UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

INTERNAL TEACHING REVIEW (ITR)

SCHOOL OF SOCIAL SCIENCE
Panel Visit: 18th -19th February 2026

INTRODUCTION

1.1 The Internal Teaching Review (ITR) of the School of Social Science was carried out under the University's published process and procedures for ITR which are available here: https://www.abdn.ac.uk/staffnet/teaching/internal-teaching-review-6112.php.

1.2 The School was asked to submit a streamlined Critical Analysis document which addressed the following key areas:

(i) School context: to include student numbers, demographics and outcomes; highlight any areas of teaching and learning practices that are specific to the School and a summary of the School's response to the previous ITR

(ii) Positive aspects of the School's teaching and learning: to include examples of positive practice and particular strengths of the School as well as how this good practice is shared both within the School and beyond

(iii) Challenges that have been encountered in the School's teaching and learning provision: to include potential areas identified for improvement and an action plan for how they might be addressed – or whether these were issues for discussion at the ITR

(iv) Future plans: to include areas for development in the next few years, e.g. new course/programme developments, partnerships proposed

1.3 The ITR Panel was comprised of:

Ms Faye Hendry	Chair School of Education Quality Assurance Committee
Dr Gareth Norton	School of Biological Sciences Quality Assurance Committee
Dr Derryck Shewan	School of Medicine, Medical Science & Nutrition
Miss Francisca Ekwonu	School of Medicine Medical Science & Nutrition School Student Panellist
Professor Cris Shore	External Subject Specialist, Goldsmiths, University of London
Professor Christopher Bunn	External Subject Specialist, University of Glasgow
Dr Emma Dolan	External Subject Specialist, University of Limerick
Christopher Miller	Clerk, Academic Services

1.4 The Panel considered the documentation provided by the School, by way of an evidence-based Critical Analysis (CA) as detailed in 1.2 above. In addition, prior to the virtual visit to the

School, members of the Panel were provided with access to the School's Quality Assurance (QA) repository, containing the School's annual monitoring materials (Annual Course and Annual Programme Reviews (ACR and APR)), Course Feedback and Reflection Forms, minutes from meetings of Staff-Student Liaison Committees (SSLC), and External Examiner Reports (EERs), as well as the minutes from various School Committees. Consideration of this documentation, along with the School's submitted CA, enabled the Panel to identify key themes for further exploration.

1.5 The Panel conducted a visit to the School, where they met with a range of staff and students.

1.6 The themes for focused discussion agreed with the School prior to and during the visit were:

(i) **School Leadership, Organisation and Vision**, particularly in terms of how School's governance and leadership is organised and whether it is working well; how the School communicates between disciplines and how good practice is disseminated; how the School is responding to staffing challenges in relation to academic and professional services staff; how well the current Workload Model within the School is working; the School's future direction involving the development of PGT programmes and recruitment strategies, as well as how the School is supporting staff and staff progression.

(ii) **Teaching, Learning and Assessment,** specifically addressing the functionality and effectiveness of the School's team-taught courses; the functionality and effectiveness of the multi-level courses; the School's implementation of online learning and usage of the new MyAberdeen institutional template; how the School is handling the challenges of the rise in generative AI within classes and assessments; the issue of low levels of student engagement; the diversity of assessments used and how students feel regarding their effectiveness, as well as School processes around the standardisation of second marking and moderation.

(iii) **Student Support and Equality, Diversity and Inclusion,** with an interest in how the School engages with student support and what levels of support they themselves offer students; the School's good practices with regards to adjustments to classroom environments and assessments, in relation to accommodating students with inclusion adjustments; the support provided for TNE students and PhD students who teach, as well as how the School's good practices around decolonising the curriculum are being built upon.

(iv) **Student Experience & Student Voice,** more generally considering what opportunities the School provides for students to offer feedback; how the School actions that feedback, as well as what efforts are being made by the School to create a sense of community for their students.

(vi) **Employability & Employment Skills,** analysing how the School is developing a productive relationship with the University's Careers Service; what employability opportunities are made available to students, as well as evaluating what employment skills and development opportunities students have.

1.7 This report is split into three sections:

(i) Part A gives the overall impressions of the teaching provision within the School, formed from the whole ITR process;
(ii) Part B covers the outcome of various meetings with staff and students, focusing on a small number of themes as outlined above. It also details the Pedagogic Partnership Session, which involved more free-form discussion; and
(iii) Part C details the School action plan which will form the basis of the annual follow-up reports.

PART A: OVERALL IMPRESSIONS

2.1 The Panel was impressed by the School's collegiate working and ability to foster a sense of community for staff. Staff at all levels felt that they were working together as a School both within and across disciplines. The School recognised the value in working within a close proximity to one another and there is a positive relationship between academic staff and professional services.

2.2 Another area of strength was the School's handling of the sector's current financial situation and subsequent staff shortages. The School utilised interdisciplinary team-teaching on many programmes, alongside updated rubrics, to ensure a quality provision of education for their students. The School's workload model also helped distribute tasks more evenly to avoid overburdening as far as possible. However, the panel recognises the difficulties still being faced by both professional and academic staff due to the hiring freeze.

2.3 The School is to be commended for its initial success for many of its online course offerings. The numbers provided by the School indicate that there is a great opportunity for them to develop online growth, with many courses acquiring a healthy student uptake.

2.4 A further area of good practice identified is the School's clear communications around AI usage. Students are clear around expectations and staff are having useful discussions around this, which should be continued.

2.5 The School's approach to team-teaching appears to be working well and has been positively received by students. The students appreciate the range of voices and perspectives being provided to them and also appreciate having senior members of staff teaching tutorials at undergraduate levels. Academic staff also agreed that this method has increased their ability to share good teaching practice between their disciplines.

2.6 Another area of commendation is the high-quality feedback which the School provides to students, as well as the increased use of feedforward, rubrics and signposting of release dates. Students identified this as an area of importance to them and greatly appreciated the School's efforts in this regard.

2.7 Diversity of assessments is a key strength at Honours level in UG programmes. Similarly, postgraduate students appeared to be content with the diversity of assessments provided and noted that this allowed them to engage more deeply with their course readings.

2.8 The School is to be commended for the excellent practice around Decolonising the Curriculum and EDI. Students are aware of Decolonising as a core value of the School and feel comfortable to share instances of dated examples and case studies which should be addressed in their courses. Staff consider principles of inclusion and EDI when designing

their courses, in addition to making accommodations for students in line with inclusion adjustments signposted by Student Support. Professional services staff work alongside the University's Student Support team to ensure that all needs are being effectively communicated to the relevant parties within the School.

2.9 The School has a fantastic working relationship with the Careers and Employability Services team. Together they ensure that students are provided with multiple opportunities to develop employability skills and receive chances to partake in shadowing or work-placements.

PART B: QUALITY ASSURANCE AND ENHANCEMENT; OUTCOMES OF DISCUSSIONS WITH STAFF AND THE PEDAGOGIC PARTNERSHIP SESSION

3.1 School Leadership, Organisation & Vision

3.1.1 The School of Social Science is a multidisciplinary School which contains three departments: Anthropology, Sociology and Politics & International Relations (PIR). The School Management team has a Head of School, Director of Education, Director of Research and a School Administration Manager. Each department also has its own Head, and the Head of School meets with the department Heads regularly. There is a School Executive Committee which also has EDI leads, student recruitment and, when possible, student representation. The School is contained within the same building across two floors, sharing a coffee room. School Management felt that their structure and meetings allowed for there to be ample opportunity for the sharing of information and good practice across the different departments and to all staff. This feeling was shared by both academic and professional services staff. School Management also explained that despite having separate departments, there were efforts made to create a School identity through shared research seminars, monthly newsletters, education away days, interdisciplinary teaching as well as multiple School level committees. Both professional and academic staff viewed this approach as a positive one, emphasising that it increased their opportunities to share good practice and improve day-to-day interactions with one another.

3.1.2 The financial challenges facing the higher education sector have placed pressures upon the School, mainly in the form of staffing challenges. There are now only 4.7 FTE professional services staff from an original 6. Professional services staff felt that they now had less time available to focus on streamlining or enhancing their processes and must take on additional tasks at all levels. Similarly, the Sociology department has lost several academic staff members who have not been replaced, with staff explaining that they felt that they were barely able to keep their heads above water in relation to marking and feedback numbers and deadlines. The Review Panel determined that the School has showed an incredible ability to adapt to these challenges. Both anthropology and PIR staff have taught across sociology programmes, whilst also acting as dissertation supervisors. Some anthropology and PIR courses have also been opened to sociology students. School management also ensured that the majority of their teaching assistant budget was allocated to the sociology department. Academic staff felt that the School had responded well to this issue, explaining that external examiners determined that teaching quality was still of a high standard. Some staff even emphasised that the cross-discipline teaching has led to enhancements, such as an improved set of marking rubrics. However, the hiring freeze has created an issue with regards to the School's ability to generate additional revenue in some areas. For example, the new Criminology and Sociology

programme has recruited better than expected but the lack of staffing has led to the department failing to fully support the increase.

3.1.3 The School's Workload Model has played a large part in ensuring that staff have been supported as much as possible during a considerably difficult period. Staff were appreciative of the Model's transparency. The Model allocates hours for research, teaching and admin duties that do not usually extend beyond the working week. More experienced members of academic staff have had to teach sub-honours tutorials which some staff felt would only benefit students in forming relationships with them, as they progressed through their degree programmes. The workload model also ensured that the allocation of marking was distributed as evenly as possible. Academic staff clarified that this was extremely helpful in balancing the workloads of their now increased online programmes. One downside to the current Workload model from the academic staff's perspective was that it did not take into consideration pastoral care responsibilities, with some staff taking more time with personal tutees and larger cohorts. Although staff do receive hours for tutees, they felt it was not enough.

3.1.4 The School has implemented a series of new PGT programmes over the past couple of years in response to both colleague expertise and the challenge of generating additional income. Multiple new online MSc courses have had healthy recruitment numbers within their first year, with the MSc in International Relations recruiting the highest number of students for a PGT online programme at the University in January 2026. The School is also delivering an MSc in International Relations in Qatar. School management felt well supported by the University's Centre for Academic Development regarding online learning. Despite this early success, the Head of School explained that School management are cautious about implementing more online programmes due to the workload implications amid the hiring freeze. Regardless of this, two 30 credit online courses and the MLitt in Museum Studies were approved in April 2026. The Committee for Student Recruitment and Engagement now works closely with the marketing team in an effort to promote the School's programmes through engagement activities, webinars, and digital campaigns amongst other things. The School is also looking to recruit from different international markets. These are all part of the School's plan for an enhanced strategy for increased student recruitment.

3.1.5 The School management team also noted that the current promotions freeze had placed blocks to staff progression. Academic staff felt that many staff would eventually leave the University if their careers were to stagnate. Academic staff claimed that colleagues were working at a senior lecturer level, but this was not recognised nor reflected in their pay. Several staff felt that this had a huge impact on morale at work. Professional services staff also felt that they had very limited opportunities for progression; however, they recognised the School's efforts to continue their career growth through regrading. The School also organises shadowing opportunities at other Schools for their Professional services staff. School management recognise the frustration of the staff within the School and attempt to support academic staff in making time for research through support with grants, their research committee and research development meetings. Despite these struggles, staff at all levels continued to express the sense of community they felt that they had within the School.

3.1.6 A member of academic staff from the Qatar campus was present during the ITR process. They explained that they felt that Qatar had been well supported by the School as they continued to develop over the past three years. It was noted that the PIR programme in

Qatar has now successfully enrolled 160 students across the 4 years of undergraduate level. They have also now introduced a postgraduate programme for PIR. Academic staff in Aberdeen spoke very highly about the Qatar staff, emphasising that they had high teaching standards and that all credit should be given to the Qatar team in this regard. The two campuses are currently in the process of organising workshops between one another. This growth has led to a designated liaison for Social Science in Qatar with regular meetings.

3.2 Learning and Teaching

3.2.1 The School adopts a team-taught interdisciplinary approach to many of its courses and disciplines to great success. Academics felt that having teaching staff from different disciplines teach the same course brought fresh ideas and perspectives. An example of this can be seen in the Global Colour Line I and II sixth-century courses. SSLC feedback on team teaching is generally good, with undergraduate students agreeing that it was useful hearing from different lecturers who have different styles and opinions. Students did, however, highlight that these courses appeared to cover topics on a more surface level at undergraduate level. Academic staff, on the contrary, recognised that not all students would prefer this method of teaching as there can be discrepancies in messaging on courses with multiple tutors, and as such attempted to standardise tutorial slides. Academic staff felt that having different staff teach across non-optional courses was important for quality assurance.

3.2.2 The School also has multi-level courses, with level 3, 4 and 5 students working together. Academic staff explained that the course is set up in a way to ensure that an appropriate level of challenge is set separately for both the undergraduate and postgraduate students. Students generally agreed that communication regarding expectations for assessment was clear. They also appreciated the opportunity to work alongside students from other year groups. However, some academic staff felt that some students were not always sure about which advice applied to them and that anonymous marking meant that it was sometimes tricky to determine which level a submission was to be judged by at first glance. Professional services staff also noted that submission instructions could be made clearer on MyAberdeen.

3.2.3 Online learning has become an increasingly important area for the School. The new MyAberdeen institutional template was introduced by the University to streamline course guides and improve the consistency of course layouts for students. Professional services staff and students were in general agreement that course guides are now much more consistent as their materials are set out in comparable ways across courses. Students also appreciated the efforts that the School had made with regards to online learning, citing that recorded lectures, audio versions and the general speed of material uploads all contributed to quality learning. However, discussion boards did not always function as students would have expected, often causing delays in posting answers. Another area where students sought improvement was reading lists, particularly Leganto reading lists, as it was not always clear which pages were to be read. Staff also agreed that the Leganto reading lists were problematic and even felt that they dulled an important skill in students' searching for sources. Academic staff admitted reluctance to using the new templates at first, particularly because they would have to re-upload their course guides via the style of the new template whilst being mindful of workload constraints. It was understood that the School could make greater use of VLEs and should reach out to the E-learning team if guidance was required.

3.2.4 The panel felt that the School was well-equipped to handle the rise in generative AI. School management highlighted that University guidance was followed, with clear communication

being given to students regarding the level of AI use permitted. In relation to integration, some courses did allow higher levels of AI use but not as much was permitted in sub-honours courses. The Head of School and Director of Education met with students regarding AI and determined that students were content so long as there was clear guidance provided. As such, all courses have instruction on AI information and at the beginning of each course a lecturer will give students an overview of the appropriate use of AI. The School also has representation on the wider University AI working Group and a PIR AI Working Group. Despite this, support staff noted that there was a general rise in AI misuse that has created a workload challenge. Undergraduate students were confident that the level of AI use was always made clear to them. Some Postgraduate students also appeared to understand and even complimented the University toolkit videos on GenAI, whilst others felt that some assessments were not made as clear as desired. Academic staff felt that the School's senior management team were supportive of AI integration. The School's Academic Integrity Officers were part of a group creating guidance for staff, offering instructions on how to talk with students regarding AI. Academic staff were aware that AI had potential for helping student understanding of their studies but worried over its use as a tool for cognitive offloading. There is more focus on AI in relation to assessment and academic misconduct, and more discussions could be held regarding opportunities and affordances of AI in teaching more broadly.

3.2.5 Classroom engagement was a concern for both staff and undergraduate students. School management are aware of the ongoing issues with patchy attendance at sub-honours level. School leadership noted that their small classes were better attended than larger classes overall, but that student engagement was good, especially with involvement in committees. This differed from the experiences which undergraduate students described. Students complained that whilst the tutorials were indeed well attended, the majority of individuals would not engage in discussions about the weekly topics or readings unless incentivised through activities. Students explained that tutors would try to encourage discussion but suggested that tutorial structures be reconsidered, as those who did engage often felt that they were not benefiting from attending them. Academic staff also expressed concerns regarding the level of student attendance, particularly from the mid-way point of the teaching terms.

3.2.6 The diversity of assessments is a key strength at Honours level in undergraduate programmes and in postgraduate programmes. It was noted that very few in-person assessments were done within the School. Postgraduate students felt that assessments were often original and allowed for opportunities to challenge themselves through wider reading and organisational skills. Undergraduate students agreed that assessments were varied in nature at levels 3 and 4. Students generally appreciated the level of assessment variety. However, they argued that not only was this variety missing from levels 1 and 2, but that they were given very few opportunities to practise new types of assessment before sitting those which contributed to their final awards. Students at sub-honours felt that most assessing was done via essays and presentations. Students felt that they would benefit from opportunities to practise the more diverse assessment methods earlier on in their academic journey, as the current sudden switch was causing additional stress. Some postgraduate students felt that assessment selection was hindered by the length of time between topic weeks and deadlines. An area identified for improvement, however, was with regards to communications around assessment preparation between staff members. Students at different levels specified that

some coordinators and tutors would not be aligned regarding who was responsible for teaching certain parts of course content. Level 2 and level 3 undergraduates highlighted the sub-honours course on Equalities and Inequalities as an example of this. Aside from this, students felt that their tutoring and exam preparation was handled well.

3.2.7 Feedback was another area of strength identified. The School recognised that recent NSS scores were slightly lower regarding feedback. As such, the School has attempted to improve the quality and length of feedback, particularly for dissertations. Feedforward was also applied to all assignments. Postgraduate students agreed that the feedback they were currently receiving aligned with their individual strengths and weaknesses, allowing for them to improve. Academic staff explained that feedback timing has enhanced because of improved feedback dates, as well as communicating with students when feedback deadlines are more difficult to meet (for example in larger cohorts). Staff did note that feedback could be further improved as it was sometimes considered to be overly positive. If students did not achieve the highest marks, even if they still did well, they would often wish to know what their work lacked. It was also noted that the short course lengths meant that feedback was often received at a point very close to another assessment and as such the necessary time for implementation and improvements could not be made. Finally, academic staff mentioned that feedback could be further improved when coming from PhD students employed as Teaching Assistants, but this was because of the decrease in FTE teaching staff.

3.2.8 The School was asked how they standardised second marking and moderation. Professional services staff explained that MyAberdeen has sections that explain the marking and moderation procedures, which is in turn provided to students. Staff would be involved when a student is not happy with the mark, whereby they would then be signposted to course coordinator to organise a meeting. Staff will also then explain the parameters of the appeals process to students if they indicate that they wish to use it. Aside from this, there was little shown in the review and analysis documents regarding these procedures.

3.3 Student Support and Equality, Diversity and Inclusion

3.3.1 The School works regularly with the Student Support team despite no longer having a dedicated central support member assigned to them. The School also has inclusion coordinators from both academic and professional services staff. Student Support expressed that the School had good mental health support. Staff emphasised the importance of the professional staff team in ensuring that students with inclusion adjustments were highlighted and supported. There is an inclusion list created for every course which is continuously updated. Coordinators try to work as much as possible with the admin team in ensuring that everyone is aware of student needs. Tutors will also contact students to make them aware that their inclusion adjustments are being implemented. The course coordinators already consider principles of inclusive teaching and assessment where possible in advance of receiving the list. However, both academic staff and support staff are concerned about the length of the inclusion lists and the workload implications it is now causing to ensure that all needs are being met. Similarly, the monitoring required regarding inclusion adjustments has becoming increasingly complex. It is reported that there are approximately 35% of students within the School of Social Science who have disclosed a disability, but not all of these require adjustments as the programme and assessments are already inclusive by design. One of the reasons flagged for the School's decision to not use many in-person exams was to ensure that there was less impact on workload for staff in terms of the implementations of inclusion adjustments.

3.3.2 Students felt that inclusive practices were generally very positive in the School. They noted examples of friends having negative experiences within their personal lives and both the School and University helped in dealing with these issues swiftly. Students were also very much aware of who they should go to for any help and support, both within the School or centrally, which highlighted that the School is being proactive in effective signposting. With regards to personal tutoring, students were again made aware of their tutors at an early stage. However, many students felt that they did not receive consistent support in comparison with their peers, as some tutors were less willing to engage than others. Academic staff noted that this worked both ways, with many tutors reaching out to students but not receiving responses. PhD students who wished to teach on courses are also given ample support, with sessions on small group teaching, VLE use, marking and a mandatory two-day learning and teaching course all provided. SSLC meetings also indicated that students felt supported by the School.

3.3.3 The School of Social Science was one of the earliest and most prominent contributors in efforts to decolonise the curriculum. School management indicated the movement initially grew out of the anthropology department and gathered lots of student engagement. The School even had a student intern for decolonising the curriculum. The School also regularly reviews their curriculum to include questions on decolonising, with head of departments sharing good practice with one another regarding decolonising. The level of satisfaction with decolonising the curriculum differed between undergraduate and postgraduate students. On the one hand, undergraduate students were content with the variety of authors on their reading lists. On the other hand, international postgraduate students felt that reading lists and course materials could be further diversified. Case studies often felt outdated in politics courses. In cases where they were updated, they tended to focus on Eurocentric topics. An example provided was a lecture on postcolonial thinking which did not have an African writer in the reading list, despite Africa's colonial past. A positive discovered through the review was that both postgraduate students expressed contentment to discuss these concerns with their coordinators.

3.3.4 The panel noted that very limited information was provided by the School regarding degree awarding gaps (e.g. in relation to gender, disability, widening access students etc) and has identified this as an action point for School management to consider reviewing. The School has mostly female students, with PIR being closer to 50/50 for male and female awards.

3.4 Student Experience and Student Voice

3.4.1 Students are afforded a variety of opportunities to provide feedback to the School. They are encouraged to email staff, complete surveys, via excellence awards, CFRFs, EERs, SSLCs and ACRs. Staff also indicated that students were given informal opportunities through discussions. Staff were also pleased to be able to make changes to assessments twice a year, as it provided more opportunities to implement change. Students claimed that they could see the changes made in subsequent year groups. However, their feedback is not always acted upon as it was expressed that the class representatives would provide feedback on issues that older students claimed were long standing problems in some cases. In turn, academic staff noted that student engagement with the ample opportunities to provide feedback was inconsistent and surveys often saw a low completion rate. The School also noted difficulties in finding students willing to engage with the internal teaching review. Minutes taken at SSLC meetings would be shared on MyAberdeen via a "You Said, We Did" VLE template. When asked, students appeared to be unaware of the "You Said, We Did" sections of MyAberdeen.

School management noted that it was difficult to get Qatar students involvement in SSLCs due to time differences.

3.4.2 The School makes efforts to attempt to develop a sense of community amongst their students. Politics students and staff have a coffee chat which they feel is good to get to know lecturers and other students. There are wellbeing check-ins and also organised walks around Seaton Park in the summer which generate some socialisation. There is also the social science ceilidh for students to attend and a society for each discipline. The School management clarified that more work is being done to integrate processes and practices with the AFG Qatar campus. Qatar students can now do a term at the Aberdeen campus with a larger selection of courses becoming available to them. There has also been a move to make sure that there is representation on committees for students in Qatar.

3.5 Employability and Skills

3.5.1 The School is committed to working alongside the Careers and Employability service. The Head of School, Employability Champion and School Administration Manager meet with Career staff every six weeks. School management noted that they were working increasingly to embed employability into their courses. The careers and employability service staff comes into courses to talk with undergraduate students and organise help sessions with them. The School was keen to also expand this service to postgraduate students. There is also a course on career direction developed by the careers service. Students felt that the School was great at signposting employability opportunities and that some courses even had this embedded into their content. Tutors were praised for highlighting opportunities to students by sending through job advertisements.

3.5.2 Students also seemed aware of the online training available to them centrally for helping to develop skills. Similarly, they recognised the value that courses provided towards developing skills, such as presentations, reading, writing and researching. They have an Honours level Research Methods course available to them. High numbers of Social Science students engage with internships. The careers and employability service run sessions on how to apply to these. Students noted, however, that whilst there were opportunities for internships, these were often not related to specific disciplines and felt somewhat generic in nature.

3.6 Pedagogic Partnership Discussion

3.6.1 The pedagogic partnership discussion backed up many of the points mentioned during the focused meetings. In addition, the group highlighted several additional points for consideration, which can be found in Appendix A. The School are invited to consider this appendix to help inform future practice.

3.6.2 There was agreement between staff and students on many of the issues discussed. Particularly, both parties felt that lecture and tutorial experiences were being done well. Material engaged within tutorials was found to be interesting, with lecture specific tutorials being very welcoming and open. They also agreed that students were not taking full advantage of tutorials as they are often lacking in confidence when it comes to sharing ideas verbally. Both parties also agreed that the feedback provided was invaluable. There was also agreement with a need to improve the personal tutor system. Both staff and students agreed that it was a useful support system that should not be removed and was not fully taken advantage of.

3.6.3 Staff and students had different experiences of some aspects of student engagement and the use of recorded lectures. Academic staff expressed concerns regarding overall engagement and attendance with their tutorials and lectures, particularly since online recordings had become mandatory. They said that the low attendance numbers were disheartening and created a negative atmosphere. Students felt that recorded lectures were important to ensure inclusivity for those with working and caring responsibilities. Staff agreed that they wanted to remain fair to all students and there were suggestions around recording requests as a potential solution.

PART C: SCHOOL ACTION PLAN

4.1 Continue to enhance learning and teaching by:

(i) Considering a range of approaches to build student confidence and incentivise collaboration in sub-honours classes e.g. use of digital tools for collaboration, other types of in-class group work beyond discussions and peer review.

(ii) Considering clear channels of communication between course coordinators and tutors to ensure that students are always clear regarding assessment expectations and guidance.

(iii) In relation to VLE use, staff are encouraged to continue to liaise with eLearning to give feedback and seek support where required.

(iv) Continuing to have conversations around AI use and to explore its possible affordances as well as its challenges. Involve students in these discussions and continue to signpost expectations clearly.

4.2 Continue to improve upon Assessment and Feedback by:

(i) Ensuring that students at sub-honours level are prepared for the varied honours level assessments either by introducing these earlier or building these skills explicitly in sub-honours courses, in order to ensure that students will be more confident and comfortable at tackling new assessment types.

(ii) Continuing to implement clear and useful processes for standardisation, second marking and moderation, and consider whether these might be used in a consistent way across the whole School.

4.3 Continue to implement EDI within the School by:

(i) The school leadership team is asked to scrutinise data around degree awarding gaps and incorporate approaches to addressing these in the School Action Plan and across the school more broadly.

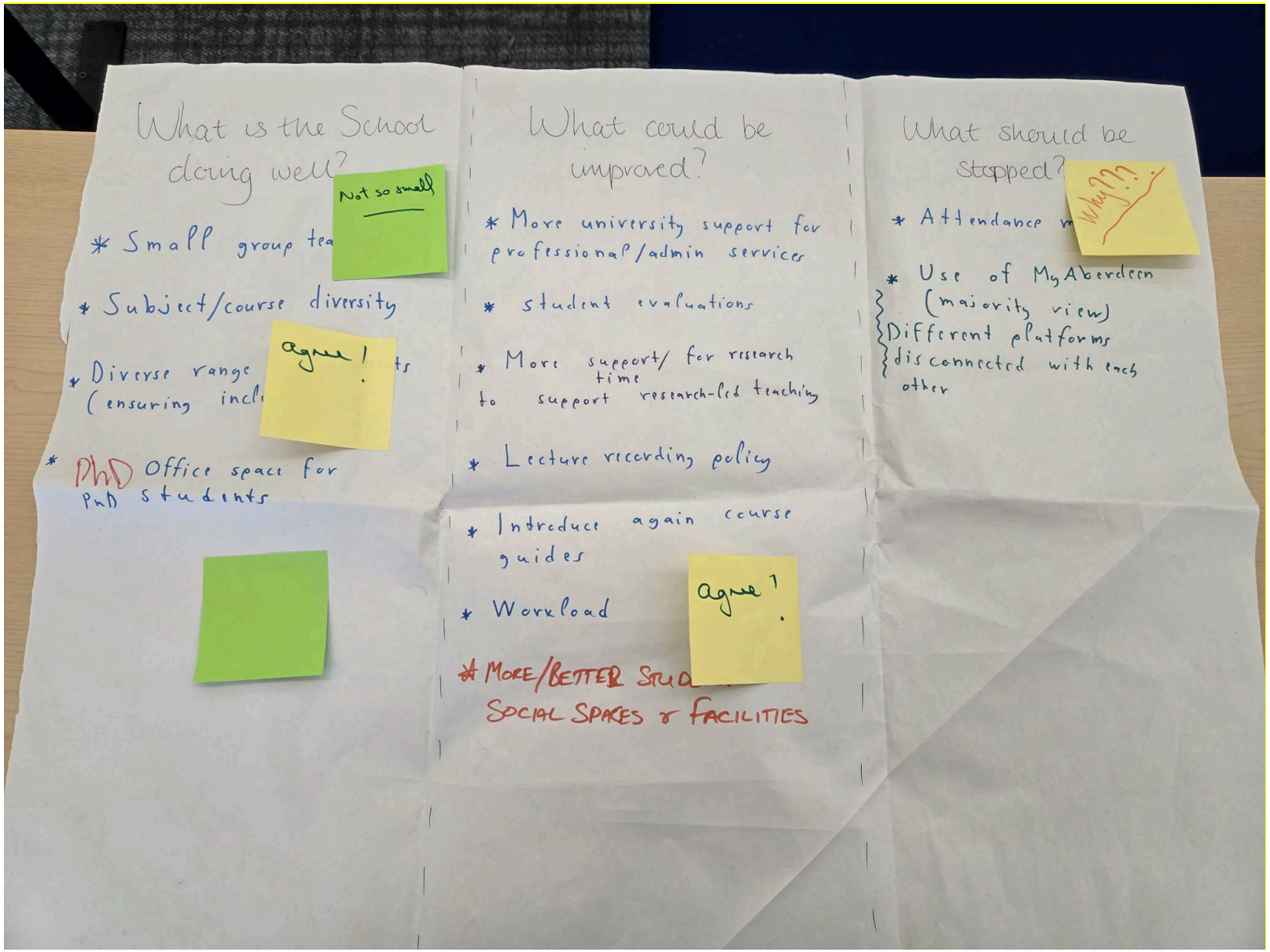
(ii) Staff should continue to monitor materials, resources and examples provided within their courses and update these to continue to ensure that they are decolonising the curriculum.

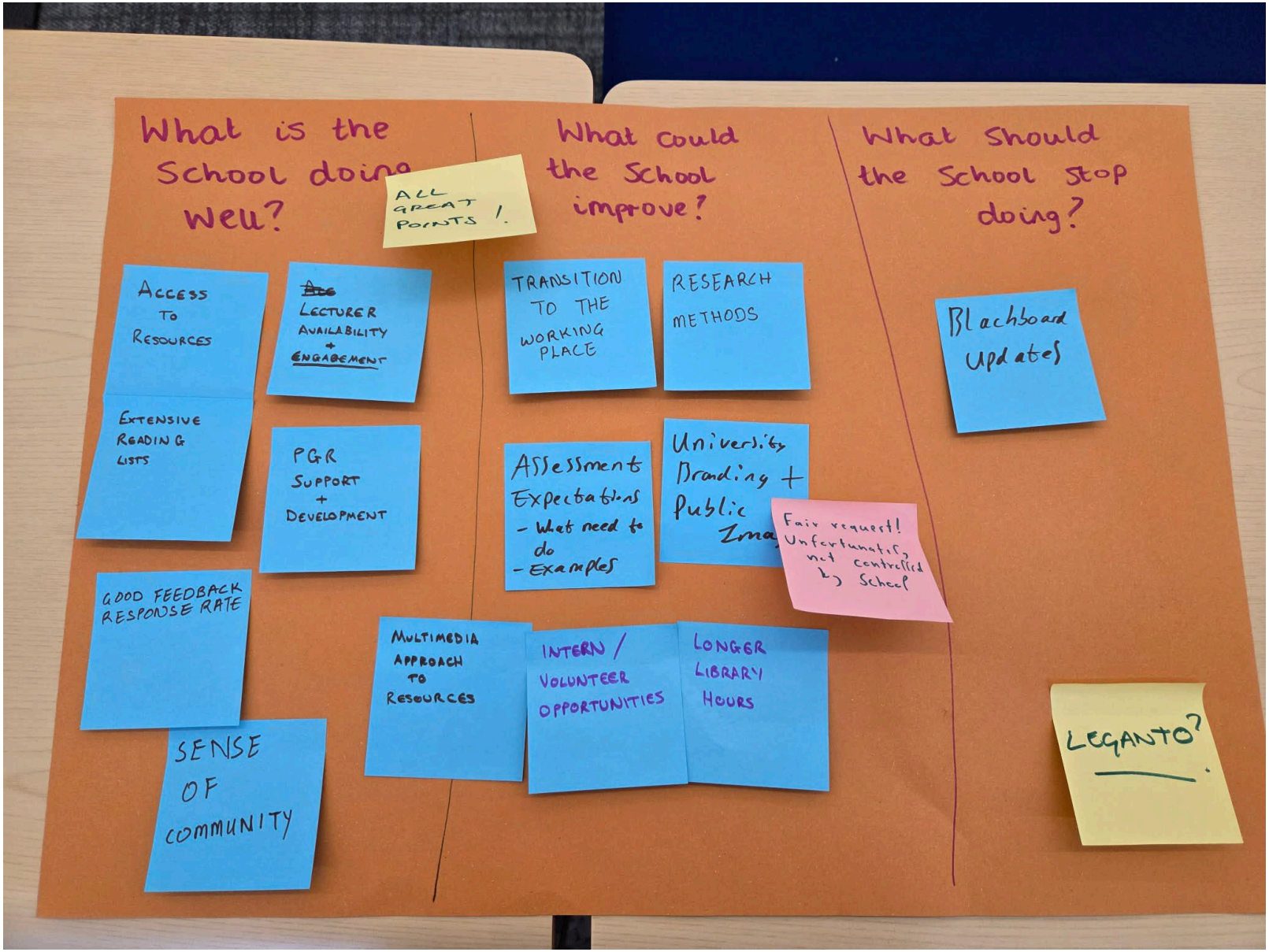
4.4 Continue to build upon opportunities for student voice by:

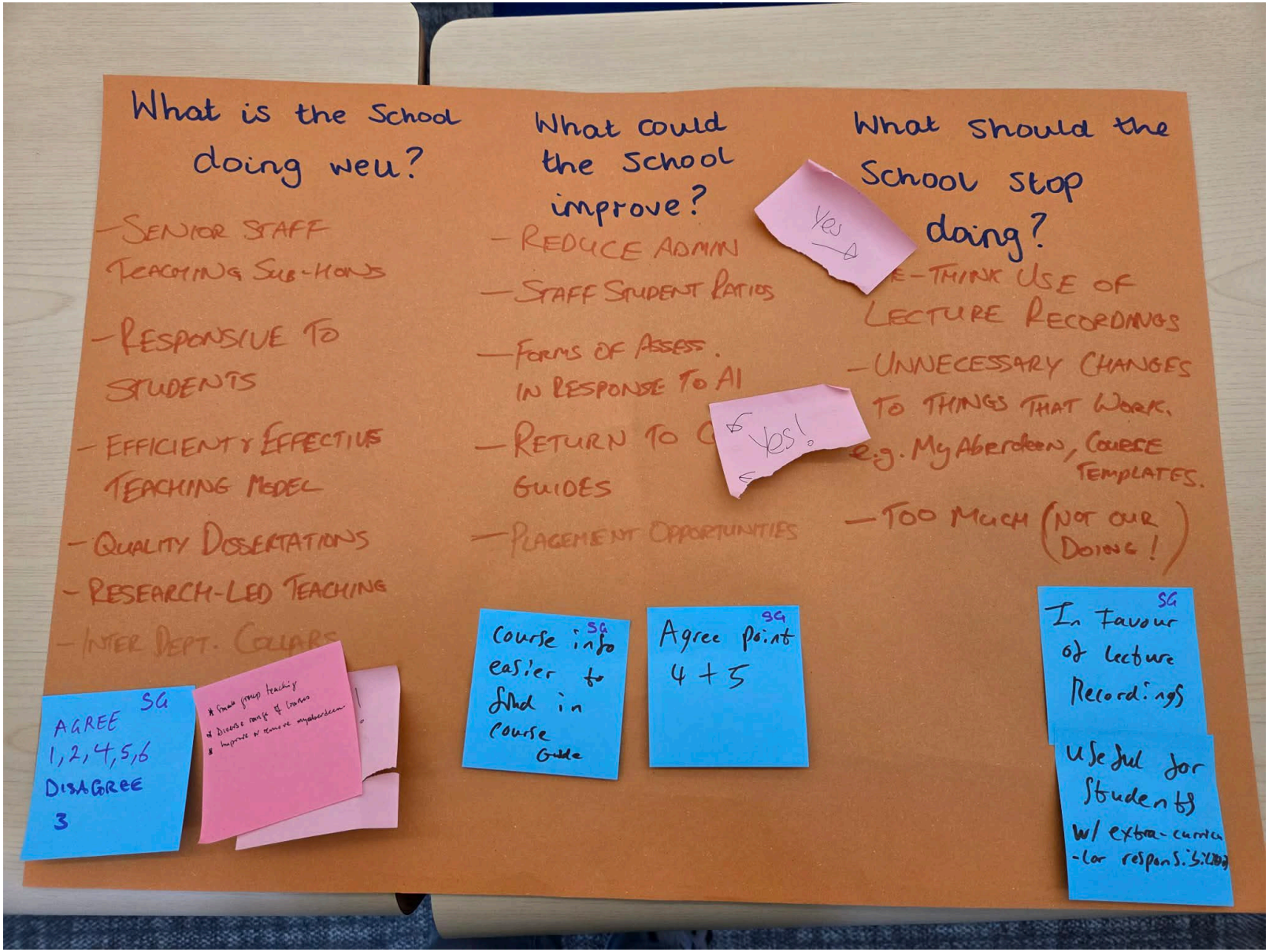
(i) Considering ways in which to incentivise engagement with CFRFs, NSS, SSLCs and other forms of student-led feedback mechanisms.

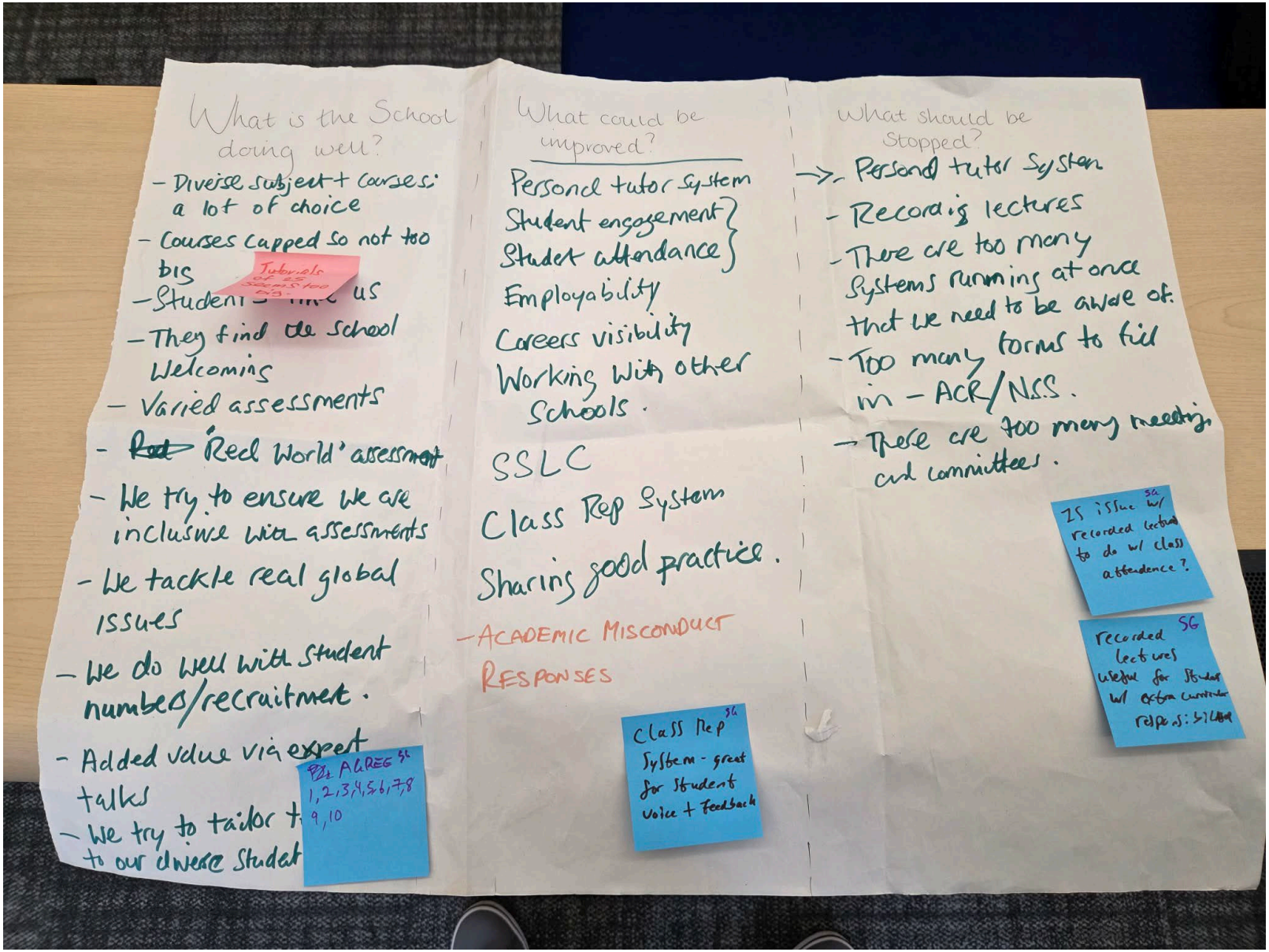
(ii) To have a clear signposted “You Said, We Did” sections on MyAberdeen and to make clear to students how feedback is actioned to ensure they are encouraged to engage in feedback mechanisms, e.g. at the start of courses.

Appendix A – Pedagogic Partnership Session feedback




What is the School doing well?
What could the School improve?
What Should the School stop doing?
ALL GREAT POINTS !
ACCESS TO RESOURCES
~~Etc~~ LECTURER AVAILABILITY + ENGAGEMENT
EXTENSIVE READING LISTS
PGR SUPPORT + DEVELOPMENT
GOOD FEEDBACK RESPONSE RATE
SENSE OF COMMUNITY
TRANSITION TO THE WORKING PLACE
RESEARCH METHODS
Assessment Expectations - What need to do - Examples
University Branding + Public Ima
Fair request! Unfortunately not controlled by School
MULTIMEDIA APPROACH TO RESOURCES
INTERN / VOLUNTEER OPPORTUNITIES
LONGER LIBRARY HOURS
Blackboard Updates
LEGANTO?


What is the School doing well?
- Senior Staff Teaching Sub-Hons
- Responsive To Students
- Efficient & Effective Teaching Model
- Quality Dissertations
- Research-Led Teaching
- Inter Dept. Collabs
What could the School improve?
- Reduce Admin
- Staff Student Ratios
- Forms of Assess. in Response To AI
- Return To C
Guides
- Placement Opportunities
What should the School stop doing?
Yes
E-Think Use of Lecture Recordings
- Unnecessary Changes To Things That Work. e.g. My Aberdeen, Course Templates.
- Too Much (Not Our Doing!)
Yes!
SG
AGREE
1, 2, 4, 5, 6
DISAGREE
3
Course info easier to find in Course Guide
SG
Agree point 4 + 5
SG
In favour of lecture Recordings
Useful for Students w/ extra-curricular respons.


What is the School doing well?
- Diverse subject + courses: a lot of choice
- Courses capped so not too big
Tutorials of 25 seems too big.
- Students like us
- They find the school welcoming
- Varied assessments
- ~~Red~~ 'Real World' assessment
- We try to ensure we are inclusive with assessments
- We tackle real global issues
- We do well with student numbers/recruitment.
- Added value via expert talks
- We try to tailor t
to our diverse Student
AGREE SG
1,2,3,4,5,6,7,8
9,10
What could be improved?
Personal tutor system
Student engagement
Student attendance
Employability
Careers visibility
Working with other schools.
SSLC
Class Rep System
Sharing good practice.
- ACADEMIC MISCONDUCT RESPONSES
Class Rep SG
System - great for student voice + feedback
What should be stopped?
-> - Personal tutor system
- Recording lectures
- There are too many systems running at once that we need to be aware of.
- Too many forms to fill in - ACR/NSS.
- There are too many meetings and committees.
Is issue SG w/ recorded lectures to do w/ class attendance?
recorded SG lectures useful for students w/ extra curricular responsibilities