UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE (QAC)

An extraordinary meeting of the Quality Assurance Committee will be held on **Wednesday 16 April 2025 at 2:05pm – 3:55pm** via **Microsoft Teams** and **Committee Room 2, University Office**.

Mr Liam Dyker (Administrative Officer (Academic Services))
Contact: liam.dyker2@abdn.ac.uk

AGENDA

1. Minutes of Previous Meeting
(i) 19 February 2025 *(QAC/160425/001a)*
(ii) 5 March 2025 *(QAC/160425/001b)*
(iii) 6 March 2025 *(QAC/160425/001c)*

2. Matters Arising
(i) Action Log *(QAC/160425/002a)*
(ii) Articulation Guide for Business School *(QAC/160425/002b)*

3. Postgraduate Taught Entry Requirements *(QAC/160425/003)*
Presenter: Megan McFarlane

Members of the Committee are invited to **consider** and **approve** the changes in Postgraduate Taught Entry Requirements.

4. Qatar Admissions Protocol *(QAC/160425/020)*
Presenter: Lyn Batchelor

Members of the Committee are invited to **consider** and **approve** the amendments to the Qatar Admissions Protocol.

5. Aberdeen International Study Centre: Medical Sciences Programme *(QAC/160425/004)*
Presenter: Kier Harper-Thorpe

Members of the Committee are invited to **consider** and **approve** the proposed Medical Sciences programme for the Aberdeen International Study Centre.

6. Education Policy & Regulations Review

(i) Assessment Taxonomy *(QAC/160425/005)*
Presenter: Jason Bohan and/or Kirsty Kiezebrink

Members of the Committee are invited to **consider** and **approve** the Assessment Taxonomy.

(ii) Online Assessments Guidance *(QAC/160425/006)*
Presenter: Jason Bohan and/or Kirsty Kiezebrink

Members of the Committee are invited to **consider** and **approve** the Online Assessments Guidance.

(iii) Examiners' Meeting Procedures *(QAC/160425/007)*
Presenter: Chair

Members of the Committee are invited to **consider** and **approve** the Examiners' Meeting Procedures.

(iv) Resolution for Changes to Regulations for Various Degrees *(QAC/160425/008)*
Presenter: Clerk

Members of the Committee are invited to **consider** and **approve** the Resolution for Changes to Regulations for Various Degrees.

7. Regulatory Matter in the Award of Credit *(QAC/160425/009)*
Presenter: Chair and/or Emma Tough, if required

Members of the Committee are invited to **discuss** and **note** the Regulatory Matter in the Award of Credit paper.

8. Academic Year Structure: Vacation Periods for Students *(Oral Item)*
Presenter: Chair, Emma Tough and/or Clerk

The QAC is invited to **discuss** and **consider** the impacts of the academic year structure as implemented in academic year 2024/25 in relation to student vacation periods. The QAC is asked to **discuss** what activity is ongoing for students in relation to the period designated 'marking time' following the Term 2 assessment period. The International Advice & Compliance team have raised concerns in respect of how this period should be handled for international students on student visas.

9. External Quality Review
(i) Update on Tertiary Quality Enhancement Review (TQER) *(Oral Item)*
(ii) Update on Scotland's Tertiary Enhancement Programme (STEP) *(Oral Item)*
Presenter: Chair

Members of the Committee will **hear** an oral update in respect of the Tertiary Quality Enhancement Review (TQER), Scotland's Tertiary Enhancement Programme (STEP) and associated external quality review.

10. Date of Next Meeting

The next meeting of the Committee will be held on Wednesday 17 September 2025 at 2:05pm in Committee Room 2, University Office or via Microsoft Teams.

11. Business for Routine Approval

12. Business for Information

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.

11. BUSINESS FOR ROUTINE APPROVAL

11.1 Deadlines for the Refusal of Class Certificates (2025-26) *(QAC/160425/010)*
Presenter: Clerk, if required

Members of the Committee are invited to **approve**, by routine approval, the deadlines for the refusal of class certificates in academic year 2025/26.

11.2 Creation of the Graduation Gown for the Honorary Degree of Doctor of Dental Surgery (DDS)
(QAC/160425/011)
Presenter: Clerk or Rachael Bernard, if required
Members of the Committee are invited to **approve**, by routine approval, the creation of a Graduation Gown for the Honorary Degree of Doctor of Dental Surgery (DDS).

11.3 Graduation In-Absentia Dates *(QAC/160425/012)*
Presenter: Clerk, if required
Members of the Committee are invited to **approve**, by routine approval, the amendment to the Graduation In-Absentia Dates.

12. BUSINESS FOR INFORMATION

12.1 Report from Academic Policy & Regulations Group *(QAC/160425/013)*
Presenter: Faye Hendry, if required

Members of the Committee are invited to **note** the report from the Academic Policy & Regulations Group.

12.2 PGT Portfolio Review *(QAC/160425/014)*
Presenter: JP Mynott, if required

Members of the Committee are invited to **note** the Postgraduate Taught Portfolio Review update.

12.3 Professional, Statutory and Regulatory Bodies
(i) Professional, Statutory and Regulatory Bodies Register *(QAC/160425/015)*
(ii) Royal Society of Biology *(QAC/160425/016)*
(iii) Chartered Institute of Public Finance & Accountancy *(QAC/160425/017)*
(iv) Institute of Chartered Accountants in England and Wales *(QAC/160425/018)*

Members of the Committee are invited to **note** the matters pertaining to Professional, Statutory and Regulatory Bodies.

12.4 Matters Approved by Convenor's Action / by Circulation
(i) Contextual Admissions Policy *(QAC/160425/019)*

(ii) Summer Graduations 2025 Schedule
A minor amend was suggested in relation to moving the MBChB and BDS ceremony, originally scheduled for Monday 30 June at 3pm, to Friday 4 July 2025 at 3pm.

(iii) Business School Entry Requirements
Following a discussion at the School Executive on Tuesday, 25th February, a decision has been made to adjust the entry criteria for **all** Business School PGT programmes. The new criteria will allow applicants with a UK undergraduate degree (or a degree from a non-UK institution judged by the University to be of equivalent worth) to enter any PGT programme. The previous requirement was of a UK 2:2 or, in some cases, a 2:1 honours degree (or equivalent).

A few programmes have additional experiential criteria, which will remain unchanged, with only the degree classification being adjusted. For example, the MBA will continue to require a minimum of two years' work experience.

Members of the Committee are invited to **note** the matters approved by Convenor's Action or by Circulation.

UNIVERSITY OF ABERDEEN
QUALITY ASSURANCE COMMITTEE

Minute of the Meeting Held on 19 February 2025

Present: Steve Tucker **(Chair)**, Will Barras, Selma Carson, Nadia Degama, Isa Ehrenschwendtner, Lois Gall, Mark Grant, Flora Groening, Faye Hendry, Alex Menshykov, Piotr Niewiadomski, Gareth Norton, Miles Rothoerl, Rachel Smith and Thanga Thevar, with Darren Comber, Ann Simpson, Emma Tough, and Kyra Lamont **(Clerk)** in attendance.

Apologies: Isla Callander, Debbie Dyker, Jacqui Hutchison, Chukwuadinula Kachikwu, Lucy Leiper, and Fiona Stoddard.

MINUTES OF THE PREVIOUS MEETING

(copy filed as QAC/190225/001)

1.1 The Committee approved the minute of the previous meeting held on 11 December 2024.

MATTERS ARISING AND ACTION LOG
(i) ACTION LOG

(copy filed as QAC/190225/002)

2.1 Senate Vacancies (*Minute point 5.1 refers*): **Partially Complete**: The QAC noted that one vacancy remained on the Senate, and any expressions of interest should be made to the Clerk to QAC. Action point complete with regards to APRG.

2.2 Entry Requirements Approval Routes *(minute 3.2 refers)*: **Complete**: Members were advised that a dynamic process has been devised to manage changes to entry requirements; small-scale changes will be dealt with via circulation to Chair and Vice-Principal (Global Engagement) (e.g. adding another qualification to the list of accepted qualifications), whereas, larger scale changes would be considered via Committee meetings. The Committee was content to approve the approach.

2.3 Malaysian Unified Examination Certificate (MUEC) *(minute 3.3 refers)*: **Complete**: An overview was provided regarding the proposal to accept the Malaysian Unified Examination Certificate (UEC), which is offered by private Chinese High Schools, and which the University's competitors are accepting. The MUEC qualification route was thereafter approved by the Committee.

2.4 Dissemination of Good Practice in regard to ITRs *(minute 4.2 refers)*: **In-progress**: Members were advised that discussions had taken place with Quality Enhancement Steering Group and MyAberdeen User Group regarding the dissemination of good practice. Chair to conduct further discussions with regards to effectively sharing good practice identified by QAC (through ITRs, APRs, Partnership reports etc) across the broader UoA community.

2.5 Implementation of PGR Progression Proposals *(minute 6.4 refers)*: **Complete:** Members were advised that PG proposals would be dealt with via agenda item 6: Omnibus Resolution 25/26.

ARTICULATION PATHWAYS 2026/27

(copy filed as QAC/190225/016)

[Clerk's Note: Megan McFarlane joined the meeting for this item]

3.1 The Deputy Director of Student Recruitment provided a brief outline of the paper, noting the importance of colleges in terms of recruitment. The Committee discussed the paper and raised the following points:

- It was noted that there appears to be an articulation pathway missing in relation to the Business School.
- There is information missing from the proposal: the notional target of 75% has not been defined and the details of graded units were not specified.
- There appears to be an error regarding the number of credits and type of awards accepted in respect of BSc Engineering (Year 2) programme, currently listed as 140 credits, and BA Music (Year 2) programme, currently listed as 120 credits. The number of credits and level of qualification (HND vs HNC) must be clarified as 120 credits only equates to HNC level. **Action: MM**

3.2 The Committee approved the proposal subject to the amendments above.

COMPUTER-BASED AND ONLINE ASSESSMENTS TFG

[Clerk's Note: Jason Bohan and Kirsty Kiezebrink joined the meeting for this item]

4.1 The Chair of Computer-Based and Online Assessments Task and Finish Group provided members with a brief outline of the purpose and progress to date of the Group. Members were advised that the Group had been established following discussions within the Exam Planning Group and students who were subject to adjustments. It was noted that students were not always clear in terms of assessment arrangements, and that Schools would appreciate guidance on how best to apply accessibility adjustments to Digital Assessments. Members were advised that invigilator guidance had become outmoded, and an Assessment Taxonomy would help to provide clarity and consistency across Schools.

(i) ASSESSMENT TAXONOMY

(copy filed as QAC/190225/003)

4.2 Members were advised that work is still underway to fine-tune the proposal which is the first of its kind – noting that input has been sought from students and AUSA in regard to additional support requirements. Members were informed that the proposal focuses on two key elements; the format of the assessment (seen/unseen, timed/untimed) and the activity (objective assessment/extended writing etc), and it is subject to a Delphi study which may assist with sector-wide adoption/agreement eventually.

4.3 As part of the discussion, the following key points were raised for further consideration/amendment as necessary:

- Part A: Would it be possible to simplify the categories further? Could 'lockdown' be considered a subcategory of closed.
- Part A: 'Non invigilated' should be hyphenated.
- Part B: it was noted that objective and performance-based assessments are discrete categories and that MCQs/SAs can't be easily separated as everything is practical and objective. Members were advised that assessments should be categorised by the predominant type of assessment.
- Part B: it was brought to the attention of members that it would be beneficial to include 'recorded audio' to differentiate between assessment types (i.e. pre-recorded asynchronous submissions).

Members were advised to forward any additional points to Kirsty Kiezebrink and that an updated proposal will return for approval in due course. **Action: KK**

(ii) ONLINE ASSESSMENT GUIDANCE

(copy filed as QAC/190225/004)

4.4 Members were informed that a set of guidelines has been drafted regarding invigilated/un-invigilated and timed/untimed online assessments. It was brought to the attention of the Committee that practices regarding the specification of upload time may

be inconsistent. Members were advised that the standardised use of lockdown browsers may help to guard against academic misconduct. It was noted that whilst it was not felt appropriate to create a strict policy, it may be appropriate to house said guidance within the Academic Quality Handbook.

4.5 As part of the discussion, the following points were noted for further consideration:

- Appendix A appears to refer to itself – please see 2.1 of Appendix A for details.
- There were inconsistencies noted regarding "upload times".
- It may be beneficial to consider adding guidance surrounding the use of students' own devices (lockdown browser etc). **Action: JB**
- It was agreed that it might be helpful to include wording along the lines of 'if there is a scenario that doesn't fit these categories, please seek advice' to cover all eventualities. **Action: Chair/ET**

Members were advised to forward any additional points to the Dean for Student Support & Experience and that an updated proposal will return for approval in due course.

TRANSFORMING THE EXPERIENCE OF STUDENTS THROUGH ASSESSMENT (TESTA): PRESENTATION

[Clerk's Note: Mary Pryor joined the meeting for this item]

5.1 The University's Senior Academic Skills Adviser gave a presentation on the work undertaken as part of the Transforming the Experience of Students Through Assessment (TESTA). Members were advised that a student survey was issued to obtain feedback surrounding patterns of assessment, the provision of feedback and whether the Intended Learning Outcomes (ILOs) were clear. Academic staff and teaching teams were also consulted as part of this exercise. The Committee were informed that it was possible to establish the pattern of assessment and feedback across an entire degree programme (joint vs single honours). Members were advised that this internal exercise may be helpful for re-accreditation purposes as well as a way of identifying any areas of overlap and over-assessment. Following this activity, five or six recommendations were made (mindful of time and resources), and staff were invited to attend a two-hour meeting in order to discuss the key findings and obtain staff perspective. The Committee were informed that final reports are thereafter circulated to the TESTA Lead, Head of School and Director of Education for the relevant disciplines.

5.2 Members were advised that the associated infographic will be circulated by the Clerk to QAC. **Action: Clerk**

OMNIBUS RESOLUTION 2026/27

(Copy filed as QAC/190225/005)

6.1 Members were advised that the main change is to the regulations relates to undergraduate degree programmes. Specifically, progression and consideration of these cases by the Student Progress Committee (SPC). Following a brief discussion, the Committee was content to approve the changes.

STUDENT CASEWORK DATA 2023/24 (i) APPEALS AND COMPLAINTS

(Copy filed as QAC/190225/006)

7.1 Members were reminded that data is presented annually to the Committee (and SMT) for review. The Committee was advised that the number of appeals and complaints had remained largely in line with previous years. Members were informed that next year's report will reflect the changes made to the appeals procedure (i.e. competency panels).

(ii) ACADEMIC DISCIPLINE

(Copy filed as QAC/190225/007)

7.2 The Committee were advised that the overall number of cases had lessened with no major areas of concern – noting that misuse of Artificial Intelligence (AI) was being monitored.

EXTERNAL QUALITY REVIEW
(i) UPDATE ON TERTIARY QUALITY ENHANCEMENT REVIEW (TQER)

8.1 The Committee heard an update on the Tertiary Quality Enhancement Review (TQER), noting that the University's review is scheduled to take place in February 2026. As noted previously, additional resource has been requested to support the review. Members were advised that the Self-Evaluation and Action Plan (SEAP), aimed at collating all quality activity across the previous academic year, had been issued to the Scottish Funding Council (SFC). It is hoped that SEAP feedback will be made available to the Committee following the SFC Engagement Meeting on 2nd April 2025.

(ii) UPDATE ON SCOTLAND'S TERTIARY ENHANCEMENT PROGRAMME (STEP)

8.2 The Committee heard an update on Scotland's Tertiary Enhancement Programme (STEP) which involves colleges and universities. The QAC was advised that a four-year theme had been identified as Supporting Diverse Learner Journeys. Members were advised that the Chair and Vice President for Education (AUSA) had recently attended a discovery day in Inverness. It was noted that more information would be provided in due course.

UNDERGRADUATE ANNUAL MONITORING

9.1. Members of the Committee discussed the responses to the Annual Programme Reviews (APRs), and highlighted areas of good practice and areas of enhancement for wider dissemination:

(i) Biological Sciences *(QAC/190225/008a)*

Members were advised that the Course Feedback Forms (CFF) returns were low. However, there were no major areas of concern identified, and students appreciated the use of field-based and practical activities (e.g. advanced lab skills course) as well as the involvement of guest speakers. The Committee was informed that support was being provided for direct entry students and in response to the more challenging statistics courses.

(ii) Business *(QAC/190225/008b)*

Members were advised that Course Feedback Forms (CFF) returns were also low. However, student feedback was predominantly positive – noting that the University was ranked first for 'Business Studies' in the NSS. The Committee was informed that a number of awards (e.g. Academic Excellence Awards) had been introduced in Qatar. TNE partnerships continue to function well in the main – albeit a slight drop in recruitment with regards to SCNU. Members were advised that the School will address the areas where there are engagement concerns. In terms of good practice, the Development Economics course is an excellent example of Decolonising the Curriculum.

(iii) Divinity, History, Philosophy and Art History *(QAC/190225/008c)*

The Committee was advised that External Examiners were very satisfied, and the University was ranked 1st overall in Scotland for Divinity and 1st for 'Student Satisfaction' with regards to History. The Committee was notified that the School had recently undergone TESTA review with a view to identifying any potential areas of over-assessment. The School has seen a rise in the number of cases of academic misconduct and the misuse of GenAI – guidance welcome.

(iv) Education *(QAC/190225/008d)*

The Committee was advised that the University is ranked 8th in the UK and 1st in Scotland for MA Education following the latest NSS. Additionally, TQFE programme has been ranked first of its kind with regards to APUC tendering exercise. The Committee was advised that there is a good sense of community with respect to students and staff, and that structural changes have been positively received and implemented.

(v) Engineering *(QAC/190225/008e)*

The Committee was informed that recruitment is healthy overall, and that the first cohorts from Harbin have now completed their fourth-year studies. Members were advised that there were some positive examples of decolonisation – including a new third year course that address key EDI concerns. It was noted that there were a number of level three courses that had significantly lower than expected pass rates which may be linked to lower levels of student engagement. Members were informed that a specific NSS action plan will address the low NSS scores and visibility of "You said, We did" actions.

(vi) Geosciences *(QAC/190225/008f)*

The Committee was informed that although CFF returns were low, the School received excellent NSS scores in a number of areas as well as positive feedback from External Examiners. Most notably, Archaeology was ranked 1st in Scotland and 2nd in the UK for 'Student Satisfaction', and Geology was ranked 1st in the UK. Members were advised, however, that Geology field courses would be restructured due to low student numbers. The School reports being concerned with the increased number of extensions associated with poor mental health.

(vii) Language, Literature, Music and Visual Culture *(QAC/190225/008g)*

Members were advised that despite it being a challenging year, Externals were very impressed, and student satisfaction was notably high. Namely, Spanish & Latin American studies achieved 1st place in Scotland for 23/24 NSS whilst Linguistics achieved 1st place in the UK. Additionally, Film and Visual Culture obtained 1st in Scotland in the Complete University Guide. It was noted that attendance at lectures (particularly level 2 & 3) was poor, however, this was a sector-wide concern.

(viii) Law *(QAC/190225/008h)*

The Committee were informed that academic standards had been maintained and, although CFF returns were low, student feedback was positive in general. Members were advised that the School recently conducted an assessment review (level 1-3) and online examinations have been standardised following recommendations from the School's regulatory body (Law Society of Scotland).

(ix) Medicine, Medical Sciences and Nutrition *(QAC/190225/008i)*

Members were advised that MBChB was rated 1st in UK by the Guardian. It was noted that the discovery of RAAC disrupted teaching, however, pass rates for levels 2-5 were relatively stable. L1 pass rates were poorer than expected but may be linked to factors associated with widening access. The Committee were advised that the Medical Licensing Assessment (MLA) was implemented with favourable results, and the Clinical and Procedural Skills Assessment (CPSA) will be introduced AY24-25. Members were advised that the relationship with NESCOL with respect to the Gateway to Medicine (GtM) programme works well. In terms of the Certificate in Pre-medical Studies, it was noted that pass rate could be better, however, the cohort was small and there were some issues identified with the sixth century course (SX1023) which is now under review.

(x) Natural and Computing Sciences *(QAC/190225/008j)*

The Committee learned that the NSS results were mixed, however, the action plan will address these concerns – noting that External Examiners support the return

to in-person examinations and poor attendance is a sector-wide concern. Members were advised that TNE partnerships continue to function well and that a Computing student was shortlisted for Scotland's Young Software Engineer of the Year Award 2024. Members were informed of the involvement in Project Juno (flagship gender equality award in Physics) and the nominations of two Physics lectures for teaching awards. In terms of good practice, the use of lockdown browsers to protect against misconduct was noted.

(xi) Psychology *(QAC/190225/008k)*

The Committee was notified of the high levels of student satisfaction and excellent approach to EDI – noting the innovative approach towards neurodiversity inclusion. Members were advised that the School had raised some concerns regarding the misuse of AI and academic misconduct. However, it was noted that following QAC review of PGT materials, the School now has AI guidance and a declaration in place for students.

(xii) Social Science *(QAC/190225/008l)*

The Committee was advised that Anthropology was ranked 1st in Scotland for 'Overall Satisfaction' in NSS 2024. Members were advised that External Examiners were pleased with academic standards – noting several innovative assessment types (e.g. podcasts). Members were advised that a Decolonising the Curriculum working group meets regularly and changes were made to assessments following recent TESTA engagement. The reliance on non-subject specialists due to staffing difficulties in Sociology was noted.

SUMMER GRADUATIONS 2025

(copy filed as QAC/190225/014)

10.1 The Vice President for Education (AUSA) highlighted that other institutions provide more notice with regards to graduation dates and explained that greater notice would assist the international student community with arranging cost-effective travel arrangements. It was agreed that this could be looked into further and the suggestion would return to the Committee for further consideration. The Committee was otherwise content to approve the Summer Graduations 2025 schedule. **Action: ET/Clerk**

DATE OF NEXT MEETING

11.1 The next meeting of the Committee will be held on **Wednesday 5 March 2025 at 2:05pm** at Committee Room 2, University Office and via Microsoft Teams.

UNIVERSITY OF ABERDEEN
QUALITY ASSURANCE COMMITTEE

Minute of the Meeting held on 5 March 2025

Present: Steve Tucker **(Chair)**, Will Barras, Isla Callander (*to item 4(ix)*), Selma Carson (*to item 2(iv)*), Nadia DeGama, Lois Gall, Flora Groening, Faye Hendry (*to item 4(iv)*), Jacqui Hutchison, Alex Menshykov, Piotr Niewiadomski, Gareth Norton, Miles Rothoerl, Rachel Smith, Thanga Thevar, with Scott Carle, Darren Comber, Lucy Leiper, Morag MacRae and Liam Dyker **(Clerk)** in attendance.

Apologies: Debbie Dyker, Isa Ehrenschwendtner, Mark Grant, Chukwuadinula Kachikwu, Ann Simpson, Fiona Stoddard, Emma Tough

OVERVIEW OF PARTNERSHIP REPORTING

1.1 The Chair opened the meeting and thanked members for their flexibility and commitment during this busy period for quality assurance at the University.

1.2 The Committee heard a summary of the proposed approach in relation to partnerships reporting and the way that the meeting will proceed. The Chair highlighted that any areas of good practice should be disseminated to Schools and Service Areas via the members of the Committee.

PARTNERSHIPS AND COLLABORATIVE PROVISION ANNUAL REPORTS FOR 2023/24

(i) SOUTH CHINA NORMAL UNIVERSITY (JOINT INSTITUTE)

(copy filed as QAC/050325/007)

2.1 The Committee heard a summary of the South China Normal University (Joint Institute) report, noting that the Institute had completed its third year of operation. In particular, the following was highlighted to the Committee: (i) the positive performance statistics, with a high mean CGS grade for a large number of courses; (ii) the increased student recruitment efforts with approx. 90-100 on each programme; (iii) the lowest marks appear to occur on discursive courses; (iv) some identified concerns in relation to English language provision, whereby the Institute has developed a proposal for students to withdraw from the Aberdeen degree should they not meet this requirement but continue on the SCNU degree; and (v) the campus exchange was a positive for the student experience. The Committee noted the future plans in respect of further mobility, consideration of EDI and a review of block teaching. Following consideration, the Committee was content to approve the report.

(ii) STUDY GROUP LTD.

(copy filed as QAC/050325/002)

3.1 The Committee heard a summary of the Study Group Ltd. report, noting that it relates to the partnership with Study Group for the delivery of the Aberdeen International Study Centre (ISC). The Committee noted the positive recruitment and low attrition rates for the ISC, while also noting the ongoing work in relation to induction and transition for these students. The Committee noted the changes in staffing at the ISC, but that the report was robust and thorough in identifying staff responsibilities. The Committee noted the positive quality assurance mechanisms in place to measure quality performance. In particular, the positive improvement in relation to the moderation process for physical sciences was noted, as was the ability for students to consistently provide feedback. The Committee queried whether this feedback was provided by way of the Course Feedback and Reflection Form system, which would be followed up. In discussion, the Committee noted the new programme in Psychology and Medical Sciences; it was clarified that Psychology programme would not be running at least in the first instance due to accreditation requirements. It was further clarified that in relation to CPD for staff,

all ISC staff are offered the same support as University staff. Following discussion, the Committee was content to approve the report. **Action: Clerk**

(iii) TRINITY COLLEGE BRISTOL

(copy filed as QAC/050325/003)

4.1 The Committee heard an overview of the report for Trinity College Bristol, noting the partnership was well-established. The Committee noted positively the recruitment and retention of students, and that the College are bringing into line processes with the University. The Committee was pleased to note that the College is working well with the University's PGR College and that supervision is generally well received. The Committee discussed the pastoral support offered to students, particularly in relation to the large number of suspensions of study; the monitoring processes to appropriately support students back into study were noted. The professional and personal development of PhD students was commended. The Committee discussed queries arising from the report in respect of (i) the requirement for mandatory training and (ii) the volume of emails that students receive. It was agreed that this would be followed up with the PGR College. Following discussion, the Committee was content to approve the report. **Action: Clerk**

(iv) UNIVERSITIES OF GLASGOW AND STRATHCLYDE

(copy filed as QAC/050325/004)

5.1 The Committee heard a summary of the report pertaining to the Precision Medicine and Pharmacological Innovation (PMPI) partnership with the Universities of Glasgow and Strathclyde. The Committee noted that the partnership was not being continued due to a lack of funding. The high pass rates were noted, as was the positive support for students. The Committee noted the additional support in place recognising the nature of the partnership, with much better integration and sufficient opportunity for the cohort to collaborate. As in previous years, it was noted the provision of projects in Aberdeen is less well-served but this will not be an issue for future years. In discussion, it was clarified that Glasgow is the primary owner of the programme with Aberdeen, Strathclyde, and formerly, Dundee, as partners. The Committee was content to approve the report.

(v) AL FALEH GROUP FOR EDUCATIONAL AND ACADEMIC SERVICES

(copy filed as QAC/050325/005)

6.1 The Committee heard a summary of the report for AFG College with the University of Aberdeen, noting the licence to operate was renewed in July 2023. The impacts of loss of academic staff were highlighted, noting the support provided by the Business School. The transition to AFG staff teaching on postgraduate taught programmes was noted. The Committee noted the challenging numbers in student recruitment, which is an ongoing action. Additionally, some issues were identified in respect of student attendance at SSLC meetings, particularly for postgraduate taught, which is an ongoing action for 2024/25. The number of staff undertaking CPD is noted as low, with increased engagement an action for going forward. The Committee discussed the exchange opportunities between Qatar and Aberdeen, noting a proposal for outbound mobility will return to the Committee in due course. Further, in discussion, the Committee noted the challenges with attendance monitoring and the new system being implemented. The Committee was content to approve the report.

(vi) SOUTH CHINA NORMAL UNIVERSITY (ARTICULATIONS)

(copy filed as QAC/050325/006)

7.1 The Committee heard a summary of the South China Normal University (Articulations) report, noting the various articulation arrangements. The sharp decline in student recruitment was noted, as were the range of actions being undertaken in this regard. The Committee noted the positive student performance on the programmes, highlighting

the enhanced induction process for partnership students. The Committee noted the access of the partnership students to the Language Centre for English language support. The Committee noted the opportunities for student feedback. In terms of future plans, the Committee noted the proposed 4+0 model which would require all teaching to be delivered in China, for which discussions were ongoing. The Committee was content to approve the report.

(vii) CHONGQING INSTITUTE OF FOREIGN STUDIES

(copy filed as QAC/050325/008)

8.1 The Committee heard an overview of the Chongqing Institute of Foreign Studies (CIFS) report, noting the positive performance by students. The Committee noted the decline in recruitment, but also that work was underway to address the recruitment of students working alongside agents and enhanced marketing. The Committee noted that communication was clarified in respect of assessment and reassessment rules, particularly in light of the cultural differences between the Chinese and UK higher education systems. The Committee noted that the partnership was showing positive signs, and was content to approve the report.

(viii) SHANDONG NORMAL UNIVERSITY (BUSINESS)

(copy filed as QAC/050325/009)

9.1 The Committee heard a summary of the report in respect of Shandong Normal University for the Business School. The Committee noted the increase in student numbers, but a decrease in the performance of these students. Further, the use of Personal Tutors was highlighted. The Committee commended the Articulation Guide for partners within the Business School, and agreed that it would be sought in order that the Committee might be able to share this good practice. The Committee highlighted the personalised and bespoke induction approaches. Additionally, the Committee noted that the School would like more contact with SDNU in future. The Committee was content to approve the report. **Action: Clerk**

(ix) SHANDONG NORMAL UNIVERSITY (BIOLOGICAL SCIENCES)

(copy filed as QAC/050325/010)

10.1 The Committee heard a summary of the Shandong Normal University report for Biological Sciences, noting the increase in student numbers for this academic year. The Committee noted that student performance is strong with performance akin to the SDNU student performance. The small number of graduating students was noted. The collaboration between Aberdeen and SDNU was noted, in particular the exchange of ideas between the institutions. In respect of enhancement, it was noted that SDNU hoped that teaching and learning materials from years 1 and 2 could be shared with the students in order that their expectations can be managed for their arrival in Aberdeen. This was noted as excellent practice. The Committee was content to approve the report.

(x) HARBIN ENGINEERING UNIVERSITY

(copy filed as QAC/050325/011)

11.1 The Committee heard an overview of the Harbin Engineering University report, noting that the first cohort of students graduated in Summer 2024. The performance of students was noted as positive, however, the Committee queried the breakdown of classifications as the numbers appeared to display a typo. It was agreed this would be followed up with the School. The proposed expansion of English language provision was welcomed. The Committee commended the student handbook specifically designed for this programme, as well as the attempts to streamline the invigilation procedures to ensure consistency with Aberdeen. The Committee noted the change in the means of classifying students, using both year 3 and 4 marks. The Committee was content to approve the report. **Action: Clerk**

(xi) UNIVERSITY OF BERGEN

(copy filed as QAC/050325/012)

12.1 The Committee heard a summary of the report for the University of Bergen, noting that there had been no enrolments in the previous academic year. The Committee noted the longstanding relationship with Bergen, and other collaborations between Bergen and Aberdeen, but sought further clarity in respect of the marketing strategy for the partnership. It was agreed that the marketing strategy and potential competitors would be sought from the School. The Committee noted that there was a gap between agreements. The Committee was content to approve the report. **Action: Clerk**

(xii) CHINA UNIVERSITY OF GEOSCIENCES

(copy filed as QAC/050325/013)

13.1 The Committee heard an overview of the China University of Geosciences report, noting that no students had ever been enrolled on the partnership, which was initiated prior to the COVID-19 Pandemic. The Committee noted that the partnership was effectively concluded, given there had not been much engagement from the partner. The Committee was content to approve the report.

(xiii) UNIVERSITY OF THE HIGHLANDS AND ISLANDS

(copy filed as QAC/050325/001)

14.1 The Committee heard an overview of the report for the University of the Highlands and Islands, noting this would be the final report received as the final student has now graduated. In particular, the Committee noted the following: (i) the strengthened link with UHI North, West and Hebrides; (ii) supervisor development and training; and (iii) the New Deal for PGR students and the alignment therein. Some discrepancies with respect to numbers in Figure 1 was highlighted, which will be fed back. The Committee was content to approve the report.

OVERVIEW OF INTERNAL TEACHING REVIEW FOLLOW-UP REPORTING

15.1 The Committee heard a summary of the Internal Teaching Review follow-up reporting. The Committee noted that reports were not expected from the following Schools who had recently undergone or were currently undergoing an ITR: (i) School of Education; (ii) School of Engineering; and (iii) School of Natural and Computing Science. Committee members were reminded to share good practice identified within their Schools or University areas.

INTERNAL TEACHING REVIEW FOLLOW-UP REPORTS
(i) BUSINESS SCHOOL

(copy filed as QAC/050325/014)

16.1 The Committee heard a summary of the Business School ITR follow-up report, noting the majority of actions appeared to be completed. The Committee noted the restructuring and reviews which had taken place following the ITR. The Committee commended the achievement of EQUIS accreditation in February 2023, which appears to be a cornerstone of the School's strategy. The ongoing work in respect of feedback and use of rubrics was noted. The Committee was content to approve the report.

(ii) SCHOOL OF BIOLOGICAL SCIENCES

(copy filed as QAC/050325/015)

17.1 The Committee heard a summary of the School of Biological Sciences ITR follow-up report, noting a range of actions across the themes of (i) teaching and learning experience; (ii) teaching spaces; (iii) support offered to students; and (iv) student experience. The Committee noted that the School agreed with most recommendations,

with a range of actions undertaken in response. The School was in partial agreement with actions related to the use of block teaching, noting that their priority across the next few academic years is the development of postgraduate programmes, within which consideration of block teaching will take place. It was suggested that the use of block teaching could be a light-touch review, for example, seeking feedback through the usual feedback mechanisms. It was agreed that this will be fed back to the School. The Committee was content to approve the report. **Action: Clerk**

(iii) SCHOOL OF DIVINITY, HISTORY, PHILOSOPHY & ART HISTORY

(copy filed as QAC/050325/016)

18.1 The Committee heard an overview of the School of Divinity, History, Philosophy and Art History ITR follow-up report, noting many of the actions were progressed and underway. In particular, the Committee highlighted the following: (i) the funding provided by the Development Trust Student Experience Fund which will be beneficial for community building; (ii) good example of Art History fieldtrips; (iii) increased support for personal tutors; (iv) employability across the School, including review of assessment through the TESTA process; and (v) an internal DHPA Development Academy for research students and early career researchers. The Committee noted that programme review will take place over the coming years. The workload for the administrative team was highlighted, noting the continued review of this. The Committee was content to approve the report.

(iv) SCHOOL OF SOCIAL SCIENCE

(copy filed as QAC/050325/023)

19.1 The Committee heard a summary of the School of Social Science ITR follow-up report, noting the array of actions taken following the review. The Committee noted the situation regarding staffing levels, which had been in a positive place but have subsequently been impacted by the University's financial situation. The Committee noted that some programmes have been amended due to staffing changes. Additionally, the Committee highlighted the new innovative approaches in some courses. Student support was highlighted, in particular the allocation of Personal Tutees for new staff and training. Employability was highlighted as positive by the Committee. The Committee was content to approve the report.

(v) SCHOOL OF GEOSCIENCES

(copy filed as QAC/050325/017)

20.1 The Committee heard an overview of the follow-up report for the School of Geosciences, noting the various themes. The Committee noted the desire to broaden the interdisciplinarity of the School, with new programmes developed in response and a curriculum review underway. The Committee further noted the challenges with recruiting course representatives, and the development of a School Handbook. The Committee discussed the implications of workload on the teaching and learning experience. Equality, diversity and inclusion was highlighted as positive, with working groups identified to take forwards various workstreams. The Committee was content to approve the report.

(vi) SCHOOL OF LAW

(copy filed as QAC/050325/018)

21.1 The Committee heard a summary of the School of Law follow-up report, noting that all actions appear to be in order. The impacts of the recruitment freeze and the University's financial situation was highlighted in respect of staff-student ratios. The Committee noted the positive improvements in respect of communication and feedback with students. The Committee commended the training provided to new members of staff, and the clear communications in respect of academic integrity, particularly in relation to artificial intelligence. Further, the Committee was pleased to hear the positive impacts

of the ongoing employability work to prepare students for the competitive job markets. The Committee was content to approve the report.

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

(copy filed as QAC/050325/019)

22.1 The Committee received an overview of the School of Language, Literature, Music and Visual Culture follow-up report, noting the number of actions underway. The Committee noted the following, in particular: (i) the positive work undertaken in respect of COIL and student exchange; (ii) raising awareness and training in respect of Generative AI; (iii) significant work undertaken to ensure the preparedness for in-person exams throughout the School; (iv) significant work in respect of the PGR student community to increase collaboration and professional development; (v) positive work in respect of employability. The Committee noted that two actions were on hold, in respect of (i) software access for students; and (ii) the Gaelic Summer School has been withdrawn; both of which were cited due to funding. Investigating alternative sources of funding was ongoing. The Committee was content to approve the report.

(viii) SCHOOL OF MEDICINE, MEDICAL SCIENCES AND NUTRITION (MEDICAL SCIENCES)

(copy filed as QAC/050325/020)

23.1 The Committee heard an overview of the School of Medicine, Medical Sciences and Nutrition follow-up report in respect of Medical Sciences programmes, noting most actions were complete or ongoing. In discussion, the Committee noted the following: (i) a new assessment lead had been appointed for Undergraduate programmes; (ii) the role descriptors for professional services staff were being reviewed; (iii) the loss of staff due to the University's financial position; (iv) the course content was modified in response to student feedback; (v) guidance in respect of employability; and (vi) through the BSc review, work undertaken to review the workloads associated with 15 and 30 credit courses for students, encouraging course coordinators to use the first lecture of a course to set expectations. The Committee was content to approve the report.

(ix) SCHOOL OF MEDICINE, MEDICAL SCIENCES AND NUTRITION (HEALTHCARE)

(copy filed as QAC/050325/021)

24.1 The Committee heard an overview of the School of Medicine, Medical Sciences and Nutrition follow-up report in respect of Healthcare programmes, noting the significant work undertaken to date. The work in relation to mental health was highlighted, whereby a research group has been established to collaborate and share good practice. The increased support for students on placement was highlighted, as was the funding available for clinical placements. An issue was raised in respect of accommodation quality, but that some renovations had been undertaken. The Committee was pleased to hear of the streamlining of administrative and technical processes, and that the Students' Union now had an office at Foresterhill. In discussion, the Committee noted the system for logging student behaviours (Form2), which had recently been replaced (Sparks). The Committee was content to approve the report.

(x) SCHOOL OF PSYCHOLOGY

(copy filed as QAC/050325/022)

25.1 The Committee heard an overview of the School of Psychology follow-up report, noting that most actions identified were complete or nearing completion. The Committee noted the positive improvements in relation to PGR student support, development and community, particularly in relation to the exciting initiative for early career researchers, Academic Concordat. The Committee noted that reviewing the delivery of teaching, learning and assessment was ongoing. The use of awaydays to focus on development and approaches to assessment was commended. The impacts of the mode of delivery

on the cohort was highlighted, particularly in relation to On Demand students. In respect of employability, the Committee noted the positive work in respect of authentic assessments and the Programme Advisory Board. The Committee was content to approve the report.

COLLABORATIVE PROVISION REGISTER

(copy filed as QAC/050325/024)

26.1 The Committee noted the Collaborative Provision Register.

DATE OF NEXT MEETING

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

UNIVERSITY OF ABERDEEN
QUALITY ASSURANCE COMMITTEE

Minute of the Meeting held on 6 March 2025

Present: Steve Tucker **(Chair)**, Will Barras, Isa Ehrenschwendtner, Mark Grant, Flora Groening, Faye Hendry, Jacqui Hutchison, Alex Menshykov, Piotr Niewiadomski, Miles Rothoerl, Thanga Thevar, with Darren Comber, Debbie Dyker, Emma Tough and Liam Dyker **(Clerk)** in attendance.

Apologies: Isla Callander, Scott Carle, Selma Carson, Nadia DeGama, Lois Gall, Chukwuadinula Kachikwu, Lucy Leiper, Gareth Norton, Ann Simpson, Rachel Smith, Fiona Stoddard

OVERVIEW OF GREECE TNE PROJECT

1.1 The Chair opened the meeting explaining its purpose to consider proposals in relation to the Greece TNE project. Thanks were expressed to Emma Tough and to Rona Patey for collating the information, to the Clerk for the swift holding of the meeting, and to the members for coming together at short notice to consider the proposals.

1.2 A summary of the proposed partnership was provided to the Committee by Professor Rona Patey. In summary, the Committee was advised that an opportunity had arisen to submit a partnership proposal to the Greek Government, who are trying to enhance the higher education provision in country with Medicine a key focus area. The Committee noted the proposed partnership with Aegean Omiros College to deliver a variant of the MBChB programme, with the aim of starting in September 2026. The Committee noted, in respect of quality assurance, that the degree will be awarded by the University of Aberdeen and will be subject to all the University's regulations and policies. In respect of the curricula, the Committee was advised that the MBChB curriculum largely holds with some adaptations to reflect the Greek medical context, and that the programme will not be regulated by the General Medical Council. The programme length of 6 years, as opposed to 5 years for the MBChB, was noted in respect of EU requirements.

1.3 In discussion, the Committee sought clarity in respect of the delivery model and whether intercalation was possible. Responding, it was confirmed that the delivery model will require the training of staff in-country, but that the two senior roles in Greece will be University members of staff: (i) Programme Lead, and (ii) Senior Professional Services staff member. In relation to intercalation, it was confirmed that the Greek Government had no interest in any intercalated models.

DEGREE REGULATIONS

(copy filed as QAC/060325/001)

2.1 The Committee heard a summary of the paper in relation to Degree Regulations, noting for the most part the MBChB regulations apply. The following was highlighted to the Committee: (i) that the degree is not GMC accredited, as such the Medical Licensing Assessment is not relevant; (ii) that the degree length is longer; (iii) that exit awards apply as within the MBChB programme; and (iv) that the degree title is proposed as Degree in Medicine.

2.2 In discussion, clarity was sought in relation to absence *(regulation 8 refers)* and whether it should be clarified specifically which institution approves the absence. In response, it was noted that the University of Aberdeen's absence procedures will apply to the arrangement, with consultation undertaken with partners throughout. It was further

clarified that any decision to withdraw from the programme (whether as a suspension or complete withdrawal) requires Director of Education level approval due to the nature of the regulatory landscape of the programme. Further, the Committee identified a discrepancy between the number of credits in programme year 5 in the programme prescriptions. It was agreed that this would be followed up.

[Clerk's Note: Following the meeting, it was identified that Senior Clinical Practice 4D had been incorrectly weighted as 50 credits, whereas it should have been 25 credits. This was a typo, and as such, has now been rectified.]

2.3 The Committee was content to approve the paper, and associated appendices.

EDUCATION POLICY (INCLUDING DATES OF TERM)

(copy filed as QAC/060325/002)

3.1 A summary of the paper in relation to Education Policy was provided to the Committee, noting the approach to consideration of each section of the paper. The Committee was advised that for the most part, University policies apply with some minor amendments proposed reflecting the Greek medical context.

Term Dates

3.2 The Committee was advised that the term dates for the MBChB programme already differentiate substantially from the standard term dates. The Committee was advised that the first year only have been provided, and that the term dates will be approved on an annual basis so subsequent years will follow. Further, it was advised that the dates are standard for the Greek academic year structure, with two week holiday periods at Christmas, Easter and a break in August. The revision periods were also noted.

3.3 In discussion, the Committee sought clarity with respect to a potential typo in relation to Term 1 end dates. It was agreed that the typo would be amended. In relation to the Examiners' Meetings deadlines, concerns were raised that these were particularly tight. In response, it was highlighted that this is already current practice, but that marking differs for the medical programme, with coursework marked over the course of a term, rather than at an assessment period.

3.4 The Committee was content to approve the term dates and the proposed assessment model.

Standard Policy Approaches

3.5 The Committee was advised that the majority of our policies in respect of Education will apply to the partnership *(Appendix A refers)*, and that links to existing policies is being included as part of the submission. It was noted that the Appendix will be provided alongside any exceptions to existing policies.

Fitness to Practise

3.6 The Committee heard a summary of the proposed approach for Fitness to Practise, noting the arrangements will remain fundamentally the same as the MBChB programme. In relation to the remit and composition, it was highlighted that it is largely indicative given the programme commences in September 2026 and that it will return prior to the programme starting, and annually thereafter. It was also highlighted that it was anticipated that two senior academics from Greece would be expected to join the Committee as investigators or committee members. In relation to the Fitness to Practise Guidance Notes, the Committee was advised that these are written to reflect the Greek medical context, with the primary changes that the programme is not regulated by the GMC.

3.7 In discussion, the Committee sought clarity with respect to the use of 'Aegean Omiros University, Athens' versus 'Aegean Omiros University, Greece'. It was agreed that the suffix would be removed. Further, the Committee highlighted some inconsistencies in the spelling of practise throughout the document, which was agreed will be reviewed.

3.8 The Committee was content to approve the Fitness to Practise documentation.

Students' Progress Committee

3.9 The Committee was advised that a specific Students' Progress Committee was required to be approved on an annual basis. As outlined in minute 3.6, the Students' Progress Committee Remit and Composition will also return to the Committee ahead of the programme commencing in September 2026. The Committee noted the remit remains largely the same as for the MBChB programme.

3.10 The Committee was content to approve the matters pertaining to Students' Progress.

Withdrawals, Suspensions and Readmissions

3.11 The Committee heard a summary of the proposed approach in relation to withdrawal, suspension and readmission, outlining a collaborative approach which will be taken regarding these matters. It was noted that issues of withdrawals, suspensions and readmissions will be dealt with collaboratively between both partners, which will be an approach we take to the majority of the policy framework.

3.12 The Committee was content to approve the approach for withdrawals, suspensions and readmissions.

DATE OF NEXT MEETING

4.1 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.

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

ACTION LOG

Meeting	Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
25 Sept 24	**5.1**	To contact the Clerk if interested in either the 2 vacancies for APRG, and 3 vacancies for QAC representation on the Senate.	**All**	**Partially Complete:** APRG has no vacancies, and Senate only has one vacancy.
11 Dec 24	**4.2**	To take forward discussions pertaining to the dissemination of good practice, particularly in relation to ITR and for School QA representatives to disseminate good practice within their Schools.	**Chair / School QA Reps**	**In-progress:** Chair to conduct further discussions with regards to effectively sharing good practice identified by QAC (through ITRs, APRs, Partnership reports etc) across the broader UoA community.
	6.4	To take forward discussions pertaining to the approval route and timeline for implementation for PGR progression proposals.	**Chair / Clerk**	**Complete:** PGR progression proposals included in Omnibus Resolution 2025/26.
19 Feb 25	**3.1**	(i) To specify the details of the graded units and notional target of 75%. (ii) To include the missing articulation pathway missing in relation to the Business School (see Selma if required). (iii) To confirm the number of credits and type of awards accepted in respect of BSc Engineering (Year 2) programme, currently listed as 140 credits, and BA Music (Year 2) programme, currently listed as 120 credits (120 credits only equates to HNC level).	**M McFarlane**	**Pending**
	4.3	(i) To determine whether the categories could be further simplified (e.g. could 'lockdown be considered a sub-category of 'closed'). (ii) To hyphenate 'Non invigilated' in Part A. (iii) Consider including 'recorded audio' to differentiate between	**K Kiezebrink**	**Complete:** *Agenda item 5(i) refers.*

		assessment types (i.e. pre-recorded asynchronous submissions) in Part B.		
	4.5	(i) To consider the incorporation of guidance surrounding the use of students' own devices (lockdown browser etc) and address any inconsistencies regarding "upload times" and to amend Appendix A as it appears to refer to itself (please see 2.1 of Appendix A for details)	**J Bohan**	**Complete:** *Agenda item 5(i) refers.*
		(ii) Include wording along the lines of 'if there is a scenario that doesn't fit these categories, please seek advice' to cover all eventualities.	**Chair/E Tough**	**Complete:** *Agenda item 5(i) refers.*
	5.2	To circulate TESTA infographic	**Clerk**	**Complete:** *Information was circulated to the Committee in this regard.*
	10.1	To consider whether it would be possible to announce graduation dates sooner.	**E Tough/ Clerk**	**Pending:** Discussion to take place following summer graduations regarding timelines for graduations.
5 Mar 25	**3.1**	Follow-up with Study Group in respect of the use of the Course Feedback and Reflection Form System.	**Clerk**	**Complete:** *Discussions to take place between a School Administration Manager and Study Group to show them the system.*
	4.1	Follow-up with PGRC in respect of volume of emails and mandatory training for TCB students.	**Clerk**	**Complete:** *Head of PGRC advised that discussions will take place with TCB in the coming months regarding training, and that the volume of emails was a persistent issue for which there was no immediate solution.*
	9.1	Follow-up with the Business School regarding the Articulation Guide for the Business programmes.	**Clerk**	**Complete:** *Agenda item 2(ii) refers.*
	11.1	Follow-up with the School of Engineering regarding the Harbin Engineering University degree classification comparable data with Aberdeen.	**Clerk**	**Complete:** *There appeared to be a typo in the data, which has now been rectified.*

	12.1	Follow-up with the School of Law regarding the marketing and competition for the Bergen partnership.	**Clerk**	**Pending:** *A response remains outstanding.*
	17.1	Follow-up with the School of Biological Sciences regarding the light-touch review of block teaching.	**Clerk**	**Complete:** *School will take this into consideration.*

16 April 2025
UNIVERSITY OF ABERDEEN
QUALITY ASSURANCE COMMITTEE
QAC/160425/002b

GUIDE FOR CHINESE STUDENTS

applying for a degree with the Business School

1495 UNIVERSITY OF ABERDEEN

Contents

1: Introduction

The University of Aberdeen Business School has an agreement with several Chinese Universities which allows you to study a Business School programme.

Your partnership may offer the opportunity for you to transfer to UoA BS at some point during your UG studies - please refer to your institutions partnership information for more details. On successful completion of your UG degree, you will graduate with a Master of Arts (Honours) degree awarded by the University of Aberdeen.

A Master of Arts is the same as a Bachelor of Arts, not to be confused with the postgraduate level degree award. You may also be eligible for the award of a Bachelor degree from your university in China.

Our 3+1 Partnership arrangements allows for successful UG students to condense their 4 years of studies into 3 years and complete their final fourth year at UoA BS undertaking one of our MSc Postgraduate degrees.

2: Where is Aberdeen and what is it like there?

Scotland is one of four nations that belong to the United Kingdom, with a population of around 5.5million people. Scotland has strong global links, and it also has its own parliament.

2.1 Scotland

It is a diverse and beautiful country where you can enjoy city life without being too far from the coast or the countryside.

Scotland has excellent transport links to the rest of the UK and internationally. Aberdeen has its own international airport.

2.2 Aberdeen City and Shire

Aberdeen City is in the Northeast of Scotland and has a population of around 229,060. The city is vibrant and cosmopolitan and has something for everyone. Aberdeen is big enough for students to feel the 'big city' experience but also compact enough for our students to find their way around and make friends.

Aberdeenshire is beautiful; from the North Sea to the Cairngorms National Park, you will experience amazing countryside, visit distilleries, castles, and spot wildlife such as dolphins whilst studying at the University.

The main University campus is called King's College Campus and it is near the city centre, making it accessible on foot or by public transport.

Aberdeen has been named the cheapest place for students to rent private accommodation in the UK. In 2024, StuRents reports that the average price of a student private rental property in the Granite City was just over £96 a week.

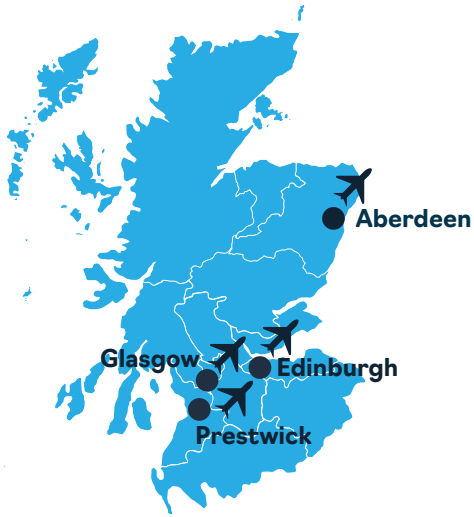
2.3 Accommodation (University and Private)

There is a range of accommodation located in or close to the University campus. From the Hillhead Student Village to private accommodation, there is accommodation available to suit each student's needs.

Students can choose from a range of accommodation including quiet accommodation, alcohol free accommodation and catered accommodation.

Once you have accepted your unconditional or conditional offer of admission, you can apply for university accommodation or note your interest in accommodation if you still have a conditional offer. University accommodation is guaranteed to students who apply by the deadline. A pre-payment of £100 is required to be paid once you have been allocated a room.

University of Aberdeen Accommodation



3: Why should I study at the University of Aberdeen?

The University of Aberdeen was founded in 1495 and is one of the six 'ancient' universities in the UK

3.1 University information

The University of Aberdeen is ranked 1st in the UK for Student Positivity in the National Student Survey (NSS 2024) in Business and Management Studies, ranked 4th in the UK for Accounting and Finance and 8th for Business Management in the Guardian University Guide 2025, ranked 15th in the UK for Business, Management and Marketing in the Times and Sunday Good Times Guide 2025.

The University has a vibrant student and staff community of over 130 nationalities.

The Confucius Institute of the University of Aberdeen, established 27th September 2013, provides Chinese language teaching and culture classes and cultural events to the North East Scotland community, including University staff and students, schools, business and industry, and community organisations and individuals.

Confucius Institute

www.abdn.ac.uk

3.2 Business School information

The University of Aberdeen Business School is based at the King's College Campus in Aberdeen within the MacRobert Building. As a student in the Business School, you will learn from academics at the forefront of research and teaching. Our Business School is internationally recognised for its excellence in world-leading research, 81% of our research was classified as "world-leading and internationally excellent" (REF, 2021).

The Business School is also accredited by EQUIS, granted and run by the European Foundation for Management Development (EFMD). Out of more than 15,000 business and management schools around the world, just over 200 across 45 countries have gained the international therefore our internationally recognised mark of distinction.

You can find out more and connect with the University and Business School via Weibo or WeChat.

Weibo

WeChat

3.3 Further Study and your future career

1. Further Study

Most students will move on to further study and having a degree from University of Aberdeen has given students the opportunity to study at universities such as LSE, Imperial College and Oxford all of which are ranked in the top 100 in the world.

2. The University's location in Aberdeen

An internationally recognised business centre and the Energy capital of Europe that boasts the offices of over 20 FTSE 100 companies - means that our curriculum is strongly geared towards the needs of industry.

Many of our academics began their careers in the business world, and our programmes benefit from strong engagement with industry meaning that students are ready to hit the ground running in the workplace.

3. Opportunities during study

The University of Aberdeen has a graduate attribute programme that you can study alongside your programme to help you prepare for further study and future employment. Students can discuss the graduate programme and the options available when they join Aberdeen.

4. Careers

Some students decide to go straight into a job when they graduate and our students have taken diverse job routes after studying at Aberdeen. Our students have gone on to work for top companies in the UK and internationally such as Deloitte, Bank of China, Savills, IPOS and many other renowned international companies.

When it comes to employability our results speak for themselves. Over 97.9% of Business School graduates are either in employment or pursuing further study just 15 months after graduation (Graduate Outcomes Survey 2024).

The University of Aberdeen's Careers and Employability Service is dedicated to supporting students in their career development. Students can book appointments in-person, online, or by phone to explore career options and receive feedback on CVs, cover letters, and personal statements. The service also provides opportunities to develop employability skills through initiatives like the Career Mentoring Programme.

Careers and Employability Service

4: How much will it cost?

Tuition fees are published on the University website and are subject to annual review.

4.1 University fees

Our fees are available via the tutition fees page or visit your partnership information page.

Tuition Fee Rates

4.2 Pre-sessional English Course

There is an intensive pre-sessional English language course that University of Aberdeen students can join before beginning their degree studies at Aberdeen. The Language Centre offers a 5-week and a 10-week pre-sessional English course and students must meet the following requirements to join their chosen programme:

To apply for a place on the pre-sessional course you must fill out an application form and submit it to the Language Centre. The form, deadline for submission and the course fees can be found here:

Pre-Sessional PSE English Courses

You will also need to have a Student Visa to take this course. For visa information and details please visit:
www.gov.uk/student-visa/apply

If you have any enquiries about this course or the application, please contact:
lc-application-enquiries@abdn.ac.uk

5-week Pre-Sessional English	UKVI IELTS	UKVI PTE	IELTS	TOEFL iBIT	PTE	Duolingo
Overall	5.5	59	5.5	72+	59	Not accepted
Listening	5.5	59	5.5	17+	59	N/A
Reading	5.5	59	5.5	18+	59	N/A
Writing	5.5	59	5.5	21+	59	N/A
Speaking	5.5	59	5.5	20+	59	N/A

10-week Pre-Sessional English	UKVI IELTS	UKVI PTE	IELTS	TOEFL iBIT	PTE	Duolingo
Overall	5.0	52	5.0	64+	52	90
Listening	5.0	52	5.0	14+	52	80
Reading	5.0	52	5.0	12+	52	80
Writing	5.0	52	5.0	17+	52	80
Speaking	5.0	52	5.0	17+	52	80

4.3 In-sessional accommodation

Students on an articulation programme are responsible for arranging and paying their own in-sessional accommodation costs for study at Aberdeen.

Accommodation costs vary depending on the type of accommodation you choose. Each student will be guaranteed their own room. You can find out more information on university accommodation through the University website.

Accommodation

4.4 Living expenses

In addition to paying tuition fees, students will require money to cover living expenses, for example accommodation, food, University materials and entertainment. Calculations will vary for each student based on lifestyle and expenses; the University recommends a budget of £1,023 per month to cover all living expenses.

Information on the cost of living in Aberdeen for a typical academic year can be found on our university website.

How Much Money Do I Need to Have?

5: I am thinking of applying. What do I need to do now?

5.1 Entry requirements for programmes

Please review our programme pages **abdn.ac.uk/business/courses/** for entry requirements, alternatively please visit your partnership page for further specific information.

5.2 English language requirements

Before you can join a University of Aberdeen Business School programme you need to pass an IELTS Academic test with a total score of 6.0 or pass a Duolingo test with an overall score of 105. The scores you must achieve for each category are listed below:

IELTS Academic (not IELTS Indicator or IELTS General Training)	Listening – 5.5 or above
	Reading – 5.5 or above
	Speaking – 5.5 or above
	Writing – 6.0 or above
	Overall – 6.0
	Overall 105
Duolingo English Test (online from July 2019)	Minimum of 90 in the sub scores for literacy, conversation, comprehension and production

5.3 Plan your studies now

If you are interested in applying, we advise you to start planning as early as possible. Discuss your programme and University choice with your parents and family, as well as speaking to staff at your University who have information about the partnership. University of Aberdeen staff and staff from your University in China will host information sessions so you can learn more about our programmes and the University.

We would encourage you to concentrate on improving your English Language skills to help you pass your English Language test for entry to your chosen programme.

6: How do I apply to study at Aberdeen?

The application process for University of Aberdeen programmes is different for Undergraduate and Postgraduate, please see below for further information.

6.1 Applying to your programme

Undergraduate Application

Your application is an online application and your Chinese University, and the University of Aberdeen will guide you through the application process. There is a fee for submitting a UCAS application. Here are the steps you will need to take to make an application through UCAS:

1. Choose your degree programme.
2. Register with UCAS and complete your application form. We would encourage you to apply as soon as possible to give you plenty of time to arrange things such as accommodation and visas. Your UCAS application will be sent to the University admissions team and will be assessed by a University of Aberdeen selector. You should use your UCAS hub account to check on the progress of your application.
3. Your Offer - the University will be in contact with you after the application deadline to let you know the outcome of your application.
4. Accept your application and get ready to join the University of Aberdeen family.

Please ensure you enter your preferred degree programme title and UCAS code.

www.abdn.ac.uk/study/undergraduate/how-to-apply.php

Postgraduate Application

Your application is an online application and your Chinese University and the University of Aberdeen will guide you through the application process. Here are the steps you will need to take to make an application:

1. Choose your degree programme.
2. All applications should be submitted online through the University Applicant Portal.
3. You will be sent an email with our decision. If additional documentation is required these will need to be uploaded to the Application Portal.
4. Once cleared for admission you will receive a pack of joining instructions which includes a Certificate of Acceptance, information on accommodation, registration, tuition fees etc. International students who declare they require a student visa to enter the UK will receive a CAS number to apply for their visa.
5. If you wish to accept the offer, please return your completed acceptance and financial guarantee forms as soon as possible. If you are waiting to hear the outcome of a funding application, you can still accept the offer of admission then send the completed financial guarantee form with the letter of sponsorship later.

www.abdn.ac.uk/study/postgraduate-taught/how-to-apply/

6.2 What documents do I need for my application?

Undergraduate Students

Students are required to submit the following documents with their application:

- Personal Statement (a statement describing why you have chosen to study at Aberdeen)
- University transcript in both Chinese and English
- A copy of the photo page of your passport
- IELTS/TOEFL certificate

Postgraduate Students

Students are required to submit the following documents with their application:

- Personal Statement (a statement describing why you have chosen to study at Aberdeen)
- University transcript in both Chinese and English
- A copy of the photo page of your passport
- IELTS/TOEFL certificate

6.3 Receiving an offer

If you have met all the requirements for your chosen programme the University of Aberdeen admissions team will send you an electronic offer to confirm your place. Your offer letter may have conditions, such as academic or English, that you will have to meet before joining Aberdeen so please read this offer letter carefully.

If you are applying for a Postgraduate programme then you will recieve updates on your portal.

7: What are the next steps after I have been offered a place?

Overseas students require a visa for entry to the UK.

7.1 Visa requirements

It is important to check all immigration requirements regularly and before travelling, as they can change. Students without the necessary visa will be refused entry to the UK. You should allow plenty of time to organise your visa and ensure you are aware of all your responsibilities under the terms and conditions of your visa. Please note that the advice given below relates primarily to the Student Visa category of the UK's Points Based Immigration Scheme. For further information, please visit the United Kingdom Visas and Immigration (UKVI) website.

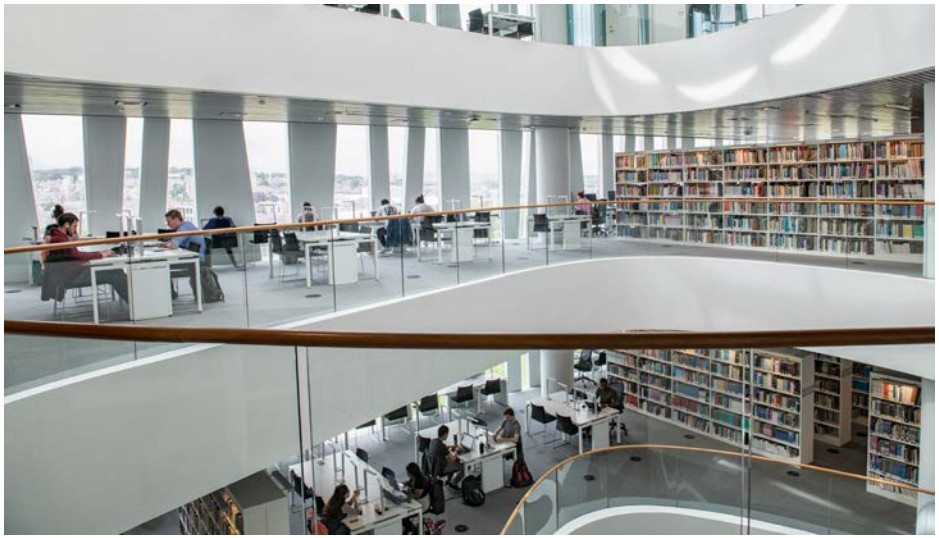
United Kingdom Visas and Immigration (UKVI)

7.2 Certificate of Acceptance of Studies (CAS)

Your CAS will help you to begin arrangements to obtain your student visa. You will only receive your CAS from the University admissions team once you have completed the following steps:

- Accepted your offer
- Satisfied all conditions attached to your offer
- Returned financial guarantee forms
- Made deposit payment (if applying to Postgraduate programme)
- Sent a copy of the photo page of your passport from your current, valid passport

Your CAS will be sent no earlier than 6 months before the start date of your programme.



8: Registration and academic guidance

8.1 Online registration and IT accounts

All University of Aberdeen students are required to complete electronic registration to register as a student at the University. You will be asked to submit a photo for your student ID card and confirm your personal, financial, and academic details.

Students are required to pay at least 50% of their tuition fees when completing electronic registration.

Students are also required to set-up an IT account, and this will be available 40 days prior to your start date.

Note the password you create as this will be used to access everything IT related on-campus.

8.2 MyCurriculum and MyTimetable

The next step in the registration process is completing MyCurriculum. MyCurriculum is the course selection system for students. You will use this system to select your courses. If you have any issues selecting your courses, the Business School and the Business Registry Officer can assist you. Please contact **bs-internationalisation@abdn.ac.uk** in the first instance.

MyTimetable allows students to sign-up for and choose tutorials and personalise your final timetable. This will be available after completion of MyCurriculum.

8.3 Tuition fees and payments

You must be prepared to pay University tuition fees at the start of the semester, and this can be completed during your electronic registration. Further details about fees and payments can be found on the University website:

Making a Payment

8.4 Welcome events and reading lists

It is important to remember you will be expected to cope with lectures and tutorials as soon as you start studying at Aberdeen. You will have assignments to submit in semester 1 and you may also have exams to take at the end of the semester, so it is important that you study hard as soon as you arrive.

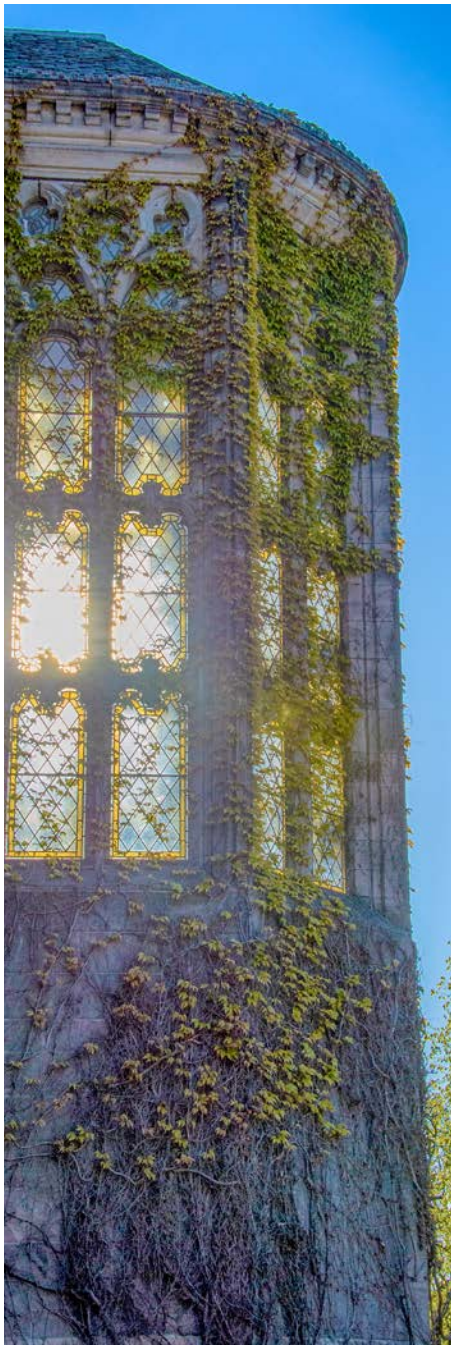
The Business School will prepare you for your studies and you will receive a welcome email before you arrive detailing important information about your studies. The email will also have a link to the reading lists for your programme which you might find useful to help you prepare in advance of the start of term. It will also have links to University and Business School specific orientation sessions.

8.5 Pastoral Support

Undergraduate students will be individually allocated a personal tutor and Postgraduate students will be introduced to their Programme Lead, both who will be able to give Academic guidance. Further support is readily available for all UoA students through a comprehensive range of student services and resources. On-campus, our friendly and dedicated staff are committed to enhancing student wellbeing and creating a positive university experience.

8.6 University Email Account

All communication with you will be via your University of Aberdeen email address. Please check your university email account every day to ensure you are up to date with your study and university information.



9: Further information

9.1 Useful websites

China | In My Country | Study Here | The University of Aberdeen (abdn.ac.uk)

Business School | The University of Aberdeen (abdn.ac.uk)

Catalogue of Courses (abdn.ac.uk)

Undergraduate Degrees | Study Here | The University of Aberdeen (abdn.ac.uk)

Making a Payment | Students | The University of Aberdeen (abdn.ac.uk)

Language Centre | Study Here | The University of Aberdeen (abdn.ac.uk)

9.2 Student checklist

- [ ] If you would like to join a programme at the University of Aberdeen, start planning now.
- [ ] Inform your University in China of your interest.
- [ ] Work out which programme is suitable for you and request further information from Aberdeen, if required.
- [ ] Start to prepare for and book your English language test.
- [ ] Prepare the documents for your application.
- [ ] Join the information sessions hosted by University of Aberdeen to learn key information about your studies.

9.3 Contact us

If you would like to contact us please email **bs-internationalisation@abdn.ac.uk**

9.4 Social Media

Connect with our University Weibo and WeChat channels to learn about the University and living in Aberdeen. We will post important information about University handbooks, University guidelines as well as fun topics such as eating out and travelling in Aberdeen and Scotland. You will also find information about how to travel from the airport to campus, how to open a bank account and a lot more to help you settle into your studies and life in Aberdeen.

Weibo

WeChat


1495
UNIVERSITY OF
ABERDEEN
abdn.ac.uk/study
UoADesign: AH0125

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

POSTGRADUATE TAUGHT ENTRY REQUIREMENTS

1. PURPOSE OF THE PAPER

This paper seeks approval to revise the entry requirements for postgraduate taught (PGT) programmes.

The Quality Assurance Committee is invited to **approve** the paper.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/ approved by		
Further consideration/ approval required by	Student Recruitment Committee	April 2025; *by circulation*
	Quality Assurance Committee	16 April 2025

3. RECOMMENDED ACTION

The Quality Assurance Committee (QAC) is invited to approve the recommendation in section 4.3, namely:

- Change published entry requirements for PGT degrees from 2:1 to 2:2.
- Any requirements already approved at a lower requirement to remain unchanged.

4. DISCUSSION

4.1 PURPOSE OF PAPER

4.1.1 The purpose of this paper is to propose a revision of our postgraduate taught (PGT) entry requirements. By standardising these requirements across all Schools, we aim to widen our pool of potential applicants, thereby increasing the number of qualified candidates and improving overall PGT enrolment figures.

4.1.2 Our current postgraduate taught entry requirements vary significantly across different Schools within the University. Please see appendix 1. This inconsistency poses challenges in effectively marketing our suite of postgraduate degrees. Streamlining these requirements would enhance operational efficiency and improve our competitive edge in attracting prospective students.

4.2 SECTOR COMPARISON

4.2.1 In March 2025 a desktop exercise was undertaken to review ***published*** competitor entry requirements. We cannot gather what competitor institutions accept ***in practice*** which could be lower than advertised. For each institution, two programmes from each equivalent School were compared.

4.2.2 The main findings were:

- **St Andrews** and **Edinburgh** are rigid in their 2:1 or above – the only programmes that would consider 2:2s were at Edinburgh in Geosciences and Biological Sciences, but relevant work experience was needed.
- **Glasgow** is still predominantly 2:1 but have a number where they may sometimes accept 2:2 (8 out of 24 identified). Examples of those programmes accepting 2:2 were in DHPA, Engineering, Geosciences, LLMVC, NCS and Social Science.
- **Strathclyde** has an equal mix of 2:1 and 2:2 among the programmes looked at – this was also a mix across subject areas although both programmes for Business, Engineering and NCS were 2:2.
- **Dundee** is typically 2:2 but 2:1 needed for identified programmes in Biomedical Engineering, Forensic Anthropology and Medicine.
- **Stirling, Heriot-Watt, Napier, Glasgow Caledonian** predominantly 2:2.
- **RGU** majority ask for a 2:2 but will consider lower degree, mostly alongside work experience.

4.3 PROPOSAL

4.3.1 Based on our recent market research findings, we recommend lowering our entry requirements to attract a broader pool of applicants. This adjustment will help us better compete with institutions like Stirling, Heriot-Watt, Napier, and Glasgow Caledonian. **Specifically, we propose changing the undergraduate requirement from a 2:1 to a 2:2. Existing arrangements to accept a 3rd will remain unchanged.**

4.3.2 We acknowledge that there may be legitimate exceptions to this change, such as accreditation requirements that mandate a 2:1 or higher for degree entry. We request that School representatives present these exceptions at QAC for consideration, so that an exceptions table can be developed. Exceptions will only be considered if there is a specific risk related to things such as accreditation.

4.3.3 If this proposal is approved, previously rejected applications will be re-assessed based on the new entry criteria to ensure everyone eligible for an offer receives one. It is estimated that re-assessing rejects will take two weeks.

4.4 APPROVAL PROCESS

4.4.1 The below graphic serves as a reminder of the approval route that is required to make this change. **Heads of School have been engaged on this topic and as a group, they endorsed the presenting of this argument to QAC and SRC for scrutiny and discussion.**

5. FURTHER INFORMATION

Further information is available from Megan McFarlane, Associate Director of UK Recruitment, Access & Admissions/Deputy Director (megan.mcfarlane@abdn.ac.uk) and David Stoll, Head of Admissions and Future Students Engagement (david.stoll@abdn.ac.uk)

April 2025
Freedom of Information/Confidentiality Status: Closed: commercially sensitive in-cycle

Appendix 1 – Current PGT Entry Requirements Summary Table

School	Entry Requirements
Business	Only has 1 degree requiring a 2:1, the MSc Corporate Finance and Law, all others require a 3rd.
SBS	The School increased their entry requirements for all Masters from 2:2 to 2:1 in 2023, but has since paused most Masters while reviewing their portfolio.
MMSN	The MSc Physician Associate Studies, MSc Cardiovascular Science & Diabetes, MSc Health Data Science, MSc Health Psychology, and MSc Precision Medicine & Pharmacological Innovation all require a 2:1. Willing to consider 2:2 with relevant work experience in most cases.
Social Sciences	All degrees require a 2:1
Law	All degrees require a 2:1, but willing to consider strong 2:2/borderline 2:1
Psychology	No degrees require 2:1
NCS	No degrees require 2:1
LLMVC	All degrees require a 2:1
Geosciences	All 5 Archaeology MSc, MSc Cultural Heritage, MSc Integrated Petroleum Geosciences, , , MSc Planetary Sciences, and MSc Sustainable Energy Geoscience require a 2:1. Most are willing to consider strong 2:2 with relevant work experience.
Engineering	All degrees require a 2:1, but are willing to consider 2:2 with relevant work experience.
DHPA	All degrees except MTh Ministry Studies require a 2:1
Education	No degrees require a 2:1

16 April 2025

QAC/160425/020

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

QATAR ADMISSIONS ENTRY REQUIREMENTS:

UPDATE RECOMMENDATION ADMISSIONS PROTOCOL FOR 2025 ENTRY ONWARDS (ARTICULATION)

UNDERGRADUATE APPLICANTS

Appendix 1.2

Advanced Entry:

School Systems	Year	Requirements
Academic Bridge Program	**Year 1, 2nd Semester**	✓ Full year with a minimum GPA of 3.0 and Business focus courses. ✓ We might accept applicants with 2.5 GPA and above
University Foundation College	**Year 2 – Business Management Programme**	**Business Track** ✓ NCUK: minimum grades "C" in Business Studies, Economics and Math's ✓ NCC: 50% in Business Studies, Economics and Math's with a C in NCUK's English for Academic Purposes (EAP) module or 50% on NCC's Advanced English Language Module
	Year 2 – BM & International Relations Programme	**Huminites Track** ✓ NCUK: minimum grades "C" in Business Studies, Global Studies and Math's ✓ NCC: 50% in Business Studies, Global Studies and Math's with a C in NCUK's English for Academic Purposes (EAP) module or 50% on NCC's Advanced English Language Module
	Year 2 – Accounting and Finance Programme	✓ NCUK: minimum grades "C" in Business Studies, Math for Science or Engineering, and Computing Science with a C in NCUK's English for Academic Purposes (EAP) module or 50% on NCC's Advanced English Language Module
		✓ NCC : 50% in Computing track, plus minimum C in Business Studies, and Accounting plus a C in NCUK's English for Academic Purposes (EAP) module or 50% on NCC's Advanced English Language Module
	Year 2 – Business Management & Information Systems Programme	✓ NCUK: minimum grades "C" in Business Studies, Math for Science or Engineering, and Computing Science with a C in NCUK's English for Academic Purposes (EAP) module or 50% on NCC's Advanced English Language Module

School Systems	Year	Requirements
		✓ NCC : 50% in Computing track, plus minimum C in Business Studies, and Accounting plus a C in NCUK's English for Academic Purposes (EAP) module or 50% on NCC's Advanced English Language Module
	Year 2 – Computing Science Programme	✓ NCUK: minimum grades "C" in Maths for Science, Physics, and Computing Science with a C in NCUK's English for Academic Purposes (EAP) module or 50% on NCC's Advanced English Language Module
		✓ NCC: 50% pass on Computing track with a C in NCUK's English for Academic Purposes (EAP) module or 50% on NCC's Advanced English Language Module. Plus QC1505: Web Development instead of an elective in Year 2 of the Aberdeen degree.
Advanced Entry		
Community College of Qatar	**Year 2 – Business Management Programme**	✓ 2 years Diploma in Associate of Arts with a GPA 3.0 ✓ To Market 3.0 GPA, however we might accept applicants who have 2.7 and above GPA
	Year 3 - Business Management Programme	✓ 3 years Diploma in Business Administration with a GPA 3.0 ✓ To Market 3.0 GPA, however we might accept applicants who have 2.7 and above GPA
	Year 2 – Politics and International Relations Programme	✓ 2 years Diploma in Associate of Arts with a GPA 3.0 ✓ PLUS Political & International Relations 2: Power and Conflict as an Associate student on the Qatar campus alongside the CCQ courses. ✓ To Market 3.0 GPA, however we might accept applicants who have 2.7 and above GPA
	Year 2 – Computing Science Programme	✓ 2 years Associate of Information Technology with a GPA 3.0

Appendix 1.3

Year 1

UG Curriculum (Qatar) *Courses in bold are non-business courses – Year 1	
MA (Hons) Business Management	**MA (Hons) Accountancy and Finance**
Academic Practice for Study (QQ 1001)	Academic Practice for Study (QQ 1001)
English for Academic Purposes (QQ 1002)	English for Academic Purposes (QQ 1002)
Culture, Society and Business in the 21st Century (QB 1003)	Culture, Society and Business in the 21st Century (QB 1003)
Data, Information and Knowledge for Business (QB 1004)	Data, Information and Knowledge for Business (QB 1004)
Introduction to Accounting (QB 1501)	Introduction to Accounting (QB 1501)
Introduction to Economics (QB 1502)	Introduction to Economics (QB 1502)
Introduction to Finance (QB 1503)	Introduction to Finance (QB 1503)
Introduction to the Management of Organisations (QB 1504)	Introduction to the Management of Organisations (QB 1504)

BSc Business Management & Information Systems	**MA (Hons) Business Management & International Relations**
Academic Practice for Study (QQ 1001)	Academic Practice for Study (QQ 1001)
English for Academic Purposes (QQ 1002)	English for Academic Purposes (QQ 1002)
Modelling and Problem Solving for Computing (QC 1002)	Culture, Society and Business in the 21st Century (QB 1003)
Object Oriented Programming (QC 1502)	**Politics and International Relations 1: Democracy and Governance (QI 1001)**
Introduction to Accounting (QB 1501)	Introduction to Accounting (QB 1501)
Computer Systems and Architecture (QC 1504)	Introduction to Economics (QB 1502)
Web Development (QC1505)	**Politics and International Relations 2: Power and Conflict (QI 1501)**
Introduction to the Management of Organisations (QB 1504)	Introduction to the Management of Organisations (QB 1504)

MA (Hons) Politics and International Relations	**BSc Computing Science**
Academic Practice for Study (QQ 1001)	Academic Practice for Study (QQ 1001)
English for Academic Purposes (QQ 1002)	English for Academic Purposes (QQ 1002)
Culture, Society and Business in the 21st Century (QB 1003)	**Modelling and Problem Solving for Computing (QC 1002)**
Politics and International Relations 1: Democracy and Governance (QI 1001)	**Object Oriented Programming (QC 1502)**
Introduction to Accounting (QB 1501)	**Programming 1 (QC1003)**
Introduction to Economics (QB 1502)	**Computer Systems and Architecture (QC 1504)**
Politics and International Relations 2: Power and Conflict (QI 1501)	**Web Development (QC1505)**
Introduction to the Management of Organisations (QB 1504)	**Mathematics for Science (QC1507)**

Year 2

UG Curriculum (Qatar) *Courses in bold are non-business courses – Year 2	
MA (Hons) Business Management	**MA (Hons) Accountancy and Finance**
Finance 2: Business Finance (QB 2004)	Management Accounting 2 (QB 2002)
Introduction to Human Resource Management (QB 2006)	Finance 2: Business Finance (QB 2004)
Marketing (QB 2007)	Introduction to Human Resource Management (QB 2006)
Business Law (QB 2008)	Marketing (QB 2007)
Financial Markets and Regulation (QB 2501)	Financial Markets and Regulation (QB 2501)
Understanding Statistics (QB 2504)	Financial Accounting 2 (QB 2502)
Operations Management (QB 2505)	Business Law (QB 2503)
Introduction to International Business (QB 2506)	Understanding Statistics (QB 2504)

BSc Business Management & Information Systems	**MA (Hons) Business Management & International Relations**
Introduction to Human Resource Management (QB 2006)	Introduction to Human Resource Management (QB 2006)
Marketing (QB 2007)	Marketing (QB 2007)
Software Programming (QC 2001)	**Ideas and Ideologies in Politics and International Relations (QI 2001)**
Databases and Data Management (QC 2002)	Understanding Statistics (QB 2504)
Understanding Statistics (QB 2504)	Introduction to International Business (QB 2506)
Operations Management (QB 2505)	**Global Politics: Equality and Inequality (QI 2501)**
Human-Computer Interaction (QC 2501)	Introduction to International Business (QB 2506)
Algorithms and Data Structures (QC 2503)	Introduction to Human Resource Management (QB 2006)

MA (Hons) Politics and International Relations	**BSc Computing Science**
Ideas and Ideologies in Politics and International Relations (QI 2001)	**Understanding the Physical World (QC 1006)**
Global Politics: Equality and Inequality (QI 2501)	**Algebra (QC 1008)**
Plus 60 credit points from courses of choice (see table below)	**Software Programming (QC 2001)**
Management Accounting 2 (QB 2002)	**Databases and Data Management (QC 2002)**
Finance 2: Business Finance (QB 2004)	**Human - Computer Interaction (QC 2501)**
Marketing (QB 2007)	**Algorithms and Data Structures (QC 2503)**
Databases and Data Management (QC 2002)	**Understanding Data (QC 1509)**
	Plus 15 credit points from second half-session courses of choice)
	Financial Markets and Regulation (QB2501)
	Financial Accounting 2 (QB 2502)

	Business Law (QB 2008)
	Understanding Statistics (QB 2504)
	Operations Management (QB 2505)
	Introduction to International Business (QB 2506

Appendix 1.4
Postgraduate taught applicants

Programme	Entry Requirement
MBA	**Academic Requirements:** Degree at 2:2 (lower second class) UK Honours level (or a degree from a non-UK institution which is judged by the University to be of equivalent worth). **Experience Requirements:** A minimum of 2 years post degree work experience is required for the MBA
MSc-IBM	**Academic Requirements:** Degree at 2:2 (lower second class) UK Honours level (or a degree from a non-UK institution which is judged by the University to be of equivalent worth).
MBA (IBM Pathway)	**Academic Requirements:** Successful completion of the MSc International Business Management, only for University of Aberdeen graduates. **Experience Requirements:** For the award of MBA, candidates must have completed two years post first Undergraduate degree work experience at the time of starting their MBA Professional Practice Journal. ** Note: The MBA (IBM Pathway) programme will conclude after the 2024-25 intake, and AFG is collaborating with the Business School to explore alternative options.*
MSc-IHRM	**Academic Requirements:** Degree at 2:2 (lower second class) UK Honours level (or a degree from a non-UK institution which is judged by the University to be of equivalent worth).
LLM	**Academic Requirements:** For entry into the LLM Programme, applicants need to have a first degree in law with a degree classification of 2:1 or above in Law or a related discipline will normally be required for entry to the programme. In exceptional circumstances, applicants not having a law degree but

	possessing significant relevant experience may be admitted to the programme
MSc Global Business Communication	**Academic Requirements:** ✓ Degree at 2:1 (Upper-second class) UK Honours level (or a degree from a non-UK institution which is judged by the University to be of equivalent worth). ✓ A range of undergraduate degree backgrounds including language, linguistics, communication, business studies, law or legal studies **To be checked and reviewed with MoEHE
MSc Global Energy Transition Systems and Technologies	**Academic Requirements:** ✓ **2:1 (upper second class)** UK Honours degree, or an Honours degree from a non-UK institution which is judged by the University to be of equivalent worth, in **Engineering o**r a related field such as the **natural sciences, physical sciences** or **mathematics.** ✓ **Or 2:2 (lower second class)** UK Honours degree in **Engineering o**r a related field, or equivalent with 5+ years relevant experience **To be checked and reviewed with MoEHE
Master of Public Health	**Academic Requirements:** ✓ A health-related degree at 2:2 (Lower-second class) UK Honours level, or a degree from a non-UK institution which is judged by the University to be of equivalent worth, or be able to demonstrate evidence of equivalent experience in health care practice or research ✓ Students from non-health backgrounds: a degree at 2:2 (Lower-second class) UK Honours level in in science, social science, or humanities subjects will be considered for the programme
All Programmes	**English Language Requirements:** If the most recent academic qualification not taught in English, we may also ask applicants to supply us with evidence of English proficiency by providing a minimum overall IELTS Academic score of 6.5 with a minimum in the following: Listening - 5.5; Reading - 6.0; Speaking - 5.5; Writing - 6.0 Or equivalent

Appendix 2

Undergraduate Documents Required:

- Year 1 Entry:

  - High School Certificate & Transcript (official certificates from awarding body)
  - NOC Letter from Military Service (Male Qatari only)
  - High School Equivalency Statement Letter (Private/International schools only)
  - Qatari ID or Passport

- Advanced Entry:

  - High School Certificate & Transcript (official certificates from awarding body)
  - Degree certificate (Foundation/Diploma)
  - Transcripts (Foundation/Diploma)
  - NOC Letter from Military Service (Male Qatari only)
  - High School Equivalency Statement Letter (Private/International schools only)
  - Qatari ID or Passport

Postgraduate Documents Required:

MBA:

1. Attested Degree Certificate
2. Attested Degree Transcript
3. CV
4. Letter of experience (a proof of minimum 2 years work experience post the first degree)
5. High School Degree
6. Qatari ID or passport

MSc in International Business Management:

1. Attested Degree Certificate
2. Attested Degree Transcript
3. CV
4. High School Degree
5. Qatari ID or passport

MSc in International Human Resource Management:

1. Attested Degree Certificate
2. Attested Degree Transcript
3. CV
4. High School Degree
5. Qatari ID or passport

LLM (Master's in international Commercial Law):

1. Attested Degree Certificate
1. Attested Degree Transcript
2. Updated CV
3. Letter of Experience
4. Personal Statement Letter
5. Two Recent References
6. Copy of ID or passport

MSc Global Business Communication:

1. Attested Degree Certificate
2. Attested Degree Transcript
3. CV
4. High School Degree
5. Qatari ID or passport

MSc Global Energy Transition Systems and Technologies:

1. Attested Degree Certificate
2. Attested Degree Transcript
3. CV
4. Letter of experience (a proof of minimum 5 years work experience post the first degree)
5. High School Degree
6. Qatari ID or passport

Master of Public Health:

1. Attested Degree Certificate
2. Attested Degree Transcript
3. CV
4. High School Degree

5. Qatari ID or passport

Appendix 3

AFG Admissions Process - to be updated once finalised in the task and finish group

Application Received

Responsible: Course Advisors

1. Document Check:
   Examine all the documents submitted by the applicant.
2. Applicant Notification:
   Notify the applicant about the status of their application, indicating whether it is being processed or is pending.
3. Cover Form Completion:
   Fill out the necessary information on the cover form, which includes applicant details, the programme applied for, entry level, qualifications, and experience.
4. Spreadsheet Entry:
   Create a new entry on the Excel Spreadsheet and allocate the application a reference number.
5. SharePoint Data Input:
   Ensure that the application in SharePoint carries the same reference number as in the spreadsheet.
6. Application Scanning & Uploading:
   Scan and upload the application on OneDrive and SharePoint: Digitally store the application for easy access and reference.
7. Filing:
   File the application in the appropriate location, incorporating all submitted documents, the decision email, the offer letter, and any attestation/equivalency documents.

Application Review

Responsible: Student Recruitment & Admissions Team Lead / Admissions Office / UoA Central Admissions

1. AFG - OneDrive Application Check:
   Check OneDrive for new applications: Download any new applications that need to be shared with UoA.
2. AFG - Document and Entry Review:
   Check all documents and entry requirements: Review all documents and entry requirements in accordance with the Admissions protocol and previous decisions.
3. AFG - Application Dispatch to Admissions/School Representatives:

Send applications to Central Admissions/Schools reps: Dispatch each application in a separate email to Central Admissions/School representatives. Include details such as:

- Cover form with the following details:
  (i) Applicant personal details
  (ii) Programme applied for
  (iii) Entry level applied for
  (iv) Applicant's qualification & experience
  (v) ECCTIS Check (for PG Programmes)
- Applications form and documents submitted
- Summary of the applicant's educational and experiential background, and documents submitted

4. UoA - Decision Documentation:
   For documentation purposes, each applicant's decision must be received separately via email to be able to add the email as a reference in the applicant folder.
5. UoA - Decision Receipt:
   Receive decisions within 3 to 5 working days: Expect decisions from UoA within 3 to 5 working days from the date of receipt, or within one working day closer to the registration deadline.

Decision Received

Responsible: Student Recruitment & Admissions Team Lead / Admissions Office / UoA Central Admissions / Course Advisor

1. Decision Review:
   When the decision is received, the team lead should review it to ensure it aligns with the agreed Admissions protocol.
2. Spreadsheet Update:
   If the decision is in line with the Admissions protocol, the Team Lead/Admissions officer to update the spreadsheet with the decision.
3. Offer Letter Processing:
   Within 24-48 hours of receiving the decision, the Team Lead/Admissions officer should generate the offer letter by exporting the decision from the spreadsheet on OneDrive using Mail Merge and send it via the AFG Admissions email address with Lyn Batchelor BCC'd
4. SharePoint Update:
   Course Advisors should update the application record on SharePoint and upload a copy of the acceptance letter and the decision email.

Appendix 4

AFG Enrolment & Registration / Timeline - to be updated once finalised in the task and finish group

Before Registration

1. Receive acceptance: After applying, students will typically receive an acceptance or rejection letter. If accepted, the letter and email will outline any next steps that need to be taken.
2. Confirm enrolment: Once accepted, students will need to confirm their enrolment by submitting a deposit and any required paperwork by a specified deadline
    - PG
        - Sign last two pages of acceptance letter
        - Complete Deposit fee payment: 5000QR
    - UG
        - Complete Registration fees payment: 2100QR
3. Once confirmed: The Spreadsheet and SharePoint must be updated (Payment and student status)
4. At least **6** working days before IT Registration session:
    - Day1: Offer holder must complete payment of 1st instalment
        - Teams involved:
            - Accounts Department
            - Admissions Team

- Day1: Payment Status must be updated on SharePoint and MasterSheet
    - Teams involved:
        - Accounts Department
- Day 1: Student records on SharePoint must be updated and all documents should be available
    - Teams involved:
        - Accounts Department
        - Admissions Team
- Day 2: Upload student record
    - Teams involved:
        - Admissions Team
- Day2: Inform University of Aberdeen Qatar Registry Team
    - Teams involved:
        - Admissions Team
        - UoA Qatar Registry Team
- Day3: After 24 hours from uploading student record on SharePoint, UoA will be able to export the record.
    - Teams involved:
        - UoA Qatar Registry Team
- Day 3: University of Aberdeen IT team to export record and inform Admissions Team – AFG

- Teams involved:
  - UoA Qatar Registry Team
  - Admissions Team

- Day 4: Student ID can be used only after 24 hours from time of exporting.
- Day 5: Admissions Team to update shared list with Academic Admins and Student Hub.
  - Teams involved:
    - Admissions Team
    - Student Hub
- Day 6: Admissions Team to send IT registration Communication and to print out Student ID details

IT Registration

- **Admissions Team**

5. Liaise with Student Hub to schedule the session on a suitable date
6. Invite new students to attend the session via:
   - Emails
   - What's app
   - SMS
7. Book the room for the session
8. Inform IT team

9. Inform Marketing team and request needed materials
10. Take attendance
11. In case of absence, Admissions team will be responsible for contacting new students and ensure they show up for registration
12. Responsible for ensuring new students to check their emails and complete the registration in case of Online registration (Via email).

- **Student Hub**

13. Responsible for ensuring the applicant successfully and fully registered in liaising with University of Aberdeen Student Records team.
14. Responsible for fixing and dealing with any errors facing the new students during the session.

- **Online & Late Registration**
    - Online Registration
        - Student Hub team should be responsible for sending IT Registration emails to new students, in case of the request for online registration due to emergency faced by the applicant.
        - The Admissions team should inform the other teams of any requests for online registration.
        - The Admissions team should update the shared list with the student's ID.
        - The Student Hub team should CC Admissions Team in the communication sent to the new student.
        - The Admissions team should ensure that the new student checks their email and completes the registration process.
        - The Admissions team should direct the new student to contact the Student Hub team in case of any enquiries about the registration process.
    - Late Registration

- UG
    a. Last day to receive applications should be on the fourth day of the first week of teaching
    b. Last day to upload student record should be on the second day of the second week of teaching
    c. Last day for student ID activation should be on the last day of the second week of teaching only if the applicant has an ID already
- PG for Businesses School, School of Law, and the School of Language, Literature, Music and Visual Culture Programmes
    a. Last day to receive applications should be four working days before preparation week (uploading records).
    b. Last day to upload student record should be four days before first day of preparation.
    c. Last day for student ID activation should be on the first day of preparation.
- PG for Linear Programmes, i.e. Master of Public Health.
    a. Last day to receive applications should be four working days before preparation week (uploading records).
    b. Last day to upload student record should be four days before first day of preparation.
    c. Last day for student ID activation should be on the first day of preparation.
- Student Hub team should be responsible for sending IT Registration emails to new students, in case of the request for online registration due to emergency faced by the applicant.
- The Admissions team should update the shared list with the student's ID.
- The Student Hub team should CC Admissions Team in the communication sent to the new student.
- The Admissions team should ensure that the new student checks their email and completes the registration process.

- The Admissions team should direct the new student to contact the Student Hub team in case of any enquiries about the registration process.

My Curriculum

- Student hub team to liaise with Admissions team to schedule My Curriculum sessions on campus or online depends on the semester and students' number
- To be announced at least 6 months before IT registration

Welcome

- Student hub team to liaise with Programme leaders to schedule and circulate Welcome schedule
- To be announced at least two months before IT registration

Timeline

	Team Responsible	Action	Note
1st instalment	1- Admissions Team 2- Accounts	Following up with Offer holders by Admissions Team	Must be paid in order to upload students record on SharePoint
Upload Record	1- Accounts 2- Admissions Team	1- Accounts to update Payment status on SharePoint 2- Admissions to Upload Records on SharePoint 3- Admissions to Inform UoA student records team	- Admissions team to share registration timeline and important dates to Accounts - Accounts department must update MasterSheet and SharePoint daily
ABDN to send IDs	UoA IT Support and Student records team: Point of contact: **Loli Anggraini**	UoA Student records team to export student IDs and send to Admissions	UoA Student records team need minimum of **3 days** to export student records
IT Registration	1- Admissions Team 2- Student Hub 3- IT Team	1- Admissions team to send communications to offer holders. The communication for PG must include the following: a. Academic Schedule b. IT registration details c. MyC details The communication for UG must include the following: a. IT registration details	Student ID is activated only after 24hrs from the time of exporting the student ID

		b. MyC details 2- Admissions team to take attendance 3- Student Hub to register students on the day of IT registration 4- IT Team to support Student hub	
MyC	Student Hub	Student hub team to make sure all students registered.	MyC is activated only after 3 hours of IT registration
Welcome	1- Student Hub 2- Programme Leaders 3- IT Team 4- Other departments: a. Library b. Careers	Student hub team to liaise with Programme leaders to schedule and circulate welcome schedule	To be announced at least two months before registration
Preparation week (PG)	1- Student Hub 2- Programme Leaders		First Day of preparation should be announced by Programme leader at least one month before welcome

Appendix 5

KEY ADMISSIONS CONTACTS

Starting 2024/25 academic year all postgraduate and undergraduate application will be sent to the central Admissions.
- Carol Baverstock. Head of Admissions
- Tracey Stewart, Undergraduate Admissions Manager

AFG Admissions department to be introduced to a representative from each school in order to assist the team with understanding the programme and its importance, and to arrange possible workshops.

Currently:

All undergraduate programmes: (existing and new)

- Carol Baverstock, Head of Admissions
- Tracey Stewart, Undergraduate Admissions Manager

Postgraduate programmes: Law

- Professor John Paterson
- Nevena Jevremovic

Postgraduate programmes: Business

- Xiaoqing (Joyce) Chen
- School Administration Manager: Kate Smith

Postgraduate programmes: Global Business Communication

- Professor Chris Collins
- Kit Dunster

Postgraduate programmes: Master of Public Health

- Professor Amudha Poobalan

Postgraduate programmes: Global Energy Transition Systems
- Central Admissions:
  - Carol Baverstock, Head of Admissions
  - Tracey Stewart, Undergraduate Admissions Manager

Appendix 6
To be finalised in Task and Finish Group

Reporting dates:
2021/22: 22/06/2021
2022/23: 22/06/2022
2023/24: 19/06/2023

For entry point: September 2023																							
Fee region/campus	Programme	Total Application			% Change		Original Offers			% Change		Proportion of Apps with Offer			Rejections			Acceptances or for UG registration/deposit fee paid*			% Change		Target
		2021/22	2022/23	2023/24	2021-2023	2022-2023	2021/22	2022/23	2023/24	2021-2023	2022-2023	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021-2023	2022-2023	
Qatar	Business Management																						
	Accountancy and Finance																						
	Business Management & International Relations																						
	Business Management & Information System																						
	Business Management & Legal studies																						
	MBA - Master of Business Administration																						
	MSc International Business Management																						
	Msc International Human Resource Management																						
	LLM International Commercial Law																						
	MBA - Top Up																						
	IPGDE																						
	Total																						

* Unlike applicants to Aberdeen campus, there is no UG admission category of "acceptance"; applicants move from "offer of place" to "registration fee paid".

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

ABERDEEN INTERNATIONAL STUDY CENTRE (ISC): IY2 MEDICAL SCIENCES PROGRAMME

1. PURPOSE OF THE PAPER

This paper presents the new IY2 Medical Sciences programme that ISC students will begin studying from September 2025. If successful, they will progress to certain University of Aberdeen programmes in September 2026, joining Year 3.

The IY2 programmes are for international students and are taught at SCQF 8 with mapping to appropriate Year 2 modules delivered by the University. In line with the rest of the ISC's provision, the students receive small class tuition and must attain an appropriate grade in all their modules in order to progress to a University of Aberdeen programme.

The programme and module specifications accompany this document.

This programme development was initiated in March 2024 and since has drawn on input from staff in the School of Medicine, Medical Sciences & Nutrition, notably Dr. Donna MacCallum, BSc Programme Teaching Lead, and the Link Tutor, Dr. Pietro Marini. Professor Derek Scott, Chair in Physiology & Pharmacology Education has seen the finalised programme and module specifications. The Director of the Institute of Education in Healthcare & Medical Sciences and Director of Education for the School of Medicine, Medical Sciences & Nutrition, Professor Colin Lumsden has also been kept appraised of the programme's development.

Communication has been maintained with the School in order to ensure that the IY2 Medical Sciences meshes with the changes to the School's relevant programmes, underway 2024-2026. As far as the ISC has been informed, students passing this IY2 Medical Sciences programme will progress on to the following programmes (which due to changes, are shown as they will all be named by September 2027): Biochemistry BSc, Biomedical Sciences BSc, Molecular & Cellular Biology BSc, Pharmacology BSc, Physiology BSc, Sports & Exercise / Exercise & Health Science BSc and the Neuroscience with Psychology BSc.

The IY2 Programme has a pathway for Neuroscience with Psychology and so there have also been recent extensive discussions with the Director of Education of the School, Dr. Helen Knight and the Link Tutor, Dr. Zeshu Shao.

2. RECOMMENDED ACTION

QAC **approves** the IY2 Medical Sciences programme and progression of its graduates on to the specified University of Aberdeen programmes as outlined.

Programme of study

International Year 2

Medical Sciences

Aberdeen International Study Group

Kings College

Study Group ISCs UK & Ireland

Programme Specification

1 HEI partner	University of Aberdeen
2 ISC name	University of Aberdeen International Study Centre (UAISC)
3 Programme Accreditation (if applicable)	N/A
4 Final Award (s) – progression degree programmes	The IY2 Medical Sciences. No award but the programme articulates to a range of undergraduate degrees at the University of Aberdeen. A full and up to date list of degree programmes can be found at: https://www.aberdeen-isc.ac.uk/programmes/undergraduate-pathways/international-year-two/psychology-and-medical-sciences
5 Title of Programme/Route/Pathway	International Year 2 (IY2) Medical Sciences / Medical Sciences/Neuroscience with Psychology
6 Benchmarking Group (QAA or other) where appropriate	Scottish Credit and Qualifications Framework (SCQF)

7 Educational Aims of Programme

The International Year 2 Programme is designed to equip international students with the academic skills and values needed to progress successfully to the third year of the Medical Sciences and Neuroscience with Psychology programmes at the University of Aberdeen and to prepare them for future professional roles in these fields. The aims of the programme are to:

- Introduce students to Higher Education teaching methodologies and provide them with relevant knowledge and skills specific to Medical Sciences, through English-language instruction.
- Encourage the development of analytical and research skills, including data collection, interpretation, and critical analysis, to support scientific inquiry in Medical Sciences fields.
- Enhance academic English language proficiency within the context of Medical Sciences. Furthermore, focusing on critical thinking, research skills, and academic conventions pertinent to these disciplines.
- Support students in acquiring transferable skills relevant to future academic and professional settings within Medical Sciences, emphasising ethical considerations and social responsibility.
- Ensure a fair opportunity for students to achieve all stated learning outcomes, providing a supportive and inclusive learning environment.

- Cultivate inquisitive, independent learners equipped with strong written, oral and information technology communication skills, as well as advanced planning, research, analysis, and presentation skills supporting effective interaction within academic and professional environments.
- Develop effective interpersonal and intrapersonal skills, enabling students to contribute positively to their academic communities and engage in lifelong learning.
- Guided by the United Nations' Education for Sustainable Development (ESD) goals of 2030, to foster an understanding of sustainability and global citizenship, and to develop the skills and knowledge necessary for students to contribute positively to their communities and the wider world. This includes promoting an awareness of social responsibility and ethical behaviour, as well as encouraging students to critically evaluate the environmental impact of their actions and decisions.

8 Programme Learning Outcomes

The *Programme* Learning Outcomes enable students to fulfil the Aims. They are divided into A: Knowledge and Understanding, and B: Transferable Skills. Learning, teaching, and assessment is constructively aligned to both Programme and Module Learning Outcomes to ensure that students receive appropriate learning opportunities and that assessments are valid and relevant to the Programme Aims.

A: Knowledge and Understanding refers to seminal information related to relevant fields of study, including appropriate terminology, and critical understanding and application of theories and concepts.

At the end of the programme a successful student will be able to:
A1. Describe the fundamental concepts and principles relevant to the areas of study.
A2. Analyse key concepts and principles within the context of medical sciences.
A3. Evaluate qualitative and quantitative data to draw well-informed conclusions applicable to the field.
A4. Demonstrate critical awareness of global challenges that impact Medical Sciences.

B: Transferable Skills while developed in the context of the programme's focus, these can be applied across disciplines and into the workplace. These include aspects such as communication, collaboration, critical thinking, and self-reflection.

At the end of the programme a successful student will be able to:
B1. Use appropriate techniques and methods to collect and analyse both primary and secondary data.
B2. Communicate findings effectively through structured and coherent arguments, aligning with core theories and concepts within medical sciences.
B3. Demonstrate interpersonal skills, including teamwork, respect for diverse perspectives, and effective time management.
B4. Conduct thorough academic and scientific research, ensuring the accurate locating, referencing, and presenting relevant materials.

The Tables in Appendix 5 show how the individual modules on each pathway contribute to the attainment of various Programme Learning Outcomes.

9 Learning, Teaching and Assessment

University of Aberdeen International Study Centre (UAISC) ensures that all its programmes comply with the academic standards of the University of Aberdeen and the UK QAA's **Quality Code for Higher Education**. The teaching is informed by Advance HE's **Professional Standards Framework 2023** (PSF 2023) with teaching staff encouraged to seek appropriate categories of fellowship with Advance HE.

The UAISC strives to provide inclusive and effective learning, teaching and assessment opportunities that cater to the diverse needs of students. Provision of holistic and individual support and enrichment activities aim to foster student engagement removing barriers to learning. UAISC endeavours to prepare students for the dynamic and demanding academic environment at the University of Aberdeen and for navigating a complex and rapidly changing world.

In common with the other programmes provided by UAISC, the approaches outlined in this document are the basis of how learning, teaching and assessment are implemented across modules. Details of the specific modes of teaching and assessment, both formative and summative are given in the module specifications. While there will be a degree of variation in what students experienced depending on the pathway they take, the methods and approaches used are rooted in the principles and values outlined throughout this specification. How they are implemented is shown in the module specifications.

All Study Group programmes adhere to the development of a learning experience which is inclusive of all the students studying them to prepare them to the next steps in their academic journey and the world beyond, notably in terms of sustainable development. This encompasses equipping students to be effective self-directed, and reflective learners able to operate competently whether working alone, in groups, face-to-face or through online environments notably the relevant Virtual Learning Environment (VLE).

All assessments are constructively aligned so that they assess what has been taught in the module while also contributing to the Programme Learning Outcomes. In common with other Study Group programmes, the IY2 Medical Sciences develops students' assessment literacy, including academic integrity and effective use of feedback. Skills in this area are developed through a range of formative assessments as outlined in the module specifications. The formative and summative methods embrace assessment *of*, *for* and *as* learning. Checking of assessment questions and marking and moderation of submitted work for UAISC programmes, are handled in the same way as for University of Aberdeen.

Students are provided with the marking criteria for each assessment. Students are also made aware of the University of Aberdeen Assessment criteria, marking system and award classification to allow for ease of transition to the University marking schemes.

In line with the other programmes provided by UAISC students are also advised of the **University of Aberdeen's 2040 Graduate Attributes and Skills**. As it is, these significantly overlap with the values and principles of Study Group's approach to programmes as outlined in this specification.

10 Employability and Sustainability

Recognising that students on the IY2 Medical Sciences programme will proceed to further study rather than directly into employment, UAISC adopts a balanced approach to developing employability. As noted above, relevant skills are embedded in the curriculum as well as teaching and assessment methodologies. This development among students is aided by encouraging their use of reflective learning portfolios.

As with employability, Education for Sustainable Development (ESD) is embedded within the curriculum and student experience in line with Study Group's own **Sustainability Framework**. This connects to the United Nations' 17 Sustainable Development Goals (SDGs) through module learning outcomes and content, pedagogy and authentic assessments.

Refer to Appendix 3 for the competencies for Employability and ESD.

11 Quality Assurance

Study Group's **Learning, Teaching and Assessment (LTA): The Pedagogical Principles and Curricula Design Standards 2023-2024** is the central framework followed by Study Group staff. It is supplemented by Study Group's **Academic Regulations** and the University of Aberdeen's learning, teaching and assessment strategies. Study Group meets the relevant regulatory requirements notably of the UK QAA's **Quality Code for Higher Education**. While the Office for Students (OfS) has no regulatory role in Scotland, attention is paid to its announcements in terms of best practice for student experience.

12 Programme structures:

Note: in the following diagrams, the Academic English Skills (AES) modules which are taught across 3 terms are shown as not carrying any credits. These are dependent modules, thus they do not contribute to the 120 credits that a student attains by passing the programme. However, for visa purposes, on this programme all students **must pass the AES modules**. The time taken, the teaching and assessment for these modules are equivalent to (≡) 1 x 30-credit module.

IY2 Medical Sciences Structure		
Term 1	Term 2	Term 3
Academic English Skills (0 ≡ 30)		
Physiology of Human Cells (20)	Physiology of Human Organ Systems (20)	Research Project Skills (20)
Molecular Biology of the Gene (20)	Microbes (20)	Human Anatomy (20)

IY2 Neuroscience with Psychology Structure		
Term 1	Term 2	Term 3
Academic English Skills (0 ≡ 30)		
Physiology of Human Cells (20)	Physiology of Human Organ Systems (20)	Research Project Skills (20)
Molecular Biology of the Gene (20)	Advanced Psychology A-Concepts and Theory (20)	Advanced Psychology B-Concepts and Theory (20)

13 Admissions Policy and Criteria

The admissions policy and requirements that apply to this programme, including any special admission requirements, are included shown on the relevant section of the ISC's website: https://www.aberdeen-isc.ac.uk/how-to-apply/entry-requirements .

14 Minimum Technological Requirements for this Programme

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later
- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (which is preferred for the best study setting for online study) or, via an outside source, such as one of the University of Aberdeen libraries or study areas.

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.
- SPSS
- LabTutor
- JASP (open source statistics programme)

The University offers all students a complimentary Microsoft account linked to their Study Group email and the SPSS and Lab tutor is available to Students through their link with the university. JASP is available as an open source so is also accessible by all students

15 Support for Learning

- All students will be assigned a Personal Tutor who will function as a referral platform to aid students in attaining the appropriate support student within the Centre and more widely to attain success.
- As part of the Student Experience Team, UAISC has a full-time Student Welfare Officer to address any pastoral challenges students are facing.
- Another member of the Student Experience Team, is a full-time Progress Coach to assist and monitor students who are facing academic challenges. For students requiring them, the Progress Coach will develop personal action plans in collaboration with subject tutors.
- Booster sessions are provided for students who are noted as finding difficulties with their course. Formative assessments help in highlighting students in need of additional academic support.

To support students, UAISC also provides the following:

- The Student Handbook sent to students before the start of the programme.
- On arrival, an induction programme for orientation followed up by check-ins over the course of the programme.
- An introductory session to Libraries and other learning resources at the University of Aberdeen.
- All students to receive guidance from the Centre Director, Module Tutor and/or Personal Tutors on academic issues and progression onto the third year of degree study at the University of Aberdeen (SCQF 8).

Students will be represented through elected student representatives on Staff-Student Liaison Committee (SSLC). In addition, individual students can raise issues via these, their Personal Tutor, or with the Student Experience Team colleagues.

16 Evaluation and Quality Enhancement

UAISC has several methods of monitoring and enhancing academic quality and standards:

- External Examiners for each pathway
- Specialist subject UK QAA reviews and reports; Scottish QAA promotion of enhancement themes
- Centre Enhancement Review
- Quality Assurance and Enhancement Committee (QAEC), with student representation
- Joint Board of Studies
- Module Assessment Boards (MABs) and Programme Assessment Boards (PABs) including External Examiner representation)
- Curriculum Board
- Annual Monitoring Review
- Periodic review at module level through the Curriculum Committee and QAEC
- Student evaluation through the Staff – Student Liaison Group (SSLC) and focus groups
- Student Module Reviews

17a Date of approval/validation or (re)approval/(re)validation	??/??/2025
17b Date of AQAEC approval (or PAVC receipt / approval in the case of Type A / Type B changes)	??/04/2025
17c Programme Specification approval period (5 years unless otherwise specified) *[e.g. from Sept 2019 to Sept 2024]*	5 years

18 Appendices	
Appendix 1	Programme Map
Appendix 2	Assessment Maps – assessment distribution and format map
Appendix 3	Employability and Sustainability competency descriptors
Appendix 4	Constructive Alignment or Learning Outcome mapping with the SCQF Level 8 benchmark statements
Appendix 5	Constructive Alignment or Learning Outcome mapping between module and programme outcomes

Appendix 1: Programme Map

Name of Programme: International Year Two Medical Sciences

The Academic English Skills (AES) modules are dependent modules which while totalling equivalent to 30 credits and must be passed for visa reasons, they do not contribute to students' credits for the programme.

Medical Sciences Pathway

Module Code	Module Title	No. of Credits	Status	Required Prior Study
TBC	Academic English Skills	0 ≡ 30	Core	None
TBC	Physiology of Human Cell	20	Core	None
TBC	Physiology of Human Organ Systems	20	Core	None
TBC	Research Project Skills	20	Core	None
TBC	Molecular Biology of the Gene	20	Core	None
TBC	Microbes	20	Core	None
TBC	Human Anatomy	20	Core	None

Neuroscience with Psychology Pathway

Module Code	Module Title	No. of Credits	Status	Required Prior Study
TBC	Academic English Skills	0 ≡ 30	Core	None
TBC	Physiology of Human Cell	20	Core	None
TBC	Physiology of Human Organ Systems	20	Core	None
TBC	Research Project Skills	20	Core	None
TBC	Molecular Biology of the Gene	20	Core	None
TBC	Advanced Psychology A-Concepts and Theory	20	Core	None
TBC	Advanced Psychology B-Concepts and Theory	20	Core	Advanced Psychology A-Concepts and Theory

Appendix 2: Assessment Map
Name of Programme: International Year Two Medical Sciences

Medical Sciences Pathway

Modules	Assessment 1	Assessment 2
Physiology of Human Cell	Laboratory Report (40%)	Final in-centre, invigilated Exam (60%)
Physiology of Human Organ Systems	Laboratory Report (40%)	Final in-centre, invigilated Exam (60%)
Research Project Skills	Portfolio of Research Skills (100%)	NA*
Molecular Biology of the Gene	Laboratory Report (40%)	Final in-centre, invigilated Exam (60%)
Human Anatomy	Continuous assessment of practical classes (60%)	Final in-centre, invigilated Exam (40%)
Microbes	Practical assessment (50%)	Final in-centre, invigilated Exam (50%)
Academic English Skills (AES)	**CW1 (Reading):** 12.5%, **Listening Exam:** 25%, **Reading Exam:** 12.5%, **Writing Exam:** 12.5%, **CW2 (Speaking):** 12.5%, **CW3 (Writing):** 12.5% - all Exams are in-centre invigilated exams.	

*NA - not applicable

Neuroscience with Psychology Pathway

Modules	Assessment 1	Assessment 2
Physiology of Human Cell	Laboratory Report (40%)	Final in-centre, invigilated Exam (60%)
Physiology of Human Organ Systems	Laboratory Report (40%)	Final in-centre, invigilated Exam (60%)
Research Project Skills	Portfolio of Research Skills (100%)	NA
Molecular Biology of the Gene	Laboratory Report (40%)	Final in-centre, invigilated Exam (60%)
Advanced Psychology A-Concepts and Theory	Essay (40%)	Final in-centre, invigilated Exam (60%)
Advanced Psychology B-Concepts and Theory	Essay (40%)	Final in-centre, invigilated Exam (60%)
Academic English Skills (AES)	**CW1 (Reading):** 12.5%, **Listening Exam:** 25%, **Reading Exam:** 12.5%, **Writing Exam:** 12.5%, **CW2 (Speaking):** 12.5%, **CW3 (Writing):** 12.5% - all Exams are in-centre invigilated exams.	

Appendix 3: Employability and Sustainability Skills
Name of Programme: International Year Two Medical Sciences

Below are the key employability and sustainability skills students will develop as part of their programme.
Note: The descriptors are examples to be used as guidance, not an expected/definitive list.

Employability Skill	Descriptor
A Positive Attitude underpinning all other skills	• Readiness to take part, openness to new ideas and activities, desire to achieve. • Demonstrates personal flexibility and resilience. • Reflects on learning and makes changes. • Acts on and uses peer and tutor feedback to develop skills.
Self-Management	• Readiness to accept responsibility, flexibility, time management, readiness to improve own performance. • Demonstrates initiative and takes action. • Takes responsibility, motivates self to achieve specific goals. • Plans time and resources to successfully work independently or with others to meet outcomes and deadlines
Team Working	• Respecting others, co-operating, negotiating/persuading, contributing to discussion • Works effectively as part of a team to complete research tasks, presentations, specific group tasks /activities • Maintains own/team performance whilst managing other areas of study
Business Awareness (Commercial Awareness)	• Basic understanding of the key drivers for business success and the need to provide customer satisfaction. • Demonstrates and displays innovative/creative solutions to problems or challenges
Problem Solving	• Analysing facts and circumstances and applying creative thinking to develop appropriate solutions • Finds, evaluates and selects appropriate academic research, evidence or information to suit the requirements of the task/or to develop a solution • Imagines, creates, identifies, evaluates and uses materials, information or actions to develop a solution
Communication and Literacy	• Application of literacy: ability to produce clear, structured written work and oral literacy, including listening and questioning • Speaks confidently, presents ideas in a manner appropriate to a given audience, influences and convinces others • Demonstrates persuading, influencing and negotiating skills in a variety of activities/task
Application of Numeracy	• Manipulation of numbers, general mathematical awareness and its application in practical contexts • Demonstrates and displays confidence in the use of numbers, statistics, ratios to evidence research or ideas

Application of Information Technology	• Basic IT skills, including familiarity with word processing, spread sheets, file management and the use of internet search engines • Demonstrates and displays a professional approach to using technology and creating work that meets academic and business principles
Global Citizen	**Descriptor**
Global Mind-set	• Considers wider global influences and understands and respects other cultures, beliefs and values
Global Knowledge	• Builds on business, industry, commercial awareness to include knowledge about global affairs and how global forces shape lives

Sustainability Competency	**A student who displays this competency can:**
Systems thinking competency	• Identify that positive or negative environmental change may arise from economic growth • Identify the interactions between social, economic and environmental systems • Appreciate the root causes of unsustainable development including • environmental, social and economic actions, and their links to cultural considerations
Anticipatory competency (Future thinking)	• Identify risks and uncertainties associated with the transformation of the natural environment • Generate and evaluate different approaches to SD and assess their likely impact, within the context of their own discipline/subject • Be flexible, resourceful and adaptable to fit changing and/or unforeseen circumstances if it is likely to have a positive outcome for SD
Critical thinking competency	• Identify the rationale for encouraging behavioural change, where existing practices are shown to have a negative impact on the human and natural environment • Analyse, synthesise and evaluate data and information and reach well-reasoned conclusions and solutions, testing them against relevant criteria and standards • Demonstrate the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code
Strategic competency	• Identify the root causes of unsustainable development, including environmental, social and economic actions • Develop and implement innovative actions that further SD at the local level and beyond • Undertake reflection on actions and behaviours

Collaboration competency	• Recognise the goals, skills and needs of others as part of successful collaboration • Engage in interdisciplinary discussion to inform their thinking about sustainable futures and seek holistic, creative solutions to problems • Collaborate equitably across gender, ethnicity and other groups
Integrated problem-solving competency	• Describe how aspects of their own area of study contribute to SD and connects to the UN SDGs • Effectively engage with real-life problems relevant to SD • Communicate effectively with others to identify solutions to complex problems
Self-awareness competency	• Identify the wide range of human cultures in existence and understand both the benefits and the challenges that these cultures present for SD • Facilitate and mediate progressive discussions among stakeholders to resolve dilemmas and conflicts • Clarify their own views on ways that SD can be achieved in different local and global communities and circumstances
Normative competency	• Identify practical interventions for sustainability challenges • Debate and explore fairness and justice, including social justice • Engage with and understand different world views

Collecting evidence for Employability and Sustainability Competencies:

- Students should collate evidence throughout their studies to evidence the above competencies.
- The use of an e-Portfolio tool such as Bulb App is recommended for students to store, update and display their evidence. Introductory resources for using Bulb can be found here: https://www.bulbapp.com/u/let-s-get-started~4436

Appendix 4: Constructive Alignment of Programme LOs with SCQF Level 8 benchmark statements
Name of Programme: International Year Two Medical Sciences

Medical Sciences Pathway

Scottish Credit and Qualifications Framework (SCQF) Level 8 Descriptors, 2012	**A Knowledge and Understanding**	**A1.** Describe the fundamental concepts and principles relevant to the areas of study.	**A2.** Analyse key concepts and principles within the context of biomedical sciences.	**A3.** Evaluate qualitative and quantitative data to draw well-informed conclusions applicable to the field.	**A4.** Demonstrate critical awareness of global challenges that impact biomedical sciences.	**B Transferable Skills**	**B1.** Use appropriate techniques and methods to collect and analyse both primary and secondary data.	**B2.** Communicate findings effectively through structured and coherent arguments, aligning with core theories and concepts within biomedical sciences.	**B3.** Demonstrate interpersonal skills, including teamwork, respect for diverse perspectives, and effective time management.	**B4.** Conduct thorough academic and scientific research, ensuring accurately locating, referencing, and presenting relevant materials.
Knowledge and Understanding Demonstrate and/or work with:										
A knowledge of the scope, defining features, and main areas of the subject/discipline/sector.		✓								
Specialist knowledge in some areas.		✓	✓		✓				✓	
A discerning understanding of a defined range of core theories, concepts, principles and terminology.		✓	✓	✓			✓	✓		
awareness and understanding of some major current issues and specialisms.		✓		✓				✓		
awareness and understanding of research and equivalent scholarly/academic processes.		✓	✓	✓	✓		✓	✓		

Practice: Applied Knowledge, Skills And Understanding Apply knowledge, skills and understanding:										
In using a range of professional skills, techniques, practices and/or materials associated with the subject/discipline/sector, a few of which are advanced and/or complex.			✓	✓	✓		✓	✓	✓	
In carrying out routine lines of enquiry, development or investigation into professional level problems and issues.							✓	✓	✓	✓
To adapt routine practices within accepted standards.		✓					✓			
Generic Cognitive Skills										
Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings in a subject/discipline/sector.			✓	✓			✓	✓		✓
Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues.			✓	✓			✓	✓	✓	✓
Communication, ICT And Numeracy Skills Use a wide range of routine skills and some advanced and specialised skills associated with a subject/discipline/sector, for example:										
Convey complex information to a range of audiences and for a range of purposes.								✓	✓	✓
Use a range of standard ICT applications to process and obtain data.									✓	
Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.			✓		✓		✓	✓		✓
Autonomy, Accountability And Working With Others										
Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector.							✓		✓	✓

Exercise managerial responsibility for the work of others within a defined structure.									✓	
Manage resources within defined areas of work.									✓	
Take the lead on planning in familiar or defined contexts.				✓			✓	✓	✓	
Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks.				✓					✓	
Work, under guidance, with others to acquire an understanding of current professional practice.								✓	✓	
Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.							✓		✓	

This table outlines the constructive alignment of Programme Learning Outcomes with the Scottish Credit and Qualifications Framework (SCQF) Level 8 Descriptors benchmark statements. It provides a clear overview of how each Programme Learning Outcome relates to the SCQF Level 8 Descriptors, ensuring that the programme adequately prepares learners in line with the framework's expectations.

Neuroscience with Psychology Pathway

IY2 Neuroscience with Psychology										
Programme Learning Outcomes	**A Knowledge and Understanding**	**A1.** Describe the fundamental concepts and principles relevant to the areas of study.	**A2.** Analyse key concepts and principles within the context of psychology and biomedical sciences.	**A3.** Evaluate qualitative and quantitative data to draw well-informed conclusions applicable to the field.	**A4.** Demonstrate critical awareness of global challenges that impact psychology and biomedical sciences.	**B Transferable Skills**	**B1.** Use appropriate techniques and methods to collect and analyse both primary and secondary data.	**B2.** Communicate findings effectively through structured and coherent arguments, aligning with core theories and concepts within psychology and biomedical sciences.	**B3.** Demonstrate interpersonal skills, including teamwork, respect for diverse perspectives, and effective time management.	**B4**. Conduct thorough academic and scientific research, ensuring accurately locating, referencing, and presenting relevant materials.
Academic English *Module Learning Outcomes*										
KU1: Read with a large degree of independence, using effective reading			✓							

strategies to identify the main lines of argument in academic texts and find specific information										
KU2: Express themselves clearly using a range of language and some complex sentence forms, with appropriate style and register realised.		✓			✓			✓		
KU3: Follow and take effective notes on the essentials of lectures, talks, reports and other forms of academic/professional presentation which are propositionally and linguistically complex.			✓	✓			✓	✓		
SS4: Write an essay systematically developing an argument with appropriate highlighting of significant points and relevant supporting information, and synthesising information and arguments from a number of sources.		✓			✓			✓		
KS6 [sic]: Interpret, evaluate and present relevant information and ideas.			✓	✓				✓		
KS7: Contribute, account for and sustain their opinions in presentations and discussions by providing relevant explanations, arguments and comments.		✓		✓	✓			✓		
KS8: Research and plan written tasks effectively, identifying and incorporating reliable and relevant source materials.				✓	✓		✓	✓		✓
Molecular Biology of the Gene *Module Learning Outcomes*										
KU1: Identify the structure and organisation of genetic material, including DNA replication,		✓								

chromosomal organisation, gene expression, RNA processing and translation in both prokaryotic and eukaryotic cells. (A1)										
KU2: Describe the regulation of protein targeting, processing, and turnover within the cell. (A1)		✓								
KU3: Discuss the mechanisms of cell signalling and signal transduction in response to environmental cues. (A2)			✓							
KU4: Identify the appropriate use and application of key molecular biology techniques. (A3)				✓						
TS1: Apply critical reading and analytical skills to interpret data generated using molecular biology techniques. (B1)							✓			
TS2: Explain complex ideas in writing, showcasing clarity and organisation in scientific contexts. (B2)								✓		
Physiology of Human Organ Systems *Module Learning Outcomes*										
KU1: Identify the main components of major human organ systems, including cardiovascular, respiratory, renal, digestive, and reproductive systems. (A1)		✓								
KU2: Describe the physiological mechanisms that regulate organ function and allow adaptation to changing internal and external conditions. (A2)			✓							
KU3: Explain how energy production at the organ level, including fatty acid breakdown and oxidative phosphorylation,				✓						

supports organ system functions. (A3)										
KU4: Evaluate the impact of basic pathophysiological conditions on the function and integration of organ systems. (A2)			✓							
TS1: Apply problem-solving skills to interpret physiological data and identify patterns related to normal and abnormal organ system functions. (B1)							✓			
TS2: Convey understanding of practical skills in written format. (B2)								✓		
Research Project Skills *Module Learning Outcomes*										
KU1: Identify and perform essential research skills, including basic statistical analysis and data interpretation. (A1)		✓								
KU2: Describe the process of hypothesis formulation and its application in scientific research. (A2)			✓							
KU3: Analyse various types of scientific data and choose appropriate presentation methods for research findings. (A3)				✓						
KU4: Explain the ethical considerations involved in conducting research, with a focus on data integrity and responsible reporting. (B4)										✓
TS1: Communicate research findings effectively in a written format. (B2)								✓		
TS1: Apply knowledge acquired from self-directed learning to presenting a project in an oral format. (A4)					✓					
Molecular Biology of the Gene *Module Learning Outcomes*										
KU1: Identify the structure and organisation of		✓								

genetic material, including DNA replication, chromosomal organisation, gene expression, RNA processing and translation in both prokaryotic and eukaryotic cells.										
KU2: Describe the regulation of protein targeting, processing, and turnover within the cell.		✓								
KU3: Discuss the mechanisms of cell signalling and signal transduction in response to environmental cues.			✓							
KU4: Identify the appropriate use and application of key molecular biology techniques.				✓						
TS1: Apply critical reading and analytical skills to interpret data generated using molecular biology techniques.							✓			
TS2: Explain complex ideas in writing, showcasing clarity and organisation in scientific contexts.								✓		
Human Anatomy *Module Learning Outcomes*										
KU1: Describe the location, main components, and functional significance of the major systems in specific body regions.		✓								
KU2: Identify anatomical planes, relations, and the major anatomical components of the human body.			✓							
KU3: Explain the functional and clinical importance of key anatomical structures in the regions studied, including the use of radiographic images to understand spatial relationships.			✓							
KU4: Recognise variations in human					✓					

anatomical structure and their relation to anatomical abnormalities.										
TS1: Demonstrate effective skills through structured practical and theoretical studies.							✓			
TS2: Apply problem-solving to support anatomical learning.								✓		
Microbes *Module Learning Outcomes*										
KU1: Describe the diversity, classification, pathogenicity, and genetics of microbes. (A1)		✓								
KU2: Explain microbial roles in the environment, industry, and health, with a focus on pathogenicity and infection mechanisms. (A2)			✓							
KU3: Identify key components of the immune system and describe how they respond to microbial invaders. (A1)		✓								
KU4: Interpret experimental data in written format.(A2)			✓							
TS1: Apply basic microbiological techniques, including aseptic handling, culture, and staining of microorganisms, ensuring lab safety and accuracy. (B3)									✓	
TS2: Demonstrate effective written communication of scientific findings. (B2)								✓		
Advanced Psychology A - Concepts and Theory *Module Learning Outcomes*										
KU1: Describe fundamental principles relating to key themes within Psychology: Language & Cognition, Individual Differences & Personality, and Perception (A1).		✓								
KU2: Identify and analyse connections between psychological research and			✓							

psychological theory (A2).										
KU3: Critically evaluate relevant research findings, their design and impact on the development of psychological theory (A3).				✓						
TS1: Construct and effectively communicate coherent conclusions about a key question in psychology (B2).								✓		
TS: Identify appropriate literature to investigate a key question in psychology (B4).										✓
Advanced Psychology B-Concepts and Theory *Module Learning Outcomes*										
KU1: Describe fundamental principles relating to key themes within Psychology: Neuroscience, Social Psychology and Developmental Psychology (A1).		✓								
KU2: Identify and analyse connections between psychological research and psychological theory (A2).			✓							
KU3: Critically evaluate relevant research findings, their design and impact on the development of psychological theory (A3).				✓						
TS1: Construct and effectively communicate coherent conclusions about a key question in psychology (B2)								✓		
TS2: Identify appropriate literature to investigate a key question in psychology (B4).										✓

Appendix 5: Constructive Alignment of Module Learning Outcomes with Programme Learning Outcomes
Name of Programme: International Year Two Medical Sciences

IY2 Medical Sciences										
Programme Learning Outcomes	**A Knowledge and Understanding**	**A1.** Describe the fundamental concepts and principles relevant to the areas of study.	**A2.** Analyse key concepts and principles within the context of biomedical sciences.	**A3.** Evaluate qualitative and quantitative data to draw well-informed conclusions applicable to the field	**A4.** Demonstrate critical awareness of global challenges that impact biomedical sciences.	**B Transferable Skills**	**B1.** Use appropriate techniques and methods to collect and analyse both primary and secondary data.	**B2.** Communicate findings effectively through structured and coherent arguments, aligning with core theories and concepts within biomedical sciences.	**B3.** Demonstrate interpersonal skills, including teamwork, respect for diverse perspectives, and effective time management.	**B4.** Conduct thorough academic and scientific research, ensuring accurately locating, referencing, and presenting relevant materials.
Academic English *Module Learning Outcomes*										
KU1: Read with a large degree of independence, using effective reading strategies to identify the main lines of argument in academic texts and find specific information			✓							
KU2: Express themselves clearly using a range of language and some complex sentence forms, with appropriate style and register realised.		✓			✓			✓		
KU3: Follow and take effective notes on the essentials of lectures, talks, reports and other forms of academic/professional presentation which are propositionally and linguistically complex.			✓	✓			✓	✓		
SS4: Write an essay systematically developing an argument with appropriate highlighting of significant points and relevant supporting information, and		✓			✓			✓		

synthesising information and arguments from a number of sources.										
KS6 [sic]: Interpret, evaluate and present relevant information and ideas.			✓	✓				✓		
KS7: Contribute, account for and sustain their opinions in presentations and discussions by providing relevant explanations, arguments and comments.		✓		✓	✓			✓		
KS8: Research and plan written tasks effectively, identifying and incorporating reliable and relevant source materials.				✓	✓		✓	✓		✓
Physiology of Human Cells *Module Learning Outcomes*										
KU1: Identify the main components of major human organ systems, including cardiovascular, respiratory, renal, digestive, and reproductive systems (A1)		✓								
KU2: Describe the physiological mechanisms that regulate organ function and allow adaptation to changing internal and external conditions. (A2)			✓							
KU3: Explain how energy production at the organ level, including fatty acid breakdown and oxidative phosphorylation, supports organ system functions. (A3)				✓						
KU4 Evaluate the impact of basic pathophysiological conditions on the function and integration of organ systems. (A2)			✓							
TS1: Apply problem-solving skills to interpret physiological data and identify							✓			

patterns related to normal and abnormal organ system functions. (B1)										
TS2: Convey understanding of practical skills in written format. (B2)								✓		
Physiology of Human Organ Systems *Module Learning Outcomes*										
KU1: Identify the main components of major human organ systems, including cardiovascular, respiratory, renal, digestive, and reproductive systems. (A1)		✓								
KU2: Describe the physiological mechanisms that regulate organ function and allow adaptation to changing internal and external conditions. (A2)			✓							
KU3: Explain how energy production at the organ level, including fatty acid breakdown and oxidative phosphorylation, supports organ system functions. (A3)				✓						
KU4: Evaluate the impact of basic pathophysiological conditions on the function and integration of organ systems. (A2)			✓							
TS1: Apply problem-solving skills to interpret physiological data and identify patterns related to normal and abnormal organ system functions. (B1)							✓			
TS2: Convey understanding of practical skills in written format. (B2)								✓		
Research Project Skills *Module Learning Outcomes*										
KU1: Identify and perform essential research skills, including basic statistical analysis and		✓								

data interpretation. (A1)										
KU2: Describe the process of hypothesis formulation and its application in scientific research. (A2)			✓							
KU3: Analyse various types of scientific data and choose appropriate presentation methods for research findings. (A3)				✓						
KU4: Explain the ethical considerations involved in conducting research, with a focus on data integrity and responsible reporting. (B4)										✓
TS1: Communicate research findings effectively in a written format. (B2)								✓		
TS1: Apply knowledge acquired from self-directed learning to presenting a project in an oral format. (A4)					✓					
Molecular Biology of the Gene *Module Learning Outcomes*										
KU1: Identify the structure and organisation of genetic material, including DNA replication, chromosomal organisation, gene expression, RNA processing and translation in both prokaryotic and eukaryotic cells. (A1)		✓								
KU2: Describe the regulation of protein targeting, processing, and turnover within the cell. (A1)		✓								
KU3: Discuss the mechanisms of cell signalling and signal transduction in response to environmental cues. (A2)			✓							
KU4: Identify the appropriate use and application of key molecular biology techniques. (A3)				✓						

TS1: Apply critical reading and analytical skills to interpret data generated using molecular biology techniques. (B1)							✓			
TS2: Explain complex ideas in writing, showcasing clarity and organisation in scientific contexts. (B2)								✓		
Human Anatomy *Module Learning Outcomes*										
KU1: Describe the location, main components, and functional significance of the major systems in specific body regions. (A1)		✓								
KU2: Identify anatomical planes, relations, and the major anatomical components of the human body. (A2)			✓							
KU3: Explain the functional and clinical importance of key anatomical structures in the regions studied, including the use of radiographic images to understand spatial relationships. (A2)			✓							
KU4: Recognise variations in human anatomical structure and their relation to anatomical abnormalities. (A4)					✓					
TS1: Demonstrate effective skills through structured practical and theoretical studies. (A1)							✓			
TS2: Apply problem-solving to support anatomical learning. (B2)								✓		
Microbes *Module Learning Outcomes*										
KU1: Describe the diversity, classification, pathogenicity, and genetics of microbes. (A1)		✓								
KU2: Explain microbial roles in the environment, industry, and health, with a focus on			✓							

pathogenicity and infection mechanisms. (A2)										
KU3: Identify key components of the immune system and describe how they respond to microbial invaders. (A1)		✓								
KU4: Interpret experimental data in written format. (A2)			✓							
TS1: Apply basic microbiological techniques, including aseptic handling, culture, and staining of microorganisms, ensuring lab safety and accuracy. (B3)									✓	
TS2: Demonstrate effective written communication of scientific findings. (B2)								✓		

Template Version Control

Template Source	Curriculum Office		
Authorised to approve	Quality Assurance and Enhancement (QAE) Office		
Version	**Date approved**	**Update by**	**Details**
1	12/02/2022	CO	Unknown

A dynamic table of contents was introduced 27/02/2025 for document practicality.

Study Group ISCs (UK & Ireland)
Module Specifications

MODULE SPECIFICATION

Partner HEI	University of Aberdeen
ISC/IC	University of Aberdeen International Study Centre (UAISC)
Programme / Pathway	International Year Two in Medical Sciences / Medical Sciences/Neuroscience with Psychology
Module Title	Physiology of Human Cells

Module Code	**Credit Equivalence**
TBC	20

Delivery Mode	Face to Face
Delivery Location(s)	University of Aberdeen International Study Centre (UAISC)

Level:
SCQF Level 8
Required prior study or pre-requisites:
None
Co-requisites:
None

Context/Rationale:

This module is designed to provide a comprehensive overview of the physiological processes at the cellular level within the human body, focusing on understanding how cells maintain homeostasis and contribute to overall organism function. Through exploring the physiology of specialised cells, such as nerve and muscle cells, and delving into the intricacies of cellular metabolism and energy production, students will gain a deep understanding of the cellular basis of human life. This module combines aspects of biochemistry, molecular biology, and physiology to explore how cells communicate, how metabolic processes are regulated, and how these processes affect the human body's function at a systemic level.

Aims:

The overall aims of the module are to:

- Introduce the core concepts of cellular physiology, including cellular metabolism and homeostasis.
- Explore the specialised functions of nerve and muscle cells.
- Provide an understanding of energy production pathways and cell signalling mechanisms.
- Develop practical skills related to analysing cellular functions and metabolism.

Learning Outcomes:

On successful completion of the module, students will be able to:

Knowledge and Understanding

1. Identify the structure and key functions of nerve and muscle cells in maintaining cellular homeostasis. (A1)
2. Describe cellular metabolic pathways, including carbohydrate, fat, and protein metabolism, and explain their roles in energy production. (A2)
3. Explain the processes involved in membrane potential and action potential generation in nerve cells and their significance in cellular communication. (A3)
4. Analyse cell-cell signalling mechanisms and the role of neuro-endocrine integration in coordinating cellular responses. (A2)

Transferable Skills

5. Apply practical laboratory skills to observe and analyse cellular functions, demonstrating accuracy in data collection and interpretation. (B1)
6. Communicate complex cellular processes effectively through a written report by adapting technical language to suit different audiences. (B2)

Indicative Content:

Indicative Topics	
1	Introduction to Human Physiology and Homeostasis
2	Physiology of the Cell with a Focus on Nerve and Muscle Cells
3	Cellular Metabolism: Carbohydrate, Fat, and Protein Metabolism
4	Energy Production: Glycolysis, Citric Acid Cycle
5	Metabolic Pathways: Glycogen Synthesis, Pentose Phosphate Pathway
6	Cell-Cell Signalling and Neuro-Endocrine Integration
7	Enzyme Function in Cellular Metabolism and Regulation
8	Membrane Potentials and Action Potentials in Nerve Cells
9	Reflexes and CNS Control of Movement
10	Physiology and Pharmacology of the Autonomic Nervous System
11	Sensory Information: Transduction and CNS Processing
12	Blood Composition and Immune Function

Learning, Teaching and Assessment Strategy:

This module is designed in alignment with the Study Group Learning, Teaching, and Assessment Framework (LTAF) with flexibility and inclusivity in mind, following the Universal Design for Learning (UDL) principles. Teaching methods are adaptable, allowing instructors to use a range of approaches to best meet students' needs. The primary format is face-to-face seminars. Through this student-centred approach, students are supported in becoming independent and confident learners. This is achieved through a mix of one-on-one support, small-group activities, and larger group sessions, catering to diverse learning preferences.

The learning strategy focuses on collaborative and problem-based learning, where students work together to explore key topics such as cell physiology, metabolic pathways, and cellular signalling. Group discussions encourage students to actively engage with complex biological concepts, applying what they've learned to practical examples. This hands-on, interactive approach not only strengthens their understanding but also helps them build essential skills in teamwork, problem-solving, and self-directed learning.

To ensure a welcoming and supportive environment, the module integrates principles of equality, diversity, and inclusion (EDI). This includes:

- Creating accessible materials that work with assistive technologies (e.g., screen readers).
- Avoiding external content inaccessible to students in some countries.

- Providing subtitles and/or transcripts for video and audio materials.
- Including diverse perspectives in course content, helping all students connect with and feel represented in the material.

Students are encouraged to use the extensive online resources available through the Virtual Learning Environment (VLE). This platform supports classroom learning and promotes independent study, helping students develop self-directed learning skills that are valuable for both their academic and future professional lives.

The Physiology of Human Cells module also emphasises sustainability and employability skills. Students will explore topics like energy production and cellular homeostasis through case studies that encourage sustainable practices and ethical thinking in science. They will develop essential skills such as critical thinking, data interpretation, and effective communication, preparing them for success in the modern scientific workforce.

Throughout the module, there is a strong emphasis on academic integrity and online safety. Early on, students are informed about the importance of academic honesty, plagiarism prevention, and ethical research practices. This foundational knowledge supports them in maintaining high standards of academic integrity throughout their studies.

This comprehensive approach ensures that students gain a deep understanding of human cellular physiology, alongside the skills and ethical awareness needed for their future careers in science and healthcare.

In alignment with the LTAF, the assessment strategy for this module is designed to promote a comprehensive understanding of cellular physiology and develop skills that will support students in both academic and professional settings. The approach integrates Assessment for Learning, Assessment as Learning, and Assessment of Learning to ensure students are fully prepared for the summative assessments.

Assessment for Learning
Assessment for Learning activities are embedded throughout the module to provide students with formative feedback and guide their learning process. Examples include:

- **Weekly Quizzes:** Following each lecture topic, students complete a short quiz covering key concepts, such as cellular metabolism and membrane potentials. This allows students to check their understanding and identify areas for further study.
- **Laboratory Practicals:** Practical sessions offer hands-on experience with cellular physiology, such as observing metabolic reactions and nerve cell signalling. These sessions include immediate feedback from instructors on students' practical skills and data analysis, helping them improve their techniques and scientific understanding.

These activities help students build knowledge progressively, receive feedback on their strengths and weaknesses, and develop skills needed for the final assessments.

Assessment as Learning
Assessment as Learning encourages students to self-monitor their understanding and take responsibility for their learning. Specific examples include:

- **Reflective Learning Logs:** Students maintain a log throughout the module to reflect on their understanding of complex topics such as enzyme function in cellular metabolism. They note challenges, strategies for improvement, and insights gained from formative feedback.
- **Peer Discussion Groups:** After completing certain topics, students discuss key concepts in small groups, helping them refine their understanding of cellular communication and action

potentials by explaining these processes to peers. This activity encourages active engagement and collaborative learning.

These activities allow students to self-assess, deepen their understanding, and strengthen problem-solving skills essential for the module.

Assessment of Learning

Summative assessments evaluate students' comprehensive understanding of the module's content and their ability to apply practical skills. The summative assessments include:

- **Lab Report (40%)**

The Lab Report assesses students' ability to apply practical laboratory skills, observe cellular functions, and interpret experimental data accurately. Students will conduct experiments related to key topics, such as membrane potential, enzyme function in cellular metabolism, and cell-cell signalling. The report will evaluate their skills in data collection, analysis, and communication of findings in a structured, scientific format.

- **Final invigilated in-centre Exam (60%)**

The Final Exam assesses students' comprehensive understanding of module content, including theoretical knowledge of cellular physiology, energy production, and cell signalling. This exam consists of multiple-choice, short-answer, and essay-style questions, allowing students to demonstrate both foundational knowledge and critical thinking by applying concepts across different areas of cell physiology.

Throughout the module, students are supported with formative activities such as weekly quizzes, reflective learning logs, and peer discussions. Regular laboratory practical classes give students hands-on experience with experimental techniques relevant to the Lab Report, with feedback provided by instructors to reinforce correct methodology and improve accuracy. The use of quizzes and discussions reinforces theoretical understanding, preparing students for the Final Exam by covering foundational and complex topics incrementally.

This assessment approach ensures students are well-prepared to meet the learning outcomes and develop skills that are essential for further studies in biomedical sciences and related fields.

Diet of assessments	Assessment weighting (%)	Duration/Words	Indicative time	Learning outcomes covered
Lab Report	40%	1000 words	Week 7	5, 6
Final invigilated in-centre Exam	60%	1.5 hours	Week 10	1,2,3,4

To ensure academic integrity, students must confirm the authenticity of their work when submitting it. A minimum score of 40% (module total) is required to pass the module, but progression requirements vary depending on the student's chosen path. Students will have the opportunity to resit any failed summative assessments.

Learning, Teaching and Assessment Activities	Study Hours
Face to Face Sessions	36
Practical class	12
Asynchronous Learning including Formative assessments	36
Summative Assessments	40

Independent study	76
TOTAL	**200**

Indicative reading and other learning resources:

Key Texts and Recommended Reading:

- Silverthorn, D.U., *Human Physiology: An Integrated Approach*, 8th Edition, (2020), Pearson. ISBN 978-1-292-25954-3.
- Alberts, B. et al., *Molecular Biology of the Cell*, 7th Edition, (2022), Garland. ISBN 978-0393884852.
- Berg, J.M., Tymoczko, J.L., & Stryer, L., *Biochemistry*, 9th Edition, (2019) Freeman. ISBN 978-1319114657.
- Nelson, D.L., & Cox, M.M., *Lehninger Principles of Biochemistry*, 8th Edition, (2021), Freeman. ISBN 978-1319228002.
- Lodish, H. et al., *Molecular Cell Biology*, 9th Edition, (2021), Macmillan Learning. ISBN 978-0716743663.
- Lehninger, A.L., *Principles of Biochemistry*, (2000) - earlier editions relevant.

A list of further specific reading for each topic is available to students on the VLE.

Minimum Technological Requirements:

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later
- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or, via an outside source, such as the library or University study areas

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.

Note, that the University provides much of the software listed above (and more), and students should check the freely available software before making any purchases.

Approval and Review Dates:

Date of approval:

Date of revision: **Section:**

Template Version Control

Template Source	Curriculum Office		
Authorised to approve	Quality Office		
Version	**Date approved**	**Update by**	**Details**
1	Unknown	CO	Unknown
2			

Study Group ISCs (UK & Ireland)
MODULE SPECIFICATION

Partner HEI	University of Aberdeen
ISC/IC	University of Aberdeen International Study Centre (UAISC)
Programme / Pathway	International Year Two in Medical Sciences / Medical Sciences/Neuroscience with Psychology
Module Title	Molecular Biology of the Gene

Module Code	**Credit Equivalence**
TBC	20

Delivery Mode	Face to Face
Delivery Location(s)	University of Aberdeen International Study Centre (UAISC)

Level:
SCQF Level 8
Required prior study or pre-requisites:
None
Co-requisites:
None

Context/Rationale:

This module, targeted at IY2 Medical Sciences students, delves into the intricate mechanisms of genetic information management within cellular systems. It is tailored to provide a foundational yet comprehensive exploration of molecular biology, focusing on the encoding, decoding, and regulation of genetic material. By understanding these processes, students will grasp the critical role genetics play in human development and the nuanced ways in which genetic variations can influence disease susceptibility.

Aims:

The overall aims of the module are to:

- Establish a core understanding of the molecular biology of the cell, including key cellular processes that interact to maintain a functional state.
- Explore how molecular interactions such as protein-protein and nucleic acid-protein interactions regulate cellular activities.
- Introduce students to techniques used in molecular biology research, preparing them for more advanced studies.

Learning Outcomes:

On successful completion of the module, students will be able to

Knowledge and Understanding

1. Identify the structure and organisation of genetic material, including DNA replication, chromosomal organisation, gene expression, RNA processing and translation in both prokaryotic and eukaryotic cells. (A1)
2. Describe the regulation of protein targeting, processing, and turnover within the cell. (A1)

3. Discuss the mechanisms of cell signalling and signal transduction in response to environmental cues. (A2)
4. Identify the appropriate use and application of key molecular biology techniques. (A3)

Transferable Skills

5. Apply critical reading and analytical skills to interpret data generated using molecular biology techniques. (B1)
6. Explain complex ideas in writing, showcasing clarity and organisation in scientific contexts. (B2)

Indicative Content:

	Indicative Topics
1	Nucleic Acids: DNA Structure, Replication, and Repair
2	Growth and Cell Cycle
3	Transcription Mechanisms and Regulation
4	RNA Processing and Translation
5	Protein Trafficking and Turnover
6	Membranes and Signal Transduction
7	Polymerase chain reaction
8	Gel electrophoresis
9	Gene cloning

Learning, Teaching and Assessment Strategy:

This module is designed in alignment with the Study Group Learning, Teaching, and Assessment Framework (LTAF) with flexibility and inclusivity, following the Universal Design for Learning (UDL) principles. Teaching methods are adaptable to meet diverse learning needs, with face-to-face seminars as the primary format. This approach promotes student independence and confidence by offering a combination of individual support, small group activities, and larger group sessions to cater to various learning styles.

Collaborative and problem-based learning methods are central to this module. Students work together to explore key topics, such as DNA structure and replication, cell cycle regulation, transcription mechanisms, and protein trafficking. Through group discussions and hands-on exercises, students actively engage with complex biological concepts, applying their knowledge to practical examples. This interactive approach deepens understanding and builds essential skills in teamwork, problem-solving, and self-directed learning.

To create an inclusive and supportive learning environment, the module incorporates principles of equality, diversity, and inclusion (EDI) by:

- Providing accessible materials compatible with assistive technologies, such as screen readers.
- Avoiding the use of external content that may not be universally accessible.
- Including subtitles or transcripts for audio-visual resources.
- Integrating diverse perspectives to ensure all students feel represented and valued.

Students are encouraged to utilise the extensive online resources available through the Virtual Learning Environment (VLE). This digital platform supports classroom learning and promotes independent study, helping students develop self-directed learning skills essential for academic and professional success.

The module also integrates sustainability and employability skills. Topics such as gene regulation and cellular signalling pathways are explored through case studies, promoting ethical thinking and sustainable practices in scientific research. Students develop essential skills in critical thinking, data interpretation, and effective scientific communication, preparing them for future roles in the biomedical sciences.

Academic integrity and online safety are emphasised throughout the module. From the start, students receive guidance on avoiding plagiarism, maintaining ethical research standards, and practising academic honesty, providing a solid foundation for upholding high academic standards throughout their studies. This strategy ensures that students gain a comprehensive understanding of molecular biology concepts, along with the skills and ethical awareness needed for their careers in the biological sciences.

In alignment with the Learning teaching and Assessment Framework, the assessment strategy for this module supports student learning through Assessment for Learning, Assessment as Learning, and Assessment of Learning. This approach ensures students build foundational knowledge and develop analytical and practical skills necessary for understanding molecular biology processes.

Assessment for Learning
Assessment for Learning activities are designed to provide continuous feedback to students, helping them understand complex topics and refine their skills. Examples include:

- **Weekly Problem-Solving Exercises:** Each week, students complete exercises on the core topics associated with the weekly theme, such as DNA replication, gene expression, and protein trafficking. These exercises help them test their understanding and identify areas needing improvement. Feedback from instructors reinforces their learning and guides their study.
- **Laboratory Workshops:** During laboratory sessions, students engage in activities such as DNA extraction, transcription analysis, and protein synthesis simulations. Instructors provide real-time feedback on students' lab techniques and data analysis, preparing them for the summative Lab Report.

These activities ensure students continuously build their knowledge and skills, with regular feedback to reinforce key concepts.

Assessment as Learning
Assessment as Learning promotes self-reflection and encourages students to take responsibility for their learning. Specific examples include:

- **Case studies:** Throughout the Module the students will use case studies to discuss key areas of research and innovation in molecular biology such as gene therapy, genetics and sport, and inheritability.
- **Peer Study Groups:** Students work in small groups to discuss challenging topics, such as transcription regulation and protein turnover. These sessions encourage collaborative learning, allowing students to clarify misunderstandings and reinforce their knowledge by explaining concepts to their peers.

These activities promote self-assessment and foster active engagement with the module content.

Assessment of Learning
The summative assessments evaluate students' comprehensive understanding of molecular biology and their ability to apply practical and theoretical knowledge. This module includes two summative assessments:

- **Lab Report (40%)**

The Lab Report assesses students' practical skills in molecular biology techniques and their ability to analyse experimental data. In this report, students document their observations and data from

lab sessions on topics like nucleic acid extraction, polymerase chain reaction, DNA replication and transcription mechanisms. Students will interpret results, apply theoretical knowledge, and communicate their findings in a structured, scientific format.

- **Final invigilated in-centre Exam (60%)**

The Final Exam assesses students' overall understanding of the module, including theoretical knowledge on DNA structure, cell cycle, and signal transduction. The exam consists of a combination of multiple-choice, short-answer, and essay questions, testing the students' ability to integrate and apply knowledge across all topics.

Throughout the module, formative assessments support students in preparing for the Lab Report and Final Exam:

- **Lab Sessions with Formative Feedback:** Practical sessions provide hands-on experience and feedback that directly prepares students for the Lab Report by building their competency in molecular biology techniques and data interpretation. Exemplar data will be provided for students to review and discuss.
- **Weekly Problem-Solving Exercises and Group Discussions:** These activities reinforce theoretical understanding, helping students consolidate their knowledge and apply it effectively in the Final Exam.

This assessment strategy ensures that students are well-prepared for the summative assessments and promotes deep learning and skill development in molecular biology.

Diet of assessments	Assessment weighting (%)	Duration/Words	Indicative time	Learning outcomes covered
Laboratory report	40%	1250	Week 8	4, 6
Final invigilated in-centre exam	60%	1.5 hours	Week 10	1, 2, 3, 5

To ensure academic integrity, students must confirm the authenticity of their work when submitting it. A minimum score of 40% for each summative component is required to pass the module, but progression requirements vary depending on the student's chosen path. Students will have the opportunity to re-sit any failed summative assessments.

Learning, Teaching and Assessment Activities	Study Hours
Face to Face Sessions	36
Practical classes	12
Asynchronous Learning including Formative assessments	36
Summative Assessments	40
Independent study	76
TOTAL	**200**

Indicative reading and other learning resources:

Key Texts and Recommended Reading:

- Lodish, H. et al., *Molecular Cell Biology*, 9th Edition, (2021), Macmillan Learning. ISBN 978-0716743663.
- Alberts, B. et al., *Molecular Biology of the Cell*, 7th Edition, (2022), Garland. ISBN 978-0393884852.

- Berg, J.M., Tymoczko, J.L., & Stryer, L., *Biochemistry*, 9th Edition, (2019) Freeman. ISBN 978-1319114657.
- Nelson, D.L., & Cox, M.M., *Lehninger Principles of Biochemistry*, 8th Edition, (2021), Freeman. ISBN 978-1319228002.
- Latchman, D., *Gene regulation: a eukaryotic perspective*, 2nd Edition (1995), Kluwer Academic Publishers.

A list of further specific reading for each topic is available to students on the VLE.

Minimum Technological Requirements:

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later
- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or, via an outside source, such as the library or University study areas

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.

Note, that the University provides much of the software listed above (and more), and students should check the freely available software before making any purchases.

Approval and Review Dates:

Date of approval:

Date of revision: **Section:**

Template Version Control

Template Source	Curriculum Office
Authorised to approve	Quality Office

Version	Date approved	Update by	Details
1	Unknown	CO	Unknown
2			

Study Group ISCs (UK & Ireland)
MODULE SPECIFICATION

Partner HEI	University of Aberdeen
ISC/IC	University of Aberdeen International Study Centre (UAISC)
Programme / Pathway	International Year Two in Medical Sciences / Medical Sciences/ Neuroscience with Psychology
Module Title	Physiology of Human Organ Systems

Module Code	**Credit Equivalence**
TBC	20

Delivery Mode	Face to Face
Delivery Location(s)	University of Aberdeen International Study Centre (UAISC)

Level:
SCQF Level 8
Required prior study or pre-requisites:
None
Co-requisites:
None

Context/Rationale:

This module is designed for second-year students specialising in IY2 Medical Sciences focusing on the comprehensive study of human physiology with a critical analysis of organ systems. The module aims to equip students with a profound understanding of how human organ systems function, their adaptations, and interactions to maintain homeostasis, and the consequences of physiological disruptions.

Aims:

The overall aims of the module are to:

- Develop a comprehensive understanding of the physiological roles and integration of major organ systems.
- Examine the control mechanisms that regulate organ functions in response to internal and external changes.
- Study the metabolic needs of organ systems and their roles in energy production.
- Introduce basic pathophysiological concepts related to organ dysfunction.

Learning Outcomes:

On successful completion of the module, students will be able to

Knowledge and Understanding

1. Identify the main components of major human organ systems, including cardiovascular, respiratory, renal, digestive, and reproductive systems. (A1)
2. Describe the physiological mechanisms that regulate organ function and allow adaptation to changing internal and external conditions. (A2)

3. Explain how energy production at the organ level, including fatty acid breakdown and oxidative phosphorylation, supports organ system functions. (A3)
4. Evaluate the impact of basic pathophysiological conditions on the function and integration of organ systems. (A2)

Transferable Skills

5. Apply problem-solving skills to interpret physiological data and identify patterns related to normal and abnormal organ system functions. (B1)
6. Convey understanding of practical skills in written format. (B2)

Indicative Content:

	Indicative Topics
1	Overview of Major Body Organs and Systems
2	Adaptation to Changing Circumstances and Control Mechanisms
3	Heart Physiology: Nutrition and Oxygen Supply
4	Respiratory Physiology: Gas Exchange and Oxygenation
5	Energy Production at the Organ Level: Fatty Acid Breakdown, Oxidative Phosphorylation
6	Renal Physiology: Fluid Balance and Filtration
7	Digestive System: Nutrition, Enzyme Function, and Metabolism
8	Reproductive System Physiology
9	Integration of Organ Systems and Homeostasis
10	Pathophysiology: When Things Go Wrong

Learning, Teaching and Assessment Strategy:

This module is designed in alignment with the Study Group Learning, Teaching, and Assessment Framework (LTAF) and follows a flexible and inclusive design, guided by Universal Design for Learning (UDL) principles. Teaching methods are adaptable to accommodate diverse learning needs, with a primary focus on face-to-face seminars. This approach supports students in becoming independent, confident learners through a combination of individual support, small group activities, and larger group sessions tailored to different learning styles.

The module uses collaborative and problem-based learning strategies to explore key topics, such as organ system physiology, energy production at the organ level, and the integration of systems to maintain homeostasis. Students work together to analyse complex concepts, applying their knowledge to real-world examples. This interactive, hands-on approach not only enhances understanding but also helps students develop teamwork, problem-solving, and self-directed learning skills.

To create a supportive and inclusive environment, the module embeds principles of equality, diversity, and inclusion (EDI) by:

- Providing accessible materials compatible with assistive technologies like screen readers.
- Avoiding external content that may not be accessible to all students.
- Including subtitles or transcripts for audio-visual content.
- Integrating diverse perspectives to ensure all students feel represented.

Students are encouraged to use online resources available through the Virtual Learning Environment (VLE), which complements classroom learning and promotes independent study, helping them build essential self-directed learning skills for future academic and professional success.

The module also integrates sustainability and transferable skills. The principles of sustainable healthcare and the ethical considerations in biomedical science research will be examined through case studies within problem-based learning activities and integrated into laboratory sessions. Students develop critical skills in data interpretation, critical thinking, and effective communication, preparing them for roles in healthcare and related fields.

A strong emphasis is placed on academic integrity and online safety. Early in the module, students learn about plagiarism, ethical research practices, and the importance of academic honesty, laying a foundation for maintaining high academic standards.

Overall, this strategy ensures that students gain a thorough understanding of human organ system physiology while also acquiring skills and ethical awareness valuable for their future careers in Biomedical Sciences

In Alignment with the Learning Teaching and Assessment Framework, the assessment strategy for this module is designed to support student learning and development through Assessment for Learning, Assessment as Learning, and Assessment of Learning. This approach ensures students engage with the material meaningfully and are fully prepared for the final summative assessments.

Assessment for Learning

Assessment for Learning activities are embedded throughout the module to provide continuous feedback and support student progress. Examples include:

- **Formative test:** At the end of each week, students complete short tests that cover topics like cardiovascular physiology, renal function, and digestive system metabolism. These tests help students assess their understanding of each topic and receive immediate feedback, allowing them to address any knowledge gaps early on.
- **Laboratory Exercises:** In practical sessions, students engage in activities such as measuring respiratory function or analysing kidney filtration. They receive feedback on their lab techniques and data analysis skills, which helps them improve before they work on their Lab Reports.

These activities help students gain foundational knowledge and skills in a structured manner, with regular feedback to guide their learning.

Assessment as Learning

Assessment as Learning encourages students to actively reflect on their understanding and take responsibility for their learning. Examples include:

- **Reflective Learning:** Students are encouraged to reflect on their understanding of topics and the challenges they encountered, how they addressed them, and insights gained from feedback. This reflective practice deepens their understanding and helps them track their progress.
- **Peer Discussions:** After studying specific topics like pathophysiology, students discuss key concepts in small groups. This collaborative learning allows them to share perspectives, clarify misunderstandings, and reinforce their knowledge by explaining it to peers.

These activities encourage self-assessment, critical thinking, and continuous engagement with the material.

Assessment of Learning

Summative assessments evaluate students' overall understanding of the module and their ability to apply practical and analytical skills. This module includes two summative assessments:

- **Laboratory Report (40%)**

The Laboratory Report assesses students' ability to apply practical skills, to analyse and present physiological data in a written format. In the report, students document observations from lab exercises on topics like respiratory physiology, renal function, and energy production at the organ level. They interpret the data, explain physiological principles, and discuss the relevance of their findings.

- **Final invigilated in-centre Exam (60%)**

The Final Exam assesses comprehensive knowledge of organ system physiology, including topics such as cardiovascular, respiratory, digestive, and reproductive systems, as well as the impact of pathophysiological conditions. The exam combines multiple-choice, short-answer, and essay questions, testing students' ability to integrate and apply knowledge across topics.

Throughout the module, students engage in formative activities that support their preparation for the Lab Report and Final Exam:

- **Regular Feedback in Lab Sessions:** Practical exercises allow students to practice the techniques required for the Lab Report, with feedback provided to improve accuracy and analytical skills.
- **Quizzes and Peer Discussions:** Quizzes and discussions reinforce theoretical knowledge, preparing students for the comprehensive topics covered in the Final Exam.

This assessment strategy ensures students are well-prepared, promoting deep learning and the development of essential analytical and practical skills in physiology.

Diet of assessments	Assessment weighting (%)	Duration/Words	Indicative time	Learning outcomes covered
Lab Report	40%	1250 words	Week 5/6	1 and 6
Final invigilated in-centre Exam	60%	1 hour 40 minutes	Week 10	2, 3, 4 and 5

To ensure academic integrity, students must confirm the authenticity of their work when submitting it. A minimum score of 40% (module total) is required to pass the module, but progression requirements vary depending on the student's chosen path. Students will have the opportunity to re-sit any failed summative assessments.

Learning, Teaching and Assessment Activities	Study Hours
Face to Face Sessions	36
Practical class	12
Asynchronous Learning including Formative assessments	36
Summative Assessments	40
Independent study	76
TOTAL	**200**

Indicative reading and other learning resources:

Key Texts and Recommended Reading:

- Silverthorn, D.U., *Human Physiology: An Integrated Approach*, 8th Edition, (2018), Pearson. ISBN 978-1-292-25954-3.
- Alberts, B. et al., *Molecular Biology of the Cell*, 7th Edition, (2022), Garland. ISBN 978-0393884852.
- Smith, M.E., *The Digestive System*, (2001), Churchill Livingstone. ISBN 0-4430-62455.
- Noble, A., *The Cardiovascular System*, (2002), Churchill Livingstone. ISBN 0-4430-73082.
- Davies, A. and Moores, C., *The respiratory system: basic science and clinical conditions*. (2014) Elsevier Health Sciences.
- Field, M.J., Pollock, C. and Harris, D., *The renal system: systems of the body series*. (2011), Elsevier Health Sciences.
- Hinson Raven, J.P., Ravem, P., Chew, S.L., *The Endocrine System*, 3rd Edition (2022), Elsevier ISBN 9780702083273.

A list of further specific reading for each topic is available to students on the VLE.

Minimum Technological Requirements:

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later
- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or, via an outside source, such as the library or University study areas

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.

Note, that the University provides much of the software listed above (and more), and students should check the freely available software before making any purchases.

Approval and Review Dates:

Date of approval:

Date of revision: **Section:**

Template Version Control

Template Source	Curriculum Office		
Authorised to approve	Quality Office		
Version	**Date approved**	**Update by**	**Details**
1	Unknown	CO	Unknown
2			

Study Group ISCs (UK & Ireland)
MODULE SPECIFICATION

Partner HEI	University of Aberdeen
ISC/IC	University of Aberdeen International Study Centre (UAISC)
Programme / Pathway	International Year Two in Medical Sciences /Medical Sciences
Module Title	Microbes

Module Code	**Credit Equivalence**
TBC	20

Delivery Mode	Face to Face
Delivery Location(s)	University of Aberdeen International Study Centre (UAISC)

Level:
SCQF Level 8
Required prior study or pre-requisites:
None
Co-requisites:
None

Context/Rationale:

This module provides a comprehensive introduction to the biology and ecology of microorganisms, including bacteria, fungi, algae, protozoa, and viruses, which inhabit diverse ecological niches from the deepest oceans to the human body. This course examines the remarkable adaptability and diversity of microorganisms and their fundamental interactions with humans, ranging from pathogenic threats to beneficial impacts in biotechnology and health. Additionally, the module delves into the human immune system, exploring its crucial role in defending against microbial diseases and maintaining a delicate balance with our microbial neighbours. Through studying the dynamic and sometimes contentious relationships between humans and microbes, students will gain insights into both the challenges of infection and the innovative technologies developed to mitigate these threats.

Aims:

The overall aims of the module are to:

- Provide students with a broad understanding of microbial diversity, genetics, and pathogenicity.
- Understand the specific threats posed by microbes
- Develop knowledge of the immune system and how it combats infections caused by pathogenic microbes.
- Equip students with practical microbiology and immunology skills, including the handling, cultivation, and identification of microorganisms.

Learning Outcomes:

On successful completion of the module, students will be able to

Knowledge and Understanding

1. Describe the diversity, classification, pathogenicity, and genetics of microbes. (A1)

2. Explain microbial roles in the environment, industry, and health, with a focus on pathogenicity and infection mechanisms. (A2)
3. Identify key components of the immune system and describe how they respond to microbial invaders. (A1)
4. Interpret experimental data in written format. (A2)

Transferable Skills

5. Apply basic microbiological techniques, including aseptic handling, culture, and staining of microorganisms, ensuring lab safety and accuracy. (B3)
6. Demonstrate effective written communication of scientific findings. (B2)

Indicative Content:

	Indicative Topics
1	Introduction to Microbes
2	Microbial Physiology and Growth
3	Microbial Genetics and Pathogenesis
4	Virology
5	Industrial and Environmental Microbiology
6	Human Microbiota and Health
7	Introduction to Immunology
8	Innate and Adaptive Immune Responses
9	Immune System Regulation and Evasion
10	Laboratory Practical Skills

Learning, Teaching and Assessment Strategy:

This module is designed in alignment with the Study Group Learning, Teaching, and Assessment Framework (LTAF). It introduces students to the biology and ecology of microorganisms, including bacteria, fungi, algae, protozoa, and viruses, which occupy diverse environments from the depths of the ocean to the human body. It explores the adaptability and diversity of microbes and their relationships with humans, from their role in causing diseases to their beneficial applications in biotechnology and health. The module also covers the human immune system, highlighting its essential role in defending against microbial infections and maintaining balance with our microbial neighbours. Through studying these complex relationships, students will gain insights into infection challenges and the technologies developed to combat them.

The module is designed with flexibility and inclusivity, guided by Universal Design for Learning (UDL) principles. Teaching methods are adaptable, with a primary focus on face-to-face seminars. This student-centred approach encourages independence and confidence through a blend of individual support, small group activities, and larger group sessions that cater to a variety of learning styles.

The module emphasises collaborative and problem-based learning approaches. Students work together to explore topics such as microbial diversity, growth, and the immune response to pathogens. Group discussions and hands-on lab activities allow students to actively engage with complex biological concepts, applying their knowledge to real-world examples. This interactive approach strengthens their understanding and fosters essential skills in teamwork, problem-solving, and self-directed learning.

To ensure an inclusive and supportive learning environment, the module incorporates principles of equality, diversity, and inclusion (EDI) by:

- Providing accessible materials compatible with assistive technologies like screen readers.
- Avoiding the use of external content that may not be accessible to all students.
- Offering subtitles or transcripts for audio and visual resources.
- Integrating diverse perspectives to ensure that all students feel represented and valued.

Students are encouraged to use the extensive online resources available through the Virtual Learning Environment (VLE). This digital platform supports classroom learning and promotes independent study, helping students develop self-directed learning skills essential for academic and professional success.

The module also integrates sustainability and employability skills. Topics such as industrial microbiology and immune system regulation are explored with a focus on sustainable and ethical practices. Students develop critical skills in data interpretation, critical thinking, and scientific communication, preparing them for future roles in biomedical science and related fields.

Academic integrity and online safety are emphasised throughout the module. From the start, students are guided on avoiding plagiarism, maintaining ethical standards, and practising academic honesty, providing a solid foundation for upholding academic standards.

This teaching strategy ensures that students gain a thorough understanding of microbiology and immunology while developing valuable skills and ethical awareness for their future careers in biomedical sciences.

In alignment with the LTAF, the assessment strategy for the Microbes module is designed to provide a comprehensive understanding of microbiology and immunology through continuous formative assessments and targeted summative assessments. It incorporates Assessment for Learning, Assessment as Learning, and Assessment of Learning to support students' mastery of theoretical and practical skills in microbial science.

Assessment for Learning
Throughout the module, formative activities such as online quizzes, practical lab exercises, and feedback sessions are embedded to support students' understanding. Weekly quizzes on topics such as microbial growth, immune response, and genetic adaptations allow students to self-assess and reinforce their knowledge before the final exam. Formative activities include the review of data generated from experimental studies of microbes and immunology.

Assessment as Learning
Peer group discussions encourage students to assess their learning progress, identify areas for improvement, and engage in self-directed study. Reflecting on lab work and discussing concepts with peers deepens students' understanding of microbial techniques and immunological mechanisms.

Assessment of Learning
The two summative assessments—Microbiology Practical Assessment and Written Exam—evaluate students' mastery of microbiological skills and theoretical knowledge, ensuring they have the competencies required for further studies or professional roles in microbiology and immunology. This comprehensive assessment strategy effectively prepares students for both practical and theoretical applications of microbial science.

- **Microbiology Practical Assessment (50%)**

This practical assessment evaluates students' abilities in core microbiology techniques, including aseptic handling, cultivation, and identification of microbes. The assessment consists of practical laboratory tasks where students demonstrate skills in handling microbial cultures, conducting

staining techniques, and accurately identify microorganisms. Students will be marked on laboratory safety, procedural accuracy, and data recording.

- **Final invigilated in-centre Exam (50%)**

The written exam assesses students' theoretical understanding of microbiology and immunology topics covered in the module, including microbial physiology, genetics, pathogenesis, virology, and immune responses. The exam consists of multiple-choice questions (MCQs) and short-answer questions that test students' knowledge of microbial diversity, immune system functions, and microbial roles in health and industry.

This continuous assessment structure ensures that students progressively build their skills and knowledge across theoretical and practical aspects of microbiology and immunology.

Diet of assessments	Assessment weighting (%)	Duration/Words	Indicative time	Learning outcomes covered
Microbiology Practical Assessment	50%	1500 words	Week 8	4,5
Final invigilated in-centre Exam	50%	1.5 hours	Week 19	1, 2, 3, 6

To ensure academic integrity, students must confirm the authenticity of their work when submitting it. A minimum score of 40% for each summative assessment is required to pass the module, but progression requirements vary depending on the student's chosen path. Students will have the opportunity to resit any failed summative assessments.

Learning, Teaching and Assessment Activities	Study Hours
Face to Face Sessions	36
Practical classes	12
Asynchronous Learning including Formative assessments	36
Summative Assessments	40
Independent study	76
TOTAL	**200**

Indicative reading and other learning resources:

Key Texts and Recommended Reading:

Madigan, M.T., Aiyer, J., Buckley, D.H., Sattley, W., & Stahl, D.A., *Brock Biology of Microorganisms*, 16th Edition (2021), Pearson Education. ISBN 1292404795.

A list of further specific reading for each topic is available to students on the VLE.

Minimum Technological Requirements:

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later

- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or, via an outside source, such as the library or University study areas

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.

Note, that the University provides much of the software listed above (and more), and students should check the freely available software before making any purchases.

Approval and Review Dates:

Date of approval:

Date of revision: **Section:**

Template Version Control

Template Source	Curriculum Office		
Authorised to approve	Quality Office		
Version	**Date approved**	**Update by**	**Details**
1	Unknown	CO	Unknown
2			

Study Group ISCs (UK & Ireland)
MODULE SPECIFICATION

Partner HEI	University of Aberdeen
ISC/IC	University of Aberdeen International Study Centre (UAISC)
Programme / Pathway	International Year Two in Medical Sciences / Medical Sciences
Module Title	Human Anatomy

Module Code	**Credit Equivalence**
TBC	20

Delivery Mode	Face to Face
Delivery Location(s)	University of Aberdeen International Study Centre (UAISC)

Level:
SCQF Level 8
Required prior study or pre-requisites:
None
Co-requisites:
None

Context/Rationale:

This foundational module, designed for IY2 students in the Medical Sciences programme, offers a detailed exploration of human anatomy, focusing on the structure and function of organ systems within the human body. The course bridges theoretical knowledge with practical applications providing insights into how anatomical structures relate to human development, injuries, and disorders.

Aims:

The overall aims of the module are to:

- Provide students with foundational knowledge of the major organ systems of the body
- Enhance students' skills in recognising and identifying anatomical structures and understanding their functions within the human body
- Understand the relationship between organ systems
- Introduce students to the clinical significance of anatomical structures and foster the development of practical skills essential for self-directed learning.

Learning Outcomes:

On successful completion of the module, students will be able to
Knowledge and Understanding

1. Describe the location, main components, and functional significance of the major systems in specific body regions. (A1)
2. Identify anatomical planes, relations, and the major anatomical components of the human body. (A2)
3. Explain the functional and clinical importance of key anatomical structures in the regions studied, including the use of radiographic images to understand spatial relationships. (A2)
4. Recognise variations in human anatomical structure and their relation to anatomical abnormalities. (A4)

Transferable Skills

5. Demonstrate effective skills through structured practical and theoretical studies. (B1)
6. Apply problem-solving to support anatomical learning. (B2)

Indicative Content:

	Indicative Topics
1	Anatomy
2	**I**maging techniques
3	Central and peripheral nervous system
4	Integumentary system
5	Excretory system
6	Musculoskeletal system
7	Pulmonary system
8	Reproductive system
9	Circulatory system
10	Respiratory system
11	Endocrine system

Learning, Teaching and Assessment Strategy:

This module is designed in alignment with the Study Group Learning, Teaching, and Assessment Framework (LTAF) and with flexibility and inclusivity, guided by Universal Design for Learning (UDL) principles. Teaching methods are adaptable to meet diverse learning needs, with face-to-face seminars as the primary format. The module encourages student independence and confidence through a blend of one-on-one support, small group activities, and larger group sessions, accommodating various learning preferences.

Collaborative and problem-based learning methods are at the heart of this module. Students work together to explore key topics within the organ systems of the body. The communication between organs will be outlined and the imaging techniques used to visualise the anatomical features of the human body. Group discussions and hands-on activities, such as practical sessions help students engage with complex anatomical concepts and apply their knowledge to real-life contexts. This interactive approach enhances understanding while developing essential skills in teamwork, problem-solving, and self-directed learning.

The module is committed to creating an inclusive and supportive environment by embedding principles of equality, diversity, and inclusion (EDI). This includes:

- Providing accessible materials that are compatible with assistive technologies, such as screen readers.
- Avoiding the use of external content that may not be universally accessible.
- Offering subtitles or transcripts for audio-visual resources.
- Integrating diverse perspectives within course content to ensure all students feel represented and valued.

Students are encouraged to make use of the comprehensive online resources available through the Virtual Learning Environment (VLE), which supports classroom learning and fosters independent study. This platform helps students develop self-directed learning skills that are essential for both their academic and professional futures.

Sustainability and employability skills are also integrated into the module. Topics such as anatomical variations and radiographic anatomy are explored with a focus on ethical practices in healthcare. Students develop key skills in critical thinking, data interpretation, and effective communication, preparing them for future roles in medical sciences and related fields.

Academic integrity and online safety are emphasised throughout the module. From the beginning, students receive guidance on avoiding plagiarism, maintaining ethical standards, and practising academic honesty, providing a solid foundation for upholding high academic standards during their studies.

This strategy ensures that students gain a thorough understanding of human anatomy alongside valuable skills and ethical awareness, preparing them for successful careers in medical sciences.

For Human Anatomy, in Alignment with the LTAF, the summative assessment strategy focuses on continuous assessment, evaluating students' knowledge and skills progressively across different anatomical regions. This approach allows students to build a comprehensive understanding of each body region, enhancing their ability to retain and apply knowledge effectively. The strategy integrates Assessment for Learning, Assessment as Learning, and Assessment of Learning to ensure that students develop both theoretical and practical skills in anatomy.

Assessment for Learning

Formative activities, such as online quizzes and weekly feedback sessions, are integrated throughout the course to support students' understanding of each anatomical region. These activities offer immediate feedback, helping students identify areas for improvement and solidify their knowledge in preparation for summative assessments.

Assessment as Learning

Students will be encouraged to reflect upon their learning, to self-assess their understanding and to actively engage with the material. Reflecting on their learning process and discussing anatomical structures with peers fosters deeper understanding and prepares them for summative evaluations.

Assessment of Learning

The continuous assessment approach for the practical work evaluates students' knowledge progressively across anatomical regions, ensuring they retain and apply concepts over time. This is achieved by focusing on different body regions in 4 key practical classes. The students' practical work will be submitted after each practical class and the individual marks will be combined and contribute to 40% of the overall module mark.

The final exam is based on short answer questions and case-based questions to test the student's understanding of the structures of specific areas of the body and the impact that changes in anatomical features can have on human health and wellbeing. This assessment will represent 60% of the final module mark.

Diet of assessments	Assessment weighting (%)	Duration/Words	Indicative time	Learning outcomes covered
Continuous practical assessment	60%	Contributions from 4 practical classes	Week 2, 4, 6 & 8	1, 2, 3, 5
Final invigilated in-centre Exam	40%	1.5 hours	Week 10	4, 6

To ensure academic integrity, students must confirm the authenticity of their work when submitting it. A minimum score of 40% is required for each summative assessment in order to pass the module, but progression requirements vary depending on the student's chosen path. Students will have the opportunity to re-sit any failed summative assessments.

Learning, Teaching and Assessment Activities	Study Hours
Face to Face Sessions	36
Practical classes	12
Asynchronous Learning including Formative assessments	36
Summative Assessments	40
Independent study	76
TOTAL	**200**

Indicative reading and other learning resources:

Key Texts and Recommended Reading:

- Agur, A.M.R., & Dalley, A.F., *Moore's Essential Clinical Anatomy*, 6th Edition, (2023), Wolters Kluwer. ISBN 9781975114435.
- *Acland's Video Atlas of Human Anatomy* https://aclandanatomy.com [accessed 01/04/2025]
- *Anatomy.tv* https://www.anatomy.tv/ [accessed 01/04/2025]

A list of further specific reading for each topic is available to students on the VLE.

Minimum Technological Requirements:

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later
- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or, via an outside source, such as the library or University study areas

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.

Note, that the University provides much of the software listed above (and more), and students should check the freely available software before making any purchases.

Approval and Review Dates:

Date of approval:

Date of revision: **Section:**

Template Version Control

Template Source	Curriculum Office		
Authorised to approve	Quality Office		
Version	**Date**	**Update by**	**Details**

	approved		
1	Unknown	CO	Unknown
2			

Study Group ISCs (UK & Ireland)
MODULE SPECIFICATION

Partner HEI	University of Aberdeen
ISC/IC	University of Aberdeen International Study Centre (UAISC)
Programme / Pathway	International Year Two in Medical Sciences / Neuroscience with Psychology
Module Title	Advanced Psychology A – Concepts & Theory

Module Code	**Credit Equivalence**
TBC	20

Delivery Mode	Face-to-face
Delivery Location(s)	University of Aberdeen International Study Centre (UAISC)

Level:
SCQF Level 8.

Required prior study or pre-requisites:
None.

Co-requisites:
None.

Context/Rationale:

In preparation for further undergraduate study at the University of Aberdeen Psychology & Medical Sciences course, this module will provide a greater depth of understanding of psychology across 3 key themes: Language & Cognition, Individual Differences & Personality and Perception. Students will develop their knowledge and critical understanding of historical perspectives and current research within these key themes.

Aims:

The overall aims of the module are to

- Develop students' knowledge of theory and research in core areas of psychology.
- Facilitate students' appreciation of significant developments within research through comparison of key studies with more recent research literature.
- Enable students to further develop their critical thinking through evaluation of research findings.
- Foster students' capacity for examining and presenting clear conclusions that can, or cannot, be drawn from their analysis of literature.

Learning Outcomes:

On successful completion of the module, students will be able to

Knowledge and Understanding

1. Describe fundamental principles relating to key themes within Psychology: Language & Cognition, Individual Differences & Personality, and Perception (A1).

2. Identify and analyse connections between psychological research and psychological theory (A2).
3. Describe and explain ethical considerations relevant to psychological research (A2).
4. Critically evaluate relevant research findings, their design and impact on the development of psychological theory (A3).

Transferable Skills

5. Construct and effectively communicate coherent conclusions about a key question in psychology (B2).
6. Identify appropriate literature to investigate a key question in psychology (B4).

Indicative Content:

Indicative Topics	
1	**Language**
2	**Cognition**
3	**Individual Differences**
4	**Personality**
5	**Perception**
6	**Skills Lessons**

Learning, Teaching and Assessment Strategy:

Learning Strategy

This module is designed in alignment with the Study Group Learning, Teaching, and Assessment Framework (LTAF) and follows a flexible and inclusive design, guided by Universal Design for Learning (UDL) principles. Indicative content will be delivered using a blended learning approach, using a combination of face-to-face delivery and asynchronous learning resources and activities. Students will be expected to prepare for seminars by using the resources indicated on the VLE and by completing any assigned reading. There will be a mixture of interactive seminars, tutorials and lectures throughout the semester. Students will be expected to engage with psychological research and literature and encouraged to express ideas and interpretations in both the class environment and on the VLE. This approach supports students in becoming independent, confident learners through a combination of individual support, small group activities, and larger group sessions tailored to different learning styles.

Peer-to-peer learning will be encouraged to allow students to share their perspectives, knowledge, and experiences with one another, fostering a collaborative and inclusive learning environment. This approach not only deepens understanding of the subject matter but also helps students develop critical communication and teamwork skills.

To create a supportive and inclusive environment, the module embeds principles of equality, diversity, and inclusion (EDI) by:

- Providing accessible materials compatible with assistive technologies like screen readers.
- Avoiding external content that may not be accessible to all students.
- Including subtitles or transcripts for audio-visual content.
- Integrating diverse perspectives to ensure all students feel represented.

Teaching Strategy

Students are encouraged to use online resources available through the Virtual Learning Environment (VLE), which complements classroom learning and promotes independent study, helping them build essential self-directed learning skills for future academic and professional success.

This module also integrates sustainability and employability skills. Students develop critical skills in data interpretation, critical thinking, and effective communication, preparing them for roles across a diverse range of disciplines. Explicit skills lessons will be incorporated into the lesson content to allow students to recognise and reflect on the acquisition of transferable skills for success at SCQF level 8 and above.

A strong emphasis is placed on academic integrity and online safety. Throughout the module, students learn about plagiarism, ethical research practices, and the importance of academic honesty, laying a foundation for maintaining high academic standards.

Overall, this strategy ensures that students gain a thorough understanding of key psychological themes while also acquiring skills and ethical awareness valuable for their future careers.

Assessment Strategy
In Alignment with the Learning Teaching and Assessment Framework, the assessment strategy for this module is designed to support student learning and development through Assessment for Learning, Assessment as Learning, and Assessment of Learning. This approach ensures students engage with the material meaningfully and are fully prepared for the final summative assessments.

Assessment for Learning
Assessment for Learning activities are embedded throughout the module to provide continuous feedback and support student progress. Examples include:

- **Topic Quizzes:** At the end of each topic, students will have the opportunities to complete short quizzes either on the VLE, or alternative online platform. These quizzes will enable students to assess their understanding of each topic and receive immediate feedback, allowing them to address gaps in knowledge. Allowing quizzes to be completed more than once also allows them to be used as effective revision tools.
- **Research Summaries:** Throughout the module, students will be required to summarise psychological research. This practice allows students to develop their understanding of a topic and associated psychological research practices, including ethical considerations. Summaries will develop communication skills and may be written or given orally as a presentation or video recording. Written summaries will further develop writing skills and allow for feedback on scientific writing style.

Assessment as Learning
Assessment as Learning encourages students to actively reflect on their understanding and take responsibility for their learning. Examples include:

- **Reflective learning:** Students are encouraged to reflect on their understanding of topics and the challenges they encountered, how they addressed them, and insights gained from feedback. This reflective practice deepens their understanding and helps them track their progress.
- **Peer discussions:** Either online or in-class, peer discussions will be regularly incorporated throughout the module to encourage students to articulate and share ideas. This will be particularly relevant in topics such as personality or individual differences, where personal interpretation may be valuable in exploring the key themes. This collaborative learning allows them to share perspectives, clarify misunderstandings, and reinforce their knowledge by explaining it to peers.

Assessment of Learning

Summative assessments evaluate students' overall understanding of the module and their ability to apply critical and analytical skills. This module includes two summative assessments:

- **Essay (40%):** The essay assessment allows development of scientific writing skills, research skills, critical thinking and constructing arguments. Students should also engage effectively with scientific literature to reach an appropriate conclusion. The assignment will be scaffolded by developing essay writing and related skills throughout the module.

Formative assessment opportunities: Students will complete exercises in class designed to enhance scientific writing skills. Feedback may be written, verbal or via their peers. Students will be required to submit an essay outline and a complete draft for feedback prior to submission. Feedback may be written or verbal.

- **Final invigilated in-centre Exam (60%):** The final examination assesses comprehensive knowledge of psychological research and theory. The exam consists of multiple-choice questions, designed to test students' ability to integrate and apply knowledge across topics.

Formative assessment opportunities: Prior to the assessment, students will have the opportunity to complete a mock examination under appropriate text conditions. Any formative quizzes given throughout the semester should be similar in format to the final examination to allow students to practice interpretation of questions and relevant application of knowledge.

Assessment tasks	Component weighting (%)	Duration/ Words	Indicative time	Learning outcomes covered
Essay	40%	1200 words	Week 7	3, 4, 5, 6
Final invigilated in-centre Exam	60%	1.5 hours	Week 10	1, 2, 3

To ensure academic integrity, students must confirm the authenticity of their work when submitting it. A minimum score of 40% (module total) is required to pass the module. Progression requirements vary depending on the student's chosen path. Students may have the opportunity to resit any failed summative assessments.

Learning, Teaching and Assessment Activities*	Study Hours
Face to Face Sessions	45
Asynchronous Learning including Formative assessments	36
Summative Assessments	40
Independent study	79
TOTAL	**200**

Indicative reading and other learning resources:

Key Textbooks:

- Stangor, C. and Walinga, J. (2014). *Introduction to Psychology (1st Canadian edition).* BCCampus: Victoria. BC Open Textbook project: https://opentextbc.ca/introductiontopsychology/
- R. Biswas-Diener & E. Diener (2024), *Noba textbook series: Psychology.* Champaign, IL: DEF publishers. Noba project: https://nobaproject.com/textbooks/introduction-to-psychology-the-full-noba-collection

Recommended Reading:

- British Journal of Psychology (https://bpspsychub.onlinelibrary.wiley.com/journal/20448295) [accessed 01/04/2025]
- Journal of Abnormal Psychology (https://journals.scholarsportal.info/browse/01452339) [accessed 01/04/2025]
- Journal of Personality and Social Psychology (https://www.apa.org/pubs/journals/psp) [accessed 01/04/2025]
- Jarvis, M. & Okami, P. (2020). *Principles of Psychology: Contemporary Perspectives.* Oxford: Oxford University Press.

Websites:

- Simply Psychology (https://www.simplypsychology.org/) [accessed 01/04/2025]
- British Psychological Society Research Digest: https://digest.bps.org.uk/ [accessed 01/04/2025]
- Neuroscience News: https://neurosciencenews.com/ [accessed 01/04/2025]

A list of further specific reading for each topic is available to students on the VLE.

Minimum Technological Requirements:

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later
- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or, via an outside source, such as the library or University study areas.

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.

Please note that the University offers most of the mentioned software, and all students will receive a complimentary Microsoft account linked to their Study Group email.

Approval and Review Dates:

Date of approval:

Date of revision: **Section:**

Template Version Control

Template Source	Curriculum Office (CO)		
Authorised to approve	Quality Office (QO)		
Version	**Date approved**	**Update by**	**Details**
1	Unknown	CO	Unknown

Study Group ISCs (UK & Ireland)

MODULE SPECIFICATION

Partner HEI	University of Aberdeen
ISC/IC	University of Aberdeen International Study Centre (UAISC)
Programme / Pathway	International Year Two Medical Sciences / Neuroscience with Psychology
Module Title	Advanced Psychology B – Concepts & Theory

Module Code	**Credit Equivalence**
TBC	20

Delivery Mode	Face-to-face
Delivery Location(s)	University of Aberdeen International Study Centre (UAISC)

Level:
SCQF Level 8.

Required prior study or pre-requisites:
UAISC module Advanced Psychology A – Concepts & Theory

Co-requisites:
None.

Context/Rationale:

In preparation for further undergraduate study at the University of Aberdeen Medical Sciences courses, this module will provide a greater depth of understanding of psychology across 3 key themes: Neuroscience, Social Psychology and Developmental Psychology. Students will develop their knowledge and critical understanding of historical perspectives and current research within these key themes.

Aims:

The overall aims of the module are to

- Develop students' knowledge of theory and research in core areas of psychology.
- Facilitate students' appreciation of significant developments within research through comparison of key studies with more recent research literature.
- Enable students to further develop their critical thinking through evaluation of research findings.
- Foster students' capacity for examining and presenting clear conclusions that can, or cannot, be drawn from their analysis of literature.

Learning Outcomes:

On successful completion of the module, students will be able to

Knowledge and Understanding

1. Describe fundamental principles relating to key themes within Psychology: Neuroscience, Social Psychology and Developmental Psychology (A1).

2. Identify and analyse connections between psychological research and psychological theory (A2).
3. Describe and explain ethical considerations relevant to psychological research (A2).
4. Critically evaluate relevant research findings, their design and impact on the development of psychological theory (A3).

Transferable Skills

5. Construct and effectively communicate coherent conclusions about a key question in psychology (B2).
6. Identify appropriate literature to investigate a key question in psychology (B4).

Indicative Content:

	Indicative Topics
1	Neuroscience
2	Social Psychology
3	Developmental Psychology
4	Skills Lessons

Learning, Teaching and Assessment Strategy:

Learning Strategy

This module is designed in alignment with the Study Group Learning, Teaching, and Assessment Framework (LTAF) and follows a flexible and inclusive design, guided by Universal Design for Learning (UDL) principles. Indicative content will be delivered using a blended learning approach, using a combination of face-to-face delivery and asynchronous learning resources and activities. Students will be expected to prepare for seminars by using the resources indicated on the VLE and by completing any assigned reading. There will be a mixture of interactive seminars, tutorials and lectures throughout the semester. Students will be expected to engage with psychological research and literature, and encouraged to express ideas and interpretations in both the class environment and on the VLE. This approach supports students in becoming independent, confident learners through a combination of individual support, small group activities, and larger group sessions tailored to different learning styles.

Peer-to-peer learning will be encouraged to allow students to share their perspectives, knowledge, and experiences with one another, fostering a collaborative and inclusive learning environment. This approach not only deepens understanding of the subject matter but also helps students develop critical communication and teamwork skills.

To create a supportive and inclusive environment, the module embeds principles of equality, diversity, and inclusion (EDI) by:

- Providing accessible materials compatible with assistive technologies like screen readers.
- Avoiding external content that may not be accessible to all students.
- Including subtitles or transcripts for audio-visual content.
- Integrating diverse perspectives to ensure all students feel represented.

Teaching Strategy

Students are encouraged to use online resources available through the Virtual Learning Environment (VLE), which complements classroom learning and promotes independent study, helping them build essential self-directed learning skills for future academic and professional success.

This module also integrates sustainability and employability skills. Students develop critical skills in data interpretation, critical thinking, and effective communication, preparing them for roles across a diverse range of disciplines. Explicit skills lessons will be incorporated into the lesson content to allow students to recognise and reflect on the acquisition of transferable skills for success at SCQF level 8 and above.

A strong emphasis is placed on academic integrity and online safety. Throughout the module, students learn about plagiarism, ethical research practices, and the importance of academic honesty, laying a foundation for maintaining high academic standards.

Overall, this strategy ensures that students gain a thorough understanding of key psychological themes while also acquiring skills and ethical awareness valuable for their future careers.

Assessment Strategy
In Alignment with the Learning Teaching and Assessment Framework, the assessment strategy for this module is designed to support student learning and development through Assessment for Learning, Assessment as Learning, and Assessment of Learning. This approach ensures students engage with the material meaningfully and are fully prepared for the final summative assessments.

Assessment for Learning
Assessment for Learning activities are embedded throughout the module to provide continuous feedback and support student progress. Examples include:

- **Topic Quizzes:** At the end of each topic, students will have the opportunities to complete short quizzes either on the VLE, or alternative online platform. These quizzes will enable students to assess their understanding of each topic and receive immediate feedback, allowing them to address gaps in knowledge. Allowing quizzes to be completed more than once also allows them to be used as effective revision tools.
- **Research Summaries:** Throughout the module, students will be required to summarise psychological research. This practice allows students to develop their understanding of a topic and associated psychological research practices, including ethical considerations. Summaries will develop communication skills and may be written or given orally as a presentation or video recording. Written summaries will further develop writing skills, and allow for feedback on scientific writing style.

Assessment as Learning
Assessment as Learning encourages students to actively reflect on their understanding and take responsibility for their learning. Examples include:

- **Reflective learning:** Students are encouraged to reflect on their understanding of topics and the challenges they encountered, how they addressed them, and insights gained from feedback. This reflective practice deepens their understanding and helps them track their progress.
- **Peer discussions:** Either online or in-class, peer discussions will be regularly incorporated throughout the module to encourage students to articulate and share ideas. This will be particularly relevant in topics such as personality or individual differences, where personal interpretation may be valuable in exploring the key themes. This collaborative learning allows them to share perspectives, clarify misunderstandings, and reinforce their knowledge by explaining it to peers.

Assessment of Learning
Summative assessments evaluate students' overall understanding of the module and their ability to apply critical and analytical skills. This module includes two summative assessments:

- **Essay (40%):** The essay assessment allows development of scientific writing skills, research skills, critical thinking and constructing arguments. Students should also engage effectively with scientific literature to reach an appropriate conclusion. The assignment will be scaffolded by developing essay writing and related skills throughout the module.

Formative assessment opportunities: Students will complete exercises in class designed to enhance scientific writing skills. Feedback may be written, verbal or via their peers. Students will be required to submit an essay outline and a complete draft for feedback prior to submission. Feedback may be written or verbal.

- **Final invigilated in-centre Exam (60%):** The final examination assesses comprehensive knowledge of psychological research and theory. The exam consists of multiple-choice questions, designed to test students' ability to integrate and apply knowledge across topics.

Formative assessment opportunities: Prior to the assessment, students will have the opportunity to complete a mock examination under appropriate text conditions. Any formative quizzes given throughout the semester should be similar in format to the final examination to allow students to practice interpretation of questions and relevant application of knowledge.

Assessment tasks	Component weighting (%)	Duration/ Words	Indicative time	Learning outcomes covered
Essay	40%	1200 words	Week 7	3, 4, 5, 6
Final invigilated in-centre Exam	60%	1.5 hours	End of Term	1, 2, 3

To ensure academic integrity, students must confirm the authenticity of their work when submitting it. A minimum score of 40% (module total) is required to pass the module. Progression requirements vary depending on the student's chosen path. Students may have the opportunity to resit any failed summative assessments.

Learning, Teaching and Assessment Activities*	Study Hours
Face to Face Sessions	45
Asynchronous Learning including Formative assessments	36
Summative Assessments	40
Independent study	79
TOTAL	**200**

Indicative reading and other learning resources:

Key Textbook:

- Stangor, C. and Walinga, J. (2014). *Introduction to Psychology (1st Canadian edition).* BCCampus: Victoria. BC Open Textbook project: https://opentextbc.ca/introductiontopsychology/
- R. Biswas-Diener & E. Diener (2024), *Noba textbook series: Psychology.* Champaign, IL: DEF publishers. Noba project: https://nobaproject.com/textbooks/introduction-to-psychology-the-full-noba-collection

Recommended Reading:

- British Journal of Psychology (https://bpspsychub.onlinelibrary.wiley.com/journal/20448295) [accessed 01/04/2025]

- British Journal of Social Psychology (https://bpspsychub.onlinelibrary.wiley.com/journal/20448309) [accessed 01/04/2025]
- Behavioural Neuroscience (https://www.apa.org/pubs/journals/bne) [accessed 01/04/2025]
- Journal of Experimental Psychology (https://www.apa.org/pubs/journals/xge/) [accessed 01/04/2025]
- British Journal of Developmental Psychology (https://bpspsychub.onlinelibrary.wiley.com/journal/2044835X) [accessed 01/04/2025]
- Jarvis, M. & Okami, P. (2020). *Principles of Psychology: Contemporary Perspectives.* Oxford: Oxford University Press.

Websites:

- Simply Psychology (https://www.simplypsychology.org/) [accessed 01/04/2025]
- British Psychological Society Research Digest: https://digest.bps.org.uk/ [accessed 01/04/2025]
- Neuroscience News: https://neurosciencenews.com/ [accessed 01/04/2025]

A list of further specific reading for each topic is available to students on the VLE.

Minimum Technological Requirements:

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later
- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or, via an outside source, such as the library or University study areas.

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.

Please note that the University offers most of the mentioned software, and all students will receive a complimentary Microsoft account linked to their Study Group email.

Approval and Review Dates:

Date of approval:

Date of revision: **Section:**

Template Version Control

Template Source	Curriculum Office (CO)		
Authorised to approve	Quality Office (QO)		
Version	**Date approved**	**Update by**	**Details**
1	Unknown	CO	Unknown

Study Group ISCs (UK & Ireland)
MODULE SPECIFICATION

Partner HEI	University of Aberdeen
ISC/IC	University of Aberdeen International Study Centre (UAISC)
Programme / Pathway	International Year Two in Medical Sciences / Medical Sciences/ Neuroscience with Psychology
Module Title	Research Project Skills

Module Code	**Credit Equivalence**
TBC	20

Delivery Mode	Face to Face
Delivery Location(s)	University of Aberdeen International Study Centre (UAISC)

Level:
SCQF Level 8
Required prior study or pre-requisites:
None
Co-requisites:
None

Context/Rationale:

The Research Project Skills module, designed for the IY2 Medical Sciences programme, equips students with essential foundational skills vital for progressing into advanced scientific studies and achieving career success. It emphasises numerical manipulation, data interpretation, statistical analysis, and conducting research driven by hypotheses. Through the execution of mini research projects, the module underlines the importance of planning, data gathering, thorough analysis, and effective presentation. It also enhances students' abilities in literature research and communication, fostering teamwork and independent learning. These skills are crucial for a wide array of career opportunities and to ensure students are well-prepared to advance into their third year at the University of Aberdeen, equipped with a broad set of transferable skills.

Aims:

The overall aims of the module are to:

- Introduce students to fundamental research skills, including literature searches, data handling, hypothesis formulation, and statistical analysis.
- Provide students with experience of data handling and analysis, and presentation.
- Instil a critical approach to scientific investigation through hypothesis-driven enquiry.
- Cultivate effective teamwork, communication, and project management skills.

Learning Outcomes:

On successful completion of the module, students will be able to

Knowledge and Understanding

1. Identify and perform essential research skills, including basic statistical analysis and data interpretation. (A1)

2. Describe the process of hypothesis formulation and its application in scientific research. (A2)
3. Analyse various types of scientific data and choose appropriate presentation methods for research findings. (A3)
4. Explain the ethical considerations involved in conducting research, with a focus on data integrity and responsible reporting. (B4)

Transferable Skills

5. Communicate research findings effectively in a written format. (B2)
6. Apply knowledge acquired from self-directed learning to presenting a project in an oral format. (A4)

Indicative Content:

	Indicative Topics
1	Introduction to Research Skills and Numerical Manipulations
2	Scientific Data Interpretation
3	Basics of Statistical Analysis
4	Hypothesis Formulation and Testing
5	Conducting a Research Project
6	Presentation Skills and Transferable Skills Enhancement

Learning, Teaching and Assessment Strategy:

The Research Project Skills, part of the IY2 Medical Sciences programme, is designed in alignment with the Study Group Learning, Teaching, and Assessment Framework (LTAF). It equips students with essential research skills that will support them in advanced studies and future careers. The module focuses on developing abilities in numerical manipulation, data interpretation, statistical analysis, and conducting hypothesis-driven research. Through hands-on experience with mini research projects, students will learn the importance of careful planning, effective data collection, thorough analysis, and clear presentation. Additionally, the module strengthens skills in literature review, communication, teamwork, and independent learning, providing a strong foundation for a wide range of career paths and preparing students to confidently progress to their third year at the University of Aberdeen.

The module is structured with flexibility and inclusivity, following Universal Design for Learning (UDL) principles to accommodate diverse learning needs. Teaching methods are adaptable, with a primary focus on face-to-face seminars. A blend of individual support, small group activities, and larger group sessions supports various learning styles, helping students to build confidence and independence.

Collaborative and problem-based learning are central to this module. Students work together to develop key skills in research design, data analysis, and interpretation. Group discussions, practical exercises, and real-life research scenarios encourage active engagement with research methodologies, promoting an interactive learning experience that builds essential skills in teamwork, critical thinking, and self-directed learning.

To support an inclusive and welcoming learning environment, the module integrates equality, diversity, and inclusion (EDI) principles by:

- Ensuring materials are accessible and compatible with assistive technologies like screen readers.
- Avoiding external content that may be inaccessible to some students.

- Providing subtitles or transcripts for all audio and visual resources.
- Including diverse perspectives in course materials to help all students feel represented and valued.

Students are encouraged to make full use of the online resources available through the Virtual Learning Environment (VLE). This platform supports classroom learning and promotes independent study, helping students build self-directed learning skills essential for academic and professional success.

Sustainability and employability skills are embedded throughout the module. Topics such as ethical research practices and responsible data interpretation are covered, promoting sustainable practices and ethical thinking. Students develop critical skills in data analysis, critical thinking, and effective communication, which will be invaluable in scientific research and related fields.

Academic integrity and online safety are emphasised throughout the module. From the outset, students receive guidance on avoiding plagiarism, practising ethical research standards, and maintaining academic honesty, providing a solid foundation for upholding high academic standards throughout their studies.

This comprehensive approach ensures that students gain a strong understanding of research project skills alongside the practical and ethical awareness needed for success in their academic and professional journeys.

In alignment with the LTAF, the assessment strategy for the Research Project Skills module is structured to support students in developing essential research skills through formative and summative assessments. This approach ensures that students gain the knowledge, skills, and confidence needed to conduct independent research projects effectively. The assessment strategy is divided into Assessment for Learning, Assessment as Learning, and Assessment of Learning.

Assessment for Learning
Formative assessments are integrated throughout the module to build foundational research skills and allow students to monitor their progress. Activities such as workshops on data interpretation, statistical analysis exercises, and hypothesis testing practice sessions in a range of research areas will enable students to gain hands-on experience with research tools and methods.

Example: Weekly data interpretation exercises provide students with feedback on their understanding of key concepts, such as analysing graphs, tables, and charts. This feedback helps students identify areas where they need further practice before the summative assessments.

Assessment as Learning
Students engage in self-reflection and peer discussions to develop a deeper understanding of the research process and enhance critical thinking skills. Through self-assessment and group activities, they learn to evaluate their work and make improvements, fostering a sense of ownership over their learning journey.

Example: Case studies will be used to facilitate student engagement with relevant topics. Subject areas may include, health and disease, diseases of the immune system, developmental disease, acquired disease and/or metabolic disease. Psychology areas may include cognition, perception, and applied psychology. Group activities will be focused on the topics provided and used to evaluate hypothesis formulation and analysis used in current scientific literature. Student will be provided with a title for a group-based presentation. This will encourage students to work collaboratively, discuss ideas, and refine their hypotheses. Peer feedback within these activities helps students understand diverse perspectives and improve their research approach.

Assessment of Learning
Summative assessments evaluate students' overall understanding and mastery of research skills that can be applied in any context. The assessment includes the completion of a Research Skills Portfolio with the submission of evidence of literature review, data analysis, research report and a group oral presentation. The portfolio represents 100% of the assessment of this module

Throughout the module, students are prepared for their summative assessments with structured formative exercises, group discussions, and self-reflective activities. By the time of the final assessments, students will have received feedback on their skills, data interpretation, and hypothesis formulation, equipping them with the confidence and skills needed to succeed in both their report and presentation. This strategy ensures that students achieve a well-rounded competency in research project skills essential for further academic and professional endeavours.

Diet of assessments	Assessment weighting (%)	Duration/Words	Indicative time	Learning outcomes covered
Portfolio of research skills	100% (Literature review (25%), Data analysis (25%), Research report (40%), and oral presentation (10%)	Literature review (750 words) Data analysis (45 min.), Research Report (1250 words), Oral (5 mins)	Week 10 - Research Report Week 8 - Oral presentation Week 6 - Data analysis Week 2 - Literature review	1,2,3,4,5,6

To ensure academic integrity, students must confirm the authenticity of their work when submitting it. A minimum score of 40% for each summative assessment is required to pass the module, but progression requirements vary depending on the student's chosen path. Students will have the opportunity to re-sit any failed summative assessments.

Learning, Teaching and Assessment Activities	Study Hours
Face to Face Sessions	45
Asynchronous Learning including Formative assessments	36
Summative Assessments	40
Independent study	79
TOTAL	**200**

Indicative reading and other learning resources:

Key Texts and Recommended Reading:

- Cottrell, S. (2019). *The Study Skills Handbook*. Macmillan International Higher Education.
- Dawson, C. (2020). *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. Robinson.
- Pallant, J. (2020). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS*, McGraw-Hill Education.
- Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*, SAGE Publications.

A list of further specific reading for each topic is available to students on the VLE.

Minimum Technological Requirements:

Computer Specifications:

- 250 GB hard drive or higher
- 4 GB RAM or higher
- 2.0 GHz Intel or AMD processor
- Windows 10 or MAC OS 10.13 or later
- Computer microphone and speakers
- Web Camera
- High-speed Wi-Fi connection obtained either at home (preferred for the best study setting) or, via an outside source, such as the library or University study areas

Optimal browsers:

Browser	Desktop	Mobile
Google Chrome™	Windows®, MacOS, Ubuntu	Android™
Firefox®	Windows®, MacOS	Not supported
Safari®	MacOS 10.13+	iOS® 12+, iPadOS
Microsoft Edge® (Chromium)	Windows®, MacOS	Android, iOS

Software:

- An up-to-date anti-virus program must be installed.
- Microsoft Word, or an equivalent word processing software, must be accessible.
- Microsoft Excel, or an equivalent spreadsheet application, must be accessible.
- Microsoft PowerPoint, or an equivalent presentation software, must be accessible.

Note, that the University provides much of the software listed above (and more), and students should check the freely available software before making any purchases.

Approval and Review Dates:

Date of approval:

Date of revision: **Section:**

Template Version Control

Template Source	Curriculum Office		
Authorised to approve	Quality Office		
Version	**Date approved**	**Update by**	**Details**
1	Unknown	CO	Unknown
2			

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

ASSESSMENT TAXONOMY

1. PURPOSE OF THE PAPER

This paper proposes a new approach to defining assessment types to improve clarity for both staff and students. The current list does not include agreed definitions, leading to confusion—especially when discussing assessments across disciplines.

The Quality Assurance Committee is asked to **approve** the creation of a standardised taxonomy with clear definitions for each assessment type.

If approved, the taxonomy will be integrated into university systems so that course catalogues and Virtual Learning Environments (VLEs) display assessment information consistently. To keep the taxonomy relevant, definitions will be reviewed and updated annually if needed.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by	Quality Assurance Committee (for **discussion**)	19 February 2025
	University Education Committee (for **discussion**)	26 February 2025
	Academic Policy and Regulations Group (for **approval**)	20 March 2025
Further consideration/ approval required by	Quality Assurance Committee (for **approval**)	16 April 2025
	University Education Committee (for **information**)	22 April 2025

3. RECOMMENDED ACTION

The **Quality Assurance Committee** is invited to **approve** this paper.

4. DISCUSSION

4.1 In higher education, traditional distinctions between "exams" and "coursework" have typically hinged on the timing of the assessment — exams occurring at the end of a course and coursework being distributed throughout the term. However, this model has become increasingly outdated. Many courses now implement substantial assessments at term's end that do not follow the format of conventional exams. Additionally, many courses include assessments with all the features of exams delivered during the term, often called "class tests." This shift has created ambiguity around what defines an "exam" versus "coursework" and whether these categories remain useful in capturing the purpose and structure of modern assessments.

4.2 This paper proposes a new taxonomy (Appendix A) of assessments grounded not in the outdated exam-coursework binary but rather in the distinct features and purposes of the assessments themselves. This taxonomy organises assessments based on key characteristics, format, structure, and intended skill outcomes. Such an approach will allow for a clearer, more consistent framework for program reviews, course design, and accreditation.

4.3 The current table of assessment types reflects a variety of formats tailored to specific learning outcomes and school requirements, leading to an extensive list of assessment types with no clear definitions (see appendix B). This variety, while responsive to pedagogical needs, has also created challenges for students and staff alike. Students may struggle to understand what each assessment entails, and staff may find it difficult to clearly communicate expectations.

4.4 Unclear assessment descriptions make it difficult for those responsible for maintaining assessment standards to ensure alignment with university policies. This affects the work of the Quality Assurance Committee, Internal Teaching Review, and the TESTA Programme for Assessment Enhancement. Additionally, inconsistent use of terms such as "exam" and "test" across schools or disciplines creates confusion, making it harder for students to make informed decisions about their degree pathways.

4.5 The proposed taxonomy would also improve the university's ability to tailor support for students who require adjustments. Clear assessment definitions would allow adjustments to be better aligned with the specific requirements of each assessment type, rather than relying on more generic applications.

5. IMPLEMENTATION PLAN

5.1 Integrate the new taxonomy across university systems (including the course catalogue, and any other space where student view their assessment descriptions).

- This will be incorporated into the same project planned for the Graduate Outcomes update, ensuring efficient use of resources.

5.2 Update course change and new course proposal forms.

5.3 Support implementation across all schools and disciplines.

5.4 Collaborate with Student Support Services to embed the taxonomy into reasonable adjustment processes to improve accessibility.

5.5 Collaborate with Timetabling team to support the integration with "exam" scheduling

5.6 Collaborate with Students' Union (AUSA, Aberdeen University Students' Association) to develop clear communication and training to help students understand the changes in assessment descriptions.

5.7 As part of the routine QAC approvals process, the types of assessments being considered and their alignment with the taxonomy will be monitored. This will help identify whether any amendments are needed to the taxonomy to reflect assessment design practices across the university.

Where amendments are required, these will be returned to the Academic Policy and Regulations Group and the Quality Assurance Committee for consideration before the adaption of the taxonomy

5.8 Evaluate sector-wide acceptance assessing the feasibility of broader adoption across the university sector.

6. UPDATES

6.1 Updated version of the taxonomy which included some additional examples, along with a clearer heading that the list is not meant to be exhaustive. The purpose of the taxonomy is to provide broad categories summarising that capture the main characteristics of the assessment but not a detailed descriptor of every type of assessment.

7. FURTHER INFORMATION

Further information is available from Professor Jason Bohan, Dean for Student Support and Experiences (jason.bohan@abdn.ac.uk), or Professor Kirsty Kiezebrink, School of Medicine Medical Sciences and Nutrition (k.kiezebrink@abdn.ac.uk).

2 April 2025
Freedom of Information/Confidentiality Status: Open

Appendix A: Assessment taxonomy

Part A – Structure

- **Formative:** Assessment provides feedback and information primarily for the benefit of students in gauging their knowledge and ability at the time of the assessment they may include an indicative grade, they do not contribute towards the final mark for a course or degree classification.
- **Summative:** Assessment provides feedback and information after the learning process and will include a grade; these grades contribute to the award of credit and where relevant may be included in the calculation of the degree classification

---

- **Invigilated:** Assessments carried out with monitoring ensure adherence to regulations
    - **Closed:** Assessments without access to any additional materials.
        - **Lockdown:** Digital assessment where specialist software to prevent students from accessing unauthorised resources during the assessment.
    - **Open**: Assessments that allow the use of textbooks, notes or digital resources.
- **Non-invigilated:** Assessments that are taken without supervision, allowing students to complete them independently, often in a setting of their choice, and typically without real-time monitoring for academic integrity.

- **Timed**: These assessments must be completed within a specified time limit, which could be a single set time (e.g., a two-hour assessment scheduled at 10 a.m.) or a flexible window (e.g., a two-hour assessment available to start anytime within a 24-hour period). Where an assessment is to be completed within a specified time window this would ordinarily be no more than a 72 hour window. Timed assessments emphasise time management and a student's ability to perform under pressure, often reflecting real-world scenarios where responses need to be both accurate and time efficient.
- **Non-Timed:** Assessment that provides students the flexibility to complete activities without a fixed time constraint still includes a clear submission deadline. This approach allows students to work at their own pace within the allocated timeframe, emphasising the quality and depth of their responses over the speed of completion while ensuring timely submission

---

- **Pre-released:** Assessments where students receive the questions or topics in advance, allowing them to prepare responses using their study materials ahead of the assessment submission. This description specifically refers to situations where students are given the actual questions they are required to address in the assessment.
- **Unseen:** Assessments where students are presented with questions they have not encountered ahead of the assessment, requiring them to demonstrate their knowledge and critical thinking skills without prior preparation

---

- **Handwritten**: Assessment format in which students respond to questions using written answers, typically involving the use of pen or pencil
- **Digital**: Assessments administered on electronic devices, where students' complete questions using software applications (not scanning of paper based) may also be conducted via the internet, where students' complete questions and submit their responses using electronic devices
- **Oral:** Assessment where students are required to verbally respond to questions posed by an examiner or a panel.
- **Practical:** Assessment where student are observed conducting specific task, may also include elements of oral aassessment within the practical

---

- **Group:** Any assessment which involves students collaborating in teams to complete (can be pairs or larger groups)
- **Individual:** Any assessment which where each student is responsible for completing a task or project independently

Part B –

Assessment Descriptor	Some Example approaches (not exhaustive)
Extended Writing Tasks: Assessments requiring in-depth written responses (minimum 1000 words).	• Essays: Analytical or argumentative pieces on a specific topic. • Reflective writing: exploring and analysing personal experiences, thoughts, or learning to gain deeper understanding and insights. • Creative writing: crafting original narratives, poems, or other literary works that emphasise imagination, expression, and storytelling rather than purely factual or technical content • Research Papers: In-depth studies on a topic, often requiring literature reviews and original research. • Reports: Structured report format, often simulating the expectations and standards of professional practice in their field (i.e. Grant applications, technical reports). • Lab book/research journal: Detailed record of practical work, including experiments, procedures, observations, results, and analyses • Dissertations/Theses: Comprehensive, original research projects that contribute new knowledge to a field.
Brief Writing Tasks: Assessments requiring brief written responses (less than 1000 words).	• Short Answer Questions: Students respond to questions with concise answers, typically a few sentences or brief paragraph long. • Discussion Board Posts: Online platforms where students write brief responses or contributions to discussion prompts, engaging with their peers. • Response Papers**:** Brief written responses to prompts or questions about a specific reading or topic, focusing on key ideas
Objective Assessments: Assessment where the questions or tasks have predetermined correct answers they usually test specific knowledge or skills rather than subjective analysis or extended explanations.	• Multiple-Choice Questions (MCQ) • Single-Best-Answer (SBA) • True/False • Fill-in-the-Blanks • Matching Exercises • Very Short Answer (Maximum 20 Words)
Performance-Based / Practical Assessments: Evaluations that measure students' ability to apply skills often reflecting real-world scenarios.	• Professional Practice Assessments: Evaluations in fields like healthcare or education, assessing practical skills and decision-making in professional settings, or role play within these types of settings. • Practical Assessments: Evaluations based on the application of skills or knowledge, often in a laboratory, field setting, placements or performance space

	• Musical Performance**:** Evaluating students' proficiency in playing an instrument or singing, focusing on technical skill, interpretation, and expression. • Computer Programming Exercise: Evaluating student coding skills by writing, testing, or debugging software to complete specific tasks or solve problems.
Presentations: Assessments that require students to prepare and deliver an oral and /or visual presentation on a specific topic.	• Oral: Delivered synchronously in person or via video or pre-recorded, these presentations assess students' verbal communication skills, confidence, and ability to effectively convey information. May or may not also be accompanied by visual element i.e. PowerPoint slides, artefact diplays. • Poster presentations: Students create visual posters that concisely summarise research, findings, or ideas, may or may not also be accompanied by a brief synchronous or pre-recorded oral explanation • Musical or Artistic performance: Involve a live performance (in person or recorded) where they showcase technical or interpretive skills, such as playing an instrument, acting, or dance, assessed on aspects like skill, expression, and creativity.
Portfolios / Cumulative Assessments: Portfolios may include a range of materials that collectively illustrate the student's progression within a subject area, portfolios often involve progression marking.	• Materials could include written assignments, projects, creative works, reflections, and feedback
Peer Assessment: Evaluation of a student's work by fellow students, providing feedback and grading. Can also assessment of student ability to provide peer assessment	• Discussion Forums or Blogs – Peers provide feedback on each other's discussion contributions or reflective blog post • Group Projects with Peer Evaluation – Students assess each other's contributions to a group project. • Presentations with Peer Feedback – Peers evaluate and provide constructive comments on oral or poster presentations.
Self-Assessment: Students evaluate their own work and learning processes. Can also assess of student ability to self-assess	• Self-Graded Quizzes – Students complete a quiz and then review their answers against a provided answer key. • Personal Learning Goals – Students set learning objectives at the start of a course and evaluate their progress at the end. • Rubric-Based Self-Assessment – Students use a grading rubric to assess their own work before submission. • Strengths and Weaknesses Analysis – Students analyze their skills and areas for improvement in a specific subject or task.

	• Portfolio Review – Students compile and assess their own work over time to track development.

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of marks. At the discretion of the course coordinator, exceptions may be made if a different categorisation is deemed more appropriate based on the nature of the assessment. Additional descriptions of the question types must be clearly communicated to students alongside the standard description

Course catalogue details will display the following set of questions

1. **Is the Assessment Formative?**
   - Yes (Formative)
   - No (Summative)

2. **Is the Assessment Invigilated?**
   - Yes (Invigilated)

     is the assessment Open

     Is the assessment conducted under Lockdown browser

   - No (Non-Invigilated)

3. **Is the Assessment Timed?**
   - Yes (Timed)
     - Conducted at a fixed time
     - To be completed within a fixed time window
   - No (Untimed)

4. **Is the Assessment Seen?**
   - Yes (Pre-released)
   - No (Unseen)

5. **What is the Format of the Assessment?**
   - Handwritten
   - Digital
   - Oral
   - Practical

6. **Is the Assessment Individual?**
   - Yes (Individual)
   - No (group based)
     - self-selected groups
     - assigned groups

7. What is the format of the assessment?

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest

proportion of marks. Additional descriptions of the question types must be clearly communicated to students alongside the standard description.

- Extended Writing Task
- Brief Writing Task
- Objective assessment
- Performance-Based / Practical Assessment
- Presentation
- Portfolios / Cumulative Assessment
- Peer Assessment
- Self-Assessment

Appendix B: Current List of Assessment Types

Assessment Type	Assessment
Coursework	Class Test
Coursework	Class Test - Multiple Choice Questions
Coursework	Design Project: Group
Coursework	Design Project: Individual
Coursework	Essay
Coursework	Field Trip Log
Coursework	Lab Book
Coursework	Lab Report: Group
Coursework	Lab Report: Individual
Coursework	Language Exercise
Coursework	Mapping Exercise
Coursework	Other
Coursework	Report: Group
Coursework	Report: Individual
Coursework	Portfolio
Coursework	Project Plan, Summary or Abstract
Coursework	Project Report/Dissertation
Coursework	Reflective Report
Coursework	Take Home Exam
Coursework	Tutorial/Seminar Participation

Practical Exam	Computer Programming Exercise
Practical Exam	Design Project: Group
Practical Exam	Design Project: Individual
Practical Exam	Oral Exam
Practical Exam	Oral Presentation: Group
Practical Exam	Oral Presentation: Individual
Practical Exam	Other
Practical Exam	Poster Presentation
Written Exam	Class Test
Written Exam	Exam
Written Exam	Exam - Multiple Choice Questions
Written Exam	Other

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

DIGITAL ASSESSMENT SCHOOL GUIDANCE

1. PURPOSE OF THE PAPER

The purpose of this paper is to develop clear School guidance on the delivery of digital based assessments. Whilst the use of both invigilated and non-invigilated digital assessments is commonly employed during term-time and exam weeks, there is no clear guidance on the procedures Schools should follow in delivering these assessments.

Further the paper has reviewed and updated the invigilator guidance for computer-based exams as well as the Guidance for Exam Arrangements for Students with Disabilities.

The Quality Assurance Committee (QAC) is asked to **approve** the paper.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	Quality Assurance Committee (for **discussion**)	19 February 2025
	University Education Committee (for **discussion**)	26 February 2025
	Student Support and Experience Committee (for **discussion**)	17 March 2025
Further consideration/ approval required by	Quality Assurance Committee (for **approval**)	16 April 2025
	University Education Committee (for **information**)	22 April 2025

3. RECOMMENDED ACTION

The **Quality Assurance Committee (QAC)** is invited to **approve** this paper and associated appendices.

4. BACKGROUND

4.1 Schools regularly employ a range of digital assessments such as invigilated computer-based class tests / exams or non-invigilated open-book online tests. The use of these types of assessments have grown substantially post-covid when teaching and assessment pivoted to online delivery. However, whilst the expansion of assessment types has been welcomed by students and staff, we have also witnessed inconsistency in practice, call for greater school guidance, and support/advice for students on a range of issues.

4.2 Member of the University Exam Planning Group reported a number of concerns around the running of computer-based invigilated assessments, including that the exam guidance wasn't applicable to computer-based exams (e.g. the additional time needed to physically get students in the room and logged-on to computer versus a traditional paper and pen exam format). Furthermore, students and schools reported increasing numbers of timetabling clashes between invigilated and non-invigilated assessments during exam weeks as well as inconsistent practices in the delivery of non-invigilated assessments and application of provisions for these assessments.

4.3 In response to this the Dean for Student Support and Experience established a short-lived digital assessment working group to investigate the range of issues surrounding digital-based assessments comprised of School leads, CAD, Student Support, DDIS, Students Union, QAC representatives (see Appendix D for full list of membership).

4.4 This group oversaw a survey of Schools conducted by Sara Preston to better understand current School digital assessment practices and identify specific issues that Schools are facing and where they require additional support. The survey results are summarised in Appendix C, however Schools reported that they wanted additional Guidance / Policy on the provision of digital assessments to address issues around timetabling, academic integrity, inclusivity. Furthermore, the survey results suggest that Schools increasingly wish to be able to deliver invigilated computer-based assessments with large L1/2 cohorts but are concerned about the lack of suitable spaces to efficiently deliver these forms of assessments.

4.5 The group reviewed current University policies contained within the Academic Quality Handbook in relation to the setting and arranging assessments including exams and identified that current policies relate to written invigilated exams but not invigilated computer-based exams or non-invigilated exams. An informal sector-review by this group further identified that such guidance is common in other universities.

4.6 The group identified a number of actions that would support university guidance and procedures for digital assessments:

4.6.1 Develop institutional guidance to support the delivery of digital assessments.

4.6.2 Develop a more detailed assessment taxonomy to summarise the range of assessments to capture the range of assessments currently employed across the institution.

4.6.3 Develop invigilator guidance for computer-based assessments.

4.6.4 Review the guidance for exam arrangements for students with disability provision

4.7 Institutional guidance for the delivery of digital assessments was written by the working group and summarised in the next section (see Appendix A).

4.8 The assessment taxonomy was developed by Professor Kirsty Kiezebrink and is appended to the Digital Assessment Procedures document.

4.9 Invigilator guidance for digital assessments was developed by Dr Mary Pryor (CAD) and published on the university assessment webpages (see Appendix E).

4.10 Guidance for exam arrangements for students with disability provision was reviewed by Lesley Muirhead (Student Advice and Support) and Steven Sangster (Assistive Technology Adviser) and is attached in Appendix B with track changes.

5. GUIDANCE FOR THE DELIVERY OF DIGITAL ASSESSMENTS

5.1 The full guidance document can be found in Appendix A. The document provides clear guidance on the delivery of both invigilated and non-invigilated digital assessments to

ensure a more consistent institutional approach as well as to rectify some of the issues identified by students and schools.

5.2 The guidance is separated into sections relating to invigilated and non-invigilated assessments. For ease the main elements where there could be changes to current School procedures are summarised below:

- This guidance is applicable to all students studying on any undergraduate and postgraduate taught course regardless of mode of study or delivery and should be read in conjunction with the University's Codes of Practice on Assessment (Undergraduate and Postgraduate Taught). Further information on Assessment at the University is available in the Academic Quality Handbook (AQH).
- In the provision of extra time for students with disability provision the guidance states that Students with the inclusion adjustment, 'extra time' must have this adjustment applied to both invigilated and non-invigilated timed assessments but are not subject to un-timed assessments which may be submitted during a longer time window (e.g. 48, 72 hours etc) where the assessment has been designed to be inclusive (Section 3.8 for invigilated assessments and Section 5.14 for non-invigilated assessments).
- In relation to timetabling, Section 4.1.2 requires Schools to inform Central Timetabling of all computer-based assessment requirements as part of the annual timetabling process to ensure room availability and coordination with other services (e.g. digital). In non-invigilated assessments during exam weeks, Section 5.1.2 states that timed assessments or those that have to be completed within a 24 hour time window must be timetabled alongside invigilated exams to avoid clashes.
- Section 4.1.5 The guidance requires schools utilise lockdown browsers for invigilated digital assessments which would reduce workload for colleagues in DDIS manually installing exam software on to individual machines.
- Section 4.2.5 states that students should enter the exam hall 20 minutes prior to the start to allow sufficient login time and testing of computing equipment.
- Section 4.2.10 (invigilated) and Section 5.4.4 (non-invigilated) requires that there is an upload time of 30 minutes added to the exam time if required (e.g. if the exam is 2 hours in length then an additional 30 minutes to permit upload of documents).
- Section 4.4.2(invigilated) and Section 5.3.3 (non-invigilated) stipulates that students are not permitted to share exam content with other students, for example sharing screenshots of questions, to address concerns integrity concerns raised by staff and students.
- In non-invigilated assessments Schools must ensure that there is appropriate level of support available to candidates. Guidance should clearly indicate who to contact if student's have questions/difficulties and what they should do if they have difficulties out with working hours (e.g. if an assessment is scheduled over 24, 48 + hours) and when they will receive a response. (Section 5.22)

6. REVISIONS

6.1 Feedback on the guidance and taxonomy have been gathered from SSEC, UEC, and the Exam Planning Group, which has led to a number of revisions. Attached is a clean copy of the Guidance and Taxonomy, as well as a copy with track changes.
The main revisions include:

- Provision of more detail on the use of lockdown browsers and link to Toolkit resources including staff and student guides, including the requirement that Schools must ensure that students receive mock tests using lockdown browsers to ensure they work on their own device (see 4.1.5, 4.2.2, 4.2.4)

- Strengthening the point that students are responsible for downloading and testing use of lockdown browsers if using their own device and cannot form the basis for Good Cause applications (see 4.2.4).
- 5.2.8 additional advice on the use of lockdown browsers for non-invigilated assessments which may be useful for preventing students from copying/pasting answers from notes/browser or the use of GenAI tools to generate answers to questions. This may be useful especially for timed assessments where there is insufficient time to use a second device but cannot entirely prevent this from happening.
- Provision of more detail on implementation of Upload times (reference to upload times deleted in 4.2.10 because not relevant to invigilated exams, and further detail in 5.4.4).
- Review of upload times allowed from 30 mins to 15 mins.
- 5.2.2 additional detail regarding School requirements to ensure key contact for non-invigilated assessments and who to contact out with normal working hours and that Schools should ensure appropriate mitigation is provided.
- Deletion of 3.9 regarding small exam rooms because this is not current practice and not practical to implement.
- In 4.1.3 clarifying that Schools are responsible for dealing with student assessment clashes.
- Use of computers in exams – clarifying that computers in VLEs are permissible (see 4.3.4)
- Deletion of 4.5.3 referring to the need to notify IT Service Desk in the event of technical difficulties in an invigilated exam – any such problems would be reported by the invigilator.
- Further detail in 5.6.3 of when students should notify IT Service Desk in the event of a technical difficulty when completing an online assessment.
- Updated version of the taxonomy which included some additional examples, along with a clearer heading that the list is not meant to be exhaustive. The purpose of the taxonomy is to provide broad categories summarising that capture the main characteristics of the assessment but not a detailed descriptor of every type of assessment.

6.2 Further revisions as requested by APRG prior to discussion at QAC:

- Remove any reference to '[Digital Assessment] Procedures' and replace with '[Digital Assessment] Guidance' DONE
- Remove any reference to approval by Senate. DONE
- Amend guidance to include the statement "not ordinarily longer than 72 hours" in respect of flexible windows. DONE, SEE SECTION 3.8
- Delete repetition of first bullet point in section 4.2.8 (ii) candidates must note the following, "candidates will not be admitted to an examination hall after the assessment has been in progress for thirty minutes." DONE
- Specify CAD as a contact for the design and development of online examinations only. DONE, SEE 4.1.5
- Consider removing or combining (iv) of section 4.3.4 into (i) as programmable calculators may be required for certain examinations (e.g. Engineering). TEXT HAS BEEN EDITED.
- Consider making it explicit in the guidance that permission to leave temporarily includes being allowed to leave temporarily within the final 30 minutes of the exam. DONE SEE 4.4.2 (ii).
- In terms of section 5.4.4, it was noted that the upload window has been reduced from 30 minutes to 15 minutes following feedback from Schools. It was suggested that the approach to marking submissions received outside the 15-minute window could be further clarified via the inclusion of a statement such as

"ordinarily penalties will be applied to late submissions (coursework vs exam)…" ADDITIONAL TEXT ADDED, SEE 5.4.4

- It was noted that "take-home examinations" are neither timed nor invigilated so could arguably be considered coursework and therefore contributing to misunderstandings. Consider replacing "take-home assessments" with "untimed non-invigilated unseen assessments". DONE SEE 5.1.4

7. NEXT STEPS

7.1 The APRG has approved the guidance subject to the changes detailed in section 6. The QAC are invited to **approve** the Digital Assessment Guidance and Taxonomy.

8. FURTHER INFORMATION

8.1 Further information is available from Professor Jason Bohan, Dean for Student Support and Experiences (jason.bohan@abdn.ac.uk).

8 April 2025
Freedom of Information/Confidentiality Status: Open

GUIDANCE FOR THE DELIVERY OF DIGITAL ASSESSMENTS

1. PROCEDURES

1.1 The Guidance for the Delivery of Digital Assessments apply to all students studying on any undergraduate and postgraduate taught course regardless of mode of study or delivery.[1]

1.2 The guidance sets out the University's requirements and procedures for digital assessments. It is an expectation of all Schools that the requirements detailed within this guidance are adhered to, and appropriate records maintained. The guidance forms part of the processes used to ensure integrity of the assessment process.

1.3 The guidance are designed to be read in conjunction with the University's Codes of Practice on Assessment (Undergraduate and Postgraduate Taught). Further information on Assessment at the University is available in the Academic Quality Handbook (AQH).

1.4 The guidance applys to invigilated assessments during term time (e.g. class tests) and exam diet, as well as non-invigilated assessments scheduled during exam diet. This does not apply to non-invigilated assessments scheduled out with the exam diet.

2. TYPES OF DIGITAL ASSESSMENT

2.1 The University encourages a mixed method of assessment, as appropriate to the nature of individual courses. The use of different forms of assessment has been encouraged, as outlined in the Assessment Taxonomy (*Appendix A*).

2.2 Digital assessments relevant to this guidance include:

(i) Invigilated or non-invigilated assessments requiring the use of a computer to complete or submit answers
(ii) Timed or non-timed assessments requiring the use of a computer to complete or submit answers
(iii) Open or closed-book assessments requiring the use of a computer to complete or submit answers

3. INCLUSION ADJUSTMENT REQUIREMENTS FOR DIGITAL ASSESSMENTS

3.1 This section is in accordance with the guidance outlined in the University's Guidance for Those with Responsibility for Making Examination Arrangements for Disabled Candidates.

3.2 Additional support measures, such as any assistive technology, also apply to both invigilated and non-invigilated digital assessments.

3.3 Candidates are responsible for ensuring that any inclusion adjustment requirements are appropriately flagged to Student Advice & Support.

3.4 Candidates with disabilities must ensure that appropriate assessments and/or medical certificates to support the need for any inclusion adjustments are obtained and that these

[1] This Policy does not apply to postgraduate research students (they should consult the PGR Handbook for this information).

are received by Student Support Services at the earliest opportunity. Late submission of these may result in lesser arrangements being made.

3.5 It is the responsibility of the Student Advice and Support Office to ensure that details of the academic provisions and/or examination arrangements required by the student are recorded on the Student Record System.

3.6 It is the responsibility of the School Inclusion Coordinator and the Registry Timetabling team to ensure that assessment arrangements, as specified in the Student Record System, are implemented.

3.7 It is the responsibility of the School Inclusion Coordinator to inform candidates about how inclusion adjustments will be organised and what is required of them. This should be done with at least one week's notice, if possible.

3.8 Students with the inclusion adjustment, 'extra time' must have this adjustment applied to both invigilated and non-invigilated timed assessments but are not subject to un-timed assessments which may be submitted during a longer time window (e.g. normally no longer than 72 hours) where the assessment has been designed to be inclusive.

3.9 .

4. Invigilated Digital Assessments

4.1 Scheduling of Invigilated Digital Assessments

4.1.1 All scheduling of prescribed assessments must follow the procedures described in the University's Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas.

4.1.2 Invigilated assessments to be scheduled outside of the main exam diet which require the use of computer classrooms (e.g. class tests) are to be highlighted to the Central Timetable team during the annual timetable setting to ensure that appropriate teams are aware of the additional requirements and colleagues in Digital & Information Services, including the Assistive Technology Team, are notified of the requirements.

4.1.3 Whilst every effort will be made to ensure that there are no Central Timetable clashes with iInvigilated assessments, candidates must make their School aware of any such clashes within one week of the Exam Timetable being published. Schools are responsible for advising the student on alternative arrangements.

4.1.4 Candidates are responsible for checking their assessment schedule prior to the assessment to ensure that no location changes have been made. Candidates are required to attend in-person invigilated digital assessments. Failure to attend an assessment may prevent progression/graduation. If a student is unable to attend an assessment, they should refer to the University's Policy and Procedures on Student Absence.

4.1.5 Invigilated digital assessments must utilise a suitable lockdown browser (e.g. Respondus, see the Staff Guide for using Respondus) unless the assessment is open book by design, requires access to other applications (e.g. to perform data manipulations or statistical analyses) or the ability to upload files (e.g. hand written equations). Students must be

provided with an opportunity to practice a digital assessment that utilises a lockdown browser, whether this is on a University computer or their own personal computer, on which the lockdown browser has been pre-installed. Assessments that do not use a lockdown browser and are not open book may require additional digital support. CAD may contacted for guidance on the design and development of online assessments.

4.2 Delivery of Invigilated Digital Assessments

4.2.1 The University is responsible for ensuring that all computing equipment is fully operational prior to an assessment diet. The Central Timetabling team will ensure that assessments taken in computer rooms are at no more than 90% capacity to ensure that additional computers are available in the eventuality of an individual computer suddenly not working.

4.2.2 In situations where it is appropriate for a student to use their own personal computer, the student is responsible for ensuring that their personal computer is fully operational and configured to the required conditions of the individual assessment. This includes preinstalling a lockdown browser, if this is being used,

4.2.3 Invigilators appointed for digital assessments must familiarise themselves with the current guidance for invigilators, which can be found here: Digital-Exams-Guidance-for-Invigilators.docx.

4.2.4 Schools are responsible for ensuring that each candidate has access to a suitable computer for all computer-based assessments. If a digital assessment allows use of a candidate's personal computer, Schools must also ensure that the system requirements for the assessment are published in advance of the examination and if a lockdown browser is being used, they should provide students with guidance on installing the lockdown browser on their personal computers (see Student Guide on Lockdown Broswer). Students are responsible for ensuring that the lockdown browser is downloaded to their device and tested before the assessment is attempted. Failure to do so, and any subsequent problems associated with using the lockdown browser, cannot be the basis for Good Cause applications. Schools must ensure that students have an opportunity to do a mock digital assessment with the same setup as the digital assessment.

4.2.5 Students attending an invigilated digital exam are required to enter the exam hall 20 mins prior to the start of the assessments (please see Digital Exam Guidance) to log on and ensure that all equipment is working correctly.

4.2.6 Students sitting an invigilated digital exam who arrive late or have not logged on/ensured that equipment is working correctly prior to the start of the exam will NOT be provided with additional time at the end of the assessment.

4.2.7 Schools should ensure that digital assessments permit candidates to submit their answers online via the VLE (or alternative assessment platform if being used) wherever possible rather than saving to portable devices, e.g. USBs. This also applies to candidates with adjustments for the permitted use of a computer during written exams.

4.2.8 As outlined in the Rules of Conduct of Prescribed Assessments and Written Examinations For Degrees or Diplomas, when sitting invigilated digital assessments:

(i) candidates are responsible for the following:

- Candidates attending an invigilated digital exam are required to enter the exam hall 20 minutes prior to the start of assessments (please see Digital Exam Guidance) to log on and ensure that all equipment is working correctly.
- Displaying their student identity card on the corner of the examination desk.
- Reading and adhering to the instructions on the front sheet of the examination answer book (whether in paper or digital form).
- Ensuring that only permitted materials are on their persons at their examination desk and for the entire duration of the examination.

(ii) candidates must note the following:

- Candidates will not be admitted to an examination hall after the assessment has been in progress for thirty minutes.
- Candidates sitting an invigilated digital exam and attend late or have not logged on/ensured that equipment is working correctly prior to the start of the exam will NOT be provided with additional time at the end of the assessment.
- Candidates will not be permitted to leave during the first thirty minutes and the last thirty minutes of any examination.
- Candidates may be permitted to leave an examination hall temporarily with the consent of the Invigilator,
- Candidates must not leave the examination hall until either they are directed to do so by an Invigilator, or their work has been submitted through the necessary VLE and shown as such to an Invigilator. At the end of an examination, the Invigilators will either request all candidates then present to remain in their places until all work has been submitted or direct candidates to leave quietly.

4.2.9 If a student sits an exam, or submits an assignment, it will be assumed that the student is fit to sit and there are no extenuating/mitigating circumstances (defined as exceptional, serious, acute and unforeseen problems, both medical and not). If a student believes that they are not fit to sit an exam or to submit an assignment due to an extenuating circumstance, or subsequently realises that they were not fit to do so, they should advise the School by completing the absence form on the Student Hub at the first possible opportunity, in line with Section 2.1 of Policy and Procedures on Student Absence, and in any case **before** any results are published. Failure to follow this may undermine any future appeal.

4.3 Permitted Materials During Invigilated Digital Assessments

4.3.1 In relation to permitted materials, invigilated digital assessments follow the guidelines set out in the University's Rules of Conduct of Prescribed Assessments and Written Examinations For Degrees or Diplomas.

4.3.2 Candidates may only take printed or other written materials to the examination desk when it has previously been advertised by the School and when it is stated in the rubric to the question paper that such material may be used.

4.3.3 All bags and other objects must be deposited where the Invigilators direct.

4.3.4 Examination papers shall either prohibit calculators or allow those only as specified under:

(i) Calculators must not normally be graphical, programmable, able store text or formulas and cannot be able to communicate with other devices unless authorised by the School. When there is any restriction on the type and use of calculators permitted this will be clearly stated on the examination papers (e.g. have enabled a digital calculator with the VLE for student use).

(ii) No calculator instruction manuals will be allowed in examination rooms under any circumstances.

(iii) Candidates are responsible for the performance of their own calculators.

(iv) It is not permitted to use a mobile telephone as a calculator.

4.3.5 No candidate may consume any food or drink (except bottled water) in the assessment hall/room or room other than what may be medically required/prescribed, e.g. cough lozenges, etc. or for adjustments.

4.3.6 Any electronic or smart device, including those that can send and/or receive information or store data are not permitted during an assessment. This includes, but is not limited to, mobile phones, smart watches, e-readers, wearable technology items, fitness trackers and smart glasses. Such devices should be turned off completely and placed in a jacket or bag and left in the area designated by the Invigilators or placed under the examination desk, turned completely off. Invigilators may ask to see such devices and examine them at any point in the assessment room.

4.3.7 Students are permitted to have an analogue or simple digital watch with them during the assessment for the purposes of timekeeping. Watches must be taken off and placed on the examination desk for the duration of the assessment. Such watches must not have any smart capabilities (regardless of them being turned on) such as messaging, internet access, data storage, calculator or other connectivity abilities. Invigilators may ask to see watches and examine them at any point in the assessment room.

4.3.8 Candidates may refer to English/native tongue (excluding electronic) dictionaries when permitted by their Schools to do so. Such dictionaries must, if so requested, be presented to an Invigilator for inspection prior to examination.

4.4 Conduct During an Invigilated Digital Assessment

4.4.1 All candidates undertaking an assessment are expected to comply with the rules and regulations set out by the Universities' Code of Practice on Student Discipline (Academic). Any candidate found in breach of the Code of Practice will be reported to the Head of the relevant School in the first instance.

4.4.2 For all individual invigilated digital assessments, candidates must comply with the following regulations:

(i) There must be no communication, either spoken or written, between candidates during the period of examination.

(ii) In the case of invigilated computer-based assessments, candidates are not allowed to leave the hall during the first 30 minutes and the last 30 minutes of an invigilated computer-based assessment unless for a toilet break.

(iii) Candidates must not share information about the contents of the assessment with other students or third parties.

(iv) Candidates must not save, replay, post or take screenshots of assessments or suggest answers in any capacity. This includes, but is not limited to, the sharing of assessment content on social media, chat platforms, gaming platforms, etc.

(v) Any assessment must be completed by the candidate personally and any work submitted must be the candidate's own work.

4.5 Technical Difficulties During an Invigilated Digital Assessment

4.5.1 The University reserve the right to cancel any digital assessment due to technical difficulties. Assessments cancelled in this regard will be rescheduled at the earliest possible opportunity. Schools are responsible for ensuring that candidates are informed in good time regarding the new date for their assessment.

4.5.2 In instances where a candidate experiences technical difficulties during an invigilated assessment, they must raise their concerns with an invigilator in the first instance, who will then advise on the next course of action.

4.5.3

5. Non-Invigilated Digital Assessments

5.1 Scheduling of Non-Invigilated Digital Assessments

5.1.1 All scheduling of prescribed assessments must follow the procedures described in the University's Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas.

5.1.2 Non-Invigilated Assessments that are timed and/or to be completed within a 24-hour window and to be scheduled during the main exam diets are to be sent to the Central Timetable team to avoid conflicts with other invigilated/non-invigilated assessments.

5.1.3 Whilst every effort will be made to ensure that there are no Central Timetable clashes with invigilated assessments, candidates must make their School aware of any such clashes within one week of the Exam Timetable being published. Schools are responsible for advising the student on alternative arrangements.

5.1.4 Non-invigilated assessments that are not timed and/or may be completed over a longer time window than 24 hours (e.g. 48 or72 hours) may run alongside other assessments and will not be considered as clashing. No additional time will be permitted in these situations. Therefore, a non-invigilated and an invigilated assessment may be scheduled on the same day without further adjustments to the schedule or additional time provided.

5.2 Delivery of Non-Invigilated Digital Assessments

5.2.1 The School must provide candidates with clear instructions on how to access, complete and submit digital non-invigilated assessments. Instructions should be published on relevant course pages of the VLE.

5.2.2 Schools must ensure that there is appropriate level of support available to candidates. Assessment information should clearly identify a key contact if students have questions/difficulties. For assessment that are both timed and run during working hours and those run over a longer period (e.g. assessments scheduled over 24, 48 + hours) Schools must provide clear information on who students should contact if there is an issue / problem with the assessment out with normal working hours and indicate when they will receive a response. Students should not be disadvantaged by any delay in responding and the School is responsible for enacting appropriate mitigation measures.

5.2.3 The student is responsible for ensuring that their personal computing equipment that they are using for digital assessments are fully operational and configured to the required conditions of the individual assessment.

5.2.4 Candidates must ensure that they access their online assessment at the appropriate Scheduled time.

5.2.5 Candidates are responsible for ensuring that they have an appropriate internet connection for successfully completing the assessment. If candidates do not have a suitable internet connection, they should refer to the School Guidance.

5.2.6 Candidates should ensure that they have read all assessment information on the course page prior to the assessment prior to the due date to ensure that they are familiar with the assessment's requirements and timing.

5.2.7 If a student sits an exam, or submits an assignment, it will be assumed that the student is fit to sit and there are no extenuating/mitigating circumstances (defined as exceptional, serious, acute and unforeseen problems, both medical and not). If a student believes that they are not fit to sit an exam/test or to submit an assignment due to an extenuating circumstance, or subsequently realises that they were not fit to do so, they should advise the School by completing the absence form on the Student Hub at the first possible opportunity, in line with Section 2.1 of Policy and Procedures on Student Absence, and in any case **before** any results are published. Failure to follow this may undermine any future appeal.

5.2.8 Whilst use of lockdown browsers are not normally recommended for non-invigilated assessments, they may be useful for some timed assessments to prevent the use of the copy and paste function , although it will not prevent the use of a second device to look up answers.

5.3 Conduct During a Non-Invigilated Digital Assessment

5.3.1 Online assessments which do not require a candidate to be on campus for their duration should still be conducted under conditions as if they were being sat on campus.

5.3.2 All candidates undertaking an assessment are expected to comply with the rules and regulations set out by the University's Code of Practice on Student Discipline (Academic).

Any candidate found in breach of the Code of Practice will be reported to the Head of the relevant School in the first instance.

5.3.3 For all individual invigilated computer-based assessments, candidates must comply with the following regulations:

(i) There must be no communication, either spoken or written, between candidates during the period of examination.

(ii) Candidates must not share information about the contents of the assessment with other students or third parties.

(iii) Candidates must not save, replay, post or take screenshots of assessments or suggest answers in any capacity. This includes, but is not limited to, the sharing of assessment content on social media, chat platforms, gaming platforms, etc.

(iv) Any assessment must be completed by the candidate personally and any work submitted must be the candidate's own work

5.4 Concluding a Non-Invigilated Digital Assessment

5.4.1 Candidates are responsible for following all school guidance and ensuring that their assessment submission is the correct version. All submissions will be marked according to the Universities' marking and moderation procedures.

5.4.2 Candidates are required to ensure that they write their answers in English, unless a foreign language has been approved for use within the assessment due to either the assessment's nature or special arrangements.

5.4.3 Candidates are required to upload their assessment by the due date and time. Failure to do so, and blank or unreadable submissions, will be treated as a non-submission, and marked as such. If a candidate fails to submit an assessment, they should contact the School as soon as possible and complete an Absence Report as outlined in the Policy and Procedures on Student Absence.

5.4.4 At the end of the assessment duration, an additional time allocation must be provided to allow for the upload of the assessment submission, if appropriate for the assessment (e.g. time needed to upload a written document when there may be system issues with a large volume of submissions occurring at the same time). Upload times should be at least 15 minutes and will be clearly indicated to the candidate on the assessment instruction page (for example, if the assessment is due to be submitted at 1pm the assessment link remains open to 1.15pm and no penalties applied during this additional time).Assessments uploaded beyond this window will normally be treated as a non-submission or penalties applied as appropriate.

5.5 Late Submissions of Non-Invigilated Digital Assessments

5.5.1 Schools will be responsible for ensuring that information regarding submissions windows, and upload times, are effectively communicated to candidates and that the appropriate settings are applied within the VLE.

5.5.2 Submissions received after the end of a scheduled assessment will be regarded as a late submission and penalties applied as outlined in the Policy and Procedures on Extensions and Penalties for Unauthorised Late Submissions of Coursework or non-submission as appropriate.

5.5.3 Where a candidate uploads their submission after the end of the specified upload time, they must provide further information to the School contact as identified in the Assessment information for the reason for their late submission and complete an Absence Report as outlined in the Policy and Procedures on Student Absence.

5.6 Technical Difficulties During a Non-Invigilated Digital Assessment

5.6.1 The University reserve the right to cancel any digital assessment due to technical difficulties. Assessments cancelled in this regard will be rescheduled at the earliest possible opportunity. Schools are responsible for ensuring that candidates are informed in good time regarding the new date for their assessment.

5.6.2 A candidate who experiences technical difficulties with accessing, checking, submitting or completing an online assessment should immediately contact the School contact as identified in the Assessment information. Schools should ensure that this information is made available to candidates via the front page of their assessment.

5.6.3 In the event of submitting a claim for late or non-submission due to technical issues, students should support their claim by providing additional evidence, such as a Service Desk ticket number if they have logged the issue via MyIT or a screenshot illustrating the problem.

Appendix A: Assessment taxonomy

Part A – Structure

- **Formative:** Assessment provides feedback and information primarily for the benefit of students in gauging their knowledge and ability at the time of the assessment they may include an indicative grade, they do not contribute towards the final mark for a course or degree classification.
- **Summative:** Assessment provides feedback and information after the learning process and will include a grade; these grades contribute to the award of credit and where relevant may be included in the calculation of the degree classification

- **Invigilated:** Assessments carried out with monitoring ensure adherence to regulations
  - **Closed:** Assessments without access to any additional materials.
    - **Lockdown:** Digital assessment where specialist software to prevent students from accessing unauthorised resources during the assessment.
  - **Open**: Assessments that allow the use of textbooks, notes or digital resources.
- **Non-invigilated:** Assessments that are taken without supervision, allowing students to complete them independently, often in a setting of their choice, and typically without real-time monitoring for academic integrity.

- **Timed**: These assessments must be completed within a specified time limit, which could be a single set time (e.g., a two-hour assessment scheduled at 10 a.m.) or a flexible window (e.g., a two-hour assessment available to start anytime within a 24-hour period). Where an assessment is to be completed within a specified time window this would ordinarily be no more than a 72 hour window. Timed assessments emphasise time management and a student's ability to perform under pressure, often reflecting real-world scenarios where responses need to be both accurate and time efficient.
- **Non-Timed:** Assessment that provides students the flexibility to complete activities without a fixed time constraint still includes a clear submission deadline. This approach allows students to work at their own pace within the allocated timeframe, emphasising the quality and depth of their responses over the speed of completion while ensuring timely submission

- **Pre-released:** Assessments where students receive the questions or topics in advance, allowing them to prepare responses using their study materials ahead of the assessment submission. This description specifically refers to situations where students are given the actual questions they are required to address in the assessment.
- **Unseen:** Assessments where students are presented with questions they have not encountered ahead of the assessment, requiring them to demonstrate their knowledge and critical thinking skills without prior preparation

- **Handwritten**: Assessment format in which students respond to questions using written answers, typically involving the use of pen or pencil
- **Digital**: Assessments administered on electronic devices, where students' complete questions using software applications (not scanning of paper based) may also be conducted via the internet, where students' complete questions and submit their responses using electronic devices
- **Oral:** Assessment where students are required to verbally respond to questions posed by an examiner or a panel.
- **Practical:** Assessment where student are observed conducting specific task, may also include elements of oral aassessment within the practical

- **Group:** Any assessment which involves students collaborating in teams to complete (can be pairs or larger groups)

• **Individual:** Any assessment which where each student is responsible for completing a task or project independently

Part B –

Assessment Descriptor	**Some Example approaches (not exhaustive)**
Extended Writing Tasks: Assessments requiring in-depth written responses (minimum 1000 words).	• Essays: Analytical or argumentative pieces on a specific topic. • Reflective writing: exploring and analysing personal experiences, thoughts, or learning to gain deeper understanding and insights. • Creative writing: crafting original narratives, poems, or other literary works that emphasise imagination, expression, and storytelling rather than purely factual or technical content • Research Papers: In-depth studies on a topic, often requiring literature reviews and original research. • Reports: Structured report format, often simulating the expectations and standards of professional practice in their field (i.e. Grant applications, technical reports). • Lab book/research journal: Detailed record of practical work, including experiments, procedures, observations, results, and analyses • Dissertations/Theses: Comprehensive, original research projects that contribute new knowledge to a field.
Brief Writing Tasks: Assessments requiring brief written responses (less than 1000 words).	• Short Answer Questions: Students respond to questions with concise answers, typically a few sentences or brief paragraph long. • Discussion Board Posts: Online platforms where students write brief responses or contributions to discussion prompts, engaging with their peers. • Response Papers**:** Brief written responses to prompts or questions about a specific reading or topic, focusing on key ideas
Objective Assessments: Assessment where the questions or tasks have predetermined correct answers they usually test specific knowledge or skills rather than subjective analysis or extended explanations.	• Multiple-Choice Questions (MCQ) • Single-Best-Answer (SBA) • True/False • Fill-in-the-Blanks • Matching Exercises • Very Short Answer (Maximum 20 Words)
Performance-Based / Practical Assessments: Evaluations that measure students' ability to apply skills often reflecting real-world scenarios.	• Professional Practice Assessments: Evaluations in fields like healthcare or education, assessing practical skills and decision-making in professional settings, or role play within these types of settings.

	• Practical Assessments: Evaluations based on the application of skills or knowledge, often in a laboratory, field setting, placements or performance space • Musical Performance**:** Evaluating students' proficiency in playing an instrument or singing, focusing on technical skill, interpretation, and expression. • Computer Programming Exercise: Evaluating student coding skills by writing, testing, or debugging software to complete specific tasks or solve problems.
Presentations: Assessments that require students to prepare and deliver an oral and /or visual presentation on a specific topic.	• Oral: Delivered synchronously in person or via video or pre-recorded, these presentations assess students' verbal communication skills, confidence, and ability to effectively convey information. May or may not also be accompanied by visual element i.e. PowerPoint slides, artefact diplays. • Poster presentations: Students create visual posters that concisely summarise research, findings, or ideas, may or may not also be accompanied by a brief synchronous or pre-recorded oral explanation • Musical or Artistic performance: Involve a live performance (in person or recorded) where they showcase technical or interpretive skills, such as playing an instrument, acting, or dance, assessed on aspects like skill, expression, and creativity.
Portfolios / Cumulative Assessments: Portfolios may include a range of materials that collectively illustrate the student's progression within a subject area, portfolios often involve progression marking.	• Materials could include written assignments, projects, creative works, reflections, and feedback
Peer Assessment: Evaluation of a student's work by fellow students, providing feedback and grading. Can also assessment of student ability to provide peer assessment	• Discussion Forums or Blogs – Peers provide feedback on each other's discussion contributions or reflective blog post • Group Projects with Peer Evaluation – Students assess each other's contributions to a group project. • Presentations with Peer Feedback – Peers evaluate and provide constructive comments on oral or poster presentations.
Self-Assessment: Students evaluate their own work and learning processes. Can also assess of student ability to self-assess	• Self-Graded Quizzes – Students complete a quiz and then review their answers against a provided answer key. • Personal Learning Goals – Students set learning objectives at the start of a course and evaluate their progress at the end.

	• Rubric-Based Self-Assessment – Students use a grading rubric to assess their own work before submission. • Strengths and Weaknesses Analysis – Students analyze their skills and areas for improvement in a specific subject or task. • Portfolio Review – Students compile and assess their own work over time to track development.

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of marks. At the discretion of the course coordinator, exceptions may be made if a different categorisation is deemed more appropriate based on the nature of the assessment. Additional descriptions of the question types must be clearly communicated to students alongside the standard description

GUIDANCE FOR THE DELIVERY OF DIGITAL ASSESSMENTS

1. PROCEDURES

1.1 The ~~Digital Assessment Procedures were originally approved by Senate on xxx. These procedures~~ Guidance for the Delivery of Digital Assessments apply to all students studying on any undergraduate and postgraduate taught course regardless of mode of study or delivery.[1]

1.2 The~~se procedures~~ guidance sets out the University's requirements and procedures for digital assessments. It is an expectation of all Schools that the requirements detailed within ~~these procedures~~this guidance are adhered to, and appropriate records maintained. The~~se procedures~~ guidance ~~are~~ forms~~only~~ part of the processes used to ensure integrity of the assessment process.

1.3 The~~se procedures~~ guidance are designed to be read in conjunction with the University's Codes of Practice on Assessment (Undergraduate and Postgraduate Taught). Further information on Assessment at the University is available in the Academic Quality Handbook (AQH).

1.4 The~~se procedures~~ guidance applys to invigilated assessments during term time (e.g. class tests) and exam diet, as well as non-invigilated assessments scheduled during exam diet. This does not apply to ~~general coursework~~non-invigilated assessments scheduled ~~outwith~~out with the exam diet.

2. TYPES OF DIGITAL ASSESSMENT

2.1 The University encourages a mixed method of assessment, as appropriate to the nature of individual courses. The use of different forms of assessment has been encouraged, as outlined in the Assessment Taxonomy (*Appendix A ~~refers~~*).

2.2 Digital assessments relevant to this guidance include:

(i) Invigilated or non-invigilated assessments requiring the use of a computer to complete or submit answers
(ii) Timed or non-timed assessments requiring the use of a computer to complete or submit answers
(iii) Open or closed-book assessments requiring the use of a computer to complete or submit answers

3. INCLUSION ADJUSTMENT REQUIREMENTS FOR DIGITAL ASSESSMENTS

3.1 This section is in accordance with the guidance outlined in the University's Guidance for Those with Responsibility for Making Examination Arrangements for Disabled Candidates LINK TO BE ADDED.

3.2 Additional support measures, such as any assistive technology, also apply to both invigilated and non-invigilated digital assessments.

---

[1] This Policy does not apply to postgraduate research students (they should consult the PGR Handbook for this information).

3.3 Candidates are responsible for ensuring that any inclusion adjustment requirements are appropriately flagged to Student Advice & Support.

3.4 Candidates with disabilities must ensure that appropriate assessments and/or medical certificates to support the need for any inclusion adjustments are obtained and that these are received by Student Support Services at the earliest opportunity. Late submission of these may result in lesser arrangements being made.

3.5 It is the responsibility of the Student Advice and Support Office to ensure that details of the academic provisions and/or examination arrangements required by the student are recorded on the Student Record System.

3.6 It is the responsibility of the School Inclusion Coordinator and the Registry Timetabling team to ensure that assessment arrangements, as specified in the Student Record System, are implemented.

3.7 It is the responsibility of the School Inclusion Coordinator to inform candidates about how inclusion adjustments will be organised and what is required of them. This should be done with at least one week's notice, if possible.

3.8 Students with the inclusion adjustment, 'extra time' must have this adjustment applied to both invigilated and non-invigilated timed assessments but are not subject to un-timed assessments which may be submitted during a longer time window (e.g. ~~24, 48,~~normally no longer than 72 hours~~ etc~~) where the assessment has been designed to be inclusive.

3.9 ~~Students with inclusion adjustments in place must not sit any invigilated assessment within the same hall/room as those who do not have special adjustments. Students with additional time for assessments may only sit an assessment in the same hall/room as those who have the same assessment duration~~.

4. Invigilated Digital Assessments

4.1 Scheduling of Invigilated Digital Assessments

4.1.1 All scheduling of prescribed assessments must follow the procedures described in the University's Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas.

4.1.2 Invigilated ~~Assessments~~ assessments to be scheduled outside of the main ~~assessment~~ exam diet which require the use of computer classrooms (e.g. class tests) are to be highlighted to the Central Timetable team during the annual timetable setting to ensure that appropriate teams are aware of the additional requirements and colleagues in Digital & Information Services, including~~,~~ the Assistive Technology Team, are notified of the requirements.

4.1.3 Whilst every effort will be made to ensure that there are no Central Timetable clashes with iInvigilated assessments, candidates must make their School aware of any such clashes within one week of the Exam Timetable being published. Schools are responsible ~~so that Registry can make~~ for advising the student on alternative arrangements.

4.1.4 Candidates are responsible for checking their assessment schedule prior to the assessment to ensure that no location changes have been made. Candidates are required to attend in-person invigilated digital assessments. Failure to attend an assessment may prevent progression/graduation. If a student is unable to attend an assessment, they should refer to the University's Policy and Procedures on Student Absence.

4.1.5 Invigilated digital assessments must utilise a suitable lockdown browser (e.g. Respondus, see the Staff Guide for using Respondus) unless the assessment is open book by design, requires access to other applications (e.g. to perform data manipulations or statistical analyses) or the ability to upload files (e.g. hand written equations). Students must be provided with an opportunity to practice a digital assessment that utilises a lockdown browser, whether this is on a University computer or their own personal computer, on which the lockdown browser has been pre-installed. Assessments that do not use a lockdown browser and are not open book may require additional digital support. ~~In these situations, Schools must notify Registry when scheduling the assessment diet.~~CAD may contacted for guidance on the design and development of online assessments.

4.2 DELIVERY OF INVIGILATED DIGITAL ASSESSMENTS

4.2.1 The University is responsible for ensuring that all computing equipment is fully operational prior to an assessment diet. The Central Timetabling team will ensure that assessments taken in computer ~~clusters~~ rooms are at no more than 90% capacity to ensure that additional ~~machines~~ computers are available in the eventuality of an individual ~~machines~~ computer suddenly not working.

4.2.2 In situations where it is appropriate for a student to use their own personal computer, t~~T~~he student is responsible for ensuring that their personal ~~computing equipment~~computer ~~that they are using for digital assessments are~~is fully operational and configured to the required conditions of the individual assessment. This includes preinstalling a lockdown browser, if this is being used.

4.2.3 Invigilators appointed for digital assessments must familiarise themselves with the current guidance for invigilators, which can be found here: Digital-Exams-Guidance-for-Invigilators.docx.

4.2.4 Schools are responsible for ensuring that each candidate has access to a suitable computer for all computer-based assessments. If a digital assessment allows use of a candidate's personal computer, Schools must also ensure that the system requirements for the assessment are published in advance of the examination and if a lockdown browser is being used, they should provide students with guidance on installing the lockdown browser on their personal computers (see Student Guide on Lockdown Broswer). Students are responsible for ensuring that the lockdown browser is downloaded to their device and tested before the assessment is attempted. Failure to do so, and any subsequent problems associated with using the lockdown browser, cannot be the basis for Good Cause applications. Schools must ensure that students have an opportunity to do a mock digital assessment with the same setup as the digital assessment.

4.2.5 Students attending an invigilated digital exam are required to enter the exam hall 20 mins prior to the start of the assessments (please see Digital Exam Guidance) to log on and ensure that all equipment is working correctly.

4.2.6 Students sitting an invigilated digital exam who arrive late or have not logged on/ensured that equipment is working correctly prior to the start of the exam will NOT be provided with additional time at the end of the assessment.

4.2.7 Schools should ensure that digital assessments permit candidates to submit their answers online via the VLE (or alternative assessment platform if being used) wherever possible rather than saving to portable devices, e.g. USBs. This ~~would~~ also ~~apply~~ applies to candidates with adjustments for the permitted use of a computer during written exams.

4.2.8 As outlined in the Rules of Conduct of Prescribed Assessments and Written Examinations For Degrees or Diplomas, when sitting invigilated digital assessments:

(i) candidates are responsible for the following:

- Candidates attending an invigilated digital exam are required to enter the exam hall 20 minutes prior to the start of assessments (please see Digital Exam Guidance) to log on and ensure that all equipment is working correctly.
- Displaying their student identity card on the corner of the examination desk.
- Reading and adhering to the instructions on the front sheet of the examination answer book (whether in paper or digital form).
- Ensuring that only permitted materials are on their persons at their examination desk and for the entire duration of the examination.

(ii) candidates must note the following:

- Candidates will not be admitted to an examination hall after the assessment has been in progress for thirty minutes.
- Candidates sitting an invigilated digital exam and attend late or have not logged on/ensured that equipment is working correctly prior to the start of the exam will NOT be provided with additional time at the end of the assessment.
- Candidates will not be permitted to leave during the first thirty minutes and the last thirty minutes of any examination.
- Candidates may be permitted to leave an examination hall temporarily with the consent of the Invigilator,
- Candidates must not leave the examination hall until either they are directed to do so by an Invigilator, or their work has been submitted through the necessary VLE and shown as such to an Invigilator. At the end of an examination, the Invigilators will either request all candidates then present to remain in their places until all work has been submitted or direct candidates to leave quietly.
- ~~Candidates will not be admitted to an examination hall after the examination has been in progress for thirty minutes.~~

4.2.9 If a student sits an exam, or submits an assignment, it will be assumed that the student is fit to sit and there are no extenuating/mitigating circumstances (defined as exceptional, serious, acute and unforeseen problems, both medical and not). If a student believes that they are not fit to sit an exam or to submit an assignment due to an extenuating circumstance, or subsequently realises that they were not fit to do so, they should advise the School by completing the absence form on the Student Hub at the first possible opportunity, in line with Section 2.1 of Policy and Procedures on Student Absence, and in any case **before** any results are published. Failure to follow this may undermine any future appeal.

~~4.2.10 At the end of the assessment duration, a time allocation must be provided to allow for the upload of the assessment submission, if required. Upload times will be clearly indicated to the candidate on the assessment instruction page.~~

4.3 Permitted Materials During Invigilated Digital Assessments

4.3.1 In relation to permitted materials, invigilated digital assessments follow the guidelines set out in the University's Rules of Conduct of Prescribed Assessments and Written Examinations For Degrees or Diplomas.

4.3.2 Candidates may only take printed or other written materials to the examination desk when it has previously been advertised by the School and when it is stated in the rubric to the question paper that such material may be used.

4.3.3 All bags and other objects must be deposited where the Invigilators direct.

4.3.4 Examination papers shall either prohibit calculators or allow those only as specified under:

(i) Calculators must not normally be graphical, programmable, able store text or formulas and cannot be able to communicate with other devices unless authorised by the School. When there is any restriction on the type and use of calculators permitted~~,~~ this will be clearly stated on the examination papers ~~will state this~~(e.g. have enabled a digital calculator with the VLE for student use).

(ii) No calculator instruction manuals will be allowed in examination rooms under any circumstances.

(iii) Candidates are responsible for the performance of their own calculators.

(iv) ~~Calculators must not be graphical, programmable, able store text or formulas and cannot be able to communicate with other devices.~~ It is not permitted to use a mobile telephone as a calculator.

4.3.5 No candidate may consume any food or drink (except bottled water) in the assessment hall/room or room other than what may be medically required/prescribed, e.g. cough lozenges, etc. or for adjustments.

4.3.6 Any electronic or smart device, including those that can send and/or receive information or store data are not permitted during an assessment. This includes, but is not limited to, mobile phones, smart watches, e-readers, wearable technology items, fitness trackers and smart glasses. Such devices should be turned off completely and placed in a jacket or bag and left in the area designated by the Invigilators or placed under the examination desk, turned completely off. Invigilators may ask to see such devices and examine them at any point in the assessment room.

4.3.7 Students are permitted to have an analogue or simple digital watch with them during the assessment for the purposes of timekeeping. Watches must be taken off and placed on the examination desk for the duration of the assessment. Such watches must not have any smart capabilities (regardless of them being turned on) such as messaging, internet

access, data storage, calculator or other connectivity abilities. Invigilators may ask to see watches and examine them at any point in the assessment room.

4.3.8 Candidates may refer to English/native tongue (excluding electronic) dictionaries when permitted by their Schools to do so. Such dictionaries must, if so requested, be presented to an Invigilator for inspection prior to examination.

4.4 Conduct During an Invigilated Digital Assessment

4.4.1 All candidates undertaking an assessment are expected to comply with the rules and regulations set out by the Universities' Code of Practice on Student Discipline (Academic). Any candidate found in breach of the Code of Practice will be reported to the Head of the relevant School in the first instance.

4.4.2 For all individual invigilated digital assessments, candidates must comply with the following regulations:

(i) There must be no communication, either spoken or written, between candidates during the period of examination.

(ii) In the case of invigilated computer-based assessments, candidates are not allowed to leave the hall during the first 30 minutes and the last 30 minutes of an invigilated computer-based assessment unless for a toilet break.

Formatted: Indent: Left: 0", First line: 0"

(iii) Candidates must not share information about the contents of the assessment with other students or third parties.

(iv) Candidates must not save, replay, post or take screenshots of assessments or suggest answers in any capacity. This includes, but is not limited to, the sharing of assessment content on social media, chat platforms, gaming platforms, etc.

(v) Any assessment must be completed by the candidate personally and any work submitted must be the candidate's own work.

4.5 Technical Difficulties During an Invigilated Digital Assessment

4.5.1 The University reserve the right to cancel any digital assessment due to technical difficulties. Assessments cancelled in this regard will be rescheduled at the earliest possible opportunity. Schools are responsible for ensuring that candidates are informed in good time regarding the new date for their assessment.

4.5.2 In instances where a candidate experiences technical difficulties during an invigilated assessment, they must raise their concerns with an invigilator in the first instance, who will then advise on the next course of action.

4.5.3 ~~In the event of submitting a claim for late or non-submission due to technical issues, students must support their claim with their Service Desk ticket number if they have logged the issue via MyIT.~~

5. Non-Invigilated Digital Assessments

5.1 Scheduling of Non-Invigilated Digital Assessments

5.1.1 All scheduling of prescribed assessments must follow the procedures described in the University's Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas.

5.1.2 Non-Invigilated Assessments that are timed and/or to be completed within a 24-hour window and to be scheduled during the main exam diets are to be sent to the Central Timetable team to avoid conflicts with other invigilated/non-invigilated assessments.

5.1.3 Whilst every effort will be made to ensure that there are no Central Timetable clashes with i~~I~~nvigilated assessments, candidates must make their School aware of any such clashes within one week of the Exam Timetable being published. Schools are responsible for advising the student on alternative arrangements. ~~so that Registry can make alternative arrangements.~~

5.1.4 Non-invigilated assessments that are not timed and/or may be completed over a longer time window than 24 hours (e.g. ~~take-home exams, online tests available for~~ 48 or~~,~~ 72~~ +~~ hours) may run alongside other assessments and will not be considered as clashing. No additional time will be permitted in these situations. Therefore, a non-invigilated and an invigilated assessment may be scheduled on the same day without further adjustments to the schedule or additional time provided.

5.2 Delivery of Non-Invigilated Digital Assessments

5.2.1 The School must provide candidates with clear instructions on how to access, complete and submit digital non-invigilated assessments. Instructions should be published on relevant course pages of the VLE.

5.2.2 Schools must ensure that there is appropriate level of support available to candidates. ~~Guidance~~ Assessment information should clearly ~~indicate~~ identify a key ~~who to~~ contact if student~~[1]~~s have questions/difficulties. For assessment that are both timed and run during working hours and those run over a longer period ~~and what they should do if they have difficulties out with working hours~~ (e.g. ~~if an~~ assessment~~s is~~ scheduled over 24, 48 + hours) Schools must provide clear information on who students should contact if there is an issue / problem with the assessment out with normal working hours and indicate ~~and~~ when they will receive a response. Students should not be disadvantaged ~~.~~ by any delay in responding and the School is responsible for enacting appropriate mitigation measures.

5.2.3 The student is responsible for ensuring that their personal computing equipment that they are using for digital assessments are fully operational and configured to the required conditions of the individual assessment.

5.2.4 Candidates must ensure that they access their online assessment at the appropriate Scheduled time.

5.2.5 Candidates are responsible for ensuring that they have an appropriate internet connection for successfully completing the assessment. If candidates do not have a suitable internet connection, they should refer to the School Guidance.

5.2.6 Candidates should ensure that they have read all assessment information on the course page prior to the assessment prior to the due date to ensure that they are familiar with the assessment's requirements and timing.

5.2.7 If a student sits an exam, or submits an assignment, it will be assumed that the student is fit to sit and there are no extenuating/mitigating circumstances (defined as exceptional, serious, acute and unforeseen problems, both medical and not). If a student believes that they are not fit to sit an exam/test or to submit an assignment due to an extenuating circumstance, or subsequently realises that they were not fit to do so, they should advise the School by completing the absence form on the Student Hub at the first possible opportunity, in line with Section 2.1 of Policy and Procedures on Student Absence, and in any case **before** any results are published. Failure to follow this may undermine any future appeal.

~~5.2.7~~5.2.8 Whilst use of lockdown browsers are not normally recommended for non-invigilated assessments, they may be useful for some timed assessments to prevent the use of the copy and paste function ~~or the use of GenAI tools~~, although it will not prevent the use of a second device to look up answers.

5.3 Conduct During a Non-Invigilated Digital Assessment

5.3.1 Online assessments which do not require a candidate to be on campus for their duration should still be conducted under conditions as if they were being sat on campus.

5.3.2 All candidates undertaking an assessment are expected to comply with the rules and regulations set out by the University's Code of Practice on Student Discipline (Academic). Any candidate found in breach of the Code of Practice will be reported to the Head of the relevant School in the first instance.

5.3.3 For all individual invigilated computer-based assessments, candidates must comply with the following regulations:

(i) There must be no communication, either spoken or written, between candidates during the period of examination.

(ii) Candidates must not share information about the contents of the assessment with other students or third parties.

(iii) Candidates must not save, replay, post or take screenshots of assessments or suggest answers in any capacity. This includes, but is not limited to, the sharing of assessment content on social media, chat platforms, gaming platforms, etc.

(iv) Any assessment must be completed by the candidate personally and any work submitted must be the candidate's own work

5.4 Concluding a Non-Invigilated Digital Assessment

5.4.1 Candidates are responsible for following all school guidance and ensuring that their assessment submission is the correct version. All submissions will be marked according to the Universities' marking and moderation procedures.

5.4.2 Candidates are required to ensure that they write their answers in English, unless a foreign language has been approved for use within the assessment due to either the assessment's nature or special arrangements.

5.4.3 Candidates are required to upload their assessment by the due date and time. Failure to do so, and blank or unreadable submissions, will be treated as a non-submission, and marked as such. If a candidate fails to submit an assessment, they should contact the School as soon as possible and complete an Absence Report as outlined in the Policy and Procedures on Student Absence.

5.4.4 At the end of the assessment duration, an additional time allocation must be provided to allow for the upload of the assessment submission, if ~~required~~ appropriate for the assessment (e.g. time needed to upload a written document when there may be system issues with a large volume of submissions occurring at the same time). Upload times should be at least 15~~30~~ minutes and will be clearly indicated to the candidate on the assessment instruction page (for example, if the assessment is due to be submitted at 1pm the assessment link remains open to 1.15pm and no penalties applied during this additional time). ~~-~~Assessments uploaded beyond this window will normally be treated as a non-submission or penalties applied as appropriate.

5.5 Late Submissions of Non-Invigilated Digital Assessments

5.5.1 Schools will be responsible for ensuring that information regarding submissions windows, and upload times, are effectively communicated to candidates and that the appropriate settings are applied within the VLE.

5.5.2 Submissions received after the end of a scheduled assessment will be regarded as a late submission and penalties applied as outlined in the Policy and Procedures on Extensions and Penalties for Unauthorised Late Submissions of Coursework or non-submission as appropriate.

5.5.3 Where a candidate uploads their submission after the end of the specified upload time, they must provide further information to the School contact as identified in the Assessment information for the reason for their late submission and complete an Absence Report as outlined in the Policy and Procedures on Student Absence.

5.6 Technical Difficulties During a Non-Invigilated Digital Assessment

5.6.1 The University reserve the right to cancel any digital assessment due to technical difficulties. Assessments cancelled in this regard will be rescheduled at the earliest possible opportunity. Schools are responsible for ensuring that candidates are informed in good time regarding the new date for their assessment.

5.6.2 A candidate who experiences technical difficulties with accessing, checking, submitting or completing an online assessment should immediately contact the School contact as identified in the Assessment information. Schools should ensure that this information is made available to candidates via the front page of their assessment.

5.6.3 In the event of submitting a claim for late or non-submission due to technical issues, students ~~must~~ should support their claim ~~with~~ by providing additional evidence, such as

a~~their~~ Service Desk ticket number if they have logged the issue via MyIT or a screenshot illustrating the problem.

Appendix A: Assessment taxonomy

Formatted: Centered, Space After: 0 pt

Part A – Structure

• **Formative:** Assessment provides feedback and information primarily for the benefit of students in gauging their knowledge and ability at the time of the assessment they may include an indicative grade, they do not contribute towards the final mark for a course or degree classification. • **Summative:** Assessment provides feedback and information after the learning process and will include a grade; these grades contribute to the award of credit and where relevant may be included in the calculation of the degree classification

• **Invigilated:** Assessments carried out with monitoring ensure adherence to regulations
  ○ **Closed:** Assessments without access to any additional materials.
  ▪ **Lockdown:** Digital assessment where specialist software to prevent students from accessing unauthorised resources during the assessment.
  ○ **Open**: Assessments that allow the use of textbooks, notes or digital resources.
• **Non-invigilated:** Assessments that are taken without supervision, allowing students to complete them independently, often in a setting of their choice, and typically without real-time monitoring for academic integrity.

• **Timed**: These assessments must be completed within a specified time limit, which could be a single set time (e.g., a two-hour assessment scheduled at 10 a.m.) or a flexible window (e.g., a two-hour assessment available to start anytime within a 24-hour period). Where an assessment is to be completed within a specified time window this would ordinarily be no more than a 72 hour window. Timed assessments emphasise time management and a student's ability to perform under pressure, often reflecting real-world scenarios where responses need to be both accurate and time efficient. • **Non-Timed:** Assessment that provides students the flexibility to complete activities without a fixed time constraint still includes a clear submission deadline. This approach allows students to work at their own pace within the allocated timeframe, emphasising the quality and depth of their responses over the speed of completion while ensuring timely submission
• **Pre-released:** Assessments where students receive the questions or topics in advance, allowing them to prepare responses using their study materials ahead of the assessment submission. This description specifically refers to situations where students are given the actual questions they are required to address in the assessment. • **Unseen:** Assessments where students are presented with questions they have not encountered ahead of the assessment, requiring them to demonstrate their knowledge and critical thinking skills without prior preparation
• **Handwritten**: Assessment format in which students respond to questions using written answers, typically involving the use of pen or pencil • **Digital**: Assessments administered on electronic devices, where students' complete questions using software applications (not scanning of paper based) may also be conducted via the internet, where students' complete questions and submit their responses using electronic devices • **Oral:** Assessment where students are required to verbally respond to questions posed by an examiner or a panel. • **Practical:** Assessment where student are observed conducting specific task, may also include elements of oral aassessment within the practical
• **Group:** Any assessment which involves students collaborating in teams to complete (can be pairs or larger groups) • **Individual:** Any assessment which where each student is responsible for completing a task or project independently

Part B –

Assessment Descriptor	**Some Example approaches (not exhaustive)**
Extended Writing Tasks: Assessments requiring in-depth written responses (minimum 1000 words).	• Essays: Analytical or argumentative pieces on a specific topic. • Reflective writing: exploring and analysing personal experiences, thoughts, or learning to gain deeper understanding and insights. • Creative writing: crafting original narratives, poems, or other literary works that emphasise imagination, expression, and storytelling rather than purely factual or technical content • Research Papers: In-depth studies on a topic, often requiring literature reviews and original research. • Reports: Structured report format, often simulating the expectations and standards of professional practice in their field (i.e. Grant applications, technical reports). • Lab book/research journal: Detailed record of practical work, including experiments, procedures, observations, results, and analyses • Dissertations/Theses: Comprehensive, original research projects that contribute new knowledge to a field.
Brief Writing Tasks: Assessments requiring brief written responses (less than 1000 words).	• Short Answer Questions: Students respond to questions with concise answers, typically a few sentences or brief paragraph long. • Discussion Board Posts: Online platforms where students write brief responses or contributions to discussion prompts, engaging with their peers. • Response Papers**:** Brief written responses to prompts or questions about a specific reading or topic, focusing on key ideas
Objective Assessments: Assessment where the questions or tasks have predetermined correct answers they usually test specific knowledge or skills rather than subjective analysis or extended explanations.	• Multiple-Choice Questions (MCQ) • Single-Best-Answer (SBA) • True/False • Fill-in-the-Blanks • Matching Exercises • Very Short Answer (Maximum 20 Words)
Performance-Based / Practical Assessments: Evaluations that measure students' ability to apply skills often reflecting real-world scenarios.	• Professional Practice Assessments: Evaluations in fields like healthcare or education, assessing practical skills and decision-making in professional settings, or role play within these types of settings. • Practical Assessments: Evaluations based on the application of skills or knowledge,

	often in a laboratory, field setting, placements or performance space • Musical Performance: Evaluating students' proficiency in playing an instrument or singing, focusing on technical skill, interpretation, and expression. • Computer Programming Exercise: Evaluating student coding skills by writing, testing, or debugging software to complete specific tasks or solve problems.
Presentations: Assessments that require students to prepare and deliver an oral and /or visual presentation on a specific topic.	• Oral: Delivered synchronously in person or via video or pre-recorded, these presentations assess students' verbal communication skills, confidence, and ability to effectively convey information. May or may not also be accompanied by visual element i.e. PowerPoint slides, artefact diplays. • Poster presentations: Students create visual posters that concisely summarise research, findings, or ideas, may or may not also be accompanied by a brief synchronous or pre-recorded oral explanation • Musical or Artistic performance: Involve a live performance (in person or recorded) where they showcase technical or interpretive skills, such as playing an instrument, acting, or dance, assessed on aspects like skill, expression, and creativity.
Portfolios / Cumulative Assessments: Portfolios may include a range of materials that collectively illustrate the student's progression within a subject area, portfolios often involve progression marking.	• Materials could include written assignments, projects, creative works, reflections, and feedback
Peer Assessment: Evaluation of a student's work by fellow students, providing feedback and grading. Can also assessment of student ability to provide peer assessment	• Discussion Forums or Blogs – Peers provide feedback on each other's discussion contributions or reflective blog post • Group Projects with Peer Evaluation – Students assess each other's contributions to a group project. • Presentations with Peer Feedback – Peers evaluate and provide constructive comments on oral or poster presentations.
Self-Assessment: Students evaluate their own work and learning processes. Can also assess of student ability to self-assess	• Self-Graded Quizzes – Students complete a quiz and then review their answers against a provided answer key. • Personal Learning Goals – Students set learning objectives at the start of a course and evaluate their progress at the end.

	• Rubric-Based Self-Assessment – Students use a grading rubric to assess their own work before submission. • Strengths and Weaknesses Analysis – Students analyze their skills and areas for improvement in a specific subject or task. • Portfolio Review – Students compile and assess their own work over time to track development.

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of marks. At the discretion of the course coordinator, exceptions may be made if a different categorisation is deemed more appropriate based on the nature of the assessment. Additional descriptions of the question types must be clearly communicated to students alongside the standard description

Formatted: Normal, No bullets or numbering

Formatted Table

Formatted: Justified, Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Appendix A: Assessment taxonomy

Part A – Structure

• **Invigilated:** Assessments carried out with monitoring ensure adherence to regulations o **Closed :** Assessments without access to any additional materials. o **Open**: Assessments that allow the use of textbooks, notes or digital resources. o **Lockdown:** Digital assessment where specialist software to prevent students from accessing unauthorised resources during the assessment. • **Non invigilated:** Assessments that are taken without supervision, allowing students to complete them independently, often in a setting of their choice, and typically without real-time monitoring for academic integrity.
• **Timed**: These assessments must be completed within a specified time limit, which could be a single set time (e.g., a two-hour exam scheduled at 10 a.m.) or a flexible window (e.g., a two-hour exam available to start anytime within a 24-hour period). Timed assessments emphasise time management and a student's ability to perform under pressure, often reflecting real-world scenarios where responses need to be both accurate and time-efficient. • **Non-Timed:** Assessment that provides students the flexibility to complete activities without a fixed time constraint still includes a clear submission deadline. This approach allows students to work at their own pace within the allocated timeframe, emphasizing the quality and depth of their responses over the speed of completion while ensuring timely submission
• **Pre-released:** Assessments where students receive the questions or topics in advance, allowing them to prepare responses using their study materials ahead of the assessment submission. This description specifically refers to situations where

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

Formatted: Justified, Indent: Left: 0.39", Hanging: 0.39", Space Before: 6 pt, After: 0 pt

students are given the actual questions they are required to address in the assessment. • **Unseen:** Assessments where students are presented with questions they have not encountered ahead of the assessment, requiring them to demonstrate their knowledge and critical thinking skills without prior preparation
• **Hand written**: Assessment format in which students respond to questions using written answers, typically involving the use of pen or pencil • **Digital**: Assessments administered on electronic devices, where students complete questions using software applications(not scanning of paper based) may also be conducted via the internet, where students complete questions and submit their responses using electronic devices • **Oral:** Assessment where students are required to verbally respond to questions posed by an examiner or a panel.
• **Group –** any assessment which involves students collaborating in teams to complete (can be pairs or larger groups) • **Individual** - any assessment which where each student is responsible for completing a task or project independently

Part B – Descriptor

Extended Writing Tasks: Assessments requiring in-depth written responses (minimum 1000 words) example include: • Essays: Analytical or argumentative pieces on a specific topic. • Research Papers: In-depth studies on a topic, often requiring literature reviews and original research. • Reports: Structured report format, often simulating the expectations and standards of professional practice in their field. • Lab book/research journal: Detailed record of practical work, including experiments, procedures, observations, results, and analyses • Dissertations/Theses: Comprehensive, original research projects that contribute new knowledge to a field.
Brief Writing Tasks: Assessments requiring brief written responses (less than 1000 words), examples include: • Short Answer Questions: Students respond to questions with concise answers, typically a few sentences or brief paragraph long. • Discussion Board Posts: Online platforms where students write brief responses or contributions to discussion prompts, engaging with their peers. • Response Papers: Brief written responses to prompts or questions about a specific reading or topic, focusing on key ideas
Objective Assessments: Assessment where the questions or tasks have predetermined correct answers they usually test specific knowledge or skills rather than subjective analysis or extended explanations Examples include: • multiple-choice questions (MCQ) • single-best-answer (SBA) • true/false • fill-in-the-blanks • matching exercises • very short answer (maximum 10 words)
Performance-Based / Practical Assessments: Evaluations that measure students' ability to apply skills often reflecting real-world scenarios example could include • Professional Practice Assessments: Evaluations in fields like healthcare or education, assessing practical skills and decision-making in professional settings, or role play within these types of settings.

- Practical Assessments: Evaluations based on the application of skills or knowledge, often in a laboratory, field setting, placements or performance space
- Musical Performance: Evaluating students' proficiency in playing an instrument or singing, focusing on technical skill, interpretation, and expression.
- Computer Programming Exercise: Evaluating student coding skills by writing, testing, or debugging software to complete specific tasks or solve problems.

Presentations: Assessments that require students to prepare and deliver an oral or visual presentation on a specific topic. Examples include

- Oral: Delivered in person or via video, these presentations assess students' verbal communication skills, confidence, and ability to effectively convey information.
- Poster presentations: Students create visual posters that concisely summarise research, findings, or ideas, may or may not also be accompanied by a brief oral explanation
- Musical or Artistic performance: Involve a live performance (in person or recorded) where they showcase technical or interpretive skills, such as playing an instrument, acting, or dance, assessed on aspects like skill, expression, and creativity.

Portfolios / Cumulative Assessments: Portfolios may include a range of materials — such as written assignments, projects, creative works, reflections, and feedback — that collectively illustrate the student's progression within a subject area, portfolios often involve progression marking.

Peer Assessment: Evaluation of a student's work by fellow students, providing feedback and grading. Can also assessment of student ability to provide peer assessment

Self-Assessment: Students evaluate their own work and learning processes. Can also assessment of student ability to self-assess

Where an assessment consists of more than one type, such as a test with both multiple-choice elements and short-answer questions, it should be categorised based on the predominant type. The predominant type is determined as the question format that contributes the greatest proportion of marks. Additional descriptions of the question types must be clearly communicated to students alongside the standard description.

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

EXAMINERS' MEETINGS PROCEDURES

1. PURPOSE OF THE PAPER

This paper provides an overview of the proposed amendments to the Examiners' Meetings procedures.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by	Academic Policy and Regulations Group (For **approval**)	20 March 2025
Further consideration/ approval required by	Quality Assurance Committee (For **approval**)	16 April 2025
	Senate (For **information**)	7 May 2025

3. RECOMMENDED ACTION

The **Quality Assurance Committee (QAC)** are invited to **discuss and approve** the amendments to the Examiners' Meetings Procedures, as detailed in **Annex A**.

4. BACKGROUND

4.1 The Examiners' Meetings procedures were last reviewed in 2017/18 and approved by the University Committee of Teaching and Learning (UCTL as was, now the University Education Committee (UEC)) in September 2017. The Examiners' Meetings procedures were originally published in three distinct documents: the job description for Examinations Officers, guidance on the Number, Composition and Purpose of Examiners' Meetings, and guidance on the Conduct of Examiners' Meetings. These documents were intended to provide assistance for Schools and/or Disciplines in terms of what was required (as a minimum) to be detailed in an Examiners' Meeting, and to assure that assessment criteria had been applied consistently. The documents gave guidance to ensure that terms used within them were transparent, and that Examiners' Meetings were conducted in a largely standardised manner across the University

4.2 Further to the Education Policy and Regulations Update that the Education Committees received by circulation, a review of the Examiners' Meetings procedures has been undertaken to combine the three existing documents into one comprehensive document. Aspects of the existing procedures have been clarified (as summarised in Section 5), and extensive layout amendments have occurred to bring these procedures in line with other existing University documents.

4.3 In taking this forward, the Dean for Quality Assurance and Enhancement in conjunction with the Academic Services team developed a proposal document to be presented for consultation to maintain the rigour of quality assurance practices. This draft was presented to the Directors of Education and Examinations Officer(s) for each School,

and a number of comments were received. These have been noted, and the procedural document has been amended as a result.

4.4 In considering the review of the Examiners' Meetings procedures, sectoral research was carried out with a number of UK Universities, including other Ancient Scottish Universities. The sectoral research is appended as **Annex B**. The sectoral analysis highlights that the University's current Examiners' Meetings procedures appear to be in line with those of other Higher Education Institutions.

5. SUMMARY OF PROPOSED CHANGES

5.1 The following summary details the key amendments and clarifications which are proposed to the procedures. The majority of the amendments were minor, and it should be noted that the content of the three documents remain largely preserved in the new single document. The full revised Examiners' Meetings procedures are provided in **Annex A**.

- The three documents that previously existed (as described in 4.1) have been combined into one document entitled *Examiners' Meetings Procedures*.

- A glossary has been added in Section 2 to clarify what is meant by the various terms referred to throughout the document. Additionally, in response to feedback, a sentence was added to highlight that membership and attendance at all Examiners' Meetings would be at the discretion of the Convenor of the Meeting.

- Distinction was made between undergraduate and postgraduate taught Examiners' Meetings, in terms of the times of year that they take place.

- Wording was changed in terms of "half-session" to "term", and "extenuating circumstances" to "mitigating circumstances".

- An optional template for the compilation of the minute for all Examiners' Meetings is included as Appendix A to the Annex.

6. ACTION REQUIRED

6.1 The Quality Assurance Committee (QAC) is invited to **discuss and approve** the combined document at the meeting on 16 April 2025.

7. NEXT STEPS

7.1 The procedures will be noted at the University Education Committee (UEC) for information.

8. FURTHER INFORMATION

Further information is available from Steve Tucker (s.j.tucker@abdn.ac.uk), Liam Dyker (liam.dyker2@abdn.ac.uk) or Morag MacRae (morag.macrae@abdn.ac.uk).

26 March 2025

Freedom of Information/Confidentiality Status: Open

ACADEMIC QUALITY HANDBOOK

UNIVERSITY OF ABERDEEN
EXAMINERS' MEETINGS PROCEDURES

1. PROCEDURES

1.1 These procedures set out the number, composition, conduct and responsibilities relating to Examiners' Meetings, and were approved by the Quality Assurance Committee on XXX.

1.2 These procedures are designed to be read in conjunction with the University's Codes of Practice on Assessment (Undergraduate and Postgraduate Taught) and External Examining documentation. Further information on Assessment at the University is available in the Academic Quality Handbook (AQH).

1.3 The Quality Assurance Committee (QAC) can be consulted (via Academic Services) should a School wish to discuss matters relating to Examiners' Meetings in more detail.

2. GLOSSARY OF TERMS

2.1 A glossary of terms is provided as follows:

- **Internal Examiners' Meeting:** A meeting of internal academic staff (the Professors, Readers, Senior Lecturers, Lecturers and Teaching Fellows within a specific programme or discipline) normally held following the end of an assessment diet.
- **Examiners' Meeting:** A meeting of internal and external examiners normally held following the end of an assessment diet.
- **Final Examiners' Meeting:** A meeting of internal and external examiners normally held following the end of an assessment diet to determine classifications and consider borderline cases. This is normally held at the end of the Term 2 assessment period for undergraduate programmes, and end of the Term 3 assessment period for postgraduate taught programmes.
- **Examinations Officer:** The individual member(s) of academic staff within a school with oversight of the assessment procedures as detailed in section 6.

3. NUMBER, COMPOSITION AND PURPOSE OF MEETINGS

3.1 The outcomes of assessments are approved by Examiners' Meetings. It is the responsibility of Heads of School to decide how many Examiners' Meetings they need to convene each year and to ensure that External Examiners are informed of the dates well in advance. It is at the discretion of the respective Schools to determine whether the meetings will take place in person on campus, online, or in a hybrid manner.

3.2 Normally, Final Examiners' Meetings are held at the end of the Term 2 assessment diet for undergraduate programmes and at the end of the Term 3 assessment diet for postgraduate taught programmes. At least one External Examiner is required to attend these meetings. In addition, Schools should normally hold a meeting of internal examiners after the Term 2 or 3 assessment diet and immediately before a Final Examiners' Meeting, primarily to identify any potential borderline candidates. This would allow a candidate's scripts and in-course assignments to be collated and made available to the Final Examiners' Meeting, in order to ensure that sufficient time is allocated to candidates for whom the assessment outcome may be unclear.

3.3 In cases where a final Examiners' Meeting would be considering a very small number of candidates, it is acceptable for an External Examiner to request that they should be excused from attending the University provided they have been sent the following:

- advice regarding any mitigating circumstances that a student has submitted regarding their performance so that these can be taken into account by the External Examiner in approving overall course grades and programme awards;
- summative assessments for each individual candidate which have not been previously seen by the External Examiner.

The External Examiner must also agree to raise any issues with the Head of School by telephone or e-mail prior to confirming the marks and awards and in sufficient time for the School to meet the Senate-approved deadlines for the submission of results to the Student Records team, and to provide feedback to the Head of School in regard to the appropriateness of the assessment procedures and the standards attained by candidates, and the appropriateness of the curricula.

3.4 Schools may also elect to hold an internal Examiners' Meeting at the end of Term 1 or resit summer assessment diets, to agree the marks, scripts and other information to be made available to the External Examiners. There is no requirement for External Examiners to attend these meetings. Where an Examiners' Meeting is not held at the end of Term 1 or the resit diet, it shall be for the Head of School and Course Coordinator to approve the marks for an individual course, which should be submitted to the External Examiner for award of the final overall mark.

3.5 The primary purposes of Final Examiners' Meetings are: -

- to make recommendations in regard to programme awards (including decisions made regarding borderline candidates);
- to finalise the Term 1 grades for courses for Honours and postgraduate taught candidates;
- to finalise the grades to be awarded for all Term 2 courses and those Term 1 courses that are assessed at the end of Term 2 for Honours;
- to finalise the grades to be awarded for all Term 2 or 3 courses and those Term 1 courses that are assessed at the end of Term 2 or 3 for postgraduate taught;
- for borderline candidates only, to take into consideration any medical or other mitigating circumstances that had been submitted to the School within the required time limits (this is normally done via a separate School Mitigating Circumstances Committee);
- to assist Heads of School in identifying candidates for the award of any prizes that are the responsibility of a School;
- to receive oral comments from the External Examiner(s) in regard to (a) the appropriateness of the assessment procedures and the standards attained by candidates, (b) the appropriateness of the curricula, particularly in regard to any external reference points such as the national subject benchmark statement, where relevant, and (c) the structure and content of existing programmes of study, as part of a systematic reflection on the provision and appropriateness of these programmes.

4. COMPOSITION OF EXAMINERS' MEETINGS

4.1 For programmes delivered by one School, the Head of a School (or their nominated Deputy) should normally serve as Convenor of all Examiners' Meetings for that School. In addition, all Course Coordinators would be expected to attend where the results for their courses were being considered and/or where the results for their courses would contribute to a candidate's overall programme result. All other examiners are also eligible to attend internal Examiners' Meetings. Other markers may be permitted to be in attendance, but without power to vote. The membership of each Examiners' Meeting will be at the discretion of the Convenor. The quorum for a Final Examiners' Meeting

would be the Convenor, at least one External Examiner, and normally at least three other internal examiners.

4.2 For programmes delivered by more than one School, the final decision on the award should be taken by an Examiners' Meeting consisting of up to three examiners from each of the participating Schools, plus appropriate External Examiners where available. Where an External Examiner is not available, decisions will be subject to subsequent ratification by the relevant External Examiner(s). For multi-disciplinary programmes with a designated Honours Coordinator and separately identified External Examiners, the Examiners' Meeting must comprise at least the Honours Coordinator, the External Examiner(s), and at least one representative from each School which has contributed courses.

4.3 For joint and major/minor Honours degrees in which a candidate has studied two subjects, in practice one School will hold its Final Examiners' Meeting and decide candidates' marks to be awarded for the assessments for which it is responsible before the equivalent meeting for the second subject. Examiners representing the first School/subject will then take joint candidates' marks to the Final Examiners' Meeting for the second subject. The examiners for the two subjects will then jointly determine the overall programme award. This must be agreed in advance between the Examiners.

5. CONDUCT OF EXAMINERS' MEETINGS

5.1 Examiners' Meetings shall be convened by the Head of the relevant School (or their nominated deputy) or Honours Coordinator where appropriate. The meetings should be scheduled to ensure that the School can submit results, approved by the External Examiner, by the Senate-approved deadlines.

5.2 Those attending Examiners' Meetings are obliged to declare any personal interest, involvement or relationship with a student being assessed, as defined in the Personal Relationships Policy.

5.3 Only data, and any personal information, required for Examiners to reach an appropriate outcome should be shared for the meeting. Schools should determine an appropriate mechanism (e.g. a dedicated Teams site) for the distribution and management of this information. Examiners should be provided with instructions around restrictions on sharing and handling data, and instructions for deleting information following the conclusion of the meeting. Data should only be kept for the minimum period necessary to complete the task. Multiple copies of information must not be kept.

5.4 All summative assessments should be available for Examiners' Meetings, if requested, in regard to any student for whom an assessment outcome is being considered.

5.5 Where the Examiners have evidence (e.g. a candidate's past performance) to believe that a candidate's performance has been impaired for a prolonged period of time (e.g. long-term illness of a parent), the Examiners may take account of this in reviewing borderline cases to determine final degree classification or postgraduate taught award. Should mitigating circumstances already have been applied at course level, they should not be also applied at programme level. See also the relevant Code of Practice on Assessment.

5.6 The Code of Practice on Assessment indicates that, in regard to degree classification, where the Examiners use their discretion to depart from the class indicated by the Grade Point Average, such discretion can only be used in an **upward** direction. In all circumstances where discretion is applied, clear reasons must be identified for doing so and a record kept in the minutes of the Examiners' Meeting. It is the responsibility of the

Convenor to ensure that an appropriate record is kept of the procedures and decisions of each Examiners' Meeting. An optional template for School use for the minute of all internal and Final Examiners' Meetings is provided in Appendix A.

5.7 External Examiners, as full members of the relevant Examiners' Meeting, must normally be invited to attend all Examiners' Meetings at which significant decisions are to be taken in regard to the specialisms with which they have been concerned (including those for which they have approved question papers). At least one External Examiner must be present at all Final Examiners' Meetings.

5.8 In addition to noting the comments from External Examiners, minutes of Examiners' Meetings should include the following set of information as a minimum:

- Full title of Examiners' Meeting
- Date and location of meeting
- Those present followed by those who have submitted apologies
- List of programmes and/or courses being examined
- Explanation of calculations to be used in determining grades, including instances in which the Degree Classification Tool in the Students' Record System has not been used
- Criteria used in consideration of borderline candidates
- Candidates with special circumstances possibly affecting their performance
- List of results, including details of any borderline decisions made and the rationale for them

5.9 Additionally, the following points should be taken into consideration when compiling minutes:

- The use of personal information should be avoided as much as possible
- Students should be referred to by ID numbers
- All decisions should be attributed to all Examiners

6. THE ROLE OF AN EXAMS OFFICER

6.1 Each School must appoint an Examinations Officer, hereafter referred to as an Exams Officer, who will have oversight of the examinations process in that School. Schools can appoint an Exams Officer for undergraduate programmes and one for postgraduate taught programmes, if they wish, or a single Exams Officer can oversee both levels. If they wish, multi-discipline Schools can appoint an Exams Officer for each Discipline but in that case, it is expected that they would meet routinely throughout the year to agree on School policies and the timings and delegation of duties. In such instances, Schools should appoint a Senior Exams Officer to ensure consistency and compliance across the School and to provide a single point of contact for the School. The Exams Officer(s) must be an experienced academic member of staff who has an in-depth knowledge of the University's policies on Feedback and Assessment and the dates by which actions need to have been taken.

6.2 All Exams Officers are required to attend an annual training session prior to the final Examiners' Meetings of the academic year to apprise themselves of any changes to University policy. Support for Exams Officers is available throughout the year and in particular at the time of Examiners' Meetings from members of the Quality Assurance Committee and Academic Services staff.

6.3 The responsibilities of an Exams Officer are as follows:

a) Being fully cognisant of, and keeping up to date with, all institutional policy and regulations in regard to assessment;
b) Attending annual Exams Officer training;

c) Ensuring School/Discipline knowledge of, and compliance with, the University's current assessment policies and regulations, including internal moderation;
d) Coordinating the preparation of examination papers for all courses assessed by written papers, including checking for accuracy and, where appropriate, ensuring they are in the requested format for special needs students;
e) Ensuring that the School's External Examiner(s) are fully inducted (see External Examining for further detail) and have been familiarised with the University's policies and practices; ensuring that the External Examiner(s) have received accurate and timely information and documentation relating to the course/programme being examined; liaising with External Examiner(s) to obtain feedback on draft exam papers, and supplying them with course grade lists and samples of student coursework and exam scripts; providing additional information requested by the External Examiners, regarding assessments, programmes and courses, during their visit;
f) Liaising with the University's Central Timetabling Team, Academic Services and the Quality Assurance Committee, as required, on academic matters relating to assessment;
g) Ensuring staff are aware of, and comply with, all deadlines for the setting of assessments and the return of marks;
h) Liaising with and supporting the work of non-academic staff concerning the School's assessment processes;
i) Establishing and chairing a School/Discipline Mitigating Circumstances Committee, to ensure a consistent approach to, and consideration of, all students in the School/Discipline;
j) Attending the School's/Discipline's Examiners' Meetings (potentially chairing such meetings if requested by the Head of School), ensuring they are held in accordance with University policy; arranging for the provision of materials for Examiners' Meetings within the School/Discipline, including any second marking/moderation issues and mitigating circumstances of particular students (anonymised); reviewing final degree examination results and, when necessary, bringing to the attention of External Examiners and Examiners' Meetings any borderline cases or others which require consideration; where appropriate, making statistical analysis of course grades available to internal and External Examiners;
k) Ensuring production of records of the discussions and actions taken at Examiners' Meetings, including formal minutes in line with Academic Quality Handbook guidance; ensuring that such records are retained in an appropriate format in accordance with the University's retention policy;
l) Agreeing an approach to and liaising with other Schools/Disciplines regarding results and decisions for students on joint degree programmes (NB: this should be agreed prior to the Examiners' Meeting);
m) Supporting Administrative Staff to carry out a final check of course grades for accuracy prior to the School Office entering them into Student Records, and a further check after entering has been completed but before 'committing';
n) Reporting and investigating, as appropriate, any instances of academic misconduct during examinations in accordance with the University's normal procedures.

All queries should be addressed to academicservices@abdn.ac.uk

Appendix A

Template for optional use by Schools to produce the Minute of all Examiners' Meetings (both Internal and Final)

<FULL TITLE OF EXAMINERS' MEETING>

Date and location of meeting

(*NB A note should be made as to whether the Examiners' Meeting was conducted remotely or in person, or in a hybrid manner*)

List of those present identifying the Convenor, the Internal Examiners, the Exams Officer(s), the External Examiner(s) and the meeting clerk. Where an examiner is not present at the meeting, the minute should acknowledge receipt of any written comments.

1. List of programmes and/or courses being examined
2. Explanation of calculations to be used in determining grades, including instances in which the Degree Classification Tool in the Students' Record System has not been used
3. Criteria used in consideration of borderline candidates
4. Candidates with special circumstances possibly affecting their performance (if appropriate)
5. List of results, including details of any borderline decisions made and the rationale for them
6. For any meeting which has an External Examiner in attendance, comments from External Examiners on the following:
    - the appropriateness of the assessment procedures and the standards attained by candidates
    - the appropriateness of the curricula, particularly in regard to any external reference points such as the national subject benchmark statement, where relevant
    - the structure and content of existing programmes of study,

Remember:

- The use of personal information should be avoided as much as possible
- Students should be referred to by ID numbers
- All decisions should be attributed to **all** Examiners

Annex B – Summary of practices at other institutions

Institution	Key notes of practice	Link
University of Edinburgh	ي Has a handbook for the Board of Examiners ي Also a Regulations Expert for each board (or a number of Boards) – akin to our Exams Officers, or AST/Dean for QA ي Gives a template for minutes of the BoE, and an annual calendar of timelines and processes associated with the BoE ي Informal discussions take place before the BoE, as compared to internal examiners' meetings	Uni of Edinburgh Board of Examiners Handbook
University of Glasgow	ي Does not seem to have one specific policy for standard Examiners' Meetings. Has template of minutes, exam board guidance for joint degrees ي Has a YouTube video about taking exams at the UofG	Template for Exam Board minutes Joint Degree Exam Boards
University of Dundee	ي Have pre-meetings instead of internal (vs external) meetings. Otherwise very similar to our processes	Board of Examiners Conduct
University of Strathclyde	ي No clear guidance on examiners' meetings conduct, frequency etc. ي There is a "Procedure for returning marks and disseminating results" but it is relatively short and mostly concerns the release of marks to students on the UoS student portal ي In the Assessment and Feedback Policy, it has a section on Programme Exam Boards which are responsible for: "making sure assessments across a programme are marked fairly; ensuring university and faculty regulations are adhered to; and responding to points made by External Examiners."	Procedure for returning marks and disseminating results
University of St Andrews	ي They have a password protected document on "Assessment, marking and module boards" and one on	Assessment policies and procedures

	"Assessments, policies and procedures: Guidance for staff" which is also password protected ي They have Module Boards which are carried out at course level, and Degree Classification Boards which are only for graduating students. Uncertain what, if anything, comes between a Module Board and a Degree Classification Board. Seems burdensome for staff (academic and PS) to need to carry out boards for each individual course ي The "Assessment policies and procedures" has one section devoted to Module Boards.	
University College London	ي **Board of Examiners (**annual meeting of the Board of Examiners with all members in attendance (subject to quoracy provisions), including the External Examiner(s))**;** **Preparatory Boards** (Preparatory Meetings will usually have a limited membership, and care must be taken to maintain candidate anonymity wherever possible); **Sub-Boards** (The Full Board may delegate authority to a smaller Sub Board of itself to make decisions on its behalf for out-of-cycle matters such as Late Summer Assessments. They may meet virtually, by correspondence or in person provided that all members of the Sub-Board (including the External Examiner(s), are copied in to the papers or discussion); and **Interim Boards** (Some Programmes hold 'Interim Boards' to discuss results received so far, often at the end of the taught modules on a Masters programme)	Boards of Examiners

	ي Full Boards are also attended by a representative of the Faculty Board of Examiners to ensure all standard are adhered to ي Conducted online unless there is an academic requirement for meeting face-to-face ي Each Faculty will have its own BoE which must meet at least once a year, and reports to the UCL Quality and Standards Committee of Education Committee (akin to QAC). Seems an overly bureaucratic process as the FBoE just ratifies the decisions of the BoEs	
University of Durham	ي Can only locate the Theological Education Institution (TEI) policy, as compared to the institutional one. ي From what is available, their processes are broadly similar to our own	Exam Boards and External Examiners - Durham University Responsibilities of Durham (Overarching) Board of Examiners - Durham University

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

REGULATORY CHANGES FOR INTRODUCTION IN 2025/2026

1. PURPOSE OF THE PAPER

The purpose of this paper is to seek the **approval** of the Quality Assurance Committee (QAC), for onward consideration of the Senate, for the attached *appendix A* comprising Changes to Regulations for Various Degrees.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/ approved by:	Academic Policy and Regulations Group (APRG)	20 March 2025
Further consideration/ approval required by:	Quality Assurance Committee (QAC)	16 April 2025
	Senate	14 May 2025
	Court	25 June 2025

3. RECOMMENDED ACTION

The Quality Assurance Committee is asked to **approve** the regulatory changes in the attached *Appendix A*.

4. DISCUSSION

4.1 The regulatory changes to be introduced with effect from 2025/26 are included in the attached *Appendix A*. These Resolutions enact the changes in Degree Regulations recommended by the Academic Policy and Regulations Group (APRG) *(with exception of section 4.4 which was added after APRG)*.

4.2 The key change pertain to (i) the **Supplementary Regulations for the Degree of Bachelor of Engineering (BEng)** *(regulation 10 refers)*. Regulation 10 pertains to the award of Compensatory Credit, (ii) the **Supplementary Regulations for the Award of All Degrees in Arts and Social Sciences**; and (iii) **Supplementary Regulations for the Award of Degrees in Science**.

4.3 Supplementary Regulations for the Degree of Bachelor of Engineering (BEng)

4.3.1 Following publication of the Engineering Council's latest policy on compensation and condonement, the School of Engineering have proposed that the requirements within the existing regulation (e.g. 20 credits available for compensation) falls outside of the new policy, which allows for 30 credits to be compensated. The MEng continues not to be able to award compensatory credit as a result of the Scottish Credit and Qualifications Framework (SCQF) requirements.

4.3.2 These changes will benefit students as more candidates will be able to graduate on time without waiting around for resits, while these changes also benefit staff as there will be fewer students resitting over the summer period. The School is supportive of the proposed changes.

4.4 Supplementary Regulations for the Award of All Degrees in Arts and Social Sciences

4.4.1 The insertion of a new regulation to the Supplementary Regulations, for the new degree of Master of Arts in Liberal Arts and Science, reflects the programme structure which allows students to take more science-based courses than are currently allowed within the regulations. This programme has been approved for admission in September 2025.

4.5 Supplementary Regulations for the Award of Degrees in Science

4.5.1 The insertion of a new regulation to the Supplementary Regulations, for the new degree of Bachelor of Science in Liberal Arts and Science, reflects the programme structure which allows students to take more arts-based courses than are currently allowed within the regulations. This programme has been approved for admission in September 2025.

4.5.2 The amendment of the regulations pertaining to the Master of Engineering (MEng) to reflect current practice with respect to project credit weightings. This brings into line the regulation with existing practice and approved curricula.

4.6 The remainder of the changes are minor and primarily tidy up existing practice, or other regulations which are impacted by the changes cited in section 4.2.

5. FURTHER INFORMATION

Further information is available from Steve Tucker, Dean for Quality Assurance and Enhancement (s.j.tucker@abdn.ac.uk), Liam Dyker, Administrative Officer (liam.dyker2@abdn.ac.uk) or Emma Tough, Assistant Registrar (e.tough@abdn.ac.uk).

10 April 2025
Freedom of Information/Confidentiality Status: *Open*

APPENDIX A

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

DRAFT RESOLUTION NO x OF 2025 [CHANGES IN REGULATIONS FOR VARIOUS DEGREES]

After consultation with the Senatus Academicus, the University Court, at its meeting on < > passed the following Resolution:

1. On the recommendation of the Senatus Academicus, the following changes to Degree Regulations are hereby approved.

2. This Resolution shall come into force on the fifteenth day of September, two thousand and twenty-five, but the requirements under it shall also be binding on students proceeding for the first time to First Degree study from the Access HE programme, or from Programme Year 0 of the MA or BSc with Foundation Studies.

1. SUPPLEMENTARY REGULATIONS FOR THE DEGREE OF MASTER OF ENGINEERING (MEng)

Regulation 5.2

Delete the existing regulation.

~~5.2 Optional enhanced study courses taken as part of the Honours programme must be level 3 or 4 courses.~~

Regulation 10

Delete the existing regulation. Renumber the following regulations.

~~10. In determining the award of the degree, the examiners will take into account the candidate's performance in the first opportunity for the degree assessment for courses in programme years 3, 4 and 5, unless General Regulation 21 (a) applies. In addition, with the approval of the Senatus Academicus, consideration may be given to the performance in such other assessment of a candidate's previous work as the examiners may from time to time require.~~

2. SUPPLEMENTARY REGULATIONS FOR THE DEGREE OF BACHELOR OF ENGINEERING (BEng)

Regulation 5.2

Delete the existing regulation.

~~5.2 Optional enhanced study courses taken as part of the Honours programme must be level 3 or 4 courses.~~

Regulation 8.5

In the existing regulation, following 'in', insert 'the BEng Group Design'.

8.5 Every candidate for the Degree of Bachelor of Engineering first enrolled in or after Academic year 1990-1991 must obtain a minimum of 480 credit points from courses outlined in the programme prescription, including 90 credit points at level 4, a pass in the BEng Group Design, the Individual Project and all required courses as stipulated by Annex A.

(i) Every candidate for the Degree of Bachelor of Engineering first enrolled in or after

	Academic year 1990-1991 who chooses to undertake the level 4 Individual Project Abroad must obtain a minimum of 480 credit points from courses outlined in the programme prescription, including 90 credit points at level 4, a pass in the BEng Group Design, the Individual Project Abroad and all required courses as stipulated by Annex A.

Regulation 9

Delete the existing regulations. Renumber the following regulations.

9.	~~Where a candidate in programme years 3 or 4 fails to satisfactorily achieve a course at the first attempt they will be permitted to undertake a resit assessment. Unless General Regulation 21 sub section (b) applies, the grade awarded for the course will be capped at D3. The D3 awarded with be used in determining the award of the degree. In addition, with the approval of the Senatus Academicus, consideration may be given to the performance in such other assessment of a candidate's previous work as the examiners, may from time to time require.~~

Regulation 10

Delete the existing regulation. Renumber the following regulations.

10.	~~Notwithstanding the provisions of General Regulation 21, candidates who fail to complete satisfactorily an element of Honours degree assessment would not normally be awarded more than 20 credits of unnamed specific credit at level 1.~~

Annex A

In the existing regulation, for 'EA 4526', substitute 'EA 4026'.

In the existing regulation, for 'EA 4527', substitute 'EA 4027'.

In the existing regulation, for 'EE 40FE', substitute 'EE 4012'.

ACCREDITATION REQUIREMENTS OF SPECIALISED DEGREE PROGRAMMES

Students registered for some programmes must pass the compulsory courses at Level 4 as specified below and in the programme prescription to be awarded the Degree. Failure to pass the specified courses, as per Regulation 10, will result in an inability to graduate from the specified programme.

Degree of Bachelor of Engineering in Civil and Structural Engineering

EA 40JG Advanced Structural Design

~~EA 4526~~ EA 4026 Advanced Structural Analysis

Degree of Bachelor of Engineering in Civil and Environmental Engineering

~~EA 4527~~ EA 4027 Environmental Engineering

Degree of Bachelor of Engineering in Mechanical and Electrical Engineering

~~EE 40FE~~ EE 4012 Electrical Machines and Drives

3. SUPPLEMENTARY REGULATIONS FOR THE AWARD OF ALL DEGREES IN ARTS AND SOCIAL SCIENCES

Regulation 5.3

Insert the new regulation as follows:

5.3 Notwithstanding Supplementary Regulation 5.2, candidates undertaking the Degree of Master of Arts in Liberal Arts and Science may, exceptionally, undertake courses from Group B as follows: no more than 45 credit points may be taken at level 1, no more than 45 credit points at level 2, no more than 45 credit points at level 3 and no more than 45 credit points at level 4.

4. SUPPLEMENTARY REGULATIONS FOR THE AWARD OF ALL DEGREES IN ARTS AND SOCIAL SCIENCES

Regulation 1

In the existing regulation, for 'comprising', substitute 'at level 5, of which a minimum of 60 credits will comprise'.

1. First Degree programmes in Science may lead as appropriate to the award of a Bachelor's Degree (360 credits including 60 at level 3), a Designated Bachelor's Degree (360 credits including at least 240 at level 1 and 2 and 90 at level 3 in a specified discipline), a Bachelor's Degree with Honours (480 credits including at least 240 at levels 1 and 2 with at least 180 credits at level 3 or above, a minimum of 90 of these being at level 4), or an Integrated Master's Degree (600 credits including in addition to those required for the Bachelor's degree with Honours, 120 further credits at level 5, of which a minimum of 60 credits will comprise ~~comprising~~ an enhanced research project or industrial placement). Candidates for a Designated Bachelor's Degree, Bachelor's Degree with Honours or Undergraduate Master's Degree must in addition comply with the specification for one of the relevant degree programmes specified in the Schedule of Degree Programmes. They must also satisfactorily complete any field work or practical courses as outlined in the programme prescription. The following awards are currently available: -

1.1 At Bachelor's Degree Level
Degree of Bachelor of Science in Pure Science (BSc)

1.2 At Designated Bachelor's Degree Level
Designated Degree of Bachelor of Science in Pure Science (BSc)
Designated Degree of Bachelor of Science in Biomedical Sciences (BScBMS)

1.3 At Bachelor's Degree with Honours Level
Degree of Bachelor of Science in Pure Science with Honours (BSc)
Degree of Bachelor of Science in Biomedical Sciences with Honours (BScBMS)

1.4 At Integrated Master's Degree Level
Degree of Master of Chemistry (MChem)
Degree of Master of Engineering (MEng)
Degree of Master of Geology (MGeol)
Degree of Master in Science (MSci)

Regulation 4.3

Insert the new regulation as follows:

4.3 Notwithstanding Supplementary Regulation 4.2, candidates undertaking the Degree of Bachelor of Science in Liberal Arts and Science may, exceptionally, undertake courses from Group B as follows: no more than 45 credit points may be taken at level 1, no more than 45 credit points at level 2, no more than 45 credit points at level 3 and no more than 45 credit points at level 4.

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

REGULATORY MATTER IN THE AWARD OF CREDIT

1. PURPOSE OF THE PAPER

The purpose of this paper is to inform the Quality Assurance Committee (QAC) of a breach of regulations arising within one of the University's Schools, the approach taken in response to it, and the next steps to be taken to avoid such an issue arising again.

This paper is provided for **information**.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee (For **information**)	16 April 2025

3. RECOMMENDED ACTION

Members of the Committee are asked to **note** the issue which arose, and to communicate with their Schools to ensure academic and administrative staff are aware of the importance of contacting the Quality Assurance Committee (QAC), via the Academic Services Team when regulatory matters which require further discussion arise.

4. DISCUSSION

4.1 ISSUE IDENTIFIED

4.1.1 The Chair to the Quality Assurance Committee (QAC) was recently advised of an issue having arisen within one of the University's Schools, where following a complaint received in regard to the quality of teaching on a level 5 course (handled informally and not through a formal investigation procedure), the School opted, noting the students concerned had all passed continuous assessment undertaken (totalling 30% of the overall course grade), to award a pass, associated credits and associated pass grade (D3) to all students who had failed the course through the final exam. This decision, prior to it being brought to the attention of the QAC, was communicated and revised grades issued, to the students concerned

4.1.2 This 'pass mark' enabled the completion of some of the students concerned (though some have yet to complete their studies). Degree classification was calculated in two ways – both with and without the pass mark awarded, however, all degree classifications issued were calculated on the basis of the *exclusion* of the mark in question.

4.1.3 In regulatory terms, this action contravened the following regulations as contained within the University's Postgraduate Taught Code of Practice on Assessment.

1. It is not possible to adjust the grade awarded for an assessment that is thought to have been affected by mitigating circumstances (section 5.2 refers).

2. If the Examiners are confident that the assessments already completed by the candidate prior to the mitigating circumstances provide evidence that they have met ALL the learning outcomes of the course then, subject to at least 75% weighting of the assessments for the course having been completed, an overall grade for the course may be returned on the basis of the prior assessments (section 5.2 further refers).

4.2 STEPS TAKEN TO ADDRESS THE ISSUE

4.2.1 Following the identified breach of procedure, the Chair to the QAC and Vice Principal (Education) met with representatives of the School concerned to discuss the matter and to attempt to find a workable solution. Overall, all parties agreed that issues had been identified with the course in question, and the importance of ensuring students were unaffected by any remedial action taken.

4.2.2 The Chair to the QAC was reassured that the following steps had been taken:

- Albeit only in 30% of the prescribed course assessment, student attainments levels were high;
- External Examiners had been consulted throughout the process;
- Representatives of the School Examiners had met to agree the course of action;
- Degree classifications had not been impacted by the award of a D3;
- Where students sought to achieve a better mark than D3, they had, in recognition of the issues with the course, been offered a resit opportunity (the results of which will be uncapped).

4.2.3 On this basis, the Chair to the QAC and the Vice-Principal (Education) agreed on an exceptional basis, to retrospectively waive the regulations breached and maintain the award of 'D3' and associated pass mark.

4.3 NEXT STEPS

4.3.1 Following discussions with the School concerned, the Chair to the QAC and Vice-Principal (Education) understood that the action taken had been a genuine attempt by the School to resolve the issues which had arisen and ensure the students' concerned did not have their studies impacted as a consequence. The School were advised that while the action taken had not been within the scope of published regulations, that there were options available to address such matters and they were strongly encouraged to make contact with the Academic Services Team in the first instance, should a matter of a similar nature arise again.

4.3.2 Further, it was confirmed that the course in question is under review within the School, and that appropriate amendments will be implemented to ensure teaching and assessment is of the highest quality. The Chair to the QAC will specifically review Annual Course and Annual Programme Reviews which cover the course in the coming academic year.

4.3.3 While this issue has been resolved and satisfactory resolution found, members of the QAC are asked to remind their Schools and, in particular, Directors of Education, Examination Officers and School Administration Managers (SAMs) of the regulations which govern assessment, and of the Academic Services Team, who, can be contacted in regard to regulatory matters, to provide advice, guidance and liaison on behalf of Schools with the QAC. This is particularly important where unexpected circumstances arise related to courses and their assessment, such as those detailed above.

5. FURTHER INFORMATION

5.1 Further information is available from Steve Tucker, Dean for Quality Assurance and Enhancement (s.j.tucker@abdn.ac.uk) or Emma Tough, Assistant Registrar (e.tough@abdn.ac.uk).

10 March 2025

Freedom of Information/Confidentiality Status: Closed

UNIVERSTIY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

DEADLINES FOR THE REFUSAL OF CLASS CERTIFICATES (2025-26)

Deadline	**First Half-Session Date**	**Second Half-Session Date**
Deadline for unauthorised Undergraduate and Taught Postgraduate changes of curriculum (some courses may close sooner)	4.00pm Monday 6 October 2025	4.00pm Monday 9 February 2026
Deadline for reporting Undergraduate and Taught Postgraduate (taught element) students At Risk (C6) (Excluding Ug & PgT summer courses, such as field courses, coded similar to BIx9xx, ZOx8xx)	10.00am Friday 9 January 2026	10.00am Tuesday 12 May 2026
Deadline for Undergraduate and Taught Postgraduate (taught element) Class Certificate Refusal (C7) (Excluding Ug & PgT summer courses and field courses, coded similar to BUx8xx, ZOx9xx)	10.00am Friday 23 January 2026	10.00am Tuesday 26 May 2026
Deadline for Class Certificate Refusal (C7) for: • Taught Postgraduate (dissertation/project element and all other courses that run in the summer) and • Postgraduate Research courses		10.00am Wednesday 9 September 2026 (C6 deadline is Wednesday 26 August 2026)

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

CREATION OF GRADUATION GOWN FOR HONORARY DEGREE OF DOCTOR OF DENTAL SURGERY (DDS)

1. PURPOSE OF THE PAPER

This paper is provided to create a new graduation gown for the Honorary Degree of Doctor of Dental Surgery (DDS), which was approved as a new honorary degree by Senate and Court *(paper SEN22:41 refers)*.

The paper is provided for **approval**.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee	16 April 2025
	Senate	7 May 2025
	Court	25 June 2025

3. RECOMMENDED ACTION

The **Quality Assurance Committee** is invited to **approve** the graduation gown for the Honorary Degree of Doctor of Dental Surgery (DDS), appended as **Annex A**.

4. DISCUSSION

4.1 The Honorary Degree of Doctor of Dental Surgery (DDS) was approved by Court in academic year 2022/23 as part of a resolution for the creation of new honorary degrees, as recommended by the Honorary Degrees Committee.

4.2 In recognition of the creation of a new degree in the Resolution Additional Degrees Available to Senate for Award *Honoris Causa Tantum* (approved by Senate on 8 February 2023), the proposed graduation gown for the DDS is appended as Annex A.

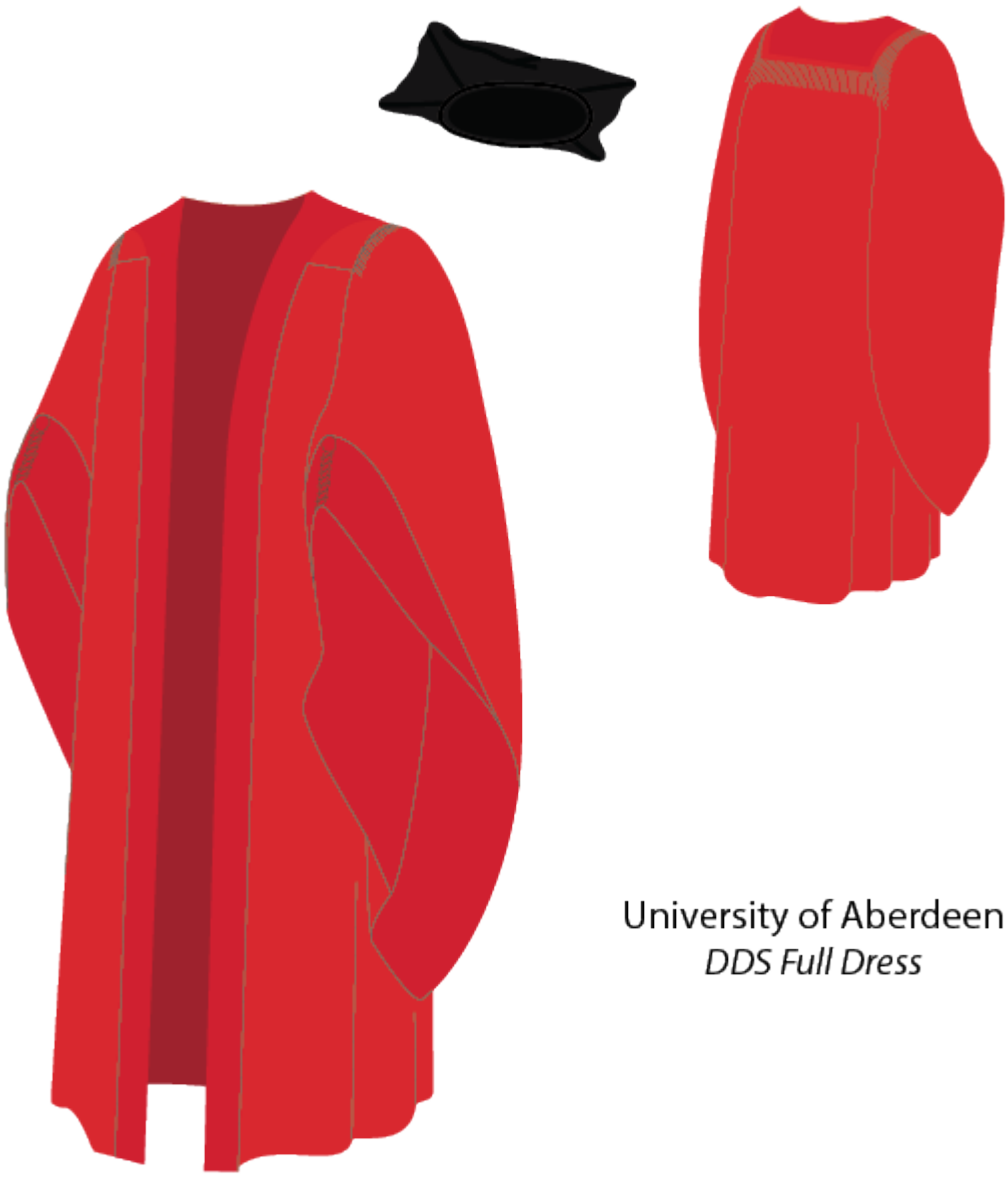
4.3 The design is as follows: *The Doctor's Scarlet cloth distinguished by bold red silk facings and sleeve linings. Sleeves will have a bold red tassle and button, and John Knox Cap*. This follows convention with other similar degrees. The design takes account of its counterpart, the BDS degree, but with the Doctoral gown as opposed to Bachelor's hood.

5. FURTHER INFORMATION

Further information is available from Rachael Bernard (Clerk to Senate), r.bernard@abdn.ac.uk or Liam Dyker (Clerk to QAC), liam.dyker2@abdn.ac.uk.

26 March 2025
Freedom of Information/Confidentiality Status: *Open*

PROOF ONLY
NOT APPROVED



University of Aberdeen
DDS Full Dress

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

GRADUATION IN-ABSENTIA DATES

1. PURPOSE OF THE PAPER

This paper is provided to amend the existing Graduation In-Absentia arrangements, to consolidate two of the graduation diets into one.

The paper is provided for **approval**.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee	16 April 2025
	Senate (for information)	7 May 2025

3. RECOMMENDED ACTION

The **Quality Assurance Committee** is invited to **approve** the proposed amendment to the Graduation In-Absentia Dates.

4. DISCUSSION

4.1 The University currently allows students to graduate in-person at a ceremony that takes place in Summer or Winter; **or** in-absentia, for which diets are run in July, November, February and April.

4.2 In the interests of staff workload and greater efficiency, it is proposed that the February and April In-absentia graduations are replaced by one single In-absentia graduation that takes place in March. It is proposed that this takes effect from academic year 2025/26, and as such, the first In-absentia graduation date for the March diet would be Sunday 15 March 2026 *(the dates have historically always been a Sunday)*.

4.3 As such, the QAC is invited to approve this change to the In-Absentia Graduation dates in order to promote a reduction in the staff workload, greater efficiency and transparency for students. The dates will be published on the webpages which ensures transparency to graduands.

5. FURTHER INFORMATION

Further information is available from Liam Dyker (Clerk to QAC), liam.dyker2@abdn.ac.uk, Robert Findlay (Assistant Registrar), r.j.findlay@abdn.ac.uk or Helen Wilcox (Office Manager), h.wilcox@abdn.ac.uk.

26 March 2025
Freedom of Information/Confidentiality Status: *Open*

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

ACADEMIC POLICY AND REGULATIONS GROUP (APRG)

MINUTE OF MEETING HELD ON WEDNESDAY 20 MARCH 2025

Present: Faye Hendry (Chair), Steve Tucker, Isla Callander, Oleksandr Menshykov, Miles Rothoerl, with Jason Bohan, Kirsty Kiezebrink, Liam Dyker and Kyra Lamont (Clerk) in attendance.

***Apologies**:* Selma Carson and Mansi Utikar.

MINUTES OF PREVIOUS MEETING

(*Copy filed as APRG/200325/001)*

1.1 The Group was content to approve the minutes of the meeting held on 29 January 2025.

MATTERS ARISING AND ACTION LOG

(Copy filed as APRG/200325/002)

2.1 The Group was advised that all recent actions, with the exception of 1.3 which require the input of additional stakeholders, had been completed.

QAA QUALITY CODE MAPPING

3.1 The Group was advised that due to various commitments, including TNE requirements, the QAA Quality Code mapping activity will resume next academic year to ensure compliance with the QAA's 2024 Quality Code.

COMPUTER-BASED AND ONLINE ASSESSMENTS TFG

(i) ASSESSMENT TAXONOMY

(Copy filed as APRG/200325/003)

4.1 The Group was invited to discuss and approve the Assessment Taxonomy proposal. The Group was advised that the taxonomy is not intended to be an exhaustive list and instead provides Schools with an element of flexibility in regard to assessment.

4.1.1 Discussion ensued with the following key points of note:

(i) The definitions of summative and formative assessments should be amended to reflect the definitions contained within the Academic Quality Handbook.

(ii) "and/or [degree classification]" amend the description of formative assessments via the inclusion of "[credit] or degree classification" and amend the description of summative assessments via insertion of "where relevant, [are included in the calculation]".

(iii) Consider adding, "However, discretion lies with the course co-ordinator" to the final paragraph on page 5.

(iv) Consider the insertion of "and/or [visual presentation on a specific topic]" to the explanation of presentations on page 4.

(v) It was suggested that question 6 on page 6 could be modified to read "Is the assessment individual?" and the answers read "Yes (individual)" and "No (group based)"

(vi) It was suggested that the following statement could be added to Part A in order to provide greater consistency with respect to flexible windows; "Ordinarily no more than 72 hours…"

(vii) It was noted that on occasion some students have mistakenly requested extensions instead of applying for extenuating circumstances or medical certificates in relation to "take-home examinations".

(viii) The Group also heard that there have been instances whereby students have submitted "take-home examinations" late and expected the submission to be marked in the same way as late coursework instead of being treated as a non-submission. As such, it may be helpful to remind students of these differences prior to undertaking "take-home examinations".

(ix) It was suggested that in the event that there seems to be a large departure in the types of assessments being considered as part of routine QAC approvals process, this guidance could return to QAC and APRG for further adjustment on an ad-hoc basis.

The Group thereafter approved the paper subject to the amendments noted above.

ACTION: KK

(ii) ONLINE ASSESSMENT GUIDANCE

(Copy filed as APRG/200325/004)

4.2 Members of the Group were invited to discuss and approve the proposal in regard to Online Assessment Guidance.

4.2.1 Discussion ensued with the following key points of note:

(i) Remove any reference to '[Digital Assessment] Procedures' and replace with '[Digital Assessment] Guidance'

(ii) Remove any reference to approval by Senate.

(iii) Amend guidance to include the statement "not ordinarily longer than 72 hours" in respect of flexible windows.

(iv) Delete repetition of first bullet point in section 4.2.8 (ii) candidates must note the following, "candidates will not be admitted to an examination hall after the assessment has been in progress for thirty minutes."

(v) Specify CAD as a contact for the design and development of online examinations only.

(vi) Consider removing or combining (iv) of section 4.3.4 into (i) as programmable calculators may be required for certain examinations (e.g. Engineering).

(vii) Consider making it explicit in the guidance that permission to leave temporarily includes being allowed to leave temporarily within the final 30 minutes of the exam.

(viii) In terms of section 5.4.4, it was noted that the upload window has been reduced from 30 minutes to 15 minutes following feedback from Schools. It was suggested that the approach to marking submissions received outside the 15-minute window could be further clarified via the inclusion of a statement such as "ordinarily penalties will be applied to late submissions (coursework vs exam)…"

(ix) It was noted that "take-home examinations" are neither timed nor invigilated so could arguably be considered coursework and therefore contributing to misunderstandings. Consider replacing "take-home assessments" with "untimed non-invigilated unseen assessments".

The Group thereafter approved the proposal subject to the above amendments.

ACTION: JB

EXAMINERS' MEETINGS PROCEDURES

(Copy filed as APRG/200325/005)

5.1 Members of the Group were invited to discuss and approve the Examiners' Meetings Procedures. The Group heard from Dean for Quality Assurance and Enhancement. The Group heard that this was intended to improve consistency of approach and to somewhat standardise the process. The Group were advised that the proposal had been sent to Directors of Education for feedback which had informed production of the document.

5.1.1 The Group engaged in a brief discussion where the following key points were noted:

(i) Teaching Fellows are not included in the Glossary. Members were advised that it had been informed by Ordinance 404 (stipulating only professors, readers and lecturers), however, it was agreed that this could be amended to include Teaching Fellows.

(ii) Consider adding a statement which allows for the School's discretion in regard to whether these meetings will be held in-person, online or hybrid.

The Group was content to approve the proposal subject to the amendments above.

ACTION: LD

RESOLUTION FOR CHANGES TO REGULATIONS IN VARIOUS DEGREES

(Copy filed as APRG/200325/006)

6.1 Members of the Group were invited to discuss and approve the changes to the Supplementary Regulations for the Degree of Bachelor of Engineering (BEng). Specifically, in regard to the awarding of Compensatory Credit. After a brief discussion, the Group was content to approve without amendment.

DATE OF NEXT MEETING

7.1 The next meeting will be held on Wednesday 27 August 2025 at 2:05pm in **Committee Room 2, University Office** and via **Microsoft Teams** (Hybrid).

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

PGT PORTFOLIO REVIEW 2024 UPDATE

1. PURPOSE OF THE PAPER

This paper provides QAC with an update regarding the initial results of the PGT portfolio review that was carried out in October, November and early December 2024. It provides an overview of how the review was carried out, the programmes which have been withdrawn as a result, lessons learned to date and the next steps in the on-going review process.

Please note the following key points:

- The University's PGT Portfolio has been reviewed collaboratively with all 12 Academic Schools.
- 60 PGT programmes have been identified for withdrawal.
- Multiple strengths and potential risks have been identified.

This paper is primarily **provided for information**. The recommendations provided in section 7 have been previously considered and approved by SMT. Comments/Feedback are welcome.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously provided for information to:	Programme Management Committee (PMC)	3 December 2024
Previously provided for information and approval to:	Senior Management Team (SMT)	23 January 2025
To be provided for information to:	Quality Assurance Committee (QAC)	16 April 2025
	University Education Committee (UEC)	TBC

3. RECOMMENDED ACTION

This paper is primarily **provided for information**. The recommendations detailed in section 7 have been previously considered and approved by SMT. Comments/Feedback are welcome.

4. BACKGROUND INFORMATION

4.1 On September 6th an email was circulated informing Schools that any PGT programmes with zero recruitment in 2023 and with zero expected recruitment in 2024 would be paused – an auto-pause. This paused recruitment to several programmes across the 12 Schools.

4.2 The email also informed Schools of the planned PGT portfolio review. This review would evaluate all PGT offerings across the 12 Schools.

4.3 The PGT Portfolio review was undertaken in October, November and early December 2024. Data was retrieved from the PowerBI system on admissions and individual spreadsheets on PGT programmes were generated for each School, giving the 2023 and 2024 admission numbers, and in a separate tab the factored headcount on programmes for the past three academic years.

4.4 Meetings were held with all 12 Schools (with HoS, SAM, DoE, PGT leads and other relevant key staff), to review all their current PGT programmes and specifically review any programmes that had been auto paused.

4.5 These meetings provided an opportunity to collaboratively examine the PGT data, undertake housekeeping of the PGT portfolio and identify any programmes that could/ should be withdrawn.

4.6 The meetings also provided an opportunity to talk to Schools about their PGT portfolio plans, student recruitment and development opportunities.

4.7 Following the meetings Schools were sent a final version of their PGT portfolios to check and confirm. A list of programmes identified for withdrawal was then shared with the Admissions Team to remove these from active recruitment. Please see appendix 1 for more details.

4.8 The PGT portfolio review provided an opportunity to review programmes and speak to a range of stakeholders in different Schools. In the process of conducting the review several strengths and potential risks were identified. These are detailed in section 6.

5. PGT Programmes Immediately Withdrawn as a Result of the Review

5.1 The following is a summary table of the number of programmes withdrawn following the PGT review:

School	**Number of Withdrawn Programmes***
NCS	6
Social Science	1
Engineering	14
SBS	0**
Education	4
Law	8
MMSN	9
Business	10
Geoscience	3
LLMVC	2
DHPA	1
Psychology	2
Total	**60**

**Programmes vary from MSC programmes to Individual Subject Study Programmes, and some had been partially withdrawn (i.e. Sept but not Jan etc.)*

***SBS withdraw most of their PGT portfolio in AY 2023-24 as part of their PGT review*

6. Key Findings to Date

6.1 There is a need for regular portfolio reviews through collaborative meetings with the Schools and relevant Directorates.

6.2 In many Schools there is a strong understanding of their PGT portfolio and there are opportunities to share best practice and knowledge on structuring PGT programmes, so that cross population takes place at course level supporting the health of programmes generally.

There are also opportunities to learn across the University, with professional skills and industry placements being optional alternatives to dissertation courses.

6.3 There are 5 areas of potential risk that need further attention

- Naming conventions
- Marketing and Intelligence
- PGT Programme Structures
- Interdisciplinary opportunities and Finance
- Errors

6.4 Naming conventions:

Overtime names of programmes have become more complex, especially with the addition of new variants (e.g., January starts and Online delivery). These are currently captured in brackets at the end of the programme title but due to a character limit for a programme title in the relevant management information system(s) the space needed to add the variant information is made by abbreviations at the start of the programme title. E.g.:

DEGREE OF MASTER OF SCIENCE IN PROFESSIONAL LEARNING PORTFOLIOS
MASTER OF SCIENCE IN PROFESSIONAL LEARNING PORTFOLIOS (JANUARY START)
MSC PROFESSIONAL LEARNING PORTFOLIOS (SEPT) (ONLINE)
MSC PROFESSIONAL LEARNING PORTFOLIOS (JAN) (ONLINE)

This is an illustrative example (not a real programme) and how it might be recorded in different ways within the current system. The impact of the current naming structure means programme variants are not listed together in the admissions system and errors in their alteration, pausing/suspension and withdrawal can take place. Some of the housekeeping that has taken place as a result of the PGT Portfolio was removing variants of withdrawn programmes from live recruitment (i.e., removing programmes from active recruitment where withdrawal had already been requested (the relevant Schools) and approved (by PMC)).

6.5 Marketing and Intelligence:

Data that is specific and relevant to Schools is a challenge. Market intelligence information that is currently accessible to Schools is limited. Marketing reports shared with schools do not always get cascaded to relevant members of the school. Representatives from all schools voiced the need to have more accessible and relevant information available to help guide their planning for PGT portfolios.

6.6 PGT Programme Structures

While there is a lot of good practice across the PGT portfolio, there are instances where programmes are standalone. This can give programmes single points of failure, i.e. the moving on of a specific academic staff member, and/ or do not maximise efficiencies such as sharing literature review/ methods courses.

6.7 Interdisciplinary Opportunities and Finance

Schools expressed that one challenge to interdisciplinary programmes is linked to how they will be financially linked to schools. While parts of the current system such as headcount on

courses do support interdisciplinarity, this is more likely multidisciplinary work and if a genuine interdisciplinary programme was to be created different finance models might be important to support implementation.

6.8 Errors

There were errors within the PGT portfolio. Some were linked to variants not being withdrawn but there were also errors in programme titles. Some programmes are recruiting to variants when the variant has not been given approval. While errors should be anticipated in any complex system, there is a need for regular checks on the portfolio with all stakeholders both in Schools and within Directorates.

7. FOLLOW UP RECOMMENDATIONS

7.1 There are a number of possible follow up recommendations including:

7.2 **Recommendation 1:** The university needs a naming convention and programme coding systems that is applied consistently to enable any new programmes and their variants to be listed together.

Once this naming convention is established, the existing portfolio should be renamed over the next 24 months to ensure consistency of the names and codes of all programmes.

This process would enable all stakeholders internally to see more clearly programmes that are related, and this will increase visibility of programme performance and aid review processes.

7.3 **Recommendation 2:** Marketing data/ reports should be a standing item on School Executive Meeting agendas. This will enable a wider group of stakeholders in each school to review the information currently available.

The marketing data/ reports produced monthly should also come to the Dean for Portfolio and Programme Development, so that they are informed of this information to facilitate their conversations with schools around programme development and performance.

The Dean for Portfolio and Programme Development could then work with Marketing and Schools to explore opportunities surrounding market insight data, and the forms this might take for different Schools and disciplines.

7.4 **Recommendation 3:** Good practice guidance for how PGT programmes are structured should be developed. This should include showing how employability might be focused on with professional skills/ industry placements instead of a dissertation course.

7.5 **Recommendation 4:** The Dean for Portfolio and Programme Development should in collaboration with the Interdisciplinary Directors (and other relevant individuals) work with Finance and the School Administration Managers (SAMs) to explore possibilities around how interdisciplinary programmes might be structured financially. So that schools are clear on finances designing new programmes.

7.6 **Recommendation 5:** There should be an annual portfolio review undertaken on the PGT portfolio reviews to provide housekeeping and relevant scrutiny of PGT performance and to remove errors from the portfolio as they are identified.

8. Next Steps for the Academic Portfolio Review

8.1 The next step in this ongoing exercise will be to conduct a review of the University's Undergraduate (UG) portfolio. The initial stages of the review will take place in late December and January 2025.

8.2 As with the PGT review all 12 of the Academic School and other relevant departments will be consulted throughout the UG review process.

8.3 A further report will be presented to UEC, QAC, PMC, SMT, and the other relevant committees, in due course.

9. Further Information

Further information can be obtained from Jo-Anne Murray, Vice Principal for Education (jo-anne.murray@abdn.ac.uk); JP Mynott, Dean for Portfolio and Programme Development (john.mynott@abdn.ac.uk) or Chris Sojka, Strategic Planning Officer (c.sojka@abdn.ac.uk)

APPENDIX 1: List of PGT programmes withdrawn/paused (Correct as of 10.12.24)

Psychology:

MSC PSYCHOLOGICAL STUDIES WITH APPLIED DEVELOPMENTAL PSYCHOLOGY (JAN)
MSC PSYCHOLOGICAL STUDIES WITH APPLIED DEVELOPMENTAL PSYCHOLOGY (SEPT)

NCS:

MASTER OF SCIENCE IN ANALYTICAL CHEMISTRY
MSC ADVANCED ENERGY MATERIALS: ENERGY GENERATION & STORAGE TECHNOLOGY
MSC IN INDUSTRIAL PHARMACEUTICAL CHEMISTRY: FROM LABORATORY TO MARKET
POSTGRADUATE DIPLOMA IN ANALYTICAL CHEMISTRY
POSTGRADUATE CERTIFICATE ENVIRONMENTAL ANALYTICAL CHEMISTRY
POSTGRADUATE CERTIFICATE IN ANALYTICAL CHEMISTRY

Social Science:

MASTER OF SCIENCE IN POLITICAL ACTIVISM AND CAMPAIGNING

Engineering:

MSC IN SAFETY & RELIABILITY ENGINEERING FOR OIL AND GAS JAN
MSC IN SAFETY AND RELIABILITY ENGINEERING FOR OIL AND GAS (ONLINE)
MASTER OF SCIENCE IN TRANSPORT & INTELLIGENT MOBILITY (JANUARY START)
MASTER OF SCIENCE IN TRANSPORT AND INTELLIGENT MOBILITY
INDEPENDENT SUBJECT STUDY IN DECOMMISSIONING (ONLINE - SEPTEMBER)
INDEPENDENT SUBJECT STUDY IN SUBSEA ENGINEEERING (ONLINE SEPT START)
INDIVIDUAL SUBJECT STUDY IN PROJECT MANAGEMENT (ONLINE - SEPT START)
INDIVIDUAL SUBJECT STUDY IN SAFETY & RELIABILITY ENGINEERING (ONLINE)
INDIVIDUAL SUBJECT STUDY IN SAFETY ENGINEERING (ON CAMPUS)
INDIVIDUAL SUBJECT STUDY IN SAFETY ENGINEERING (ONLINE LEARNING)
ISS IN OIL AND GAS ENGINEERING (ONLINE - SEPTEMBER START)
ISS IN PETROLEUM ENGINEERING (SEPTEMBER START - ONLINE)
ISS IN SAFETY & RELIABILITY ENGINEERING FOR OIL & GAS (ONLINE - SEPT)
ISS RENEWABLE ENERGY ENGINEERING (SEPTEMBER START - ONLINE)

SBS:

N/A

Education:

DEGREE OF MASTER OF EDUCATION (ONLINE)
DEGREE OF MASTER OF SCIENCE IN LEADERSHIP IN PROFESSIONAL SETTINGS
MED IN PASTORAL CARE, GUIDANCE AND PUPIL SUPPORT (ONLINE - SEPT START)
POSTGRADUATE CERTIFICATE IN TEACHING IN THE GAELIC MEDIUM

Law:

INDEPENDENT SUBJECT STUDY IN LAW (GENERAL - QINGDAO UNIVERSITY)
MASTER OF LAWS (CRIMINAL JUSTICE & HUMAN RIGHTS) (JANUARY START)

MASTER OF LAWS IN ENERGY LAW WITH DISSERTATION (SEPTEMBER START)
MASTER OF LAWS IN ENERGY LAW WITH PROFESSIONAL SKILLS
PG CERTIFICATE IN INTERNATIONAL ARBITRATION (ONLINE - JAN START)
DEGREE OF MASTER OF LAWS IN ENERGY LAW
DEGREE OF MASTER OF LAWS IN ENERGY LAW (JANUARY START)
SHORT COURSE IN NEGOTIATION SKILLS (ONLINE) (JANUARY START)
SHORT COURSE IN NEGOTIATION SKILLS (ONLINE) (SEPTEMBER START)

MMSN:

MASTER OF SCIENCE IN BIOTECHNOLOGY, BIOINFORMATICS AND BIO-BUSINESS
MSC IN ADVANCED RESTORATIVE DENTAL PRACTICE (BLENDED LEARNING)
PG CERT IN ADVANCED RESTORATIVE DENTAL PRACTICE (BLENDED LEARNING)
PG DIPLOMA IN ADVANCED RESTORATIVE DENTAL PRACTICE (BLENDED LEARNING)
DEGREE OF MASTER OF SCIENCE IN CLINICAL PHARMACOLOGY (JAN START)
MASTER OF SCIENCE IN BIOTECHNOLOGY, BIOINFORMATICS AND BIO-BUSINESS
MSC IN MEDICAL MOLECULAR MICROBIOLOGY AND IMMUNOLOGY (JAN START)

Business:

DEGREE OF MASTER OF BUSINESS ADMINISTRATION IN ENERGY MANAGEMENT
DEGREE OF MASTER OF SCIENCE IN ENTREPRENEURSHIP (SEPTEMBER START)
DEGREE OF MSC (ECON) IN ACCOUNTING AND FINANCE
DEGREE OF MSC (ECON) IN ACCOUNTING AND FINANCE (JANUARY START)
EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (LONDON) SEPT START
EXECUTIVE MBA (SHANGHAI CAMPUS)
MSC IN INTERNATIONAL TOURISM MANAGEMENT (SEPTEMBER START)
EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (LONDON) JANUARY START
MASTER OF BUSINESS ADMINISTRATION IN ENERGY MANAGEMENT (JANUARY START)
MSC IN ENERGY, ECONOMICS AND FINANCE (ONLINE - JANUARY START)

Geosciences:

DEGREE OF MASTER OF SCIENCE IN ARCHAEOLOGY (JANUARY START)
DEGREE OF MASTER OF SCIENCE IN GEOPHYSICS (JAN START)
MASTER OF SCIENCE IN ARCHAEOLOGY OF THE NORTH (JANUARY START)

LLMVC:

DEGREE OF MASTER OF LETTERS IN ENGLISH LITERARY STUDIES (JAN START)
DEGREE OF MASTER OF LETTERS IN ENGLISH LITERARY STUDIES (SEPT START)

DHPA:

DEGREE OF MASTER OF LETTERS IN PHILOSOPHY AND SOCIETY

16 April 2025 **QAC/160425/015**

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (PSRBS)
Record of Interaction with the University (by School)

The SFC have now asked that the University provide details of the University's PSRB review schedule for the next six years. Each School was asked to return:

(i) Notification of all PSRBs associated with the School;
(ii) Which degree programme(s) each PSRB regulates;
(iii) When the most recent review was undertaken (please also provide the most up to date report received if available);
(iv) When the next review is expected to be undertaken (please provide details of all expected reviews).

School	Accrediting Body (or Bodies)	Accredited Programme(s)	Review Last Undertaken	Review Next Expected
Biological Sciences	Royal Society of Biology	BSc Environmental Science BSc Conservation Biology BSc Marine Biology BSc Zoology BSc Biology BSc Animal Behaviour BSc Plant and Soil Science BSc Biological Sciences BSc Ecology	2019	Review every 5 years, documentation deadline 9th September 2024, panel visit scheduled for 7th November 2024 –re-accreditation achieved in Feb 2025.
	Institute of Environmental Management and Assessment	BSc Environmental Science MSc Environmental Management	2022	IEMA re-accreditation due May 2025 IEMA self-assessment form completed 03/07/2024 IEMA certificate of partnership valid from May 2024 to May 2025

				IEMA annual review completed May 2023
Business	Institute of Chartered Accountants of Scotland (ICAS)	Degree of Master of Arts in Accountancy (all variants in Aberdeen only)	2025 - ICAS Annual Review + CA24 syllabus mapping update submitted in January 2025	Annual update 2026
	Chartered Institute of Management Accountants (CIMA)	Degree of Master of Arts in Accountancy (all variants; Aberdeen and Qatar)	2016	Informed in April 2018 that accreditation has been extended indefinitely, subject to no major changes to the curriculum.
	Association of Chartered Certified Accountants (ACCA)	Degree of Master of Arts in Accountancy (Single and Designated) Accountancy-Finance joint Honours Degree (Aberdeen and Qatar) MSc in Accounting and Finance	2016 for undergraduate 2020 for MSc in Accounting and Finance	2025
	Chartered Institute of Public Finance and Accountancy (CIPFA)	Degree of Master of Arts in Accountancy (all variants in Aberdeen only, but with differences in exemptions)	December 2024	Accreditation achieved. Rolling basis, with requirement to keep CIPFA informed of curricular changes. Exemption Recognition Agreement attached.
	Institute of Chartered Accountants in England and Wales (ICAEW)	Degree of Master of Arts in Accountancy (all variants; Aberdeen only)	N/A – new accreditation	In progress and awaiting outcome – accreditation application submitted to ICAEW in February 2025. Have confirmed “Partner in Learning” status until January 2026, which is separate to the accreditation.
	Royal Institution of Chartered Surveyors (RICS)	Degree of Master of Arts in Real Estate (all variants) Postgraduate Taught Programmes in Real Estate	2023	Renewed. Reaccreditation in 2027 (estimated December)

	Energy Institute	MScEcon Energy Economics and Finance (on campus) MSc/PGDip/PGCert Energy Economics and Finance (online) MSc Energy Economics and Law (on campus)	2018	Previously accredited programmes (PEEF and MBA Energy Management) withdrawn. Currently seeking accreditation for new programme, MScEcon Energy Economics and Finance (on campus), MSc Energy Economics and Finance (online), and MSc Energy Economics and Law (on campus), which was not previously included in the EI accreditation.
	British Institute of Energy Economics (BIEE)	Business School membership	2025	2026 – annual renewal
	Chartered Institute of Marketing (CIM)	MSc Marketing Management	2018	2025-26 – Re-accreditation application to be submitted for MSc Marketing Management (on campus) and it will also include the new online variant of the MSc Marketing Management programme.
	Association to Advance Collegiate Schools of Business (AACSB)		2020	Asked to withdraw and reapply within 3 years (by end of 2026). In progress. Withdrawal request and letter attached. Please note that we are still members, even if we are not yet accredited.
	EQUIS	School-level	2023	Accreditation achieved in December 2023 for 3 years. Progress report due annually, till reaccreditation visit in/around December 2026
	Chartered Institute of Personnel and Development (CIPD)	MSc International Human Resource Management (Aberdeen and Qatar)		Accreditation achieved. Rolling. Confirmation letter attached.

Education	AdvanceHE	Higher Education Teaching and Learning	March 2024	Accredited until April 30th 2028.
	COSCA/BACP	Counselling Skills	June 2017	We have now moved to our own skills course and no longer use COSCA skills. Paperwork is being prepared to get the counselling skills new courses validated by BACP. We are no longer seeking COSCA accreditation of either the planned online skills or on-campus skills courses.
	COSCA	Person Centred Counselling Diploma Level	January 2021	Successful revalidation. Full revalidation until 1/3/2026.
	COSCA	Specialist certificate in Counselling for Children Young People.	Conditional Initial Validation will run from 01/12/2023 to 01/12/2028.	Application under consideration for full validation – should be confirmed in Feb 2024
	BACP	MSc/MPhil/DCouns	Planned application summer 2024	Programme being approved by UoA. Following this we will work on new accreditation. May also consider BPS qualification in Counselling Psychology for 25/26 entry.
	GTCS (General Teaching Council Scotland)	Mindfulness	October 2020	Professional Recognition Accreditation awarded in for Mindfulness programme in October 2020 for 5 years. Next review in 2025
	GTCS (General Teaching Council Scotland)	TQFE	December 2018	TQFE programme had a successful reaccreditation in December 2018. Next reaccreditation will be in 6 years time (2024). We are currently in discussions with GTC Scotland/Scottish Gov re who will undertake the

				accreditation as there is ambiguity in legislation and custom and practice. At present we are asking for a clarification that the current accreditation is extended to the end of the 2024-25 academic session.
	GTCS (General Teaching Council Scotland)	iPGDE	August 2019	iPGDE programme had a successful reaccreditation in August 2019. Agreed with GTCS, a 3 year accreditation period would commence from Sept 2020. Next reaccreditation will be in 2023. The programme is still accredited. However the programme is currently sisted/not running. School informed that not running 2023. We are currently appraising this course to amend, possibly without TQ, therefore no accreditation required.
	GTCS (General Teaching Council Scotland)	MA (Education))/PGDE Primary/PGDE Secondary/Online PGDE	April 2019	MA Education/PGDE Primary/PGDE Secondary had a successful reaccreditation in April 2019. Next reaccreditation will be in 6 years time. DLITE PGDE Primary and Secondary are no longer running. Likely to be held in February 2025 – TBC with GTCS

	SCEL (Scottish College Educational Leadership)	PG Cert Into Headship	March 2021	Accreditation successful in March 2021. Next reaccreditation will be in 5 years time. Programme on hold waiting new accreditation, planned to resume as of 2024-25.
	SSSC (Scottish Social Services Council)	BA Childhood Practice	June 2021	5 year review scheduled for 24th June 2021 complete. Date of next review 25th June 2026.
Engineering	JBM (Joint Board of Moderators)	MEng Civil Engineering MEng Civil and Environmental Engineering MEng Civil and Structural Engineering MEng Civil Engineering with Management MEng Civil Engineering with Subsea Technology BEng (Hons) Civil Engineering BEng (Hons) Civil and Environmental Engineering BEng (Hons) Civil and Structural Engineering MSc Subsea Engineering (FT, PT, DL)	Feb 2020	Reaccreditation in progress. PSRB visit expected Q1 2025.
	IChemE (Institution of Chemical Engineers)	MEng Chemical Engineering BEng (Hons) Chemical Engineering MSc Advanced Chemical Engineering MSc Process Safety	Feb 2020	Reaccreditation in progress. PSRB visit expected Q1 2025. School will liaise with IChemE to align accreditations for UG and PGT programmes, seeking a 1 year extension to PGT or a desktop review.

	IMarEST (Institute of Marine Engineering, Science and Technology)	MSc Subsea Engineering (FT, PT, DL) MSc Renewable Energy Engineering (FT) MSc Safety and Reliability Engineering for Oil and Gas (FT, PT, DL) MSc Decommissioning MSc Offshore Engineering MSc Global Subsea	July 2020	Reaccreditation in progress. PSRB expected in Q1 2025.
	EI (Energy Institute)	MEng Petroleum Engineering BEng (Hons) Petroleum Engineering MSc Petroleum Engineering MSc Renewable Energy Engineering MSc Decommissioning MSc Offshore Engineering MSc Oil & Gas Engineering MSc Safety and Reliability Engineering MSc Safety and Reliability for Oil & Gas MSc Subsea Engineering MSc Global Subsea	Feb 2020	Reaccreditation in progress. PSRB visit expected in Q1 2025
	IMechE (Institution of Mechanical Engineers)	MEng Mechanical Engineering MEng Mechanical Engineering with Management MEng Mechanical and Electrical Engineering MEng Mechanical Engineering with Subsea Technology BEng (Hons) Mechanical Engineering BEng (Hons) Mechanical and Electrical Engineering	Feb 2020	Reaccreditation in progress. PSRB visit expected Q1 2025.

		BEng (Hons) Mechanical with Oil and Gas Engineering MEng Petroleum Engineering BEng (Hons) Petroleum Engineering MSc Subsea Engineering (FT, PT, DL) MSc Renewable Energy Engineering (FT) MSc Safety and Reliability Engineering for Oil and Gas (FT, PT, DL) MSc Oil and Gas Engineering (FT) MSc Petroleum Engineering (FT)		
	IET (Institution of Engineering and Technology)	MEng Electrical and Electronic Engineering MEng Electrical and Electronic Engineering with Renewable Energy BEng (Hons) Electrical and Electronic Engineering MEng Mechanical and Electrical Engineering BEng (Hons) Mechanical and Electrical Engineering MSc Renewable Energy Engineering (FT) MEng Electronic with Software BEng Electronic with Software	June 2020	Reaccreditation in progress. PSRB visit expected Q1 2025.
	APM (Association for Project Management)	MSc Project Management (PT, DL)	Feb 2020	Accreditation certified until 11-Nov 2024 as per APM correspondence on 07-Mar 2023.
Geosciences	Royal Institution of Chartered Surveyors (RICS)	Degree of Master of Land Economy	01/03/23 RICS re-accreditation visit took place. Accreditation approved.	2027/28

			RICS aim for a 5 year cycle which puts the MLE on the re-accreditation list for early 2028.	
	The Geological Society	BSc (Hons) Geology &Petroleum Geology	Summer 2014	This degree is no longer available for new entrants and will cease to exist, therefore cannot be re-accredited. Students currently on the degree will benefit from accreditation, that continues for another year.
	Royal Geographical Society	BSc Geography	18.12.2017	Discussions ongoing as to whether accreditation will be renewed.
	Royal Geographical Society	MA Geography	18.12.2017	Discussions ongoing as to whether accreditation will be renewed.
	Chartered Institute for Archaeologists	BSc Archaeology	New Accreditation (2021) 25 June	2026
	Chartered Institute for Archaeologists	MA Archaeology	New Accreditation (2021) 25 June	2026
Law	The Law Society of Scotland	All LLB programmes and for the DPLP.	2021	Reporting will continue to take place on an annual basis. A report for 2023/24 was submitted in March 2025. Periodic re-accreditation is synchronised with the University ITR process: next review due 2026.
	SRA (England) The Northern Irish Regulator	LLB with English Law (and variant English Law programmes).		Informed annually of updates/changes
	CIArb	LLM Dispute Resolution	2016	Mediation: not seeking accreditation until further notice (last accredited June 2023) Arbitration: extension of accreditation due in July 2024. The accreditation was

				confirmed in January 2025 for Professional Arbitration Skills and International Commercial Arbitration. Both are due for renewal in June 2025.
Medicine, Medical Sciences and Nutrition	General Dental Council (GDC)	Degree of Bachelor of Dental Surgery (BDS)	The Institute provided an Annual Monitoring submission to the GDC in December 2024.	On 12th March 2025, following the Annual Monitoring submission, the GDC advised that an inspection will be undertaken next academic year. The date of the inspection is still be confirmed.
	General Dental Council (GDC)	Dip HE in Dental Technology Programme begins in September 2018.	The Institute provided an Annual Monitoring submission to the GDC in December 2024. Response from the GDC has confirmed the programme will not be subject to a planned inspection during this academic year.	The Dental Technology programme will be subject to the Annual Monitoring submission exercise in December 2025 March 2025, the GDC requested an update on progress towards implementation of the Safe Practitioner Framework and a timeframe when modules incorporating the new framework will be ready. Response due by May 2025
	General Medical Council (GMC)	MBChB Masters in Physician Associate Studies	GMC attending two quality activities in Dec 24 to close off the previous cycle and report received in February 2025.	A new four-year quality cycle began in February 2025. The self-assessment questionnaire and GMC Declaration were submitted in March 2025. GMC will hold a meeting with the School in May 2025 to clarify and items from the SAQ and then will

			The third SAQ request was received in Spring 2025. An updated, signed declaration of engagement with the SAQ process was returned to the GMC February 2025. A programme response to the third SAQ was uploaded to GMC connect March 2025.	select two quality activities to observe in the year ahead. The GMC response to the curriculum mapping has identified 5 areas for review which will be examined as part of the ongoing SAQ process. The GMC had no concerns and have said "Based on the evidence that you provided, the panel were assured that your curriculum sufficiently covers the shared outcomes required by the GMC. This outcome will be used to inform our approval decision in the upcoming meeting of the General Medical Council in April (2025)."
	Nursing and Midwifery Council (NMC)	Independent and Supplementary Nurse Prescribing V300 – Level 11 (SCQF) This is part of the Masters in Advanced Clinical Practice.	Annual report submitted in Jan 2025 and approved.	Next ASR will be due in Jan 2026.
	Health and Care Professions Council (HCPC)	Approving the University of Aberdeen to deliver the independent non- medical prescribing programme.	Visit took place 31 March 2020. Approval received May 2020.	Portfolio submitted followed by responses to theme questions posed by the HCPC. Approval obtained and now on 5 year reviewed timeline be due 2028 – 2029.
	British Psychological Society (BPS)	MSc Health Psychology	Self-Evaluation Questionnaire submitted December 2024.	Next review would be expected in 2031.

			Accreditation visit completed in Feb 2025 – informal confirmation of ongoing accreditation for 6 years with some minor conditions. Awaiting formalised report within 6 weeks (due end of March 2025) with response to conditions required within 3 months.	
	Association for Nutrition	MSc in Human Nutrition and MSc in Clinical Nutrition	Spring 2020	2025 We are in the process of reaccrediting both degrees for another five years under the new AfN standards. Our documentation will be submitted in April 2025, with a 5–6 month turnaround expected. Current accreditation remains valid until the process is complete, which we anticipate by September.
	Institute of Physics and Engineering in Medicine (IPEM)	MSc Medical Physics	July 2019	Current accreditation runs until the end of the 2024/25 academic year. Application has been submitted for re-accreditation and accreditation visit is confirmed for 24th June 2025
	Academy of Medical Educators	PG Cert Clinical Education	February 2023	Expected in 2026
	Chartered Institute of Ergonomics and Human Factors (CIEHF)	ME33HF (Part of the Medical Humanities Block in the MBChB) ME5522 (PgDip Clinical Education)	May 2024	April 2027

	Agency for Public Health Education Accreditation (APHEA)	Master of Public Health MSc in Global Health and Management	We have commenced the accreditation process for our programmes, initial submission made in April 2024. This process will be on-going over the 24/25 academic year.	Expected 2026
	Royal Society of Biology	Suite of BSc programmes: Biomedical Sciences, Biochemistry, Molecular and Cell Biology, Neuroscience with Psychology, Pharmacology, Physiology, Sports & Exercise Science	We are commencing the accreditation process for our undergraduate BSc programmes with the aim to apply in 2026.	
Natural and Computing Sciences	Institute of Physics	All Physics degrees (some as "recognised")	2014/15	Meeting held in January 2022 and successfully achieved accreditation for a further 5 years.
	British Computer Society: Chartered IT Professional (CITP)	All CS Degrees	2019	Accreditation achieved from September 2020 for 3 years and to be extended by a further 2 years on review. BCS will visit us in person in Autumn of 2025. The Computing Science department decided not to renew the 2023 BCS accreditation upon reviewing the value of accreditation to our graduates versus the costs of alignment. This will be under review going forward.
	Royal Society of Chemistry (RSC)	MChem/BSc Chemistry MChem/BSc Oil and Gas Chemistry	2019/20	2024/25

		MChem/BSc Environmental Chemistry		
Psychology	British Psychological Society (BPS)	All (single, joint) Honours UG Psychology Degrees MSc in Psychological Studies	January 2015 December 2017 (Resource Review) February 2022	The BPS carried out a virtual accreditation visit in February 2022. This was delayed by a year due to the pandemic, however they continue to operate a 5 year cycle for accreditation visits.

*The Schools of **Divinity, History, Philosophy and Art History**; **Language, Literature, Music and Visual Culture**; and **Social Science** have confirmed there are no PSRBs associated with them.*

Royal Society of Biology

1 Naoroji Street
London
WC1X 0GB
Tel: +44 (0)20 3925 3440

info@rsb.org.uk
www.rsb.org.uk

February 2025

Dear Professor Michelle Pinard,

RE: Accreditation

Following on from your submission of the Stage Three Report, I am pleased to inform you that the following programmes at the University of Aberdeen are now formally accredited:

- BSc (Hons) Animal Behaviour
- BSc (Hons) Biological Sciences
- BSc (Hons) Biology
- BSc (Hons) Conservation Biology
- BSc (Hons) Ecology
- BSc (Hons) Environmental Science
- BSc (Hons) Marine Biology
- BSc (Hons) Plant and Soil Science
- BSc (Hons) Zoology

You are now able to publicise your accreditation; please see the guidelines on publicity and the accreditation logo for your use. Your programmes are awarded accreditation for 5 years from the date above.

Students across all years of an accredited programme will receive free membership of the Royal Society of Biology for the duration of their studies. This will open up networks at a crucial time when applying for jobs. Below is some further information about what it means to be a member of RSB:

The Royal Society of Biology is the leading professional body for the biological sciences in the United Kingdom. The Society represents over 23,000 biologists from all areas of the life sciences, as well as almost 100 organisations which make up the diverse landscape of biology in the UK and overseas. The Royal Society of Biology offers members unique opportunities to engage with the life sciences and share their passion for biology.

Whichever area of biology you wish to gain a career in, membership will help you:

- *Stay up to date with what is happening across the life sciences*
- *Gain additional recognition for your skills and experience*
- *Develop your professional network*
- *Demonstrate your support for the future of biology*

Any feedback you have on how you feel the process went would be much appreciated, as we are always looking to improve the programme as much as we can.

Do not hesitate to get in touch if you have any questions and congratulations once again.

Yours sincerely,

Director
paul.trimmer@rsb.org.uk

UNIVERSTIY OF ABERDEEN

QUALLITY ASSURANCE COMMITTEE

CHARTERED INSTITUTE OF PUBLIC FINANCE & ACCOUNTANCY

Exemption Recognition Agreement

This Agreement is made:

BETWEEN: **Chartered Institute of Public Finance and Accountancy (CIPFA)**
77 Mansell Street
London, E1 8AN

AND: **University of Aberdeen**

1. Purpose

The Chartered Institute of Public Finance and Accountancy (CIPFA) is the global professional body for public finance professionals and recognises practitioners at every level, from those starting out in their career to those innovating and leading the profession. CIPFA organises, sets and runs professional examinations to ensure our members attain high levels of competence in the field of public finance.

CIPFA also approves exemptions against these examinations where a student can evidence that they have met the learning outcomes through a process of recent formal learning, or by undertaking assessments with a CIPFA-recognised institution or professional body.

2. Scope

The 'CIPFA Exemption Recognition Agreement Policy' provides further details of the Exemption Recognition process. This process is for Higher Education Institutes (HEIs) or Professional Statutory & Regulatory Bodies (PSRBs) to apply for their qualifications and awards to be recognised for exemption against specific CIPFA examinations.

3. Process

All applications submitted for exemption recognition are forwarded to an Assessor to be reviewed. The Assessor evaluates the documentation provided against the relevant CIPFA learning outcomes and makes a formal recommendation to the Qualifications Manager. The final agreement is endorsed by CIPFA's Head of Qualifications and Membership.

4. Approval Period

From December 2024 until the provisions of paragraph 5 apply.

5. Reapproval

HEIs should keep CIPFA informed of any updates following the approval period. It is the responsibility of the HEI to ensure that once approved, any subsequent changes to their

qualification are communicated to CIPFA as this may have an impact upon the awarding of exemptions.

6. Exemption Arrangements

It is with pleasure that CIPFA acknowledge candidates who have successfully completed **MA Accountancy** from the approval period may be exempted the following CIPFA modules:

CIPFA Modules	University of Aberdeen Modules
Financial Accounting	Accounting Principles AC1516 **AND** Financial Accounting 2 AC2530
Management Accounting	Accounting Principles AC1516 **AND** Management Accounting 2 AC2031 **AND** Management Accounting 3 AC3054
Audit & Assurance	Audit Practice AC3560
Business Planning & Financial Management	Finance 1 FI1004 **AND** Finance 2 FI2004 **AND** Management Accounting 3 AC3054
Tax & Law (UK)	Taxation AC3561 **AND** Business Law LS2533

It is with pleasure that CIPFA acknowledge candidates who have successfully completed **MA Accountancy – Finance; Business Management; Spanish and Latin American Studies; Legal Studies** from the approval period may be exempted the following CIPFA modules:

CIPFA Modules	University of Aberdeen Modules
Financial Accounting	Accounting Principles AC1516 **AND** Financial Accounting 2 AC2530
Management Accounting	Accounting Principles AC1516 **AND** Management Accounting 2 AC2031 **AND** Management Accounting 3 AC3054
Audit & Assurance	Audit Practice AC3560
Business Planning & Financial Management	Finance 1 FI1004 **AND** Finance 2 FI2004 **AND**

	Management Accounting 3 AC3054
Tax & Law (UK)	Taxation AC3561 **AND** Business Law LS2533

It is with pleasure that CIPFA acknowledge candidates who have successfully completed **MA Accountancy – Economics; French; German;** from the approval period may be exempted the following CIPFA modules:

CIPFA Modules	University of Aberdeen Modules
Financial Accounting	Accounting Principles AC1516 **AND** Financial Accounting 2 AC2530
Management Accounting	Accounting Principles AC1516 **AND** Management Accounting 2 AC2031 **AND** Management Accounting 3 AC3054
Audit & Assurance	Audit Practice AC3560
Business Planning & Financial Management	Finance 1 FI1004 **AND** Finance 2 FI2004 **AND** Management Accounting 3 AC3054

7. Enclosures

Mapping documentation has been retained by CIPFA for future reference.

8. Authorisation

On behalf of **Chartered Institute of Public Finance and Accountancy (CIPFA):**

FULL NAME: Anna Howard

JOB TITLE: Head of Qualifications & Membership

DATE: 03/12/2024

SIGNATURE: AHoward .

On behalf of **University of Aberdeen**

FULL NAME: Professor John D. Skåtun

JOB TITLE: Head of Business School

DATE: 09/01/2025

SIGNATURE: 

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES

ICAEW PARTNER IN LEARNING HIGHER EDUCATION INSTITUTION

This is to certify that

Aberdeen, University of

has successfully completed the ICAEW core principles to be recognised as an ICAEW Partner in Learning

This certificate is valid from 1 January 2025 to 1 January 2026

ICAEW President

Chief Executive

16 April 2025 **QAC/160425/019**

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

The University of Aberdeen Widening Access Contextualised Admissions Policy
Applicants domiciled in Scotland- Entry in Academic Year 2026/27

The University of Aberdeen has a long-standing commitment to widening access to higher education. A key part of this commitment is the University's Contextualised Admissions Policy.

We wish to encourage students from the widest possible range of backgrounds to participate in university studies, and we appreciate that not all students have the same opportunity to meet our advertised entry requirements therefore we take contextualised information into account when making decisions on the applications we receive and the entrance requirements which we require. The information below refers to students sitting Scottish Higher qualifications, for all other qualifications please contact ugadmissions@abdn.ac.uk

1. University of Aberdeen Widening Access Contextualised Criteria

Applicants who come from the following backgrounds would be eligible for consideration under the Widening Access Contextualised Admissions Policy. These criteria are agreed in the University's Outcome Agreement with the Scottish Funding Council. They are also in line with the Scottish Government's national ambitions as detailed in the Commission for Widening Access Report Please see the University Widening Access webpages for more information: www.abdn.ac.uk/study/undergraduate/widening-access.php

- Applicants ordinarily resident in a SIMD 20 Scottish postcode area
- Applicants who are Receiving Free School Meals
- Applicants who have been In Care
- Applicants currently studying at a University of Aberdeen Priority School

Lochside Academy	Wick High School	Sgoil Lionacleit
St Machar Academy	Alness Academy	The Nicolson Institute
Northfield Academy	Inverness High School	Stromness Academy
Fraserburgh Academy	Forres Academy	Kirkwall Grammar School
Peterhead Academy	Elgin High School	Brae High School
Keith Grammar School	Elgin Academy	Anderson High School

- Estranged From Parents
- ~~Have Caring Responsibilities~~Unpaid caring role
- Applicants ordinarily resident in a SIMD 40 Scottish postcode area
- In receipt of Educational Maintenance Allowance
- Experienced a physical and/or mental health issue that has impacted on secondary education
- Ordinarily resident in a POLAR 4 Quintile 1 (Rest of UK) postcode area
- Gypsy, Roma or Travelling Community
- Refugee/Asylum Seeker Status
- Home address is in an area considered to be remote and rural (4~~5~~-8 on the Scottish Government 8-fold Urban Rural Classification)
- Parent Or Carer in Armed Forces
- Served In Armed Forces
- Have been through the Children's Panel process
- Parents(s) have had a custodial sentence

Commented [AJ1]: Already in place for 2025 entry- mid year change to reflect teacher shortages in school.

Commented [AJ2]: Extended to include remote small towns. This was based on feedback from schools/ local authority in Moray. Competitors have extended their policy to include 4 postcodes https://www.gov.scot/publications/scottish-government-urban-rural-classification-2020/pages/2/

Please note that this list is not exhaustive, and the University may consider other criteria where detriment to education can be evidenced.

2. University of Aberdeen Adjusted Offer Making

The most up to date details of the entry requirements needed for an adjusted offer can always be found at Widening access criteria | Study Here | The University of Aberdeen (abdn.ac.uk)

Care Experienced applicants:

The University guarantee's interviews for Care Experienced applicants where interviews are a required part of the admissions process.

3. Exemptions to Adjusted Offer Making

Adjusted offers are not given for MEng, MChem, MSci Computing Science and MSci (Medical Sciences) programmes. Candidates who perform well during the 1st year of their studies may be able to apply to move onto the related advanced course.

Entry to the programme of BMus will be assessed on the strength of the candidate's academic record and personal statement. Graded qualifications on instrument or voice are welcome but are not essential. The University may still be able to give an adjusted offer of admission for these programmes, where this is appropriate, and we guarantee an interview for these courses for care experienced applicants, providing they meet or are predicted to meet the academic entry requirements.

The University offers a range of subjects which ~~are considered to be~~are "controlled subject's" (Education, Music Education, Medicine and Graduate entry Dentistry), where the University cannot independently set all of the entry requirements due to the input of external bodies (e.g. General Teaching Council for Scotland) who set standards at a national level. The University may still be able to give an adjusted offer of admission for these programmes (for more information please see the degree/School web pages) where this is appropriate and we guarantee an interview for these courses for care experienced applicants, providing they meet or are predicted to meet the academic entry requirements.

4. Informing the University of your Contextualised Criteria

The University can check if an applicant meets some of the criteria listed above using the information supplied in the UCAS application. Please ensure you select the appropriate boxes on UCAS to inform us of any widening access factors. For those factors without a field on UCAS, please include this information in your personal statement. Applicants will be required to discuss how their education has been disrupted due to the criteria selected in their personal statement or it may be mentioned in the reference, alternatively please submit this information by email to ugadmissions@abdn.ac.uk. Any additional information, which is supplied to the University in a clear and timely manner, will be considered alongside the main application. (Applicants must include their full name and UCAS ID number in all correspondence with the University)

The University would also ask that referees verify if an applicant meets one or more of the contextualised criteria in their UCAS reference and the impact this has had on their education.

4. Policy Documents
Information relating to all the University's Admissions Policies can be found at the following webpage:
www.abdn.ac.uk/study/undergraduate/admissions-policy

5. More information and Support
For more information or support please contact accessaberdeen@abdn.ac.uk.

February 2025~~4~~4