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1495 UNIVERSITY OF ABERDEEN

UK Quality Code 2024: Institutional Mapping

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

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

Introduction

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

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

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

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

Key Practices

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

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

	delivery. It is on the authority of the Senate that degrees and other awards are conferred. The Senate delegates matters pertaining to quality assurance and enhancement to the QAC *(sub-principle (a) refers)*. The QAC oversees the quality of all taught provision, irrespective of location and mode of delivery, and does so by a number of mechanisms. These include: • **Course and Programme Approvals:** the QAC considers and approves all new courses and programmes, following consideration by the Programme Management Committee (PMC), as well as changes to courses and programmes. The approvals take account of all campuses and partnership arrangements, and the varying modes of delivery (e.g. on campus, online, blended). • **Annual Course and Programme Review:** the QAC retains oversight of the Annual Course and Programme Review processes and actively reviews Annual Programme Reviews to identify areas of good practice and areas for further consideration and enhancement. Annual reviews take place for all provision on all campuses / modes of delivery. • **Internal Teaching Review:** the QAC oversees a programme of periodic review, Internal Teaching Review, which ensures that all Schools (including transnational education and partners) are reviewed on a cyclic basis. All provision within a School is reviewed, including partnerships and transnational education, and all modes of delivery. • **External Examiners:** the QAC oversees the policies and procedures related to the External Examining process and is responsible for the approval of External Examiner nominations, which are appointed on behalf of the University Court. The University ensures that External Examiners are appointed to oversee all education provision, including for online or transnational campuses. The University ensures that a quality culture is embedded in all its education provision. The University's Five Principles of Education have been developed to support the preparation and delivery of education. The principles relate to a variety of teaching and learning methods and are equally applicable to in-person, online or blended learning and teaching practices. The principles are intrinsic to ensuring a quality culture within education.	Course and Programme Approvals (Webpage) Digital Exam Guidance for Invigilators (Document) External Examining (Webpage) Internal Teaching Review (Webpage) Manual for Exam Invigilators (Document) Principles of Education (Webpage) Quality Assurance Committee (Webpage) Senate (Webpage)

	The Centre for Academic Development (CAD) supports colleagues with their professional and academic development, particularly in relation to the design, development and delivery of teaching and learning, including fully online provision. In its transnational education and partnership operations, the University employs appropriate governance structures, such as Strategic Partnership Boards, Operational Groups, to ensure appropriate oversight, delivery and management of quality and academic standards. The approval of the QAC is required for all partnerships related to teaching, learning and education; in doing so, the QAC has responsibility for ensuring academic standards are appropriate regardless of mode of delivery and campus location. The following examples support transnational education governance: • **Qatar Campus:** within the operation of the Qatar Campus, an Academic Planning Group reports to the Partnership Management Group and holds responsibility for academic (both education and research) matters, including proposals for new programmes, expansion of the partnership, and other matters which impact teaching and learning. The Academic Planning Group contains representation from both campuses, and the relevant Academic Schools, as well as from the QAC. • **South China Normal University (SCNU) Joint Institute:** the SCNU Joint Institute operates a number of Committees and Groups to ensure the continued maintenance and enhancement of academic standards. An informal Academic Group meets on a monthly basis with representatives from both Universities and the University's QAC to discuss operational matters, prior to consideration by the Academic Committee. This structure is effective in ensuring continued dialogue and partnership working between the two partners. Additionally, the Group can develop proposals with all stakeholders being consulted prior to formal sign-off at the Academic Committee. Meanwhile, the Academic Committee contains senior representation from both partners and considers a number of strategically important matters in the operation of the Joint Institute and in ensuring the continued enhancement of academic standards. Training is provided by University staff to transnational education partners in respect of policies, procedures and processes to ensure an equitable student	

	experience on all campuses and modes of delivery. Training is delivered by several parties including the Centre for Academic Development, and the QAC. For example, on a bi-annual basis, a series of training programmes (online and face to face) are rolled out to colleagues at the SCNU Joint Institute to build their knowledge and understanding of key university policies and procedures. Likewise, more ad-hoc training sessions are arranged where more specific topics are required to be discussed, including exam invigilation. For example, recent training sessions have been delivered with colleagues at the Qatar Campus pertaining to marking, moderation and Examiners' Meetings. The University's degree programmes are supported and underpinned by the Academic Quality Handbook (AQH), which relates to the quality of learning opportunities provided by the University and the standard of degrees that are awarded therein. The AQH contains the University's policies, procedures and regulations relating to all aspects of teaching and learning, including research degrees at the University of Aberdeen.	
(c) The strategic approach aligns with providers' policies and practices on equity, equality, diversity and inclusion, and environmental sustainability for students and staff.	The University's strategic approach to quality assurance and enhancement is supported by the Aberdeen 2040 Strategic Plan, which is based around four key pillars: inclusive; interdisciplinary; sustainable; and international. In particular, the inclusive and sustainable pillars set out strategic principles which underpin the strategic direction of the University, including both its education and research provision. An implementation plan is regularly reviewed by the Senior Management Team (SMT) and University Court. As part of the Aberdeen 2040 Strategy implementation, a series of workstreams were established to take forward strategically important aspects of education provision. One of such workstreams included Decolonising the Curriculum, led by the Vice-Principal (Education). A series of webpages and a Decolonising the Curriculum Toolkit were developed as part of this work. The toolkit and wider resources were designed to support staff and students with understanding and implementing decolonisation of the curriculum. The University's Education strategy was revised in 2025, and has three interconnected pillars and two wrap-around lenses that threat through the activities associated with each pillar. The pillars include a collaborative learning culture, interdisciplinarity and innovation, and global perspectives; while the lenses are inclusive education and wellbeing, and driving continuous quality enhancement. A series of actions were developed in relation to the	Aberdeen 2040 Strategy (Webpage) Annual Course and Programme Review (Webpage) Course Catalogue (Webpage) Decolonising the Curriculum (Webpage) Decolonising the Curriculum Toolkit (Webpage) EDI Committees and Networks (Webpage) Emily Test Charter (Webpage) Environmental Sustainability Policy (Document) Equality Impact Assessment (Webpage) Equality, Diversity and Inclusion Policy (Document) External Examining (Webpage) Gender Equality (Athena SWAN) (Webpage) Gender Equality Action Plan (Document) Guidance for School EDI Leads and Race Equality Champions (Webpage) Race Equality Charter (Webpage)

	strategy which are taken forward by the Education Leadership and Management teams. Additionally, the Course Catalogue features identifiers on each course relating to the four pillars for Aberdeen 2040. Therefore, students can see immediately which courses map to the various pillars. This provides a transparent approach to ensuring students can choose courses which align with inclusive and sustainable values, for example. Schools, in proposing new courses and programmes, are also required to comment on aspects of decolonising the curriculum and equality, diversity and inclusion to ensure that these matters are specifically embedded in course and programme design. These matters are also reported through the Annual Course Reviews (ACRs) and Annual Programme Reviews (APRs) which are reviewed by QAC. As part of the External Examiner Report (EER), External Examiners are asked to comment specifically on aspects impacting equality, diversity and inclusion and decolonising the curriculum. EERs are reviewed by the Quality Assurance Committee (QAC). The University's approach to quality is further underpinned by Equality, Diversity and Inclusion, and Environmental Sustainability Policies. The policies are reviewed regularly and are approved for use by the Senior Management Team. On an annual basis, a Policy Review Plan related to the education policies, procedures and regulations is developed and presented to the Education Committees for approval. The Policy Review Plan ensures that all policies are reviewed on a cyclic basis. Where new policies are in development and thereafter implementation (or where policies have been significantly reviewed or redeveloped), Equality Impact Assessments are completed and presented to Committee alongside the draft policy for approval, to take cognisance of any equality, diversity and inclusion aspects of the proposals. Within each School and across Professional Services, EDI Leads and Race Equality Champions are central to ensuring visibility and cognisance of equality, diversity and inclusion-related issues. A series of webpages have been developed to support EDI Leads and Race Equality Champions in their roles. Alongside, a number of staff and student equality networks support the work of equality, diversity and inclusion across the University.	

	The University is committed to both the Athena SWAN and Race Equality Charters, both managed by Advance HE. The University has been a member of the Advance HE Athena Swan Charter since 2011 and achieved its first Bronze Athena Swan Institutional award in 2012. The latest Bronze renewal was achieved in 2021 and included development of a five-year Gender Equality Action Plan. Further, the University is committed to challenging racism and racial inequality in our institution and taking proactive action to create a learning, working and social environment, in which our Black, Asian, and Other Minority Ethnic students and staff members feel safe. The University acknowledges the racism in the everyday life of racialised community members, and the institutional racism which they have to navigate. The University subscribes to the EmilyTest Charter, which is a Gender-Based Violence Charter made up of five overarching principles with over 40 minimum standards which institutions must meet in order to pass the Emily Test. L.I.S.T.E.N is a new risk assessment tool developed by EmilyTest. The tool is designed to give staff across Further and Higher Education institutions the skills to offer in-the-moment support to a victim/survivor of sexual violence or harassment, ensure they are safe and put in place clear next steps for support.	
(d) The strategic approach to securing academic standards, quality assurance and enhancement is published, communicated clearly and accessible to staff, students and external stakeholders. It is supported by a comprehensive and transparent governance framework.	The University's corporate and academic governance structure ensures the strategic oversight of academic standards, quality assurance and enhancement at all levels of the University. The governance structure of the University is published online and available to staff, students and external stakeholders as is required. The University Court is responsible for the strategic direction of the University. Meanwhile, the Senatus Academicus (Senate) has ultimate authority for academic matters related to education and research. The University's Education strategy is published on the University webpages for staff and students. In doing so, the strategy sets out a number of KPIs which are tracked and reported back to Committee(s) as required. The Quality Assurance Committee (QAC) has responsibility for oversight of academic standards across all taught provision. The QAC has delegated authority on behalf of the Senatus Academicus (Senate) for the strategic oversight of: (i) the quality assurance of all taught provision; (ii) the development of policies and practices for the assurance of the University's education provision; and (iii) the safeguarding of academic standards). The	Academic Quality Handbook (Webpage) Governance Structure (Webpage) Key Education Policies for Students (Webpage) QAC Digest (Webpage) Quality Assurance Committee (Webpage) Senate (Webpage) University Calendar (Degree Regulations and Programme Prescriptions) (Webpage) University Court (Webpage)

	QAC has representation from all academic Schools and relevant Professional Services Directorates and is chaired by the University's Dean for Quality Assurance and Enhancement. Information pertaining to the QAC is available on the University webpages. Within the remit of the QAC, the Committee considers and approves proposals for new courses and programmes; considers and approves changes to University Degree regulations; oversees the quality assurance of taught courses by way of annual and periodic review mechanisms; develops and reviews policy related to education provision; considers, approves and monitors partnership, collaborative and transnational education provision; oversees engagement with the Quality Assurance Agency (QAA) in respect of external review and sector-led enhancement activity; and ensures effective student engagement and representation of student voices in quality matters. Following every QAC meeting, a digest is published on the QAC webpages and made available to staff and students in part to disseminate identified good practice. Additionally, a report is provided to the Senatus Academicus detailing the business considered, approved and/or discussed at the QAC. This ensures a transparent approach to quality matters at all levels of the University. The Academic Quality Handbook (AQH) is published and made available to staff and students on the University webpages. The AQH is updated regularly where more up-to-date information is available, and where policy amendments have been approved by the Committee structure. Information relevant for external parties, related to External Examining or Programme Advisory Boards, for example, is also available within the AQH. Should it be required, staff and students can request hard-copy versions of the AQH documents from the Academic ~~Services~~ Policy & Quality team. The University Calendar, which comprises the degree regulations and programme prescriptions for all degrees, is published and made available on the University webpages. The University Calendar is available for staff, students and external parties who may require its use. On an annual basis, a series of communications are issued to staff and students related to key policies pertaining to education. At the start of each academic year, a communication is issued to staff detailing any new policies	

	or policy amendments which have come into force since the previous academic year, and where appropriate, training sessions are provided to support implementation. This ensures that course and programme handbooks can be updated with important and up-to-date information. Additionally, a communication is issued to students annually regarding key education policies, including assessment, academic integrity, student absence and monitoring, and wider curriculum matters, for example. Other communications are issued on an ad-hoc basis as required. For example, communications are issued to students regarding degree classification and are provided at relevant points in the academic year.	
(e) The strategic approach is monitored and evaluated on a regular basis.	The Quality Assurance Committee (QAC) has responsibility for oversight of academic standards across all taught provision. Through the work of the QAC, the strategic approach to the maintenance and enhancement of academic standards is continually reviewed, monitored and evaluated on a regular basis. The strategic approach to quality assurance and enhancement is kept under review throughout the academic cycle. The Committee meets at least five times per year and offers members the opportunity to contribute to matters of strategic importance to the University. Quality is one of the strategic objectives set by the University Court, and is provided with regular updates by the Senior Management Team in relation to progress in quality-related matters in all that the University does, including education and research provision. On an annual basis, a Policy Review Plan related to the education policies, procedures and regulations is developed and presented to the Education Committees for approval. The Policy Review Plan ensures that all policies are reviewed on a cyclic basis. The Policy Review Plan further ensures that the strategic approach to quality assurance and enhancement is continually at the forefront and is reviewed on a regular basis. The strategic approach to quality is also supported by the following: • **Annual Course and Programme Review:** the QAC retains oversight of the Annual Course and Programme Review processes and actively reviews Annual Programme Reviews to identify areas of good practice and areas for further consideration and enhancement. Annual reviews take place for all provision on all campuses / modes of delivery. Any matters requiring University-level input are brought to the attention of the QAC.	Annual Course and Programme Review (Webpage) External Examining (Webpage) External Quality Review (Webpage) Internal Teaching Review (Webpage) Quality Assurance Committee (Webpage) Scotland's Tertiary Enhancement Programme (Webpage) Tertiary Quality Enhancement Review (TQER) (Webpage) University Court (Webpage)

	• **Internal Teaching Review:** the QAC oversees a programme of periodic review, Internal Teaching Review, which ensures that all Schools (including transnational education and partners) are reviewed on a cyclic basis. All provision within a School is reviewed, including partnerships and transnational education, and all modes of delivery. All reports from Internal Teaching Review are considered by the QAC to ensure University-level oversight of the provision. • **External Examiners:** the QAC oversees the policies and procedures related to the External Examining process and is responsible for the approval of External Examiner nominations, which are appointed on behalf of the University Court. The University ensures that External Examiners are appointed to oversee all education provision, including for online or transnational campuses. Any matters requiring University-level input are brought to the attention of the QAC. • **Education Strategy**: the University Education Strategy is reviewed on an annual basis and progress updates provided in respect of the key performance indicators and actions established in the plan. Updates are provided to the relevant Education Committees. • **External Quality Review**: the University complies with a number of external arrangements in relation to quality assurance and enhancement, including liaison with the Scottish Funding Council (SFC) and Quality Assurance Agency for Scotland (QAAS). In particular, the Tertiary Quality Enhancement Review (TQER) supports enhancement and gives assurance on quality standards and the quality of the student experience, and informs the review, monitoring and evaluation of the University's strategic approach to quality. On an annual basis, the University is required to submit a Self-Evaluation and Action Plan (SEAP) which allows the University to reflect on annual institutional quality assurance and enhancement activities and outcomes, including comment on previous external review findings. Stakeholder consultation is intrinsic to the draft. Additionally, the University's Action Plan related to the TQER is available and tracked on an ongoing basis as actions are updated / completed. • **Scotland's Tertiary Enhancement Programme (STEP)**: the University is actively engaged with the STEP, utilising the strategic framework to enhance our educational provision. On an annual basis, the University is required to submit a report on the University's engagement and progress with the STEP.	

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

	academic standards and quality of provision. With the submission of External Examiner Reports, External Examiners comment on student achievement, assessment processes and comparability to other Higher Education Institutions and Sector-Wide standards. The role of External Examiners is communicated as part of a *Key Education Policies for Students* communication at the start of each academic year. In some Schools, Professional, Statutory and Regulatory Bodies (PSRBs) input into course and programme provision. For example, PSRBs may have a role in curriculum design to meet professional requirements. Professional, Statutory and Regulatory Body (PSRB) reports following accreditation are also used to inform enhancement of provision. Where recommendations or issues are raised by a PSRB, the School is responsible for ensuring these are addressed. Reports from PSRBs are scrutinised routinely by QAC, and with actions required being followed up as appropriate. Input is also obtained from Programme Advisory Boards. These Boards include expertise from industry and employers and can provide expertise in teaching, learning and assessment. Where this is the case, Schools are responsible for ensuring that students are aware of the role of the PSRB / Programme Advisory Boards and the requirements for accreditation. External Expertise is embedded into the University's Internal Teaching Review processes. External Subject Specialists are engaged as panel members reviewing the quality and enhancement of any given School's pedagogic offering. External Subject Specialists provide valuable insight into our practices enabling us to learn from good practice across the sector. Additionally, the Quality Assurance Committee's approach to oversight of maintenance of academic standards ensures that all Schools have independent oversight from the Committee. Each School QA Representative on the QAC is assigned a different School in which to oversee matters of quality assurance and enhancement. This helps to keep impartiality and objectivity in upholding academic standards across the institution. Further, the University complies with a number of external arrangements in relation to quality assurance and enhancement, including liaison with the Scottish Funding Council (SFC) and Quality Assurance Agency for Scotland (QAAS). In particular, the Tertiary Quality Enhancement Review (TQER)	

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