



**University of Edinburgh
School of Social & Political Science
Politics and International Relations
2018-19**

**Comparing Scottish Devolution
PLIT 11080
Semester 1, Honours option**

Key Information

Course Organiser	Professor Nicola McEwen Email: N.McEwen@ed.ac.uk Room no.3.05 St John's Land, Holyrood campus Guidance & Feedback Hours: Thursdays 14.00 – 16.00
Location	Centre on Constitutional Change, Board Room, 3 rd floor, St John's Land, Holyrood campus Wednesdays, 10:00-13:00 (please note, I do not expect us to use the entire three hours, and we may finish closer to 12.30)
Course Secretary	Euan Morse Email: emorse@ed.ac.uk Undergraduate Teaching Office
Assessment Deadlines	<ul style="list-style-type: none">• Research Briefing Paper: 12 noon Monday 22 October 2018• Long essay: 12 noon Monday 10 December 2018

Aims and Objectives

In this course, we analyse in depth the evolution of devolution in Scotland and the UK, as well as compare and contrast Scotland as a devolved nation alongside other sub-state nations and regions of the world, drawing on theoretical and empirical studies of federalism, territorial politics and nationalism.

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Learning Outcomes

By the end of the course, students should be able to:

- understand the meaning of different forms of territorial governance, especially devolution, federalism, multi-level governance, regionalism and nationalism
- critically appraise competing theoretical perspectives and empirical analyses on the development of regionalism, nationalism and multi-level government in Scotland and other comparative cases
- place Scottish devolution in a comparative perspective, and draw comparisons and contrasts with devolution across the UK, and with other forms of territorial government in other multi-level and multi-national states
- effectively apply the comparative method
- develop research, analytical and presentation skills, through guided research in preparation for assignments.

Teaching Methods

The course involves one three-hour session a week for the whole class. This will encompass a lecturer-led presentation, student-led presentations and interactive group and class work, involving a range of participatory techniques. We will also discuss the essential readings set for this course, which can be accessed via the Resource List on Learn. Students will be required to have read the essential readings prior to the lecture, and to conduct real-time research to keep abreast of ongoing political developments relevant to the course.

Attendance

Attendance and participation in the seminars is essential for developing an understanding of the topics. If students are unable to attend for legitimate reasons, you must let the course convenor know as soon as possible. Attendance is recorded weekly. Personal tutors will be notified of persistent absence from the class.

Communications and Feedback

All information and communication relating to this course will be posted on Learn. We will also use the Announcements facility on Learn to communicate information outside of class time. These announcements are sent to students' university email addresses. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal. Please note, this is the ONLY email address we shall use to communicate with you - we will not use 'private' email addresses such as gmail or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

You are strongly encouraged to use the course convenors feedback & office hours to discuss issues which cannot be addressed by consulting the documentation on Learn. You may email the course convenor with any questions about the course, but if the information is already readily available on Learn, you will be redirected to it.

Assessment

Students will be assessed by:

Assessment	Word count limit Do not exceed the word limit or penalties will be applied	Weighting	Submission date	Return of feedback
Policy Briefing	1500-1700 words (excluding bibliography)	35%	12 noon Monday 22 October 2018	12/11/18
Essay	2,500 words	50%	12 noon Monday 10 December 2018	7/1/19
Seminar participation	NA	15%		End of semester

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

Policy Briefing Paper

The aim of the Policy Briefing paper is to test students' capacity to apply their research skills, knowledge and understanding to the task of producing an informative, relevant and user-friendly briefing document. Students of politics take up a wide variety of careers after their degree and many find themselves working for members of parliament, voluntary organisations, political parties, trade unions, business groups, the civil service etc. In these kinds of roles, the ability to compile a concise, reliable and readable summary of key issues is a valuable skill.

Please refer to the SPS assessment and submission procedure information on our webpages which you will also find in appendix 2. This includes information on the submission process, penalties for late submission and word count penalties.

Topics and guidance on completing this assignment are available in the **Policy Briefing folder** on Learn. Your policy brief will be marked according to the following **assessment criteria**, though it is important to note that the overall mark is a result of a holistic assessment of the assignment as a whole:

- Does the briefing paper address the question/task set, and with sufficient focus?
- Does the briefing paper show wide-ranging knowledge of the relevant policy context?
- Does the briefing paper describe and analyse political issues and challenges in an analytical and concise manner?
- Does the briefing paper support arguments with relevant, accurate and effective forms of evidence?
- Does the briefing paper arrive at conclusions and/or policy recommendations based on sound arguments and evidence?
- Does the briefing paper make effective use of comparisons?
- Is the briefing paper adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation?

The Essay

The essay gives students an opportunity to conduct an analysis which places Scotland in a comparative context. The use of comparison is central to the essay, incorporating analysis of Scotland alongside **ONE OR MORE** other cases. Essay questions and guidance on completing the essay are provided in a separate file on Learn. Students should also attend the essay writing workshop in week 11.

The following are the criteria we use to mark the essay. However, it is important to note that the overall mark is a result of a holistic assessment of the essay.

- Does the essay address the question set, and with sufficient focus?
- Does the essay show a grasp of the relevant concepts and knowledge?
- Is the essay and analysis based upon an appropriate breadth of research? (NB this will be judged by the essay, not the bibliography)
- Has the essay made effective and systematic use of comparison?
- Does the essay demonstrate a logical and effective structure and pattern of argument?
- Does the essay support arguments with relevant, accurate and effective forms of evidence?
- Does the essay demonstrate reflexivity and critical thinking in relation to arguments and evidence?
- Is the essay adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation?

Seminar Participation

15% of the mark for this course is based upon participation in seminars. This is assessed as follows:

- Group presentation and interactive discussion: 10%
- Overall week-by-week contribution (e.g. preparation, contribution to discussion of key readings, engagement with topics and discussion).

Feedback will be given for each element. Assessment for the group presentation will be in the form of a group mark. The remaining assessed participation will be on the basis of individual performance. Group presentations will be assessed according to the following criteria:

- Presentation addresses the question set, and with sufficient focus?
- Presentation engages critically with the literature and shows grasp of relevant concepts and knowledge?
- Presentation follows a logical and effective pattern of argument?
- Presentation supports arguments with examples that are drawn from the literature on comparative territorial politics
- Quality of the power point presentation (clarity, use of visual images)
- Capacity to respond appropriately to questions from the class
- Discussion questions/activity following the presentation are clearly linked to the set question
- Group members make sufficient effort to engage their audience during the discussion

Readings and Resource List

Readings for this course are available on the Leganto Resource list, which is accessible on the course Learn site. All students should read the **Essential Readings** for every lecture. These are marked as essential on the Resource List, and listed below. Readings are necessary to create a thorough understanding of the topic. Students will also be expected to lead discussion on the

readings in class, and **contributions in these discussions will form part of the assessment for participation.**

The Resource List also includes general background readings for this course, and further readings for each topic. These are intended to allow students to explore and consolidate their knowledge of themes of particular interest, and to aid their research in preparation for assignments. A list of useful digital resources and websites is also provided on the Resource List.

All essential readings are available electronically via the Resource List. However, students are also **strongly** encouraged to visit and explore for themselves the rich resource that is the Edinburgh University library.

SUMMARY OF SEMINARS

Week	Date	Lecture
1	19 Sept	Introduction to the course: Scottish devolution in comparative perspective
2	26 Sept	Devolution, federalism & confederation: Scotland's constitutional settlement in comparative perspective
3	3 Oct	UK Devolution – an intra-state comparison
4	10 Oct	Political parties in multi-level states
5	17 Oct	Multi-level elections and voting behaviour
6	24 Oct	Multi-level governance and public policy
7	31 Oct	Fiscal autonomy and territorial finance
8	7 Nov	Brexit and Devolution
9	14 Nov	Intergovernmental relations
10	21 Nov	Independence and Secessionism
11	28 Nov	Essay writing workshop

WEEK-BY-WEEK SEMINAR TOPICS AND ESSENTIAL READINGS

Week 1 - 19 September: Introduction to the Course

As well as discussing the key themes and expectations of the course, this seminar will provide an overview of the historical evolution of self-government in Scotland and the UK, and the key comparator cases we will explore. It will also introduce students to the sub-discipline of territorial politics as a field of study in political science.

Essential Readings

Gamble, A. The Constitutional Revolution in the United Kingdom. *Publius: The Journal of Federalism*. [Online] 36 (1), 19–35.

Keating, M. (2008) Thirty Years of Territorial Politics. *West European Politics*. [Online] 31 (01-Feb), 60–81.

Mitchell, J. (2006) Evolution and Devolution: Citizenship, Institutions, and Public Policy. *Evolution and Devolution: Citizenship, Institutions, and Public Policy*. [Online] 36 (1), 153–168.

Week 2 - 26 September, Devolution, federalism & confederation: Scotland's constitutional settlement in comparative perspective

In this lecture, will examine the conceptual distinction between distinctive constitutional structures, learn how devolution differs from other territorial divisions of power such as federalism and confederation, and the consequences of these differences. We will explore comparative examples to grasp the variations within each form of territorial constitution, and we will consider how powerful Scottish devolution is relative to other comparable cases of sub-state political authority.

Essential Readings

Thorlakson, L. (2003) Comparing federal institutions: Power and representation in six federations. *West European Politics*, [Online] 26 (2), 1–22.

McEwen, N, 2016, A Constitution in Flux: The Dynamics of Constitutional Change after the Referendum, in McHarg, et al. *The Scottish Independence Referendum: Constitutional and Political Implications*, OUP Online

Week 3 - 3 October - UK Devolution – an intra-state comparison

This seminar will explore the distinctive dynamics of devolution across the UK, and compare the varying degrees of autonomy and influence across the three devolved territories. The absence of devolution in England will also be considered, alongside the variety of regional government initiatives in English city regions.

Essential Readings

Daniel Gover, Michael Kenny, 2018, 'Answering the West Lothian Question? A Critical Assessment of 'English Votes for English Laws' in the UK Parliament, *Parliamentary Affairs*

Harvey, ME. (2016). 'Devolution in the UK: an ongoing process'. in P Bußjäger, A Gamper, F Karlhofer, W Obwexer & G Pallaver (eds), *Systeme der Gewaltenteilung in Europa*. Nomos Verlagsgesellschaft. [**paper available on Learn**]

Week 4 - 10 October - Political parties in multi-level states

This seminar will discuss how parties organise and compete within the context of multi-level government, situating Scottish/UK political parties in a comparative context. It will explore the challenges and opportunities for state-wide and non-state-wide parties. Students will learn how party systems develop across multi-level states, and the challenges this can pose.

Essential Readings

Deschouwer, K. (2003) Political parties in multi-layered systems. *European urban and regional studies*. 10 (3), 213–226.

Elias, A.; S. & Elias, A. (Editor); S. (2015) Position, selective emphasis and framing: How parties deal with a second dimension in competition. *Party Politics*. [Online] 21 (6), 839–850.

Week 5 - 17 October - Multi-level elections and voting behaviour

In this session, we will examine voting behaviour, electoral systems and election results in a multi-level context. We will critically evaluate theories of multi-level voting (e.g. second order elections theory), and apply these to the Scottish context. We will look at the electoral fortunes of Scotland's parties, and consider what shapes the choices voters make in devolved/regional and national/state-wide elections.

Essential Readings

Reif, K. (1997) Nine second-order national elections: A conceptual framework for the analysis of European election results. *European Journal of Political Research*. 31 (01-Feb), 109–124.

Masseti, E.; S. (2017) Decentralisation Reforms and Regionalist Parties' Strength: Accommodation, Empowerment or Both? *Political Studies*. [Online] 65 (2), 432–451.

Week 6 - 24 October – Multi-level governance and public policy

This session will explore policy-making and policy interdependencies in multi-level political systems. It will examine theories of multi-level governance, and the relative power and influence of key players in the policy process. Some policy challenges (e.g. climate change, poverty) span constitutional divisions of power. We will explore policy interdependencies in Scotland and comparative cases, focusing in particular upon climate and welfare policy.

Essential Readings

Liesbet, H.G. (2003) Unraveling the Central State, but How? Types of Multi-level Governance. *American Political Science Review*. [Online] 97 (2), 233–243.

Keating, M.; C. (2009) Territorial policy communities and devolution in the UK. *Cambridge Journal of Regions, Economy and Society*. [Online] 2 (1), 51–66.

Week 7 – 31 October - Fiscal autonomy and the politics of territorial finance

Control over revenue-raising can be one of the most contested issues in multi-level systems. We will compare variations in fiscal autonomy across sub-state nations and regions, and explore the concept of a territorial fiscal imbalance. We will look closely at the evolution of fiscal autonomy in Scotland, and consider the challenges and opportunities it poses.

Essential Readings

Rodden, J. (2002) The dilemma of fiscal federalism: grants and fiscal performance around the world. *American Journal of Political Science*. 46 (3), 670–.

Eden, S. (2016) Scotland Act 2016: Further Tax Powers Come North. *Edinburgh Law Review*. [Online] 20 (3), 376–382.

Week 8 - 7 November – The EU, Brexit and Devolution

This seminar will consider the place of sub-state nations and regions in the EU, and their engagement with EU institutions, as well as other international institutions, using the conceptual lens of 'paradiplomacy'. We will explore the impact that the Brexit process is having on Scottish politics, examining the Brexit referendum vote from a territorial perspective, and the positions taken by the Scottish Government in response. Drawing comparative examples from federacies and federations, we will consider whether and how Scotland might continue to engage with the EU after Brexit.

Essential Readings

Hepburn, E. (2008) 'The Rise and Fall of a "Europe of the Regions"'. *Regional & Federal Studies*, vol 18(5), pp. 537-555.

McEwen, N. (2018) 'Brexit and Scotland: between two unions'. *British Politics* [Online] 13 (1), 65–78.

Lequesne, C.; P. (2017) Federalism, Paradiplomacy and Foreign Policy: A Case of Mutual Neglect. *International Negotiation*. [Online] 22 (2), 183–204.

Week 9 - 14 November - Intergovernmental relations

Intergovernmental relations (IGR) can be more or less institutionalised or more or less cooperative. This seminar will consider UK IGR in comparative perspective, and consider ongoing critical examinations and reviews of the UK intergovernmental system. We will also explore how the UK's exit from the EU may reshape the structure of multi-level government in the UK and affect relations between the UK Government and the Scottish Government, as well as the other devolved administrations. In light of the UK Government's drive to avoid new barriers to internal trade and to make trade deals with other countries, we will explore intergovernmental cooperation on internal and external trade and mobility in other comparable countries.

Essential Readings

Behnke, N.; M. (2017) The purpose of intergovernmental councils: A framework for analysis and comparison. *Regional & Federal Studies*. [Online] 27 (5), 507–527.

McEwen, N. (2017) Still better together? Purpose and power in intergovernmental councils in the UK. *Regional & Federal Studies*. [Online] 27 (5), 667–690.

Bolleyer, N. (2012) Beyond Decentralization: The Comparative Study of Interdependence in Federal Systems. *Publius: The Journal Of Federalism*. [Online] 42 (4), 566–591.

Week 10 - 21 November – Nationalism, Independence and Secessionism

Nationalism is a key feature of political life in Scotland, as it is in many other sub-state nations. We will examine the concept of nationalism and independence within the context of an interdependent world. We will study the 2014 independence referendum, and consider how Brexit has shaped the politics of independence in Scotland. In drawing comparisons, we will pay particular attention to secessionism in Catalonia, and explore the contrasting responses of the UK and Spanish governments and parties when faced with independence challenges.

Essential Readings

Liñeira, R.; C. (2015) The Independence Case in Comparative Perspective. *Political Quarterly*. [Online] 86 (2), 257–264.

Keating, M. (2012) Rethinking sovereignty. Independence-lite, devolution-max and national accommodation. *Revista d'Estudis Autonomics i Federals*. 169–29.

Week 11 – 28 November – Essay Writing workshop

This session will explore the expectations of the essay, with a particular emphasis on developing a comparative research design. The session will provide students with an opportunity to get feedback on draft research designs and essay outlines.

Essential Reading

Please read the essay writing guidance on Learn, and review previous examples.

Appendix 1 – General Information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

Discussing Sensitive Topics

The discipline of political science addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor. For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling> |

Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

External Examiner

The External Examiner for this course is: [Prof Matthew Goodwin.]

Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks)**. Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

This course handbook specifies the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

If you go over the word length, you will receive a 5 mark penalty. These 5 marks will be deducted, regardless of how much you have exceeded the word count (whether it is by 5 words or by 500!). In exceptional circumstances, a Course Organizer may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.

Appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.). Do not submit your assignments in pdf format.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything

possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the Academic Services' website:**

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>