

ACADEMIC POLICY AND REGULATIONS GROUP (APRG)

A meeting of the Group will be held on **Monday 18 August 2025** at **10:05am** via **Microsoft Teams**.

Clerk: Kyra Lamont, Administrative Officer
(e-mail: kyra.lamont@abdn.ac.uk)

**AGENDA
FOR DISCUSSION**

1. UK QUALITY CODE MAPPING

- (i) **Principle 1: Taking a strategic approach to managing quality and standards**
(APRG/180825/001)
- (ii) **Principle 2: Engaging students as partners** (APRG/180825/002)
- (iii) **Principle 5: Monitoring, evaluating and enhancing provision**
(APRG/180825/003)
- (iv) **Principle 8: Operating partnerships with other organisations**
(APRG/180825/004)
- (v) **Principle 9: Recruiting, selecting and admitting students** (APRG/180825/005)
- (vi) **Principle 10: Supporting students to achieve their potential**
(APRG/180825/006)
- (vii) **Principle 12: Operating concerns, complaints and appeals**
(APRG/180825/007)

Members of the Group are invited to **discuss** and **approve** the UK Quality Code Mapping to the 2024 UK Quality Code for inclusion as part of the Tertiary Quality Enhancement Review (TQER) submission.

2. DATE OF NEXT MEETING

The next meeting of the Group will be held on 27 August 2025 at 2:05pm in Committee Room 2 or via Microsoft Teams.

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UK Quality Code 2024: Institutional Mapping

Principle 1: Taking a strategic approach to managing quality and standards

Academic Policy & Quality Team
academicservices@abdn.ac.uk

Authored: July 2025

PRINCIPLE 1: TAKING A STRATEGIC APPROACH TO MANAGING QUALITY AND STANDARDS

Introduction

The [UK Quality Code for Higher Education](#) (Quality Code) articulates the principles of UK higher education for securing academic standards and assuring and enhancing quality. The Quality Code is a sector-led reference point which can be used in a range of flexible ways. It enables providers to evaluate their policies and practices with reference to Sector-Agreed Principles and it aligns with key international reference points including the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG).

The Quality Code is comprised of two key elements: (i) sector-agreed principles; and (ii) key practices. Sector-agreed principles identify the features that are fundamental to securing academic standards and offering a high-quality student learning experience. Key practices set out how a provider can demonstrate they are adhering to the sector-agreed principles. There are 12 principles and each has a set of key practices which providers can follow to demonstrate how they are adhering to that principle.

Under the theme, strategic approach, **Principle 1: Taking a strategic approach to managing quality and standards** ensures that the University deploys a strategic approach to quality assurance and enhancement, and has the relevant policies, practices and infrastructure in place to support its effective delivery. In doing so, the Quality Code sets out the following: *Providers demonstrate they have a strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation.*

In undertaking this mapping to the UK Quality Code, a number of stakeholders were consulted across the University to ensure that the information presented is as accurate and up-to-date as possible. Additionally, it should be noted that the information contained within each section of the mapping is current as at time of publication. Further updates to the UK Quality Code Mapping will follow on an annual basis and will be overseen by the Quality Assurance Committee (QAC).

Key Practices

Key Practices	University Commentary	Supporting Documentation
<p>(a) Academic standards and the quality of the student learning experience are the responsibility of the provider. Degree-awarding bodies are aware that they have ultimate responsibility for the qualifications offered in their name.</p>	<p>The University's corporate and academic governance structure ensures the strategic oversight of academic standards, quality assurance and enhancement at all levels of the University, including at the University Court and Senate (Senatus Academicus), and sub-Committees. The Senate has ultimate authority for academic matters related to education and research, as delegated to it by the University Court via the Delegated Authority Schedule. This includes approving education (including assessment) policies and practices, regulations that govern students' programmes of study, their progress and their awards, and admission requirements to the University's various degrees; and ensuring that appropriate and effective arrangements are in place for student support (academic and non-academic). It is on the authority of the Senate that degrees and other awards are conferred.</p> <p>The Quality Assurance Committee (QAC) has responsibility for oversight of academic standards across all taught provision. The QAC has delegated authority on behalf of the Senatus Academicus (Senate) for the strategic oversight of: (i) the quality assurance of all taught provision; (ii) the development of policies and practices for the assurance of the University's education provision; and (iii) the safeguarding of academic standards). The QAC has representation from all academic Schools and relevant Professional Services Directorates and is chaired by the University's Dean for Quality Assurance and Enhancement.</p> <p>Within the remit of the QAC, the Committee considers and approves proposals for new courses and programmes; considers and approves changes to University Degree regulations; oversees the quality assurance of taught courses by way of annual and periodic review mechanisms; develops and reviews policy related to education provision; considers, approves and monitors partnership, collaborative and transnational education provision; oversees engagement with the Quality Assurance Agency (QAA) in respect of external review and sector-led enhancement activity; and ensures effective student engagement and representation of student voices in quality matters.</p> <p>Supporting the academic governance structure, the University Education Committee (UEC) is responsible for strategic matters related to education, the</p>	<p>Academic Quality Handbook (Webpage) Employability & Entrepreneurship Committee (Webpage) Quality Assurance Committee (Webpage) Quality Code Mapping (Webpage) Schedule of Delegated Authority (Document) Scottish Credit & Qualifications Framework (Webpage) Senate (Webpage) Student Support & Experience Committee (Webpage) Subject Benchmark Statements (Webpage) UK Quality Code for Higher Education (Webpage) University Calendar (Degree Regulations & Programme Prescriptions) (Webpages) University Court (Webpage) University Education Committee (Webpage)</p>

	<p>wider student experience impacting on student success, and the development of approaches to educational innovation. Likewise, the UEC is supported by the Student Support & Experience Committee; and the Employability & Entrepreneurship Committee.</p> <p>The University Calendar contains the University's framework for the awarding of degrees in the form of: (i) General and Supplementary Regulations; and (ii) programme prescriptions for undergraduate and postgraduate degree programmes. The Calendar is updated and published annually at the start of each academic year. Review of degree regulations takes place on an annual basis seeking involvement from the Academic Schools, the Students' Progress Committee, the QAC and the Curriculum Team, who provide details of any new programmes which require new degree regulations.</p> <p>The University's degree regulations and programme prescriptions are underpinned by external quality reference points, including Subject Benchmark Statements, published by QAA, and the Scottish Credit and Qualifications Framework (SCQF). The University ensures compliance with the SCQF where new courses and programmes are proposed to the QAC; any new proposals are reviewed to ensure strict compliance with the regulatory framework.</p> <p>The University's degree programmes are supported and underpinned by the Academic Quality Handbook (AQH), which relates to the quality of learning opportunities provided by the University and the standard of degrees that are awarded therein. The AQH complies with the QAA's UK Quality Code for Higher Education, and undertakes a mapping to the Quality Code to demonstrate its compliance with each of the Principles. The AQH contains the University's policies, procedures and regulations relating to all aspects of teaching and learning, including research degrees at the University of Aberdeen. In doing so, the AQH is regularly reviewed and updated following institutional policy review initiatives.</p>	
(b) The strategic approach is employed wherever and however provision is delivered and is embedded in the culture and practices of providers.	<p>The academic governance structures at the University ensure that there is a strategic oversight of quality and academic standards within the teaching and learning provision, including in research degrees. The Senate is the authority for academic matters and contains representation from all areas of the University. The Senate has responsibility for upholding academic standards within the University's provision irrespective as to the location and mode of</p>	<p>Academic Quality Handbook (Webpage) Annual Course and Programme Review (Webpage) Centre for Academic Development (Webpage)</p>

	<p>delivery. It is on the authority of the Senate that degrees and other awards are conferred.</p> <p>The Senate delegates matters pertaining to quality assurance and enhancement to the QAC (sub-principle (a) refers). The QAC oversees the quality of all taught provision, irrespective of location and mode of delivery, and does so by a number of mechanisms. These include:</p> <ul style="list-style-type: none"> • Course and Programme Approvals: the QAC considers and approves all new courses and programmes, following consideration by the Programme Management Committee (PMC), as well as changes to courses and programmes. The approvals take account of all campuses and partnership arrangements, and the varying modes of delivery (e.g. on campus, online, blended). • Annual Course and Programme Review: the QAC retains oversight of the Annual Course and Programme Review processes and actively reviews Annual Programme Reviews to identify areas of good practice and areas for further consideration and enhancement. Annual reviews take place for all provision on all campuses / modes of delivery. • Internal Teaching Review: the QAC oversees a programme of periodic review, Internal Teaching Review, which ensures that all Schools (including transnational education and partners) are reviewed on a cyclic basis. All provision within a School is reviewed, including partnerships and transnational education, and all modes of delivery. • External Examiners: the QAC oversees the policies and procedures related to the External Examining process and is responsible for the approval of External Examiner nominations, which are appointed on behalf of the University Court. The University ensures that External Examiners are appointed to oversee all education provision, including for online or transnational campuses. <p>The University ensures that a quality culture is embedded in all its education provision. The University's Five Principles of Education have been developed to support the preparation and delivery of education. The principles relate to a variety of teaching and learning methods and are equally applicable to in-person, online or blended learning and teaching practices. The principles are intrinsic to ensuring a quality culture within education.</p>	<p>Course and Programme Approvals (Webpage)</p> <p>Digital Exam Guidance for Invigilators (Document)</p> <p>External Examining (Webpage)</p> <p>Internal Teaching Review (Webpage)</p> <p>Manual for Exam Invigilators (Document)</p> <p>Principles of Education (Webpage)</p> <p>Quality Assurance Committee (Webpage)</p> <p>Senate (Webpage)</p>
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The [Centre for Academic Development](#) (CAD) supports colleagues with their professional and academic development, particularly in relation to the design, development and delivery of teaching and learning, including fully online provision.

In its transnational education and partnership operations, the University employs appropriate governance structures, such as Strategic Partnership Boards, Operational Groups, to ensure appropriate oversight, delivery and management of quality and academic standards. The approval of the QAC is required for all partnerships related to teaching, learning and education; in doing so, the QAC has responsibility for ensuring academic standards are appropriate regardless of mode of delivery and campus location. The following examples support transnational education governance:

- **Qatar Campus:** within the operation of the Qatar Campus, an Academic Planning Group reports to the Partnership Management Group and holds responsibility for academic (both education and research) matters, including proposals for new programmes, expansion of the partnership, and other matters which impact teaching and learning. The Academic Planning Group contains representation from both campuses, and the relevant Academic Schools, as well as from the QAC.
- **South China Normal University (SCNU) Joint Institute:** the SCNU Joint Institute operates a number of Committees and Groups to ensure the continued maintenance and enhancement of academic standards. An informal Academic Group meets on a monthly basis with representatives from both Universities and the University's QAC to discuss operational matters, prior to consideration by the Academic Committee. This structure is effective in ensuring continued dialogue and partnership working between the two partners. Additionally, the Group can develop proposals with all stakeholders being consulted prior to formal sign-off at the Academic Committee. Meanwhile, the Academic Committee contains senior representation from both partners and considers a number of strategically important matters in the operation of the Joint Institute and in ensuring the continued enhancement of academic standards.

Training is provided by University staff to transnational education partners in respect of policies, procedures and processes to ensure an equitable student

	<p>experience on all campuses and modes of delivery. Training is delivered by several parties including the Centre for Academic Development, and the QAC. For example, on a bi-annual basis, a series of training programmes (online and face to face) are rolled out to colleagues at the SCNU Joint Institute to build their knowledge and understanding of key university policies and procedures. Likewise, more ad-hoc training sessions are arranged where more specific topics are required to be discussed, including exam invigilation. For example, recent training sessions have been delivered with colleagues at the Qatar Campus pertaining to marking, moderation and Examiners' Meetings.</p> <p>The University's degree programmes are supported and underpinned by the Academic Quality Handbook (AQH), which relates to the quality of learning opportunities provided by the University and the standard of degrees that are awarded therein. The AQH contains the University's policies, procedures and regulations relating to all aspects of teaching and learning, including research degrees at the University of Aberdeen.</p>	
<p>(c) The strategic approach aligns with providers' policies and practices on equity, equality, diversity and inclusion, and environmental sustainability for students and staff.</p>	<p>The University's strategic approach to quality assurance and enhancement is supported by the Aberdeen 2040 Strategic Plan, which is based around four key pillars: inclusive; interdisciplinary; sustainable; and international. In particular, the inclusive and sustainable pillars set out strategic principles which underpin the strategic direction of the University, including both its education and research provision. An implementation plan is regularly reviewed by the Senior Management Team (SMT) and University Court.</p> <p>As part of the Aberdeen 2040 Strategy implementation, a series of workstreams were established to take forward strategically important aspects of education provision. One of such workstreams included Decolonising the Curriculum, led by the Vice-Principal (Education). A series of webpages and a Decolonising the Curriculum Toolkit were developed as part of this work. The toolkit and wider resources were designed to support staff and students with understanding and implementation decolonisation of the curriculum.</p> <p>Additionally, the Course Catalogue features identifiers on each course relating to the four pillars for Aberdeen 2040. Therefore, students can see immediately which courses map to the various pillars. This provides a transparent approach to ensuring students can choose courses which align with inclusive and sustainable values, for example. Schools, in proposing new courses and programmes, are also required to comment on aspects of decolonising the</p>	<p>Aberdeen 2040 Strategy (Webpage) Annual Course and Programme Review (Webpage) Course Catalogue (Webpage) Decolonising the Curriculum (Webpage) Decolonising the Curriculum Toolkit (Webpage) EDI Committees and Networks (Webpage) Environmental Sustainability Policy (Document) Equality Impact Assessment (Webpage) Equality, Diversity and Inclusion Policy (Document) Gender Equality (Athena SWAN) (Webpage) Gender Equality Action Plan (Document) Guidance for School EDI Leads and Race Equality Champions (Webpage) Race Equality Charter (Webpage)</p>

curriculum and equality, diversity and inclusion to ensure that these matters are specifically embedded in course and programme design. These matters are also reported through the [Annual Course Reviews \(ACRs\)](#) and [Annual Programme Reviews \(APRs\)](#) which are reviewed by QAC.

The University's approach to quality is further underpinned by [Equality, Diversity and Inclusion](#), and [Environmental Sustainability](#) Policies. The policies are reviewed regularly and are approved for use by the Senior Management Team.

On an annual basis, a Policy Review Plan related to the education policies, procedures and regulations is developed and presented to the Education Committees for approval. The Policy Review Plan ensures that all policies are reviewed on a cyclic basis. Where new policies are in development and thereafter implementation (or where policies have been significantly reviewed or redeveloped), [Equality Impact Assessments](#) are completed and presented to Committee alongside the draft policy for approval, to take cognisance of any equality, diversity and inclusion aspects of the proposals.

Within each School and across Professional Services, EDI Leads and Equality Champions are central to ensuring visibility and cognisance of equality, diversity and inclusion-related issues. A [series of webpages](#) have been developed to support EDI Leads and Race Equality Champions in their roles. Alongside, a number of [staff and student equality networks](#) support the work of equality, diversity and inclusion across the University.

The University is committed to both the [Athena SWAN](#) and [Race Equality](#) Charters, both managed by Advance HE. The University has been a member of the Advance HE Athena Swan Charter since 2011 and achieved its first Bronze Athena Swan Institutional award in 2012. The latest Bronze renewal was achieved in 2021 and included development of a five-year [Gender Equality Action Plan](#). Further, the University is committed to challenging racism and racial inequality in our institution and taking proactive action to create a learning, working and social environment, in which our Black, Asian, and Other Minority Ethnic students and staff members feel safe. The University acknowledges the racism in the everyday life of racialised community members, and the institutional racism which they have to navigate.

<p>(d) The strategic approach to securing academic standards, quality assurance and enhancement is published, communicated clearly and accessible to staff, students and external stakeholders. It is supported by a comprehensive and transparent governance framework.</p>	<p>The University's corporate and academic governance structure ensures the strategic oversight of academic standards, quality assurance and enhancement at all levels of the University. The governance structure of the University is published online and available to staff, students and external stakeholders as is required. The University Court is responsible for the strategic direction of the University. Meanwhile, the Senatus Academicus (Senate) has ultimate authority for academic matters related to education and research.</p> <p>The Quality Assurance Committee (QAC) has responsibility for oversight of academic standards across all taught provision. The QAC has delegated authority on behalf of the Senatus Academicus (Senate) for the strategic oversight of: (i) the quality assurance of all taught provision; (ii) the development of policies and practices for the assurance of the University's education provision; and (iii) the safeguarding of academic standards). The QAC has representation from all academic Schools and relevant Professional Services Directorates and is chaired by the University's Dean for Quality Assurance and Enhancement. Information pertaining to the QAC is available on the University webpages.</p> <p>Within the remit of the QAC, the Committee considers and approves proposals for new courses and programmes; considers and approves changes to University Degree regulations; oversees the quality assurance of taught courses by way of annual and periodic review mechanisms; develops and reviews policy related to education provision; considers, approves and monitors partnership, collaborative and transnational education provision; oversees engagement with the Quality Assurance Agency (QAA) in respect of external review and sector-led enhancement activity; and ensures effective student engagement and representation of student voices in quality matters.</p> <p>Following every QAC meeting, a digest is published on the QAC webpages and made available to staff and students. Additionally, a report is provided to the Senatus Academicus detailing the business considered, approved and/or discussed at the QAC. This ensures a transparent approach to quality matters at all levels of the University.</p> <p>The Academic Quality Handbook (AQH) is published and made available to staff and students on the University webpages. The AQH is updated regularly</p>	<p>Academic Quality Handbook (Webpage) Governance Structure (Webpage) Key Education Policies for Students (Webpage) QAC Digest (Webpage) Quality Assurance Committee (Webpage) Senate (Webpage) University Calendar (Degree Regulations and Programme Prescriptions) (Webpage) University Court (Webpage)</p>
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	<p>where more up-to-date information is available, and where policy amendments have been approved by the Committee structure. Information relevant for external parties, related to External Examining or Programme Advisory Boards, for example, is also available within the AQH. Should it be required, staff and students can request hard-copy versions of the AQH documents from the Academic Services team.</p> <p>The University Calendar, which comprises the degree regulations and programme prescriptions for all degrees, is published and made available on the University webpages. The University Calendar is available for staff, students and external parties who may require its use.</p> <p>On an annual basis, a series of communications are issued to staff and students related to key policies pertaining to education. At the start of each academic year, a communication is issued to staff detailing any new policies or policy amendments which have come into force since the previous academic year, and where appropriate, training sessions are provided to support implementation. This ensures that course and programme handbooks can be updated with important and up-to-date information. Additionally, a communication is issued to students annually regarding key education policies, including assessment, academic integrity, student absence and monitoring, and wider curriculum matters, for example. Other communications are issued on an ad-hoc basis as is required. For example, communications are issued to students regarding degree classification is provided at the relevant point in the academic year.</p>	
(e) The strategic approach is monitored and evaluated on a regular basis.	<p>The Quality Assurance Committee (QAC) has responsibility for oversight of academic standards across all taught provision. Through the work of the QAC, the strategic approach to the maintenance and enhancement of academic standards is continually reviewed, monitored and evaluated on a regular basis. The strategic approach to quality assurance and enhancement is kept under review throughout the academic cycle. The Committee meets at least five times per year and offers members the opportunity to contribute to matters of strategic importance to the University.</p> <p>Quality is one of the strategic objectives set by the University Court, and is provided with regular updates by the Senior Management Team in relation to progress in quality-related matters in all that the University does, including education and research provision.</p>	<p>Annual Course and Programme Review (Webpage) External Examining (Webpage) External Quality Review (Webpage) Internal Teaching Review (Webpage) Quality Assurance Committee (Webpage) Tertiary Quality Enhancement Review (TQER) (Webpage) University Court (Webpage)</p>

On an annual basis, a Policy Review Plan related to the education policies, procedures and regulations is developed and presented to the Education Committees for approval. The Policy Review Plan ensures that all policies are reviewed on a cyclic basis. The Policy Review Plan further ensures that the strategic approach to quality assurance and enhancement is continually at the forefront and is reviewed on a regular basis.

The strategic approach to quality is also supported by the following:

- **Annual Course and Programme Review:** the QAC retains oversight of the Annual Course and Programme Review processes and actively reviews Annual Programme Reviews to identify areas of good practice and areas for further consideration and enhancement. Annual reviews take place for all provision on all campuses / modes of delivery. Any matters requiring University-level input are brought to the attention of the QAC.
- **Internal Teaching Review:** the QAC oversees a programme of periodic review, Internal Teaching Review, which ensures that all Schools (including transnational education and partners) are reviewed on a cyclic basis. All provision within a School is reviewed, including partnerships and transnational education, and all modes of delivery. All reports from Internal Teaching Review are considered by the QAC to ensure University-level oversight of the provision.
- **External Examiners:** the QAC oversees the policies and procedures related to the External Examining process and is responsible for the approval of External Examiner nominations, which are appointed on behalf of the University Court. The University ensures that External Examiners are appointed to oversee all education provision, including for online or transnational campuses. Any matters requiring University-level input are brought to the attention of the QAC.
- **External Quality Review:** the University complies with a number of external arrangements in relation to quality assurance and enhancement, including liaison with the Scottish Funding Council (SFC) and Quality Assurance Agency for Scotland (QAAS). In particular, the [Tertiary Quality Enhancement Review](#) (TQER) supports enhancement and gives assurance on quality standards and the quality of the student experience, and informs the review, monitoring and evaluation of the University's strategic approach to quality.

<p>(f) External expertise is a key element of the strategic approach to managing quality and standards.</p>	<p>External Examiners are appointed specifically to ensure that standards are maintained on a comparable level with universities throughout the UK and that the system of assessment is seen to be transparent and fair to all students.</p> <p>The University uses External Examiners to feed into all our Education provision. The role includes consultation on assessment for a particular course, and membership of Examiners' meetings. In the latter aspect of the role, they provide external verification and comparability of student assessment and results aiming to ensure that standards are achieved and maintained. Part of their role includes highlighting good practice as well as identifying areas for development. As part of the quality annual monitoring processes, each External Examiner is required to submit an annual report for the courses or programmes which have been examined in the past year. The report outlines whether the provision examined meets the required standards and is appropriate and comparable with other Higher Education Institutions in the UK. The report also allows for areas of good practice to be highlighted, as well as areas for development and issues to be raised at School or University-level. Upon their final report, External Examiners can provide a holistic summary of their tenure as an External Examiner.</p> <p>Every External Examiner's annual report is submitted to the Quality Assurance Committee (QAC) for scrutiny of matters raised in the report and to ensure that action is taken to enhance any areas identified as requiring development. This is also a mechanism for identifying and sharing good practices noted in external examiner reports. When the report has been fully considered, feedback on any actions taken is returned to the Examiner. Following a response from the Head of School and the Quality Assurance Committee (QAC), the reports are also uploaded to MyAberdeen to close the feedback loop with respect to students. Schools are required to provide details of the External Examiner (name, position and institution) as part of the course and programme information provided to students.</p> <p>The University has a robust appointments approval process to ensure that External Examiners engaged in activity with the University are appropriately qualified and meet the relevant requirements. External Examiner nominations are approved through the University's QAC which has approval powers on behalf of the University Senate. External Examiners, as academics with research, scholarship and/or industrial expertise, ensure the meeting of</p>	<p>External Examiners (PGR) (Webpage) External Examining (UG/PGT) (Webpage) External Quality Review (Webpage) Internal Teaching Review (Webpage) Programme Advisory Boards (Webpage) Quality Assurance Committee (Webpage) Roles and Responsibilities of External Examiners, AQH (Document) Tertiary Quality Enhancement Review (TQER) (Webpage)</p>
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academic standards and quality of provision. With the submission of External Examiner Reports, External Examiners comment on student achievement, assessment processes and comparability to other Higher Education Institutions and Sector-Wide standards. The role of External Examiners is communicated as part of a *Key Education Policies for Students* communication at the start of each academic year.

In some Schools, Professional, Statutory and Regulatory Bodies (PSRBs) input into course and programme provision. For example, PSRBs may have a role in curriculum design to meet professional requirements. Professional, Statutory and Regulatory Body (PSRB) reports following accreditation are also used to inform enhancement of provision. Where recommendations or issues are raised by a PSRB, the School is responsible for ensuring these are addressed. Reports from PSRBs are scrutinised routinely by QAC, and with actions required being followed up as appropriate. Input is also obtained from [Programme Advisory Boards](#). These Boards include expertise from industry and employers and can provide expertise in teaching, learning and assessment. Where this is the case, Schools are responsible for ensuring that students are aware of the role of the PSRB / Programme Advisory Boards and the requirements for accreditation.

External Expertise is embedded into the University's [Internal Teaching Review](#) processes. External Subject Specialists are engaged as panel members reviewing the quality and enhancement of any given School's pedagogic offering. External Subject Specialists provide valuable insight into our practices enabling us to learn from good practice across the sector.

Additionally, the [Quality Assurance Committee's](#) approach to oversight of maintenance of academic standards ensures that all Schools have independent oversight from the Committee. Each School QA Representative on the QAC is assigned a different School in which to oversee matters of quality assurance and enhancement. This helps to keep impartiality and objectivity in upholding academic standards across the institution.

Further, the University complies with a number of [external arrangements](#) in relation to quality assurance and enhancement, including liaison with the Scottish Funding Council (SFC) and Quality Assurance Agency for Scotland (QAAS). In particular, the [Tertiary Quality Enhancement Review](#) (TQER)

	<p>supports enhancement and gives assurance on quality standards and the quality of the student experience, and informs the review, monitoring and evaluation of the University’s strategic approach to quality. The University uses the opportunity provided by external review, whether by annual or periodic processes by external bodies, to continually enhance the experience of students studying at the University. Action Plans are created following an external review, which are monitored via the University’s Education Committee structure, and updated as required.</p>	
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UNIVERSITY OF
ABERDEEN

UK Quality Code 2024: Institutional Mapping

Principle 2: Engaging students as partners

Academic Policy & Quality Team
academicservices@abdn.ac.uk

Authored: July 2025

PRINCIPLE 2: ENGAGING STUDENTS AS PARTNERS

Introduction

The [UK Quality Code for Higher Education](#) (Quality Code) articulates the principles of UK higher education for securing academic standards and assuring and enhancing quality. The Quality Code is a sector-led reference point which can be used in a range of flexible ways. It enables providers to evaluate their policies and practices with reference to Sector-Agreed Principles and it aligns with key international reference points including the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG).

The Quality Code is comprised of two key elements: (i) sector-agreed principles; and (ii) key practices. Sector-agreed principles identify the features that are fundamental to securing academic standards and offering a high-quality student learning experience. Key practices set out how a provider can demonstrate they are adhering to the sector-agreed principles. There are 12 principles and each has a set of key practices which providers can follow to demonstrate how they are adhering to that principle.

Under the theme, strategic approach, **Principle 2: Engaging students as partners** outlines key practices in relation to effective student engagement as part of quality assurance and enhancement processes. In doing so, the Quality Code sets out the following: *Providers take deliberate steps to engage students as active partners in assuring and enhancing the quality of the student learning experience. Engagement happens individually and collectively to influence all levels of study and decision making. Enhancements identified through student engagement activities are implemented, where appropriate, and communicated to staff and students.*

In undertaking this mapping to the UK Quality Code, a number of stakeholders were consulted across the University to ensure that the information presented is as accurate and up-to-date as possible. Additionally, it should be noted that the information contained within each section of the mapping is current as at time of publication. Further updates to the UK Quality Code Mapping will follow on an annual basis and will be overseen by the Quality Assurance Committee (QAC).

Key Practices

Key Practices	University Commentary	Supporting Documentation
(a) Student engagement through partnership working is strategically led, student-centred and embedded in the culture of providers.	<p>The University and its Students' Union enjoy a collaborative working relationship. The University's Student Partnership Agreement (SPA) sets out the University's and Student Union's joint commitment to:</p> <ul style="list-style-type: none"> • fostering an environment for open and ongoing dialogue between students and staff, and • embedding transparency and honesty throughout • recognising and being respectful of different approaches to ensuring the best Aberdeen student experience. <p>The agreement is based on a set of core themes to support organisational objectives, continuity and allows for annual updates in line with Sabbatical priorities.</p> <p>The University adopts a holistic approach to feedback, recognising that both academic and non-academic matters contribute to the overall student experience. Through gathering regular and detailed feedback enables us to monitor, develop and improve the student experience and gain valuable insight of our student voice. There is strong recognition of the importance of ensuring that there is closure of the feedback loop to provide assurance to the student body that the University takes their feedback seriously and that it is used to inform enhancements.</p> <p>Student feedback and consultation has shaped our focus and priorities for the Academic Year 2024/25. We are committed to enhancing the inclusive environment and positive culture at the UoA, supporting students to maintain positive mental health, manage problems and support the prevention of mental ill health. We will support students' career success through a range of opportunities by exploring options, develop skills and connecting with employers. This is monitored by data such as the Aberdeen Student Experience Survey.</p> <p>The University places strong emphasis on the involvement of students on committees and in decision making thus helping to shape the student experience. Each School has a Students' Union elected School Convener who</p>	<p>Engaging Student in Quality Processes (Webpage)</p> <p>Excellence Awards (Webpage)</p> <p>Student Engagement (Webpage)</p> <p>Student Feedback Form (Webpage)</p> <p>Student Mental Health Agreement (Webpage)</p> <p>Student Partnership Agreement (Document)</p>

is the lead student representative for each School. They work closely with the elected class representatives to feed any concerns about courses and programmes to the School either informally or via the Staff-Student Liaison Committee. The School Convener (or other student representative) attends School-level committees (e.g. School Education Committee) where they can contribute to discussions around future courses and programmes, policy matters, feedback (e.g. survey results) and other matters relating to the wider student experience. At a University level, Students' Union representatives are also full members of all Education committees including the [Quality Assurance Committee](#), [University Education Committee](#) and their sub-committees and with [Senate](#) which is the University's main academic decision-making body, the [University Court](#), our Governing Body and the University Management Group. Additionally, the Principal and members of Senior Management meeting regularly with Students' Union Sabbaticals ensuring close partnership working between the University and the Students' Union.

The University, Student Union and the Rector meet regularly to identify, discuss and respond to themes arising from student interaction.

The [Excellence Awards](#), including the Principal's Teaching Excellence Awards, are an annual celebration of the outstanding achievements of University of Aberdeen staff and students across teaching, pastoral support, and research activities which recognises the contributions made by academics, colleagues in professional services, and alumni to the student experience. Student nominations are central to these awards ensuring that student partnership is culturally embedded within our activities.

The Student Mental Health Agreement (SMHA) is on track for 2025/2026 year. The areas of focus are:

1. **Student Training Audit Review** – with the aim of producing a webpage that outlines all courses, workshops and development opportunities available to students around upskilling and knowledge development in the areas of mental health and wellbeing. Also looking at peer support options.
2. **Suicide Prevention** – promotion and marketing of the Suicide Safer University commitment and what this means for students. With the addition of further resources/training being added to the new webpage developed in the above area.

	<p>3. Student Consultation looking at well-being and mental health, which will inform the working areas for year 2 of the SMHA.</p>	
<p>(b) Student engagement and representation activities are clearly defined, communicated, resourced and supported. Transparent arrangements are in place for the collective student voice to be heard and responded to.</p>	<p>The University works in close partnership with the Students' Union. Agreed annual shared priorities for focus are documented in the Student Partnership Agreement. These are informed by and support both University and Students' Union strategies with the overarching goal of enhancing the student experience.</p> <p>The Students' Union elects five sabbatical officers each year to take forward a series of priorities as campaigned in their manifesto to represent students and the student voice. Sabbatical Officers work with colleagues at the Students' Union and within the University to achieve their manifesto priorities and have a role in representing students at University-level discussions. The University actively contributes to the induction of Students' Union Sabbatical Officers to ensure that they are appropriately appraised of University policies and procedures, their role on committees and that they can establish effective working relationships with relevant University staff.</p> <p>The Students' Union provides comprehensive training and support for class representatives both in person and virtually (a suite of online resources is available via MyAberdeen).</p> <p>Students' Union representatives who serve on Internal Teaching Review panels or as members of Appeals, Complaints and Discipline panels are provided with training in the same way as that provided to academic staff members of these bodies. Similarly, all student members of Senate receive induction into their role.</p> <p>The role of the class representatives and School Convenors is also important in the collective student voice, ensuring that concerns are relayed to Schools, and therefore the University, by means of open forum and Student-Staff Liaison Committees. School Conveners also serve as members of School Education Committees ensuring the student voice is able to inform decision making.</p> <p>Students are invited to consult and feedback, through survey, focus groups and face to face interaction on a wide range of enhancement activities. This feedback is shared with the respective working group to inform each project.</p>	<p>Class Representative (Webpage) MySkills (Webpage) Rectorial Election (Webpage) Representation at Students' Union (Webpage) Representation at Students' Union (Webpage) Student Partnership Agreement (Document) Student Representation and Engagement (Webpage) Transcripts (Webpage)</p>

	<p>The Rector of the University of Aberdeen is elected by registered students. Their main role is to work closely with the Students' Union to bring student concerns to the attention of University management.</p> <p>Students are supported to reflect on the skills developed through these roles via the MySkills framework. MySkills gives students the opportunity to:</p> <ul style="list-style-type: none"> • assess their skills development (using the MySkills Audit) • record and reflect on their experiences (using the MySkills Portfolio) • develop their skills (using the MySkills Resources) <p>during and beyond university and export a record of their engagement and achievements. The tool is available to all students through the MyAberdeen platform.</p>	
<p>(c) Providers demonstrate effective engagement with students, ensuring any representative groups or panels reflect the diversity of the student body. Students understand that their voice has been listened to and are aware of how their views have impacted the assurance and enhancement of the student experience.</p>	<p>The University places great value on student feedback in its processes of monitoring and evaluation, both in regard to our academic provision and more widely in regard to the overall student experience. There is strong recognition of the importance of ensuring that there is closure of the feedback loop to provide assurance to the student body that the University takes their feedback seriously and that it is used to inform enhancements.</p> <p>Student feedback is collected via institution-wide surveys, for example the Aberdeen Student Experience Survey (all students), the Undergraduate Experience Survey (all students not in their final year), the National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Surveys. Collectively these surveys provide a comprehensive overview of the student experience across all stages of the student journey. Survey questions are prepared in collaboration with the Student's Union and results are shared with appropriate school and university committees (which also include student representatives) for comment and feedback. Survey data is analysed by various demographics (e.g. gender, race etc) to understand the experiences of our diverse student body.</p> <p>At a course level, discussion at Staff-Student Liaison Committees takes into account feedback provided through Course Feedback and Reflection Forms and the wider content which is used to inform Annual Course Reviews (ACR). Class representatives and School Convener membership of SSLCs ensures students are able to contribute to discussion and decision-making arising from this feedback. Minutes of SSLCs are made available to all students via MyAberdeen ensuring closure of the feedback loop.</p>	<p>Aberdeen Student Experience Survey (Webpage)</p> <p>Annual Course Review (Webpage)</p> <p>Course Evaluation (Webpage)</p> <p>External Examining (Webpage)</p> <p>National Student Survey (Webpage)</p> <p>Postgraduate Research Experience Survey (Webpage)</p> <p>Postgraduate Taught Experience Survey (Webpage)</p> <p>Surveys (Webpage)</p> <p>Undergraduate Experience Survey (Webpage)</p> <p>You Said, We Did (Webpage)</p>

	<p>Additionally, External Examiners are required to submit a report annually for programmes and courses. These reports confirm that academic standards have been maintained and any observations therein. The reports also cover aspects of good practice and recommendations for quality enhancement. External reports also evaluate the quality of learning and teaching, and content of programmes/courses. Upon their final report, External Examiners are able to provide a holistic summary of their tenure as an External Examiner. External Examiner Reports are published for students to access via the University's Virtual Learning Environment in a dedicated site, <i>Acting on Feedback</i>.</p> <p>More informal means of feedback e.g. mid-course questionnaires or use of focus groups are used to collect early feedback. This approach provides the opportunity for changes to be made during the delivery of the course in response to this feedback enabling the current cohort to benefit.</p> <p>In regard to the wider student experience, the outcomes of the various feedback opportunities including student surveys are advised to students by means of the 'You Said, We Did' Campaign, which assists the closure of the feedback loop. A webpage provides examples of changes made covering areas including student support, digital experience and supporting your learning in response to student feedback. Further communication is also provided in fortnightly school student newsletters (term time) reporting both institutional and school actions on feedback.</p>	
<p>(d) Student engagement opportunities and processes are inclusive of students' characteristics and responsive to the diversity of each provider's student population. They involve student representative bodies, where applicable.</p>	<p>The University is fully committed to equality, diversity, and inclusion. We take an innovative and proactive approach to embedding and mainstreaming the principles of equality, diversity and creating an inclusive environment for work and study which celebrates the diversity of our staff and students.</p> <p>As part of the University's Aberdeen 2040 Strategy, inclusivity is a key strand and incorporates equality of opportunity and accessibility for all students. The University's vision for Equality & Diversity is to strive to create an inclusive culture which celebrates the diversity of the University's staff and students. In recognising that this diversity brings new and engaging perspectives and enriches the experience of all who work, study and visit the University, we will take a proactive approach to embedding and mainstreaming the principles of Equality and Diversity. The University's Equality, Diversity and Inclusion Policy supports this work and overseen by the University Equality,</p>	<p>Aberdeen 2040 Strategy (Webpage) Equality Impact Assessments (Webpage) Equality, Diversity & Inclusion Policy (Document) Equality, Diversity and Inclusion (Webpage) (Staff) Equality, Diversity and Inclusion (Webpage) (Students) Inclusivity and Accessibility in Education Framework (Webpage) Qatar Campus (Webpage) Support for Online Students (Webpage) University Campuses (Webpage)</p>

	<p>Diversity, and Inclusion Committee which is further support by the activities of School EDI committees.</p> <p>The University operates Equality Impact Assessments to ensure that no group is unduly discriminated against and to ensure activities are carried out in a fair and transparent way. All new policies should be reviewed by means of Equality Impact Assessments to ensure they are fit for purpose in an inclusive environment.</p> <p>The University has developed a Framework for Accessibility and Inclusion in Education. This encompasses all aspects of equality, diversity and inclusion in the student experience, ensuring all students are supported to study.</p> <p>In relation to online and transnational campuses, fully online students, both those studying at a programme level and those taking a short course, have access to the same opportunities that on campus students do. The University works closely with colleagues at the campus in Qatar and at the Joint Institute with South China Normal University, and other international partners, to ensure students studying at campuses overseas have the same opportunities and support.</p>	
<p>(e) Providers and student representative bodies, where such bodies are in place, recognise and celebrate the contribution of students to the enhancement of teaching and learning and the wider student experience.</p>	<p>Engaging students in their learning is crucial to the quality of the University's teaching and learning provision and the overall student experience. We have several formalised opportunities in which students can become involved with quality processes and provide feedback on their experience, in order to both influence their own period of study and also that of future students.</p> <p>The Students' Union elects five sabbatical officers each year to take forward a series of priorities as campaigned in their manifesto to represent students and the student voice. Sabbatical Officers work with colleagues at the Students' Union and within the University to achieve their manifesto priorities and have a role in representing students at University-level discussions. The Students' Union have a prominent role, via its role on Committees and other bodies, to recognise the contribution of students to the enhancement of teaching and learning at the University.</p> <p>Student feedback is also a key component of the University's processes of monitoring and evaluation. The University use Course Feedback and Reflection Forms to seek views from students on their academic experience.</p>	<p>Academic Quality Handbook (Webpage) Annual Course and Programme Review (Webpage) Become an Academic Representative (Webpage) Course Evaluation Forms (Webpage) Give Feedback on your Courses (Webpage) Internal Teaching Review (Webpage) Student Feedback (Webpages) Student Representation and Engagement (Webpages) Student-Staff Liaison Committees (Document) Surveys (Webpage) University Committees (Webpage) You Said, We Did (Webpage)</p>

	<p>These forms seek feedback on what they have liked about the course and what they have not liked together with areas of good practice. This process provides valuable feedback to course coordinators to inform review of their course and to identify any changes requiring to be made for the next year. The feedback from this process informs the Annual Course and Programme Review process. Additionally, student engagement is integral to the University's Internal Teaching Review process. The Centre for Academic Development support Schools with outcomes of Internal Teaching Reviews, where necessary, ensuring the closure of the feedback loop to students.</p> <p>Class or Academic Representatives are elected student volunteers chosen by their fellow students who function as a vital link between staff and students, fostering and maintaining open dialogue to improve the students learning experience. They work together with staff throughout the year and have the opportunity to feedback at Student-Staff Liaison Committee (SSLC) meetings that are normally held once or twice a term.</p> <p>The Academic Quality Handbook contains the University's policies, procedures and regulations relating to all aspects of teaching and learning, including research degrees at the University of Aberdeen. This includes details of how students can engage in quality assurance and enhancement processes.</p>	
<p>(f) Students are enabled and encouraged to actively engage in the governance and enhancement of the wider student experience beyond the formal curriculum.</p>	<p>Student membership of formal committees and more informal working or task and finish groups is important in the transparency and engagement of students. The University includes students on all Education Committees and has students on Committees of the highest level. Some examples include the University Education Committee and its sub-committees, the School Engagement Leads Group, Senior Pastoral Support Groups. Student membership of committees and Task & Finish Groups also ensures students are actively able to inform and contribute to decision making in regard to enhancements made to the student experience, recent TFGs have included Institutional Extension Policy working group, the Report and Request tool working group, and the Digital Assessment Guidance Working group which all included student input. The remit and composition of these groups are reviewed regularly with student input. Students are also integral members of panels reviewing Academic Appeals and Student Complaints.</p> <p>Feedback is also gathered through discussion at Staff-Student Liaison Committees, through the University's Course Feedback and Reflection</p>	<p>Appeals and Complaints (Webpage) (Students) Become an Academic Representative (Webpage) Course Evaluation Forms (Webpage) Internal Teaching Review (Webpage) Student Feedback (Webpages) Student Representation and Engagement (Webpages) Student-Staff Liaison Committees (Document) Surveys (Webpage) University Committees (Webpage) You Said, We Did (Webpage)</p>

[Forms](#) or more informally through focus groups, mid-term student feedback or other means.

To help us make the student experience even better, students are offered a wide range of opportunities to provide feedback on their overall University experience such as completing a survey, joining a focus group, coming along to an open session or filling in our online feedback form. Students are invited to consult and feedback, through survey, focus groups and face to face interaction on a wide range of enhancement activities. Students can send instant feedback to the University on various topics. An online feedback form is available on the student webpages for use at any time throughout the year. This is promoted in student eZines and can be accessed via the main navigation menu. Feedback submitted through this form is processed by the Student Experience Team. When necessary, the feedback will be passed to the relevant School or Professional Services Team to assist in the response. Responses are logged in an anonymised spreadsheet for future reference.

The [Aberdeen Student Experience Survey](#) (ASES) and the [New to UoA Survey](#) provides students with the opportunity to tell us about their non-academic experiences as a student at the University of Aberdeen, each academic year; what we have done well, and what we can improve on in the future. The ASES is run in October for undergraduate and postgraduate taught students, and November for postgraduate research students. In addition, the New to UoA survey is run in October and January targeting all new students focusing on their welcome experience. The NSS, UES, PTES and PRES surveys allows the University to collect feedback on their academic experience.

An academic [Survey Season](#) is run in the second semester, where students are given the opportunity to provide feedback on academic related matters over a specific period of time. *Survey Season* comprises of the following surveys:

- [National Student Survey](#) (NSS) – final year UG students
- [Undergraduate Experience Survey](#) (UES) – UG students Years 1-3
- [Postgraduate Taught Experience Survey](#) (PTES)
- [Postgraduate Research Survey](#) (PRES)

All of these surveys allow the University to enhance and improve their services based on the feedback provided. All surveys are approved by the Feedback

Working Group to allow a more coordinated approach to surveying students, and to facilitate the sharing of information that has already been harnessed elsewhere. In addition, many departments create their own ad-hoc surveys to gather non-academic feedback which are shared through their own channels. As an institution, it is essential that efforts are streamlined to avoid feedback fatigue.

The National Student Survey (NSS) Steering Group, reporting to the Student Support & Experience Committee, ensures institutional oversight and action on the NSS survey results. The creation of a University Action Plan and School Action Plans are central to this work to ensure that student feedback is taken on board and actioned.

Through [Internal Teaching Review](#), students are able to engage actively in the review of the provision in their School and relevant Student-Facing Professional Services and provide meaningful contributions to the pedagogic action plan for the following few years. Student feedback is valued in these fora as they often give a different and interesting perspectives.

[Student appeals and complaints](#) are often a way of expressing feedback on a particular issue that has arisen over the course of their studies. This could be academic or non-academic related. The University takes these very seriously and uses them as an enhancement measure to ensure services are continually improving. Reports on student complaints are considered by bi-annually by the Senior Management Team while the University Education and Quality Assurance Committees are responsible for monitoring academic appeals.

CAD regularly employs student interns to gather student feedback which informs further enhancements to the virtual learning environment. CAD also meets regularly with the School Directors of Education and the users of MyAberdeen to discuss and inform changes to the virtual learning environment.

Closing the feedback loop is an important factor for student engagement in the feedback process. Actions on feedback is relayed to students by means of [‘You Said: We Did’](#) messaging, which helps to close the feedback loop.

	Data regarding student careers and employability interests and priorities (Career Readiness Survey), and regional sector insights are used to design a range of careers and employability opportunities. Examples include focused careers fairs (such as part-time jobs, energy, law, charity careers), inspiring careers networking events (such as Working with Words) and sector focused internships programmes (such as nature jobs sector and cultural/arts sector).	
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UNIVERSITY OF
ABERDEEN

UK Quality Code 2024: Institutional Mapping

Principle 5: Monitoring, evaluating and enhancing provision

Academic Policy and Quality Team
academicservices@abdn.ac.uk

Authored: July 2025

PRINCIPLE 5: MONITORING, EVALUATING AND ENHANCING PROVISION

Introduction

The [UK Quality Code for Higher Education](#) (Quality Code) articulates the principles of UK higher education for securing academic standards and assuring and enhancing quality. The Quality Code is a sector-led reference point which can be used in a range of flexible ways. It enables providers to evaluate their policies and practices with reference to Sector-Agreed Principles and it aligns with key international reference points including the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG).

The Quality Code is comprised of two key elements: (i) sector-agreed principles; and (ii) key practices. Sector-agreed principles identify the features that are fundamental to securing academic standards and offering a high-quality student learning experience. Key practices set out how a provider can demonstrate they are adhering to the sector-agreed principles. There are 12 principles and each has a set of key practices which providers can follow to demonstrate how they are adhering to that principle.

Under the theme, evaluating quality and standards, **Principle 5: Monitoring, evaluating and enhancing provision** outlines the key practices in relation to monitoring and review of provision, including continued enhancement of quality. In doing so, the Quality Code sets out the following: *Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and involve students, staff and external expertise in monitoring and evaluation activity. The outcomes and impact of these activities are considered at provider level to drive reflection and enhancement across the provider.*

In undertaking this mapping to the UK Quality Code, a number of stakeholders were consulted across the University to ensure that the information presented is as accurate and up-to-date as possible. Additionally, it should be noted that the information contained within each section of the mapping is current as at time of publication. Further updates to the UK Quality Code Mapping will follow on an annual basis and will be overseen by the Quality Assurance Committee (QAC).

Key Practices

Key Practices	University Commentary	Supporting Documentation
<p>(a) Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically, operated consistently and appropriate to their operational context.</p>	<p>The University's Academic Quality Handbook (AQH) includes all relevant strategic and operational information relating to the monitoring and evaluation of education provision. The Handbook provides details of the University's policies and procedures for Annual Course and Programme Review, Internal Teaching Review and our processes for obtaining student feedback.</p> <p>All courses and programmes are monitored annually through the University's Annual Course and Programme Review procedures. These procedures draw upon a range of feedback to inform the process of review including student feedback through the Course Feedback and Reflection Forms, Staff-Student Liaison Committee meetings, feedback from External Examiners, Programme Advisory Boards and Professional Statutory and Regulatory Bodies together with analysis of course data and feedback from the course delivery team and input from class representatives. While Schools manage the Annual Course Review process reviewing these internally, all forms are submitted to the Quality Assurance Committee (QAC) by way of the Quality and Planning Sharepoint site. Annual Programme Reviews (APRs) are submitted by Schools to QAC and are discussed with Schools with any issues being referred to relevant committees for consideration, as appropriate. This is also a way of identifying and sharing good practice.</p> <p>The University's Annual Course and Programme Review places an emphasis on enhancement, development, and improvement. These aspects are integral to the processes, ensuring that the University is consistently improving, based on feedback received and perceptions of what is working and what is not.</p> <p>A periodic Internal Teaching Review (ITR) process is used to review all teaching-related activities at a School / Discipline level in line with the requirements of the QAA (Scotland) Tertiary Quality Enhancement Framework. The review process seeks to (i) provide assurance regarding quality and standards of provision; (ii) promote dialogue in areas where quality could be improved; (iii) identify good practice; (iv) encourage and support critical reflection on current practice; and (v) encourage and support engagement with relevant professional services. In preparation for the ITR, Schools submit an evidence-based critical analysis and curriculum map(s).</p>	<p>Aberdeen Student Experience Survey (Webpage)</p> <p>Academic Quality Handbook (Webpage)</p> <p>Annual Course & Programme Review (Webpage)</p> <p>Class Representation (Webpage)</p> <p>Course Feedback & Reflection Form (Webpage)</p> <p>Enhancement Themes (Webpage)</p> <p>Good Practice (Webpage)</p> <p>Graduate Outcomes (Webpage)</p> <p>Internal Teaching Review (Webpage)</p> <p>Monitoring & Review (Webpage)</p> <p>New to UoA Survey (Webpage)</p> <p>NSS (Webpage)</p> <p>Postgraduate Research Experience Survey (Webpage)</p> <p>Postgraduate Taught Experience Survey (Webpage)</p> <p>Quality Assurance Committee (Webpage)</p> <p>Survey Season (Webpage)</p> <p>Undergraduate Experience Survey (Webpage)</p>

The ITR visit by a panel including External Subject Specialist(s) follows up on key themes identified from the School documentation. Within the ITR, a pedagogic partnership session between staff and students assists with the development of a School action plan identifying actions for improvement and enhancement of provision. These sessions also provide a valuable opportunity to share good practice more widely throughout the School or a particular discipline. Following which, a Report of the ITR is produced and the School is required to submit to QAC annually, a follow-up report detailing progress in regard to the action plan. ITR reports are discussed and approved by QAC, and additionally a dedicated meeting of the QAC considers all ITR follow-up reports to ensure consistency in approach across all Schools and institutional oversight. These also serves as opportunities to identify and share good practice more across the Institution.

Student feedback is also a key component of the University's processes of monitoring and evaluation. The University use [Course Feedback and Reflection Forms](#) to seek views from students on what they have liked about the course and what they have not liked together with areas of good practice. This process provides valuable feedback to course coordinators to inform review of their course and to identify any changes requiring to be made for the next year. The feedback from this process informs the Annual Course and Programme Review process.

An academic [Survey Season](#) is run in the second term, where students are given the opportunity to provide feedback on academic related matters over a specific period of time. *Survey Season* comprises of the following surveys:

- [National Student Survey](#) (NSS): *final year UG students*
- [Undergraduate Experience Survey](#) (UES): *UG students Years 1-3*
- [Postgraduate Taught Experience Survey](#) (PTES)
- [Postgraduate Research Survey](#) (PRES)

These surveys allow the University to enhance and improve their services based on the feedback provide by students.

In terms of wider student feedback, the [Aberdeen Student Experience](#) and the [New to UoA](#) Surveys are used to gauge feedback on non-academic experience, whilst the Postgraduate Taught Experience Survey, Postgraduate Research

Experience Survey and NSS are used to gauge student feedback on the student's academic experience. The surveys allow the University to enhance and improve their services based on the feedback provided. This is disseminated to students by means of 'You Said: We Did' messaging, which helps to close the feedback loop.

The University places strong emphasis on the involvement of students on committees and in decision making. Each School has a Students' Union elected School Convener who is the lead student representative for each School. They work closely with the elected class representatives to feed any concerns about courses and programmes to the School. The School Convener (or other student representative) attends School-level committees (e.g. School Education Committee) where they can contribute to discussions around future courses and programmes, policy matters, feedback (e.g. NSS results) and other matters. At a University level, Students' Union Representatives are also full members of all Education committees including the University Education Committee and the Quality Assurance Committee along with Senate which is the University's main academic decision-making body.

[Class representation](#) also plays a role in evaluation, as class representatives are invited to formal Student-Staff Liaison Committees to raise course, programme, discipline or School-level issues. These issues are also fed into the annual monitoring processes.

The University has engaged actively with the QAA's [Enhancement Themes](#) and is continuing to do so with Scotland's Tertiary Enhancement Programme (STEP). The University utilises the strategic framework this provides to enhance our educational provision. The University has continued the good practice developed with the Enhancement Themes despite the conclusion of the initiative, and continues to utilise these practices for engagement with STEP.

All Schools and Professional Services Directorates develop annual plans which are reviewed centrally by the Senior Management Team and inform budget setting and planning. Within these, Schools and Directorates are required to comment on their strategic priorities relating to Education and how these align with, and report progress made towards Education-related performance indicators. These plans also seek comment on alignment to the Aberdeen 2040 Strategic themes.

<p>(b) The methods for monitoring and evaluation activity are documented to clarify their aims, objectives, intended actions and targets. They are explicit about how they will be conducted, the nature of evidence (data) to be considered and the form of reporting, along with key indicators of success.</p>	<p>The University makes extensive use of quantitative and qualitative data (e.g. survey outcomes, assessment data and key performance indicators) to inform decision making and support its evaluation.</p> <p>The University uses data to provide an evidence base to inform institutional and School level decision making. As part of an ongoing project to enhance access to data, the University has invested in a new business intelligence platform, Microsoft PowerBI, which allows Schools to access data pertinent to their own School and provides data on areas such as student population, student admission applications, research income, research applications and awards, Research Excellence Framework (REF) results, Graduate Outcomes results, National Student Survey (NSS) results, and degree classifications data. Further data will be added to this platform in the next phases of the project.</p> <p>The University uses survey data to inform decision making and enhancement to the student experience. Such survey information includes National Student Survey data, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey and the Aberdeen Student Experience Survey. More ad hoc surveys are also used to ascertain feedback on particular services or specific topics.</p> <p>The University's Data Protection Policy outlines responsibilities in regard to the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Retention policies ensure the appropriate management of data and ensure it is disposed of appropriately when no longer required.</p> <p>Staff including External Examiners are trained on how to deal with potentially sensitive or confidential information. Information is provided in induction materials pertaining to the handling of data.</p> <p>These various metrics are used by University and School Committees to provide an evidence base to support monitoring and evaluation and to inform decision making. Such information is also used as part of the Institutional Planning Process through use of key performance indicators to enable monitoring of progress towards objectives.</p> <p>Such metrics are also used in our processes for monitoring and review of teaching and learning: our Annual Course (ACR) and Programme Review (APR)</p>	<p>Annual Course & Programme Review (Webpage)</p> <p>Data & Business Intelligence Hub (Webpage)</p> <p>Data Protection (Webpage)</p> <p>Internal Teaching Review (ITR) (Webpage)</p> <p>Monitoring & Review (Webpage)</p>
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	<p>processes and our Internal Teaching Review (ITR) process. In ACR and APR, analysis of course and programme data is an important component of the process. Similarly, within the ITR process, an action plan is identified with key performance indicators identified as to how the School will achieve the actions as set out.</p>	
<p>(c) Staff and students are engaged in monitoring and evaluation activities and receive appropriate training and support to undertake them.</p>	<p>The Vice-Principal (Education) is responsible for leading the effective delivery of the University's strategic objectives for Education including quality assurance and enhancement.</p> <p>A description for the responsibilities of the Dean for Quality Assurance and Enhancement and the School Director of Education role is available on the University's website. These positions have an extensive focus on the enhancement and assurance of quality. The University committee structure and remits, including the Quality Assurance Committee and the School Education Committee, have a focus on the assurance, management and enhancement of quality issues.</p> <p>The University's annual monitoring processes are outlined in the Academic Quality Handbook and detail relative roles and responsibilities. These are summarised below:</p> <ul style="list-style-type: none"> ▪ Students should be involved in the evaluation of courses and programmes, and do so by means of Course Feedback and Reflection Forms, Class Representation and Student-Staff Liaison Committees. This feedback feeds into the annual monitoring and periodic monitoring processes. ▪ Programme and Course Coordinators are responsible for completing annual course and programme review forms. ▪ External Examiners are responsible for completing their External Examiner Report. ▪ Heads of School and School Directors of Education are responsible for reviewing annual course and programme review forms, as well as providing a response to External Examiner Reports. ▪ Members of the Academic Services team are responsible for undertaking an initial review of APR and External Examiner Reports and providing reports on these for consideration by the Quality Assurance Committee. The Team is also responsible for communicating required deadlines relating to annual monitoring processes to all parties and 	<p>Annual Course & Programme Review (Webpage)</p> <p>Class Representation (Webpage)</p> <p>Dean for Quality Assurance and Enhancement Description (Webpage)</p> <p>External Examining (Webpage)</p> <p>Internal Teaching Review (Webpage)</p> <p>Monitoring & Review (Webpage)</p> <p>Roles and Responsibilities of External Examiners, Academic Quality Handbook (Document)</p> <p>School Director of Education Role Description (pp.11-13) (Document)</p> <p>Student-Staff Liaison Committees, Academic Quality Handbook (Document)</p>

	<p>ensuring that External Examiners have the correct information regarding their role (e.g. contract, roles and responsibilities).</p> <ul style="list-style-type: none"> Members of the Quality Assurance Committee (QAC) are responsible for overseeing annual course and programme reviews and responses to External Examiner reports. These are considered at a dedicated QAC meeting where any emerging good practice can be discussed and disseminated, or emerging themes can be identified for further discussion/action. The reports are then returned to the External Examiners with a response from QAC and the Head of School/Nominee. A copy of these reports is made available to students via MyAberdeen. <p>Training is provided as appropriate where staff and students are involved as part of the monitoring and evaluation processes. For example, members of the Quality Assurance Committee receive training throughout their tenure on the Committee regarding their roles. For staff and students engaged as ITR panellists, training is provided by the Academic Services team regarding their roles.</p>	
<p>(d) The actions and outcomes from monitoring and evaluation activities are communicated in an accessible manner to staff, students, the governing body and, where required, external stakeholders.</p>	<p>Communications to students are managed through the Experience, Engagement and Wellbeing team and are handled through the University's Student Communication Policy. The outcomes of course evaluations and student feedback are relayed in a number of ways:</p> <ul style="list-style-type: none"> You Said, We Did Student-staff Liaison Committees Focus groups Informal feedback to student concerns <p>As mentioned previously, an academic Survey Season is run in the second term, where students are given the opportunity to provide feedback on academic related matters over a specific period of time. <i>Survey Season</i> comprises of the following surveys:</p> <ul style="list-style-type: none"> National Student Survey (NSS) Undergraduate Experience Survey (UES) Postgraduate Taught Experience Survey (PTES) Postgraduate Research Survey (PRES) <p>These surveys allow the University to enhance and improve their services based on the feedback provided.</p>	<p>Communication with You (Webpage) Course Evaluation (Closing the Feedback Loop) (Webpage) Good Practice (Webpage) Learning & Teaching Enhancement Programme (LTEP) (Webpage) Student Communication Policy (Policy) Student-Staff Liaison Committee (Webpage) You Said, We Did (Webpage)</p>

	<p>External Examiner Reports are uploaded to the Virtual Learning Environment, MyAberdeen, for all students to access, to ensure the closure of the feedback loop. Feedback is also provided to External Examiners following consideration of their reports by Schools and the Quality Assurance Committee. Similarly, Schools feedback to Professional, Statutory & Regulatory Bodies in regard to any recommendations made in their reports.</p> <p>The University places a strong emphasis on enhancement and as such actively collects and shares examples of good practice. These are valuable resources which academic colleagues can draw upon to inform their pedagogic practices. Examples of Learning and Teaching Enhancement Projects are available on the University's webpages.</p>	
(e) Improvements and enhancements that have been implemented as a result of monitoring and evaluation are, in turn, monitored and evaluated to ensure their impact is positive and remains fit for purpose.	<p>The University operates a range of formal mechanisms of monitoring and evaluation. While these formal review processes are valuable, we also use more informal and ongoing mechanisms to keep activities under review. Any improvements or enhancements to existing provision that have been implemented by way of Annual Course and Programme Review or External Examiner Reports are monitored by the Schools in the first instance to ensure that the changes remain positive for students and staff alike. In the following annual report, it is anticipated that any enhancements made in the previous year would be reflected upon by the Programme Lead. Additionally, the External Examiner will have an opportunity to comment as to whether their advice has been taken into account in the academic year and to reflect on any improvements to the programme in their annual report.</p> <p>The Quality Assurance Committee also reflects on the annual monitoring of provision at one of its meetings during the academic year, particularly in relation to any good practice and areas for enhancement which might require further consideration by the Committee or wider University governance structure.</p>	<p>Academic Quality Handbook (Webpage) Annual Course & Programme Review (Webpage) External Examining (Webpage) Monitoring & Review (Webpage) Quality Assurance Committee (Webpage)</p>
(f) Monitoring and evaluation activity facilitates providers' insights and promotion of equality, diversity and inclusion, and education for sustainable development.	<p>The University makes use of key principles in relation to inclusivity and accessibility for all students accessing their education. An Inclusivity and Accessibility in Education Framework has been developed which aims to enable inclusion and accessibility to be fully integrated into all aspects of the design and delivery of learning, teaching and assessment. The Framework draws together relevant guidance, policies, resources, support and specialist training relating to accessibility and inclusivity.</p>	<p>Equality Impact Assessment (Webpage) Equality, Diversity and Inclusion Policy (Policy) Inclusivity and Accessibility Framework (Webpage)</p>

	<p>The University operates Equality Impact Assessments to ensure that no group is unduly discriminated against and to ensure activities are carried out in a fair and transparent way. All new policies should be reviewed by means of Equality Impact Assessments to ensure they are fit for purpose in an inclusive environment.</p>	
<p>(g) Programmes and modules are monitored and reviewed regularly by internal and external peers, employers and students, in line with the provider's strategic approach to quality and standards. Outcomes from processes required from funding, accrediting, professional and approval bodies feed into monitoring and review.</p>	<p>The University operates a range of formal mechanisms of monitoring and evaluation. While these formal review processes are valuable, we also use more informal and ongoing mechanisms to keep activities under review.</p> <p>We greatly value and encourage feedback to ensure ongoing enhancement of the student and academic experience. The student feedback webpages offer opportunities to provide feedback on an ongoing basis on the student and academic experience, particularly through the student feedback form, as well as identifying other avenues that students can provide feedback, such as the Aberdeen Student Experience Survey, New to UoA Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey. With all feedback, the University is keen to ensure that the feedback loop is closed, particularly with the 'You Said, We Did' initiative, which aims to inform students of the changes that were made as a result of student feedback. In addition, the feedback from External Examiners is also published via MyAberdeen which can be viewed by students if they wish.</p> <p>In terms of the academic environment, while the Annual Course and Programme Review processes provide a formal review of academic provision, course and programme coordinators use more informal mechanisms such as informal mid-course surveys to seek early feedback from students enabling them to, where possible, adjust their provision to address any issues immediately. Likewise, through the Students' Union Sabbaticals, student School Conveners and Class Representatives, there is close partnership between the University and the student body and as such any issues that arise can be addressed in a proactive and timely manner.</p> <p>The University's Internal Teaching Review (ITR) process is used to review all teaching-related activities at a School / Discipline level in line with the requirements of the QAA (Scotland) Tertiary Quality Enhancement Framework. The ITR process can help to identify areas for further review and programme development within a School's provision. As part of the ITR process, External</p>	<p>Annual Course & Programme Review (Webpage) Class Representation (Webpage) Course Feedback Form (Webpage) External Examiners (PGR) (Webpage) External Examining (UG/PGT) (Webpage) Internal Teaching Review (Webpage) Monitoring & Review (Webpage) Programme Advisory Boards (Webpage) Quality Assurance Committee (Webpage) Roles and Responsibilities of External Examiners, AQH (Document) Student Feedback (Webpages) You Said, We Did (Webpage)</p>

	<p>Subject Specialists are engaged as panel members reviewing the quality and enhancement of any given School's pedagogic offering. External Subject Specialists provide valuable insight into our practices enabling us to learn from good practice across the sector. Additionally, External Subject Specialists may be from another institution or from industry, where appropriate.</p> <p>The University uses External Examiners to feed into all our Education provision. The role includes consultation on assessment for a particular course, and membership of Examiners' meetings. In the latter aspect of the role, they provide external verification and comparability of student assessment and results aiming to ensure that standards are achieved and maintained. Part of their role includes highlighting good practice as well as identifying areas for development.</p> <p>In some Schools, Professional, Statutory and Regulatory Bodies (PSRBs) input into course and programme provision. For example, PSRBs may have a role in curriculum design to meet professional requirements. Input is also obtained from Programme Advisory Boards. These Boards include expertise from industry and employers and can provide expertise in teaching, learning and assessment.</p>	
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UK Quality Code 2024: Institutional Mapping

Principle 8: Operating partnerships with other organisations

Academic Quality and Policy Team
academicservices@abdn.ac.uk

Authored: July 2025

PRINCIPLE 8: OPERATING PARTNERSHIPS WITH OTHER ORGANISATIONS

Introduction

The [UK Quality Code for Higher Education](#) (Quality Code) articulates the principles of UK higher education for securing academic standards and assuring and enhancing quality. The Quality Code is a sector-led reference point which can be used in a range of flexible ways. It enables providers to evaluate their policies and practices with reference to Sector-Agreed Principles and it aligns with key international reference points including the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG).

The Quality Code is comprised of two key elements: (i) sector-agreed principles; and (ii) key practices. Sector-agreed principles identify the features that are fundamental to securing academic standards and offering a high-quality student learning experience. Key practices set out how a provider can demonstrate they are adhering to the sector-agreed principles. There are 12 principles and each has a set of key practices which providers can follow to demonstrate how they are adhering to that principle.

Under the theme, implementing the approach to quality enhancement and standards, **Principle 8: Operating partnerships with other organisations** outlines key practices in relation to partnerships and collaborations both domestically and internationally. In doing so, the Quality Code sets out the following: *Providers and their partners agree proportionate arrangements for effective governance to secure the academic standards and enhance the quality of programmes and modules that are delivered in partnership with others. Organisations involved in partnership arrangements agree and communicate the mutual and specific responsibilities in relation to delivering, monitoring, evaluating, assuring and enhancing the learning experience.*

In undertaking this mapping to the UK Quality Code, a number of stakeholders were consulted across the University to ensure that the information presented is as accurate and up-to-date as possible. Additionally, it should be noted that the information contained within each section of the mapping is current as at time of publication. Further updates to the UK Quality Code Mapping will follow on an annual basis and will be overseen by the Quality Assurance Committee (QAC).

Key Practices

Key Practices	University Commentary	Supporting Documentation
<p>(a) Where academic provision is delivered through partnership, all partners agree, understand, communicate and take responsibility for the maintenance of academic standards and enhancement of quality.</p>	<p>Through the University's Quality Assurance Committee (QAC), all partnership provision is monitored and reviewed by means of regular reporting. This reporting includes UK-based and International, Transnational Education partnerships.</p> <p>For all major partnerships and any partnerships involving in-country delivery of part or all of a programme, proposers must submit relevant documentation to the University Partnerships Committee (UPC) and QAC. The documentation requirements are outlined in the Documentation Required from Prospective Partners for Proposals for Accreditations, Validations and Joint Degrees. The information required includes: details of the institution, details of courses and/or programme provision, details of staff involved, outline of arrangements for student support and experience, details of partner institution's quality assurance processes, and a summary of the institutional financial position and procedures for resource allocation.</p> <p>Detailed processes and procedures are in place for the creation of adequate safeguards to ensure that issues that might compromise academic standards or the quality of learning opportunities are identified in a timely manner. Consideration of strategic alignment, finances and the business case for any new partnership proposed, must be conducted separately from consideration of the academic proposal, approval of academic provision and scrutiny of processes for the management of quality and standards.</p> <p>A Transnational Education Action Group was established in response to the Financial Recovery Plan which oversees the development of new international partnerships, prior to consideration at the International Advisory Group (IAG), UPC and QAC. These groups/Committees together oversee the initiation, development/renewal, and termination of such partnerships with regular reporting thereon (on an annual basis) to the UPC. UPC itself reports to the Senior Management Team and, through that, to Court.</p> <p>The Transnational Education (TNE) Approval Procedures stipulate that the University will only enter into collaborative partnership arrangements if confident of the Delivery Partners' abilities to provide the quality of</p>	<p>Documentation Required from Prospective Partners for Proposals for Accreditations, Validations and Joint Degrees, Academic Quality Handbook (Document) International Advisory Group (Webpage) QE-TNE Scheme (Webpage) Quality Assurance and Academic Standards for Partnerships & Collaborative Provision (Website) Quality Assurance Committee (Webpage) University Partnerships Committee (Webpage)</p>

	<p>infrastructure to maintain the standards of our degree provision. Additionally, where the University has embarked on a new partnership or new collaborative provision, and when resources allow, a quality assurance review of the provision takes place following the first year of operation. This allows a wholesale review of all provision being delivered by or with that particular partner, and any enhancements that have been identified across the review.</p> <p>The University is responsible for the academic standards of awards. The standards achieved by students who are successful in completing programmes by delivery partners shall be equivalent to the standards achieved by students who are successful on equivalent programmes at the University.</p> <p>All partnership agreements and subsequent delivery with the partners, normally adhere to the University of Aberdeen policies, procedures and regulations. Where adjustments need to be made, these are agreed through QAC, and any relevant partnership formal committees (e.g. UPC, IAG, South China Normal University Joint Institute Academic Committee (SCNU-JI AC)). Additionally, the Joint Institute Implementation Group for SCNU meets once every two months and reports to UPC to ensure the successful management and operation of the Institute.</p> <p>The University is part of the QAA Quality Evaluation and Enhancement of UK TNE (QE-TNE) Scheme, joining in 2021. By registering for the QAA QE-TNE Scheme, the University is investing in the quality of our students' academic experience and demonstrating our commitment to the advancement of UK higher education delivered overseas.</p>	
<p>(b) Providers are aware that working in partnership with other organisations will involve different levels of risk. Due diligence processes are completed in accordance with each provider's approach to minimising risk, maintaining academic standards and enhancing quality.</p>	<p>The University will consider the financial and reputational risk and ensure the undertaking of thorough due diligence along with legal advice essential to any international and transnational education partnership project that progresses beyond initial consideration. The University will only consider engaging with high quality partners so as to protect reputation, brand and the quality of the student experience. Human rights, ethical issues, financial risk and income growth potential, geographical location in relation to other partners and in terms of priority markets, are all carefully considered.</p> <p>The TNE Approval Procedures require substantial due diligence and provide detailed guidance thereon. The Procedures stipulate that the level of due diligence carried out is determined by the scale of risk in a project as assessed</p>	<p>Management of a Partnership (Webpage) Partnerships and Collaborative Provision Register (Webpage) Quality and Standards for Partnerships & Collaborative Provision, Agreements (Webpage) Setting Up a Partnership (Webpage)</p>

	<p>by total project size, country of operation, partner organisation and potential financial and legal liabilities. Due diligence could range from, for example, independent investigations by third parties and advice from lawyers and other partners through to very detailed reporting on a particular individual or issue through intensive, but discreet analysis conducted by external specialist investigators. It should always include, wherever possible, discussions with others already working with the proposed partner as well as with others working in the same region on similar initiatives, locally-based alumni and in-country British trade and consular colleagues.</p> <p>The renewal of agreements via the IAG and UPC requires the completion of full proformas as if for a new application and thus requires refreshment of any previous due diligence. The IAG is responsible for approving the routine renewal of international partnership agreements and contracts where there is no material change in contractual terms, failure to deliver agreed objectives, or change in risk appetite and risk assessment. The QAC renewals process includes a separate form which is completed by Schools proposing the renewal.</p>	
<p>(c) Written agreements between partners are signed prior to the start of a programme or module and cover the lifecycle of the partnership, including details about closing a partnership.</p>	<p>The procedures for the establishment, governance and termination of an agreement with a delivery partner are set out in the Collaborative Provision Delivery Partners Principles and Procedures.</p> <p>The University is required to have a formal, legally binding agreement in place before any student-related partnership can commence. Such agreements must be signed on behalf of the University Court by its authorised signatories, as well as by the authorised signatories of the partner. Once the agreement is signed, it will be held on the University's Register of Partnerships and Collaborative Provision, which is available to the public.</p> <p>The TNE Approvals Procedures require a draft legal agreement with a potential partner from the outset of project consideration and stipulate that all progressing initiatives should have in place a suitable and legally checked agreement or contract between all parties, and which mirrors earlier agreements for existing transnational initiatives as much as possible.</p> <p>Where the University embarks on partnership arrangements for the delivery of learning opportunities with others as an awarding organisation, we have in place:</p>	<p>Award Certificates and Transcripts for Partnerships (Webpages) Collaborative Provision Delivery Partners Principles and Procedures (Document) Management of a Partnership (Webpage) Partnerships and Collaborative Provision Register (Webpage) Quality and Standards for Partnerships & Collaborative Provision, Agreements (Webpage) Setting Up a Partnership (Webpage)</p>

	<ul style="list-style-type: none"> ▪ Arrangements for the awarding of certificates and records of study in relation to student achievement; ▪ Records for students registered as part of any partnership are maintained to the same levels as those for non-partnership students; ▪ All awards and transcripts articulate clearly the nature of the partnership, the parts of the programme delivered by the University of Aberdeen; and ▪ For Joint Degrees, the format of the certification is agreed by both partners. 	
<p>(d) Providers and their partners ensure compliance with the regulatory and legislative requirements of the countries in which they work and maintain an awareness of the cultural context in which they operate. Providers ensure students have information about the responsibilities of each partner and where to go for support throughout their studies.</p>	<p>The TNE Approval Procedures require substantial due diligence and provide detailed guidance thereon. The Procedures stipulate that the level of due diligence carried out is determined by the scale of risk in a project as assessed by total project size, country of operation, partner organisation and potential financial and legal liabilities. Due diligence could range from, for example, independent investigations by third parties and advice from lawyers and other partners through to very detailed reporting on a particular individual or issue through intensive, but discreet analysis conducted by external specialist investigators. It should always include, wherever possible, discussions with others already working with the proposed partner as well as with others working in the same region on similar initiatives, locally-based alumni and in-country British trade and consular colleagues.</p> <p>The renewal of agreements via the IAG and UPC requires the completion of full proformas as if for a new application and thus requires refreshment of any previous due diligence. The QAC renewals process includes a separate form which is completed by Schools proposing the renewal.</p> <p>Agreements between partners ensure that responsibilities of each partner are clear, including communication with students with respect to their teaching, learning, assessment and experience. Practice varies between Schools, however, some Schools have introduced partnership-specific resources which provide clarity and information to students regarding support for their studies.</p>	<p>Quality and Standards for Partnerships & Collaborative Provision, Agreements (Webpage)</p>
<p>(e) Providers maintain accurate, up-to-date records of partnership arrangements that are subject to a formal agreement.</p>	<p>The University maintains up-to-date records of partnerships and collaborative provision arrangements through a variety of mechanisms. These include:</p> <ul style="list-style-type: none"> ▪ A partnerships and collaborative provision register of all partnerships and student exchange agreements with the University is maintained by the Academic Services team, and reports to the Quality Assurance 	<p>International Advisory Group (Webpage) Inteum Database (Webpage) [Internal Only] Partnerships and Collaborative Provision Register (Webpage) Quality Assurance Committee (Webpage)</p>

	<p>Committee on an annual basis, and the University Partnerships Committee.</p> <ul style="list-style-type: none"> ▪ A database of new partnership proposals, held on a central Microsoft Teams site, is managed through the International Advisory Group and University Partnerships Committee. ▪ Detailed records relating to partner organisations are held as part of the Inteum Database (Internal) maintained by colleagues in Research and Innovation. The database is updated as require where Partner institution details change. New partnership and collaborative agreements are added to the database as the agreement brokering process concludes. 	<p>University Partnerships Committee (Webpage)</p>
<p>(f) Partnerships are subject to ongoing scrutiny that includes periodic monitoring, evaluation and review to assure quality and facilitate enhancement</p>	<p>The University regularly monitors and evaluates all partnership and collaborative provision arrangements through the following:</p> <ul style="list-style-type: none"> ▪ Quality Assurance Committee (QAC), which is responsible for ensuring academic standards are maintained; ▪ Academic Schools, which are responsible for the monitoring and review of partnerships specific to their own partnership portfolio; ▪ University Partnerships Committee (UPC), and associated partnership-specific sub-committees, which are responsible for partnership and collaborative provision agreements, due diligence data, delivery arrangements, student learning experience, and receive assurance from the QAC pertaining to academic standards and outcomes. <p>On an annual basis, all partnerships (domestic and international) are required to submit a formal annual report to the QAC, which ensures academic standards are maintained on behalf of the Senate. The requirement to submit an annual report is articulated in the partnership agreement. The report enables the University to ensure effective oversight of all collaborative activity. Reports will detail student performance and attainment, any updates on a previous year's report, quality assurance and enhancement matters, student experience matters, appeals and complaints, and future plans. Actions identified in the partnership report are logged and tracked via an action plan, which is appended to the report. The report is intended to be a collaborative effort between all stakeholders, including all relevant Schools, management staff, and the respective partners.</p> <p>The QAC holds an annual meeting of the Committee to consider all partnership and collaborative provision reports to ensure effective oversight of all</p>	<p>Partnerships and Collaborative Provision (Webpage) Partnerships and Collaborative Provision, Quality Assurance and Academic Standards (Webpage) Quality Assurance Committee (Webpage) University Partnerships Committee (Webpage)</p>

	<p>partnership activity. The meeting allows for the identification of any trends or emergent issues which can be addressed as appropriate. It also serves as an opportunity to identify and share good practice around partnership work. Outcomes of this consideration are subsequently communicated to the Partner by way of a formal response.</p>	
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UK Quality Code 2024: Institutional Mapping

Principle 9: Recruiting, selecting and admitting students

Academic Quality and Policy Team
academicservices@abdn.ac.uk

Authored: July 2025

PRINCIPLE 9: RECRUITING, SELECTING AND ADMITTING STUDENTS

Introduction

The [UK Quality Code for Higher Education](#) (Quality Code) articulates the principles of UK higher education for securing academic standards and assuring and enhancing quality. The Quality Code is a sector-led reference point which can be used in a range of flexible ways. It enables providers to evaluate their policies and practices with reference to Sector-Agreed Principles and it aligns with key international reference points including the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG).

The Quality Code is comprised of two key elements: (i) sector-agreed principles; and (ii) key practices. Sector-agreed principles identify the features that are fundamental to securing academic standards and offering a high-quality student learning experience. Key practices set out how a provider can demonstrate they are adhering to the sector-agreed principles. There are 12 principles and each has a set of key practices which providers can follow to demonstrate how they are adhering to that principle.

Under the theme, implementing the approach to quality enhancement and standards, **Principle 9: Recruiting, selecting and admitting students** outlines the key practices regarding prospective students and applicants. In doing so, the Quality Code sets out the following: *Providers operate recruitment, selection and admissions processes that are transparent, fair and inclusive. Providers maintain and publish accurate, relevant and accessible information about their provision, enabling students to make informed choices about their studies and future aspirations.*

In undertaking this mapping to the UK Quality Code, a number of stakeholders were consulted across the University to ensure that the information presented is as accurate and up-to-date as possible. Additionally, it should be noted that the information contained within each section of the mapping is current as at time of publication. Further updates to the UK Quality Code Mapping will follow on an annual basis and will be overseen by the Quality Assurance Committee (QAC).

Key Practices

Key Practices	University Commentary	Supporting Documentation
<p>(a) Policies and procedures for application, recruitment, selection and admission to programmes are reliable, fair, transparent and accessible, including processes for the recognition of prior learning. Similar and proportionate arrangements are in place for modules and other units of study.</p>	<p>We ensure that admission is based entirely on merit and on the basis to achieve as is stated in the University's Admissions Policy. The University's Admissions Policy and guidelines for admission are reviewed on an annual basis to ensure that these continue to set out fair, reliable, and appropriate assessment methods and criteria. Entry requirements are outlined transparently in all recruitment material ensuring applicants are fully appraised of these requirements. Dedicated webpages ensure that different cohorts of applicants are informed of the timescales associated with each type of application and who to expect communications to come from.</p> <p>The admissions process is managed by a central team led by the Directorate of Global Engagement, Marketing and Recruitment (GEMR), and selection is carried out by trained, professional admissions staff and by trained academic staff.</p> <p>The University has a long-standing commitment to widening access. Widening Access webpages provides clear information on the criteria which the University will consider when making an Adjusted or Access Threshold Offer. Our Contextualised Admissions and Access Thresholds Policy provides further detail around the criteria used. The University's Widening Access Strategy is informed by national policy. This area of policy is overseen by the University's Student Recruitment Committee. The University's Senior Management Team considers actively the direction to be taken by the institution in this area.</p> <p>Additionally, a series of Learning and Teaching Enhancement Programme (LTEP) projects focused on direct entrants and articulating students take place. The project aims to enhance the academic resilience of advanced entry students. It is led by academics in the School of Psychology in conjunction with colleagues in Widening Access and Articulations. The LTEP webpages provide further detail in this regard.</p> <p>Selection criteria are set out clearly on webpages managed by the Directorate of GEMR, with any changes to entry criteria considered and approved by the University's Student Recruitment Committee. Following which, approval is sought on behalf of Senate from the Quality Assurance Committee. Criteria are</p>	<p>Accreditation of Prior Learning (Policy) Admissions Policy (Policy) All Entry Requirements (Webpage) Appeals and Complaints (Students) (Webpage) Application to the University (Webpage) Contextualised Admissions Policy (Policy) Example: History Entry Requirements (Webpage) <i>Example:</i> Interviews for MA Education <i>Example:</i> Interviews for Medicine <i>Example:</i> Interviews for Primary Education <i>Example:</i> Interviews for Secondary Education Learning and Teaching Enhancement Programme (LTEP): Advanced Entry Students Project (Webpage) Quality Assurance Committee (Webpage) Student Recruitment Committee (Webpage) Widening Access Criteria (Webpage)</p>

	<p>applied by staff consistently at a programme specific level and are designed to take account of an applicant's ability to cope with the challenges of a university education in addition to academic achievement to date. For certain degree programmes, e.g. education, music, medicine, interviews and auditions are utilised to assess prospective students in the selection procedures. Prospective students are provided with information to enable them to prepare for, and engage with, the process.</p> <p>Appeals and complaints from applicants are considered under the appropriate University Policy on Student Appeals and Complaint Handling Procedure.</p>	
<p>(b) Providers offer information that supports prospective students, and their advisors for recruitment and widening access purposes, in making informed decisions. Providers meet their legal and regulatory obligations in relation to the information presented about themselves and their provision or any changes they make to programmes and modules.</p>	<p>The University ensures that admission is based entirely on merit and on the basis to achieve as is stated in the Admissions Policy. Entry qualifications are transparently set out in all relevant material. Entry requirements are outlined transparently in all recruitment material ensuring applicants are fully appraised of these requirements.</p> <p>The University provides print and digital material specifically aimed at School and College partners and offer regular events, both in-person and virtually to supplement this material.</p> <p>In addition to events, there are other ways prospective students can contact the University when seeking information enabling them to receive tailored responses to their specific queries:</p> <ul style="list-style-type: none"> ▪ E-mail, via study@abdn.ac.uk ▪ enquiry form ("Enquire Now" option on web pages) ▪ chat option on web pages (Unibuddy) <p>The University has a long-standing commitment to widening access. Widening Access webpages provides clear information on the criteria which the University will consider when making an Adjusted or Access Threshold Offer. The University has a range of scholarships targeted at those from low- income backgrounds which are actively promoted through our webpages.</p> <p>In line with all university policies, those associated with admission are subject to assessment under Equality Impact legislation to ensure specific groups of individuals are not obstructed from undertaking any programme within the University.</p>	<p>Admissions Policy (Policy) All Entry Requirements (Webpage) Contextualised Admissions Policy (Policy) Entry from College (Webpage) Equality Impact Assessment (Webpage) Example: Aberdeen Global Scholarship (Webpage) Finance and Funding (Webpage) Hope Heroes: Alumni (Webpage) Information Guides and Advice, Undergraduate (Webpage) On Demand Studies (Webpage) Open Days, Events and Visits (Webpage) Postgraduate Taught Studies (Webpage) Refugees and Asylum Seekers (Webpage) Undergraduate Studies (Webpage) Unibuddy (Webpage) Widening Access Criteria (Webpage)</p>

<p>(c) Staff, student representatives and external partners engaged in the delivery of recruitment, selection, admissions and widening access processes are appropriately trained and resourced.</p>	<p>Processes and activities relating to admissions, recruitment and widening access are managed by central teams led by the Directorate of GEMR, who receive regular and appropriate training, support, and professional development. The team's activities include engaging with College partners and sector-wide networking groups, and engagement with professional development provided by these bodies (for example: UCAS policy groups and UCAS Standing Group; Higher Education Liaison Officers (HELOA); its Scottish counterpart (SHELOA); Access Delivery Group; and Scottish Widening Access Managers Group, for which the Access & Articulation Manager Chairs).</p> <p>The University has strong regional and national links in relation to widening access, with representation on the Universities & Colleges Scotland Joint Articulation Group (JAG), Scottish Widening Access Managers Group (SWAMG), for which the Access & Articulation Manager chairs, Access Delivery Group, and Scottish Community of Access and Participation Practitioners (SCAPP).</p> <p>To ensure appropriate allocation of resources, volumes of applications across the application cycle are monitored on a regular basis and resources allocated or re-directed to address any changing pattern of demand.</p> <p>All staff are required to complete Equality & Diversity and Unconscious Bias training.</p>	
<p>(d) All teams involved in the application, selection and admissions processes ensure information about the applicant journey is consistent and clear. Specific elements of the selection process are clearly defined and any programme or module changes that can impact decision making are communicated swiftly and consistently to enable all parties to exercise informed choice.</p>	<p>The admissions process is managed by a central team led by the Directorate of GEMR, and selection is carried out by trained, professional admissions staff and by trained academic staff.</p> <p>Selection criteria are set out clearly on webpages managed by the Directorate of GEMR. Criteria are applied by staff consistently at a programme specific level and are designed to take account of an applicant's ability to cope with the challenges of a university education in addition to academic achievement to date. For certain degree programmes, e.g. education, music, medicine, interviews and auditions are utilised to assess prospective students in the selection procedures. Prospective students are provided with information to enable them to prepare for, and engage with, the process.</p> <p>Any programme or module changes are communicated as quickly as possible via email to enquirers, applicants, and offer holders. Where possible</p>	<p>Undergraduate Prospectus (Webpage)</p>

	alternative programmes and modules are offered. Prospectus webpages and external course listings are reviewed regularly and updated as soon as any programme or module changes have been made.	
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UK Quality Code 2024: Institutional Mapping

Principle 10: Supporting students to achieve their potential

Academic Quality and Policy Team
academicservices@abdn.ac.uk

Authored: July 2025

PRINCIPLE 10: SUPPORTING STUDENTS TO ACHIEVE THEIR POTENTIAL

Introduction

The [UK Quality Code for Higher Education](#) (Quality Code) articulates the principles of UK higher education for securing academic standards and assuring and enhancing quality. The Quality Code is a sector-led reference point which can be used in a range of flexible ways. It enables providers to evaluate their policies and practices with reference to Sector-Agreed Principles and it aligns with key international reference points including the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG).

The Quality Code is comprised of two key elements: (i) sector-agreed principles; and (ii) key practices. Sector-agreed principles identify the features that are fundamental to securing academic standards and offering a high-quality student learning experience. Key practices set out how a provider can demonstrate they are adhering to the sector-agreed principles. There are 12 principles and each has a set of key practices which providers can follow to demonstrate how they are adhering to that principle.

Under the theme, implementing the approach to quality enhancement and standards, **Principle 10: Supporting students to achieve their potential** outlines the key practices in relation supporting students through their studies, both pastorally and academically. The Quality Code sets out the following: *Providers facilitate a framework of support for students that enables them to have a high-quality learning experience and achieve their potential as they progress in their studies. The support structure scaffolds the academic, personal and professional learning journey, enabling students to recognise and articulate their progress and achievements.*

In undertaking this mapping to the UK Quality Code, a number of stakeholders were consulted across the University to ensure that the information presented is as accurate and up-to-date as possible. Additionally, it should be noted that the information contained within each section of the mapping is current as at time of publication. Further updates to the UK Quality Code Mapping will follow on an annual basis and will be overseen by the Quality Assurance Committee (QAC).

Key Practices

Key Practices	University Commentary	Supporting Documentation
<p>(a) Accessible, relevant, accurate and timely information is offered to students and the staff supporting them throughout the learning journey about the provider, programme of study, wider opportunities for development and availability of support services.</p>	<p>The University is now well into the implementation of the new strategic plan with a longer-term strategic vision for Education and Research. Aberdeen 2040 is comprised of four related, but distinct themes: inclusive, interdisciplinary, international and sustainable. Within the inclusive strand, there is a large emphasis on the wellbeing of our students and staff; as well as a focus on their development both personally and professionally. Alongside this, the University has been progressing with an implementation plan, covering the first 5 years, which outlines key actions associated with the strategic goal which are reviewed and amended annually. Progress toward the achievement of the strategic plan is closely monitored by means of Key Performance Indicators, both linked to the Strategy and SFC Outcome Agreement.</p> <p>In line with the University's strategic commitment to inclusivity, the University drives forward the Wellbeing Strategy for both staff and students. Now in its final year, significant progress has been made towards meeting the aims set out in the strategy. Most notably, in the past 12 months, the launch of the University's suicide safer commitment, the relaunch of Safezone and the launch of the Dignity at Work and Study Toolkit. The University continues to work closely with the Students' Union to deliver the Student Mental Health Agreement (SHMA) Key aspects of the current action plan include conducting a student wellbeing training audit and enhancing the wellbeing training offering available.</p> <p>The Student Support & Experience Committee, a sub-committee of the University Education Committee, has responsibility for the development and implementation of strategy and policies to enhance students' probability of success in all aspects of their student experience and address gaps which appear more likely for specific groups of students. The Committee has representation from every School and relevant colleagues from professional services, which allows for strategic, collaborative and cross-disciplinary discussions to be held. Its remit was expanded beyond Student Support to include wider experience following an internal governance review allowing the Committee to take an even wider, holistic, view on the issues impacting students and their wellbeing.</p>	<p>Aberdeen 2040 Strategy (Webpage) SFC Outcome Agreement (Webpage) Wellbeing Strategy (Webpage) Student Wellbeing (Webpage) Staff Wellbeing (Webpage) Student Support & Experience Committee (Webpage) Academic Quality Handbook (Webpage) Students – Academic Life (Webpage) Support for Study Policy (Policy) Support and Wellbeing (Webpage) Equality Impact Assessments (Webpage) Inclusion and Accessibility (Webpage) Student Learning Service (Webpage) Personal Tutoring (Webpage) Buddy Scheme (Webpage) Dignity at Work and Study Toolkit (Webpage) Suicide Safer University Commitment (Webpage)</p>

The University's Student Partnership Agreement (SPA) sets out the University's and Students' Union joint commitment to: fostering an environment for open and ongoing dialogue between students and staff; embedding transparency and honesty throughout; recognising and being respectful of different approaches to ensuring the best Aberdeen student experience. The agreement is based on a set of core themes to support organisational objectives, continuity and allows for annual updates in line with Sabbatical priorities.

All Education policies are available to view on the University Webpages, as part of the [Academic Quality Handbook](#). This comprehensive set of webpages covers all aspects of teaching and learning provision, from registration to graduation. Physical copies can be requested where necessary from the Academic Services team. In terms of student-related strategic matters, recent policy reviews have included a new Extensions Policy, review of the Policy and Procedures on Student Appeals, Support for Study Policy, and Digital Assessment Guidance. Additionally, the University has continued its work in relation to international student and PGT experience and recently launched a PGT forum to permit discussion and share good practice. Other such strategic reviews are set up with a particular focus whenever they are required.

In line with all university policies, those associated with student support are subject to assessment under Equality Impact legislation to ensure specific groups of individuals are not obstructed from accessing support within the University and that policies are fair and inclusive. The University operates Equality Impact Assessments to ensure that no group is unduly discriminated against and to ensure activities are carried out in a fair and transparent way. All new policies should be reviewed by means of Equality Impact Assessments to ensure they are fit for purpose in an inclusive environment.

The University operates a [Support for Study Policy](#), which outlines the University's approach to supporting students who may be struggling with their studies due to health and wellbeing issues. This policy was reviewed in academic year 2023/24 to ensure it remained appropriate for the evolving needs of our students. Management of cases under the Policy is the responsibility of Student Support Services, and namely the Student Case Management Group, who work closely with Schools to ensure a collaborative and aligned approach to student wellbeing and positive engagement with study.

The University has developed an [Inclusivity and Accessibility in Education Framework](#) which aims to enable inclusion and accessibility to be fully integrated into all aspects of the design and delivery of learning, teaching and assessment. The Framework draws together relevant guidance, policies, resources, support and specialist training relating to accessibility and inclusivity.

The Personal Tutor scheme provides general pastoral support to undergraduate students in matters such as achievement of the Aberdeen 2040 Attributes & Skills (known as the 'MySkills' Framework) to support employability and skills development, Co-curricular opportunities and feedback as well as a pastoral support role. Postgraduate Taught students receive pastoral support from their programme coordinator. Considerable work has been undertaken to enhance the information available to staff and students on the [pastoral support webpages](#). This includes a new staff resource area. To support staff pastoral training we have developed a short online course, training resources for School Senior Personal Tutors for use with colleagues, as well as an in-person Pastoral Support workshop. Slides/resources are also shared with Schools for use on noticeboards and VLEs signposting students to relevant support services.

The [Student Buddy Scheme](#) (previously S4S) continues to evolve and in 2022/23 was opened to PGT students. Additionally, the [Student of Concern](#) form was developed and launched in 2023 to provide an additional route for reporting wellbeing concerns to Student Support. Further guidance for staff in dealing with students in crisis and distress is in development.

The [Dignity at Work and Study Toolkit](#) was launched in October. This is a really valuable resource for our community which aims to help people understand work and study mistreatment. It included guidance on having conversations, seeking support and reporting incidents.

In addition, the [Student Learning Service \(SLS\)](#) in the Centre for Academic Development (CAD), offers a range of individual and group options for students who may need academic skills development and support, including those who are neurodivergent, incorporating students with Specific Learning Differences (SpLDs).

	<p>Staff from Registry provide an in-person support service for academic related matters, including registration, progression, appeals and complaints through the student Infohub. This service is provided alongside support from other specialist areas including student finance, accommodation and assistance with the Personal Tutor system. In addition to the in-person services, support functions operate both general and topic specific online chat services with resource supporting these services allocated as appropriate throughout the academic year.</p>	
<p>(b) All students are supported at key transition points throughout their journey, with their specific needs and requirements met and their pathways into learning recognised.</p>	<p>The Aberdeen 2040 Strategy places inclusivity at its heart and various groups and individuals are represented on the University's Equality, Diversity and Inclusion Committee to champion and review approaches to different areas including Gender-Based Violence and Race. These formal meetings are supplemented by network groups for staff on various topics including disability, carers and parents and those from the LGBTQ+ community. Similar groups and liberation fora exist within AUSA for students.</p> <p>Students are encouraged to be open and share details of their support needs before arriving at the University (especially those with disabilities) so that the Student Support and Advice team can implement a suitable range of inclusion adjustments to maximise their opportunities to thrive. Staff are dedicated to supporting learning for students who are neurodivergent; facilitating access to assistive technology; and in the routine mentoring of those with long term mental health conditions. Changes were implemented in 2024 to reformat support beyond those with disabilities with a move from 'disability provisions' to 'inclusion adjustments' linked to studies. This means enhanced support can now be made available to other groups, including care experienced students, carers, student parents and veterans.</p> <p>In 2024 the University developed an institution-wide Coursework Extension policy to provide clarity and guidance for students and Schools requiring support with their studies. A central online Report and Request tool has been developed that permits students to submit a request for a coursework extension which is processed by the School. This has greatly standardised and simplified the process of requesting and administering extension requests.</p> <p>Student attendance and engagement is monitored by schools to identify students who may be at risk of failing their studies. The monitoring process was reviewed in 2024 to ensure that the messaging is student centred and</p>	<p>Aberdeen 2040 Strategy (Webpage) Academic Skills - Student Learning Service (Webpage) Attendance and Engagement with Studies (Webpage) Disability Service (Webpage) Emily Test (Webpage) Equality Network Groups (Webpage) Equality, Diversity & Inclusion Committee (Webpage) Gaelic Language Plan (Webpage) Gender-Based Violence (Webpage) Inclusivity and Accessibility in Education Framework (Webpage) Peer Support, including Students4Students (Webpage) Policy on Extensions and Penalties for Unauthorised Late Submissions of Coursework (Policy) Race Equality Strategy Group (Webpage) Student Partnership Agreement (Document) Tools and Resources to Support Accessibility (Webpage)</p>

supportive in tone and the process streamlined to make it easier for students to respond to school concerns and receive appropriate support.

The online Report and Request tool was launched in 2024 to allow students to report absence, request coursework extensions, respond to attendance and engagement emails, as well as to report mitigating circumstances. The tool was developed collaboratively with schools, professional services, and students to ensure that support can be provided throughout the student academic journey.

Training has been rolled out to staff within Student Support Services in relation to Gender-Based Violence initiatives, such as EmilyTest (including L.I.S.T.E.N. training). EmilyTest is a Gender-Based Violence Charter, which is made up of five overarching principles with over 40 minimum standards which institutions must meet in order to pass the Emily Test. L.I.S.T.E.N is a new risk assessment tool developed by EmilyTest. The tool is designed to give staff across Further and Higher Education institutions the skills to offer in-the-moment support to a victim/survivor of sexual violence or harassment, ensure they are safe and put in place clear next steps for support. In 2024, the University partnered with EmilyTest to co-develop a 'train the trainer' model for L.I.S.T.E.N which is now in operation.

The Buddy scheme offers new students the opportunity to get support and advice help from assigned student mentors who have been in the same position as them. Buddies can share their experiences with new students and provide a safe space for the new students to ask questions at any time throughout the year.

Pre-arrival events such as the Student Panel provide an opportunity for students to hear about the reality of studying at the University directly from a student.

The Centre for Academic Development (CAD) provides a range of workshops and accredited programmes, which include and reflect inclusive practice in the course design process. Workshops which support accessibility (including captioning) are regularly available. Online resources which provide staff with guidance on inclusivity and accessibility when designing and delivering courses are available.

The prescribed online course, *Getting Started at the University of Aberdeen*, for all new undergraduate and postgraduate taught students outlines all support services, highlighting where to get assistance when needed. To further support students and underline course content, during Welcome Week, a number of events and activities are run by the Experience, Engagement and Wellbeing team with the aim of transitioning students to University and giving them all the essential information, they need to prepare for university life. These centrally organised events are complimented by school and discipline specific events and activities to ensure students are engaged early with their home school community.

In achieving the University's inclusive goals, the Students' Union has significant input into the work of the University, and students sit on most formal Senate and Court Committees as well as informal review/working groups. The University places strong emphasis on the involvement of students on committees and in decision making. Each School has an AUSA elected School Convener who is the lead student representative for each School. They work closely with the elected class representatives to feed any concerns about courses and programmes to the School. The School Convener (or other student representative) attends School-level committees (e.g. School Education Committee) where they are able to contribute to discussions around academic matters and those relating to the wider student experience. At a University level, AUSA representatives are also full members of all Education committees including the University Education Committee and the Student Support Committee along with Senate which is the University's main academic decision-making body. This student representation and engagement ensures transparency, while engaging students on the matters that concern them most. The University is therefore able to work collaboratively with students to review and improve services and processes.

Additionally, the University is committed to Gaelic, and as such, the Gaelic Language Plan outlines a series of commitments as part of the University's efforts to promote the use and acquisition of the Gaelic language. Under the Gaelic Language (Scotland) Act of 2005, public bodies were required to produce a Gaelic Language Plan to assist the national effort to secure the status of Gaelic as an official language of Scotland.

<p>(c) Students and staff are aware of the ongoing academic, professional and pastoral services and activities available, and students are encouraged to access these opportunities and support throughout their learning journey.</p>	<p>The University ensures clear and effective communication to prospective, current and former students. The recent implementation and review of the Student Communications Policy ensures that communications are clear, consistent and accessible to all students. The policy includes the Student Pressure Points Matrix which informs campaigns and ensures that messaging is targeted in a timely manner (e.g. wellbeing support during assessment periods) and further supported with School resources to promote messaging alongside central campaigns.</p> <p>For current students, the Experience, Engagement and Wellbeing team manage almost all student communications and ensure consistency in tone and messaging. Where communications to students are provided from the University Senior Management Team, the Communications Team develops those messages in line with the messaging from the Student Experience Team.</p> <p>For prospective students, communications are managed via the Engagement and Conversion team within Global Engagement, Marketing & Recruitment. This helps to ensure consistency of key messaging to all new and prospective students. Social media channels are also managed via the Engagement and Conversion team, with separate accounts for dedicated widening access projects.</p> <p>The University has dedicated social media channels which communicate directly with the student population with relevant information for their studies, including academic and personal support options. These are managed by the Experience, Engagement & Wellbeing team.</p> <p>The University makes use of its webpages to ensure messaging is available to students regarding support opportunities. These can be found on the study webpages, as well as the Students' pages for current and returning students. Widening Access students, and students articulating into the University from FE College, also have their own dedicated web pages with relevant information, advice and guidance. The University aims to target information to the most relevant cohorts of students, including new, prospective and returning, different campuses and online students.</p> <p>Regular, targeted and timely communications about careers and employability enhancing opportunities are sent based on students' responses to career</p>	<p>Advanced Entry Students from College (Webpage)</p> <p>Career Readiness (Webpage)</p> <p>Co-Curricular Activities (Webpage)</p> <p>Communicating With You (Webpage)</p> <p>Enhanced Study Options (Webpage)</p> <p>New Students (Webpage)</p> <p>Student Communication Policy (Policy)</p> <p>Student Life (Webpage)</p> <p>Study (Webpage)</p> <p>Widening Access (Webpage)</p>
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	<p>readiness questions embedded annually within the online student registration process. This provides students with information they have told the University they would like to be involved in within the academic year, such as entrepreneurship activities, skills development opportunities and other schemes like internships.</p> <p>For University graduates and alumni, the Alumni Engagement team manage communications to ensure that graduates receive up-to-date news, information, events and support that may be available to them. Information is provided on our Careers and Employability Service which is available to all current and former students.</p>	
<p>(d) Staff are appropriately qualified, trained and supported to deliver high-quality learning and support for all students, particularly those with specific needs and requirements.</p>	<p>The University has invested significantly in its support services, including additional resource to support students. This has increased the staffing in the Student Support team and the availability of staff to be able to assist with student needs. The provision of ongoing training and development for all support staff has been vital to ensuring that staff are well-equipped in supporting students.</p> <p>Within Human Resources, the Staff and Organisational Development team supports the personal and professional development of staff. This includes a dedicated training budget which is allocated to various training projects and initiatives to further develop University staff. Recent sessions have included race literacy training for student-focused staff, as well as the ongoing programme of training sessions.</p> <p>CAD is central in supporting the academic and educational development needs of all staff. The student perspective is incorporated into the wide range of courses and professional development opportunities available for staff and PGRs who teach and/or support learning. The Student Learning Service (SLS) within CAD offers a range of individual and group options for students who may need academic skills development and support, including those who are neurodivergent incorporating students with Specific Learning Differences (SpLDs). New staff at the University who are involved in teaching participate in the 2 half-day course on Teaching and Learning at the University of Aberdeen, which introduces them to the Principles of Education, course design, and Education processes and policies. In addition, CAD offers the course Principles of Learning and Teaching in Higher Education (PLTHE) for staff and</p>	<p>Centre for Academic Development (Webpage)</p> <p>Cost of Living and Money Matters (Webpage)</p> <p>Counselling Service (Webpage)</p> <p>Principles of Learning & Teaching in Higher Education (Webpage)</p> <p>Staff Development (Webpage)</p> <p>Student Learning Service (Webpage)</p> <p>Training and Professional Development (Webpage)</p>

PGRs who teach and/or support learning, which, on successful completion, is professionally accredited by Advance HE.

The University Counselling Service provide proactive and reactive support to staff undertaking any role with us, introducing a new “debrief” service, launched in late 2021, which encourages staff to have a half hour chat with a member of the service to discuss a difficult case or seek support following a challenging encounter. The Counselling Service operates without a waiting list, and staff and students can book appointments to suit their availability online. The University also partners with Spectrum:Life, an organisation which provides in-the-moment counselling and support via a Student Helpline and a wellbeing app, available 24/7 from anywhere in the world.

Linked to the Wellbeing strategy, the Wellbeing and Engagement team produce an annual [wellbeing calendar](#) of activities. Each month is broken down into 5 themes targeting events and campaigns around: wellbeing; mental health; safety; study support; and equality diversity and inclusion.

A Mental Health and Wellbeing training audit was conducted in January 2023. It identified what was currently available to staff and students, whether it was fit for purpose and what the gaps are. A new landing page of Training opportunities has been developed and a development timeline identified to enhance the suite of training throughout 2023/24. Phase two, focusing on enhancing the student training offering commenced in early 2024.

A new Pastoral support workshop – Support you to support students” was introduced in 2023. This covers all aspects of pastoral support and provides an opportunity to practise skills and network. Training resources were developed in 2023 for School use by Senior Personal Tutors to deliver to new colleagues or for ‘refresher’ sessions at the start of the academic year.

The Mental Health First Aid (MHFA) Network has been reviewed and restructured. Whilst the MHFA trained members will continue to be available as a resource, the focus of the network will be shifted to proactively enhance mental health and wellbeing understanding, knowledge, awareness of support provision and encouraging an open and supportive environment in our community (of both staff and students).

	<p>A new online resource area has been developed which provides access to resources and a programme of monthly development opportunities.</p> <p>The inclusive, responsive and professionally accredited Careers and Employability Service provides accessible careers education, information, advice and guidance services, available to all students and graduates. Service effectiveness and professionalism is reviewed regularly (most recent submission, December 2023) against the AGCAS Quality Standard which is a condition of our continued institutional membership.</p> <p>Through the ongoing schedule of policy review, policies and procedures related to student support activities are actively considered and updated reflecting current circumstances.</p>	
<p>(e) Students and staff recognise that activities offered outside the formal curriculum are beneficial for promoting students' sense of belonging, as well as providing opportunities to broaden their skills and achievements, complementing their formal studies.</p>	<p>The University provides a wide range of opportunities to enable students to develop skills to support their academic, personal and professional progression. These include:</p> <ul style="list-style-type: none"> • Prescribed Online course, <i>Getting Started at the University of Aberdeen</i>, for all new undergraduate and postgraduate students (including Qatar and online campuses), and articulating students who are in their first year at the University. The course highlights and encourages participation in the wide range of opportunities that the University provides. • The MySkills framework allows students to record, reflect upon and enhance their skills. It includes a portfolio tool, skills audit and a wide range of resources to develop their skills. • Achieve (for UGs) and Achieve+ (for PGs): These are student study support areas designed and delivered by the Student Learning Service, hosted in our virtual learning environment (MyAberdeen) to provide advice and guidance to students on academic integrity, academic writing, maths and statistics skills, study strategies, and support for neurodivergent students. • Careers and Employability Service, which provides bespoke careers advice to students and graduates. • Student Advice & Support Office (including Disability and Inclusion support for learning) • The Student Learning Service, which provides academic skills support to students at all levels of study, including students who are neurodivergent. • Scholarships and Student Funding (including hardship funding). • The Students' Union, including opportunities for students to 'get involved'. 	<p>AUSA (Webpage) Careers & Employability Service (Webpage) Course Catalogue (Webpage) Disability Services (Webpage) Learning & Teaching Enhancement Programme 2024/25 (Webpage) MySkills (Webpage) Scholarships and Student Funding (Webpage) Student Advice & Support Office (Webpage) Student Learning Service (Webpage) Your Employability (Webpage)</p>

- Small projects are funded through the University's [Learning & Teaching Enhancement Programme](#) (LTEP), to encourage the introduction of enhancement activities in learning, and teaching and to disseminate effective practice throughout the Institution and beyond. LTEP aligns with Thematic QAA (Scotland) Enhancement activities.

The University communicates our Aberdeen 2040 Attributes & Skills (the 'MySkills' Framework) to students through various channels, including the Virtual Learning Environment (MyAberdeen), the University website, and through social media. The prescribed online course, *Getting Started at the University of Aberdeen*, for new Undergraduate and Taught Postgraduate students, includes interactive activities to help them understand and use the MySkills Framework to enhance their skills employability. Launched in September 2024, the MySkills Framework was designed to align with the University's commitments to sustainability, interdisciplinarity, inclusivity and international as set out in Aberdeen 2040.

Work is ongoing to link course Intended Learning Outcomes to the new MySkills Framework to ensure that learning is focused and relevant to the course. These will be detailed to students in course handbooks or the course area in the Virtual Learning Environment.

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UK Quality Code 2024: Institutional Mapping

Principle 12: Operating concerns, complaints and appeals processes

Academic Quality and Policy Team
academicservices@abdn.ac.uk

Authored: July 2025

PRINCIPLE 12: OPERATING CONCERNS, COMPLAINTS AND APPEALS PROCESSES

Introduction

The [UK Quality Code for Higher Education](#) (Quality Code) articulates the principles of UK higher education for securing academic standards and assuring and enhancing quality. The Quality Code is a sector-led reference point which can be used in a range of flexible ways. It enables providers to evaluate their policies and practices with reference to Sector-Agreed Principles and it aligns with key international reference points including the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG).

The Quality Code is comprised of two key elements: (i) sector-agreed principles; and (ii) key practices. Sector-agreed principles identify the features that are fundamental to securing academic standards and offering a high-quality student learning experience. Key practices set out how a provider can demonstrate they are adhering to the sector-agreed principles. There are 12 principles and each has a set of key practices which providers can follow to demonstrate how they are adhering to that principle.

Under the theme, implementing the approach to quality enhancement and standards, **Principle 12: Operating concerns, complaints and appeals processes** outlines a number of practices in relation to appeals and complaint processes. In doing so, the Quality Code sets out the following: *Providers operate processes for complaints and appeals that are robust, fair, transparent and accessible, and clearly articulated to staff and students. Policies and processes for concerns, complaints and appeals are regularly reviewed and the outcomes are used to support the enhancement of provision and the student experience.*

In undertaking this mapping to the UK Quality Code, a number of stakeholders were consulted across the University to ensure that the information presented is as accurate and up-to-date as possible. Additionally, it should be noted that the information contained within each section of the mapping is current as at time of publication. Further updates to the UK Quality Code Mapping will follow on an annual basis and will be overseen by the Quality Assurance Committee (QAC).

Key Practices

Key Practices	University Commentary	Supporting Documentation
<p>(a) Policies and processes for concerns, complaints and appeals are accessible, robust and inclusive, and enable early resolution wherever possible and include information relating to recruitment, selection and admission.</p>	<p>The University's Policy and Procedure on Student Appeals, including a glossary of terms, are on the University webpages, and are accessible to all. The Policy was revised for implementation in academic year 2024/25, and updated to consider the aspects listed below, as well as consideration of staff workload. The Complaints Handling Procedure (CHP) is also available on the web. The steps laid out in the procedures aim to ensure clarity of understanding for all stakeholders, as well as their consistent application. The University's CHP complies with the model prescribed by the Scottish Public Services Ombudsman (SPSO). The University's Appeals and Complaints webpages set out the steps to be followed in the submission of an appeal and/or complaint. The policies and procedures are inclusive and allow all students, staff, alumni, prospective students and members of the public to raise concerns where appropriate.</p> <p>Where the policies cannot be accessed on the web by any individual, the University is able to provide hard-copy versions of the documents on request. If required, documentation can be provided in accessible formats.</p> <p>Policy advice can be obtained from our trained case officers in the Academic Services Team to support of the understanding and application of the policies and procedures. Additionally, students can seek independent advice from the Students' Union advice team at every stage of the appeals and complaints process. Further information pertaining to support for submission of an appeal and/or complaint is available on the University's Appeals and Complaints webpage.</p> <p>In the policies and procedures for Student Appeals and Complaints, emphasis is placed on informal, early resolution to all cases. We understand that, normally, where situations and cases can be resolved more quickly, the experience is usually better for those involved. Where an early resolution is not possible, appellants and complainants transfer into the formal appeals and complaints processes. They do, of course, have the opportunity to go to the formal process immediately if they feel this is the most appropriate route.</p>	<p>Appeals and Complaints (Staff) (Webpage) Appeals and Complaints (Students) (Webpage) Complaints Handling Procedure (Policy) Glossary of Terms, Appeals & Complaints (Document) Policy and Procedure on Student Appeals (Policy) Status of Students Pending the Outcome of Consideration of (a) an Academic Appeal or Complaint; or (b) Undergraduate Student Progress, or Fitness to Practise (Policy)</p>

	<p>Our policies and procedures encourage constructive engagement, a transparent approach (e.g. in relation to timescales) and are person-centred. We aim to have in place the most effective and efficient experience for the individuals involved including the requirements for the evidence and submissions.</p> <p>All students entering into an appeal or complaint are treated in a fair and appropriate way and, if appropriate, procedures are put in place to accommodate students' specific needs. For example, these specific needs could include situations where students may be studying off-campus/online or if they have a disability.</p> <p>At all stages through the process, students are treated fairly and have the option to be accompanied to meetings regarding their appeal or complaint by a friend, relative or representative from the Students' Union aiming to ensure that the students are appropriately supported throughout the process.</p> <p>The University ensures that no student is disadvantaged by raising concerns. This aspect of our process is outlined in the University's Status of Students Pending the Outcome of Consideration of (a) an Academic Appeal or Complaint; or (b) Undergraduate Student Progress, or Fitness to Practise policy.</p>	
<p>(b) Concerns, complaints and appeals policies and procedures, including information about them, are clear and transparent to students, those advising them and those implementing the processes. Formal and informal stages of the processes are clearly articulated.</p>	<p>The University ensures that information is clear and transparent by providing all relevant information on the web (and through other means as necessary and as described in section (a)). In addition to the Policy and Procedures on Student Appeals and the Complaints Handling Procedure, resources include a glossary of terms and the relevant forms required as part of the process. Within the policies and procedures, clear guidance on how to conduct meetings with appellants/complainants at various stages through the process is in place, alongside all other aspects of the required processes. The guidance regarding conducting meetings ensures a consistent approach which gives all parties an appropriate and fair opportunity to present their case and aims to ensure that all parties are treated with dignity and respect, and their well-being is appropriately considered. Further information is available on the University's Appeals and Complaints webpages.</p> <p>In addition, the Experience, Engagement and Wellbeing Team have a planned process of communication with students and, as part of that, information on</p>	<p>Appeals and Complaints (Staff) (Webpage) Appeals and Complaints (Students) (Webpage) Complaints Handling Procedure (Policy) Data Protection (Webpage) Data Protection Policy (Policy) Glossary of Terms, Appeals & Complaints (Document) Policy and Procedure on Student Appeals (Policy) SPSO (Webpage)</p>

	<p>appeals, complaints and procedures are provided. Information is also provided to students in course and programme handbooks.</p> <p>The Academic Services Team can provide guidance to individuals on the procedures for appeals and complaints. Where individuals require support in preparing their own specific case, they are able to seek that from the Students' Union.</p> <p>In line with University Data Protection policies, information related to cases of appeals and complaints are only be shared with the relevant parties involved in resolving the case. These parties include the case officer, Head of School (or nominee) investigating the case, and School administration contact.</p> <p>The University's Complaints Handling Procedure (CHP) complies with the model prescribed by the Scottish Public Services Ombudsman (SPSO).</p>	
(c) Providers meet (where applicable) the national and international requirements of external bodies with responsibility for hearing or overseeing concerns and complaints.	<p>The University ensures compliance with external regulatory bodies and sector best practice. The University's Policy and Procedure on Student Appeals was designed in accordance with best practice across the UK higher education sector. Meanwhile, the University's Complaints Handling Procedure (CHP) complies with the model prescribed by the Scottish Public Services Ombudsman (SPSO).</p> <p>The Appeals and Complaints policies are kept under active review as cases are received and handled, and feedback from the SPSO is taken on board when received. The University has made amendments to its process as a result of feedback provided by the SPSO, particularly in relation to timescales for the consideration of an appeal and/or complaint case.</p> <p>Complaints data is published and made available on the University webpages, to ensure transparency and compliance with SPSO requirements. Annually data is presented to the Education Committee structure in relation to appeals and complaints to identify any trends, and to ensure that the policies remain appropriate.</p>	Appeals and Complaints (Staff) (Webpage) Appeals and Complaints (Students) (Webpage) Complaints Handling Procedure (Policy) Policy and Procedure on Student Appeals (Policy) SPSO (Webpage)
(d) Actions resulting from concerns, complaints and appeals are proportionate and enable cases to be resolved as early as possible.	<p>The University's policies and procedures are designed and operated in a way that aim to be fair and impartial. The University seeks to ensure all parties are treated in a fair and appropriate manner. As such, suitably trained case officers are assigned to each case to ensure administrative processes are adhered to and the appellant/complainant is fully informed at all stages. These officers are</p>	Appeals and Complaints (Staff) (Webpage) Appeals and Complaints (Students) (Webpage) Complaints Handling Procedure (Policy)

	<p>from our Academic Services Team and as such are always independent of the appeal or complaint investigation.</p> <p>In the submission of all initial stage appeals, the case will be reviewed by a Competency Panel who will determine whether the case meets the required criteria as set out in the Policy and Procedures on Student Appeals and whether the case is in time. Impartial and trained academic staff investigate whether any appeal case is competent for progression. These academics are senior members of staff and are impartial to the case, being independent of the School in which the appellant is based.</p> <p>Where the cases are passed to an Investigating Officer, those mentioned in the case, or who may have previously dealt with issues raised in the case, will not be asked to investigate it, to ensure impartiality. Investigating Officers are independent of the situation. Trained case officers will also review the appeal / complaint response prior to issue to ensure any potential issues can be addressed prior to issue to the appellant / complainant.</p> <p>Where appellants proceed to the Grounds to Proceed stage, impartial and trained academic staff investigate whether there are grounds to proceed to a panel hearing. These academics are senior members of staff and are impartial to the case, being independent of the School in which the appellant is based. Consideration is undertaken by way of email and panellists reach a decision independently. Where disagreement occurs, a further panellist is sought and a decision is reached by way of consensus.</p> <p>In both the Policy and Procedures on Student Appeals and the Complaints Handling Procedure, emphasis is placed on informal, early resolution wherever possible. Policies and procedures have defined timescales to manage expectations of those bringing forward a case, as well as to ensure cases are dealt with in the required timescales.</p> <p>When there is a situation where it is not be possible to meet the stated timescales, appellants and complainants are informed of the delay and are kept updated so that they are aware of progress and reasons for the delay (e.g. investigation of a complex case requiring extensive investigation).</p>	<p>Policy and Procedure on Student Appeals (Policy) SPSO (Webpage)</p>
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	Where internal mechanisms have been exhausted, students are issued with information related to the Scottish Public Services Ombudsman (SPSO) , and their case may be reviewed there.	
(e) Processes for concerns, complaints and appeals are monitored and reviewed to ensure they promote enhancement throughout the provider and operate as intended, to the benefit of students and staff.	<p>The University's Policy and Procedures on Student Appeals and Complaints Handling Procedure are part of the Education Policy and Regulations Review schedule and are monitored regularly. The policies are monitored and reviewed as appeal and/or complaint cases are received, which may have an impact on the process, policy or procedure being followed.</p> <p>The Academic Policy and Quality team, within which the operational responsibility for appeals and complaints sits, continue to monitor and keep under the review for both appeals and complaints processes. The team meet regularly to discuss appeals and complaint cases, and to discuss any amendments to process that are required. Recent examples include the streamlining of process in relation to the Competency Panels, introduced in the review of the Policy and Procedures on Student Appeals in June 2024.</p>	Appeals and Complaints (Staff) (Webpage) Appeals and Complaints (Students) (Webpage) Complaints Handling Procedure (Policy) Policy and Procedure on Student Appeals (Policy) SPSO (Webpage)
(f) Outcomes from concerns, complaints and appeals are used to develop and enhance teaching and learning and the wider student experience	<p>The University's policies and procedures for appeals and complaints encourage feedback from our student population to ensure a high-quality student and academic experience taking account of both the academic environment and the support services that students may engage with. The feedback provided, by means of appeals and complaints procedures, or through other means, is used to highlight areas of improvement or concern which we can then address, and to ensure high-quality service delivery.</p> <p>The University reports annually on academic appeals and bi-annually on complaints data. Our data is analysed by School, level and mode of study. The reports are submitted to the Senior Management Team, Quality Assurance Committee, University Education Committee, Senate and Court for consideration and allow the University to monitor the numbers and nature of the submissions, the actions taken to address any trends that are identified, as well as ensuring oversight of the implementation of policies. As noted, these data are used to identify areas of concern and areas for action which aim to improve the student and academic experience. Complaints data is available on the University's Appeals and Complaints webpages for the most recent academic year compared with previous years.</p>	Appeals and Complaints (Staff) (Webpage) Appeals and Complaints (Students) (Webpage) Complaints Handling Procedure (Policy) Policy and Procedure on Student Appeals (Policy)