



CELEBRATING  
**525 YEARS**  
1495 – 2020

# Mapping Against the UK Quality Code

## SECTION 5: ENABLING STUDENT ACHIEVEMENT

*Academic Services | Quality & Policy*  
[academicservices@abdn.ac.uk](mailto:academicservices@abdn.ac.uk)

Authored: January 2022

# SECTION 5: ENABLING STUDENT ACHIEVEMENT

## INTRODUCTION

The Quality Code is split into 12 themes, available online on the QAA website at <https://www.qaa.ac.uk/quality-code>. As part of this, *Enabling Student Achievement* is an important component in ensuring students are supported through their studies. Students will be able to succeed should the appropriate measures be in place to support them. The quality code describes this theme as:

*Success in higher education is instrumental for the academic, professional and personal development of students. This success can be measured in part by benchmarking against set outcomes. However, it can also be measured through the approach taken to continuously developing the student experience.*

*An effective approach to student support should encompass curriculum design and learning and teaching, working across all areas of provision. This approach includes active engagement with students and staff from across a provider to ensure the continual evaluation and development of the student experience. Effective student support will recognise the diverse needs of the student body and mitigate the potential adverse effects associated with challenging aspects of the student experience such as complaints, retention or progression.*

This theme focuses on the development of students through their educational opportunities, as well as the diverse array of support required for a diverse and growing student population. There are a range of support services across a range of teams at the University, which provide academic, professional and personal support to students who may require it.

In defining key terms that will be used frequently in this section, the Quality Code notes the following:

**Transferable skills:** Core skills and attributes developed from a range of experiences including education, the workplace, leisure activities, and personal and social situations, which can be applied to different settings.

**Graduate attributes:** Skills and qualities which higher education providers have identified that their graduates will have developed during their studies and through participation in student life.

**Mental health and well-being:** Mental health is a state of well-being where an individual realises their own abilities, has the resilience to cope with the common stresses of life, work productively and can contribute to their community.

**Safeguarding:** Safeguarding refers to higher education providers implementing and adhering to robust procedures, which ensure that their students are able to study and participate in student life in a safe and supportive environment.

**Students:** In relation to this Code, the term 'student' refers to all individuals studying a higher education course regardless of demographic, mode or level of study, subject area or geographic location.

## SECTION 5: ENABLING STUDENT ACHIEVEMENT

The Quality Code has three different sections: the expectations for standards; the expectations for quality; and the guiding principles. The relevant expectations for standards and quality are detailed below. The Guiding Principles are mapped to the University's own policies, procedures and quality mechanisms. There are two separate sections for the University's practices, detailing what the University does and has in place to support that expectation/principle, as well as the supporting documentation, which includes reference to supporting policy, procedure, website or other document.

EXPECTATIONS FOR QUALITY & CORE/Common Practices
From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
The provider supports all students to achieve successful academic and professional outcomes.
The provider designs and/or delivers high-quality courses.
The provider actively engages students, individually and collectively, in the quality of their education experience.
The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

QUALITY CODE PRINCIPLES	UNIVERSITY PRACTICES	SUPPORTING DOCUMENTATION
<b>GUIDING PRINCIPLES</b>		
<p>1. Strategic and operational plans for supporting students and enabling achievement to align to the student journey.</p> <p>The provider's commitment to student development and achievement is explicitly</p>	<p>The University is now well into the implementation of our new strategic plan with a longer-term strategic vision for Education and Research. <i>Aberdeen 2040</i> is comprised of four related, but distinct themes: inclusive, interdisciplinary, international and sustainable. Within the inclusive strand, there is a large emphasis on the wellbeing of our students and staff; as well as a focus on their development both personally and professionally. Alongside this, we have been progressing with an</p>	<p><a href="#">Aberdeen 2040 Strategy (Webpage)</a>  <a href="#">Wellbeing Strategy (2021-2025) (Document)</a>  <a href="#">Student Wellbeing (Webpage)</a>  <a href="#">Staff Wellbeing (Webpage)</a>  <a href="#">Student Support &amp; Experience Committee (Webpage)</a>  <a href="#">AUSA Student Mental Health Agreement (Webpage)</a>  <a href="#">Strategic Planning (Webpage)</a></p>

<p>expressed and integrated into strategies that inform operational approaches and ensure collective understanding for students and staff.</p>	<p>implementation plan, covering the first 5 years, which outlines key actions associated with the strategic goal which are reviewed and amended annually.</p> <p>Progress toward the achievement of the strategic plan is closely monitored by means of Key Performance Indicators, both linked to the Strategy and SFC Outcome Agreement.</p> <p>In line with the University’s strategic commitment to inclusivity, the University <del>drives forward the</del> <del>has recently launched a</del> Wellbeing Strategy for both staff and students. <a href="#">The year 2 action plan (2022/23) saw us make steady progress towards meeting the aims set out in the strategy. A summary of highlights can be viewed here (Link to Review doc).</a> <a href="#">Considerable work has been conducted to enhance both staff and student</a> <del>Linked to this, the University’s Employee</del> Wellbeing web pages provide further resources for staff and likewise a similar web resource is provided for students.</p> <p>The Student Support &amp; Experience Committee, a sub-committee of the University Education Committee, has responsibility for “the development and implementation of strategy and policies to enhance students’ probability of success in all aspects of their student experience and address gaps which appear more likely for specific groups of students”. The Committee has representation from every School, which allows for strategic, collaborative and cross-disciplinary discussions to be held. Its remit was recently expanded beyond Student Support to include wider experience following an internal governance review allowing us to take an even wider, holistic, view on the issues impacting our students and their wellbeing.</p> <p><a href="#">The University continues to work closely with the Student Union to deliver the</a> <del>In January 2022, a new</del> <a href="#">Student Mental Health Agreement (SHMA)</a> <del>was approved and launched with a two-year action plan in place.</del> <del>The agreement outlines Aberdeen University Students Association (AUSA) and The University of Aberdeen’s commitment to improving the mental</del></p>	<p><a href="#">SFC Outcome Agreement (Webpage)</a>  <a href="#">Student Partnership Agreement (Webpage)</a></p>
--	--	---

~~wellbeing of all students. Nearing the end of the two-year action plan a review will take place to identify the success of the plan and, areas to progress.~~ Key aspects of the current action plan include development of a student welfare committee (including representation from Doha campus), continued focus on a mental health awareness campaign, mental health and wellbeing learning and development opportunities and embedding wellbeing in the teaching and learning environment.

In terms of student-related strategic matters, recent policy reviews have included the Pastoral Support Review and the Monitoring and Absence Review, for example. The Monitoring and Absence Review will be considered by Senate in September 2023, with approval, this policy will be implemented for the 2023-2024 Academic Year. Other such strategic reviews are set up with a particular focus whenever they are required.

Work was undertaken in 2022/23 to review the format of the SPA – this has resulted in a new focus and process.

~~The 2023/24 The University and its Students Association, AUSA, committed to a Student Partnership Agreement (SPA) sets out the University's and Student Union's joint commitment to: The agreement which was based on a set of core themes to support organisational objectives, continuity but allowed for annual updates in line with Sabbatical priorities:~~

- fostering an environment for open and ongoing dialogue between students and staff, and
- embedding transparency and honesty throughout
- recognising and being respectful of different approaches to ensuring the best Aberdeen student experience.

~~Since its inception we have benefited from increase collaboration and coordination of projects to support the student experience. Some highlights include:~~

- ~~Increased collaboration on student priorities;~~
- ~~Coordinated communications principles;~~
- ~~Launch of Student Mental Health Agreement.~~

	<p>Despite these achievements, it has been recognised that the current format of the Partnership Agreement is administrative heavy. Many of the outcomes would have been achieved without the agreement through existing cross institutional working groups.</p> <p>The University and AUSA, who benefit from a close working relationship have agreed to use 2022 as a period of post-Covid reflection to consider alternative Student Partnership agreements models which will lead to more meaningful and tangible benefits to the student body. A joint working group has been established to undertake this work. The group will reflect on the achievements of the SPA to date in the context of other working groups, and undertake staff and student feedback.</p> <p><u><a href="#">Student feedback and consultation has shaped our focus and priorities for the Academic Year 2023/24. We are committed to enhancing the inclusive environment and positive culture at the UoA, supporting students to maintain positive mental health, manage problems and support the prevention of mental ill health. We will support students' career success through a range of opportunities to exploring options, develop skills and connect with employers. This is monitored by data such as the Aberdeen Student Experience Survey.</a></u></p>	
<p>2. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.</p> <p>Policies are consistent, accessible, easy to understand, student-centred and up-to-date. Each policy is clearly linked to appropriate procedures to facilitate seamless identification</p>	<p>All Education policies are available to view on the University Webpages, as part of the Academic Quality Handbook. This comprehensive set of webpages covers all aspects of teaching and learning provision, from registration to graduation. Physical copies can be requested where necessary from the Academic Services team.</p> <p>In line with all university policies, those associated with student support are subject to assessment under Equality Impact legislation to ensure specific groups of individuals are not obstructed from accessing support within the University and that policies are fair and inclusive.</p> <p>The University operates a Support for Study Policy, which outlines the University's approach to supporting students who may be struggling with their studies due to health and wellbeing issues. <u><a href="#">This policy is currently</a></u></p>	<p><u><a href="#">Academic Quality Handbook (Webpage)</a></u>  <u><a href="#">Students – Academic Life (Webpage)</a></u>  <u><a href="#">Support for Study Policy (Policy)</a></u>  <u><a href="#">Support and Wellbeing (Webpage)</a></u>  <u><a href="#">Equality Impact Assessments (Webpage)</a></u>  <u><a href="#">Inclusion and Accessibility (Webpage)</a></u>  <u><a href="#">Student Learning Service (Webpage)</a></u>  <u><a href="#">Personal Tutoring (Webpage)</a></u>  <u><a href="#">Students4Students Scheme (Webpage)</a></u></p>

of, and access to, any academic or other student support needs. The impact of current and proposed policies and procedures on students with protected characteristics is consistently assessed to identify and mitigate barriers to student development and achievement. Effective student support will recognise the diverse needs of the student body and mitigate the potential adverse effects associated with challenging aspects of the student experience such as complaints, retention or progression.

[being formally reviewed to ensure it remains appropriate for the evolving needs of our students. We hope to launch our new policy later in 2024.](#) -We have recently recruited a specific complex case worker to help manage such cases and will be seeking more specialist staffing to work with students who need enhanced support to engage with their studies in the coming months.

The University has developed an Inclusivity and Accessibility in Education Framework which aims to enable inclusion and accessibility to be fully integrated into all aspects of the design and delivery of learning, teaching and assessment. The Framework draws together relevant guidance, policies, resources, support and specialist training relating to accessibility and inclusivity.

The Personal Tutor scheme provides general pastoral support to undergraduate students in matters such as achievement of the Graduate Attributes, Employability, Co-curricular opportunities and feedback as well as a pastoral support role. Postgraduate Taught students receive pastoral support from their programme coordinator. [Considerable work has been undertaken to enhance the information available to staff and students on the pastoral support webpages. This includes a new staff resource area.](#) ~~A Task and Finish Group is currently concluding a review of Pastoral Support.~~

~~The Students4Students (S4S) Scheme offers new undergraduate students the opportunity to be mentored by another student in their transition to university life. The S4S Scheme helps new students settle into university life with advice and support from fellow students, who understand the complexities and pressures of life as a student~~  
[The Student Buddy sScheme \(previously S4S\) continues to evolve and in 2022/23 was opened to PGT students.](#)

[The sStudent of eConcern form was developed and launched in 2023 to provide an additional route for reporting wellbeing concerns to Student sSupport.](#)

	<p>In addition, the Student Learning Service (<a href="#">SLS</a>) in the Centre for Academic Development (CAD) <del>has</del> <a href="#">offers</a> a range of individual and group options for students who may need academic skills development and support, including those <a href="#">who are neurodivergent incorporating students with</a> <del>with</del> Specific Learning Differences (SpLDs).</p> <p>Staff from Registry provide an in-person support service for academic related matters, including registration, progression, appeals and complaints through the student Infohub. This service is provided alongside support from other specialist areas including student finance, accommodation and assistance with the Personal Tutor system. In addition to the in-person services, support functions operate both general and topic specific online chat services with resource supporting these services allocated as appropriate throughout the academic year.</p>	
<p>3. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.</p> <p>Support services encompass all areas of the student experience outside the formal curriculum. These areas include, but are not limited to, academic, financial, housing, welfare, employability and personal development. The effective management, delivery and success of these services is crucial to the student experience and can directly impact on progression and achievement rates. A strategic approach to resourcing that incorporates full evaluation of these services and</p>	<p>The University has recently invested significantly in its support services, including additional resource to support students. This has increased the staffing in the Student Support team by 6FTE and the availability of staff to be able to assist with student needs. The provision of ongoing training and development for all support staff has been vital to ensuring that staff are well-equipped in supporting students.</p> <p>Within Human Resources, the Staff and Organisational Development team supports the personal and professional development of staff. This includes a dedicated training budget which is allocated to various training projects and initiatives to further develop University staff. Recent sessions have included race literacy training for student-focused staff, as well as the ongoing programme of training sessions.</p> <p>CAD <del>are</del> <a href="#">is</a> central in supporting the academic and educational development needs of all staff. The dedicated Educational Development team provides <a href="#">training and advice to staff</a> <del>in regard to</del> <a href="#">regarding</a> academic support. <a href="#">Under the wider auspices of CAD, which includes SLS, the benefits of strong interprofessional links means that materials and sessions are frequently co-designed and delivered, ensuring that the student voice is incorporated into the wide</a> <del>They have a</del> range of courses and professional development opportunities <a href="#">for staff</a> which can be</p>	<p><a href="#">Staff Development (Webpage)</a>  <a href="#">Training and Professional Development (Webpage)</a>  <a href="#">Centre for Academic Development (Webpage)</a>  <a href="#">Counselling Service (Webpage)</a>  <a href="#">Cost of Living and Money Matters (Webpage)</a>  <a href="#">Student Learning Service (Webpage)</a></p>



considers feedback from students and staff can ensure successful delivery of student support services.

accessed via [their CAD's website](#). [SLS offers a range of individual and group options for students who may need academic skills development and support, including those who are neurodivergent incorporating students with Specific Learning Differences \(SpLDs\).](#)

Our University Counselling Service provide proactive and reactive support to staff undertaking any role with us, introducing a new “debrief” service, launched in late 2021, which encourages staff to have a half hour chat with a member of the service to discuss a difficult case or seek support following a challenging encounter. The University is currently focused on a pattern of events and activities designed to support the demands placed on Students linked to the Cost of Living Crisis and we have a new website collating this information, together with details of additional support being put in place.

Linked to the Wellbeing strategy, the Wellbeing and Engagement team produce an annual [wellbeing calendar](#) of activities. Each month is broken down into 5 themes targeting events and campaigns around: wellbeing; mental health; safety; study support; and equality diversity and inclusion.

[A Mental Health and Wellbeing training audit was conducted in Jan 2023. It identified what was currently available to staff and students, whether it was fit for purpose and what the gaps are. A new landing page of Training opportunities has been developed and a development timeline identified to enhance the suite of training throughout 2023/24. Phase two, focusing on enhancing the student training offering will commence early 2024.](#)

[A new Pastoral support workshop – Support you to support students” was piloted at the end of 2023. This covers all aspects of pastoral support and provides an opportunity to practise skills and network.](#)

[The review and restructure of the \*\*Mental Health First Aid \(MHFA\) Network\*\* is complete. Whilst the MHFA trained members will continue to be available as a resource, the focus of the network will be shifted to](#)

	<p><a href="#">proactively enhance mental health and wellbeing understanding, knowledge, awareness of support provision and encouraging an open and supportive environment in our community (of both staff and students)</a>  <a href="#">A new online resource area has been developed which provides access to resources and a programme of monthly development opportunities.</a></p> <p>Prescribed online course, “Getting Started at the University of Aberdeen” for all level 1 undergraduate and postgraduate taught students outlines all support services, highlighting where to get assistance when needed. To further support students and underline course content, during Welcome Week, a number of events and activities are run by the Student Experience team with the aim of transitioning students to University and giving them all the essential information, they need to prepare for university life.</p> <p><a href="#">The inclusive, responsive and professionally accredited Careers and Employability Service provides accessible careers education, information, advice and guidance services, available to all students and graduates. Service effectiveness and professionalism is reviewed regularly (most recent submission, December 2023) against the AGCAS Quality Standard which is a condition of our continued institutional membership.</a></p> <p>Through the ongoing schedule of policy review, policies and procedures related to student support activities are actively considered and updated reflecting current circumstances.</p>	
<p>4. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.  Clear, consistent and accessible communications, from pre- entry through to graduation and</p>	<p>The University ensures clear and effective communication to prospective, current and former students. The recent implementation and review of the Student Communications Policy ensures that communications are clear, consistent and accessible to all students.</p> <p>For current students, the <a href="#">Experience, Engagement and Student Experience-Wellbeing</a> team manage almost all student communications and ensure consistency in tone and messaging. Where communications to students are provided from the University Senior Management Team,</p>	<p><a href="#">Student Communication Policy (Policy) Communicating With You (Webpage) Study (Webpage) New Students (Webpage) Student Life (Webpage) Enhanced Study Options (Webpage) Co-Curricular Activities (Webpage) Career Readiness (Webpage) Student Essential Information &amp; Support Guide (Document)</a></p>

<p>beyond, will ensure students are fully informed of the opportunities and support available to them. This communication should be concise, timely and structured throughout the period of study and designed to facilitate student retention, progression and achievement. Effective communication with students will recognise different modes of study, individual learning styles and preferences.</p>	<p>the Communications Team develops those messages in line with the messaging from the Student Experience Team.</p> <p>For prospective students, communications are managed via the Engagement and Conversion team within External Relations. This helps to ensure consistency of key messaging to all new and prospective students.</p> <p>Social media channels are also managed via the Engagement and Conversion team, with separate accounts for dedicated widening access projects.</p> <p>The University has dedicated social media channels which communicate directly with the student population with relevant information for their studies, including academic and personal support options. These are managed by the Student Experience team.</p> <p><del>The University is aware that students in some situations may have specific needs and requests. Student feedback from last year suggests that students with particular experiences may find it useful to have the opportunity to engage with students with a similar experience. A Teams site has been created for students with specific backgrounds as an informal location to meet other students and have easy access to relevant support information.</del></p> <p>The University makes use of its webpages to ensure messaging is available to students regarding support opportunities. These can be found on the study webpages, as well as the Students' pages for current and returning students. Widening Access students, and students articulating into the University from FE College, also have their own dedicated web pages with relevant information, advice and guidance. The University aims to target information to the most relevant cohorts of students, including new, prospective and returning, different campuses and online students.</p>	<p><a href="#">Widening Access (Webpage)</a>  <a href="#">Advanced Entry Students from College (Webpage)</a></p>
---	--	--

	<p>A Student Essential Information and Support Guide has been produced for the purpose of detailing all available support options to students in one place.</p> <p><a href="#">2022 and 2023 also saw the production and circulation of wallet size staff and student support cards.</a></p> <p><a href="#">Regular, targeted and timely communications about careers and employability enhancing opportunities are sent based on students' responses to career readiness questions embedded annually within the online student registration process.</a></p> <p>For University graduates and alumni, the Alumni Engagement team manage communications to ensure that graduates receive up-to-date news, information, events and support that may be available to them. Information is provided on our Careers and Employability Service which is available to all current and former students.</p>	
<p><b>5. Equality of opportunity for all students to develop academic and professional skills.</b></p> <p>Ensuring equality of opportunity requires collaboration across academic, professional and specialist services. A broad and ongoing range of academic and pastoral support will be available, regardless of location or mode of study. Providers will need to consider both the needs of the individual student and the wider student body, including anticipating their varied requirements (such as protected characteristics).</p>	<p>As part of the University Aberdeen 2040 Strategy, inclusivity is a key strand and incorporates equality of opportunity and accessibility for all students. The University's vision for Equality &amp; Diversity is "To strive to create an inclusive culture which celebrates the diversity of the University's staff and students. In recognising that this diversity brings new and engaging perspectives and enriches the experience of all who work, study and visit the University, we will take a proactive approach to embedding and mainstreaming the principles of Equality and Diversity." The EDI policy supports this work.</p> <p>The University operates Equality Impact Assessments to ensure that no group is unduly discriminated against and to ensure activities are carried out in a fair and transparent way. All new policies should be reviewed by means of Equality Impact Assessments to ensure they are fit for purpose in an inclusive environment.</p> <p>The University has developed a Framework for Accessibility and Inclusion in Education (see 2 above). This encompasses all aspects of equality,</p>	<p><a href="#">Aberdeen 2040 Strategy (Webpage)</a>  <a href="#">Equality, Diversity and Inclusion Policy (Webpage)</a>  <a href="#">Student Feedback (Webpage)</a>  <a href="#">You Said, We Did (Webpage)</a>  <a href="#">Inclusivity and Accessibility in Education Framework (Webpage)</a>  <a href="#">Student Learning Service (Webpage)</a>  <a href="#">Dyslexia and other Specific Learning Differences (Webpage)</a>  <a href="#">Neurodiversity including Specific Learning Differences (Webpage)</a>  <a href="#">Toolkit (Webpage)</a>  <a href="#">Graduate Attributes and Achieve</a>  <a href="#">Achieve and Achieve+ (Webpage)</a></p>

diversity and inclusion in the student experience, ensuring all students are supported to study.

~~The Student Learning Service (SLS)~~ [SLS](#) within CAD offers one-to-one advice and academic skills development for all students. Specialist one-to-one support is available for students ~~diagnosed who are neurodivergent (such as ADHD or autistic spectrum disorder), with including those with~~ Specific Learning Differences (SpLDs) such as dyslexia, ~~ADHD/ADD, autistic spectrum disorder~~. Online skills resources for all students ~~linked to the Aberdeen Graduate Attributes~~ are available through the University's Achieve ([for Undergraduates](#)) and Achieve + (for Taught Postgraduates) sites in MyAberdeen and through the Toolkit webpages.

The Student Experience team has developed a Framework for Student Feedback. The framework also outlines the importance of responding to feedback and sharing what has changed as a result of student feedback with the individual, as well as the community at large. Student feedback plays an important role in the University's approach to enhancing the student experience and ensuring students are equally supported. In order to deliver the best possible student experience, the University gathers regular and detailed information about the University experience, which can be used to monitor, develop and improve the student experience.

Students provide feedback about their experience at the University of Aberdeen, through a number of national and institutional surveys such as the National Students Survey (NSS), Graduate Outcomes Survey, and the Aberdeen Student Experience Survey (ASES). All surveys are approved by the Feedback Working Group to allow a more coordinated approach to surveying students, and to facilitate the sharing of information that has already been harnessed elsewhere.

In addition, many departments create their own ad-hoc surveys to gather non-academic feedback which are shared through their own channels. As

an institution, it is essential that efforts are streamlined to avoid feedback fatigue.

The ASES is sent to all registered students asking for feedback on their University experience, belonging and facilities. The NSS asks final year undergraduates in the UK about their course experience. [Feedback received through surveys should be shared with staff and students through the You Said, We Did web pages, closing the feedback loop to show the changes that have been implemented as a result of student feedback.](#)

[The Experience, Engagement and Wellbeing team also work with departments to run ad-hoc focus groups throughout the year, on a huge range of topics.](#)

Additionally, students can send instant feedback to the University on various topics. An online feedback form is available on the student webpages for use at any time throughout the year. This is promoted in student eZines and can be accessed via the main navigation menu. Feedback submitted through this form is processed by the Student Experience Team. When necessary, the feedback will be passed to the relevant School or Professional Services Team to assist in the response. Responses are logged in an anonymised spreadsheet for future reference.

Feedback is also gathered through discussion at Staff-Student Liaison Committees, through the University's Course Feedback Forms or more informally through focus groups, mid-term student feedback or other means.

Additionally, the University places strong emphasis on the involvement of students on committees and in decision making. Each School has an AUSA elected School Convener who is the lead student representative for each School. They work closely with the elected class representatives to feed any concerns about courses and programmes to the School. The

	<p>School Convener (or other student representative) attends School-level committees (e.g. School Education Committee) where they are able to contribute to discussions around academic matters and those relating to the wider student experience. At a University level, AUSA representatives are also full members of all Education committees including the University Education Committee and the Student Support Committee along with Senate which is the University’s main academic decision-making body.</p> <p><a href="#">The Graduate Attributes are a series of commitments that link teaching and research to create graduating students who will be ready to thrive in workplaces of the future.</a></p>	
<p>6. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.</p> <p>Providing students with a sense of belonging and supportive community aids retention and creates an open environment, where students can confidently seek help. Without this, students may not feel comfortable to engage with support services. An effective community can also enable students to assist each other, not only to provide support, but further develop and embed their own graduate attributes and outcomes.</p>	<p>Our Aberdeen 2040 Strategy places inclusivity at its heart and various groups and individuals are represented on the University’s Equality, Diversity and Inclusion Committee to champion and review our approaches to different areas including Gender Based Violence and Race. These formal meetings are supplemented by network groups for staff on various topics including disability, carers and parents and those from the LGBTQ+ community. Similar groups and liberation fora exist within AUSA for students.</p> <p>Students are encouraged to be open and share details of their support needs before arriving with us (especially those with disabilities) so that our team can implement a suitable range of adjustments to maximise their opportunities to thrive. We have staff dedicated to supporting learning for students <a href="#">who are neurodivergent including those with</a> specific learning differences; facilitating access to assistive technology; and in the routine mentoring of those with long term mental health conditions. <a href="#">Changes are currently being progressed in 2024 to reformat our support beyond those with disabilities with a move from “disability provisions” to “inclusion adjustments” linked to studies. This means enhanced support can be made available to other groups, including care experienced students, carers, student parents and veterans.</a></p> <p>The <del>Students 4 Students (S4SBuddy scheme)</del> scheme offers new students the opportunity to get support and advice help from assigned student</p>	<p><a href="#">Equality, Diversity &amp; Inclusion Committee (Webpage)</a>  <a href="#">Action Against Gender Based Violence (Webpage)</a>  <a href="#">Race Equality Strategy Group (Webpage)</a>  <a href="#">Equality Network Groups (Webpage)</a>  <a href="#">Disability Service (Webpage)</a>  <del><a href="#">Academic Development for Students with SpLDs (Webpage)</a></del>  <del><a href="#">Academic Development for Students who are Neurodivergent (inc. SpLDs) (Webpage)</a></del>  <a href="#">Inclusivity and Accessibility in Education Framework (Webpage)</a>  <del><a href="#">Inclusivity and Accessibility Events (Webpage)</a></del>  <a href="#">Tools and Resources to Support Accessibility (Webpage)</a>  <a href="#">Peer Support, including Students4Students (Webpage)</a>  <a href="#">Student Partnership Agreement (Document)</a></p>

mentors who have been in the same position as them. [Buddies](#) ~~Mentors~~ can share their experiences with new students and provide a safe space for the new students to ask questions at any time throughout the year.

~~We will be launching a new student peer support programme called “Active Together” in 2023. The programme is designed to support students embed physical activity into their lives.~~

[Pre arrival events such as the Student Panel provide an opportunity for students to hear about the reality of studying at the University directly from a student.](#)

~~CAD, working with the Disabled Students Forum and the Dean for Student Support & Experience, has facilitated discussion panel sessions to encourage the sharing of views and practice involving staff and students. Discussion Panels, aimed at a staff audience, have also included student representation.~~

CAD provides a range of workshops and accredited programmes which include and reflect inclusive practice in the course design process. Workshops which support accessibility (including captioning) are regularly available. Online resources which provide staff with guidance on inclusivity and accessibility when designing and delivering courses are available.

Prescribed online course [for all new undergraduate and taught postgraduate students](#), “Getting Started at the University of Aberdeen” promotes all University support services and EDI issues.

In achieving our inclusive goals, AUSA has significant input into the work of the University, and students sit on most formal Senate and Court Committees as well as informal review/working groups. This student representation and engagement ensures transparency, while engaging students on the matters that concern them most. The University is therefore able to work collaboratively with students to review and improve services and processes.



	<p><a href="#">The EDI Events and Engagement group has been established to is to recommend and oversee an annual programme of Equality, Diversity and Inclusion (EDI) events and engagement activities.</a></p>	
<p>7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.</p> <p>Students are supported while participating in experiences relating to professional development, without barriers resulting from location of study, protected characteristics, financial or time constraints (for example, those who are at work or carers). Inclusive course design contains embedded and contextualised learning outcomes relating to academic and professional skills development. However, some groups of students are likely to require additional targeted or specialist support interventions.</p>	<p>The University provides a wide range of opportunities to enable students to develop skills to support their academic, personal and professional progression. These include:</p> <ul style="list-style-type: none"> <li>• Prescribed Online <del>course</del>, -“Getting Started at the University of Aberdeen”, <del>course</del> for all level 1 undergraduate and postgraduate students (including Qatar and online campuses), and articulating students who are in their first year at the University.</li> <li>• <del>Aberdeen Graduate Attributes and ACHIEVE</del> <a href="#">Achieve</a> (for UGs) and <a href="#">ACHIEVE</a> <a href="#">Achieve+</a> (for PGTs)</li> <li>• The Careers and Employability Service; for example (i) co-curricular opportunities (including the <a href="#">new MySkills tool for students to record, reflect and develop their skills online</a> <del>STAR award</del>, volunteering opportunities, career mentoring, study abroad and enterprise &amp; entrepreneurship); (ii) degree subject specialist careers provision (delivered one-to-one and in curriculum); (iii) employer engagement opportunities to inspire and inform career choices (including internships, fairs, workshops and presentations)</li> <li>• Student Advice &amp; Support Office (including Disability <del>Provision</del> <a href="#">and Inclusion support for learning</a>)</li> <li>• The Student Learning Service, which provides academic skills support <del>to all students including and support to students</del> <a href="#">students who are neurodivergent incorporating those</a> with Specific Learning Differences</li> <li>• Scholarships and Student Funding (including hardship funding)</li> <li>• The Aberdeen University Students’ Association, including opportunities for students to ‘get involved’</li> <li>• Small projects are funded through the University’s Learning &amp; Teaching Enhancement Programme (<a href="#">LTEP</a>), <del>part of the</del> <a href="#">which has aligned with</a> QAA Scotland’s Enhancement Themes <a href="#">and recent enhancement activities</a>-. Projects include the development of a zero-credit Resilience course <a href="#">and development of a Resilience Employability Toolkit</a>.-</li> </ul>	<p><del>Graduate Attributes and ACHIEVE (Webpage)</del> <a href="#">Achieve and Achieve+ (Webpage)</a>  <a href="#">Careers &amp; Employability Service (Webpage)</a>  <a href="#">Your Employability (Webpage)</a>  <a href="#">Student Advice &amp; Support Office (Webpage)</a>  <a href="#">Disability Services (Webpage)</a>  <a href="#">Student Learning Service (Webpage)</a>  <a href="#">Scholarships and Student Funding (Webpage)</a>  <a href="#">AUSA (Webpage)</a>  <a href="#">Resilient Learning Communities Enhancement Theme (Webpage)</a>  <a href="#">Learning &amp; Teaching Enhancement Projects 2020/21 (Webpage)</a>  <a href="#">Learning &amp; Teaching Enhancement Projects 2021/22 (Webpage)</a>  <a href="#">Learning &amp; Teaching Enhancement Projects 2023/24 (Webpage)</a></p>

	<ul style="list-style-type: none"> <li>• <del>The new MySkills tool includes development pathways with activities for students to complete covering a range of skills, including resilience.</del></li> <li>• <del>As part of a Resilient Learning Communities project, a Resilience Employability Toolkit for students has been developed. The toolkit, comprising videos and interactive mini courses, builds awareness of the importance of resilience for employability and provides opportunities to develop resilience and confidence in articulating resilience to employers.</del></li> </ul>	
<p>8. Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.</p> <p>Course outcomes are tailored to disciplines through the process of development (see also Course Design and Development and Learning and Teaching Themes). Staff and students across a provider need to understand how these outcomes are identified, assessed and reviewed to enable them to achieve their desired and required outcomes. Graduate attributes should be clear and specific, and communicated to students, staff and the public. The communication of attributes should enable students to understand how they can achieve and articulate them in a wider context. The attainment of specified attributes should not be dependent on the location, mode or level of study, or the presence</p>	<p>The University communicates the Graduate Attributes, <del>including Achieve and Achieve +</del>, to students through a variety of channels. These channels include via the Virtual Learning Environment (MyAberdeen), the University website, and through various social media channels. The prescribed <del>Online-online</del> “Getting Started at the University of Aberdeen” course for all incoming Undergraduate and Taught Postgraduate students includes interactive and engaging activities to develop students’ understanding of the Aberdeen Graduate Attributes, how they relate to their University experience and how they can plan and action their own development of attributes throughout their studies. The Graduate Attributes are currently being reviewed by our Aberdeen 2040 Graduate Attributes and Skills Task &amp; Finish Group to ensure they remain fit for purpose and take account of the University’s commitments to sustainability, interdisciplinarity, inclusivity and international as set out in Aberdeen 2040. The review will also include a focus on anti-racism.</p> <p>The Careers &amp; Employability Service actively promotes the <u>importance of skills development, reflection and articulation</u> <del>Graduate Attributes</del> to students. <u>Alongside the Graduate Attributes review work, a new MySkills development and reflection tool is being piloted, with the longer term plan being to customise the tool to align to the new Aberdeen 2040 Graduate Attributes and Skills once finalised.</u> <del>The Aberdeen Graduate Attributes inform the learning outcome design underpinning all co-curricular programmes and initiatives. Co-curricular programme assessments include space for students to reflect on their graduate attribute development.</del></p>	<p><a href="#">Graduate Attributes and ACHIEVE (Webpage)</a>  <a href="#">Careers &amp; Employability Service (Webpage)</a>  <a href="#">Your Employability (Webpage)</a>  <a href="#">Course Catalogue (Webpage)</a></p>

<p>or absence of any specific student characteristic.</p>	<p>Learning outcomes and relevant graduate attributes are associated with every assessment to ensure that learning is focused and relevant to the course. These are detailed to students in course handbooks or the course area in the Virtual Learning Environment.</p>	
<p>9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.</p> <p>Feedback from students and staff informs the continuous improvement of the effectiveness of arrangements to promote student achievement. Collective and individual student feedback may be gathered in a variety of ways, depending on the context of the individual provider (see also Student Engagement Theme). Providers are encouraged to use a range of informal and formal methods. Academic and support staff play a key role in enabling student achievement and providers are encouraged to involve them in the continuous review of support arrangements to enhance the learning environment.</p>	<p>Students are actively engaged with many routes for providing feedback to ensure continuous improvement within the academic and learning environments. As part of the course review process, students complete Course Feedback Forms for each individual course in their studies, as well as engaging in fora such as the Staff-Student Liaison Committees. In engagement with quality processes, each programme elects a class representative who engages with the School, mainly via the Student-Staff Liaison Committees, to ensure the best possible student and academic experience. The role of the elected AUSA School Convenors <del>are</del><u>is</u> also important in achieving this. Support and training for student representatives is provided by Students Partnership in Quality Scotland (sparqs), working in conjunction with AUSA.</p> <p>Students are included as full members on all Education committees, including the University Senate ensuring that student input and consultation in all Education-related decision making. Student feedback is pivotal to the success of education provision. We also have a student representative from the wider University community (and not provided by AUSA) on the Student Support &amp; Experience Committee.</p> <p>The University runs an Aberdeen Student Experience Survey to seek feedback to help inform enhancement and improvement of services across the University, including education provision. Additionally, the <i>You Shape UoA</i> Initiative gives students the opportunity to raise any concerns or provide feedback that is not necessarily related to the academic environment.</p> <p>The National Student Survey (NSS) Steering Group, reporting to the Student Support &amp; Experience Committee, ensures institutional oversight and action on the NSS survey results. The creation of a University Action</p>	<p><a href="#">Course Evaluations (Webpage)</a>  <a href="#">Class Representatives (Webpage)</a>  <a href="#">Feedback Webpages (Webpage)</a>  <a href="#">Internal Teaching Review (Webpage)</a>  <a href="#">Appeals and Complaints (Webpage)</a> (Students)  <a href="#">Aberdeen Student Experience Survey (Webpage)</a>  <a href="#">NSS (Webpage)</a>  <a href="#">Sparqs (Webpage)</a></p>

Plan and School Action Plans are central to this work to ensure that student feedback is taken on board and actioned.

Through our Internal Teaching Review, students are able to engage actively in the review of the provision in their School and provide meaningful contributions to the pedagogic action plan for the following few years. Student feedback is valued in these fora as they often give a different and interesting perspectives.

Student appeals and complaints are often a way of expressing feedback on a particular issue that has arisen over the course of their studies. This could be academic or non-academic related. The University takes these very seriously and uses them as an enhancement measure to ensure services are continually improving. Reports on student complaints are considered by bi-annually by the Senior Management Team while the University Education and Quality Assurance Committees are responsible for monitoring academic appeals.

CAD regularly employs student interns to gather student feedback which informs further enhancements to the virtual learning environment. CAD also meets regularly with the School Directors of Education and the users of MyAberdeen ~~User Group~~ to discuss and inform changes to the virtual learning environment.