Quality Assurance Committee

Education Policy and Regulations Review in 2026/27 and 2027/28

Date of Meeting: [**30/09/2026**]

1. Purpose of the Paper

1.1 The purpose of this paper is to provide the Quality Assurance Committee (QAC) with a proposed Education Policy and Regulations review plan for academic years 2026/27 and 2027/28.

2. Previous Consideration by / Further Approval Required

	Board/Committee	**Date**
Previously considered/approved by	University Education Committee	[**24/09/2026**]
Further consideration/ approval required by	Senate	[**21/10/2026**]

3. Recommended Action

3.1 Members of the QAC are asked to **discuss** the proposed Education Policy review plan, providing feedback on the prioritisation of key areas for review, as appropriate.

4. Discussion

4.1 Education Policy Review in 2025/26

4.1.1 Policy review in 2025/26 was undertaken in the context of specific external demands on the Dean for Quality Assurance and Enhancement and the Academic Policy & Quality Team (formerly Academic Services), namely the publication and subsequent implementation of the Scotland's Tertiary Quality Enhancement Framework (TQEF) and, specifically, the University being subject to Tertiary Quality Enhancement Review (TQER) in autumn 2025 to spring 2026.

4.1.2 Review was undertaken where possible, with work focussed on the following key areas:

- Code of Practice on Student Discipline (Academic)
- Code of Practice on Assessment (Postgraduate Taught
- General Regulations for Taught Postgraduate Degrees
- Changes to Annual Monitoring Processes

4.1.3 In addition, work began in 2025/26, supported by a student intern, to evaluate the existing Academic Quality Handbook (AQH) and propose a redesign, making the AQH more accessible, user friendly and the information contained within drafted appropriately for the range of stakeholders who access it. Consultation on the proposed changes / restructure was undertaken with representatives from across the University community during summer 2026, with feedback received being overwhelmingly positive. This work has also included the identification of areas within the AQH which require amendment, specifically reflecting out of date terminology (e.g., references to 'half session').

4.2 Education Policy and Regulations Review in 2026/27 and 2027/28

4.2.1 Following the conclusion of the TQER review period, the Dean for Quality Assurance and Enhancement, supported by the Academic Policy & Quality Team has identified key areas within the Education Policy and Regulations portfolio for review during the 2026/27 and 2027/28 academic years. This plan has been drafted cognisant of the final TQER report, produced by the TQER review panel, and associated University TQER action plan *(provided as Appendix A)* prepared by the Dean for Quality Assurance and Enhancement and Head of Academic Policy and Quality. The action plan provides further information on the recommendations and areas of good practice contained within the TQER report, with actions designed to ensure the University has in place a plan to fulfil the recommendations of the TQER panel and ensure that the areas identified as being of good practice are maintained.

4.2.2 Work for 2026/27 has been prioritised as follows:

General (AQH Restructure)	With reference to *section 4.1.3* above, work to restructure the AQH to be continued during 2026/27, with a view to the launch of an updated version during 2026/27.
General (Faculty Restructure)	Following the decision of the Court for the University to move from a twelve-school structure to a new four-faculty academic structure, the AQH and all Education Policies, processes and Regulations to be reviewed and amendments made, as appropriate.
External Examining	A review of External Examiner Report (EER) Forms, ensuring feedback on their suitability is obtained from all relevant stakeholders (e.g., Heads of School, Programme Coordinators, existing Transnational Education (TNE) Partner Staff and External Examiners (EEs)) and external reference points are consulted as required.
Assessment and Feedback (Undergraduate)	A review of existing Assessment and Feedback policy and procedures to be undertaken, with a specific focus on the Code of Practice on Assessment (Undergraduate). Assessment and Feedback policies and procedures including the Code of Practice on Assessment (Postgraduate Taught) and Marking and Moderation procedures have recently been reviewed or are currently undergoing review and this work will include the identification of further policy areas which require update.

	Policy specific work undertaken on Assessment and Feedback will be cognisant of other work ongoing, such as the Assessment Task Force, to ensure an integrated approach to change for all stakeholders (staff and students).
Fitness to Practise	A review of the Fitness to Practise policies and procedures for Healthcare and Education / Counselling Programmes.
Partnerships & Transnational Education (TNE)	A review of Quality Assurance (QA) specific policies and procedures in relation to collaborative provision, partnerships and Transnational Education (TNE). *Please note this work may run into 2027/28*.

4.2.3 Work for 2027/28 has been prioritised as follows:

Undergraduate Regulations	Holistic review of all Undergraduate Regulations.
Undergraduate and Postgraduate Taught Student Progress	Updates to regulatory frameworks in respect of Undergraduate and Postgraduate Taught student progress.
Internal Teaching Review (ITR)	A review of existing ITR procedures, ensuing the process remains appropriate, and in adherence with the requirements of Scottish Funding Council (SFC) and Quality Assurance Agency (QAA).
Academic Flexibility	A review of the existing Academic Flexibility policy and associated procedures.
Partnerships & Transnational Education (TNE)	Continued, as required, from 2026/27.

4.3 Updates on Education Policy and Regulations Review

4.3.1 Members of the QAC will be updated and engaged, as appropriate, on progress with the policy update and review schedule and any required revisions to the timetable. Members of the Committee will appreciate that work in regard to policy can be driven by external factors (e.g., required responses to regulatory guidance) and therefore, while it is hoped that review can take place in a timely manner, changes may be required to ensure the review or development of other policies as required of the University.

4.3.2 Finally, members of the QAC will be aware that the timetable above is not exhaustive in listing every education policy or policy area. In-depth reviews of policy have been identified for high-priority areas only, with updates in respect of further policies to follow.

5. Further Information

5.1 Further information is available from Steve Tucker (Dean for Quality Assurance & Enhancement), s.j.tucker@abdn.ac.uk or Emma Tough (Head of Academic Policy and Quality), e.tough@abdn.ac.uk.

Date Paper Was Written: [**18/09/2026**]

Freedom of Information/Confidentiality Status

Open

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Tertiary Quality Enhancement Review (TQER)
Action Plan

[University of Aberdeen (UoA) TQER Report]

Contextual Information: At its meeting on 24 June 2026, the University of Aberdeen (UoA) Court approved a resolution that will see the University move from a twelve-school structure to a new four-faculty academic structure, with the transition beginning on 1 August 2026 and completing 1 August 2027. The below action plan takes account of this impending change.

Recommendations:

Area for Development & Tertiary Quality Enhancement Framework (TQEF) Principle	**Actions & Planned Impact / Outcomes**	**Milestone(s), Target Date(s), Continuing / Carried Forward**	**Responsible / Lead**
Recommendation 1: *The University should continue to develop its planned approach to ensuring that External Examiners with responsibility for collaborative provision provide oversight of student work at partner institutions within their annual reports to ensure comparability of standards and outcomes.* **TQEF Principle:** *Excellence in Learning, Teaching & Assessment* *UoA TQER Report (Paragraph 19)*	**Actions:** a. **Undertake review of existing External Examiner Report (EER) Forms**, ensuring feedback on their suitability is obtained from all relevant stakeholders (e.g., Heads of School, Programme Coordinators, existing Transnational Education (TNE) Partner Staff and External Examiners (EEs)) and external reference points are consulted as required. b. **Amendment of the EER to reflect feedback received and to include a designated section specific to TNE and wider Partnership activity**, ensuring EEs with responsibilities in these areas are explicitly asked to provide oversight. c. **Undertake a review of all Quality Assurance (QA) Mechanisms (e.g., Annual Course Review (ACR) and Annual Programme Review (APR) proformas, ensuring the transparent oversight of TNE and wider Partnership Activity** d. **Following review and amendment of documentation, key stakeholders (e.g., EEs) to be provided with guidance on its completion.**	**Milestones / Target Dates:** a & b. Review to be undertaken during 2026/27 *(by end January 2027, reporting to the Quality Assurance Committee (QAC) in February 2027)* c. Revised EER (and any additional amended QA proformas) to be considered and approved by the Education committee structure, as appropriate *(amendments undertaken by end January 2027, reporting to the QAC in February 2027)* d. Rollout of guidance to all key stakeholders in advance of the reporting cycle for 2026/27 commencing *(by end March 2027)*	**Responsible:** Quality Assurance Committee (QAC) **Lead:** Dean for Quality Assurance and Enhancement

	Planned Impact / Outcomes: *The refinement of existing QA mechanisms, driven by key stakeholders, ensuring they remain appropriate and to ensure an increased profile for TNE / Partnership activity. EERs (and other QA materials) will ensure comparability of standards and outcomes across all locations.*		
Recommendation 2: *Building on established mechanisms, including consideration through Internal Teaching Review (ITR), the University should develop its arrangements for Professional Services Review to include greater externality from professional services to support the identification and sharing of good practice and highlight areas for further enhancement.* **TQEF Principle:** *Excellence in Learning, Teaching & Assessment* *UoA TQER Report (Paragraph 30)*	**Actions:** a. **Undertake a review of existing processes / mechanisms for the review of Professional Services activity** specific to the student experience, with a view to proposing a combined review model for rollout across the UoA. b. **Pending the outcome of wider review, consider the enhancement of ITR activity in 2026/27 and 2027/28 and the potential for the incorporation of further professional services engagement and / or review**, including, but not limited to, the consideration of the addition of an external ITR panel member with relevant professional services expertise. **Planned Impact / Outcomes:** *Ensuring the development of an appropriate mechanism for Professional Services Review, ensuring externality from professional services and the identification / sharing of good practice. Professional services activity will be improved for all stakeholders, including students, demonstrated through existing internal and external feedback mechanisms and engagement with professional services teams (e.g., Student Learning Service (SLS) and the Careers Service).*	**Milestones / Target Dates:** a. Review to be undertaken during 2027/28* academic year, reporting to and seeking approval for implementation by the Education committee structure by year end. Rollout anticipated to take place during 2028/29. Review to take account of external specialists, in alignment with existing academic review structures *(implementation by September 2028)* b. Review of ITR in respect of professional services activity to be undertaken in advance of the first ITR of 2026/27 *(by end September 2026)* - the ITR of the School of Medicine, Medical Sciences and Nutrition is due to take place in November 2026 ** It is not anticipated that the introduction of a new review structure would be timely nor appropriate prior to the completion of the pending transition to a faculty structure. This action is therefore proposed for deferral to 2027/28.*	**Responsible:** Quality Assurance Committee (QAC) **Lead:** Chief Operating Officer (COO) Dean for Quality Assurance and Enhancement

Recommendation 3: *The University should strengthen its approach to assessment feedback to ensure greater consistency, equity and transparency.* **TQEF Principle:** *Excellence in Learning, Teaching & Assessment* *UoA TQER Report (Paragraph 71)*	**Actions:** a. **Continue to undertake activity specific to improving Assessment Feedback as set out in the UoA's 2025/26 National Student Survey (NSS) Action Plan** b. **Undertake a review of existing Assessment policies, including the Codes of Practice on Assessment and Feedback Framework,** ensuring each is appropriate, transparent and ensures students understanding of the UoA's commitments to them in relation to Assessment, and specifically feedback on it. c. **Build on existing work to pilot alternative mechanisms for providing feedback,** as opportunities become available. Further, ensure improved approaches to the sharing of good practice across the UoA, enabling approaches undertaken to be publicised widely. **Planned Impact / Outcomes:** *Ensuring an improved Student Experience specifically in relation to Assessment activity, reflected in both internal and external feedback mechanisms (e.g., Annual Course Review (ACR), Annual Programme Review (APR) and the National Student Survey (NSS)).*	**Milestones / Target Dates:** a. Work on the 2025/26 NSS Action Plan remains ongoing, with an initial evaluation of its impact expected following the release of 2026 NSS results *(by end September 2026, reporting to UEC in September 2027)*. Preparation of detailed School plans regarding NSS results underway *(brief responses due September 2026, complete plans by November 2026)* b. Review to be undertaken during the 2026/27 academic year, reporting to and seeking approval for implementation by the Education committee structure by year end *(by end May 2027, with a view to implementation in 2027/28)* c. This action is ongoing, overseen by the UEC and QAC, with regular updates following to meetings of both throughout 2026/27 *(throughout 2026/27, concluded by end May 2027)*	**Responsible:** University Education Committee (UEC) / Quality Assurance Committee (QAC) **Lead:** Vice-Principal (Education) Dean for Student Support and Experience Dean for Quality Assurance and Enhancement
Recommendation 4: *The University should continue to ensure clear and consistent communication of assessment expectations, so that all students understand the criteria against which their work will be assessed,*	*This recommendation is intrinsically linked to Recommendation 3 above, and the actions both above and below represent the UoA's commitment to review approaches to both information and feedback on assessment in a holistic way.* **Actions:**	**Milestones / Target Dates:** a. Review to be undertaken during 2026/27 academic year, reporting to and seeking approval for implementation by the Education committee structure by year *end (by end May 2027,*	**Responsible:** Quality Assurance Committee (QAC) **Lead:**

how marks are allocated and how grades contribute to awards to support students to succeed. **TQEF Principle:** *Excellence in Learning, Teaching & Assessment* *UoA TQER Report (Paragraph 72)*	a. **Undertake a review of existing Assessment policies, including the Codes of Practice on Assessment and Feedback Framework,** ensuring each is appropriate, transparent and ensures students understanding of the UoA's commitments to them in relation to Assessment, and specifically feedback on it. b. **Review of the way in which information on assessment expectations is provided to students**, ensuring consistency of approach and that students are made aware of where this information is held (e.g., course catalogue / course guide, institutional VLE course template assessment briefs) and how to access it. **Planned Impact / Outcomes:** *Ensuring an improved Student Experience specifically in relation to Assessment activity, reflected in both internal and external feedback mechanisms (e.g., Annual Course Review (ACR), Annual Programme Review (APR) and the National Student Survey (NSS) and in student achievement (course and programme review outcomes / student success data).*	*with a view to implementation in 2027/28)* b. This action is to be undertaken simultaneously with a. above and will include provision of further guidance and good practice exemplars focused on the assessment briefs in the institutional VLE course template *(by end May 2027, with a view to implementation in 2027/28)*	Dean for Quality Assurance and Enhancement
Recommendation 5: *The University should review the datasets which are considered within course and programme review and ensure that staff are supported in the consistent use of data to better understand and enhance the student outcomes and experience.* **TQEF Principle:** *Enhancement and Quality Culture* *UoA TQER Report (Paragraph 146)*	**Actions:** a. **Review the Datasets Considered for the Purposes of Quality Assurance (QA) review mechanisms** (e.g., Annual Course Review (ACR) and Annual Programme Review (APR)) b. **Following review, ensure the publication of a consistent, defined evidence base to be utilised in the completion of ACR and APR,** ensuring a consistent approach to reporting c. **In discussion with relevant colleagues, consider the possibility of the creation of a standard QA Report dashboard in PowerBI**, ensuring easy and consistent access to the data sets required. **Planned Impact / Outcomes:**	**Milestones / Target Dates:** a. Review to be undertaken as part of the wider QA review mechanisms (see R1 above) during 2026/27 *(by end January 2027 reporting to the Quality Assurance Committee (QAC) in February 2027)* b. Revised evidence base to be considered by the Education committee structure, as appropriate *(by end February 2027),* with the rollout of its use to coincide with the publication of amended ACR and APR forms	**Responsible:** Quality Assurance Committee (QAC) **Lead:** Dean for Quality Assurance and Enhancement

	Ensuring transparency for those engaging with QA review mechanisms as to the data that should be utilised in their completion, while ensuring consistency of approach and increased transparency for stakeholders (including students) on the metrics used to review provision.	*(amendments undertaken by end January 2027, reporting to the QAC in February 2027, rollout by end March 2027)* c. Exploration of this proposal with relevant University Directorates (e.g. Planning) to be undertaken. If development is feasible, rollout to coincide with the publication of amended ACR and APR forms *(see R1 and associated timelines above)*	

Areas of Good Practice:

Area for Development & Tertiary Quality Enhancement Framework (TQEF) Principle	**Actions & Planned Impact/Outcomes**	**Milestone(s), Target Date(s), Continuing/Carried Forward**	**Responsible / Lead**
Area of Good Practice 1: *The robust oversight of quality processes through the Quality Assurance Committee (QAC) that supports a consistent approach and sharing of practice across the University to inform enhancement of the student experience.* **TQEF Principle:** *Excellence in Learning, Teaching & Assessment* *UoA TQER Report (Paragraph 10)*	**Actions:** a. **Continue to ensure the QAC provide robust oversight of Quality Assurance (QA) processes across the UoA**, supported by the composition of the Committee to include representatives of all academic areas *(see b below)*, who each play an active role in delivering QA as members of the QAC and within their respective areas. b. **Revision of the structure of the QAC, to reflect the UoA's new four-faculty academic structure** (transition beginning on 1 August 2026 and completing 1 August 2027), ensuring the benefits and successes of the existing School representation model are not lost. c. **In recognition of the UoA's growing TNE portfolio, ensuring the robust oversight of the QAC across all provision, in all locations.** **Planned Impact / Outcomes:**	**Milestones / Target Dates:** *a.* This action is ongoing, with the remit and composition of the QAC considered on an annual basis *(for 2026/27, at the meeting of the QAC in September 2026 and embedded on an annual basis thereafter)* b. Consideration of an appropriate structure to be undertaken, driven by agreed academic structures *(expected to be completed by end July 2027 for implementation in 2027/28)* c. This action is ongoing, however, in regard to TNE activity at UoA Mumbai, setup activity to be reviewed during 2026/27 by the	**Responsible:** Quality Assurance Committee (QAC) **Lead:** Dean for Quality Assurance and Enhancement

	The QAC will continue to demonstrate a thorough, transparent and consistent approach to ensuring oversight of quality assurance across the UoA. Academic standards will be maintained, and the student experience will benefit, reflected in student achievement and by way of existing feedback mechanisms.	QAC *(throughout 2026/27, reporting to meetings of the QAC concluded by end May 2027)*; provision delivered at AFG College (Qatar) and South China Normal University (China) will remain under review through Annual Partnership Reporting at a designated QAC meeting *(ongoing, reporting to a dedicated partnerships-focused meeting of the QAC scheduled to take place in March annually)*.	
Area of Good Practice 2: *The considered approach to growing the University's transnational education (TNE) portfolio, building on established effective arrangements resulting in a mature partnership model that responds to the local delivery context and positively influences practice, both for the University and its partner institutions.* **TQEF Principle:** *Excellence in Learning, Teaching & Assessment* *UoA TQER Report (Paragraph 17)*	**Actions:** a. **Continue to ensure a proactive, enhancement-led approach to the development and maintenance of TNE projects,** ensuring regular reflection on, and sharing of, practice and experience to ensure approaches remain consistent and appropriate. **Planned Impact / Outcomes:** *The continued success of new and existing TNE projects, the development of strong relationships with staff based locally and ensuring the highest standard of student experience for any UoA student, regardless of where they are based.*	**Milestones / Target Dates:** a. This action is ongoing, however, in regard to TNE activity at UoA Mumbai, setup activity to be reviewed during 2026/27 by the QAC *(throughout 2026/27, reporting to meetings of the QAC concluded by end May 2027)*; provision delivered at AFG College (Qatar) and South China Normal University (China) will remain under review through Annual Partnership Reporting at a designated QAC meeting *(ongoing, reporting to a dedicated partnerships-focused meeting of the QAC scheduled to take place in March annually)*.	**Responsible:** Quality Assurance Committee (QAC) **Lead:** Dean for Quality Assurance and Enhancement
Area of Good Practice 3: *The University's effective embedding of the Aberdeen 2040 strategic themes throughout the curriculum,*	**Actions:** a. **Continue to ensure the UoA Strategy (Aberdeen 2040) is embedded in quality assurance processes,** recognising	**Milestones / Target Dates:** a. This action is ongoing and is embedded in development and refinement of QA processes such	**Responsible:** Quality Assurance Committee (QAC)

making the strategy visible and impactful at all levels. **TQEF Principle:** *Excellence in Learning, Teaching & Assessment* *UoA TQER Report (Paragraph 21)*	its importance and UoA commitment to its themes. In doing so, ensure staff and student awareness of the strategy. b. **As part of the Curriculum Transformation project, ensure the embedding of Aberdeen 2040 in any revised approach to the curriculum.** **Planned Impact / Outcomes:** *Continued visibility of the strategy, ensuring its themes remain meaningful, appropriate and embedded within UoA provision.*	as those detailed against Recommendations 1, 3 and 4. b. Action to be referred to the Curriculum Transformation Project Group (CTPG); target dates should be agreed by the CTPG and UEC *(action to be referred with immediate effect, with reporting thereafter to the Quality Assurance Committee (QAC) and University Education Committee (UEC) throughout 2026/27 and beyond).*	University Education Committee (UEC) **Lead:** Dean for Quality Assurance and Enhancement Vice-Principal (Education)
Area of Good Practice 4: *The work undertaken to develop the virtual learning environment which extends beyond course content and information to include employability tools, closing the feedback loop with students, and a consistent structure that provides all students with comprehensive information and supports an equitable student experience.* **TQEF Principle:** *Excellence in Learning, Teaching & Assessment* *UoA TQER Report (Paragraph 45)*	**Actions:** a. **Maintain a proactive approach to the continual development and enhancement of the UoA Virtual Learning Environment (VLE), MyAberdeen**, promoting its use for a variety of functions, not limited to curriculum specific information **Planned Impact / Outcomes:** *The student experience will continue to be supported by a high-quality VLE, providing access to a range of information in an accessible and user-friendly format. The use of the VLE for information beyond that of the curriculum ensures accessibility of information such as tools offered by the Careers Service and parity of experience for all.*	**Milestones / Target Dates:** a. This action is ongoing with annual review, updates and guidance embedded as part of the routine work carried out by the Centre for Academic Development (CAD) *(updates to be provided to the Education committee structure on an ad hoc basis, and by way of an annual update in 2026/27 (by end May 2027)*	**Responsible:** Quality Assurance Committee (QAC) University Education Committee (UEC) **Lead:** Dean for Quality Assurance and Enhancement Vice-Principal (Education)
Area of Good Practice 5: *The University's provision of effective student support and wellbeing services, underpinned by*	**Actions:** a. **Maintain an evidence based and proactive, student-led/informed approach to ensuring student support and wellbeing services remain appropriate / meet the needs**	**Milestones / Target Dates:** a. – c. These actions are ongoing *(updates to be provided to the Education committee structure*	**Responsible:** Student Support and Experience Committee (SSEC)

partnership between professional services and academic Schools, that creates a proactive and caring environment for students. **TQEF Principle:** *Supporting Student Success* *UoA TQER Report (Paragraph 82)*	**of an-ever changing student body,** drawing on formal and informal feedback mechanisms and close working relationship with the Students' Union through projects such as the Student Mental Health Agreement and Student Partnership Agreement b. **Continue to enhance the "Supporting you to Support Students" initiative for staff** including enhanced training opportunities, access to online and print resources **c. Continue to raise awareness of relevant support and equip students to make positive wellbeing choices at key student pressure points** **Planned Impact / Outcomes:** *Students will continue to have access to effective, high-quality student support services, ensuring they receive the academic, non-academic and wellbeing support they require, when they require it. Staff will feel confident in providing consistent signposting and support for students.*	*on an ad hoc basis, and by way of an annual update in 2026/27 (by end May 2027)*	University Education Committee (UEC) **Lead:** Dean for Student Support and Experience Vice-Principal (Education) Chief People and Student Officer (CPSO)
Area of Good Practice 6: *The strategic and effective approach to support for student employability and skills development, which enables students to recognise, develop and articulate their employability skills.* **TQEF Principle:** *Supporting Student Success* *UoA TQER Report (Paragraph 94)*	**Actions:** a. **Reflecting the UoA strategic commitment to interdisciplinarity, student employability and sustainability, continue to develop the MySkills framework, ensuring students can assess, record, reflect on and build their skills**. **b. Embed the MySkills framework into the new course and course amendment processes to link course-level ILOs with the framework.** **c. Embed the MySkills framework into the Annual Course/Programme Review documentation to explicitly capture Course Feedback and Reflection (CFRF) feedback.**	**Milestones / Target Dates:** a. This action is ongoing with annual review, updates and guidance embedded as part of the routine work carried out by the Employability & Entrepreneurship Committee (EEC) *(updates to be provided to the Education committee structure on an ad hoc basis, and by way of an annual update in 2026/27 (by end May 2027)* *b.* Work is underway on amendments to the Curriculum Management System to capture	**Responsible:** Employability and Entrepreneurship Committee (EEC) University Education Committee (UEC) **Lead:** Dean for Employability and Entrepreneurship Vice-Principal (Education)

	d. Ongoing work as part of the Curriculum Transformation Project to embed skills development opportunities into curriculum through changes to assessment practices and inclusion of credit-bearing entrepreneurial education options and opportunities to graduate 'with Entrepreneurship' across degree programmes. This work could also potentially be linked to the use of digital badges and micro-credential activity for students. **Planned Impact / Outcomes:** *Ensuring our students are supported in their employability, reflected in feedback mechanisms (Careers Readiness Survey) and in graduate employment*.	MySkills and the UN Sustainable Development Goals (SDGs) *(by end July 2028)* c. Revised QA proformas to be considered and approved by the Education committee structure, as appropriate *(amendments undertaken by end January 2027, reporting to the QAC in February 2027)* d. Action to be referred to the Curriculum Transformation Project Group (CTPG); target dates should be agreed by the CTPG and UEC *(action to be referred with immediate effect, with reporting thereafter to the Quality Assurance Committee (QAC) and University Education Committee (UEC) throughout 2026/27 and beyond)*.	
Area of Good Practice 7: *The University's embedded approach to listening to the student voice, and staff commitment to enhancing the student experience which has led to meaningful change for students*. **TQEF Principle:** *Student Engagement and Partnership*	**Actions:** a. **Maintain the UoA strategic commitment to creating an inclusive learning environment for our students, one where they are supported in all aspects of their UoA experience and are empowered to succeed.** Ensuring existing feedback mechanisms are utilised, (e.g., You Said, We Did) while monitoring their effectiveness and developing new approaches as appropriate. b. **As the UoA transitions to a four-faculty academic structure, ensuring the student voice and wider student experience remains of the highest importance.**	**Milestones / Target Dates:** a. This action is ongoing *(updates to be provided to the Education committee structure on an ad hoc basis, and by way of an annual update in 2026/27 (by end May 2027)* b. To be undertaken as part of the transition to proposed academic structures *(by end July 2027, for implementation in 2027/28)*	**Responsible:** Quality Assurance Committee (QAC) University Education Committee (UEC) **Lead:** Dean for Quality Assurance and Enhancement

UoA TQER Report (Paragraph 128)	Promoting the sharing of good practice across academic areas, particularly as areas come together to form faculties. **Planned Impact / Outcomes:** *Ensuring the student voice is heard, and the student experience enhanced by the feedback our students provide. Students feel heard and can clearly see the positive impact of the feedback they provide, reflected by the feedback they in turn provide via existing internal and external feedback mechanisms.*		Vice-Principal (Education)
Area of Good Practice 8: *The University's proactive approach to staff development enhancement activities led by the Centre for Academic Development which aligns with both strategic priorities and locally identified needs.* **TQEF Principle:** *Enhancement and Quality Culture* *UoA TQER Report (Paragraph 142)*	**Actions:** a. **Maintain a proactive approach to staff development enhancement activities**, led by the Centre for Academic Development (CAD). Including, but not limited to, the induction of teaching staff (including Postgraduate Research (PGR) students) and support for early career staff. b. **Continue to draw on CAD membership of the QAC and engagement in Internal Teaching Review (ITR) activity as means of identifying the needs of staff.** c. **Continue the UoA adoption of the Transforming the Experience of Students Through Assessment (TESTA) project,** working with academic disciplines and engaging their students, to enhance the student learning experience through varied, inclusive and accessible assessment and feedback approaches. d. **Continue to develop resources to support staff in the context of Generative Artificial Intelligence (GenAI).** **Planned Impact / Outcomes:** *Ensuring our staff are supported in their teaching and assessment and in ensuring their development needs are met. Reflected in staff and student feedback (by way of existing feedback mechanisms including at ITR events).*	**Milestones / Target Dates:** a. – d. These actions are ongoing *(updates in regard to progress with each to be provided to the Education committee structure on an ad hoc basis, and by way of an annual update in 2026/27 (by end May 2027)*	**Responsible:** Quality Assurance Committee (QAC) University Education Committee (UEC) **Lead:** Centre for Academic Development (CAD) Dean for Quality Assurance and Enhancement Vice-Principal (Education)