

CAMBRIDGE UNIVERSITY REPORTER

No 6556

WEDNESDAY 17 JULY 2019

VOL CXLIX No 38

CONTENTS

Notices

Calendar	817
Discussion on Tuesday, 8 October 2019	817
Amending Statutes for Trinity College	817
Publication of <i>Statutes and Ordinances</i> , 2019	817

Vacancies, appointments, etc.

Vacancies in the University	817
-----------------------------	-----

Notices by the General Board

Dissertations and Theses: Correction	818
--------------------------------------	-----

Regulations for examinations

Computer Science Tripos, Part IA	818
Natural Sciences Tripos, Part II (Zoology)	818

Notices by Faculty Boards, etc.

Management Studies Tripos, 2019–20	819
Natural Sciences Tripos, Part II (Biological and Biomedical Sciences), 2019–20: Major and Minor Subjects	819
Master of Accounting, 2019–20	821
Master of Business Administration, 2019–20	822
Master of Finance, 2019–20	824
Asian and Middle Eastern Studies for the M.Phil. Degree	825
Economic Research for the M.Phil. Degree, 2019–20	825
Economics for the M.Phil. Degree, 2019–20	825
Finance and Economics for the M.Phil. Degree, 2019–20	826
Entrepreneurship for the M.St. Degree, 2019–20	826
Advanced Diploma in Economics, 2019–20	827
Economics for the Certificate of Postgraduate Study, 2019–20	827

Graces

Graces submitted to the Regent House on 17 July 2019	828
Graces to be submitted to the Regent House at a Congregation on 19 July 2019	828
Graces to be submitted to the Regent House at a Congregation on 20 July 2019	829

Acta

Approval of Grace submitted to the Regent House on 3 July 2019	829
--	-----

End of the Official Part of the 'Reporter'

Report of Discussion

Tuesday, 9 July 2019	830
----------------------	-----

College Notices

Elections	835
Vacancies	835

External Notices

Oxford Notices	835
----------------	-----



UNIVERSITY OF
CAMBRIDGE

NOTICES

Calendar

19 July, *Friday*. Congregation of the Regent House at 10 a.m (see p. 828).

20 July, *Saturday*. Congregation of the Regent House at 10 a.m (see p. 829).

1 October, *Tuesday*. Michaelmas Term begins. Congregation of the Regent House at 9.30 a.m.: Vice-Chancellor's address and the election and admission of the Proctors.

8 October, *Tuesday*. Full Term begins. Discussion in the Senate-House at 2 p.m. (see below).

The last ordinary issue of the *Reporter* for the 2018–19 academic year will be published on 24 July. The first ordinary issue of the 2019–20 academic year will be published on 25 September 2019.

Discussion on Tuesday, 8 October 2019

The Vice-Chancellor invites those qualified under the regulations for Discussions (*Statutes and Ordinances*, p. 105) to attend a Discussion in the Senate-House on Tuesday, 8 October 2019 at 2 p.m., for the discussion of:

1. Topic of concern: The University response to the climate crisis beyond divestment (*Reporter*, 6552, 2018–19, p. 694).
2. Second-stage Report of the Council, dated 12 June 2019, on the construction of a new Heart and Lung Research Institute on the Cambridge Biomedical Campus (*Reporter*, 6555, 2018–19, p. 806).

Further information on Discussions, including details on format and attendance, is provided at <https://www.governance.cam.ac.uk/governance/decision-making/discussions/>.

Amending Statutes for Trinity College

15 July 2019

The Vice-Chancellor gives notice that he has received from the Governing Body of Trinity College, in accordance with the provisions of Section 7(2) of the Universities of Oxford and Cambridge Act 1923, the text of proposed Statutes to amend the Statutes of the College. The current and proposed amending Statutes of the College are available on the College's website:

Current: https://share.trin.cam.ac.uk/sites/public/Senior_Bursary/statuteswith2009amendments.pdf

Proposed: <https://www.trin.cam.ac.uk/proposed-amending-statutes-june-2019/>

Paper copies of the amendments may be inspected at the University Offices until 10 a.m. on 2 August 2019.

Publication of *Statutes and Ordinances*, 2019

The 2019 edition of the University's *Statutes and Ordinances* will be available in pdf and html formats online at <http://www.admin.cam.ac.uk/univ/so/> by early October.

The Reprographics Centre in The Old Schools have agreed to produce copies for the University at a cost of £15 for a thermal-bound, two-volume copy. Orders for these are being collated by the Registry's Office and should be sent – clearly stating the contact name, department or College, number of copies, and delivery address – by email to University.Draftsman@admin.cam.ac.uk by 31 October 2019. Orders received by **20 September 2019** should arrive for the start of Michaelmas Term.

VACANCIES, APPOINTMENTS, ETC.

Vacancies in the University

A full list of current vacancies can be found at <http://www.jobs.cam.ac.uk>

Bertrand Russell Professorship of Philosophy in the Faculty of Philosophy; tenure: from 1 October 2020 or as soon as possible thereafter; informal enquiries: Professor Rae Langton, Chair of the Faculty Board and Convenor of the Board of Electors (email: rh127@cam.ac.uk); closing date: 18 October 2019; further details: <http://www.jobs.cam.ac.uk/job/22376/>; quote reference: GV19923

Clinical Lecturer in Endocrinology and Diabetes Mellitus (two posts) in the Department of Clinical Biochemistry (fixed-term); tenure: four years; salary: £33,127–£58,593 or £32,569–£56,394 or £37,191–£47,132; closing date: 18 August 2019; further details: <http://www.jobs.cam.ac.uk/job/22240/>; quote reference: RG19790

Clinical Lecturer in Metabolic Medicine in the Department of Medicine (fixed-term); tenure: four years; salary: £33,127–£58,593 or £32,569–£56,394 or £37,191–£47,132; closing date: 18 August 2019; further details: <http://www.jobs.cam.ac.uk/job/22298/>; quote reference: RC19845

Clinical Lecturer in Respiratory Medicine in the Department of Medicine (fixed-term); tenure: four years from no later than 31 March 2020; salary: £33,127–£58,593 or £32,569–£56,394 or £37,191–£47,132; closing date: 18 August 2019; further details: <http://www.jobs.cam.ac.uk/job/22297/>; quote reference: RC19844

HR Systems: Application Specialist in the Human Resources Division (part-time, fixed-term); tenure: until 31 July 2021; salary: £36,261–£48,677 *pro rata*; closing date: 5 August 2019; further details: <http://www.jobs.cam.ac.uk/job/22360/>; quote reference: AH19909

The University values diversity and is committed to equality of opportunity.

The University has a responsibility to ensure that all employees are eligible to live and work in the UK.

NOTICES BY THE GENERAL BOARD

Dissertations and Theses: Correction

Further to the General Board's Notice published on 5 June 2019 (*Reporter*, 6550, 2018–19, p. 651), the following amendments to the General Board's Regulations were omitted in error:

- (a) By replacing references to dissertations with references to theses in the following regulations:
Special Regulations for the degree of Master of Philosophy by thesis:
Latin-American Studies (*Statutes and Ordinances*, p. 508)
Mathematics (*Statutes and Ordinances*, p. 508)
- (b) By replacing references to theses with references to dissertations in the following regulations:
Special Regulations for the degree of Master of Philosophy by Advanced Study (*Statutes and Ordinances*, pp. 513–46)

REGULATIONS FOR EXAMINATIONS

Computer Science Tripos, Part IA

(*Statutes and Ordinances*, p. 301)

With effect from 1 October 2020

An amendment to Regulation 10 of the Computer Science Tripos was incorrectly stated in the Notice published on 4 July 2018 (*Reporter*, 6513, 2017–18, p. 762). With effect from 1 October 2020, Regulation 10 should read as follows:

- 10.** A candidate for Part IA shall submit a portfolio of assessed laboratory work as prescribed in Regulation 11, and shall offer Papers 1, 2 and 3 of the Computer Science Tripos and the examination requirements for the subject Mathematics, as set out in the regulations for Part IA of the Natural Sciences Tripos.

Natural Sciences Tripos, Part II (Zoology)

(*Statutes and Ordinances*, p. 415)

With effect from 1 October 2019

The General Board, on the recommendation of the Committee of Management for the Natural Sciences Tripos, has approved the amendment of Regulation 30 for Part II of the Natural Sciences Tripos so as to replace the 'research paper review' with a 'research project proposal' in the examination requirements for candidates in Zoology. All other details remain the same.

Regulation 30.

Zoology

By amending sub-paragraph (b) so as to read:

- (b) a research project proposal of not more than 2,000 words, excluding tables and bibliography;

And by amending the text of the first paragraph to read as follows:

The research project proposal shall be on a subject chosen by the candidate from a list of approved subjects announced by the Head of the Department of Zoology not later than the end of the first quarter of the Michaelmas Term. The research project proposal shall be submitted to the Examiners on a date which the Head of the Department shall announce not later than the end of the first quarter of the Michaelmas Term.

NOTICES BY FACULTY BOARDS, ETC.**Management Studies Tripos, 2019–20**

The Faculty Board of Business and Management gives notice that, in the academic year 2019–20, the subjects for examination for the Management Studies Tripos will be as listed below. The method of examination is shown for each subject.

Regulation 8. Scheme of examination (compulsory subjects)

M1	Marketing and organisational behaviour	3-hour written examination: four questions to be answered, two from Section A (Organisational behaviour), and two from Section B (Marketing)
M2	Quantitative methods and operations management	3-hour written examination: six questions to be answered, four from Section A (Quantitative methods), and two from Section B (Operations management)
M3	Economics and finance	3-hour written examination: four questions to be answered, two from Section A (Economics), one from Section B(1) (Accounting), and one from Section B(2) (Finance)

Regulation 9. Easter Term group consultancy project

Project	Group-authored report (70%), individual performance/presentation (30%). Deliverable to client: group presentation and summary
---------	--

Regulation 10. Coursework (elective subjects – all students must choose two)

MSE7	Human resource management	Individual take-home essay (65%), two in-class tests (15% each), class participation (5%)
MSE8	Environment and sustainability	Individual take-home essay (100%)
MSE9	Business economics	Individual take-home essay (100%) <i>N.B. This elective is not available to students who have previously studied on the Economics Tripos</i>
MSE10	Topics in corporate finance	Individual take-home essay (65%), group presentation (30%), class participation (5%)
MSE11	Business innovation in a digital age	Individual take-home essay (65%), individual presentation (7%), group case analysis (20%), group critique (5%), peer review (3%)
MSE12	Strategic management	Individual take-home essay (50%), group take-home essay (40%), class participation (10%)

Regulation 10. Coursework (compulsory subject)

Negotiations workshop	Individual assignment (100%)
-----------------------	------------------------------

Natural Sciences Tripos, Part II (Biological and Biomedical Sciences), 2019–20: Major and Minor Subjects

The Faculty Board of Biology gives notice that the following combinations of Major and Minor Subjects, additional to or amending those published on 30 May 2019 (*Reporter*, 6549, 2018–19, p. 626) will be offered in the Natural Sciences Tripos, Part II (Biological and Biomedical Sciences) in 2019–20:

	Major Subject	Permissible Minor Subjects	Examination requirements
402	Pathology (A and B)	105, 107, 108, 109, 111, 113, 114, 119, 120, 124, 126, 128, 129, 130, 132, 133, 134, 135, 137, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.
403	Pathology (A and C)	107, 108, 109, 111, 113, 114, 119, 120, 122, 124, 126, 128, 129, 130, 132, 133, 137, 140, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.
404	Pathology (A and D)	105, 107, 108, 109, 111, 113, 114, 119, 120, 124, 126, 129, 130, 132, 133, 134, 135, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.
405	Pathology (B and C)	104, 107, 108, 109, 111, 113, 114, 119, 120, 124, 126, 128, 129, 130, 132, 133, 137, 140, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.

Major Subject	Permissible Minor Subjects	Examination requirements
406 Pathology (B and D)	104, 105, 106, 107, 108, 109, 111, 113, 114, 119, 120, 124, 126, 129, 130, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.
407 Pathology (C and D)	104, 107, 108, 109, 111, 113, 114, 119, 120, 124, 126, 129, 130, 132, 133, 140, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.
408 Pharmacology (<i>maximum 15 candidates</i>)	107, 108, 109, 111, 113, 114, 119, 120, 122, 124, 127, 128, 129, 131, 133, 136, 137, 142, 143, 144, 146, 148, 149	Four written papers of three hours each.
409 Psychology (<i>students must have taken MVST Part IB or NST Part IB Experimental Psychology to take this Major Subject</i>)	107, 122, 127, 128	Four written papers of three hours each.
411 Biochemistry	107, 122, 124, 128, 129, 136	Four written papers of three hours each.
412 Plant sciences (Cellular – M1, M2, L1, L3)	104, 105, 106, 108, 109, 119, 121, 124, 135, 141, 146, 148	Four written papers of three hours each.
413 Plant sciences (Ecology – M3 and Zoology M2, L2 and L4)	104, 105, 106, 107, 108, 109, 111, 114, 121, 122, 124, 133, 135, 137, 138, 139, 140, 142, 143, 145, 147, 149	Four written papers of three hours each.
414 Genetics (<i>maximum 13 candidates</i>)	107, 108, 113, 114, 122, 124, 128, 130, 132, 136, 145, 147. <i>A fifth Genetics module can be taken as a Minor Subject. Students may choose additional Minor Subjects that do not have lecture clashes with the Genetics modules chosen – please consult the relevant lecture timetables.</i>	Four written papers of three hours each.
415 Physiology, development and neuroscience	124, 127, 131, 137. <i>A fifth PDN module can be taken as a Minor Subject. Students may choose Minor Subjects that do not have lecture clashes with the PDN modules chosen – please consult the relevant lecture timetables.</i>	Four written papers of three hours each.
424 Pathology (B and E)	105, 107, 108, 109, 111, 113, 114, 119, 120, 124, 126, 138, 129, 130, 132, 133, 134, 135, 137, 139, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.
425 Pathology (C and E)	107, 108, 109, 111, 113, 114, 119, 120, 122, 124, 126, 138, 129, 130, 132, 133, 137, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.
426 Pathology (D and E)	105, 107, 108, 109, 111, 113, 114, 119, 120, 124, 126, 129, 130, 132, 133, 134, 135, 139, 142, 143, 144, 145, 146, 147, 148, 149	Four written papers of three hours each.
427 Zoology	<i>A fifth Zoology module can be taken as a Minor Subject. Students may choose Minor Subjects that do not have lecture clashes with the Zoology modules chosen – please consult the relevant lecture timetables.</i>	Four written papers of three hours each.
428 Psychology, neuroscience and behaviour	107, 108, 109, 122, 124, 128, 136. <i>Students may choose Minor Subjects that do not have lecture clashes with the PNB modules chosen – please consult the relevant lecture timetables.</i>	Four written papers of three hours each.
429 Human evolution, ecology and behaviour	108, 109, 113, 122, 127, 130, 131, 132, 142, 145, 147	Two core papers to be assessed by a three-hour written examination, plus the examination requirements of two optional papers.

Additional Minor Subjects for 2019–20 will be as follows:

Minor Subject	Examination requirements
126 Exploring music psychology (<i>maximum 3 candidates</i>)	One written paper of three hours' duration.

Candidates should consult the examination regulations of the relevant Tripos for the latest examination requirements.

Master of Accounting, 2019–20

The Faculty Board of Business and Management gives notice that, in the academic year 2019–20, the subjects for examination for the degree of Master of Accounting will be as listed below. The method of examination is shown for each subject.

Option B: two-year part-time course

2019–21 CLASS

(a) Compulsory modules

Michaelmas Term 2019

MACC1 Global financial reporting	Group assignment (40%) and written examination (60%)
MACC2 Strategic performance management	Individual assignment (40%) and take-home examination (60%)
MACC3 Internal and external audit	Group assignment (40%) and individual assignment (60%)
MACC4 Probability and statistics	Individual assignment (100%)

Lent Term 2020

MACC5 Conference: Critical issues in accounting	Group assignment (100%)
MACC6 Change management and negotiations	Individual assignment (100%)

Easter Term 2020

MACC7 Structured and unstructured data	Individual assignment (60%) and 1.5-hour written examination (40%)
MACC8 Descriptive analytics	Group assignment (40%) and individual assignment (60%)
MACC9 Predictive analytics	Individual assignment (100%)

(b) Elective modules: None.

(c) Project work: None.

2018–20 CLASS

(a) Compulsory modules

Michaelmas Term 2019

MACC11 Analytics for financial accounting and risk management	Individual assignment (60%) and written examination (40%)
MACC12 Financial statement analysis	Group assignment (100%)

Lent Term 2020

MACC10 Interpersonal dynamics	Individual assignment (100%)
MACC13 Analytics for managerial accounting and operations management	Group assignment (100%)
MACC14 Conference 2: Critical issues in accounting	Group assignment (100%)

Easter Term 2020

MACC15 Current issues in financial reporting, governance and ethics	Individual assignment (100%)
---	------------------------------

(b) Elective modules

Michaelmas Term 2019: None.

Lent Term 2020: None.

Easter Term 2020

MACC18 Elective 1	Individual assignment (100%)
MACC19 Elective 2	Individual assignment (100%)

(c) Project work

Michaelmas Term 2019: None.

Lent Term 2020

MACC16 Team consulting project	Group assignment
--------------------------------	------------------

Easter Term 2020: None.

Master of Business Administration, 2019–20

The Faculty Board of Business and Management gives notice that, in the academic year 2019–20, the subjects for examination for the degree of Master of Business Administration will be as listed below. The method of examination is shown for each subject.

Option A: One-year course

(a) Compulsory modules

Michaelmas Term 2019

MBA1 Microeconomics	Examination – 1 hour plus 15 minutes' reading time (100%)
MBA2 Management science	Individual in-class test – 2.5 hours (100%)
MBA4 Corporate finance	Examination – 2 hours plus 15 minutes' reading time (100%)
MBA5 Financial reporting and analysis	Examination – 1.5 hours plus 15 minutes' reading time (60%); group assignment – 2,000 words (40%)
MBA6 CVP research methods	Attendance only
MBA7 Organisational behaviour	Individual assignment – 3,000 words (100%)
MBA8 Management praxis I	Individual assignment – 3,000 words (100%)
MBA9 Cambridge venture project	Group project and presentation – 20 minutes plus deck of slides, 35 maximum (100%)
MBA115 Entrepreneurship	Individual assignment – 3,000 words (100%)
MBA117 Economics, organisations and incentives	Individual assignment – 3,000 words (100%)

Lent Term 2020

MBA10 Strategy	Examination – 1.5 hours plus 15 minutes' reading time (70%); group assignment – 2,500 words (30%)
MBA11 Marketing	Examination – 1.5 hours plus 15 minutes' reading time (100%)
MBA12 Corporate governance and ethics	Individual assignment – 3,000 words (100%)
MBA33 Management praxis II	Individual assignment – 3,000 words (100%)
MBA34 Global consulting project	Group assignment – 3,500 words (100%)
MBA116 Digital business	Individual assignment – 2,500 words (100%)

Easter Term 2020

MBA15 Operations management	Examination – 1.5 hours plus 15 minutes' reading time (50%); group assignment – 1,500 words (30%); class participation (20%)
MBA54 Macroeconomics	Individual assignment – 2,500 words (75%); group assignment – 2,000 words (25%)
MBA108 Business and society	Individual assignment – 2,500 words (100%)
MBA35A Culture, arts and media management	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35B Energy and environment	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35C Entrepreneurship	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35D Healthcare strategies	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35E Finance	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35F Global business	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35G Strategy	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35H Social innovation	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35I Marketing	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA35J Digital transformation	Group project and presentation – 15 minutes plus Q&As, and 1,000-word report (100%)
MBA36 Summer activity, <i>students must choose one of:</i>	
(a) Individual project	Individual assignment – 3,000 words (100%)
(b) Research paper	Individual assignment – 3,000 words (100%)
(c) Work placement	Individual assignment – 3,000 words (100%)

Option B: Executive M.B.A. course

2018–20 CLASS

(a) Compulsory modules**Michaelmas Term 2019**

EMBA4 Management praxis <i>(this course runs throughout the programme)</i>	Individual assignment (100%)
EMBA11 Innovation management	Individual assignment (60%), group assignment (40%)
EMBA12 Strategic management	Individual assignment (70%), group assignment (30%)
EMBA17 Leadership in action <i>(this course runs throughout the programme)</i>	Attendance only

Lent Term 2020

EMBA4 Management praxis <i>(this course runs throughout the programme)</i>	Individual assignment (100%)
EMBA14 Corporate governance and ethics	Individual assignment (100%)
EMBA17 Leadership in action <i>(this course runs throughout the programme)</i>	Attendance only
EMBA19 Personal and professional development <i>(this course runs throughout the programme)</i>	Attendance only

(b) Elective modules**Michaelmas Term 2019:** None.**Lent Term 2020**

Elective 1: EMBA15	Assessment to be announced by the end of Michaelmas Term
Elective 2: EMBA16	Assessment to be announced by the end of Michaelmas Term

(c) Project work**Michaelmas Term 2019**

EMBA13 Team consulting project	Attendance only
--------------------------------	-----------------

2019–21 CLASS

(a) Compulsory modules**Michaelmas Term 2019**

EMBA1 Financial reporting and analysis (Accounting)	In-class test (20%), case write-up (20%), 2-hour written examination (60%)
EMBA2 Corporate finance <i>(this course runs into Lent Term as well)</i>	Two group case write-ups (40%), 2-hour written examination (60%)
EMBA3 Microeconomics	Attendance only
EMBA4 Management praxis <i>(this course runs throughout the programme)</i>	Individual assignment (100%)
EMBA5 Management science	Group assignment (50%), 1.5-hour written examination (50%)
EMBA17 Leadership in action <i>(this course runs throughout the programme)</i>	Attendance only
EMBA19 Personal and professional development <i>(this course runs throughout the programme)</i>	Attendance only

Lent Term 2020

EMBA6 Organisational behaviour	Individual assignment (100%)
EMBA7 Operations management	Group assignment (50%); individual assignment (50%)
EMBA8 International business studies	Group assignment (100%) <i>The Faculty Board has the power to implement alternative equivalent assessments for candidates prevented from participating in the trip due to circumstances outside of their control.</i>
EMBA17 Leadership in action <i>(this course runs throughout the programme)</i>	Attendance only
EMBA19 Personal and professional development <i>(this course runs throughout the programme)</i>	Attendance only

Easter Term 2020

EMBA6 Organisational behaviour	Individual assignment (100%)
EMBA9 Macroeconomics	Group assignment (25%), individual assignment (75%)
EMBA10 Marketing management	Group assignment (50%), individual assignment (50%)
EMBA17 Leadership in action (<i>this course runs throughout the programme</i>)	Attendance only
EMBA19 Personal and professional development (<i>this course runs throughout the programme</i>)	Attendance only
EMBA20 Negotiation skills	Attendance only

(b) Elective modules

Michaelmas Term 2019: None

Lent Term 2020: None

Easter Term 2020: None

Master of Finance, 2019–20

The Faculty Board of Business and Management gives notice that, in the academic year 2019–20, the subjects for examination for the degree of Master of Finance will be as listed below. The method of examination is shown for each subject.

Michaelmas Term 2019**(a) Written papers**

MFIN6 Financial institutions and markets	1.5-hour written examination (100%)
MFIN7 Financial reporting and analysis	2-hour in-class test (100%)
MFIN9 Principles of finance	2.5-hour written examination (100%)
MFIN10 Economic foundations of finance	1.5-hour written examination (100%)
MFIN29 Introduction to derivatives	2-hour in-class test (100%)

(b) Coursework

MFIN5 Management lecture series	Seminar, assessed by attendance
MFIN22 Management practice	Seminar, assessed by attendance
MFIN23 City speaker series	Seminar, assessed by attendance

Lent Term 2020**(a) Written papers**

MFIN3 Econometrics	2-hour mid-term test (40%), 2-hour final test (60%)
MFIN39 Fundamentals of credit	2-hour in-class test (60%) and group case study (40%)

(b) Projects

MFIN24 Equity research project	Group project, assessed by group presentation (50%) and report of no more than 2,500 words (50%)
--------------------------------	--

(c) Coursework

MFIN5 Management lecture series	Seminar, assessed by attendance
MFIN22 Management practice	Seminar, assessed by attendance
MFIN23 City speaker series	Seminar, assessed by attendance

Easter Term 2020**(a) Projects**

MFIN26 Group consulting project	Group project, assessed by 1-hour group presentation (100%)
---------------------------------	---

(b) Coursework

MFIN5 Management lecture series	Seminar, assessed by attendance
MFIN23 City speaker series	Seminar, assessed by attendance

Asian and Middle Eastern Studies for the M.Phil. Degree

(*Statutes and Ordinances*, p. 516)

The Degree Committee for the Faculty of Asian and Middle Eastern Studies gives notice that the form of examination for the following paper, to be offered for the examination in Asian and Middle Eastern Studies for the degree of Master of Philosophy, will be as follows:

Theory and method in Middle Eastern Studies

Assessment will consist of three coursework components, comprising 5,000 words in total.

Economic Research for the M.Phil. Degree, 2019–20

The Faculty Board of Economics and the Degree Committee for the Faculty of Economics give notice that in the academic year 2019–20 the subjects for the examination in Economic Research for the degree of Master of Philosophy will be as listed below.

Core modules

R100:	Microeconomics	Two-hour written examination
R101:	Microeconomics II	Three-hour written examination
R200:	Advanced macroeconomics I	Three-hour written examination
R201:	Advanced macroeconomics II	Two-hour written examination
R300:	Advanced econometric methods	Three-hour written examination
R301a:	Econometrics II: Time series	Two-hour written examination
R301b:	Econometrics II: Cross-section and panel data	Two-hour written examination

Specialist modules

S140:	Behavioural economics	Two-hour written examination
S170:	Industrial organisation	Two-hour written examination
S180:	Labour economics	Two-hour written examination
F300:	Corporate finance	Two-hour written examination
F400:	Asset pricing	Two-hour written examination
F500:	Empirical finance	Take-home examination
F510:	International finance	Two-hour written examination
F520:	Behavioural finance	Two-hour written examination
F530:	Venture capital in the innovation economy	Project
F540:	Topics in applied asset management	Project

A form and conduct list is available to candidates at <https://www.vle.cam.ac.uk/course/index.php?categoryid=15631> (click on *Exam Information* under the heading for each course, then *Exam Policies and Guidelines*).

Economics for the M.Phil. Degree, 2019–20

The Faculty Board of Economics and the Degree Committee for the Faculty of Economics give notice that in the academic year 2019–20 the subjects for the examination in Economics for the degree of Master of Philosophy will be as listed below.

Core modules

E100:	Microeconomics	One-and-a-half-hour written examination and project
E101:	Applied microeconomics	Two-hour written examination
E200:	Macroeconomics	Two-hour written examination
E201:	Applied macroeconomics	One-and-a-half-hour written examination and project
E300:	Econometric methods	Three-hour written examination

Specialist modules

S140:	Behavioural economics	Two-hour written examination
S170:	Industrial organisation	Two-hour written examination
S180:	Labour economics	Two-hour written examination
S301:	Applied econometrics	Two-hour written examination
F300:	Corporate finance	Two-hour written examination
F400:	Asset pricing	Two-hour written examination
F500:	Empirical finance	Take-home examination
F510:	International finance	Two-hour written examination
F520:	Behavioural finance	Two-hour written examination
F530:	Venture capital in the innovation economy	Project
F540:	Topics in applied asset management	Project

Paper 1:	Development economics (from the Centre of Development Studies)	Project
Paper 4:	Globalisation, business and development (from the Centre of Development Studies)	Project

A form and conduct list is available to candidates at <https://www.vle.cam.ac.uk/course/index.php?categoryid=15631> (click on *Exam Information* under the heading for each course, then *Exam Policies and Guidelines*).

Finance and Economics for the M.Phil. Degree, 2019–20

The Faculty Board of Economics and the Degree Committee for the Faculty of Economics give notice that in the academic year 2019–20 the subjects for the examination in Finance and Economics for the degree of Master of Philosophy will be as listed below.

Core modules

F100:	Finance I	Two-hour written paper
F200:	Finance II	Two-hour written paper
F300:	Corporate finance	Two-hour written paper
F400:	Asset pricing	Two-hour written paper
R100:	Microeconomics	Two-hour written paper
E300:	Econometric methods	Three-hour written paper

Specialist modules

F500:	Empirical finance	Take-home examination
F510:	International finance	Two-hour written paper
F520:	Behavioural finance	Two-hour written paper
F530:	Venture capital in the innovation economy	Project
F540:	Topics in applied asset management	Project
S140:	Behavioural economics	Two-hour written examination
S170:	Industrial organisation	Two-hour written examination
S301:	Applied econometrics	Two-hour written examination
E101:	Applied microeconomics	Two-hour written examination
E200:	Macroeconomics	Two-hour written examination
E201:	Applied macroeconomics	One-and-a-half-hour written examination and project

A form and conduct list is available to candidates at <https://www.vle.cam.ac.uk/course/index.php?categoryid=15631> (click on *Exam Information* under the heading for each course, then *Exam Policies and Guidelines*).

Entrepreneurship for the M.St. Degree, 2019–20

The Degree Committee for the Faculty of Business and Management gives notice that, in the academic year 2019–20, the subjects for examination in Entrepreneurship for the degree of Master of Studies will be as listed below.

Students must take ten modules (four core modules and six electives from the list of modules published).

Students are also required to complete a Project Report of not more than 15,000 words in length, on a subject approved by the Degree Committee. The method of examination is shown for each subject.

Core courses

Opportunities, business models and entrepreneurial strategy	Assignment(s) totalling no more than 4,000 words (100%)
Entrepreneurship skills and the entrepreneurial mindset	Assignment(s) totalling no more than 4,000 words (100%)
Assembling and managing innovative teams	Assignment(s) totalling no more than 2,000 words (100%)
Persuasion, social capital and sales	Assignment(s) totalling no more than 2,000 words (100%)
Financial literacy	Assignment(s) totalling no more than 2,000 words (100%)

Elective courses

Students must choose one module from a selected pathway:

Fintech entrepreneurship (pathway 1)	Assignment(s) totalling no more than 2,000 words (100%)
Health care entrepreneurship (pathway 2)	Assignment(s) totalling no more than 2,000 words (100%)
Biotech entrepreneurship (pathway 3)	Assignment(s) totalling no more than 2,000 words (100%)
Consumer and retail entrepreneurship (pathway 4)	Assignment(s) totalling no more than 2,000 words (100%)
Cleantech entrepreneurship (pathway 5)	Assignment(s) totalling no more than 2,000 words (100%)
Agri-tech food entrepreneurship (pathway 6)	Assignment(s) totalling no more than 2,000 words (100%)
Creative industries entrepreneurship (pathway 7)	Assignment(s) totalling no more than 2,000 words (100%)

Entrepreneurship education (pathway 8)	Assignment(s) totalling no more than 2,000 words (100%)
Manufacturing technologies and industry 4.0 entrepreneurship (pathway 9)	Assignment(s) totalling no more than 2,000 words (100%)
GovTech entrepreneurship (pathway 10)	Assignment(s) totalling no more than 2,000 words (100%)
PropTech, construction tech and property development entrepreneurship (pathway 11)	Assignment(s) totalling no more than 2,000 words (100%)
Transport, logistics and mobility entrepreneurship (pathway 12)	Assignment(s) totalling no more than 2,000 words (100%)
Defence technology entrepreneurship (pathway 13)	Assignment(s) totalling no more than 2,000 words (100%)
Enterprise software and cyber security entrepreneurship (pathway 14)	Assignment(s) totalling no more than 2,000 words (100%)
Legaltech entrepreneurship (pathway 15)	Assignment(s) totalling no more than 2,000 words (100%)

And either four or five¹ modules from the open list:

Intellectual property	Assignment(s) totalling no more than 2,000 words (100%)
Pitching and raising finance	Assignment(s) totalling no more than 2,000 words (100%)
Managing growth / scaling an organisation	Assignment(s) totalling no more than 2,000 words (100%)
Entrepreneurial marketing	Assignment(s) totalling no more than 2,000 words (100%)
Sustainability and conscious capitalism	Assignment(s) totalling no more than 2,000 words (100%)
Managing financial resources	Assignment(s) totalling no more than 2,000 words (100%)
Navigating within a regulatory environment	Assignment(s) totalling no more than 2,000 words (100%)
Executing: experimenting with purpose and pivoting	Assignment(s) totalling no more than 2,000 words (100%)

¹ Students receiving a passing mark on the *Financial literacy* online test and not taking the *Financial literacy* core module should choose five modules from this list; all other students should choose four.

Advanced Diploma in Economics, 2019–20

The Faculty Board of Economics and the Degree Committee for the Faculty of Economics give notice that in the academic year 2019–20 the subjects for examination for the Advanced Diploma in Economics will be as listed below.

Paper 1:	Microeconomics
Paper 2:	Macroeconomics
Paper 3:	Econometrics

Papers 1 and 2 will each be examined by means of a three-hour written examination, while Paper 3 will be examined by means of a two-hour written examination (60% of the marks) and a project (40% of the marks).

A form and conduct list is available to candidates at <https://www.vle.cam.ac.uk/course/index.php?categoryid=15631> (click on *Exam Information* under the heading for each course, then *Exam Policies and Guidelines*).

Economics for the Certificate of Postgraduate Study, 2019–20

The Faculty Board of Economics and the Degree Committee for the Faculty of Economics give notice that in the academic year 2019–20 the subjects for examination for the Certificate of Postgraduate Study in Economics will be as listed below.

Compulsory component

PhD40:	How to do economics	Not examinable
Ph.D. modules		
PhD10:	Economic theory	Two-hour written examination
PhD20:	Firms and sectors in the macroeconomy	Project
PhD21:	Computational methods	Project
PhD22:	Topics in macroeconomics	Project
PhD30:	Topics in advanced econometrics	Project
PhD31:	GMM	Project
M.Phil. modules		
R100:	Microeconomics	Two-hour written examination
R101:	Microeconomics II	Three-hour written examination
R200:	Advanced macroeconomics	Three-hour written examination
R201:	Advanced macroeconomics II	Two-hour written examination

R300:	Advanced econometric methods	Three-hour written examination
R301a:	Econometrics II: Time series	Two-hour written examination
R301b:	Econometrics II: Cross-section and panel data	Two-hour written examination
S140:	Behavioural economics	Two-hour written examination
S170:	Industrial organisation	Two-hour written examination
S180:	Labour economics	Two-hour written examination
S301:	Applied econometrics	Two-hour written examination
F300:	Corporate finance	Two-hour written examination
F400:	Asset pricing	Two-hour written examination
F500:	Empirical finance	Take-home examination
F510:	International finance	Two-hour written examination
F520:	Behavioural finance	Two-hour written examination
F530:	Venture capital in the innovation economy	Project
F540:	Topics in applied asset management	Project

Research seminars/workshops

Microeconomic theory

Applied microeconomics

Macroeconomic

Econometrics

A form and conduct list is available to candidates at <https://www.vle.cam.ac.uk/course/index.php?categoryid=15631> (click on *Exam Information* under the heading for each course, then *Exam Policies and Guidelines*).

GRACES

Graces submitted to the Regent House on 17 July 2019

The Council submits the following Graces to the Regent House. These Graces, unless they are withdrawn or a ballot is requested in accordance with the regulations for Graces of the Regent House (*Statutes and Ordinances*, p. 105) will be deemed to have been approved at 4 p.m. on Friday, 26 July 2019.

1. That the recommendations in paragraph 3 of the Report of the General Board, dated 12 June 2019 and amended on 8 July 2019, on the establishment of a Professorship of Ophthalmology (*Reporter*, 2018–19; 6551, p. 690; 6555, p. 806) be approved.
2. That the recommendations in paragraph 15 of the Report of the Council, dated 17 June 2019, on distributions from the Cambridge University Endowment Fund (*Reporter*, 6553, 2018–19, p. 743) be approved.

Graces to be submitted to the Regent House at a Congregation on 19 July 2019

The Council has sanctioned the submission of the following Graces to the Regent House at a Congregation to be held on 19 July 2019:¹

That the following person be admitted to the degree of Master of Arts by incorporation:

2. JANE KATHARINE MANN, Director (Director, Education Reform), in the University Press, Master of Arts of the University of Oxford (2000).

That the following persons be admitted to the degree of Master of Arts under the provisions of Statute B II 2:

3. IAIN MICHAEL BURKE, Under-Librarian in the University Library.
4. SIMON CHRISTOPHER CAPELIN, Director (Editorial Director, Physics), in the University Press.
5. FAITH DURUP, Departmental Secretary in the Faculty of Mathematics.
6. STANLEY WILLIAM FINNEY, Computer Officer in the Faculty of Architecture and History of Art.
7. VIVIEN MARGARET GRUAR, Departmental Secretary in the Faculty of Mathematics.

¹ See also the Grace published on 10 July 2019 (*Reporter*, 6555, 2018–19, p. 808).

8. RAMIZ HADDADIN, Assistant Director in the Local Examinations Syndicate.
9. PATRICK JOHN MCCARTAN, Director (Publishing Director, Humanities and Social Science Journals), in the University Press.
10. MIN QU, Assistant Director in the Local Examinations Syndicate.
11. GOVINDAN TALIAN VEEDU, Director (Regional Director, ASEAN and North East Asia), in the University Press.

Graces to be submitted to the Regent House at a Congregation on 20 July 2019

The Council has sanctioned the submission of the following Graces to the Regent House at a Congregation to be held on 20 July 2019:

That the following persons be admitted to the degree of Master of Arts under the provisions of Statute B II 2:

1. PAOLO CAMPANA, Fellow of Darwin College and University Lecturer in the Faculty of Law.
2. ADAM CHESTERS, of Robinson College, Associate Lecturer in the Faculty of Clinical Medicine.
3. DEBORAH GRIFFIN, Fellow of Homerton College.
4. SANDRA KELLY JACKSON, Administrative Officer in the University Information Services.
5. ASIF JAH, Associate Lecturer in the Faculty of Clinical Medicine.
6. PETER BRIAN JONES, Fellow of Wolfson College and Professor of Psychiatry in the Department of Psychiatry.
7. SALLY, Baroness MORGAN OF HUYTON, Master-elect of Fitzwilliam College.
8. ANNAMARIA MOTRESCU-MAYES, Fellow of Clare Hall.
9. STEVEN PHILLIPS, Assistant Director in the Local Examinations Syndicate.
10. ANNE-LAURA VAN HARMELEN, Fellow of Lucy Cavendish College.

ACTA

Approval of Grace submitted to the Regent House on 3 July 2019

The Grace submitted to the Regent House on 3 July 2019 (*Reporter*, 6554, 2018–19, p. 769) was approved at 4 p.m. on Friday, 12 July 2019.

E. M. C. RAMPTON, *Registrar*

END OF THE OFFICIAL PART OF THE 'REPORTER'

REPORT OF DISCUSSION

Tuesday, 9 July 2019

A Discussion was held in the Senate-House. Deputy Vice-Chancellor Professor Nicola Padfield was presiding, with the Registrar's deputy, the Senior Proctor, the Senior Pro-Proctor and seven other persons present.

The following items were discussed:

Report of the General Board, dated 12 June and amended 8 July 2019, on the establishment of a Professorship of Ophthalmology (*Reporter*, 2018–19; 6551, p. 690 and 6555, p. 806).

No remarks were made on this Report.

Joint Report of the Council and the General Board, dated 17 June and 5 June 2019, on the governance of matters for postgraduate and graduate students (*Reporter*, 6553, 2018–19, p. 726).

Professor G. J. VIRGO (Senior Pro-Vice-Chancellor for Education, Faculty of Law and Downing College), read by the Senior Proctor:

Deputy Vice-Chancellor, I speak in my capacity as Senior Pro-Vice-Chancellor (Education) and as Chair of the General Board's Education Committee. I strongly support this Joint Report of the Council and the General Board on governance arrangements for postgraduate students.

The current arrangements for governance of students on doctoral, Masters' and other graduate or postgraduate courses has been a concern of mine for some time. Currently, students on similar courses are subject to different regulations and provision depending on an arbitrary classification as to whether they are on a graduate or postgraduate course, causing confusion to students and colleagues in Faculties, Departments and Colleges. The University's more than 8,000 graduate student community fall under the jurisdiction of the Board of Graduate Studies, which sits in isolation from the General Board and its Education Committee which oversees provision for undergraduate and postgraduate students. These arrangements affect the quality and equality of provision for post-undergraduate students and leave the University vulnerable to complaints and appeals. A single governance structure encompassing all students would minimise this vulnerability and allow for the inclusion of all students in consideration of education strategy, regulations and processes.

In October 2018 the General Board's Education Committee commissioned a review of these governance arrangements. This review involved consultation with colleagues in Schools, Departments, Faculties and Colleges and with the Graduate Union, and concluded with recommendations that graduate and postgraduate students should all be classified as postgraduate and that the Board of Graduate Studies should be dissolved.

The recommendation to classify all 'post-undergraduate' students as postgraduate is I hope uncontroversial. It will remove a confusing and meaningless distinction between graduate and postgraduate students and aligns with other work planned to ensure equality of provision for all students.

The recommendation to dissolve the Board of Graduate Studies is perhaps more controversial given the Board's history and standing. However, it is my strong view that this is a necessary step to achieve a single governance structure under the auspices of the General Board which oversees matters relating to the entire student community.

It is important to emphasise that in developing the proposals now contained in the Report a series of consultations and extensive discussions have taken place. Initially it was proposed to dissolve the Board of Graduate Studies and to transfer work to other existing Committees, with the power to award (or not award) doctoral and higher degrees being transferred to Degree Committees. A new committee focused solely on research student matters, sitting under the General Board's Education Committee, was also proposed.

However, feedback submitted in response to these initial proposals from Faculties and Schools and by the Board of Graduate Studies raised concerns about the ability of some Degree Committees to take on the additional responsibility for awarding or not awarding doctoral and higher degrees, and it was recognised that further work was needed to support these Committees both in terms of more detailed guidance to ensure consistency of decision-making and within the Schools to recognise the authority of the Committees.

The Examinations and Assessment Committee and its Examinations Access and Mitigation Committee (EAMC) were also consulted regarding the proposal for their Committees to assume responsibility for matters relating to examination and assessment of taught programmes. Although the proposals were supported in principle, concern was raised at the EAMC regarding the impact of this additional work on current resources.

Therefore, taking account of the extensive feedback received, the General Board's Education Committee has recommended a staged approach to reform involving immediate dissolution of the Board of Graduate Studies, transfer of its responsibilities to a new Postgraduate Committee, which will be a sub-committee of the General Board's Education Committee, and a comprehensive review of this work under the direction of the Education Committee.

I hope that in time, and following appropriate consultation and preparation, decisions relating to individual student matters will transfer to Committees in Faculties and Departments, allowing decisions to be made by academic staff with expertise in their field, supported by advice and guidance provided by central offices and for the central Committees under the General Board to focus on matters of policy and strategy. This will create a governance structure which will ensure that the interests of all postgraduate students are not side-lined but are given the attention that they deserve

Dr R. PADMAN (Chair of the Board of Graduate Studies, Department of Physics and Newnham College):

Deputy Vice-Chancellor, I am Chair of the Board of Graduate Studies (BGS), but I speak in a personal capacity.

I come to bury the Board of Graduate Studies, not to praise it. Perhaps, however, we might stay the execution until we have a better idea of the consequences.

The Report proposes to dissolve BGS and in the first instance to transfer its current functions to a new Postgraduate Committee reporting to the General Board's Education Committee (GBEC). It is envisaged that following further review over the next two years many of those functions would be transferred to other bodies. The Board's power to award Degrees, and associated powers such as removal from the Register, would go to Degree Committees; those of granting Applications for Masters' students to the Examination Access and Mitigation Committee; policy matters to the Postgraduate Admissions Committee (a Joint Committee of the University and Colleges). The unspoken assumption is that there is no

interaction between BGS's various roles, so that they can be redistributed to other bodies at no cost.

The current relatively innocuous proposal needs to be assessed in the light of the longer term vision. If the Report is graced in its current form, then the Regent House need not be given the opportunity to approve further changes, and if we are to go ahead with the current Report, then we most certainly need to put some safeguards in place now. I will come back at the end to suggest three key amendments that will provide those safeguards.

What is at stake?

The duties of the Board are identified in the usual dry way in *Statutes and Ordinances*. They can be summarised as, in an appropriate context:

- Maintaining the highest academic standards for graduate degrees of the University;
- Exercising a duty of care in respect of all graduate students, ensuring a positive student experience, and seeking to resolve issues when things don't go to plan;
- Ensuring the University's Statutes and Ordinances and its internal procedures are applied equally for students in all Faculties.

In meeting its responsibilities, the Board works closely with the several Degree Committees, as well as the Graduate Admissions Office, Student Registry and the Office of Student Conduct, Complaints and Appeals (OSCCA).

Following the 2011 and 2014 reforms noted in the Report (and which I supported at the time), BGS's business is now dominated by reserved casework, relating to the award or otherwise of Ph.Ds. and other higher degrees, removal from the Register of Graduate Students, examination allowances for Masters' students, requests to vary conditions of offers of admission and consideration of requests for fee waiver.

BGS continues to initiate discussion of policy relating to its area of competence, most often spurred by trends and patterns of reserved business, which show where we need to improve: recent examples include rewriting the requirements for a Ph.D. to bring the various regulations in line, reviewing eligibility to supervise research students, reviewing the length of a Ph.D. and, in response to a request from the General Board, reviewing the role and composition of Degree Committees. Although the Board has the power of Reporting to the University, in practice since 2011 it has always worked in partnership with the General Board Education Committee on these matters. As a matter of routine business, we also consider Ph.D. submission rates, and other departmental and Degree Committee KPIs, and consider where improvements might be required and how best to encourage those. It is clear, however, that the Board does not have the administrative resources to pursue these threads as quickly as it would like.

The membership of BGS is unusual. The core consists of ordinary academics drawn from across the University, and including two Graduate Tutors. All have supervised Ph.D. students; most are or have been members of their own Degree Committee at some point. Members are not appointed to represent Schools or other institutions, and all are deeply committed to achieving the best outcomes for students.

So, BGS is working well. Why do we need to change?

The first reason, in my view, is that where graduates and undergraduates do the same things, there should as far as possible be a single process. It has never made sense to me that the University would have separate processes applied – in essence – according to whether students or prospective students hold a first degree. Examination, appeals and mitigation processes for Masters' by Advanced Study and undergraduates need to be under the control of a single body.

Second, BGS's status as a Board places it outside the recognised University reporting line. We report to the University, but not to the General Board or Council, which makes it hard to see how those bodies can in turn be responsible to the Office for Students for University policy or delivery in areas in the Board's remit. (I note however that the General Board itself is in exactly the same position *vis-a-vis* the Council.) The Board gets this, although reluctantly.

Now, this could have been a Joint Report of Council, the General Board and BGS. BGS are not signatories, primarily because a majority of BGS members are concerned that in its current form it does not protect either students' interests or the University's academic standards. I should explain the form of that concern.

BGS was created at the outset primarily to exercise a superintendence over *research* students, who submit a thesis as an original contribution to knowledge. Research students are largely on their own. That is the nature of research. They have an intense relationship with a single primary supervisor, which may be either the most rewarding or the most frustrating experience. They are in cohorts of one: there are no blind grade numbers for exams, and every exam carries the risk of prejudice or bias. The more successful the student at their research, the more likely it is that they and their examiners will know each other. They may well have pre-formed opinions as to the value of each other's contributions.

There is therefore great potential for things to go wrong. A large proportion of the Board's time is spent trying to sort out what to do when a Degree Committee recommends outright failure, or that a student be removed from the Register either after a failed first-year assessment or sometimes simply because the Degree Committee notices that it has been three years and there is no sign of a thesis – or sometimes even of a supervisor – appearing. The Board collectively bring a huge depth of experience *and* understanding of disciplinary norms to the issues, and also in looking ahead to potential complaints and appeals to see where the University might collectively be judged to have been negligent.

The end-state envisaged in the Report does not recognise the subtleties. There is not time to explain all the bad thoughts represented in the assumption that the Degree Committees will become the awarding bodies for Ph.Ds. and other higher degrees, and that where things go wrong, it would be up to the student to bring a complaint or appeal or both via OSCCA. Degree Committees are too invested; OSCCA's role is to manage risk to the University. The proposed arrangements subordinate students' interests to administrative convenience and an appeals process which is judged not on whether it achieves a good outcome for the student, but whether the University can defend any decision at the OIA. Equality of academic standards and of treatment across the institution are at risk.

It is clear to me that in the medium term we do need to move the applications and appeals processes for non-research graduate degrees onto the same footing as those for Triposes. We should be wary, however, that assessment processes for the various Masters' by Advanced Study are somewhat of a wild west at the moment. BGS has had reform in its sights, but until that is achieved, at least the Board bring a broad understanding of the landscape: some mix of reform and handover needs to be factored into this transition.

I said I come to bury BGS, and I do. But it has been convicted in a kangaroo court – there is a sense that the outcome of the proposed two-year review is already determined. Three key changes to the Report would go a long way to allaying my concerns about future arrangements.

First, rather than reconstituting a Postgraduate Committee under GBEC (Paragraph 6), place it directly under the General Board, at least *pro tem*. That will also facilitate connections with the Research Policy Committee where graduate student policy – including UKRI and other funders’ demands – and the research agenda impact each other.

Second, to ensure that future arrangements are scrutinised by the University and not just GBEC, this Report should commit to bringing forward proposals for the long-term changes in respect of the transfer of degree-awarding powers, and of arrangements for applications, appeals and complaints, in the form of a full Report to the Regent House (Paragraph 9). Colleagues will then be able to consider the arguments fully, against a fully-developed set of proposals.

Finally at this very late date, it is clear that we are not ready to adopt the new arrangements in time for the 2019–20 academic year. The Codes of Practice (which are covered by the Competition and Markets Authority) still reference BGS, and there are no arrangements in place to establish the full membership of the new committee or to ensure the necessary experience is carried forward. Realistically, the implementation date needs to be pushed back to Michaelmas 2020 (Paragraph 10). In due course colleagues and I will bring forward a formal request for these changes as amendments to the Report.

Mr R. W. D. COLLINSON (Department of Engineering and Homerton College):

Deputy Vice-Chancellor, I am an alumnus of an M.Phil. programme in the Faculty of History. I was for several years an administrator working at the Student Registry, which administers the Board of Graduate Studies, and I am now an administrator working under the Engineering Degree Committee. My particular role concerns the coordination of the taught Masters’ programmes under that Degree Committee.

Unfortunately, I am unable to say that I am here representing the Degree Committee, because the full text of this proposal was not available until it was published in the *Reporter* two weeks ago. That was the first time that this proposal has appeared in its current form, and the first time that we have seen any of the proposals to change the *Statutes and Ordinances*. I am therefore speaking to some extent in a personal capacity, although I hope that I am informed by the many discussions we have within the Department over the last year.

I will be focusing my remarks in three areas. Firstly, the question of the process whereby these proposals have emerged, to which I have already alluded. Secondly, the question as to this distinction between graduates and postgraduates, of which so much is made in the Report. And thirdly, a brief comment on the reservations that the Degree Committees had about the original proposals, which could easily be re-introduced under the current proposal.

The first point I would like to make, therefore, is one of procedure. The Department of Engineering has made its best efforts to engage with the consultation effort, but that has been difficult. The consultation paper was first presented to the Degree Committees late in Michaelmas 2018, with a requirement that the Degree Committees respond by 12 December. The Board of Graduate Studies had earlier received that paper in October 2018, having received no prior warning of its proposed impending abolition.

It was difficult to form a response. It was difficult partly because of the scope and significance of the changes provided. However, it was difficult primarily because the

main body of the Review contained almost no argumentation or explanation; it read almost entirely as a list of changes. At a generous estimate, there were perhaps 400 words of explanation embedded within nineteen pages of proposed changes.

Moreover, the justifications for those changes which are found within the Report were nowhere to be found within the Review document. The sole reason given in that document was that there were inconsistencies between postgraduate and graduate students, an issue to which I will return in a moment. On that basis, and that basis alone, the Review proposed to abolish the Board of Graduate Studies wholesale, to remove all of the regulations pertaining to graduate students, and to set out a wholly new structure of graduate governance. It was subsequently revealed to the Degree Committees that a second motivation was the desire to create consistency between undergraduate students and (post)graduate students, but this was not referred to in the Review document.

Let us be clear, therefore: the Joint Report under discussion reads as though it is a summary of matters which have been carefully weighed up and measured through an extensive Review procedure. In fact, the Report is considerably longer than the Review on which it relies; it is not a summary, but an expansion. This should not be the end of a consultation process, but the beginning. It is only now that we are truly beginning to see what justifies the proposed changes. Indeed, because this is the first time that Ordinance changes have been released, it is only now that we are beginning to see what the changes truly are. Over and over again, the Degree Committees have asked, ‘Why?’ and been met with silence.

Nevertheless, the Degree Committee pressed on despite being forced to fight against the mist, and alongside the Board, submitted a long list of reservations about the proposal to place graduate students under the undergraduate committee system. It is excellent that many of the original changes outlined in the paper are not contained within the Report under discussion. However, it is very concerning that further changes require only the consent of the ‘General Board and its Education Committee’. It appears to be within the powers of the new Postgraduate Committee to implement the very changes which the Degree Committees strongly desire to resist.

To be clear: there is an important issue of University democracy at stake here. If we are serious about being a University which operates by consensus and makes its decisions democratically, we should expect serious consultation with the changes laid bare before us, and the justification argued at least to the standards of argumentation that we would expect of our students.

Secondly, I want to address this issue of the supposed confusion caused by the distinction between graduates and postgraduates. It is true that there is some inconsistency in the University regulations. But the fact is that the overwhelming majority of the students concerned are *graduate* students – well over 90%. The postgraduate programmes are a tiny minority of the programmes within the University, and their anomalous situation would be easily resolved by encompassing them within the existing structures for graduate students. To be clear: there are I think only six postgraduate programmes, to be set against the many dozens of Ph.D., M.Phil., M.Res. and other programmes. I have already sat in meetings with the Judge Business School, which owns half of the postgraduate programmes; the representatives of the Judge said that, as far as they know, there would be no hostility to converting the postgraduates to graduate students.

It is also clear that no economic costing has been done to assess the impact of changing our nomenclature so drastically. The expenditure in administrative resources will be immense – as all Colleges and Departments speak expansively of ‘graduate students’ – and it is wholly unclear what the gain will be.

Finally, to turn to some of the Degree Committee’s concerns about the original proposal. Let us be clear that graduate students have a different pattern of life to undergraduate students. They are much more likely to view their Department as their primary community, rather than their College; the College provides an excellent support, but it is in their Department that they conduct their day-to-day business, and it is with Departmental staff that they have their primary interactions.

Additional reservations held by the Degree Committees included potential resourcing implications if more tasks were delegated to the Department, and the possible marginalisation of graduate students in the committees. Again, these are very real concerns which could easily be re-introduced under the current proposal.

I am therefore strongly in support – and I know that the Engineering Department is in support – of Dr Padman’s amendments to this Report as outlined: in particular, that the Report ‘commit to bringing forward proposals for the long-term changes in respect of the transfer of degree-awarding powers, and of arrangements for applications, appeals and complaints, in the form of a full Report to the Regent House’.

But it is worth considering whether, in the interests of the democratic and cost-efficient running of the University, these proposals should be taken back to the drawing board entirely. The only reason to rush through these proposals at this time would be some great and dire need, and no such dire need has been presented.

Dr S. J. COWLEY (University Council, Faculty of Mathematics and Emmanuel College):

Deputy Vice-Chancellor, I am a member of the Council, but I speak in a personal capacity. I did not sign this Report.

I had always wondered what the distinction was between a postgraduate student and a graduate student. Now I know; this Report has not been in vain. I welcome the proposals to refer to all students at post-undergraduate level by a single term, and to ensure that, where processes for undergraduates and postgraduates are the same, there is a consistent process.

However, I am unhappy with those aspects of this Report where the cart is before the horse. It is proposed to establish the Postgraduate Committee, then to invite it to ‘undertake a systematic review of arrangements for post-undergraduate students’ (i.e. for the Postgraduate Committee to establish its own *raison d’être*), which can then be rubber-stamped in a General Board Regulation without reference back to the Regent House. This is back to front, although Sir Humphrey Appleby would no doubt approve such a top-down procedure that potentially lacks in-depth scrutiny.

Why am I proud to work in this University? One of the reasons has been its humanity. That humanity is not perfect, but to my mind an underlying principle has been to do the best, or at least the right thing, for students as far as is possible. Years ago someone, and I cannot remember who, said if there were n rules then the n th rule should be that an exception could be made to the preceding $n-1$ rules if a good case could be made in writing. In my experience, when the n th rule has been applied it has almost always been in favour of the student.

As Dr Padman has observed, the business of the Board of Graduate Studies (BoGS in vintage terminology) is now dominated by reserved casework. In this regard, as a Chair of the Degree Committee of the Faculty of Mathematics (for four years), I was grateful more than once to BoGS for its intervention. When sometimes a Ph.D. goes wrong (and unfortunately it is inevitable that a few Ph.Ds. will go wrong), there can be conflicting interests, maybe loyalties, on Degree Committees between academic colleagues and students; indeed, even with the best will in the world, decisions may be affected by unconscious bias, or similar. BoGS works because it is once removed from those decisions, and as Dr Padman has put it, the ordinary academics¹ on BoGS all are deeply committed to achieving the best outcomes for students. My experience is that this dedication is reflected in the humanity of their decisions.

The Report refers to an aim

to improve strategy and policy-making and understanding, and to ensure that appropriate focus is given to matters relating to these students. This supports the Council’s ambitions to streamline administration and reduce committee load.

There has been a great deal of such re-organisation of committees in the recent past. My experience has been that as a result of such improvements, the bureaucracy has often increased, or special cases have slipped between the cracks, or both. Undergraduate examination appeals are a case in point, where the revised legislation and OSCCA’s role seem to be to defend the University from liability, and not to ensure that the student’s interests are front and centre. For instance, the process for correcting a failure of academic judgment in marking a script is now far less clear than it was, say, 20 years ago when I was Chair of the Examiners for Part II of the Mathematical Tripos (I fear that lapses in academic judgment are not unheard of, at least in mathematics, since academics are fallible).

There are other cases where our humanity is being replaced by ‘improved’ process. The decision to cease chasing down students who fail to turn up for an examination is another example. Yes the process of chasing down a missing student with the aim of isolating them within the first half-an-hour was a pain and could be a logistical nightmare, but it was part of our institution’s humanity. Its passing is a matter of regret (as shared recently with me by a porter with 30 or so years of ‘pursuit’)

Let’s get this re-organisation right. Put it on hold for a year, undertake a systematic review of arrangements for post-undergraduate students first, and then Report to the Regent House with detailed proposals; in doing so please remember one of Cambridge’s ‘unique selling points’ (if that is not a too hackneyed phrase), our humanity.

Finally, a detailed point is that the proposed membership of class (d) is too restrictive: ‘up to three members of the Regent House who represent a broad subject balance and who act or have recently acted as Chair of a Degree Committee’. There is no need to have been a Chair of a Degree Committee, indeed some of the most active, useful and knowledgeable members of Degree Committees are not the Chairs. Further the ‘up to’ should go. What is needed is appropriate experience, the willingness to dedicate the necessary time, and some humanity.

¹ Or ‘jobbing academics’ in an earlier draft.

Dr M. FRASCA-SPADA (Corpus Christi College), read by the Senior Pro-Proctor:

Deputy Vice-Chancellor, I speak in my capacity as the Associate Secretary of the Senior Tutors' Committee with responsibility for Education, including postgraduate and graduate student matters. I am also a member of the Board of Graduate Studies, the Graduate Tutors' Committee, the Examinations and Assessment Committee and its Examinations Access and Mitigation Committee.

I am strongly in favour of the proposals set out in the Joint Report of the Council and the General Board on governance arrangements for postgraduate students.

The current arrangements for governance of students on doctoral, Masters' and other graduate or postgraduate courses are no longer appropriate; this reform is needed. When the Board was established, many years ago, graduate students were very much in the minority, and M.Phil. undreamt of. Times have changed – research students represent a significant and extremely important part of our collegiate community; it will not be long before M.Phil. students make up a majority of our alumni. These students deserve to be recognised in all our discussions about education and student policy, and to be treated consistently with our undergraduates and other postgraduate students.

As a member of the Applications Committee, now the Examinations Access and Mitigation Committee, and the Board of Graduate Studies I have seen two very different approaches to consideration of student cases for allowance and mitigation. This leaves the University vulnerable to complaint. Significant changes in the arrangements for consideration of student examination and progress appeals have not been integrated as efficiently as possible, and this has meant duplication of effort and again bringing risk. It is time that arrangements for all students are aligned.

Professor F. M. GRIBBLE (Department of Clinical Biochemistry), read by the Senior Proctor:

Deputy Vice-Chancellor, as Director of Graduate Education for the School of Clinical Medicine, I wish to express some reservations regarding the proposed changes to the governance of the Board of Graduate Studies. Whilst I agree it would seem appropriate to bring the governance arrangements for students on taught Masters' courses in line with those for undergraduates, students undertaking research Masters' and Ph.D. courses can be more complex and face a very different set of problems. Devolving the awarding of research degrees to Degree Committees runs the risk of a drift in academic standards and non-uniformity among Committees. It is also essential that the depth and breadth of understanding of BGS is not lost by the proposed restructuring, as this will impact on the outcomes of individual students with complex issues.

Dr A. GANNON (Department of History of Art, Cambridge Centre for Teaching and Learning, and St Edmund's College), read by the Senior Proctor:

Deputy Vice-Chancellor, whilst some of the points put forward in the Report are good, especially considering taught Masters', I am most concerned about the proposed demise of the Board of Graduate Studies. I believe BGS has a fundamental role as arbiter of disputes between Faculties and students, and especially a guarantor of academic standards across the institution. The award of Ph.Ds. should be its responsibility.

I would support a request of more time being allocated to an appropriate re-thinking of how best to restructure the system, so that what is effectively a repository of collective wisdom is not dismantled in a hurry.

Report of the Council, dated 17 June 2019, on distributions from the Cambridge University Endowment Fund (Reporter, 6553, 2018–19, p. 743).

No remarks were made on this Report.

COLLEGE NOTICES**Elections***Darwin College*

Elected to Fellowships under Title A from 1 July 2019:

Dr Thorsten Boroviak, Ph.D., *Sheffield*
 Dr Ann Sofie Cloots, Ph.D., *DAR*

Elected to a Fellowship under Title B from 1 July 2019:

Dr Jane Goodall DBE, Ph.D., *N*, (Hon.) Sc.D.

Elected to Fellowships under Title D from 1 October 2019:

Dr Thomas Gruner, Ph.D., *Dresden*
 (Schlumberger Research Fellow)
 Dr Gedís Lesutis, Ph.D., *W*
 (Non-stipendiary Research Fellow)
 Dr Mojtaba Abdi-Jalebi, Ph.D., *W*
 (Non-stipendiary Research Fellow)
 Dr Anna Belcher, Ph.D., *Southampton*
 (Non-stipendiary Research Fellow)
 Dr Katharine Criswell, Ph.D., *Chicago*
 (Non-stipendiary Research Fellow)
 Dr Denise Wilkins, Ph.D., *Exeter*
 (Microsoft Research Fellow)
 Dr Raphael Uchôa, Ph.D., *São Paulo*
 (Adrian Research Fellow)

Elected to a Fellowship under Title E from 1 October 2019:

Dr Andrew Dunning, Ph.D., *Toronto*
 (Munby Visiting Fellow)

Elected to a Fellowship under Title F from 1 October 2019:

Professor Michael Akam
 Dr Adrian Grounds

Vacancies

St John's College: Tutor for Undergraduate Admissions; tenure: five years; stipend: £58,089 plus College benefits; closing date: 21 August 2019; further details: <https://www.joh.cam.ac.uk/tutor-undergraduate-admissions>

Sidney Sussex College: John Thornely Fellowship in Law; tenure: from 1 September 2019 for a period of three years (non-renewable); stipend: £29,515–£36,261; closing date: 12 August 2019; further details: <http://www.sid.cam.ac.uk/aboutus/personnel>

EXTERNAL NOTICES**Oxford Notices**

Oxford-Man Institute of Quantitative Finance: Man Professorship of Quantitative Finance; closing date: 16 September 2019; further details: <http://www.oxford-man.ox.ac.uk/Vacancies>

© 2019 The Chancellor, Masters, and Scholars of the University of Cambridge.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of the University of Cambridge, or as expressly permitted by law.

The University is the owner or the licensee of all intellectual property rights in the site and in the material published on it. Those works are protected by copyright laws and treaties around the world. All such rights are reserved.

Material prepared for the primary purpose of providing information about the University of Cambridge, its teaching and research activities, its subsidiary companies and organisations with which it is associated or affiliated has been placed on the site by the University ('University Material').

Subject to statutory allowances, extracts of University Material may be accessed, downloaded, and printed for your personal and non-commercial use and you may draw the attention of others within your organisation to University Material posted on the site.