

UNIVERSITY OF ABERDEEN  
UNIVERSITY EDUCATION COMMITTEE  
**POLICY REVIEW UPDATE**

**1. PURPOSE OF THE PAPER**

The purpose of this paper is to provide the University Education Committee (UEC) with an update on work being undertaken to:

- (i) identify and review all the University's Education policies as part of an initial policy review exercise;
- (ii) provide a forward plan for policy review, to allow for the scheduling of reviews on an annual or bi-annual basis, following the conclusion of initial review.

**2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED**

	<b>Board/Committee</b>	<b>Date</b>
Previously considered/approved by	-	-
Further consideration/approval required by	Quality Assurance Committee (QAC) Student Support Committee (SSC) Employability and Entrepreneurship Committee (EEC)	8 December 2021 8 December 2021 10 December 2021

**3. RECOMMENDED ACTION**

Members of the UEC are asked to **discuss** the approach being taken to both immediate and longer-term policy review.

**4. DISCUSSION**

- 4.1 Prior to the impact of Covid-19, work was underway to review the University's education policies, as laid out in the [Academic Quality Handbook \(AQH\)](#), to ensure each was up to date and remained fit for purpose. This work also intended to develop a timetable for future review, to ensure education policies were reviewed on a regular basis and not solely on an 'ad-hoc' basis or as external factors (such as the publication of regulatory guidance) required. With the impact of Covid-19, however, the focus of this project changed, to initially prioritise the review of education policies in the context of blended learning. A series of policies were reviewed in this regard.
- 4.2 Following the commencement of the 2021/22 academic year, however, initial work on wider policy review has been able to recommence. Led by Academic Services, the Education Portfolio Deans, and other teams as appropriate, this work will include:
- (i) reviewing each policy to ensure each remains fit for purpose and in line with published guidance, sector standards and requirements, such as the Quality Assurance Agency (QAA) Quality Code for Higher Education;
  - (ii) considering the layout of the Academic Quality Handbook (AQH) (in which the majority of these policies are listed);

- (iii) undertaking work and utilising tools such as the University Toolkit to ensure the presentation and publicisation of University policy is appropriate to all stakeholders (i.e. staff, students and/or members of the public);
  - (iv) following the conclusion of initial review (expected to conclude by the end of the 2022/23 AY) ensuring a timetable is in place for policy review going forward (i.e., review each policy every 2-years);
  - (v) the creation of a standard template for education policies and/or procedures;
  - (vi) the publication of clear and transparent instructions on instigating changes to published policy and the required approval process for policies and/or procedures, depending on their nature.
- 4.3 To ensure this ongoing and in-depth consideration of all policies and/or procedures, a timetable, to which the Academic Services team will work, has been developed and is attached as *Appendix A*. In summary, however, reviews and their schedule for initial review can be noted as follows:

<b>Category</b>	<b>Priority</b>	<b>Timing</b>
Appeals and Complaints	High	<i>Underway</i>
External Examining	High	<i>Underway</i>
Student Monitoring	High	<i>Underway as part of the Monitoring, Absence and Engagement TFG.</i>
Student Absence	High	<i>Underway as part of the Monitoring, Absence and Engagement TFG.</i>
Assessment and Feedback	High	AY 2021/2022 (spring/summer 2022)
Student Discipline	High	AY 2021/2022 (spring/summer 2022)
Fitness to Practise	High	AY 2021/2022 (spring/summer 2022)
Monitoring and Review: Annual Review	Medium	AY 2022/2023 (autumn 2022)
Monitoring and Review: Periodic Review	Medium	AY 2022/2023 (autumn 2022)
Learning and Teaching (Student Focused): Student Progress (UG)	Low	AY 2022/2023 (spring 2022)
Learning and Teaching (Student Focused): Student Progress (PGT/PGR)	Low	AY 2022/2023 (spring 2022)
Admission/Readmission	Low	AY 2022/2023 (spring 2022)
Learning and Teaching (Staff Focused): Teaching General	Low	AY 2022/2023 (spring 2022)

Members of the Committee will note work ongoing for the immediate consideration of the University's Policy and Procedures on Student Appeals and Complaints Handling Procedure (CHP), External Examining and Student Monitoring and Absence.

- 4.4 To ensure the engagement of members of the UEC in the policy review exercise, further updates will follow on progress to future meetings of the UEC.

## 5. FURTHER INFORMATION

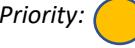
Further information is available from Ruth Taylor, Vice-Principal (Education) ([r.taylor@abdn.ac.uk](mailto:r.taylor@abdn.ac.uk)), or Emma Hay, Assistant Registrar ([e.hay@abdn.ac.uk](mailto:e.hay@abdn.ac.uk)).

5 November 2021

**Freedom of Information/Confidentiality Status:** Open

**Policy Review Project Exercise**  
*Last Updated: November 2021*

<b>Category</b>	<b>Policy and/or Procedure</b>	<b>Action/Activity Summary</b>
<b>Course and Programme Approval</b>	<a href="#">Course and Programme Approval Information</a> <a href="#">Curriculum Management Process Flowchart</a> <a href="#">Curriculum Management System</a> <a href="#">Curriculum Management User Guides</a> <a href="#">University Calendar (<i>excluding Degree Regulations</i>)</a> <a href="#">Catalogue of Courses</a>	<p><i>Course and Programme Approval policies and procedures are primarily maintained by Rachael Bernard, Academic Registrar, and Pat Rowand, Assistant Registrar (Curriculum). An update on the current position and plans for future review (and the timescales associated with this) will be sought.</i></p>
<b>Monitoring and Review: Annual Review</b>	<a href="#">Annual Course and Programme Review (ACR/APR)</a> <a href="#">ACR/APR Process Flowchart</a> <a href="#">ACR Form Template</a> <a href="#">APR Form Template</a> <a href="#">Course Feedback Form</a> <a href="#">Staff-Student Liaison Committee (SSLCs)</a> <a href="#">Class Representatives</a>	<p><b>Recent Updates:</b> A paper, providing recommendations on the ACR and APR processes was approved by the UCTL (and passed to the Senate for information) in August 2020. This paper included a series of recommendations to improve and streamline the ACR and APR processes in 2020/21 and beyond. Following approval:</p> <ul style="list-style-type: none"> <li>• Webpages/documents were amended to reflect the agreed ACR and APR processes for 2020/21 and beyond;</li> <li>• Webpages/document were checked for accuracy (i.e., references to 'SCEF' replaced with 'Course Evaluation Form')</li> <li>• Any remaining references to 'in-class' etc. were replaced.</li> </ul> <p>In December 2020, it was agreed that ACR/APR forms should be further revised, to include a question on Blended Learning, with the intention of understanding how courses and/or programmes were delivered and to ensure the context of course and programme evaluation was clear.</p> <p><b>Future Review (including timescales):</b>  <b>Priority:</b> </p> <p><b>Future review of policies and processes in regard to Monitoring and Review: Annual Review currently designated as medium priority and scheduled for the 2022/23 AY, and specifically the Autumn of 2022.</b></p>
<b>Monitoring and Review: Periodic Review</b>	<a href="#">Internal Teaching Review (ITR) General</a> <a href="#">ITR Process</a> <a href="#">ITR Guidance for Schools</a> <a href="#">Critical Analysis</a> <a href="#">Curriculum Mapping (doc needs to update link to benchmark statements)</a> <a href="#">Enhancement-Led Institutional Review (ELIR)</a>	<p><b>Recent Updates:</b> A paper, providing an update on ITR and seeking the approval of changes to ITR policy and procedure documents was considered and approved by the University Education Committee in August 2021. The annual report to the SFC followed in September 2021. ITRs (following a break imposed by the initial impact of Covid-19) restarted in August 2020 and have broadly adhered to stated timescales since.</p> <p><b>Future Review (including timescales):</b></p>

		<p><i>Priority:</i> </p> <p><b>Future review of policies and processes in regard to <i>Monitoring and Review: Periodic Review</i> is currently designated as medium priority and scheduled for the 2022/23 AY, and specifically the <u>Autumn of 2022</u>.</b></p>
<b>Assessment and Feedback</b>	<p><a href="#">Undergraduate Code(s) of Practice on Assessment</a></p> <p><a href="#">Postgraduate Taught Code(s) of Practice on Assessment</a></p> <p><a href="#">No Detriment Procedures</a></p> <p><a href="#">Common Grading Scale (CGS)</a></p> <p><a href="#">Common Assessment Scale (CAS)</a></p> <p><a href="#">Honours Classification (Grade Spectrum)</a></p> <p><a href="#">Honours Classification (GPA)</a></p> <p><a href="#">SCQF Level Descriptors</a></p> <p><a href="#">Framework of Degrees</a></p> <p><a href="#">Minimum Credit Requirements for Awards</a></p> <p><a href="#">Markers, Double, Blind and Anonymous Marking</a></p> <p><a href="#">Moderation Policy</a></p> <p><a href="#">Institutional Framework for the Provision of Feedback on Assessment</a></p> <p><a href="#">Progression and Award in PGT Award (Grade Spectrum)</a></p> <p><a href="#">Progression and Award in PGT Award (GPA)</a></p> <p><a href="#">Preparation, Submission, Recording and Notification of Results</a></p> <p><a href="#">External Examiners in Relation to Marking</a></p> <p><a href="#">Selection of Scripts and other work to be sent/made available to the External Examiner</a></p> <p><a href="#">Oral Examinations</a></p> <p><a href="#">Assessment Offences (including Plagiarism)</a></p> <p><a href="#">Exams Officer: Job Description</a></p> <p><a href="#">Number, Composition and Purpose of Examiners' Meetings</a></p> <p><a href="#">Conduct of Examiners Meetings</a></p> <p><a href="#">Guidance Note for Students who either Fail or who Fail to Attend, or Complete, an Element of Prescribed Degree Assessment</a></p> <p><a href="#">Types of Assessment</a></p> <p><a href="#">Setting Assessments</a></p>	<p><b>Recent Updates:</b> A paper, providing an update on the position with regard Assessment and Feedback and requesting approval for revised Codes of Practice on Assessment was approved by the UEC in August 2021. This paper, and the work carried out following its approval, sought to clarify the position with regard each UG and PGT student cohort with regard degree outcome/classification, in light of the (phased) removal of the Grade Spectrum and policies associated with the initial impact of Covid-19.</p> <p><b>Future Review (including timescales):</b></p> <p><i>Priority:</i> </p> <p><b>A holistic review of Assessment and Feedback policy and procedures, including the refinement of materials to improve readability and accessibility is currently designated as high priority and scheduled for the <u>Spring/Summer of 2022</u>.</b></p>

	<a href="#">Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas</a> <a href="#">Guidance for those with Responsibility for Making Examination Arrangements for Disabled Candidates</a> <a href="#">Disposal and Retention of Work that Contributes to Prescribed Degree Assessment</a>	
<b>External Examining</b>	<a href="#">External Examining (UG/PGT) General</a> <a href="#">Roles and Responsibilities of External Examiners</a> <a href="#">External Examiners: Reporting Instructions and Information</a> <a href="#">External Examiners Reporting Template</a> <a href="#">Information of the Calculation of Fees (UG/PGT)</a> <a href="#">Nomination and Appointment of External Examiners</a> <a href="#">Nomination Form for External Examiners</a> <a href="#">Induction of External Examiners</a> <a href="#">External Examining (PGR) General</a> <a href="#">Examining Research Degrees</a>	<p><u>Recent Updates:</u> A holistic review of external examining processes is underway, including UG and PGT external examining provision at other HEIs; on-campus and online and TNE provision with a particular focus on the induction, training and resources for external examiners and evaluation thereof.</p> <p><u>Future Review (including timescales):</u></p> <p>Priority: </p> <p>The review of policies and processes in regard to <b>External Examining</b> is currently designated as high priority and is <u>underway</u>. This work is dependent on factors such as IT resource and, as such, there is no firm completion date associated with this review.</p>
<b>Partnerships and Collaborative Provision</b>	<a href="#">Partnerships and Collaborative Provision General</a> <a href="#">Types of Partnership</a> <a href="#">Setting up a Partnership</a> <a href="#">Managing a Partnership</a> <a href="#">Current Partnerships</a> <a href="#">Quality Assurance and Academic Standards</a> <a href="#">Template Agreements</a>	<p><u>Recent Updates:</u> Partnerships and Collaborative Provision, including Education/Quality Assurance policy/procedure in this regard, is currently under review by Tracey Slaven, University Secretary. Policies and procedures as published continue to be adhered to, pending the outcome(s) of this review.</p> <p><u>Future Review (including timescales):</u></p> <p>Priority: <b>Unknown</b></p> <p>The review of policies and processes in regard to <b>Partnerships and Collaborative Provision</b> is currently <u>unknown</u>, pending the outcome of wider review being undertaken at University level.</p>
<b>Learning and Teaching (Student Focussed): Student Monitoring</b>	<a href="#">Monitoring Student Attendance and Performance</a> <a href="#">Guidance Note: Student Monitoring System</a> <a href="#">Guidance Note: Class Certificates</a> <a href="#">Key Dates</a> <a href="#">Annex A: C6 and C7 emails</a> <a href="#">Annex B: Flowchart of the UG Monitoring Process</a>	<p><u>Recent Updates:</u> A holistic review of student monitoring processes is currently underway, as part of work being led by the <i>Monitoring, Absence and Engagement Task and Finish Group (TFG)</i>. A representative of the Academic Services team is a member of this group, in attendance to inform the work of the group in regard to policy/procedure.</p> <p><u>Future Review (including timescales):</u></p>

	<a href="#">Annex C: Flowchart of the PGT Monitoring Process</a> <a href="#">Annex D: Flowchart of the PGR Monitoring Process</a>	<b>Priority:</b>  <p>The review of policies and processes in regard to <i>Student Monitoring</i> is currently designated as high priority and is <u>underway</u>. The work of the TFG is expected to conclude by the end of March 2022, with proposed changes to policies and procedures to be considered by the relevant Education Committees by the end of the 2021/22 AY and implemented for the beginning of the 2022/23 AY.</p>
Learning and Teaching (Student Focussed): Student Progress (UG)	<a href="#">Student Progress (Undergraduate)</a> Policy on Undergraduate Student Progress Guidance Notes on Undergraduate Student Progress Students' Progress Committee: Remit and Composition	Recent Updates: n/a  <u>Future Review (including timescales):</u> <b>Priority:</b>  <p>Future review of policies and processes in regard to <i>Student Progress (UG)</i> is currently designated as low priority and scheduled for the 2022/23 AY, and specifically the <u>Spring of 2023</u>.</p>
Learning and Teaching (Student Focussed): Student Progress (PGT/PGR)	<a href="#">Student Progress (Postgraduate)</a> <a href="#">Code of Practice: PGT Students</a> <a href="#">Code of Practice: PGR Students</a> <a href="#">PGR Students and Supervisors: Expectations</a> <a href="#">PGR Structured Management Framework</a>	Recent Updates: n/a  <u>Future Review (including timescales):</u> <b>Priority:</b>  <p>Future review of policies and processes in regard to <i>Student Progress (UG)</i> is currently designated as low priority and scheduled for the 2022/23 AY, and specifically the <u>Spring of 2023</u>.</p>
Appeals and Complaints	<a href="#">Policy and Procedures on Student Appeals</a> <a href="#">Complaints Handling Procedure (CHP)</a> <a href="#">Unacceptable Actions Policy</a> <a href="#">Appeals Flowchart</a> <a href="#">Form for Appeals and Complaints</a> <a href="#">Status of Students Pending the Outcome</a> <a href="#">The Payment of Expenses Incurred by a Successful Appellant/Complainant</a> <a href="#">Complaints Guidance for Students</a> <a href="#">Complaints Guidance for Members of the Public</a> <a href="#">Glossary of Terms</a>	Recent Updates: Following publication of a revised Model Complaints Handling Procedure (MCHP) by the Scottish Public Services Ombudsman (SPSO), the CHP was revised in April 2021.  <u>Future Review (including timescales):</u> <b>Priority:</b>  <p>The review of policies and processes in regard to <i>Appeals and Complaints</i> is currently designated as high priority and is <u>underway</u>. The work of the TFG is expected to conclude by the end of February 2022, with proposed changes to policies and procedures to be considered by the relevant Education Committees by the end of the 2021/22 AY and implemented immediately or, where appropriate, for the beginning of the 2022/23 AY.</p>
Student Discipline (Academic)	<a href="#">Code of Practice on Student Discipline (Academic)</a>	

	<a href="#">Procedures for Dealing with Allegations of Plagiarism against Graduates of the University</a> <a href="#">Academic Misconduct Flowchart (for staff)</a> <a href="#">Academic Misconduct Flowchart (for students)</a>	<p><u>Recent Updates:</u> A short paper, seeking minor typographical changes to the Code of Practice on Student Discipline and to confirm that Plagiarism in 'open-book' assessments can be heard by Schools was approved by the Senate on 25 August 2020.</p> <p><u>Future Review (including timescales):</u> Priority: </p> <p>A holistic review of <b>Student Discipline (Academic) policy and procedures, including the refinement of materials to improve readability and accessibility is currently designated as high priority and scheduled for the Spring/Summer of 2022.</b></p>
Student Discipline (Non-Academic)	<a href="#">Code of Practice on Student Discipline (Non-Academic)</a>	<p><i>Policies and procedures in regard to Student Discipline (non-academic) are primarily maintained by Nick Edwards, Head of Student Support. An update on the current position and plans for future review (and the timescales associated with this) will be sought.</i></p>
Fitness to Practise	<a href="#">Policy on Fitness to Practise</a> <a href="#">Fitness to Practise Guidance (Medicine/Dentistry)</a> <a href="#">Fitness to Practise Guidance (Education)</a>	<p><u>Recent Updates:</u> n/a</p> <p><u>Future Review (including timescales):</u> Priority: </p> <p>A holistic review of <b>Fitness to Practise policy and procedures, including the refinement of materials to improve readability and accessibility is currently designated as high priority and scheduled for the Spring/Summer of 2022.</b></p>
Student Absence	<a href="#">Policy and Procedure on Student Absence</a>	<p><u>Recent Updates:</u> An updated Student Absence policy (reversing the short-term actions approved during the initial impact of Covid-19) was considered and approved by the UEC in August 2021.</p> <p>A holistic review of student absence processes is currently underway, as part of work being led by the <i>Monitoring, Absence and Engagement Task and Finish Group (TFG)</i>. A representative of the Academic Services team is a member of this group, in attendance to inform the work of the group in regard to policy/procedure.</p> <p><u>Future Review (including timescales):</u> Priority: </p> <p>The review of policies and processes in regard to <b>Student Absence</b> is currently designated as high priority and is <u>underway</u>. The work of the TFG is expected to conclude by the end of March 2022, with proposed changes to policies and procedures to be considered by the relevant Education Committees by the end of the 2021/22 AY and implemented for the beginning of the 2022/23 AY.</p>
Supporting Students	<a href="#">Support for Study Policy</a>	

<p><i>(including students with Disabilities)</i></p>	<p><a href="#">Information and Guidance to Students who Become Pregnant or Adopt Children, and their Partners, during their Studies</a></p> <p><a href="#">Policy and Guidance on Religion and Belief for Students</a></p> <p><a href="#">Policy on Drugs and Alcohol Misuse (Students)</a></p> <p><a href="#">Information for Disabled Students and those with Specific Learning Differences and Medical Conditions</a></p> <p><a href="#">Procedures for Disabled Students</a></p> <p><a href="#">Flow Chart on procedures for Disabled Students</a></p> <p><a href="#">Policy on Permitting Disabled Students to audio-record Lectures</a></p> <p><a href="#">Recommendations Concerning Students with Dyslexia</a></p>	<p><i>Policies and procedures in regard to Student Support are primarily maintained by Nick Edwards, Head of Student Support. An update on the current position and plans for future review (and the timescales associated with this) will be sought.</i></p>
<p><b>Admission/Readmission</b></p>	<p><a href="#">Admissions Policy (Undergraduate)</a></p> <p><a href="#">Admissions Policy (Postgraduate Taught)</a></p> <p><a href="#">Admissions Policy – Postgraduate Research Students</a></p> <p><a href="#">Admissions Protocol for Postgraduate Taught and Postgraduate Research Application</a></p> <p><a href="#">Accreditation of Prior Learning Policy</a></p> <p><a href="#">Readmission Policy</a></p>	<p><b>Recent Updates:</b> An updated Accreditation of Prior Experiential Learning (APEL) Policy was approved and implemented in May 2021.</p> <p><b>Future Review (including timescales):</b></p> <p><b>Priority:</b> </p> <p><b>Future review of policies and processes in regard to Admission/Readmission</b> is currently designated as low priority and scheduled for the 2022/23 AY, and specifically the <u>Spring of 2022</u>. Review will be undertaken in partnership with colleagues in External Affairs.</p>
<p><b>Student Communications/Partnerships</b></p>	<p><a href="#">Student Communications Policy</a></p> <p><a href="#">Student Partnership Agreement</a></p> <p><a href="#">Code of Practice to Ensure Compliance with Part II of the Education Act 1994</a></p>	<p><i>Policies and procedures in regard to Student Communications/Partnerships are primarily maintained by the Student Experience Team. An update on the current position and plans for future review (and the timescales associated with this) will be sought.</i></p>
<p><b>Learning and Teaching (Staff Focussed): Teaching General</b></p>	<p><a href="#">Code of Practice for Undergraduate Teaching</a></p> <p><a href="#">Lecture Capture Policy</a></p> <p><a href="#">Start and Finish Times of Classes</a></p> <p><a href="#">Wednesday Afternoon Teaching</a></p> <p><a href="#">Quotas for Honours Options</a></p> <p><a href="#">Timetabling of Core Courses</a></p> <p><a href="#">Students' Work Affected by their Undertaking</a></p> <p><a href="#">Paid Employment</a></p> <p><a href="#">Disclosure Checking for Students</a></p> <p><a href="#">Proof reading guidance</a></p>	<p><b>Recent Updates:</b> n/a</p> <p><b>Future Review (including timescales):</b></p> <p><b>Priority:</b> </p> <p><b>Future review of policies and processes in regard to Teaching General</b> is currently designated as low priority and scheduled, to be reviewed as a collective project, for the 2022/23 AY. Thereafter, each policy will be assigned a date for future review, on an individual basis.</p>

	<a href="#"><u>Academic Flexibility for Elite/High Performance Sports</u></a>	
--	---	--

**POLICY REVIEW**