

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

A meeting of the Quality Assurance Committee will be held on **Wednesday 2 May 2018** at **2pm**, in **Court Room, University Office**.

Nicholas Edwards, Assistant Registrar
(ext. 2963 or n.edwards@abdn.ac.uk)

AGENDA

FOR DISCUSSION/APPROVAL

1. **Minutes of the Meeting held on 14 March 2018** *(QAC/020518/001)*
2. **Matters Arising** *(Oral Update)*
3. **First Half Session – Annual Course Review Responses** *(Oral Updates)*

ACR sampling has been carried out across all of the University's 12 Schools. Members of the Committee are asked to discuss their responses to the School, highlighting any best practice or key concerns that were identified during the process. This sample has included, where appropriate, a selection of online courses and all those based in our new Qatar campus.

4. **QAA – Event on Contract Cheating/Changes to the Quality Code** *(Oral Update)*

Kath Shennan/Bill Harrison will provide a brief oral update on the QAA Contract Cheating and Quality Code event held in Edinburgh on 12 April 2018.

5. **Current Issues with Foundation Level Course Selection** *(QAC/020518/005)*
6. **Degree Classification Paper** *(QAC/020518/002, to follow)*
7. **School of Psychology Internal Teaching Review** *(QAC/020518/006)*
8. **ITR/PSRB (Standing Item)**
9. **ELIR (Standing Item)**
10. **Collaborative Provision/TNE (Standing Item)**
11. **Items for Information – see below**
12. **Date of Next Meeting**

The next meeting of the Committee will be held on Wednesday 18th July 2018 at 2pm in Committee Room 2.

13. **AOCB**

FOR INFORMATION

- 11.1 Record of PSRB Reponses (Autumn 2017) *(QAC/020518/003)*
- 11.2 School of Education Accreditation *(QAC/020518/004)*

**UNIVERSITY OF ABERDEEN
QUALITY ASSURANCE COMMITTEE**

DRAFT Minute of the Meeting held on 14 March 2018

Present: Professor K Shennan (Convener), Mr D Auchie, Dr P Bishop, Dr M Ehrenschwendtner, Dr W Harrison, Dr M Hole, Dr J Lamb, Professor M Pinard, with Ms K Christie, Mr N Edwards (Clerk) and Mr M Fullerton in attendance

Apologies: Dr E Bain, Dr D Comber, Mrs D Connelly, Mrs M Freeman, Professor D Lurie, Professor P McGeorge, Dr J Morse, Mr L Ogubie, Dr T Rist

MINUTES OF MEETINGS

(copy filed as QAC/140318/001)

- 1.1 The minute of the meeting on 17 January 2018 was approved, subject to some typographical errors.

MATTERS ARISING

- 2.1 External examiner comments regarding impact on quality (Minute 9.3 refers): It was confirmed that external examiners' comments were reviewed and no quality-based concerns had been overlooked in summarising for the purposes of the annual report to UCTL.
- 2.2 Amendment to the wording of the annual report to UCTL (Minute 9.4 refers): It was noted that suggested amendments to the wording used in the annual report to UCTL had still to be implemented.
- 2.3 Data on the effects of the current degree classification process (Minute 9.5 refers): It was noted that spreadsheets containing the requested information regarding each School's classifications had been received from all but three Schools; Geosciences, LLMVC, and Engineering. Members from these Schools were asked to ensure the return of this information as soon as possible.

Action: Dr Hole, Dr Rist, Dr Bain

- 2.4 In addition, it was pointed out that data relating to postgraduate taught classifications had still to be considered. It was agreed that it would be better that information was returned relating to both undergraduate and postgraduate taught, rather than have the latter's omission contested at Senate. It was therefore requested that all Schools provide the same data in regards to their postgraduate taught students.

Action: All Members

TRANSNATIONAL EDUCATION (TNE) PROCEDURES

- 3.1 In considering the proposal on TNE procedures, it was pointed out that there had been some debate about whether or not it should be circulated to the Committees, however it was felt that the issues raised were of a quality assurance nature.
- 3.2 It was pointed out that 1.3 and 1.3.1 appeared to contradict each other, stating that TNE would only take place where research and teaching occur while also claiming that the University will welcome proposals that only include research. There followed a brief discussion regarding the implication of the latter principle, which it was felt would place

an unnecessarily heavy constraint on the nature of TNE which the University would enter into. It was pointed out that institutions strong in both research and teaching would likely have no reason to enter into TNE in the first place.

- 3.3 On the note of whether or not the Committee felt confident that it would be able to maintain oversight of TNE as proposed, it was noted that there was no mention of monitoring processes, suggesting very little awareness of the University's quality assurance guidelines. It was felt that the Committee would have no way of knowing if the student experience was threatened, posing immense reputational risk as a result.
- 3.4 There followed a discussion on the importance of additional layers of quality assurance in the case of TNE, as part of which it was agreed that additional scrutiny is necessary in instances where teaching takes place remotely.
- 3.5 It was felt that, in the event that the proposed document was intended to replace the original handbook, it failed to show how to set up a new TNE project. Further to this, members voiced concern that the proposals lacked detail.
- 3.6 While it was suggested that the Senate Working Group responsible be invited to amend the existing handbook instead, there were concerns that such amendments would not be viewed favourably by the upcoming ELIR.
- 3.7 It was argued that there was very little in the proposed document which added to the original handbook. Further to this, it was felt that a number of points might take away from existing processes if adopted.
- 3.8 Concern was raised regarding the size of Senate's role in the proposals, which would result in the Senate Working Group having nearly total oversight. It was pointed out that the Committee did not have a representative in the group, nor it include any student members.
- 3.9 It was noted that the proposal seemed to suggest that TNE must originate at School level, which it was felt seemed unusual.
- 3.10 It was suggested that repeated reference to an 'Internationalisation Office' suggested a lack of understanding of the normal University structures. It was confirmed that the closest existing equivalent to such a body does not do what the proposal claims.
- 3.11 It was suggested that the lack of a cover paper to accompany the proposal made it all the more difficult to consider. In addition, members voiced concerns regarding the proposal's appropriateness and the perception that, were they not to endorse the proposal, it would still reach Senate for approval.
- 3.12 Members were asked whether or not they felt that the proposal was competent, to which the majority agreed that it was not.

COLLABORATIVE PROVISION

- 4.1 In considering the report from Trinity College-Bristol Baptist College, it was noted that a large list of questions for the University had been included, mainly concerning technical issues, which the Convener confirmed they were due to address with the Assistant Registrar (Postgraduate and Tuition Fees) the next day.

Action: Convener

- 4.2 It was pointed out that a similar arrangement had existed between the University and the University of the Highland and Islands, however this was now winding down since the latter had gained their own awarding powers.
- 4.3 In preparation for the next meeting, where annual course reviews were to be considered, it was agreed that the Committee should make sure to refer to the reviews for those courses being offered in Qatar and online. In order to assist in this, the codes for the former courses were to be identified and forwarded to Dr Bishop as the member responsible for the Business School.

Action: Clerk

GRADE SPECTRUM (GS)/GRADE POINT AVERAGE (GPA) PAPER

- 5.1 The Committee considered the GS/GPA paper, for which it was noted that not all of the data had been collected yet, however it would be circulated to the Committee and Senate for an academic view in preparation for ultimately recommending one system over another.
- 5.2 It was noted that the paper showed nearly 80% of students would have been classified the same regardless of which of the two systems were used. In addition, it had been identified that the GP benefits fewer students than the GS, while the GS was proven to be more beneficial at the high end of the scales – however, it was felt that this may be because markers were still not using the full breadth of the A band under the Common Grading Scale (CGS).
- 5.3 It was pointed out that there were significant deviations between different disciplines, even among those within the same School. It was felt that this may be due to a culture of how marking was being carried out, which had been reflected in external examiners' comments.
- 5.4 There followed a discussion regarding the current situation in the School of Law, in which an external examiner had claimed that standards were not being kept, owing to the larger proportion of students being awarded first class degrees than at other institutions. While it was noted that the view taken in the School is that the full range of grades available through CGS is being used, it was pointed out that the School classifies on fewer credits than the rest of the University, which was seen to have an opposite effect in disciplines with a greater number of elements, such as Chemistry and Medical Sciences.
- 5.5 It was noted that an analysis of data from the School of Biological Sciences showed that Grade Point Median had proven an effective measurement, while results for the GPA and GS were much more aligned – possibly due the School's even marking distribution across the A band. While it was pointed out that there had not been very much published on this, what research exists agrees that the number of components does affect the outcome.
- 5.6 There followed a brief discussion regarding the School of Geosciences, and efforts made there to maintain the same standard of firsts each year (around 10%). While the importance of consistency was stressed, it was suggested that students are becoming more capable, in response to which it was pointed out that the University had raised its entry requirements.
- 5.7 Members discussed at length the importance of examiners' discretion and the value of referring to both systems in borderline cases. It was identified that separate cultures in

relation to the discretionary zone could negatively affect any attempt at a standardised approach.

- 5.8 It was observed that members appeared to consider the GPA approach more favourably, with the caveat that the GS can be used as a discretionary aid. It was felt that a set of guidelines outlining typical scenarios in the case of borderline results could prove useful in order to ensure consistency.
- 5.9 There followed a discussion regarding weighting and the inclination shared by some members to recommend adherence to a 50/50 weighting across programme years 3 and 4. It was noted that significant issues are encountered where a student is enrolled on a joint programme where both disciplines are examined differently. It was pointed out that a 50/50 weighting would prove difficult to implement for degrees in the School of Geosciences and the School of Law, due to the exclusion of elements studied in programme year 3.

CODE OF PRACTICE ON STUDENT DISCIPLINE

- 6.1 In considering changes to the code of practice on student discipline, it was suggested the possession of phones and similar electronic devices in examinations could be dealt with in a similar way to plagiarism.
- 6.2 While the inclusion of phone possession had not been discussed at length, it was recognised as an increasing issue since possession alone was currently considered a breach of the code of conduct.
- 6.3 It was noted that there had been some inconsistency observed in the way different Schools were dealing with these instances, prompting the need for clear guidelines on the matter.
- 6.4 It was agreed that clear use of a device should be considered an offense, while those in possession would be required to keep their device underneath their desk for the duration of their examination.
- 6.5 The Committee recommended that the use of electronic devices during examinations be included as an offense under the code of practice on student discipline.

PROCESS FOR THE RECOGNITION OF INTERNATIONAL QUALIFICATIONS

- 7.1 Dr Hole agreed to contact Mr Comber regarding the preliminary stages of setting up a group to address the recognition of international qualifications – specifically, Higher Education Academy equivalency.

Action: Dr Hole

ITEMS FOR INFORMATION

- 8.1 It was noted that there was to be a meeting regarding contract cheating was to be held by the Quality Assurance Committee in Edinburgh on the 12th of April. Dr Harrison indicated his willingness to attend alongside the Clerk.

Action: Clerk

- 8.2 It was agreed that the Committee would benefit from a further demonstration of the new SharePoint approval site for postgraduate research examiners, to be provided by the Assistant Registrar (Postgraduate and Tuition Fees).

DATE OF NEXT MEETING

- 9.1 Members noted that the next meeting of the Committee will be held on Wednesday 2 May 2018 at 2.00 pm in the Court Room, University Office.

UNIVERSITY OF ABERDEEN

QUALITY ASSURANCE COMMITTEE

CURRENT ISSUES WITH FOUNDATION LEVEL COURSE SELECTION

Since the move from undergraduate advising towards student self-selection of courses there has an ongoing 'pick and mix' problem with the current course selection set up that is leading to students narrowing their honours options from the outset. This situation not only undermines our claims regarding our flexible degree programme but also creates headaches where students fail courses etc. and, thus, have fewer alternative honours pathways. The latter also has evident implications for retention.

In order to mitigate these issues the following simple solution is proposed that would require little change from current practice, together with a small element of IT input, but would go some way to resolving these issues.

Draft Proposal

L1 Course Selection	1st Half Session	2nd Half Session	
Subject	Course Code	Course Code	Credits
A			30
B			30
C			30
D			30
Additional Courses			
		Total	120

Important Please Note:

1. First and Second Half Session mandatory selections for A,B and C must be from the same subject, i.e. in each case if 1st Half Session A is Sociology the 2nd Half Session must also be Sociology, providing 30 credits and, hence, the prerequisites for progression to the next level in that subject area. This also applies to selections B and C where selections should be drawn from other core subject areas. **(This could presumably be set up on the system to ensure that students are prevented from entering unmatched options in A, B and C as identified by course codes).**

The above allows maximum flexibility for future course selection and honours entry into single honours in one of these A, B or C subjects or by combining any two of the latter.

Students considering joint honours should also consult the Course Catalogue to view the potential combinations.

2. Selection D can be drawn from a wider range of subjects, including 6th Century and Enhanced Study, where 1st and 2nd Half Sessions need not match.

3. Additional Courses are used sparingly for other selections. Requests to take courses beyond the standard selection require Personal Tutor approval, however, particularly where this entails the total selections for an academic year exceeding 120 credits.

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SCHOOL OF PSYCHOLOGY **INTERNAL TEACHING REVIEW****One year Follow-up to Recommendations within Final Report**

Following last year's review the School has made further efforts to implement the recommendations from the panel's report. A report on the progression for each of the recommendation is provided below in italics.

Recommendation 1: The panel acknowledged the commitment of the School to teaching and learning and **recommended** that Scholarship/Teaching staff continue to receive support for progression and promotion, backed up by a transparent workload model.

The School has continued its development of the career paths of the Teaching/Scholarship staff. There has been at least one promotion on this track this past year. On development is expansion of the profile of this track by appointing active practitioners (Clinical and Industrial Psychologists) to posts within it. The T/S staff remain central to the School's mission and the development of the individuals careers on this track remain a priority.

Recommendation 2: The panel noted the makeup of the School in terms of age and gender, acknowledging staff as predominantly young. The panel noted the stability such a young staff profile can provide, but did also recognise the concerns of the School in that they remain reliant on small grouping of senior academic staff for management roles. The panel echoed the views of the School that steps should be taken to give increasing responsibility to newly promoted staff. The panel further **recommended** to both School and Centre that consideration be given to the recruitment of senior staff.

The School's strategic plan to hire two individuals at Reader level or above has been affected by the general budgetary constraints within the University. However the School has just appointed a Senior Lecturer on the Teaching/Scholarship track to replacing a departing member of staff. In addition to this, the School has just advertised a senior position on the Teaching/Research track and is hoped to appoint before August 2018.

The issue still remains a live one, and the School will continue to press for more appointments at a senior level. This is particularly pertinent with the retirement of Professor John Crawford, further reducing the number of professors within the School.

Recommendation 3: The panel commended the School's use of a range of teaching methods including (i) traditional methods, such as lectures, and (ii) innovative methods, such as a 'flipped classroom' where students watch a recorded lecturer before taking part in a workshop-type class, and the subsequent exposure of students to a multifaceted teaching model. The panel noted the positive responses of students to this approach, encompassing a range of student needs and preferred teaching styles. The panel also acknowledged the use of small group teaching across undergraduate and some elements of postgraduate provision. The panel noted mixed feedback from the student body with regards to the success of these and **recommended** the School take forward their own identified action, to clearly express the function of these groups to students.

As the report indicated, the School intends to improve how we communicate the function of each of the main elements of its teaching and learning practice. The School has begun this work within the Employability strand developing messaging that describes how activity at each level fits together across the undergraduate programme. The aim is to extend this to other key elements within the degree such as Critical Thinking, Statistics/Analysis and Communication.

Recommendation 4: The panel **commended** the open and receptive attitude of the School to amending and aligning course outcomes, teaching methods and assessment. The panel **recommended** the continued review of courses and the implementation of methods such as these, if appropriate.

The School is continuing to enhance its robust review processes. This academic year we had a series of more informal meetings with the Level 4 students to gain their views on the whole degree experience. This was particularly instructive and has highlighted issues that have not been apparent from the more formal feedback routes. For example the final year students flagged up that the step up between Level 2 and 3 was particularly challenging. The programme team were not perhaps aware of the extent of this challenge and are now factoring this in to future developments. This shows the benefit of using a number of different channels for feedback and School will now seek to expand on this.

Recommendation 5: The panel also noted the use of a feedback video presentation, providing generic feedback at level 1, explaining common mistakes, and how to avoid these in the future. The panel **commended** the School for this innovation and **recommended** that these methods be used across more courses.

The School continues to use this form of feedback across the levels and will endeavour to ensure that within 2018-19 academic year it becomes standard for all courses with written exams.

Recommendation 6: The panel specifically **commended** the Psychology Internship Programme providing enhanced work-based learning opportunities. Noting its initial set up in 2013, the panel acknowledged the growth of the programme to encompass up to ten internships and **commended** the hard work of the Internship coordinator in the development and successful running of the programme. The panel acknowledged that there are steps to introduce a University-wide course recognising and awarding credit for work-based learning such as this. The panel **recommended** that the School continue to work closely with the Centre to allow for the internship programme to hopefully be extended and for more students to undertake this opportunity.

The School has been involved with the development of a Work Based Learning (WBL) course by the University Career Service and the Dean of Quality. The course was run for the first time this year and attracted around 23 students from the School's Level 4 cohort who completed the 15 credit course. Students have engaged enthusiastically with the course. The School will be aiming to expand the numbers of Level 4 students on the course next year and sees this course as an excellent way to develop the intern opportunities within its provision.

Recommendation 6: The panel **commended** the Postgraduate Employability programme and the delivery of career talks, employability workshops and the Early Careers Forum. The panel **recommended**, however, that this be extended and developed to engage and focus all Postgraduate students, some of who may be unaware of the correlation between the opportunity to attend these events and employability.

The School continues to make sure that all the career events and resources are advertised to the various postgraduate cohorts as appropriate. This includes ensuring students on the MSc conversion are invited to events such as career talks and the networking event which were initially developed for undergraduates.

Recommendation 7: The panel noted concerns raised by students about the difficulties experienced in selecting an honours project. The panel **recommended** that the School ensure a transparent and fair means of determining project is in place to avoid stress and confusion.

The School reviewed the honours project selection procedure over the first term of this past academic year (2017-18). This included a student facilitated focus group and discussions with members of staff. The outcome of the review was that students did not wish to see any wide scale changes to the process. However they did make some suggestions concerning the communication by individual staff around how they would deal with the selection process. These were taken on-board and new set of guidelines for staff was developed and circulated. This year's selection process appeared to be less stressful for the students. We will seek feedback from students on this year's process in September as we did this year and further review the process. The aim will not be the complete eradication of disappointment (which is inevitable with any process) but to make sure our process is fair and is seen to be fair by the students.

Recommendation 8: The panel noted concern that the progression route from Master of Research (MRes) to PhD is not clear. The panel acknowledged recent changes to the progression route, however, recommended that the two routes be clearly defined, that material is not duplicated and that these be carefully and clearly expressed to students.

This has been tackled with improved programme documentation outlining clearly the different pathways and progression routes within and beyond the MRes.

Recommendation 9: The panel noted the healthy recruitment of students to the School with only a slight fluctuation in the number of individuals applying to study undergraduate degrees in recent years. The panel noted the issues experienced by the School, and across the University as a whole, in recruiting overseas and RUK students, in addition to concerns regarding the recruitment of Home/EU and non-home EU students in light of Britain's exit from the European Union. The panel **recommended** that the School continue to work with the Student Recruitment and Admissions Service (SRAS) in navigating these issues.

The School continues to be involved with a number of SRAS initiatives and is constantly mindful of its current student numbers and number of applicants. Beyond this the School is aware of the need to diversify the portfolio of its programmes in an effort to "spread the risk" in relation to fluctuation in student markets. To this end the School has authored a plan to deal with the expected reduction in undergraduate numbers with Brexit. This has included expanding its online provision and is currently advertising two teaching positions within applied areas (Clinical and Industrial psychology) to enable this expansion.

Another element of this plan is increasing the number of non-traditional routes into the undergraduate degree, including expanding on existing articulation agreements with FE colleges. The School is also involved in the REACH programme working with low progression Schools in the Aberdeen and Aberdeenshire area. These initiatives are aimed at changing the undergraduate population's general demographics moving away from a reliance on non-UK EU students. The changes in this demographic will need careful managing, for example student entering our degree at

2 May 2018

QAC/020518/006

Level 2 and beyond may need extra support. The School is working with the University's HE Progression Routes Manager to develop support for these students.

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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 reviews expected to be held between 2017/2018 and 2022/23).

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	2015	2019
	Institute of Chartered Foresters (ICF)	UG: Forestry and Forest Science	2013	n/a (programme withdrawn)
		UG: Environmental and Forest Management	June 2016 (November 2016: ICF requested changes, not yet resubmitted)	5-year cycle; approximately 2021.
		MSc Environmental and Forest Management	June 2016 (November 2016: ICF requested changes, resubmitted September 2017)	5-year cycle; approximately 2021.
Business	Institute of Chartered Accountants of Scotland (ICAS)	Degree of Master of Arts in Accountancy (all variants)	2016	2020 (Annual reporting exercise applies)
	Chartered Institute of Management Accountants (CIMA)	Degree of Master of Arts in Accountancy (all variants)	2016	Annually

	Association of Chartered Certified Accountants (ACCA)	Degree of Master of Arts in Accountancy (Single and Designated) Accountancy-Finance joint Honours Degree	2016	Annually
	Royal Institution of Chartered Surveyors (RICS)	Degree of Master of Arts in Real Estate (all variants) Postgraduate Taught Programmes in Real Estate and Rural Surveying	2016	Spring 2018
Education	<i>Please see separate document as provided by the School of Education</i>			
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	March 2015 (outcome confirmed April 2016). All programmes accredited until 2019, with the exception of MEng/BEng Chemical Engineering which was accredited for 2015-2016, with a desktop review required thereafter. This has been met and these programmes are now accredited until 2019. MEng/BEng Electrical and Electronic Engineering, and MEng Mechanical and Electrical Engineering were also accredited for 2015-2016 only. These are now confirmed to 2019, with only Level 1 Electrical/Electronic not accredited. A re-submission will be going in shortly.	Next accreditation will be in 2019. This will cover 2019-2023.
	IChemE (Institution of Chemical Engineers)	MEng Chemical Engineering BEng (Hons) Chemical Engineering		
	IMarEST (Institute of Marine Engineering, Science and Technology)	MSc programmes only		

	EI (Energy Institute)	MEng Petroleum Engineering BEng (Hons) Petroleum Engineering MSc programmes		
	IMechE (Institute 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 BEng (Hons) Mechanical with Oil and Gas Engineering MEng Petroleum Engineering BEng (Hons) Petroleum Engineering MSc programmes		
	IET (Institution of Engineering and Technology)	MEng Electrical and Electronic Engineering BEng (Hons) Electrical and Electronic Engineering MEng Mechanical and Electrical Engineering BEng (Hons) Mechanical and Electrical Engineering		
Geosciences	Royal Institution of Chartered Surveyors (RICS)	Degree of Master of Land Economy	Unknown	Unknown
	The Geological Society	BSc (Hons) Geology BSc (Hons) Petroleum Geology	Unknown	Unknown
Law	The Law Society of Scotland	All LLB programmes and for the DPLP.		Annually.
	SRA (England) The Northern Irish Regulator	LLB with English Law (and variant English Law programmes).		To be informed of updates/changes only.
	CI Arb	LLM Dispute Resolution	2016	2019

Medicine, Medical Sciences and Nutrition	General Dental Council (GDC)	Degree of Bachelor of Dental Surgery (BDS)	Final inspections undertaken in May 2016	The school joins a 4/5-year cycle for inspection reviews – the next inspection should be 19/20 or 20/21. Monitoring responses must also be provided on an annual basis. (Due December 2017)
	General Medical Council (GMC)	MBChB		Autumn 2017
	Royal College of Physicians	Physicians Associate	Students apply on an individual basis.	
	British Psychological Society (BPS)	MSc Health Psychology	April 2015	June 2018 (and every 6 years thereafter)
	Association for Nutrition	MSc in Human Nutrition	September 2016	September 2017
	IPEM	Medical Physics	September 2016	September 2019 and 2022
Natural and Computing Sciences	Institute of Physics	All Physics degrees (some as “recognised”)	2014/15	2019/20
	British Computer Society	All CS Degrees	2014	2019
	Royal Society of Chemistry (RSC)	MSc Oil and Gas Chemistry MSc Analytical Chemistry	2014/15	2018/19 or 2019/2020
		MChem/BSc Chemistry MChem/BSc Oil MChem/BSc Gas Environmental Chemistry	2013/14	2018/19
Psychology	British Psychological Society (BPS)	All (single, joint) Honours UG Psychology Degrees MSc in Psychological Science	January 2015	Resource Review: November 2017. Full Review: January 2020 Reviews are undertaken on a 5-year cycle

*The Schools of **Divinity, History and Philosophy, Language, Literature, Music and Visual Culture** and **Social Science** have confirmed there are no PSRBs associated with them.*

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SCHOOL OF EDUCATION ACCREDITATION

Programme	Accrediting Body	Last Accredited	Next Accredited
MEd Flex	UOA via ITR		March 2019
Autism and Learning	UOA via ITR	October 2013	March 2019
Community Learning and Development	CLD Standards Council	2013	Will be accredited 2018 (every 5 years)
Early Years	UOA via ITR	October 2013	March 2019
Gaelic Medium Education	UOA via ITR	October 2013	
Higher Education	HE Academy	August 2014	Will be accredited August 2017 (every 3 years)
Inclusive Practice	UOA via ITR	October 2013	March 2019
Leadership Professional Contexts Middle Level Leadership	UOA via ITR	October 2013	March 2019
SCEL	GTCS	New programme	Evaluation to be submitted at the end of each year
Guidance	UOA via ITR	October 2013	March 2019
Person Centred Counselling	COSCA BACP (not yet)	March 2013 New	March 2016 BACP - Not yet submitted for approval to Academic Services. Programme Director proposing summer 2016 – now 2017.
Studies in Mindfulness	UOA via ITR UOA via QAC Internal Scrutiny	October 2013 October 2014	March 2019 March 2019 Revalidation report enclosed. Letter confirming reaccreditation GTCS Sept 2015 enclosed.
TQFE	GTCS (General Teaching Council Scotland)		Summer/Autumn 2018

Education Studies with PGDE	GTCS (General Teaching Council Scotland)	New Programme July 2017	2023
MSc Into Headship	GTCS (General Teaching Council Scotland)	Jan 2016	Jan 2022
Persona	UOA QAC	2016-17	
BA Childhood Practice	SSSC (Scottish Social Services Council)	2015	Jan 2019 (SSSC) but under reconsideration. SSSC report 27.1.16 enclosed.
ITE Programmes (MA Hons Education and PGDE)	GTCS (General Teaching Council Scotland)	June 2013	GTCS reaccreditation April 2019, ITR Spring 2019.
			GTCS Accredited every 6 years UOA ITR Accredited every 5 years HE Academy every 3 years