

## UNIVERSITY OF ABERDEEN

### QUALITY ASSURANCE COMMITTEE (QAC)

A meeting of the Quality Assurance Committee will be held on **Wednesday 5 March 2025 at 2:05pm – 3:55pm** in **Committee Room 2, University Office** and **via Microsoft Teams**.

#### AGENDA

#### **1. Overview of Partnership Reporting** *(Oral Item)*

The Committee will **hear** an oral overview on the Partnerships and Collaborative Provision Reporting, which are presented on the agenda for consideration.

#### **2. Partnerships and Collaborative Provision Annual Reports for 2023/24**

**(i) University of the Highlands and Islands** *(QAC/050325/001)*  
*Partnership type: Validation*

Members of the Committee are invited to **consider** and **approve** the annual report for the University of Highlands and Islands.

**(ii) Study Group Ltd.** *(QAC/050325/002)*  
*Partnership type: Management of Aberdeen International Study Centre*

Members of the Committee are invited to **consider** and **approve** the annual report for Study Group Ltd.

**(iii) Trinity College Bristol** *(QAC/050325/003)*  
*Partnership type: Validation*

*Link School: DHPA*

Members of the Committee are invited to **consider** and **approve** the annual report for Trinity College Bristol/Bristol Baptist College.

**(iv) Universities of Glasgow and Strathclyde** *(QAC/050325/004)*  
*Partnership type: Joint Delivery*

*Link School: MMSN*

Members of the Committee are invited to **consider** and **approve** the annual report for the Universities of Glasgow and Strathclyde.

**(v) Al Faleh Group for Educational and Academic Services** *(QAC/050325/005)*  
*Partnership type: Academic Cooperation – Qatar Campus*

*Link School: Business, Law, NCS, Social Science*

Members of the Committee are invited to **consider** and **approve** the annual report for Al Faleh Group for Educational and Academic Services (c/o AFG College with the University of Aberdeen).

**(vi) South China Normal University – Articulations** *(QAC/050325/006)*  
*Partnership type: Articulation*

*Link School: Business*

Members of the Committee are invited to **consider** and **approve** the annual report for South China Normal University.

- (vii) **South China Normal University – Joint Institute** (QAC/050325/007)  
*Partnership type: Joint Institute*  
*Link School: NCS and Business*  
 Members of the Committee are invited to **consider** and **approve** the annual report for South China Normal University (Joint Institute).
- (viii) **Chongqing Institute of Foreign Studies (CIFS)** (QAC/050325/008)  
*Partnership type: Articulation*  
*Link School: Business*  
 Members of the Committee are invited to **consider** and **approve** the annual report for Chongqing Institute of Foreign Studies.
- (ix) **Shandong Normal University (SDNU)** (QAC/050325/009)  
*Partnership type: Articulation*  
*Link School: Business*  
 Members of the Committee are invited to **consider** and **approve** the annual report for Shandong Normal University (Business).
- (x) **Shandong Normal University (SDNU)** (QAC/050325/010)  
*Partnership type: Articulation*  
*Link School: Biological Sciences*  
 Members of the Committee are invited to **consider** and **approve** the annual report for Shandong Normal University (SBS).
- (xi) **Harbin Engineering University** (QAC/050325/011)  
*Partnership type: Articulation leading to Double Degree*  
*Link School: Engineering*  
 Members of the Committee are invited to **consider** and **approve** the annual report for Harbin Engineering University.
- (xii) **University of Bergen** (QAC/050325/012)  
*Partnership type: Double Degree*  
*Link School: Law*  
 Members of the Committee are invited to **consider** and **approve** the annual report for the University of Bergen.
- (xiii) **China University of Geosciences (CUG)** (QAC/050325/013)  
*Partnership type: Articulation*  
*Link School: NCS*  
 Members of the Committee are invited to **consider** and **approve** the annual report for China University of Geosciences.

### 3. **Overview of Internal Teaching Review Follow-Up Reporting** (Oral Update)

Members of the Committee will **hear** an oral overview on the Internal Teaching Review Follow-Up Reporting, which are presented on the agenda for consideration. The Committee should **note**, that:

- (a) The School of **Education** has recently been reviewed and will submit its first follow-up report in January 2026.
- (b) The Schools of **Engineering** and **Natural and Computing Science** is scheduled for later this academic year and as such are not yet required to submit a follow-up report.

#### 4. Internal Teaching Review Follow-Up Reports

(i) **Business School** (QAC/050325/014)

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the Business School.

(ii) **School of Biological Sciences** (QAC/050325/015)

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of Biological Sciences.

(iii) **School of Divinity, History, Philosophy and Art History** (QAC/050325/016)

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of Divinity, History, Philosophy and Art History.

(iv) **School of Geosciences** (QAC/050325/017)

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of Geosciences.

(v) **School of Law** (QAC/050325/018)

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of Law.

(vi) **School of Language, Literature, Music and Visual Culture** (QAC/050325/019)

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of LLMVC.

(vii) **School of Medicine, Medical Sciences and Nutrition (Medical Sciences)**  
(QAC/050325/020)

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of Medicine, Medical Sciences and Nutrition (Medical Sciences).

(viii) **School of Medicine, Medical Sciences and Nutrition (Healthcare Programmes)**  
(QAC/050325/021)

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of Medicine, Medical Sciences and Nutrition (Healthcare Programmes).

**(ix) School of Psychology** *(QAC/050325/022)*

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of Psychology.

**(x) School of Social Science** *(QAC/050325/023)*

Members of the Committee are invited to **consider** and **approve** the annual follow-up report for the Internal Teaching Review for the School of Social Science.

**5. Date of Next Meeting**

The next meeting of the Committee will be held on Wednesday 16 April 2025 at 2:05pm in Committee Room 2, University Office or via Microsoft Teams.

**6. Items for Information – see below/overleaf**

Any member of the Committee wishing an item for routine approval or for information to be brought forward for discussion may ask at the meeting for that to be done. Any such item will be taken after item 1.

Declaration of interests: Any member and individual in attendance (including Officers) who has a clear interest in a matter on the agenda should declare that interest at the relevant meeting, whether or not that interest is already recorded in the Registry of Member's interests.

**6. FOR INFORMATION**

**6.1 Collaborative Provision Register** *(QAC/050325/024)*

The Committee is invited to **note** the Collaborative Provision Register.

## QUALITY ASSURANCE COMMITTEE

**Graduate School - Annual Report for 2023/24****1) INTRODUCTION**

This annual report will form part of the University's evidence in assuring internal and external stakeholders of the quality of postgraduate research provision across the University of the Highlands and Islands and provides an opportunity to reflect on our current provision and consider enhancements for the following year.

The submission of this annual report forms the basis of discussion during the University's quality monitoring dialogue process, which the Graduate School attends bi-ennially.

Research Degrees Committee (RDC) has devolved authority from Academic Council (AC) to approval this report, and this is required before submitting, for note, to the Quality Assurance and Enhancement Committee (QAEC).

**University of Aberdeen**

The Graduate School provides an annual report to the University of Aberdeen as a requirement of the (former) accreditation agreement for validation of research degrees, which was in place prior to UHI securing Research Degree Awarding Powers in 2017.

It was agreed that only pertinent extracts of this report will be submitted to fulfil this on-going commitment, namely Section 2 A), Section 3, table 3 and Section 7.

It should be noted that, during the reporting year, the final UHI student registered for a University of Aberdeen award has completed and been awarded, and so this will be the last Annual Report supplied to the University of Aberdeen.

## 2) KEY DEVELOPMENTS

### A) AREAS RE-APPROVED TO DELIVER RESEARCH DEGREES

**Northern Studies** - the academic area was re-approved with no conditions attached. The re-approval documentation, the discussions around the event and the number of commendations from the panel established clearly that this is a strong subject area with a good track record of PGR provision since its first validation. Several recommendations were made, including the need to review the link to the newly merged UHI North, West and Hebrides partner – specifically the areas not previously included in the former validation.

- Note, No University of Aberdeen registered in the above academic area, included here, for information.

## 3) RESEARCH STUDENT STATISTICS

Table 3: University of Aberdeen Research Students

Research Area	Academic Partner	Degree	Mode	Start Date	Note
Sustainability	PC	PHD	PT	01/03/16	Awarded June 2024

## 7) STAFF/STUDENT SUPPORT AND TRAINING

### A) DEVELOPMENTS

To support the on-going development of our supervisor training programme, the Graduate School's Training Officer attended a sector practitioner group to learn about the [Research Supervision Project \(RSVP\)](#) – a four-year (2023-2027) £4.6million project that will review, enhance and shape doctoral supervision practice. The project will explore: The role of the team supervision; Supervision practice in different disciplines and contexts; Supervising different types of research degree; and Understanding and combating poor supervision experience, with the approach focusing on 3 key areas: Scholarship, Practice interventions and Culture and Policy change. A watching brief on developments and open access outputs from this initiative will be maintained and aided by our regular involvement with sector-wide network groups.

Another development is the collaboration with training offered to staff – and sometimes students - through the Research Office. At present, the Graduate School holds no ring-fenced budget for the training of supervisors so, through discussion with the Research Administrative Officer, it was agreed that a self-development session aimed at supervisors could be funded through the Research office. session on how to have open and productive conversations with students, with an emphasis on active listening, empathy, using a person-centered approach, and effective signposting. It was also agreed that when relevant – and numbers permitting – some of these staff sessions be opened to PGR students, engendering a sense of community and enabling peer learning collaboration.

During 2024/25, the UKRI Statement of Expectations framework will be reviewed as part of Research Degrees Committee and Quality and Enhancement business, to identify where existing provision either aligns with the framework, or where development work is required. More detailed analysis will be provided in the 2024/25 annual report.

### B) SUPERVISOR TRAINING

Due to the uncertainties and pressures surrounding the EO restructuring, it was decided to halt supervisor training sessions during semester 1 of 23/24.

During semester 2, further development of a new approach to supervisor training (which began in 2022/23) resulted in the following shorter 90-minute sessions available for PGR supervisors and staff interested in engaging with research supervision in the future.

Session title	Date	Attendance
Introduction to Postgraduate Supervision	12/01/2024	52
PGR Progress Monitoring	23/02/2024	35
PGR Student Wellbeing: How you can best support students	14/05/2024	10
Introduction to Postgraduate Supervision	31/05/2024	12
Vivas – a panel discussion	20/06/2024	4

The numbers attending the first two sessions showed a real appetite for this type of training and feedback was positive, particularly for the information surrounding the 'Introduction to Postgraduate Supervision'.

We are particularly pleased with the attendance at the PGR Student Wellbeing session, which was facilitated by UHI's Regional Mental Health and Wellbeing Coordinator and the Head of PGR Development.

We were slightly disappointed with the low turnout of the Viva panel session; however, this may reflect this session's timing in the summer vacation months. This session followed a slightly different format, with short presentations by a panel followed by a Q&A. The more informal, peer-led, nature of the session was welcomed by the participants, and follows the trend of peer-led supervisor support across the HE sector. However, it was noted that there may still be a requirement to present some key procedural information on these pertinent topics, such as relevant signposting to the Code of Practice, for example, so that the key information and processes for UHI are known and understood by all.

At present there is no formal feedback mechanism for the supervisor-focused workshops, however a survey mechanism, like that launched in 2022/23 for PGR student sessions, will be designed to support the capture of feedback. So far, feedback has been received within the session itself, or via email directly to the Graduate School's Training Officer.

Going forward, the staff SharePoint area will be re-formatted, to provide easier access to a wide range of support provisions, e.g. induction and early meeting checklists, external supervisor resources).

### **C) RESEARCH STUDENT TRAINING PROVISION**

In 2023/24, 180 PGRs booked onto a Graduate School workshop or training session on PGR Manager. Of these, 115 (64%) went on to attend a session. A comprehensive breakdown of attendance data can be found in Table 1.

Although it is disappointing that engagement is relatively low, it does appear to be a sector-wide issue. However, non-attendance is still not ideal and does not exhibit the professional behaviours we wish to instil into our PGR student population. It also represents a waste of resources for UHI.

Consideration has been given into how we can further encourage and facilitate bookings and attendances. Engaging with professional networks of peers across the sector (e.g. ScotHERD and ARC) has been useful for knowledge exchange in this area, helping inform our own practices and communications with students. Repeated no-shows continue to be easy to track through PGR Manager, and where necessary, the student and their Director of Studies are contacted.

**Table 1.** Number of attendances vs. bookings for the PGR Training Programme in 2023/24

Event	Attended	No shows	Bookings
Project Management for Researchers	5	0	5
Writing Academic CVs	4	2	6
Note Taking, Criticality and Developing a Productive Writing Habit	7	4	11
Writing Training: Writing in the Third Year of your PhD	4	0	4
Writing Training: Writing in the Second Year of your PhD	2	0	2
Publishing your Academic Writing: Collaborative Publishing	2	5	7
Writing Freely: Blogging about your Research	7	2	9
Writing Training: Writing a Literature Review	9	5	14
Writing Training: The Writing Process	2	9	11
Publishing your Academic Writing: The Publication Process	14	9	23
Vivomotion: Poster Design	3	7	10
Vivomotion: Creating an Animation about your Research	4	3	7
Vivomotion: Data Visualisation	2	5	7
Workplace: what skills the modern labour market is looking for; what type of organisation recruits PGRs	4	1	5
Resilience and Mental Health Workshop	0	0	0
Intro to teaching and teaching techniques for Research Students	10	1	11
NVIVO: Moving on with NVIVO	9	-1	8
NVIVO: Fundamentals	7	3	10
Understanding and Preparing for the Viva Process	6	6	12
QGIS Training: Intermediate	4	3	7
QGIS Training: Foundation	7	0	7
Recruitment: preparing for interviews; psychometric testing	3	1	4
<b>Grand total</b>	<b>115</b>	<b>65</b>	<b>180</b>

### Feedback on PGR training

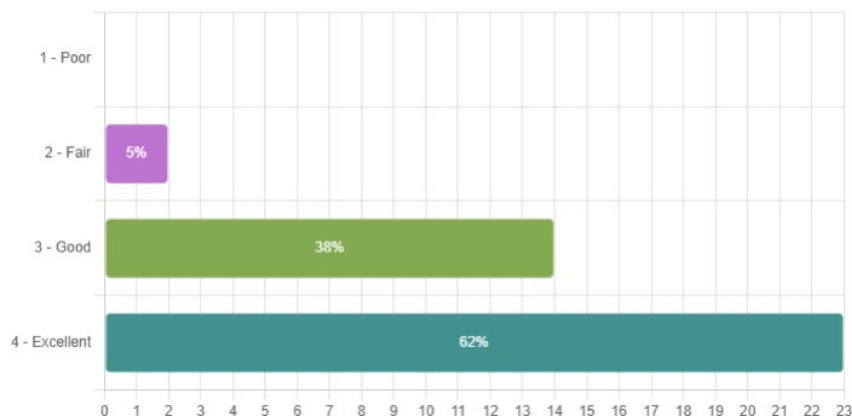
After each session, a survey is circulated to the participants. In 2023/24, 40 responses in total were received, with nearly all (39 out of 40) responses indicating that “expectations were met” by the training that they attended.

The one respondent who said that expectations were not met noted that the teaching training “*Could just go a bit deeper – felt that most stuff was just common sense.*” Considering the feedback refers to a 1-day teaching course, this could reflect the introductory nature of the session's content.

Prior to a training event, information is shared to the participants via PGR Manager or email. For some courses, e.g. NVivo, pre-course material and instructions are also shared. With regards to pre-course information, 62% of participants rated this as ‘Excellent’, and 38% rated it as ‘Good’ as demonstrated in the following:

**Figure 1.** Information provided prior to training e.g. course content, venue, accommodation (as appropriate).





The quality and relevance of the training materials were also rated very highly, with either a rating of 'Excellent' (72%) or 'Good' (28%).

The information provided during the training session was rated particularly highly, with 82% of participants rating this as 'Excellent'.

There were also several positive and constructive comments made by participants in the survey, as below:

*"It was well paced, if a bit quick at times. I thought it might have been better stretched out over the day with more breaks."*

*"The training was really helpful with plenty of opportunity for discussion. I found it very useful and encouraging."*

*"Really useful training – not sure if available to staff too? (I am both staff and PhD student, but would work really well for staff)."*

*"Mimo was very knowledgeable as always and made all attendees feel they could contribute with helps the learning experience greatly. Enjoyable half day session."*

All feedback and comments are noted and inform future developments of the training programme.

#### D) OTHER TRAINING AND NETWORKING EVENTS

Along with the Graduate School training noted above, and the activities below, training and networking opportunities are also available to students through UHI's membership of Scottish Graduate Schools, and these are advertised through the PGR area on Brightspace.

**RESEARCH CONFERENCE** - The PGR student Research Conference was held online 23-25 January 2024; originally scheduled as a hybrid event with on-line and in-person attendance offered at UHI Orkney, adverse weather conditions forced a last-minute move to it all being on-line. Regardless, attendance was very good, and engagement was excellent, with many connections being forged across the Partnership.

**RESEARCH CLUSTER EVENTS** – Four research clusters – M,ESE, HARC, SILK and Health - operate across the University, encouraging researchers to come together to share research outputs and findings, engage in professional development relevant to research in various disciplines and to nurture interdisciplinary activities. Activities for the reporting year are noted below:

**M,ESE** – PhD students continue to have representation on the M,ESE Steering Group through their Steering Group representative. Information is regularly passed on from M,ESE by way of regular circular emails. Over the past academic year, several initiatives were undertaken to engage and support the Cluster's PGR students. A call for video submissions was made, inviting students to showcase their experiences and achievements. These contributions were compiled into a dynamic promotional video, highlighting the creativity and energy of our student community and showcasing the diversity of research underway across UHI.

M',ESE provided funding to provide students with the opportunity to attend the 'Green Freeport Grand

Challenge Hackathon' event held by SILK and HARC in Inverness, providing them with invaluable hands-on experience in solving real-world problems alongside industry leaders.

M,ESE has also helped to support the Bryden 2 research proposal, which follows on from Bryden 1, an EU funded PhD programme which supported eleven UHI PhDs from 2018–22.

**HARC** - Progress has been made with the formation of HARC Research Hubs, i.e. Heritage Hub (co-leads Jane Downes and Iain Robertson); Renaissance and Early Modern Research Alliance lead (lead Kathrin Zickermann); Mediaeval Studies (co-leads Linsey Hunter and Shane McLeod); Islands (lead Andrew Jennings). A number of seminars were run on various topics in 2023/22 and research was supported during the year by offering small research grants.

**SILK** - A number of seminars were held on the theme of People and Nature; for increasing engagement, it was suggested that better communication of SILK aims and more frequent collaboration across disciplines within UHI should be pursued. A SILK members' meeting was held to discuss future SILK research activities and to consider how to increase engagement.

**Health** – Across the discipline, PGR students benefitted from gaining funding awards, enabling them to attend many external events, presenting and taking part in poster presentations at: NHS Highlands R&D conference (Inverness), International Society of Behavioural Nutrition and Physical activity annual meeting (Sweden), European Pain Federation (Hungary), European Association for Cancer Research (Glasgow), and the Scottish Skin Cancer meeting (Dunblane) and Society for Schizophrenia Research annual conference (Florence). Attendance at UHI's online Student Conference in January saw some of the area's PGR students present updates on their research. One student became a representative on an international youth panel hosted by the UK and Canada Councils 'Fairer Society, Healthier Lives: Reducing Unequal Health Outcomes in the UK and Canada youth panel'.

Research team meetings are held regularly across both Health areas, i.e. Centre for Rural Health Sciences (previously Department of Nursing and Midwifery) and the Division of Biomedical Sciences and these provide an opportunity for general discussions about research issues, presentations on topics of interest and a valuable safe space by which to practice presentations. Students within the schizophrenia research group present once a quarter at the Co:SIGN board meeting, to provide an update on their work funded by the Schizophrenia Association of Great Britain.

Training courses have included the Cardiff University Psychiatric Genomics Summer School (Cardiff) and various online or in-person training opportunities, including CLC Workbench (run by Qiagen), fluorescence microscopy (run by Leica), mass spectrometry (run by Agilent) and opportunities run by UHI, including those on statistics, 'R' programming, paper writing and forming research questions). SULSA also provided a vital training opportunity in the form of the Forging Futures scheme, which explored the opportunities available in academia and industry and how to work effectively between the two. This resulted in an award of £500 for winning a major exercise at the culmination of this month-long scheme.

Several PhD students have taken the opportunity to undertake teaching opportunities within the Optometry modules at UHI, running tutorials that provide invaluable experience into this side of academia.

Jackie Deacon  
Graduate School Manager  
04 October 2024

UNIVERSITY OF ABERDEEN  
QUALITY ASSURANCE COMMITTEE  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

*It is a condition of the University's partnership agreements that partnerships and collaborations must submit an Annual Report to the Quality Assurance Committee (QAC). This report enables the institution to ensure effective oversight of all collaborative activity. Reports will detail student performance and attainment, any updates on a previous year's report, quality assurance and enhancement, student experience, appeals and complaints and future plans. Actions identified should be logged and tracked via the Action Plan (appended to the report). The report should be a **collaborative effort** between all relevant Schools involved, management staff, and the respective partners.*

Partnership/Collaboration Name	ISC-UoA		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	Delivery Partner		
Date of Report	30 October 2024		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y	N	

#### SUMMARY OF STUDENT PERFORMANCE

Please use this section to summarise the performance of students undertaking courses and programmes governed by this partnership during the last academic year. This should include registrations, pass/fail distributions, and progression/withdrawal information.

For the academic year 2023-24, the ISC achieved an overall progression against completers rate of 100% (+3% compared to the previous year). For details on Programmes and Cohorts, please see:

#### **Appendix A: Progression Data 2023-24.**

##### **Summary**

**Student numbers:** For the academic year September 2023-August 2024, the ISC had 97 starters against 90 completers. Out of the 90 completers, all 90 qualified to progress to UoA.

The 100% progression rate has secured Aberdeen ISC in the top position across the Study Group network.

**September to December 2023 (PMP One Semester):** 21 starters against 20 completers. There was one termination. This cohort achieved a progression rate of 100% with 20 out of 20 students being offered progression to UoA.

**September 2023 to June 2024 (UFP & IY2):** 47 starters against 45 completers. There were 2 terminations. These cohorts achieved a progression rate of 100% with 45 out of 45 being offered progression to UoA.

**January-August 2024 (UFP & IY2):** 24 starters against 20 completers. There were 4 terminations. This cohort achieved a progression rate of 100%, with 20 out of 20 being offered progression.

All terminations related to students enrolled from 'high-risk' countries in the South Asia area.

**May-August 2024 (PMP One Semester):** 5 starters against 5 completers. This cohort achieved 100% progression rate with 5 out of 5 being offered progression to UoA. One student decided to defer from study at UoA in September 2024 to January 2025, for mental health reasons.

### Notes on Registration, Attrition, Progression

**Registration:** Data on registration of students graduating from the ISC to UoA for the academic year 2023-24 has not yet been released and is therefore unavailable to view in this current report. Updates to be provided at a later period.

**Attrition:** The 7% attrition rate (7 students out of the 97 registered students did not complete their programme of study at the ISC), was a significant improvement on last year which sat at 14% and the academic year 2021-22 which concluded with an attrition rate of 19%. It is understood that an increase in agent quality control measures, implemented by the Head Office of Study Group, has contributed to this improvement in attrition rates.

Cohort	Number of Starters	Withdrawal/Deferral	Pass/Fail Distribution
<i>Insert Year / Programme / Level</i>			
Sept-Dec 2023 PMP One Semester	21	1 termination	20 offered progression: 100% from completers, 95% from starters.
Sept-June 2023-2024 UFP and IY2	47	2 terminations	45 offered progression: 100% from completers, 96% from starters.
Jan-August 2024 UFP and IY2	24	4 terminations	20 offered progression: 100% from completers, 83% from starters.
May 2022 PMP One Semester	05	0	5 offered progression: 100% from completers, 100% from starters.

For comparative progression data see **Appendix B: Comparative Progression Data 2019-20, 2020-21, 2021-22, 2022-23, 2023-24.**

**Summary of Degree Classification (N/A)**

Cohort:	Degree Classification	Students 22-23		Students 21-22		Students 20-21		Students 19-20	
		NO.	%	NO.	%	NO.	%	NO.	%
UFP	1 <sup>st</sup> Class Hons							1	4
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)							11	44
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)							8	32
	3 <sup>rd</sup> Class Hons							1	4
	No award granted							4	16
Total					N/A			29*	N/A
IY2	1 <sup>st</sup> Class Hons					0	0	0	0
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)					2	67	3	30
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)					1	33	6	60
	3 <sup>rd</sup> Class Hons					0	0	1	1
	No award granted					0	0	0	0
Total					N/A	3	N/A	10	N/A
PMP	With Distinction			0	0	1	4	3	27
	With Commendation			4	31	16	67	1	9
	Pass			9	69	7	29	6	55
	No award granted/withdrew			0	0	0	0	1	9
Total				16***	N/A	26**	N/A	11	N/A

**Stated in the Annual Report 2023**

- \* Please note that 29 students registered, 4 students deferred (still studying) or are sitting resits 2023/24.
- \*\* Please note that 26 students registered, 2 students continue studies in 2023/24.
- \*\*\* Please note that 16 students registered from the September intake, 3 of those have extended their studies. May students are still to graduate.

**N.B.** The information noted in the table and comments above, was completed for the purpose of the 2022-23 UoA Annual Report. Up-to-date data has not yet been released by UoA and is therefore unavailable to view at this stage of report writing. Updates to be provided at a later period.

**UPDATE ON PREVIOUS YEAR'S REPORT**

Please use this section to provide an update on any actions identified in the previous year's annual report. This should include progress made to address any issues highlighted in the report, as well as providing a general update on any amendments made since the publication of the previous report. If this is your first report, please ignore this section.

**Actions Identified, and Progress**

**Action:** To increase registration numbers at UoA from the ISC to align with the agreed targets set within the contractual partnership arrangement.

**Progress:** There was an increase in the number of transition events this year with significant improvement in communication between the ISC and UoA Link Tutors. A wide schedule of transition events was offered to all ISC students. The impact of this increased transition activity on registration numbers at UoA cannot currently be measured as the data is not yet available, as mentioned under 'Registration' on page 2 above.

**Action:** Inconsistency of errors in the information presented on Aberdeen/SG/agents web pages and

other marketing material.

**Progress:**

- A thorough check of all marketing material has been completed by the Marketing teams and ISC Senior Management, and any errors amended.
- Monthly meetings are now scheduled between marketing teams (UoA and SG) to maintain a high level of understanding of marketing activity.
- The Head of Curriculum & Progression and UoA Marketing Department established regular contact to remove and add progression degrees, as relevant, and update marketing materials, as appropriate.

**ISC team updates since the last report**

The Centre Director, Dr Clare Watson, returned from sabbatical at the end of 2023 and resumed duties at Aberdeen ISC in January 2024.

Head of Curriculum & Progression (HoC&P), Patricia Taylor, has taken up the role of Centre Director at Bahrain ISC (in partnership with the University of Strathclyde) and relocated there at the beginning of September 2024. Aberdeen ISC has recruited a new Head of Curriculum & Progression (Dr Keir Harper-Thorpe) who is due to start mid November 2024. Keir has significant experience of the working in the HE sector and will be moving on from a post with the University of Stirling.

Following the departure of STEM Subject Lead, Dr Tony Saba, Dr Rachel Williams was appointed in 2023 to take over this role and has settled in well. Rachel also teaches on the ISC Biology related modules.

Joanne Lee, Director of Quality and Innovation at Sussex ISC is no longer assigned to Aberdeen ISC for one day per week. Quality assurance now sits with the Centre Director.

There have been no changes to the Student Experience team since the last academic report.

**Facilities**

Since the temporary relocation to the ground floor of the Regent Building, due to the RACC issue on the first floor of this building, there have been no major issues with this space. However, Room G27, used as a classroom was out of action for 6 months and an alternative classroom sourced by UoA to compensate for this loss of space. In July 2024, G27 was returned to the SG for occupation once remedial building work had been completed.

## QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

Please use this section to detail any matters related to quality and standards within the provision of the partner or collaborator. This should identify any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership.

Quality assurance and academic standards are effectively overseen by the ISC's governance framework, which forms part of the Study Group governance framework. The main governance committee at the ISC is the Quality Assurance and Enhancement Committee (QAEC); other governance committees (Curriculum Committee and Staff-Student Liaison Committee) and exam boards (Programme Assessment Board) report into QAEC. Through our governance system and quality mechanisms, QAEC assures itself of the maintenance and security of academic standards and the assurance and enhancement of academic quality.

### The Staff-Student Liaison Committee (SSLC)

The SSLC is effective in identifying student issues that can be actioned early on in each term. Student Representatives are key in feeding back information to the committee meetings and to the peers that they are representing. The SSLC acts as a formal channel whereby the views of students can be sought and expressed. Student Representative also have the opportunity to be elected to serve on the Quality Assurance and Enhancement Committee (QAEC). The SSLC is made up of elected student representatives from each programme, the Centre Director (or nominee), and a member of the Student Experience team.

The SSLC meets four times per year as part of the ISC's commitment to quality assurance and enhancement, with the following core aims:

- To review feedback from External Examiners, where relevant.
- To review the Centre Action Plan (CAP), where appropriate.
- To review student feedback from various sources including end of module student evaluation questionnaires.
- To review information arising from other student feedback mechanisms with student representatives.
- To agree action to be taken forward to the Quality Assurance and Enhancement Committee (QAEC) by the student chair of the SSLC.
- To agree actions that will be communicated to the ISC student body as a whole.

Key actions taken following feedback from students during this academic year are noted on page 8.

### Curriculum Committee

The Curriculum Committee ensures the consistency of the curriculum across all UoA-ISC programmes. It monitors the teaching and learning across all modules and oversees the audit and approaches for enhancement/intervention within teaching, learning and assessment.

The Curriculum Committee meets at least 3 times per year and includes all academic staff. It is convened by the Head of Curriculum and Progression (or nominee). Its key function is to:

- Receive and review data on the performance of students in the previous academic term.
- Receive and review staff feedback on the conduct of modules, from the Module Assessment Boards (MABs).
- Propose curriculum development and enhancements.
- Review and advise the QAEC on any changes to academic regulations related to the curriculum, teaching, learning, and assessment.
- Receive and review relevant External Examiner reports.

### External Examiners

Aberdeen ISC aligns with the expectations and practices set out in the QAA's UK Quality Code (2018) in relation to the following:

- The appointment of External Examiners
- Ensuring that External Examiners are competent to undertake their responsibilities
- Ensuring that potential conflicts of interest are identified and resolved prior to appointing External Examiners or as soon as they arise.

The ISC has 5 External Examiners, each covering relevant subject areas. For this academic year, all External Examiner reports were received and each Examiner agreed that the threshold standards for their respective modules are appropriate, have been met, and are in line with the Higher Education sector. They agreed that the achievement of students for each programme is comparable with that at other institutions.

In terms of good practice, the following feedback samples have been extracted from External Examiner Reports:

#### **UFP Business, Economics, Accounting & Real Estate**

The Undergraduate Foundation Programme in Economics, Accounting and Real Estate incorporates a variety of instruments of assessment preparing the students for the demands of university education.

#### **IY2 Business, Management & Finance**

The curriculum content of the International Year Two, Business Management and Finance Programme reflects contemporary developments in theory and practice.

#### **Academic English Skills (AES)**

The drafting stage of all coursework assessment is a main example of good practice for me. In other institutions I am familiar with, feedback on drafts is a luxury that is not always afforded or at worst left to the discretion of the individual tutor. On the other hand, drafting is done properly and rigorously, and it is easy to see the impact of feedback received at drafting stage in the final submission. Another example of good practice is the rigorous use of Turnitin rubrics to help students understand their performance against set criteria.

I would like to acknowledge again that the quality of feedback has improved markedly following the first round of informal feedback and for this I thank the team for considering my feedback.

#### **Physical Sciences & Engineering**

The overall standards of the programmes are good and match similar programmes across other institutions within the Higher Education sector. There has been a good improvement in the moderation process for summative assessments during my term of office.

The following External Examiners have come to the end of their contractual period:

- Dr Graeme Davis
- Dr Khalid Khan
- Dr Bobby Mackie

The following new External Examiners have been appointed to begin their role from September 2024:

- Dr Alice Diver (UFP Humanities, Law & Social Sciences, PMP Law).
- Dr Waqqas Bukhsh (UFP Sciences & Engineering, IY2 Computing Science, PMP Science & Engineering).
- Mr Paul Massiah (UFP Economics, Accounting & Real Estate, IY2 Business, Management & Finance, PMP Business).

The External Examiners attend the Programme Assessment Boards (PABs) at key points throughout the academic year in which confirmation is made with regard to the recommendations for student progression. External Examiners give a verbal report at the PAB that relates to the module/programme that they have been responsible for in an External Examiner capacity. The PAB itself will consider all the marks of the finishing students from the Module Assessment Board (MAB) and make any relevant recommendations for the award of discretionary passes, and present any outcomes of Personal Circumstances presented at the Personal Circumstances Board (PCB). Prior to the PAB, each External Examiner is provided with an opportunity to view the work of all relevant students (examination scripts and coursework), and any other appropriate documentation.



## STUDENT EXPERIENCE

Please use this section to provide detail on the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, access to learning materials etc.

### Induction Programme

Prior to the start of arriving at the ISC, students have opportunities to join online pre-arrival webinars and interactive sessions, with the key event being 'Prepare for Success'. Students are provided with sessions on preparing to travel to Aberdeen, student accommodation, cost of living, food, weather, health & well-being and what to expect on the first day.

Upon arrival in Aberdeen, students receive a face-to-face induction as prepared by the Student Experience Team and relevant academic members of the ISC. Induction covers the following:

- Attendance Expectations
- Cultural Adaptation
- Expectations
- Healthy Relationships
- How to become a Student Representative
- Introduction to AUSA
- Introduction to Wellbeing and Welfare
- Introduction to your Studies
- ISC Policies and Procedures
- Life in Aberdeen
- Safeguarding
- Staying Safe & UK Laws
- Student Behaviour Charter
- Visit to Botanical Gardens/Maritime Museum/Stonehaven
- Where to go for help (ISC/UoA/NHS)

### Mechanisms for collating student feedback

The ISC continues to follow standard procedures for collecting, cascading and responding to student feedback:

#### Induction Survey

The induction Survey is administered by Study Group's Head Office who cascade the information to the ISC. Negative feedback is addressed in two ways a) by the Head Office if relating to pre-arrival processes and b) by the Head of Student Experience at the ISC, when considering post arrival Induction items.

For survey results, see: **Appendix C: Student Induction Survey Results for 2023-24.**

#### Student Module Survey Questionnaires

Student Module Survey Questionnaires are completed by all students at the end of each term. Feedback is collated, administered and shared by the SE Team. Subject Leads and Tutors respond to the feedback per module, as appropriate.

Please see **Appendix D: Academic Year 2023-2024 - Module Survey Overall Module Satisfaction Rate and Survey.**

#### Termly Staff-Student Liaison Committee (SSLC) Meetings:

As reported in the **Quality Assurance Matters and Good Practice** section of this report, SSLC meetings are organised by the Student Experience team, and attended by the Head of Student Experience, the Welfare Officer, the Head of Curriculum & Progression/Centre Director and Student Representatives. Monitoring completion of actions and relevant updates is managed by the Student Experience team who feed this information back to the Student Representatives. As part of this process, Action Points and Outcomes are reported to QAEC. Action points are recorded on the Centre Action Plan (CAP), if relevant.

### Two Example Action and Outcome Points:

Issue Raised	Action	Outcome
Some students raised concerns about having back-to-back lessons on one day per week.	<p>The Head of Curriculum &amp; Progression pointed out that it is not always possible to avoid back-to-back lessons and that this is always taken into consideration as the timetable is created.</p> <p>The only other option would be to schedule a lesson at the end of a Friday.</p>	The Student Representative proposed this to the group who preferred not to have the lesson moved to late Friday afternoon.

Issue Raised	Action	Outcome
Feedback was received that many students did not feel any benefit in attending the weekly Academic Personal Tutorial (APT) sessions.	The Centre Director would pass the feedback over to the tutor running these sessions to see if they could discuss with the students the type of topics they would prefer to cover.	<p>The Student Representative fed back at the following SSLC meeting that students had talked to the relevant tutor and the sessions were more engaging.</p> <p>The Centre Director is re-looking at the function of APT sessions, with plans to merge them with the weekly Life Skills session and introduce Personal Tutorials in place of APT sessions which are group tutorials.</p>

**Student Module Questionnaires:** These questionnaires are completed by students at the end of each term. Completed feedback is provided to the Head of Curriculum & Progression, for consideration, and analysed by a member of the Student Experience team before being cascaded to each Tutor. This feedback informs, where relevant, each Tutors' professional practice, their module reports and module change proposals. Please see **Appendix D: Academic Year 2023-2024 - Module Survey Overall Module Satisfaction Rate and Survey**.

**Study Support:** Several processes continue to be in place to ensure students are fully supported to develop skills and attributes in order to achieve their potential.

- Life Skills sessions are scheduled for 1 hour per week
- Diagnostic testing in English and Mathematics takes place upon arrival at the ISC, to ensure any gaps are identified and addressed at an early point in the student's study journey.
- RPAG reports are created twice per term with the aim of identifying any areas that students need to focus on in order to stay on track to progress.
- Booster sessions are offered across subjects, when appropriate and required.
- Learning materials and activities for each module on UoA Blackboard to aid independent study.
- 1 hour recap/Q&A session (group and / or individual) prior to any assessment resit.

The ISC refers students who have been diagnosed with learning differences to the Student Support team at UoA who generate a support report that is implemented, where possible, by the ISC.

A Transition Session/Workshop is jointly delivered by the UoA Student Experience team and the ISC Student

Experience team for each cohort towards the end of their Programme. This covers Registration, Welcome Week, Communications in general, Visa Advice, Orientations and Timetables.

Peer support is available from ISC Alumni students who have progressed to UoA. Meetings take place between alumni students and existing students on a termly basis. The meetings facilitate an informal get together and a questions-and-answer session and have been well received by students.

### **Social Activities**

Regular social activities are arranged by the Student Experience team and include events on and off campus. The ISC always celebrates special cultural days and events such as Chinese New Year, Kuwaiti National Holiday and Eid, to name a few, and students are invited to decorate the ISC in their own cultural decorations and flags. Over long holidays periods such as the Christmas break, students are provided with information on local events, with relevant links provided.

The ISC also collaborates with UoA AUSA to encourage students to join extra-curricular that takes place through UoA, and to have opportunities to join university clubs & societies.

### **Safeguarding and Health & Safety**

Upon arrival, all students are provided with the SafeZone App and given information about local health, counselling and emergency support services.

The ISC has a Designated Safeguarding Lead (DSL) and a Deputy Designated Safeguarding Lead (DDSL), both of whom are trained in Child Protection and Safeguarding and how to follow relevant policies and procedures.

All staff at the ISC are required to complete mandatory training on:

- Safeguarding/Keeping Children Safe
- Health & Safety
- Prevent
- Fire Prevention
- Anti-Money Laundering
- Anti-Facilitation of Tax Evasion
- Anti-Bribery

Completion of this training is monitored and recorded by the Head of Student Experience.

The ISC has its own First Aiders, seven in total.

## **APPEALS AND COMPLAINTS**

Please use this section to detail any academic appeals and complaints that have been received by the provider since the last report was submitted. This should give an indication of the nature of the issue and the outcomes reached.

There were no formal Academic Appeals or complaints during this academic year.

Processes within the Centre enable constructive dialogue between staff and students thus helping to alleviate the potential for formal complaints or appeals (the Staff and Student Liaison Committee Meeting described earlier, is an example of this).

## **FUTURE PLANS**

Please use this section to provide detail on any planned changes to the courses/programmes governed by the partnership, and any amendments to the partnership itself (e.g. admission numbers, fees etc).

### Programme Development

In response to the identification of growth opportunities, a new programme: **IY2 Psychology & Medical Sciences** is currently being developed and marketed, ready to be launched in September 2025.

### AREAS OF QUALITY ENHANCEMENT

Please use this section to detail any areas of quality enhancement identified within the scope of the partnership.

To contribute to quality enhancement and positive student experience, various transition events have taken place for the ISC students, in liaison with relevant Link Tutors, please see **Appendix E: Transition Activities 2023-2024** for further details.

### Staff Training and CPD

Various staff training events and CPD sessions were held throughout the year, and included the following:

#### Internal Training

##### General

- First Aid Training
- Safer Recruitment Training
- Engaging with AI (Academic and Student Experience)
- Scotland Mental Health First Aid Training (Welfare Officer)

##### Academic


- Understanding and completing RPAGs (Student Reports)
- Writing Effective Learning Outcomes
- Writing Module Specifications
- Implementing AI strategies in Classroom Practice

#### All Staff Day 27<sup>th</sup> September 2024

- Understanding Processes
- 'Metaphor we teach by': Using metaphor for engagement in education
- Engaging with Artificial Intelligence (AI) Workshop

#### Advanced HE Fellowship

There are seven members of staff (across both the Academic and Student Experience Departments) who engaging in the Advance HE Fellowship Scheme, with a mentoring and buddy system in place to support their applications.

SIGN		DATE	30 October 2024
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Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval.

## Appendix A: Progression Data 2023-2024

**Overall progression rate, against completers for the academic year 2023-2024: 100%**

Table 1: **PMP, September-December 2023**

Programme	Subject	Starters	Deferred	Terminated	Withdrawn	Attrition	Attrition %	Completers	Offered Progression as of Completers	% Offered Progression as of Completers	% Offered Progression from Starters
PMP (completed December 2023)	Business & Law (iCAS)	3	0	1	0	1	33	2	2	100	67
	Business & Law (CAS)	12	0	0	0	0	0	12	12	100	100
	Science & Engineering (iCAS)	2	0	0	0	0	0	2	2	100	100
	Science & Engineering (CAS)	4	0	0	0	0	0	4	4	100	100
<b>Total PMP</b>		21	0	1	0	1	5	20	20	100	95

Table 2: **UFP and IY2, September 2023-June 2024**

Programme	Subject	Starters	Deferred	Terminated	Withdrawn	Attrition	% Attrition	Completers	Offered Progression as of Completers	% Offered Progression as of Completers	% Offered Progression from Starters
UFP	Business, Economics, Accounting & Real Estate	3	0	0	0	0	0	3	3	100	100
	Humanities, Law & Social Sciences	5	0	0	0	0	0	5	5	100	100
	Life Sciences, Pathway to Medicine	15	0	0	0	0	0	15	15	100	100
	Physical Sciences & Engineering	12	0	0	0	0	0	12	12	100	100
	Life Sciences	5	0	0	0	0	0	5	5	100	100
<b>Total UFP</b>		40	0	0	0	0	0	40	40	100	100
	Business Management and Finance	6	0	2	0	2	33	4	4	100	67
	Computing Science	1	0	0	0	0	0	1	1	100	100
<b>Total IY2</b>		7	0	2	0	2	29	5	5	100	71
<b>Total September and October UFP and IY2</b>		47	0	2	0	2	4	45	45	100	96

Table 3: **UFP and IY2, January-August 2024 (Including November Cohort)**

Programme	Subject	Starters	Deferred	Terminated	Withdrawn	Attrition	Attrition %	Completers	Offered Progression as Completers	% Offered Progression as Completers	% Offered Progression from Starters
UFP	Business, Economics, Accounting & Real Estate	9	0	3	0	3	33	6	6	100	67
	Life Sciences	3	0	0	0	0	0	3	3	100	100
	Physical Sciences & Engineering	2	0	0	0	0	0	2	2	100	100
	Humanities, Law & Social Sciences	1	0	0	0	0	0	1	1	100	100
<b>Total UFP</b>		15	0	3	0	3	20	12	12	100	80
IY2	Business Management and Finance	6	0	1	0	1	17	5	5	100	83
	Computing Science	3	0	0	0	0	0	3	3	100	100
<b>Total IY2</b>		9	0	1	0	1	11	8	8	100	89
<b>Total January UFP and IY2</b>		24	0	4	0	4	17	20	20	100	83

Table 4: PMP, May – August 2024

Programme	Subject	Starters	Deferred	Terminated	Withdrawn	Attrition	Attrition %	Completers	Offered Progression as Completers	% Offered Progression as Completers	% Predicted Progression from Starters
PMP One-Semester	Business & Law	5	0	0	0	0	0	5	5	100	100

## Attrition

Table 5: Student Numbers Information Total, September 2023 to Current, and Attrition

Starters	Completers	% Attrition
97	90	7



## Appendix B: Comparative Progression Data 2019-2024

2023-2024

Cohort	Starters	Completed	Attrition	Attrition %	Offered Progression	Offered Progression as of Starters %	Offered Progression as % of Completed
UFP	55	52	3	5	52	95	100
IY2	16	13	3	19	13	81	100
PMP	26	25	1	4	25	96	100
Total	97	90	7	7	90	93	100

2022-2023

Cohort	Starters	Completed	Attrition	Attrition %	Offered Progression	Offered Progression as of Starters %	Offered Progression as % of Completed
UFP	49	44	5	10	43	88	98
IY2	14	10	4	28	9	64	90
PMP	21	18	3	14	18	86	100
Total	84	72	12	14	70	83	97

2021-2022

Cohort	Starters	Completed	Attrition	Attrition %	Offered Progression	Offered Progression as of Starters %	Offered Progression as % of Completed
UFP	82	62	20	25	62	75	100
IY2	20	14	6	30	13	65	93
PMP	43	41	2	5	34	79	83
Total	145	117	28	19	109	75	93

2020-2021

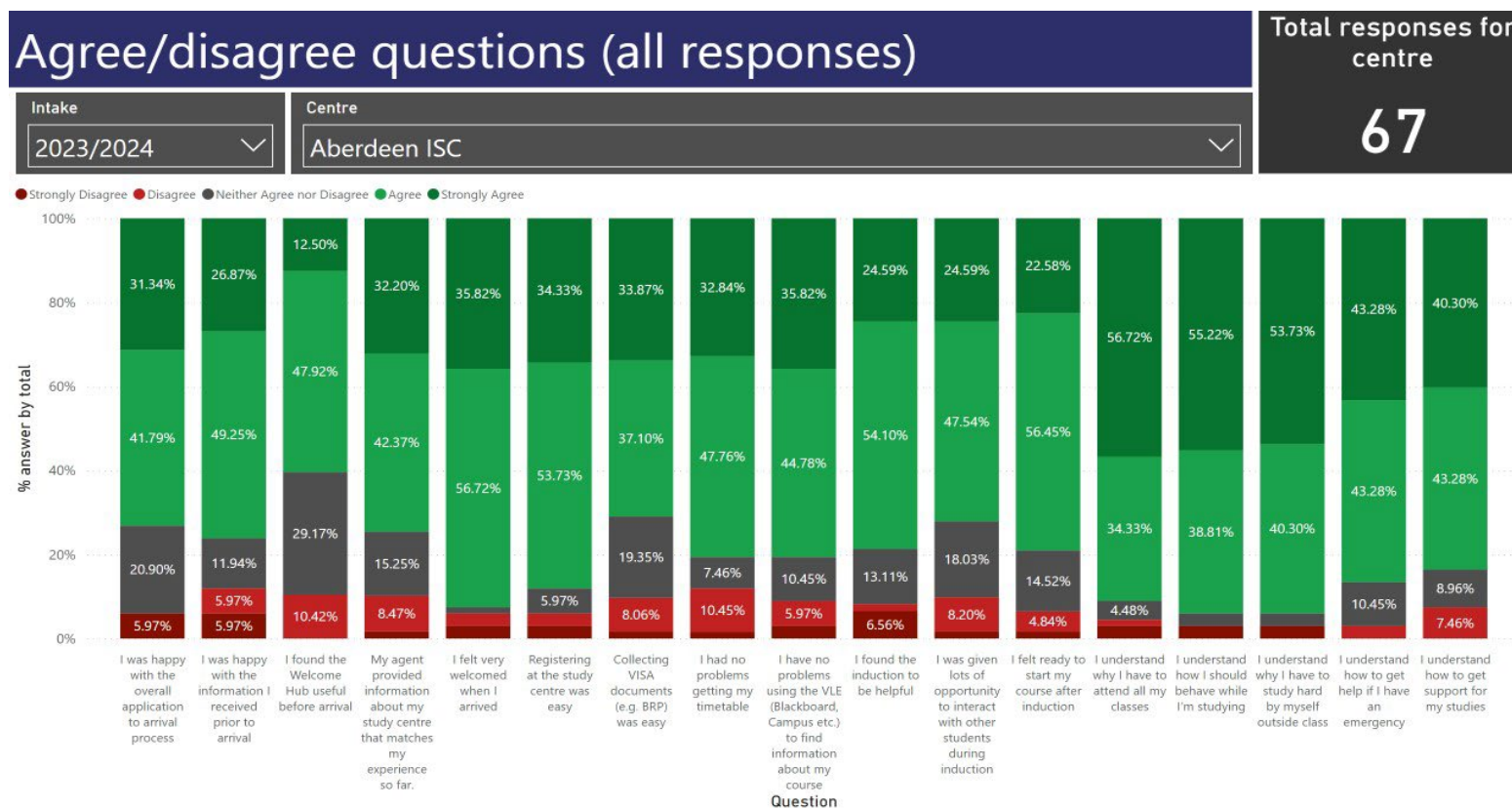
Cohort	Starters	Completed	Attrition	Attrition %	Offered Progression	Offered Progression as of Starters %	Offered Progression as % of Completed
UFP	43	39	4	9.3	34	79.1	87.2
IY2	5	3	2	40	3	60	100
PMP	28	27	1	3.6	26	92.9	96.3
Total	76	69	7	9.2	63	82.9	91.3

2019-2020

Cohort	Starters	Completed	Attrition	Attrition %	Offered Progression	Offered Progression as of Starters %	Offered Progression as % of Completed
UFP	40	39	1	2.5	39	98	100
IY2	12	12	0	0	12	100	100
PMP	12	12	0	0	12	100	100
Total	64	63	1	1.5	63	98	98

## Appendix C: Student Induction Survey Results for 2023-24

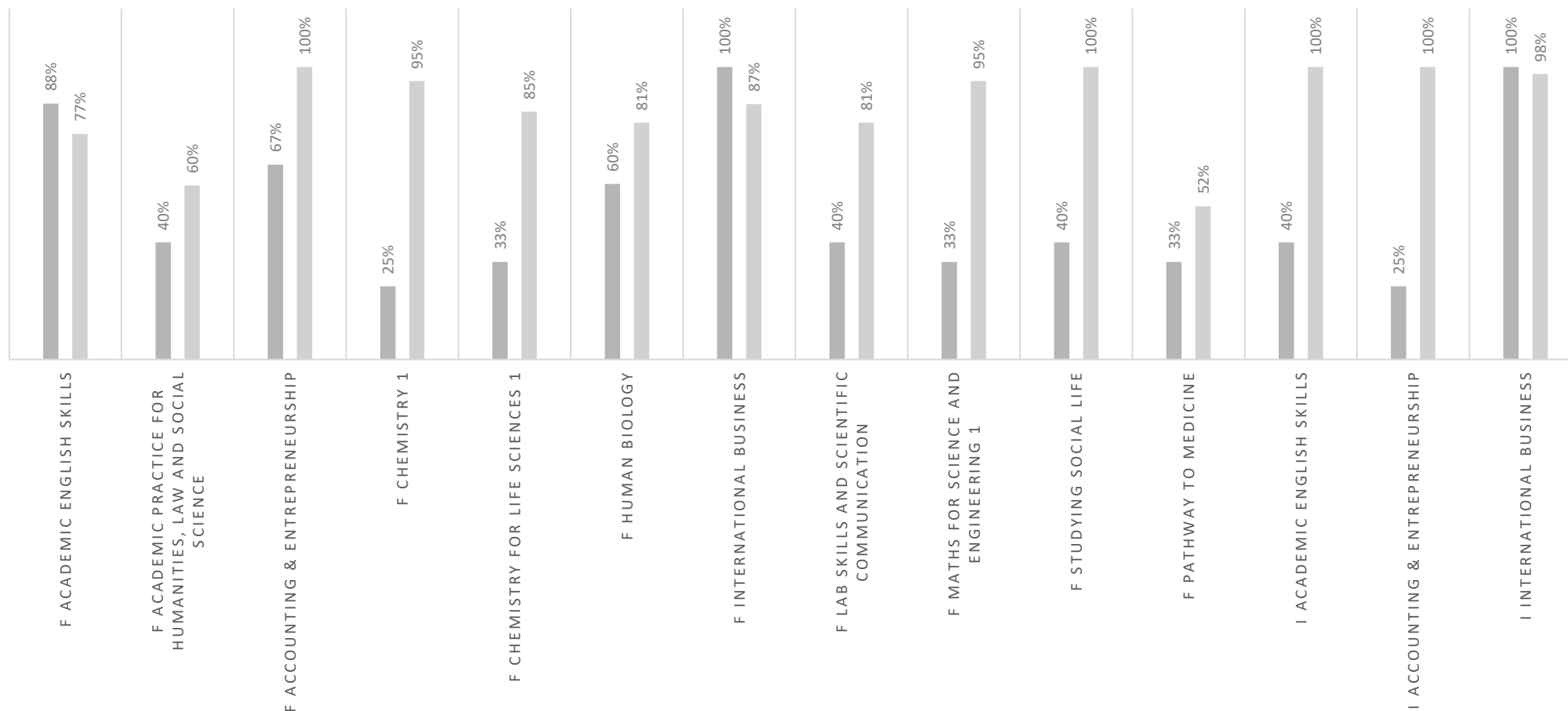
### Student Induction Survey Results (All cohorts)



## Appendix D: Academic Year 2023-2024 - Module Survey Overall Module Satisfaction Rate and Survey Participation Scores by Term

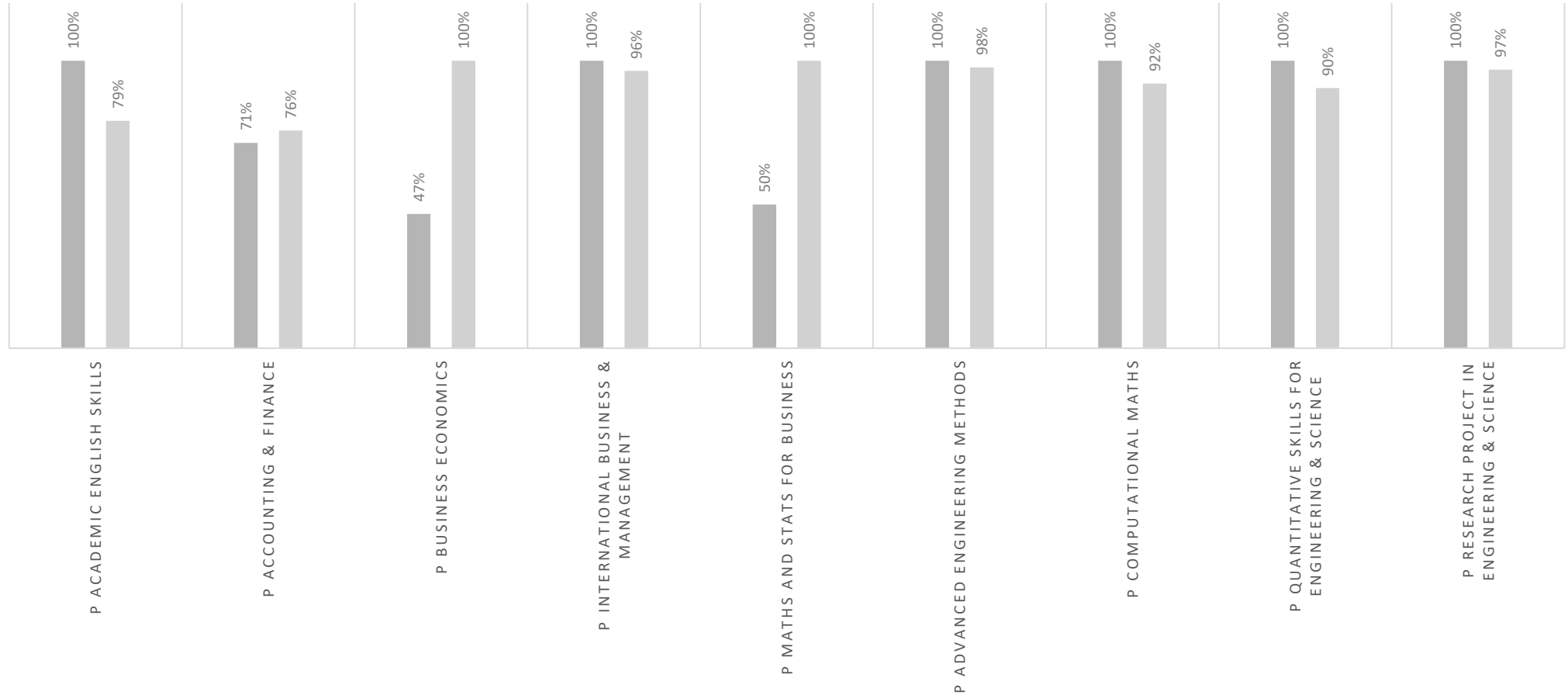
### TERM 1 UFP AND IY2

■ Participation Score ■ Overall Satisfaction Rate



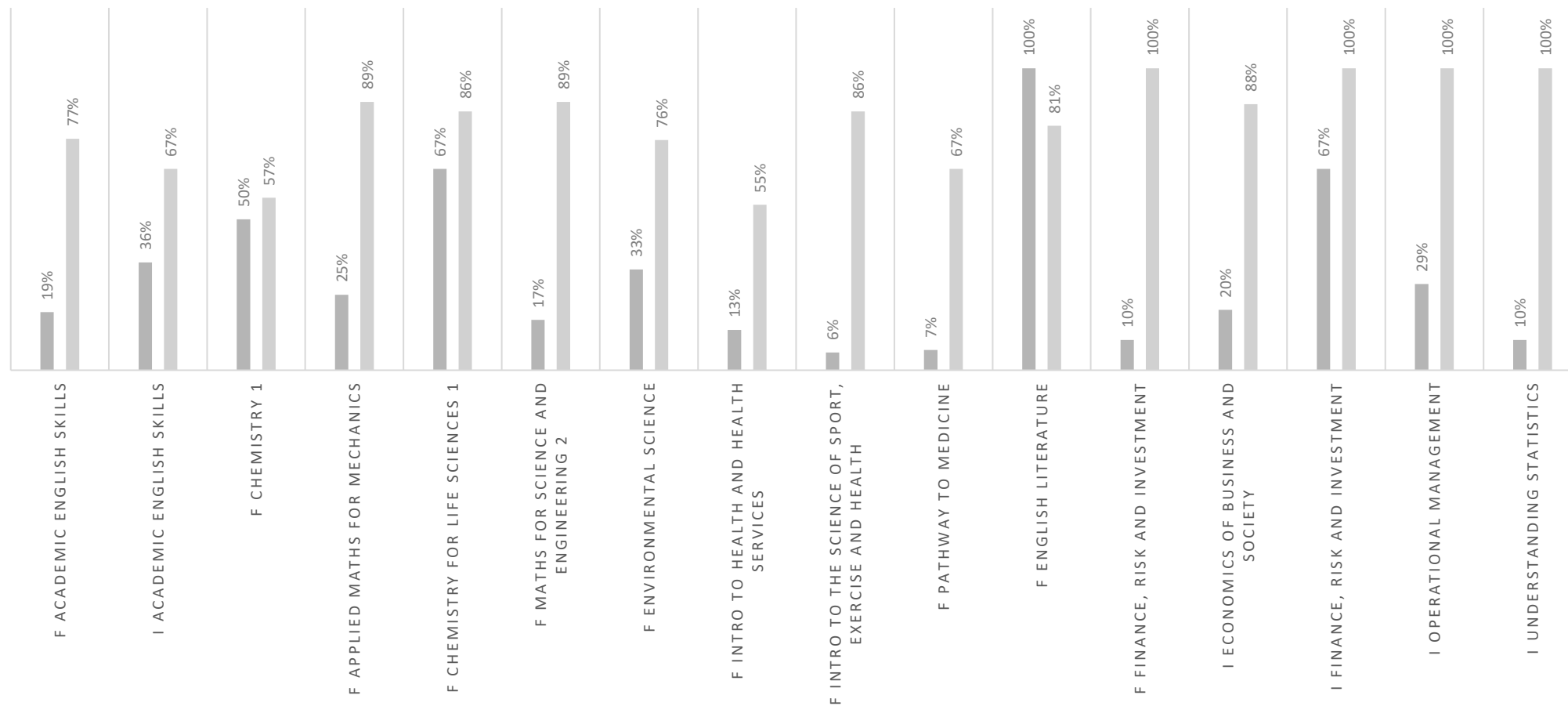
## TERM 1 PMP

■ Participation Score ■ Overall Satisfaction Rate



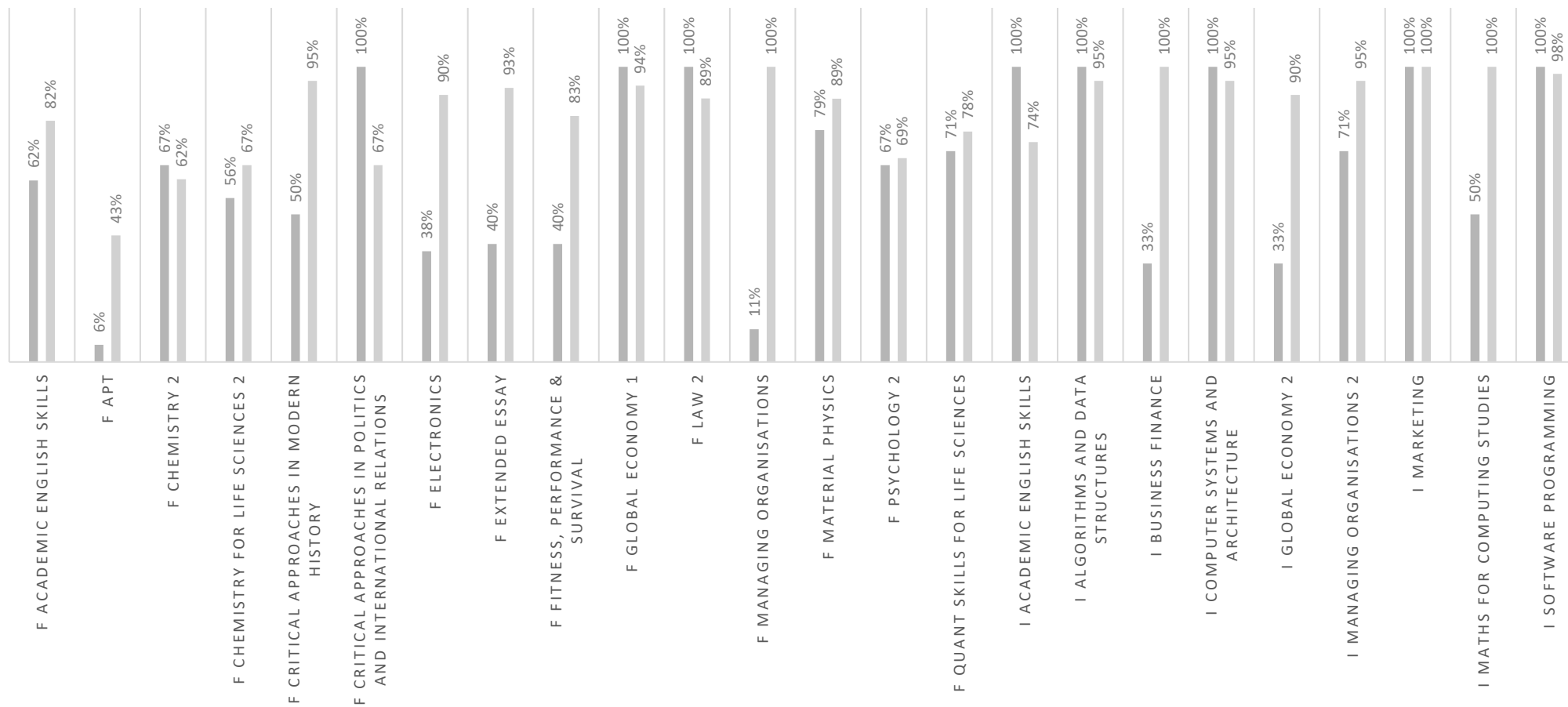
## TERM 2 UFP AND IY2

■ Participation Score ■ Overall Satisfaction Rate



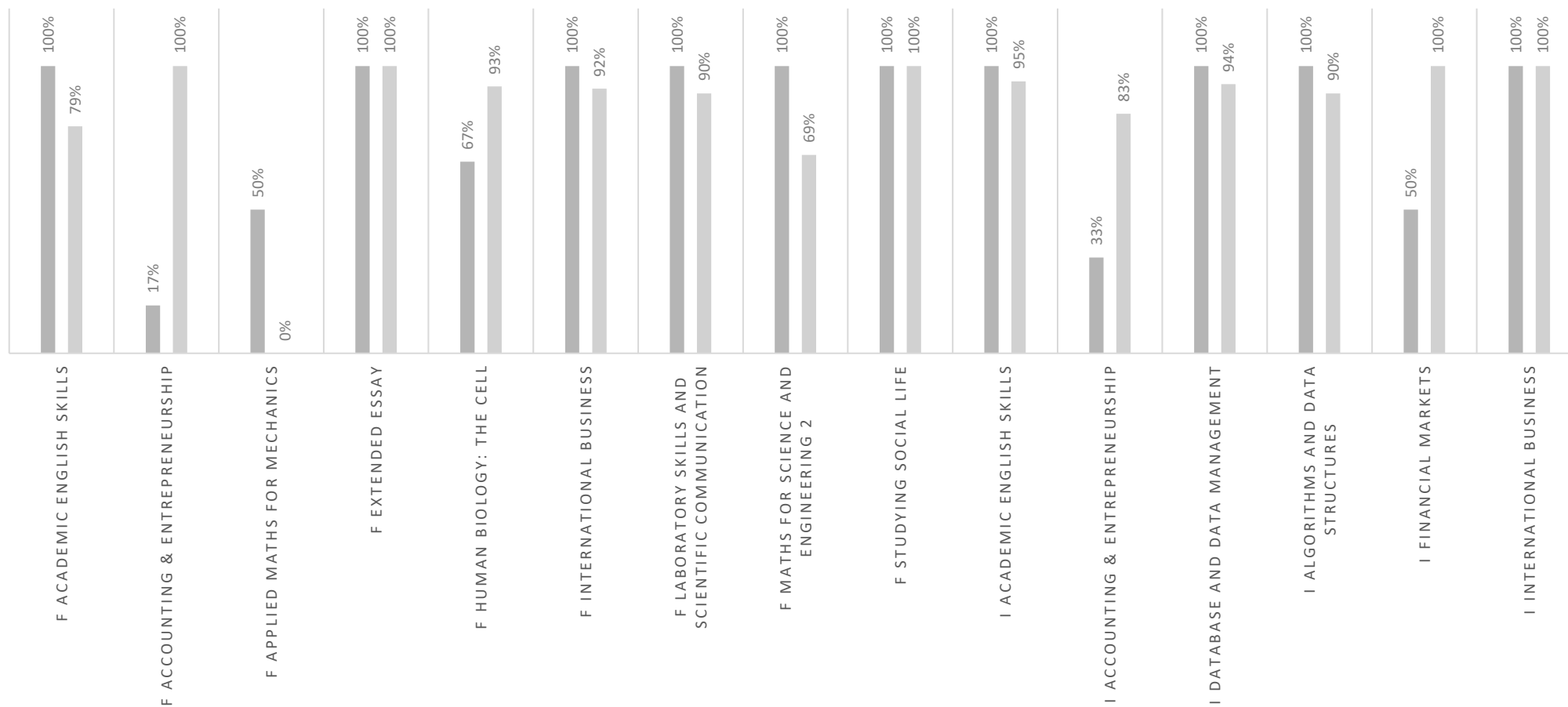
## TERM 3 UFP AND IY2

■ Participation Score ■ Overall Satisfaction Rate



## TERM 4 UFP AND IY2

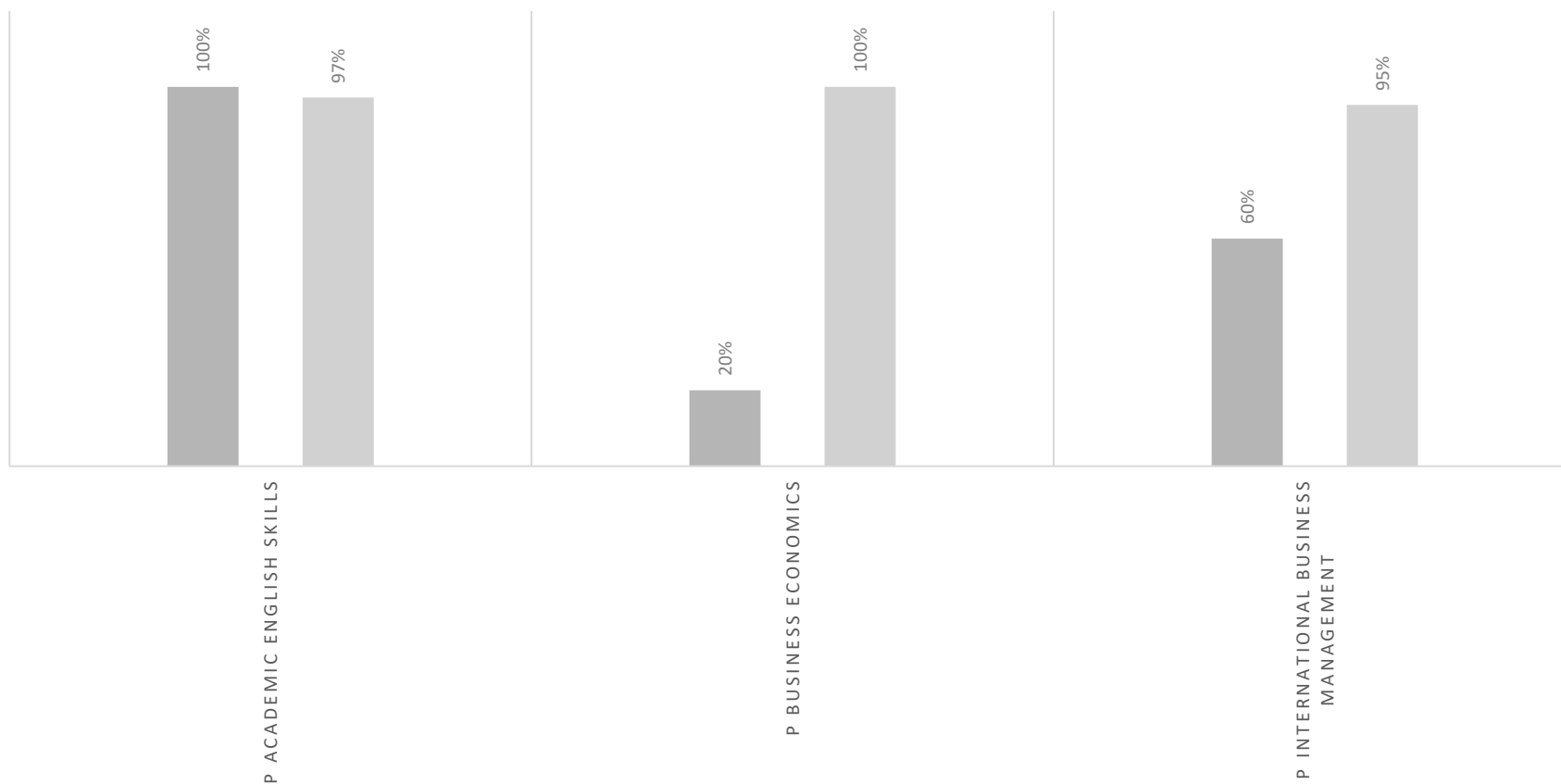
■ Participation Score ■ Overall Satisfaction Rate





## TERM 4 PMP

■ Participation Score ■ Overall Satisfaction Rate



## Appendix E

### Transition Activities 2023-2024

Activity	Description / Link Tutor/Contact	Date	Pathway
Campus Tours	Tour Of Campus And Schools SG Staff	Sep/Oct/Jan/May	All Cohorts
AUSA Visit To Centre	Societies And Opportunities Available For Students On Induction. AUSA Reps	Sep/Oct/Jan/May	All Cohorts
Library Visit	Induction From UoA Librarian	Sep/Oct/Jan/May	All Cohorts
IT Team	IT Sessions With New Students	Sep/Oct/Jan/May	All Cohorts
Lab Tour And Induction	Introduction To Labs And Resources Health And Safety In Labs SG Staff / UoA Technician	Various	Pre-Med/Life Science/ Physical Science & Engineering
College Guardian Visit To Centre	Eleanor Ross Visits With U18 Students	Termly	All U18s
Engagement And Transition Officer Visit To Centre	Moving To UoA. Support Network And Clubs Available, etc. Liam Gunn	Nov/April	All Cohorts
International Student Advisor 'Prepare For UoA Workshop'	Shona Carr Meeting With Students Re Visas, etc.	Nov/April/May	All Cohorts
Students From Each Pathway Meeting With Link Tutors	During The Week Commencing 8 <sup>th</sup> January All Link Tutors Met With The Students To Discuss Their Subject Areas.	January	Pre Med/ Life Science/Physical Science & Engineering/Business And Finance HLSS
Visit From Business And Finance Tutor	New Link Tutor Mr Alex Mackrell Visited The Centre To Meet Staff And Students.	April	Business & Finance
Visit To James Hutton Institute (Partner)	Students From Life Sciences Visited (With SG Dr Rachel Williams) James Hutton Institute to find out about Partnership And Research With UoA.	May	Life Sciences

Activity	Description / Link Tutor/Contact	Date	Pathway
<b>Pre-Med Students Only</b>			
Applying To Medicine	Presentation By UoA Medical School Sarah Miller.	Nov 2023	LSPTM
Personal Statement Support Sessions.	Supported During Pathway To Medicine Sessions Weekly. UoA Staff And Alumni Students.	Oct-Dec 2023	LSPTM
Medical Lectures	Joined With Foundation Students In Lectures At Forrester Hill, Led By Dr Pietro Marini.	Feb/March	LSPTM
Mock And Real MMI's	Medical School. Dr Pietro Marini.	Feb/March	LSPTM
<b>Study Group / UoA Development</b>			
Curriculum Development Current Programmes	Global Curriculum Lead Dr Ismail Musa and ISC staff met with Link Tutors to discuss curriculum enhancements to improve student experience: Dr Donna MacCallum; Prof Michelle Pinard Dr Zeshu Shao; Dr William Harrison Mr Andrew Mulhearn; Dr Harminder Battu Dr Israel Osofero; Dr Nigel Beacham	Feb	<b>Current UFP:</b> EARE/PSE/Life Sciences <b>Current IY2:</b> Business & Finance/Computing Science <b>PMP:</b> Physical Science & Engineering
Curriculum Development Future Programmes	Global Curriculum Lead Dr Ismail Musa and ISC staff met with Link Tutors to discuss new IY2 programme: Dr Donna MacCallum; Dr Pietro Marini Prof Michelle Pinard; Dr Zeshu Shao Dr Harminder Battu	March	<b>Future IY2 (Sep 2025)</b> Psychology and Medical Sciences

UNIVERSITY OF ABERDEEN  
COLLABORATIVE AND PARTNERSHIPS  
**ACTION PLAN**

Partnership/Collaboration Name	ISC-UoA
Date of Report	30 October 2024

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method
Completion/participation rates for the Student Module Questionnaire that is administered on a termly basis, need to increase, to provide more opportunities to respond to feedback.	Source a new method of obtaining a higher completion rate of Student Module Questionnaires.  Involve Subject Leads in checking completion rates and impact.	Current academic year.	Centre Director/Head of Student Experience/Subject Leads	Completion rate each term.

**TRINITY COLLEGE/BRISTOL BAPTIST COLLEGE  
ANNUAL REPORT  
2023-2024**

**SUBMITTED FOR CONSIDERATION BY  
QUALITY ASSURANCE COMMITTEE  
UNIVERSITY OF ABERDEEN**

- 1. Overview of 2023-24 Academic Year**
- 2. Summary and Appraisal of TC-BBC's Operation of Quality Assurance Procedures**
- 3. Good Practice**
- 4. Current Student Progress**
- 5. Training/Development Opportunities Afforded to PGR Students**
- 6. Training/Development Opportunities Afforded to Supervisors**
- 7. Library, IT, Student Support Resources**
- 8. Issues/Questions for the University**

**Appendices**

**Appendix 1: Annual Programme Review Action Log**

## **1. Overview of 2023-24 Academic Year**

- 1.1 Autumn 2024 represents the completion of nine years of the partnership established between TC-BBC and the University of Aberdeen in the summer of 2015, and the fourth year of this current five-year renewal period. The partnership with Aberdeen has continued to be very positive.
- 1.2 At the end of the academic year 2023–24, we had 62 students registered with Aberdeen. During this same year, 11 students were newly enrolled on a research course validated by Aberdeen, 1 on a full-time basis, and 10 on a part-time basis. One further student withdrew from the programme. Six students began their studies on 1 October 2024 (all part-time).

### **1.3 Application Statistics**

Received: 15  
Accepted: 9  
Rejected: 6  
Offers Accepted: 8  
Offers Rejected: 1  
Offers Postponed: 0  
Offers Deferred: 0

## **2. Summary and Appraisal of TC-BBC's Operation of Quality Assurance Procedures**

- 2.1 TC-BBC continues to implement its policies and procedures in line with the academic quality assurance standards found in Section 8 of the University's Academic Quality Handbook ('Research Students'), as well as the Code of Practice found in Appendix 5.4 of the same document ('Code of Practice for Research Students, Supervisors, Heads of School, Heads of Graduate School and Graduate School Officers'). In all instances, we refer both students and supervisors to these documents as the final word on administrative matters. However, to make procedures clearer for the special circumstances involved in being an externally-validated institution, we continue to offer an abridged and amended version of these documents—approved by the QAC—which includes references to procedures specific to TC-BBC.
- 2.2 Our practice is to induct all new students in accordance with the University's Code of Practice. This includes walking students through the relevant sections of the Academic Quality Handbook, distributing forms that students will likely encounter and may need during their programme (e.g., extension/suspension, academic appeals, intention to submit, etc.), explaining the sequences of the structured management frameworks, and going through all monitoring procedures (including both routine progress

forms and formal reports pertaining to years 1 and 2). All 2023–24 starters were successfully inducted.

- 2.3 PGR programme updates, feedback, and items for discussion have been a regular item on the colleges' joint faculty meeting agenda.
- 2.4 TC-BBC implements the progress monitoring procedures for all its Aberdeen-validated research students (e.g., routine monitoring forms). This includes the formal *Annual Progress Evaluation (APE1)* process for progress from year one to year two, which is in line with Aberdeen's own practice and uses the same forms. We have also now begun a similar process for second year progression (*APE2*).
- 2.5 There were no instances of student complaint this year. Students have been briefed concerning what procedures exist for dealing with such matters (viz. the Code of Practice, §13). References to new procedures have been included in the updated Code of Practice (Jan 2020).
- 2.6 Newly inducted students have navigated the University's e-registration procedure and have thereby retrieved the Aberdeen usernames and passwords necessary for library access and other University portals. Students have also received TC-BBC-based IT support, including usernames and passwords for internal network access. Those who are resident in or near Bristol have been inducted to college-based library services.
- 2.7 All research students enrolled on Aberdeen courses in 2023–24 have been appointed supervisors.
- 2.8 Applications received continue to be assessed by both applicant-nominated supervisors and a faculty-comprised *Research Applications Committee (RAC)* which meets 2-3 times per annum during autumn, winter and summer terms. All successful applications have been sent to the School of Divinity, History and Philosophy for final affirmation of RAC decisions.

### **3. Instances of Good Practice**

- 3.1 Features of the programme highlighted as largely 'excellent' by current students include: 1) the supervision experience; 2) the administration by the PGR Office (Director and Administrator). Rated either 'excellent' or 'very good' are 1) the library (including Aberdeen e-resources); 2) the pastoral care they received; 3) the APE process; and 4) the finance department. Research seminars received a range of positive reviews, and special praise was given to the NT Seminar and the use of video conferencing technology to facilitate participation; The annual research conference, in a new format this year (see below) received high praise from most.

- 3.2 The programme now has a large and growing provision of research seminars. In addition to the 'main' fortnightly interdisciplinary hybrid seminar (convened by Dr Jamie Davies), there are fortnightly Zoom seminars in New Testament (convened by Prof Steve Walton) and in Systematic Theology (convened by Dr Taido Chino, in partnership with Aberdeen). There is a 'mini conference' in Old Testament Studies every January (convened by Dr David Firth). In the 2024–24 academic year ran a reading group on the subject of theological education, which added further professional development provision in addition to its academic value.
- 3.3 The improvements to office space allocation made for PGR students at TCB, begun in the 2021–22 academic year, remain on hold due to the college's financial situation. At present this is a low priority item since most of our new PhD students are registered as part-time/distance.
- 3.4 There continues to be an excellent collaborative relationship with the Postgraduate Research School at Aberdeen University. We look very much forward to continued partnership with PGRS in the coming year.

#### **4. Current Student Progress**

- 4.1 Students enrolled from October 2023 (all PhD unless indicated otherwise)
- 5 (4 p/t, 1 f/t)
- 4.2 Students enrolled from January 2024
- 3 (all p/t)
- 4.3 Students enrolled from October 2024
- 6 (all p/t)
- 4.5 Students withdrawn
- 1
- 4.6 According to routine monitoring forms and APEs, all Aberdeen-validated research students at TC-BBC are progressing normally at this time.
- 4.7 Final Vivas 2023-24
- There were 11 final vivas conducted (10 PhD and 1 MTh)
- 4.8 Change of studies
- from full-time to part-time
- 2
- From part-time to full-time
- none



from MTh to PhD

- 1 MTh student changed to the PhD programme in the 2023–24 academic year

#### 4.9 Suspensions

The number of suspensions had something of an uptick this year, after subsiding post-pandemic. Most of these, however, were for shorter periods. This will be monitored, and steps are continuing to be taken to tighten up suspension allocations, especially where students are chaining suspensions together (see last year's report §8.2).

- There were 15 suspensions in 2023–24

### 5. Training/Development Opportunities Afforded to PGR Students

5.1 Students have continued to participate fortnightly in TC-BBC's joint, interdisciplinary research seminars (those who are resident in or near Bristol have attended in person and distance-based students have continued to participate via video). Such seminars typically make use of three formats: textual exposition, visiting speakers, and student papers. Students have continued to praise the seminars in respect of developing their academic skills, including critical reading, discussion/debate, and presentation skills, as well as the obvious boon they provide to programme collegiality. The additional New Testament seminar has also, as a matter of course, given leadership of the session to a student each week, affording them experience in chairing academic discussions. The 2023–24 year continued with the Systematic Theology seminar, including some activities in partnership with the Aberdeen school of Divinity. We continue to run a winter 'mini-conference' in Old Testament. We made further developments this year to development opportunities (specifically through seminars and offering classroom teaching experience) for those preparing for careers in theological education. In the 2024-25 year we will appoint a new member of faculty with a remit for developing Global Majority Heritage research students. We hope that part of this support will be a new training seminar in theological education, with a particular focus on decolonisation.

5.2 The annual PGR conference this year was held in Aberdeen, jointly with the School of Divinity's own PGR symposium. In addition to a large selection of faculty and student papers, and networking opportunities, there were workshops on a range of topics supporting students' research and writing. It was a great success, receiving lots of positive student feedback, and we hope to repeat it in the future.

5.3 TC-BBC continues to be active in broader guild participation. We are well represented at national and international scholarly conferences, with a number of current students and faculty participating this past year in the *British New Testament Society*, the *Society of New Testament Studies*, the *Society for Old Testament Studies*, the *International Organisation for the*

*Study of the Old Testament, the Institute for Biblical Research, the Society of Biblical Literature, the American Academy of Religion, the Society for the Study of Theology, the Tyndale Fellowship Study Groups, the British and Irish Association for Practical Theology, the Evangelical Theological Society, and the Society for the Study of Christian Ethics, the Centre for the Study of Bible and Violence Symposium, as well as numerous smaller conferences and symposia. Several members of our joint faculty serve as seminar chairs and/or committee members in these societies. Several have given invited lectures at these conferences & symposia.*

- 5.4 TC-BBC continues to offer research students the opportunity to participate in teaching and marking for our Durham-accredited taught programmes, and we are developing this further as part of our commitment to student professional development. Students expressing an interest in such work are given formal training by the VP Academic and are compensated accordingly for their involvement.

## **6. Training/Development Opportunities Afforded to Supervisors**

In addition to informal mutual support, supervisors are afforded opportunities throughout the year to attend academic conferences at the colleges' expense (see §5.3 above). We continue the procedure of pairing inexperienced supervisors with more experienced faculty in joint supervisory relationships to facilitate mentoring and professional development and to encourage the sharing of best practice (for example, through regular Teaching and Learning Workshops). The PGR Director has continued to engage in individual development sessions with supervisors throughout the year.

## **7. Library, IT, Student Support Resources**

- 7.1 Trinity College Library holds approximately 57,000 items: including 53,750 books, 2,670 pamphlets, 237 periodical holdings, dissertations and audio-visual items. We record on average over 700 new accessions per year. Collections are focused mainly on biblical and theological disciplines, evangelism, mission, worship, doctrine, liturgy, and practical theology with a special interest in Anglican and Protestant denominations as well as collections in philosophy, ethics, history, linguistics, literature and sociology. We operate an inter-library loan service for books and articles through our institutional membership of the Association of British Theological and Philosophical Libraries (ABTAPL) and the British Library On Demand (ILL) service.
- 7.2 The Bristol Baptist College Library holds approximately 37,000 items and subscribes to 20 print periodicals, 11 of which are loanable Grove Books series. There are also extensive runs of older periodicals. Around 300 new accessions are added annually, which, being a decrease from pre-COVID

years, is indicative of the greatly enhanced access to eBooks and journals users have through the College's subscription to the Digital Theological Library, which was acquired in the 2020-21 academic year when studies were required to be remote. The main lending stock covers the fields of biblical study, theology, and church history, though there is a substantial number of auxiliary subjects, including sociology, philosophy and reference books. Baptist history and theology is well represented. A discrete Centre for Anabaptist Studies Collection ranges over the historical origins and geographical spread of this Radical Reformation tradition. It is particularly strong on the development of the movement in North America up to the present day. The Special Collections contain historic printed books and pamphlets, alongside an extensive manuscript collection, chiefly relating to Baptist figures, including those prominent in the history of the College. Inter-library loans are available through membership of the Association of British Theological and Philosophical Libraries and other reciprocal arrangements.

7.3 In addition to these holdings at our two colleges, Research Students have access to a substantial repository of electronic resources through their University of Aberdeen IT credentials, including now the Online *Loeb Classical Library*.

7.4 Beyond supervisors, internal staff support offered to TC-BBC research students includes the Postgraduate Research Office, currently comprised of the Director of Postgraduate Research (Dr Jamie Davies) and the Postgraduate Research Administrator (Ms Pavla Slugeňová). In the 2024-25 academic year, Trinity College will add another faculty member to the department with a specific remit of supporting and developing research students of Global Majority Heritage.

Students with specific learning needs have access to the colleges' disability officer (Mrs Mel Lucas), who is credentialed to provide certain DSA-funded services (particularly for students diagnosed with dyslexia and/or dyspraxia). IT support is offered by our contracted provider, PremierEdge, and library support is provided at Trinity College by librarian Su Brown and at Bristol Baptist College by librarian Catherine Chorley. Financial matters are handled by our finance director, Irene Mehraj, and general oversight is provided for all academic programmes by Trinity's Vice Principal (Academic), Dr Helen Collins, BBC's Director of Theological Education, Dr Helen Paynter, as well as the joint faculty of the two colleges.

7.5 Feedback is solicited from all research students and supervisors once per year and is considered by a committee comprised of the PGR Director, the PGR Administrator, the Trinity VP Academic, the BBC Director of Theological Education, a Trinity College faculty representative, a Bristol Baptist College representative, a Trinity College research student, and a Bristol Baptist College research student. All feedback is noted and discussed, and an action plan is developed to respond to particular concerns raised. This past year's

programme review survey was conducted in September 2024 and the committee meeting took place on October 25th.

- 7.6 The pastoral care of research students is largely delivered by supervisors, but the PGR Director is available and has on occasion provided advice and support for students when needed, as has the PGR Administrator. In general, it is the PGR Director's responsibility to guide students to resources and relevant personnel available at the colleges to meet their needs. Full-time residential students are also able to access support and guidance through their allocated pastoral tutor.

## **8. Issues/Questions for the University**

- 8.1 Students continue to express confusion regarding Aberdeen's suite of mandatory training, and the communication of these requirements. This is an area which could benefit from clarification.
- 8.2 The large amount of email sent to students, much of which is irrelevant to those studying at distance, is an ongoing issue raised by students.

# LOG OF ACTION POINTS FROM ANNUAL PROGRAMME REVIEW meeting for 2023-24

Items shaded out have been completed

Meeting	Action point	Date of Meeting	Minute	Person(s) responsible	Progress	Target completion date
APR	To add final viva results on the statistics sheet provided to JD for this final viva report writing.	25/10/2024		PS	Ongoing	1/09/2025
APR	To communicate the purpose of seminars to students more clearly and regularly.	25/10/2024		JD	Ongoing	January 2025 onwards
APR	To contact Premieredge and find out whether there could be a white noise included during breaks and minimise unnecessary acoustics in the seminary room (Dalton room).	25/10/2024		JD	Ongoing	January 2025
APR	To meet with both CW and MM to clarify what the Student Representative role entails and to create and distribute the role description to CW, MM and any future Student Representatives. To conduct a student representative role induction for each new Student Representative.	25/10/2024		JD/PS	Ongoing	January 2025
APR	To speak with both College Principals (Peter Morden and Sean Doherty) and Trinity Librarian Su Brown about DTL, Perlego access for research students.	25/10/2024		JD	Ongoing	January 2025
APR	To discuss buddy system and create more robust plans to support students within TC-BBC research programme	25/10/2024		PS/JD	Ongoing	January 2025
APR						





**Regarding  
Trinity College/Bristol Baptist College  
Annual Report 2023–2024**

**Professor John Behr, Head of Divinity  
21 October 2024**

I am very pleased to receive the Annual Report from Trinity College/Bristol Baptist College (TC–BBC) for the year 2023–24.

Everything seems to be running very smoothly and this year, and I would commend Professor Jamie Davies, the Director of Post-Graduate Research at Trinity College, and Pavla Slugeňová, the Post-Graduate Research Administrator, for their diligent and careful work in overseeing the running of this partnership program and preparing the report. This is now the ninth year of the partnership, and the fourth year of the current five-year period.

During the past academic year, 11 new postgraduate students were enrolled, bringing the total enrolment to 62, and there were 10 PhD and 1 MTh vivas successfully completed. There have been an increase in the number of suspensions, though for shorter periods, and this is being monitored. There were no instances of student complaints. The supervision and administration of PGR studies at TC–BBC were rated as “excellent” by the students, and the library facilities, pastoral care, Annual Progress Evaluation (now extended to the second year), and finance department were likewise rated as “excellent” or “very good”. The wide variety of seminars offered, both disciplinary and inter-disciplinary, is impressive and very much appreciated by the students.

Of particular note this year was the participation of TC–BBC students in the annual PGR week in Aberdeen. Their attendance in person was very much appreciated by both our and their staff and students, contributing to a very robust and collaborative peer-community. Also of particular note is that in 2024–25 a new faculty member will be appointed with the remit of developing Global Majority Heritage students, so furthering an emphasis on decolonization.

It is noted that the improvements to PGR office space continues to be on hold, due to financial constrictions, although, as pointed out, given the majority of students are part-time/distance, this is not a pressing issue, but is still on the agenda.

Two issues are again raised by TC–BBC: first, student confusion regarding Aberdeen’s suite of mandatory training and the communication of these requirements; and, second, the large amount of emails coming from the University, largely irrelevant to distance students of TC/BCC. The first issue should be easy to resolve, and will be taken up.

All areas required to be reported on by the agreement appear to be fully in line with the quality expectations of the University, and it is my pleasure to recommend to you both its acceptance and that the agreement be renewed for the following five-year period.

Professor John Behr  
Regius Chair of Humanity

Head of Department of Divinity



UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

*It is a condition of the University's partnership agreements that partnerships and collaborations must submit an Annual Report to the Quality Assurance Committee (QAC). This report enables the institution to ensure effective oversight of all collaborative activity. Reports will detail student performance and attainment, any updates on a previous year's report, quality assurance and enhancement, student experience, appeals and complaints and future plans. It is recognised that not all sections will be applicable to every partnership, and as such, the necessary sections should be completed. Actions identified should be logged and tracked via the Action Plan (appended to the report). The report should be a **collaborative effort** between all relevant Schools involved, management staff, and the respective partners.*

*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	Stratified Medicine - Post graduate programme		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	Joint Delivery with University of Glasgow		
Date of Report	23/24 Year		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y	N	

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

*Another successful year. Student performance was again at a very high level and student feedback reflected this. They enjoyed the course and the level of study and challenge they received. The students were all placed in projects they were happy with and went on to enjoy (delivering excellent reports) but the journey to project placement continues to be a little bumpy with PMPI students consistently falling outside the processes put in place to match other MSc program students with projects. Some of this disconnect is because PMPI students can have access to projects offered from Glasgow (in companies in the central belt) or from companies in Aberdeen. For students that would prefer a more typical academic and lab-based project then it is still necessary to remind both the students and staff to make sure they are slotted into the system. This effects a very small number of students (1 or 2 at the most) and so they can be accommodated easily once the situation is flagged.*

### SUMMARY OF STUDENT PERFORMANCE

*A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.*

#### Summary of Student Enrolment

Cohort:	Number of Students	Withdrawal/Deferral	Pass/Fail Distribution
<i>Insert Year / Programme / Level</i>			
2023/24	4 UoA out of 29 total	1 asked to leave by UoA	100% pass rate of remainder
2022/23	2 UoA out of 20 total	N/A	100% pass rate
2021/22	1 UoA out of 25 total	N/A	100% pass rate
2020/21	4 UoA out of 32 total	N/A	100% pass rate

#### Summary of Degree Classification

Cohort:	Degree Classification	Partnership Students 23-24		Aberdeen Students 23-24		Partnership Students 22-23		Partnership Students 21-22	
		NO.	%	NO.	%	No	%	NO.	%

<i>Insert UG or Programme [add as many as appropriate]</i>	1 <sup>st</sup> Class Hons	Students 23-24		Students 22-23		Students 21-22		Students 20-21	
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)								
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)								
	3 <sup>rd</sup> Class Hons								
	No award granted								
<i>Insert PGT or Programme</i>	With Distinction	1	33%	1	50%	-	-	2	50%
	With Commendation	2	67%	1	50%	1	100%	2	50%
	Pass								
	No award granted								

### UPDATE ON PREVIOUS YEAR'S REPORT

*This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.*

*Please detail 'N/A' if this is the first report for the partnership.*

*Last year's report flagged possible issues with projects with some students being "missed-off" the MSc project lists or at least the students being unaware that there is a particular form that they must fill in to be included if they are looking for an academic lab-based project. This failing was more quickly realised and rectified this year but was something of a non-issue because the students preferred to seek out and secure company-based projects. These were found via Glasgow University or using Prof Porter's company networks.*

### QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

*Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.*

*Students were well supported by both Aberdeen and Glasgow. Both centres work very hard to look after student needs and respond to questions (problems) quickly and fully. Exceptional efforts were made to support all students, but especially those in Aberdeen. These students tend to have more questions because their course is a hybrid of the two University systems. This is also identified by students as one of the course benefits too. Feedback would suggest that students do indeed feel supported and have a reliable root to the answers to questions they may have (including emergency accommodation if they need it !). It seems to be an annual occurrence that at least one student is stranded every year between Glasgow and Aberdeen by the weather. Glasgow do an excellent job sorting student travel throughout the year and responded quickly to organise "emergency" accommodation and keep a stranded student safe.*

*One area where Aberdeen students are possibly less well served is in the provision of projects. Whilst lab-based projects are available through the Aberdeen process students slipped through the net again this year but Prof Porter was aware of this possible risk and the problem was quickly resolved.*

*Prof Porter has been able to use his own networks to find suitable projects for students in companies. There was a concern that student number grew significantly in Aberdeen this might stretch networks however the 24/25 year is the final year this course will run and so this problem has not materialised.*

## STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

*The registration on the PMPI course has been and to a certain extent still is a challenge for Aberdeen students. Their first confusion is that they are registered via Glasgow and receive initially a Glasgow email account. Again the Post Grad office in Aberdeen is much better placed to guide students through this unusual matriculation process and Glasgow itself runs an orientation meeting/afternoon in Glasgow for all students (Glasgow and Aberdeen) which tends to “put to bed” any final questions the Aberdeen students might have, helps them understand the travel arrangements (and reclaiming costs) and provides a social event to integrate the two University cohorts – typically 25+ in Glasgow and 4+ in Aberdeen.*

*The students from both cohorts continue to meet throughout the year (depending on course selections). One particularly successful element of the program is the inclusion of bio business studies and in particular the advanced biobusiness course delivered in the second semester. This culminates in a “Dragon’s Den” assessment where teams from Glasgow and Aberdeen come together (in Aberdeen’s BioHub) and present their commercial opportunities to a panel of real investors and industry C-suite professionals. This consistently is one of the highlights of the year for the students, staff and the dragons.*

## APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT

*Any academic appeals, complaints and academic misconduct that have been received by the provider since the previous report should be detailed in this section. Appeals, complaints and academic misconduct cases should be outlined, and the outcomes reached in general terms, including any action taken within the partnership.*

*Please detail ‘N/A’ if no cases of appeals, complaints or academic misconduct have been investigated.*

N/A

## AREAS OF QUALITY ENHANCEMENT

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.*

N/A

## FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

*Unfortunately there are no future plans for this course. It will come to an end in Sept 2025. This is such a pity because the student quality at both centres is consistently very high with students reporting great opportunities in further post-grad studies (typically PhD but some MBA studies too) and employability in Life Science companies. The course was fully funded by Scottish Government for a period of ten years. There is a level of interest from Glasgow and Aberdeen to seek a route to continue this course none has been found. When enquires were made to see if other Universities (Strathclyde, Dundee and Edinburgh) wished to be involved it was apparent that the funding crisis that was rife in all Scottish Universities meant that none of them were keen to commit any teaching to a PMPI type course in the foreseeable future. A very short-sighted approach when the outcomes had been so impressive, but understandable in the current climate.*

AUTHOR SIGN		DATE	28 <sup>th</sup> January 2025
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HEAD OF SCHOOL (OR NOMINEE) RESPONSE			
<p>The report is noted and it is apparent that the course is very well received by students with a high success rate. Project selection appears problematic but has been addressed quickly by the programme. It is acknowledged that the funding is coming to an end which is a shame given the success of the programme.</p>			

HoS SIGN		DATE	03/02/25
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UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	
Date of Report	

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method



UNIVERSITY OF  
ABERDEEN

2023-24

Partnership Report

Qatar Campus

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## 1. Introduction

- 1.1 The partnership between The Al Faleh Group for Education and Academic Services (AFG) and the University Court of the University of Aberdeen began in 2017 and is officially known as “AFG College with the University of Aberdeen” (AFG College) in Qatar.
- 1.2 The 2023-24 AFG College Partnership report for the Quality Assurance Committee (QAC) has been compiled by Dr Lyn Batchelor, Director of Studies (Qatar Campus), University of Aberdeen, Dr Wilfrid Flanda, Senior Lecturer in Management (AFG College) and endorsed by Directors of Education of schools offering programmes in Qatar (Table 1), and AFG College Senior Management team.

Table 1 Directors of Education involved with Qatar delivery in AY 2023-24

Title	School	2023 2024 Name
Director of Studies	Vice-Principals' / Qatar Campus	Dr Lyn Batchelor
Director of Education	Business School	Professor David McCausland
Director of Education	School of Law	Dr Susan Stokeld
Director of Education	School of Natural and Computing Sciences	Professor William Harrison
Director of Education	School of Politics and International Relations	Dr Stuart Durkin
Director of Education	School of Medicine, Medical Sciences and Dentistry	Dr Rona Patey

## 2. Licence to operate in Qatar

- 2.1 On 9th July 2023 the **Ministry of Education and Higher Education (MOEHE)** notified the Partnership that the licence was renewed for a further period of 5 years. The renewal was subject to recommendations with a response deadline of November 2023. The relicensing exercise was an opportunity to reflect on and highlight successes, but also reflect on areas for improvement. For example, three recommendations focused on education matters: Student Learning Outcomes, PG Block Teaching, and Benchmarking of student pass rates across the two campuses.

## 3. Academic oversight

- 3.1 The Qatar Academic Planning Sub-Group (QAPSG) “oversee(s) for the Qatar Partnership Management Group the efficient and effective delivery, development and planning of academic provision within the partnership, covering all areas of student number planning, student recruitment, current and future academic provision, and research activity”. QAPSG meets four times a year to oversee academic matters. Temporary Co-Chair, Vice-Principal (Global Student Recruitment) Alan Speight, University of Aberdeen was replaced by Dr Lyn Batchelor, in November 2023. The Senior Academic Lead, AFG College, Dr Steve Pearce continued as Co-Chair.



- 3.2 The University has two posts in Qatar. The University's Academic Administrator/Registry Officer post was filled in March 2023 by Salma Hassabou. Her training commenced at the Aberdeen Campus and she arrived at the Qatar campus on March 31<sup>st</sup> 2024. In the interim (from February 2022) the Qatar Registry Office post was based in the Registry team at the Aberdeen Campus. Dr Lyn Batchelor continues her role as the Director of Studies (Qatar).

#### 4. Learning and Teaching: Committees, people, and programmes

- 4.1 The Qatar campus is represented on University Committees through the Director of Studies (Qatar Campus) and the Director of Education of each of the schools that are deliver programmes in Qatar. AFG College staff are honorary members of the Business School, or the schools associated with their teaching, and are included in School Forums and other events.

Table 2 Qatar representation on University and Partnership committees

UoA Committee or group	Membership 2022 2023	Members 2023 2024
Business Management Programme Review Meeting	All AFG Programme Leaders	All AFG BS Programme Leaders
Business School Accreditation Committee	AFG Lead, AFG HoS	Dr Florian Meier, Dr Steve Pearce
Business School Education Committee	DoS (Qatar) AFG Academic AFG Academic	Dr Lyn Batchelor Dr Nadia DeGama Dr Dawn Mccartie
Business School Forum	AFG Staff (academic teaching on QB coded courses and academic support staff) DoS (Qatar)	All AFG Staff involved with QB courses (academic and professional) Dr Lyn Batchelor
Mental Health and Wellbeing Working Group	Wellbeing Officer, AFG College	Marwa Elsidig
Qatar Academic Planning Subgroup (QAPSG)	AFG HoS, DoS (Qatar), AFG Group Director of Marketing and Student Recruitment, I, AFG Discipline Heads, AFG Staff representative.	Dr Steve Pearce Dr Lyn Batchelor Sherine Tabsh Dr Nadia DeGama
Qatar Operational Planning (Phase 1) Subgroup (QOP1SG)	AFG Principal, AFG (HoS), DoS (Qatar), AFG PA to Principal, AFG Group Director of Information Technology, AFG Group Director of Marketing and Student Recruitment, AFG Student Services Director, AFG Head of Library and Learning Resources, AFG Strategic Communications & Public Affairs	Brian Buckley, Dr Steve Pearce; Dr Lyn Batchelor; Hafsa Azouz, Jad Hardan, Sherine Tabsh, Tommy Daly, Lisa Reynolds, Michael Harris
Qatar/CAD meetings	DoS (Qatar)	Dr Lyn Batchelor

UoA Committee or group	Membership 2022 2023	Members 2023 2024
Quality Assurance Committee	AFG Academic	Dr Nadia DeGama
Business School Research Committee	AFG Academic	Dr Alessandro Ala
University Programme Management Committee	AFG Senior Academic	Vacant
Registry Group	DoS (Qatar)	Dr Lyn Batchelor
Resilient Learning Communities Community of Practice	DoS (Qatar)	Dr Lyn Batchelor
School Admin Managers Group	N/A	N/A
School Education Leads (meets monthly)	DoS (Qatar)	Dr Lyn Batchelor
Senior Pastoral Support & Guidance Forum (SPS&GF)	DoS (Qatar)	Dr Lyn Batchelor
Student Monitoring Community of Practice	DoS (Qatar)	Dr Lyn Batchelor
Student Support and Experience Committee (SSEC)	DoS (Qatar)	Dr Lyn Batchelor
University Education Committee	DoS (Qatar)	Dr Lyn Batchelor
Upscaling Work Based Learning Work Stream Group	AFG Vacancy	Aberdeen campus

The Director of Studies (Qatar) and the AFG College Head of School (Interim) brief each other weekly. This information flows from AFG College Head of School (Interim) to the Student Services Manager, Academic Administrators. Resources are shared in a “Programme Conversations” site on MS Teams. In 2023 24, the Programme Conversations group meetings were held more frequently than in 2022 23 to enhance the flow of information within the organisation and allow for effective resolution of emerging issues. The increased frequency of meeting to be continued going forward. ([Action 1](#))

## 5. People

- 5.1 Five new AFG College academic staff appointments were made in AY 2023 24. However a number of staff members also resigned during this period, some at very short notice making planning difficult and impacting on operational effectiveness. Although staff turnover can be expected within any organisation, mechanisms to mitigate the impact of staff turnover and to improve staff retention, recruitment and selection will be considered.

Table 3 AFG College Academic staff by discipline

Staff Member (discipline)	Discipline	Comments	Start Contribution to FTE	End Contribution to FTE
Abrar Hussein	Acc & Fin	Left in December 2023	1	Left
Dr Mirza Baig	Acc & Fin	Left in December 2023	1	Left
Shah Hossain	Acc & Fin	Left in December 2023	1	Left
Laila Mahran	Acc & Fin		1	1
Dr Florian Meier	Acc & Fin		1	1
Dr Alessandro Ala	Acc & Fin		1	1
Munshi Haq	Acc & Fin		1	1
Dr Rami Hamdi	Computing		1	1
Dr Saad Kashem	Computing		1	1
Gianluca Andresani	Business Law		1	1
Dr Nadia DeGama	Bus & Man		1	1
Dr Feim Blakcori	Bus & Man		1	1
Stephen Fettes	Bus & Man		1	1
Dr Robert Rogers	Bus & Man		1	1
Dr Wilfrid Flanda	Bus & Man	Appointed in September 2023	1	1
Dr Georgios Kapogiannis	Bus & Man	Appointed in December 2023	1	1
Dawn Mccartie	Bus & Man		1	1
Dr Steve Pearce	Bus & Man		1	1
Thomas James	P& IR	Appointed September 2023	1	1
Dr Simon Bishop*	Public Health	Appointed in September 2023	1	1
Dr Razi Mahmood*	Public Health	Appointed in September 2023	1	1
Aboubakar Aqle	Computing	Hourly paid	N/A	N/A
Amith Khandakar	Computing	Hourly paid	N/A	N/A
Ashfaq Zaman	Computing	Hourly paid	N/A	N/A
Thayyiba Ibrahim	P&IR	Hourly paid	N/A	N/A
		Year start/year end	21	13

- 5.2 The staffing plan for five new programmes was submitted to the MOEHE as part of the approval process (Table 4 below). While they are AFG appointments, recruitment and selection was managed by the University of Aberdeen. Interview panels consisted of AFG College, as well as staff from the School running the programme.

### 5.3 Table 4 Hiring plan for new programmes

	Programme	New staff Year 1	New staff Year 2	New staff Year 3	New Staff Year 4
Term 1	<a href="#">BSc (HONS) COMPUTER SCIENCE</a>	0	2	1	0
Term 1	<a href="#">MA (HONS) POLITICS AND INTERNATIONAL RELATIONS</a>	0	1	1	0
Term 1	<a href="#">MSc GLOBAL BUSINESS COMMUNICATION</a>	1			
Term 1	MASTER OF PUBLIC HEALTH (MPH)	2			
Term 1	MSc GLOBAL ENERGY TRANSITION SYSTEMS AND TECHNOLOGIES	2			
	Programme				
Term 2	<a href="#">BSc (HONS) COMPUTER SCIENCE</a>	0	0	0	0
Term 2	<a href="#">MA (HONS) POLITICS AND INTERNATIONAL RELATIONS</a>	0	0	0	0
Term 2	<a href="#">MSc GLOBAL BUSINESS COMMUNICATION</a>	1			
Term 2	MASTER OF PUBLIC HEALTH (MPH)	1			
Term 2	MSc GLOBAL ENERGY TRANSITION SYSTEMS AND TECHNOLOGIES	1			
	Programme				
Term 3	<a href="#">BSc (HONS) COMPUTER SCIENCE</a>	0	0	0	0
Term 3	<a href="#">MA (HONS) POLITICS AND INTERNATIONAL RELATIONS</a>	0	0	0	0
Term 3	<a href="#">MSc GLOBAL BUSINESS COMMUNICATION</a>	0			
Term 3	MASTER OF PUBLIC HEALTH (MPH)	0			
Term 3	MSc GLOBAL ENERGY TRANSITION SYSTEMS AND TECHNOLOGIES	0			
	Total new staff	8			

### 5.4 A summary of the hiring against the plan

Eight new academic staff were expected to be in place by the end of 2023/24. Eleven were planned. Three were not required as one programme did not launch. In all

- Two successful appointments were made for the Master of Public Health programme in 2023/24
- BSc (Hons) Computer Science recruitment against plan was unsuccessful (hourly-paid staff were substituted)
- MSc Global Energy Transitions System programme was withdrawn from the Qatar offer; therefore, no recruitment was needed, and
- MSc Global Business Communications programme was rescheduled to AY 2024/25 due to poor student numbers,
- Year 2 (2023/24) hiring did not take place. The new professional staff posts outlined in the programme proposal to the MOEHE were not progressed. A review of the staffing plan is required to ensure it is appropriate for current needs. ([Action 2](#))

### 5.5 The staffing plan to be reviewed and directly linked to workload planning, student number planning and future portfolio development.

## 6. Programmes

### 6.1 Undergraduate programmes

- 6.1 Seven undergraduate programmes are delivered at the Qatar campus. Five are Business School programmes. Three of those programmes are delivered with other schools: the School of Natural Sciences and Computing (Business Management and Information Systems), and the School of Politics and International Relations (Business Management and International

Relations) and School of Law (Business Management and Legal Studies). Two single honours programmes were introduced in AY 2023 04.

- Degree of MA (Hons) in Business Management
- Degree of MA (Hons) in Accountancy and Finance
- Degree of BSc in Business Management and Information Systems
- Degree of MA (Hons) in Business Management and International Relations
- Degree of MA in Business Management and Legal Studies

New for 2023-2024 delivery are

- Degree of BSc Computer Science
- Degree of MA Politics and International Relations

## **6.2 Postgraduate programmes**

### **6.2 Business School programmes**

- Master of Business Administration (MBA)
- MSc International Business Management
- MSc International Human Resource Management

#### **School of Law programme**

- LLM International Commercial Law

#### **School of Public Health programme**

- Master of Public Health (MPH) (approved by the MOEHE in July AY2022-2023)

6.3 The delivery pattern for courses on Business School postgraduate programmes is a three-week block. Preparation and assessment weeks are on-line. There are usually one or two meetings in preparation week and one in assessment week.

- Week 1: Preparation
- Week 2: Face-to-face class delivery.
- Week 3: Assessment.

6.4 Part-time students on Business School programmes join every second block. An extraordinary extra preparation and assessment time, i.e., a five-week pattern was in effect for the AY2022-2023. This was removed for part-time students starting in AY 2023-24.

6.5 During 2023-2024, the number of AFG College staff teaching postgraduate courses increased to 33%, with staff delivering 25 postgraduate courses from September 2023 to August 2024. A flying faculty model remained in place for an additional 10 postgraduate courses over this period.

6.6 Quality Assurance procedures for marking and moderation remain the same as described for TNE partnerships. The course coordinator of the Qatar delivery is the first marker, and the course coordinator of the Aberdeen delivery is the moderator second marker.

6.7 Administration of Qatar courses and programmes sits with the AFG College team in Doha.

## 7. Student numbers

7.1 Student recruitment is becoming more challenging in an increasingly competitive higher education landscape in Doha. Student numbers in undergraduate and postgraduate programmes fell from 582 to 428 in AY 2023-24 (Table 5).

7.2 Undergraduate enrolment totalled 243 students (97 in September 2023 and 24 in January 2024), down from 360 in the previous year. Postgraduate enrolment amounted to 185 students (101 in September 2023 and 84 in January 2024), compared to 222 in 2022/23.

7.3 Fifty-four percent (54%) of new students are male and 46% are female. Additionally, 63% of new students are Qatari, while 37% are non-Qatari.

Table 5 Student numbers

Student enrolment	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Total all-time
Postgraduate Taught		89	194	295	288	222	185	1273
Degree of MBA (Stream 1)		49	101	80	64	38	36	368
Degree of MBA (Stream 2)				14	14	32		60
Degree of MBA (January – Stream 1)		7	38	70	58	31	35	239
LLM International Commercial Law				24	22	22	36	104
MSc IBM (Stream 1)		23	39	30	37	28	28	185
MSc IBM (Stream 2)				9	4			13
MSc IHRM (September)				12	12	12		36
MSc IHRM (January)				12	12		6	30
MSc IBM (January Start)		9	16	42	54	40	16	177
MBA (IBM Pathway -September)					6	13		19
PgDip Business Administration				1	2			3
PgDip IBM		1		1	3			5
Master of Public Health							28	
MBA (IBM Pathway -January)						6		6

Undergraduate	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Total all-time
Degree of BSc in Business Management and IS				10	10	17	14	51
Degree of MA in Business Management and IR				9	23	40	54	126
Degree of MA in Accountancy and Finance	17	49	68	93	73	59	29	388
Degree of MA in Business Management	129	313	332	370	288	239	144	1815
Designated Degree MA in Acc&Fin			2					2

Student enrolment	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Total all-time
Designated Degree MA in BM		2	24					26
Undergraduate Cert in HE (Arts & SOC SCI)				1				1
Undergraduate Diploma in HE		1	1					2
Undergraduate Diploma in HE (Bus&Man)			1					1
Non-graduating student in Arts & Social Sciences					2			2
Degree of MA in Business Management - Legal Studies						3	2	5
Associate Student						2		2
<b>Total all UG programmes</b>	<b>146</b>	<b>365</b>	<b>428</b>	<b>483</b>	<b>396</b>	<b>360</b>	<b>243</b>	<b>2421</b>

UG	2421
PG	1273
<b>Total*</b>	<b>3694</b>

## 8. Learning & Teaching Matters

### Staff-Student Liaison Committees

- 8.1 Staff-Student Liaison Committee (SSLC) remain unchanged and are held once per semester. The SSLC is attended by Student Representatives, Programme Leaders (Qatar), Director of Studies. Head of Student Services (Qatar), Head of the Library & Learning Resources (Qatar), a clerk from the AFG College Admin team, and chaired by Stephen Fettes (Lecturer).
- 8.2 Combining non-honours students (first and second year) and honours students (third and fourth year) in a single SSLC was piloted in AY2022-2023. Student feedback was positive as issues and feedback pertaining to their year group was addressed as well as a holistic discussion surrounding student experience and academic affairs. The combined SSLC continued in 2023 24.
- 8.3 It was noted in the last annual report that Course Coordinators were not invited to SSLC meetings. However, the decision to broaden attendance was taken in AY 2023-2024 to align with School-level SSLCs was not actioned ([Action 3](#)).
- 8.4 PG SSLC meetings were not held in 2023 24. The Head of School, and the MBA Programme Leader held an informal catch up with the Director of Studies, the LLM Programme Leader and two PG students. Several ideas have been put forward for 2024 24. These include holding meetings before or after teaching (for block taught students), appointing a permanent chair (following the UG arrangement), timetabling in advance and added to programme calendar for all PG programmes. ([Action 4](#))

Table 6 Concerns raised at UG SSLC meetings 2023-24

Issue	Action
CCTV not signed	Notices installed
Classes scheduled for different days	Passed to HOS
Internships – more opportunities requested	Careers and Internship Manager actions include Career Fair and working with industry to enhance engagement with opportunities
Request for discounted Gym memberships external to campus	Passed to Student Hub for action
Add sports events to the offer	Passed to AUSA and Student Hub for budget
Security requested in Villa 0	Actioned
Student Awards	Created by AFG College, and promoted to run in 2024 25
Female-only common room requested	Passed to SMT for consideration

### Faculty Development & Training

- 8.5 Academic staff CPD is offered both by the University of Aberdeen and AFG College. It is common for faculty to source and engage in their own CPD events.
- 8.6 Overall, there was a decrease in engagement with AFG College or Aberdeen CPD through CAD. ([Action 5](#))

Table 7 Faculty development and training

Training	Number attended
15th University of Aberdeen Annual Academic Development Symposium	1
Micro-credential Short Course: Enhancing Your Teaching for 2023-24. Topic 4: 10 Top Tips for Active Learning	2
Micro-credential Short Course: Enhancing Your Teaching for 2023-24. Topic 3: Demystifying Formative Assessment	1
Neurodiversity and Specific Learning Differences (for Business School Staff only)	1
Decolonising Learning: Information Session	1
Starting your application for Advance HE Fellowship (AFHEA/FHEA)	1
Starting your application for Advance HE Senior Fellowship	1

### Assessment, Moderation, and Academic Integrity

- 8.7 Course coordinators in Qatar mark assessment and moderation is undertaken by University of Aberdeen staff. A stepped moderation process is in place, for courses running for the first time, a 20% sample (plus any fails) is moderated, reducing to a 10% sample for courses already run (agreed by the QAC). Low cohort sizes in IS and IR courses result in 100% scrutiny



by the associated School Course Coordinator.

- 8.8 This academic year, there was a notable decrease of referrals to the Academic Integrity Committees in Business Management. However, an increase in the number of referrals to the Academic Integrity Committees was noted in Business Management & IR (Table 7 below).

Table 8 Academic Integrity Committee referrals

UNDERGRADUATE												
Programme	2021-2022				2022-2023				2023-2024			
	SEMESTER 1		SEMESTER 2		SEMESTER 1		SEMESTER 2		SEMESTER 1		SEMESTER 2	
	Referrals	Referral Upheld	Referrals	Referral Upheld	Referrals	Referral Upheld	Referrals	Referral Upheld	Referrals	Referral Upheld	Referrals	Referral Upheld
Business Management	7	5			38	32					9	6
Business Management & IR	2	2			2	2	1	1	13	10	2	1
Business Management & IS					6	6*						
Accounting and Finance	17	11	3	3	1	1	3	0				
POSTGRADUATE					2022-2023				2023-2024			
Programme	Referrals		Referral Upheld		Referrals		Referral Upheld		Referrals		Referral Upheld	
MBA	12		7		16		9					
MSc IBM	5		5		8		8		0		0	
MSc IHRM	1		1		0		0					
LLM	4		4		0		0		1		0	
MPH	N/A		N/A		N/A		N/A		0		0	

### Examiners' meetings

- 8.9 Dr Alessandro Ala is the Qatar campus Examinations Officer. Programmes at the Qatar Campus are represented at Examiners' meetings either by the Examinations Officer, the Director of Studies, Qatar Campus (Business School Examiners' meetings), Director of Studies and Course coordinators (School of Computing and Natural Sciences Examiners' meetings), the Aberdeen Programme Leaders (School of Law, and the School of Politics and International Relations Examiners' meetings).
- 8.10 All Qatar students graduate from Business School programmes. They made up 26% of 2023-24 Business School graduates. Both campuses saw a growth in Lower Second

classifications particularly on the MA Business Management programme.

#### 8.11 Table 9 Comparison of UG pass rates

### 5. QATAR

2022-2023				2023-2024			
Panel A: No of BUS MAN students per degree banding				Panel A: No of BUS MAN students per degree banding			
	All	Aberdeen	Qatar		All	Aberdeen	Qatar
<b>First</b>	3	3	0	<b>First</b>	3	3	0
<b>US</b>	70	30	40	<b>US</b>	31	16	15
<b>LS</b>	42	10	32	<b>LS</b>	93	36	57
<b>Third</b>	1	0	1	<b>Third</b>	0	0	0
<b>Total</b>	116	43	73	<b>Total</b>	127	55	72

Panel B: % of BUS MAN students per degree banding				Panel B: % of BUS MAN students per degree banding			
	All	Aberdeen	Qatar		All	Aberdeen	Qatar
<b>First</b>	2.59%	6.98%	0.00%	<b>First</b>	2.36%	5.45%	0.00%
<b>US</b>	60.34%	69.77%	54.79%	<b>US</b>	24.41%	29.09%	20.83%
<b>LS</b>	36.21%	23.26%	43.84%	<b>LS</b>	73.23%	65.45%	79.17%
<b>Third</b>	0.86%	0.00%	1.37%	<b>Third</b>	0.00%	0.00%	0.00%

Table 10 A summary and comparison of UG Pass rates

Cohort:	Degree Classification	ABERDEEN		QATAR		ABERDEEN		QATAR		ABERDEEN		QATAR	
		Students		Students		Students		Students		Students		Students	
		21-22		21-22		22-23		22-23		23-24		23-24	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
OVERALL SUMMARY	1 <sup>st</sup> Class Hons	114	30.73	4	3.08	9	13	0		10	7.7	1	0.89
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)	186	50.13	75	57.69	40	61	48	54	25	19.25	23	20.47
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)	29	7.82	45	34.62	16	24	40	45	41	31.57	64	57
	3 <sup>rd</sup> Class Hons							1	1	1	0.77	1	0.89
	No award granted	42	11.32	6	4.62	N/A	100	N/A	100	NA	NA	NA	NA
	<b>Total:</b>	371		130		65		89		77		89	
MA BUSINESS MANAGEMENT	1 <sup>st</sup> Class Hons	9	15	2	1.89	3	6.98	0	0	3	5.45	0	0
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)	39	65	58	54.72	30	69.77	40	54.79	16	29.09	15	20.83
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)	6	10	41	38.68	10	23.26	32	43.84	36	65.45	57	79.17
	3 <sup>rd</sup> Class Hons					0	0	1	1.3	0	0	0	0
	No award granted	6	10	5	4.72	NA	NA	NA	NA	NA	NA	NA	NA

Cohort:	Degree Classification	ABERDEEN		QATAR		ABERDEEN		QATAR		ABERDEEN		QATAR	
		Students		Students		Students		Students		Students		Students	
		21-22		21-22		22-23		22-23		23-24		23-24	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	Total:	60		106		43		73		55		72	
MA ACCOUNTANCY AND FINANCE	1 <sup>st</sup> Class Hons	10	8.33	2	8.33	6	27.27	0	0	7	31.82	1	5.88
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)	17	70.83	17	70.83	10	45.45	8	50	9	40.91	8	47.06
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)	3	16.67	4	16.67	6	27.27	8	50	5	22.73	7	41.18
	3 <sup>rd</sup> Class Hons					0	0	0	0	1	4.55	1	5.88
	No award granted	4	4.17	1	4.17	NA	NA	NA	NA	NA	NA	NA	NA
	Total:	34		24		22		16		22		17	

8.12 A summary and comparison of PG pass rates and degree outcomes are presented in Table 10 (below). All graduates were on Business School programmes as the LLM is part-time and graduate every second year. Overall students performed well in Qatar.

Table 11 Comparison of PG pass rates

PG	2021 2022 Aberdeen		2021 2022 Qatar		2022 2023 Aberdeen		2022 2023 MBA Qatar		2023 2024 MBA Qatar	
	No	%	No	%	No	%	No	%	No	%
Distinction	42	13	3	3	0	0	4	6	6	6
Commendation	165	51	70	77	16	53	50	69	73	78
Masters	103	32	11	12	14	47	17	24	13	13.9
PgDip	1	0	0	0	0	0	1	1	1	1.54
PgCert	0	0	0	0	0	0	0	0	0	0
ICG	12	4	7	7	0	0	0	0	0	0
	323	100	91	100	30	100	72	100	93	100

## 9. Student monitoring

- 9.1 UG student attendance at lectures was lower than expected this year. After discussion with the University, the Partnership Management Committee (PMC) agreed to trial designating lectures as learning activities and monitoring attendance as a broader review of overall attendance patterns was planned. This was not actioned ([Action 8](#) 2022 2023). Responsibility of the Attendance Officer.
- 9.2 A broader review of student engagement and mechanisms to enhance is required to ensure a targeted and effective response. This should include all aspects and key milestones of the student journey.

Table 12 Student registration timings

2023-24	Level 1	Level 2	Level 3	Level 4	Total
Direct Entry registered BEFORE 18 <sup>TH</sup> SEPTEMBER (first years only)	50			N/A	50
Direct Entry who completed registration AFTER 18 <sup>TH</sup> September up until end second week of teaching (first years only)	10			N/A	10
DIRECT Entry BEFORE 28 <sup>th</sup> august (2 <sup>nd</sup> and 3 <sup>rd</sup> )		20		N/A	20
Direct Entry who completed registration AFTER 28 <sup>th</sup> august up until end second week of teaching (2 <sup>nd</sup> and 3 <sup>rd</sup> only)		22		N/A	22

Block taught PL programmes require only twelve weeks (3 hours a day) attendance. In most cases C6s, were lifted. This has triggered a conversation with Schools and the Dean Quality about how much time in class can be missed before the quality of the learning experience can be deemed to be compromised. Work is ongoing around this ([Action 7](#)). Attainment of the Learning outcomes is measured by the assessment.

Table 13 PG Student Monitoring report

Programme	No. of C6s	No. of C6s Lifted	No. of C7s	No. of C7s Lifted
IBM	18	16	2	1
LLM	4	2	2	0
MPH	1	0	0	0
MBA	14	13	1	1
MBA Pathway	1	1	0	0
IHRM	0	0	0	0

9.3 The Business School continued to monitor C7s on Qatar-based UG programmes in AY 2023-2024.

## 10. Learning and teaching spaces

Villa 8 space for teaching Academic Administration and faculty was in use this year. Some IT issues were noted ([Action 8](#)).

## 11. Academic Quality

11.1 The Director of Studies (Qatar) oversees Academic Quality. The QA processes for the Qatar programmes are driven by the Schools. Programmes in Qatar are represented on University Committees by the school Directors of Education and the Director of Studies (see section 5.1).

## 12. Intercampus transfers

12.1 Students of Good Academic Standing may choose to study for a term at the Aberdeen (or Qatar) campus. Designed as an exchange, so far, it has been one-way.

- 12.2 In AY 2023-24, six students applied for intercampus transfer to Aberdeen. All were successful. One student on MA Business Management with Information Systems transferred to Aberdeen to complete his programme and one from Master of Arts in Accountancy-Finance. Both successfully completed.

**Table 16 Qatar Campus Application to Transfer to Aberdeen for AY 2023-24**

Programme	Enrol	Transfer
DEGREE OF MASTER OF ARTS IN BUSINESS MANAGEMENT (QATAR)	0	4
DEGREE OF MASTER OF ARTS IN BM & IS (QATAR)	1	4
DEGREE OF MASTER OF ARTS IN ACCOUNTANCY-FINANCE (QATAR)	1	2

### 13. Research

- 13.1 There continues to be efforts to develop a research culture within AFG College. Table 17 gives examples of staff research outputs, conferences and publications.

The Brown Bag lunchtime monthly research seminars were introduced this year. Visiting staff from Aberdeen, research active academics at AFG College take part.

**Table 17 Research Outputs: Conference presentations**

Year	Author	Conference and Paper Title
2024	Dr Georgios <b>Kapogiannis</b>	<p>Palaaios, P., <b>Kapogiannis</b>, G. and Sawhney, A., (2024). Digital construction led growth asymmetries in Europe: The need for collaborative culture. In: <i>Societal and Technological Determinants of Security: Adaptive Strategies for Information and Cyber Challenges</i>. Online, 24 May 2024. Warsaw: War Studies University, Poland, Security and Defence Quarterly, and Dumlupinar University, Turkey.</p> <p>Yang, T., <b>Kapogiannis</b>, G., Kang, B.-G., Wang, Z., Hu, Z., Wu, Y. and Yao, A., (2024). Applied Research on Interactive 3D Virtual Environment Design for Supporting Interior Refurbishment. In: International Conference on Urban Construction, Smart Transportation, and Communication Networks (UCSTCN 2024), Changsha, China.</p> <p>Yang, T., Wang, Z., <b>Kapogiannis</b>, G., Kang, B.-G., Hu, Z., Wu, Y., Liu, S., Zhang, Y. &amp; Yao, A., (2024). Applied research of integrating multi-technologies to develop smart traffic digital twin model. <i>Frontiers in Artificial Intelligence and Applications</i>.</p> <p>Yang, T., Wang, Z., <b>Kapogiannis</b>, G., Kang, B.-G., Hu, Z., Wu, Y., Liu, S. and Zhang, Y., 2024. Applied research on gamification-based intelligent interaction design of smart traffic digital twin model. In: <i>22nd Triennial Congress of the International Ergonomics Association</i>, Jeju, 25-29 August 2024. Springer. Note: <i>This research was supported by the Zhejiang Philosophy</i></p>

		<i>and Social Science Planning Project, China (22NDJC176YB) and the Ningbo Science and Technology Foundation Project, China (2023Z230).</i>
2024	Dr Rami Hamdi	<i>Trajectory Optimization for UAV-based Communication Systems Powered by Energy Harvesting</i> , in Proc. IEEE Vehicular Technology Conference (IEEE VTC-Fall 2024), Washington DC, USA, 7-10 Oct. 2024.

**Table 18 Research Outputs: Publications & Ongoing Research Projects**

Year	Author	
2024	Dr Georgios Kapogiannis	<p>Book Chapters</p> <p>Cumo, F., Rosa, F., Cairolì, M., Empler, T., <b>Kapogiannis, G.</b>, Mari, M., Moustaka, A., Patruno, J., Rossi, M., Soewarno, N., Sunindyo, W.D., Tan, S., Tomazzoli, C. and Zylka, C. ( 2024). Lectures and notes for a digital integrated design. GISBIM International Summer School. Organized by Dipartimento di Pianificazione Design Tecnologia dell'Architettura, Sapienza Università di Roma and coordinated by Centro di Ricerca Interdisciplinare Territorio Edilizia Restauro Ambiente (CITERA), Sapienza Università di Roma. Supported by International Urban Cooperation (IUC), European Union Programme. Available at: <a href="http://www.gis-bim.eu">www.gis-bim.eu</a> [Accessed date].</p> <p>Valentah, S., David, M. and <b>Kapogiannis, G.</b> (2024) 'Digital Transformation as a Strategy for Achieving Business Differentiation in the Sustainable Built Environment', in Arayici, Y. (ed.) Sustainable Communities through Digital Transformation in Built Environment. Taylor and Francis.</p>
2024	Dr Razi Mahmood	<p><b>Peer Reviewed Publications:</b></p> <p>Ibrahim W, <b>Mahmood R</b>, Farag E, et al. Assessing the Variation in COVID-19 Severity Among the Different Nationalities Living in Qatar. Cureus. 2024;16(4):e58918. Published 2024 Apr 24. doi:10.7759/cureus.58918</p> <p><b>Mahmood, R.</b>, Hassan, N., Chamseddine, A., Rangarajan, R. and Yassoub, R., 2024. A Comparative Assessment of Drinking Water Preferences among University Students in Qatar: A Cross-Sectional Study.</p>
2024	Dr Nadia degama	<ul style="list-style-type: none"> <li>Schill, A., Peticca-Harris, A., Elias, S. R., &amp; deGama, N. (2024). I am because I have to be: Exploring one mother-worker's identity of the surrendered self through stories of mothering neurodiverse children. <i>Gender, Work &amp; Organisation</i>. <a href="https://doi.org/10.1111/gwao.13139">doi.org/10.1111/gwao.13139</a></li> </ul>

Year	Author	
		<ul style="list-style-type: none"> <li>Elias, S. R., Peticca-Harris, A., &amp; deGama, N. (2024). Truly, madly, deeply: Strategic entrepreunering and the aesthetic practices of craft entrepreneurs. <i>Strategic Entrepreneurship Journal</i>. doi.org/10.1002/sej.1498</li> <li>Bristow, A., Chudzikowski, K., deGama, N., Ratle, O., &amp; Robinson, S. Manuscript under review, <i>Human Relations</i>.</li> <li>Bristow, A., Chudzikowski, K., deGama, N., Ratle, O. Book chapter under second round of review.</li> <li>Bristow, A., Chudzikowski, K., deGama, N., Haunschild, A., Ratle, O., Robinson, S., Schmidt, A. (2024). Learning to do careers differently: Challenges, tensions and possibilities. <i>Management Learning, Special Issue</i> – forthcoming.</li> </ul>
2024	Dr Feim Blackori	A Brain Based Approach to Change Management: Neuroscientific implications in Managaging Change Alexandros Psychogios, Nikolaos Dimitriadis, Dritjon Gruda and Feim Blakçori. <a href="https://doi.org/10.5465/AMPROC.2024.10404abstract">https://doi.org/10.5465/AMPROC.2024.10404abstract</a>
2023	Dr Razi Mahmood	<b>Peer Reviewed Publications:</b>  Mahmoud M, <b>Mahmood R</b> . Differences in mental health status between individuals living with diabetes, and pre-diabetes in Qatar: A cross-sectional study. <i>Heliyon</i> . 2023;10(1):e23515. Published 2023 Dec 9.
2023	Rami Hamdi	<b>Rami Hamdi</b> , Ahmed Ben Said, Emna Baccour, Aiman Erbad, Amr Mohamed, Mounir Hamdi, Mohsen Guizani: <i>Optimal Resource Management for Hierarchical Federated Learning over HetNets with Wireless Energy Transfer</i> , IEEE Internet of Things Journal, vol. 10, no. 19, pp. 16945-16958, Oct. 2023. <b>(Q1, IF= 10.6)</b>

## 14. External and Community Engagement

### 14.1 Some examples of other types of external and community engagement include:

Dr Georgios Kapogiannis and Dr Steve Pearce worked with Al Jazeera Media to integrate a global media communication curriculum into the MSc in Global Business Communication and develop a joint executive education programme.

Dr Rami Hamza

- Academic Editor for the Wiley Wireless Communications and Mobile Computing journal.
- Being elevated to IEEE Senior Member Computer Society.
- Technical programme committee member for the conferences IEEE ICC and IEEE Globecom.

**Table 19: Community Engagement via CPD and Executive Education Provision email sent to staff**

2024	Delivery of guest speaker presentation on Robotics in Construction by Dr Georgios Kapogiannis	Big5 Construction Qatar
2024	Delivery of a Masterclass in Research Methodology by Dr Razi Mahmood	Primary Health care Commission Qatar (PHCC)
2024	Delivery of How to be a Strategic HR Business Partner workshop with Dr Nadia Degama  Panelist moderator International at Women's Day Conference by Dr Nadia Degama  Delivery of Women's empowerment workshop with Dr Nadia Degama in celebration of International Women's Day	HR professionals working in various industries in Qatar  Al Faleh Group with AFG College with the University of Aberdeen  Al Faleh Group with AFG College with the University of Aberdeen
2024	Delivery of a presentation on Robotics in Construction with Dr Georgios Kapogiannis	Al Jazeera Media
2023	Delivery of Inclusive Leadership workshop with Dr Wilfrid Flanda and Dr Nadia Degama	Invited workshop for BeIN Sports, Qatar
2023 - ongoing	Delivery of 3-day workshops on Management & Leadership development for different cohorts (currently up to 3 cohorts have completed the workshop), with Dr Nadia Degama	Sidra Medicine, Doha Qatar; Industry: Healthcare

## 15. Conclusion

- 15.1 This has been a significant year for AFG College with the University of Aberdeen. The focus on the quality assurance process prompted by the outcomes of last year's successful relicensing application is ongoing and will be accelerated in 2024-25.
- 15.2 Senior academic staff turnover presents significant challenges in terms of workload for those remaining. Additionally, loss of organisational memory through departures is challenging. The appointment of the Vice Principal (Academic) in early 2024-25 seeks to redress this and more academic matters.



## 16. Appendix A: Table of Actions

### UNIVERSITY OF ABERDEEN, DOHA CAMPUS, QATAR QAC Report

**TABLE OF ACTIONS**

Action	Detail	Action By	Status/ Timescale
<b>Action Points from AY 2021/22 still ongoing</b>			
		<b>Action By</b>	<b>Status/ Timescale</b>
<b>Action 2021/22 3 Academic Integrity referrals</b>	Referrals did not increase at the same rate as the University and will be investigated. Continue to monitor Academic integrity concerns closely in light of referrals not increasing at the same rate as the University	DOS Course Coordinators	<b>Closed.</b> <b>Monitoring Included in annual reporting mechanisms.</b>
<b>Action 2021/22 3 PG comparisons by degree programme</b>	Include comparisons by degree programme alongside the summary of PG pass rates and degree outcomes.	DOS School of Law Business School	<b>Closed.</b> <b>Included in annual reporting mechanisms as required.</b>
<b>Action 2021/22 4 Student monitoring data</b>	Retrieve student monitoring data: investigate to understand is there is a link between attendance and pass rates	DOS AFG Admin	<b>Closed.</b> <b>Monitoring Included in annual reporting mechanisms.</b>
<b>Action 2021/22 6 Investigate if entry tariffs link to degree outcomes</b>	Differences in degree classification awards between campuses	DOS	<b>Completed and Closed</b>
<b>Action 8 2021/22 Collaborative work on QA issues</b>	Academic Quality - ensure the DOS has opportunities to work with AFG College and University of Aberdeen colleagues in the application, development and review of the University's policies, procedures, and regulations around teaching and learning context.	DOS	<b>Completed and Closed</b> - PL meetings suspended in 2021-22 Academic year have been reinstated in 2022-23

Action	Detail	Action By	Status/ Timescale
<b>Action 1 2022/23 Standardised student admission and registration deadlines</b>	Bring all admission and registration deadlines in line with the University of Aberdeen to allow for planning of timetables, staffing/teaching and better student engagement	HoS, AFG & Aberdeen Admissions, AFG SMT	<b>Completed and Closed</b> Agreed and planned for 2004 25
<b>Action 2 2022/23 Increase student numbers</b>	Discuss ways which academic staff can be more involved in recruitment activities	Director of Marketing and Student Recruitment; HoS, PLs	<b>Completed and Closed</b> Staff invited directly to take part in fairs and school visits.
<b>Action 3 2022/23 SSLC attendance</b>	Course Coordinators to be invited to Staff-Student Liaison Committees	HoS, AFG Admin	<b>Closed (see action 3 below)</b>
<b>Action 4 2022/23 Combine UG SSLC</b>	Combine UG SSLC to enhance student interaction and familiarity with the student journey.	SSLC Chair, AFG Admin	<b>Completed and Closed</b>
<b>Action 5 2022/23 Develop an effective PG SSLC</b>	Increase engagement with PG SSLC Committee by extending membership to all PG students; appoint a Chair; timetable in advance and communicate via MyAberdeen, invite course coordinators.	DoS; PG PLs	<b>Closed (see action 4 below)</b>
<b>Action 6 2022/23 Record staff CPD data</b>	AFG College to record non-University CPD; and staff encouraged to undertake academic-related CPD offered through CAD.	HOS	<b>On-going.</b> Mechanism to record data under review.
<b>Action 7 2022/23 AIC cases</b>	Monitor and review possible cause for academic misconduct, e.g. opportunity via assessment type, cohort affects	DoS. PLs, and Admin	<b>On-going</b>
<b>Action 8 2022/23 Attendance and engagement</b>	Monitor student attendance patterns	DoS. PLs, Attendance Officer	<b>On-going.</b>
<b>Action 9 2022/23 Student monitoring</b>	Reviewing C7 processes and responsibilities with Business School	Schools, PLs, DoS	<b>On-going.</b>

Action	Detail	Action By	Status/ Timescale
<b>Action 1 2023-2024 Programme Leaders Meetings</b>	Timetable Programme Leaders Meetings	DoS, PLs	<b>On-going</b> <b>Schedule of meeting planned</b>
<b>Action 2 2023-24 – Staff recruitment</b>	Staff recruitment plan to be reviewed to ensure in meets operational need.	Schools	<b>On-going</b>
<b>Action 3 2023-24 UG SLLCs</b>	Invite all CCs per Academic Quality Handbook	Chair of SLLCs, DoS	<b>On-going</b> <b>UG SSLC meetings to be scheduled with appropriate staff invited.</b>
<b>Action 4 2023-24 PG SLLCs</b>	Schedule SSLC for PGT (PLs) and appoint Chair	PLs, DoS	<b>On-going</b> <b>PG SSLC meetings to be scheduled with appropriate staff invited.</b> <b>Review of timing, forum for meetings given the current challenges due to block delivery timing etc.</b>
<b>Action 5 2023-24 Staff CPD</b>	Promote CPD opportunities to all staff and monitor engagement	HOS	<b>On-going</b>
<b>Action 6 2023-24 Student monitoring</b>	Monitor attendance and investigate barriers to student attendance	PLs, Student Hub, DoS	<b>On-going</b>
Action 7 2023-24 PG Course attendance	How much time in class can be missed before the quality of the learning experience can be deemed to be compromised? Work is ongoing around this.	DoS, PG PLs	Discussions begun between DOS, DOE, and Dean (Quality)
Action 8 2023-24 Learning and teaching spaces	IT checks in teaching spaces	Facility Manager and IT Manager	<b>Ongoing</b>

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

*It is a condition of the University's partnership agreements that partnerships and collaborations must submit an Annual Report to the Quality Assurance Committee (QAC). This report enables the institution to ensure effective oversight of all collaborative activity. Reports will detail student performance and attainment, any updates on a previous year's report, quality assurance and enhancement, student experience, appeals and complaints and future plans. It is recognised that not all sections will be applicable to every partnership, and as such, the necessary sections should be completed. Actions identified should be logged and tracked via the Action Plan (appended to the report). The report should be a **collaborative effort** between all relevant Schools involved, management staff, and the respective partners.*

*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	South China Normal University (SCNU)		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	2+2 Articulation (Quota students MA Real Estate-Finance, MA Finance, MA Economics-Finance; Non-quota students MA Business Management, MA Finance, MA Accountancy (2+3))		
Date of Report	28 October 2024		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y		

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

There has been a sharp decline in the number of students joining 2+2 arrangements which has fallen from 71 in 2021 down to 25 students in 2023. This is also the case with 2+2.5 arrangement which has seen a considerable decline from 50 in 2022 to only 10 in 2023. The Head of School, Director of Internationalisation, and Director of Partnership Programmes are in discussion with SCNU to find out the drivers of the student numbers and also to find solutions to improve the numbers. However, on the positive side, the performance of 2+2 students has significantly improved in the past year with more than 10% increase in the number of students achieving a first class and more than 40% increase in number of students receiving a second class.

### SUMMARY OF STUDENT PERFORMANCE

*A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.*

#### Summary of Student Enrolment – 2+2 arrangement

<u>Cohort:</u>	<u>Number of Students</u>	<u>Withdrawal/Deferral</u>	<u>Pass/Fail Distribution</u>
<u>2023/24</u>	25	0	So far there is a very varied distribution of marks using all levels of grades ranging from A3 as highest through to D3 at lowest. No fails at present.
<u>2022/23 September intake</u>	34	1 (not withdrawn but unfortunately deceased student)	Very varied distribution of marks using all Levels of grades ranging from A4 as highest through to

			D3 at lowest. Fails marks also were included going from E to G marks.
<u>2021/22 September intake</u>	71	0	Very varied distribution of marks using all Levels of grades ranging from A3 as highest through to D3 at lowest. Fails marks also were included going from E to G marks.

#### Summary of Degree Classification

<u>Cohort:</u>	<u>Degree Classification</u>	<u>Partnership Students 23-24</u>		<u>Aberdeen Students 23-24</u>		<u>Partnership Students 22-23</u>		<u>Partnership Students 21-22</u>	
		<u>NO.</u>	<u>%</u>	<u>NO.</u>	<u>%</u>	<u>NO</u>	<u>%</u>	<u>NO.</u>	<u>%</u>
<u>Insert UG or Programme [add as many as appropriate]</u>	<u>1<sup>st</sup> Class Hons</u>					8	23.53%	7	9.86%
	<u>2<sup>nd</sup> Class Hons (1<sup>st</sup> Division)</u>					19	55.88%	10	14.08%
	<u>2<sup>nd</sup> Class Hons (2<sup>nd</sup> Division)</u>					4	11.76%	39	54.93%
	<u>3<sup>rd</sup> Class Hons</u>					2	5.88%	8	11.27%
	<u>No award granted</u>					1	2.94%	7 (1 still continuing studies)	9.86%
<u>Insert PGT or Programme</u>	<u>With Distinction</u>								
	<u>With Commendation</u>								
	<u>Pass</u>								
	<u>No award granted</u>								

Note: We have no PGT in this Partnership and our 23-24 students have not yet graduated to provide degree classification.

#### Summary of Student Enrolment – 2+2.5 arrangement

<u>Cohort:</u>	<u>Number of Students</u>	<u>Withdrawal/Deferral</u>	<u>Pass/Fail Distribution</u>
2023/24 September intake	10	0	<u>Very varied distribution of marks using all Levels of grades ranging from A4 as highest through to D3 at lowest. Fails marks also were included but have been passed since</u>
2022/23 September intake	50	2 interrupted studies due to visa	<u>Very varied distribution of marks using all Levels of grades ranging from A3 as highest through to D3 at lowest pass. Fails marks also were included but have been passed since</u>

#### Summary of Degree Classification

<u>Cohort:</u>	<u>Degree Classification</u>	<u>Partnership Students 23-24</u>		<u>Aberdeen Students 23-24</u>		<u>Partnership Students 22-23</u>		<u>Partnership Students 21-22</u>	
		<u>NO.</u>	<u>%</u>	<u>NO.</u>	<u>%</u>	<u>NO</u>	<u>%</u>	<u>NO.</u>	<u>%</u>
<u>Insert UG or Programme [add as many as appropriate]</u>	<u>1<sup>st</sup> Class Hons</u>					1	4%		
	<u>2<sup>nd</sup> Class Hons (1<sup>st</sup> Division)</u>					5	20%		
	<u>2<sup>nd</sup> Class Hons (2<sup>nd</sup> Division)</u>					18	68%		
	<u>3<sup>rd</sup> Class Hons</u>					2	8%		

	<u>No award granted</u>					22: are still undergoing studies 2: <u>withdrawn due to visa</u>			
<u>Insert PGT or Programme</u>	<u>With Distinction</u>								
	<u>With Commendation</u>								
	<u>Pass</u>								
	<u>No award granted</u>								

Note: We have no PGT in this Partnership and our 23-24 students have not yet graduated to provide degree classification. There was also no 2+2.5 intake in 21-22.

### UPDATE ON PREVIOUS YEAR'S REPORT

*This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.*

*Please detail 'N/A' if this is the first report for the partnership.*

Since two years ago, we have started a new arrangement to comply with the new CSCSE regulations which affects our non-quota students. This year the second cohort of 2+2.5 students started their studies in August 2024. The performance of this cohort is reported above.

### QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

*Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.*

UoA and SCNU continue to work closely together to achieve good practice and to maintain the appropriate level of student recruitment. Daisy Ma, China Senior In-Country Officer, helps to facilitate sessions and meetings with SCNU.

From year one SCNU students who are interested in studying at Aberdeen are introduced to key staff at UoA through presentations and Q&A sessions. The sessions are carried into year 2 to maintain our presence in SCNU and foster a relationship with the students.

Head of School, Prof Skatun, had a visit to SCNU in September 2024 to discuss partnership related matters. The Director of Partnerships, Dr Makarem, also visited SCNU to deliver a block taught course. He also delivered a marketing presentation to SCNU students introducing the University of Aberdeen and the partnership programmes. Dr Makarem, accompanied by Dr Jiang, Head of Accounting, Finance and Real Estate, also attended a meeting with SCNU officials to discuss the matters related to the partnership including current arrangements, 4+0 arrangement as well as and Summer School at SCNU and how UoA can get involved.

Furthermore, regular meetings take place between UoA and SCNU staff to discuss good practice, quality assurance and pick up on any issues noted by SCNU or UoA.

We have also established on-campus meet-ups for the SCNU students across year 2, year 3 and year 4. These are to ensure that they are coping well in Aberdeen with their studies and adapting to life in Aberdeen.

A detailed travel guide for UoA teaching at SCNU has been developed to ensure a clear and smooth travel

arrangement is in place to minimise time and effort required.

## STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

SCNU students are allocated a personal tutor when they join UoA, and we have specific academic staff allocated to the SCNU students. The personal tutors regularly meet with the students to discuss their progress and experience at Aberdeen.

The students are required to complete online registration and choose courses via MyCurriculum. MyCurriculum can be challenging as the students arrive in year 3 and University systems do not recognise the students as joining via a 2+2 articulation. The school works closely with Business Registry to assist the students when they join UoA and have since put on specific support class sessions for the new 2+2.5 students in order to support them with these processes.

The induction process for the students is the same as their peers and the students take part in University and Business School in person induction sessions. All SCNU students are also invited to a dedicated induction session for them solely to support their needs as a group and ensure that they are given specific information and opportunity for questions. SCNU induction sessions took place in September 2024 separately for new and returning students and the turnout was good.

The SCNU students do not have a different learning experience to other Business School students. The students from this articulation have access to all University services and provisions. The students are provided with course handbooks, course guides and use MyAberdeen to aid their studies.

The students can access the Language Centre for English Language classes and we try to encourage this for students who would benefit from additional language classes.

Student feedback will be gathered through SSLC meetings and course feedback forms. The programme lead will feedback any issues to the relevant School committee. Furthermore, we are looking to add feedback surveys in terms of the induction and support that the students received to continuously improve our services to the students.

The students have access to our alumni network upon graduation.

## APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT

*Any academic appeals, complaints and academic misconduct that have been received by the provider since the previous report should be detailed in this section. Appeals, complaints and academic misconduct cases should be outlined, and the outcomes reached in general terms, including any action taken within the partnership.*

*Please detail 'N/A' if no cases of appeals, complaints or academic misconduct have been investigated.*

N/A

## AREAS OF QUALITY ENHANCEMENT

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.*

Some 2+2.5 students encountered issues in their registration process – They have been enrolled in wrong degree programmes. This issue was detected and handled in a timely manner by the Registry staff. They also seek the reasons for the incident and how this could be prevented in the future.

#### FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

We are working on a 4+0 arrangement with SCNU which allows SCNU students complete their studies at SCNU under a programme in partnership with UoA. The students will have the choice to complete all 4 years at SCNU or, conditional on meeting eligibility requirements, switch to a 2+2 by spending the last two years in Aberdeen. UoA will send fly-in faculty to teach courses for 1 month in China. The contract and details about how this programme will be executed are still in progress.

We have seen a considerable decline in a number of students joining UoA through the 2+2 arrangements. We are in discussion with SCNU to find out the reasons and how to address the issue.

AUTHOR  
SIGN

Dr Naser Makarem

DATE

28/10/2024

#### HEAD OF SCHOOL (OR NOMINEE) RESPONSE

HoS  
SIGN



DATE

30/10/2024



UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	
Date of Report	

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
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*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	The Aberdeen Institute of Data Science and Artificial Intelligence, South China Normal University		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	Joint Institute		
Date of Report	November 2024		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y	N	

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

The academic year 2023-2024 marks the third year for the JI. The three UG programmes *BSc Artificial Intelligence*, *BSc Business Management and Information Systems*, and *BSc Computing Science* continue to run very successfully as demonstrated by the student performance. The JI has approached three new milestones:

- (i) AY2023/24 marked the first year that the course delivery was fully in-country.
- (ii) JI reached successfully the steady state for the target recruitment of 300 students with 5-10% attrition
- (iii) The first cohort of students progressed to their 4<sup>th</sup> year, the graduation year.

Extensive planning has been carried out for the graduation thesis course and 4<sup>th</sup> year timeline planning. There were also several presentations to students about degree classification highlighting its importance and the contribution year 3 and year 4 make to determining the degree classification.

IELTS requirements have proven a challenge for some students. This led to the development of a JI policy for 3rd year students who are not allowed to progress to 4th year, to allow them to withdraw from the UoA degree while continuing with their SCNU degree. At the same time, there were extensive discussions and engagement between SCNU and the UoA Language Centres to expand the English language provisions and to provide extra support to students. These discussions are ongoing.

This year also saw the full implementation of office hours during the delivery of courses. This has been successful, and students found the interaction with academic staff outside classrooms very helpful and enriching experience. Building on that several academic admin roles were assigned to academics to enrich students experience, for example we have now Academic Campus Exchange (ACE) Coordinators and Outreach Officers.

## SUMMARY OF STUDENT PERFORMANCE

A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.

### Summary of Student Enrolment

Cohort:	Number of Students	Withdrawal/Deferral	Pass/Fail Distribution
<i>Insert Year / Programme / Level</i>			Numbers below are number of failures.
<i>2021/22 BSc Artificial Intelligence Level 3</i>	58		3 (due to IELTS)
<i>2022/23 BSc Artificial Intelligence Level 2</i>	87		2
<i>2023/24 BSc Artificial Intelligence Level 1</i>	94		0
<i>2021/22 BSc Business Management and Information Systems Level 3</i>	58		3 (due to IELTS)
<i>2022/23 BSc Business Management and Information Systems Level 2</i>	80		0
<i>2023/24 BSc Business Management and Information Systems Level 1</i>	93	4 (2 transferred to AI and 2 transferred to CS programmes)	2
<i>2021/22 BSc Computing Science Level 3</i>	65		4 (due to IELTS)
<i>2022/23 BSc Computing Science Level 2</i>	86		0
<i>2023/24 BSc Computing Science Level 1</i>	99		0

### Summary of Degree Classification

Cohort:	Degree Classification	Partnership Students 23-24		Aberdeen Students 23-24		Partnership Students 22-23		Partnership Students 21-22	
		NO.	%	NO.	NO.	%	%	NO.	%
<i>Insert UG or Programme [add as many as appropriate]</i>	1 <sup>st</sup> Class Hons								
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)								
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)								
	3 <sup>rd</sup> Class Hons								
	No award granted								
<i>Insert PGT or Programme</i>	With Distinction								
	With Commendation								
	Pass								
	No award granted								

The following is a summary of student performance on individual courses per programme for each cohort. It is noted that some courses are delivered on multiple programmes, so they are listed for each programme. Another observation is the number of courses with 100% pass rate on each of the programmes per each

cohort.

**Academic performance breakdown for the Year 3 JI programmes (2021-2022 cohort):**

Intake	Programme	Course	Number of Students	Average Pass Mark	Pass Rate after 1st attempt (%)	Pass after Resit (%)
2021	AI	JC3001 Artificial Intelligence Foundation	58	18.90	100.00	N/A
		JC3007 Scientific Research Methods	58	16.90	100.00	N/A
		JC3008 Languages and Computability	58	16.75	89.66	100.00
		JC3503 Data Mining and Visualisation	58	20.40	98.28	100.00
		JC3504 Robot Technology	58	21.98	100.00	N/A
		JC3509 Machine Learning	58	15.05	91.38	93.10
		JC3510 Intelligent Software Implementation	58	20.10	100.00	N/A
	CS	JC3001 Artificial Intelligence Foundation	65	19.66	96.92	100.00
		JC3002 Algorithm Design and Analysis	65	17.95	98.46	100.00
		JC3503 Data Mining and Visualisation	65	19.38	98.46	100.00
		JC3504 Robot Technology	65	21.85	100.00	N/A
		JC3505 Software Process and Management	65	19.51	100.00	N/A
		JC3506 Software Design and Implementation	65	18.80	100.00	N/A
	BMIS	JC3001 Artificial Intelligence Foundation	58	20.40	100.00	N/A
		JC3011 Enterprise Computing and Business	58	20.50	100.00	N/A
		JB3501 Business Strategy	52	14.34	94.23	100.00
		JC3503 Data Mining and Visualisation	55	19.00	96.36	98.18
		JC3505 Software Process and Management	57	21.00	100.00	N/A

The 2021 intake students achieved 100% rate after resits on all courses except for two: JC3509 Machine Learning, which is only delivered on the AI programme, and JC3503 Data Mining and Visualisation which is delivered on all programmes but only on BMIS programme where the pass rate was 98.18% after resits.

**Academic performance breakdown for the Year 2 JI programmes (2022-2023 cohort):**

Intake	Programme	Course	Number of Students	Average Pass Mark	Pass Rate after 1st attempt (%)	Pass after Resit (%)
2022	AI	JC2001 Introduction to Software Engineering	87	18.67	98.85	100.00
		JC2002 Java Programming	87	15.63	90.80	95.40
		JC2503 Web Application Development	87	18.72	95.40	96.55
		JC2504 Principles and Practices of Database Systems	87	18.58	96.55	97.70
		JC2505 Operating Systems Principles	87	15.05	95.40	98.85

	CS	JC2001 Introduction to Software Engineering	86	18.40	100.00	N/A
		JC2002 Java Programming	89	16.76	93.26	97.75
		JC2503 Web Application Development	85	19.05	100.00	N/A
		JC2504 Principles and Practices of Database Systems	86	16.28	93.02	100.00
		JC2505 Operating Systems Principles	86	16.56	100.00	N/A
		JC2506 Algorithm Design and Analysis	89	16.11	94.38	95.51
	BMIS	JB2001 Marketing	80	14.54	98.75	100.00
		JC2001 Introduction to Software Engineering	81	19.65	100.00	N/A
		JC2503 Web Application Development	80	17.76	100.00	N/A
		JC2504 Principles and Practices of Database Systems	80	18.09	100.00	N/A

The 2022 intake students on the BMIS programme achieved 100% pass rate after resits on all courses. Students on the CS programme achieved 100% pass rate on all courses except for two courses: JC2002 Java Programming with 97.75% and JC2506 Algorithm Design and Analysis with 95.51% pass rates. However, students on the AI programme achieved 100% pass rate only on one course: JC2001 Introduction to Software Engineering.

#### Academic performance breakdown for the Year 1 JI programmes (2023-2024 cohort):

Intake	Programme	Course	Number of Students	Average Pass Mark	Pass Rate after 1st attempt (%)	Pass after Resit (%)
2023	AI	JC1001 Programming Python Foundation	89	19.74	98.88	100.00
		JC1004 Advanced Mathematics I-1	89	17.52	100.00	N/A
		JC1005 Linear Algebra	92	17.52	95.65	96.74
		JC1502 Computer Architecture	93	17.56	97.85	100.00
		JC1503 Object-Oriented Programming	90	15.47	91.11	98.89
		JC1504 Advanced Mathematics I-2	95	15.35	87.37	88.42
	CS	JC1001 Programming Python Foundation	97	20.47	100.00	N/A
		JC1502 Computer Architecture	99	17.85	98.99	100.00
		JC1503 Object-Oriented Programming	99	15.19	92.93	100.00
	BMIS	JC1001 Programming Python Foundation	93	20.28	100.00	N/A
		JB1002 Managing Organisations	95	13.92	93.68	98.95
		JB1501 International Context for Business	94	14.78	95.74	98.94
		JC1503 Object-Oriented Programming	93	16.74	95.70	96.77

The 2023 intake students on the CS programme achieved 100% pass rate after resits on all courses, while it is a mixed results on the other two programmes. However, students on all courses have achieved 100% pass rate after resits on JC1001 Programming Python Foundation.

Courses with consistent high or low pass rates will be looked at in more details to capture good practices

and identify improvements.

### UPDATE ON PREVIOUS YEAR'S REPORT

*This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.*

*Please detail 'N/A' if this is the first report for the partnership.*

**Academic Campus Exchange (ACE):** As the Aberdeen Institute approaches its 4<sup>th</sup> year, there are plans for an Academic Campus Exchange (ACE). ACE will enable some students in their 4<sup>th</sup> year during the second half session (2<sup>nd</sup> semester) to spend a week at the University Campus in Aberdeen as they start their graduation thesis. The proposed plan has been approved by the Academic Committee. The exchange will be running from February 2025. There is timetable for student application and arrangements, e.g. accommodation, activities during their stay, etc. have been developed and communicated to the students through presentation by the VD in May 2024.

**The Graduation Thesis:** The Academic Committee has also approved proposed plan for the graduation thesis (honours project) course. The course will run in the 4<sup>th</sup> year of the programmes starting next academic year.

**English language provisions:** More comprehensive English language provisions are in development to support students in meeting the language requirement for their progression.

**PG programmes:** the discussions to develop PG programmes have progressed for both PGT programmes and PGR programme so to provide students with a pathway to advanced studies. While at the time of writing this report the discussions and meeting are ongoing to develop the programmes, the plan outline includes 3 PGT programmes to run following 2+0 model with a single or a double degree option. The PGR will follow a 4+0 model with a single or a double degree option.

**Teaching and learning workshop:** two Teaching & Learning one day workshops were organised on the 11-04-2024 and 13-06-2024. Those were in hybrid mode and were well attended by both the UoA and SCNU Joint Institute academic staff members. This is something that we plan to continue in subsequent academic years.

**Process for students' withdrawal from UoA degree:** since the last report there has been development around students progression in the 4<sup>th</sup> year, this is due to some students having difficulties with IELTS but also to address the potential that some students may not meet the requirements of the graduation thesis. As a result, some students, albeit a small number, may wish to withdraw from the UoA degree. A process has been outlined and agreed with SCNU was proposed and approved at the Academic Group to be presented at the JI Academic Committee. The process enables students to withdraw from UoA degree while being able to complete their SCNU degree. It also spells out the available exit awards to the students to recognise their work on the UoA degree.

### QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

*Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.*

As this is the third year, good practices identified earlier continued. These include:

- Quality assurance and regulation practices,
- Data sharing and information governance practices.

Weekly meetings for Core Operational Management Team (OMT) allow the joint team to address practical issues such as dealing with different timelines and processes. Every other week the Core OMT meeting is dedicated to discussing academic issues.

Regular meetings of the Academic Group allow the joint team to address academic issues such as English language and students' progress in general.

There were several presentations made to students and colleagues as part of the various meetings and events held by SCNU. There was a focus on degree classification and graduation thesis as part of preparing students for Year 4. A repository of these presentations is now kept for future reference and tracking development. This is part of sharing good practices and continuity.

During the academic year 2023/24, was the third years of the operation of the Joint Institute, we held an External Examiner Board on the 04-07-2024. The report by the External Examiner raised no issues or concerns regarding the academic quality of the UoA Delivered and Designed courses.

Part of the preparations for the year 4 Graduation Thesis course, there has been several meetings to ensure that UoA regulations are applied to the course appropriately including ethics approval. A JI policy for ethics approval process for the academic year 2024-2025 has been developed in consultation with University Research and Innovation team, PSEEB Chair, and others at University and School levels.

## STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

As this is the third year, good practices identified in the first 2 years continued and in some cases were expanded since we are now fully in face-to-face delivery mode. For example:

- **Registration:** Registration to the JI starts at late August and is completed over a weekend. Within that first week an Opening Ceremony is organised, hosted by SCNU President and attended by the Vice Dean and Senior Academics from both UoA and SCNU. The opening ceremony is then followed in the same week by an induction event during which the new students are addressed by UoA Vice Dean and SCNU Vice Dean Academic.
- **Staff training:** during the first weeks of the semester an CAD organised SCNU Academic Integrity presentation is given by CAD members and the DUPs for the JI. The training has been augmented by repeats and by additional training, e.g. exam invigilator training.
- **Student Counsellor:** Each student is assigned a SCNU based Student Counsellor. This Student Counsellor should be the students first point of contact for support and guidance for a variety of different academic, non-academic or wellbeing issues during their studies.
- **Outreach Officers:** outreach officer role has been introduced and adjusted for the context of the JI, so now the students have UoA academics advising them on a range of academic topics such as PGT studies.

Students receive an UoA email account when they register. The UoA email is used to communicate with students during term-time on academic and non-academic matters in order to foster a sense of belonging to the global Aberdeen community and to engage students as active members of the Aberdeen community. Methods of communication are email updates to students every 2-3 months, with written or recorded updates from staff across the University – [Webpage repository with SCNU specific updates.](#)

The protocol to gather and report student feedback, being mindful to avoid feedback fatigue amongst students and collect and share only information that is considered necessary and beneficial to both SCNU and UoA whilst ensuring not to contravene the data sharing agreement between the institutions, noting data sharing is complex:

- Course Feedback Forms
- Student – Staff Liaison Committees (SSLC)

SSLCs were held once during 1st Half Session in hybrid mode (01-11-2024), and twice during the 2nd Half Session again in hybrid mode (28-03-2024 and 16-05-2024). There were no issues raised for UoA courses that can cause concern. Most of the feedback received related to issues with English language, block teaching and the time-pressure(s) it creates, given that SCNU courses are delivered at the same time.

Developing and monitoring the English language skills of Institute students, noting all courses were taught in English as required and exam papers and students' scripts were in English. The continued ongoing monitoring of English language skills to ensure the IELTS requirement for progression are met. Support and guidance were provided to students, especially second (2022/2023 cohort) and third year students (2021/22 cohort) to ensure their progression is unhindered by weaker than required English language results. This helped in most cases but we still have about 10 third year students who have to repeat Year 3 due to failing the IELTS progression requirement.

All learning material are available to students via Ultra Blackboard and to date except for the designed courses, which are delivered by on-site 'teaching buddies'. This year all UoA delivered courses have been taught in person at SCNU Foshan Campus following a block teaching format, where each course is delivered in 4 weeks block at SCNU. After the academic staff have returned to UoA, they continue to support the students online during the 3 weeks block planned for assessments. There have been slight variations in calendar dates for delivery and assessment blocks due to local holidays.

## **APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT**

*Any academic appeals, complaints and academic misconduct that have been received by the provider since the previous report should be detailed in this section. Appeals, complaints and academic misconduct cases should be outlined, and the outcomes reached in general terms, including any action taken within the partnership.*

*Please detail 'N/A' if no cases of appeals, complaints or academic misconduct have been investigated.*

For academic year 2023/24 there have been no official academic appeals. There was one anonymous complaint. The complaint was addressed following University policy. The investigating officer decision was not to uphold the complaint but to make recommendations to improve practice. The outcome was communicated, and recommendations will be acted on appropriately.

It is also to be noted that there are nine Year 3 students decided to either interrupt (two) or withdraw (seven) from the Joint Institute programmes after they failed to progress to Year 4, due to failing to achieve the required IELTS score for progression.

## **AREAS OF QUALITY ENHANCEMENT**

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.*



Exam invigilator training session was organised in the current academic year as part of staff development for the JI staff at both SCNU and UoA.

We are in the process considering the impacts of Decolonising the Curriculum. In particular offering a lot of examples during lectures/practicals related to China.

## FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

Future plans reported here are based on continuous discussions with the partnership stakeholders. These discussions are recorded through papers submitted to the relevant joint committees, which underpin the JI governance structure.

For academic year 2024/2025, the course delivery will continue to be face-to-face, with UoA academics travelling to China, and follow the block teaching model. This opportunity will allow us to meet the SCNU JI faculty members and students. We hope that this will initiate a more detailed and fruitful discussion/conversation in terms of teaching/delivery practices, student/staff expectations and courses alignment.

All Year 4 UoA courses will be delivered for the first time during 2024/25, including the Graduation Thesis course. Also, the mode of face-to-face delivery will be that of four-week block teaching for all the programmes and years of study.

More comprehensive English language provisions are being agreed to support students in meeting the language requirement for their progression. These are expected to be gradually implemented over the coming years.

The new Engineering Building at SCNU campus is near completion. It is expected to house the Joint Institute in the second half of the academic year 2024/2025.

As we approach our first graduating cohort milestone, the JI will be due to the MoE 4-year review. Part of preparing the material for the review we will be looking at options to improve and upgrade the JI. Some of the discussion points and options consider may include:

- Options to improve student exchange experience and more opportunities for student mobility between both Universities to provide for better interactions between SCNU and UoA campus.
- Review of teaching block models and teaching efficiencies to improve the delivery and to manage better staff and student workload, where possible.

AUTHOR  
SIGN

*Aluddin Ayesh*

DATE

November 18, 2024

## HEAD OF SCHOOL (OR NOMINEE) RESPONSE

The SCNU JI has seen continued success in the past academic year, with a growth in student enrolments and

a deepening of the partnership after the first full year of in-country teaching. The coming year offers new experiences with the first set of students reaching their final honours year, with projects to supervise and graduations to organise in due course. The School congratulates all the staff both in Aberdeen and at SCNU for delivering a successful and engaging program and I anticipate that it will continue to grow in the coming year. The JI plays a significant role in the TNE activity of the UoA, and our hope is that we can develop this into a broader research engagement in the coming year. It would be good to see some clear targets in terms of furthering student engagement in the coming year ahead.

HoS SIGN		DATE	18/11/24
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UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	
Date of Report	

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

*It is a condition of the University's partnership agreements that partnerships and collaborations must submit an Annual Report to the Quality Assurance Committee (QAC). This report enables the institution to ensure effective oversight of all collaborative activity. Reports will detail student performance and attainment, any updates on a previous year's report, quality assurance and enhancement, student experience, appeals and complaints and future plans. It is recognised that not all sections will be applicable to every partnership, and as such, the necessary sections should be completed. Actions identified should be logged and tracked via the Action Plan (appended to the report). The report should be a **collaborative effort** between all relevant Schools involved, management staff, and the respective partners.*

*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	Chongqing Institute of Foreign Studies (CIFS)		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	3+1 Postgraduate Taught Articulation (reverse articulation)		
Date of Report	20/09/24		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y	N	

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

The partnership between the University of Aberdeen (UoA) and the Chongqing Institute of Foreign Studies (CIFS) has demonstrated strong success in the 2023-24 academic year. The positive results include encouraging student feedback and a notably low failure rate, attributed largely to the proactive approach of semi-annual partnership monitoring. This monitoring system has ensured effective and consistent oversight, allowing both institutions to address any emerging issues promptly and maintain high academic standards. Based on a suggestion from CIFS, there are now plans to extend the Postgraduate Taught (PGT) program partnership to include a new discipline within UoA that lies outside of the Business School.

### SUMMARY OF STUDENT PERFORMANCE

*A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.*

#### Summary of Student Enrolment

Cohort:	Number of Students	Withdrawal/Deferral	Pass/Fail Distribution
2024 PGT MSc Accounting & Finance	3	0	Only 1 student has failed one course (BU5034 with E3) all other students passed courses. Distribution of marks covering A's, B's, C's & D's (Highest A4 to lowest pass at D3).
2024 PGT MSc International Business Management	4	0	No fails. Distribution of marks covering A's, B's, C's & D's (Highest A3 to lowest pass at D2)
2024 PGT MSc International	2	0	No fails. Distribution of marks covering A's, B's, C's and D's.

Human Resource Management			(Highest A3 to lowest pass at D3)							
Summary of Degree Classification										
Cohort:	Degree Classification	Partnership Students 23-24		Aberdeen Students 23-24		Partnership Students 22-23		Partnership Students 21-22		
		NO.	%	NO.	NO.	%	%	NO.	%	
PGT programmes of; MSc Marketing Management, International Business Management, International Human Resource Management, Accounting & Finance	With Distinction					0	0	0	0	
	With Commendation					2	66.66%	0	0	
	Pass					0	0	0	0	
	No award granted					1	33.33%	0	0	

UPDATE ON PREVIOUS YEAR'S REPORT
<p><i>This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.</i></p> <p><i>Please detail 'N/A' if this is the first report for the partnership.</i></p> <p>CIFS expanded the list of MSc programmes that are options to join in the 3+1 Postgraduate taught articulation due to the contract renewal that took place in June 2024.</p> <p>A 6-month progress partnership meeting was held on whereby the UoA partnership related staff met with the CIFS partnership students and also with the colleagues at CIFS too. The overall experience of CIFS staffs and students were positive, but they think it could be better if we can have further interaction with the CIFS students, and report CIFS if there is any issue with their students.</p> <p>Recruitment to the partnership programme was increasing however there has been a large drop again in September 2024 intake.</p>

QUALITY ASSURANCE MATTERS AND GOOD PRACTICE
<p><i>Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.</i></p> <p>CIFS staff members think their students are positive in studying at the University of Aberdeen, and many prospective students are considering applying for the 3+1 PGT Articulation Programme.</p> <p>The CIFS administration for the programme is still undertaken by UKEC agent. The applications for the programme are also administered by UKEC on behalf of CIFS.</p> <p>UKEC assist with both CIFS and Aberdeen recruitment activities for this articulation programme. The Business School is in communication with CIFS regarding marketing opportunities to their students.</p> <p>Working with the agent can be beneficial for this partnership as we have an insight into the number of students applying to the University. It is also a channel for recruitment and conversion activity.</p>

We will continue to hold 6 monthly partnership meetings to get feedback and suggestions on best practice from both the partners and the students.

## STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

### CIFS:

After undertaking the 6month meeting with the CIFS students and partner colleagues, the students were positive about their experience of UoA and their studies. They appreciated the induction session and knew they were able to contact staff for further queries or support.

### UoA business School:

The students apply through the University's online application system. Applications are reviewed by the University applications department and an offer is issued to the agent. The UoA is aware the applicants are joining via an articulation and will not have Academic documents to four years of study.

Joining papers, CAS and other information are sent to the agent by the University admissions team.

The CIFS students will receive conversion emails and be invited to conversion events by the University and School.

UKEC connects the Business school with potential students. The Business School can present to the students prior to applying to or joining UoA.

The students are required to complete online registration and MyCurriculum in line with all other UoA students.

The CIFS students will receive a Business School Partnership induction session whereby the Partnership is acknowledged, they are welcomed to the Business School, introduced to key faculty (including Dean and Partnership Lead) and given information from our Director of Student Experience to help them engage and integrate with the UoA student community.

Further to this the CIFS students also attend the same wider induction sessions put on by the BS and UoA alongside their peers.

The CIFS students do not have a different learning experience to other Business School PGT students, they are provided with course handbooks, course guides and use MyAberdeen to aid their studies. They are however made aware in the Partnership Induction session of the support mechanisms in place e.g. language centre, toolkit, student support, Confucious institute etc and reiterating that the CIFS students have full access to all University services and provisions alongside all fellow peers.

Student feedback will be gathered through SSLC meetings and course feedback forms. The Director of Internationalisation and the Partnership and Recruitment Officer will feedback any issues to the relevant School committee.

The CIFS students have access to our alumni network upon graduation.

The student experience could be further improved by having an additional meeting at another point in the year to ensure students arriving via the partnership are progression and are receiving the correct level of support throughout their studies. For example, communicating with Programme leads about them having CIFS partnership students on their programme.

### APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT

*Any academic appeals, complaints and academic misconduct that have been received by the provider since the previous report should be detailed in this section. Appeals, complaints and academic misconduct cases should be outlined, and the outcomes reached in general terms, including any action taken within the partnership.*

*Please detail 'N/A' if no cases of appeals, complaints or academic misconduct have been investigated.*

We are not aware of any CIFS partnership students that have made any appeals or complaints.

### AREAS OF QUALITY ENHANCEMENT

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.*

Students from CIFS has lack of knowledge/understanding about the fail process and opportunity for resit at PGT level. This should be resolved further emphasis on the reassessment process during the induction session.

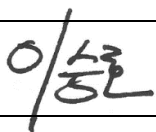
### FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

CIFS hopes that the UoA can open more masters programmes to their students e.g. TESOL, according to the student demands. However, this is a wider discussion that the Business School would not be involved with. Likely, the UoA hopes to ensure that the programme entry is being offered to all CIFS students not just business related students, due to the nature of our MSc programmes being conversion programmes and not requiring previous study in the direct subjects.

Ensure that information regarding fails and resits is added to the induction session.

AUTHOR  
SIGN



DATE

23/10/2024

### HEAD OF SCHOOL (OR NOMINEE) RESPONSE

HoS  
SIGN



DATE

30/10/2024

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	
Date of Report	

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method



UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

*It is a condition of the University's partnership agreements that partnerships and collaborations must submit an Annual Report to the Quality Assurance Committee (QAC). This report enables the institution to ensure effective oversight of all collaborative activity. Reports will detail student performance and attainment, any updates on a previous year's report, quality assurance and enhancement, student experience, appeals and complaints and future plans. It is recognised that not all sections will be applicable to every partnership, and as such, the necessary sections should be completed. Actions identified should be logged and tracked via the Action Plan (appended to the report). The report should be a **collaborative effort** between all relevant Schools involved, management staff, and the respective partners.*

*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	Shandong Normal University (SDNU)		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	Articulation – Double Degree		
Date of Report	28 October 2024		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y		

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

There has been a considerable increase in the number of students joining UoA from SDNU from 7 to 28. We are planning to have more marketing activities to maintain and enhance the student numbers. SDNU students also showed poor performance last year. We are closely monitoring students' performance to ensure sufficient support is provided to help improve their academic records.

### SUMMARY OF STUDENT PERFORMANCE

*A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.*

#### Summary of Student Enrolment

Cohort:	Number of Students	Withdrawal/Deferral	Pass/Fail Distribution
2023/24 September intake	28	0	So far there is a very varied distribution of marks using all levels of grades ranging from A2 as highest through to D3 at lowest. 2 students have failed a course with E1, E3 and F1 grades to resit at next available opportunity.
2022/23 September intake	7	0	<u>Very varied distribution of marks using all Levels of grades ranging from A2 as highest through to D3 at lowest pass. Fails marks also were included but have been passed since</u>

2021/22 September intake	14	0	Very varied distribution of marks using all Levels of grades ranging from A3 as highest through to D3 at lowest pass. Fails marks also were included but have been passed since
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#### Summary of Degree Classification

Cohort:	Degree Classification	Partnership Students 23-24		Aberdeen Students 23-24		Partnership Students 22-23		Partnership Students 21-22	
		NO.	%	NO.	%	NO.	%	NO.	%
Undergraduate	1 <sup>st</sup> Class Hons					1	12.5%	5	35.71%
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)					3	37.5%	8	57.14%
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)					4	50%	1	7.14%
	3 <sup>rd</sup> Class Hons					0	0	0	0%
	No award granted					0	0	0	0%
Insert PGT or Programme	With Distinction								
	With Commendation								
	Pass								
	No award granted								

Note that we have no PGT in this Partnership and that our 23-24 students have not yet graduated to give degree classification

#### UPDATE ON PREVIOUS YEAR'S REPORT

*This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.*

*Please detail 'N/A' if this is the first report for the partnership.*

Following 50% decline in 2022, the number of students has significantly improved with 400% increase in 2023.

#### QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

*Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.*

Students are allocated a personal tutor and we have specific staff members for SDNU personal tutoring. The PTs meet with the students to discuss progress and student experience and to guide them where to find further support if needed.

Student grades are monitored closely by admin staff, partnerships lead and academic staff. The SDNU grades are noted separately – this is useful to spot trends with courses where students may not be performing well. There were a number of fails. The partnership lead communicated with failing students and offered support by arranging face-to-face meetings to explore how students can receive support to enhance their academic performance.

We have established on-campus meetings with the students across year 3 and year 4.  
An articulation guide has been drafted and circulated to all partners.

## STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

Engagement takes place prior to the students joining Aberdeen over the course of two years via online presentations, Q&A sessions, and programme introductions. We also had some in-person presentations by Head of School and Head of Accounting, Finance, and Real Estate who recently visited SDNU.

Student inductions take place when the students arrive in Aberdeen and is a separate session to the main inductions. The sessions are in-person and for both new and returning students. The sessions are led by the Partnerships Programme Director and the Director of Internationalisation. The School Partnership & Recruitment Officer also attends and assists with the arrangement and execution of the sessions.

The sessions are a great way to get to know the students and help them to identify key staff. For the returning students, we provided some information about their dissertation. These are areas where we feel the students need further guidance.

Student feedback is gathered through SSLC meetings and course feedback forms. The programme leads or Partnerships Programme Director will feedback any issues to the relevant School or University committee. Anything relevant to SDNU will be discussed with our key contacts in China via the Dean for International Student Pathways or the Partnerships Programme Director.

Information regarding how to access materials via the university VLE platforms (MyTimetable, MyAberdeen, and MyCurriculum) is provided in both the Articulation Guide as well as their induction session. Students are also advised on Aberdeen staff and admin team contact details to find support regarding issues they encounter during their studies.

The SDNU students do not have a different learning experience to other Business School students. The students are provided with course handbooks, course guides and use MyAberdeen to aid their studies.

## APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT

*Any academic appeals, complaints and academic misconduct that have been received by the provider since the previous report should be detailed in this section. Appeals, complaints and academic misconduct cases should be outlined, and the outcomes reached in general terms, including any action taken within the partnership.*

*Please detail 'N/A' if no cases of appeals, complaints or academic misconduct have been investigated.*

N/A

## AREAS OF QUALITY ENHANCEMENT

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of*

relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.

We have tried to provide a better student experience by enhancing our personal tutoring system through clear communication with personal tutors to highlight their crucial role in providing pastoral support to students.

### FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

We have not had sufficient in-person contact with SDNU to promote our partnership programmes. However, recently some UoA staff have visited SDNU for marketing purposes. Dr Jiang, Head of Department, recently attended a conference held at SDNU and also delivered a presentation to introduce the UoA and our joint programmes to the students. SDNU is currently a crucial partner of UoA and to maintain the recent improvement in student numbers we will need to have higher presence and exposure.

AUTHOR  
SIGN

Dr Naser Makarem

DATE

28/10/2024

### HEAD OF SCHOOL (OR NOMINEE) RESPONSE

HoS  
SIGN



DATE

30/10/2024

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	
Date of Report	

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

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*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	2 + 2 BSc Honours Programme in Biological Sciences		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	2 + 2 Double Undergraduate Degree Programme		
Date of Report	November 2024		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y	N	

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

This partnership was initiated in 2020-21 with the first cohort of 3 starting in Aberdeen 2022-23. Feedback from the cohort starting in 2023-24 provided the foundation for discussions between the Aberdeen Programme Lead and SDNU staff in April 2024, where ideas were exchanged to strengthen areas that were perceived to be challenging for the students in their first term in Aberdeen.

Student performance on the programme in Aberdeen has been strong, with the 2+2 cohort's performance being very similar to the full SBS cohort.

Good practice includes exchange of ideas between SDNU and Aberdeen staff, annual induction events for students in SDNU and those starting programme year 3 in Aberdeen. The main area for enhancement is in the provision of provision of a sample of teaching and learning material from Aberdeen for students during the first two years of the programme, to enhance awareness of what to expect in Aberdeen.

### SUMMARY OF STUDENT PERFORMANCE

*A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.*

#### Summary of Student Enrolment

Cohort:	Number of Students	Withdrawal/Deferral	Pass/Fail Distribution
2022-2023 / Programme Level 3	3	0	100% pass
2023-2024 / Programme Level 4	3	0	100% pass
2023-2024 / Programme Level 3	20	3 Withdrawal	100% pass
2024-2025 / Programme Level 3	20	0	TBC

2024-2025 / Programme Level 4	17	0	TBC
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#### Summary of Degree Classification

Cohort:	Degree Classification	Partnership Students on BSc Honours Biological Sciences 23-24		All Aberdeen Students on BSc Honours Biological Sciences 23-24		Full Cohort SBS UG (9 Programmes) 23-24		Partnership Students 22-23	
		NO.	%	NO.	%	No.	%	NO.	%
BSc Honours Biological Sciences	1 <sup>st</sup> Class Hons			2	40%	31	28%	NA	
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)	3	100	3	60%	63	56%		
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)					18	16%		
	3 <sup>rd</sup> Class Hons					0			
	No award granted								

#### UPDATE ON PREVIOUS YEAR'S REPORT

*This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.*

*Please detail 'N/A' if this is the first report for the partnership.*

N/A

#### QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

*Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.*

A meeting was held in April 2024 in Jinan between SDNU staff teaching on the first two years of the programme with the SBS Director of Education and Aberdeen-based Programme Lead (Pinard). The meeting allowed open discussion of curriculum and approaches to assessment. Pinard highlighted areas that students in the third year of the programme had identified as challenging. Specifically, we discussed challenges associated with learning specialist vocabulary, the use of Excel, statistics and assessments requiring critical thought. SDNU staff shared their experience with teaching in English and a list of specialist terms that are used in the third year of the programme was shared with SDNU staff. Action points emerging from that meeting included: incorporation of more Excel-based work in programme year 2; development of a VLE-based interface for students in the programme to access a sample of lectures and assignments from programme years 1 and 2 for Aberdeen courses to help students in SDNU build more clear expectations of what is the typical approach to teaching and learning in Aberdeen.

At the examining meetings in Aberdeen, the performance of the 2+2 cohort is considered relative to the full cohort on similar courses and programmes. To date, the performance has been very similar, both in terms of range and central tendency. As only 3 students have graduated, data on performance in year 4 of the programme is still limited.

## STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

During 2023-24, the SBS Programme Lead met students in the first two years of the programme in November 2023 and April 2024 to provide an overview and to answer questions about the programme. Students on year 3 of the programme were invited to a feedback session with the SBS Programme Lead, with staff from the Language Centre in November 2023. The feedback from the cohort at that time was that the main challenges were transitioning to learning in English, adjusting to new forms of assessments (e.g., written critiques, self-reflection essays) and continuous assessment rather than end of term exams. A dedicated session on writing critiques was offered to the group by the Language Centre but there was no uptake. The feedback from the students was shared with SDNU staff at the meeting in April 2024.

The semester-long independent Honours research project is unfamiliar to the SDNU students. Two SDNU student-specific support sessions were run in Spring 2024 to explain the project allocation and expectations. Some students wished to undertake fieldwork data collection in Shandong Province during the summer vacation for their research project. This was successfully accomplished and will be offered in the future, if requested.

An induction event was held for students starting programme year 3 in September 2024. We are aware that there appears to be only limited exchange between students on year 4 of the programme with those on year 3 of the programme therefore we intend to bring both groups together early in the new year for a lunch and interactive event to promote a sense of community and mutual support.

As with all University of Aberdeen students, the students on the 2+2 programme are supported by an academic member of staff in the form of a Personal Tutor.

## APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT

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One case of plagiarism was raised with a year 4 student in 2023-24.

## AREAS OF QUALITY ENHANCEMENT

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.*

As mentioned earlier, inclusion of work with Excel during programme year 2 is proposed to ensure students are competent with Excel when they enter year 3. Additional guidance on plagiarism was incorporated into the Induction materials for programme year 3 students.

## FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be*



*involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

We are still at a relatively early stage in the partnership and look forward to meeting with SDNU staff in early December 2024 to explore areas where we might amend or develop the programme. Feedback from the cohort that started in September 2024 will also be available in early December.

AUTHOR  
SIGN

*Michelle A Pinard*

DATE

27 November 2024

**HEAD OF SCHOOL (OR NOMINEE) RESPONSE**

HoS  
SIGN

*Graeme I Paton*

DATE

09.12.2024

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	2 + 2 BSc Honours Programme in Biological Sciences
Date of Report	27 November 2024

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method
The programme level 3 and 4 students generally do not interact.	Community Building Event – early in 2025	Feb 2025	Pinard	Feedback from students
Uncertainty over what to expect in relation to teaching and learning methods in Aberdeen	Create a space in Blackboard to share examples of level 1 and 2 lectures, practicals and assignments and share this with students in programme years 1 and 2	May 2025	Pinard	Monitor uptake, seek feedback from students during induction events

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

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*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	<b>UoA-HEU - 3 + 1 BEng in Engineering (Civil)</b>		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	Double degree with delivery partner		
Date of Report	October 2024		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y		

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

The 3+1 BEng in Engineering (Civil) programme has been running effectively since the 2020-21 academic year seeing 17 students successfully graduating in June 2024. The programme has been led by the UoA-HEU partnership group where several points (initially raised by QA Team and discussed in previous annual reports) were monitored and refined throughout this year. In particular, a number of quality enhancements were made in relation to the English requirement and student support, progression criteria as well as degree classification, the details of which are included in this form. The successive programme changes implemented since the programme was initially established have resulted in an in-country programme which best prepares students to be successful when they transition to UoA.

### SUMMARY OF STUDENT PERFORMANCE

*A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.*

#### Summary of Student Enrolment

Cohort:	Number of Students	Withdrawal/Deferral	Pass/Fail Distribution
<i>Insert Year / Programme / Level</i>			
24-25 (1 <sup>st</sup> year)	70		
23-24 (2 <sup>nd</sup> year)	61		
22-23 (3 <sup>rd</sup> year)	59	1	
21-22 (4 <sup>th</sup> year)	15 (UoA) + 50 (HEU)		

#### Summary of Degree Classification

Cohort:	Degree Classification	Partnership Students 2023-24		Aberdeen Students 2023-24	
		NO.	%	NO.	%.
<i>Insert UG or Programme [add as many as</i>	1 <sup>st</sup> Class Hons	2	11.8	0	0.0
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)	6	35.3	2	28.6
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)	9	52.9	1	42.9

appropriate]	3 <sup>rd</sup> Class Hons	0	0.00	0	28.6
	No award granted				

### UPDATE ON PREVIOUS YEAR'S REPORT

*This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.*

*Please detail 'N/A' if this is the first report for the partnership.*

#### English provision for PY1-3

The Language Centre delivered a one-week programme of English language and study skills training for PY1 students in Harbin in March 2023. The programme covered the following topics:

Session 1 Academic Cultures: expectations & cultures  
 Session 2: Culture and communication in academic settings  
 Session 3: Strategies for active participation in HE  
 Session 4: Developing independent learning skills  
 Session 5: Presentation Skills  
 Session 6: Group Poster Presentations

Due to the class size, the work was somewhat more demanding for the UoA member of staff – the time for assessing the students' work and the time for the oral examinations set was not sufficient which left the member of staff rushing to finalise these tasks within the time provided. Subsequently, the Language Centre has now reflected on the issue and have altered the time and the group sizes which is included in the renewal agreement recently submitted to the MoE for approval.

#### English provision for PY4

The 17 students that joined UoA in September 2023 attended specially tailored regular English classes organised and delivered by the Language Centre in Aberdeen. The provision was ongoing throughout the entire academic year. Weekly classes in the 1<sup>st</sup> half session focused on communication and engagement with learning activities, academics, tutors and fellow students. Weekly classes in the 2<sup>nd</sup> half session focused on academic presentation and report writing skills.

#### The student handbook

Using the work undertaken for the SCNU partnership, a student handbook has been specially designed for this programme covering details related to academic performance, misconduct and associated consequences, progression criteria and degree classification. The student handbook is at the final draft stage and due to be released by December 2024.

### QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

*Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.*

#### Quality and standards within the provision of the partner

During the 2023/24 academic year, all UoA courses were delivered on the HEU campus. During the in-person delivery of the courses in HEU, the associated link tutors were present which meant that peer observation was enabled. Some exams were undertaken during the UoA staff visit which enabled us to monitor invigilation practices.

## Issues related to policy and procedures

The UOA-HEU Programme Group, established in February 2023, to provide ongoing oversight of the programme with a view to ensuring successful delivery and successful student outcomes continued to meet throughout the academic year. However, this was on a less regular basis since some procedural matters needed to be discussed and agreed upon at institutional levels before they were discussed further within the group. That process, on occasions lasted longer than anticipated.

UoA invigilation procedures were introduced to HEU staff in May 2023. UoA staff members continue to observe the procedures implemented in HEU when in Harbin and when available.

UoA courses were assessed with the assistance of HEU staff members who issued the exam papers to the students, invigilated the exams and sent the script to UoA for marking. The assessment of UoA courses followed the similar style to that adopted at the UoA (tests, coursework and final examination). It was ensured that the transfer of all data (exams, students details etc.) was undertaken via Zendto platform rather than other means deemed inappropriate and unprotected (emails, WeChat) as stated in Data protection agreement.

## STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

### Student learning experience

The in-person delivery of UoA courses at HEU allowed the students to engage more with the lecturers, ask questions during the tutorials and receive immediate support. The in-person delivery enabled the lecturers to better gauge the attendance, engagement and needs of the class. This in turn allowed any potential readjustment to the style of teaching and/or the content of the course.

For the articulated students (i.e. PY4 students that are following their final year of the programme in UoA) regular meetings with the programme leader to ensure proper integration into the UoA teaching system and gauge students engagement were held.

### Induction programmes, study support, mechanisms for collating student feedback, access to learning materials and resources

The Programme Lead met with each group of students (PY1, PY2, PY3), along with the teaching team for that year, where possible. That allowed the students to ask any questions regarding the current studies and individual courses.

A welcome ceremony was held at HEU for the first-year students that joined in September 2024. Provision of relevant induction information, including engagement/monitoring/progression, was included as part of this ceremony/event.

HEU students responded well to the course evaluation forms with over 30% return rate in all courses which is an improvement on 2022-23 academic session where Harbin students did not find the course evaluation forms user friendly. Most of the students on all the courses indicated that teaching was effective.

In addition, two lectures on general Civil Engineering were delivered to year 2 students in March 2024 by the UoA programme leader and the course lecturers encouraging and motivating them to participate in the programme and to provide a clearer vision of their chosen profession.

### MySkills

The MySkills framework was not live across this academic year. Commentary on this aspect will be included in future reports.

## APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT

*Any academic appeals, complaints and academic misconduct that have been received by the provider since the previous report should be detailed in this section. Appeals, complaints and academic misconduct cases should be outlined, and the outcomes reached in general terms, including any action taken within the partnership.*

*Please detail 'N/A' if no cases of appeals, complaints or academic misconduct have been investigated.*

We had one appeal which was related to student's final degree classification but was rejected. The student's appeal was based on questioning the marks awarded in the Group Project (EG4578) and Modelling Theory (PX4514). According to the University's policy, appeals which are purely based on academic judgement cannot be accepted. The marks were moderated correctly according to the University's procedures. The Chair also reviewed the student's overall marks and noted that minor changes to the two course marks in question would not be enough to achieve a first-class degree.

In addition, we had a couple of students indicating they wanted to appeal because of how their degree classification was calculated. They strongly believed that courses taught by the UoA in both PY3 and PY4 should be considered rather than only PY4 that was originally agreed by the UoA – HEU programme group. We have discussed the matter with the students, have run analysis where both scenarios (PY3 & PY4 and PY4 courses only) and found that the students would not have been disadvantaged with the way the degree classification was calculated. We have resolved this case at the front line and have avoided a potential formal appeal. Consequently, we have taken actions to revise the classification framework whereby both PY3 & PY4 courses delivered by UoA now count towards the degree classification.

## AREAS OF QUALITY ENHANCEMENT

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.*

In order to assist the PY1 students a one-week programme of English language and study skills training for PY1 students were introduced and now run for two years. The students that come to PY4 to Aberdeen are offered English classes especially tailored to their studies covering communication and thesis writing. We are planning to introduce the English language provision to PY2 and PY3 students from 2025/26 academic year to cross the gap between the PY1 and PY4 English provision and enable the students to progressively strengthen their English throughout this programme. This in turn will allow them to better follow the lectures and tutorials delivered by UoA staff while in Harbin as well as when they join us.

The students strongly felt that the grades obtained from PY3 should be included in their degree classification. This along with the progression criteria was subsequently discussed within the UoA- HEU partnership group. The changes from PY4 courses only to both PY3 and PY4 courses delivered by UoA are now included in the renewal of the partnership agreement submitted to the MoE on the 31<sup>st</sup> Oct 2024.

The individual project allocation for the PY4 Harbin cohort was done in a way that ensured the students were supervised by academic staff members who are aware of or have been involved in their academic journey. The driver for this was to provide the required level of support with technical writing and communication in English language over and above what is required for other PY4 students. However, based on the measures we have taken to improve the students' English language and communication skills, this will no longer be required going forward.

As highlighted above the successive programme changes implemented over the past few years have left us with an in-country programme which best prepares students to be successful when they transition to UoA.

### FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

No planned changes to the programme are anticipated.

The outcome of the renewal of the agreement submission to the MoE will be obtained by May 2025.

Student handbook is still under review and will be issued in due course.

AUTHOR  
SIGN

Ana Ivanovic

DATE

08/11/2024

### HEAD OF SCHOOL (OR NOMINEE) RESPONSE

HoS  
SIGN

Ekaterina Pavlovskaja

DATE

20/11/2024

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	
Date of Report	

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method



UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

*It is a condition of the University's partnership agreements that partnerships and collaborations must submit an Annual Report to the Quality Assurance Committee (QAC). This report enables the institution to ensure effective oversight of all collaborative activity. Reports will detail student performance and attainment, any updates on a previous year's report, quality assurance and enhancement, student experience, appeals and complaints and future plans. It is recognised that not all sections will be applicable to every partnership, and as such, the necessary sections should be completed. Actions identified should be logged and tracked via the Action Plan (appended to the report). The report should be a **collaborative effort** between all relevant Schools involved, management staff, and the respective partners.*

*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	School of Law, University of Bergen, Norway		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	Double degree - LLM		
Date of Report	January 2025		
Confirmation that stakeholders in relevant Schools have been consulted on this report	<b>Y</b>	N	

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

No student enrolled in 2023/2024.

However, 11 students had listed LLM in Aberdeen as one of their choices in their internal application for studies abroad via the University of Bergen. However, none of them had listed Aberdeen as their first choice, and since Bergen had sufficient places available at the other destinations, none of them were nominated to Aberdeen. Among the 11 students who had listed Aberdeen, 2 had it as their 2<sup>nd</sup> choice, 3 as their 3<sup>rd</sup> choice, 3 as their 4<sup>th</sup> choice and 3 as their 5<sup>th</sup> choice.

It could also be worth mentioning that even if no students came to Aberdeen under the double degree partnership, 6 students came for one semester through the exchange agreement. Three of those students were 3<sup>rd</sup> year students, which means that they are still enrolled in Bergen and are speaking to their peers about their semester in Aberdeen, so current students hear about Aberdeen through the grapevine. That's the benefit of having both the exchange partnership and the LLM partnership.

### SUMMARY OF STUDENT PERFORMANCE

*A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.*

#### Summary of Student Enrolment

Cohort:	Number of Students	Withdrawal/Deferral	Pass/Fail Distribution
<i>Insert Year / Programme / Level</i>			
2023/2024	0		

#### Summary of Degree Classification

Cohort:	Degree Classification	Partnership Students 23-24		Aberdeen Students 23-24		Partnership Students 22-23		Partnership Students 21-22	
		NO.	%	NO.	NO.	%	%	NO.	%
Insert UG or Programme [add as many as appropriate]	1 <sup>st</sup> Class Hons								
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)								
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)								
	3 <sup>rd</sup> Class Hons								
	No award granted								
Insert PGT or Programme	With Distinction								
	With Commendation								
	Pass								
	No award granted								

### UPDATE ON PREVIOUS YEAR'S REPORT

*This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.*

*Please detail 'N/A' if this is the first report for the partnership.*

N/A

### QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

*Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.*

N/A

### STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

N/A

### APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT

*Any academic appeals, complaints and academic misconduct that have been received by the provider since the previous report should be detailed in this section. Appeals, complaints and academic misconduct cases should be outlined, and the outcomes reached in general terms, including any action taken within the partnership.*

*Please detail 'N/A' if no cases of appeals, complaints or academic misconduct have been investigated.*

N/A

### AREAS OF QUALITY ENHANCEMENT

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of*

relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.

N/A

### FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

We will reinforce our marketing strategy to increase the number of students coming from Bergen. A representative of the law school will participate to the International Fair in Bergen in January 2025.

AUTHOR  
SIGN

E. Fromageau

DATE

08/01/2025

### HEAD OF SCHOOL (OR NOMINEE) RESPONSE

HoS  
SIGN

DATE

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	School of Law, University of Bergen, Norway
Date of Report	January 2025

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method
Lack of recruitment	Reinforcing our marketing	In the coming year starting from January 2025	Edouard Fromageau / Luci Carrey / Amy Gill	

UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ANNUAL REPORT**

*It is a condition of the University's partnership agreements that partnerships and collaborations must submit an Annual Report to the Quality Assurance Committee (QAC). This report enables the institution to ensure effective oversight of all collaborative activity. Reports will detail student performance and attainment, any updates on a previous year's report, quality assurance and enhancement, student experience, appeals and complaints and future plans. It is recognised that not all sections will be applicable to every partnership, and as such, the necessary sections should be completed. Actions identified should be logged and tracked via the Action Plan (appended to the report). The report should be a **collaborative effort** between all relevant Schools involved, management staff, and the respective partners.*

*Please submit this report to [collaborative@abdn.ac.uk](mailto:collaborative@abdn.ac.uk) to be submitted to the Quality Assurance Committee for consideration and approval. Deadline for submission is 31 October annually. Partnership reports will be considered by the Quality Assurance Committee at a dedicated meeting to consider all partnerships, subject to the receipt of all partnership reports.*

Partnership/Collaboration Name	Undergraduate 2+2 Collaboration with China University of Geosciences (CUG), Wuhan with Chemistry UoA		
Type of Partnership (e.g. Joint Institute, delivery partner, franchise)	2+2 Partnership		
Date of Report	12 December 2024		
Confirmation that stakeholders in relevant Schools have been consulted on this report	Y		

### EXECUTIVE SUMMARY

*The Executive Summary should detail a high-level summary of the key areas of good practice and areas for enhancement or development should be identified in this section.*

This initiative was started just before the Covid epidemic, with first student entry planned for September 2022. However, interest was lost from the partner institution during covid and was never regained, due to key personnel at CUG being lost and lack of enthusiasm from CUG, even after several communications from John Storey, Harminder Battu, Abbie McLaughlin and a site visit from chemistry by Prof. Deng Hai. No students were ever enrolled and in real terms the initiative is dead.

### SUMMARY OF STUDENT PERFORMANCE

*A summary of performance of students undertaking courses and/or programmes governed by this partnership during the last academic year should be provided using the tables below. Details should include registration information, pass/fail and grade distributions, and progression, retention and withdrawal information. Additionally, if a similar programme runs in Aberdeen, comparative performance data between those students registered under the partnership agreement and those on the Aberdeen programme should be included, if data is available.*

#### Summary of Student Enrolment

Cohort:	Number of Students	Withdrawal/Deferral	Pass/Fail Distribution
<i>Insert Year / Programme / Level</i>	0	0	0

#### Summary of Degree Classification

Cohort:	Degree Classification	Partnership Students 23-24		Aberdeen Students 23-24		Partnership Students 22-23		Partnership Students 21-22	
		NO.	%	NO.	NO.	%	%	NO.	%
<i>Insert UG or Programme [add as many as]</i>	1 <sup>st</sup> Class Hons	0							
	2 <sup>nd</sup> Class Hons (1 <sup>st</sup> Division)	0							
	2 <sup>nd</sup> Class Hons (2 <sup>nd</sup> Division)	0							

appropriate]	3 <sup>rd</sup> Class Hons	0								
	No award granted	0								
Insert PGT or Programme	With Distinction	0								
	With Commendation	0								
	Pass	0								
	No award granted	0								

### UPDATE ON PREVIOUS YEAR'S REPORT

*This section should provide an update on any actions contained within the action plan and/or body of the previous year's annual report. Progress made to address any issues highlighted in the report, as well as a general update on any amendments made since the publication of the previous report, should be provided.*

*Please detail 'N/A' if this is the first report for the partnership.*

NA

### QUALITY ASSURANCE MATTERS AND GOOD PRACTICE

*Any matters pertaining to quality and standards within the provision of the partner or collaborator should be detailed here. Any issues related to policy or procedures, as well as innovative or good practice demonstrated by the partnership, should be included. Adherence to the University's Academic Quality Handbook should be highlighted in this section.*

NA

### STUDENT EXPERIENCE

*Information pertaining to the student learning experience, including induction programmes, study support, mechanisms for collating student feedback, and access to learning materials and resources should be included in this section. Matters pertaining to the wider student experience and opportunity for personal and academic development should be outlined in this section, including opportunities to engage with MySkills.*

NA

### APPEALS, COMPLAINTS AND ACADEMIC MISCONDUCT

*Any academic appeals, complaints and academic misconduct that have been received by the provider since the previous report should be detailed in this section. Appeals, complaints and academic misconduct cases should be outlined, and the outcomes reached in general terms, including any action taken within the partnership.*

*Please detail 'N/A' if no cases of appeals, complaints or academic misconduct have been investigated.*

NA

### AREAS OF QUALITY ENHANCEMENT

*Any areas identified for quality enhancement within the scope of the partnership should be detailed in this section. Any matters which have arisen as part of appeal, complaint or misconduct procedures which have resulted in programme/course changes may be of relevance. Any matters of teaching, learning or assessment which have been identified as enhancement should be included in this section.*

NA

### FUTURE PLANS

*Detail on any planned changes to the courses and/or programmes governed by the partnership, and any amendments to the partnership agreement itself (e.g. admissions numbers, fees etc.) should be provided in this section. Amendments to the partnership structure, governance, strategic or operational changes should be considered in this section. All partnership stakeholders should be involved in the development of future plans and commentary should detail how stakeholders have been involved and/or consulted.*

HoS comment: Currently we are exploring options to see if the collaboration can be renewed in any meaningful form – this would likely involve sending other staff out to CUGW to look at how the partnership can be developed, and some further senior staff visits in 2025. If this approach is not successful we will recommend withdrawal of the program in 2026.

AUTHOR SIGN	John Storey	DATE	12 December 2024
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#### HEAD OF SCHOOL (OR NOMINEE) RESPONSE

HoS SIGN		DATE	8/1/25
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UNIVERSITY OF ABERDEEN  
PARTNERSHIPS AND COLLABORATIVE PROVISION  
**ACTION PLAN**

Partnership/Collaboration Name	
Date of Report	

Issue Identified / Requiring Action	Proposed Actions / Resolutions	Timescale	Responsible Person(s)	Evaluation Method



## QUALITY ASSURANCE COMMITTEE



# UNIVERSITY OF ABERDEEN

## BUSINESS SCHOOL

### BS ITR ACTION PLAN AND TWO YEAR PROGRESS REPORT DECEMBER 2024

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
Continue to increase and enhance communication across the school by	clarifying the roles and responsibilities of School Office colleagues and Academics, in particular, course coordinators and personal tutors, to ensure a parity of experience for all students	<p>2023</p> <p><i>Following the completion of the professional services review earlier this year, the revised structure that has been implemented gives a named support colleague to each discipline. A SharePoint site has been created to detail all administrative colleagues with their areas of responsibility, and a PDF handbook piloted with block-taught programmes has now been rolled out across all programmes. An examinations handbook has been created (in draft form, to be launched early in 2024) to document and detail processes to ensure compliance with the quality control processes in place. There have been some changes to processes that change some responsibilities (for example, the selection of samples sent to the external examiners). Training has been delivered for course coordinators and programme leads (including specially for dissertation coordinators) to detail the job description and provide a timeline for action.</i></p>	SAM, DoE, HoS	Complete

		2024 n/a ( <i>but, as above, examinations handbook launched successfully at School Education Forum in September 2024</i> )		
		2025 n/a		
	ensuring clear lines of communication in respect of decision making at all levels in the school structure to ensure all colleagues can fulfil their roles effectively	2023 <i>The school governance structure was amended early in 2023 (programme leads now under education governance from February 2023), the education committee structure was amended (formally introducing a student experience subcommittee from February 2023), education updates (monthly email updates and monthly presentations at the school fora), training for PLs and CCs (as detailed above), education induction twice yearly for new staff, monthly PL fora initiated February 2023.</i>	HoS, DoE	Complete
		2024 n/a – though training/fora continue e.g. January 2024 PL forum has external speaker on programme leadership		
		2025 n/a		
	considering revisions to the school's website to update and clarify content, including signposting for students, and improving navigation for all users;	2023 <i>The school website is regarded as primarily external facing and internal facing communication for existing students is through our VLE (Anthology Blackboard, branded as MyAberdeen). The school has completed the rollout to all programmes new organisation areas to reflect the programme focus demanded by accrediting bodies like AACSB. A web audit was completed February 2023 as part of preparation for CMS migration; changes were agreed for research web pages (School Research Committee January 2023) and implemented in Spring 2023; a web review committee set up following agreement at February 2023 School Executive encompassing the above, with a number of changes implemented in Spring 2023.</i>	SAM, DoR, DoE	Completed
		2024 n/a		
		2025 n/a		
	ensuring that all staff, particularly new staff, are aware of the school-level and University-level	2023 <i>The school has a multi-pronged approach including education updates (monthly email updates and fora presentations), training for PLs and CCs (as detailed above), education induction twice yearly for new staff,</i>	DoE, SAM	Completed

	policies and procedures	<i>new monthly PL fora initiated February 2023. CAD have agreed to provide an education induction follow-up for new staff to complement the DoE provided initial induction in September, as well as bespoke sessions to meet contemporary issues (e.g. training on neurodiversity in October 2023).</i>		
		2024 <i>A staff portal is being developed to bring all information on policies and procedures together in one place. This was made live in summer 2024, and has committee minutes, calendars, quality assurance support etc.</i>	SAM	Completed
		2025 n/a		
	promoting open and active discussion at a department- and school-level	2023 <i>The school has developed a new department and discipline structure featuring regular department and discipline meetings. Monthly school fora continue to form a centrepiece of school-level communication. There is a robust committee structure which aligns closely with the university level structure (a school executive supported by education and internationalisation committees among others). A revised school governance structure and professional services structure was approved February 2023 School Executive and implemented in Spring 2023. The away day in July 2023 was focussed around discussion of school mission, vision and values and how they are operationalised.</i>	HoS	Completed
		2024 n/a – though School Fora have been developed to include an Education Forum in September, and pre-Senate fora prior to each Senate meeting.		
		2025 n/a		
Aim to enhance the student experience by	reviewing and clarifying strategies to improve student engagement, and in particular, course feedback response rates and participation in lectures	2023 <i>Participation remains a significant challenge, but participation and engagement improved in semester 2 as expectations reset following return to face to face teaching, CoFF response rates returned to normal (ca. 25%) (though much lower at AFG due to cultural differences). Work has progressed in finding possible solutions to add induction events to programme level timetables to</i>	DoE, DoSE	Substantial progress made but on-going activity required

		<i>promote engagement and work with IT has identified a possible way forward (though delayed as more difficult than anticipated). The interim enhanced social media campaign in Autumn 2023 significant increased engagement at induction events. These induction events have been enhanced to detail the routes by which students may give feedback to the school. MyAberdeen reminders have been issued stressing the importance of completing these surveys and engaging in staff-student liaison committees. The school is working with the AUSA convenor to buttress this with shout-outs at lectures, recognising the value of student to student messaging.</i>		
		2024 Continued to promote engagement (though this has proved challenging, especially in terms of SSLC attendance, CoFF response rates, and appointment of AUSA convenor) and enhance induction as above (induction is planned for September 25 to comprise school wide and programme specific events following feedback from September 2024).	DoSE	Ongoing action
		2025 n/a		
	developing opportunities for internships or placements across programmes to enhance the employability of Business School students	2023 <i>The Business School has representation on two university working parties set up in February 2023 looking at Riipen as a matching platform (however, the very short time line with the trial ending in Jan 2024 proved too short for meaningful school engagement at this early stage of development) and Ginkgo GTI (university rollout targeted for September 2024 may help support school ambitions); Current placement opportunities only on small-scale RE and IB programmes; Adam Smith has taken leadership of this school initiative from June 2023 and is the school's entrepreneurial champion at university level. The school's Equis visit in October 2023 also highlighted this as a key area for school development.</i>	Adam Smith, SE	A key school strategy for the medium to long term
		2024 This will form the subject of a major school executive led strategy over the	Adam Smith, SE	A key school strategy for

		next three years. School is piloting projects with an external supplier for dissertations in four PGT programmes in Summer 2025. Evaluation of this experience will form basis for decision for wider roll-out for 25/26.		the medium to long term
		2025 - ditto		
	continuing to monitor the impacts of the proposed level of programme development, ensuring the needs of academic and administrative staff are considered	<p>2023  <i>The school's QA process interfaces with HoDs/HoGs and DoR through QA flowchart to check for resource issues and dependencies. TST lead now added to QA flowchart. The school's internal QA processes are now working very smoothly, but now regrettably at risk due to replacement QA administrator post being paused in October 2023 as a result of the university's financial difficulties.</i></p>	DoQ	Complete
		2024 n/a – QA role reinstated through internal reshuffle. High volume of activity successfully managed (e.g. block to linear transition) and likely to remain high (e.g. new TNE franchises in India/Egypt, 4+0 in SCNU, etc. in 2025)		
		2025 n/a		
	exploring how the weighting and format of assessments are balanced across courses, and that formative, authentic and alternative assessments are used when required	<p>2023  <i>The programme level focus as part of AACSB accreditation now embedded, including assessment matrices showing where key competencies are introduced, reinforced and assessed; ongoing meetings between PLs and accreditation team through Spring/Summer 2023 further refined these matrices. Some courses retained/developed alternative assessments, while others returned to end of course examinations. CAD have provided training on assessment and feedback, and also shared experiences of the two schools that have participated in the TESTA pilot (which has much in common with the AACSB's programme focus).</i></p>	DoE, DoE+R	Systems in place
		<p>2024            AoL second round of measurement and first 'closing the loop' on remaining programmes; continual enhancement through programme reviews of assessment matrices            Programme leads discussion at February 2024 PL forum to discuss programme assessment review</p>	DoE+R; DoQ	July 2025

		2025 onwards – continue AoL activity each year (though central portfolio reviews may impact and delay AoL). All UG programmes have recently or currently had thorough periodic programme reviews.		
	reviewing the consistency and quality of both feedback and feedforward across courses	<p>2023 <i>The promotion of the use of rubrics continues and school guide to feedback developed in December 2021 has been reissued, both integral to school NSS plan submitted in December 2023. CAD have provided input to a number of school training sessions that focus on assessment and feedback.</i></p>	DoE	Ongoing action
		<p>2024 Enhancing feedback is likely to be a continuous endeavour over many years given the enduring issues with feedback in NSS</p>	DoE	Ongoing action
		2025 - ditto		
	ensuring that the sequence and separation of lectures and tutorials are not constrained by the timetable, monitoring this as required	<p>2023 <i>Communication with CCs has taken place; and a successful late registration plan has now been in place for three intakes. The school has continued to work closely with the timetabling team.</i></p>	DoE	Complete
		<p>2024 The school will continue to work closely with the timetabling team on any issues that occur in the future.</p>		
		2025		
	continuing to review and monitor academic misconduct cases, ensuring the School is doing all within its power to reduce the number of instances and share good and malpractice with students	<p>2023 <i>A report from the chair of the AI committee in December 2022 showed a declining number of cases following an abnormally high number in initial post-covid period AY 2021-22. The case load is now settling at something closer to pre-covid norms. Academic integrity and ethical behaviour now form a key part of the school's induction matrix.</i></p>	DoSE	Completed
		2024 n/a		
		2025 n/a		
	exploring and carefully considering the modes of delivery of block taught vs linear taught courses	<p>2023 <i>A school decision was made February 2023 to move all remaining block taught delivery to normal linear delivery from September 2024. Documentation to be submitted through normal SENAS processes in</i></p>	Elham Moonesirust (Head of Management)	Complete

		<i>Autumn 2023. Initial phase complete and a working party has managed programme redesign (this has resulted in documentation now being almost ready for submission to QAC in January 2024).</i>		
		2024 – n/a – though any unexpected practical issues during transition will be managed by the school as with any new or substantially revised programme (completed successfully in September 2024, with a small number of transitional fixes implemented to aid exit of legacy students).	Elham Moonesirust (Head of Management)	
		2025 – n/a		
Enhance the support offered to students by	ensuring student monitoring is carried out as effectively as possible, and that all parties (both academic and administrative colleagues) have a better understanding their roles and responsibilities	2023 <i>Initial proposals to streamline student monitoring procedures were tabled at the December 2022 School Executive and the operational detail agreed at the School Education Committee Feb 2023. Implemented successfully in February 2023.</i>	DoE	Complete
		2024 – n/a		
		2025 – n/a		
	exploring the consistency and effectiveness of the personal tutoring support delivery across the school	2023 <i>Director of student experience and student experience committee have built a comprehensive induction and support matrix throughout all five levels to promote a sense of community and identity. CAD provided a training session in autumn 2023 on supporting staff and students with neurodiversity. The current recruitment pause in the hiring of a replacement student progress officer in the school poses a risk to maintaining and enhancing this facet of the school's provision.</i>	DoSE	Complete – but will be continually enhanced
		2024 – n/a but will be continually enhanced (new senior PT appointed in summer 2024 initiating PT training and process enhancements; new DoSE appointed summer 2024 initiating refinements to induction and NSS action).		
		2025 – n/a		
	continuing with the process of accreditation,	2023 <i>On February 14 2023 it was announced that the school has</i>	DoE+R, SE	Ongoing strategic action



Enhance the reputation of the School by	liaising with colleagues in the Quality Assurance Committee as required	<i>successfully secured Equis accreditation – a major milestone in our ambition for two major school-level accreditations. AACSB third report submitted and Equis visit October 2023. AoL continuing, including retiming of programme review meetings to support. Accreditation is a cornerstone of the school's strategy. A quality portal is being developed to house all documentation and processes in a single accessible place.</i>		
		2024 Continue AACSB AoL and faculty sufficiency work Equis one-year report	DoE+R, SE	Ongoing strategic action
		2025 Possible AACSB visit Equis second-year report ( <i>et seq.</i> – annual reporting, panel visit after 3 years)	DoE+R, SE	Ongoing strategic action

School Roles: HoS (Head of School/Dean), DoE (Director of Education), DoSE (Director of Student Experience), DoR (Director of Research), SAM (School Administration Manager), DoE+R (Director of Enhancements and Reputation), SE (School Executive), DoQ (Director of Quality).

This document was authored by the school DoE and discussed at the school's Education Committee and Executive in November 2023 prior to being rendered in this reporting template in December 2023. *DM, 20231214*. Updated with current status by DoE December 2024.



## UNIVERSITY OF ABERDEEN

## QUALITY ASSURANCE COMMITTEE

## ANNUAL REPORTING TEMPLATE FOR INTERNAL TEACHING REVIEW

ITR of the School of Biological Sciences

Completed January 2025

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
Continue to enhance the learning and teaching experience by	considering the processes for selection and allocation of Honours projects to ensure clarity, transparency and parity for students. ensuring that any new process is clearly communicated to students.	<p><u>2025</u></p> <p>School in agreement of action</p> <p>However, we regularly review and discuss our process and have feedback from our accrediting body that our process generates excellent outcomes for our students; we agree that we need to ensure there is clear communication between staff and students over the process and how we ensure it is transparent and fair; concerns typically are few and relate to misunderstandings or an individual member of staff failing to follow protocol</p> <p>Next steps, to continue to provide students and staff with clear guidance and to investigate and address concerns about transparency and parity. Timeline -</p>	BI3511 Gateway to Honours Project Course Coordinator Director of Education	<i>Timeline - term two of 2025-26, term two of 2026-27.</i>

		term two of 2025-26, term two of 2026-27.		
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	<p>providing greater clarity for both staff and students regarding the use of artificial intelligence within their teaching and/or assessments.</p> <p>enabling staff to take part in any available training in the use of artificial intelligence as an effective learning tool.</p>	<p><u>2025</u>  School in agreement of action  CAD provided staff with a workshop in July 2024 and the institutional template that incorporates a clear statement over GenAI and assessments has provided greater clarity for staff.  We also have embedded an exercise with GenAI as part of our BI4017 and BI4517 courses in 2025-26.  Next steps, Education Committee to support the development of a progressive curriculum where we teach students ethical use of GenAI (by September 2025). Course coordinators to take advantage of workshops offered by CAD to develop greater understanding of issues associated with Gen AI (through 2025-26 and 2026-27).  Share ideas and good practice across other STEM disciplines (DoE and programme coordinators, April 2025).</p>	<p>Course Coordinators  Director of Education</p>	<p>Sep-25</p>
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	<p>continuing to review and evaluate the use of block teaching (i.e. 5/6-week courses) and how this is executed.</p> <p>continuing to gather staff and student feedback regarding any impacts of block teaching on: student experience; student attendance/engagement; timeliness of feedback; opportunities for interdisciplinarity; and staff workload.</p> <p>reviewing and making any adjustments and improvements in line with any target areas highlighted.</p>	<p><u>2025</u> School in partial agreement of action</p> <p>Our priority over the next two years relates to the development of a set of PGT programmes. We are developing a model that will facilitate part-time study, flexible learning and sharing of courses with other schools as appropriate. As part of this initiative we will review the strengths and weaknesses for block teaching and aim to separate our PGT courses from our UG courses which will allow more flexibility. We currently do not have the capacity or justification to revise our approach at levels 3 and 4. Whilst we accept it is an area that needs continued consideration, for the next two years, we will focus on PGT.</p> <p>Next steps 1) explore market intelligence for PGT titles (Oct-Dec 2024); 2) draft proposal for submission to PMC for March 2025; 3) work with staff to develop curriculum and framework for timetabling the courses to meet our aims of flexibility and compatibility with part-time study (April - November 2025).</p>	<p>Director of Education Head of School</p>	<p>Nov-25</p>
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Enhance the experience in teaching spaces by	<p>consulting with students to gather formal feedback around learning experiences in the Science Teaching Hub (STH), particularly in relation to accessibility and potential sensory overload.</p> <p>in line with feedback, considering possible ways to improve student learning and teaching experiences in the STH as needed.</p>	<p><u>2025</u> School in agreement of action We have sought input from students individually and through SSLC meetings and Class Reps. Also, we held a meeting with STH staff and SBS course coordinators to discuss the issues and potential solutions. These solutions have been adopted for 2025-26.</p> <p>Next steps, gather feedback from students, STH staff via the Health and Safety Committee and SBS course coordinators in term 2 of 2025-26 to determine effectiveness of solutions and if further action is required.</p>	Director of Education Head of School	Jun-25
Enhance the support offered to students by	<p>liaising with Student Support and, as appropriate, the Dean for Student Support and Experience, to consult on and develop processes for helping staff to effectively support student wellbeing during residential fieldwork (particularly in relation to support for disabilities including mental ill health).</p> <p>in line with these discussions, creating guidance for staff to enable them to support students on fieldwork.</p>	<p><u>2025</u> School in agreement of action As our student body changes, we need to ensure that our staff are comfortable and confident in supporting students during residential fieldwork. A meeting was held between HoS, DoE, SAM, Senior Teaching Admin and Nick Edwards to discuss concerns and potential ways to address them.</p> <p>Next steps, meeting in diary with staff who deliver residential field courses to identify requirements; follow up with Nick Edwards with a programme for support</p>	Director of Education Dean for Student Support and Experience	Feb-May 2025

<p>Aim to enhance the student experience by</p>	<p>continuing to seek ways to promote social opportunities for staff and students, to build community across the School and across different levels of study.</p> <p>developing strategies for effectively communicating social opportunities to students.</p>	<p><u>2025</u></p> <p>School in agreement of action</p> <p>As staffing and funding constraints have increased, the opportunities to support regular informal gatherings for students and staff has become more difficult. Student societies go some way in filling the gap but they will not be relevant for all students.</p> <p>Next steps: Programme Coordinators will be asked to schedule and lead annual informal programme meetings outwith the usual induction meetings.</p> <p>Programme leads will liaise with society officers, class reps and the School Convenor to identify additional opportunities for social events.</p>	<p>Programme Coordinators</p>	<p>Each term</p>
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## QUALITY ASSURANCE COMMITTEE

## UNIVERSITY OF ABERDEEN

## ANNUAL REPORTING TEMPLATE FOR INTERNAL TEACHING REVIEW

ITR of DHPA: 2024.25

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
<b>1. STUDENT EXPERIENCE</b>  a. Community Building	‘Improve integration between cohorts of undergraduate, postgraduate taught and postgraduate research students via a variety of network and community building exercises to enable post-pandemic recovery.’	<p><b>2023.24</b> Divinity made a successful application to the Development Trust Student Fund for community-building initiatives in the School, and were awarded a grant of around £4,500 that will be used in activities to be planned in 23.24 and 25.26.</p> <p>Department Student Engagement Leads provide regular reports on community-building activities.</p> <p><b>2024.25</b> <b>Art History</b> continues to introduce and reintroduce field trips, locally, nationally and internationally, across its UG programme, following their suspension during the pandemic.</p> <p>In the 2024-25 academic year these have included visits to Aberdeen Art Gallery, Peacock Visual Arts, Grampian Hospitals Trust, Haddo House, National Galleries of Scotland, McManus Gallery and V&amp;A Dundee, Paul Mellon Centre for British Art, London, funded by the PMC) and Florence.</p> <p>Art History PG students have begun chairing relevant papers for the department’s Art History Research Seminar series.</p>	<p>Katie Cross (Divinity Senior Tutor)</p> <p>Katie Cross Gerry Hough Bill Naphy Helen Pierce</p> <p>Emma Percy Heidi Mehrkens Sandro Guli Helen Pierce</p>	<p>Spring 2024</p> <p>Ongoing</p> <p>Ongoing</p>

b. Personal Tutoring System	'Ensure Personal Tutors feel adequately supported within the role and consider the provision of further guidance on how best to support and signpost students in crisis.'	<p><b>2023.24</b> A DHPA Student Support seminar for PTs was held on 1.2.23.</p> <p>27/3/24: Workshop for DHPA staff on PT and neuro-inclusion.</p> <p>Ongoing: Promotion of CPD training and refresher workshops for pastoral leads and reminders of UoA web resources for PTs.</p>	Heidi Mehrkens	29.3.24.
		<p><b>2024.25</b> Cross-School online session on 25.ix.24. 'Catching up with the Careers Service' (co-organised with HP as Employability Lead).</p> <p>Ongoing: Promotion of CPD training and refresher workshops for pastoral leads and reminders of UoA web resources for PTs.</p>	Heidi Mehrkens	

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
<b>2. EMPLOYABILITY</b>  a. Curriculum Development	'Determine opportunities for further integration of desirable Graduate Attributes and employability skills in the curriculum.'	<p><b>2023.24</b> The current TESTA process will identify opportunities for further integration of desirable Graduate Attributes and employability skills in the curriculum.</p>	UGPCs	2024.25.
		<p><b>2024.25</b> The review of opportunities for further integration of desirable Graduate Attributes and employability skills in the curriculum will continue through the implementation of recommendations phase of the TESTA process in the second term of 24.25.</p>	UGPCs	2024.25.



b. Student Support	‘Strengthen the support and guidance provided for students at pre-Honours level in terms of employability and upskilling.’	<p><b>2023.24</b> Two DHPA Careers events, a transferable skills event and a degree specific event took place on 15.3.23. and 22.3.23..</p> <p>A further ‘Working with Words’ event, co-hosted with LLMVC will be held in the second term of 23.24.</p>	Helen Pierce	29.3.24.
		<p><b>2024.25</b> Cross-School online session on 25.ix.24. ‘Catching up with the Careers Service’ (co-organised by HP and HM as Senior Personal Tutor); this session was advertised to staff across DHPA, LLMVC and Social Sciences, providing an update on Careers &amp; Employability Service initiatives and opportunities, to better inform Personal Tutor guidance around careers queries and discussions.</p>	Helen Pierce	

<p>c. Communication with PGRS</p>	<p>‘Enhance communication with students (particularly Postgraduate Research students) in terms of raising awareness of the training opportunities delivered by the Postgraduate Research School and strengthening existing links with the Careers Service.’</p>	<p><b>2023.24</b></p> <p>We shall meet more frequently with the PGRS going forward to ensure a better communication strategy is in place.</p> <p>Meanwhile, David Clough circulates information about SGSAH activities among DRS PGRs.</p> <p>Also, the DHPA Development Academy is a school-wide initiative that aims to support and equip postgraduate students and early career researchers. In autumn 2023 it provided three training sessions for our PGRs.</p> <p><b>2024.25</b></p>	<p>J Thomas Hewitt</p>	<p>.</p>
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		<p>The PGR School, renamed the Postgraduate Research College, is reviewing its provision of training and development opportunities and DHPA will, in due course, ensure complementary provision as required.</p> <p>The DHPA Development Academy (above) has been paused due to low student uptake in previous years.</p> <p>Links with the Careers Service will be further explored via our DHPA Careers Advisor (currently Julia Leng) in collaboration with Helen Pierce (Employability champion for DHPA)</p>	Ben Marsden	
d. School Webpage	<p>‘Consider dedicating an area of the School’s webpages to employability and graduate outcomes (potentially including information on alumni or relevant case studies) and information relating to opportunities that exist out with a career in academia.’</p>	<p><b>2023.24</b> The employability area of the School webpage is now live.</p> <p>Its content focuses on three areas: news and events; work-based learning; internships and volunteering. The content of the webpage is monitored regularly at the start of each term.</p> <p><b>2024.25</b> Regular updates are being made to the employability webpage to reflect DHPA students’ involvement in careers-related initiatives and opportunities.</p>	<p>Helen Pierce</p> <p>Helen Pierce</p>	<p>Ongoing</p> <p>Ongoing</p>

e. PGR Symposiums	<p>‘Consider establishing a PGR symposium for each discipline in order to encourage networking and collaboration within these cohorts.’</p>	<p><b>2023.24</b> Art History held a PGR Symposium on 11 May 2023.</p> <p>DRS held a PGR symposium from 30 May to 2 June 2023.</p> <p>History held its annual PG residential visit to The Burn on 22-24 March 2024. The previous meeting was 17-19 February</p>		
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		<p>2023, also at The Burn (as always).</p> <p>For next AY, Philosophy is planning to have one or two days in which all research staff and all PhD students meet and present their current research, research interests and plans. In the meantime, the department will continue to host regular PGR seminars.</p> <p><b>2024.25</b> Art History held its PGR symposium on 15 May 2024, with a total of twelve papers delivered in-person and online. Consideration is being given to a two-day event in 2025, reflecting growing PG numbers.</p> <p>DRS held a PGR symposium from 27-31 May 2024, and are planning a further symposium from 26-30 May 2025.</p> <p>History' residential PG weekend at The Burn will be held 7-9 March 2025.</p> <p>Philosophy symposium for PGRs to be held in Summer 2025. Date tbc.</p>		
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Theme	Action identified in report	Response	Responsible person	Indicative Timeline
<b>3. TEACHING AND LEARNING</b>  a. Planned Programme Review	'Prioritise the planned programme review in order to determine the coherence of the curriculum.'	<b>2023.24</b> The current TESTA process is providing an opportunity for a review of the School's degree programmes in order to determine the coherence of the curriculum .	Ken Jeffrey	24.25.
		<b>2024.25</b> The School is participating in a comprehensive review of its UG and PGT programmes in 24.25 that is being led by JP Mynott.	Ken Jeffrey	24.25.

b. Assessments Review	‘Undertake a review of assessments to ensure diversity across disciplines, confirm their appropriateness and ascertain assessment loads.’	<p><b>2023.24</b> The Assessments Review is part of the TESTA programme review process.</p> <p><b>2024.25</b> The review of assessments is continuing through the implementation of recommendations phase of the TESTA process in the second term of 24.25.</p>	<p>Ken Jeffrey</p> <p>Ken Jeffrey UGPCs</p>	<p>24.25.</p> <p>24.25.</p>
c. Good Practice Forum	‘Consider the implementation of a dedicated forum for the sharing of good practice outside of the Teaching and Learning Committee.’	<p><b>2023.24</b> DHPA now host regular Good Practice Forums each term.</p> <p>In the first term of 23.24, Kirsty Kiezebrink and Sara Preston led a presentation on GenAI.</p> <p>In the second term of 23.24, Lisa Collinson will lead a presentation on Special Collections.</p> <p><b>2024.25</b> In the first term of 24.25, Mary Pryor and Aaron Thom, from CAD facilitated a conversation about Marking Criteria</p> <p>In the second term of 24.25, we shall host a meeting that will discuss AI tools and plagiarism that will be facilitated by Sara Preston and Kirsty Kiezebrink.</p>	<p>Ken Jeffrey</p> <p>Ken Jeffrey</p>	<p>Ongoing</p> <p>Ongoing</p>

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
<b>4. CAPACITY BUILDING</b>				
a. Review Staff Workloads	‘Continue to review staff workloads and ensure an appropriate balance and division of workload.’	<p><b>2023.24</b> Ken Jeffrey and Beth Lord continue to review staff workloads with the Heads of Discipline in DHPA.</p> <p><b>2024.25</b> Ken Jeffrey and Beth Lord continue to review staff</p>	<p>Ken Jeffrey Beth Lord DHPA HoDs</p> <p>Ken Jeffrey Beth Lord DHPA HoDs</p>	<p>Ongoing</p> <p>Ongoing</p>

		workloads with the Heads of Discipline in DHPA.		
b. Resilience in Admin Team	‘Build resilience by addressing the shortfall within the administration team, especially in response to the pressures associated with a large cohort of Postgraduate Research students.’	<b>2023.24</b> Ken Jeffrey and Kate Smith continue to review resilience within the DHPA admin team.  <b>2024.25</b> Ken Jeffrey and Kate Smith continue to review resilience within the DHPA admin team.	Ken Jeffrey Kate Smith   Ken Jeffrey Kate Smith	Ongoing    Ongoing

c. Resilience in Academic Team	‘Seek to improve the resilience of programmes in terms of accommodating research leave and staff absences.’	<b>2023.24</b> Ken Jeffrey and Beth Lord continue to review research leave and staff absences with the Heads of Discipline in DHPA.  <b>2024.25</b> Ken Jeffrey and Beth Lord continue to review research leave and staff absences with the Heads of Discipline in DHPA.	Ken Jeffrey Beth Lord DHPA HoDs  Ken Jeffrey Beth Lord DHPA HoDs	Ongoing    Ongoing
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## QUALITY ASSURANCE COMMITTEE

## UNIVERSITY OF ABERDEEN

## ANNUAL REPORTING TEMPLATE FOR INTERNAL TEACHING REVIEW

ITR of the School of Geosciences

Completed on 27/01/25

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
School Vision & Strategy	<p><b>Continue to increase and enhance communication across the School by:</b></p> <p>(i) emphasising the importance of interdisciplinarity within the School and working with staff and students to realise the School's vision, especially in the transition to a sustainable future</p>	<p><b><u>2022</u></b></p> <p>We kicked off further discussions in <b>Sept 2022</b> with an Education Away day focused on interdisciplinary teaching. We developed several interdisciplinary degree models and programmes, with a framework of outcomes and common themes across the School. Two new Programmes proposed and work ongoing. Themes identified have assigned academic groups and are working towards a <b>follow-up Away Day late summer 2023</b> to put these into motion.</p> <p>Sustainability programme awaiting approval from School Planning round as requires new staff posts to devise. Aim to <b>start design Autumn 2023</b>.</p>		Ongoing
		<p><b><u>2024</u></b></p> <p>School Away day – 19.09.24</p>		Complete
		<p><b><u>2024</u></b></p> <p>Current review of PGT portfolio.</p>		Ongoing
		<p><b><u>2023</u></b></p> <p>New programmes – Liberal Arts and Sciences, Updated Geosciences – in place, launching 2024-5 or ongoing. Sustainability is</p>		Ongoing

		<p>still being developed, using a more localised strategy in present resource climate.</p> <p>Streamlining discussion within school in 2023</p> <p>Collaborative projects for teaching UG/MSc with SBS, started 2023.</p> <p><u>2024</u></p> <p>Liberal Arts and Sciences – will launch in September 25. Final bureaucracy is underway, as is preparing marketing material.</p> <p>Updated Geosciences is in place and running.</p>		<p>In progress</p> <p>Ongoing</p> <p>Complete</p> <p>Complete</p>
	(ii) ensuring there are spaces for staff and students alike to engage informally, particularly in relation to the transition back to on campus teaching	<p>Largely superseded by our now full return to campus. We have identified some more common spaces in our buildings (with one awaiting refurbishment: <b>aim Autumn 2023</b>) to allow for informal gatherings of staff and students. Monthly Cake Club has started up again and the Geoscience Student Society are working with academic staff to organise a new Geoscience Ball for <b>March 2023</b>.</p> <p><u>2024</u></p> <p>Refurbishment of common space for informal gatherings of all staff and PGR students.</p>		<p>In progress</p> <p>Complete</p>

	(iii) promoting open and active discussion at a discipline- and school-level	<p><b><u>2022</u></b></p> <p>We continue this regularly through our Away Day plans for the year, quarterly school fora, school seminar series alongside twice monthly School-wide check-in meetings.</p> <p><b><u>2023</u></b></p> <p>Firmly established routine regular events (MMM, school fora etc.) All with Q&amp;A and dialogue elements including all staff and faculty.</p> <p><b><u>2024</u></b></p> <p>Routine established. Fortnightly, Team MMM. Quarterly School Forums – in person on campus.</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Complete</p>
	(iv) providing meaningful updates on feedback, i.e. <i>You Said, We Did</i> , to ensure the closure of the feedback loop	<p><b><u>2022</u></b></p> <p>Heads of Department working with SSLCs to gain insight from our students as to what more they would like. Data gathering and informal discussions ongoing. We are also looking to find ways to capture our more fluid mechanisms of informal feedback updates: make more use of fieldwork oral feedback, group discussions and lab settings.</p> <p><b><u>2023</u></b></p> <p>Still doing this. We still don't have an UG convenor – working with AUSA to build a better system of student representation, particularly the filling of roles at the beginning of terms/years.</p>		<p>Ongoing</p> <p>In progress</p>



		<p><b><u>2024</u></b></p> <p>We now have a School Rep Convener. We are finding it extremely difficult to recruit student reps.</p>		Ongoing
	(v) developing a School-level handbook which outlines the key important policies and a “who’s who” in the School	<p><b><u>2022</u></b></p> <p>School handbook being finalised (with ley focus on fieldwork policies and EDI). <b>Aiming for completion by start of AY 23/24.</b> Work ongoing to produce ‘who’s who’ posters for all buildings, with inclusive approach to all staff, PDRAs, Emeritus and PGRs.</p> <p><b><u>2023</u></b></p> <p>In progress (and continuously updating).</p> <p><b><u>2024</u></b></p> <p>Handbook should be finalised by end Jan/Feb 2025. Will be reviewed annually.</p>		<p>In progress /ongoing</p> <p>In progress / ongoing</p> <p>In progress / ongoing</p>
	(vi) reviewing student representation on School-level committees and consider whether committees without students should have the student voice represented	<p><b><u>2022</u></b></p> <p>Ongoing. Across the university recruitment of student reps has been a challenge. Strategy: focus on cohort building and student group identities might make them more willing to represent the views of others. Gathering data like above from SSLCs and how our students would like to be engaged. Working closely again with our student societies.</p> <p><b><u>2023</u></b></p> <p>Continues to be ongoing – working with AUSA to</p>		Ongoing

		<p>develop better system for student engagement from the student side. Self-selection, information delivery to students etc.</p> <p><u>2024</u></p> <p>We now have a School Rep Convener. We are finding it extremely difficult to recruit student reps.</p>		<p>Ongoing</p> <p>Ongoing</p>
Assessment & Feedback	<p><b>Aim to enhance the student academic experience by:</b></p> <p>(i) undertaking a review of assessments to ensure that all assessments remain appropriate, especially as the University transitions back to on-campus delivery</p>	<p><u>2022</u></p> <p>Ongoing and continuous. Many assessments have pivoted back to pre-COVID plans. Many others however have been modified in-line with our ability to lead in the virtual space. School Education Committee reviews these ideas and discusses openly with academic staff. Some recent assessment changes used for pedagogic output in relevant peer-reviewed journals e.g. Geoscience Education.</p> <p><u>2023</u></p> <p>Some modifications were made. Covid gave us some good developments in terms of curriculum and activities around campus. Wider review continues. Assessment development is related to student mental health impact of assessment and evaluation and development of extensions policy across school.</p> <p><u>2024</u></p> <p>Extension policy was developed and introduced, working well. Reviewed and updated against new UoA extension policy. Will continue to monitor/review.</p> <p>Assessment review continues.</p>		<p>Ongoing</p> <p>Complete</p>

	<p>(ii) reviewing methods for providing feedback on assessment to students, ensuring that all students receive fulsome feedback within the 15 working day deadline</p>	<p><b><u>2022</u></b></p> <p>Continuous and ongoing (and generally effective). Negatives in ITR came from one particular staffing situation that has been resolved. We are confident the deadline now holds but will review regularly at School Education Committee and regular Exam Boards.</p> <p><b><u>2023</u></b></p> <p>Still doing this. And getting improved ratings all the student surveys, mostly because our feedback speed responses are improving. So seems to be working. Also related to assessment (above).</p> <p><b><u>2024</u></b></p> <p>Feedback related questions in the NSS have improved across the school. 2024, 16/20 questions and responses are in the top quartile (and 8 are best in survey), in 2023 this was 5/12, in 2022 3/12</p>		
	<p>(iii) reviewing the ways in which students are engaged in curricula and course development</p> <p><i>Addressed in same ways as points (VI).</i></p>			
	<p>(iv) emphasising the existing links to the Careers Service, and investigating opportunities for further integration of careers and employability skills in the curriculum</p>	<p><b><u>2022</u></b></p> <p>Ongoing and continuous. We hosted a recent in-School event aimed at UG students looking towards PGT with help from careers and PGT Programme Directors to great success.</p> <p><b><u>2023</u></b></p>		

		Career services involved in many courses as students move through their programmes. Current university increasing work experience plans are being engaged with across Geosciences.		
	(v) continuing to increase the co-creation of curriculum in terms of decolonisation and EDI issues	<p><b><u>2022</u></b></p> <p>We started this process at our Education Away Day. DoE involved with decolonizing tool kit development particularly in relation to STEM teaching. Our EDI committee adding School Reps to discuss this openly, with EDI front and centre of all School Comms.</p> <p><b><u>2023</u></b></p> <p>Ongoing. Start to finish involvement in the Decolonising working group. Final phases in school ongoing. EDI committee continues. Currently working towards Athena Swan Bronze renewal.</p> <p><b><u>2024</u></b></p> <p>Decolonisation workgroup wrapped up and report prepared.</p> <p>Student and staff uptake for co-creation and Decolonising study is low.</p>		
<b>Student Experience</b>	<p><b>Enhance the support offered to students by:</b></p> <p>(i) working to ensure the personal tutoring system is applied consistently across the School</p>	<p><b><u>2022</u></b></p> <p>We are currently gathering data across the School about the perceived different approaches and their impacts, with particular care towards our PGT provision of support:</p>		

		<p>currently largely run by Programme Directors.</p> <p><b><u>2023</u></b></p> <p>UG Personal tutoring system is stable. We are pushing the boundaries of the PT system to support students in new degree and mental health environments. PGT personal tutoring turned out to be not a thing after UoA wide discussions, PGT tutoring is by programme directors.</p>		
	<p>(ii) investigating ways to integrate the various student cohorts (undergraduate, postgraduate taught and postgraduate research) to enhance the feeling of community</p>	<p><b><u>2022</u></b></p> <p>Ongoing but with some recent successful examples: Our recent <b>PGT recruitment event (2022)</b> with careers (noted above) was a great showcase for current PGT students to demonstrate their curriculum to UG students; <b>PGR Conference January 2023</b> designed specifically to showcase PGR research, tied into University Progression procedures. Open invite to all in the School. Working closely with student societies to identify further opportunities (including Geoscience Ball, <b>March 2023</b>, as noted above).</p> <p><b><u>2023</u></b></p> <p>Ongoing – PGT recruitment, interfacing with the UoA's shift in target regions for international recruitment. Also using established channels within Geosciences to recruit.</p> <p>Great community outreach now that UoA staff are investing in this (mostly impacts UG recruiting however)</p>		

<b>Staff Experience</b>	<p><b>Enhance the overall staff experience by:</b></p> <p>(i) providing increased induction and training materials to new staff to enhance communication and ensure a smooth induction to the School</p>	<p><b><u>2022</u></b></p> <p>HoS using the current round of Probations for new staff to gather data on what would be helpful for them (approx. 12 staff nearing end of year 3). Recommendations will be taken to School Executive <b>(Autumn 2023)</b> for discussion, action, and implementation.</p> <p><b><u>2023</u></b></p> <p>Ongoing and positive conversations. But delayed due to staff medical leaves.</p> <p><b><u>2024</u></b></p> <p>Staff handbook should be finalised by end Jan/Feb 2025. Will be reviewed annually.</p>		
	<p>(ii) continuing to keep staff workloads under review to ensure an appropriate balance and division of workload across the disciplines and School</p>	<p><b><u>2022</u></b></p> <p>Workload working group constituted in the School as of <b>Dec 2022</b>. Work ongoing, with discrete workstreams noted going out for consultation across the School during <b>Spring 2023</b>. Full recommendations and <b>implementation planned for Spring of AY 23/24</b>. Deliverable: unified School workload model in line with guiding principles of University's new workload model guidelines.</p> <p><b><u>2023</u></b></p> <p>Workload Group delayed due to staff illness/absences. Will be resumed soon.</p> <p><b><u>2024</u></b></p>		

		<p>Schoolwide workload model for teaching and research developed and tested. Ready to go (once easy guide is prepared).</p> <p>With common workload data across school individual units can balance their own work within themselves, and workload culture across school can be examined (this can also be part of EDI/AS)</p> <p>Continuing to share good practice more widely and systematically across departments eg. School extension policy.</p>		
	(iii) reviewing the inclusion of administrative and technical staff in school matters, ensuring they are represented at all levels	<p><b><u>2022</u></b></p> <p>New technicians started <b>late summer 2022</b> and we have started more open technician/academic discussion about responsibilities and duties, with technical staff able to drive ideas forward. At the School Executive our technical, IT and Admin staff are represented and have agenda slots in all meetings. All support staff are engaged in education discussions and indeed were all included and part of the recent Education Away Day (<b>Sept 2022</b>).</p> <p><b><u>2023</u></b></p> <p>Included in school forums and away day participation (continuing with 2023 research away day)</p>		
	(iv) working with the University senior management to invest in the School administrative team, and raising the profile of the team to ensure students and staff alike are aware of the team's role and responsibilities	<p><b><u>2022</u></b></p> <p>This is ongoing, whilst addressing challenging budgetary situations. One member of the team seconded into DORA team which will be a superb time for CPD, gave other admin staff the chance to work in</p>		

		<p>enhanced roles for 9 months. New staff appointments being factored into School Planning round.</p> <p><b><u>2023</u></b></p> <p>Continues, positive overall.</p>		
	<p>(v) reviewing the division of administrative responsibilities between academic and administrative staff to ensure the correct balance</p>	<p><b><u>2022</u></b></p> <p>With an explicit outcome of this focused on the admin/academic role split. Recommendations will be taken to the School for comment and subsequent action once approved. <b>Aim for completion: Summer 2023.</b></p> <p><b><u>2023</u></b></p> <p>Delayed due to staffing phasing/roles – has resumed with return of seconded staff.</p> <p><b><u>2024</u></b></p> <p>Delayed due to staffing levels. Once resumed, as well as clarifying academic and administrative roles, and which duties should be undertaken in each, plan to also identify processes that might benefit for review to reduce academic and administrative workloads.</p>		



## QUALITY ASSURANCE COMMITTEE

## UNIVERSITY OF ABERDEEN

## ANNUAL REPORTING FOR INTERNAL TEACHING REVIEW

ITR of the School of LAW (07/05/21)School Update: 31<sup>st</sup> January 2025

Theme	Action Identified in Report	Response	Responsible Person	Indicative Timeline
<b>Staffing and Sustainability</b>	<p>Monitor and address issues relating to staff workload</p> <p>Ensure that staff workloads do not further increase with the introduction of new courses</p> <p>Consider the impact of continually high staff-student ratios in terms of School sustainability</p>	<p><b>2021/22</b></p> <p>New staff recruitment of 10 permanent academic staff during academic year</p> <p>New support staff recruitment of 2 permanent staff</p> <p>Recruitment of 7 part time teaching fellows on short term contracts</p>	Head of School	Ongoing
		<p><b>2022/2023</b></p> <p>New staff recruitment of 10 permanent academic staff joining during new academic year September 2022/23</p> <p>Recruitment of 8 part time teaching fellows on short term contracts</p> <p>Ongoing recruitment for further academic posts to replace staff (2).</p> <p>As a result of the successful staff recruitment In September 2022/23 the SSR has been</p>		

		reduced and has also enabled the allocation of teaching hours workload to be significantly reduced		
		<p><b><u>2023/24</u></b></p> <p>Two new members of staff have been appointed since September 2023. One a full-time substantive lecturer post was filled by a previous teaching fellow and this position has not been replaced. The second post was appointed on a 0.6 contract from January 2024.</p> <p>These appointments have not reduced the SSR. The School is also supporting absence caused through additional institutional research leave and staff teaching workload remains in the lower quartile as a result.</p>	Head of School	Ongoing
		<p><b><u>2024/25</u></b></p> <p>The recruitment freeze has impacted the ability to recruit staff departure due to VS resignations. Early career staff appointed over recent years have been successfully exiting probation and therefore have increased capacity. A small number of TFs appointed for 2024/25. The SSR remains high.</p>	Head of School	Ongoing

Theme	Action Identified in Report	Response	Responsible Person	Indicative Timeline
<b>Assessment Feedback and Review</b>	<p>Enhance communication with students:</p> <p>1. Provide clear advice on assessment criteria, dates for the return of marks, outlines of assessment formats, and feedback information</p>	<p><b><u>2021/2022 and 2022/23</u></b></p> <p>All assessment instructions include detailed information on assessment criteria, submission details and deadlines and feedback format and deadlines in course handbooks and on course MyAberdeen sites</p> <p>School policy on agreed standard instructions include on all assessment instructions.</p> <p><b><u>2023/2024</u></b></p> <p>The changes introduced in 2022/23 have been continued and developed in academic year 2023/24 with clear and consistent guidance and messaging to students on all assessment related information managed by the Year leads and Programme coordinators.</p> <p>A calendar of assessment dated and deadlines for each study year was created and shared on the relevant organizational sites.</p>	<p>Director of Education</p> <p>Year and Programme Leads</p>	Ongoing

		<p><b><u>2024/25</u></b></p> <p>The adoption of the new MyAberdeen template as a pilot school has facilitated a consistent communication of Assessment information to students for all courses via the Assessment section of MyAberdeen.</p>		
	2. Enhance opportunities for constructive feedback	<p>Details of date and mode of feedback included in all course handbooks and on course MyAberdeen sites.</p> <p>Staff encouraged to provide feedback in format most appropriate to assignment</p> <p>Date of feedback release centrally monitored to ensure compliance with agreed deadlines</p> <p><b><u>2023/24</u></b></p> <p>A review of the School's feedback policy was undertaken by the LLB coordinator and supported by the School Education committee. Student focus groups informed and guided the changes introduced in October 2023.</p>		

		<p><b><u>2024/25</u></b></p> <p>November 2024 School meeting was a dedicated training session for all Law School staff on feedback, led by CAD.</p> <p>An Education Away Day has been scheduled for May 2025 and will include a session on assessment and feedback.</p>		
	3. Online exam assessments are to be scheduled to start in the morning	<p><b><u>2021/22 and 2022/2023</u></b></p> <p>All assessment deadlines per year of study are collated and reviewed prior to being set</p> <p>All course handbooks to specify agreed exam dates and reviewed by year / programme leads prior to release to student view</p> <p><b><u>2022/23</u></b></p> <p>Online and on campus exam scheduling is now monitored by year and programme leads in consultation with course coordinators and support staff.</p> <p><b><u>2023/2024</u></b></p> <p>The practice of monitoring all assessment deadlines continues.</p>	<p>Director of Education</p> <p>Year and Programme Leads</p>	Ongoing

		<p><b><u>2024/25</u></b></p> <p>The practice of monitoring all assessment deadlines continues. All 'exam' style assessments scheduled for the exam weeks will be centrally timetabled by the central timetable team.</p>		
	4. Standardize dissertation feedback	<p><b><u>2021/22 and 2022/23</u></b></p> <p>School guidance to staff provided by UG and PGT dissertation coordinator</p> <p><b><u>2023/2024</u></b></p> <p>As above detailed guidance is provided to all staff. Staff new to the supervisory role are invited to a bespoke training session with the dissertation coordinator.</p> <p><b><u>2024/25</u></b></p> <p>As above</p>	<p>Director of Education</p> <p>Dissertation Co-ordinator</p>	<b>Complete</b>
	5. Clarifying understanding of academic misconduct in assessments	<p><b><u>2021/22 and 2022/23</u></b></p> <p>Agreed School guidance included in all assessment instructions</p> <p>Presentations on academic integrity and academic misconduct in assessments included in UG and PGT orientation programmes and shared as online resources. Specific links to institutional guidance provided on all course sites and organization sites on MyAberdeen. Hyperlinks to all information included in all course handbooks. MyAberdeen.</p>		

		<p><b><u>2023/2024</u></b> Additional information and guidance on the use of AI in assessments was included in all assessment instructions. Links to university guidance was also provided a to students.</p> <p><b><u>2024/25</u></b> The adoption of the new MyAberdeen template as a pilot school has facilitated a consistent communication of information to students about academic misconduct policies.</p>		
Theme	Action Identified in Report	Response	Responsible Person	Indicative Timeline
<p><b>Student Experience and Employability</b></p> <p><b>Prepare students effectively for workplace</b></p>	1. Working with Law Society of Scotland	<p><b><u>2021/22 and 2022/23</u></b> The School continues to liaise closely with the Law Society of Scotland in discussions on graduate opportunities</p> <p><b><u>2023/2024</u></b> The School continues to work closely with the Law Society of Scotland in relation to the UG LLB programmes accredited as qualifying law degrees to enter the legal profession in Scotland. In addition, there is ongoing liaison between the School, the DPLP Director and the Society both in terms of the Diploma annual report and feedback received after the report is submitted. In</p>	<p>Director of Education</p> <p>Convenor of the School's Employability &amp; Entrepreneurship Committee (EEC)</p>	<p>Ongoing</p> <p>Ongoing</p>

		<p>addition, the Director is part of the Diploma Coordinators Group which meets regularly with the Society to discuss matters such as course content, admission processes and cohort numbers, having regard to the market in the profession for trainees each year.</p>		
	<p>2. Encouraging more professional contact for students</p>	<p>The School's Employability and Entrepreneurship committee was formed in March 2022 in line with the changes in the University's Education committee structure. This committee replaces the School's former Employer Liaison Committee. A member of the University Careers service is a member of the EEC. The committee has overseen a range of external professional engagement opportunities for students including e.g places on a Mini Devilling programme with the Faculty of Advocates in Edinburgh and a training programme with Shared Parenting Scotland to train students as supports in family cases in court.</p> <p><b>2023/2024</b></p> <p>The School's EEC has members from law firms and the Faculty of Advocates. They participate in discussions, make suggestions and discuss relevant plans and ideas.</p>	<p>Director of Education</p> <p>Year &amp; Programme Leads</p>	<p>Ongoing</p>



		<p>Events organized with the Careers and Employability Service have included events in law and technology, criminal justice, and innovation with representatives from local firms and other organizations.</p> <p><b><u>2024/2025</u></b></p> <p>The School's EEC continues to work closely with the University Careers service with events and opportunities organised by Careers being supported at School level through the EEC. Many of these events relate to encouraging more professional contacts for students e.g. an insight day at Baker Hughes and the Law Fair. The Committee continues to oversee external professional engagement opportunities for students. Shared Parenting Scotland will again deliver lay supporter training to DPLP students as well as some of our Family Law (Hons) students during 2HS. Additionally, following a competitive selection process, five DPLP students will undertake the Faculty of Advocates Mini Devilling programme in 2025. The Committee is also working closely with Careers with the aim of expanding the work shadowing scheme which involves law students undertaking shadowing with small local law firms. The Committee's</p>		
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		membership continues to include members from law firms and the Faculty of Advocates.		
	3. Introduce practical legal skills within existing courses	<p><b><u>2021/22 and 2022/23</u></b> All courses are reviewed each year at the end of each academic year. In 2022/23 the focus on course coordinators was to embed the five 2040 Principles for the Delivery of Education. Guidance on this was shared with all course coordinators. Changes introduced included interactive workshops in some compulsory level 1 and 2 courses, legal drafting exercises and written case reports</p> <p><b><u>2023/2024</u></b> Work continues as above looking for new and different opportunities at the yearly course review process.</p> <p><b><u>2024/25</u></b> Include alternative methods of dispute resolution to the DPLP curriculum. Introduce DPLP students to trauma-based lawyering and how to deal with trauma in clients and in your own practice</p>	Director of Education & DPLP Director	Ongoing
	4. Responding to SQE developments for route to English qualification	<p><b><u>2022/23</u></b> The School has approval for the introduction of a new, online, self-directed programme to prepare students</p>	Director of Education	Ongoing

		<p>for the external SQE part 1 exam, the new route to qualification for students with an LLB with English Law degree. This course will launch in July 2023 and will be available to graduates from July 2023.</p> <p><b><u>2023/2024</u></b> The online SQE 1 course was launched in late November 2023.</p> <p><b><u>2024/25</u></b> Refresh SQE 1 landing page. Offer SQE1 course as a bundle with PGT programmes</p>		
Theme	Action Identified in Report	Response	Responsible Person	Indicative Timeline
<p><b>Student Experience and Employability</b></p> <p><b>Enhance student support an engagement</b></p>	1.Encourage use of cameras and microphones during online teaching	<p><b><u>2021/22</u></b> The School continued to deliver online teaching during this academic year and offered encouragement to students on good protocol for online engagement</p> <p><b><u>2022/23</u></b> In line with university policy the school has returned to on campus teaching for all courses</p> <p><b><u>2023/2024</u></b> Teaching is face to face on campus.</p> <p><b><u>2024/25</u></b> All staff are invited to participate in the University training programme</p>	<p>Director of Education  Year and Programme Leads</p> <p>          Head of School</p>	<b>Complete</b>

	2. Extending opportunities for mental health first aid provision	<p><b><u>2024/25</u></b> An audit of mental health first aiders undertaken. Encourage adoption of information about being a mental health first aider on email signatures. Postcards available for room doors to identify the mental health first aiders.</p>	Director of Education  Year and Programme Leads	
	3. Enhanced resources for academic writing skills	<p><b><u>2021/22 and 2022/23</u></b> A folder of resources was created on year and programme organizational sites. These were highlighted at various workshops in the orientation programmes</p> <p><b><u>2023/2024</u></b> The resource package of materials was reviewed and updated in advance of the start of academic year 2023/24.</p> <p><b><u>2024/25</u></b> A further review will be undertaken and implementation considered at the Education Away Day.</p>		

**LLMVC****Action Plan from Nov 2023 ITR****Summary of Action Points**[Click to access full ITR Report](#)**4.1 Continue to enhance the student experience by:**

- (i) Standardising and further supporting the study abroad experience for students (including opting out) in conjunction with the GoAbroad Team, where possible, and considering an equivalent for Gaelic. Reviewing opportunities for meaningful alternative international experiences, such as Collaborative Online International Learning (COIL), especially for those who may not be in a position to spend a term or a year abroad;
- (ii) Exploring the School's approach to artificial intelligence and clearly communicating the implications of its use in terms of academic integrity;
- (iii) Continue to strengthen the support for students who have been affected by a lack of in-person examinations.
- (iv) Further improving student facilities and access to software where possible

**4.2 Aim to enhance the experience of postgraduate research students by:**

- (i) Ensuring the PGR coordinator is known to postgraduate research students;
- (ii) Providing opportunities for postgraduate research students to foster a sense of community, despite working across different buildings and clusters;
- (iii) Reviewing the existing workspaces for these students and access to resources to ensure an equitable experience across the School;
- (iv) Improving transparency, including in teaching opportunities, and awareness of training, professional development and accreditation opportunities such as the AdvanceHE Fellowship, in conjunction with the Centre for Academic Development;
- (v) Providing greater awareness of the activities of various Research Centres within the School.
- (vi) Considering whether PGR admin would benefit from support by specific staff: consider pastoral support from an academic staff member who is not linked to supervisory team.

**4.3 Aim to enhance recruitment, employability and outreach activities by:**

- (i) Continuing to enhance and embed employability skills into the curriculum, and providing access to a range of appropriate work-based learning opportunities across all clusters;
- (ii) Consider ways in which the Employability Lead can be further supported within each discipline. For example, consider the use of discipline-specific careers and employability academic liaisons and/or an Employability Committee, as implemented in other Schools.
- (iii) Clarifying the engagement opportunities with the Summer School for students studying Gaelic;
- (iv) Continuing to explore opportunities for outreach activities, particularly in relation to widening access; and, where appropriate, rotating engagement with local Schools;
- (v) Enhancing the relationship between the School and its various Research Centres (e.g. Elphinstone Institute) to promote engagement and awareness of research activities;
- (vi) Ensuring that the range of courses and programmes available within each cluster are well-promoted to students within and out-with the University in order to enhance recruitment, and consider innovative solutions that allow focus on programmes attractive to applicants e.g. linkage to wider Liberal Arts programmes.

**4.4 Continue to enhance the staff experience by:**

- (i) Ensuring that students are appropriately signposted to the correct services and School administrative team; improving visibility of the School office.
- (ii) Clarifying responsibilities at the varying levels within the administrative team and ensuring that the administrative team are able to contribute more widely to and feed into any decision-making within the School, as appropriate;
- (iii) Standardising the process for the consideration of extension requests and mitigation across all clusters in order to streamline this process and improve overall consistency and student satisfaction;

(iv) Explore opportunities for more staff to gain knowledge and understanding of School processes and procedures, such as academic disciplinary investigations, to avoid the potential for any single points of failure;
(v) Consider providing greater probation and mentoring opportunities for teaching and scholarship staff whilst noting the sizeable workloads for one-person specialisms;
(vi) Consider providing increased opportunity for cross-communication between clusters to avoid siloed communications.
(vii) Continuing engagement with Athena Swan

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
4.1 Continue to enhance the student experience by:	(i) Standardising and further supporting the study abroad experience for students (including opting out) in conjunction with the GoAbroad Team, where possible, and considering an equivalent for Gaelic. Reviewing opportunities for meaningful alternative international experiences, such as Collaborative Online International Learning (COIL), especially for those who may not be in a position to spend a term or a year abroad.	<p>Accepted.</p> <p>The School recognises the importance of harmonising the study abroad experience and expansion of the inclusive pathway to allow students to opt out of compulsory residence abroad in exceptional circumstances. As an integral aspect of this, the School is keen to support the development of further COIL initiatives for students in languages and beyond. The value of access to an immersive learning experience for students in Gaelic is fully acknowledged.</p> <p>Context: i. Differentiation across language departments in the timing of residence abroad (level 2 or level 3). ii. French has introduced an inclusive pathway, supported by COIL initiatives, to allow students on the 4-year degree with particular exceptional circumstances (e.g. financial or health-related) to opt-out of residence abroad and undertake an alternative international experience. This is not currently available to students in other languages, although special permission will be sought if appropriate. iii. At present, funding is not available to support students in Gaelic having an immersive language-learning experience.</p> <p>2024-25</p> <p>i. Review of the timing of the residence abroad for students on 4-year degree programmes with consideration of alignment of practice in order to allow expansion of the inclusive pathway for students on the 4-year degree pathway.</p> <p>ii. The four key principles of COIL have been central to the development of the inclusive pathway for students in French. As part of this, tandem language exchanges have been introduced in French in AY 24-25 on a trial basis.</p> <p>2025-26</p> <p>i. Explore expansion of the inclusive pathway for students on the 4-year degree pathway, subject to alignment of the timing of residence abroad.</p> <p>ii. Review use of tandem exchanges and consider the expansion of these and other COIL-related initiatives.</p> <p>iii. Continue to explore options for students in Gaelic to experience immersion learning, such as summer school or short-term options, subject to funding being available.</p>	Go Abroad Lead in Languages with Director of Education	<p>Ongoing.</p> <p>2024-25</p> <p>Review timing of residence abroad: June 2025</p> <p>2025-26</p> <p>Review expansion of inclusive pathway for 4-year degree students: Term 1</p> <p>Review use of tandem exchanegs and consider expansion of COIL initiatives.</p> <p>Continue to explore funding opportunities to support Gaelic students having an immersive language learning experience.</p>
	(ii) Exploring the School's approach to artificial intelligence and clearly communicating the implications of its use in terms of academic integrity.	<p>Accepted.</p> <p>The School acknowledges the importance of engaging with the rapid developments in the use of AI, both in terms of academic integrity concerns, but also in terms of potential opportunities.</p> <p>Context: As a School in the Humanities with a high proportion of assessments which are vulnerable to the use of AI (essays; translation, composition etc.), LLMVC is particularly aware of the challenges in this area.</p> <p>2024-25</p> <p>i. Academic Integrity is regularly discussed at the School Education Committee.</p> <p>ii. The Director of Education has worked closely with the former Dean for Educational Innovation and the Centre for Academic Development in order to ensure that expectations and practices are in line with institutional imperatives. More work needs to be done to communicate this to staff and students.</p> <p>iii. A workshop with CAD will be arranged for all academic staff in term 2 of AY 24-25.</p> <p>iv. A small number of staff, including the DoE and EDI lead have begun discussions with colleagues in DHPA to share best practice and this will be continued and participation extended.</p> <p>2025-26</p> <p>i. Continued focus on ensuring that staff members have better understanding of AI in order to be better informed in their discussions with students, both in terms of guiding appropriate usage of and in recognition of potential inappropriate usage of AI.</p> <p>ii. Continued improvement of clear and consistent communication to students, focused on the appropriate use of AI in different contexts, and its limitations. The shift to the new template for courses in the MyAberdeen Ultra platform will help with this.</p> <p>iii. Continued collaboration with colleagues in DHPA in order to share experience and best practice.</p>	Director of Education	<p>Ongoing.</p> <p>2024-25</p> <p>Workshop with CAD to be arranged: Term 2 2024-25.</p> <p>Continued shared initiatives with DHPA.</p> <p>Continued discussions regarding variation of types of assessment.</p> <p>Review of communications with staff and students looking forward to AY 25-26: Summer 2025</p> <p>2025-26</p> <p>New Ultra template to be introduced: September 2025</p> <p>Continued close working with DHPA.</p>

	(iii) Continue to strengthen the support for students who have been affected by a lack of in-person examinations.	<p>Accepted.</p> <p>The School fully accepts the need to avoid students being palced in an assessment situation with inadequate preparation.</p> <p>Context: This particularly relates to students in Modern Languages who have final year language exams. Final year students often express concern well in advance of the exam diet regarding their lack of preparation for sitting assessments in an exam situation although they receive regular explanations and reassurance from staff that they will have opportunities for 'dry-run' exams in the lead up to the exam diet. This anxiety has increased post-pandemic.</p> <p>Languages constantly keep the format of assessments under review. In-person exams have been retained for a very limited proportion of the overall assessment at Honours level. Where appropriate, in-person exams have been replaced with take-home assessments or with class tests. and only where deemed necessary in assessing the ability of students to demonstrate oral and written linguistic competency and fluency.</p> <p>i. Where relevant, students have the opportunity to sit practice exams to give them experience of timed, in-person exams, both written and oral. This has always been the case, however communication with students in this situation has to be kept under review.</p>	Programme Coordinators in Languages with Director of Education	Largely complete and to be kept under review.
	(iv) Further improving student facilities and access to software where possible.	<p>Accepted, in principle.</p> <p>The School is committed to the need for upgrading and ongoing investment in software. This is particularly acute in Film and Visual Culture where focus on film editing would improve student recruitment as well as enhancing the current student experience. Investment will also be required in software for Music students.</p> <p>It is agreed that these are priorities, particularly in relation to editing software required to provide students with more practical experience of film-making. The current financial constraints mean that it is not possible to purchase further software at present. This will be a priority when the financial situation improves.</p>	Head of School with relevant colleagues (FVC/Music)	On hold
	(i) Ensuring the PGR coordinator is known to postgraduate research students.	<p>Accepted.</p> <p>The School understands the importance of students having access to the Director of PGR.</p> <p>Context: There may have been some lack of awareness amongst students that there was a member of staff with a particular focus on PGR.</p> <p>2024-25</p> <ul style="list-style-type: none"> <li>i. New Director of PGR appointed June 2024</li> <li>ii. Relaunch of monthly PG forums</li> <li>iii. Opening new PGR inductions to PGRs from previous years</li> <li>iv. Monthly PGR lunch hours</li> <li>v. Weekly PGR office hours</li> </ul>	Director of PGR with supervisors	Largely complete and to be kept under review.
	(ii) Providing opportunities for postgraduate research students to foster a sense of community, despite working across different buildings and clusters.	<p>Accepted.</p> <p>The School is aware from the ITR and other feedback that PGR students experience a sense of isolation and would welcome a greater sense of community.</p> <p>Context: The nature of PGR study, particularly in the Humanities, gives rise to a sense of isolation and this is compounded in LLMVC by the range of disciplines and the shortage of accommodation for PGR students which means that they are allocated space in different buildings across the campus.</p> <p>2024-25</p> <ul style="list-style-type: none"> <li>i. School-wide PGR forums</li> <li>ii. School-wide PGR social events</li> <li>iii. Clarification of role of PGR director</li> </ul>	Director of PGR	Largely complete and to be kept under review.



4.2 Aim to enhance the experience of postgraduate research students by:	(iii) Reviewing the existing workspaces for these students and access to resources to ensure an equitable experience across the School.	<p>Accepted.</p> <p>The School is fully aware that there was justifiable dissatisfaction with some PGR accommodation with its allocation being perceived as inconsistent.</p> <p>Context: The lack of study space for PGR students is a long-term and on-going issue. Some of that accommodation was not presented appropriately and there was a lack of transparency in the process of allocation.</p> <p>2024-24</p> <p>i. New allocation system for PGR offices with priority given to PGRs with caring responsibilities and other extenuating circumstances.</p> <p>ii. Study accommodation has been reviewed and enhanced where appropriate, with extraneous materials removed to provide more appropriate space.</p>	Director of PGR	Largely complete and to be kept under review.
	(iv) Improving transparency, including in teaching opportunities, and awareness of training, professional development and accreditation opportunities such as the AdvanceHE Fellowship, in conjunction with the Centre for Academic Development.	<p>Accepted.</p> <p>The School is conscious of its responsibility for the professional development of PGR students.</p> <p>Context: It is noted that there may have been a perception of a lack of transparency in the allocation of teaching opportunities, resulting largely from the fact that more opportunities have tended to be available in particular disciplines. The need for improved signposting to other professional development and accreditation opportunities is recognised.</p> <p>2024-25</p> <p>i. Professional development is now provided through dedicated sessions in our PGR forums.</p> <p>ii. Current financial restrictions on the budget for bought-in teaching do not allow changes to the hiring practices of PGR students for teaching. Those with previous teaching experience will continue to be supported to apply for HEA accreditation through peer-observation and mentoring in time-limited teaching contexts.</p>	Director of PGR	Partially complete, with monitoring in relation to financial restrictions.
	(v) Providing greater awareness of the activities of various Research Centres within the School.	<p>Accepted.</p> <p>The School is keen to improve awareness of the activities of the School Research Centres.</p> <p>Context: Engagement with Research Centre activities can sometimes be limited to those directly concerned and it would add a great deal of value if PGR students and members of staff from other areas of the School had greater awareness of activities.</p> <p>2024-25</p> <p>i. Invitations to attend and get involved with research centres across the School</p> <p>ii. Invitations to School-wide research symposium.</p> <p>iii. Advertising of all centre activities to PGRs through a new notification system.</p>	Research Centre Directors	Ongoing and to be kept under review.
	(vi) Considering whether PGR admin would benefit from support by specific staff: consider pastoral support from an academic staff member who is not linked to supervisory team.	<p>Accepted.</p> <p>The School fully endorses the need for pastoral support to be available to PGR students beyond the supervisory team as well as the importance of effective and consistent administrative support.</p> <p>Context: It is recognised that students may find it challenging to discuss personal issues with their supervisory team, or may need to raise issues in relation to the supervisory team. It is essential that they should have access to support outside that structure. It is also acknowledged that administrative procedures take place at different times for individual students and may be delayed or overlooked. These issues have been addressed by the following changes:</p> <p>2024-25</p> <p>i. Pastoral support is now provided as a result of changes to APE reader provisions: 1 subject-specific reader, and 1 reader from across the School who also acts as pastoral support.</p> <p>ii. PGR admin has also been greatly improved through the introduction of new data-base with automated reminders of deadlines to PGRs, supervisors, and APE readers</p>	Director of PGR	Complete

4.3 Aim to enhance	(i) Continuing to enhance and embed employability skills into the curriculum, and providing access to a range of appropriate work-based learning opportunities across all clusters. The appointment of School Employability lead has begun to address this, with focus in a first instance	<p>Agreement.</p> <p>The School recognises that the most successful means of promoting employability skills is to embed them in the curriculum and provide a range of opportunities across all clusters.</p> <p>Context: There has been a tendency for employability skills to be an 'add-on' and to be limited to subject areas of a more vocational nature.</p> <p>In the short term, focus has been to support central University initiatives within the School while continuing to run WBL courses including FS5032, FS5532, FS5902.</p> <p>2023-24</p> <p>i. Promotion of work-based learning opportunities such as the ABDN Internships and Mentoring Scheme</p> <p>ii. LLMVC staff feeding into the development of internships</p> <p>2024-25</p> <p>i. From AY 2024-25, the inclusion of the MySkills site on course pages using the University MyAberdeen course template encourages staff to map ILOs to the MySkills attributes and students to engage with MySkills to develop their understanding of transferrable skills developed through the curriculum</p> <p>ii. The Employability Lead is a co-investigator on the Learning and Teaching Enhancement Project (LTEP) 'A Course Feedback Evaluation: achievement of ILOs, clarity of assessment instructions and grading processes in Work-Based Learning', with funding confirmed in December 2024. This project will enhance the provision of WBL within the School and across the institution.</p> <p>2025-26</p> <p>i. Work on the LTEP project will continue.</p> <p>ii. In January 2025, Dr Nuno Sacramento was employed as the first Cultural Entrepreneur in Residence for LLMVC and DHPA and will work directly with students to support aspirations to work in the arts. The School will be actively engaged in developing and promoting activities in conjunction with Dr Sacramento and DHPA.</p>	Employability Lead	<p>Ongoing</p> <p>2024-25</p> <p>Work with Cultural Entrepreneur: Begins Term 2 AY 24-25</p> <p>2025-26 and beyond</p> <p>MySkills site to be rolled out across all courses; Develop curriculum in-line with MySkills attributes, linking assessments and ILOs across courses: 2024-2027</p> <p>2. Findings available from summer 2025 implemented 2025-2027</p> <p>3. Work with Cultural Entrepreneur ongoing through 2025</p>
	(ii) Consider ways in which the Employability Lead can be further supported within each discipline. For example, consider the use of discipline-specific careers and employability academic liaisons and/or an Employability Committee, as implemented in other Schools.	<p>Agreement.</p> <p>The School recognises that the Employability Lead must receive appropriate support in order to take forward a remit that is critically important for the School.</p> <p>Context: The appointment of the Employability Lead was made in September 2023 and the School is extremely appreciative of the significant work being undertaken by them. It is essential that they do not work in isolation and that there is active support for employability activities at discipline level. Workload pressures mean establishing an Employability Committee in LLMVC is not a priority. In place of this:</p> <p>2023-24</p> <p>1. Employability was added as a standing item to the School Education Committee ensuring that central updates from the Employability and Entrepreneurship Committee (EEC) circulate through disciplines while also providing potential for feedback from disciplines on employability needs and measures.</p> <p>2. Employability was also added as a regular update on the School Digest, circulated ahead of the monthly School Forum.</p> <p>2024-25</p> <p>1. Employability tab was added to the new School Staff Portal, a hub for staff communication in LLMVC (superseded School Digest above).</p> <p>2. Access has been provided to colleagues in Careers meaning that marketing materials and updates can be circulated centrally to all staff, enhancing the ability for all staff to embed University employability opportunities in their teaching and student-facing activities.</p>	Employability Lead	Largely complete and to be kept under review.
	(iii) Clarifying the engagement opportunities with the Summer School for students studying Gaelic.	<p>Agreement, in principle.</p> <p>The School recognises that access to a Gaelic summer school would be beneficial for students and provide some parity of treatment between students in languages.</p> <p>Context: Regrettably, funding for such opportunities is currently not available since previous sources of external funding were withdrawn.</p> <p>The School will continue to explore options for short-term immersion in a first instance, subject to funding being available.</p>	UPC for Gaelic	On hold

recruitment, employability and outreach activities by:	(iv) Continuing to explore opportunities for outreach activities, particularly in relation to widening access; and, where appropriate, rotating engagement with local Schools.	<p>Accepted.</p> <p>The School is fully committed to offering a full range of outreach activities in order to support recruitment, particularly in relation to widening access, and to enhance the School's relationship with the community.</p> <p>Context: The School has consistently undertaken school and community-facing outreach activities and these have been</p> <p>i. Increase in the number and range of outreach activities in disciplines across the School, including hosting on-campus taster days for local schools, themed workshops, online events for school pupils across Scotland, themed workshops ii. Colleagues in Creative Writing delivered creative writing workshops and facilitated workshops for the community play project, 'A Play for Torry'. iii. School-facing events organised via the WayWORD Festival. iv. MLTI participated in the Access and Articulation Team's event on 13/11/2024 with talks and taster activities on campus focused on 'Modern Languages: Building Shared Futures through Languages and Cultures'. v. Colleagues in Music and the Elphinstone Institute have delivered various workshops and activities for school children, including via a touring exhibition (Stornoway, Skye, Lewis) on the 'sacred soundscapes of the Highlands and Islands' which offers a wide range of children's activities and has fed into local school activities.</p> <p>The full range of outreach activities can be found at <a href="https://365abdn.sharepoint.com/:x:/t/LLMVCSchool/Ea7CGAR_BA9FsieqUt2vBgAB3cw3S0vnwKucZL9a8dK9BA?e=fjQ6A0">https://365abdn.sharepoint.com/:x:/t/LLMVCSchool/Ea7CGAR_BA9FsieqUt2vBgAB3cw3S0vnwKucZL9a8dK9BA?e=fjQ6A0</a></p>	Recruitment Lead	Ongoing and to be kept under review.
	(v) Enhancing the relationship between the School and its various Research Centres (e.g. Elphinstone Institute) to promote engagement and awareness of research activities.	<p>Accepted.</p> <p>The School recognises the importance of underpinning its relationship with the Research Centres, including the Elphinstone Institute in order to increase their visibility and link to the School.</p> <p>Context: The work of the Research Centres would benefit from greater visibility and the position of the Elphinstone Institute and its relationship with the School requires reinforcement.</p> <p>2024-25</p> <p>i. The development of new Staff Portal has significantly improved the promotion of Research Centre activities.</p> <p>ii. Raising awareness of activities for PGR and other students has also been a priority.</p> <p>iii. The new Head of Cluster C (Music, Film &amp; Visual Culture), appointed in September 2024, has made it a priority to work closely with the Elphinstone Institute to improve its visibility and integration into the School.</p>	Research Centre Directors and PGR Director. HoC in relation to Elphinstone Institute.	Largely complete and to be kept under review.

	<p>(vi) Ensuring that the range of courses and programmes available within each cluster are well-promoted to students within and out-with the University in order to enhance recruitment, and consider innovative solutions that allow focus on programmes attractive to applicants e.g. linkage to wider Liberal Arts programmes.</p>	<p>Accepted.</p> <p>The School is keen to promote the uptake of courses, particularly in languages, by students across the University.</p> <p>Context: There has been a significant decline in the number of students registering for sub-Honours language courses. In the context of a global working environment, languages are a key employability skill for all students.</p> <p>2024-25</p> <p>i. As a result of pro-active outreach and promotion by staff, the number of students in sub-Honours language courses increased very significantly in September 2025.</p> <p>ii. Staff are engaged in a review of the content and delivery of sub-Honours language courses to make them more attractive to non-specialists.</p> <p>iii. A new cross-language culture course has been introduced at level 1 which is available to students without prior knowledge of a language.</p> <p>iv. LA-badged Honours options have been introduced. These are more visible and attractive to non-languages students although the teaching is shared. These have proven immensely popular with students in other disciplines.</p> <p>v. New programmes have been introduced such as the PgT and MA in Comparative Literature.</p> <p>vi. The DoE has been involved in discussions regarding the proposed Liberal Arts programme.</p> <p>2025-26</p> <p>i. Developments will be implemented, where appropriate, to make sub-Honours language courses more accessible to all students.</p> <p>ii. A new cross-languages culture course will be delivered at level 2.</p> <p>iii. The roll-out of LA-badged courses will continue.</p> <p>iv. The active promotion of new courses and programmes will continue.</p> <p>v. The incorporation of the Language Centre into LLMVC offers opportunities to look at ways of further promoting language study inside and beyond the University.</p>	<p>Languages UPCs with Director of Education</p>	<p>Ongoing.</p> <p>2024-25</p> <p>Review of language teaching at sub-Honours level in preparation for AY 25-26: Summer 2025</p> <p>2025-26</p> <p>Course changes to be implemented: From September 2025</p> <p>Review of languages offering in light of the incorporation of the Language Centre into LLMVC: May 2026</p>
	<p>(i) Ensuring that students are appropriately signposted to the correct services and School administrative team; improving visibility of the School office.</p>	<p>Accepted.</p> <p>The School takes seriously the need for students to be directed promptly and effectively to the relevant central services and to have clear access to the School Office and administrative team.</p> <p>Context: It is recognised that student footfall in the School Office has decreased very significantly due to electronic submission processes. This, coupled with the closure of the Music Office in the MacRobert Building and centralisation of administrative support in the Taylor Building, can lead to students lacking familiarity with where to go for support.</p> <p>2024-25</p> <p>i. Significant work has been undertaken to enhance and make better use of noticeboards in the School.</p> <p>ii. Physical signage across all buildings occupied by the School will be improved.</p> <p>iii. A suite of standardised responses to C6/7 and absence/extension communications from students have been developed which can be personalised but incorporate standard signposting e.g. to relevant Student Support services.</p>	<p>SAM with Admin Leads</p>	<p>Largely complete and to be kept under review.</p> <p>2024-25</p> <p>Physical signage across all building occupied by the School will be reviewed Summer 2025</p>

4.4 Continue to enhance the staff experience by:	(ii) Clarifying responsibilities at the varying levels within the administrative team and ensuring that the administrative team are able to contribute more widely to and feed into any decision-making within the School, as appropriate.	<p>Accepted.</p> <p>The School acknowledges the need for clarity in the responsibilities of the administrative team and the need for members of the administrative team to be full participants in the decision-making processes of the School.</p> <p>Context: The School recognises the invaluable contribution made by the administrative team to the smooth running of the School. It is recognised that there is need for clarification of the allocation of duties and the differentiation of some responsibilities between administrative and academic staff.</p> <p>2024-25</p> <p>i. A new Staff Portal has been developed by the administrative team (launched September 2024) which provides a central repository for key information and has transformed communication across the School, including between the administrative team and academic staff.</p> <p>ii. The administrative leads hold fortnightly meetings to which relevant members of academic staff can be invited to discuss particular issues. e.g. currently the DoE is working with the team to clarify the division of responsibilities of administrative and academic staff in the preparation of examiners' meetings.</p> <p>iii. The SAM is a full member of the School Executive and has the opportunity to feed into decision-making on behalf of the administrative team. All members of the team attend the regular School Forum where their contributions are welcomed.</p>	SAM and Admin Leads with Head of School	Largely complete and to be kept under review.
	(iii) Standardising the process for the consideration of extension requests and mitigation across all clusters in order to streamline this process and improve overall consistency and student satisfaction.	<p>Accepted.</p> <p>The School accepts the need consistency of approach to requests for extensions and mitigation in order to ensure parity of treatment for all students.</p> <p>Context: Historically, extension requests have been dealt with at discipline level by individual members of staff, leading to significant inconsistency.</p> <p>2024-25</p> <p>i. LLMVC adopted the institutional procedures for extension requests with all students now using the Report and Request Tool via the Student Hub. The majority of extensions are processed by the School Office with requests for longer extension or repeat/more complex cases escalated to a small group of academic staff chaired by the Director of Education with support from the EDI lead and liaising with Exams Officers/Programme and Course Coordinators as appropriate. This has significantly improved consistency and speed in dealing with requests.</p> <p>ii. Mitigating circumstances are gathered via the same mechanism and this has proven more challenging. The DoE is working with admin leads and relevant academic staff to streamline and improve this process.</p> <p>iii. The DoE and administrative leads participate actively in the School Engagement Leads Group which allows sharing of best practice across Schools.</p> <p>iv. The main administrative lead is a member of the working party engaged with IT Services in the development of the new reporting tool for AY 25-26.</p> <p>2025-26</p> <p>i. The new reporting and request tool will be released, further streamlining the processes for both students and staff and enhancing consistency.</p> <p>ii. The School will continue to keep the processes for processing mitigating circumstances under review.</p>	Director of Education with SAM and Admin leads	Largely complete and to be kept under review.
	(iv) Explore opportunities for more staff to gain knowledge and understanding of School processes and procedures, such as academic disciplinary investigations, to avoid the potential for any single points of failure.	<p>Accepted.</p> <p>The School accepts the principle that knowledge of processes and procedures at School and Institutional level should be shared to avoid single points of failure.</p> <p>Context: It was noted in the ITR that certain procedures in the School are being carried out by a single individual.</p> <p>Overview: There are a number of members of staff with extensive experience in School processes and procedures who are capable of carrying out duties such as academic disciplinary investigations.</p> <p>In light of this, and in recognition of significant workload pressures, this action has not been taken forward at this stage.</p> <p>The School recognises the importance of ensuring that knowledge is shared and several ECRs have taken on programme coordination or other significant administrative roles within the School in recent years in order to gain relevant experience with support from senior colleagues.</p>	Director of Education with Head of School and ALMs	Largely complete and to be kept under review.

	(v) Consider providing greater probation and mentoring opportunities for teaching and scholarship staff whilst noting the sizeable workloads for one-person specialisms.	<p>Accepted.</p> <p>The School greatly values the contribution of teaching and scholarship staff and acknowledges the need to ensure that they are adequately supported.</p> <p>Context: There is a lack of clarity at institutional level concerning the probation and mentoring of staff on teaching and scholarship contracts. The School recognises that more pro-active support and guidance is required at School level.</p> <p>2024-25</p> <p>i. Additional support for teaching and scholarship staff to be provided via Academic Line Managers.</p> <p>ii. Initial review of School workload model.</p> <p>2025-26</p> <p>i. Consideration to be given to establishing a mentoring group specifically for teaching and scholarship staff</p> <p>ii. Review of School workload model to be undertaken in response to University-wide guidance.</p>	Head of School with ALMs and UPCs	<p>Ongoing</p> <p>2024-25</p> <p>i. ALMs strongly encouraged to address the specific needs of T&amp;S staff in preparation for Annual Reviews:</p> <p>Term 2</p> <p>ii. Initial light-touch review of School workload model:</p> <p>May 2025</p> <p>2025-26</p> <p>i. Consider establishing a T&amp;S mentoring group:</p> <p>September 2025</p> <p>ii. Review of School workload model:</p> <p>Timing dependent on publication of University-wide guidance.</p>
	(vi) Consider providing increased opportunity for cross-communication between clusters to avoid siloed communications.	<p>Accepted.</p> <p>The School is keen to avoid the cluster structure leading to staff having a sense of being siloed.</p> <p>Context: The cluster structure was established as a management and administrative mechanism to support the Head of School and ensure that smaller disciplines are adequately represented. An unintended consequence has been that some staff members may feel siloed and staff who work across clusters can find this challenging.</p> <p>Overview: Heads of Cluster report directly to the School Executive, however, all staff members are invited to attend monthly all-School Fora meetings and all School-level committees contain representation from across the clusters.</p> <p>2024-2025</p> <p>i. New Heads of Cluster were appointed in September 2024.</p> <p>ii. The HoCs have established a pattern of regular meetings to exchange information and ensure communication flow between the clusters.</p>	Heads of Cluster and Head of School	Largely complete and to be kept under review.
	(vii) Continuing engagement with Athena Swan.	<p>Accepted.</p> <p>The School is committed to applying for the Athena Swan Bronze Award.</p> <p>Context: The application for a bronze award was delayed and concrete measures have been taken to move forward:</p> <p>2024-25</p> <p>i. Athena Swan SAT has been re-established, with greater student representation.</p> <p>2025-26</p> <p>ii. Improve gender balance of class reps</p>	EDI Lead	<p>Ongoing</p> <p>2024-25</p> <p>Re-establishment of SAT:</p> <p>September 2024</p> <p>2025-26</p> <p>Focus on class representatives and review of curriculum content:</p> <p>Beginning September 2025</p>

## UNIVERSITY OF ABERDEEN

## QUALITY ASSURANCE COMMITTEE

## ANNUAL REPORTING TEMPLATE FOR INTERNAL TEACHING REVIEW

## ITR of the School of Medicine, Medical Sciences &amp; Nutrition (Medical Sciences &amp; Non-Healthcare UG and PG Programmes)

Completed on 31 January 2023

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
<b>5.1</b>  <b>Address ongoing staffing and sustainability issues by:</b>	<b>i.</b> Undertaking a workload modelling exercise and curriculum review to assess where redistribution of responsibility might be appropriate. The Panel would encourage the School to explore a variety of processes to do this effectively, such as using TESTA (Transforming the Experience of Students Through Assessment).	<u><b>2022</b></u>  The School has embarked on a full review of its whole undergraduate (BSc/MSci) curriculum provision. Following initial discussions within the newly formed Product Development & Recruitment Committee, a BSc Review Group was established with the following remit: <ul style="list-style-type: none"> <li>• assess the content, structure, degree profile and how we market the offer</li> <li>• align with the University 2040 strategic plan including interdisciplinarity</li> <li>• take account of views of stakeholder groups including staff, students, graduates, employers, teachers, professional bodies</li> <li>• assess the viability of programmes and courses in terms of student numbers and staffing</li> <li>• consider organisational structure and split between biomedical and molecular programmes</li> <li>• consider the role of admin staff and level of responsibility and whether they could take on more to alleviate staff workload</li> <li>• review accreditation of the programmes, including the Biomedical Science</li> </ul>	Prof Anne-Michelle Slater (Convenor of BSc Review Group)	Final BSc Review Report published following consultation December 2022 and approved for next stage at SMMSN Exec Jan 2023

		<p>programme, for student attraction and external credibility</p> <ul style="list-style-type: none"> <li>• take account of the new Science Teaching Facility</li> </ul> <p>The group met on for first time on 15.12.21 (chaired by Dean for Portfolio Development &amp; Programme Engagement). The following four work streams have been initiated which have been tasked to inform the Group's final report to the School:</p> <ol style="list-style-type: none"> <li>1. Market insight/data analysis</li> <li>2. Product</li> <li>3. Employability</li> <li>4. Marketing</li> </ol> <p>The initial target is for the BSc Review Group to report its findings and recommendations to the School around April 2022. The report will then inform the strategy for the School's ongoing undergraduate curriculum review. This will include a review of staffing loads etc. We acknowledge the panel's recommendation that the TESTA approach could be helpful with this process and we will seek advice re the suitability of this for our purposes.</p> <p>PGT provision of MSc programmes has been under review over the past few years and the School is now setting up a PGT review process to have ongoing and regular reviews of the postgraduate programmes being offered and also of their content. This will take into account the capacity to deliver all of the programmes, the expertise of staff within the School and the skill set obtained by graduates of our programmes relative to the requirements of employers and for further study. The reviews will be</p>	School PGT Lead	Ongoing process
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


		reported back to the School Product Development & Recruitment Committee.		
		<p><b>2023</b></p> <p>The School has appointed Education Leads in the five institutes who, working with Institute research leads, will review and, if necessary, redistribute teaching and assessment commitments.</p> <p>Four workstreams established as subgroups of main BSc Review Group:</p> <ol style="list-style-type: none"> <li>1. Data Analysis</li> <li>2. Product</li> <li>3. Employability</li> <li>4. Workload</li> </ol> <p>Draft final report of review out for consultation (December 2022)</p>	<p>Institute Education Leads</p> <p>Prof Anne-Michelle Slater (Convenor of BSc Review Group)</p>	<p>Ongoing process</p> <p>Ongoing process</p> <p>Following consideration of BSc Review Report, School Implementation Group will be formed to take appropriate actions forward.</p> <p>This process will require involvement of replacement Medical Sciences Programme Lead. This will be chair/SL appointment (to be advertised externally).</p>
		Continued review of MSc programmes and courses to ensure that we have capacity to run the courses and that there is sufficient interest in the programme and courses to make them financially viable (where appropriate). Reviews and recommendations will be reported to the School Product Development & Recruitment Committee.	School PGT Lead	Ongoing process

		MSc Medical Physics and MSc Medical Imaging to review and redesign programme structure to allow Jan starts to slot into the programme, rather than double teaching all courses.	MSc Medical Physics and MSc Medical Imaging Programme coordinators and teaching staff (supported by PGT Lead)	Ongoing (planning for freeing up time for the review and redesign is underway)
		<p><b><u>2024</u></b></p> <p><b>BSc</b></p> <p>A new lead for the BSc programmes in the school was appointed in 2023 and is now taking forwards the major BSc review .</p> <p>An agreed framework for five new degree pathways has gone through University approval systems and these will be in place for 2025 in addition to Exercise and Sport Science.</p> <p>Leads for these new pathways are to be advertised this week and the detailed work on curriculum content will then begin.</p> <p>Increased resource has been focused on the development and evaluation of assessment in the BSc. The recruitment process for a new deputy lead for assessment. This will support the review process and enhance the quality control and analysis of assessment going forwards.</p> <p>Exercise and Sport Science has been through an extensive review, seeking all areas of overlap / unnecessary duplication. It is likely that there will be one entry point but with students having an option of two pathways going into the honours years, one focusing on performance and the other on exercise for health and wellbeing.</p> <p><b>PGT</b></p> <p>Review of the MSc Medical Imaging and MSc Medical Physics has led to a pathway that avoids double teaching both programmes due to Sept / Jan starts. Only one introductory course will require to</p>	<p>BSc lead and programme leads</p> <p>MSc Medical Imaging and MSc Medical Physics leads</p>	<p>Ongoing process but beginning entry 2025</p> <p>For entry 2025/26</p> <p>Ongoing</p>

		<p>be double taught across the year going forwards. These new pathways are approved for delivery from Sept 2024.</p> <p>A new lead for PGT (Prof Amudha Poobalan) was appointed in Dec 2023. Along with Institute Education leads and the School Registrar, all courses with low student numbers in the School have been considered across the year and this process will continue with discussion and reporting through the School Education Development &amp; Recruitment Committed (EDRC – renamed from School Product and Recruitment Committee).</p>	PGT Lead, Education leads, School Registrar	Process and pathway for review complete
		<p><b><u>2025</u></b></p> <p><b>BSc</b></p> <p>The review of the BSc degree programmes is now complete, with the BSc Sport and Exercise single entry point paperwork being approved in December 2025. The number of undergraduate BSc programme entry points revised to the following:</p> <p>BSc Biochemistry BSc Biomedical Sciences BSc Molecular and Cellular Biology BSc Neuroscience with Psychology BSc Pharmacology BSc Physiology BSc Sport and Exercise Science</p> <p>Degree coordinators have been appointed for all degrees. A new lead for assessment has been appointed for these degrees.</p> <p>Continuing to review degree prescriptions, courses and assessments to address staff teaching and assessment workloads.</p>	<p>BSc Lead and degree coordinators</p> <p>BSc Lead, Degree coordinators, Course Coordinators and Assessment Lead</p>	<p>Complete For entry 2025/26</p> <p>Ongoing</p>

		<p><b>PGT</b></p> <p>For PGT review, the centre (Dean for portfolio and programme development) did a PGT programme profiling for our School and we have responded to some of their queries. We will get an updated report of all the PGT programmes with the numbers. At this point, we will meet with all the programme leads to review the programmes and make some decisions at the School Education Development and Recruitment Committee</p>	<p>School PGT Lead, Institute Education Leads, PGT Admin Lead and School Registrar</p>	<p>Ongoing</p>
	<p>ii. revisiting the role descriptors of professional services staff to establish and check responsibilities have not changed. There was a specific concern that technical staff seemed to be more akin to teaching staff than support staff, and the Panel believed the pressure on notably understaffed administrative teams led to increased academic staff workload.</p>	<p><b><u>2022</u></b></p> <p>As noted above under 5.1(i), the BSc Review Group will undertake to “consider the role of admin staff and level of responsibility and whether they could take on more to alleviate staff workload”. This will necessitate a comprehensive review of staffing levels for admin roles across the School with a view to ensuring this is adequate to facilitate the quality and efficiency of our teaching delivery. The School has already gone some way to alleviate workload pressures with the addition of one new member of staff for the undergraduate office. The review will also fully consider the key roles that our technical support team play in the delivery of our practical teaching. This has particular relevance within the context of the move to the new Science Teaching Hub (STH). In this regard, we are happy to report that the School has recently taken on an additional three members of technical staff to bolster our teaching support in advance of the move to the STH.</p>		

		<p><b>2023</b></p> <p> School appointed new Registrar, Ms Sarah Duncan, who will oversee review of admin roles and responsibilities within the School.</p> <p>One of the key roles requiring replacement is the School Administration Officer for UG Medical Sciences programmes following the departure of Mrs Jenna Reynolds in August 2022.</p>	<p>Sarah Duncan, Registrar SMMSN</p>	<p>Ongoing process</p> <p>Recruitment process underway following successful business case approval</p>
		<p><b>2024</b></p> <p><b>BSc</b></p> <p>Whilst the UG Medical Sciences programmes office is now at full strength (since last term) there are vacancies (some due to personal leave and some due to colleagues leaving the organization) appearing across the school which are subject to the institutional vacancy control measures. Sharing responsibilities across the wider team is being put in place and there is ongoing review of processes where this is appropriate to manage activity and streamline where possible.</p> <p>A review of the support for education provided by the BSc office is underway both to enhance consistency of processes and to reduce the burden of administration where possible for academic staff.</p> <p><b>PGT</b></p> <p>Review of the APRs from the PGT programme in the last academic year concluded that some common information (3-year trends in student attainment, 3 year trends in student numbers) in each which could be partially completed by the professional services support team would be helpful for monitoring.</p>	<p>SMMSN Registrar and team</p> <p>BSc Lead Administrator and BSc Programme Lead</p> <p>PGT office and PGT lead</p>	<p>Ongoing process</p> <p>Ongoing process</p> <p>Ongoing process</p>

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	<p>iii. considering an <b>increase in resource</b> to enable the School to continue offering the breadth of programmes they intended, while bearing in mind that this diversity of curriculum may be a weakness as well as a point of attraction to students.</p>	<p><b><u>2022</u></b></p> <p>The breadth of our curriculum delivery has been perceived as a strength within the School for many years. However, we acknowledge that a review of this, in terms of both sustainability and market demand, is timely.</p> <p>Since the review, the School has been given resource to enlist for six new lectureship positions with a view to alleviating the student:staff ratios within a selection of key teaching areas. The School is currently interviewing for these new positions. While the successful staff will be expected to establish a strong research presence, they will also be expected to take on a share of the teaching load. This unexpected recruitment should significantly facilitate the spread of the teaching provision and alleviate individual workloads. In addition, we anticipate that there will be further recruitment in the relatively near future following retirement of</p>		

		senior staff members. Taken alongside the curriculum review, this influx of new staff will help to freshen up the teaching delivery of the School moving forwards and go some way to balance the age profile of key teaching staff. With the appointment of one full time member of staff in the UG admin support team and an additional part-time staff member in the PGT admin team, there is additional support for the delivery of our UG and PGT programmes.		
		<p><b><u>2023</u></b></p> <p>School successfully appointed five new lecturers on research/teaching contracts. Posts were created to improve student:staff ratios on key BSc Programmes and to support Masters teaching. All appointments commenced by start of AY2022-23.</p> <p>Interviews have taken place for two further Medical Sciences lectureships (research/teaching) and we hope to appoint both soon.</p> <p>A further lecturer post in Sport &amp; Exercise Science should be filled in the near future.</p> <p>School has also successfully appointed one senior lecturer and one lecturer on teaching/scholarship contract. Both start in January 2023. Both are replacement posts</p> <p>School has also appointed two teaching fellows (on two year contracts) and two teaching assistants (on one-year contracts) – all start before the 1<sup>st</sup> February 2023</p>	Head of School/Appropriate Institute Directors	Ongoing process



		<p>School will be looking to appoint replacement for Medical Sciences Programme Lead (at chair/SL level).</p> <p>It is hoped that forthcoming staff retirements in the coming months/years will be replaced by appropriate new staff coming in.</p>		
		<p>According to University and School financial requirements recruitment is currently halted.</p> <p>The Medical Sciences Programme Lead was successfully appointed in 2023 – this was an internal appointment</p> <p>The Teaching assistant posts (designed to be developmental over a one year contract) were very successful (significant professional development and performance in a wide range of education skills for these two individuals across the year) but unfortunately as both have come to the end of their contract cannot at this time be re-appointed. One has left the Institution whilst the second is undertaking some short term backfill work relating to the Research Leave Scheme – this has been very helpful to support ongoing BSc programme delivery whilst the review is ongoing and Ref related activity is prioritized.</p>		<p>Ongoing</p> <p>Complete</p> <p>Ongoing</p>
		<p><b>2025</b></p> <p><b>BSc</b> University freeze on recruitment and loss of staff through early retirement and voluntary severance, moving to other institutions, moving into management posts, as well as loss of staff through long term illness and other reasons, has meant that academics have had to take on additional teaching and assessment.</p>	<p>SMMSN Education Lead, BSc programme lead, Institute Directors, Institute Education Leads</p>	<p>Ongoing</p>

		<p>Need to continue to review workloads and teaching and assessment across degrees and courses.</p> <p><b>PGT</b> University freeze on recruitment, loss of staff through early retirement and voluntary severance, research staff going on research leave and REF pressure on research staff has created some difficulty in delivering teaching and leading courses in PGT. We have managed this year but we need to review workloads to distribute load and encourage more staff to take on a bit more teaching.</p>	<p>School Director of Education Institute Directors School PGT lead Institute Education Leads</p>	Ongoing
	iv. undertaking a <b>financial review exercise</b> to determine whether all programmes offered are financially viable, particularly <b>at PGT level</b> .	<p><b>2022</b></p> <p>The BSc Review Group will investigate the financial viability of our undergraduate teaching provision. As mentioned above, the School has also identified the requirement to do a periodic financial review of our PGT provision. PGT are also offering January start for a number of programmes, which has substantially increased our income from PGT programmes, as the majority of students are international.</p>		
		<p><b>2023</b></p> <p>Following final publication of BSc Review report, the Implementation Group will take forward any proposals re financial viability of individual programmes.</p> <p>Financial review of PGT programmes will continue on an ongoing basis. Continued offering of January start programmes, which attract mainly international students and exploring whether other programmes could also be offered as January starts.</p>	<p>Head of School Director of Education</p> <p>School PGT Lead</p>	<p>Ongoing process</p> <p>Ongoing process</p>

		<p><b><u>2024</u></b></p> <p>As noted in 1(i) above the school has an established Education Development and Recruitment Committee. This Committee considers all proposals for new programmes / courses and also the need for withdrawal of products not performing optimally. The BSc review has taken into account the financial viability of the degree programmes offered and has a new streamlined framework. The ongoing work of PGT programme review will be led by our new PGT lead and Education Leads reporting and approved through EDRC. In conjunction with and supporting this work anew marketing strategy for the School is in development with the re-establishment of the marketing resource lost</p>	<p>EDRC Marketing team PGT lead Education Leads</p>	<p>Ongoing process</p>
		<p><b><u>2025</u></b></p> <p><b>BSc</b></p> <p>As noted above, the BSc review has substantially reduced the number of undergraduate degree programmes offered, allowing resources to be focused on the lower number of pathways offered. We will continue to review courses and degree structures, whilst also working with our marketing team to promote our revised degrees.</p> <p><b>PGT</b></p> <p>As noted in 5.1 (i), the profiles of all the PGT programmes are being mapped/reviewed and decisions will be made on programmes that are consistently under-recruiting and not viable in the long-term. However, any courses that are shared by other programmes or have a unique selling point aligned to our expertise and market demand, we will retain them by either incorporating them into other programmes as Electives or invest resources in converting them into stand-alone courses.</p>	<p>BSc Programme Lead, Marketing team, Degree coordinators, course coordinators</p> <p>School Director of Education Institute Directors School PGT lead Institute Education Leads Marketing Lead/Team</p>	<p>Ongoing</p> <p>Ongoing</p>

	<p>v. providing <b>more opportunities for PhD students to teach</b>. They expressed a desire to do so and this may alleviate some of the existing pressure on academic staff.</p>	<p><b><u>2022</u></b></p> <p>We welcome the suggestion that PhD students should be given further teaching opportunities. We agree that teaching opportunities should make up an integral part of postgraduate training. Practical demonstrating is a particularly valuable activity for both the PG students and for the School. However, we recognise that such teaching opportunities must be heavily supervised and regulated. We also recognise the key importance of providing PG students with appropriate training to carry out any roles they are asked to do. Finally, we feel that research supervisors need to be made aware that it is an expectation that their students will participate in reasonable teaching activities and that they must be permitted to do so. Careful consideration of PhD student allocation to courses for practical demonstrating is routinely undertaken to ensure equal distribution of teaching opportunities to support this critical aspect of postgraduate training. Pathways to involve PhD students in marking are also increasingly being developed. In addition, this arrangement provides UG students interaction with PG researchers and thus mentoring opportunities to enhance knowledge and experience. PhD students are also provided with opportunities to support teaching on PGT courses, which is not always manifested as practical demonstrations. This allows postgraduate students to obtain experience of the teaching environment. They are also encouraged to think about applying for Associate Fellowship of the Higher Education Academy once they have several years' experience of supporting teaching and learning.</p>		

		<p><b><u>2023</u></b></p> <p>The School will continue to support and encourage PGR student involvement in undergraduate and postgraduate teaching. This will be mentioned at PGR induction by the School PGR Lead and coordinators. It has also been spoken about at our early career network, Nvision, meetings.</p> <p>The School has created two teaching assistant roles suitable for those who have just completed a masters or higher degree and who are keen to develop a teaching-focused career. These are one-year posts, developing the skills and experience in UG, PGT and online teaching, assessment and administration.</p>	<p>BSc Programme Lead PGT Lead</p> <p>Institute Education Leads</p> <p>School PGR Lead and coordinators</p>	Ongoing process
		<p><b><u>2024</u></b></p> <p>The encouragement for PGR involvement in UG and PG teaching continues. The PGR lead is a full member of the School Education Committee (SMMSN Education Steering Committee)</p> <p>As noted in 1(iii) above unfortunately it has not been possible to recruit to the now vacant 2 x one year Teaching Assistant developmental posts. We hope that this can resume in the future</p>	PGR lead & Education Leads	<p>Complete</p> <p>Complete</p>
		<p><b><u>2025</u></b></p> <p>The encouragement for PGR involvement in UG and PG teaching continues, particularly demonstrating for practical classes and assessment of UG level 1 and 2 practical assessments.</p> <p>Encouraging PhD students to participate in demonstrating for large level 1 and level 2 classes</p>	<p>PGR Lead BSc Programme Lead Education Leads</p>	Ongoing

		<p>could allow reduction of the number of academics who currently staff these practical sessions.</p> <p><b>PGT</b> On-campus PGR students are continuing to be demonstrators on PGT courses. This opportunity is not available for the distance learning PGR students, which has been highlighted to the PGR Dean</p>	<p><u>School EDI lead</u> <u>PGR Dean</u></p>	Ongoing discussions
	vi. adopting a collaborative approach to the <b>organisation of the placement year</b> , rather than relying on it being singularly staff-led.	<p><b><u>2022</u></b></p> <p>It is clear to us that our undergraduate work placement opportunity is a valuable asset that will likely continue beyond the period of the BSc Review. The BSc Review Group will assess the organisation and management of the work placement year as part of that process. This will also include feeding into central University approaches to placement activity through the Placements Task and Finish Group that reports to the University Education Committee.</p> <p>Placements are also offered on some PGT programmes and the School encourages learning between the UG and PGT placement academic coordinators.</p>		
		<p><b><u>2023</u></b></p> <p>Following final publication of BSc Review report, the Implementation Group will take forward any proposals re changes to organisation of placement opportunities for our students.</p> <p>The School is creating a Programme Advisory Board which will liaise with employers and will identify placement opportunities and also ensure that we are</p>	<p>Medical Sciences Programme Lead</p> <p>Ian Fleming Heather May Morgan</p>	Ongoing

		developing skills on our students that equip them for undertaking placements. This will involve coordinators of UG and PGT placements.		
		<p><b><u>2024</u></b></p> <p>The MSci (one-year industrial placement with product) option in the BSc will remain and continues to grow in student numbers. The lead will be a full member of the reformed BSc teaching committee and with the review and enhanced provision in the BSc office additional professional services support will be provided to enhance the sustainability of this option.</p> <p>The Programme Advisory Board is now re-established in the School and has seen good engagement from industry. Work in the last year has included discussion and suggestion around the BSc review and the University wide Graduate Attributes Project</p>	<p>BSc Programme Lead and MSci lead</p> <p>MSci Lead</p>	<p>Ongoing</p> <p>Complete</p>
		<p><b><u>2025</u></b></p> <p>As these industrial placements provide our students with real life work experience as part of their degree, all BSc degrees now have the option to undertake the industrial placement, with the preparation course now added into the MyCurriculum build as an optional course for all degrees. The BSc office support the MSci lead with administering the placements and will continue to explore any additional support that can be offered.</p> <p><b>PGT</b></p>	<p>BSc lead administrator BSc Programme lead MSci lead</p>	<p>Ongoing</p>

		15 and 30 credit work-based placement courses are offered on some of the PGT programmes (13 weeks placements). We will continue to work on the standard operating procedures for good governance and improving student experiences in the varied workplaces and partner organisations.	School PGT Lead Institute Education Leads Course leads for the Work-Based placements	Early stages of SOP development
<b>5.2 Modify course content in response to student feedback, specifically:</b>	i. ensuring that increased <b>quantitative skills and analysis, especially statistics, is embedded within programmes</b> at Level Three for project preparation. A specific recommendation was given to provide further opportunities to engage with this type of analysis in a lab setting, which may be possible via the Science Teaching Hub.	<p><b><u>2022</u></b></p> <p>We have been aware, for some time, that our level 3 and 4 students would like further exposure to techniques/skills in data analysis and statistics. During the summer, we employed a new teaching fellow who, among other things, has developed a comprehensive set of online statistics resources (including example data sets to practice on) that the students can access on a voluntary basis or at a time when they require it. It is intended that these resources will form the basis of a data handling workshop for our final year students in the early phase of their research projects. This will be followed up by a data analysis “surgery” which will be available to help them at the stage when most will start their data analysis prior to completing their theses. These exercises in level 4 will build upon an increasing number of exercises integrated at level 3 that focus on literature and data analyses as assessed components of central modules, which build further on foundation and research skills courses introduced at level 2. With regard to the latter, we have also initiated review of Level 1 and 2 provision in this area to ensure that all students have the appropriate experience and skill level when they ultimately graduate.</p> <p>In addition to this, we are currently developing an online resource for programming in R. Again, this has</p>		



		<p>been led by student demand over recent years via student-staff liaison committee meetings (they said, we did). We are also looking into creating resources for image analysis which will build on previous work focusing on image manipulation and, more broadly, on scientific integrity. The School is also conferring with colleagues in Data Science about the possibilities for other optional training we could offer to our students without having to create lots of material de novo, particularly in relation to big data, health/medical science informatics and coding. It is anticipated that our curriculum will have progressively more data analysis/statistical content embedded within it. We recognise, from previous experience, that this, like all teaching, should be delivered within a relevant context so that students can fully appreciate impact.</p>		
		<p><b><u>2023</u></b></p> <p>Several resources have been created to support UG students with statistical analysis of data and with programming.</p> <p>These resources will be extended, and further resources will be created to meet requirements.</p>	Relevant academic staff	Ongoing process
		<p><b><u>2024</u></b></p> <p>This has been considered and included in the BSc review plans and the new resources have received positive evaluation. This will be reviewed routinely through the BSc teaching committee going forwards</p>	BSc Lead and relevant programme leads / teaching committee	Complete

		<p><b><u>2025</u></b></p> <p>As we work towards accreditation of our degrees, it will be important to integrate the created resources into our teaching rather than offering them as additional training.</p> <p>How these can be integrated will be reviewed as part of the accreditation working groups that will be set up in early 2025.</p>	BSc Lead and relevant programme leads / teaching committee	Ongoing
	<p>ii. <b>improving induction/welcome week structure</b> to ensure that it is provided as standard across all courses within the School.</p>	<p><b><u>2022</u></b></p> <p>We annually review our induction/welcome week structure at both UG and PGT level. It is our general practice that this is delivered to each year level within the School to provide a tailored welcome experience for all our incoming students. Each UG and PGT programme offers a specific welcome meeting for students so that they can meet their programme coordinator and know who to approach if they have questions. This approach facilitates uniformity of provision to all School students (provided they attend). It is also standard School practice that all courses commencing at the start of the new academic session take time at the beginning to ensure all students are welcomed and fully informed as to what they should expect.</p>		
		<p><b><u>2023</u></b></p> <p>Students are provided with welcome lectures for all UG and PGT programmes, which are delivered in UoA welcome weeks in Sept/Jan.</p>	<p>Medical Sciences Programme Lead</p> <p>PGT Lead</p>	Ongoing process

		Courses all have an introductory lecture which covers what will be taught and how students will be assessed, and how engagement will be monitored.		
		<p><b>2024</b></p> <p>This has been reviewed and changes made. With the BSc review this will be reviewed again for the new programmes and will be the responsibility of the reformed BSc teaching committee.</p> <p>For PGT the PGT lead and PGT office will monitor activities ensuring standard common elements in addition to course specific requirements</p>	<p>BSc Programme Lead and teaching committee</p> <p>PGT lead and programme leads</p>	Complete
		<p><b>2025</b></p> <p>Welcome week induction events for each year of the BSc degrees were very successful for academic year 2024/25 and we will continue with them. This was particularly important as we were able to communicate changes in University policies on extensions and late submissions, for example. With the new UG programme pathways, we will encourage each degree coordinator to meet with their year 1 to build a community for each degree.</p> <p>Will continue to involve University student union, library, student support, careers, etc.</p> <p><b>PGT</b></p> <p>Induction week is well organized for the PGT students for both Sep and Jan intake. AUSA, Language Centre, Careers, Student support and Library contribute to the induction. Programme leads are invited to the School induction and a</p>	<p>BSc Programme Lead BSc Admin Lead BSc degree coordinators BSc Teaching Committee AUSA Library Careers Student Support</p> <p><u>School PGT Lead</u> <u>PGT Admin Team</u> <u>Programme Leads</u></p>	<p>Ongoing</p> <p>Ongoing</p>

		programme specific induction is conducted by the Programme leads in the induction week.		
<b>5.3</b> <b>A review of the assessment structures within the School by:</b>	i. addressing the <b>abundance of MCQ assessment in Levels One and Two</b> . The provision of more essay writing is key for students' preparation for Honours.	<u><b>2022</b></u>  Assessment at all levels will be examined under the auspices of the BSc Review Group (see above). We acknowledge that machine-marked assessment is the predominant methodology utilised at Levels 1 and 2. This approach was adopted following an assessment burden reduction strategy review required by the Centre a few years ago. It should be noted that, while examinations are mechanically marked exercises, there are many opportunities for Level 1 and 2 UG students to prepare written submissions for posters, lab reports etc. Given the sizes of these classes, the marking burden imposed by the inclusion of any piece of written classwork is substantial and adds significantly to staff workload. It is, therefore, essential to achieve an acceptable balance in this area. More recently, the School has utilised innovative approaches to the delivery of online classes using an online platform (Lt) that can be used to create paperless practical classes as well as other forms of structured tuition, such as workshops and training materials – this approach has reduced some of the marking workload and improved student satisfaction regarding assessment.		

		<p><b><u>2023</u></b></p> <p>We have utilised the new facilities within the Science Teaching Hub to introduce modifications to our assessment delivery at Levels 1 and 2 (e.g. invigilated and timed full class assessments using STH laptops and randomized delivery). These have been very successful so far.</p>	UG level 1 and 2 Course coordinators/appropriate academic staff	Ongoing process
		<p><b><u>2024</u></b></p> <p>With the return to face to face delivery there has been a review of assessments instituted during the Covid period and last year there was a return to some face to face invigilated assessments. This is ongoing as part of the overall BSc review. The school is appointing a deputy assessment lead with the purpose of increasing resource for this work and increasing the use of psychometric analysis to inform decisions and validity. We also recognize a need to include explicit consideration of employability skills in assessment across programmes and the Institutional decolonizing the curriculum programme of work in addition to the burden of assessment for staff and students.</p>	Programme leads / BSc Assessment Leads	Ongoing process
		<p><b><u>2025</u></b></p> <p><b><u>BSc</u></b></p> <p>As part of the accreditation process, assessment across the four/five year degrees will be reviewed to ensure that students build the academic skills, such as academic writing from year one -this may require some assessments to be reviewed/replaced or some additional formative assessments to be included.</p>	BSc Programme lead BSc Assessment lead BSc Accreditation working group	Ongoing

		<p>Continue work on considering authentic assessments and decolonizing the curriculum as an ongoing process.</p> <p>Decolonizing the curriculum work has lost some momentum with the loss of the member of staff who was overseeing this for the BSc degrees – will look to appoint someone else to this role.</p>		
	<p>ii. ensuring that <b>appropriate instruction for academic writing is integrated within programme structures</b>. Opportunities should be provided early on for essay writing feedback to be given, in order to ensure that students have the skills they need to progress to Honours level. Additional optional resources are not widely used by students.</p>	<p><b>2022</b></p> <p>As above, the School will aim to create an appropriate level of writing training/advice/feedback at all levels within the scope of the curriculum review we are undertaking. We also have our online platform (Lt) that can be used to develop and deliver effective, context-based, online skills training, including exercises based around enhancing writing skills.</p> <p>In addition, the development of coupled written assessments with an initial formative essay, followed by a summative essay, permits students to enhance their confidence and skills in these key areas. Academic writing is embedded within the programme structures of our PGT programmes, with some courses providing formative feedback, but all providing feedback in standardised rubrics. Students learn academic writing for a variety of audiences and learn to use reference management tools. If students experience difficulties with academic writing, they are encouraged to engage with the student learning service for support.</p>		

		<p><b><u>2023</u></b></p> <p>Continuing ongoing development of above for UG</p> <p>Ongoing links with Student Learning Service Academic Writing specialist ensures support available for students to discuss and develop writing skills.</p> <p>Academic writing workshops have been organised for PGT students to ensure that they receive specific training, relevant to their programme, on academic writing and academic integrity.</p>	<p>Course coordinators/appropriate academic staff</p> <p>Appropriate academic staff/student learning service/language centre</p>	<p>Ongoing</p>
		<p><b><u>2024</u></b></p> <p>UG – considered during the BSc review</p> <p>PGT - Academic writing / integrity support is being rolled out across all PGT programmes within the School this year after the introduction detailed in 2023 in some areas.</p>	<p>BSc programme leads and teaching committee</p> <p>SMMSN PGT Lead and Programme leads</p>	<p>Ongoing</p> <p>Complete</p>
		<p><b><u>2025</u></b></p> <p><b>BSc</b> As part of the accreditation process, assessment across the four/five year degrees will be reviewed to ensure that students build the academic skills, such as academic writing from year one -this may require some assessments to be reviewed/replaced or some additional formative assessments to be included.</p> <p><b>PGT</b> The Language center deliver a session on the Plagiarism, Referencing and Academic writing at the</p>	<p>BSc Programme lead BSc Assessment lead BSc Accreditation working group</p>	<p>Ongoing</p>

		<p>School induction. We also conduct additional hybrid sessions for each type of assessment (e.g essay, poster, lab report etc) to support students coming from other education systems. We identify optimal time to run these sessions (e.g. when assessments cluster) in the first term of their PGT year. Programme leads provide examples to be used for these sessions</p>	<p><u>Language centre</u> <u>Programme leads</u> <u>School PGT lead</u></p>	
<p><b>5.4</b> <b>The provision of guidance for effective employment of online learning materials, specifically:</b></p>	<p>i. addressing the issues experienced by many students in terms of a <b>lack of guidance surrounding what material to access, when and for how long</b>, for example by providing weekly to-do lists for each course. A School-wide consistency in the length of lectures would aid study planning.</p>	<p><b><u>2022</u></b></p> <p>Since its first general foray into the world of online teaching at the commencement of the first Covid-19 lockdown, the School has had to learn to adapt what was a totally on-campus teaching experience to what has become a more blended approach. Over the intervening year and a half, we have endeavoured to maintain a high standard of teaching delivery across our entire provision. While there is some inconsistency in video length, this now tends to reflect the nature of the material presented and, from all feedback we have received, the students have been generally happy with what has been provided for them. It has been challenging for individual staff members to adapt to the new online technologies. Guidance regarding the length of recorded lectures and of the need to caption them was rolled out by the School Education Lead and the blended learning group, thus providing a consistent approach.</p> <p>It should be said that, at UG level, we have not received a great deal of feedback relating to guidance on what to access and the length of time to spend on it. Some courses do provide weekly “to-do” lists but, generally, individual coordinators adapt their own style in running their courses. At PGT level,</p>		



		weekly messages for most courses direct students on what to access and review, if there are live sessions to attend and if any assessments are due that week. We could suggest a set of guiding principals across the School. This can be considered within the broader curriculum review.		
		<p><b><u>2023</u></b></p> <p>The School's UG programme have largely returned to conventional, on campus face-to-face delivery of teaching while retaining some positive aspects of blended learning approaches e.g. flipped classroom.</p> <p>PGT programmes have retained a flipped classroom approach, with a mix of online learning resources and active learning in the classroom/laboratories. Course coordinators direct student learning activities on a weekly basis through announcements and structured release of learning materials.</p> <p>(See also 5.4ii)</p>	<p>UG Course Coordinators</p> <p>PGT Course Coordinators</p>	<p>Ongoing process</p> <p>Ongoing Process</p>
		<b><u>2024</u></b>		
		<p><b><u>2025</u></b></p> <p>Although undergraduate teaching is largely face-to-face on campus delivery, academics will be encouraged to continue using MyAberdeen to support teaching and to use the announcements to remind students about important teaching activities, upcoming deadlines, etc. Announcements can be set up ahead of time, but can also be used to engage students and make the course coordinator appear more accessible and supportive.</p>	UG Course Coordinators	Ongoing

		<p>It will be important to make clear which sessions are compulsory for monitoring student engagement with courses.</p> <p><b>PGT</b> PGT course leads provide essential and recommended reading materials. We follow Flipped classroom style sessions and we try and limit the face to face interaction for an hour per week for discussions/seminars. However, some subjects need a longer practical sessions for good learning experience...so there are exceptions.</p>	PGT course and Programme Leads	Ongoing
	ii. attending to the perceived miscommunication regarding what is expected of students, compared to what they believe they should be doing. Students often reported working very long hours to cover the basic material and were concerned that they had no time for furthering their understanding.	<p><b>2022</b></p> <p>There is always a general expectation that, particularly for levels 3 and 4, students will use their taught lecture material as a guide and that they are expected to supplement this with additional personal research. This is a normal expectation of students at Honours level and this is emphasised to them throughout their curriculum. As part of the BSc curriculum review, the content of courses relative to their credit level will be reviewed to ensure that the student effort required to successfully complete the course reflect the number of hours and credits (e.g. 15 credit course requires 150 hours of student effort including reviewing recorded materials, additional reading, completing assessments and exams).</p>		
		<p><b>2023</b></p> <p>At UG level, the School has held specific meetings with Hons level students (Year 3 and Year4) to highlight expectations and explain how work is assessed and how they can best approach their studies.</p>	<p>Medical Sciences Programme Lead</p> <p>School Assessment Lead</p>	Ongoing process

		<p>At PGT level, assessments in each course have been reviewed to ensure that there is sufficient time for students to review learning materials, work on in-course assessments and to prepare for any class tests/course exams. Some courses have moved to a standard two assessments per course (if this allows them to achieve the course intended learning outcomes).</p> <p>Ongoing training of staff on the workload expectations of a 15 or 30 credit course (nominally 150 or 300 hours of student effort at that level).</p>	<p>PGT Lead</p> <p>Centre for Academic Development</p> <p>Institute Education Leads</p>	
		<p><b><u>2024</u></b></p> <p>With the actions detailed above in this section and through improvements to induction as detailed in 5.2 (ii) and the return to face to face delivery concerns about students' awareness of expectations have not been sustained in course and programme evaluations. We will continue to keep this under review through routine course evaluation systems.</p>	Course and Programme coordinators	Complete
		<p><b><u>2025</u></b></p> <p><b>BSc</b></p> <p>Review the workload of course to ensure that there is similar workloads for 15 credit courses and for 30 credit courses – this includes contact hours (lectures/practicals/small group teaching) and assessments</p> <p><b>PGT</b></p> <p>We are encouraging the course leads to use the first lecture to set the expectation for learning to the students. At PGT level, there is self-directed learning</p>	Course and Programme coordinators	Ongoing

		is required, which some international students struggle with but we are reiterating the point of reading wider.	Course and Programme Leads	Ongoing
<b>5.5</b> <b>A reassessment of the process used to hire student representatives.</b>	Students reported this to be done on a first-come, first-served basis, which they believed to be unfair.	<p><b><u>2022</u></b></p> <p>The School follows current AUSA guidelines for the process of electing student reps. At the moment, this requires an email submission to the students on the course requesting that anyone interested forward their name and a short application statement to the course coordinator. If there are more applicants than available places (based on the class size), the course coordinator sets up an online election with a defined voting deadline. Each candidate is named on the poll along with their election statement. The candidates receiving the majority of votes are duly elected and their contact details are shared with the class. We feel this is a fair method that gives everyone a democratic chance of being elected. It is not a “first-come, first-served” approach.</p> <p>For PGT, the same system is used, but the representative is for programme level rather than course level. However, as our programme numbers increase, there may be a need to appoint additional student reps for some of the larger courses (&gt;50 students).</p>		

		<p><b><u>2023</u></b></p> <p>Continue process as previously</p> <p>Where more than one student volunteers, there is a vote, or two students can also share the role, if appropriate.</p>	<p>UG Course Coordinators</p> <p>PGT programme coordinators</p>	Ongoing process
		<p><b><u>2024</u></b></p> <p>Process as detailed in 2022 / 2023 is now embedded and sustained</p>	UG and PG Course Coordinators	Completed
		<p><b><u>2025</u></b></p> <p><u>For PGT, same process is followed (volunteers and election if more than 1 student comes forward). We have one for the September start and one rep for January start and recommend a deputy for each Programme.</u></p>	Programme Leads	<u>Completed</u>

## UNIVERSITY OF ABERDEEN

## QUALITY ASSURANCE COMMITTEE

## ANNUAL REPORTING TEMPLATE FOR INTERNAL TEACHING REVIEW

**ITR of the School of Medicine, Medical Sciences and Nutrition (Healthcare programmes)**

The School thanks the Quality Assurance Committee (QAC) for their Internal Teaching Review report covering SMMSN healthcare teaching provision (UG, PGT). As requested, we are now submitting this document as the School's one year follow-up report. The School acknowledges the Committee's recommendations.

Completed on 12 December 2022

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
<b>1. Enhancement of overall student support provision</b>	(i) Ensure that adequate support is provided to early years students in terms of welfare and mental health	<p><b><u>2022</u></b></p> <p>The School agrees and has been working to enhance our student support provision and several steps have already been implemented for the 2022/23 academic year.</p> <p>We recognize the challenges faced by our early years' students and the change of context of learning with more on campus teaching this academic year. We hope that the latter will benefit students mental well-being, however we recognise the challenges of increased student numbers in our MBChB including a higher percentage of students requiring to resit years 1 and 2. This increase in the proportion of students repeating early years of the curriculum is sector wide and we are participating in a national group exploring the issues and solutions to better support struggling medical students.</p>	MBChB programme lead	Spring 2023
		<p>The student support team have run several surveys and conducted a student support audit over the last year in order to determine how to best structure responses to promote student wellbeing. These initiatives have been categorised into preventive general, preventive tailored and preventive specific to provide both a population and individual approach. This includes creating an induction booklet for staff in new student support roles across the MBChB. In addition, staff training sessions on</p>	Lead for Student Support (Healthcare programmes)	Sept 2022

		<p>supporting students including provisions for students with disabilities have run on Staff Away days for the early and senior years of the curriculum, year lead workshops have been delivered, and a <i>student support reference list</i> has been made available to all staff in student facing roles.</p> <p>Preventive general activities for the promotion of mental wellbeing include a lecture with Q&amp;A on the 'Mental Health and the Developing Mind' during 'BeWell and Inclusion' Week) which was presented by Professor Kamaldeep Bhui, Oxford University. This lecture was focused on intersections on inequalities in mental health and how these particularly applied to medical school. A student led panel was available for discussion to answer questions about their own experience at university. The student Medical Society provided pizzas and helped to promote the event. This event was the inaugural lecture in a series entitled "Dr Dayalan Balasanthiran Memorial Lecture Series".</p> <p>New appointments have been made to strengthen the SMMSN student support team. In the Dental Institute a Lead for student support was appointed and teaching sessions were strengthened in the early weeks of the BDS curriculum including links to central student support services including financial support.</p> <p>For Dental Technology the student expense scheme was continued in recognition of the specific financial challenges faced by these students and an educational agreement was put in place so all parties involved in their education understand their role in supporting students.</p> <p>In the MBChB programme two new student support and progression posts were created to provide a continuum of support across the early (Years 1-3) and senior years (4 -5) of the curriculum.</p> <p>For the early years, the Clinical Deputy Year Lead for Student Engagement and Transition will work with the Year 1-3 Leads, Deputy Leads and the Year Administrators in identifying and delivering support needs for junior medical students. This work includes supporting student transition and progress and building</p>	<p>IoD Lead for student support: Dr Jayne Wotherspoon appointed</p> <p>Education Lead Dental Institute</p> <p>Dr Binnie Ahamat and Dr Katherine Targett appointed</p> <p>SMMSN Lead for Student support</p>	<p>12 Oct 2022</p> <p>Annual event(s) planned going forwards</p> <p>In place from Sept 2022</p> <p>In place from Sept 2022</p> <p>Posts commenced from Dec 2022.</p> <p>Review effectiveness end of academic year 22/23</p>
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		<p>a safe and supportive learning community, as well as contributing to the work of student support team.</p> <p>The MBChB year administrator team has also been strengthened with the addition of two new posts so that each year of the curriculum has a named administrator who acts as first point of contact with students in their year.</p> <p>With the return to campus our MSc ACP programme has been able to reinstate face to face meetings with the programme / course leads which have been positively received by students</p>	<p>Curriculum Manager</p> <p>Lead for MSc ACP</p>	<p>Review effectiveness at end of academic year 22/23</p> <p>From Sept 2022</p>
		<p><u>2023/24</u></p> <p>The school considers this a high priority area and seeks ways to support wherever possible. Student support is a standing agenda item on the School Education Committee and there is a SMMSN School Student Support Network which meets 3 / 4 times per year. Members of the central university support team attend these Network meetings and have found them to be an excellent interface with SMMSN and help develop a shared understanding of how to best support our students. However as noted below, unfortunately there have been some resource losses in the last year. Workshop sessions to support staff continue, led by our support team. These are delivered in Aberdeen and also at the Highland Campus. Information for staff and students are reviewed and updated as required annually.</p> <p>Academic support for students in Year 1 – 3 has stabilized as resit rates have almost returned to pre-covid levels. We believe that this also impacts on student health and wellbeing generally.</p> <p>The ongoing formal evaluation of the G2M programme has been extended to include all widening access students to MBChB. We now write to all MBChB students whose admission includes contextual data to make them aware of that and allow them to opt in to receive information about opportunities / resources that they can access as a result of their status. Some students had been unaware of their status and the opportunities for additional support / resources.</p>	<p>All staff led by Student Support leads</p> <p>MBChB Admissions Lead</p> <p>Director of IEHMS</p>	<p>Complete</p> <p>Complete</p> <p>Ongoing</p>



		<p>The G2M evaluation identified concerns about lack of social capital from this cohort. A bid to NHS ACT for one consultant PA (4 hours per week) was successful to support these students in this respect. The post is in recruitment.</p> <p>Other specific updates:</p> <ul style="list-style-type: none"> <li>• “Dr Dayalan Balasanthiran Memorial Lecture Series” linking with mental health week will continue annually and there has been further fundraising to support this.</li> <li>• MBChB year administration team posts are recruited although the year 1 post is now not full time.</li> <li>• The student support team in the school is very active and activity is monitored with an annual report to the STLC. The team maintain close relations with central student support services.</li> <li>• A new lead for the disbursement of bursaries available through DT and other charitable funds for healthcare students has been appointed.</li> <li>• The early years student support and progression post has been lost for the time being due to the vacancy control measures across the university.</li> </ul>	<p>H/care prog student support lead</p> <p>Curriculum Manager</p> <p>Student support team</p>	Ongoing
		<p><b><u>2024/25</u></b></p> <p>The NHS ACT funded post (4 hours per week) has now been appointed to and work is underway to develop a strategy around providing support and guidance for students from WP backgrounds in clinical placements. There will also be information and support for staff and the development of a WP community of practice.</p> <p>We have strengthened our Student Support team by doubling the time commitment (to 8 hours per week) with the appointment of a Deputy Lead for Student Support.</p> <p>A new initiative in December 2024 invited participants to a ‘Student Mental Health’ group which will implement and evaluate interventions to support student mental health across SMMSN, following a School Higher Education Research Group (SHERG)</p>	<p>Director IEHMS</p> <p>Lead for Student Support (Healthcare Programmes)</p>	<p>Completed</p> <p>Completed</p>



		<p><b><u>2023</u></b></p> <p>- The actions detailed above have all been progressed but not yet formally evaluated. Early feedback indicates that the approaches have been seen as helpful and supportive for Regents. We will continue to monitor this carefully and formally evaluate at a future date (potentially in academic year 2024/25)</p> <p>We recognize the pressures in the NHS for Regents and to recruit additional Regents for the increased student cohort.</p> <p>As noted in section 2 below, we have developed on-line professional development resources through the TURAS system which ensures all NHS staff can easily access them. This includes new resources on Student Support resources across the region and within the University.</p>	Healthcare programmes student support lead	Ongoing
		<p><b><u>2024/25</u></b></p> <p>With the formation of a new Student Mental Health group (December 2024), all research and evaluation work will take place within this remit. Since Regents are an integral part of the student support system within SMMSN, their input may well form a comparative arm of any research i.e. usual care compared with new interventions. The input of the student mental health working group will be crucial in devising an effective form of evaluation that considers the constraints under which NHS Consultants (Regents) are working.</p>	Lead for student support healthcare programmes	
<p><b>2. Increase support for students on placement</b></p>	<p>i) reaching out to students to ensure their facilities are adequate and their social opportunities negate the potential for social isolation</p>	<p><b><u>2022</u></b></p> <p>Part of the social isolation felt by students was as a result of restrictions due to the pandemic and while accepting the recommendation, the school feels that it is also important to recognize a return to more normal activities and interactions and the removal of travel restrictions.</p> <p>In the MBChB programme a new lead for student support has been appointed in Inverness (funded by NHS Highland), where all of the MBChB students have some clinical blocks in year 4 and 5 and some PA students in Year 2. The same has been put in place in Elgin where a smaller number of students have clinical placements. The lead for student support has met regularly with faculty and students in these locations and provided training sessions.</p>	<p>Lead for student support (NHS Highland) Dr Sheena Murdoch</p>	<p>April 2022</p>

		<p>Routine Quality Assurance visits have restarted to the more remote placement areas including the Island Health Boards and a new GP lead has been appointed in Highland to visit and support practices there. Facilities for students, in terms of accommodation, opportunities for social interaction and student support and well-being are discussed as well as any issues that students may have raised directly with their year leads.</p> <p>In Elgin, NHS Grampian secured some purpose built, new self-catered accommodation for medical, PA and dental students on placement in Dr Grays Hospital, GP practices in Elgin and surrounding areas, or at Spynie Dental clinic. This provides students with en-suite study bedrooms and shared kitchen/lounge facilities to promote social interaction and inter-professional peer support while on placement in Elgin.</p> <p>Accommodation for GP placements in more remote areas is increasingly challenging to secure and bed and breakfast accommodation may be the only option in some places. When this is the case our admin team liaise closely with providers to ensure that students have cooking and food storage facilities available for their use or that an evening meal is provided. Students are assigned to peer groups (known as cell groups) and have protected time to meet up in person while on their placements. These face-to-face activities have re-started this academic year.</p> <p>Dental outreach has recommenced to Stornoway this academic year and we will encourage more interaction between the dental students and the medical students on placement in the Western Isles in the year ahead.</p> <p>With relaxation of restrictions in healthcare sites. Our MSc ACP lead has been able to recommence visits to clinical areas to provide support both to students and to clinical supervisors. This also supports the early identification of emerging concerns.</p>	<p>Visits to Orkney, Shetland and Western Isles: MBChB lead, lead for student support and GP QA lead</p> <p>MBChB lead/Elgin teaching lead</p> <p>GP Year 4/5 lead and PA programme team</p> <p>MBChB and BDS leads</p> <p>MSC ACP programme lead</p>	<p>Summer 2022</p> <p>First students moved in end of Aug 2022</p> <p>Summer 2022</p> <p>Review by end of academic year 22/23</p> <p>From Sept 2022</p>

		<p><b><u>2023/24</u></b></p> <p>The benefits of faculty visits to the dispersed campus are evident although we recognize that there continue to be challenges for some students during their attachments. Expanded student numbers is anticipated to put more and more pressure on accommodation for clinical placements in the next few years and this issue is recognized across all medical Schools in Scotland. After raising concerns we believe that these issues are increasingly recognized by the government medical workforce team and NES ACAT. It is likely that this will be a topic for consideration for several years. A further challenge can arise whenever there are vacancies / changes in staff in the clinical areas. An example of this is requiring increased input from the PA team to students on placement elsewhere in Scotland as the local educational lead supervisor position is vacant.</p> <p>Economic pressures in Scotland have results in a postponement for planned new build accommodation in Inverness to support additional placements. Other options such as leasing accommodation from UHI is being considered and the HoS, Education Lead and Programme Director will visit the new CEO of the Health Board in the next two months (final date to be confirmed) to discuss student expansion and the barriers.</p> <p>The new accommodation identified in Elgin for students on placement to Dr Gray's hospital and Moray primary care is working well – feedback from students is very positive. The lease will have to be renegotiated in the next two years.</p> <p>Student Support Healthcare Programme lead has conducted several training sessions for faculty on support for students both in Aberdeen and in Elgin and Inverness. There have been further workshops at Awaydays and the NHSG education conference. This is now embedded in our routine CPD activities.</p> <p>Further materials have been added to the Turas online learning platform which is accessible for all NHS staff. Appropriate logins have been provided for relevant university staff. We are continually building a culture of care across the university, our widely dispersed campus across more than five NHS Boards and the medical school through supporting those who support learners.</p>	<p>MBChB and BDS leads</p> <p>HoS, MBChB lead &amp; SMMSN Education Lead</p> <p>HoS, MBChB lead &amp; SMMSN Education Lead</p> <p>MBChB Lead &amp; NHSG ACT team</p> <p>Student Support Lead</p> <p>Faculty Development team</p> <p>SMMSN Education Lead</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Ongoing</p>
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		<p>We have become increasingly aware of the issues around accessibility for some students in healthcare settings and when accommodated for distal placements. A bid for ACT funding to support a two-year secondment to explore, describe and map accessibility across all our placement sites for medical students was successful and is in recruitment.</p> <p>We have developed along with the medical students a 'Little Blue Book' which is a list of resources according to where the student sees themselves on a continuum of crisis to slightly worried. This is part of a national student led initiative for medical school students. We have also joined with the Medical Schools Council for Welfare of students - staff across all UK medical schools have been invited in order to share best practice in supporting students.</p> <p>Participation in a national medical school group on sexual and gender based violence means that these issues are at the forefront of supporting learners. We have run two staff development sessions in conjunction with the Aberdeen University Students Association to explore how best we can support students through these issues and related FtP processes.</p>	Student Support Lead	
		<p><b><u>2024/25</u></b></p> <p>The work on accessibility is in progress following the successful appointment of an NHSG ACT funded member of staff to review all of the NHS Grampian clinical placements with a view to ensuring accessibility for all of our students where possible. This work is being recognized nationally as important to ensure accessibility for students and staff within the NHS estate.</p> <p>The SMMSN Senior Leadership Team has met with the Board of NHS Highland and there is a desire on both sides to strengthen our already close partnership. The accommodation provision has been refurbished to a higher standard and work continues to secure NHS ACT funding to build new modular accommodation for students in Highland. This has been hampered by a moratorium on NHS infrastructure projects following the recent high profile budgetary constraints imposed across the public sector. We continue to support and lobby at a national level as the Scottish Government medical school expansion will now be entering clinical placements from the 2025/26 academic year.</p>	<p>SMMSN Education Lead</p> <p>HoS, MBChB lead &amp; SMMSN Education Lead</p>	<p>Appointment complete Work ongoing</p> <p>Ongoing</p>

		<p>The PA programme clinical educator has set time for the support of students on clinical placements in NHS Grampian. In NHS Lothian PA students on placement are supported by a new appointee to the post of education lead for physician associates. In NHS Highland PA students on placement are supported by the MAP teaching co-ordinator.</p>		
	<p>(ii) communicating a clear expenses policy effectively to all students, particularly in terms of perceived inequity regarding transport and sustainability implications</p>	<p><b><u>2022</u></b></p> <p>The School and national ACT teams believe that there is already a clear expenses policy available to all students. It accepts the recommendation to communicate this more effectively as not all students appeared to be aware of this before going on their placements.</p> <p>The MBCHB and dental student expenses policy is reviewed annually and has to fulfil national ACT guidance. It is publicised to students at whole class lectures and on the student VLE and in information provided prior to placements. It is noted that medical and dental students are unusual in Scotland amongst healthcare students in that they get travel expenses and accommodation is provided while on placement. The dental expenses policy was reviewed for the start of this academic year and has added in some flexibility about travel (including taking cars to Islands for use at weekends) and matched to the medical student expenses policy wherever possible.</p> <p>The School recognises the financial hardship issues that are affecting many students at present and lobbied for an increased mileage allowance. It has implemented the University staff mileage increased rate (45p) for students from 1 October 2022 although there is a ceiling for any mileage claim which relates to use of public transport if this is available as an alternative. This was always part of the policy, so if a student chooses to claim for a car journey where a reasonable public transport option is available, they are capped to the public transport rate. This promotes the use of more sustainable public transport where it is available.</p> <p>The School has also promoted the new under 23 free public transport options. While most expense claims are submitted at the end of each block, the School has publicised the option to make earlier claims if students are experiencing hardship.</p>	<p>Programme leads/ACT manager</p> <p>ACT manager</p> <p>Curriculum Manager</p>	<p>May 2022</p> <p>From October 2022</p> <p>From May 2022</p>

		<p>There is also a MBChB fund to help support students on remote and rural placements who are experiencing hardship who are not eligible for University student hardship funds (usually graduates or some international students).</p> <p>NHS Highland has also secured the opportunity to pilot a hardship fund (ACT funded) which it will make available to students on placement in Highland who are struggling financially. Communication with other Scottish medical schools confirms the sector wide concern and colleagues are monitoring NHS Highland progress with this pilot closely.</p>	MBChB lead Highland	From Dec 2022
		<p><b><u>2023/24</u></b></p> <ul style="list-style-type: none"> <li>- As noted above the travel and expenses policy is nationally agreed and communicated annually to students</li> <li>- We successfully lobbied for a change to the mileage allowance and this has been gratefully received by students. No further issues have been raised by students over the past academic year.</li> <li>- Students are provided with information on accessing a card for young person's access to free public transport in Scotland on arrival on our programs.</li> <li>- NHS Highland have been given permission to continue the hardship fund for another year.</li> <li>- We have appointed a new lead for the disbursement of bursaries provided through the development trust and other charitable funds and we continue to support medical students who experience hardship on other rural placements (outside of Highland) from a DT fund.</li> <li>- Support leads and programme leads have access to information to guide students when hardship is experienced.</li> <li>- Policies are in place to ensure that students can meet learning outcomes (e.g. relating to understanding and experiencing rural healthcare contexts),</li> </ul>	<p>MBChB leads and ACT team</p> <p>MBChB leads and ACT team</p> <p>MBChB team and ACT leads</p> <p>NHS Highland</p> <p>SMMSN Education lead</p> <p>SMMSN support team</p> <p>Healthcare programme placement leads</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p>



		<p>that there is fairness overall across the student body but where there are exceptional extenuating circumstances that these can be considered.</p> <p>Despite these measures we recognize that many students continue to experience hardship at times and that this can be significant. We</p>		
		<p><b><u>2024/25</u></b></p> <p>There is no further update for this as it has been actioned</p>		
3. Streamline administrative and technical processes	(i) consolidating the use of VLEs, with a view to utilising fewer systems to simplify access for students. The Panel understood that using MyAberdeen may not be appropriate, but a review of existing VLE material to avoid information overload would be useful	<p><b><u>2022</u></b></p> <p>The school accepts this recommendation and commenced work on reviewing the material presented to medical (and PA) students on the main VLE, my MBChB/ myPA and a supporting app, Moodle. However, we recognise that some of the use and concerns from last year will change with increased face to face activity now.</p> <p>Initial feedback was gathered from students at SSLC meetings and course feedback forms from the past year. These indicated students felt information overload and reported multiple places to look for learning materials. Over the summer key teaching staff and administrators and the Learning Technologies team took part in VLE workshops. Quick content fixes and minor changes to the VLE were implemented following these workshops to reduce duplication and aid navigation through the sites before the start of teaching.</p> <p>However, it was felt that a greater level of detail was needed from students before resource was redeployed to make significant change. Two Student Focus Groups, with representatives from years 1-4, were facilitated by the University Student Experience team. The results have been divided into content-related ideas for the school to consider, such as rolling out the Anatomy weekly study summary across other teaching, and software design-related ideas that need to be considered by</p>	<p>MBChB lead</p> <p>Relationship manager</p> <p>Relationship manager</p>	<p>Summer 2022</p> <p>Summer 2022</p> <p>November 2022</p>

		<p>tutors to ensure they'll aid teaching before being shared with the software developers for redesign work.</p> <p>Work will continue over the next months and a project plan will be agreed with Learning Technologies team for any changes to be implemented for the start of the next academic year where feasible.</p> <p>In the BDS programme, work was undertaken to reduce the multiple VLEs where possible (alongside considering the staff requests for which online teaching systems they wish to use). The principle was agreed that staff should aim to use MyBDS for resources, with direct links from timetable to TEAMS for any online teaching.</p> <p>MyAberdeen is solely used within Dental and Advanced Nurse Practitioner PGT degrees and for the Dip HE in Dental Technology – where it works well.</p>	<p>MBChB Lead/Learning Technologies lead</p>	<p>For September 2023</p>
		<p><u><b>2023/24</b></u></p> <p>For the PA programme, there have been no concerns raised by students (in feedback forms or SSLC) with respect to VLE use. The team are grateful for the support from learning technologies in facilitating the PA programme necessary move to a new assessment platform in 2024.</p> <p>We have commenced work on a significant redesign of the MBChB student VLE with a revised curriculum resource structure. The clinical digital lead took forward a review of how students access learning resources through the student virtual learning environment and also those presented on Moodle (which was first introduced during 2020 in response to COVID). This work has resulted in the commission of an integrated platform for curriculum resources on our VLE (MyMBChB) so that students can access and more easily navigate through the multitude of learning resources that support the delivery of the curriculum. In September 2023, Learning Technologies staff commenced work on the revised curriculum resource structure. Substantial progress has been made since then, and the first phase of the work is complete. This entails re-modelling of the curriculum resources by year group, then specialty. Key features include the ability to have sections and sub-sections within the pages and be able to share one resource across multiple year group pages. Development of the</p>	<p>MBChB / PA programme leads Learning technology team</p>	<p>Ongoing</p>

		<p>second phase is now underway, to build the weekly resources. Based on feedback from students, this will have many of the features they found useful in Moodle, where they can immediately see all the materials applicable to their learning for the current week. The new structure will also improve the Search function and help students find resources e.g. at a later stage of their course for revision.</p> <p>This year a significant challenge has been organizing the timetable in the context of RAAC. This plus professional service staff vacancies since the summer has led to delays in release of timetables for MBChB students. We have discussed this with students and concerns about the delay in timetables have not been a concern. Year 1 students are happy with teaching on the Kings Campus, but Year 2 upwards and clinical staff are vocal in their concerns re travel to Kings and online solutions. If a solution is found to the Auditorium at Foresterhill this will have significant benefit</p>		
		<p><b><u>2024/25</u></b></p> <p>There has been a considerable amount of work undertaken by the learning technologies team in conjunction with the year teams to rationalize and simplify the VLE with reference to the MBChB primarily. This has been implemented and we will look to evaluate the impact of those changes with both staff and students. To date there have been no major negative comments from students but this does warrant further evaluation. The majority of this work has been in the early years MBChB with further scoping of the clinical years to completed.</p> <p>The PA programme team undertake a review of any shared VLE resources at the close of each programme year to rationalize and simplify VLE content. The PA programme has moved to a new assessment platform for knowledge based assessments. This was done with the active co-operation and contribution of SMMSN and IT colleagues. The system (ExamSoft) has worked well and improved the programme feedback options for formative knowledge assessments.</p>	MBChB / PA programme leads Learning technology team	Ongoing
	ii) replacing paper-based records with an IT-based equivalent to avoid the	<p><b><u>2022</u></b></p> <p>The School accepts this recommendation and has had a long term goal of securing resource to establish or procure an online student record system that allows students access to their data and relevant staff and allows retention of the data required for</p>		

	potential for loss and to ensure ease of access for all stakeholders	<p>assessment and monitoring of professionalism required in the regulated professional programmes.</p> <p>The use of Forms2 to record students' non-academic student records has been promoted with staff involved in the delivery and support of the early years of the MBChB curriculum. It is used to record information on student attendance and any issues that arise on the course, any support meetings that take place and a new form was developed to identify and recognise students who showed excellent professionalism through the course. In the senior years of the MBChB with many more NHS clinicians involved in the day-to-day supervision of students, reports are usually communicated via email and paper files have been the norm. The MBChB Lead and MBChB lead in Highland are actively working with IT services to establish a safe and secure place to store and share student information so that students can be supported while rotating on clinical placements across different health boards.</p> <p>In the dental programmes the use of Form 2 for holding students non- academic student records has also been agreed and will be implemented from January 2023. An iPad App is now in place for simple direct issuing of SCOT results which means no paper copies or handwritten results are needed and all are standardised. A new e-portfolio for clinical skills is being developed which will follow a similar format to that used for year 4-5 MBChB students. This will also be used for SCOT marking. Clinical Passport (patient safety / competence) is electronic now which means that it is always available to staff, including those working remotely (and means no more students forgetting passports on clinic).</p> <p>Dental Technology – ongoing development of Dental Tech Portfolio (App based) with automated requests for workplace feedback. No more emails, handwritten feedback uploaded onto system.</p>	Professionalism lead / MBChB lead	Work on-going during 22/23
			Dental Education lead	Jan 2023
			Dental Education lead	On-going development during 22/23
		<p><b><u>2023</u></b></p> <p>Forms2 will not be supported going forwards and a new solution is being sourced and we anticipate a change in the next academic year.</p> <p>Other actions detailed above are all fully implemented.</p>	MBChB lead	Ongoing

		<p><b><u>2024/25</u></b></p> <p>Form2 has now been discontinued. The successor product has been procured and implemented in both the MBChB and PA programmes. Some functionality is also used by the BDS for the monitoring of student concerns and documentation.</p>	MBChB Lead	Completed
	<p>iii) eliminating single points of failure where possible and ensuring that there are written SOPs for key processes</p>	<p><b><u>2022</u></b></p> <p>The School accepts this recommendation while recognising the additional pressures that healthcare staff have been dealing with to support the healthcare programmes during the pandemic. As part of planning for the increased student intake in September 2022 the School strengthened the administrative support for the MBChB with the creation of two new grade 5 administrative posts so that each year of the programme has its own dedicated administrative support. In preparation for the new roles, new role descriptions were agreed and shared across the team to provide better understanding of the different aspects of administration required for each year of the MBChB. Over the next academic year all key processes will be written up as SOPs, some already exist such as the SOP for the allocation of student numbers for senior years, the process for making a request for review of placement allocations and the allocation of groups to SSCs.</p> <p>In assessment work, SOPs have been in place and regularly reviewed for several years and cover many aspects of the work required for assessment across all of the healthcare programmes , e.g. from question writing for SBA exams or OSCEs, standard setting meetings and the process for checking of final marks and the presentation of reports to assessment boards. Some are more specific such as for the dental programmes using the Examsoft software.</p> <p>Additional staff from outside of the assessment team are being trained in the key assessment software in order to have some additional capacity and a part time post has been brought in to support Anatomy including some of the assessment work The administrative teams in Admissions, GPCME and the ACT office are also undertaking a review of their key processes and updating SOPs where they already exist or creating new ones. Progress is being monitored but all sections continue to experience unprecedented change and an increase in workload.</p>	<p>Curriculum Manager</p> <p>Assessment leads</p> <p>Curriculum manager</p> <p>Administrative leads</p>	<p>Ongoing throughout 22/23</p> <p>Ongoing throughout 22/23</p> <p>Ongoing throughout 22/23</p>

		<p><b><u>2023/24</u></b></p> <p>The writing of and role out of Standard operating procedures has become common across programmes and teams. A recent Significant Event Analysis in one are identified several requirements for further SoPs in relation to preparation for assessment and this work is underway. We believe that this work will never be complete but always require reconsideration and review but that the concept and culture is now supportive of this approach.</p>	SMMSN Education lead and other Education leads across SMMSN	Complete
		<p><b><u>2024/25</u></b></p> <p>This approach has been embedded throughout the healthcare programmes seeking to ensure consistency of approach.</p>	SMMSN Education lead and other Education leads across SMMSN	Complete
4. Promote further integration by:	i) ensuring that all students feel part of the wider School and Institutional communities. This was felt to be particularly important or Dentistry and Physician Associate students.	<p><b><u>2022</u></b></p> <p>The School accepts the comments about ensuring our healthcare students have opportunity to feel part of the wider School and University communities. With a return to more face to face teaching this September our MBChB year 1 students were timetabled to be in teaching rooms on the Old Aberdeen campus each Wednesday morning for the first six weeks of term. This involved a mixture of lectures, a learning to learn session, small group problem solving (x 4 sessions) and a presentation from the student support team and helped familiarise them with both the campus and some of the central services that are available to support them.</p> <p>Year 2 Dental students will undertake a practical at the new Science Teaching Hub at the Old Aberdeen Campus during the renal physiology teaching.</p> <p>The new AUSA team have also been up to Foresterhill to meet with our healthcare programme leads and curriculum groups and are actively exploring how AUSA can reestablish a presence at Foresterhill; we have already seen an increased presence at events – e.g. Be well and inclusion event in the autumn term. We also discussed how AUSA can help support students who are out of Aberdeen on clinical placements.</p>	<p>Year 1 MBChB lead</p> <p>Prof Derek Scott Education lead IEHMS</p> <p>AUSA executive team/ Programme leads</p>	<p>Sept 22 – Oct 22</p> <p>Ongoing from 22/23</p> <p>On-going in 22/23</p>

		<p>PA students have some joint learning with MSc ACP students and we are re-establishing other face to face opportunities for IPL in the current academic year. Some additional simulated IPL sessions are also planned which will allow senior medical and PA students to learn together in simulated clinical environments.</p> <p>MSc ACP students are being invited to join Y4 medical students for the sessions on professional empowerment (scenario based / role play)</p>	IPL/Simulation leads	<p>On-going in 22/23</p> <p>From Sept 2022</p>
		<p><b><u>2023 / 24</u></b></p> <p>-One positive outcome from the RAAC situation has been the increased time in the week that Year 1 medical students spend down at the Kings Campus. This has been welcomed by the students and we hope can be sustained even if the RAAC concerns at the Foresterhill site are resolved. Year 2 students have also benefitted from some time in Old Aberdeen particularly in Term 1. However, this is less well received by these students and those further up the curriculum who recognize the benefits of being on the healthcare campus to the delivery of their curriculum.</p> <p>There is an established programme of interprofessional learning with colleagues in RGU for medical students</p> <p>Physician Associate students interprofessional learning with MSc in ACP and also some with medical students is embedded in the core curriculum.</p> <p>A room has been identified for AUSA representatives to have a presence several times per week on the Foresterhill campus. Once in place this will be highlighted to all Forestershill based students.</p>	<p>MBChB programme leads</p> <p>MBChB IPL lead</p> <p>PA programme lead</p> <p>Curriculum Manager and AUSA</p>	<p>Ongoing</p> <p>Complete</p> <p>Complete</p> <p>Ongoing</p>
		<p><b><u>2024/25</u></b></p> <p>The RAAC issues necessitated a wholesale transfer of teaching activity to the Kings Campus. We were delighted that the Polwarth Auditorium was completed in time for this academic year. Year 1 MBChB students still spent a significant time on the Kings Campus but many of the whole group sessions are back on the Foresterhill Health Campus again. This was particularly important for clinical staff who found it very difficult to travel to and from the Kings Campus.</p>	MBChB Programme Leads	Complete

		<p>There is now an AUSA office on the Foresterhill site.</p> <p>In the PA programme the input and presence of student representatives at programme level governance meetings (e.g. curriculum steering group) is in place. PA students continue to have, where possible, shared teaching with ACP students. Medical students are given information on the role and education of PA students as means of fostering understand of the breadth of healthcare roles and professions.</p>	SMMSN Education Lead	Complete
	ii) continuing to develop a robust and forward-thinking EDI strategy and communicating its aims to all staff and students.	<p><b><u>2022</u></b></p> <p>The School has appointed co-leads for EDI whose remit is to develop a robust and forward thinking strategy that meets the needs of our school and fully accords with the institutional commitment to EDI. Each Institute has also appointed an EDI lead and the School EDIC meets every six weeks to take the School strategy and action plan forward. School Race Champions have also been supporting staff and students and a LGBTQ+ champion was identified over the past academic year although this post has recently been vacated.</p> <p>Work has begun on decolonising the curriculum and our School representative has taken an active role in both the institutional committee taking this forward and in a national medical school group. Programme leads are now being identified to undertake the specific decolonising the curriculum activity for each of our academic programmes.</p> <p>SMMSN have developed an EDI strategy which has been circulate to all staff and students in the School for a short consultation period this autumn. The School EDIC committee will consider this feedback and then the strategy will be published. A school EDI section has been created on the School webpage and is used to disseminate key information and policies, promote understanding of the key EDI issues that may affect staff and students in our School and to advertise new initiatives and EDI events.</p> <p>EDI is a standing agenda item on all School committees including SSLCs and updates are provided by Institute or School leads as appropriate. An annual report on EDI</p>	<p>School EDI co-leads</p> <p>School decolonising the curriculum rep and programme leads</p> <p>School EDI co-leads</p>	<p>Throughout 21/22 and on-going</p> <p>Awaiting guidance/ training / Tool Kit – to further the work in 23 &amp; 23/24 session</p> <p>Jan 23</p>



		work concerning teaching and learning that had taken place over the past academic year was presented to the STLC in November 2022 and we have representation on the national MSC network on EDI to keep abreast of national work streams and best practice examples from other Medical Schools.	IEHMS EDI lead	From Sept 22 and on-going
		We continue to work with our key healthcare partners on EDI issues and raising awareness amongst students and staff on how to raise issues that may come up in teaching and learning and while on clinical placement. We are founding members of the joint NHSG/UoA Race Equality Taskforce which is co-chaired by the Head of School and the Deputy chief executive (NHS G).	Head of School	On-going since 2020
		A separate Task and Finish group on EDI is working in dentistry alongside NHS G colleagues and training in EDI has been rolled out to all workplace supervisors on the Dental Technology programme.	Dental leads for EDI /Education	Ongoing in 22/23
		<b><u>2023</u></b>  - All actions detailed above continue and are embedded within our processes. Education committees all consider EDI as an agenda item and it is gratifying to see a steady increase in colleagues bringing items to discuss at this point in meetings. Medical students continue to engage with and actively support EDI initiatives through their work on summer teaching development projects, medical humanities projects or elective projects. They are invited to present their work at Faculty development workshops.  The School decolonizing the curriculum group has formed and a programme of meetings are underway. This group report on progress to the School Education Committee and a report is provided annually to the School Teaching and Learning Committee (governance). Presentations have been made to the school at open meetings and a series of workshops will be run this calendar year to support course coordinators in this work.  We have become increasingly aware of the issues around accessibility for some students in healthcare settings and when accommodated for distal placements. A bid for ACT funding to support a two-year secondment to explore, describe and map	School and Institute Education Leads / EDI leads  Decolonising the curriculum lead  SMMSN Education Lead	Complete  Ongoing  Ongoing

		accessibility across all our placement sites for medical students was successful and is in recruitment.		
		<p><b><u>2024/25</u></b></p> <p>As stated previously the work on accessibility is in progress following the successful appointment of an NHSG ACT funded member of staff to review all of the NHS Grampian clinical placements with a view to ensuring accessibility for all of our students where possible. This work is being recognized nationally as important to ensure accessibility for students and staff within the NHS estate.</p> <p>The school continues to move forward with the decolonizing work with a dedicated lead and working groups.</p>	<p>SMMSN Education Lead</p> <p>IEHMS EDI Lead</p>	<p>Ongoing</p> <p>Ongoing</p>
	(iii) confirming that current administrative structure for programmes is appropriate and that it aligns with central systems. The Panel struggled to understand the reasons for a separate Education Steering Committee (reporting to the University Education Committee) and	<p><b><u>2022</u></b></p> <p>The School believes that the current committee structure is appropriate and meets the requirements of the regulators, the central University and our partner health boards that are crucial in the delivery and development of our healthcare programmes. The School does not believe that there is significant duplication of effort and presents a number of arguments to retain the current structure with an Educational Steering Committee (ESC) that meets monthly and receives information and directions from and reports to the University Education Committee and the School Teaching and Learning Committee which meets biannually with the overall programme leads and our healthcare partners. It has a clear remit to undertake quality review of our programmes and reports through to the Quality Assurance committee. This arrangement has worked well over many years and positive feedback has been received in the annual review meeting with QAC members. The opportunity for clinical colleagues to provide input to curricula and the governance activities around curricula is promoted and reviewed by the regulators. They have indicated that this approach meets their standards during Quality visits.</p> <p>The membership of the ESC and T&amp;L committees was reviewed and there are only a small number of lead people (School Education Lead, MBChB and BDS leads and the</p>	Reviewed by Director of IEHMS and Head of School	For 22/23 academic year

	a Teaching and Learning Committee (reporting to the Quality Assurance Committee), and were concerned about duplication of effort and membership	Curriculum Manager) who attend both. The other members are different. The discussion of the APR reports from healthcare programmes require input from NHS colleagues as well as University staff and for them attendance at the ESC would be difficult and unnecessary. The ESC has a very full agenda each month which prompts detailed discussion and finds solutions, sharing best practice across the broad membership from each of the School's institutes and colleagues report very positively about the approach.  All APRs are reviewed at the annual School T&L so that senior school executive members all aware and can comment on the teaching delivery right across the school.		
		<b><u>2023</u></b>  Annual review of committee membership and terms of reference continues according to university policies. As noted above, we have considered the recommendation from the ITR but confirmed again that the best approach in the school is to continue with the framework we currently operate.	HOS, SMMSN Education Lead, Institute Education Leads	Complete
		<b><u>2024/25</u></b>  There is no further update on this recommendation		

The School thanks the ITR Panel and QAC for their thoughtful and helpful considerations of our ITR submissions. We are grateful for their commendations and recommendations and for their unequivocal endorsement of our undergraduate teaching programmes and practices. We will maintain our commitment to the enhancement of high-quality teaching and learning practices with a view to providing our students with the best educational experience we can deliver.

**School of Medicine, Medical Sciences & Nutrition**  
January 2024

## UNIVERSITY OF ABERDEEN

## QUALITY ASSURANCE COMMITTEE

## ANNUAL REPORTING TEMPLATE FOR INTERNAL TEACHING REVIEW

ITR of the School of PsychologyITR: 24<sup>th</sup>-25<sup>th</sup> April, 2023

Annual Report Completed January, 2025

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
Enhance the support for PGR students in the following areas:	Expand the current investment in PGR employability, for example, by providing more opportunities for PGRs to be made aware of non-academic career options.	<p><b><u>2024</u></b></p> <p>We have been further developing our employability strategy for PGR, creating an Early Career Researcher Forum. The ECR forum has met several times, and includes PGR students as well as a post doctoral representative. This will be feeding further into an ECR/Early Career Academic Concordat, which will feed into annual reviews, ensuring that we are highlighting the opportunities (and skills development) required for both academic and non-academic careers.</p> <p><b><u>2023</u></b></p> <p>PGR students are now given access to School employability resources and events (career talks, networking events etc.).</p> <p>PGR students will be signposted towards the career service, where they can book mock interviews and receive CV advice.</p> <p>There will also be consideration of how non-academic</p>	Prof. Patric Bach Dr Margaret Jackson Dr Helen Knight	Ongoing: Concordat to be completed before September 2025

		employability can be incorporated.		
	Implement a system of pastoral support for PGRs and MRes students that is independent of the supervisory team, the School Programme Coordinator and the PGR Coordinator.	<p><b><u>2024</u></b> No further updates – the system established is still in place.</p> <p><b><u>2023</u></b> The school has implemented the PhD tutor panel, a list of academics at the school who PhD students can approach if they want to discuss anything outside their supervisory group</p>	Prof. Patric Bach Dr Joost Rommers	Complete May/June 2023
	Ensure that PGR students involved in teaching roles have undertaken the available training, for example, through the provision by Centre for Academic Development (CAD) or more bespoke training through the School	<p><b><u>2024</u></b> The ECR concordat will include more specific guidance and continuing professional development relating to teaching. We are working closely with CAD on the sessions offered to PGR students (including additional sessions on top of the PGR demonstrators course), and we will look to implement School-based peer-observation of teaching sessions.</p> <p><b><u>2023</u></b> The School feels that the central CAD training is not appropriate for PGR students, as it is focused a lot on content that new</p>	Dr Helen Knight Dr Jacqui Hutchison	Concordat to be complete by September 2025.

		<p>lecturers would be experiencing</p> <p>Instead, we are now delivering more bespoke training for PGR students, and weekly meetings with all PGR students – from the course coordinators that they are working with – to aid in this</p>		
	Provide greater opportunities for PGR students to engage with the post-doctoral community	<p><b><u>2024</u></b> No further updates. ECR forum remains active.</p> <p><b><u>2023</u></b> The School has reactivated the ECR Forum. It provides monthly meetings of the ECR committee (postdocs and PhDs) that can be designed based on input of the PGRs.</p> <p>Current plans are skills workshops, social events, invited speakers, and career workshops will be incorporated within this.</p>	Prof. Patric Bach	Complete May/June 2023

Review Delivery of Teaching and Assessment:	Clearly articulate the underlying pedagogy that underpins current approaches to teaching and learning, including the design of assessments.	<p><b>2023</b></p> <p>The programme is going through a re-build. These have been incorporated into the edited L1 courses. these are being incorporated within the new courses. For all new courses, these will be further communicated.</p> <p>For other courses across the School, we are ensuring that the pedagogical reasons for decisions like why flipped classroom teaching occurs, and why practice MCQs do not provide correct answers (in order to promote student reading of a topic), are being more clearly signposted.</p>	Dr Helen Knight	<p>Level 1: complete</p> <p>Others: Ongoing as courses edited and created. throughout the academic year.</p>
	Continue to diversify the assessments, incorporating more examples of authentic assessment, and consider reviewing the use of online exams and MCQ assessments as appropriate.	<p><b>2024</b></p> <p>We have had a productive session at the School of Psychology Away Day about diversifying assessment – including a return of in-person assessment and developing skills-based, authentic assessment – with changes including some skills-based in-person assessments, being proposed for September 2025.</p> <p>The Level 2 and Level 3 review is ongoing. The School is addressing both Levels 2 and 3 at the same time (with changes implemented on a rolling-basis). This</p>	Dr Helen Knight Dr Jacqui Hutchison	Ongoing across courses and course / programme development

		<p>is due to professional body requirements present at Levels 2 and 3 (meaning changes in one year directly impact the other year). It is made slightly more challenging when taking into account advanced entry students and joint-honours students (who take all level 3 courses (minus one) across levels 3 and 4). A key focus is on the diversification of assessment.</p> <p>The School would like to note that, following a review about student integrity, engagement and the development of skills including resilience and adaptability, we will be moving towards a return of in-person exams. We are working to ensure we retain the integrity of assessments, while also working closely with Student Support to ensure all invigilation concerns due to student numbers are met (thus addressing the concern we noted in last year's ITR annual report).</p> <p><b><u>2023</u></b></p> <p>The School is reviewing its curriculum, and the setting of assessments is a primary objective to address.</p> <p>Online exams – if exams are used – must stay online, though. This is due to large student numbers on core courses and the number of students</p>		
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		<p>with provisions. The School physically does not have enough staff to invigilate all of these. Thus, practically, we are unable to move exams to in-person on-campus.</p> <p>New courses are focusing on authentic assessments (i.e., a case study evaluation for a clinically-aligned addiction course).</p>		
	<p>Review the current approach to addressing the benchmark statements – specifically, with regards to the integration and application of multiple perspectives, leading to an appreciation of their relevance to major societal and global issues.</p>	<p><b><u>2024</u></b> As mentioned in 2023, this does happen already in many option courses. However, it has been built into the new Level 1 research methods course (with lectures in Term 2 from a range of staff explaining how their research uses a particular method to answer a relevant real-world issue), and there is a proposal currently under discussion about an explicit course being created for this at Level 3 – further details to come, following discussion at the School Executive Committee and Teaching Steering Group.</p> <p>Additionally, two new L4 option courses are running (Lab to Life and Research to Reality) which specifically address major societal and global issues from an integrative perspective.</p> <p><b><u>2023</u></b> Addressed in the programme rebuild. However, the School notes that this does happen already in many</p>	<p>Dr Jacqui Hutchison Dr Helen Knight</p>	<p>Ongoing throughout the academic year. Further review in summer, 2024</p>

		<p>option courses. The School will signpost these better to demonstrate how we meet this subject benchmark statement.</p> <p>Furthermore, new L4 courses focusing on integration are currently in development.</p>		
Improve Student Experience:	Consider various ways in which student engagement and belonging can be enhanced for students enrolled on On-Demand programmes.	<p><b><u>2024</u></b> The School are undertaking a review of our OnDemand offering, with an expansion of exit awards (a new PG Dip, and potential new MSc). Student engagement and a sense of belonging is being addressed within this.</p> <p><b><u>2023</u></b> The School have been working on various ways to help OnDemand students to feel like part of the School and part of the University. Current explorations are with interactive discussion boards, which may help to provide students with a sense of community.</p>	Dr Kevin Allen Dr Helen Knight Dr Sandie Cleland	Ongoing
	Remove the word limit associated with extension requests as students have found this restrictive.	<p><b><u>2024</u></b> The university has moved to an online system for requesting extension requests – all settings (including character limit) are determined centrally.</p> <p><b><u>2023</u></b> The word limit has been reviewed, however not removed. This is due to the needs of the extension panel requiring the appropriate time to</p>		Complete: addressed (June 2023)

		make decisions often on a large number of requests. Allowing ultimate spaces for this would significantly slow the process.		
Further Updates from the School regarding the ITR, yet not specifically part of the action plan.	The focus on employability, to address Graduate Outcome data for the School.	<p><b>2024</b> Employability is embedded within core courses, with the L3 qualitative report focused on employability skills, and more authentic assessment utilised (e.g. L4 Research to Reality). We continue to organise the Networking Event, and the development of the Programme Advisory Committee will further help to identify specific skills that the sector is looking for – these will be embedded within the curriculum.</p> <p><b>2023</b> Employability has been addressed in the Level 1 programme re-build, where employability skills are signposted throughout the academic year.</p> <p>Furthermore, the Level 4 employability course is being edited to make this open to all students, incorporating both psychology and non-psychology careers.</p>	Dr Helen Knight Dr Jacqui Hutchison Dr Margaret Jackson	Complete
	The creation of level-specific organisation pages to enhance communication to students and reduce the number of emails (especially duplicate emails) they get.	<p><b>2023</b> Levels have separate organisation pages, where issues relating to the whole of a cohort (rather than those on a specific course) are communicated to students.</p>	Dr Helen Knight Psychology Admin Staff	Complete August 2023

## UNIVERSITY OF ABERDEEN

## QUALITY ASSURANCE COMMITTEE

## ANNUAL REPORTING TEMPLATE FOR INTERNAL TEACHING REVIEW

ITR of the School of Social ScienceCompleted on 15 December 2022, **UPDATED 12 December 2023**, **FURTHER UPDATED 23 January 2025**

Theme	Action identified in report	Response	Responsible person	Indicative Timeline
Staff and Sustainability	Continue to monitor and address student-staff ratios and related workload	<u><b>2022</b></u> The School agreed with the recommendations made in the report (5.1 refers).		
		<p>The School worked with SMT to address the SSRs, making seven substantive appointments at lecturer level: one in Anthropology/Museum Studies; three in Sociology, one with specific focus on Criminology; and three in PIR. The posts were a mix of replacements for staff retiring, and new posts supporting the increased growth in student numbers.</p> <p>These appointments had positively impacted SSRs across the School and have been targeted to areas of specific growth. However, during 2023 a mix of resignations and contract adjustments have seen PIR and Sociology to lose members of staff which again negatively impacts the SSRs.</p>	HoS and HoDs	Completed Sept 2022

		After extensive discussions and modelling the workload completed for AY 2021-22 and was published anonymously which has helped ALMs identify capacity within individual workloads to take on additional teaching and the growing need for representation on institutional committees and working groups e.g., Continuation and Classification Community of Practice.	HoS/SEC	Completed August 2022
		The School has developed action plans to address assessment and feedback; and continuation and classification. And we have prioritised our Educational Strategy.	HoS/DoE/SAM	Completed April-Nov 2022
		<p>The School continues to create employment opportunities for PhD students to gain valuable teaching experience by facilitating pre-Honours tutorial work. We added a further 17% to the Sociology bought-in teaching budget to accommodate the growth in the MA Criminology/Sociology programme.</p> <p>Additionally, we have created a number of short-term internships to assist with TESTA (Transforming the Experience of Students through Assessment) and decolonising the curriculum. The TESTA intern has now written-up her experience of and benefits from the internship which can be viewed on the <a href="#">Employability page</a> of the School's website.</p>	HoDs/SAM	Completed September 2022

		<b>2023</b> Our future plans include:		
		re-advertising an Energy Politics post and re-consider appropriate level as two calls for a Reader/SL has failed to attract a suitable field of candidates.	HoS/HoD PIR	Jan/Feb 2023 Completed May 2023, new appointment started September 2023
		Recruit a member of support staff to support two of the School's key strategic goals as outlined in the School Plan. The postholder will support the Director of Student Recruitment & Experience (DoSRE) in the development and coordination of a coherent student experience strategy across the School e.g., organising recruitment and retention activities along with associated marketing. They will also provide support to the Director of Education (DoE) in the shaping and implementation of the School's Employability strategy e.g., involving developing links with external stakeholders in the establishment of work experience, placement, and internship opportunities.	SAM	Feb 2023 Due to overall financial position of University, this post was removed from the School's budget line. We will revisit our requirements and submit a new business case once we are in a more stable financial position. The prevailing financial position does not support this additional administrative post.
		launch of MSc Criminology and Society programme in 2023-24.	K Lumsden	Sept 2023

				<p>Due to workload and delay with recruitment of a lecturer in Criminology this programme's launch been paused until September 2025.</p> <p><u>January 2025:</u></p> <p>Programme was further delayed due to staffing levels within Sociology which has been further exacerbated by the resignation of a SL in Criminology (leaves February 2025). New TF has been appointed (April 2025) which will prompt review of Criminology provision.</p>
		undertaking horizon scanning in respect of our PGT portfolio to meet demands of markets identified by our Marketing colleagues.	HoS/DoPGT Studies	<p>From Feb 2023</p> <p>We are pursuing the possibility of offering a 15-month variant of our MSc Policy Evaluation, currently awaiting institutional decision in respect of satisfying UKVI</p>

				<p>requirements during the summer vacation period.</p> <p>New MSc Strategic Studies and Diplomacy confirmed, first intake September 2024.</p> <p>Development consent being prepared for new MSc in Public Policy.</p> <p>No institutional decision in respect of 15-month MSc programmes.</p> <p><u>January 2025:</u></p> <p>There was a small first intake to <b>MSc Strategic Studies and Diplomacy</b>.</p> <p>MSc Public Policy, due to staff resignation the programme title (<b>MSc Politics and Public Policy</b>) and contents have been amended, first intake September 2025.</p> <p>Additionally, we are collaborating with</p>
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				<p>colleagues in the Business School with a view to proposing a variant which will incorporate Management Studies.</p> <p><b>MSc IR online variant</b> component courses to be offered as Standalone courses from September 2025 also.</p> <p>A further <b>two PIR standalone courses</b> also submitted for approval (Research Interviews and Focus Groups in Social Science, and Quantitative Methods in Social Science).</p>
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Student Support	Enhance support made available to staff to provide increased mental health training and to create an environment where staff feel empowered to be proactive, and students feel comfortable to engage with PTs.	<b>2022</b> The School agreed with the recommendations made in the report (5.2 refers).		
		New colleagues meet with SPT as part of their induction programme, however, SPT will develop a more robust year-long training programme to prepare colleagues for the role of PT which they will undertake from year 2 of their employment.	SPT	Throughout 2022. <u>January 2025:</u> Following SPT recommendation new staff are not appointed as PT in their first year. A training scheme for PTs was developed by our SPT, turnout was significantly lower than expected, prompting us to reconsider our approach.
		We continue to promote the opportunities to train as both Mental Health Champions and First Aiders. There is also active participation in the MHFA Network.	HoS/SAM	Throughout 2022 School now has additional MHFAs  In the academic year 2023-24, the discipline piloted the 'Wellbeing Walk' and

				<p>'Coffee Chat' sessions, led by a Mental Health Champion. These fortnightly sessions, aimed at first-year students, alternated between informal chats over coffee and walks around Seaton Park, attracting a group of 7–8 regular participants. These initiatives demonstrated accessibility of support in a relaxed setting and have been continued for AY 2024-25.</p>
		<p>SAM/SAA meet regularly with a dedicated member of Student Support team, to identify and discuss emerging issues and trends e.g., rise in mental health related absences.</p>	SAM/SAA	<p>From Sept 2022 Meetings now taking place beginning of both HS1 and 2, and towards the end of HS2 to review the AY. From AY 2024-25 School Inclusion Coordinator meetings, meeting one per term, chaired</p>

				by Dean for Student Support and Experience, attended by Deputy SAM and School's Inclusivity Co-ordinator.
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		SPT regularly encourages staff to provide feedback to central teams regarding the existing personal tutor system.	SPT	Ongoing AY 2024-25 Registry Officer attending monthly School catchups, Personal Tutors encouraged to join to discuss any issues as and when.
		Regular meetings with HoS, DoE and AUSA VP for Education, and separate regular meetings with School Convenor.	HoS/DoE	New series of meetings to be organised.
		<b><u>2023</u></b> SPT to work with SAM/SAA to develop helpful guidance and clear signposting information for PTs, to promote confidence to deal proactively with lack of engagement and absence.	SPT/SAM/SAA	Completed
		Following appointment of new member of the support staff team (see above), there will be a redistribution of tasks which will include implementing a more robust and consistent monitoring process across the UG programmes.	SAM/SAA	March 2023 (dependent on above appointment) Following a successful admin away day we will be reallocating tasks for AY 2023-24 within the existing team.

				The prevailing financial position does not support this additional administrative post. <b>June 2024 Admin Away Day</b> focused on reallocation of task following 0.5 FTE retirement from admin team.
<b>Assessment &amp; Feedback</b>	Provide increased opportunities for staff to effectively share good practice, and ensure sufficient time is made available to undertake research.	<b>2022</b> The School agreed with the recommendations made in the report (5.3 refers).		
		Regular liaison with CAD and promotion of training courses to colleagues.	DoE/SAM/SAA	Ongoing
		Annual refresh and circulation of 'Good Practice in Assessment & Feedback.'	DoE	Completed September annually

		One School forum annually will be dedicated to sharing of good practice in teaching and learning.	DoE	<p>From June 2022 <u>January 2025:</u></p> <p>The School has engaged with developments in AI and the guidance provided by the University for staff and students and reviewed its practice accordingly. AI Workshop organised for February (input from Sara Preston, Kirsty Kiezebrink, Susan Halfpenny and Georgios Leontidis) and a Strategic Review of Education in May 2025.</p>
		ACRs to be shared with students on MyAberdeen. A dedicated 'Student Feedback and Course Development' folder to be added to all courses on My Aberdeen to house previous student feedback, ACRs and any notable changes in view of these provided by CC.	DoE	January and June annually

		<p>Development of prioritised Education Strategy, and action plans identifying best practice to address assessment and feedback; and continuation and classification.</p> <p>Alongside NCS, the School participated in the University's first TESTA pilot with the aim of sustained improvement to assessment and feedback practice in line with the institutional objective in this area.</p>	HoS/DoE/SAM	Completed April-Nov 2022
		<p>Participating in the TESTA pilot – data from UG programmes across the three disciplines was mined by TESTA intern. All disciplines have now held TESTA briefings for staff. In light of the fact that the head of discipline in Anthropology had been in post for a while, progress in Anthropology is a little in advance of the other two disciplines. Anthropology has had a full staff meeting to review the data provided by the intern and to reflect on assessment and feedback within the programme. This step will take place in 2HS in Sociology and PIR.</p> <p>TESTA enabled all disciplines to partake in a full UG programme review. In tandem with the institutional objective of seeking greater rationalization and efficiency in both the delivery of teaching and</p>	DoE	Completed with ongoing actions.



		assessment and feedback practice, TESTA has informed decisions around the reduction of assessment for both 1HS and 2HS in AY23/24.		
		Introduced COIL (Collaborative Online International Learning) in <a href="#">PI3080 US Politics</a> , where UoA students study simultaneously and work collaboratively with students from <a href="#">Drexel University</a> in Philadelphia. The School's successful bid to the Strategic Development Fund to equip a Global Classroom has resulted in the procurement of the appropriate technology and furniture to establish the Global Classroom by Easter 2023.	DoE	<p>HS1 AY 2022-23</p> <p>The School continues to pioneer COIL practice via its American Politics course (Malcolm Harvey - MH), a collaboration between UoA and Drexel. DoE and MH continue to be involved in plans around the creation of the Global Classroom. DoE and MH have advised a colleague in Music, shortly to begin a COIL collaboration with Jerusalem. DoE secured funding for colleague in Music via SUNY for two tranches of training in COIL. DoE has written to VP Education and Dean</p>

				<p>for Educational Innovation regarding necessary next steps for the development of COIL at UoA.</p> <p><u>January 2025:</u> New course (Chile: Democracy, Dictatorship and a People ) developed with a colleague from LLMVC. The course will be co-taught with Carthage College, in Kenosha, Wisconsin. (with QAC for approval).</p>
		Implementation of workload (see section 1 above).	HoS/SEC	<p>Completed August 2022 but currently under review with small working groups established to agree principles and tariffs. New HOS to bring workload model back to SEC for discussion and refinement.</p> <p><u>January 2025:</u> Discussions with SEC are ongoing.</p>

		Ring-fenced bought-in teaching budget to employ PhD students for pre-Honours tutorial work lessening reliance on core staff.	HoS/SAM	Completed Sept 2022 and annually going forward
		Research Development Reviews [RDRs] (separate to Annual Reviews) which will continue) to assist with the development and focus of research plans and to identify support/training requirements.	HoS/DoR	RDRs have now been replaced. Discipline research leads meet with colleagues individually. We also have a School-level Impact Case co-ordinator.
		Weekly writing workshops to help develop research writing confidence.	New incoming HoS	Completed September-December 2022
		<p><b><u>2023</u></b></p> <p>Conclude TESTA project –it is envisaged that the TESTA pilot will be concluded by the end of AY 2022/23.</p> <p>The School ran a successful TESTA pilot, the benefits of which are outlined above. There will be further reflection on the pilot and its benefits within the School's Education Committee and at a School Education Away Day next term.</p>	DoE	<p>AY 2022/23</p> <p>Completed with ongoing actions.</p>

		Review COIL with view to widening participation.	DoE	<p>HS1 AY 2022-23</p> <p>The School continues to pioneer COIL practice via its American Politics course (Malcolm Harvey), a collaboration between UoA and Drexel. DoE and MH continue to be involved in plans around the creation of the Global Classroom. DoE and MH have advised a colleague in Music, shortly to begin a COIL collaboration with Jerusalem.</p> <p><u>January 2025:</u></p> <p>New course (Chile: Democracy, Dictatorship and a People) developed with a colleague from LLMVC. The course will be co-taught with Carthage College, in Kenosha, Wisconsin. (with QAC for approval).</p>
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		Continuation of the Research Development Reviews [RDRs] (detailed above).	HoS/DoR	RDRs have now been replaced. Discipline research leads meet with colleagues individually. We also have a School-level Impact Case co-ordinator.
		ACRs to be shared with students on MyAberdeen. A dedicated 'Student Feedback and Course Development' folder to be added to all courses on My Aberdeen to house previous student feedback, ACRs and any notable changes in view of these provided by CC.	DoE	January and June annually
<b>Student Experience and Employability</b>	Enhance the overall student experience	<b>2022</b> The School agreed with the recommendations made in the report (5.4 refers).		
		Continuous review to enhance pastoral support for January- start postgraduate students e.g., coffee mornings, plagiarism awareness workshops, accommodating late arrivals.  We are also reviewing our programmes to ensure an appropriately timed research methods course is offered.	HoS/DoPGT Studies  HoDs	Ongoing – further consideration to be given to how to increase attendance at plagiarism awareness workshops.  November 2022

		We continue to work with the Widening Access team to enhance support for articulating students, and will, once again, deliver part of the Online Access Bridging course 2023 "Positive Futures".	DoSRE/DoE/HoDs	Completed January 2023
		Ongoing work with the Careers Service to provide range of career related workshops, provision of workplace experiences and placements.	DoSRE	<p>Ongoing. Employer Engagement Adviser now in place who is putting in place a range of opportunities.</p> <p><u>January 2025:</u> HoS/DoE &amp; SAM meet with EEA and Careers and Employability Adviser meet every 6 weeks.</p> <p>The School will promote engagement with the internship opportunities provided by the University and via the Careers and Employability Service: ABDN Internships.</p> <p>The School will continue to develop its portfolio of consultancy and internship</p>

			<p>opportunities for its students.</p> <p>Course guides now include a statement on employability/list of skills to be practiced and developed within the course.</p> <p><a href="#">Employability section</a> of the School website which showcases outcomes from students and employers taking part in <a href="#">ED3537</a>, embedded in all course guides too. Successful outcomes from the Employer-Led Interdisciplinary Project will also be promoted via Staff News piece so that there is greater visibility of the course within and outwith the School.</p> <p>6-weekly meetings also ongoing with DT: The School will seek to connect students</p>
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				with Alumni who have secured highly skilled roles.
		<p>Student representation on: Education, Postgraduate and Research &amp; Knowledge Transfer Committees.</p> <p>Twice a term we convene Staff/Student Liaison Committee meetings to get students' feedback, and, where applicable, make adjustments based on the feedback.</p>	Relevant Committee chairs	<p>Ongoing</p> <p><u>Education:</u>            UG: Miles Rothoerl AY 2022-23; Shaun Painter 2023-24; Emma Ritchie 2024-25.            PG: Sarah Hiepler AY 2022-23; Grace Johnson 2023-24, 2024-25</p> <p><u>RKTC:</u>            PG: Onyedikachi Maduke AY 2022-23, 2023-24 and 2024-25</p>
		We identified and allocated quiet learning space and access to social spaces for our discipline Societies.	SAM	August 2022



		Review to ensure standardisation of the disciplinary process with regards to plagiarism hearings to ensure parity of experience for all students.	SAM/POs	September 2022  Completed
		Encourage student involvement in committees and student representation by emphasising opportunities to develop transferrable and employer related skills.  We rewarded Anthropology students who help on our Open Days stalls with gift tokens.	HoS/Committee chairs  HoDs/SAM	September 2022  October 2022 Extended to other disciplines for 2023
		<b><u>2023:</u></b>  SPT to work with SAM/SAA to develop helpful guidance and clear signposting information for PTs, to promote confidence to deal proactively with lack of engagement and absence.	SPT/SAM/SAA	August 2023  See above
		Ensure standardisation of the disciplinary process with regards to plagiarism hearings extends to include course delivered in AFG, Qatar.	SAM/HoD for PIR	January 2023  See above
		Recruit a member of support staff (detailed in section 1, Staff and Sustainability) is key to redistribution of tasks and introduction of a more robust and consistent monitoring process for UG students to improve engagement and retention.	SAM	February/March 2023  See above

		DoE continues to coordinate the employability module, Employer-Led Interdisciplinary Project on behalf of SoSS/SoSS students. Following completion of the module in the second term of AY23/24, discussions will need to take place with colleagues in Education re bringing this module fully within the auspices of SoSS	DoE	<p>May 2023</p> <p>Initial approach to Education has been made, no decision currently.</p>
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## UNIVERSITY OF ABERDEEN

## QUALITY ASSURANCE COMMITTEE

**COLLABORATIVE REGISTER**

VALIDATED PROVISION			
PARTNER	COUNTRY	SCHOOL	PARTNERSHIP CATEGORY
Mindfulness: Mindfulness Association Ltd	UK	Education	Validated Provision
Trinity College Bristol with Bristol Baptist College Ltd	UK	DHPA	Validated Provision

UK ARTICULATION			
PARTNER	COUNTRY	SCHOOL	PARTNERSHIP CATEGORY
Dundee and Angus College	UK	University wide	Articulation (UK College)
Fife College	UK	University wide	Articulation (UK College)
Forth Valley College	UK	University wide	Articulation (UK College)
INTO University Partnerships (IUP)	UK	University wide	Articulation
New College Lanarkshire	UK	University wide	Articulation (UK College)
North East Scotland College	UK	University wide	Articulation (UK College)

NON-UK ARTICULATION			
PARTNER	COUNTRY	SCHOOL	PARTNERSHIP CATEGORY
Chongqing Foreign Institute of Studies	China	Business	Articulation
China University of Mining & Technology (CUMT)	China	Business	Articulation
Hua Qiao University (HQU)	China	Business	Articulation
International Medical University	Malaysia	Medicine	Articulation
Oxford International	UK/International	University wide	Foundation Articulation Pathway
Shandong Normal University	China	Biological Sciences	Articulation
Study Group International	UK/International	University wide	Foundation Articulation Pathway
University of Petroleum and Energy Studies	India	Engineering	Articulation

JOINT, DOUBLE AND DUAL DEGREES			
PARTNER	COUNTRY	SCHOOL	PARTNERSHIP CATEGORY
China University of Geosciences, Wuhan	China	NCS	Double Degree (UG)
Curtin University	Australia	University wide	Joint Degree (PhD)
Curtin University	UK/Canada/Australia	University Wide	Strategic Alliance
Harbin Engineering University	China	Engineering	Dual Degree (UG)
North Sea Energy Law Partnership (University of Groningen, University of Oslo)	UK/The Netherlands/Norway/Denmark	Law	Joint Degree
Shandong Normal University (SDNU)	China	Business	Double Degree (UG & PGT)
South China Normal University (SCNU)	China	Business	Double Degree (UG)
Universities of Glasgow and Strathclyde	UK	MMSN	Joint Degree (PGT)
University of Bergen	Norway	Law	Dual Degree (PGT)

DELIVERY PARTNERS (ONLINE AND TNE)			
PARTNER	COUNTRY	SCHOOL	PARTNERSHIP CATEGORY
Al Faleh Group for Educational and Academic Services	Qatar	Business, Education, Law, Social Science	Franchised provision
Manipal University	India	MMSN	Medical Electives Opportunities
South China Normal University (SCNU)	China	NCS, Business	Joint Education Institute

EXCHANGE AND STUDY ABROAD			
PARTNER	COUNTRY	SCHOOL	PARTNERSHIP CATEGORY
Aarhus University	Denmark	Law	Exchange
Academic Studies Abroad	USA	University wide	Study Abroad
Akita International University	Japan	University wide	Exchange
Albion College	USA	University wide	Study Abroad
Alma College	USA	University wide	Study Abroad
Arcadia University	USA	University wide	Study Abroad
Audencia Business School	France	Business	Exchange
Autonomous University of Barcelona	Spain	NCS	Exchange
Beijing Normal University (BNU)	China	Law	Exchange
Bishops University	Canada	University wide	Exchange
Bordeaux Montaigne University	France	LLMVC	Exchange
California Lutheran University	USA	University wide	Hybrid
Chalmers University of Technology	Sweden	Engineering	Exchange
Chinese University of Hong Kong, SAR	Hong Kong	University wide	Exchange
City University of Hong Kong	Hong Kong	University wide	Exchange
Clemson University	USA	University wide	Exchange
Colorado School of Mines	USA	Geosciences	Exchange
Complutense University of Madrid	Spain	LLMVC	Exchange
Constructor University Bremen	Germany	University wide	Exchange
Copenhagen Business School	Denmark	Business	Exchange
Curtin University	Australia	University wide	Exchange
Drexel University	USA	University wide	Exchange
Ghent University	Belgium	DHPA	Exchange
Gustavus Adolphus College	USA	University wide	Study Abroad
Hanken School of Economics	Finland	Business	Exchange

Haverford College	USA	University wide	Study Abroad
Helsinki Metropolia University of Applied Sciences	Finland	LLMVC	Exchange
HFT Stuttgart	Germany	NCS	Exchange
Hong Kong University of Science and Technology (HKUST)	Hong Kong	Science programmes	Exchange
Hope College	USA	University wide	Study Abroad
Humboldt University of Berlin	Germany	DHPA & Law	Exchange
ITESO - Instituto Tecnológico Y de Estudios Suprioeres de Occidente A.C.	Mexico	University wide	Exchange
Johannes Gutenberg University Mainz	Germany	University wide	Exchange
Kalamazoo College	USA	University wide	Study Abroad
Kiel University	Germany	University wide	Exchange
KTH Royal Institute of Technology	Sweden	Engineering	Exchange
KU Eichstätt-Ingolstadt	Germany	LLMVC	Exchange
KU Leuven	Belgium	Law	Exchange
Leiden University	Netherlands	Psychology	Exchange
Lingnan University	Hong Kong	University wide	Exchange
Maastricht University	Netherlands	Law	Exchange
Mondragon University	Spain	Education	Exchange
Nagasaki University	Japan	University wide	Exchange
National University of Singapore	Singapore	Business & Engineering	Exchange
Nazareth University	USA	University wide	Exchange
North Carolina State University	USA	University wide	Study Abroad
Osnabrück University	Germany	Psychology	Exchange
Pacific Lutheran University	USA	University wide	Study Abroad
Pedagogical University of Krakow	Poland	DHPA	Exchange
Queen's University, Canada	Canada	University wide	Exchange
Rhodes College	USA	University wide	Exchange
RWTH Aachen University	Germany	NCS	Exchange
Salve Regina College, Newport Rhode Island	USA	University wide	Exchange
Sciences Po Lille	France	Social Science	Exchange
Sciences Po Lyon	France	Social Science	Exchange
Sciences Po Rennes	France	Social Science	Exchange
St Olaf College	USA	University wide	Study Abroad
Stellenbosch University	South Africa	Law	Exchange
Stockholm University	Sweden	NCS & Social Science	Exchange
Tallinn University	Estonia	Social Science	Exchange
Theological University of Kampen	Netherlands	DHPA	Exchange
Tokyo Metropolitan University	Japan	University wide	Exchange
Trier University	Germany	LLMVC	Exchange
Trinity College Dublin	Ireland	LLMVC	Exchange
TU Dresden	Germany	Engineering	Exchange
UCO Angers	France	LLMVC	Exchange
Umea University	Sweden	Business	Exchange

Universidad La Salle	Mexico	University wide	Exchange
Université Grenoble Alpes	France	University wide	Exchange
Université Haute-Alsace	France	LLMVC	Exchange
Université Libre de Bruxelles	Belgium	LLMVC	Exchange
Université Rennes II	France	LLMVC	Exchange
University College Cork	Ireland	SBS & LLMVC	Exchange
University of Alicante	Spain	LLMVC	Exchange
University of Amsterdam	Netherlands	DHPA	Exchange
University of Bergen	Norway	DHPA, Law, LLMVC & Psychology	Exchange
University of Bologna	Italy	DHPA & Engineering	Exchange
University of Bonn	Germany	LLMVC	Exchange
University of British Columbia (UBC)	Canada	University wide	Exchange
University of Calgary	Canada	University wide	Exchange
University of Camerino	Italy	MMSN	Exchange
University of Catania	Italy	Geosciences	Exchange
University of Cologne	Germany	LLMVC	Exchange
University of Deusto	Spain	Law & Social Science	Exchange
University of Florida	USA	University wide	Exchange
University of Freiburg	Germany	Law, LLMVC and NCS	Exchange
University of Geneva	Switzerland	University wide	Exchange
University of Genoa	Italy	Engineering	Exchange
University of Granada	Spain	LLMVC	Exchange
University of Graz	Austria	LLMVC & Psychology	Exchange
University of Groningen	Netherlands	DHPA	Exchange
University of Guelph	Canada	University wide	Exchange
University of Helsinki	Finland	Law	Exchange
University of Hong Kong	Hong Kong	University wide	Exchange
University of Iceland	Iceland	University wide	Exchange
University of Kansas	USA	Law	Exchange
University of Lapland	Finland	Education & Social Science	Exchange
University of Lausanne	Switzerland	University wide	Exchange
University of Leipzig	Germany	LLMVC & Social Science	Exchange
University of Liège	Belgium	LLMVC	Exchange
University of Maine	USA	University wide	Exchange
University of Naples Federico II	Italy	Geosciences	Exchange
University of New Mexico	USA	University wide	Exchange
University of North Carolina Chapel Hill	USA	University wide	Exchange
University of North Carolina Wilmington	USA	University wide	Exchange
University of Oklahoma	USA	University wide	Exchange
University of Oregon	USA	University wide	Exchange
University of Oslo	Norway	University wide	Exchange
University of Oviedo	Spain	Business	Exchange

University of Padova	Italy	Engineering & NCS	Exchange
University of Regensburg	Germany	Law, LLMVC & NCS	Exchange
University of Reunion Island	France	LLMVC	Exchange
University of Rostock	Germany	LLMVC	Exchange
University of Santiago de Compostela	Spain	LLMVC	Exchange
University of Southern Maine	USA	University wide	Exchange
University of Stavanger	Norway	Education	Exchange
University of Strasbourg	France	Law	Exchange
University of Tasmania	Australia	University wide	Exchange
University of the Basque Country	Spain	LLMVC	Exchange
University of The Fraser Valley	Canada	University wide	Exchange
University of Tromso	Norway	Geosciences, SBS & Social Science	Exchange
University of Tübingen	Germany	DHPA	Exchange
University of Turku	Finland	Business & Social Science	Exchange
University of Utah	USA	University wide	Exchange
University of Vermont	USA	University wide	Exchange
University of Victoria	Canada	University wide	Exchange
University of Vienna	Austria	LLMVC	Exchange
University of Warsaw	Poland	DHPA	Exchange
University of Western Australia (UWA)	Australia	University wide	Exchange
University of Wisconsin - Eau Claire	USA	University wide	Exchange
University of Wisconsin - La Crosse	USA	University wide	Exchange
University of Zurich	Switzerland	University wide	Exchange
University Savoie Mont Blanc	France	LLMVC	Exchange
Uppsala University	Sweden	Education	Exchange
Utrecht University	Netherlands	DHPA & LLMVC	Exchange
Vienna University of Economics and Business	Austria	Law	Exchange
VU Amsterdam	Netherlands	University wide	Exchange
Washington and Jefferson College	USA	University wide	Exchange
Yamanashi Gakuin University	Japan	University wide	Exchange
Yonsei University	Korea	University wide	Hybrid

Updated – October 2024