1495 UNIVERSITY OF ABERDEEN

UK Quality Code 2024: Institutional Mapping

Principle 3: Resourcing delivery of a high-quality learning experience

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PRINCIPLE 3: RESOURCING DELIVERY OF A HIGH-QUALITY LEARNING EXPERIENCE

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 3: Resourcing delivery of a high-quality learning experience** provides a framework of key practices in respect of the infrastructure required to ensure the effective delivery of teaching, learning and assessment, by way of physical, digital and human resources. In doing so, the Quality Code sets out the following: *Providers plan, secure and maintain resources relating to learning, technology, facilities and staffing to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students that aligns with the provider's strategy and the composition of the student body.*

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) Strategic and operational plans, along with resources, align with the student journey and are designed and implemented to support a positive student experience and enable student achievement.	The University's foundational purpose is to be 'Open to all, dedicated to the pursuit of truth in the service of others'. This was the basis for the University's Aberdeen 2040 strategic plan. The Strategic Plan was developed by an Aberdeen 2040 Steering Group, and approved by the Senior Management Team and University Court. The Strategy was developed around four key pillars: (i) Inclusive; (ii) Interdisciplinary; (iii) International; and (iv) Sustainable. An Implementation Plan was developed covering the initial 5-year period to 2025. This has been reviewed and updated on an annual basis, and has evolved over the period. 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 strategy which are taken forward by the Education Leadership and Management teams. On an annual basis, Academic Schools and Professional Services Directorates are also required to submit updated rolling 3-Year Plans, with a predominant focus on the upcoming year. These provide detail on high-level objectives across a number of key themes aligned to Aberdeen 2040, and in relation, the primary actions identified to ensure delivery. The also include resource requests. These plans are reviewed by the Strategic Planning team and meetings are held with the Senior Management Team and other relevant colleagues to discuss the plans and provide feedback. Plans ensure a positive student experience for all students, as far as possible. Additionally, a number of action plans support the strategic priorities of the University, including: • External Quality Review Action Plans (e.g. Quality Enhancement and Standards Review, Tertiary Quality Enhancement Review): the recommendations from the previous Quality Enhancement and Standards Review form the basis of an action plan to inform ongoing	Aberdeen 2040 Strategy (Webpage) Foundational Purpose (Webpage) Education Strategy (Document) Planning Cycle (Webpage) Quality Enhancement and Standards Review Action Plan (Document) Risk Management (Webpage) Senior Management Team (Webpage) University Court (Webpage)

	improvements which enhance and support the student experience. The External Quality Review Action Plans are reviewed by Quality Assurance Committee (QAC). • NSS Action Plan: every School undertakes to prepare a NSS action plan in response to the annual survey results, identifying areas of focus for the School over the coming academic year. NSS Action Plans are reviewed by Student Support & Experience Committee (SSEC), on behalf of University Education Committee (UEC). • Education and Employability Action Plan: every School undertakes to prepare an overarching Education action plan, which covers actions related to education, student experience and employability. Education and Employability Action Plans are reviewed by the UEC and Employability & Entrepreneurship Committee (EEC). • Enterprise and Innovation Action Plan: every School is required to submit an Enterprise and Innovation Action Plan in relation to the University's Enterprise and Innovation work, in particular how the School is supporting this agenda. The Enterprise and Innovation Action Plans are reviewed by the Enterprise and Innovation Committee. Action Plans are actively reviewed by Committees across the University at School and University level, ensuring appropriate oversight of improvements to the education and student experience of students at the University. Additionally, the University maintains a series of Risk Registers which highlights the main risks to the University and its provision therein. The University's Strategic Risk Register (SRR) is currently comprised of nine high-level, strategic risks. The SRR is a live document which is subject to ongoing change, as the University's operating environment changes, as risks evolve, and as new risks emerge. It is underpinned by a wider University Risk Register (URR), which is more operational in focus, and comprised of 14 distinct risk areas. Within the URR, each risk area captures a number of discrete risks. The Risk Register is reviewed regularly by key stakeholders, including by the Senior Management Team. Input is sought from stakeholders at risk management workshops, and regular updates are provided to relevant committees, including the University Court at a strategic level.	
(b) Providers ensure they have dedicated, accessible and inclusive resources to support	The University has a number of resources to support students through their studies. The Framework for Accessibility and Inclusion in Education draws together guidance, policies, resources and support materials for use by staff	Accessible Library Services and Facilities (Webpage)

and enhance the delivery of their programmes (and smaller units of study) along with the well-being of students and staff. These include staffing, digital and physical resources.	and students. This provides a central focus point for materials which support inclusion in education. In addition, the University's Toolkit was created to help students and staff at the University of Aberdeen learn new digital skills, understand how to use University software, discover useful apps and explore University services. This University Support Portal includes walkthroughs, tutorials, course overviews, introductions, and software. The Toolkit also includes information on key support services and how to access them. An accessible laptop loan service service is available via LapSafe lockers across Old Aberdeen and Foresterhill campuses. The lockers within the Sir Duncan Rice Library and Polwarth Medical Library also offer Noise cancelling head-phones. Devices are borrowed using a UoA ID card. A Software Download Service is also available to staff and students. This allows specialist software, that the University holds a site licence for, to be downloaded to a personal device. For restricted software licences, staff and students can use the VDI (Virtual Desktop Infrastructure) to access the software when working remotely. MyAberdeen, the University's Virtual Learning Environment (VLE), allows students to find learning materials and resources associated with their courses and where they will be notified of any announcements about their courses or the University in one place. Dedicated support for MyAberdeen can be obtained from the eLearning Team in the Centre for Academic Development. An essential element embedded within MyAberdeen, is Ally, which enables access to learning materials in different formats for students, whilst ensuring accessible eLearning content. Ally also provides staff with accessibility reports to help improve the accessibility of resources. Along with the different formats of learning material, automatic captioning is enabled with all teaching recordings via Panopto to ensure captioning is provided for students whilst watching recordings. The University's Medical VLEs, MyMBChB for Medicine, MyBDS for Dentistry and MyPA for Physician Associates, provide medical and dental students with a central place to access weekly and curriculum learning resources, view	Centre for Academic Development (Webpage) Digital Skills Sessions (Webpage) Dignity at Work and Study Toolkit (Webpage) eLearning (Webpage) Framework for Accessibility and Inclusion in Education (Webpage) ~~Information Skills Sessions (Webpage)~~ Information Literacy Training (Webpage) Introduction to Learning and Teaching Course (Webpage) Learning and Teaching Network (Webpage) Library (Webpage) Library Guides (Webpage) MyAberdeen (Webpage) MyAberdeen User Group (Webpage) Pedagogical Inquiry Network (Webpage) Reading List Service (Staff) (Webpage) Reading List Service (Students) (Webpage) Resilient Learning Communities Community of Practice (Webpage) Staff Development (Webpage) Student Hub, MyAberdeen and VLEs (Webpage) ~~Student Mental Health Agreement (Webpage)~~Student Mental Health Agreement (Webpage) Suicide Safer University Commitment~~t~~ (Webpage) Support for Study Policy (Policy) Toolkit (Webpage) Lapsafe Service (Webpage) Software Download Service (Webpage) MyMBChB MyBDS MyPA

	timetables and placement information, submit ePortfolio evidence, and record absences and attendance. These VLEs are tailored to the structure and needs of clinical programmes, where teaching takes place across university and clinical settings, and students undertake placements throughout their studies. Dedicated tools support this, including a Placements Manager with automatic allocation of placements, a Timetabling Suite and Identity Manager. Together, these services provide an integrated environment for managing teaching, learning and clinical placements across Medicine, Dentistry and Physician Associate programmes. The University's Centre for Academic Development provides opportunities for staff to develop in their careers, offering short courses and programmes for professional development. Th~~is~~ese includes~~-~~ the courses Introduction to Learning and Teaching, for all new staff, and the Principles of Learning & Teaching in HE for early career staff and PGRs who teach/demonstrate. These are offered online to enable participation independent of time zone and location as well as workshops and events aimed at supporting career development and professional upskilling. Further, a number of communities of practice and networks help to support the enhancement of teaching, learning and the student experience at the University, including: • Pedagogical Inquiry Network: for pedagogical researchers and those interested in pedagogical research from across the University; its remit includes all academic staff with an interest in studying teaching and learning in higher education. • Learning and Teaching Network: the network enables discussions, collaboration and professional development opportunities around current issues in teaching, learning and assessment; its remit includes all academic and academic-related staff. • MyAberdeen User Group: an informal space on Microsoft Teams where staff can share good practice on the use of MyAberdeen and associated learning technologies. • Quality Enhancement Steering Group: an internal group for discussing all aspects of enhancement work including engagement with Scotland's tertiary Enhancement Programme (STEP), oversight of the Learning and Teaching Enhancement Programme (LTEP) and	~~Wellbeing Resources and Training (Webpage)~~Wellbeing Resources and Training (Webpage) Wellbeing Strategy (Webpage) Services, Support & Wellbeing (Webpage)

	involvement in the planning of the Annual Academic Development Symposium (AAD) • Scotland's Tertiary Enhancement Programme (formerly Enhancement Themes) Network: communities of practice developed through enhancement activities (such as the Learning & Teaching Enhancement Programme) to support engagement with the QAA enhancement topic and ultimately enhance the student experience. There are four libraries that staff and students can access at the University, including the Sir Duncan Rice Library, Taylor Library, Medical Library, and Qatar Library. Libraries are open all year round, ~~with the exception of~~except for closure periods, and during exam times open 24 hours a day to enable effective study space for students who may require it. An array of support is available to both staff, students and the ~~general public~~public at all libraries. This support includes: physical and digital resources (e.g. books, journals), past exam papers, digital and information skills, referencing, rooms and study spaces, and reading lists. An accessible library services and facilities guide has been developed to support disabled and neurodivergent users of library resources and spaces. As part of the reading list service, the University purchases all essential reading list items and anything to support with Decolonising the Curriculum. Where possible, the University purchases eBooks and scans content to increase availability and accessibility. The library is reviewing the accessibility, availability, and discoverability of learning resources and services to support an increasingly diverse student population. Focus is being given to digital resource provision, accessible formats, and ensuring students can effectively access collections, support services, and learning spaces. It is also~~The library~~ is enhancing its support for digital, information, and research skills, helping students and staff develop the capabilities required to locate, evaluate and use information effectively in an evolving digital environment. The University webpages outline all the available support to staff and students. Student-facing support services are outlined on the Support Services pages. The support services are accessible to all staff and students. In line with the University's strategic commitment to inclusivity, the University drives forward the Wellbeing Strategy for both staff and students. ~~Now in its final year, s~~Significant progress has been made towards meeting the aims set	

~~out in the strategy. Most notably, in the past 12 months, the launch of the University's suicide safer commitment, the relaunch of Safezone and the launch of the Dignity at Work and Study Toolkit.~~ Key areas of work include embeding wellbeing in the curriculum, wellbeing upskilling including supporting you to support students, financial wellbeing and reducing health inequalities.

The University continues to work closely with the Students' Union to deliver the Student Mental Health Agreement (SHMA). ~~The current core priorities are embedding wellbeing in the curriculum; Tackling stigma and creating an open and positive culture around topics of mental health and wellbeing; Awareness of support available and how to access.~~ The comitments are:

- Embedding wellbeing within the curriculum
- Tackling stigma and fostering an open culture around mental health
- Improving communication and awareness of available support

Our students and staff have access to an ever-evolving suite of wellbeing training resources to empower them to maintain positive Wellbeing.

In addition, Schools and Professional Services Directorates have developed Local Wellbeing Action Plans in response to feedback provided in the staff survey. The Action Plans are designed to identify tangible actions which can make a positive difference on staff wellbeing. Alongside, a number of wellbeing resources support both staff and students in their work and studies.

2026 will see the 2nd Annual Wellbeing Symposium, The theme for this year will be *Supporting You to Support* - focusing on how we equip both staff and students to effectively support others while maintaining their own wellbeing. Through a shared keynote and targeted breakout sessions, the event will provide space to reflect, learn, and strengthen our collective approach to embedding positive wellbeing across the University.

The University's Student Partnership Agreement (SPA) sets out the University's and Students' Union joint commitment to work together to strengethen the student experience. ~~: fostering an environment for open and ongoing dialogue between students and staff; embedding transparency and honesty throughout; recognising and being respectful of different approaches to ensuring the best Aberdeen student experience. The agreement is based on a set of core themes~~

	~~to support organisational objectives, continuity and allows for annual updates in line with Sabbatical Officer priorities.~~ The SPA 2025 - 2028 reflects our shared commitment to enhancing the student experience by improving student spaces across campus. With a strong focus on belonging, community, and wellbeing, the agreement prioritises inclusion, accessibility, availability, and utility. The University operates a Support for Study Policy, outlines the University's approach to supporting students who may be struggling with their studies due to health and wellbeing issues. This policy is reviewed regularly to ensure it remained appropriate for the evolving needs of our students. Management of cases under the Policy is the responsibility of Student Support Services, and namely the Student Case Management Group, who work closely with Schools to ensure a collaborative and aligned approach to student wellbeing and positive engagement with study. The University has also embarked on a programme of reimagining the campuses, which set out to rationalise the estate to be more efficient and more effectively aligned to the priorities of Aberdeen 2040. To deliver an efficient, effective, sustainable and digitally enabled estate means: • challenging ourselves on current use of all spaces; • reconfiguring our patterns of work and use to be less wasteful; • divesting of property interests we no longer need to retain; • re-shaping our campuses around what is beneficial for our future needs for education, research, innovation, collaboration, administration, social, sports and external engagement uses; • and creating places that give students, staff and external communities a compelling reason to come to and spend time on our campuses.	
(c) Resources are reviewed and updated in alignment with strategic developments and changes in provision, as well as staff and student recruitment. This also ensures relevance to the workplace and the wider academic discipline.	On an annual basis, resources are regularly reviewed to ensure they remain up to date. One mechanism for doing so is Annual Course and Programme Reviews, which require Course and Programme Coordinators to reflect on the course and/or programme and suggest any amendments, improvements or changes for future years. Annual Course and Programme Reviews take into account staff and student feedback, and reflect on course registrations and pass rates in their analysis. Schools are responsible for the design, delivery and assessment of courses and programmes, and responsibility for such monitoring rests with Heads of School. Oversight is provided by the Quality Assurance Committee (QAC).	Annual Course and Programme Review (Webpage) Course and Programme Approvals (Webpage) Course Feedback and Reflection Forms (Webpage) Institutional Course Template (MyAberdeen) (Webpage) Internal Teaching Review (Webpage)

	At a course level, discussion at Staff-Student Liaison Committees takes into account feedback provided through Course Feedback and Reflection Forms and the wider content which is used to inform Annual Course Reviews (ACR). Class representatives and School Convener membership of SSLCs ensures students are able to contribute to discussion and decision-making arising from this feedback. The feedback provided informs any review of resources and courses. Alongside, a periodic Internal Teaching Review (ITR) process is used to review all teaching-related activities at a School / Discipline level in line with the requirements of the QAA (Scotland) Tertiary Quality Enhancement Framework. The review process seeks to (i) provide assurance regarding quality and standards of provision; (ii) promote dialogue in areas where quality could be improved; (iii) identify good practice; (iv) encourage and support critical reflection on current practice; and (v) encourage and support engagement with relevant professional services. In preparation for the ITR, Schools submit an evidence-based critical analysis and curriculum map(s). The ITR visit by a panel including External Subject Specialist(s) follows up on key themes identified from the School documentation. Within the ITR, a pedagogic partnership session between staff and students assists with the development of a School action plan identifying actions for improvement and enhancement of provision. These sessions also provide a valuable opportunity to share good practice more widely throughout the School or a particular discipline. Following which, a Report of the ITR is produced and the School is required to submit to QAC annually, a follow-up report detailing progress in regard to the action plan. ITR reports are discussed and approved by QAC, and additionally a dedicated meeting of the QAC considers all ITR follow-up reports to ensure consistency in approach across all Schools and institutional oversight. These also serves as opportunities to identify and share good practice more across the Institution. On an institutional level, the University reflects on its provision through the Self-Evaluation and Action Plan (SEAP) submission to Scottish Funding Council and Quality Assurance Agency for Scotland, as well as its preparations for the Tertiary Quality Enhancement Review (TQER). Both processes require	Programme Management Committee (Webpage) Quality Assurance Committee (Webpage) Staff-Student Liaison Committees (Document)

	the University to reflect critically on its provision and make any changes in light of any recommendations from the reviews. Business cases for new programmes, as well as suspensions and withdrawals, are considered via the Programme Management Committee (PMC) prior to approval by the QAC. This allows strategic oversight, at university level, of all proposals made by Schools for the introduction of new programmes and for withdrawals. The PMC involves colleagues across the University, such as marketing, recruitment and academic services alongside senior academic colleagues ensuring there is full and informed consideration of all proposals. The University has a robust system for the quality assurance approval of all programme and course proposals (new, amended and withdrawn) which is overseen by the QAC. Following business case approval, where required, proposals for new courses, stand-alone courses, and amendments to existing courses are submitted by Schools to the Curriculum Team. Information sought at course level includes detailed information on intended learning outcomes and linkage to assessment. At a programme level, proposals are scrutinised to ensure appropriate reference has been made to subject benchmarks and other appropriate external frameworks. Proposals are reviewed at monthly Curriculum Approval meetings involving members of the QAC and, where necessary, active dialogue between the QAC representative and the School is used to resolve any queries. The role of the School Education Committee is to continually keep their provision under review and have oversight for the delivery of courses and programmes within the School, suggesting amendments as appropriate in relation to strategic developments or changes in personnel or student demand. Any amendments suggested by Schools will filter through to University-level Committees, such as QAC, and is overseen by the Senate. Following positive feedback from students in Schools that piloted a new course institutional templated during 2024/25, all course areas in MyAberdeen for this academic year (2025/26) have been created from a template designed to provide a more consistent, accessible and structured learning experience for students. As part of this new initiative, previous content from the last academic year will not be automatically copied over. Such a move allows course teams to take more ownership over their learning materials and to	

	consider carefully which content is relevant for this academic year and which content needs to be refreshed and renewed. The library is reviewing service workflows, collection investment processes, and patterns of resource use to ensure services and collections remain aligned with evolving teaching, research, and student needs. Greater use of service and usage data, including the Reading List Service, is supporting evidence-based decision making and helping to inform future resource allocation and service development. ~~The library continues to develop the Reading List Service to improve the timely availability of essential learning resources and increase the availability of digital content where appropriate. This work supports equitable access to learning resources and contributes to the enhancement of the student learning experience.~~	
(d) Resources are allocated to ensure that staff receive ongoing professional development to support and enhance the delivery of a high-quality and innovative student learning and research experience.	The University's Staff Development Team, Centre for Academic Development and Wellbeing team provide opportunities for staff to develop in their careers, offering short courses and programmes for professional and personal development. This includes the courses Introduction to Learning and Teaching for all new staff, Principles of Learning & Teaching in HE for early career staff and PGRs who teach/demonstrate, and the Micro-credential short summer courses in preparation for the upcoming academic year, as well as several workshops and events aimed at supporting career development and professional upskilling. Dedicated support for the Virtual Learning Environment, MyAberdeen, can be obtained from the eLearning Team in the Centre for Academic Development. To enhance the student learning experience, the Centre for Academic Development facilitates School/discipline reviews of Intended Learning Outcomes, assessment and feedback practices across identified UG and PGT degree programmes, using the Transforming the Experience of Students Through Assessment (TESTA) method. Academic staff review sessions and student questionnaires offer opportunities to identify areas of over-assessment, and increase student engagement through varied, inclusive, authentic and accessible assessment and feedback approaches. In addition, as part of CAD's commitment to staff development and ensuring a high-quality and innovative student learning experience, a bespoke Online Course Review Service (along with a Course Accessibility Service) for requested courses is provided by eLearning to review and suggest	Centre for Academic Development (Webpage) eLearning (Webpage) Introduction to Learning and Teaching Course (Webpage) Micro-Credential Courses (Webpage) Modern Workplace Programme (Webpage) AI Learning Lab (Webpage) Principles of Learning and Teaching in Higher Education (Webpage) Staff Development (Webpage) Toolkit (Webpage) Wellbeing Resources and Training (Webpage) Supporting You to Support Students: A Guide for Staff (Webpage) TESTA @ the University of Aberdeen (Webpage)

	enhancements to course areas. This not only helps enhance online courses, but also provides professional development to staff to highlight how online learning materials and resources can be further improved upon. Our staff has access to an ever-evolving suite of wellbeing training resources to empower them to maintain positive Wellbeing and support their students. In addition, the University's Toolkit was created to help students and staff at the University of Aberdeen learn new digital skills, understand how to use University software, discover useful apps and explore University services. This University Support Portal includes walkthroughs, tutorials, course overviews, introductions, and software. The Toolkit also includes information on key support services and how to access them. ~~Further, face-to-face training is provided through t~~The Digital Skills team delivers face-to-face training through ~~for~~ the Modern Workplace programme. This is complemented by a dedicated AI Learning Lab programme delivering generative AI training and resources.~~, and m~~Mandatory Information Security and Data Protection training is also in place for all staff. Work is ongoing to develop a City and Guild buildable wellbeing training offering which will enhance the existing suite of upskilling opportunities. We continue to enhance our Supporting you to Support Students offering, new for 2026 will be the introduction of a printed pocket size for staff to guide them when supporting a student in immediate distress.	
(e) Processes and activities to support the management of academic standards and quality enhancement are appropriately resourced to meet strategic, operational and regulatory objectives and requirements.	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. In that regard, the QAC has responsibility for approval of new courses and programmes, following consideration of the business case by the Programme	Annual Academic Development Symposium 2025 (Webpage) Centre for Academic Development (Webpage) Course and Programme Approvals (Webpage) Learning & Teaching Enhancement Programme 2024/25 (Webpage) Partnerships and Collaborative Provision: Quality Assurance and Academic Standards (Webpage)

	Management Committee (PMC) as appropriate, as well as changes to existing provision. Additionally, the QAC is responsible for approvals of partnership proposals. In undertaking its business, the QAC continually ensures that courses and programmes are adequately resourced to ensure all objectives are met, and for compliance with external regulatory bodies. The Academic ~~Services~~ Policy and Quality team supports QAC members across all quality assurance activities that they undertake. This support is provided by means of dedicated offers for specific Schools and involves close liaison with members of the Committee. It is recognised that the workload associated with the role of School QA representative is sizeable; as such, investment in the Academic ~~Services~~ Policy and Quality team has seen growing support for QAC members in their roles. Additionally, the Academic ~~Services~~ Policy and Quality team is responsible for the coordination and administration of external review mechanisms, including liaison with relevant stakeholders and external bodies to ensure the effective organisation of the reviews. The Centre for Academic Development (CAD) supports the assurance and enhancement of academic standards across the University. Members of the team within CAD are identified to support the quality enhancement work, including Scotland's Tertiary Enhancement Programme (STEP). Further, a Quality Enhancement Steering Group was established to provide guidance and leadership in relation to the enhancement activities across the University. The Group contains membership from the Education Deans and key professional services and is supported by CAD. Under the banner of enhancement, and aligning with the current QAA's enhancement topic, CAD organises the Annual Academic Development Symposium for staff to share effective practice from across the University. Also aligned with the current topic, CAD, with the Education Deans, co-ordinates the Learning & Teaching Enhancement Programme, which distributes small amounts of funding to encourage pedagogical research and innovation. Each School has identified individuals who are responsible for ensuring the assurance and enhancement of quality and academic standards. This includes:	Programme Management Committee (Webpage) Quality Assurance Committee (Webpage) Senate (Webpage)

	• School Director of Education: providing overall leadership for education matters within a School. • School QA Representative: QAC member for the School who inputs to the School Education Committee, and oversees quality in another School. • School Education Committees: providing overall leadership for education matters within a School, normally consisting of those who hold key roles, such as Director of Education, as well as course and programme academic and administrative staff.	
(f) The creation, development and maintenance of accessible and inclusive learning environments (physical and virtual) offer all students the opportunity to be engaged in their learning experience and facilitate a sense of belonging. Providers ensure they consider environmental sustainability in designing and maintaining these learning resources and facilities.	The University has a number of resources to support students through their studies. The Framework for Accessibility and Inclusion in Education draws together guidance, policies, resources and support materials for use by staff and students. This provides a central focus point for materials which support inclusion in education. The Framework also ensures that learning environments are inclusive and accessible, and that students are able to engage in their learning as fully as possible. The Assistive Technology Service provides specialist technology, training and support to enable accessible learning and working. This includes Assistive Technology Booths, offering private study spaces with enhanced assistive software and equipment. ~~The Centre for Academic Development~~Centre for Academic Development ~~provide a number of services to staff and students to ensure inclusive learning environments. CAD support the management of the Virtual Learning Environment, MyAberdeen. Additionally, CAD is home to the Student Learning Service~~Student Learning Service ~~(SLS). The SLS works with all students to enhance their academic writing, study and maths skills through one-to-one appointments, workshops and online resources, offering bookable workshops, individual sessions and a range of online resources~~Neurodive ~~on Study Strategies, Academic Writing and Maths Skills~~. The Centre for Academic Development provides a number of services to staff and students to ensure inclusive learning environments. CAD supports the management of the Virtual Learning Environment, MyAberdeen, Additionally, CAD is home to the Student Learning Service (SLS). The SLS works with all students to enhance their academic writing, approaches to study, and maths and stats skills, through one-to-one appointments, bookable workshops and	Aberdeen 2040 Strategy (Webpage) Captioning (Webpage) Centre for Academic Development (Webpage) Creating Accessible eLearning Content (Webpage) eLearning (Webpage) Framework for Accessibility and Inclusion in Education (Webpage) Library (Webpage) Panopto (Webpage) Reading List Service (Staff) (Webpage) Reading List Service (Students) (Webpage) Student Learning Service (Webpage) Sustainable Development Committee (Webpage) Toolkit (Webpage) Assistive Technology Service (Webpage)

	online resources. The range of online resources include academic writing. maths and stats skills, approaches to study and resources for neurodivergent students. An essential element embedded within MyAberdeen, is Ally, which enables access to learning materials in different formats for students, whilst ensuring accessible eLearning content. Ally also provides staff with accessibility reports to help improve the accessibility of resources. Along with the different formats of learning material, automatic captioning is enabled with all teaching recordings via Panopto to ensure captioning is provided for students whilst watching recordings. In addition, the University's Toolkit was created to help students and staff at the University of Aberdeen learn new digital skills, understand how to use University software, discover useful apps and explore University services. This University Support Portal includes walkthroughs, tutorials, course overviews, introductions, and software. The Toolkit also includes information on key support services and how to access them. Further, Digital and Information Services provide supplementary face-to-face training on digital and information skills, open to all staff and students, with tailored training available for PGT and PGR cohorts. In relation to the physical estate, the University has also embarked on a programme of reimagining the campuses, which set out to rationalise the estate to be more efficient and more effectively aligned to the priorities of Aberdeen 2040. To deliver an efficient, effective, sustainable and digitally enabled estate means: • challenging ourselves on current use of all spaces; • reconfiguring our patterns of work and use to be less wasteful; • divesting of property interests we no longer need to retain; • re-shaping our campuses around what is beneficial for our future needs for education, research, innovation, collaboration, administration, social, sports and external engagement uses; • and creating places that give students, staff and external communities a compelling reason to come to and spend time on our campuses. There are four libraries that staff and students can access at the University, including the Sir Duncan Rice Library, Taylor Library, Medical Library and Qatar	

	Library. Libraries are open all year round, with the exception of closure periods, and during exam times open 24 hours a day to enable effective study space for students who may require it. An array of support is available to both staff, students and the general public at all libraries. This includes: physical and digital resources (e.g. books, journals), past exam papers, digital and information skills, referencing, rooms and study spaces, and reading lists. As part of the reading list service, the University purchases all essential reading list items and anything to support with Decolonising the Curriculum. Where possible, the University purchases eBooks and scans content to increase availability and accessibility. The library continues to develop the Reading List Service to improve the timely availability of essential learning resources and increase the availability of digital content where appropriate. This work supports equitable access to learning resources and contributes to the enhancement of the student learning experience. Digital and Information Services is contributing to the University's focus on student spaces through ongoing review of study environments and consideration of how library spaces, technologies and services support learning, wellbeing, belonging and student success. In relation to environmental sustainability, the Aberdeen 2040 Strategy has sustainable as one of the key pillars. Environmental sustainability is overseen by the Sustainable Development Committee~~, led by the Senior Vice-Principal and supported by Dean for Environmental Sustainability,~~ and facilitated by the Sustainability team in the Estates and Commercial Services directorate. The Strategy sets out a series of sustainable commitments for the University to aim towards, with implementation plans in place to monitor progress toward the strategic goals. As a result, sustainability is built into the activities of the University, through education and research, and ensuring that the digital and physical resources are appropriately sustainable. The current Student Partnership Agreement is focused on Spaces. It will has been developed to enhance the student experience by improving student spaces across campus – Social, Study and active health. With a strong focus on belonging, community, and wellbeing, the agreement prioritises inclusion, accessibility, availability, and utility.	
(g) Providers, in collaboration with staff and students, monitor	All courses and programmes are monitored annually through the University's Annual Course and Programme Review procedures. These	Aberdeen Student Experience Survey (Webpage)

and evaluate on a systematic basis the effectiveness and impact of learning environments and the resources required for the delivery and enhancement of the learning experience.	procedures draw upon a range of feedback to inform the process of review including student feedback through the Course Feedback and Reflection Forms, Staff-Student Liaison Committee meetings, feedback from External Examiners, Programme Advisory Boards and Professional Statutory and Regulatory Bodies together with analysis of course data and feedback from the course delivery team and input from class representatives. The feedback provided covers the learning environments. A periodic Internal Teaching Review (ITR) process is used to review all teaching-related activities at a School / Discipline level in line with the requirements of the QAA (Scotland) Tertiary Quality Enhancement Framework. The review process seeks to (i) provide assurance regarding quality and standards of provision; (ii) promote dialogue in areas where quality could be improved; (iii) identify good practice; (iv) encourage and support critical reflection on current practice; and (v) encourage and support engagement with relevant professional services. In preparation for the ITR, Schools submit an evidence-based critical analysis and curriculum map(s). The ITR visit by a panel including External Subject Specialist(s) follows up on key themes identified from the School documentation. Within the ITR, a pedagogic partnership session between staff and students assists with the development of a School action plan identifying actions for improvement and enhancement of provision. Following which, a Report of the ITR is produced and the School is required to submit to QAC annually, a follow-up report detailing progress in regard to the action plan. Throughout the ITR process, the impact of learning environments is an important consideration and features as part of the discussion. The University use Course Feedback and Reflection Forms to seek views from students on what they have liked about the course and what they have not liked together with areas of good practice, and including learning environments (digital and physical). This process provides valuable feedback to course coordinators to inform review of their course and to identify any changes requiring to be made for the next year. The feedback from this process informs the Annual Course and Programme Review process. The University uses External Examiners to feed into all our Education provision. The role includes consultation on assessment for a particular course,	Annual Course and Programme Review (Webpage) Course Feedback and Reflection Form (Webpage) External Examining (Webpage) Internal Teaching Review (Webpage) National Student Survey (Webpage) New to UoA Survey (Webpage) Postgraduate Research Experience Survey (Webpage) Postgraduate Taught Experience Survey (Webpage) Survey Season (Webpage) Undergraduate Experience Survey (Webpage)

	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. An academic *Survey Season* is run in the second term, where students are given the opportunity to provide feedback on academic related matters over a specific period of time. *Survey Season* comprises of the following surveys: ▪ National Student Survey (NSS): *final year UG students* ▪ Undergraduate Experience Survey (UES): *UG students not eligible to complete NSS* ▪ Postgraduate Taught Experience Survey (PTES) ▪ Postgraduate Research Survey (PRES) These surveys allow the University to enhance and improve their services based on the feedback provide by students. In terms of wider student feedback, the Aberdeen Student Experience (ASES) and the New to UoA Surveys are used to gauge feedback on non-academic experience, whilst the Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey and NSS are used to gauge student feedback on the student's academic experience. The surveys allow the University to enhance and improve their services based on the feedback provided. This is disseminated to students by means of 'You Said: We Did' messaging, which helps to close the feedback loop. The Directorate of Digital and Information Services have a dedicated Customer Experience Group who are responsible for the review and response to user feedback from NSS, ASES and other services. Work is done to systematically review enquiry data to make improvements to services, update guidance and review policies. On an annual basis, a report is created and considered by the Group and other relevant Committees, regarding the reading list services, including detail on usage and spend on new materials. As part of the the DIS CX Group, ~~T~~the library is strengthening its use of service data, user feedback and engagement metrics to inform continuous improvement across collections, learning resources, study spaces and	

	support services. This work supports evidence-based decision making and helps ensure resources continue to meet the needs of students and staff.	