The University of Manchester

SENATE

Wednesday, 7 February 2007

Present:

Professor Gilbert (in the Chair),

Professors Bailey, Ball, Dr Berk, Professor Bishop, Dr Birse, Professor Coombs, Drs Brockhaus-Grand, Browning, Professors Case, Chantler, Dr Eccles, Professors Farrell, Garrod, Gaskell, Green, Drs Lane-Serff, Professor Leudar, Drs McGovern, Mellor, Merriman, Professor Munn, Dr Nkwenti-Azeh, Professors North, O'Brien, Osborn, Perkins, Rubery, Dr Satterthwaite, Professors Vincent, Williamson (32).

Invited: Professor Luker (School of Nursing, Midwifery and Social Work) Professor Gifford (School of Pharmacy)

In attendance: The Registrar and Secretary and the Head of the Student Services Centre.

1.   **Minutes**

        Confirmed: Minutes of the meeting held on 8 November 2006

2.   **Matters arising from the minutes**

        (a) Agendum 10: Policy for socially responsible investment

        Received: a copy of the Policy for socially responsible investment

        Reported:

        That the Board of Governors, at its meeting on 5 December 2006, had agreed to approve the Policy for socially responsible investment, on the understanding that the formal endorsement of Senate would be sought early in 2007.

        Noted:

        That it was acknowledged that Senate had raised a particular issue with respect to the wording in Section 5 and the possibility of an amendment so that *Armament sales to military regimes* might be replaced by *Armament sales to military and / or oppressive regimes* when it had considered the Policy at its meeting in November 2006. Discussion of this point with the General Secretary of the Students' Union had yet to be concluded. It was, therefore, recommended that Senate endorse the Policy but on the understanding that it retain the right to submit an amendment to the Board of Governors in due course. In the meantime, the President and Vice-Chancellor would progress the necessary discussions with the General Secretary of the Students' Union. (*Action*: President and Vice-Chancellor)

        Agreed:

        To endorse the Policy for socially responsible investment on the understanding that an amendment might be submitted to the Board of Governors in due course.

(b) Agendum 7: Dissolution of the School of Informatics

Noted:

That the Vice-President and Dean of the Faculty of Humanities would be asked to correspond with Professor Leudar to apprise him of the measures that were in place in the Faculty to monitor the nature and extent of any disruption experienced by staff as a consequence of the dissolution of the School of Informatics and the steps that would be taken to alleviate the effects of that disruption. (*Action*: Vice-President and Dean of the Faculty of Humanities)

3.   Statement by the President and Vice-Chancellor

The President and Vice-Chancellor provided an oral supplement to his written statement:

Reported:

(a) Detailed formal feedback had yet to be received from the Department of Health regarding the University's unsuccessful bid, submitted in partnership with the Central Manchester and Manchester Children's NHS Trust, to secure a Biomedical Research Centre. The expectation was that this feedback would include a set of criteria and milestones against which progress could be expected to lead to the attainment of comprehensive Biomedical Research Centre status.

(b) That since the publication of guidance, *Promoting Good Campus Relations*, intended to help Higher Education Providers respond to the challenge of tackling the problem of violent extremism in the UK, the Minister for Higher Education and Lifelong Learning, Bill Rammell MP, had hosted a series of meetings with members of the UK academic community. This had included one with student representatives from this University.

(b) That an important product of the annual Operational and Performance Review process was the *Stock Take Report* which addresses each of the 20 Key Performance Indicators (KPIs) adopted by the Board of Governors and is intended to provide a relentlessly objective and practical assessment of the University's position and the accompanying companion document that forms a more reflective counterpart and takes account of the differential salience of the 20 KPIs and their impact upon the University.

It was clear that the most important immediate challenge facing the University was the need to reverse its financial deficit position. It had been accepted as part of Project Unity that a short-term overlap of administrative capacity would be required to ensure the maintenance of functions during a period of substantial change. A structural deficit of c. £10m was therefore tolerated on the condition that the introduction of measures designed to reverse this deficit would be a major target for Years 3 and 4 of the single University. This had become an even greater necessity following the approval by the Board of Governors of an additional strategic deficit (amounting to c. £10m in the last financial year) to ensure that significant new appointments could be made before the RAE census date. Consequently, even allowing for substantial windfall benefits due to equity sales, the University's total deficit for the last financial year was £20.6m.

In the context of this financial position, it was evident that KPI 8 - which commits the University to ensuring that it acquires the recurrent and capital resources necessary to be competitive at the highest international level – had become yet more important. It was, therefore, a matter of some concern that it was against this KPI that the University's performance had probably been weakest, despite some examples of progress such as the Registrar and Secretary's review of systems and processes and the revenue generation project being conducted by the Vice-President (Innovation and Economic Development).

It was hoped that serious strategic discussion of these vital issues was ongoing in Faculties and Schools.

(c) In response to a question regarding the introduction of the Non-Clinical Professorial Salary Policy and the process whereby cases were formulated by the relevant Head of School rather than the individual member of staff concerned it was explained that it was considered to be appropriate for progression beyond Professorial Level 2 to be conducted on the basis of nomination rather than application and that the criteria for nomination were notably transparent. There was reported to be uncertainty regarding the relationship between the Policy on Reward and Recognition for academic staff and the Policy on Reward and Recognition for non-academic members of staff which the Registrar and Secretary undertook to clarify outside of the meeting. (*Action*: Registrar and Secretary)

4.   Vice-President (Research and Graduate Education)

Reported:

That detailed preparations for RAE 2008, overseen by the Vice-Presidents for Research and the University's RAE Steering Group, were progressing well across all of the 53 Units of Assessment (UoAs) to which a submission was planned. Significant recent milestones included the receipt of draft RA5 narratives on research environment and esteem from all UoAs, the provisional selection of academic staff for inclusion in the submissions and, in line with the University's *Code of Practice on the Preparation of Submissions for RAE 2008*, the provision of provisional feedback to all eligible staff on the likelihood of their inclusion with a submission. The RAE Steering Group was currently co-ordinating a comment and review process on all draft submissions for completion by the end of March 2007. Near final drafts, developed in the light of comments received from the Steering Group, would be required by the end of May 2007.

During the ensuing discussion it was

Noted:

That decisions concerning the inclusion or exclusion of staff from RAE submissions were being taken in the light of the broad criteria set out in the University's *Code of Practice on the Preparation of Submissions for RAE 2008* and reflected, in part, particular strategic considerations which were highly dependent on the context of specific Units of Assessment. It was to be expected, for instance, that the proportion of staff included within a submission might be lower in those disciplines (such as Nursing or Dentistry) where a substantial number of formally eligible staff are not employed in a research capacity.

5.   Associate Vice-President (Graduate Education)

Received: a paper setting out proposed revisions to the regulations for postgraduate research degrees.

Noted:

(a) That the revisions proposed had been approved by the Graduate Education Group following consultation with the Associate Deans for Graduate Education and School and Faculty Graduate Administrators.

(b) That greater clarity would be achieved by hyphenating the term "submission pending" (see amendment 4 in Appendix to these minutes).

Agreed:

To approve the revisions to the regulations for research degrees as set out in the Appendix to these minutes.

6.   **Vice-President (Teaching and Learning)**

(a) Assessment Framework

Received: a copy of the Assessment Framework that was a compilation of policies, procedures and guidelines including extracts from Regulations and documents produced after consultation through Faculty channels.

During consideration of the Framework the following points were made:

(i)   That the requirement included in the Policy on Marking that *work should be marked anonymously wherever possible* was not in accordance with the considered practice of a number of Boards of Examiners which felt, *inter alia*, that anonymous marking was linked to a greater incidence of recording error, of potential oversight of mitigating circumstances and of a growing lack of involvement by academic staff in the business of Boards of Examiners.

(ii)   That despite the reluctance of a number of Boards of Examiners to adopt anonymous marking practices, those Boards which had already made this change had not found that significant practical problems had resulted. Furthermore, student opinion was strongly in favour of anonymity in the assessment process.

(iii)   That it was unclear why the Guidance for Assessment for Students with Disabilities did not include guidance relating to research students.

(iv)   That where aspects of the Assessment Framework requested that Schools develop practice according to statements and guidance, the Associate Deans for Teaching and Learning had considered mechanisms for monitoring that this was done.

(v)   That there was increasing uncertainty about the proper attitude to be adopted with respect to the use by students of professional proof-readers to review assessed work. This in part depended upon the extent to which the correct use of English was considered to be an element of the assessment. It was explained that the Vice-President and Associate Deans for Teaching and Learning were aware of the issues involved and the difficulty of the distinctions that would be necessitated by any formal policy regarding this practice. Further augmentation of Assessment Framework might be proposed in the medium term.

Agreed:

(vi)   That the Assessment Framework be approved as a single document, with specific endorsement being given to the following policies and procedures included within it:

• Policy on Marking, subject to amendment of Section 9(c) as follows:

At least for larger cohorts, it may be reasonable to
Delete: start by assuming that
Insert: ask whether or not
the pattern of performance should be the same for different units.

- Policy on Feedback, subject to amendment of Section 4 to cross-refer to Section 8 of the Policy on Marking regarding the provision of feedback on examination performance.

- Policy on Religious Observance

- Final Examination Board Procedures

- Policy and Procedures on Mitigating Circumstances

- Policy on Reassessment in Undergraduate Programmes

- Policy on the Use of Calculators in Examinations

- Policy on the Use of Dictionaries in Examinations

(vii)   That the Associate Vice-President (Graduate Education) would develop guidance on the assessment of research degree students with disabilities for consideration at a future meeting of the Senate. (*Action*: Associate Vice-President (Graduate Education))

(viii) That, at a future meeting, the Senate should consider whether any positive lessons had been learnt about assessment policy and practice during the action short of a strike during summer 2006. (*Action*: Vice-President (Teaching and Learning))

(ix)   That the Guidance on Reassessment away from Manchester be reformulated as a Policy and considered for endorsement at a future meeting of the Senate. Consideration should also be given to including within this policy a statement on restrictions to the right of students to leave the examination room early (whilst it still remained possible for late arrivals to be allowed to enter). (*Action*: Vice-President (Teaching and Learning))

(b) Teaching and Learning Group

Reported:

That members of the Senate now received summaries of matters discussed at the Teaching and Learning Group (which comprises the Vice-President and Associate Deans for Teaching and Learning and the Head of the Teaching Learning and Assessment Office and normally meets every two weeks).

(c) Collaborative Provision Audit

Reported:

That the 'Key Findings' letter received following the recent Collaborative Provision Audit had confirmed broad confidence in the University's management of the academic standards and learning opportunities for collaborative provision, and in the reliance that could be placed on the information that was provided about these matters. It recognized as features of good practice the ongoing development of policy to ensure equivalence of the student experience across the collaborative activity; the twice-yearly collaboration conference; the theology network; and, for collaborative provision in a language other than English, the University's practice of pairing an overseas external examiner with language knowledge and one with UK HE knowledge. It also made recommendations about advisable actions in the broad areas of consistency and communications. This was a very satisfactory outcome, and a credit to the work of a large number of colleagues involved in all aspects of collaborative provision.

(d) National Teaching Fellowships Scheme

Reported:

That the process of selecting the University's nominations for the 2007 individual strand would be completed soon. In addition, a bid on *Enhancing the Quality of Tutoring in Problem-Based Learning*, led by Professor Paul O'Neill in Medicine, had been selected as one of 18 (out of 82) to submit more details for the final round of assessment in a new strand that would fund sizeable projects of strategic importance that involve the active participation of at least one existing National Teaching Fellow.

(e) Review of Support for Undergraduate and Taught Postgraduate Students in Schools

Received: a copy of the Executive Summary from the Report on the Review of Support for Undergraduate and Taught Postgraduate Students in Schools together with the accompanying action plan.

7. **2006-07 Student Number Performance**

Received: a report, prepared by colleagues in the Planning Support Office, on student number performance and the comparison between 2006-07 full-time student registrations with targets and 2005-06 registrations.

Noted:

(a) That at the overall University level, the performance in 2006-07 was generally encouraging, but with some disappointing areas.

(b) That the total number of overseas students was significantly above the equivalent figure for 2005-06, and just above the target set for 2006-07.

(c) That this was largely the result of buoyant recruitment of overseas PGT students, particularly in the Faculty of Humanities which masks under-recruitment of UG and PGR against target and had been offset by reductions in Home PGT numbers in most Faculties.

(d) That numbers of overseas undergraduate students were slightly lower than in 2005-06, and significantly below the target. However much of the shortfall was attributable to lower numbers of returning students in comparison to the forecast rather than shortfalls in new intake, so the effect in future years would be less serious that might be expected.

(e) That both home and overseas PGR student numbers were below target although they showed a significant year-on-year increase.

(f) That home undergraduate numbers were down 2% compared to the previous year. Although a small reduction had been planned for 2006-07 and beyond, the majority of the reduction was unplanned.

(g) That the shortfall of undergraduates in the Faculty of Medical and Human Sciences was attributable to a number of factors including delayed registration of some students and late changes being made to target intakes of medical students to address capacity constraints of clinical placements.

(h) That although there had been a significant shortfall of both home and overseas undergraduate numbers against target in the Faculty of Engineering and Physical Sciences, recruitment of new students had been close to target and most of the shortfall was attributable to an over-estimate of the number of returning students, either due to the use

of unrealistically low non-retention rates or under-estimates of numbers of students on four year UG Masters programmes exiting early with a Bachelors award.

8. **Annual Report of Appeals, Complaints and Student Discipline Cases for the academic year 2005-06**

Received: the annual Report of Appeals, Complaints and Student Discipline Cases for the academic year 2005-06, prepared by the Head of Student Support and Services.

Reported:

(a) That the University regulations on student Appeals, Complaints and Discipline had introduced the requirement for an annual report to Senate on the number and nature of such cases, and on any general issues raised.

(b) That the report covered the academic year 2005-6 and included figures in respect of appeals and complaints related only to formal cases and thus did not include the significant number of cases which were dealt with and resolved informally by Schools.

(c) That the number of formal complaints handled had increased markedly in 2005-6, up to 40 from the 2004-05 figure of 27. Reasons for this increase were thought to include both the University's transparency in terms of highlighting and publicising its complaints procedure, and students' inclination to make more use of the complaints procedure as increases in tuition fees are publicised and students' expectations raised. Nevertheless, this was a matter of concern especially as a number of complaints had been upheld, resulting in Schools and Faculties paying a total of £18,000 in compensation. It was important that lessons were learned from such cases to avoid a further increase in the number of complaints.

(d) That the number of academic appeals reduced considerably in 2005-6, compared with previous years (111 compared with 149 in 2004-5 and 157 in 2003-4).

(e) That although mitigating circumstances continued to be the most common ground for appeal it was encouraging to note that the proportion of cases citing this ground had reduced from 79% in 2004-5 to 64% in 2005-6, reflecting efforts in Faculties and Schools to clarify what circumstances can be regarded as mitigating and to encourage students to bring these circumstances to the attention of their School in advance of meetings of Exam Boards and Progress Committees.

(f) That overseas and ethnic minority home students were disproportionately represented both in the number of academic appeals being brought and in the number of discipline cases. Work was ongoing with the Equality and Diversity Unit to complete an impact assessment of the University's policies and procedures in these areas.

(g) That the number of discipline cases involving instances of collusion among students had risen sharply and was a cause for concern. It was suggested that Schools and Faculties review the advice and guidelines given to students in respect of collaborative working and in the preparation of material for assessment.

9. **Matters for report to Senate**

(a) Report on the exercise of delegations on behalf of the Senate and the Board of Governors

(i) Professorial appointment

The following appointment had been approved on behalf of Senate and the Board of Governors:

***Ad Personam* Promotional Chair in Information Systems**

Peter Kawalek, BA, MSc, PhD (Manchester), previously Reader in Information Systems at this University, as Professor of Information Systems (in Manchester Business School) from 1 October 2006.

(ii) Change of a professorial title

Acting on behalf of Senate and the Board of Governors, the President and Vice-Chancellor had approved a change in the professorial title held in the School of Electrical and Electronic Engineering by Professor David H Foster, such that it should be 'Professor of Vision Systems' (*in lieu* of Professor of Computational Neuroscience).

(iii) Grant of the title of Professor Emeritus

Acting on behalf of Senate and the Board of Governors, the President and Vice-Chancellor had approved the conferment of the title of Professor Emeritus on the following:

Professor John A Arnold, KPMG Professor of Accounting and Financial Management (in Manchester Business School) (*from 1 August 2007*).

Professor Brian C Warboys, Professor of Software Engineering (in the School of Computer Science (*from 1 October 2007*).

(iv) Appointment of Disciplinary Panels

Acting on behalf of Senate, and in accordance with the provisions of Statute XIII.4(a), the President and Vice-Chancellor had approved the use of Category 3 of the Senate membership [elected members] as the list from which one individual is to be drawn in the course of establishing any 'hearing' panel required to consider a disciplinary matter concerning a member of the academic or the research staff:

Notes

(i) The individual appointed shall not have had any prior involvement in the case concerned, and shall normally be assigned to a Faculty other than that to which the subject of the 'hearing' belongs.

(ii) Under the provisions of Statute XIII.4(a), each 'hearing' panel shall consist of two other members, one of whom is to be a lay member of the Board of Governors and is to chair the panel.

(b) Report on the exercise of delegations on behalf of Senate

(i) Changes to the higher doctorate regulations

Acting on behalf of Senate, the President and Vice-Chancellor had approved a change to the higher doctorate regulations so that the degree title nomenclature used for the Doctor of Letters and the Doctor of Music is consistent with that used in University Regulation XI, i.e.

| Doctor of Letters | LittD | *to replace* | DLitt |
| Doctor of Music | MusD | *to replace* | DMus |

(ii) New undergraduate and postgraduate taught programmes

Reported: that the following new and amended undergraduate and postgraduate taught programmes were approved by Faculties, and ratified by the Vice-President (Teaching and Learning), during the 2005-06 session.

Faculty of Engineering and Physical Science

Undergraduate
BEng/MEng Petroleum Engineering, full-time.
Postgraduate
Advanced Computer Science (Foundation Entry)
Advanced Computer Science with ICT Management (Foundation Entry)
Computational Science and Engineering (Foundation Entry), leading to entry to MSc/PG
Diploma/PG Certificate, full-time
MSc/PG Diploma Biohealth Informatics, full-time or part-time
MSc Photon Science (with pathways in Laser Photonics, Holography, Photochemistry,
Optical Instrumentation, Optoelectronics), full-time.

Faculty of Humanities

Undergraduate
Certificate of Higher Education in Applied Language Studies, part-time
Addition of Chinese (Modern Standard) to the following degree programmes:
BA Honours English Language and a Modern Language, full-time
BA Honours Modern Language and Business and Management, full-time
BA Honours Modern Languages (joint honours), full-time
BA Honours Linguistics and a Modern Language, full-time
BA Honours Middle Eastern Language and a Modern Language, full-time (title change from BA Honours Middle Eastern Studies and Modern European Languages).
BA Honours Chinese Studies, full-time
BA Honours Drama and English Literature, full-time, (title change from BA Honours Drama with English Literature), from September 2007
BA (Econ) Criminology (change of title from BA Econ Social Policy), full-time
Master of Modern Languages (MML) with various combinations, full-time, addition of two new pathways incorporating one year or two years study abroad
*BA Honours Musical Theatre Studies, full-time (validated programme with City College Manchester)
Certificate of Higher Education in Profound and Complex Learning Disability (title change from Certificate of Higher Education in Profound Learning Disability and Multi Sensory Impairment) distance learning part-time, from September 2007 (including those students commencing second year in 2006/07).

Postgraduate
*MA/PG Diploma in American Arts/Art Business/Contemporary Art, full-time, (validated programme with Sotheby's Institute, New York)
MA Contemporary China, full-time or part-time
MSc Decision Sciences and Operational Research, full-time
*MEd Educational Leadership and School Improvement, part-time (validated programme with the Bangladesh Rural Improvement Committee)
*MA Emerging Church, full-time (validated programme with Cliff College, Sheffield)
MA/PG Diploma English Language, full-time or part-time

MSc Healthcare Management, full-time or part-time
MSc/PG Diploma Information Communication Technologies for Development, full-time or part-time
MA/PG Diploma/PG Certificate Irish and Scottish Studies, full-time or part time (2007)
MSc/PG Diploma Management of Science, Technology and Innovation, full-time

Master of Laws (LLM), new pathways in European Business and Trade Law; Corporate Governance full-time
MA Philosophy, MRes Philosophy, full-time or part-time
Master of Planning (Research), full-time, (title change from MA Urban and Environmental Planning
MSc/PG Diploma/PG Certificate Profound and Complex Learning Disability (title change from Profound Learning Disability and Multi Sensory Impairment), distance learning part-time from September 2007 (including those students commencing second year in 2006/07)
Master of Public Administration, full-time
Postgraduate Certificate in Translation Studies, part-time (by distance learning online).

Faculty of Life Sciences

Undergraduate
BSc Biology with Business and Management, full-time
Postgraduate
MSc Computational Neuroscience and Neuroinformatics, full-time
MSc History of Science, Technology and Medicine, full-time or part-time, new named awards in History of Science and Technology; History of Medicine; Science Communication.

Faculty of Medical and Human Sciences

Postgraduate
MSc/PG Certificate Advanced Nursing Studies, full-time or part-time
*MSc/PG Diploma/PG Certificate Advancing Healthcare Practice, part-time, (validated programme with the Royal College of Nursing Institute)
*PG Diploma in Hand Surgery, full-time or part-time (validated programme with the British Society for Surgery of the Hand)
MRes (Primary Care) or (Public Health), full-time or part-time.
MRes Tissue Engineering for Regenerative Medicine, full-time (2007).

* indicates validated programme

10.   Any other business

There was no other business.

APPENDIX

5. Associate Vice-President (Graduate Education)

<u>**Revisions to multiple regulations**</u>

1. Change all occurrences of the term 'programme' to 'degree'

2. Change any reference to 'extension' or 'approved extension' to 'submission-pending' in line with the new examinations policy

3. Applies to PhD 2a; DBA, Professional and Engineering Doctorates 3a.
   DELETE:
   "In exceptional circumstances, approval may also be given for the minimum duration of the PhD programme to be reduced by up to one year."

4. Applies to PhD ChM, MD, MPhil, 3a-3c; Professional and Engineering Doctorates, DBA 4a-4c.
   CHANGE FROM:
   a. "Extensions of the thesis submission deadline may be granted to allow additional time for preparation of the thesis.

   b. Candidates shall normally be granted extension(s) of their thesis submission deadline for up to one year beyond the completion date of the PhD programme. A fee will be payable for any such additional extension that is granted by the University.

   c. Further periods of extension of the thesis submission deadline may be sought only in exceptional circumstances. A fee will be payable for each period of extension that is granted by the University."

   TO:

   "a. Candidates registered on a PhD degree may register for the submission-pending period at the discretion of the University to allow additional time for preparation of the thesis for up to one year beyond the completion date of the PhD degree.

   b. A fee will be payable for any such submission-pending registration that is granted by the University.

   c. Extensions to the submission-pending period may be sought only in exceptional circumstances."

5. Applies to PhD, 3a; Professional and Engineering Doctorates, DBA 4a.
   ADD
   Candidates are advised to check any conditions imposed by the relevant faculty on extensions to the degree on which they are registered and of any restrictions applied by funding bodies

6. Applies to PhD, ChM, MD, 10a; MPhil 9a; DBA, Professional and Engineering Doctorates 11a
   CHANGE FROM: Two months
   TO six weeks

7. Applies to PhD, ChM, MD 10c; DBA, Professional and Engineering Doctorates 11c.
   INSERT:
   "Permission will only be granted up to one year before the end of the PhD degree for full time students, and 2 years before the end of the PhD degree for part time students."

8. Applies to MPhil 11e, ChM, PhD, MD 12e; DBA, Professional and Engineering Doctorates 13e
   CHANGE FROM: Guidance Notes for the Presentation of Theses
   TO: Guidance for the Presentation of Theses

9. Applies to ChM, PhD, MD 13b; DBA, Professional and Engineering Doctorates 14b
   CHANGE FROM: Notes for the Guidance of Examiners
   TO: Guidance for the Examiners of Research Degree Theses (excluding MPhil)

Revisions to PhD regulations only

10. Applies to PhD 10d
    CHANGE: Faculty Graduate Office
    TO: appropriate Graduate Office

11. Applies to PhD (10d and 12e)
    CHANGE FROM: Guidance Notes for the Presentation of Theses in an Alternative Format
    TO: Guidance for the Presentation of Theses

Revisions to MPhil regulations only

12. Applies to MPhil 12a
    CHANGE FROM:
    "The candidate shall be required to attend an oral examination on the subject of the thesis and matters relevant thereto unless both internal and external examiners agree to dispense with it"
    TO
    "At the examiners' discretion, the candidate may be required to attend an oral examination for the degree of MPhil"

13. Applies to MPhil 12b
    CHANGE FROM: Notes for the Guidance of Examiners
    TO: Guidance for the Examiners of MPhil Degree Theses

Revisions to Professional and Engineering Doctorate regulations only

14. Applies to Professional and Engineering Doctorate regulations throughout
    CHANGE FROM: Doctor of Applied Educational Psychology (DAppEdPsy)
    TO: Doctor in Educational and Child Psychology (DEdChPsy)

15. Applies to Professional and Engineering Doctorates, Ordnance 1
    ADD
    Doctor of Practical Theology (DPT)

16. Applies to Professional and Engineering Doctorates, 1d(vii)
    ADD
    Doctor of Practical Theology (DPT)
    Applicants should normally have:
    (A) A Masters degree in theology or related subject or
    (B) A Bachelor's degree with first or upper second class honours or an equivalent qualification or qualifications granted by an educational institution of University rank in addition to appropriate professional accreditation or experience

17. Applies to Professional and Engineering Doctorates, 2b(v)
    ADD
    (v) Doctor of Practical Theology (DPT)
    Research Panel prescribed by the School of Arts, Histories and Cultures

18. Applies to Professional and Engineering Doctorates, 3b
    DELETE: "or engineering"

19. Applies to Professional and Engineering Doctorates, 7b(iv)
    ADD
    (iv) Doctor of Practical Theology (DPT)
    The student will be required to spend an appropriate period in a professional or other practical
    context associated with their research

20 Applies to Professional and Engineering Doctorates, 13c
    ADD
    DPT to the list of degree titles

<u>Revisions to DBA regulations only</u>

21. Applies to DBA throughout
    Abbreviate Doctor of Business Administration to DBA throughout the regulations in line with
    all other research degree regulations