

Staff Information Booklet

School of GeoSciences Teaching Organisation

2013/2014



<http://www.ed.ac.uk/geosciences/teaching-organisation>

Introduction

(3rd edition)

This is what will be an annual issue of information on teaching in the School of GeoSciences. It is primarily intended for academic teaching staff, but will also be of use to research staff and postgraduates involved in teaching. It is intended to provide guidance on policies and procedures involved in undergraduate and taught postgraduate teaching, and to make clear roles and responsibilities. It also provides timetables of key dates in the teaching year so that staff can ensure that these are noted in their personal diaries at the beginning of the academic year.

The Staff Information Booklet is not intended to provide a comprehensive account of everything involved in teaching in the School as further information is available on the School's website and on those of the College and University. Direction is provided to the most important and relevant of these additional sources of information. By placing guidance on teaching in a single handy format we hope that staff will find it easy to locate what they need to know, establish where the information they need may be found, or identify the person to whom they should address a question or from whom they should ask for advice.

Feedback on the Staff Information Booklet, including corrections and suggestions for amendments and additions, is welcome; please contact the Teaching Organisation Manager (Sarah.McAllister@ed.ac.uk).

All dates were correct at the time of printing. Should there be any updates to the information they will be made available via TO support staff or on the TO webpage (<http://www.ed.ac.uk/geosciences/teaching-organisation>).

Professor Wyn Williams, Director of Teaching
Sarah McAllister, Teaching Organisation Manager

Summary of the 2013/14 Updates

Section	Title	Outline of change
1.1	Director of Teaching	Acts as Board of Studies chair.
1.3	Manager of the Teaching Organisation	Acts as Coordinator of Disability Adjustments for postgraduate students.
1.4	Deputy Manager of the Teaching Organisation	No longer administers Director of Studies system. Acts as Coordinator of Disability Adjustments for undergraduate students. Maintains Teaching Organisation web pages. Acts as School Examinations officer.
1.5	Postgraduate (Taught) Team Leader	New role details added
1.6	Senior Marketing and Teaching Organisation Coordinator	New role details added
1.7	Teaching Support Officer/Assistant Curator of the Cockburn Museum (Earth Sciences)	Role details added
1.8	Course Organiser	Ensures student contact hours, course descriptors, and assessment details are correct in EUCLID. Supports tutors/demonstrators as part of the course team, where necessary. Availability during examination for any questions that arise noted.
1.9	Course Secretary	Fieldwork administration and processing epay.
1.10	Senior Personal Tutor	Section added detailing the new role, replacing Senior DoS.
1.11	Deputy Senior Personal Tutor	Section added detailing the new role, replacing Deputy Senior DoS.
1.12	Personal Tutor	Section added detailing the new role, replacing DoS.
1.13	Student Support Coordinator	Section added, detailing this new role in the School.
1.14	Degree Programme Convenor	Oversee the running of their degree programme(s). Advise on the structure and content of their degree programme(s).
1.15	Degree Programme Coordinator	Earth Science role details added.
1.16	Programme Directors/Shadow Programme Director	Act as Personal Tutor to students on their programme. Addition of the Shadow Programme Director
1.18	Chair of Board of Examiners	Links to Key Changes and Regulations updated.
1.21	School Academic Misconduct Officer	Updated with new post-holder and contact details
2.1	Examination Procedures	Specific deadlines, timeline details and link added.
2.4	Outline of the Special Circumstances as a School Policy	Addition of new policy. Roles updated.
2.6	Moderation Guidelines	Updated to reflect both UG and PG moderation guidelines.
2.7	Postgraduate APC and Programme Budget Guidelines	APCs expenditure to be clearly outlined in the Programme Handbook.
2.8	Room bookings process and timeline	Addition of new section detailing Room bookings procedure and information
2.9	Fieldwork	Addition of new section detailing field work procedure and information
2.12	Training and Support for Personal Tutors	Addition of new information detailing School support and training for Personal Tutors
2.16	Teaching Allocation Procedures	Addition of timeline and new web links
2.18	Tutors and Demonstrators	Course Organiser role updated
4.1	Ethics	Committee members updated
4.2	Health and Safety	Health and Safety Manager details updated
5.1	Links to EUCLID information, forms and online training resources	Links updated. Addition of common forms link.
5.2	Course Code Listing	New course codes added. Closed course codes removed.

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Section 1 Roles & Responsibilities

1.1 Director of Teaching

The Director of Teaching is responsible for:

- leading the strategic development of the curriculum to ensure course content is appropriate to the needs of students and employers
- allocating teaching (in consultation with academic line managers)
- working with support staff and others to ensure high-quality delivery of teaching
- holding the TO budget

The Director of Teaching chairs the School Teaching Committee and the Board of Studies, attends relevant School and College committees as the representative to the TO, and reports annually to the School Planning and Resources Committee.

1.2 Director of Postgraduate Teaching

The Director of Postgraduate Teaching is responsible for overseeing taught masters programmes through liaising with individual MSc Programme Directors, and for organising, in consultation with the Director of Teaching and other academic members of the School Teaching Committee, the academic staffing of MSc programmes, including the role of Programme Director. The Director of Postgraduate Teaching also takes a strategic view of the School's masters programmes and advises the Director of Teaching and the School Teaching Committee on appropriate new courses and programmes, and initiates actions for the development of new courses and programmes. The Director of Postgraduate Teaching also annually reviews the taught masters programmes offered by the School and advises Programme Directors on changes that should be made, and the Director of Teaching where the viability of individual programmes is in question.

1.3 Manager of the Teaching Organisation

The Manager of the Teaching Organisation is responsible for:

- supporting the Director of Teaching and Director of Postgraduate Teaching in the strategic development of the curriculum
- implementing College and University initiatives, policies and procedures
- supporting the School Board of Studies Committee and the development of new degree programmes
- supporting TPR, programme reviews and acting as the administrative Quality Assurance representative for the School
- overseeing postgraduate admissions, conversion and programme administration
- managing the TO budget, requests for teaching equipment and space
- managing all TO support staff
- acting as Coordinator of Disability Adjustments for postgraduate students in the School

1.4 Deputy Manager of the Teaching Organisation

The Deputy Manager of the Teaching Organisation is responsible for:

- supporting the Director of Teaching and Manager of the Teaching Organisation
- acting as a Deputy to the Manager of the Teaching Organisation
- daily supervision of undergraduate support staff
- supporting the Director of Teaching with the allocation of teaching
- responsible for undergraduate administration including the tutoring and demonstrating and Work Load Model database
- delegated responsibility for the Tutoring and Demonstrating and Fieldwork budget
- acting as undergraduate School Examinations Officer
- supporting the pre-honours level Special Circumstances Committee
- maintaining Teaching Organisation web page updates for both staff and students

1.5 Postgraduate (Taught) Team Leader

The Postgraduate (Taught) Team Leader is responsible for:

- supporting the Director of Postgraduate Teaching and Manager of the Teaching Organisation with School, College and University indicatives to enhance the student experience
- acting as a Deputy to the Manager of the Teaching Organisation
- working with Programmes Directors to ensure assessment regulations are adhered to and promote best practice across all programmes (eg. implementation of online marking, maintaining the PGT wiki)
- daily supervision of postgraduate support staff
- act as a school point of contact for postgraduate pastoral care, for example seeking advice on serious special circumstance cases or interruption of study requests
- delegated responsibility for postgraduate teaching budget and related programme budgets
- coordination of postgraduate work based projects for the school
- supporting postgraduate taught programmes
- acting as postgraduate School Examinations Officer
- assisting with postgraduate marketing and external facing activities such as alumni

1.6 Senior Marketing and Teaching Organisation Coordinator

The Senior Marketing and Teaching Organisation Coordinator is responsible for:

- marketing and web presence of undergraduate and postgraduate taught programmes including 2+2 programmes (external and internal sites)
- conversion activity of postgraduate programmes and implementing good practice at UG level
- supporting the Director of Internationalisation
- coordination of collaborative agreements and Memorandums of Understanding with external organisation
- reintroducing the School Recruitment Committee to support the increase in recruitment activity.

1.7 Teaching Support Officer/Assistant Curator of the Cockburn Museum (Earth Sciences)

The Teaching Support Officer/Assistant Curator of the Cockburn Museum is responsible for:

- providing technical support to support the delivery of undergraduate and postgraduate teaching in Earth Sciences ensuring necessary teaching equipment and samples are available
- provide technical support to the academic Curator
- documenting the school collection
- maintaining teaching equipment such as microscopes and arranging for repair when necessary and ensuring the safe storage of equipment
- training students on the safe use of equipment
- assisting with providing samples for fieldwork courses

1.8 Course Organiser

Course Organiser

Course Organisers are responsible for ensuring the delivery of their courses, including teaching, assessment and management, to a high standard. Although administrative support is provided by the TO, and especially through the undergraduate secretaries, course organisers hold the overall responsibility for their courses. General guidance on the role of course organisers is available in the University's Teaching Quality Handbook (<http://www.ed.ac.uk/schools-departments/academic-services/quality-unit/quality-assurance/programmes-courses>). Included in the responsibilities of a course organiser are:

- ensuring that the course delivered corresponds to that approved by the Board of Studies and College Learning and Teaching Committee (CLTC) and recorded in the University's Degree Regulations and Programmes of Study (DRPS) (see section 2.10 on course changes). This includes ensuring contact hours, course descriptors, and assessment details are correct in EUCLID.
- managing the course by liaising with other academic staff contributing teaching, and where appropriate tutors and/or demonstrators
- making clear the roles and responsibilities of those contributing to delivering the course
- liaising with the relevant undergraduate / postgraduate secretary on the timetabling and location of the course
- producing and distributing clear course information for students, other staff and tutors/demonstrators
- supporting tutors/demonstrators as part of the course team, where necessary
- ensuring that appropriate notice is given to students of assessed work and submission deadlines
- putting in place appropriate arrangements for students to contact staff teaching on the course and ensuring that these are notified in the course information
- ensuring that the course is appropriately assessed, including overseeing the content of course and degree examination assessment
- attendance at the Board of Examiners meeting
- submission of degree examination questions by the prescribed deadline
- organising the appropriate moderation of degree course work and examinations and the submission of marks by the prescribed deadline

- ensuring that appropriate and high quality feedback is provided to students on course work and degree examinations in accordance with the schedule set by the TO
- arranging the distribution of course monitoring forms to students and providing the TO with an analysis of the returns in accordance with the schedule set by the TO
- reviewing the quality of the course on an annual basis taking into account student feedback and suggestions arising from discussions with the other contributors to the course, including postgraduate tutors/demonstrators where appropriate
- making appropriate adjustment to the course on the basis of the annual review, or other factors such as student numbers (but see section 2.10 on course changes).
- notifying students of marking and feedback delays
- ensuring student feedback is summarised and Course Monitoring Forms are completed. Copies of both are stored in the relevant Teaching Organisation.
- being available during examination for any questions that arise
- annually reviewing and updating the course entry on the DRPS, ensuring a teachability approach (see section 2.18)

Courses and programmes

Although individual courses may be taken by students from a range of degree programmes, for administrative efficiency all courses, both undergraduate and postgraduate, are ‘owned’ by a specific degree programme. Although the ‘ownership’ of most courses is self-evident, in case of doubt consult the TO Manager.

1.9 Course Secretary

The Course Secretary is normally the first point of contact for students and staff. The Course Secretary will:

- work closely with the Course Organiser to timetable teaching and arrange room booking through the Timetabling Unit, prepare class lists and, where necessary, creating tutorial or laboratory practical lists.
- coordinate teaching material for posting on LEARN and ensure that students on courses with a Disability Profile receive appropriate adjustments.
- liaise with Registry, Academic Affairs, the Timetabling Unit and other University Support Offices.
- deal with submission and distribution of assessments and exams for marking, and monitor the return of marks and feedback to students.
- accurately record marks and prepare documents for the Board of Examiners with support of Course Organisers and the Board of Examiner Chair, and prepare results for posting to students and Registry.
- trigger reminders to academic staff for Student Evaluations and Course Monitoring forms to be completed. Ensuring a copy of each is stored in the Teaching Organisation organised by year.
- deal with student enquiries and refer students to appropriate contacts.
- track marking and feedback return rates reporting delays to the Manager of the Teaching Organisation.
- Fieldwork administration and processing epy

1.10 Senior Personal Tutor

The Senior Personal Tutor provides guidance to Personal Tutors, especially in the case of unusual or difficult circumstances. As the Senior Personal Tutor is also the School's Curriculum Approval Officer and they are in the best position to advise on complex or difficult cases involving student curricula and progression. The Senior Personal Tutor is a key member of the Pre-Honours Special Circumstances committee. The Senior Personal Tutor oversees the individual and group meetings across the School reporting to College.

1.11 Deputy Senior Personal Tutor

The Deputy Senior Personal Tutor will also provide guidance to Personal Tutors, and academic and administrative staff in unusual cases and should be ready to deputise for the Senior Personal Tutor, should they not be available. The Deputy Senior Personal Tutor is also a key member of the Pre-Honours Special Circumstances committee and deals with student curricula and progression.

1.12 Personal Tutor

The Personal Tutor supports the academic development of students providing support for course selection and guidance on academic progress. The Personal Tutor:

- meets with tutees each semester individually to discuss academic progression and in group form to develop academic study skills
- offers advice on feedback and study techniques to support assessment and examinations
- guidance on careers related to the degree programme
- advice on studying abroad
- provides academic references

Full details on the role and expectation of students is outlined in the School Tutoring Statement available at <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/programme-studies-tutors>

1.13 Student Support Coordinator

The Student Support Coordinator acts as the first point of contact for undergraduate pastoral care needs (postgraduate taught students should contact their Programme Director). The Student Support Coordinator:

- supporting the Senior Personal Tutor and Deputy Senior Personal Tutor
- oversees pastoral care for undergraduate students including processing Special Circumstance paperwork, course extensions, and offering referrals to appropriate University Support Services
- schedules and monitors individual and group meetings with Personal Tutors
- allocation of Personal Tutors
- acts as the Coordinator of Adjustments for undergraduate students
- involved in course enrolment, processes degree transfer and interruption of study requests

- administer progression interviews with the Senior Personal Tutor and Deputy Senior Personal Tutor
- approval of study abroad documentation

1.14 Degree Programme Convenor

All undergraduate degree programmes are under the direction of a degree programme convenor who is responsible for the overall running of the programme(s) in their subject areas. The subject areas are Environmental Geoscience, Geology, Geology and Physical Geography, Geophysics (including geophysics joint degrees), Ecological and Environmental Sciences, and Geography. In the subject area of Meteorology the discipline area representative oversees the relevant courses. The degree programme convenor(s):

- oversee the running of their degree programme(s)
- advise on the structure and content of their degree programme(s)
- represent their subject areas on the School Teaching Committee
- propose to the Heads of Research Institute (with consultation, where appropriate, with other members of the School Teaching Committee) the allocation of staff to undergraduate teaching in their subject areas, including the role of course organiser
- are responsible for leading the academic input to Teaching Programme Reviews, and other reviews or assessments in their subject areas
- chair a minimum of two degree programme meetings per semester and ensure that the minutes of such meetings are promptly sent to the TO Manager and the Director of Teaching
- chair a minimum of one Staff Student Liaison Committee meeting per semester and coordinate response documentation to be distributed to all students on the degree programme (except in Earth Sciences, chaired by ES Degree Programme Coordinator)
- attend School Teaching Committee meetings
- provide prompt and timely guidance and advice to the Director of Teaching on issues in their subject area
- monitor the quality of feedback to students on courses within their degree programme(s) and advise individual members of staff where this needs to be improved
- ensure that feedback from final-year students on their overall degree programme overall is collected, assessed and reported annually in their subject area
- advise the Director of Teaching on appropriate entry grades for their degree programme(s).

1.15 Degree Programme Coordinator

In the subject area of the Earth Sciences there is also a degree programme coordinator for Geology, Geology and Physical Geography, Environmental Geoscience and Geophysics (including geophysics joint degrees). In addition to many of the tasks carried out by degree programme convenors, the degree programme coordinator will also:

- provide overall management and leadership in teaching in their subject area
- chair a minimum of one Staff Student Liaison Committee meeting per semester and coordinate response documentation to be distributed to all students on the degree programme

- liaise with Degree Programme Convenors on issues concerning their degree programme(s) and chair the Earth Science Degree Programme meetings
- keep the Director of Teaching informed of issues raised by Degree Programme Convenors via the Teaching Committee
- monitor the teaching equipment budget in their subject area with annual budgets submitted to the School Teaching Committee

1.16 Postgraduate Programme Director (MSc)/Shadow Programme Director

The Programme Director has the responsibility for the academic management of a designated postgraduate programme and for the recruitment of students. Administrative support is provided at a local programme level. The Programme Director is responsible for ensuring that there are procedures and mechanisms in place to deliver a high-quality. The Programme Director, working with the Chair of the Board of Examiners for the cluster within which their programme sits, ensures assessment conforms to University regulations.

The School now has Shadow Programme Directors for large programmes. The split of responsibilities is agreed by the Programme Director and the Shadow Programme Director in the interest of students on the programme.

The Programme Director is appointed by the Director of Postgraduate Teaching with the agreement of the Director of Teaching. The day-to-day responsibilities with respect to a programme include:

- having full knowledge of the assessment guidelines and codes of practice for taught postgraduate programmes
- working with the Chair of the Board of Examiners to appoint External Examiners
- involvement in the Board of Studies and MSc Committee. At the College level the Programme Director will be involved with the Postgraduate Admissions team
- advancement and investment in the programme by securing external funding opportunities from Research Councils or industry links
- ensuring that core courses are annually reviewed and where appropriate updated in order to give maximum academic opportunities for students
- maintaining contact with students over the delivery period to monitor their experience and provide rapid feedback on problems.
- engaging in student recruitment and conversion.
- complete an annual programme review which includes a breakdown of additional programme costs to support a meeting with the Director of Postgraduate Teaching.

Students

The Programme Director acts as an academic tutor, and is an intermediary between the programme staff and students. Key tasks include:

- Act as Personal Tutor to students on their programme, meeting with students individually and in group form each semester and providing an individual meeting during the dissertation phase.
- settling new students on to the Programme and providing all necessary information documented in a Programme Handbook which is updated annually and covers each stage of the degree

- organising an induction programme during Freshers' Week, and working closely with the TO administration in doing this
- investigating transferable skill needs and where necessary arranging workshops or tutorials to assist students
- ensuring that students have the necessary access to academic support services or facilities
- monitoring student progress and providing advice to students when needed on study skills, elective courses and dissertation topics; some support may take place in a group setting or individual student meetings during the taught or dissertation stage of the programme
- creating adequate opportunities for student feedback on the content, delivery and administration of the Programme, and ensuring this input is taken into account with any development or review of the Programme.
- Notifying the Chair of the Board of Examiners of any special circumstances that may effect a student's ability to progress
- chairing the Staff Student Liaison Committee for the Programme, involving a minimum of two meetings per academic session
- attending School MSc Committee meetings
- monitoring students who fail core courses and take suitable action (moderation of marking, student interview).

Taught Element

- ensuring effective and timely feedback to students on course work, and providing marks and progression details within a three week deadline from submission
- ensuring that proper moderation and assessment guidelines are being upheld in the marking of the students' work and the progression to the dissertation
- organising fieldtrips and excursions that are integral to the programme; the Programme Director must ensure that there are clear and suitable arrangements in place and that the appropriate risk assessment procedures have been undertaken prior to the event
- reviewing and updating course content and where necessary presenting changes to the Board of Studies
- utilising LEARN and other online support facilities for all courses on the programme.

Dissertation Element

- ensuring that all students have suitable projects and supervision for their dissertation
- making clear expectations regarding word count, formatting and content through information provided in the programme handbook.
- ensuring, where students are absent from Edinburgh during the dissertation period, that a study plan has been agreed in advance (in writing) with the student and the dissertation supervisor.

Staff

The Programme Director is responsible for the general running of their Postgraduate Programme, including:

- coordinating any efforts to promote the Programme through the web or other marketing resources

- advising on, and coordinating, the efforts of individual teachers and supervisors
- overseeing and coordinating the completion of programme evaluations in line with academic audit and quality assurance procedures
- overseeing and coordinating curriculum development and any periodic strategic reviews of the content and direction of the Programme
- reviewing applications on a regular basis and encouraging conversion by communicating with potential applicants and offer holders.

1.17 Postgraduate Secretary (MSc)

The Postgraduate Secretary is responsible for the administration of one or more postgraduate programmes and the courses owned within each programme. The Postgraduate Secretary works closely with both Programme Directors and Course Organisers. This role includes:

- dealing with programme enquires from potential applicants and involvement in conversion activity
- using University systems such as EUCLID and Boxi to keep Programme Directors informed of application rates and incoming student numbers for planning purposes
- preparation of induction week, programme and elective handbooks annually, and organising programme meetings
- working closely with the Programme Director and Course Organisers to timetable teaching and arrange room booking through Estates and Buildings, and preparing class lists and where necessary, creating tutorial lists
- coordinating teaching material for posting on LEARN and ensuring students on courses with a Disability Profile receive appropriate adjustments
- liaising with Registry, Academic Affairs, Estates and Buildings and other University Support Offices
- dealing with submission and distribution of assessments and exams for marking
- monitoring the return of marks and feedback to students
- accurately recording of marks and preparing documents for the Board of Examiners with support of Course Organisers and the Board of Examiner Chair, and preparation of results for posting to students and Registry.
- triggering reminders to academic staff for Student Evaluations and Course Monitoring forms to be completed. Ensuring a copy is stored in the Teaching Organisation by year.
- dealing with student enquiries, supporting special circumstance cases, and referring to appropriate contacts or University Support agencies.
- track marking and feedback return rates, reporting serious delays to the Manager of the Teaching Organisation.

1.18 Chair of the Board of Examiners

The role and responsibilities of the Chair (also termed Convenor) of the Board of Examiners, both undergraduate and postgraduate, are available in full at:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations2013-14.PDF>

Key changes for 13/14

http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/KeyChanges_TAR.pdf

Chairs of Board of Examiners are formally appointed by the Head of College following nomination by the Head of School. Appropriate Chairs are identified by the Director of Teaching through consultation with Degree Programme Convenors/Coordinators and the Director of Postgraduate Teaching, as appropriate. The Chair is given written confirmation of appointment by the Head of College.

It is recommended that where practical, programme or course organisers should not normally chair Boards of Examiners meetings for the programmes or courses for which they have direct responsibility. This is to ensure appropriate separation of roles. Where the Chair is also acting as a Course Organiser, formal representation of the course at Board meetings may be delegated to another member of the Board.

The Chair of the Board of Examiners is responsible for:

- working closely with the Course/Postgraduate Secretary to ensure the return of marks within the turnaround time and the creation of mark spreadsheets
- ensuring that ample notification is given to staff of meeting dates at the start of the academic session (course Organisers are required to be in attendance at the Board of Examiners meetings)
- ensuring that final marks and degree classifications are signed off and received by Registry
- the accurate recording of marks and other information relevant to the examination procedure
- ensuring that recommendations of the Special Circumstances Committee are reviewed and incorporated into the reviewed marks
- approving minutes produced by TO support staff as an accurate record of proceedings
- responding to requests for information under appeal regulations
- consulting Degree Programme Coordinators / Convenors and Course Organisers and coordinating the response to External Examiners reports.
- report any appeals or appeal queries to the Manager of the Teaching Organisation.

1.19 Deputy Chair of the Board of Examiners

The Deputy Chair of the Board of Examiners must be prepared to replace the Chair when necessary and conduct the Board of Examiners as required and set out in the Assessment Regulations. Where there is a conflict of interest the Deputy Chair of the Board of Examiners should Chair the relevant part of the meeting.

1.20 Chair of the Special Circumstances (SC) Committee

Each SC committee is required to have a Chair who will convene SC committee meetings and report the findings of the SC committee to the relevant Board of Examiners. The SC chair should have a good understanding of, and be able to advise Personal Tutors on, any SC regulations and procedures. Following an SC committee meeting, the SC chair should liaise with the relevant Course Secretary to ensure that all recommendations for the Board of Examiners are accurately communicated.

1.21 School Academic Misconduct Officer

The School Academic Misconduct Officer (SAMO) operates at a School level to deal with potential and clear cases of plagiarism and other forms of academic misconduct. All Course Organisers should contact the School Academic Misconduct Officer, Dr Ruth Doherty (Ruth.Doherty@ed.ac.uk) when plagiarism has been suspected or identified. The SAMO will recommend action to be taken or, in serious cases, refer the case to the College Academic Misconduct Officer.

1.22 School Regulations Officer

The School Regulations Officer is available during the Board of Examiners and can be consulted on assessment, examination and moderation queries. Using the Undergraduate and Postgraduate Assessment Regulations the Regulations Officer can make recommendations where agreement cannot be reached or there is confusion surrounding the existing regulations.

1.23 School Curriculum Approval Officer

Where changes are necessary to a student's Degree Programme Table, the School Curriculum Approval Officer will investigate the request ensuring the all College and University academic regulations are met. Adjustments are then made in the student's record visible through EUCLID. The School Curriculum Approval Officer is the Senior Personal Tutor and Deputy Senior Personal Tutor.

1.24 Director of Quality and Quality Assurance Representatives

The School has an academic and administrative representation on the College Quality Assurance Committee to ensure implementation of best practice in assessment and feedback. An annual report is required which details all pass and fail results, External Examiners reports and responses and details of School policies and procedures. The report is assessed and reviewed by another School in the College with points to be addressed in the following academic session being identified. The School operates a QA model that provides the basis for the administration of all courses. The School QA representatives are involved in QA internal and external QA reviews.

1.25 Admissions Advisor

The undergraduate subject areas of Earth Sciences, Ecological Science and Geography each have an admissions advisor. The role of the admissions advisor is to provide academic advice to prospective or actual applicants as to the content and nature of the degree programme(s) offered, to lead activity during open days and other student recruitment events, to organise the participation of other academic staff in such events, and to liaise with support staff on administrative and practical arrangements. Admissions advisors also liaise with the relevant degree programme coordinator as to appropriate entry requirements for admission although they are not directly involved in the student admission process as this is dealt with at College

level. For students already at the University who wish to change into one of the Schools undergraduate degree programmes admission advisors provide advice and decide whether transfer should be allowed in cases where the standard requirements for entry into the degree programme have not been met.

1.26 International Student Exchange/ERASMUS Officer

Students who express an interest in a year abroad, either on the Erasmus scheme or on other University-approved exchange programmes, should be directed to the relevant Erasmus and International Student Exchange Coordinator. One is based at the Institute of Geography (for students on Geography programmes) and one at King's Buildings (for students on Earth Sciences or Ecological Science programmes).

The Erasmus and International Student Exchange Coordinators are responsible for managing discipline-based exchanges with partner institutions in the Erasmus network. In terms of programme administration, the coordinator sets up exchanges and, in the case of insufficient student interest, recommends their termination. The Coordinator also arranges periodical site visits, either as host or visitor, in order to maintain good personal contacts with the coordinators of partner programmes, and to keep up to date with changes in course content and structure. In terms of administering student participation in exchanges, the coordinator is responsible for publicising the exchanges that they manage and for creating application forms and setting application deadlines. In conjunction with Personal Tutors and the International Office, they select students for participation in exchanges and assess the student's performance once their results have been made available.

Other international exchange programmes are managed by the University's International Office and the role of the Coordinator with respect to these is to advise students and Personal Tutors about appropriate courses to be taken when abroad.

Section 2 School Policies and Procedures

2.1 Examination Procedures

A call for examination questions and, where appropriate, proforma answers is given by the Course/Postgraduate Secretary in week 3 of both Semester 1 (end of September) and Semester 2 (end of January). All academic staff are required to submit their examination or assessment outline with, a model answer or an answer grid/sheet by the deadline given. The work will then be formatted as required by both the School and University guidelines. Course Organisers are responsible for ensuring that they review the exam paper and that the material is moderated by another member of academic staff before it is signed off by the Course Organiser on the copy that is sent to the External Examiner. The Course Organiser will then be required to review the comments made by the External Examiner and respond to the edits requested. A final copy incorporating, where agreed, the External Examiners requested edits will be created by the Course/Postgraduate Secretary to be signed off as final by the Course Organiser. Final copies of examinations, assessment outlines and answer sheets/grids are securely stored by the TO.

Once examination scripts have been picked up or returned for marking they will be distributed to allocated staff. Academic staff are required to work within the marking turnaround time.

Academic staff will be advised on a timeline of events by the Teaching Organisation regarding the preparation and production of exam papers in each exam diet. A timeline for each exam diet can be located on the Teaching Organisation web pages. Course/Postgraduate secretaries will also send the timeline of events for each exam diet to Academic Staff by email at the start of each University semester.

<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/exams/exam-timeline>

2.2 Undergraduate Resit Policy

http://www.docs.scieng.ed.ac.uk/office/current_students/Resits_Guidance%20for%20Students.pdf

For courses taken for the first time in 2011/12 and in subsequent years, a first attempt and a maximum number of THREE resits will be allowed.

Note:

1. If students are registered for a course, and they are then absent from an examination without authorised permission, or if they fail to submit other required pieces of assessment without authorised permission, then this is still classified as an ‘attempt’ at the course (*Authorised permission can only be granted as a concession through formal consideration at School or College level*).
2. If a student fails a course then they must attempt it again at the next available opportunity. If this is not done this next available opportunity still counts as one of the available attempts.

2.3 Outline of the Board of Examiners as a School Policy

The School Policy requires all Course Organisers to be in attendance at the Board of Examiners. If the Course Organiser cannot attend, a representative who, if required, can speak about the marking and moderation process must be in attendance.

All marking deadlines are to be adhered to, as any late marks can jeopardise the accuracy of marks presented at the Board. The timetable for examination and assessment is created to enable adequate time for External Examiners to review work.

TO support staff are responsible for producing minutes of each meeting to be reviewed and approved by the Chair in a timely manner. All staff should review the current assessment guidelines and any changes. Copies of guidance should be available at the BoE meetings. The Board of Examiners Chair is responsible for coordinating the response to the External Examiner report and will involve Course Organisers and Degree Programme Convenors as required.

2.4 Outline of the Special Circumstances as a School Policy

The University of Edinburgh applies a Special Circumstances (SC) policy to assessments taken by students of undergraduate and taught postgraduate programmes. Special Circumstances is a formal process whereby students request (via their Student Support Coordinator) exceptional concessions related to specific pieces of course assessment on the

basis of any situation where the students ability to perform on a specific course has been affected.

Examination Boards (EB) which have responsibility for the specific course to which a students SC applies, also have the responsibility for making a final decision related to the individual course outcome in respect of those circumstances. Similarly, EB which have responsibility for a specific Programme, have the responsibility for incorporating SC Course outcomes into Degree awards and classification decisions.

Prior to an EB meeting, a sub-committee will generally meet to agree on recommendations to make to the EB for the SC cases relating to courses and programmes due to be discussed. The School of GeoSciences employs separate SC committees to consider SC cases relating to pre-honours (1st and 2nd year) and honours (3rd – 5th year) courses. For honours courses each subject area within the School has its own SC committee that considers any cases relating to courses taught owned by the relevant degree programme. Each committee consists of appointed academic staff, the relevant Student Support Co-ordinator and a secretary, normally from the Teaching Organisation.

Special Circumstance form process

- The student support co-ordinator (SSC) will initiate the process of raising the forms.
- Personal Tutors AND Course Organisers (CO) will be advised to direct students to the SCC to raise a special circumstances form.
- Once the SSC has raised the form, they will contact the relevant PT for input on the PT comments section.
- No forms are to be raised by academic members of staff.
- Copies of forms for other Schools or for other parts of the School of GeoSciences are to be forwarded to the relevant departments as soon as they are completed.
- Forms must be signed by PT/SSC AND the student. If the student is unavailable to sign the form, they should provide a written statement (email) stating they are happy for the form to be raised on their behalf.
- Copies of any medical certificates should be kept with ALL copies of SC forms (electronic and paper copies).
- Other Schools will be asked to send SC forms to the relevant SSC.
- No retrospective SC's will be considered. SC forms must be submitted before the deadline given, unless there are unforeseen circumstances which have prevented the form from being raised/sent.

The proforma required for a special circumstances case and guidance on how to complete this can be found on the College of Science and Engineering website:

<http://www.ed.ac.uk/schools-departments/science-engineering/staff/academic-student-administration/taught/administration/special-circumstances>

Special Circumstance Committees

Pre-honours

- The pre-honours committee will consist of:
- Senior Personal Tutor (chair)
- Deputy Senior Personal Tutor
- Student Support Co-Ordinator (Geography)

- Student Support Co-Ordinator (Earth Science and Ecological & Environmental Science)
- Teaching Organisation Deputy Manager
- Academic representatives from Earth Science, Ecological Sciences and Geography (1 each)*

* This will be on a biannual rota basis.

Honours

Special Circumstances Committees meet 3 times in the academic year where necessary, prior to the Board of Examiners meetings in January, May and August.

- The Earth Science committee will consist of:
 - Convenor of the Board of Examiners*
 - Chair of the Special Circumstances Committee*
 - Student Support Co-ordinator for Earth Sciences
 - Earth Science honours Course Secretary
 - 1 x academic representative for each degree stream within the Earth Sciences (4 in total)
- The Ecological and Environmental Sciences committee consists of:
 - Convenor of the Board of Examiners
 - Chair of the Special Circumstances committee
 - EES Examinations Officer
 - Student Support Co-ordinator for EES
 - EES Course Secretary
 - 1 x academic representative from EES
- Geography honours SC committee was streamlined from previous years and will forthwith consist of:
 - Deputy Senior Personal Tutor/Chair of the Special Circumstances committee
 - Convenor of the Board of Examiners
 - Geography Student Support Co-ordinator
 - Geography Course Secretary
 - 4 x Geography academic staff (2 Physical Geography + 2 Human Geography)
- The Meteorology committee will consist of:
 - Convenor of the Board of Examiners
 - Chair of the Special Circumstances committee/Meteorology Co-ordinator
 - Student Support Co-ordinator for Earth Sciences
 - Meteorology Course Secretary
 - 1 x academic representative from Meteorology

*The Convenor of the BoE and Chair of the SCC ion Earth Sciences will also act as representative of their specific degree programme.

Roles

Special Circumstances committees (pre-honours and honours): is to consider the Special Circumstances cases and to make appropriate recommendations (in accordance with the University and College guidelines) to the relevant Exam Board.

Convener of the Exam Board : The convener of the Board of Examiners is responsible for deciding the composition of the Special Circumstances committee, and is expected to chair it or delegate the role. If the convener is not present at the meeting, s/he should receive a report from the committee with summary recommendations. It is the responsibility of the Convener to present the Special Circumstances at the Exam Board following discussion of each course, unless this responsibility is delegated to the Convener of the Special Circumstances Committee (if different from the Convener of the Exam Board).

Convener of the Special Circumstances Committee (if different from Convener of Exam Board): The convener of the Special Circumstances committee is responsible for ensuring that a summary report (produced by committee secretary) containing all the recommendations for all cases considered by that committee is transmitted to the Convener of the Exam Board in time for the meeting of the Board. The report should include all cases considered by the Special Circumstances Committee, regardless of level of severity or likely impact on the student's performance. The report must be in as concise a form as possible as is consistent with clarity, and should preferably retain the anonymity of the students.

Student Support Co-Ordinator: The role of the Student Support Co-Ordinator is to act as first point of contact to students, advising them on Special Circumstances, helping them to complete the Special Circumstances form and to gather the appropriate evidence. There are a number of options available when dealing with a student with Special Circumstances, including referring students to the disability office or student counselling, as well as raising a SC case. It is important for a distinction to be drawn between chronic conditions that persist for a significant period of time, and may have been present at the time a student entered the University, and specific circumstances of a shorter term nature that a student experiences. The former are normally addressed through arrangements initiated at University level by the disability office, whereas the latter are normally treated as special circumstances cases. The SSC will attend each relevant Committee meeting to present the Special Circumstances cases, to advocate for the student, and to aid the convener and the academic members of the committee in making recommendations.

Academic Members of Special Circumstances Committee: The role of the academic representatives on the Special Circumstances Committee is to aid the convener in considering the cases and in making the appropriate recommendations. This is to ensure diversity of opinion and quality assurance.

Teaching Organisation Deputy Manager (pre-honours SC only): for the pre-honours Special Circumstances Committee only, to act as committee secretary, collecting and collating all the cases and ensuring that where appropriate, evidence has been submitted; preparing an anonymised summary to be distributed to committee members; taking minutes and recording the recommendations; and ensuring that the recommendations are communicated to the appropriate UG secretaries in time for the Exam Boards.

UG Secretary (honours SC only): for the Honours Special Circumstances Committee only, to act as committee secretary, collecting and collating all the cases and ensuring that where appropriate, evidence has been submitted; preparing an anonymised summary to be distributed to committee members; taking minutes and recording the recommendations; and ensuring that the recommendations are ready in time for the Exam Boards.

Special Circumstance Committee recommendations

Pre-honours

In most cases, the outcomes of Special Circumstances for pre-honours students will be treated differently to those of Honours students. Below is a summary of recommendations that can be suggested to a Board of Examiners by Special Circumstances Committees for both Pre-Honours and Honours students:

- Null Sit
- There are various options that could be considered as a recommendation for a Null Sit award:
- Further Replacement Assessment or Resit as a First Attempt
This option can be used where a mark is not available for the affected component or where the mark available is not considered to be a reliable indicator of attainment. A student given the recommendation 'Resit as First Attempt' still has the option of re-sitting an assessment if a pass mark had been obtained. The student will be allowed to choose the better of the two marks following the resit.
- Zero-weight adversely affected components
Where this is applicable, the SC committee can choose to recommend zero-weighting certain components adversely affected. This can only be recommended by the SC committee, NOT by Course Organisers or similar.
- Add marks
SC committees can choose to add between 3 and 5 marks to a students' assessment mark depending on how seriously their performance has been affected. Marks can be added to the final course mark or to the affected component only. SC committees will recommend which component the marks are being added to.
- SC Noted
This option should only be recommended where the SC committee feel that the student was not adversely affected by the special circumstances lodged and the course learning outcomes were achieved.
- Waive Late Penalties
Where late penalties have been applied, the SC committee can recommend that these are waived so that the student is not punished for handing work in late where special circumstances may have had an effect on the students' ability to submit work on time. This can only be applied by SC committees and not by Course Organisers. All work submitted late should be subject to penalties as per University regulations.
- Extension
Where a student has been unable to submit a piece of coursework due to being adversely affected by special circumstances, the SC committee may recommend that the student is granted an extension to submit this piece of work. This is different to an in-course extension, which should be granted by the Student Support Co-ordinator, following discussion with the Course Organiser, at the time of assessment. This action would be used rarely and would normally be addressed by a Further Replacement Assessment.

In the School of GeoSciences, special circumstance cases will be considered as having had a minor, moderate or major impact on the students' ability to perform to the best of their ability. Below are guidelines on which action should be taken, in which order, by Special Circumstance committees in relation to the seriousness of the circumstance presented. These are guidelines for pre-honours only, however, it should be noted that these recommendations were created in direct relation to the University Special Circumstances Policy .

	MINOR	MODERATE	MAJOR
1	- Zero-weight affected component - Waive late penalties (if applicable)	- Zero-weight affected component/ entire exam/entire coursework - Waive late penalties (if applicable)	- Zero-weight affected component/ entire exam/entire coursework - Waive late penalties (if applicable)
2	- Further replacement assessment - Extension	- Further Replacement Assessment - Extension	- Further Replacement Assessment - Extension
3	- SC noted	- Add marks (3-4 marks)	- Add marks (5 marks)

Disclaimer: The above table is guidance on how SCC's should consider actions on SC cases and is not a recognised University policy. Each SC case should be considered individually on a case by case basis.

Honours

- Null Sit
There are various options that could be considered as a recommendation for a Null Sit award:
- Further Replacement Assessment or Resit as a First Attempt
This option should only be recommended for honours students with Special Circumstances where the student will not be able to progress to the senior honours year. This may be due to them having not attained enough credits (80 of 120 taken) or an average score of 40% across the year. All FRA recommendations must be submitted to College in the form of a Concession for the College committee to make the final decision.
- Zero-weight adversely affected components
Where this is applicable, the SC committee can choose to recommend zero-weighting certain components which have been adversely affected. This can only be recommended by the SC committee, NOT by Course Organisers or similar.
- Credits Awarded on Aggregate (CAA)
This should be used where an honours student has failed a course(s) due to special circumstance but has achieved enough credits (80 or more of 120 taken) and a high enough average score (above 40% for the total year) to progress to senior honours. Marks and credits for those courses failed, where a student has special circumstances, will not be used to calculate the students' final year average. This is different to Credits Awarded on Aggregate awarded to students who do NOT have Special Circumstances for the courses they have failed, where their course mark and credits not attained will be included in the total year average calculation.
- Add marks
SC committees can choose to add between 3 and 5 marks to a students' assessment mark depending on how seriously their performance has been affected. Marks can be added to the final course mark or to the affected component only. SC committees will recommend which component the marks are being added to.
- SC Noted
This option should only be recommended where the SC committee feel that the student was not adversely affected by the special circumstances lodged
- Waive Late Penalties
Where late penalties have been applied, the SC committee can recommend that these are waived so that the student is not punished for handing work in late where special circumstances may have had an effect on the students' ability to submit work on time.

This can only be applied by SC committees and not by Course Organisers. All work submitted late should be subject to penalties as per University regulations.

- Extension

Where a student has been unable to submit a piece of coursework due to being adversely affected by special circumstances, the SC committee may recommend that the student is granted an extension to submit this piece of work. This is different to an in-course extension, which should be granted by the Student Support Co-ordinator, following discussion with the Course Organiser, at the time of assessment. This action should be used in extreme circumstances.

The below table is a guideline for Special Circumstance Committees when recommending courses of action to Boards of Examiners for students with Special Circumstances. It is not a recognised University policy and each SC case should be considered individually on a case by case basis.

	MINOR	MODERATE	MAJOR
1	- Zero-weight affected component - Waive late penalties (if applicable)	- Zero-weight affected component/ entire exam/entire coursework - Waive late penalties (if applicable)	- Zero-weight affected component/ entire exam/entire coursework - Waive late penalties (if applicable)
2*	- Null sit: CAA - Further replacement assessment - Extension	- Null sit: CAA - Further Replacement Assessment - Extension	- Null sit: CAA - Further Replacement Assessment - Extension
3	- SC Noted	- Add marks (3-4 marks)	- Add marks (5 marks)

*The recommended actions in row 2 are not listed in order. Each should be used in relation to a particular SC case, on a case by case basis.

Administration

Pre-honours Special Circumstances cases will be administered by the Deputy Manager of the TO, who is responsible for gathering and summarising pre-honours cases for the pre-honours special circumstances committee meeting. The relevant course secretary will administer SC case for the Honours courses that they are responsible for. The course secretary should also collate and summarise the cases for the relevant meeting. Summaries should not include the names of the students affected in order that the SCC can come to a decision without any knowledge of the student jeopardising any decision that the Committee makes.

Each special circumstance case is assigned a number in order that the SC case is recognisable on all marks sheets presented at Boards of Examiners meetings. Each number will be included in a 'Notes' column in the sheets presented at the BoE alongside an acronym describing the recommendation of the SC committee. An appendix showing a recommended list of acronyms can be found at the end of this document [Appendix 1]. Each subject area in the School will follow its own numbering system, as follows:

Earth Sciences – SCES01, SCES02...

Ecological and Environmental Sciences – SCEC01, SCEC02...

Geography – SCGE01, SCGE02...

Pre-honours courses – SCPR01, SCPR02...

The Student Support Co-ordinator raising the SC form and the Deputy Manager of the Teaching Organisation will be responsible for ensuring each form is numbered appropriately. Pre-honours students' SC numbers will remain with them throughout the term of their pre-honours studies. Students progressing to honours years will be given a new SC number on the first occasion that they raise Special Circumstances in either their 3rd, 4th or 5th year of study. This number will remain with them for the duration of their honours study. A spreadsheet with details of each students' SC number will be maintained by the Student Support Co-ordinators and the Deputy manager of the TO.

Details of recommendations will be reported in the form of a spreadsheet by Course Secretaries and the Deputy Manager of the TO to the Chair of the SCC and the Convenor of the BoE. A record of these will be kept within the TO for a period of at least 5 years. Secretaries will then update each course/programme marks sheet with SC numbers and recommendation acronyms for the Board of Examiners meeting. In order for the recommendation spreadsheet to remain consistent across the School, all admin staff responsible for updating these will use the same format [Appendix 2]. Special Circumstance convenors will report the recommendations of the SC committee at the Board of Examiners meetings on a course by course basis.

Information and guidance on Special Circumstances will be posted online on the Teaching Organisation web pages. There should be two distinct special circumstance pages – one for staff and one for students. The staff page will include details of the members of each Special Circumstances Committee and dates of meetings, as well as guidance on procedures at School, College and University level. Student SC pages should include student-focussed guidance on special circumstances, including school, college and university guidance on what constitutes a special circumstance and details of how to raise a special circumstance case and who to approach to do so.

Regulations Consulted

University Special Circumstances Policy:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf

University Operational Guidance on role of Convener of Board of Examiners:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Convener.pdf>

University Taught Assessment Regulations:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF>

Further guidance on recommendations that can be made by the Special Circumstance Committee and, thereafter, approved by the Board of Examiners can be found on the Teaching Organisation webpages:

<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/programme-studies-tutors/ugspec-circ>

University guidelines on Special Circumstances can be found online at:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf

2.5 School Feedback and Course Monitoring procedures

Feedback involves both the feedback that academic staff provide to students on the work they produce, and feedback from students on the courses and programmes that are taught. The School of GeoScience feedback guidelines that are distributed to all students are located at: <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/ug-students/feedback-marking>

University Feedback Standards and Guiding Principles can be found at: http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Feedback_Standards_Guiding_Principles.pdf

Feedback to students:

Providing appropriate and high quality feedback to students on submitted course work and examinations, and well as through a range of other interactions during course delivery (eg through in-class discussions and office times) has become an important aspect of teaching. The School, and the University overall, has not done well on feedback to students in the National Student Survey and improving this situation is a high priority at University level. Appropriate feedback that points out the praiseworthy and deficient aspects of submitted work in order to provide students with guidance as to how to improve their performance must be provided on all submitted course work and examination scripts. Degree Programme(s) Coordinators have responsibility for determining the appropriate forms of feedback in their subject area, for monitoring the quality of this feedback, and for pointing out to colleagues where inadequate feedback has been provided.

Feedback from students:

Feedback from students on individual courses and on degree programmes is required for a number of reasons.

1. To meet national QA requirements, and as important information in relation to periodic institutional reviews of teaching at the University. The next one of these at Edinburgh (Enhancement Led Institutional Review (ELIR) is now underway.
2. To provide information to the Director of Teaching on student responses to teaching with a view to improving teaching quality and addressing issues raised in the National Student Survey.
3. To meet the requirement made on the Director of Teaching of providing information on teaching with respect to appraisals and promotions. Student feedback provides an important source of information on teaching quality.

All Course Organisers are required issue a course evaluation questionnaire and are responsible for returning a summary of the results of questionnaires returned for their course. The course evaluation must incorporate the questions on the general form available from the undergraduate secretaries and online, although additional questions can be added if desired. The questionnaires can be issued either online through LEARN, or as hard-copy. The highest response rate is generally achieved with hard-copy forms issued and completed at the final session of a course. Online forms or hard-copy forms taken away by students generally result in a lower response rate.

The course evaluation summary should comprise the average score for each of the items on the student feedback form together with the total number of students who were registered for the course and the number and percentage completing a course feedback return. This information should be returned to the Teaching Organisation Manager via the relevant Course Secretary within four weeks of the completion of teaching on the course. For large courses with more than 50 respondents where hard copy course questionnaires have been used the relevant Course Secretary can assist with calculating the summary returns.

Each Course Organiser is also required to complete a Course Monitoring forms that outlines pass rates (provided by support staff) and raises issues regarding resources and the response to student feedback. These forms are reviewed within each degree programme by the Teaching Committee and where issues are raised Course Organisers will be consulted. The Course Monitoring Forms are released three weeks after the completion of the course to allow for review of feedback and marks to be incorporated in the course review.

The relevant Degree Programme Coordinators and Degree Programme Convenors are responsible for issuing and summarizing the responses to appropriate questionnaires to final year students for the degree programmes for which they are responsible.

2.6 Moderation Guidelines

Moderation is part of the quality assurance (QA) process for course work and examinations. The goal of moderation is to consider the standards of marking. The reason for moderation is to ensure across a group that students are treated fairly. Moderation **is not double marking** – instead it is a more efficient process for QA, allowing rapid return of work to students for timely feedback. Moderation is designed to tackle a major issue of concern for External Examiners, which is to ensure consistency in marking across the full marking scale.

Moderation involves checking whether grade descriptors are being applied appropriately, particularly for new courses or new staff involved in marking. If problems are identified, then the moderation process provides a fair and consistent way of adjusting marks. Moderation also checks whether feedback is included on all marked work Course Organisers are responsible for allocating a moderator and ensuring the process is fully documented.

The process of moderation: Once marking is complete, the Course Secretary or Course Organiser will deliver **all** scripts, feedback and mark list for the course with a moderation form to the Moderator (deadline for return clearly stated). The Moderator will identify the sample based on the mark list provided, the sample should be no less than 1/3 or 10 scripts. The moderator then checks the sample, confirming that script feedback is consistent with grade. The moderator should note discrepancies, and any lack of feedback on the moderation form. Any discussion between the Course Organiser and Moderator should be documented. All scripts, feedback and the moderation form are returned to the Course Secretary when moderation is completed.

The moderation process needs to be clearly **documented** to ensure External Examiners are fully able to scrutinise course level results. For postgraduate courses, the Course Secretary will then make the required sample copies to send to the External Examiner following the one third requirement. Course Secretaries of Undergraduate programmes should keep a record of the moderation documentation with the marked course materials and External Examiners are given access to the moderation materials when visiting the University as part of the Board of Examiners meetings. Adjustment to marks can occur where necessary after consultation with the Course Organiser.

Moderation outcomes:

In the majority of cases no adjustment in marks is recommended or required. The marking process and moderation still require documentation. The moderator may identify a number of outcomes:

- Leave grades unaltered
- Recommending/agreeing the entire range of marks should be scaled up or down by a nominated percentage, or the extreme marks should be extended or reduced.
- Considering examination hall disruption and recommending adjustment

All outcomes should be fully supported with sufficient details for the Chair of the Board of Examiners and External Examiners.

Key points:

- Moderation plays two roles – scrutiny and equity. During marking the first marker always knows that their marking will undergo close scrutiny. Secondly, the moderation process provides a fair and consistent way of adjusting marks.
- The moderating process needs to be consistent and transparent and the outcome needs to be easily understood.
- All moderation needs to be documented on the required form. This form is made available to External Examiner(s) with a sample of scripts and feedback.
- Moderation requires the consideration of a representative sample including the top, middle and bottom of the range of at least one-third of material. It is useful if the moderator can initial the scripts he/she has viewed.

Moderation Responsibilities

Course Organisers are responsible for:

- Providing a clear description of assessment in programme/course handbooks and the DRPS detailing all assessed work and allocation of the final mark.
- Providing a clear assessment outline (or examination paper) with a marking grid, answer sheet or assessment criteria to ensure the marking/grade expectations are clear to the External Examiners.
- **Allocating** a moderator (a fellow member of academic staff) early in the semester.
- Ensuring moderation takes place in a timely manner prior to the Board of Examiner and marking deadlines. **Delivering** marking to the moderator.
- Emailing students where their return of marks and feedback is delayed.
- Ensuring the mark list and calculations for the final mark are correct, when moderation has resulted in a mark adjustment a Course Organiser must review and approve the marks released to students to ensure accuracy.
- Attend the Board of Examiners

Board of Examiner Chairs are responsible for:

- Ensuring External Examiners have received the required sample and moderation form for **each** course in advance of the Board of Examiners meeting.
- Ensuring the Board of Examiners (including External Examiners) are aware when marks have been rescaled as a result of moderation.

Programme Support staff

- Marking is distributed in a timely manner
- Marking is delivered to the moderator with the moderation form
- Ensuring the appropriate sample of copied marked course work and feedback are made and sent to the External Examiner – this meets more than the moderation regulations, but the School’s Quality Assurance regulations are to obtain a copy of all assessed work and feedback.

What External Examiners need to see for **each** course:

- A sample of scripts with feedback (Please note: a representative sample includes the top, middle, bottom of the range of marks and fails to represent at least one-third of material)
- A copy of the assessment outline/examination script
- A copy of the marking grid, answer sheet or assessment criteria
- A completed moderation form

2.7 Postgraduate APC and Programme Budget Guidelines

Programme Budget

In the Teaching Organisation there is a postgraduate teaching budget which is annually agreed. These funds cover programme costs outside the Additional Programme Costs paid by students, and include expenses outlined by the Programme Director (see below), External Examiners expenses, marketing and new programme bursaries.

The Teaching Organisation will contact all Programme Directors in January to allocate a teaching budget for each programme for the following academic year. Programme Directors need to allocate:

- External lecturing (including travel costs)
- External dissertation supervision*
- External dissertation marking*
- Photocopying and printing
- Specific marketing opportunities
- Workshops and training not linked to the dissertation

External examiners expenses, marketing and new programme bursaries are set by the Teaching Organisation.

*Staff should be aware of the School emphasis on using internal dissertation supervision and marking as a priority. From 2010/11, a maximum of £500 will be paid for external dissertation supervision and marking.

Additional Programme Costs

Additional Programme Costs (APCs) are paid by each student upon matriculation and are specifically for the dissertation portion of their Masters programme. APCs expenditure needs to be clearly outlined in the Programme Handbook. The link to the dissertation requires the Programme Director to ensure these funds are spent within budget and with an emphasis towards dissertation training. These funds are audited by the College of Science and Engineering.

APCs can be split into two parts, one that covers student dissertation expenses to a set amount and secondly, programme level dissertation related expenses. The Programme Director needs to take the time to split costs out per student to ensure manageable and transparent allocation of the funds.

APCs vary from programme to programme, and for this reason the set amount available to student to spend on their dissertation is determined by the Programme Director. Students should submit their dissertation expenses using an Internal Expense claim form available on LEARN and submitted to the Programme Secretary. Funds unused by students will remain in the APC account. The following are examples of claimable expenses for students:

- purchase of books, articles and journals
- inter-library loan charges
- purchase of laptop computer equipment or software
- transport to and from a research site (this includes airfare, bus or train travel)
- proofreading and transcription
- attending a conference related to dissertation topic (registration fees)
- lab costs - these should be confirmed in advance with the supervisor and lab supervisor
- equipment or material the supervisor deems required to complete the project**
- printing and binding are prepaid, but students who use an external service can submit their receipts

APCs cannot cover daily living costs.

** Programme Directors should be aware the School is now moving to an 'at cost' model for all lab use from 2010/11. This will impact on the costs and funds available for particular dissertation topics.

At a programme level, APCs can be used to fund:

- induction and graduation events
- provision and maintenance of computer labs (including computer, printers, papers and software)
- core programme text books
- dissertation training events
- research and dissertation workshops including IALS and Transkills events
- equipment purchase
- study tour or fieldwork costs
- programme conferences, external conferences and events relevant to the programme

A clear statement should be provided in programme handbooks and programme web pages to ensure students are aware of the background of the APCs and the level of provision.

Programmes run by the Scottish Agricultural College including Ecological Economics, Environmental Protection and Management and Food Security use their APCs for a study trip abroad.

The Teaching Organisation recommends the Programme Secretary and Programme Director review APC expenses monthly. Programme Directors are encouraged to annually review their APCs amount to ensure the activities, software and expenses are covered.

2.8 Room Booking process and timeline

TO staff will process course timetable requests during the second half of semester 2 for the following year. Academic staff will receive a request to confirm teaching space and time requirements for the following academic year. Support staff are allocated a period of time by the University Timetabling Unit, usually between the end of March to mid-April, where they will request the specified rooms. Once the room bookings window has closed in mid-April, the Timetabling Unit will attempt to match suitable rooms to the bookings requests made by TO support staff. Course Secretaries will be notified of the rooms booked for each class, typically by mid-June and confirm with the Course Organiser. Any changes requested beyond the room booking period cannot be guaranteed, ie. Computers labs, etc may be fully booked.

Any proposed changes to course delivery times for the following academic year should be reported to the relevant Degree Programme Convenor by January of the current academic year, to be discussed at degree timetabling meetings with the Deputy Manager of the Teaching Organisation.

For a full timetabling and room bookings timeline please view the relevant page on the Teaching Organisation webpage.

<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/room-bookings/rooms>

Non teaching related rooms can be booked through MyEd under the Administration tab.

2.9 Fieldwork

The School of GeoSciences deliver a variety of field courses to both Undergraduate and Postgraduate students. Course Organisers are responsible for the organisation of field courses, supported by Teaching Organisation staff. Field courses include local day trips and residential field trips. Typically, local day trips will be a component of an already established course, whereas most residential field trips will be courses in their own right.

<http://pgress.geos.ed.ac.uk/ug/fieldwork/Field%20Course%20List%202013-14.pdf>

Students are required to pay 50% of the cost of their accommodation and travel to and from residential field trips. All other costs are subsidised by the School. School costs include: the remaining cost of student accommodation, travel to and from the field work, travel whilst at the field trip destination, equipment needed for the field trip and food and drink for students and staff. Any equipment costs above £500 needs to be approved by the Teaching Committee in advance via the DPC. The Course Secretary will secure quotes based on the requirements provided by the Course Organiser. The Course Organiser is responsible for confirming the student cost. All travel and accommodation on residential field trips must be booked via the University preferred travel agent, Expotel (<http://www.expotel.com/>), via the Course Secretary. Course Organisers should notify Teaching Organisation management where a booking through Expotel is not possible as the School can be fined under the current University procurement agreement

The Course Secretary will create a payment instance on the University epay system for students to process their payment for the field course. The full student balance of a field trip payment MUST be paid in advance of the field trip date. Course Organisers should work together with the Course Secretary to ensure that the full payment is being made. Students

should pay all outstanding payments for field trips to be eligible to graduate from the University.

Course Organisers will normally appoint postgraduate students to act as Demonstrators on field courses. To make arrangements for Demonstrator assistance on field courses, Course Organisers should contact the Deputy Manager of the Teaching Organisation on T&D@geos.ed.ac.uk.

Staff participating on field trips can make claims to the School of GeoSciences Finance Department for costs incurred during the field trip. In order to make a claim, staff should complete an Expense Claim Form (see section 5.1 for a link to the relevant web page), detailing the costs and making note of the relevant job code and course code on the expense claim form.

To book coaches or minibuses to travel to a field course destination within the United Kingdom, staff should contact the Schools Transport and Maintenance Technician, Alex Jackson, at Alex.Jackson@ed.ac.uk or by telephone on 0131 650 5740. Alex is located in the Grant Institute at The King's Buildings campus.

2.10 Induction of new academic staff

New teaching staff are required to participate in the two-day orientation that forms part of the Postgraduate Certificate in Academic Practice programme. They may also enrol in the full accredited programme after discussions with their Head of Research Institute. Details of the two-day orientation and the full PGCAP programme are available on the Institute of Academic Development website:

<http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/staff/courses-events/postgraduate-certificate>

The Manager of the Teaching Organisation will meet with all new members of academic staff to offer guidance on University Regulations, expectations of TO administrative roles and the role of the TO.

2.11 Courses for academic teaching staff

The University provides a range of workshops, seminars and courses for both new and experienced teaching staff through the University's Institute for Academic Development (www.iad.ed.ac.uk) which provides central support for academic development and study skills. Staff can also participate in the courses offered by the IAD as part of the Postgraduate Certificate in Academic Practice (PGCAP), and also undertake the full programme which provides professional accreditation. Full details are provided on the IAD website.

2.12 Training and Support for Personal Tutors

The focus of the Personal Tutor is the academic progression of their tutees.

Personal Tutors can find a range of materials including CSE guidance and IAD resources to use in running and preparing for meetings with students on the Teaching Organisation website:

<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/programme-studies-tutors/training>

The School of GeoSciences also runs two training events for Personal Tutors during the summer break, The session for Geography-based PT's will be held on 14th August 2013, with the Earth Sciences and Ecological and Environmental Sciences session taking place on 6th September. The training will review:

- DPT changes (where applicable)
- Assisting PTs with student timetables and sourcing course information
- Pastoral care update
- Updates on the Enhancing Student Support project - requirements for individual and group meetings - the 'PT life cycle'
- GeosPALS
- Introduction for new PTs

The University will introduce, from 2013/14, a peer-assisted learning scheme aimed at helping students adapt to university life and study. In small informal groups, second and third year volunteers (student leaders) offer support to first year literature students in a series of fortnightly meetings during Semester 1.

These sessions provide students with the opportunity to ask the questions which they may feel are too awkward to put to lecturers, tutors or to their Personal Tutor, and will be tailored to the experiences of new students to provide advice on study skills, using library resources, essay writing, and other academic issues.

Information on the GeosPALS scheme can be found on the Teaching Organisation website: <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/ug-students/peer-support>

Staff who need advice on a PT-related matter should contact, in the first instance, the School's Student Support Coordinators. Earth Science and Ecological and Environmental Sciences staff should contact Emma Latto (emma.latto@ed.ac.uk). Geography staff should contact Faten Adam (faten.adam@ed.ac.uk).

2.13 Mentoring/peer observation of academic teaching staff

New academic teaching staff will be allocated an experienced member of staff as a mentor who can provide advice and guidance about teaching on an informal basis. The University has a policy of peer observation of teaching and academic teaching where participation is a normal expectation for every teaching member of academic staff. Such peer observation can involve both observing a colleague's teaching and having one's own teaching observed. Details are available in the University's *Teaching Quality Handbook*. Staff are strongly encouraged to use peer observation of their teaching where they consider it would be helpful in improving its quality. All newly appointed academic teaching staff are required to utilise peer observation of their teaching in their first year of appointment.

2.14 Proposing new courses or changes to existing courses

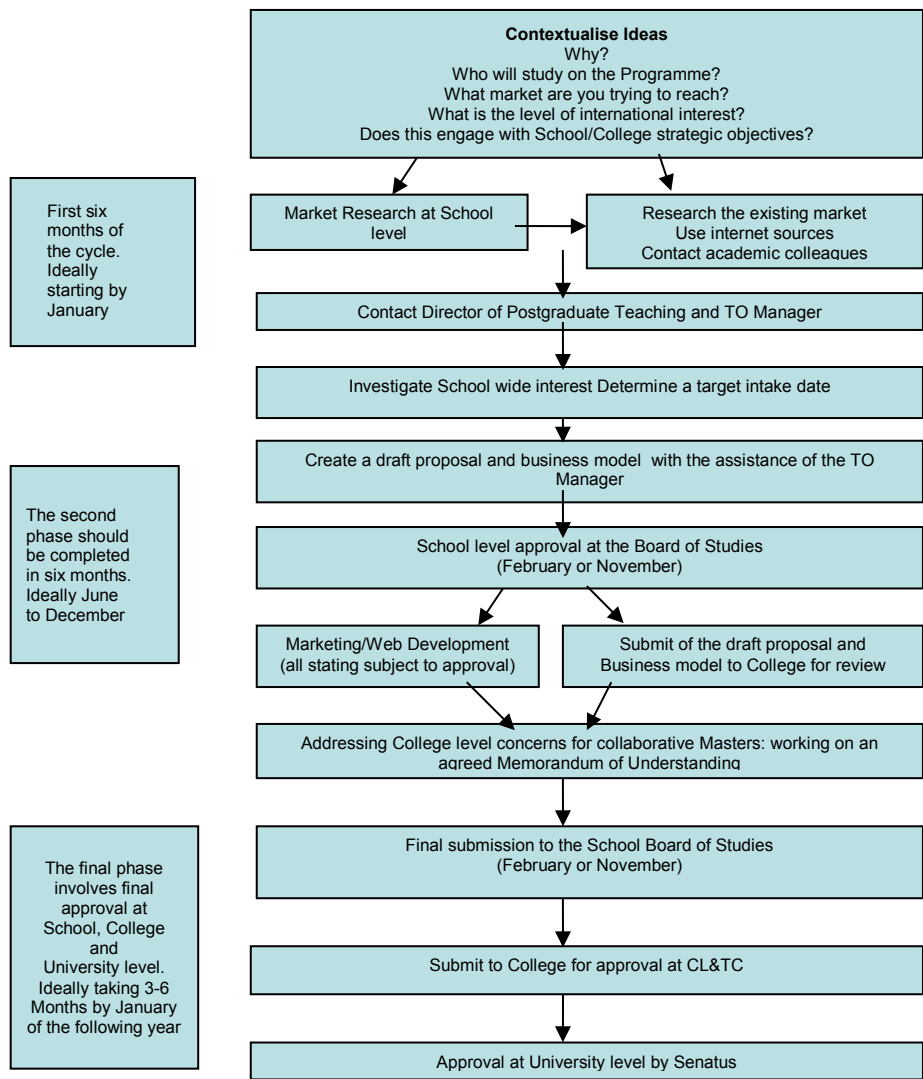
Proposals for new courses and programmes should be discussed, in the first instance, with the Director of Postgraduate Teaching or the relevant Degree Programme Coordinator. All

proposals for new courses, or major changes to existing courses, must be discussed at, and approved by, the relevant degree programme committee or the MSc Committee, as appropriate, prior to formal tabling at the Board of Studies. The Board of Studies Committee is held twice a year in November and March. The TO Manager should be consulted if there is doubt as to what constitutes a major change to a course. Minor changes to a course that require a change to the DRPS entry must be notified to, and approved by, the TO Manager who can also provide general advice on Board of Studies procedures for new programme and course approval. Full details and forms are available at:

<https://www.wiki.ed.ac.uk/display/GeoSBoS/School+of+GeoSciences+-+Quality+Assurance+-+Board+of+Studies>

2.15 Proposing new programmes

As part of the School and University strategic plan, the creation of new sustainable degree programmes, especially taught postgraduate programmes, is a priority. All academic staff are encouraged to consider possibilities for new programmes and should contact the Director of Postgraduate Teaching, or an appropriate undergraduate degree programme coordinator in the first instance. Preliminary ideas and proposals will then be discussed with the Director of Teaching and taken forward to formal proposals where appropriate. A proforma has been created by College to assist in determining the financial, resource and administration issues. A high level of consultation within School and outside is expected. The proposal is then presented at the Board of Studies Committee for feedback and represented if necessary. Once School and Head of School approval has been secured the final proposal is presented to the College Learning and Teaching Committee for feedback and final approval. The process takes 12 to 18 months. The TO Manager offers full assistance and creates an appropriate marketing plan including setting up a web presence to track interest.



2.16 Teaching allocation procedures

Heads of Research Institute, as line managers, will be responsible for the overall work load of staff in their respective Institutes including teaching as well as research. Although degree programme convenors will identify teaching requirements in their programmes and make recommendations about staffing, it will be the Heads of Research Institute who will make the final decisions about the allocation of teaching and teaching related administrative roles and they will inform academic staff of these decisions.

The procedure will begin with a meeting early in Semester 1 of Heads of Research Institute and programme convenors (undergraduate) and programme directors (postgraduate) and also including the Director of Teaching, the Director of Postgraduate Teaching, the TO Manager and the TO Deputy Manager. At this meeting the convenors will identify major issues that they are aware of concerning the staffing of their programmes in the following academic year, and the Heads of Research Institute will highlight particular work-load issues for specific staff (informed, where possible, by the Total Workload Model) and any other relevant issues known to them. Following this meeting degree programme convenors and directors will suggest, on the basis of their knowledge of programme and course requirements, teaching allocations (including course organisers) and these will be submitted towards the end of Semester 1 to the Deputy Manager of the TO. This information will then be forwarded to Heads of Research Institute and the Director of Teaching and Director of Postgraduate Teaching for consideration. At the end of Semester 1 there will be a SPARC meeting devoted to teaching issues where the suggested teaching allocations will be considered and, with any appropriate adjustments and changes having been made, approved by the Heads of Research Institute. Heads of Research Institute will notify staff of their teaching commitments for the following academic year at the beginning of Semester 2. Any later adjustments to teaching allocations arising from subsequent changes in staff availability or circumstances will be decided by Heads of Research Institute in consultation with the Director of Teaching and/or Director of Postgraduate Teaching. Teaching-related academic administrative roles will be decided by Heads of Research Institute and the Head of School in consultation with the Director of Teaching and notified to staff by their Head of Research Institute.

Staff can view the Workload Model timeline, detailing the process stages, and more details on the Workload Model on the Teaching Organisation Staff webpages.

<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/teaching-allocation/overview>

2.17 Teaching Equipment and Resources

Undergraduate

The Teaching Organisation has a set annual budget for the purchase of teaching equipment and resources for the School; this includes the maintenance of the current teaching equipment inventory.

Requests for purchasing teaching equipment and resources should be made by teaching staff to the appropriate Degree Programme Coordinator and discussed in full at the Degree Programme Meeting in Semester One for the following academic year. The Degree Programme Coordinator will then present the case in writing to the School Teaching Committee for full review. Any requests will be for the following academic year. The following issues must be considered as part of the request:

- the balance of teaching and research need for the equipment
- how the purchase will benefit teaching in the long term
- whether the purchase is in response to an influx of students
- an explanation of why current resources are unsuitable and the required equipment is not available within the College/University
- Details on cost from various providers, if available
- the maintenance requirements for the equipment.

In order to meet financial deadlines and budget setting requirements, requests must be submitted to the School Teaching Committee by the Degree Programme Coordinator no later than the end of Week 11 in Semester 1. The School Teaching Committee will then strategically review all request from each area and assign funds appropriately. The results of the discussion will be communicated to the staff involved through the Degree Programme Coordinator. Minutes of the discussion will also be available on the Teaching Organisation Website.

Postgraduate

Teaching equipment and resources for teaching on postgraduate programmes should be reviewed annually within the additional programme cost budget (APCs). To increase APCs, full costing details are required for College approval via the Teaching Organisation Manager. Requests for increases in APCs will be made by the MSc Committee. (Please see section 2.7)

2.18 Tutors and Demonstrators

The Undergraduate and Postgraduate teaching programmes in the School of GeoSciences are strongly supported by Graduate Teaching Assistants who are appointed and paid via the University's 'hours to be notified' payment process. The participation of Research Postgraduate students in teaching is highly valued and all research postgraduates (unless advised to the contrary by their supervisor for specific reasons) are encouraged to consider offering to undertake some teaching at some stage during their time at the University of Edinburgh.

The work incorporates several facets of teaching within the University and can involve demonstrating in laboratory practicals or in field classes, delivering tutorials, acting as a course assistant, or marking course assignments. The exact nature of each role will be communicated by the relevant Course Organiser or via a course assistant at the start of each semester.

Postgraduates should find contributing to teaching a rewarding experience and, as well as the financial reward of carrying out work at the University, a further benefit is that it counts towards the generic skills training requirement. In the School at present the equation is:
 1 x morning/afternoon demonstrating = ¼ day training. Further details are available in the RTD handbook.

How to become a Tutor or Demonstrator

Prior to the start of Semester 1, the Teaching Organisation (TO) will advertise the tutoring and demonstrating posts available for the coming academic year at <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/tutoring-demonstrating>

Interested postgraduate students can register their interest in each post on this page. If you have not carried out any work for the School before, in the first instance, you should contact the Deputy Manager of the TO (T&D@geos.ed.ac.uk) who will order a contract from the Human Resources team at College of Science and Engineering.

UK Border Agency rules mean that the University requires a copy of a form of identification, normally a passport (+ visa details for non-EU students), before anyone can begin work. Once a copy of the passport (or other ID) has been provided to the TO, this is sent to the College of Science and Engineering Human Resources Department, who will then generate a contract. Each new contract is sent to the student via the TO. The contract must be completed and signed by the student and returned to the Deputy Manager of the TO. Students without a contract cannot be paid, so it is imperative that the forms are completed and returned as soon as possible.

Students new to teaching in the University must attend an induction training course and a Marking and Feedback workshop, specifically arranged for the School of GeoSciences. This course is held in Undergraduate Freshers Week. Information about this course should be included in the research postgraduate induction programme. Additional training materials are provided by the Institute of Academic Development: <http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/tutors-demonstrators>

Roles of existing staff

Course Organiser

Each Course Organiser will be contacted by the Deputy manager of the TO by mid-August requesting details of any tutoring and demonstrating requirements for the following academic year. These details will be posted online where the post graduate students will be able to register their interest in working on a course. The TO will then inform the course organiser of any students interested in working on the course. Once the course organiser has selected suitable students, they should then provide them with further details of the post, preferably holding a short meeting with their course team. A course organiser can approach suitable students independently of the above process, but, they must inform the TO of any tutoring and demonstrating details before allowing them to work on the course. It is also important that each course organiser notifies in the Deputy manager of the TO, at least 2 weeks before the start of each academic year, of the hours they estimate will be worked by each postgraduate student. This is also sometimes done through a Course Assistant.

Course Assistant

The course assistant is normally an experienced postgraduate student who knows the course they are working on well. The role of course assistant is to oversee the work carried out by tutors and/or demonstrators and to liaise with both the course organiser and the TO. Typical tasks carried out by a course assistant are: creating timetables, administering and delegating assignments (i.e. marking duties) and keeping the TO informed of any changes in work patterns/hours. In some instances, a Course Assistant may assist in the delivery of course material in lectures.

Tutors and Demonstrators

It is important that, before carrying out tutoring or demonstrating work with the University of Edinburgh, each postgraduate student obtains a contract (see 'How to become a Tutor or

Demonstrator' section above). Students should liaise with the course organiser or course assistant with regards to the work they are doing and the hours they are working. It is important that students remain in contact with the course organiser or course assistant to keep them informed of any changes or issues they have with the course. Tutors and demonstrators can view their hours at <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/tutoring-demonstrating>. The School of GeoSciences use an online database to record hours and submit these for payment. The Deputy Manager of the TO will email students carrying out T&D work before the end of each calendar month asking for hours to be updated. A handbook detailing all aspects of Tutoring and Demonstrating in the School of GeoSciences is available at <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/tutoring-demonstrating>.

Rates of pay

Tutoring and demonstrating work is paid according to the University's staff pay scale and benefits from the University's yearly increment rise. The starting rates for each post are detailed below.

Tutoring

Grade 6 = £13.97 (+ 15.5% holiday entitlement) p/hr

This is the University's Grade 6 hourly rate. To recognise the time this role requires in terms of preparatory work, the rate is doubled for tutoring posts.

Course Assistant

Grade 6 = £13.97 (+ 15.5% holiday entitlement) p/hr

This is the University's Grade 6 hourly rate. To recognise the time this role requires in terms of preparatory work, the rate is doubled for course assistant posts.

Laboratory and Practical Demonstrating

Grade 5 = £11.38 (+ 13.8% holiday entitlement) p/hr

Field Work Demonstrating

Grade 5 = £11.38 (+ 13.8% holiday entitlement) p/hr

Demonstrators are paid at a rate of 5 hours per day of the field trip, or 5 hours for those students who count hours towards a School-funded scholarship agreement.

Marking

Grade 5 = £11.38 (+ 13.8% holiday entitlement) p/hr

Course Organisers should agree a marking rate (i.e. number of essays p/hr) prior to the any marking being carried out.

Tutors and Demonstrators, as with full time University staff, receive a wage increase each calendar year. For each year of employment, the employee will gain an increase by one 'bullet point' on the UE05 scale (Demonstrators) or the UE06 scale (Tutors). Details of each point can be found on the University Human Resources page: http://www.docs.csg.ed.ac.uk/HumanResources/Pay/UE01_to_UE10_part_time_Aug12.htm

2.19 Teachability or Accessible Learning

Teachability refers to the process of creating an accessible curriculum and enabling environment for students with disabilities. The term 'disabilities' is used broadly and includes mobility and sensory impairments, specific learning difficulties, mental health problems, autism spectrum conditions and unseen or medical conditions.

The Teachability approach aims to anticipate student needs and to create programmes that are 'accessible by design' to all students. The issue of disability informs the work of the School in all its aspects: in approaches to teaching students, in the teaching content of a range of courses, and in academic research.

Information for staff can be found at <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/quality-assurance/teachability>

All academic staff are encouraged to read Teachability: Good Practise Guidelines for staff which can be found at http://www.ed.ac.uk/polopoly_fs/1.44237!fileManager/Teachability-GoodPracticeGuide.pdf

Section 3 School Committees

3.1 Degree Programme(s) Meetings/Discipline Area Committees

The subject areas of Ecological Science, Earth Sciences and Geography each have Degree Programme(s) Meetings. In addition there are separate degree programme meetings for the four degree programme areas within the earth sciences, and a discipline area committee oversees teaching in meteorology/climatology with its chair reporting to the School Teaching Committee.

The subject area degree programme(s) committees consider the organisation and development of a single undergraduate programme or group of related programmes. Chaired by the relevant degree programme convenor/coordinator, they coordinate teaching equipment requests, respond to Teaching Programme Review (TPR) recommendations and reports and maintain degree programme tables and degree descriptors. They meet at least twice each semester and report to the Teaching Committee through their chairs. Issues raised and resource requests should be presented to the School Teaching Committee.

The individual degree programme(s) committees in the earth sciences consider issues specific issues specifically relevant to their own degree programme(s) and report issues for broader consideration to the Earth Sciences Degree Programmes Committee.

3.2 School Teaching Committee and Board of Studies

The School Teaching Committee oversees undergraduate and taught postgraduate courses and programmes owned by the School considering both management and strategic issues. It responds to College and University initiatives, assesses the viability of proposed new courses and programmes, and oversees the external review of programmes, for example via Teaching Programme Reviews and accreditation. The membership of the committee is the Director of Teaching (chair), the Teaching Organisation Manager, the Director of Postgraduate Teaching, the three degree programme convenors and the meteorology discipline area

representative. It meets around six times a year with some meetings having a particular focus, for example pre-honours teaching and relationships between teaching and research.

The Board of Studies operates as an extension to the School Teaching Committee and is the mechanism by which the School makes additions or changes to the curriculum. All academic staff are members of the Board of Studies and attendance is encouraged in all areas. The Board of Studies meets twice a year, once in each semester (November and March). Minutes and supporting documents related to the Teaching Committee, Board of Studies and Teaching Programme Reviews can be found at:
<https://www.wiki.ed.ac.uk/display/GeoSBoS/School+of+GeoSciences+-+Quality+Assurance+-+Board+of+Studies>

3.3 MSc Committee

The MSc Committee is chaired by the Director of Postgraduate Teaching and includes all Programme Directors, Board Chairs, marketing and support staff. The committee oversees all postgraduate programmes including three MSc by Research programmes. The remit of the committee is to ensure all student needs are being met including budgeting APCs, merging of teaching, creation of new courses/programmes, conversion of admissions and creation of policies and procedures for postgraduate assessment administration. The minutes and supporting documents for the MSc Committee can be found at:
<https://www.wiki.ed.ac.uk/display/GeoSciPGA/SCHOOL+OF+GEOSCIENCES+-+Postgraduate+Administration+Page>

3.4 Student Staff Liaison Committee

Undergraduate

The Student Staff Liaison Committee in each area should meet once a semester and invite students representatives to give their feedback and discuss any issues that arise within the student body. The Chair should ensure relevant staff are in attendance, such as Degree Programme Convenors, Course Organisers and Student Support Coordinators. Minutes are taken by appropriate TO administrative staff with a response distributed to all students. Minutes and responses are posted on the TO webpages at: <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/ug-students/sslc>

Postgraduate

The Staff Student Liaison Committee includes all Programme Directors and student representatives from each postgraduate programme. The meeting is chaired by the Director of Postgraduate Teaching and all students and teaching staff are welcome to attend. It allows students to provide important feedback and staff to outline regulations. The meeting is minuted and reviewed at the MSc Committee to identify the need for change or further investigation. Minutes and responses are posted on the TO webpages at:
<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/pg-stud/sslc>

Section 4 Other Information

4.1 Ethics

Ethics Committee

The School's Ethics Committee was established in early 2008 in response to the School's ethics procedure initiatives. Its role is to establish and manage ethics procedures in the School.

Guidance for Ethical Research and Review

Researchers are obliged to:

1. Conduct research as capably as their knowledge permits.
2. Protect the dignity and preserve the well-being of human research participants.
3. Protect the environments in which research is conducted.

Meeting these obligations requires:

1. Respect for free and informed consent from research participants. This includes people who might be interviewed or whose property is used in research.
2. Respect for privacy and confidentiality of research participants. This respect begins with the identification of research subjects (and potentially property) and continues through analysis of data and dissemination of results.
3. Minimising the impact and possible risks of research. This applies whether the impact is on individuals, communities, or environments. It is a strong obligation when research subjects are vulnerable or when environments are particularly sensitive or of special scientific interest.
4. Protection of data to comply with agreed procedures regarding storage, archiving, and in some cases, destruction of data.
5. Operating with honesty and integrity in all our work.

These principles apply to all research within the School of GeoSciences and is particularly relevant to postgraduate dissertations.

Full details on procedures and forms are available at

https://www.geos.ed.ac.uk/internal/ethics_in_research/procedures.html

Full details on procedures and forms are available at <http://www.ed.ac.uk/schools-departments/geosciences/research/ethics> Ethics Committee Members:

Dr Nina Morris
Dr Eric Laurier
Dr Simon Shackley (Chair)
Dr Ruth Doherty
Dr Simon Jung
Dr Jenny Tait
Dr Julie Cupples
Dr Kate Saunders
Professor Mat Williams

Ethics Committee Secretary:
Fiona Hartree

Ethics Committee Contact Details

Email: ethics@geos.ed.ac.uk

4.2 Health and Safety

New Post to be confirmed, please contact Gordon Waugh in the first instance:
Health and Safety Manager

(0131) 650 4906

Our primary objective is to provide and maintain a safe and healthy working environment in which our research and teaching can flourish. To this end we promote health and safety awareness at every level, maintain the high profile given to health and safety issues across the School, and aim for continuous improvement in the standards of care we apply in everything we do.

The School takes its health and safety responsibilities seriously. Staff and students will be provided with such information, training, supervision, and support, as is necessary for them to carry out their work safely and to minimise the opportunities for accidents and occupational ill health.

The terms of our School Health & Safety Policy make it clear that all members of the School have health and safety duties and responsibilities. Staff and students, for their part, are responsible for ensuring that they comply with the requirements of the Health & Safety Policies of both the School of GeoSciences and of the University, and for working, at all times, in a manner which is safe for themselves and for others.

The identification of hazards and assessment of risks is both a legal requirement and central to the success of our Health & Safety Policy. All our activities and facilities will be subjected to the risk assessment process and all staff and students are required to participate in this process. If we are to maintain a safe and healthy working environment, cooperation and commitment at all levels within the School is essential.

The School Health & Safety Policy is accessible to all staff and students on the School web site <https://www.geos.ed.ac.uk/internal/safety/policy/>. Our Policy applies throughout the School and to all its activities. It is not a replacement for the University Policy but is designed to supplement and expand on those parts of the University Policy which relate to the School and its work. Staff and students are urged to read the relevant parts of the University Health & Safety Policy <http://www.ed.ac.uk/schools-departments/health-safety/policy-cop/policy> in conjunction with this document.

4.2.1 Fieldwork Health and Safety

It is a requirement that a risk assessment form is completed before any fieldwork is undertaken, either for an undergraduate trip or for personal research. These forms should be submitted electronically for review to the School H&S Manager at least two weeks before departure. If staff are supervising any students who are also conducting fieldwork, they must

ensure that the students complete and submit the forms to the School H&S Manager in a timely manner.

Fieldwork first aid courses are available to staff and postgraduate students through the School H&S Manager.

4.2.2 Conferences / Fieldwork Abroad

If staff or their students are travelling abroad, the University Insurance office must be notified and an appropriate risk assessment completed.

4.2.3 Driving on University Business

If staff or their students drive on University business in their own vehicle, they must have Business Insurance for their vehicle (this includes driving between departments and fieldwork). If staff or students drive a university vehicle or minibus as part of a course or research work, they must be a University approved driver. Please see the School H&S Manager for further details on how to become an approved driver.

4.2.4 Fire Safety

Full details of Fire Safety can be found in the School Health and Safety Policy. The list of current fire stewards for all buildings is available at <http://www.geos.ed.ac.uk/internal/safety/firestewards.html>

If you are responsible for a guest lecturer, you must inform them of these procedures.

Fire Action: On Discovering a Fire

- Operate the nearest fire alarm call point.
- Leave the building by the quickest safe escape route. DO NOT use lifts.
- Go to the designated assembly point for your building.

If the designated fire steward for the area you are in is not present and you are the senior person present, you must be prepared to act as a fire steward for that area. Instructions for fire stewards are in the School Health and Safety Policy.

If you discover a fire when the building is largely unoccupied and fire stewards are not present, telephone the University Emergency Service (dial 2222). Tell them that there is a FIRE, the name of the building, and your name. They will call the Fire Brigade. Stay at the designated assembly point until the Emergency Services arrive.

NEVER attempt to fight a fire using the fire extinguishers or other appliances unless the fire is small, you can do so at no risk to yourself or others, and you have been trained in the use of extinguishers.

4.2.5 First Aid

Each building has several first aiders and these are posted on notices around the buildings and can also be found at <https://www.geos.ed.ac.uk/internal/safety/firstaiders.html>

Section 5 EUCLID

5.1 Links to EUCLID information, forms and online training resources

School of GeoSciences Teaching Organisation Website:

www.ed.ac.uk/geosciences/teaching-organisation

Common Forms

<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/forms>

Online Course Enrolment

http://www.euclid.ed.ac.uk/staff/Support/User_Guides/OCE/index.html

Course Enrolment for Personal Tutor/Programme Director

http://www.euclid.ed.ac.uk/staff/Support/User_Guides/OCE/OCE_Academic_Role.html

Student Look-up Tool

http://www.euclid.ed.ac.uk/staff/Support/User_Guides/OCE/OCE_Student_LookUp_Tool.html

Boxi (Reporting Tool for EUCLID – ie. Classlists)

http://www.euclid.ed.ac.uk/staff/Support/User_Guides/BOXI/Index.html

5.2 EUCLID course details

Course Code	Course Name	Course Organiser	Course Secretary	Year	Delivery Period
PGGE11083	Advanced Spatial Database Methods	Bruce Gittings	Lynne McGillivray	P	Block 3 (Sem 2)
EASC10073	Advances in Metamorphism	Simon Harley	Katie Leith	4	Semester 2
PGGE11198	Analysing the Environment	Casey Ryan	Christine Wilson	P	Full Year
PGGE11199	Analysing the Environment Study Tour	Casey Ryan	Elspeth Martin	P	Block 5 (Sem 2)
PGGE11003	Applications in Ecological Economics	Salman Hussain	Elspeth Martin	P	Semester 2
EASC10048	Applied Environmental Geochemistry	Greg Cowie	Katie Leith	4	Semester 1
EASC09013	Aquatic Systems	Bryne Ngwenya	Katie Leith	3	Semester 1
PGGE11134	Archives: History, Geography, Politics	William Ginn	Lynne McGillivray	P	Semester 1
METE10001	Atmospheric Dynamics	Ruth Doherty	Meredith Corey	4	Semester 1
METE10002	Atmospheric Physics	David Stevenson	Meredith Corey	4	Semester 1
PGGE11007	Atmospheric Quality and Global Change	Joanna Cloy	Elspeth Martin	P	Semester 1
PGGE11141	Carbon Capture and Transport	Ondrej Masek	Christine Wilson	P	Semester 1
PGGE11155	Carbonate Sequence Stratigraphy	Rachel Wood	Christine Wilson	P	Block 3 (Sem 2)
PGGE11192	Case Studies in Sustainable Development	Simon Allen	Rachel Chisholm	P	Semester 2
GEGR10023	Catchment Water Resources	Neil Stuart	Elizabeth Muir	3	Semester 1
EASC09009	Chemical Geology	Geoffrey Bromiley	Katie Leith	3	Semester 1
PGGE11160	Climate Change and Corporate Strategy	Jeremy Turk	Rachel Chisholm	P	Semester 2
PGGE11126	Climate Change Impacts and Adaptation	David Reay	Lynne McGillivray	P	Semester 1
PGGE11189	Climate Change Impacts and Adaptation (Online)	David Reay	Rachel Chisholm	P	Semester 2
PGGE11127	Climate Change Management	David Reay	Lynne McGillivray	P	Semester 2
EASC09035	Computational Modelling for Geosciences	Simon Tett	Katie Leith	3	Semester 1
ECSC10022	Conservation Management	Barbra Harvie	Meredith Corey	4	Semester 1
EASC11003	Controlled Source Electro-Magnetic (CSEM) Methods	Anton Ziolkowski	Katie Leith	4	Semester 2
GESC11006	Credits Awarded for Field Course in Advanced Basin Analysis [Heriot-Watt]	tbc	Christine Wilson	P	Flexible
PGGE11058	Culture, Ethics & Environment	John Harries	Christine Wilson	P	Semester 1
ECSC10027	Current Issues in Ecology	Gail Jackson	Meredith Corey	4	Semester 2
EASC10069	Cyprus Excursion and Synoptic Practical for Geology and Physical Geographers	Hugh Sinclair	Katie Leith	4	Semester 2
EASC10068	Cyprus Excursion and Synoptical Practical for Geologists	Simon Harley	Katie Leith	4	Full Year
PGGE11006	Dissertation - Ecological Economics	Salman Hussain	Elspeth Martin	P	Full Year
PGGE11051	Dissertation - Environment & Development	Meriwether Wilson	Rachel Chisholm	P	Full Year
PGGE11119	Dissertation - Environment, Culture & Society	Emily Brady	Lynne McGillivray	P	Full Year
PGGE11008	Dissertation - Environmental Protection & Management	Oliver Knox	Elspeth Martin	P	Full Year
PGGE11057	Dissertation - Environmental Sustainability	Simon Allen	Rachel Chisholm	P	Full Year
PGGE11097	Dissertation - GIS Research	Bruce Gittings	Lynne McGillivray	P	Full Year
PGGE11120	Dissertation - Integrated Resource Management	Ron Wilson	Christine Wilson	P	Full Year
PGGE11140	Dissertation in Carbon Capture and Storage	Mark Wilkinson	Christine Wilson	P	Block 5 (Sem 2)
PGGE11128	Dissertation in Carbon Management	David Reay	Lynne McGillivray	P	Full Year
ECSC10003	Dissertation in Conservation and Ecological Management	Andrew Mcleod	Meredith Corey	4	Semester 2
ECSC10030	Dissertation in Ecological and Environmental Sciences	Andrew Mcleod	Meredith Corey	4	Semester 2
ECSC10031	Dissertation in Ecological and Environmental Sciences with Management	Ron Wilson	Meredith Corey	4	Semester 2
ECSC10001	Dissertation in Ecology	Andrew Mcleod	Meredith Corey	4	Semester 2
ECSC10026	Dissertation in Ecology and Management	Ron Wilson	Meredith Corey	4	Semester 2
ECSC10005	Dissertation in Environmental Science	Andrew Mcleod	Meredith Corey	4	Semester 2

PGGE11178	Dissertation in Food Security	Fiona Borthwick	Elspeth Martin	P	Full Year
ECSC10006	Dissertation in Forestry	Andrew Mcleod	Meredith Corey	4	Semester 2
EASC10043	Dissertation in Geology and Physical Geography	Mikael Attal	Katie Leith	4	Full Year
PGGE11096	Dissertation in GIS	Bruce Gittings	Lynne McGillivray	P	Full Year
PRGE11006	Dissertation in Human Geography	Eric Laurier	Lynne McGillivray	P	Full Year
PGGE11182	Dissertation in Soils and Sustainability	Jennifer Carfrae	Elspeth Martin	P	Full Year
PGGE11084	Distributed GIS	Bruce Gittings	Lynne McGillivray	P	Block 2 (Sem 1)
GEGR10106	Divided Cities	Tom Slater	Elizabeth Muir	3	Semester 2
PGGE11191	Divided Cities	Tom Slater	Lynne McGillivray	P	Semester 2
EASC09019	Earth and Planetary Structure	Ciaran Beggan	Katie Leith	3	Semester 2
EASC08001	Earth Dynamics	Linda Kirstein	Nicola Muir	1	Semester 1
GESC08002	Earth Modelling and Prediction	Paul Palmer	Meredith Corey	1	Semester 1
EASC08018	Earth Modelling and Prediction 2	Simon Mudd	Nicola Muir	1	Semester 2
EASC10084	Earth Surface Processes	Bryne Ngwenya	Katie Leith	4	Semester 2
GESC08001	Earth Surface Systems	Simon Mudd	Elizabeth Muir	1	Semester 2
ECSC09006	Ecological and Environmental Analysis	Saran Sohi	Meredith Corey	3	Semester 1
ECSC09004	Ecological Measurement	Mat Williams	Meredith Corey	3	Semester 1
ECSC10029	Ecological Science Field Course	Caroline Nichol	Meredith Corey	4	Semester 1
ECSC10010	Ecological Science Synoptic Paper	John Moncrieff	Meredith Corey	4	Semester 2
GEGR08003	Economic and Political Geography	Jan Penrose	Elizabeth Muir	2	Semester 1
PGGE11170	Ecosystem Services 1: Ecosystem Dynamics and Functions	Casey Ryan	Christine Wilson	P	Semester 1
PGGE11169	Ecosystem Services 2: Ecosystem Values and Management	Casey Ryan	Christine Wilson	P	Semester 2
PGGE11188	Ecosystem Values and Management	Marc Metzger	Rachel Chisholm	P	Block 5 (Sem 2)
ECSC10025	Effective Project Planning and Management	Andrew Mcleod	Meredith Corey	4	Block 3 (Sem 2)
GEGR10102	Encountering Cities	Daniel Swanton	Elizabeth Muir	4	Semester 1
PGGE11185	Encountering Cities (PGT)	Daniel Swanton	Lynne McGillivray	P	Semester 1
PGGE11172	Environmental Geochemistry	Margaret Graham	Christine Wilson	P	Semester 1
EASC10086	Environmental Geoscience 4th Year Field Course	Greg Cowie	Katie Leith	4	Semester 1
EASC10009	Environmental Geosciences Projects	Raja Ganeshram	Katie Leith	4	Semester 1
PGGE11009	Environmental Impact Assessment	Gina Martin	Elspeth Martin	P	Semester 2
ECSC09005	Environmental Pollution	Margaret Graham	Meredith Corey	3	Semester 2
EASC10049	Environmental Problems and Issues	Greg Cowie	Katie Leith	4	Semester 1
GEGR08001	Environmental Sensitivity and Change	Eva Panagiotakopulu	Elizabeth Muir	2	Semester 1
EASC09045	Environmental Techniques and Applications	Raja Ganeshram	Katie Leith	3	Semester 2
GEGR10094	Eroding Landscapes: Mountains, Hills and Rivers	Mikael Attal	Elizabeth Muir	3	Semester 1
EASC08023	Evolution of the Living Earth	Bryne Ngwenya	Nicola Muir	1	Semester 1
EASC10090	Evolution of the Modern Earth	Alastair Robertson	Katie Leith	4	Semester 1
EASC09040	Exploration Geophysics	Mark Chapman	Katie Leith	3	Semester 2
EASC10038	Exploration Seismology	Mark Chapman	Katie Leith	4	Semester 2
EASC09036	Field Course in Tropical Marine and Terrestrial Geoscience	Greg Cowie	Katie Leith	3	Semester 2
ECSC08007	Field Ecology	Barbra Harvie	Meredith Corey	2	Block 5 (Sem 2)
EASC09032	Field Skills for Earth Surface Scientists	Hugh Sinclair	Katie Leith	3	Flexible
EASC09031	Field Skills for Geologists	Hugh Sinclair	Katie Leith	3	Flexible
EASC09033	Fields and Waves	Anton Ziolkowski	Katie Leith	3	Semester 1
PGGE11025	Forests and Environment	Mathew Williams	Rachel Chisholm	P	Semester 2
EASC10080	Formation and Evolution of Continents	Simon Harley	Katie Leith	4	Semester 1
PGGE11004	Foundations in Ecological Economics	Salman Hussain	Elspeth Martin	P	Semester 1
PGGE11164	Frameworks to assess Food Security	Cesar Revoredo-Giha	Elspeth Martin	P	Semester 1
GESC11003	Frontiers in Earth Science	Dick Kroon	Katie Galbraith	5	Semester 2
EASC10070	Frontiers in Geophysics	Wyn Williams	Katie Leith	4	Semester 2
GEGR10112	Frontiers in Human Geography:	Antonio Ioris	Elizabeth Muir	4	Semester 1

	Geographies of Development and Socionature				
EASC10089	Frontiers in Research	Florian Fuisseis	Katie Leith	4	Semester 2
PGGE11053	Fundamentals for Remote Sensing	Noel Gourmelon	Lynne McGillivray	P	Semester 1
PGGE11085	Further Spatial Analysis	Neil Stuart	Lynne McGillivray	P	Block 4 (Sem 2)
EASC10088	Geographies of the Sea	William Hasty	Elizabeth Muir	3	Semester 1
GEGR10053	Geography Dissertation	Tom Slater	Elizabeth Muir	4	Full Year
GEGR10111	Geography Dissertation in Sustainable Development	Anthony Newton	Elizabeth Muir	4	Full Year
GEGR09008	Geography Fieldwork: Foundations (Human)	Daniel Swanton	Elizabeth Muir	3	Semester 1
GEGR09009	Geography Fieldwork: Foundations (Physical)	Anthony Newton	Elizabeth Muir	3	Semester 1
GEGR10064	Geography in the Archive	Charles Withers	Elizabeth Muir	4	Semester 1
GEGR09013	Geography Matters	Peter Nienow	Elizabeth Muir	3	Semester 2
GEGR10078	Geography of Wine	Michael Summerfield	Elizabeth Muir	3	Semester 2
GEGR09007	Geography Small Research Project	Anthony Newton	Elizabeth Muir	3	Block 4 (Sem 2)
PGGE11168	Geological Carbon Storage	Mark Wilkinson	Christine Wilson	P	Semester 2
EASC09029	Geology 3rd Year Field Courses	Rachel Wood	Katie Leith	3	Semester 2
EASC10079	Geology and Landscapes	Mikael Attal	Katie Leith	4	Semester 2
EASC10011	Geology Dissertation	Godfrey Fitton	Katie Leith	4	Semester 2
PGGE11173	Geology for Earth Resources	Mark Wilkinson	Christine Wilson	P	Block 1 (Sem 1)
EASC10036	Geomagnetism	Kathy Whaler	Katie Leith	4	Semester 1
EASC08021	Geomaterials	Geoffrey Bromiley	Nicola Muir	2	Semester 1
GEGR08002	Geomorphology	Anthony Newton	Elizabeth Muir	2	Semester 2
EASC09038	Geophysical Inverse Theory	Kathy Whaler	Katie Leith	3	Semester 2
EASC10085	Geophysical Techniques for Terrestrial Environmental Applications	Kathy Whaler	Katie Leith	3	Semester 2
EASC10065	Geophysics Project	David Stevenson	Katie Leith	4	Full Year
EASC10052	Geophysics Project 1	David Stevenson	Katie Leith	4	Semester 1
EASC10053	Geophysics Project 2	David Stevenson	Katie Leith	4	Semester 2
EASC10058	Geoscience Outreach	tbc	Katie Leith	4	Full Year
EASC10087	Geoscience Outreach and Engagement	tbc	Katie Leith	4	Flexible
GESC11002	Geoscience Research Project	Eliza Calder	Katie Galbraith	5	Full Year
PGGE11087	GeoVisualisation	William Mackaness	Lynne McGillivray	P	Block 3 (Sem 2)
GEGR10075	Glacial Processes and Geomorphology	Peter Nienow	Elizabeth Muir	3	Semester 1
PGGE11190	Global Environment Challenges	Osbert Lancaster	Rachel Chisholm	P	Semester 1
EASC10050	Global Environmental Change	Raja Ganeshram	Katie Leith	4	Block 3 (Sem 2)
EASC10037	Global Geophysics	Kathy Whaler	Katie Leith	4	Semester 2
EASC08020	Global Tectonics and the Rock Cycle	Jennifer Tait	Nicola Muir	2	Semester 2
EASC09041	Helmsdale 3rd Year Field Excursion and Interpretation Exercise	Mark Wilkinson	Katie Leith	3	Semester 1
PGGE11130	Human dimensions of environmental change and sustainability	Heather Lovell	Rachel Chisholm	P	Semester 1
GEGR08007	Human Geography	Julie Cupples	Elizabeth Muir	1	Semester 1
GEGR10100	Human Geography Fieldwork: Journey to the Western Isles	Fraser Macdonald	Elizabeth Muir	4	Semester 1
EASC10015	Hydrocarbon Reservoir Quality	Stuart Haszeldine	Katie Leith	4	Semester 2
EASC11002	Hydrocarbon Reservoir Quality	Stuart Haszeldine	Christine Wilson	P	Semester 2
EASC09049	Hydrocarbons and Geophysical Exploration	Mark Wilkinson	Katie Leith	3	Semester 2
EASC10082	Hydrogeology 1: Applied Hydrogeology	Chris Mcdermott	Katie Leith	3	Semester 1
EASC10077	Hydrogeology 2: Simulation of Groundwater Flow and Transport	Chris Mcdermott	Katie Leith	4	Semester 2
PGGE11040	Hyperspectral Remote Sensing	Caroline Nichol	Lynne McGillivray	P	Block 4 (Sem 2)
EASC09008	Igneous and Metamorphic Petrology	Godfrey Fitton	Katie Leith	3	Semester 1
EASC09011	Igneous Petrogenesis	Godfrey Fitton	Katie Leith	3	Semester 2
PGGE11117	Integrated Resource Management	Ron Wilson	Christine Wilson	P	Semester 1

PGGE11118	Integrated Resource Planning	Ron Wilson	Christine Wilson	P	Semester 2
PGGE11195	International Development in a Changing World	Meriwether Wilson	Rachel Chisholm	P	Semester 1
PGGE11166	Interrelationships in Food Systems	Michael Macleod	Elspeth Martin	P	Semester 2
PGGE11197	Introduction to Environmental Modelling	tbc	Elspeth Martin	P	Semester 2
EASC08008	Introduction to Geophysics	Wyn Williams	Nicola Muir	1	Semester 2
PGGE11153	Introduction to Geophysics - MSc	Andrew Curtis	Christine Wilson	P	Block 1 (Sem 1)
PGGE11064	Introduction to Radar Remote Sensing	Iain Woodhouse	Lynne McGillivray	P	Block 5 (Sem 2)
PGGE11091	Introduction To Spatial Analysis	Neil Stuart	Lynne McGillivray	P	Block 1 (Sem 1)
EASC08017	Introduction to the Geological Record	Mikael Attal	Nicola Muir	1	Semester 2
ENVI11002	Introduction to Three Dimensional Climate Modelling	Simon Tett	Meredith Corey	5	Semester 1
PGGE11193	Lake District Field Excursion MSc	Mark Wilkinson	Christine Wilson	P	Block 5 (Sem 2)
ECSC10012	Land Use and Water Resources	Kate Heal	Meredith Corey	4	Semester 1
ECSC10013	Land Use Policy	Ron Wilson	Meredith Corey	4	Semester 1
PGGE11010	Land Use/Environmental Interactions	Andy Evans	Elspeth Martin	P	Semester 2
ECSC10014	Land-Atmosphere Interactions	John Moncrieff	Meredith Corey	4	Semester 1
GEGR10108	Landscape Dynamics - techniques and applications	Linda Kirstein	Elizabeth Muir	3	Semester 2
PGGE11186	Marine Systems and Policies	Meriwether Wilson	Christine Wilson	P	Semester 2
EASC10083	Marine Systems and Policies (UG)	Meriwether Wilson	Katie Leith	4	Semester 2
EASC09021	Mathematical Methods for Geophysicists	Hugh Pumphrey	Katie Leith	3	Semester 1
GESCI1004	MEarthSci field training	Kate Saunders	Katie Galbraith	5	Flexible
EASC09024	Measurement Techniques in Geophysics	David Wright	Katie Leith	3	Semester 1
EASC09014	Metamorphic Petrology and Structure	Simon Harley	Katie Leith	3	Semester 2
METE08001	Meteorology: Atmosphere and Environment	David Stevenson	Meredith Corey	2	Semester 1
METE08002	Meteorology: Weather and Climate	Ruth Doherty	Meredith Corey	2	Semester 2
PRGE11001	Methodological Debates in Human Geography	Eric Laurier	Lynne McGillivray	P	Semester 2
GEGR10035	Minorities in Multicultural Society	Jan Penrose	Elizabeth Muir	3	Semester 2
EASC08011	Natural Hazards	Eliza Calder	Nicola Muir	2	Semester 1
ECSC09002	Natural Resource Management	Ron Wilson	Meredith Corey	3	Semester 1
PGGE11106	Object Orientated Software Engineering: Spatial Algorithms	Nick Hulton	Lynne McGillivray	P	Block 3 (Sem 2)
PGGE11042	Object Oriented Software Engineering Principles	Nick Hulton	Lynne McGillivray	P	Block 2 (Sem 1)
EASC08004	Oceanography	Simon Jung	Nicola Muir	2	Semester 2
EASC09043	Ore Mineralogy, Petrology and Geochemistry	Kate Saunders	Katie Leith	3	Semester 2
EASC09006	Palaentology	Dick Kroon	Katie Leith	3	Semester 1
PGGE11016	Participation in Policy and Planning	Jayne Hazel Glass	Elspeth Martin	P	Semester 2
GEGR10107	People, landscape change and settlement: the last 15,000 years	Eva Panagiotakopulu	Elizabeth Muir	3	Semester 2
GEGR10072	Physical Geography Fieldwork: Iceland	Nick Hulton	Elizabeth Muir	4	Semester 1
GEGR10087	Physical Geography Fieldwork: Scottish Highlands	Anthony Newton	Elizabeth Muir	4	Semester 1
METE10003	Physics of Climate	Gabriele Hegerl	Meredith Corey	4	Semester 2
EASC08016	Physics of the Earth	tbc	Nicola Muir	2	Semester 2
GEGR11001	Political Ecology	William Ginn	Lynne McGillivray	P	Semester 2
ECSC08006	Principles of Ecology	Gail Jackson	Meredith Corey	2	Semester 1
PGGE11060	Principles of Environmental Sustainability	Simon Allen	Rachel Chisholm	P	Semester 1
GEGR10039	Principles of Geographical Information Science	William Mackaness	Elizabeth Muir	3	Semester 1
PGGE11067	Principles of Geographical Information Science (Block1)	William Mackaness	Lynne McGillivray	P	Block 1 (Sem 1)
PGGE11181	Principles of GIS for Archaeologists	William Mackaness	Lynne McGillivray	P	Semester 1
ECSC10017	Professional Skills in Ecological Science	Margaret Graham	Meredith Corey	4	Semester 1
PGGE11005	Project Appraisal	Abdulai Fofana	Elspeth Martin	P	Semester 1

GESCI1001	Project Design and Literature Analysis	tbc	Katie Galbraith	5	Semester 1
GEGR09005	Qualitative Methods in Geography	Eric Laurier	Elizabeth Muir	3	Block 1 (Sem 1)
EASC09047	Quantitative Methods in Earth Sciences	Richard Essery	Katie Leith	3	Semester 2
GEGR09004	Quantitative Methods in Geography	Dan Goldberg	Elizabeth Muir	3	Block 2 (Sem 1)
EASC09007	Quaternary Environmental Change	Simon Jung	Katie Leith	3	Semester 1
GEGR10055	Remote Sensing and Global Climate Change	Iain Woodhouse	Elizabeth Muir	3	Semester 1
GEGR09011	Research Design in Geography	William Hasty	Elizabeth Muir	3	Block 3 (Sem 2)
PRGE11002	Research Design in Human Geography	Emily Brady	Lynne McGillivray	P	Semester 1
GESCI1005	Research Methods and Transferable Skills	tbc	Katie Galbraith	5	Semester 1
PRGE11014	Research Planning and Management in the GeoSciences	Kate Heal	Helena Sim	P	Semester 1
PGGE11138	Research Practice and Project Planning	Bruce Gittings	Lynne McGillivray	P	Semester 1
PGGE11171	Research Project in Ecosystem Services	Casey Ryan	Christine Wilson	P	Full Year
PRGE11013	Research Skills in the GeoSciences	Kate Heal	Helena Sim	P	Semester 2
GEGR10099	Researching with people: participatory methods and ethnomethodology	Eric Laurier	Elizabeth Muir	4	Semester 1
PGGE11167	Reservoir Engineering	Mark Wilkinson	Christine Wilson	P	Block 2 (Sem 1)
PGGE11149	Rock Physics	Ian Main	Christine Wilson	P	Block 3 (Sem 2)
EASC09037	Sedimentology	Alastair Robertson	Katie Leith	3	Semester 1
PGGE11154	Seismic Sequence Stratigraphy	tbc	Christine Wilson	P	Block 3 (Sem 2)
EASC10035	Seismology	Ian Main	Katie Leith	4	Semester 1
GEGR08004	Social and Cultural Geography	Nina Morris	Elizabeth Muir	2	Semester 2
PGGE11183	Soil Protection and Management	Oliver Knox	Elspeth Martin	P	Semester 1
PGGE11180	Soil Science Concepts and Application	Jennifer Carfrae	Elspeth Martin	P	Semester 2
ECSC08003	Soil, Water and Atmospheric Processes	John Moncrieff	Meredith Corey	2	Semester 2
EASC09042	Spain Fieldcourse: Mountain Building and Destruction	Simon Mudd	Katie Leith	3	Semester 2
PGGE11092	Spatial Modelling	Bruce Gittings	Lynne McGillivray	P	Block 1 (Sem 1)
EASC09002	Structural Geology	Florian Fousseis	Katie Leith	3	Semester 1
PGGE11165	Sustainability of Food Production	Kairsty Topp	Elspeth Martin	P	Semester 2
ENVI08001	Sustainability, Society and Environment	Simon Shackley	Meredith Corey	1	Semester 2
GEGR10105	The Geography of Health	Niamh Shortt	Elizabeth Muir	3	Semester 2
GEGR09012	The Nature of Geographical Knowledge	Franklin Ginn	Elizabeth Muir	3	Semester 1
PGGE11145	Thesis, Project and Dissertation	Mark Chapman	Christine Wilson	P	Flexible
PGGE11159	Timelapse, Multi-component and Exploration Geophysics	Andrew Curtis	Christine Wilson	P	Block 3 (Sem 2)
EASC10022	Topics in Global Environmental Change	Raja Ganeshram	Katie Leith	4	Semester 2
EASC10040	Transferable Skills for Geophysicists	Hugh Pumphrey	Katie Leith	4	Semester 1
PGGE11187	Understanding Environment and Development	Samantha Staddon	Rachel Chisholm	P	Semester 2
GEGR10079	Values and the Environment	Emily Brady	Elizabeth Muir	3	Semester 1
PGGE11114	Values and the Environment (P)	Emily Brady	Lynne McGillivray	P	Semester 1
GEGR10067	Visions for Geography	Andrew Dugmore	Elizabeth Muir	4	Semester 2
GEGR10103	Volcanoes, Environment and People	Andrew Dugmore	Elizabeth Muir	3	Semester 2
EASC09048	Volcanology	Kate Saunders	Katie Leith	3	Semester 2
PGGE11012	Waste Reduction and Recycling	Jennifer Carfrae	Elspeth Martin	P	Semester 2
PGGE11018	Water Resource Management	Simon Allen	Christine Wilson	P	Semester 2
PGGE11196	Wine, Environment and Society	Michael Summerfield	Lynne McGillivray	P	Semester 2