) In the event that a candidate does not submit by the end of the scheduled examination time[5] the following will apply:

i) where a late submission window is available for the examination and the candidate submits within that window a late penalty will be applied: the submission will be graded H;

ii) where a late submission window is available and the candidate does not submit by the end of that window, the examination will be treated as a non-submission;

iii) where no late submission window is available the examination will be treated as a non-submission.

d) Where different parts of an online examination require separate submission the following will apply:

i) a late penalty will be applied only to any part that is submitted late;

ii) if any part of the examination is submitted by the end of the scheduled examination time or by the end of any available late submission window the examination as a whole will be regarded as having been submitted.

e) A candidate who is unable to submit an online examination by the end of the scheduled examination time due to Extenuating Circumstances, as defined in §16.45(a) Incomplete Assessment resulting from Extenuating Circumstances, may make an application under the procedures set out in §16.45 - §16.53:

i) for waiver of the late penalty as described in §16.28 (c) (i) or §16.28 (d) (i); or

ii) where in accordance with §16.28 (c) (ii) or (iii) the examination is treated as a non-submission, for the outcome described in §16.50 to be applied.

Aggregation

16.29 Where the assessment scheme of a specific course or programme requires aggregation across two or more components to obtain an overall outcome, the grade points set out in Glasgow Grading Schemes 1 and 2 shall be employed.

Aggregation of Assessments across a Course

16.30 a) A course grade is calculated from all summative assessments for that course, weighted as specified in the course specification.

b) Work not submitted is recorded as Not Submitted (NS), contributing zero grade points.

c) To calculate the course grade, multiply each assessment's grade points by its weight, add these together, and divide by the total of the weights. This produces a weighted average of the grade points.

d) Where a student has approved Extenuating Circumstances for assessment(s) worth 10% or less of a course's total assessment, such assessment(s) may be excluded from that student's course grade calculation by the School, should this not compromise the course's Intended Learning Outcomes. In this situation, the course grade carries the full credit weighting of the course.

16.31 A weighted average of grade points is converted to a course grade as follows:

a) If a course uses Glasgow Grading Scheme 1 for 50% or more of its assessment by weight, the weighted average is rounded to a whole number and the course grade is the grade on Glasgow Grading Scheme 1 with that value.

b) If a course uses Glasgow Grading Scheme 2 for more than 50% of its assessment by weight, the weighted average is not rounded and the course grade is the grade on Glasgow Grading Scheme 2 whose range includes the average.

16.32 The course grade is then used in programme calculations as set out in §16.34-§16.39.

Aggregation of Results of Courses across a Programme

16.33 a) A Board of Examiners shall determine and report the results for each individual course on a programme following the diet at which that course is assessed (or, where a course is assessed at

[5] Illustrations of the different formats of online examinations and their submission windows are given in the Guide to the Assessment Regulations.

more than one diet, following the diet at which the course assessment is completed), and shall determine and report the overall programme award after the final assessment diet.

b) The calculation of programme-level outcomes shall be carried out using mechanisms approved on behalf of Senate by Academic Services.

16.34 a) A student's grade point average (GPA) for an academic session is the average of their grade points across a set of courses, with the courses weighted by credit value. A GPA is expressed to one decimal place.

b) A GPA is calculated when there are no remaining pending grades and all courses are awarded credit. Courses awarded credit and graded ECC under §16.41(b) are excluded from the GPA calculation.

c) A GPA is calculated and published to the student once the award of credit for the academic session has been determined under §16.40-§16.44.

d) Where reassessment has taken place, a first-attempt GPA is also calculated using only the first-attempt course grades. The first-attempt GPA is used for the classification or endorsement of awards under §16.13(b-c). The GPA including any reassessment, calculated using course grades under §16.13(a), is used for progression and for the award of a degree.

e) Where an award is based on an aggregate GPA of multiple academic sessions, session GPAs are weighted equally (or, exceptionally, weighted as set out in the UG section of the *University Regulations*) and aggregated for the final award as set out in §16.35-16.39. Each session GPA is calculated independently before aggregation.

Undergraduate Non-Honours Programmes

16.35 a) This section applies to the Ordinary degree, Certificate of Higher Education, Diploma of Higher Education, and any other undergraduate award with the endorsements of Merit or Distinction.

b) The endorsement is based on the student's GPA across the credits contributing to the award, using grades achieved at the first attempt.

c) A student whose GPA is 15.0 or above receives the award with Distinction. A student whose GPA is 12.0 or above receives the award with Merit. A student whose GPA meets the minimum for the award but is below 12.0 receives a Pass.

Honours Degree, Integrated Masters, BDS, BVMS, and MBChB Programmes

16.36 a) There are four classes of Honours: first class, upper second class, lower second class, and third class. A student who does not achieve any of these has failed the Honours programme. (A student with approved Extenuating Circumstances may still receive an unclassified Honours degree under §16.53.)

b) Classification is based on grades achieved at the first attempt in the years of the programme that contribute to the classification, other than as specified in (e) below. The degree regulations applicable to the programme set out which years contribute and how they are weighted.

c) Classification occurs in three stages. In stage one, where the student's GPA falls within one of the following ranges and all other requirements for the degree have been met, the student receives the corresponding classification:

GPA	**Classification**
17.5 to 22.0	First class Honours
14.5 to 17.0	Upper second class Honours
11.5 to 14.0	Lower second class Honours
9.0 to 11.0	Third class Honours
0.0 to 8.9	No award other than in (e)

Where a classification is given at stage one, no more steps are carried out.

d) In stage two, where the student's GPA falls between two of the ranges given in stage one (that is, a GPA of 17.1 to 17.4, 14.1 to 14.4 or 11.1 to 11.4), the student's weighted course grade profile is used to decide which classification to award. This 'weighted course grade profile' is the spread of individual course grades achieved at the first attempt, weighted by credit value and by any weighting given to

different years of the programme. The student receives the higher classification if at least half of the weighted course grade profile is at the relevant threshold grade or above:

GPA range	Higher classification	At least half of weighted course grades at
17.1 to 17.4	First class Honours	A
14.1 to 14.4	Upper second class Honours	B or above
11.1 to 11.4	Lower second class Honours	C or above

Otherwise, the student receives the lower classification. Where a classification is given at stage two, no more steps are carried out.

e) In stage three, a student who after reassessment meets the requirements for the award of the Honours degree but whose first-attempt GPA falls below the third class range at stage one receives a third class degree. A third class degree awarded on this basis is not distinguished from any other third class degree.

f) The programmes of BDS, BVMS, and MBChB have three categories of award: Honours, Commendation, and pass. A student who does not achieve any of these has failed the programme. The criteria for each category are set out in the regulations and programme documentation for each programme.

Taught Postgraduate Programmes

16.38 a) Endorsements for a taught Masters degree are based on grades achieved at the first attempt across all credits on the programme, including both taught courses and the substantial independent work (such as a dissertation or project).

b) A student receives the degree with Distinction if they have achieved at the first attempt:

i) a GPA of at least 17.5 across all credits on the programme,

ii) a GPA of at least 17.0 in the taught courses, and

iii) a grade of B1 or above in the substantial independent work.

c) A student receives the degree with Merit if they have achieved at the first attempt:

i) a GPA of at least 14.5 across all credits on the programme,

ii) a GPA of at least 14.0 in the taught courses, and

iii) a grade of C1 or above in the substantial independent work.

d) Where a student's overall GPA falls between two of these thresholds (that is, a GPA of 17.1 to 17.4 or 14.1 to 14.4), but they have met the taught course GPA and independent work grade for the endorsement, the student's weighted course grade profile is used to decide whether to award the higher endorsement. This 'weighted course grade profile' is the spread of individual course grades achieved at the first attempt across all credits on the programme, weighted by credit value. The student receives the higher endorsement if at least half of the weighted course grade profile is at the relevant threshold grade or above:

GPA range	Higher endorsement	At least half of weighted course grades at
17.1 to 17.4	Distinction	A
14.1 to 14.4	Merit	B or above

Otherwise, the student receives the lower endorsement.

e) A student who does not meet the requirements for Distinction or Merit, but meets all requirements for the award, receives a Pass.

Postgraduate Diplomas and Certificates

16.39 a) Endorsements for a Postgraduate Diploma or Postgraduate Certificate are based on grades achieved at the first attempt across the credits contributing to the award.

b) A student whose GPA at the first attempt is 17.5 or above receives the award with Distinction. A student whose GPA at the first attempt is 14.5 or above receives the award with Merit. A student who meets all requirements for the award but does not meet these thresholds receives a Pass.

c) Where a student's overall GPA falls between two of these thresholds (17.1 to 17.4 or 14.1 to 14.4), they may receive the higher endorsement based on their weighted course grade profile. This 'weighted course grade profile' is the spread of individual course grades achieved at the first attempt across the contributing credits, weighted by credit value. The student receives the higher endorsement if at least half of the weighted course grade profile is at the relevant threshold grade or above:

GPA range	Higher endorsement	At least half of weighted course grades at
17.1 to 17.4	Distinction	A
14.1 to 14.4	Merit	B or above

Otherwise, the student receives the lower endorsement

Award of Credit

16.40 Credit for a course is awarded when a student achieves a course grade of D or above.

16.41 a) A course grade is 'pending' where the recorded outcome is Extenuating Circumstances with Deferred Assessment (EC), Outcome Deferred (DFR), or Interruption of Studies (IS). A course with a pending outcome does not yet receive credit and is excluded from calculations under §16.43.

b) The expectation is that assessment missed at the first opportunity due to approved Extenuating Circumstances will be taken as 'deferred assessment' (a first attempt at a later date). Extenuating Circumstances Complete (ECC) is recorded as the course outcome where there are approved Extenuating Circumstances with **no** further assessment opportunity. This may arise because the assessment is not available at a later date or where the student is in the final academic session of their programme and no opportunities for deferred assessment are available before the scheduled award date. An exception to this rule for small volumes of assessment is noted in §16.30(d).

c) A course graded ECC does not qualify for the direct award of credit under §16.40 but is included among the courses in the academic session when determining whether the two-thirds threshold for compensatory credit (§16.43) is met. If compensatory credit applies, credit is awarded for the ECC course(s) but it does not contribute to GPA calculations.

16.42 a) Schools may exceptionally specify additional requirements for the award of credit in course specifications. These additional requirements must either be essential to demonstrate particular intended learning outcomes, or required by professional, statutory, or regulatory bodies. Where these additional requirements exist, a student must meet these requirements before credit is awarded.

b) Where there is any such additional requirement relating to attendance, a student may be absent from up to 25% of that requirement if the absence is due to approved Extenuating Circumstances. If there are any situations where this exception cannot apply, often due to requirements by professional, statutory, or regulatory bodies, then they will be clearly stated in the course specification.

c) The following administrative grades apply under this section:

i) Credit Not Yet Awarded (CNY): Additional requirements for the award of credit for this course have not yet been met but may still be met through further opportunities available to the student.

ii) Credit Not Awarded (CNA): Additional requirements for the award of credit for this course have not been met and cannot in the future be met.

Compensatory Credit

16.43 a) At the end of each academic session if credit has not been awarded for all courses under §16.40 the following applies: if a student has achieved grade D or above in courses worth two-thirds or more of the academic session's credits and there are no pending course grades, then credit is automatically awarded for all completed courses taken in that academic session ('compensatory credit').

b) The award of compensatory credit does not change any course grade or the grade's contribution to GPA calculations.

c) Compensatory credit applies to the academic session as a whole. Compensatory credit cannot be applied selectively to some courses in an academic session while others are put forward for reassessment. After compensatory credit is awarded, reassessment will not be available to improve individual course grades, except under the provisions of §16.8(b).

d) Where multiple assessment periods are available, compensatory credit is automatically determined again at the end of each assessment period. Where compensatory credit is not available or cannot be applied for a course or programme, then a student who has not achieved the award of credit for their academic session will normally be offered reassessment for courses which have not been awarded credit, as set out in §16.8-§16.13.

16.44 Compensatory credit is **not** available for:

a) courses which count as the substantial independent work required for the award of a degree, such as a dissertation or project;

b) courses where the course or programme specification states that compensatory credit is not available;

c) courses where additional requirements specified under §16.42 have not been met, unless the course or programme specification provides otherwise;

d) courses where a student conduct penalty specifies that credit must not be awarded. Where credit is withheld under this provision, a student's entitlement to reassessment is determined by the terms of the conduct penalty, normally involving a conduct penalty specifying the award of a CNA grade under §16.42(c).

Incomplete Assessment resulting from Extenuating Circumstances

Scope and definitions

16.45 a) For the purposes of §16.46 - §16.53 of these regulations, 'Extenuating Circumstances' shall mean circumstances affecting a student which would reasonably result in components of a student's programme of assessment not being completed. Extenuating Circumstances include situations where the student is unable, through no fault of their own, to fulfil the requirements of the scheme of assessment appropriate to their programme of studies. Students with chronic or persistent illness or long-term adverse personal circumstances should also refer to the University's Policy on Reasonable Adjustments & Supportive Arrangements for Students.[6]

b) The Senate shall appoint a cohort of Senate Assessors for Extenuating Circumstances ('the Senate Assessors'), one of whom will act as Senior Senate Assessor, and whose responsibilities will be to:

i) determine Extenuating Circumstances policies, including requirements with regard to evidence and supporting statements;

ii) consider particularly complex or precedent-setting cases referred to them by Student & Academic Services;

iii) ensure clear process documentation is available for students and staff; and

iv) present an Annual Report to Senate.

The term of office of the Senate Assessors shall normally be three years. In the event that all Senate Assessors are temporarily unavailable, the Clerk of Senate shall nominate another member of the Senate to act as a Senate Assessor in the interim.

Process

16.46 Students will make available to the University information about any Extenuating Circumstances by submitting an Extenuating Circumstances claim using the system(s) identified by the University on the student MyGlasgow page. The decision(s) about any claim of Extenuating Circumstances shall be notified to the candidate as soon as reasonably practicable.

16.47 a) Where incomplete assessment may be the result of Extenuating Circumstances affecting a component of assessment, a student must report this by submitting an Extenuating Circumstances

[6] A candidate experiencing chronic or persistent illness or long-term adverse personal circumstances is encouraged at as early a stage as possible to contact appropriate sources of support such as their Adviser of Study/Advising Team and the Disability Service. The Support to Study Procedure may be used to consider how best to support any such candidate in their studies.

claim no later than five working days**Error! Bookmark not defined.** after the affected examination, or after the date at which submission of the work for assessment was due.

b) Late Extenuating Circumstances claims shall not be considered unless circumstances have prevented the candidate from submitting a claim within this time. Claims submitted after feedback is returned to the student class will require authorisation from the Senate Assessors for Extenuating Circumstances.

c) A candidate can only retract a claim of Extenuating Circumstances up to five working days after either the affected examination or after the date at which submission of work for assessment was due. A candidate cannot retract a claim after the date of publication of the results (including provisional results) of the assessment if this date is earlier.

16.48 a) The policy and responsibilities for the processing of Extenuating Circumstances claims, including any relevant definitions and evidence requirements, shall be clearly identified in advance of the start of each academic session and made available to staff and students by the Senate Assessors. Unless determined otherwise by the Senate Assessors, consideration of claims shall be carried out in accordance with the following:

i) The responsibility for Stage 1, the initial processing of Extenuating Circumstances claims, shall lie with Student & Academic Services and other identified staff, who will determine the severity and duration of the Extenuating Circumstances and make any necessary referrals to support services required.

ii) After Stage 1 is complete, the responsibility for Stage 2, determining the appropriate outcome(s) with regards to components of assessment, shall lie with the relevant School.

iii) Requests for reconsideration of Stage 1 decisions will be dealt with under the relevant policies published by Student & Academic Services. Appeals against Stage 2 decisions regarding Extenuating Circumstances will be held under the Code of Procedure for Appeals by Students Against Academic Decisions (Regulation 26).

b) In considering claims of Extenuating Circumstances:

i) the information provided by the candidate claiming Extenuating Circumstances and any relevant and available material submitted by them for assessment shall be scrutinised;

ii) fairness to the individual candidate claiming Extenuating Circumstances must be balanced with fairness to other candidates and the integrity of the assessment as a whole;

iii) it shall be determined whether the failure to attend an examination or to submit work for assessment has been justified by Extenuating Circumstances.

Outcomes

16.49 Where it is determined at Stage 1 that the evidence presented does **not** support the candidate's claim that they were prevented by Extenuating Circumstances from attending an examination or submitting work for assessment, the assessment or assessments in question shall be treated as non-submissions.

16.50 Where at Stage 1 the candidate's claim of Extenuating Circumstances is supported and the work was not submitted, the candidate shall be expected to complete their assessment by undertaking deferred assessment, as defined in §16.6. In order to permit such completion:

a) a special sitting of an examination may be arranged, or the candidate may be required to attend for examination at a scheduled diet; and/or,

b) a date for completion of non-examination assessment may be set;

as appropriate in the circumstances. Any such deferred assessment shall be regarded as the candidate's first attempt if the examination or assessment missed would itself have been their first attempt.

16.51 Should undertaking all deferred assessment not be possible within the same academic session as the original assessment, then the following procedures shall apply:

a) where the School believes that the candidate's learning and/or assessment in the whole academic session or in a complete semester has been substantially and adversely impacted by Extenuating Circumstances, the candidate shall be offered the opportunity to repeat, with attendance or on an assessment-only basis,

the full year or single semester in the next academic session.[7] Assessment previously completed in the relevant session or semester will be disregarded.

b) where (a) does not apply and the deferred assessment totals more than the equivalent of 20 credits, the candidate will normally be required to remedy the incomplete assessment before being permitted to progress to the next year of the programme, and the School shall determine whether the candidate will be required to take the assessment with attendance or on assessment-only basis;

c) where (a) does not apply and the deferred assessment totals the equivalent of 20 credits or fewer, the candidate will normally be permitted to progress to the next year of the programme and will be expected to remedy the incomplete assessment during that year, subject to any restrictions in the degree regulations;

16.52 a) Where, despite the provisions of §16.50 and §16.51, no means of undertaking deferred assessment can be found within the candidate's period of study, the course grade will be recorded as Extenuating Circumstances Complete (ECC) in line with §16.41(b). Credit for such a course may be awarded through compensatory credit under §16.43. Where compensatory credit does not apply, the course remains without credit and the student's eligibility for any award is determined by the credits they hold under the relevant degree regulations.

b) Where the outstanding work for which Extenuating Circumstances is established is identified in regulations as a requirement for the award of a degree, this work must be submitted for the candidate to qualify for the award of that degree.

16.53 a) In exceptional cases, where due to Extenuating Circumstances a candidate in the final year of an Honours programme has been unable to complete sufficient assessment for the award of a classified Honours degree, and where no means of completing the outstanding assessment can be found, then the Board of Examiners shall consider the candidate's performance in all submitted assessments and the circumstances of the case. Where the Board is satisfied that there is strong evidence that the candidate has engaged with the learning required for the programme's intended learning outcomes and would have been awarded an Honours degree had they not been prevented from completing the programme, the Board may recommend to the Clerk of Senate that the candidate be awarded an unclassified Honours degree. In making such a recommendation, the Board shall consult the Senior Senate Assessor for Extenuating Circumstances, who shall assess whether the candidate has no reasonable prospect of being able to complete the outstanding assessment.

b) Should the Clerk of Senate be satisfied, on the basis of the Board's recommendation and the assessment of the Senior Senate Assessor, that the candidate has no reasonable prospect of completing and that there is strong evidence that the candidate would have been awarded an Honours degree, the Clerk may invite the candidate to accept the award of an unclassified Honours degree.

c) The candidate may decline the award, in which event they shall be considered for such exit award as the degree regulations and programme specification may provide.

d) For the purposes of this section, a candidate's failure, due to Extenuating Circumstances, to achieve a grade D3 or above in a piece of independent work worth at least 20 credits shall not prevent award of the degree in terms of §16.52(b).

Management of the Assessment Scheme

16.54 Overall responsibility for management of the assessment scheme shall rest with the relevant Head of School.[8]

16.55 The Examiners for the scheme shall comprise Internal Examiners and External Examiners.

a) The Internal Examiners shall be:

i) all members of academic staff who teach on the programmes;

ii) other members of academic staff appointed by the Head of School;

iii) other individuals whose services are to be employed in the assessment process (e.g. Honorary Lecturers, Research Fellows Category A, Graduate Teaching Assistants, staff from Associated

[7] A repeat of a single semester will only be permitted where practicable given the structure and academic requirements of the programme.

[8] Head of School means the Head or Heads of School or Schools responsible for the course, or other equivalent officers.

Institutions); such individuals must be nominated by the Head of School and approved by the College (or by the Education Policy & Strategy Committee in the case of Associated Institutions); and

iv) members of University staff appointed as reviewers of the data of a Board of Examiners.

b) At least one External Examiner shall be appointed by Court on the recommendation of the Head of School and in accordance with the criteria and procedures agreed by the Senate (see §16.64(a) and (b)).

16.56 The Examiners, the relevant Assessment Officer(s), and a Chair appointed by the Head of School, shall constitute a Board of Examiners for the purpose of determining the results of the assessment procedure.

16.57 The Head of School shall ensure that:

a) all Assessment Officers, Clerks, and Internal Examiners have completed and passed annual training and other preparation relevant to their role in the assessment procedure, including on-going training to refresh their skills and updates on any changes to policy and practice;

b) each External Examiner has access to the necessary information and assessment material required to assist them in reaching a reasonable conclusion on assessment performance, and has the opportunity to attend oral examinations and presentations where practicable.

16.58 The Head of School shall, for each course, appoint a member of academic, or senior administrative, staff as Assessment Officer with the following delegated responsibilities:

a) to collate the provisional results of the assessment procedure and take all steps necessary to ensure their accurate reporting to the Board of Examiners;

b) to report to the Board of Examiners on the conduct of the assessment procedure, in particular drawing to its attention relevant information pertaining to the circumstances and conduct of individual candidates and any alleged deficiencies in respect of the operation of the procedure;

c) to ensure that all Examiners are conversant with the learning outcomes of the course, the intentions of the forms of assessment and the appropriate grading or classification scheme in use, the agreed marking and moderation procedures to be followed, and are supplied with marking schemes or other guides where these are employed;

d) to convey provisional results and other information pertaining to the course, the assessment and the candidates to the External Examiner(s);

e) to convey the results authenticated by the Board of Examiners to the Registry;

f) to supervise the arrangements for the assessment procedure including: the preparation of lists of candidates entitled to be assessed; procedures for recording the receipt of an assessment at the time of its submission, and for safe keeping of such records; the anonymity of submitted work, where practicable, throughout its assessment; and any arrangements for candidates with a Study Support Plan in place;

g) to oversee the maintenance of appropriate records of assessment outcomes for the purposes of subsequent monitoring of courses;

h) to ensure, in conjunction with the Conveners responsible for each course's documentation, that such documentation accurately describes the assessment scheme and corresponding procedures;

i) to oversee the preparation of the relevant forms of assessment under secure conditions and ensure compliance with Senate's requirements in respect of printing of examination papers;

j) to maintain throughout the assessment period the security of examination papers, other materials to be assessed and records, including examination attendance slips, relating to the procedure;

k) to confirm arrangements for the secure collection and delivery of the completed scripts where appropriate.

An individual Assessment Officer may be responsible for more than one course. Similarly, some or all of the duties detailed above may be undertaken by one or more individuals at School level for some or all courses.

16.59 The Head of College shall ensure that appeals against the outcomes of assessment are considered in accordance with the relevant provisions of the prevailing Appeals Code.

16.60 Any questions of principle or procedure regarding the operation of the regulations governing incomplete assessment and Extenuating Circumstances shall be determined by the Academic Standards Committee or, in respect of any individual case, by the Clerk of Senate.

Assurance of Standards

16.61 Examiners shall be responsible for the assurance of standards through the exercise of their academic judgement both directly in the assessment of candidates' work and indirectly in the design of specific forms of assessment involving mechanical grading operations.

16.62 Internal Examiners shall:

a) have access to the relevant course documentation, possess an appropriate level of knowledge of the subject matter of the course, the course aims and the learning outcomes and the corresponding course materials;

b) be provided with guidance as to how the grading or classification scheme is to be applied in the context of the particular assessment;

c) participate in training related to their role as Examiner and seek additional guidance and/or clarification from the Head of School or relevant Assessment Officer where necessary.

16.63 The method of marking (e.g. single marking, blind double marking, second marking) and moderation procedures shall be made clear to candidates by the School.

16.64 External Examiners shall:

a) hold an academic or professional post of an appropriate level of seniority;

b) possess substantial prior experience of assessment at equivalent levels on behalf of institutions judged to be delivering and making awards of comparable standards. Exceptionally a professional nominee who lacks the required prior experience may be appointed provided at least one experienced External Examiner is also appointed for the same course;

c) be appointed in accordance with the University's agreed procedures. Please see Appointment of External Examiners for Taught Courses at Undergraduate and Postgraduate Level (Regulation 23);

d) have no potential conflict of interest or other impediment to the impartial discharge of the functions of external examining;

e) discharge the following functions:

i) in respect of the design of the assessment scheme:

- comment on the syllabus, learning outcomes and assessment scheme of the course and its delivery mechanism in the light of experiences of candidates' learning outcomes, comparable courses and awards elsewhere and developments within the discipline or field;
- be consulted regarding proposals for the introduction or modification of a course.

ii) in respect of a given assessment diet:

- comment on, in advance, all summative assessment instruments (or, in cases involving a high volume of continuous assessment, a sample may be provided for advance comment);
- report on the overall standards achieved by candidates and in particular on the comparability of these standards with those of candidates on similar courses or programmes in other UK Higher Education institutions;
- report on the relationship between these overall standards, programme specifications and published national subject benchmark statements;
- assess the soundness and fairness of the implementation of the assessment process;
- adjudicate where necessary, subject to the authority of Senate, over the grade to be awarded to any particular candidate;
- certify contentment with the assessment outcomes prior to their publication;
- provide an annual written report to the Principal as required by the University.

iii) in respect of meetings of the Board of Examiners:

- attend at least one meeting of the Board per academic session.

16.65 All examiners shall maintain the security of examination scripts and other materials to be assessed. Throughout the assessment process examiners must ensure that the identity of any candidate is not disclosed through any form of communication, including e-mail. Examination scripts and other assessed materials must be retained by Schools for the periods prescribed by Senate.

16.66 a) Meetings of the Board of Examiners in respect of a particular course or programme shall be formally called and constituted, separately from other meetings such as School meetings. The Head of School has final responsibility for the outcomes of all Boards held in their School.

b) For each Board, the Head of School shall either act as Chair or appoint a suitably qualified senior academic colleague to act as Chair. The Chair must not also be appointed as an Assessment Officer.

c) Subject to (k), only those Internal Examiners who are suitably trained and have undertaken suitable preparatory work for the business of the Board can be invited by the Chair to any meetings of the Board of Examiners.

d) The quorum for any Board is the Chair, an Assessment Officer, a Clerk, an Internal Examiner and an External Examiner. If no External Examiner is present then written confirmation of the discharge of the functions of the External Examiner may be considered as equivalent to attendance.

e) Additional persons who may attend include both those colleagues involved in the Board's administration and any other colleagues with direct responsibilities for quality assurance or institutional governance.

f) Meetings of the Board of Examiners shall be conducted in line with instructions issued for this purpose by the Clerk of Senate.

g) Provisional results for Boards of Examiners will be assembled and checked for accuracy of data by colleagues working under the supervision of the School Head of Professional Services.

h) These provisional results will then be scrutinised in relation to the Regulations and the correctness of outcomes in advance of the meeting of the Board of Examiners by at least two identified persons appointed for this purpose by the Chair.

i) The Board of Examiners shall receive reports on these advance checking and verification processes, and shall, on that basis and any other evidence available to it, validate and certify the provided provisional results.

j) The business of the Board of Examiners shall be minuted in a format provided by Academic Policy & Governance, and provided to Academic Policy & Governance alongside the Board's calculations within ten working days of their confirmation by the Chair.

k) In the case of joint or combined Honours degrees the decisions on classifications of the Honours degrees for the programme shall normally be taken at whichever of the subject Board of Examiners meetings takes place later. At such meetings the Board may be composed as set out in (b)-(e) for that subject or may involve a smaller number of members selected by the Board for that subject and representing that Board with power to agree a final classification on its behalf. The other subject will be represented by a number of members of the Board of Examiners for that subject. These representatives will have authority to agree the final classification to be awarded for the joint/combined Honours degree and will convey the views of the earlier Board of Examiners, including those of External Examiner(s) present, to the later meeting. At the later meeting each of the subjects will have an equal weighting in decision making in determining the final degree classification. Where practicable the unapproved grades for the subject which has the later Board of Examiners meeting will be made available to the earlier Board of Examiners to enable it to discuss the final classification appropriate in light of these.

Subject to the agreement of the conveners of both subject Boards of Examiners, and subject to the conditions set out in the Guide to the Assessment Regulations[9] being met, the decisions on classifications of joint or combined Honours degrees for the programme can be taken via correspondence.

16.67 If a Board of Examiners suspects, on the basis of evidence before it, that a disciplinary offence has been committed by a candidate in respect of the assessment, the Board shall invoke the provisions of the Plagiarism & Academic Integrity Code (Regulation 32) or Code of Student Conduct (Regulation 33), as appropriate.

16.68 Academic Policy & Governance shall forward External Examiners' reports to Schools within eight weeks of receipt identifying points to which a response is required. The Head of School shall arrange for External Examiners' reports to be considered by a School meeting and for appropriate responses to be made to specific

[9] The conditions are set out in the Guide to the Assessment Regulations.

recommendations made by the External Examiner: such responses to be conveyed within three months of receipt to Academic Policy & Governance.

16.69 The Head of School shall ensure that the assessment scheme and its operation are monitored through the Annual Monitoring Report on the course.

16.70 The Head of School shall encourage staff to take advantage of opportunities provided by the University to develop their knowledge of assessment procedures and practices with a view to ensuring that assessment schemes are effective and appropriate.

Central Administration of Assessment

16.71 Where an examination is a component of a summative assessment scheme the Head of the Registry shall, in conjunction with the Assessment Officer responsible for the course determine a suitable date and time for the examination,[10] and for examinations held on campus:

a) allocate adequate accommodation, scripts and other materials as appropriate for the number of candidates to be examined;

b) provide for secure delivery of the examination paper(s) to the accommodation.

The Director of Academic Services may delegate all or part of this to the Assessment Officer responsible for the course.

16.72 Academic Policy & Governance shall determine and administer procedures to be followed in respect of the appointment, reporting, remuneration and payment of expenses of External Examiners. Procedures shall include provision for the instruction of individual External Examiners to ensure that they understand and can fulfil their responsibilities.

16.73 The Director of Academic Services shall:

a) provide lists of candidates upon which the official return of the results shall be made by the Assessment Officer;

b) prescribe the way in which each result shall be recorded and the completed lists returned;

c) reject any returned list which does not conform to the prescription;

d) authenticate the accepted lists for releasing the results.

16.74 Responsibility for releasing the results on behalf of Senate shall rest solely with the Head of the Registry who shall determine and administer, subject to the approval of Senate, appropriate procedures for processing the overall assessment results provided by the Assessment Officer(s) for a course to enable:

a) the publication of results via any internet-enabled computer either on or off-campus;

b) the recording of results on the candidates' central records maintained by the Registry.

Candidates, nonetheless, are responsible for informing themselves of the results.

16.75 It shall be stated that all released results are subject to correction in the event of detection of an error.

16.76 If an error is detected in the return made to the Registry or in the published result, and the Exam Board determines the correct result, then:

a) where the erroneous result is less advantageous than the result to which the candidate is entitled, the Director of Academic Services shall direct that the result is corrected, and inform the Clerk of Senate;

b) where the erroneous result is more advantageous than the result to which the candidate is entitled, the School will inform the candidate of the error and also the Director of Academic Services, who in turn will immediately alert the Clerk of Senate. The Clerk of Senate shall initiate a reconsideration of the result in conjunction with the relevant Head of College and Head of School and the Director of Academic Services; they may decide to sustain or correct the result in the light of all the factors known to them and shall communicate their decision forthwith to the Director of Academic Services.

In either case the School shall communicate the outcome to the candidate in writing and the Director of Academic Services shall if necessary instruct that the candidate's record is corrected. Any decisions regarding

[10] In scheduling examinations, the Registry shall take reasonable steps to ensure that no candidate is normally required to sit more than three examinations in two days and shall avoid, as far as possible, a candidate sitting a morning examination the day after an evening examination.

further progression or award dependent on the incorrect result shall be null and void, and the candidate reconsidered on the basis of the correct result.

16.77 The Registry shall produce and make available a transcript of the results obtained by each candidate which shall conform in scope and layout to principles agreed by Senate.

16.78 Exceptionally when on an occasion some provisions of these Regulations have not been followed, the assessment results shall remain valid provided that the Head of the Registry, in consultation with the Clerk of Senate, is satisfied that the assessment has been conducted substantially in accordance with these Regulations.

Assessment of Study Abroad

16.79 a) A candidate may undertake a period of study at another institution as part of their degree programme provided that this has been approved according to the process established for that programme.

b) Grades achieved at, and reported by, that other institution must be converted into grades as set out in Glasgow Grading Schemes 1 or 2 (as appropriate) and taken account of in determining the candidate's final degree.

c) Before commencing the period of study at another institution candidates must be informed of the process by which their grades from that other institution will be converted as set out in (b) and should normally be provided with a conversion table showing the equivalences between grades awarded at the other institution and the grades set out in Glasgow Grading Schemes 1 or 2. The process must normally incorporate the possibility of the candidate making representations to the coordinator or committee which is charged with converting grades.

d) The processes adopted within each programme and the conversion tables must be notified to the appropriate College Dean(s) of Learning & Teaching.

e) In carrying out the conversion of grades the conversion table may be departed from in light of additional relevant information available to the coordinator or committee which performs the conversion.

f) The converted grades must be approved by the appropriate Board of Examiners.

g) Assessed work completed and assessed at another institution must not be reassessed at the University of Glasgow.

h) Appeals may be made in accordance with the terms of the prevailing Appeals Code.

Assessment of Visiting Students

16.80 A visiting candidate is a candidate undertaking a period of study at the University of Glasgow as part of their degree programme at another institution.

A visiting candidate may be permitted to take any course at the University of Glasgow, including those which normally contribute to an Honours programme.

The scheme of assessment for a course shall normally be the same for a visiting candidate as for a University of Glasgow candidate, though this scheme may be varied in the event that the visiting candidate is required to return to their home institution before all course assessment has been completed. In considering variation of the scheme of assessment and the components of a varied scheme of assessment for a visiting candidate:

a) Requirements of the visiting candidate's home institution shall be taken into account.

b) A visiting candidate may be required to complete an alternative component or components of assessment before leaving Glasgow or may be required to complete outstanding components of assessment at their home institution.

c) Where a course's scheme of assessment includes a component taken under examination conditions, the varied scheme shall normally include a component of assessment under examination conditions.

A visiting candidate who attends the University of Glasgow for less than the full duration of a course shall be awarded credit in proportion to the amount of teaching time attended.

Course results for a visiting candidate must be confirmed by a University of Glasgow Board of Examiners. Where a visiting candidate finishes their studies at Glasgow before the scheduled meeting of the Board of Examiners, provisional results must be provided to the visiting candidate as soon as practicable. Where the candidate's home institution requires a confirmed result prior to the scheduled meeting of the University of Glasgow Board of Examiners, an interim Board must be convened.

Posthumous Awards

16.81A Board of Examiners may recommend to the Clerk of Senate that an award governed by these Regulations be made posthumously in the following circumstances:

a) The candidate had completed the programme of study and satisfied the requirements of the award; or

b) The candidate had not completed the programme of study and/or had not satisfied the requirements of the award but there is strong evidence that they would otherwise have completed the programme and satisfied those requirements. In determining whether to make such a recommendation, the Board of Examiners shall consider the candidate's performance in all submitted assessments.

   In the case of a taught Masters degree, the Board of Examiners may recommend the award of the degree where there is strong evidence that they would otherwise have met the requirements for the award in relation to the independent work as well as for the taught courses. In relation to the independent work, this may include evidence other than formal submissions.

   A posthumous award will normally be made only where the candidate had completed a substantial amount of the assessment required at the level[11] of the award.

[11] A posthumous classified honours degree may only be awarded to a student who had been a Senior Honours candidate even where Junior Honours courses are taken at level 4.

Glasgow Grading Scheme 1

Primary Grade	Gloss	Secondary Band*	Grade Point	Primary Verbal Descriptors for Attainment of Intended Learning Outcomes
A	Excellent	A1 A2 A3 A4 A5	22 21 20 19 18	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
B	Very Good	B1 B2 B3	17 16 15	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
C	Good	C1 C2 C3	14 13 12	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
D	Satisfactory†	D1 D2 D3	11 10 9	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
E	Weak	E1 E2 E3	8 7 6	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations
F	Poor	F1 F2 F3	5 4 3	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
G	Very Poor	G1 G2	2 1	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
H			0	No evidence provided

* The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.

On a small number of programmes, candidates are required to achieve specific grades for certain components of assessment. Where an overall course result meets programme requirements but any component grades achieved on that course do not, an 'X' is prefixed to the overall course result. The 'X' prefix may be applied to course grades of D3 and above.

† This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award. Undergraduate students should be aware that entry to most Honours programmes requires grades above D in certain courses. Postgraduate students should be aware that on most programmes an average above D in taught courses is required for progress to the dissertation at Masters level. Students should consult the appropriate degree regulations and course documentation for the grades they require to progress to specific awards.

Glasgow Grading Scheme 2

Grade*	Gloss	Range of Mean Grade Points	Grade Points for Aggregation	Verbal Descriptors for Attain Intended Learning Outcomes Relating to Professional,
A0	Excellent	18 – 22	22	Exemplary and polished demonstration of the required skill(s sound judgement and appropriate professional values, as ev context, the needs of any subject, and the wider implications o
B0	Very Good	15 – <18	17	Efficient and confident demonstration of the required skill(s), dis judgement and appropriate professional values, as evidenced b implications of the candidate's actions, demonstrating initiative
C0	Good	12 – < 15	14	Clear demonstration of attainment of the required skill(s), dis judgement and appropriate professional values, as evidenced range of contexts
D0	Satisfactory	9 – < 12	11	Adequate independent performance of required skill, display judgement and appropriate professional values, suitable to rou
E0	Weak	6 – < 9	8	Adequate independent performance of some but not all requi and professional values that indicate an awareness of persona
F0	Poor	3 – < 6	5	Presently inadequate independent performance of the requ professional values are at least sufficient to indicate an awaren
G0	Very Poor	1 – <3	2	Wholly inadequate performance of the required skill, lacking in poor use of such knowledge, showing fundamental misunders of poor judgement and professional values
H		0 – <1	0	Not presently demonstrating capability to independently perfor as has been provided lacking self-awareness of limitations and practice

* On a small number of programmes, candidates are required to achieve specific grades for certain components of assessment. Where an overall course result meets programme requirements but any component grades achieved on that course do not, an 'X' is prefixed to the overall course result. The 'X' prefix may be applied to course grades of D0 and above.