QAC/300926/011

Quality Assurance Committee

Annual Monitoring Updates

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

1. Purpose of the Paper

1.1 This paper is provided to the Committee with proposed options for updates to the Annual Monitoring documentation, including Annual Course and Programme Review, and External Examiner Reports. The paper is provided for discussion.

2. Previous Consideration by / Further Approval Required

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by	University Education Committee (UEC): **For comment**	[**24/09/2026**]
	Quality Assurance Committee (QAC): **For approval**	[**30/09/2026**]

3. Recommended Action

3.1 The **Quality Assurance Committee (QAC)** is invited to **discuss** the proposed options for update to the Annual Monitoring documentation.

4. Discussion

4.1 The University requires on an annual basis that all undergraduate and postgraduate taught provision, both courses and programmes, are monitored and reviewed. This requirement is in line with the UK Quality Code for Higher Education from the Quality Assurance Agency (QAA) *(Principle 5: Monitoring, evaluating and enhancing provision refers)*.

Current Annual Monitoring and Review Process

4.2 Currently, the annual course and programme review process at the University is structured around two formal mechanisms: Annual Course Review (ACR) and Annual Programme Review (APR). Each academic department undertakes a comprehensive evaluation of their individual courses through ACR on an annual basis, and of their broader programmes (or cognate group of programmes) through APR. This takes place at the end of an academic year, with deadlines of 31 July and 31 October for UG and PGT respectively for ACR; and 31 August and 30 November for UG and PGT respectively for APR.

4.3 These processes incorporate feedback from students (via Course Feedback and Reflection Forms (CFRFs) and Staff-Student Liaison Committees (SSLCs)), external examiners, and academic staff to identify strengths and areas for development. Reports are thereafter submitted to the Quality Assurance Committee (QAC) (via a Quality Assurance Teams site) and a response is provided at School-level ensuring high standards of teaching and learning are maintained across the University.

4.4 There are a number of challenges in respect of the current annual monitoring and review process, including:

- **Content of Reports**: The annual monitoring process has not been reviewed in its entirety in a number of years; as a result, the content expected from reports and surrounding guidance has not been updated either. Reporting template proformas have been amended in a piecemeal way as further initiatives have come into scope (e.g. Decolonising the Curriculum and EDI amendments in October 2023).

- **Transnational Education and Partnerships**: the growth of transnational education (TNE) and partnerships has an impact on the ACR and APR processes. The University owns the programmes delivered with a partner or at a transnational campus, and as a result, expects that ACRs and APRs for these partnership programmes are written collaboratively between University and partner. Where programmes have multiple modes of delivery, the University expects that a single APR should be submitted comparing all modes (e.g. Aberdeen campus, TNE campus, and online). This ensures comparison can be drawn between cohorts. Challenge arises with the expansion of TNE offerings at the University and the ability for such reports to be written collaboratively, especially if multiple partners are involved.

- **Staff Workload**: completing reports on an annual basis has a knock-on impact on staff workload at all levels, including within Schools, Professional Services teams and QAC. For some courses which have been running for a number of years with limited changes, the frequency of the ACR process proves challenging with limited information to report.

- **Reporting Deadlines**: frequently reports are received beyond the deadline for submission, which in turn has a knock-on impact for the QAC review of the reports. This relates to staff workload with time allotted for review frequently missed. It is felt that reviewing reporting deadlines and streamlining process would help in the timely submission of reports.

Revised Annual Monitoring and Review Process

4.5 In considering the challenges cited above, a revised Quality Assurance Reporting process is proposed, which ensures compliance with the UK Quality Code for Higher Education, but also streamlines the process for Schools, Professional Services and QAC. A diagram of the process is provided in Appendix 1.

4.6 In doing so, the proposals introduce three key mechanisms designed to ensure a robust and responsive approach to the ongoing enhancement of education:

(i) Annual Course Review (ACR): The ACR will move from a one size fits all approach, to a tiered approach. There are two tiers of courses that require review. **Tier 1** includes those courses which have been running for a long period of time (e.g. five years) without significant changes and consistently demonstrate good progress. **Tier 2** includes those courses which have been newly introduced, those with significant changes, those with new Course Leadership (Course Coordinator), or where concerns have been raised. The reporting for both Tiers will differ in that Tier 1 courses will be expected to report every 3 years (excepting where a criterion in Tier 2 is met, then the Tier 2 deadline should be adhered to); Tier 2 courses will be expected to report annually. Reflecting a change in approach, the form has been streamlined so only one ACR form will be used for both Tiers. This process applies to both Undergraduate (UG) and Postgraduate Taught (PGT), with submission deadlines of 31 July and 31 October respectively.

(ii) Annual Programme Review (APR): All programmes (or cognate groups of programmes) will undergo an annual review. The difference in approach from previously is that it is no longer expected that one APR should be submitted for all modes of delivery. While this is approach is still acceptable, in order to reflect the changing and expanding TNE environment, APRs can be submitted per programme. The current APR proforma has been reviewed and streamlined reflecting the new approach to QA reporting. This ensures that all taught provision is regularly scrutinised regardless of mode/location of delivery, with an emphasis on identifying strengths, addressing areas for development, and sharing good practice across the University. This process applies to both Undergraduate (UG) and Postgraduate Taught (PGT), with submission deadlines of 31 July and 31 October respectively (reflecting a change in the current APR process).

(iii) **School Annual Quality Assurance Report (SAQAR):** The SAQAR is a newly proposed mechanism, to be completed by the School Director(s) of Education (or nominee) on an annual basis. This comprehensive report will include reflection on all ACR and APR reports, reflecting areas of good practice, innovations and future development across the School's programmes, as well as feedback from External Examiner Reports (EER) and student engagement. In streamlining other reporting processes, the report will include the Internal Teaching Review (ITR) Action Plan, replacing the current reporting process. The SAQAR will be produced for both UG and PGT provision, with submission deadlines of 31 August for UG and 30 November for PGT. This mechanism is intended to provide a School-level perspective on quality assurance, fostering strategic oversight and supporting the continuous improvement of the educational offering. The QAC, on behalf of the Senate, will provide a response to each SAQAR, as has been the practice in recent years providing a School-level APR response. The response will identify areas of good and innovative practice, as well as highlighting areas for further review or enhancement, while also providing advice and guidance on any issues raised. All UG and PGT SAQARs will be discussed at a meeting of the QAC, providing an opportunity for dissemination of good practice across the Institution.

4.7 Collectively, these three mechanisms will ensure systematic and proportionate quality assurance across all levels of taught provision, supporting the University's commitment to maintaining and enhancing academic standards. Proposed proformas have been included as Appendices 2 - 4 respectively.

Proposed Next Steps

4.8 Should QAC approval be received for the proposed approach set out in 4.6, the updated proformas and associated guidance would be updated on the University webpages and communication issued to Schools to confirm the change in approach. It is proposed that the change in approach be implemented for review of courses and programmes that took place in 2026/27.

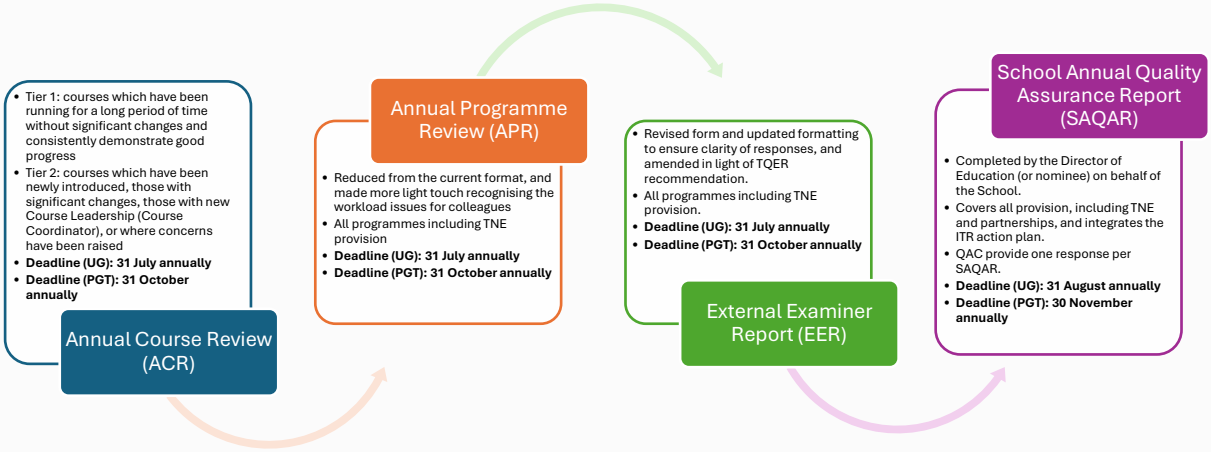
5. Further Information

5.1 Further information is available from Steve Tucker (Dean for Quality Assurance & Enhancement, s.j.tucker@abdn.ac.uk), Emma Tough (Head of Academic Policy & Quality, e.tough@abdn.ac.uk) or Liam Dyker (Academic Policy & Quality Manager, liam.dyker2@abdn.ac.uk).

Date Paper Was Written: [**20/07/2026**]

Freedom of Information/Confidentiality Status: Open

APPENDIX 1


Annual Course Review (ACR)
Tier 1: courses which have been running for a long period of time without significant changes and consistently demonstrate good progress
Tier 2: courses which have been newly introduced, those with significant changes, those with new Course Leadership (Course Coordinator), or where concerns have been raised
Deadline (UG): 31 July annually
Deadline (PGT): 31 October annually
Annual Programme Review (APR)
Reduced from the current format, and made more light touch recognising the workload issues for colleagues
All programmes including TNE provision
Deadline (UG): 31 July annually
Deadline (PGT): 31 October annually
External Examiner Report (EER)
Revised form and updated formatting to ensure clarity of responses, and amended in light of TQER recommendation.
All programmes including TNE provision.
Deadline (UG): 31 July annually
Deadline (PGT): 31 October annually
School Annual Quality Assurance Report (SAQAR)
Completed by the Director of Education (or nominee) on behalf of the School.
Covers all provision, including TNE and partnerships, and integrates the ITR action plan.
QAC provide one response per SAQAR.
Deadline (UG): 31 August annually
Deadline (PGT): 30 November annually

1495 UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE **ANNUAL MONITORING AND REVIEW**

Academic Quality Handbook

Annual Course Review (ACR)

The University requires on an annual basis that all undergraduate and postgraduate taught provision, both courses and programmes, are monitored and reviewed. This requirement is in line with the UK Quality Code for Higher Education from the Quality Assurance Agency (QAA).

The University requires that all courses are subject to review on an at least **three-yearly basis**, unless one of the below criteria are met:

- Where a course has a new course coordinator;
- Where a course has been newly introduced (those in their first or second year of running);
- Where a course has an anomalous pass or satisfaction rate; OR
- Where a course is undergoing a more in-depth review, such as substantive changes to content and assessment.

Programme Coordinators for programmes that have accrediting body requirements may require course coordinators to complete the Annual Course Review more frequently. Where multiple courses are taught using the same title (e.g. for transnational education campuses), Annual Course Reviews should be compared.

Deadlines for ACRs are as follows: (i) **31 July annually** for UG; and (ii) **31 October** annually for PGT.

Course Information

Course Code:	Click or tap here to enter text.
Course Title:	Click or tap here to enter text.
Course Coordinator(s):	Click or tap here to enter text.
Related Courses (e.g. TNE, Online): *Please provide course codes*	Click or tap here to enter text.
School:	Choose an item.
TNE Campus/Partnership: *If delivered via Partnership or at a TNE Campus, state which.*	Click or tap here to enter text.
Academic Year:	Click or tap here to enter text.
Term:	Choose an item.
Level of Study:	Choose an item.

Course Details

No. of Students Registered:	Click or tap here to enter text.
No. of Students Completed:	Click or tap here to enter text.
Pass Rate (%) Based on First Attempt (excluding any C7, NP or MC/GC):	Click or tap here to enter text.
Please provide a reflective commentary on the pass rates:	Click or tap here to enter text.
For courses which run across multiple campuses, please provide a reflective	Click or tap here to enter text.

commentary and comparison between the courses and variant courses:	

Teaching, Learning and Assessment

For this section, you should use student feedback gathered by any method, which may include Course Feedback and Reflection Forms, SSLC Meetings, informal feedback during classes, mid-term evaluations, as well as feedback from External Examiners, Programme Advisory Boards, PSRBs and the teaching team, if applicable.

What worked well in the course regarding teaching, learning and assessment?	Click or tap here to enter text.
What did not work well in the course regarding teaching learning and assessment?	Click or tap here to enter text.
Reflect on any new / innovative or particularly effective teaching or assessment methods. Indicate whether this good practice has been disseminated more widely within the School, University or outside of the University.	Click or tap here to enter text.

Skills Development

Identify the main skills developed in the course (*e.g. from the Course Feedback and Reflection Form*):	Click or tap here to enter text.
Reflect on aspects of the course that embed or support employability of students and areas where skills development opportunities have been made available. *For example, ways in which the course supports the MySkills Framework.*	Click or tap here to enter text.

Equality, Diversity and Inclusion

Reflect on aspects of equality, diversity and inclusion within the course. *For example, this may include aspects of Decolonising the Curriculum, anti-racist curriculum, and feedback received by way of SSLC.*	Click or tap here to enter text.

Course Development

Evaluate any changes implemented during this year as a result of feedback from previous years. If not applicable, state N/A.	Click or tap here to enter text.
Summarise any proposed changes planned for future years in light of this review.	Click or tap here to enter text.

Course Coordinators should note that any changes requiring approval by the Quality Assurance Committee (QAC) should be submitted to your Curriculum Administrator according to the published deadlines.

Signed: *Course Coordinator*	
Date:	Click or tap to enter a date.

Completion of Form

Following the completion of this Annual Course Review form, copies should be actioned as follows:

- Uploaded to the relevant School's Channel in the Quality Assurance Teams Site by the stipulated deadlines;
- Published to staff and students on the course page in MyAberdeen; and
- Contribute to the Annual Programme Review of the relevant programme(s).

1495 UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

ANNUAL MONITORING AND REVIEW

Academic Quality Handbook

Annual Programme Review (APR)

The University requires on an annual basis that all undergraduate and postgraduate taught provision, both courses and programmes, are monitored and reviewed. This requirement is in line with the UK Quality Code for Higher Education from the Quality Assurance Agency (QAA).

This Annual Programme Review form should be completed either for (i) a single programme; or (ii) a cognate group of programmes that share several courses. The form should be completed by the Programme Lead, and should be subsequently reviewed by the Head of School (or nominee). The APR should be considered by the School Education Committee.

Deadlines for APRs are as follows: (i) **31 July annually** for UG; and (ii) **31 October** annually for PGT.

Programme Information

Programme Title: *Include the Degree Type (e.g. MA, MSc, BMus, BEng)*	Click or tap here to enter text.
Programme Lead(s):	Click or tap here to enter text.
Related Programmes (e.g. TNE):	Click or tap here to enter text.
School:	Choose an item.
TNE Campus/Partnership: *If delivered via Partnership or at a TNE Campus, state which.*	Click or tap here to enter text.
Academic Year:	Click or tap here to enter text.
Level of Study:	Choose an item.

Course Analysis

Comment on the pass rates and grade profile for courses within the programme. *Identify outlier courses, i.e. those performing better or worse than others. What can be learned from these to help other courses within the programme? Comment on courses with less than average pass rates. What actions are planned to address the low pass rates? Actions could include, for example, changes to previous year's courses to better prepare the students or inclusion of more formative assessments.*	Click or tap here to enter text.
Comment on courses that are causing concern. *Please include courses where concerns have been raised by staff or students at SSLC meetings or by external examiners. What*	Click or tap here to enter text.

measures could be put in place to address the concerns raised?	

Programme Review

Critically review the programme(s). *For instance: Do they continue to meet the subject benchmark statements? How well do all constituent courses work together to provide the core knowledge required? Do they continue to attract and retain students?*	Click or tap here to enter text.
What actions have been taken forward this year to account for previous feedback from Course and Programme Reviews, External Examiners, Programme Advisory Boards, PSRBs or ITR Recommendations (if applicable)?	Click or tap here to enter text.
Identify areas of new/innovative and good practice across the programme(s), including courses delivered as part of the programme.	Click or tap here to enter text.
What area(s) require, or are intended for, development in the next academic year and how do you intend to address them?	Click or tap here to enter text.
What aspects of Equality, Diversity and Inclusion have been considered as part of the programme? *For instance: has the programme considered the impacts of Decolonising the Curriculum or the Anti-Racist Curriculum? Has the programme engaged with any of the resources made available via the School Race Equality Champions? Does the programme take account of the various protected characteristics? Have there been any EDI-related matters causing concern?*	Click or tap here to enter text.

Course Coordinators should note that any changes requiring approval by the Quality Assurance Committee (QAC) should be submitted to your Curriculum Administrator according to the published deadlines.

Partnerships, Transnational Education and Collaborative Provision

Detail the partnerships, TNE and collaborative provision arrangements that relate to this programme.	Click or tap here to enter text.
Note: all partnership programmes will submit a separate APR and a summary and comparison of each will be included in the School Annual Quality Assurance Report (SAQAR).	☐: Noted *(tick)*

Issues to be Raised at School or University-Level

Please detail any issues which ought to be raised at a School-level (for the SAQAR) or at a University-level (e.g. for QAC or UEC).	Click or tap here to enter text.

Signed: *Programme Lead*	
Date:	Click or tap to enter a date.
Signed: *Director of Education (or nominee)*	
Date:	Click or tap to enter a date.

Completion of Form

Following the completion of this Annual Programme Review form, copies should be actioned as follows:

- Uploaded to the relevant School's Channel in the Quality Assurance Teams Site by the stipulated deadlines;
- Considered by the relevant School Education Committee; and
- Contribute to the School Annual Quality Assurance Report (SAQAR) of the relevant School.

QUALITY ASSURANCE COMMITTEE

ANNUAL MONITORING AND REVIEW

Academic Quality Handbook

School Annual Quality Assurance Report (SAQAR)

The University requires on an annual basis that all undergraduate and postgraduate taught provision, both courses and programmes, are monitored and reviewed. This requirement is in line with the UK Quality Code for Higher Education from the Quality Assurance Agency (QAA).

This School Annual Quality Assurance Report should be completed by the Director of Education for the relevant School and should review the constituent Annual Programme Review reports. The SAQAR should also integrates the annual ITR action plan update. The SAQAR should be considered by the School Education Committee. A report should be completed for Undergraduate, and a report should be completed for Postgraduate Taught.

Deadlines for the SAQAR are as follows: (i) **31 August annually** for UG; and (ii) **30 November** annually for PGT.

School Information

School:	Choose an item.
Director of Education (or nominee):	Click or tap here to enter text.
Academic Year:	Click or tap here to enter text.
Level of Study:	Choose an item.
Programmes Reviewed: *Please list the programmes considered in this review.*	Click or tap here to enter text.

Previous Reporting

Please report on progress with the actions you identified in last year's report and planned to take in the past academic year.	Click or tap here to enter text.

Aberdeen 2040 and Education Strategy 2025-2030

Please comment on aspects of the School's programmes and their alignment with Aberdeen 2040 and Education Strategy 2025-2030, including activities implemented or planned for implementation.	Click or tap here to enter text.

Excellence in Learning, Teaching and Assessment (TQEF Principle 1)

Please comment on aspects of Teaching, Learning and Assessment across the programmes delivered in the School, including any aspects of good practice or areas for development highlighted in the Annual Course and Programme Reviews.	Click or tap here to enter text.
Please comment on the School's feedback turnaround time (in line with the Feedback Framework).	Click or tap here to enter text.

Please comment on how the School is addressing consistency in marking and feedback across the programmes.	Click or tap here to enter text.
Please comment on innovations, changes to practice or challenges for learning, teaching and assessment arising from Generative AI.	Click or tap here to enter text.
Please comment on any steps the School has taken to address assessment challenges, including any changes still needed and a timeframe for implementation.	Click or tap here to enter text.

Supporting Student Success (TQEF Principle 2)

Please comment on aspects of student support in the previous academic year, arising from ACR / APR feedback.	Click or tap here to enter text.
Please comment on aspects of the Graduate Outcomes and Awarding Gaps as they relate to the programmes delivered across the School.	Click or tap here to enter text.

Enhancement and Quality Culture (TQEF Principle 3)

Please comment aspects of good or innovative practice arising from the ACR / APRs.	Click or tap here to enter text.
Please comment on aspects which did not work so well across the previous academic year, and any challenges affecting the quality of teaching and the student experience.	Click or tap here to enter text.

Student Engagement and Partnership (TQEF Principle 4)

Please comment on the School's approach to engaging students about their learning and wider experience, including evidence of closing the feedback loop.	Click or tap here to enter text.
Please comment on any feedback received through the University's Survey Season (e.g. NSS, UES, PTES, PRES, ASES) and any resulting actions.	Click or tap here to enter text.
Please comment on any enhancements made or required in relation to student engagement across the School.	Click or tap here to enter text.

Partnerships, Transnational Education and Collaborative Provision

Please comment on aspects related to partnerships / TNE, including comparison between programmes.	Click or tap here to enter text.
Please comment on how consistency is maintained for students on programmes delivered across multiple modes of delivery / partnership, and provide evidence of this.	Click or tap here to enter text.
Please detail any issues related to partnerships and TNE.	Click or tap here to enter text.

Internal Teaching Review Action Plan

The Internal Teaching Review Action Plan is appended to this report as Annex A.

Please comment on any aspects of the ITR Action Plan not otherwise addressed by Annex A.	Click or tap here to enter text.

Issues to be Raised at School or University-Level

Please comment on any issues raised in the Annual Course or Programme Reviews which require a School-level response.	Click or tap here to enter text.
Please comment on any issues which ought to be raised at a University-level (e.g. QAC or UEC).	Click or tap here to enter text.

Signed: *Director of Education (or nominee)*	
Date:	Click or tap to enter a date.

Head of School / Faculty Response

As Head of School / Faculty, please provide a response to the SAQAR.	Click or tap here to enter text.
Signed: *Head of School / Faculty*	
Date:	Click or tap to enter a date.

Quality Assurance Committee (QAC) Response

As a member of the Quality Assurance Committee, please provide a response to the SAQAR.	Click or tap here to enter text.
Signed: *Member of Quality Assurance Committee*	
Date:	Click or tap to enter a date.

Completion of Form

Following the completion of this School Annual Quality Assurance Report, copies should be actioned as follows:

- Uploaded to the relevant School's Channel in the Quality Assurance Teams Site by the stipulated deadlines;
- Considered by the relevant School Education Committee.

Internal Teaching Review: Annual Follow-Up Report

School:	Choose an item.
Review Completed on:	

Theme	Action Identified in ITR Report	Response	Responsible Person	Indicative Timeline
E.g. Enhancement of student support provision	E.g. Ensure that adequate support is provided to early years students in terms of welfare and mental health	**2022** - Agreement to/rejection of recommendation - Explanation of acceptance or rejection - Context of action to provide background - Next steps if appropriate (broken down further if required and mapped to timeline)	XXX	Date
		2023 - Update on action taken - Next steps if appropriate (broken down further if required and mapped to timeline)		
E.g. Streamline administrative and technical processes	e.g. Eliminate single points of failure where possible and ensure there are written SOPs for key processes	**2022** - Agreement to/rejection of recommendation - Explanation of acceptance or rejection - Context of action to provide background - Next steps if appropriate (broken down further if required and mapped to timeline)		

		2023 - Update on action taken - Next steps if appropriate (broken down further if required and mapped to timeline)		