

UNIVERSITY OF ABERDEEN  
**QUALITY ASSURANCE COMMITTEE**

Minute of the Meeting held on 11 March 2026

**Present:** Steve Tucker (**Chair**), Will Barras, Nadia DeGama, Mark Grant, Nathaniel Greene, Faye Hendry, Jacqui Hutchison, Alex Menshykov, Piotr Niewiadomski, Gareth Norton, Cerni Roig Rabada, Samuel Seymour, Rachel Smith, Fiona Stoddard, with Nick Edwards, Natalie Kinchin-Williams, Megan McFarlane, Mary Pryor (*vice* Darren Comber), Rhiannon Thompson and Liam Dyker (**Clerk**) and Jen Reilly (**Assistant Clerk**) in attendance.

**Apologies:** Scott Carle, Lois Gall, Sharon Palla, Roy Partain, Virtu Solano, Thanga Thevar and Emma Tough.

**GRADES JOURNEY IN MYABERDEEN**

*(copy filed as QAC/110326/001)*

*[Clerk's Note: Sara Preston was in attendance for this item.]*

- 1.1 The Committee heard a summary of the background to the proposed new processes in Grades Journey and the four items for approval in the paper submitted.
- 1.2 Discussion was held around how and when results are currently displayed in the Student Hub and the return of these to the Student Record System (SRS).
- 1.3 It was agreed that communication to students would be required regarding the provisional nature of results displayed, and the cumulative nature of these on an ongoing basis, as well as the fact that these results are not confirmed until post board/ratification. There may also be some course/programme specifics that will need to be configured to ensure accuracy/avoid ambiguity for students.
- 1.4 The Committee noted that rounding could be an issue for Schools who use percentages for in-course assessments, or where results are mapped differently. Members agreed that this would need to be mapped/modelled appropriately, applied consistently and explained clearly to students on implementation.
- 1.5 Members discussed how to factor in existing notations which mean student results in full cannot be displayed accurately in SRS, such as ongoing academic misconduct, or where all components need to be passed in order for a result to be calculated.
- 1.6 In approving the paper, the QAC agreed:
  - Setting the display of overall course grades rounded to two decimal places in MyAberdeen – approved
  - Display of overall provisional course grade point to date, to the two decimal places – approved
  - Explicitly stating that overall course grades should be calculated using the grade points, even if the assessment was originally graded using percentages – members agreed more mapping data/modelling is required before implementation.
  - TFG membership to scope work and resources for this grade transfer project – the Chair confirmed that colleagues should approach Sara Preston with expressions of interest.

**OVERVIEW OF PARTNERSHIP REPORTING**

- 2.1 The Committee heard an overview of the Partnerships and Collaborative Provision Reporting process, and the range of partnership reports on the agenda for discussion. The Committee noted a requirement for all partnerships to submit an annual report by a deadline of 31 October annually.

## **PARTNERSHIPS AND COLLABORATIVE PROVISION ANNUAL REPORTS FOR 2024/25**

### **(i) STUDY GROUP LTD.**

*(copy filed as QAC/110326/002)*

- 3.1 The Committee heard a summary of the report for Study Group Ltd. For the academic year 2024-25, 89 out of 96 students completed the programme, with 83 qualifying to progress to University of Aberdeen. Positive feedback around the student experience and wellbeing is high, but completion rate of evaluations is an issue. Staff movement and redundancies have impacted the structure and workload of remaining staff. There are examples of good practice in the variety of assessment types, those in HSS & Law are noteworthy. Members noted that there is a mention of the Psychology & Medical Sciences programme, but the Psychology aspect of this wasn't run as far as QAC is aware; this is to be confirmed. The report was approved. **Action: Clerk**

### **(ii) TRINITY COLLEGE BRISTOL**

*(copy filed as QAC/110326/003)*

- 4.1 The Committee heard a summary of the report for Trinity College Bristol. This is the tenth year of this partnership, which has been renewed for another five. Procedures are well aligned with UoA standards and practices at this stage; new student induction is structured appropriately and a new induction for supervisors has also been implemented. Student feedback is positive for overall experience and there was a reduction in suspensions for 2024-25. Members approved the report.

### **(iii) AL FALEH GROUP FOR EDUCATIONAL AND ACADEMIC SERVICES (QATAR CAMPUS)**

*(copy filed as QAC/110326/004)*

- 5.1 The Committee heard a summary of the report for the Al Faleh Group for Educational and Academic Services. AFG began the process of obtaining additional accreditation locally, by the National Committee for Qualifications and Academic Accreditation (NCQAA), in November 2024, with a result expected in 2026. Julie Cross joined in September 2024 as the new VP Academic. A new staff faculty model with a reduced provision for AFG faculty teaching PG programmes has been implemented. There was a lower number of students achieving First class degrees at AFG in comparison to students enrolled at Aberdeen, which will be explored. The report was approved by QAC.

### **(iv) SOUTH CHINA NORMAL UNIVERSITY (SCNU) – JOINT INSTITUTE**

*(copy filed as QAC/110326/005)*

- 6.1 The Committee heard a summary of the report for South China Normal University (SCNU) – Joint Institute. The three BSc programmes saw their first cohort of 172 graduate in 24/25. Over 60% achieved First class degrees, possibly because of their intake from the highest achieving students. 96.6% received a double degree from the 2 institutions. There are around 1000 students currently enrolled; staff training in Aberdeen is proposed to promote collaboration across the partnership. IELTS continues to be a concern, and the team at SCNU are working on this. The Institute's 5 year review is currently under way with the MoE in China. The report was approved.

## **(v) SOUTH CHINA NORMAL UNIVERSITY – ARTICULATIONS**

*(copy filed as QAC/110326/006)*

- 7.1 The Committee heard a summary of the report for South China Normal University (SCNU) – Articulations. A 4+0 MA programme has been introduced potentially to replace the 2+2 programme, due to reduced numbers on the latter. Induction support is exemplary and personal tutors will be introduced. Students do also get full access to the University's academic and wellbeing services. The 2+2.5 model is still a challenge in its complexity and may need to be streamlined. This model may also be replaced with the 4+0, once this has 'bedded in'. Examples of good practice are the English language support and pre-arrival communications. Members approved the report.

## **(vi) CHONGQING INSTITUTE OF FOREIGN STUDIES**

*(copy filed as QAC/110326/007)*

- 8.1 The Committee heard a summary of the report for Chongqing Institute of Foreign Studies. This is a 3+1 PG articulation. The report is inconsistent in places and there's no demonstration of good practice. SSLC processes exist, but there is no indication of what the outcomes are, or how feedback statistics have been compiled, and no actions in the action plan. QAC approved this year's report, on the basis that the action plan and actual objectives of the report are completed going forward and greater detail/reflection is added to future submissions.

## **(vii) SHANDONG NORMAL UNIVERSITY (BUSINESS)**

*(copy filed as QAC/110326/008)*

- 9.1 The Committee heard a summary of the report for Shandong Normal University (SDNU), and the University of Aberdeen Business School. This is a 2+2 programme with a steady number of students. Performance has dipped this year, so monitoring has been enhanced around academic support. Regular personal tutor meetings are good practice and ongoing student monitoring will take place to proactively support students going forward. The QA content is lacking in this report, which will be fed back. Members approved this report.

## **(viii) SHANDONG NORMAL UNIVERSITY (BIOLOGICAL SCIENCES)**

*(copy filed as QAC/110326/009)*

- 10.1 The Committee heard a summary of the report for Shandong Normal University (SDNU), for the School of Biological Sciences. This is a 2+2 BSc programme, which had been due to end July 2026, but this has been renewed. Given the proposed winding up of the programme in July, recruitment had slowed and numbers were down. Performance was strong and comparable with the full SBS cohort. The change on resit timing in 2025 meant students passing at reassessment did so too late to enrol on a September start at Aberdeen. An example of good practice is the introduction of a dedicated 'Transition Hub' for levels one and two to give them exposure to UoA materials ahead of starting. There are plans to introduce short courses at Shandong, delivered by University of Aberdeen staff to also support student transition to Aberdeen. There is good practice evident around the data presented and how it's used to monitor students on an ongoing basis. Members approved the report.

## **(ix) HARBIN ENGINEERING UNIVERSITY**

*(copy filed as QAC/110326/010)*

- 11.1 The Committee heard a summary of the report for Harbin Engineering University. Overall student numbers have increased, as has English proficiency among the cohorts due to increased English language provision for students, but this does still need some

attention at level 3. 40% of student evaluations were returned, so work is required to increase the engagement on this front. The report was approved.

**(x) UNIVERSITY OF BERGEN**

*(copy filed as QAC/110326/011)*

- 12.1 The Committee heard a summary of the report for the University of Bergen. This is a Double Degree LLM programme with the School of Law, in its second year, but with no students in either year. Exchange students arriving from Bergen will hopefully promote the Double Degree option. The School is positive that students will enrol going forward, and the Head of School would like to keep this partnership open, and there is no cost in doing so. The report was approved.

**(xi) UNIVERSITY OF WUHAN**

*(copy filed as QAC/110326/012)*

- 13.1 The Committee heard a summary of the report for the University of Wuhan. This is a new LLM articulation agreement, leading to a Double Degree. UoA Law staff taught in Wuhan in term 1 and participated in student recruitment whilst there. The first cohort is currently taking term 2 in Aberdeen. The School is liaising with Wuhan to coordinate recruitment activities for the September 2026 and January 2027 intakes. Wuhan is a top 10 School, meaning this is a good foothold for recruitment of students and creating opportunities in the region. QAC approved the report.

**(xii) GATEWAY2MEDICINE WITH NESCOL**

*(copy filed as QAC/110326/013)*

- 14.1 The Committee heard a summary of the report for the Gateway2Medicine programme delivered in partnership with NESCOL. This is a high quality report, demonstrating that the partnership has increased student numbers and applicants, with 30 places currently. The aim is to recruit medics from less well represented backgrounds. There were no withdrawals and pass rates were over 90%. Pastoral care and extracurricular activities are impressive and well received. New programmes are being proposed. The report notes that students who go on to take medicine do not perform as well as their direct to MBChB peers but this is being assessed and addressed with co-curricular activities, student networking and more support mechanisms. Members approved the report.

**OVERVIEW OF INTERNAL TEACHING REVIEW FOLLOW-UP REPORTING**

- 15.1 The QAC was appraised of the Internal Teaching Review Follow-Up Reporting process, noting the following:
- The School of **Medicine, Medical Sciences and Nutrition (Non-Healthcare)** has recently been reviewed in November 2025 and as such, is not required to submit a report in 2026. The first follow-up will take place in January 2027.
  - The Schools of **Law** and **Social Science** are scheduled for Term 2 of the current academic year, and as such, are not yet required to submit a follow-up report.

**INTERNAL TEACHING REVIEW FOLLOW-UP REPORTS**

**(i) BUSINESS SCHOOL**

*(copy filed as QAC/110326/014)*

- 16.1 The Committee heard a summary of the ITR Follow-Up Report for the Business School. The three year follow up gives a clear illustration of leadership roles and wider structures and responsibilities. Work continues to increase student engagement and partnerships in the local area (such as with Aberdeen Football Club) and in TNE. Accreditation efforts

are ongoing, as are preparations for the upcoming review of existing accreditations. QAC approved the report.

## **(ii) SCHOOL OF BIOLOGICAL SCIENCES**

*(copy filed as QAC/110326/015)*

17.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Biological Sciences. Four themes covered were Teaching & Learning, teaching spaces, student support and student experience. The School enhanced communications with students and reviewed the impact of block teaching, but with more focus on PGT provision in line with upcoming reforms. Gen AI training opportunities have been taking place. The Science Teaching Hub and its challenges for neurodivergent students was assessed, and personal risk assessments took place as required. There were some concerns around students having mental health episodes whilst taking part in fieldwork; a 24 hour helpline for students was suggested, but no confirmation that this has been established. The report will be approved subject to clarity on that point.

## **(iii) SCHOOL OF DIVINITY, HISTORY, PHILOSOPHY AND ART HISTORY**

*(copy filed as QAC/110326/016)*

18.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Divinity, History, Philosophy and Art History. Regarding the student experience, there was a renewal of field trips and gamification in certain disciplines, continued improvement to PT support; in relation to employability, the Committee noted a web page publicising internships, embedding of MySkills into the programme and 'real world' experiences of cataloguing in museum environments. In Teaching & Learning, there was an introduction to TESTA, and a focus on how to deal with GenAI challenges, maintaining momentum of improvements made previously. There are PGT pressures around workload. Members approved the report.

## **(iv) SCHOOL OF EDUCATION**

*(copy filed as QAC/110326/017)*

19.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Education. Improvements for staff included managing change and communication, establishing a staff forum on GenAI and some clarifications on absence reporting. Student experience is a challenge due to the diversity of programmes, but joint lectures and transition events from UG to PG have been introduced. Guidance is being developed around students in distress, as is more support and guidance for PTs with a view to improving student support. They will signpost students to more central University services. There is a question around the highlighting within the report, to be clarified. The Committee approved the report. **Action: Clerk**

## **(v) SCHOOL OF ENGINEERING**

*(copy filed as QAC/110326/018)*

20.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Engineering. Student meetings have improved engagement and work is ongoing around students transitioning between levels 2 and 3. An Industrial Advisory Board structure has been established, as has a move towards more technical and real-world applications of learning. Sustainability will continue to be addressed as part of ongoing accreditation efforts. Members approved this report.

## **(vi) SCHOOL OF GEOSCIENCES**

*(copy filed as QAC/110326/019)*

21.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Geosciences. Ongoing activities include diversifying interdisciplinary work and introducing multiple pathways, under the Vision & Strategy heading. Under assessment & feedback, work on closing the feedback loop for students is taking place, but the School reps' participation in this continues to be a challenge. A school wide extension board, mitigating circumstances committee and UG examiners' meeting has been implemented. Field trips in different formats across year groups will be introduced. The draft staff handbook is complete and with the School Executive for final input. QAC approved the report.

**(vii) SCHOOL OF LANGUAGE, LITERATURE, MUSIC AND VISUAL CULTURE**

*(copy filed as QAC/110326/020)*

22.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Language, Literature, Music and Visual Culture. The School is exploring options for more provision for Gaelic immersion, in keeping with other language programmes. Improving response to Gen AI is ongoing, examples include allowing students to use AI and then critique the output, which is useful in an MLTI context and the investment in software is commended. The establishment of teaching & scholarship staff mentoring groups is noted and is good practice more broadly. The report noted that languages are a key employability criterion for students. In PGR, more collaboration and community building is taking place. The Chair noted that CAD is a key pillar in supporting schools to respond to GenAI use. The report was approved.

**(viii) SCHOOL OF MEDICINE, MEDICAL SCIENCES AND NUTRITION  
(HEALTHCARE PROGRAMMES)**

*(copy filed as QAC/110326/021)*

23.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Medicine, Medical Sciences and Nutrition (Healthcare Programmes). Enhancement of the student support network and provisions is ongoing, with the establishment of a 'Student Mental Health Group', and peer to peer events such as a level 5 student giving a talk on study techniques have taken place. Enhancement of placement support is also ongoing. It is recognised that Dental students still feel a disconnect from the rest of School, and efforts to improve this are being explored. Governance streamlining is well underway. Members approved the report.

**(ix) SCHOOL OF NATURAL AND COMPUTING SCIENCE**

*(copy filed as QAC/110326/022)*

24.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Biological Sciences. The diversity of subjects offered creates a challenge in applying the recommendations. The School worked closely with AUSA and student support to promote support available to students, including the introduction of PGR mentors. In computing there are student led hackathons and GameJams taking place, with a view to opening these to other disciplines. Work is ongoing to align AFG and involve them in exam boards. Course review discussions and GenAI guidance are examples of good practice. The report was approved.

**(x) SCHOOL OF PSYCHOLOGY**

*(copy filed as QAC/110326/023)*

25.1 The Committee heard a summary of the ITR Follow-Up Report for the School of Psychology. Employability opportunities and support for teaching roles for PGR students have been established. Pastoral support outside of the programme has been implemented and continues to be enhanced. Re-naming the portfolio of assessments to

better indicate their nature will take place. A student engagement lead has been established, including online. QAC approved the report.

**PARTNERSHIPS AND COLLABORATIVE PROVISION REGISTER (2025/26)**

*(copy filed as QAC/110326/024)*

26.1 The Committee noted the Partnerships and Collaborative Provision Register for Academic Year 2025/26.

**DATE OF NEXT MEETING**

27.1 The next meeting of the Committee will be held on Wednesday 15 April 2026 at 2:05pm in Committee Room 2, University Office or via Microsoft Teams.