

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

A meeting of the University Education Committee will be held on **Monday 10 October** at **1.05pm**, by way of **Microsoft Teams**.

Mrs Emma Tough, Assistant Registrar
(e-mail e.tough@abdn.ac.uk)

AGENDA

FOR DISCUSSION

1. **Approval of the minute of the meeting held on 25 August 2022** *(UEC/101022/001)*
2. **Matters Arising** *(UEC/101022/002)*
3. **Health, Safety and Wellbeing** *(Oral Item)*
4. **Aberdeen 2040 Implementation Plan Update** *(UEC/101022/003)*

Members of the UEC are asked to **discuss** the proposed actions for the Aberdeen 2040 Implementation Plan.

5. **Aberdeen 2040 Education Steering Group Update** *(UEC/101022/004)*

Members of the UEC will receive an update on the meeting of the Aberdeen 2040 Education Steering Group held on 14 September. Members are asked to note the attached minute of the meeting.

6. **Updates following the meeting of the Senate held on 21 September 2022**

Members of the UEC are asked to **discuss** the updates following the meeting of the Senate held on 21 September 2022 in respect of:

- (i) **Pastoral Support Review** *(UEC/101022/005)*
- (ii) **Monitoring, Absence and Engagement Review** *(UEC/101022/006)*

7. **Assessment and Feedback Action Plan** *(to follow, UEC/101022/007)*

Members of the UEC are asked to **discuss** the progress being made on the Assessment and Feedback action plan.

8. **Return of Feedback on Assessment** *(UEC/101022/008)*

The Committee is invited to **consider** the update provided in regard to the return of feedback on assessment in the second half-session 2021/22.

9. **Decolonising the Curriculum: Timelines and Approval Processes** *(UEC/101022/009)*

Members of the Committee are asked to **discuss** the paper providing an update on the work of the Decolonising the Curriculum Task and Finish Group (TFG). In particular, members of the Committee are asked to consider the principles and timelines outlined in the paper.

10. Academic Year 2023/24 (UEC/101022/010)

Members of the UEC are invited to **discuss** and **approve** the proposals relating to the start date and structure for the 2023/24 academic year.

11. Policy Review Update (UEC/101022/011)

Members of the Committee are asked to **discuss** the paper and note the timings of proposed policy work.

12. Dates of Next Meeting

The next meeting of the UEC will take place on Monday 16 January 2023 at 1.05pm.

13. Items for Routine Approval – see below

14. Items for Information – see below/overleaf

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

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

13. FOR ROUTINE APPROVAL

13.1 Code of Practice on Student Discipline (non-academic) (UEC/101022/012)

Members of the Committee are asked, on the recommendation of the Student Misconduct Review Task and Finish Group (TFG) and the Student Support and Experience Committee (SSEC) to **approve** the final draft of the revised Code of Practice on Student Discipline (non-Academic).

14. FOR INFORMATION

14.1 Update Reports from the UEC sub-committees:

- (i) Employability and Entrepreneurship Committee (EEC) (UEC/101022/013a)
- (ii) Student Support and Experience Committee (SSEC) (UEC/101022/013b)

14.2 Risk Register (UEC/101022/014)

The Committee is invited to **note** the Risk Register with regards to the specific risks associated with Education.

14.3 QAA Scotland Quality Enhancement and Standards Review (QESR) (UEC/101022/015)

Further to the circulation of a briefing paper on the QAA Scotland Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM), members of the Committee

are invited to **note** the attached letter providing confirmation of the University's date of review and QESR panel.

14.4 AdvanceHE PGCert Accreditation

(UEC/101022/016)

The UEC is invited to **note** the accreditation with AdvanceHE for the Postgraduate Certificate in Higher Education (Learning and Teaching).

14.5 Course Evaluation

The Committee is invited to **note** that the Course Evaluation webpages ([Course Evaluation | StaffNet | The University of Aberdeen \(abdn.ac.uk\)](#)) have been updated in line with discussions with School Directors of Education, particularly in relation to opportunities for providing feedback mid-/throughout the term so that students providing the feedback are able to benefit from that same feedback.

14.6 Inclusion Frequently Asked Questions (FAQs)

(UEC/101022/017)

Members of the UEC are invited to **note** the attached revised Inclusion Frequently Asked Questions (FAQs).

14.7 Monitoring Deadlines 2022/23

(UEC/101022/018)

Members of the UEC are invited to **note** the attached deadlines for the monitoring of students for academic year 2022/23, approved by way of Chairs action.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

Minute of the Meeting held on 25 August 2022

Present: Ruth Taylor (Chair), Akua Agyeman, Euan Bain, John Barrow, Lyn Batchelor, Jason Bohan, Abbe Brown, Bill Harrison, Kirsty Kiezebrink, David McCausland, Samantha Newington, Rona Patey, Shona Potts, Susan Stokeld, and Joshua Wright with Simon Bains, Julie Bray, Scott Carle, Nick Edwards, Gillian Mackintosh, Fiona Ritchie, Patricia Spence, Louisa Stratton and Emma Tough (Clerk) in attendance

Apologies: Harminder Battu, Leigh Bjorkvoll, Stuart Durkin, Richard Hepworth, Alison Jenkinson, Graeme Nixon, Michelle Pinard, Anne-Michelle Slater, Steve Tucker, Russell Williams, Graeme Kirkpatrick, Brian Henderson, Tracey Innes and Louisa Stratton

APPROVAL OF THE MINUTE OF THE MEETING HELD ON 23 JUNE 2022*(copy filed as UEC/250822/001)*

- 1.1 The Chair opened the meeting and welcomed members to the meeting of the University Education Committee (UEC). The Chair specifically welcomed new members to the UEC. Members of the Committee considered the minute of the meeting held on 23 June 2022 and approved it as an accurate representation of discussions held.

MATTERS ARISING*(copy filed as UEC/250822/002)*

- 2.1 Members of the Committee noted the actions arising following the meeting of UEC held on 23 June 2022. The actions were recorded as complete or in progress. The Committee noted that all actions could be marked as complete following the conclusion of the calendar month.
Action: Clerk

HEALTH, SAFETY AND WELLBEING

- 3.1 Members of the Committee acknowledged the agenda item on Health, Safety and Wellbeing, noting that while the Campus Planning Group (CPG) was still meeting, they were doing so on a less frequent basis.
- 3.2 A member of the Committee raised concern regarding arrangements for the return of students to the Foresterhill campus, ahead of the 2022/23 academic year. The Committee noted concerns raised in regard to mixed messaging surrounding issues including ventilation and required levels of social distancing. The Committee noted the importance of ensuring Schools were given accurate advice to enable planning for the academic year to take place.
- 3.3 A member of the Committee noted concerns raised by staff in regard to the entry and exit of students from lecture theatres, often resulting in queuing or crowding in small spaces. The Chair, a member of the CPG, agreed to raise this issue with the Group.
Action: Chair

RISK REGISTER

(copy filed as UEC/250822/003)

- 4.1 Members of the Committee received the updated Risk Register for Education, available as *UEC/250822/003*. Members of the Committee noted and agreed proposed changes to the Register ahead of the 2022/23 academic year. The Committee noted that the Register would return to future meetings of the UEC, as appropriate, to enable review and comment.

Action: Chair/Clerk

- 4.2 A member of the Committee proposed the addition of a risk (or edit of an existing risk) to reflect the return of students to an on-campus experience following the impact of Covid-19. It was agreed that the Register would be reviewed to reflect this concern.

Action: Chair/Clerk

ABERDEEN 2040 IMPLEMENTATION PLAN UPDATE

(copy filed as UEC/250822/004)

- 5.1 Members of the Committee noted the paper providing an update on the progress being made on the Aberdeen 2040 Implementation Plan. The Committee noted that the plan would also be considered at the next meeting of the UEC, in addition to specific actions for progression during the 2022/23 academic year.

Action: Chair/Gillian Mackintosh

NATIONAL STUDENT SURVEY (NSS) RESULTS

(copy filed as UEC/250822/005)

- 6.1 The Chair introduced the item on the National Student Survey (NSS) results by formally recording that the University was now 4th in the UK for overall student satisfaction. The Chair thanked members of the UEC and colleagues from across the University for their hard work in achieving such a positive result.

- 6.2 Members of the Committee noted that individual Schools and disciplines had now received reports providing specific results and text comments in more detail. A member of the Committee noted that the data provided to Schools was extremely helpful, but not always broken down to each discipline level. The Committee was assured that this would be fed back to the Planning team and to determine if it would be possible to refine the reports any further in the future.

- 6.3 Members of the Committee recognised the specific areas for action following the publication of the results. Assessment and Feedback was highlighted as an area in which the University had significantly improved but in which further work and improvement was necessary. Members of the Committee, in respect of Assessment and Feedback, noted work being led by the Dean for Educational Innovation in this regard. An institutional action plan would be available to UEC at its next meeting.

Action: Kirsty Kiezebrink

- 6.4 Members of the UEC noted feedback from the Student Support and Experience Committee (SSEC) on the NSS results. The SSEC noted the excellent results received and highlighted Learning Communities as the category in which the University had dropped in ranking. Whilst excellent work was ongoing in this area, further review would take place through SSEC.

Action: Abbe Brown/Nick Edwards

PASTORAL SUPPORT REVIEW UPDATE

(copy filed as UEC/240222/006)

- 7.1 Members of the Committee received the paper providing an update on the work of the Pastoral Review Task and Finish Group (TFG). Overall, members of the Committee were supportive of the content, principles and aims of the TFG's report, acknowledging its focus on supporting students at all levels.
- 7.2 Members of the Committee, however, noted significant concern, and the concern of their colleagues, regarding the workload associated with the proposals contained within the report. Members of the Committee further noted the innovations, particularly those in relation to IT provision, required to ensure the success of the proposals.
- 7.3 Members of the Committee noted that it may be necessary to implement the proposals in a phased way, to allow the IT provision required to follow should the recommendations from the review be approved.
- 7.4 Members of the Committee raised existing concerns regarding the engagement of students with their Personal Tutors. Members noted that students, in particular those most in need of interaction with a PT, sometimes fail to interact or attend meetings. The Committee discussed the importance of (i) providing training and support to PTs and (ii) educating students of the purpose and relevance of the PT system.
- 7.5 The Committee was advised that the report would proceed to the Senate for discussion and an academic view, before returning to a future meeting of the UEC for final discussion and approval.

Action: Abbe Brown

MONITORING, ABSENCE AND ENGAGEMENT REVIEW UPDATE

(copy filed as UEC/250822/007)

- 8.1 Members of the Committee received the paper providing an update on the report and associated appendices of the Monitoring, Absence and Engagement Task and Finish Group (TFG). In addition to the paper, the Chair of the TFG provided a presentation on the progress of the group, a copy of which is available in SharePoint.
- 8.2 Following the presentation, members of the Committee expressed their support for the principles and aims of the report, however, again noted concern in respect of workload implications and a lack of IT resource.
- 8.3 Members of the Committee noted that existing policy materials would require review and update as a consequence of the proposed changes. It was noted that this needs to be presented in a phased way, to reflect the changes that could be made with immediate effect, and those requiring resource to support their implementation. Members of the Committee were informed that work in regard to policy revision was underway.

Action: Abbe Brown/Academic Services Team

DEADLINE FOR THE RETURN OF RESULTS 2022/23

(copy filed as UEC/240222/011)

9.1 Members of Committee received the final paper outlining the deadlines for the return of results in the 2022/23 academic year. The concerns of members of the UEC, raised at previous meetings of the Committee, regarding the timescales and workload implications for staff were acknowledged on presentation of the final dates. It was noted that, in advance of the 2023/24 academic year, work would be undertaken to review assessment and feedback policy, to ensure a workable approach for all.

9.2 Members of the Committee approved the 2022/23 dates as contained within the paper.

Action: Clerk

DATE OF NEXT MEETING

10.1 Members of the Committee noted that the next meeting of the UEC would be held at 10.05am on Monday 10 October 2022.

INTERNAL TEACHING REVIEW (ITR) GUIDANCE

(copy filed as UEC/250822/009)

11.1 Members of the Committee approved the attached updated Internal Teaching Review (ITR) guidance notes, amended to reflect a return to on-campus ITRs, where possible, from the commencement of the 2022/23 academic year.

Action: Clerk

REGULATIONS GOVERNING THE DIPLOMA OF HIGHER EDUCATION IN DENTAL TECHNOLOGY

(copy filed as UEC/250822/010)

11.2 On the recommendation of the Quality Assurance Committee (QAC) members of the Committee approved the attached document, detailing changes to the regulations governing the Diploma of Higher Education in Dental Technology.

Action: Clerk

WINTER GRADUATIONS 2022 SCHEDULE

(copy filed as UEC/250822/011)

11.3 Members of the Committee approved the schedule for the Winter Graduations 2022.

EDUCATION COMMITTEE SCHEDULE 2022/23

(copy filed as UEC/250822/012)

12.1 The Committee noted the paper containing the dates of the Education Committees in 2022/23 and the proposed timings of associated agenda items.

DEANS APPOINTMENTS

12.2 The Committee received a short verbal update on the Education Deans, noting that the Deans for Employability and Entrepreneurship, and Educational Innovation will be up for review and renew in the next few months. Adverts for the Deans for Quality Assurance and Enhancement, and Student Support and Experience will be going out to the University for these academic appointments in September.

INSTITUTIONAL LIAISON MEETING WITH QAA SCOTLAND

(copy filed as UEC/250822/013)

- 12.3 The Committee noted the minute of the second Institutional Liaison Meeting with QAA Scotland.

AOCB

- 12.4 Before drawing the meeting to a close, the Chair informed Members of the Committee of forthcoming changes to Quality Assurance Agency Scotland (QAAS) institution review process. It was noted that a briefing paper on the new model of review, the Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM) would follow to members of the Committee by way of circulation.

Action: Clerk

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ACTION LOG

ACTIONS ARISING FROM THE MEETING HELD ON 25 AUGUST 2022

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
2.1	Amendment of the action log associated with the meeting held on 23 June 2022, to reflect the fact that all actions are complete.	Clerk	Complete. Action log associated with the meeting held on 23 June 2022 updated.
3.3	Concern regarding students accessing and leaving lecture theatres to be raised with the Campus Planning Group (CPG)	Chair	??
4.1	Updated Risk Register to be passed to Planning	Chair/Clerk	Complete. Updated Risk Register returned to Planning.
4.2	Consideration to be given to the Risk Register in respect of the addition (or edit of an existing risk) to reflect the forthcoming change from a blended learning approach to a fully on-campus model.	Chair/Clerk	Complete. Existing risk in regard to non-continuation, amended to reflect the particular risk associated with the post-Covid impact return to on-campus teaching.
5.1	Return of the Aberdeen 2040 Implementation Plan to the next meeting of the UEC	Chair/Gillian Mackintosh	Complete. Paper will be considered at the meeting of the UEC being held on 10 October 2022 (<i>agenda item 5 refers</i>).
6.3	Institutional action plan, in regard to Assessment & Feedback to be presented to the UEC at the next meeting.	Kirsty Kiezebrink	Complete. Paper will be considered at the meeting of the UEC being held on 10 October 2022 (<i>agenda item 7 refers</i>).
6.4	SSEC work in respect of NSS, and specific to Learning Communities, to continue through the SSEC.	Abbe Brown/Nick Edwards	Complete. To be removed from action log and progressed by the SSEC.
7.5	Progression of the paper on the Pastoral Support Review to the Senate.	Abbe Brown	Complete. Paper will be considered at the meeting of the Senate held on 21 September 2022. An update will be provided at the meeting of the UEC being held on 10 October 2022 (<i>agenda item 6 refers</i>).
8.3	Consideration, review, and redrafting of policy required in the context of the Monitoring, Absence and Engagement review.	Abbe Brown/Academic Services Team	Complete. Action will be updated upon at the meeting of the UEC being held on 10 October 2022 (<i>agenda item 6 refers</i>).

8.4	Progression of the paper on the Monitoring, Absence and Engagement review to the Senate.	Abbe Brown	Complete. Paper will be considered at the meeting of the Senate held on 21 September 2022. An update will be provided at the meeting of the UEC being held on 10 October 2022 (<i>agenda item 6 refers</i>).
9.2	Approved dates for the return of examination results for 2022/23 to be added to the University's webpages.	Clerk	Complete. Dates added to the webpages as required.
11.1	Approved revised ITR documentation to be added to the University's webpages.	Clerk	Complete. Revised documentation added to the webpages as required.
11.2	Approved updated Dental Technology regulations to be confirmed with the Dental School.	Clerk	Complete. Updated regulations confirmed with the School and will be publicised to students.
12.4	Paper on changes to QAAS institutional review processes to be circulated to the Committee	Clerk	Complete. Update paper circulated to the Committee on 26 August 2022.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ABERDEEN 2040 IMPLEMENTATION PLAN

1. PURPOSE OF THE PAPER

The purpose of this paper is to provide members of the University Education Committee (UEC) with an update on the Aberdeen 2040 Implementation Plan.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	n/a	
Further consideration/ approval required by	n/a	

3. RECOMMENDED ACTION

Members of the UEC are invited to discuss and comment on the updated Aberdeen 2040 Implementation Plan, attached as *Annex A*.

4. DISCUSSION

- 4.1 Following previous updates to the University Education Committee (UEC), members of the Committee are invited to discuss and comment on the updated Aberdeen 2040 Implementation Plan, inclusive of updated actions for 2022/23, attached as *Annex A*.
- 4.2 Members of the Committee are asked to note that the actions have yet to be discussed with Court, however, seek to ensure a continuation of work which has already commenced in regard to the implementation plan and to ensure the prioritisation of activity across the 2022/23 academic year.
- 4.3 Members of the UEC are asked to discuss and provide comments on Annex A and, specifically, the actions listed.

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal Education (ruth.taylor@abdn.ac.uk) and Gillian Mackintosh, Director of Academic Services and Online Education (g.mackintosh@abdn.ac.uk)

3 October 2022

Freedom of Information/Confidentiality Status: Open

Aberdeen 2040 Implementation Plan to 2025 - Contents

Core Strategic Themes	SMT Lead
Education	RT
Research	MC
RE & RR	PE

Inclusive	SMT Lead
Commitment 1	DD
Commitment 2	AS
Commitment 3	MC & PE
Commitment 4	DD
Commitment 5	DD

Interdisciplinary	SMT Lead
Commitment 6	RT & MC
Commitment 7	RT
Commitment 8	MC
Commitment 9	MC & PE
Commitment 10	KL

League Table Commitment	KL
-----------------------------------------	----

International	SMT Lead
Commitment 11	AS
Commitment 12	RT
Commitment 13	MC
Commitment 14	RT
Commitment 15	TS

Sustainable	SMT Lead
Commitment 16	KL
Commitment 17	RT & KL
Commitment 18	MC
Commitment 19	KL
Commitment 20	MW

Aberdeen 2040 Implementation Plan to 2025 - Education

Strategic Area / Commitment	Objectives and Actions					
	SMT Lead	No	2025 High-Level Objectives	No	Actions Proposed for 2022-23	
Education	RT	1	Student satisfaction: On an annual rolling basis, use the outcomes from the NSS to identify institutional thematic areas which will aim to support Schools in enhancing student satisfaction. Link into the QAA Scotland Enhancement Theme national workstreams to support enhancements.	1.1	Take forward actions for our 2022-23 institutional theme: Assessment and Feedback. All School Education Committees to take forward, monitor and intervene where necessary in relation to actions for assessment and feedback.	
				1.2	All Schools to have in place an NSS action plan (or discipline-level action plans), using ASES to triangulate and enhance their action planning process, with School Education Committees required to monitor progress on actions.	
				1.3	Through the Directors of Education, undertake a focused session on sharing of good practice.	
		2	2	Student progression and continuation: Ensure all students are supported to achieve their potential in their learning and wider student experience with the aim of increasing the numbers of students who progress from year 1 to year 2 (UG) and who graduate (all students).	2.1	Put in place an institutional action plan to enhance continuation. All Schools to have in place an action plan to address particular concerns within their Schools.
		3	Employability: See Commitment 12 for an overview of 2025 high-level objectives	3.1	Implement the career registration project to enable targeted careers provision centrally and in Schools and provide links to other data sets such as the Graduate Outcomes survey.	
				3.2	Identify engagement gaps and understand barriers to participating in careers services to inform targeted development of careers support and opportunities.	
				3.3	Complete the co-curricular programme review – this work is in parallel to the Enhanced Transcript Review and Graduate Attributes work to ensure provision meets future needs of students and complements curricular provision.	
				3.4	Expand regional employer partnerships – includes growth of ABDN Connect Experience Programme and associated ABDN Exclusive internships, placements and part-time jobs for students.	
		4	4	Degree awarding gap (classifications): Where awarding gaps are identified based on protected characteristics, put in place interventions that aim to reduce the awarding gap	4.1	As part of our process towards application for the Race Equality Charter, analyse the degree awarding gap data. As part of this process targets will be set (2022-23).
		5	Quality assurance of our provision: Ensure that we receive positive outcomes for our Enhancement-Led Institutional Review (2023 or 2024 dependent on the timing of there revised approach to ELIR arising from the SFC Review, with annual reporting); and that we adhere to all internal and external quality assurance requirements, including those for transnational education; and that we complete a whole-systems QA policy review (a 4 year programme of activity)	5.1	Complete the agreed policy review for AY2022/23 (tbc)	
				5.2	Put in place a University-level approach to approving and managing UK partnerships (with the Chief Operating Officer)	

University of Aberdeen: Aberdeen 2040 Implementation Plan 2021-2025

Interdisciplinary Theme		Objectives and Actions				
No	Commitment	SMT Lead	No	2025 High-Level Objectives	No	Actions Proposed for 2022/23
6	We will support a learning culture in which all our staff and students can exchange ideas and expertise across intellectual areas and organisational structures [NB please also see commitment 7]	RT	1	Foster a culture of, and put in place mechanisms for, identifying best practice externally – in the HE sector and beyond – for dissemination and adoption by the University.	1.1	Utilise existing networks (e.g. Aurora and the Scottish Enhancement Themes) that identify best practice externally for the development of our Education.
					1.2	Continue to use existing networks (e.g. RKEC, RCDG, Wesley Group etc), our membership of organisations (e.g. UKRIO, ACU etc) and develop new networks that identify best practice for enhancing research excellence and effective knowledge exchange.
			2	Foster a culture of, and put in place mechanisms for, identifying and disseminating best practice within the University, ensuring optimal horizontal connectivity across and between Schools and Directorates.	2.1	Utilise our growing Community of Practice (Enhancement Theme), and our Centre for Academic Development internal networks to identify and disseminate best practice, reporting the relevant committees of the University Education Committee to enhance dissemination.
			3	Ensure our students are at the forefront of the digital revolution for learners by capitalising on the developments of our education with pedagogy at the heart of its use, and providing an environment in which students can connect and engage with an interdisciplinary experience	3.1	Deliver the outcomes from the Aberdeen 2040 Graduate Attributes and Skills TFG seeking relevant approvals during AY2022/23.
					3.2	Implement the Principles for the Delivery of Education (agreed for AY2022/23), evaluate their implementation, and further develop the Principles as appropriate.
		3.3	Through the Centre for Academic Development, implement staff training and development for the implementation of the Principles for the Delivery of Education.			

University of Aberdeen: Aberdeen 2040 Implementation Plan 2021-2025

Interdisciplinary Theme		Objectives and Actions						
No	Commitment	SMT Lead	No	2025 High-Level Objectives	No	Actions Proposed for 2022/23		
7	We will design new courses and programmes which encourage interdisciplinary learning; and ensure that all our students can experience innovative, challenge-led education involving external stakeholders.	RT	1	Building on the breadth curriculum at the University of Aberdeen, and embedded within the Aberdeen 2040 Curriculum, increase the opportunities for interdisciplinary learning across all discipline areas with a focus on the interdisciplinary challenges in Aberdeen 2040. Ensure that co-curriculum interdisciplinary opportunities are identified as part of the overall work.	1.1	Deliver the outcomes from the Aberdeen 2040 Graduate Attributes and Skills TFG seeking relevant approvals during AY2022/23.		
					1.2	Undertake a scoping exercise on our breadth curriculum to inform the Aberdeen 2040 Curriculum work that will review course choice (breadth) and support interdisciplinary learning.		
					1.3	Through the Centre for Academic Development, implement staff training and development for the implementation of the Principles for the Delivery of Education.		
			2	Through an Aberdeen 2040 Pedagogy Task and Finish Group, agree a transformational approach to the way we deliver our teaching, learning and assessment, building on our experience of blended learning and sector-wide evidence. Our transformational approach will be innovative, challenge-led and will involve external stakeholders.	2.1	Evaluate the implementation of the AY2022/23 Principles for the Delivery of Education.		
					3	Put in place a stakeholder group for the Aberdeen 2040 Curriculum that includes staff, students, employers, regional groups so that we are able to address the regional skills challenges as part of the work.	3.1	Include stakeholders on the Graduate Attributes and Skills TFG so as regional skills and issues are embedded within the work of the group.

University of Aberdeen: Aberdeen 2040 Implementation Plan 2021-2025

International Theme		Objectives and Actions				
No	Commitment	SMT Lead	No	2025 High-Level Objectives	No	Actions Proposed for 2022/23
12	We will equip our graduates for global employment through our curriculum and teaching methods.	RT	1	As part of the Aberdeen 2040 Curriculum workstream, employability, enterprise and entrepreneurial learning and skills will be embedded within our curriculum and co-curriculum.	1.1	Deliver the outcomes from the Aberdeen 2040 Graduate Attributes and Skills TFG seeking relevant approvals during AY2022/23.
					1.2	Note - this is in the Education plan (see 'Education' tab)
			2	Develop a framework, policy and delivery model for enabling all students to have access to placement or equivalent experience thus enabling students to have access to global opportunities whilst in study and then beyond.	2.1	Complete the external consultancy on work placements, and take forward recommendations from that work into the Work Placements TFG.
					2.2	Increase the number of work placements on offer to students from the current provision by the end of the AY2022/23.
			3	Support our students to develop the relevant skills, through their learning, to support their development for global employment.	3.1	Using the Aberdeen 2040 Graduate Attributes and Skills, put in place a plan to implement them as part of all students' learning experience.

University of Aberdeen: Aberdeen 2040 Implementation Plan 2021-2025

International Theme		Objectives and Actions				
No	Commitment	SMT Lead	No	2025 High-Level Objectives	No	Actions Proposed for 2022/23
14	We will ensure all our students can have an international experience, by studying abroad or working collaboratively with international partners	RT	1	As part of the Aberdeen 2040 Curriculum workstream, incorporate learning opportunities for students where learning takes place with international partners as part of the curriculum (e.g. COIL (Collaborative Online International Education) / virtual mobility).	1.1	Complete the COIL pilot and make recommendations for wider implementation.
			2	Provide 5% of all students with an international placement by 2025. Support this aspiration with a focus on curriculum design that enables flexibility for students who choose to undertake an international placement. Ensure that there are no barriers (e.g. financial) to students' ability to choose to take an international placement opportunity.	2.1	As part of the development of the academic year structure, ensure that the design of the AY allows for student mobility.
					2.2	As part of the International learning and Student mobility TFG, identify a plan to increase the numbers of opportunities for international placements for students.
			3	Put in place increased numbers of volunteering and other 'beyond the curriculum' international learning opportunities. In time this work will be integrated with the wider Aberdeen 2040 Curriculum with the aim of adopting a more flexible approach to the international experience	3.1	As part of the Career registration data, scope the current international volunteering and other opportunities and compile information on the numbers of students that have engaged with these experiences over the past 5 years.

University of Aberdeen: Aberdeen 2040 Implementation Plan 2021-2025

International Theme		Objectives and Actions				
No	Commitment	SMT Lead	No	2025 High-Level Objectives	No	Actions Proposed for 2022/23
15	We will develop our campuses and processes to create a caring environment that is alert to cultural differences	TS	1	Capturing, understanding and supporting cultural differences. This foundational set of actions will support the collection and identification of friction points in our policies and processes which mean that either or both do not feel welcoming or caring to individuals within our communities. We will aim to draw on existing research across the sector to inform areas of investigation as well as integrating with activities already underway to support our work on race and wider inclusion activities. This will then inform specific actions in relation to processes and for our campuses.	1.1	Continue with the Listening activities (implemented through the Race Equality Strategy Group) using these to both raise awareness across the university, and to support action planning for the Antiracism Strategy.
					1.2	
			2	Demonstrating Commitment through Action Ensure positive decolonisation and diversification of Library resources and Museum and Special collections - supporting and promoting collaborative curation, repatriation and increased inclusivity of resources.	2.1	Review of the collections in Marischal in terms of the scope and type of space that would be required to move out of the building.
					2.2	Deliver a set of resources and guidance to support Schools to take forward their work on Decolonising the Curriculum; and seek approval for an overall approach to the implementation, across the university, of decolonising the curriculum.
			3	Supporting Inclusive Diversity. The Development Trust will fund projects and programmes which support cultural diversity on campus. These include, but are not limited to, financial support for International Women's Day, Sanctuary Scholars, Black History Month, the promotion of our Race Equality Champions, Widening Access initiatives, etc.	3.1	Focus on establishing effective processes that communicate the key university priorities for funding to the Development Trust.
					3.2	Active engagement with our alumni and General Council networks, including for the appointment of Court and External Members, so that our governance structures reflect our community and provide a solid foundation for philanthropy.

University of Aberdeen: Aberdeen 2040 Implementation Plan 2021-2025

Sustainable Theme		Objectives and Actions				
No	Commitment	SMT Lead	No	2025 High-Level Objectives	No	Actions Proposed for 2022/23
17	We will educate all our students and staff to be leaders in protecting the environment	RT and KL	1	Put in place a set of options or pathways for learning for a defined skillset for students with different ambitions associated with the protection of the environment. Ensure that all students have a minimum (to be defined) knowledge base on sustainability and protecting the environment.	1.1	Deliver the outcomes from the Aberdeen 2040 Graduate Attributes and Skills TFG seeking relevant approvals during AY2022/23.
					1.2	As part of the initial work on our breadth curriculum, and to inform the Aberdeen 2040 curriculum work, clearly identify curriculum opportunities associated with 'sustainability' and determine whether there are requirements for the development of further curriculum opportunities.
			2	Identify opportunities for students that help them to demonstrate leadership in climate change (e.g. volunteering) that can be explicitly recognised as part of their overall learning experience.	2.1	Undertake a mapping exercise of existing opportunities, that go beyond the formal curriculum, to determine those that enable students to engage in climate change related issues / activities, as a precursor to developing and promoting these opportunities.
					Moved to 16.1.3	Section Moved to Commitment 16.1.3 to avoid duplication
			3	Develop a series of resources and engagement opportunities for staff to develop their capacity for understanding of and leadership in environmental sustainability.	3.1	Action consolidated with Commitment 16.2.2 to avoid duplication Develop a suite of training opportunities that covers generic introductions to sustainability, enhanced content, and role-specific guidance to support staff in embedding sustainability into their daily routines e.g. Carbon Literacy, IEMA, RSGS, EAUC, Sustainable Procurement etc.
					Moved to 16.2.3	Section moved to Commitment 16.2.3 to avoid duplication

UNIVERSITY OF ABERDEEN

ABERDEEN 2040 EDUCATION STEERING GROUP

Note of the Meeting of the UEC held on 14 September 2022

Present: Ruth Taylor (Chair), Euan Bain, John Barrow, Leigh Bjorkvoll, Jason Bohan, Abbe Brown, David Burslem, Stuart Durkin, Bill Harrison, Peter Hicks, Kirsty Kiezebrink, Donna Maccallum, Samantha Newington, Shona Potts, Michelle Pinard, Anne-Michelle Slater, Lindsay Tibbetts, Joshua Wright with Julie Bray, Liam Dyker, Tracey Innes, Gillian Mackintosh, Rhona Moore, Ian Robotham, Patricia Spence and Emma Tough (Clerk) in attendance

Apologies: Akua Agyeman, Harminder Battu, Lyn Batchelor, Alison Jenkinson, Jennie Macdiarmid, David McCausland, Graeme Nixon, Vanessa Nzolo, Rona Patey, Susan Stokeld, Steve Tucker, and Louisa Stratton

FOR DISCUSSION**ABERDEEN 2040 STEERING GROUP REMIT AND COMPOSITION**

(copy filed as A2040SG/140922/001)

- 1.1 The Chair opened the meeting and welcomed members to the first meeting of the Aberdeen 2040 Education Steering Group. Members of the Steering Group received the Group's remit and composition, noting it had been approved by the University Education Committee (UEC). It was noted that the remit of the Group aligned with the work of the UEC and provided a focus for the Group's work. The Group agreed that the remit should be reviewed regularly and amended as required.
- 1.2 Members of the Group noted the importance of Equality, Diversity, and Inclusion as a thread throughout all work undertaken in regard to Aberdeen 2040 and, consequently by the Steering Group. The formal reporting line of the Group was noted as the UEC, with proposals to be taken to the UEC and Senate as appropriate. Members of the Group agreed their responsibilities as contributing to discussion, raising awareness, and feeding back to their Schools/sections as appropriate.
- 1.3 Members of the Group noted section 8 of the remit and the Committees with who the Group would interface. It was suggested that the list be expanded, to include Committees such as the Digital Strategy Committee. The Group agreed that the list should be expanded upon as work of the Group progressed, noting that work was likely to engage several University Committees and Groups.

ABERDEEN 2040 IMPLEMENTATION PLAN UPDATE

(copy filed as A2040SG/140922/002)

- 2.1 Members of the Steering Group received the most recent update on the Aberdeen 2040 Implementation Plan for information. Members of the Group noted the update as providing a detailed summary of progress made to date. The Group was informed that an updated plan, together with associated actions, would follow to the next meeting of the UEC.

ABERDEEN 2040: CURRICULUM – AWAY DAY

(copy filed as A2040SG/140922/003)

- 3.1 Members of the Steering Group received the paper providing the key points and themes discussed at the Education Away Day. In particular, the attention of members was drawn to the areas where some consensus had been reached on next steps for Aberdeen 2040 Education work. Members noted the success of the Away Day and were invited to feed back any comments/reflections from their experience of it.
- 3.2 Members of the Group queried 'decreasing course choice' as a topic discussed at the Away Day. The Group noted that discussions had taken place in this regard, as a starting point for consideration of issues in this vein, but that no decisions had been taken on how course choice would be handled going forward. The group agreed course choice as an area requiring further discussion.

UPDATES FROM THE TASK AND FINISH GROUPS (TFGS)

- 4.1 Members of the Committee received updates on the work on the UEC Task and Finish Groups (TFGs) as follows:

(i) Monitoring and Absence: Abbe Brown *(copy filed as A2040SG/140922/004)*

Members of the Group received the paper provided by the TFG, including a summary of work in respect of Monitoring, Absence and Engagement. The Group noted that the TFG report would be considered, for an academic view, at the meeting of the Senate scheduled for 21 September.

(ii) Pastoral Review: Abbe Brown *(copy filed as A2040SG/140922/005)*

Members of the Group received the paper provided by the TFG, including a summary of work in respect of Pastoral Review. The Group noted that report of the TFG would also be considered, for an academic view, at the meeting of the Senate scheduled for 21 September.

(iii) Graduate Attributes and Skills: John Barrow/Kate Robertson
(copy filed as A2040SG/140922/006)

The Group received a joint report from the Graduate Attributes and Skills and Enhanced Transcripts TFGs, noting that the two Groups had come together to progress their remits. The Group noted the updates provided in regard to areas for discussion (issues), areas impacting on progress, and next steps of the TFGs in taking forward the remits of the groups. In addition, the report updated the Group on consultation processes in place and planned.

(iv) Decolonising the Curriculum: Ruth Taylor *(copy filed as A2040SG/140922/007)*

Members of the Group received a short presentation providing an update on the Decolonising the Curriculum TFG. A copy of the presentation is available as A2040SG/140922/007. The Group noted the considerable work undertaken by the TFG and that a fuller report would follow to the next meetings of the UEC and Senate for an academic view.

(v) International Experience: John Barrow *(copy filed as A2040SG/140922/008)*

Members of the Group received an update on the work of the International Experience TFG. The Group noted specific updates in regard to work undertaken as follows:

- Finalisation of international experience definitions and the gathering of exemplar activity from across Schools;
- Work to approve the differential process for the European agreement renewals;
- The writing up of recommendations from the TFG linked to above definitions;
- Ongoing work to discuss recognition of small/non-standard credits that could be added to transcripts for recognition (presently these are not recorded)

(vi) Work Placements and Volunteering: Tracey Innes/John Barrow
(copy filed as A2040SG/140922/009)

Finally, the Group received an update on the work of the Work Placements and Volunteering TFG. Members of the Group noted the need for staff resource and expertise to support the work of the TFG and the approval of two employer engagement posts in this regard, for which recruitment would shortly commence. The Group noted that to date, the TFG had:

- Submitted a paper to SMT (May 2022) reporting initial findings and recommendations from the initial TFG work;
- Commissioned a consultancy project, conducting an institutional placement and work-based learning review. The report and recommendations will be presented at SMT at the end of September.

Further to this update, the Group were informed that the next phase of work would be scoped following the full report and associated discussion to agree next steps following consideration of the recommendations made. A revised remit, and consideration of the composition of a work stream or TFG will follow.

DATE OF NEXT MEETING

- 5.1 The Group noted that the date of the next meeting of the Aberdeen 2040 Steering Group was to be confirmed and would be circulated to members in due course.

Clerk's Note: *Following the meeting, the next meeting of the Group was confirmed as Wednesday 9 November 2022, at 3.05pm via Microsoft Teams.*

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE
UPDATE ON PASTORAL REVIEW TASK AND FINISH GROUP**1. PURPOSE OF THE PAPER**

This paper provides University Education Committee with an update on the Pastoral Review Task and Finish Group (TFG) in the light of the meeting of Senate on 21 September 2022.

University Education Committee are invited to **note** this paper and to comment on the initial proposals made for the future.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by		

3. BACKGROUND

- 3.1 The Pastoral Review Task and Finish Group (the TFG) was established in 2021. Updates were provided to the Student Support Committee/Student Support and Experience Committee (SSEC) on 2 June 2021, 18 October 2021, 8 December 2021, 3 February 2022, 21 March 2022, 7 April 2022 and 23 August 2022. Updates were provided to University Education Committee (UEC) on 6 December 2021, 17 February 2022, 17 March 2022, 13 April 2022 (with further opportunities for comment thereafter by email) 10 May 2022, 25 August 2022 and 14 September 2022.
- 3.2 A report of the TFG, a set of recommendations and initial proposals for implementation were considered by Senate for a further academic view on 21 September 2022 as [SEN22:03](#). That report build on the paper considered by UEC in September as UEC/250822/007, taking into account feedback received.

4. UPDATE AND SUGGESTIONS FUTURE STEPS

- 4.1 Some positive comment was received from Senate, particularly regarding proposals for support of PGT students. Significant concern was expressed, however, at the additional workload which would (as indicated in the report and its initial implementation thoughts), be needed to deliver the recommendations. This was particularly so regarding the engagement with academic matters for UG students and the formal creation of a new PGT personal tutor role. The Principal noted the importance of PGT support and also indicated that there were significant demands on resource, particularly given demands on staff regarding research. He also noted the strong feedback which had been received from the National Student Survey regarding the support and experience being provided within the present system. The Principal asked that the TFG reflect and return.

- 4.2 The Dean for Student Support, who led the TFG, leaves post in January. It is suggested that the new Dean for Student Support explores the following with the TFG, with a view to a revised proposal being put before SSEC, UEC and Senate after the Winter Break. Given that the TFG is a UEC body, the thoughts of UEC are most welcome.
- 4.2.1 Work continues on the UG personal tutor online resources and training to make clear the scope of the role and the place of the personal tutor alongside other support which is available across the University. This aligns will proposed work by the Wellbeing Team in Student Experience.
 - 4.2.2 The UG personal tutor role is not expanded to cover the provision of initial academic advice. Proposed Aberdeen 2040 in relation to streamlining the Curriculum will address some issues identified in the consultation regarding academic choices and paths.
 - 4.2.3 A new request is developed for Digital Strategy Committee which sets out changes sought to MyAberdeen and/or Student Record System to make the present UG personal tutor system more manageable, supportive and user friendly for staff and for students. The details of this request would be the subject of discussion. Possibilities include making clearer to personal tutors and to students their attendance at meetings, the making of invitations to meetings, and stating if students have a monitoring notice and the fact that a student has engaged with student support.
 - 4.2.4 There is to be no new formal PGT role. Rather, the TFG will build on the material gathered in its consultation, and the more informal support which is being provided to PGT students and guidance in respect of it, and create more formalised scope of support. It would be left to Schools to determine who is to deliver this support in their Schools, including between administrative and academic colleagues, and to arrange for meetings and any establishment of groups.
 - 4.2.5 A new request is developed for Digital Strategy Committee to enable changes to be made to Student Records System and the Student Hub so that it is clear to each student which person, or role holder, is to provide PGT personal tutor support to them.
 - 4.2.6 The present TFG report and recommendations are to remain as an output and a base for future work alongside other projects and feedback, including the University's possible participation in PTES, a Postgraduate Student Survey.

5. FURTHER INFORMATION

Further information is available from Abbe Brown, Dean for Student Support (abbe.brown@abdn.ac.uk).

September 2022

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

UPDATE ON MONITORING, ABSENCE AND ENGAGEMENT TASK AND FINISH GROUP**1. PURPOSE OF THE PAPER**

This paper provides University Education Committee with an update on the Monitoring, Absence and Engagement Task and Finish Group (TFG) in the light of the meeting of Senate on 21 September 2022.

University Education Committee are invited to **note** this paper and to comment on the initial proposals made for the future.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by		

3. BACKGROUND

3.1 The Monitoring, Absence and Engagement Task and Finish Group (the TFG) was established in 2021. Updates were provided to Student Support Committee/Student Support and Experience Committee (SSEC) on 8 December 2021, 3 February 2022, 21 March 2022, 7 April 2022 and 23 August 2022 and Quality Assurance Committee on 4 May 2022. Updates were provided to University Education Committee (UEC) on 6 December 2021, 17 February 2022, 17 March 2022, 13 April 2022 (with further opportunities for comment thereafter by email) 10 May 2022, 25 August 2022 and 14 September 2022.

3.2 A report of the TFG in the form of a detailed set of slides, including Principles, proposed for delivery in the short, medium and longer term and initial proposals for implementation were considered by Senate for a first academic view on 21 September 2022 as [SEN22:04](#). That paper build on the paper considered by UEC in September as UEC/250822/007 in the light of feedback received.

4. UPDATE AND SUGGESTIONS FUTURE STEPS

4.1 Some positive comment was received, particularly regarding proposals for changing the name of the system from C6/C7 in student facing content, the making of requests of short and medium term IT change to enhance the operation of the existing system and continuing to stress the supportive nature of the system. There was support for future work in relation to PGR students and it was noted that this work is ongoing, although it is outside the scope of this TFG. Significant concern was expressed however at the additional IT and human resource and workload which would, as indicated in the report and its initial implementation thoughts, be

needed to deliver the new longer term system which was suggested. Points were also made regarding the relationship between the pastoral and the disciplinary and risks which can arise from having a live dashboard setting out a student's journey.

- 4.2 The Dean for Student Support, who led the TFG, leaves post in January. It is suggested that the new Dean for Student Support explores the following with the TFG, with a view to a revised proposal being put before SSEC, UEC and Senate after the Winter Break. Given that the TFG is a UEC body, the thoughts of UEC are most welcome.
- 4.2.1 Work continues to enhance the present Monitoring, Absence and Engagement Systems, through requests made to Digital Strategy Committee (DSC) to enhance IT systems for the benefit of all staff and students. This will be considered at DSC's October 2022 meeting.
- 4.2.2 The newly established Monitoring, Absence and Engagement Community of Practice to continue to share good practice in decision making and delivery of the system which identifies when students are in difficulty and then seeks to support their re-engagement when possible. This will also provide an opportunity to enhance consistency in outcome as decisions continue to be made in Schools.
- 4.2.3 Work continues to update web resources and student and staff communication in relation to Monitoring, Absence and Engagement to ensure that this operates effectively and supportively for staff and students. This will include ongoing dialogue regarding delivery of the visa system; intersection with students with provisions; and updating the Absence Policy and the Monitoring guidance, to make clear approaches which should be taken to frontline appeals and the flexibility which is available in exercising discretion if a student has now reengaged with their studies/appears in a position to wish to do so.
- 4.2.4 The present TFG report are to remain as an output and a base for future work alongside other projects and feedback regarding more proactive and frequent forms of intervention, to support students pastorally and academically in being part of a community in which they can thrive.

5. FURTHER INFORMATION

Further information is available from Abbe Brown, Dean for Student Support (abbe.brown@abdn.ac.uk).

September 2022

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE
FEEDBACK ON ASSESSMENT (SECOND HALF-SESSION)

1. PURPOSE OF THE PAPER

This paper provides an update on the return of feedback on assessment in the second half-session 2021/22.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by		

3. RECOMMENDED ACTION

UEC is invited to consider the update provided in regard to the return of feedback on assessment in the second half-session 2021/22.

4. DISCUSSION

- 4.1 While the University performed exceptionally well in the 2022 National Student Survey, assessment and feedback was highlighted as an issue with the University achieving a score in the 2nd quartile for this category of the survey, with timely feedback specifically highlighted in the 3rd quartile. While there was a marked improvement by a rise of 32 places, this remains below the consistent high standards set in the other categories.
- 4.2 One particular issue identified relates to the timeliness of feedback. The University's [Feedback Framework](#) states that feedback on all assessment should be timely and normally provided within a maximum of three weeks (excluding vacation) and in time to inform subsequent assessment. It further states that students should be made aware of the date by which they can expect to receive their feedback.
- 4.3 To help provide better understanding of the timeliness of return of feedback on assessment, Schools were asked to monitor this during the second half-session. The monitoring would enable identification of issues at an early stage and allow any problems to be followed-up and addressed.
- 4.4 Schools were asked to provide a summary report on the outcome of the second half-session and these reports are appended in Annex A.
- 4.5 On the basis of feedback received, it is noted that there was some variability between Schools in the return of feedback with some returning all feedback by the deadline and others reporting some delays. Reasons given for delays include:
- Staff illness
 - IT issues, particularly in relation to Blackboard
 - Workload pressures and other work commitments
 - Examiners' Meetings sign off on marks (for dissertation courses in particular)
 - Student extensions impacting on the timing of release of model answers / feedback

- A Friday friendly approach in one School where grades / feedback are not released on Fridays
- Spring break

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal (Education) (ruth.taylor@abdn.ac.uk) or Gillian Mackintosh, Director of Academic Services & Online Education, (g.mackintosh@abdn.ac.uk).

20 September 2022

Freedom of Information/Confidentiality Status: *Open*

**Return of Feedback on Assessment
Second-Half-Session 2021/22**

School	BIOLOGICAL SCIENCES
How many courses were delivered in the second half-session?	
How many courses had a delay in the return of feedback on assessment?	
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	
Where return of feedback was delayed, what interventions were made?	

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

**Return of Feedback on Assessment
Second Half-Session 2021/22**

School	BUSINESS
How many courses were delivered in the second half-session?	127 including PGT/UG/Online
How many courses had a delay in the return of feedback on assessment?	0
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	n/a
Where return of feedback was delayed, what interventions were made?	n/a

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

**Return of Feedback on Assessment
Second Half-Session 2021/22**

School	DIVINITY, HISTORY, PHILOSOPHY AND ART HISTORY
How many courses were delivered in the second half-session?	66 courses (66 course titles but 95 course codes as some courses have multiple codes)
How many courses had a delay in the return of feedback on assessment?	26 courses (26 course titles but 35 course codes as some courses have multiple codes)
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	<p style="text-align: center;">Reasons include:</p> <ul style="list-style-type: none"> • technical errors as quiz marks should have become available automatically but did not • 4 of the courses were dissertation courses and the grades were not released until the exam board had taken place • 2 of the courses had online exams and the grades were not released until the exam board had taken place <p style="text-align: center;">If you would like more specific information please let me know</p>
Where return of feedback was delayed, what interventions were made?	We employed a PGR tutor additional hours to do additional marking

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

**Return of Feedback on Assessment
Second Half-Session 2021/22**

School	EDUCATION
How many courses were delivered in the second half-session?	<p>School of Education. Our response covers all the departments in the School:</p> <ul style="list-style-type: none"> • Initial Teacher Education - 16 courses • Early Childhood Education and Care BA Childhood Practice programme - 13 courses Early Years programme – 2 courses • Counselling, Wellbeing and Education Psychology PG Person Centred Counselling – 4 courses Counselling Skills programme – 5 courses • Postgraduate Taught and Professional Learning - 14 courses.
How many courses had a delay in the return of feedback on assessment?	Delays have only been reported from the Postgraduate Taught and Professional Learning department and relate to our Teaching Qualification in Further Education (TQFE) courses (ED353C and ED55JP).
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	TQFE: These courses have 2 assessments - part A and part B. The release of feedback for part A was delayed due to staff shortages because of long-term illness (1 team member), short-term absence (2 team members) around the marking period and workload pinch-points for team members who were not ill (similar deadlines for other assessment marking for which they are responsible).
Where return of feedback was delayed, what interventions were made?	TQFE: Members of the team who were not absent added to their own marking load. Students were informed in good time about the delay to receiving feedback through an announcement in MyAberdeen

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

**Return of Feedback on Assessment
Second Half-Session 2021/22**

School	ENGINEERING
How many courses were delivered in the second half-session?	
How many courses had a delay in the return of feedback on assessment?	
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	
Where return of feedback was delayed, what interventions were made?	

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

Return of Feedback on Assessment
Second Half-Session 2021/22
Medicine and Masters in Physician Associate Studies Programmes

School	Response
How many courses were delivered in the first half-session?	PA program: 10 courses were delivered Medicine (MBChB) Years 1-5
How many courses had a delay in the return of feedback on assessment?	PA program: no courses had a delay in feedback Medicine: 4 assessments The MBChB Year 3 and Year 4 written papers. The MBChB Year 4 and Year 5 OSCE Clinical Exams (Objective Structured Clinical Examination)
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	It is highly valued that we have NHS clinicians coordinating our assessments in the more senior years of the medical programme. A common factor is that the Years 3 and 4 Written Leads and the Year 4 OSCE Lead had significant clinical commitments that lead to delay in preparing the feedback. MBChB Year 5 have previously provided feedback only to students who fail the exam via a supported interview process. This is because there is no opportunity to resit the exam in the same academic year. After discussion it was agreed to also provide individual written feedback to those failed the exam. Due to the late decision and implementation the delivery of the feedback was delayed. Further discussion will occur with regards to the next academic year.
Where return of feedback was delayed, what interventions were made?	Following the Year 3 and Year 4 Board of Examiners meeting there is limited time before the second sitting. The failing students are therefore invited to meet with the year team for feedback which could be face to face or via MS Teams to ensure timely feedback for them to act upon before the second sitting of exams. We continue to review our processes for feedback. We have set up processes to support the leads should other commitments delay the feedback.
Are preparations in place to conduct similar monitoring of the return of feedback on assessment in the first half-session?	Yes

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

**Return of Feedback on Assessment – IoD
Second Half-Session 2021/22**

School	DENTISTRY
How many courses were delivered in the second half-session?	
How many courses had a delay in the return of feedback on assessment?	
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	
Where return of feedback was delayed, what interventions were made?	

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

Return of Feedback on Assessment
Second Half-Session 2021/22

School	MMSN – BSc (UG MEDICAL SCIENCES)
How many courses were delivered in the second half-session?	29 courses (1 course runs through both semesters – BT5007 (Industrial Placement))
How many courses had a delay in the return of feedback on assessment?	3
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	<p>Reasons given by course coordinators on each of the 3 courses was as follows:</p> <ol style="list-style-type: none"> 1. Only for students who submitted assessments after the deadline. Feedback on assessments that were submitted on time was all delivered before the agreed deadline. 2. One continuous assessed element (practical) was returned within the deadline, but the other was returned later (Case Study). Due to the high level of individual feedback necessary to be helpful to students and the high number of students in the course this year (94). 3. Staff Illness
Where return of feedback was delayed, what interventions were made?	<p>Interventions linked to each numbered bullet point above have a corresponding intervention as listed below:</p> <ol style="list-style-type: none"> 1. Students who missed the submission deadline were urged to their assessment. A new deadline was agreed with each student. Marking was done within 1 day of them submitting the outstanding assessment. 2. Students were informed that it would be delayed. 3. Summary feedback instead of individual feedback was returned prior to the deadline. Feedback on an alternative assessment was returned more rapidly. Extensive individual feedback was returned prior to exams.

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

**Return of Feedback on Assessment
Second Half-Session 2021/22**

School	MMSN PGT
How many courses were delivered in the second half-session?	65
How many courses had a delay in the return of feedback on assessment?	31
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	Friendly Friday Awaiting an outstanding query with elearning Marker / moderator on annual leave / ill / Easter break Delay in agreeing marks No reason given
Where return of feedback was delayed, what interventions were made?	Students were informed of delay in release.

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

Return of Feedback on Assessment (NCS)

Second Half-Session 2021/22

School	NATURAL AND COMPUTING SCIENCES
How many courses were delivered in the second half-session?	
How many courses had a delay in the return of feedback on assessment?	
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	
Where return of feedback was delayed, what interventions were made?	

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

**Return of Feedback on Assessment
Second Half-Session 2021/22**

School	PSYCHOLOGY
How many courses were delivered in the second half-session?	15
How many courses had a delay in the return of feedback on assessment?	None
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	N/A
Where return of feedback was delayed, what interventions were made?	N/A

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

**Return of Feedback on Assessment
Second Half-Session 2021/22**

School of Social Science	SOCIAL SCIENCE
How many courses were delivered in the second half-session?	UG: 36 PG:16
How many courses had a delay in the return of feedback on assessment?	UG: 1 PG: 2
For those where feedback on assessment was delivered after the agreed deadline, what led to the delay? Please outline the reasons	Covid
Where return of feedback was delayed, what interventions were made?	Students were advised delay due to illness and revised date for feedback intimated.

Please return completed form to academicservices@abdn.ac.uk by 30 August 2022.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

DECOLONISING THE CURRICULUM - TIMELINES AND APPROVAL PROCESSES**1. PURPOSE OF THE PAPER**

The purpose of this paper is to:

- Provide a set of proposed principles for the approach to the implementation of Decolonising the Curriculum: for **discussion** and **approval**
- Provide a proposal on the timelines for the work that Schools will undertake: for **discussion** and **approval**

School leads are asked to consult, seek and provide feedback on the paper below. Following this feedback, and an academic view from Senate, a further version of the principles and timeline will be produced for approval.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	Decolonising the Curriculum Steering Group	24/08/22
Further consideration/ approval required by	Senate (academic view) UEC (approval) Senate (approval)	02/11/22 16/01/23 08/02/23

3. RECOMMENDED ACTION

Members of the Committee are asked to **discuss** the principles and timelines.

4. DISCUSSION

4.1 The Decolonising the Curriculum Steering Group (DtCSG) has been meeting since May 2021. The Group's work is driven by our University's ambition to be an antiracist University (see the [Antiracism Strategy](#)¹), the need to address the degree awarding gap for our Black, Asian and Minority Ethnic (BAME) students, by the decision to apply for the [Race Equality Charter](#) award, and by the sector evidence that articulates the arguments for the development of curricula that enable. The national [Antiracist Curriculum](#) project has been of particular relevance to the Group.

4.2 The DtCSG has taken forward the following work:

4.2.1 The development of six workstreams that each brought together members of the wider Group with the purpose of providing focus for the development of resources and guidance,

¹ We commit to: Embed a bold, progressive and sustained programme of antiracist curricular reform.

- 4.2.2 The development of a ‘definition’ of Decolonising the Curriculum which aims to guide the overall work of the University (see *Annexe A* for the definition).
 - 4.2.3 The collation of case studies from across the University which will support the development of our resources
 - 4.2.4 The completion of two documents that bring together sector evidence on decolonising the curriculum, and on decolonisation of assessment.
 - 4.2.5 The development of an approach to providing web-based resources and a Toolkit to support Schools.
 - 4.2.6 The Library has been encouraging suggestions for relevant titles and will continue to do so; we have so far added about 100 new books to our collections. Library staff have created a way to report any problematic language in catalogue records as part of a wider assessment of how our collections are described, and have developed a guide to decolonising reading lists, which is expected to launch in October.
- 4.3 The web-based resources and the Toolkit aim to support Schools and to provide guidance where it is needed. These resources can develop further and Schools will have access to other guidance and support across their disciplines that will support their work in this area.
- 4.4 We have, as a University, discussed the ambition to decolonise the curriculum at the University of Aberdeen. Whilst there are different views on the use of terminology and, in some cases, the approaches to taking this work forward, this paper aims to articulate a set of Principles that Schools can work with to facilitate the development of decolonised curricula. It is understood and celebrated that there are areas across the University where this work has taken place, or is in development. These Principles are not intended to get in the way of any of this excellent work.

Principles for the Implementation of our ambition to Decolonise the Curriculum at the University of Aberdeen

- 4.5 [*Where this has not already taken place*] All courses and programmes will commence work to decolonise their curriculum (including assessment) in academic year 2022/23, aiming to have completed a School review by the end of academic year 2023/24, and full implementation of all changes in academic year 2025/26.
- 4.6 Where new courses or programmes are proposed, these should include information on how the curriculum will address the principle of decolonisation.
- 4.7 [*Where this has not already taken place*] Schools will ensure that they work with students as active partners².
- 4.8 [*Where this has not already taken place*] All courses will review their Reading Lists as an initial step to providing additional perspectives on the course subject. Where additional texts are considered necessary, course coordinators should contact bookorders@abdn.ac.uk. It is noted that the University currently has trial access to the Diversity Collection which may assist with diversification of suggested texts³.

² Students as active partners (meaning of this to be further developed) includes aspects such as ensuring students’ voices are listened to; their experiences valued and included in developments; views are sought.

³ Note that the Library aims to buy *all* essential reading list titles, so there will be no need to request those separately to adding them to a Leganto list

- 4.9 School Education Committees will lead the implementation of this work, ensuring that they evaluate its development. Overall governance of the implementation of the work will be situated in the University Education Committee.
- 4.10 Web-based resources and a Toolkit will be available for Schools to inform the development of their work from February 2022 (tbc).⁴
- 4.11 Training will be in place to support Schools to take forward the required work.
- 4.12 Quality assurance processes, for course/programme/assessment change will be in place to support Schools to make changes where these are required.

Timelines

- 4.13 It is proposed that the following timelines are agreed (with Schools able to complete work more quickly where feasible):

During academic year 2022/23	Clarity on quality assurance processes for course/programme/assessment changes
	Clarity on course/programme approval requirements
	Training in place
	All Schools commence work
By end of academic year 2023/24	All Schools complete School review
By end of academic year 2024/25	Course/programme/assessment changes agreed and managed
During academic year 2025/26	Implementation of curriculum changes

- 4.14 Members of the Committee are asked to discuss the proposals in this paper.

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal Education, ruth.taylor@abdn.ac.uk

12 September 2022

Freedom of Information/Confidentiality Status: Closed

⁴ The national [Antiracist Curriculum project](#) resources have useful guides on how to stimulate conversations (amongst other resources)

UNIVERSITY OF ABERDEEN

DECOLONISING THE CURRICULUM DEFINITION

The University of Aberdeen embraces the goal and process of decolonising the curriculum in a constructive and challenging manner. This perspective builds on our understanding that all British universities, all disciplines taught and researched in them have been historically influenced by Eurocentric colonialism and its cultural concept of race. The implication of this is that particular perspectives, values and ideologies are presented as universal, superior, dominant, and complete. This marginalises and renders invisible the historical and current role of racialised people and other geographical and cultural contexts in the production of knowledge.

Decolonisation at the University of Aberdeen is the identification, challenging and changing of colonial frameworks in education and its systems, norms, structures, hierarchies, and relationships, as well as the specific expressions of coloniality in our institution. The University of Aberdeen's approach to decolonising the curriculum will involve a radical rethinking and contesting of what can be seen as necessary or default positions in academia. Through this, we seek to bring enriched, widened, and global approaches to the foundations and production of knowledge in and beyond the classroom.

Our decolonising the curriculum approach for our university aims to promote conversations and action in all Schools and disciplines as well as in the professional services that directly impact our Education. Our approach to decolonising the curriculum can take the form of, but will not be limited to: reviewing and discussing reading lists, teaching materials, class activities, course structure, assessment questions, terminology and examples used in class exercises, evaluation and research strategies, and unconscious bias. Our decolonising the curriculum project will interact in a constructive manner with other decolonising and antiracist initiatives, as well as equality, diversity, and liberation projects already in place in the University.

We understand that decolonising the curriculum is not a linear project with a definite end, but a constant process that has its own challenges and contradictions in being sponsored and supported by the same institution it is attempting to decolonise. To tackle this profound issue, we will ensure that students and staff with lived experience and from backgrounds historically affected by colonialism are at the centre of the process, while ensuring that it is a collective effort that does not place all the labour and responsibility on them.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ACADEMIC YEAR ARRANGEMENTS 2023/24**1. PURPOSE OF THE PAPER**

To set out proposals for the continuation of the 2022/23 academic year arrangements into academic year 2023/24 to allow sufficient time for the future structure of the academic year from 2024/25 to be informed by the work of the Aberdeen 2040 Curriculum work and relevant student recruitment requirements.

2. PREVIOUS CONSIDERATION BY / FURTHER APPROVAL REQUIRED BY

	Board/Committee	Date
Previously considered/approved by	UEC SRC	24 February 2022 9 March 2022
Further consideration/ approval required by	UEC SRC Qatar Academic Planning Sub-Group Senate (for academic view)	23 June 2022 4 August 2022 17 August 2022 21 September 2022
	UEC SRC Senate (for approval)	10 October 2022 29 September 2022 2 November 2022

3. RECOMMENDED ACTION

UEC is asked to approve, for its part, the proposed continuation of the 2022/23 academic year arrangements into 2023/24 to provide sufficient time for the work of the Aberdeen 2040 Curriculum work to be undertaken to inform any changes to the future structure of the academic year from 2024/25 onwards together with consideration of relevant student recruitment requirements.

4. BACKGROUND CONTEXT

- 4.1 The uncertainty created by the Covid-19 pandemic resulted in a review, in Spring 2020, of the planned start of the imminent academic year, 2020/21. It was clear that the original September 2020 date placed us amongst a group of UK institutions with the earliest start dates, two or three weeks ahead of some of our key competitor institutions. It was acknowledged that this had the potential to be a competitive disadvantage and impacted adversely on international students planning travel to the UK.
- 4.2 During the pandemic, Senate therefore approved a series of interim academic year arrangements for 2020/21, 2021/22 and 2022/23. These arrangements differed slightly between years, but in general terms they enabled a later commencement of teaching and additional time for the return of assessment marks, by reducing the length of the half-session. While during the pandemic all half-session weeks were used for 'teaching and assessment' in 2022/23 the thirteen-week half-session will be split, for most UG provision, into 11 weeks of teaching/assessment followed by a two-week assessment period to allow for return of some in-person examinations (see 6.3 below).
- 4.2 We are now looking to set dates for 2023/24 as the recruitment cycle is such that clarity around the 2023/24 academic year structure is required to be confirmed by the start of the coming academic year (timing is to ensure that offers made to new students can include their start date, as well as for other planning purposes).

5. STUDENT RECRUITMENT CONTEXT

- 5.1 The continuation of recent term start-date arrangements into 2023/24 will continue to facilitate later, and continuing delays in, applicant decision-making, and afford some time and flexibility for our prospective students. As previously, commencing teaching on the same pattern (with slight variations between years) as the last three intake cycles will benefit nearly all new UG and PGT students.
- 5.2 Post-pandemic in the UK, we are in a changed student recruitment context, and avoiding the return to an early September start date would maintain the progress made and ensure our new students have the best opportunity to begin their studies.
- 5.3 It should also be recognised that the pandemic continues to be highly disruptive in other parts of the world, including some of our key student recruitment markets, most notably China. Logistical obstacles also persist, including visa centre closures and processing delays, which are not expected to abate for some time to come, and disruption to travel and escalation of travel costs will also complicate and delay the logistics of travel to undertake international study. Other impacts include restrictions in access to the TB testing required for visas in some markets, and the possibility of delayed exam results in India
- 5.4 International students are increasingly applying to university and deciding on offers later in the cycle. This reflects both a global change in practice and the University diversifying its intake to countries where students receive their final qualifications later than countries where we have traditionally recruited. Changes in our recruitment pattern have also increased the complexity of admissions processes, extending turnaround times for processing applications and results. In addition, there is a need to recognise the role played by UK Visas & Immigration and the need to ensure students have adequate time to complete both the University application process and the subsequent visa application process, before then booking travel. An earlier start date would make the University less attractive to international students, which would have a significant impact on both the cultural diversity and the financial sustainability of the University. An earlier start date also risks more students arriving on campus after the start of teaching, which can be disruptive.
- 5.5 Domestically, UK students are increasingly relying on Clearing in August each year; more than 70,000 students were placed in Clearing in 2022 and it is expected that this figure will be higher in 2023. Success in Clearing has been a significant recent factor in the University substituting reduced EU numbers (who are now international fee rather than home fee students), with greater numbers of Scottish-domiciled students. Moreover, with a return to exams rather than School assessed grades, school leavers across all of the UK will not know their final results until mid-August, which means an earlier September start would give them little time to consider their Clearing options.

6. EDUCATION CONTEXT

- 6.1 The continuation of interim arrangements for 2022/23 were approved by Senate in the context of the work being undertaken by the Aberdeen 2040 Delivery of Education Task & Finish Group as one of the strands of activity under the Aberdeen 2040 Education activity. The TFG has delivered a set of Principles to inform delivery of teaching, learning and assessment in 2022/23. These Principles were approved by Senate at its meeting on 11 May 2022.
- 6.2 It had originally been intended that the Delivery of Education TFG would bring forward longer-term recommendations for the future delivery of education which would have informed the structure of academic year from 2023/24 onwards. However, in the light of there being a number of inter-related ongoing TFGs carrying forward activity as part of the overall approach to our Aberdeen 2040 Curriculum, the work of these groups is being brought together under an overarching Aberdeen 2040 Education Steering Group which will report to UEC.
- 6.3 This wider piece of work, which will be undertaken over academic year 2023/24 and beyond, will include consideration of the future academic year structure for UG and PGT. The academic year structure will be considered during academic year 2022/23 so that a revised structure can be agreed to support recruitment activities and other planning. As such, the continuation of the interim academic year structure for a further year will enable this work to be completed. This extension of the interim arrangements will include the structure agreed for 2022/23, namely that the thirteen week half-session will be structured into an eleven-week teaching period followed by a two-week

assessment period for most undergraduate programmes (except Medicine, Dentistry and Education which have different structures due to the professional nature of the programmes, have less cross-School flexibility of course choice, and in some cases involve placement provision), and not to postgraduate taught programmes which would continue to have a thirteen-week teaching and assessment period. Where exams are required for postgraduate delivery, these should be held in the designated assessment period using the 'eleven plus two' model to avoid any conflict with teaching.

7. A FURTHER YEAR OF INTERIM ARRANGEMENTS

- 7.1 As noted above, the Aberdeen 2040 Curriculum work will be undertaken during academic year 2022/23 and it will be essential that this work is able to inform the longer-term structure of the academic year.
- 7.2 The recruitment cycle is such that clarity around the 2023/24 academic year structure is required to be confirmed by the start of the coming academic year (to ensure that offers made to new students can include their start date, as well as for other planning purposes). It is therefore proposed that the arrangements for 2022/23 be continued for 2023/24 to give time for longer-term recommendations which take account of the output of the work of the TFG and also wider student recruitment requirements to be fully considered.
- 7.3 For ease of reference, the relevant dates for the academic year arrangements in 2023/24 are set out in Annex B.

8. FEEDBACK FROM SENATE

- 8.1 The Senate, at its meeting on 21 September 2022, was asked to provide an academic view on the proposal to continue the academic year arrangements from 2022/23 into 2023/24 to provide sufficient time for the work of the Aberdeen 2040 Curriculum work to be undertaken to inform any changes to the future structure of the academic year from 2024/25 onwards together with consideration of relevant student recruitment requirements. In discussion, the following points were made, with responses to each point provided in italics:

- That the distribution of teaching and holidays is mismatched between September and January start cohorts and that January starts feel they have limited opportunity to take a break particularly with assessments after the Spring break meaning students feel the need to study during the holidays. For those who require to undertake resits, the short break after the May diet is similarly impacted by a need to study. With the success of January start programmes, consideration needs to be given to how the structure aligns with the traditional September start model and to take account of the wellbeing needs of January start students in this structure.

The work being done to look at the longer-term structure of the academic year will give consideration to how the needs of January start students can better be accommodated. As January start students in many cases join the September start cohort in classes, the needs of this cohort while important cannot be considered in isolation. As such, it would be difficult, without making significant change, to address these points for 2023/24.

- That in some disciplines there is a strong desire to return to a full exam diet however the lack of a dedicated revision week in the proposed structure impacts on the proportion of material that can realistically be examined to prevent overburdening students.

The proposed structure provides eleven teaching weeks and a two-week assessment period to allow exams to take place. This 13-week structure includes a 'floating week' that could be used for revision, if required, or as a reading week or similar.

- That 13 weeks of teaching and assessment is insufficient to have examinations and a 14-week term would be better to support teaching, revision and assessment.

There are insufficient weeks in the year to support three 14-week terms as in addition to teaching time, time is also required for holidays and marking time.

- That marking time has been shortened with time available for marking and processing now only two weeks. With limited scope for examinations (as noted in the point above), more time is needed to support the management of alternative assessments.

The model proposes a three-week window for marking and the examiners' meetings to ensure that students can receive the outcome of assessment before undertaking the next stage of their studies. This three-week window aligns with the commitment we have in our Feedback Framework for the return of feedback on all assessment. Notwithstanding this, the paper is not formally seeking Senate's approval on the deadline for return of results which is a matter for UEC. The dates have been included simply as an illustration of timelines and the points made will be shared with UEC when it is agreeing the deadlines for return of results for 2023/24.

9. ACTION REQUIRED

- 9.1 UEC is asked, for its part, to approve the proposed continuation of the 2022/23 academic year arrangements into 2023/24 to provide sufficient time for the work of the Aberdeen 2040 Curriculum work to be undertaken and to inform any changes to the future structure of the academic year from 2024/25 onwards.
- 9.2 The proposals will also be presented to the Student Recruitment Committee for approval prior to a formal recommendation being made to Senate in November.

10. FURTHER INFORMATION

- 10.1 Further information can be had from Alan Speight, Vice Principal for Global Student Recruitment (alan.speight@abdn.ac.uk); Ruth Taylor, Vice Principal for Education (ruth.taylor@abdn.ac.uk); Adelyn Wilson, Dean for International Stakeholder Engagement (adelyn.wilson@abdn.ac.uk) and Anne-Michelle Slater, Dean for Portfolio Development & Programme Promotion (a.m.slater@abdn.ac.uk) and Gillian Mackintosh, Director of Academic Services & Online Education (g.mackintosh@abdn.ac.uk).

[30 September 2022]

FOI Status: Strictly Confidential (commercially sensitive and policy in development)

COMPARATOR INSTITUTION'S START DATES¹ 2022/23

University	Start date of welcome/arrival HS1
Bath	26 September
Dundee	19 September
Glasgow	12 September
Leicester	26 September
Liverpool	26 September
Loughborough	28 September
QUB	19 September
Reading	26 September
Strathclyde	12 September
Sussex	19 September

¹ Selected on the basis of QS rankings

ACADEMIC YEAR ARRANGEMENTS 2023/24

2023 (w/c Monday) ²	Week Number	Arrangements proposed for UG and PGT teaching	Weeks available for PGT Summer Teaching ³	School term dates Aberdeen City & Aberdeenshire
07-Aug	2	Post-resits marking/Examiners' meetings 2 Results deadline: 11 Aug	Week 10	
14-Aug	3		Week 11	
21-Aug	4		Week 12	Start 22 Aug
28-Aug	5			
04-Sep	6			
11-Sep	7	Induction 23/24		
18-Sep	8	Teaching/Assessment 1.1		
25-Sep	9	Teaching/Assessment 1.2		
02 Oct	10	Teaching/Assessment 1.3		
09 Oct	11	Teaching/Assessment 1.4		
16 Oct	12	Teaching/Assessment 1.5		School holidays
23 Oct	13	Teaching/Assessment 1.6		School holidays
30-Oct	14	Teaching/Assessment 1.7		
06-Nov	15	Teaching/Assessment 1.8		
13-Nov	16	Teaching/Assessment 1.9		
20-Nov	17	Teaching/Assessment 1.10		
27-Nov	18	Teaching/Assessment 1.11		
04-Dec	19	Teaching/Assessment 1.12		
11-Dec	20	Teaching/Assessment 1.13		
18-Dec	21	Post-assessment marking/Examiners' meetings 1		End 22
25-Dec	22	Winter Break		Holiday
01-Jan	23	Winter Break		Holiday
08-Jan	24	Post-assessment marking/Examiners' meetings 2		
15-Jan	25	Post-assessment marking/Examiners' meetings 3 Results deadline: 19 Jan Induction Week		
22-Jan	26	Teaching/Assessment 2.1		
29-Jan	27	Teaching/Assessment 2.2		
05-Feb	28	Teaching/Assessment 2.3		
12-Feb	29	Teaching /Assessment 2.4		
19-Feb	30	Teaching/Assessment 2.5		
26-Feb	31	Teaching/Assessment 2.6		
04-Mar	32	Teaching/Assessment 2.7		
11-Mar	33	Teaching/Assessment 2.8		
18-Mar	34	Teaching/Assessment 2.9		
25-Mar	35	Teaching/Assessment 2.10		End 28 March
01-Apr	36	Spring Break		Holiday
08-Apr	37	Spring Break		Holiday
15-Apr	38	Spring Break		

² Qatar teaching would be in the same weeks, but begin the day before, on the Sunday.

³ The table includes illustrative information on PGT summer teaching. At present precise dates vary by School.

22-Apr	39	Teaching/Assessment 2.11		
29-Apr	40	Teaching/Assessment 2.12		
06-May	41	Teaching/Assessment 2.13		
13-May	42	Post-assessment marking/Examiners' meetings 1		
20-May	43	Post-assessment marking/Examiners' meetings 2		
27-May	44	Post-assessment marking/Examiners' meetings 3 Results deadline: 31 May	Week 1	
03-Jun	45		Week 2	
10-Jun	46		Week 3	
17-Jun	47	Graduations	Week 4	
p	48		Week 5	
01-Jul	49	UG Resits ⁴	Week 6	End 5 July
08-Jul	50	UG Resits	Week 7	
15-Jul	51	Post-resits marking/Examiners' meetings 1	Week 8	
22-Jul	52	Post-resits marking/Examiners' meetings 2 Results deadline: 26 Jul	Week 9	
29-Jul	1		Week 10	
05-Aug	2		Week 11	
12-Aug	3		Week 12	
19-Aug	4			Start 20-Aug

⁴ The timing of resit examinations for PGT programmes is determined by individual Schools

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

POLICY UPDATE AND REVIEW 2022/23 – 2024/25**1. PURPOSE OF THE PAPER**

The purpose of this paper is to provide the University Education Committee (UEC) with an update on a plan for policy update and, where appropriate, review in academic years 2022/23 - 2024/25.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	-	-
Further consideration/ approval required by	Student Support Committee (SSC) Employability and Entrepreneurship Committee (EEC) Quality Assurance Committee (QAC)	5 December 2022 6 December 2022 14 December 2022

3. RECOMMENDED ACTION

Members of the UEC are asked to **discuss** the approach being taken to policy update and review in academic years 2022/23 - 2024/25.

4.1 DISCUSSION

4.1.1 Following previous updates to the University Education Committee (UEC) in regard to policy review, the purpose of this paper is to provide the UEC with an update on (i) progress in regard to work undertaken to date and (ii) with a plan for policy update and, where appropriate, review, in academic years 2022/23 - 2024/25.

4.2 WORK UNDERTAKEN TO DATE

4.2.1 Work undertaken to date in regard to policy update and review has primarily reflected the University's response to the impact of Covid-19 and the required review of education policies in the context of (i) blended learning and (ii) a reversion to primarily on-campus teaching. Work undertaken, however, has also reflected responses to feedback from Schools, changes in regulatory guidance and work undertaken by Task and Finish Groups (TFGs). A series of education policies have been reviewed since last reporting, as summarised in *table 1* below:

TABLE 1 POLICY UPDATES TO DATE

Policy Area	Summary of Work
Monitoring & Review (Annual Review)	A paper, providing recommendations on Annual Course and Programme Review (AC/PR) processes was approved by the then University Committee on Teaching and Learning (UCTL) (and passed to the Senate for information) in August 2020. This paper included a series of recommendations to improve and streamline ACR and APR processes in 2020/21 and beyond. Following approval:

	<ul style="list-style-type: none"> • Webpages/documents were amended to reflect the agreed ACR and APR processes for 2020/21 and beyond; • Webpages/document were checked for accuracy (i.e., references to 'SCEF' replaced with 'Course Evaluation Form') • Any remaining references to 'in-class' etc. were replaced. <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>
Monitoring & Review (Periodic Review)	<p>A paper, providing an update on Internal Teaching Review (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 changes proposed reflected a blended approach to ITR and reflected feedback from Schools, student and panelists following ITRs held during the impact of Covid-19 and a required online only approach to review.</p> <p>In August 2022, members of the Quality Assurance Committee (QAC) and UEC approved further changes to ITR policy and procedure, amended to reflect a return to on-campus ITRs, where possible, from the commencement of the 2022/23 academic year.</p>
Assessment & Feedback	<p>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>
External Examining	<p>A holistic review of external examining administrative processes was concluded in January 2022. The review focused on the appropriateness of the External Examiner administrative processes throughout the University and made recommendations as to how these processes might be streamlined. Following the review, processes across University departments and resources for External Examiners have been significantly improved.</p>
Appeals and Complaints	<p>Following publication of a revised Model Complaints Handling Procedure (MCHP) by the Scottish Public Services Ombudsman (SPSO), the CHP was revised in April 2021.</p>
Student Discipline (Academic)	<p>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. Further to this, in April 2022, further changes to the Code of Practice on Student Discipline (Academic) and the Procedures for Dealing with Allegations of Plagiarism against Graduates of the University were approved. The changes made included the inclusion of specific reference to contract cheating.</p>

Fitness to Practise	In May 2022, changes to the Policy on Fitness to Practise and associated guidance notes, applicable to students' undertaking qualifications within the School of Education, were approved. Specifically, the addition of Counselling and Psychotherapy as disciplines in which students registered for a specified award are subject to 'Fitness to Practise' was approved.
Student Absence	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.

4.3 POLICY UPDATE GOING FORWARD (ACADEMIC YEARS 2022/23 – 2024/25)

4.3.1 Work remains ongoing to ensure the update and, where appropriate, review of education policies, as laid out in the [Academic Quality Handbook \(AQH\)](#), ensuring each is continually kept up to date (e.g., reflects current University structures) and remains fit for purpose. Led by the Academic Services team (from an administrative perspective), the Education Portfolio Deans, and other teams as appropriate, this work, which is substantive in nature, will continue to take place during academic years 2022/23, 2023/24 and 2024/25 and include:

- (i) Reviewing each policy (and associated guidance/webpages) to ensure each remains up to date in terms of University structures and terminology/language use etc.;
- (ii) 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;
- (iii) considering the content and layout of the Academic Quality Handbook (AQH) (in which the majority of these policies are listed).
- (iv) 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);
- (v) following the conclusion of initial review work (expected to conclude by the end of the 2024/25 AY) ensuring a timetable is in place for policy review going forward (i.e., review each policy every 2-years);
- (vi) the creation of a standard template for education policies and/or procedures;
- (vii) 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.

4.3.2 To ensure this ongoing and in-depth consideration of policies and/or procedures, a timetable, to which the Academic Services team will work, has been developed and can be summarised for the forthcoming academic years in tables 2, 3 and 4 respectively below. 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. This work is expected to conclude in 2023, with updates following to the Quality Assurance Committee (QAC) or UEC, in advance of progression to the Senate, as appropriate.

TABLE 2: ACADEMIC YEAR 2022/23:

Category	Brief Summary
Student Discipline (Non-Academic)	A holistic review of <i>Student Discipline (Non-Academic)</i> policy and procedures, including the refinement of materials to improve readability and accessibility has been underway, led by a Task and Finish Group (TFG). The TFG has now concluded its work, and a report and associated revised Code of Practice on Student Discipline (non-academic) included on the agenda of the UEC on 10 October 2022 for approval and, if

	appropriate, for referral to the Senate for further approval.
Appeals and Complaints	The review of policies and administrative processes in regard to <i>Appeals and Complaints</i> is currently underway. This work is intended to review existing processes and procedures in light of School and student feedback. Work in this regard is expected to conclude (and to report to the QAC and/or UEC) in <i>January 2023</i> .
External Examining	Following a review of administrative processes in respect of External Examining, a TFG, led by a member of the QAC has been established to review the <i>academic elements</i> of External Examining policy and procedures. This work is underway and expected to report to the QAC and/or UEC in January or March 2023. The QAC and the UEC will be kept updated in this regard.
Student Monitoring	A holistic review of Student Monitoring and Student Absence processes has been underway, as part of work being led by the <i>Monitoring, Absence and Engagement TFG</i> . Work continues in this vein, particularly in regard to the development of IT solutions to support the vision of the TFG and future changes to student monitoring and engagement processes. In the meantime, however, work is in train to update web resources and student and staff communication in relation to Monitoring, Absence and Engagement to ensure that this operates effectively and supportively for staff and students. This includes the update of the Absence Policy and Monitoring guidance, to make clear approaches which should be taken to frontline appeals and the flexibility which is available in exercising discretion if a student has now reengaged with their studies/appears in a position to wish to do so. This work is underway, and a further update is expected to follow to Committee in January 2023.
Student Absence	
General	Work to review each policy contained within the AQH (and associated guidance/webpages) to ensure each is up to date in terms of University structures and terminology/language use etc. is underway. This work will ultimately include the re-development of the AQH and its presentation to all stakeholders. This work is not insurmountable in nature and will continue across academic years, with updates following to the QAC and/or UEC as appropriate.

TABLE 3: ACADEMIC YEAR 2023/24:

Category	Brief Summary
General (all policy materials)	Ongoing work to review each policy contained within the AQH (and associated guidance/webpages) to ensure each is up to date in terms of University structures and terminology/language use etc. is underway. This work will ultimately include the re-development of the AQH and its presentation to all stakeholders. This work is not insurmountable in nature and will continue across academic years, will

	updates following to the University Committee structure as appropriate.
Assessment and Feedback	<p>A review of existing Assessment and Feedback policy and procedures to be undertaken, including the refinement of materials (such as the Codes of Practice on Assessment) to improve readability and accessibility. While many Assessment and Feedback policies and procedures (e.g., GPA procedures) have recently been reviewed, this work will include the identification of policy areas which require update. This may include, but is not limited to:</p> <ul style="list-style-type: none"> • Procedures for conduct of Examiners' meetings; • Feedback on Assessment; • Extensions.

TABLE 4: ACADEMIC YEAR 2024/25:

Category	Brief Summary
General (all policy materials)	Ongoing work to review each policy contained within the AQH (and associated guidance/webpages) to ensure each is up to date in terms of University structures and terminology/language use etc. is underway. This work will ultimately include the re-development of the AQH and its presentation to all stakeholders. This work is not insurmountable in nature and will continue across academic years, will updates following to the QAC and/or UEC as appropriate.
Assessment and Feedback	In recognition of the volume of work which comprises a review of policy and procedures in regard to Assessment and Feedback, this may extend into 2024/25.
Student Discipline	A review of <i>Student Discipline (Academic)</i> policy and procedures, including the refinement of materials to improve readability and accessibility.
Fitness to Practise	A review of <i>Student Discipline (Academic)</i> policy and procedures, including the refinement of materials to improve readability and accessibility.
Learning and Teaching (Student Focused): Student Progress (UG, PGT and PGR)	Future review of policies and processes in regard to <i>Student Progress</i> .

- 4.4 Members of the QAC and/or UEC will be updated and engaged, as appropriate, on progress with the policy update and review project and any required revisions to the timetable. Members of the Committee will appreciate that work in regard to policy can be driven by external factors (e.g., required responses to regulatory guidance) and therefore, while it is hoped that review can take place in a timely manner, changes may be required to ensure the review or development of other policies as required of the University.
- 4.5 Finally, members of the UEC will be aware that the timetable above does is not exhaustive in listing every education policy or policy area. While work to update each section of, and each policy contained within, the AQH, in the context of University structures and terminology/language use etc. will be undertaken, in-depth reviews of policy have been identified for high-priority areas only. Following the conclusion of the 2024/25 academic year a review of this work will be undertaken, with close adherence to those policies which have not been further considered and the appropriateness of scheduling their imminent review.

4.6 Members of the Committee are invited to **discuss** and **comment** on the update provided.

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal (Education) (r.taylor@abdn.ac.uk), or Emma Tough, Assistant Registrar (e.tough@abdn.ac.uk).

3 October 2022

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE

NEW CODE OF PRACTICE ON STUDENT DISCIPLINE (NON-ACADEMIC)

1. PURPOSE OF THE PAPER

This Paper provides the UEC with a final draft of a proposed NEW Code of Practice on Student Misconduct (non-Academic) (the **Code**) for approval.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered	Student Misconduct Review - TFG	03 March, 12 May & 13 September 2022
Previously considered	Student Support Committee	21 March, 19 May 2022 & 21 September 2022

3. RECOMMENDED ACTION

The UEC is invited to approve a new draft of the Code.

4. BACKGROUND TO THE CODE

- 4.1** The University policy and processes applied to allegations of student misconduct that is non-academic in nature is contained in the Code of Practice on Student Misconduct (non-Academic). The Code was last updated in 2012.
- 4.2** A TFG was created by the Student Support & Experience Committee to progress a full review of the Code in November 2021.
- 4.3** The Code presented in the Annex has received input from AUSA, members of SMT, the Rector, the Addressing GBV and Sexual Harassment Strategy Group, investigators currently involved in the internal processes linked to the Code and colleagues in AMOSSHE (organisation representing student services in HE). It has also been reviewed and approved by SSEC on the recommendation of the TFG.
- 4.4** Below are high level comments on the changes made to the Code, which represents a fundamental review of the existing document. Due to the volume of these changes, it is impossible to provide a meaningful comparison or tracked changed version.

5. THE NEW CODE

- 5.1** Having not been updated since 2012, our current Code is out of touch with many developments in both operational practice and specific areas of misconduct that now represent a regular part of the work we do in relation to maintaining good student conduct and managing poor conduct. The following areas have been addressed in the new Code, which will undergo a regular review through SSEC to ensure that changes and updates can be made with speed going forward.
- The starting point for promoting the new Code are the positive and good behaviours expected by students at the University of Aberdeen. In the Code we place education at the

heart of our processes, and we will encourage outcomes that allow students to learn from incidents and poor behaviours and address these, with support, in the future.

- Practical changes have been made to the Code to clarify the relationship between the University process and those operated by AUSA. We have updated the Code to reflect a collaborative approach where flexibility has been built in to allow AUSA to review its own processes to ensure that we can continue to work collaboratively in these cases in the future.
- Expansion has been made to the options for temporary or interim action under the Code. This will include, where required, approval from the Principal where this seeks to limit a student's registration while an investigation is ongoing or awaiting further input from the criminal justice process.
- Risk assessment also plays a key part in the new Code, and the team in Student Support will ensure appropriate risk assessment is conducted in cases which have the potential to impact others. In appropriate instances, measures will be put in place to take interim action while a final outcome is awaited.
- We have explicitly referenced certain behaviours that were not noted in the existing documents, including online behaviours, social media, and situations which may bring the University into disrepute.
- We have made explicit reference to Gender Based Violence and Sexual Harassment and will be ensuring a trauma informed approach in the linked support we offer to survivor/victims when progressing a case. When progressing formal action under the Code we have also added specific support by eliminating the need for victims to directly engage with attackers during the process.
- We have also expanded the explicit mention of bullying, harassment, and intimidation (also including hate speech as an example).
- Clarity has been made to the interplay between the Code and Fitness to Practice processes within the Schools of Education and Medicine, both of whom have been consulted in the drafting of the Code.
- Updates have been made to ensure the appropriate sharing of information from the processes (taking into account relevant GDPR and privacy concerns) with appropriate groups, including (where needed) AUSA and Schools undertaking Fitness to Practice processes. Impacted parties are also entitled to know the outcome of an investigation.
- The burden of proof has been explicitly added to the Code. This mirrors our academic processes and is the "balance of probabilities".
- Clarity that the University is not able to investigate criminal offences has been added, to ensure parties appreciate that our role is not to investigate crimes or criminal acts. Our focus is on misconduct as defined in the Code which may, of course, overlap with a criminal offence – whether it is formally reported as such or not. Given the complexities with managing behaviour that may be criminal in nature, a new section has been added making it clear the interplay in such situations.
- Clarity has been provided on students in University Accommodation and our ability to act, locally, within these environments where required. Updates to accommodation contracts and liaison with the management team in halls has taken place while progressing updated to the Code.
- Clarity on the various roles involved in progressing a case of misconduct have been provided, removing uncertainty about who may be spoken with about cases and who may play a role in resolving them.
- Clarity on the Code still applying to those on placement, study abroad period or other, formal, placement within a host organisation has been added to the Code.
- Clarity has been added on the status of applicants, especially those who later declare an unspent or serious conviction. Separate processes linked to admissions, and the terms relating to this, are being reviewed separately. The Code has been updated to ensure it remains open for use in such processes as they are confirmed.

6. Next Steps

- 6.1** UEC is invited to approve the new Code which will proceed to formal approval through University Court. When approved, the new Code will be accompanied by a communication plan focused on the positive behaviours we expect from students, and linked documents for survivor/victims of GBV and the perpetrators of misconduct. The TFG will have a final meeting to review and discuss this communication approach before being wound up in early

2023. We intend to produce a number of student facing documents to clarify the Code and its operation in clear, student focused, language before it is launched.

- 6.2** The new Code is expected to be fully operational for the 2023/24 Academic Year and will form part of the registration process undertaken by new and returning students from August 2023.

7. FURTHER INFORMATION

- 7.1** Further information is available from Nick Edwards, Deputy Director of People (n.edwards@abdn.ac.uk).

October 2022, version 1, Open

Resolution No XXX of 2022

CODE OF PRACTICE ON STUDENT DISCIPLINE (NON-ACADEMIC)

After consultation with the Senatus Academicus, the University Court of the University of Aberdeen, at its meeting on DATE, passed the following Resolution:

1. Resolution No 212 of 2012, Code of Practice on Student Discipline (Non-Academic), of the University Court is hereby revoked.
2. The procedures to be followed in the exercise of the University's powers regarding student discipline in non-academic matters shall be as set out below.
3. This Resolution shall come into force on the date on which it is passed by the University Court.

CODE OF PRACTICE ON STUDENT DISCIPLINE (NON-ACADEMIC)

1. OVERRIDING PRINCIPLES

- 1.1. The University of Aberdeen is a community that is dedicated to the advancement and dissemination of knowledge through research and education. We want to foster a safe and inclusive environment for learning and working and we are committed to having a fair and transparent process for all parties when resolving issues that may arise. These objectives can only be achieved if all members of the University community can live and work beside each other in conditions of safety and security. We expect all members of our community to behave in a positive and inclusive manner and respect the rights of others.
- 1.2. All our students (regardless of their programme of study, level, or location) are expected to uphold the values of the University and to represent the University as positive ambassadors. We expect them to treat others with respect, demonstrate positive behaviours, and to adhere to all relevant regulations and policies. In the event of a student not doing so, we expect them to take responsibility for any misconduct identified and reflect on their behaviours and actions.
- 1.3. This Code of Practice on Student Discipline (non-academic) (called throughout this document the **Code**) outlines examples of what constitutes student misconduct; the process through which reports of misconduct by students will be considered; and the possible outcomes that may be applied where reports of misconduct are upheld.
- 1.4. Throughout the Code and its supporting documents reference is made to behaviours, some of which may also constitute possible criminal behaviours, including gender-based-violence, assault, harassment, and bullying. Anyone impacted by such behaviour can find details of the support available to them on our website - www.abdn.ac.uk/students/support and may wish to seek support in advance of reading this document to understand how they can be supported in relation to misconduct they have experienced. To find more information on the support available, or to discuss the Code, please email student.support@abdn.ac.uk.
- 1.5. A fundamental principle when applying the Code is to educate students who have been reported for alleged misconduct, to encourage positive future behaviours and, where appropriate, offer the opportunity to learn from mistakes they have made to avoid repeating them in the future.
- 1.6. While applying the Code, consideration will be given to other processes that the reported party may be required to undertake (such as Fitness to Practice processes (or similarly named processes at a School level) for students subject to these requirements). In cases where other processes may apply, and there is no clear approach for which would take priority, it will be for a Review Panel (Defined below) to decide the most appropriate process to commence. In some cases, multiple processes may be required, and we will normally prioritise completing one before commencing another.
- 1.7. In the Code we refer to the University Community to mean anyone who, at the point in question, was actively engaging in a direct connection to the University, including applicants; students; staff members; agents; partners; or alumni.
- 1.8. Throughout the Code, reference is made to staff roles/departments and terms which may change in name or structure from time to time. Where this is the case, we will read the Code to mean the person or entity who mirrors the function or role within the University at the time.
- 1.9. The “burden of proof” applied to cases of misconduct is the “balance of probabilities”. The balance of probabilities means that the University can decide if it believes, following its investigation, that something is more likely to have happened than not. Where misconduct is found, there is no expectation that behaviour is proven beyond doubt, but rather that it is reasonable to believe, based on the information we have, that it is more likely to have taken place than not.

2. WHO IS INVOLVED IN CASES OF POSSIBLE MISCONDUCT?

2.1. Several people can be involved in the process of reviewing and investigating a case of possible misconduct. The below terms are used in the Code to describe the various people and groups that can be involved:

- *The reporting party*: a person who alerted the University to the behaviour and may or may not be directly impacted by it.
- *The reported party*: the individual who has been reported as having conducted the alleged behaviour under review.
- *An impacted party*: an individual who may, or may not, have reported the behaviour but who was directly impacted by it.
- *A case manager*: a member of staff who will oversee the administration of the report from start to finish. They will coordinate the communication with parties, arrangement of investigations and Review Panel, and generally guide those involved in the process.
- *A witness*: an individual who may or may not be directly impacted by the behaviour but can provide information during a review or investigation.
- *The Investigator*: a member of staff appointed to investigate the behaviour and determine if misconduct has occurred. An investigator will be selected by the Case Manager from the list of possible investigators (Annex B).
- *The Review Panel*: the group who will hear appeals of decisions not to progress a case to the investigation stage; referrals from an investigator of cases where a possible impact on student registration is made; make decisions on the appropriate process to apply in a case where multiple policies may operate; and appeals from reporting parties. The panel will be made up of three members (including at least one Student Member) who have not been involved in the case before. Eligible members are shown in Annex A.
- *Supporters*: during any meeting conducted under the Code, anyone asked to attend may be accompanied by a single supporter. This supporter can be an AUSA representative, any member of University staff supporting the individual, or another currently registered University of Aberdeen student, if they are not involved in the case in another capacity.

3. WHAT IS MISCONDUCT

3.1. Misconduct can take many forms and its definition may evolve over time. It is not possible to provide a complete list of possible misconduct here and we have given some examples below.

3.2. Whether behaviour constitutes misconduct will be a decision for the Case Manager or, if required, a Review Panel. When deciding if behaviour could amount to misconduct under the Code the test applied will be to ask would such behaviour be reasonably investigated by another University.

3.3. Some examples of misconduct that come under this Code are below (this list is not exhaustive):

- Behaving in a violent, indecent, or threatening manner against any member of the University community.
- Carrying of an offensive weapon on University premises.
- Sexual violence or sexual harassment of any member of the University community. We refer to sexual violence or harassment as any sexually motivated act or activity that is unwanted by the person to whom it is directed and can be emotional or physical in nature, including coercive control.
- Harassing, bullying, or intimidating any member of the University community, or groups within our community. In this Code harassment, bullying or intimidating behaviour means any behaviour (including use of offensive language, "hate speech" or gestures) which would be regarded as such by any reasonable person. Harassment and bullying can be general and/or targeted against a specific background (such as colour, race, nationality, national origins, disability, sexual orientation, religion or belief, family circumstances, political beliefs, gender, gender reassignment, trade union membership or age) or any other unfair distinction. Harassment can also include any

- repeated, unsolicited, contact in any medium and may also include coercive control.
- Engaging in any behaviour which relates to a serious criminal offence or activity that may bring the University into disrepute.
 - Anti-social behaviour, including but not limited to excessive noise, littering on campus, or throwing items from windows on University premises.
 - Inappropriate forms of communication or engagement on a University online platform (including social media and learning platforms).
 - Inappropriate forms of communication and engagement in any group, social channel or other communications method used, or accessible, by members of our community that is focused on the University community or groups of its members.
 - Misusing, intentionally or recklessly damaging, and unauthorised use of premises or items of property (including theft) owned by the University or a member of its community, including the misuse of computer or IT equipment.
 - Infringement of copyright when copying or downloading published information.
 - Engaging in deception or other forms of dishonesty in relation to the University or a member of its community.
 - Behaving in a way which causes, or would be likely to cause, injury to any person or to impair safety. Examples will include the refusal to leave a building during a fire alarm, tampering with fire alarms, fire extinguishers, or any other fire safety device.
 - Deliberately doing, or failing to do, anything which causes the University to breach a statutory obligation or law.
 - Failing to follow a no contact requirement made under the Code, during the progression of an investigation or as a formal outcome of a case where misconduct is found.
 - Failing to comply with any outcome under the Code.

4. WHEN DOES THE CODE APPLY?

- 4.1. The Code will only apply to alleged misconduct that is non-academic in nature and is not otherwise dealt with in the separate Code of Practice on Student Discipline (Academic). Academic misconduct relates to conduct directly linked to assessments and academic work.
- 4.2. The University may consider an allegation of misconduct under the Code, provided that the behaviour in question meets at least one of the following criteria:
- 1 it takes place on a University premises; or
 - 2 is committed by a student engaged on a University activity; or
 - 3 it targets, or impacts directly, member(s) of the University community; or
 - 4 it relates to a serious criminal offence or activity that may bring the University into disrepute.

Whether behaviour falls under the remit of the Code will be a decision for a Case Manager or, if required, a Review Panel.

- 4.3. Behaviour will normally only be considered within the remit of the Code where it takes place while the reported individual is a registered student (including associate students), or while the student is actively engaging with the University with a view to become a registered student (for example while under the application process or while engaging in a university activity).
- 4.4. We will only regard behaviour that takes place during a break from study or after an individual graduates if the individual later seeks to register again with the University (as a new student on a new programme or to complete an existing programme) as coming within the scope of the Code. In such cases an investigation under the Code will need to be concluded before an individual is eligible to register again. Any delay in registration due to the need to investigate under the Code will not be a cause of appeal by the individual.
- 4.5. In cases where behaviour comes to the attention of the University after an individual has left the University (through graduation, completion or otherwise) we will not be able to take any action under

the Code unless the individual seeks registration again in the future.

- 4.6. Individuals staying in University accommodation owned or controlled by the University (as a potential applicant, pending registration or during a break from study) will still be subject to the terms of the Code. In some cases, behaviour may also constitute a breach of the accommodation contract. It will be for staff in University accommodation to decide whether a case is referred under the Code or can be actioned under their contract.
- 4.7. The University can only investigate behaviours where we have relevant information to do so effectively. Information could be provided through written statements; the ability of an investigator to speak with impacted parties; documents and photographs/videos/other media showing the behaviour or impact; or information provided by others who witnessed the behaviour or its impact.
- 4.8. Students who are undertaking a period of study at another location (including those on formal study abroad periods; work placements; internships, for example) will still be covered by the Code. It is likely they will also be subject to local rules in place at their host organisation. Where this is the case, the University reserve the right to extend the Code to include members of the host organisation as if they were a member of the University Community when determining whether to apply the Code.
- 4.9. Some behaviours may overlap with the processes of Aberdeen University Students' Association (**AUSA**), and it may be more appropriate for such behaviours to be exclusively investigated by the University or AUSA. In some cases, a joint approach will be beneficial and a decision on which approach to apply will be decided by the Case Manager with input from AUSA.
- 4.10. Some students will be covered by additional rules around their conduct, including those who are subject to Fitness to Practice processes at School level. It is possible that misconduct may be considered under both such processes, but this does not mean that the same outcome will be reached.

5. MISCONDUCT THAT MAY ALSO BE A CRIMINAL OFFENCE

- 5.1. The University reserve the right to apply the Code to any student who has engaged in a serious criminal offence, regardless of where or against whom it has been committed. Whether a crime is serious will be a decision for a Case Manager or the Review Panel.
- 5.2. Where criminal behaviour is identified and it is targeted against University property, the University may seek to report this to the Police. Where the behaviour is targeted against a member of the University community, we will always support their decision to make a report to the Police but will never do this without their express consent – unless not doing so may put others at risk or make us breach our duty of care. We will take this approach regardless of the jurisdiction in which the misconduct occurs.
- 5.3. Regardless of any ongoing Police or Criminal Justice process, the University's default position will be to apply the Code regardless of the stage such processes have reached. Only in cases where we have a strong belief that doing so may prejudice such processes will action under the Code be postponed until an outcome is made in the justice system. This will usually be due to direct input from the Police or Crown Office and Procurator Fiscal Service.
- 5.4. In some situations, we may apply an interim outcome, pending the final decision being made following an investigation under the Code. This may be to allow additional information through the Criminal Justice process to be made available, especially in cases where we have limited access to information to make an appropriate decision (this may be particularly the case where it is important that forensic or other evidence is assessed, and the University is unable to do so through its internal processes). It may also be required to allow the University to effectively manage risk.
- 5.5. The processes outlined in this Code may be used to investigate any individuals that have been charged

with a significant criminal offence, or are subject to any unspent conviction, which has occurred before their registration at the University at the point this is disclosed to us (or we become aware of this). This section of the Code will be read in conjunction with any policy related to admission and registration and can apply to applicants, offer holders and registered students.

- 5.6. For the avoidance of doubt, the University will come to a decision on the application of the Code independent of the outcome of any Criminal Justice process. The finding of guilt in the Criminal Justice process will not necessarily mean that misconduct is found, and vice-versa. It is not the role of the University to investigate crimes, or an alleged criminal offence, and our role is restricted to the investigation of potential misconduct under the Code.
- 5.7. Students are required to let the University know about any charges they receive during their period of study with us by contacting student.support@abdn.ac.uk so an assessment of risk can be completed.
- 5.8. Students who have been victim of a crime can seek support from our Student Support team regardless of the nature, or perpetrator, of the crime. You can email the team on student.support@abdn.ac.uk to seek support.

6. REPORTING MISCONDUCT

- 6.1. Reports of misconduct can come from various sources. Sometimes support may be sought from a staff member about an incident that has occurred, but to ensure it is formally recorded as alleged misconduct it must be reported using one of the methods below.
- 6.2. We use the word reported throughout the Code, though behaviour may come to the attention of the University without a named reporter.
- 6.3. Anyone wishing to make the University aware of potential student misconduct can do this in one of the following ways:
 - Directly to a member of staff in our Student Advice & Support Team.
 - By emailing student.support@abdn.ac.uk with details of the report or to request to meet a member of the team.
 - By using our [Online Reporting Tool](#).
- 6.4. When alleged misconduct is reported, we will keep the reporter updated on the process throughout. This may also include providing updates through a member of relevant support staff.
- 6.5. During the progression of a case under the Code, parties will usually be asked not to contact others, especially any impacted party. This may be restricted to discussing the case with certain people or outlined more widely resulting in a total requirement not to make contact for the time the case is being progressed under the Code. Failing to follow such requirements will be regarded as an act of misconduct itself.

7. WHO WILL BE TOLD ABOUT CASES OF MISCONDUCT AND THEIR OUTCOMES?

- 7.1. It will be the decision of the Investigator, or convener of a Review Panel, to decide which individuals need to be involved to come to a decision on whether misconduct has taken place. To have these conversations and exchanges it will be necessary to share details of the report that has been made and against whom it has been made.
- 7.2. During any Investigation or Review Panel, notes of meetings and any information that has been collected which forms part of the decision-making process will normally be shared with the reported party. Where notes of meetings are made these will be shared with the individual involved to confirm their accuracy before they are distributed.

- 7.3. The only exception to 7.2 will be where information is raised that may prejudice a criminal process. In cases which may not be able to proceed without the use of this information, the process will automatically be referred to a Review Panel for their consideration. The Panel will be given the information in question and will be able to decide if the case can be concluded without the information at question. Where this is not possible, an interim outcome may be issued to manage risk in advance of the formal outcome of the criminal justice process.
- 7.4. Where a reporting party, or impacted party, are involved in a case they will be entitled to know the outcome of the Investigation or Review Panel, including details of any formal outcome levied. These will normally be communicated shortly after the appeal period has ended.
- 7.5. Formal outcome letters will be copied to the Head of the relevant School(s) in which the reported party studies and any other staff member that needs to support the outcomes put in place.
- 7.6. For cases that interplay with other processes, including Fitness to Practice and cases that involve AUSA, the appropriate School lead/AUSA CEO will be informed of the situation as it progresses through the Code. Outcomes will then be shared with them to inform any subsequent processes that need to be followed. We will share information, and documents, that form part of any of the steps in the Code to ensure consistency of information across these separate processes. Such information can then be used by the staff investigating the Fitness to Practice processes/linked AUSA processes, as they see fit.

8. PROCEDURE IN CASES OF REPORTED MISCONDUCT

- 8.1. Alleged misconduct can progress through four possible stages:

- Initial Review;
- Investigation;
- Review Panel; and
- Appeal.

8.2. Initial Review

- 1 The Initial Review will consider the reported behaviour and establish if it falls under the Code. It is possible that a case will not progress past this stage where it does not meet the requirements of the Code.
- 2 It is possible that a referral to an alternative, or additional, process may be made at this stage, including to our Complaints Handling Process; Code of Practice on Student Discipline (Academic); Fitness to Practice Processes; AUSA processes; or our Support for Study process, amongst others.
- 3 The Initial Review will be conducted by the Case Manager and an outcome as to whether the Code applies will be reached by them, in conjunction with a Review Panel where required.
- 4 The decision of the Case Manager can be appealed to a Review Panel (and if one was used in reaching the initial decision, a new panel will be convened to hear the appeal by circulation).
- 5 The Initial Review will normally be concluded within 5 working days of the case being raised with a Case Manager.
- 6 The Case Manager will also consider any risk or safety issues during their review and will liaise with senior staff in Student Support should they believe that a formal risk assessment is needed or any emergency action under the Code may be required.

- 7 It may also be required that parties be instructed to limit their interaction with other individuals as part of this review, especially if input from a reported party is required. If such requirement is ignored by a student, this will be a form of misconduct itself.
- 8 Where a case has been put forward by a reporting individual, they will be entitled to know the outcome of the Initial Review and receive confirmation about whether a case is being progressed to investigation or not. They will also be offered the opportunity to appeal the decision to a Review Panel.

8.3. Investigation

- 1 Where an Initial Review identifies that a case falls under the Code, an Investigation will be carried out by an Investigator. The purpose of the investigation is to establish the facts of what has happened; collect information relating to the situation; and to speak with any parties the Investigator feels appropriate to conclude their investigation.
- 2 The Investigation will be conducted as informally as possible and will normally be concluded within 10 working days of the initial referral from a Case Manager.
- 3 In arranging meetings during an Investigation, it is possible for the Investigator to invite a notetaker to support the meeting. Anyone being met with under this process can bring a supporter as outlined in Section 2. Support can be sought throughout these processes from Student Support (student.support@abdn.ac.uk) and AUSA (ausaadvice@abdn.ac.uk) and students will be signposted to these support services in correspondence issued about the investigation.
- 4 Following the conclusion of their investigation, the Investigator may:
 - Dismiss the report of misconduct and close the case.
 - Decide that, although misconduct is likely to have occurred, the matter has now been resolved through actions taken by the reported party since the alleged behaviour took place. Usually, any impacted party will directly input to this outcome.
 - Decide that misconduct did occur (especially if the reported party admits this during the process) and recommend an outcome to the reported party (Annex C). Where the reported party accepts this outcome, the case will be completed. Where the reported party does not accept this outcome, the case will be referred to a Review Panel.
 - In cases where the Investigator believes that an outcome that interrupts the reported party's student registration is required (including suspension, or exclusion of more than 1 month, and expulsion) the Investigator must refer the case to a Review Panel for ratification of the outcome.

8.4. Review Panel – General Points

- 1 Where a Review Panel is required, this shall be arranged as soon as possible and normally within 10 working days of it being requested by an Investigator.
- 2 At least 72 hours before the Review Panel, the reported party will be given a copy of the papers that will be provided to the Panel, including the formal outcome from the Investigation, together with any documents that were reviewed and formed part of the outcome.
- 3 The reported party will be able to submit a written statement to the Panel in advance of the review meeting, though this must be provided at least 24 hours before the Panel convenes.
- 4 The University will not provide legal or other representation for any party involved in the

proceedings brought under this Code.

- 5 Review Panels will be convened by an appropriate member of the Disciplinary Investigation Group who will always be supported by two other panel members, one of whom will be a student representative. In addition, staff members will be present to clerk the hearings and support the Panel as required by the Convener. Details on Panel membership, and the Convener, is in Annex A. Consideration to diversity of the panel will be given when selecting members, and we will ensure a gender balance on all Panels.
- 6 Panels can be conducted in person or virtually and will be designed to maximise the ability for parties to engage.
- 7 Panel membership will be shared with all parties attending the Review meeting in advance, including any additional parties that are asked to attend at the discretion of the Convener. Requests for witnesses and reporting/impacted parties to attend can be made by any member of the Panel, the Investigator, and the reported party but it will be for the Convener to decide if it is suitable for them to attend.
- 8 Where an impacted party or witness is not able to attend a Review Panel the Convener may consider an alternative method of getting their input. This could be through a meeting at an alternative time with the Panel or the provision of a written statement.
- 9 Following the Review Panel, the Panel will consider the information and reach a decision, including the appropriate outcome. The decision will be communicated to the reported party in writing, normally within 5 working days. After the appeal period has ended, and any appeal has been concluded, information will then be shared with other parties as outlined in Section 7.

8.5. Review Panel – On the Day

- 1 The Convener will introduce the parties present and provide an overview of the procedures below. Initially the Panel members, a clerk, the reported party, and the investigator can be present at the Panel.
- 2 The Convener will invite the Investigator to make an opening statement outlining the conclusion of their investigation. This statement will include reference to the information they collected as part of their investigation, which will have been provided to the Panel and reported party in advance of the meeting. The Panel may ask questions of the Investigator following their statement through the Convener.
- 3 The Convener will then clarify the precise allegation of non-academic misconduct under investigation to all parties. At this point the Convener will invite the reported party to state whether they admit or deny the case of misconduct put forward by the investigator.
- 4 The Convener will invite the reported party to make a statement. The Panel may ask questions of the reported party following their statement and the reported party may also ask questions of the Investigator at this time. Questions will always be addressed through the Convener.
- 5 Any input required from witnesses or reporting/impacted parties will be sought directly by the Panel and, depending on the case, may not include the presence of the reported party. This decision will rest with the Convener. Where a case of misconduct involves alleged sexual or personal violence, an impacted party will not be expected to share space with the reported party.
- 6 There will be a chance for all parties to ask final questions and seek clarifications on any matters with the reported party or Investigator.

- 7 The reported party will be invited to give a concluding statement at which point there will be no further opportunity to ask or respond to questions, or to provide additional information.
- 8 The Convener will conclude the hearing by outlining any next steps that the Panel need to take (which may include meeting separately with other parties) and will tell the reported party the expected timeframe for an outcome to be issued. Details of possible outcomes are contained in Annex C.

9. APPEALING A DECISION

- 9.1. A reported party can appeal against the decision of a Case Manager; Investigator or Review Panel, but only if there are valid *grounds to appeal*. The possible grounds for appeal, which must be evidenced when making an appeal, are:
 - the University's procedures were not followed (without the reported parties' prior approval); or
 - the person or body making the decision did not have the authority to do so; or
 - the person or body making the decision did not act impartially; or
 - the penalty imposed was unreasonable, that is, that it is one which no reasonable person, properly advised, would have imposed under this Code.
- 9.2. An appeal against a decision of the Case Manager or Investigator should be made in writing to the Case Manager within 10 working days of the decision taking place. The Case Manager will pass the appeal to a Review Panel for consideration.
- 9.3. An appeal against the decision of a Review Panel must be made in accordance with the prevailing University appeal process available on the University Website. This process is managed by our Academic Services team.
- 9.4. When an appeal is received by Registry, a Case Officer for the appeal will be appointed and receipt of the appeal will be acknowledged.
- 9.5. On receipt of the appeal, a Grounds to Proceed panel, composed of the Case Officer and two senior academic or administrative staff members (depending on the nature of the case), will review the case to determine whether there are grounds for the appeal to proceed.
- 9.6. If the appeal is deemed not to contain grounds to proceed, the appellant will be advised of this outcome within 5 working days of receipt of the appeal. The appellant will be informed of his or her right to seek independent review of the University's decision by the Scottish Public Services Ombudsman.
- 9.7. If the Grounds to Proceed Panel consider that the appeal should proceed, the original Investigator/Panel will be asked whether they wish to review their decision. If they do not wish to amend the original decision taken, the matter is to be referred to an Appeal Panel, in accordance with the University's Policy and Procedure on Student Appeals. The people who form the Appeal will not be the same as those involved in the original decision.

10. MANAGING CASES INVOLVING RISK OR URGENCY

- 10.1 In cases of urgency, usually determined following an assessment of risk and recommendation from a senior member of staff in Student Support Services, the Principal (or in their absence the Senior Vice-Principal or University Secretary) shall have the power to authorise immediate action to temporarily exclude or suspend the reported party from accessing campus locations (including University accommodation) or to limit their ability to remain a registered student. These powers will only be applied where the Principal believes this action is necessary to protect members of the University

community (including a reporting or reported party or impacted party) or members of the public in general.

10.2 Cases where such a request may be made to the Principal will include:

- Where bail conditions levied by a law enforcement agency restrict access to campus locations (even if this is restricted to a local area, we may consider expanding this to include the whole campus);
- Where bail conditions levied by a law enforcement agency require that a reported party does not contact another member of our community; or
- Where a risk assessment has established that the reported party's presence on campus causes, or could likely cause, harm to members of the University community (either specific individuals or wider groups) including the reported party

10.3 Reasons for the decision shall be communicated in writing, usually by email, to the reported party.

10.4 In cases where such exclusion is required, the case will immediately progress to the Investigation Stage of the Code. In the first instance the exclusion, or suspension, will normally be for a period of 10 working days to allow the Investigation to conclude. A request for an extension to this period may be made to the Principal if this is needed to conclude the investigation, or if the case needs to progress to a Review Panel.

10.5 During any period of temporary suspension or exclusion, all reasonable efforts will be taken to minimise any academic disadvantage to the reported party (e.g., provision of lecture notes, sitting exams away from the main examination locations etc.) and ensure as quick a resolution as practicable.

Annex A: Possible Members of a Review Panel

- A.1 **Staff Member or Convener:**
Any Vice Principal, normally the Vice Principal for Education.
- A.2 **Staff Member:**
Any Head of School
Any staff member of Senate
Any member of School or Professional Services staff at Grade 9
- A.3 **Student Member:**
The AUSA Student President or a nominee of their choosing (who is a member of AUSA).

Annex B: List of Possible Investigators

- B.1 In most cases, Investigations will be carried out by a member of staff in the School to which the reported party belongs, appointed by the Head of School. Where alleged misconduct takes place in University accommodation, this will normally be conducted by a member of staff in working within the accommodation environment.
- B.2 Any member of University staff at Grade 6 or above can investigate allegations of misconduct if the allegations do not involve violence; sexual harassment; or sexual violence.
- B.3 A member of University staff at Grade 8 or above can investigate any case of misconduct.

Annex C: Possible Outcomes following an Investigation or Review Panel

- C.1 Following an Investigation or Review Panel, which finds that misconduct has occurred, the Investigator may apply one or more of the penalties noted below. In all cases a formal recording that misconduct took place will be made on the reported party's record for the duration of their programme of study. We will also issue an outcome letter with a formal warning about the behaviour and, at a minimum, recommendations for avoiding such incidents in the future.
- C.2 For a repeated instance of similar misconduct it is usual for higher penalties to be levied, which may involve interruption to a reported party's student status.
- C.3 Where a recommendation to interrupt a reported party's student status is made, this will be automatically referred to a Review Panel for review and confirmation. The Review Panel will have the power to authorise any recommended outcome referred to them or decide that an alternative, or additional, outcome is required.
- C.4 This section outlines different outcomes that can be issued following a finding of misconduct. In some cases, the Review Panel may suggest an alternative outcome which is not noted below. In such cases the reported party will be asked to accept this alternative outcome, which in most cases will be a less severe version of a listed penalty.
- C.5 Where a reported party fails to take the steps required by their outcome, the case will be referred to a Review Panel (ideally the same composition of the original Panel) for consideration on next steps.
- C.6 A Review Panel can always decide to change a recommended outcome and their decision is final as to the ultimate outcome issued.
- C.7 An Investigator or Review Panel may decide that more information is needed before they can reach an ultimate decision or outcome. Normally this will be the need to await the outcome from a Criminal Justice Process. In such cases it will be possible for an Investigator to recommend, or a Review Panel to

apply, interim outcomes for a set period. This will normally include suspension of study and a requirement not to contact named parties in the case until a decision can be made. At the point an ultimate decision can be reached the Review Panel will reconvene (with alternative panel members if needed) to consider an outcome. It will be for the Convener to decide what, if any, additional input is needed from parties to the case and the format such input will take.

C.8 Where a student must pay costs because of an outcome being applied this will be the responsibility of the student. This also applies to any costs they incur in a return to study following a suspension or period away from campus. Costs may include, but aren't limited to, travel, visas, and accommodation costs.

C.9 Possible Outcomes:

- Reflect on their behaviour and to write a reflective letter or essay summarising their behaviour and the steps they will take to ensure it will not happen again. Approaches could take the form of an apology letter or general essay. Such work should be appropriate with the misconduct in question and will need to be deemed acceptable to the Investigator;
- Make payments to cover the cost of any damage made to property, or fees incurred by the University, because of their misconduct;
- Make a payment to another party where they have directly suffered loss as result of the Reported Party's action, and this can be clearly evidenced (for example damage to property);
- Undertake a training course or programme linked to the behaviours at question. Where this carries a cost, these will be met by the University. A period will be set by which completion of the training must be evidenced, normally not exceeding two months;
- A temporary exclusion from access to elements of University locations, activities or services for a period lasting no longer than 1 month;
- If staying within University accommodation, require the reported party to move rooms, or buildings, where this is required to support the wellbeing of flatmates/other residents;
- If staying in University accommodation, confirm that a fee may be payable (as outlined locally) for certain behaviours;
- In the academic environment, require the reported party to change arrangements to ensure they are not interacting with named individuals (this could apply for a single course, or at a Programme level, for a fixed period or the duration of the programme);
- Instruct the reported party to cease contact with another named individual, individuals, or group of people, or to direct their contact through a particular method;
- Put in place a requirement to engage in a community service activity to benefit the wider University community;
- Ask that a Review Panel be convened with the recommendation that the reported party be excluded from access to elements of the University locations, activities, or services for a period longer than one month;
- Ask that that a Review Panel be convened with the recommendation that the reported party be suspended from study for a reasonable period, normally up to 12 months. Approval from the Principal (or their nominee) can be sought where the Review Panel authorises a period that exceeds 12 months.
- Ask that a Review Panel be convened with the recommendation that the reported party be expelled from study due to the severity of their conduct. Approval from the Principal (or their nominee) will be needed for all expulsions from study;
- For cases within University accommodation, an exclusion can be recommended to apply only to their ability to reside in their accommodation. In such cases a Panel will not normally be required to ratify this outcome, and this will be actioned using the accommodation contract.

Annex D - Definition of expulsion, suspension, or exclusion

D.1 **Expulsion** is the termination of matriculated student status involving a total prohibition on attendance at, or access to, the University and on any participation in University activities. A student who has been expelled will not normally be eligible for re-admittance to the University. All requests for re-admittance following expulsion must be approved by the Senior Management Team.

- D.2 **Suspension** of matriculated student status involves a total prohibition on attendance at or access to the University and on any participation in University activities; but it may be subject to qualification, such as permission to attend for the purpose of an examination. Suspension will be used where exclusion from specified activities or facilities is considered to be inadequate.
- D.3 **Exclusion** involves selective restriction on attendance at or access to the University or any of its services, locations, or activities. Exclusion from participation as a member of AUSA or one of its associated groups is also possible. It may also extend to restriction on access to other places such as hospital wards or school premises (where access to such places is integral to the student's programme of study or professional training). The exact details of such exclusion will be specified in writing.
- D.4 An order of expulsion, suspension or exclusion may also include a requirement that the reported party should have no contact of any kind with a named person or persons.

Annex E - Determination of the case in the absence of the reported party

- E.1 Where a reported party cannot attend the first offered time for a meeting that is required of them under this Code, they can ask for an alternative time to be offered on a different day. Given the importance of proceedings under the Code, attendance at meetings required under it will take precedence over all other University activity.
- E.2 If the reported party is unable to attend the rescheduled meeting, the case can be considered, and a decision reached in the absence of the reported party. The reported party will be invited to provide a written statement in advance where this is the case.
- E.3 Where a reported party has requested that a meeting's timing be changed to allow them to attend, they cannot subsequently use the impact that changing the time has had on their academic performance as grounds for an appeal or complaint.
- E.4 Where a reported party has not informed the Case Manager, or another staff member liaising with them about the case, in advance that they are unable to attend a meeting, it will be at the Investigator or Panel Convener's discretion to consider whether the meeting should proceed in their absence.

**REPORT FROM THE EMPLOYABILITY & ENTREPRENEURSHIP COMMITTEE
29/09/2022**

1. Approval of the minutes (May 25th, 2022)

Minutes approved.

2. Matters Arising including review of Action Log

No matters arising. Action log up to date with nothing outstanding.

3. Review of Remit

Overview of Remit and Composition discussed.

4. Pathway to Success

Paper submitted for EEC approval had full support from members and was approved by circulation ahead of meeting.

5. Career Review – Universities Scotland Response

Verbal update given on direction of travel of the Career Review being carried out by Skills Development Scotland.

6. Santander Universities Strategic Update

Update regarding new partnership model which includes increased funding; £50k per year for a 3-year package split across four strands.

7. Upscaling Placements and Internships

(EEC/290922/006)

Overview of recommendation paper submitted to SMT in May regarding the work being carried out around upscaling Work Based Learning, Internships and Placements. Consultant from Gradconsult supporting the work around this.

8. Career Readiness

New Career Readiness dashboard showcased and [link](#) shared with committee for individual use. Also noted that the Graduate Outcome data is now being reviewed with the view of having a similar dashboard for staff use.

9. QS Reputational Survey

Verbal update with a request to the committee to consider sharing employer contacts that would be helpful to support QS Reputation Survey progress.

10. AOB

No other business raised.

For information, no action required.

Further information may be obtained from Tracey Innes (t.innes@abdn.ac.uk), John Barrow (j.barrow@abdn.ac.uk) or Alisdair McKibben (amckibben@abdn.ac.uk).

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE

**REPORT FROM THE STUDENT SUPPORT & EXPERIENCE COMMITTEE
22ND SEPTEMBER 2022**

- 1. Approval of Minutes of meeting held on 23 August 2022**
 - 1.1:** Minutes approved
 - 1.2:** No outstanding actions

- 2. Updated SSEC remit and composition**

2.1: Nick Edwards (NE) highlighted that the name of the Committee has been expanded to the “Student Support & Experience Committee” due to slight changes in remit. NE noted the amendments in the updated remit and composition. **[Note: the remit reflects changes from Senate and some other points which are marked differently in the draft.]** No comments or questions were received from members of the Committee.

- 3. Code of Practice on Student Discipline – TFG Update**

3.1: NE advised that the paper provided is the final version. The cover paper summarises the changes. The code of practice is a comprehensive rewrite of the 2012 documents. There has been a significant amount of work to update the wording and clarity, and to ensure that it is accessible for students and also formal in tone. Supporting documents will be created for students, on a range of topics, which will be more appropriate to that target audience, plus guidance for staff. The documents will be shared with SSEC once ready.

3.2: NE advised that the document will now go to UEC and then Senate, with the hope that there will not be any substantive changes. The TFG will then do a final scrutiny, and the document will then come back to SSEC with the more user-friendly companion documents. NE noted his thanks to all who have contributed to the process.

- 4. Progression, Attainment, and Employability Action Plan: Priority groups and wider student population**

4.1: Abbe Brown (AB) introduced the paper and Appendix which builds on the papers submitted to this group previously, looking at degree classification, student continuation and withdrawal and explores data. Much of the work took place in June and July with a Continuation Group. The plans then went to UEC and became aligned with some discussions at senate. As a result, John Barrow (JB) and AB were asked to draw together all the work which has taken place on continuation, degree classification, graduate employability and outcomes. This is set out in the Appendix This had a focus on particular groups of concern, such as widening access students, mature students and BAME students.

4.2: The paper, drawing on the Appendix, has three sets of priorities were suggested for the three student groups: degree classification, employability, and continuation. These groups were areas of focus but were not exclusive. SMT were very positive about the paper. There is now a new set of continuation data which is an Annex to the paper, which shows two

additional issues. One was in relation to an increased number of PGT students discontinuing studies, especially from Bangladesh; another was an increase in white undergraduate students discontinuing their studies, which is an area of concern. Also, the paper notes that when this committee had previously looked at continuation data in June and July, we felt there was a need to focus on some other groups, particularly disabled students.

4.3: The aim of this paper is to bring all those strands together in one place. It sets out some suggested institutional priorities, sitting alongside the ongoing detailed work which is set out in the Appendix. It is also suggested that each school will produce an action plan, based on the templates used for the NSS action plans, exploring steps at School level to address degree classification and continuation and this will be discussed at the December meeting of the committee. There will also be a regular Community of Practice which draws together several existing groups (Retention Taskforce/Resilience Learning Communities, Readmission Support Group, Continuation Group) to share and enhance practice in a supportive and efficient manner. The employability side will be discussed at the Employability and Entrepreneurship Committee. The committee supported this.

5. Graduate Attributes and Skills

5.1: John Barrow (JB) introduced the paper on Graduate Attributes and Skills. He explained that this is an update and a request for feedback. The paper summarises work originally from two working groups. One was linked to Graduate Attributes and Skills and the other was looking at the Enhanced Transcript, which students get at graduation and included co-curricular activities which are recognised by the institution.

5.2: There was a review of the enhanced transcript alongside graduate attributes and skills, and this considers whether it could be more embedded in our practice. Going forwards, these two pieces of work will be looked at under the Employment and Entrepreneurship Committee. This will now be called 'skills development' as often people are not clear on what graduate attributes are. Students will be able to work through a process as they progress with their studies, for UG, PGT and PGR. It will encompass all students across all campuses so will effectively be a blank canvas which students will work through. This will be aligned to the Aberdeen 2040 strategic plan, but we can also link into other frameworks, plus staff and students will feed into the process.

5.3: JB said the other side of this is how students evidence their activities as we look at the enhanced transcript. It is hoped to create a system which allows students to capture all their activity as they do it, meaning it will be in digital format in real time. Rather than being something students get at graduation, they will be able to use it at any time, to apply for part-time work or internships, for example. This will potentially capture skills from courses, so those not able to undertake a large number of extra-curricular activities can still use the system, capture skills and articulate them to employers. JB added the work is in its very early stages and will involve a lot of stakeholder opinions going forward.

6. NSS Action Plans

6.1: AB advised that NSS Action Plans will be a bigger agenda item at the December SSEC meeting. For now, School Action Plans responding to NSS 2022 which have been shared are now on a channel on the Committee Teams site so all members can have access and share best practice.

6.2: At institutional level, AB noted work would continue in areas like the learning community, however the focus on the side would be assessment and feedback, led by Kirsty Kiezebrink Dean for Educational Innovation

6.3: Invites are to be extended to other School colleagues who wish to join the discussion on NSS Action Plans at the December SSEC meeting.

7. Reflection on SSEC Task and Finish Groups

7.1: AB advised that the papers provided on the TFGs were provided for information. These are the papers which went to Senate for consideration on 21 September 2022. There was a high level of support for the Pastoral Review and there was support for PGT, but also concern for the workload implications. The TFG will look at how support can be provided in a manageable way with current resources. On the Monitoring, Absence and Engagement paper, the feedback received was very positive in relation to short- and medium-term activity and there was support for the name change. For the longer term, the availability of resource was raised again. This will be considered further.

8. Inclusion FAQs and Guidelines for Supporting Disabled Postgraduate Researchers

8.1: NE explained that the document provided was an updated version of Inclusion FAQs, and there are new Guidelines for supporting disabled postgraduate researchers.

8.2: Lesley Muirhead added that the information is due to be added to the website once some final updates have been completed. The PGR guidance will go to PGR committee, Lucy Leiper is taking it there.

9. Action required

10. Further information

10.1: Further information may be obtained from Abbe Brown, Co-Chair, (abbe.brown@abdn.ac.uk), Nick Edwards, Co-Chair, (n.edwards@abdn.ac.uk) or Stevie Kearney, Clerk, (steven.kearney@abdn.ac.uk).

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE



**QAA SCOTLAND QUALITY ENHANCEMENT AND
STANDARDS REVIEW (QESR)**

18 Bothwell Street
Glasgow
G2 6NU

21 September 2022

arcadmin@qaa.ac.uk

Professor George Boyne
Principal and Vice-Chancellor
University of Aberdeen
King's College
Aberdeen
AB24 3FX

Dear Professor Boyne

Quality Enhancement and Standards Review: University of Aberdeen

I am writing to confirm arrangements for the Quality Enhancement and Standards Review (QESR) at the University.

Details of your review team are provided below, I understand following discussions with Ruth Taylor that the undernoted colleagues would be a suitable QESR team for the University and there are no conflicts of interest.

Name	Institution	Role
Gill Thomson	Heriot Watt University	Academic Reviewer
Katrina Swanton	Edinburgh Napier University	Coordinating Reviewer
Rory O'Neill	Glasgow School of Art	Student Reviewer
Caroline Turnbull	QAA Scotland	Reserve Manager

As previously agreed with your colleagues, the QESR visit will take place at the University on Tuesday 14 February 2023.

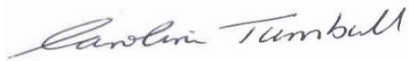
You may find it useful to have a reminder of these other key dates in the QESR process:

Activity	Date
Higher education institution (HEI) uploads submission to review site; team begins work on documentation	Tuesday 6 December 2022 (Date adjusted to reflect Christmas closure)
One-day review visit (normally virtual)	Tuesday 14 February 2023
Draft findings report shared with HEI for factual accuracy	Tuesday 7 March 2023

HEI responds on any points of factual accuracy	Tuesday 21 March 2023
Findings report published	Tuesday 11 April 2023

I look forward to working with you and your colleagues as the University continues its preparation for QESR.

Yours sincerely



Caroline Turnbull
Acting Director, QAA Scotland, Wales and Northern Ireland

cc Ruth Taylor, Vice Principal (Education)

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE

**ADVANCE HE ACCREDITATION FOR THE POSTGRADUATE CERTIFICATE IN HIGHER
EDUCATION TEACHING & LEARNING**

1. PURPOSE OF THE PAPER

This paper provides an update regarding the University's Advance HE accreditation application for the newly validated PGCert in Higher Education Teaching & Learning programme. It provides details regarding the accreditation process and outcomes, and highlights the commendations received from the Advance HE Review Panel.

The University Education Committee is invited to note this paper.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by		

3. RECOMMENDED ACTION

Members of the UEC are provided with this paper for information only.

4. DISCUSSION

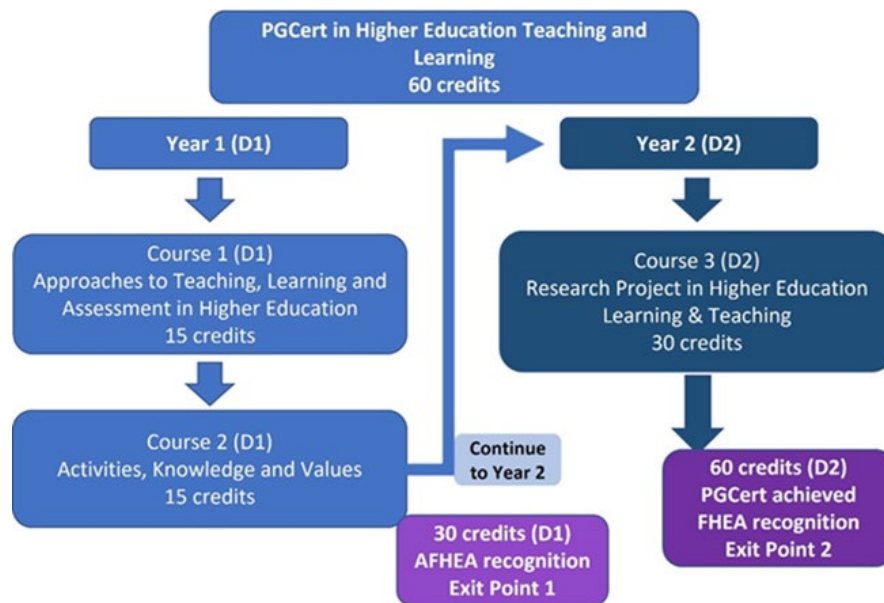
The submission for Advance HE accreditation for the newly validated PGCert in Higher Education Teaching & Learning programme was made in February 2022, which included:

- A review of the PGCert provision against the four Advance HE accreditation criteria, namely: institutional commitment, programme design, support and guidance, and fellowship judgement.
- Participant-facing guidance for each element of the PGCert programme.

The new online PGCert in Higher Education Teaching & Learning programme replaces the previous on-campus version. It comprises three credit-bearing courses, delivered across two academic years and includes a practitioner-based action research project. The programme has been validated internally through the University's quality assurance processes and then submitted to Advance HE for accreditation, to enable University of Aberdeen staff who teach or support learning to achieve Advance HE Fellowship (Fellow category, FHEA). Accreditation was awarded from Advance HE in June, alongside commendations identified by the review panel (see feedback below).

This newly accredited programme now forms part of the University of Aberdeen's existing Continuing Professional Development Framework for Learning & Teaching (CPDFLT). It is available across the Aberdeen and Qatar campuses, for staff currently employed by the University in a significant role in learning and teaching, or who have teaching-based leadership responsibilities. It is delivered online by the Centre for Academic Development (CAD) as part of the School of Education's suite of PGT programmes. The PGCert programme is designed to enable inclusive and engaging CPD, with integrated Advance HE recognition at

Fellow category (FHEA), for staff who teach and support learning, as outlined in the diagram below:



[Note: AFHEA is Associate Fellowship category and FHEA is Fellowship category]

The following has been extracted from the Advance HE Accreditation Panel feedback:

The Accreditation Panel identified many areas of good practice in relation to the submission and wishes to commend the University of Aberdeen on the following aspects:

- The University of Aberdeen 2040 Strategy sets out a clear commitment to learning and teaching, supported by professional development for all staff that teach and support learning. The strategy is underpinned by clear themes of Inclusivity, Interdisciplinarity, Intercultural Exchange and Sustainable Education, which are aligned to the UK Professional Standards Framework (UKPSF).
- The University has invested resources to support the quality enhancement of teaching and learning in higher education through the Centre for Academic Development. The Centre has a key role in initiating and sustaining learning and teaching development for staff, promoting the University's commitment to the quality of teaching and learning, and delivering Advance HE accredited programmes as well as institutional professional development activities that are aligned to the UKPSF. Within the Centre's goals, Fellowship is utilised to both develop practice and recognise achievement.
- The Centre for Academic Development delivers an impressive range of high-quality training and professional development including induction courses for all new staff involved in learning and teaching, monthly learning and teaching and pedagogical inquiry network events, online discussion fora, and the Principal's Teaching Excellence Awards.
- The courses/programme submitted for accreditation directly contribute to the University's strategic priorities through the focus on approaches to teaching, learning, knowledge, values, and use of innovative formative assessments throughout the course. The courses/programme include summative assessment explicitly designed around teaching practice linked to two of the four themes of the University's 2040 strategy.
- The provision submitted provides staff that teach and support learning with the opportunity to achieve an appropriate category of fellowship via a route to suit the context of their professional practice and career stage.
- A thorough evaluation of the data, including participant feedback, underpins the honest and open reflection on the previous accreditation cycle and the changes introduced for the next iteration of accredited provision as a result.

5. FURTHER INFORMATION

Further information is available from Dr Joy Perkins, PGCert Programme Director (j.perkins@abdn.ac.uk) or Patricia Spence, Centre Manager (p.spence@abdn.ac.uk).

2 September 2022

Freedom of Information/Confidentiality Status: Open

Professor George Boyne
Principal and Vice-Chancellor
Principal's Office
University of Aberdeen
King's College
Aberdeen
AB24 3FX

September 2022

Dear Professor Boyne

Subject: Confirmation of the award of accreditation to additional provision with updated certificate

We are very happy to award accreditation at the University of Aberdeen, to the following lines of provision:

- Postgraduate Certificate in Higher Education Teaching and Learning Years 1 and 2 – Descriptor 2
- Postgraduate Certificate in Higher Education and Learning Year 1 – Descriptor 1

From **01 May 2022**. This accreditation is in addition to other provision currently accredited at your institution.

It is with great pleasure that I enclose an updated Certificate of Accreditation with this letter. The manager with overall responsibility for the provision will receive an electronic version of this new certificate.

Accreditation is now in place until **30 April 2024**, subject to our normal terms and conditions (accreditation policy, appendix 1).

I would like to express our congratulations on the achievement of accreditation and take this opportunity to thank your colleagues for their positive and active engagement with Advance HE.

Yours sincerely



Kathryn Harrison-Graves, SFHEA
Executive Director of Membership, Innovation and Development
E kathryn.harrison-graves@advance-he.ac.uk
T+44 (0)1904 717500

(Registered Office)

Innovation Way, York Science Park,
Heslington, York YO10 5BR

Napier House, 24 High Holborn,
London, WC1V 6AZ

Holyrood Park House, 106 Holyrood Road,
Edinburgh, EH8 8AS



Certificate of Accreditation

University of Aberdeen

Has achieved accreditation of the provision listed overleaf. This provision is aligned with Descriptors 1, 2 and 3 of the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2011).

This accreditation is valid until 30 April 2024.

Alison Johns

Chief Executive
Advance HE

Stephen Marston

Chair of the Board of Directors
Advance HE



University of Aberdeen

Has achieved accreditation of the provision listed below:

Accredited provision	Descriptor	Accreditation case number
Postgraduate Certificate in Higher Education Teaching & Learning Year 1	Descriptor 1	AP500234
Postgraduate Certificate in Higher Education Teaching & Learning Years 1 and 2	Descriptor 2	AP500235
Principles of Learning and Teaching in Higher Education (Associate Fellowship Route)	Descriptor 1	AP02898
Designing & Tutoring Online Courses (DTOCs)	Descriptor 1	AP02899
University of Aberdeen CPD Framework for Teaching & Supporting Learning	CPD Descriptor 1	AP02902
University of Aberdeen CPD Framework for Teaching & Supporting Learning	CPD Descriptor 2	AP02903
University of Aberdeen CPD Framework for Teaching & Supporting Learning	CPD Descriptor 3	AP02904

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE

Student focused Disability, Inclusion, Teaching and Assessment FAQs

Note that unless otherwise stated, the term timed assessment includes exams and tests.

How will I be able to access the materials for my lectures?

You will be able to access materials such as a video recording of the lecture, PowerPoint slides and/or other notes, on your Virtual Learning Environment (MyAberdeen or for Medical and Dental students MyMBChB, MyBDS or MyPA). Captions should be available for pre-recorded video content (in Panopto on the CC icon). Where captions are not available for pre-recorded video content, accessible alternative materials will be provided. If you are having difficulty accessing the lecture materials, please contact the course coordinator.

You can create a transcript of a video that already has captions by copying the text into a Word document. See our [guide](#) for full instructions.

Some videos can be downloaded for viewing offline. If you choose to download the video, you can view video captions on either QuickTime or VLC Player (you can download and install VLC Player from www.videolan.org). Download the MP4 video file from Panopto, open the video file in QuickTime or VLC player and enable subtitles from the Subtitles menu.

Visual content such as diagrams should be accompanied with a text description of the information contained in the diagram. Where this is not available, please contact the course coordinator so that they can ensure this text description is made available.

If you feel that you will require support to take effective notes in lectures for disability-related reasons and you haven't already done so, please contact the

Student Advice & Support Team on 01224 273 935 or
at student.support@abdn.ac.uk.

How will I be supported in accessing reading materials?

Course coordinators have worked closely with the library staff to make the appropriate reading materials available on your virtual learning environment (MyAberdeen, or for Medical and Dental students MyMBChB, MyBDS or MyPA) in a timely and accessible format.

I have provision for extra time for completing timed assessments, what does this mean?

If you have a timed assessment (e.g., an online test or an exam) which has a fixed time duration, such as 2 hours, you will receive the amount of extra time detailed in your provisions.

In some cases, timed assessments have been replaced with other forms of assessment. For example, you may have an open-book assessment which would usually be available for completion over a period of a minimum of 48 hours (even if it is expected it will take around, say, 3 hours to complete the assessment). In these assessment situations, the extended period for completion is provided as an inclusive measure, as this provides the greatest flexibility for all students for planning and time allocation, irrespective of their circumstances (e.g., caring responsibilities, short-term illness, time zones, internet access, learning differences, protected characteristics). No additional time will be provided for students who would otherwise receive it.

Course coordinators will provide you with information about how you will be assessed, and they can be contacted for further information on the assessment process.

I have more than one assessment for completion wholly or partly within the same period and I usually get extra time for timed assessments. Will I get more time?

No. The time periods allowed for all assessments should allow you to plan your time and complete your assessments. It is important that you look at your assessment schedule and plan your time to manage any busy periods.

I have a timed assessment and the period for completion has been doubled to make it inclusive. If I have provision for extra time for timed assessments, would I have additional extra time?

There will only be additional extra time for students who have provision for 100% extra time. These students will receive an additional 30 minutes per hour of the original timed assessment period for completion. Note that this applies only to short, timed assessments, which in this context means assessments with an original (un-extended) period for completion of 2 hours or less. Note also that if the period has been extended by less than double, then students who have extra time for timed assessments should receive the relevant extra time allocation; this will be calculated based on the original (un-extended) period for completion.

I have provision for a scribe in timed assessments, how will this work?

If the timed assessment is held on campus, a scribe will be arranged from a pool of trained staff.

If the timed assessment is online you may be offered the opportunity to submit your answers verbally using Panopto or the 'dictate' function in Microsoft Office 365. Students who work in this way will not be penalised for poor punctuation and/or grammar (commas, semicolons, full stops etc. will be required to be dictated) if the meaning is clear. If you have access to voice recognition software, you may be able to use this to produce your answer if you are sitting the timed assessment online.

I receive the provision of a reader, how will this work?

If you have a timed assessment (e.g., an exam) on campus, a reader will be arranged from a pool of trained staff.

If you are undertaking your timed assessment online, your School will contact you to discuss your individual support arrangements. You may work with a member of staff employed as a reader. When undertaking timed assessments online, papers will be accessible i.e. you will be able to adjust the type of font, font size and line spacing. When the papers are provided online in a Microsoft Word document, you will be able to use 'Text to Speech' functions built into Word. If the online timed assessment paper is in the form of a PDF document and you have text to speech software, please use this. On a Windows computer you can open many PDF files in the latest version of Microsoft Word to use the 'Text to Speech' function, and view text in a format that suits your needs. Please note this works best with files that are mostly text based; graphics and images may not convert properly and may stop the file opening from Word completely.

For some timed online assessments, [alternative formats](#) will be available on MyAberdeen, for you to download.

If you need any advice with regards to using text to speech software and/or how to access this, please email atech@abdn.ac.uk. If technology cannot be used to read the online assessments (e.g., the paper may include graphs), the School will explore alternative arrangements with you.

What options are available if I am experiencing financial hardship?

The following link provides information about the financial assistance available at the University: [Money Matters | Students | The University of Aberdeen \(abdn.ac.uk\)](#).

Can you tell me a bit more? I am worried about the whole assessment process.

Your School or course coordinator will be able to provide you with more information on the assessment process, timing, the marking criteria, and their expectations. For example, there may be a word limit for the course in question to help guide you as to how much you should be doing, or guidance on the expected completion time for an open book assessment that is available for 48 hours.

I have the provision of ‘agreed extensions to deadlines’, what does this mean and how does this work?

If you need more time for coursework, such as assignments, reports, or essays, please request this by contacting the relevant [School Office](#). You shouldn't need to provide evidence each time you request an extension; please advise the School Office that the Student Advice & Support Team has implemented the provision of ‘agreed extensions to deadlines’ to support you in your studies. It is at the Schools' discretion as to whether extensions can be granted and if so, the length of extension that can be offered. The provision does not guarantee a set time for extensions; it is advised that extension requests are approved where practically possible for the Schools to administer. Extension requests can only be considered for coursework, not for timed assessments.

I am unwell, or I have experienced extenuating circumstances which have affected my performance in an assessment or have led me to miss an assessment, what should I do?

If you feel that your performance in an assessment has been affected by extenuating circumstances, or you have been unable to complete an assessment, you should report this through the [Absence Reporting system](#) and make your course coordinator aware.

Note that this will not lead to an adjustment of individual marks and the relevant Codes of Practice for Assessment will apply.

I have disability support provisions however I am concerned about completing my studies and I do not think that the information provided so far addresses my situation.

Please contact the Student Advice & Support Team at student.support@abdn.ac.uk or on 01224 273 935 and a member of the team will discuss your circumstances with you.

I am concerned about completing my assessments and I think I would benefit from additional support.

Please contact the Student Advice & Support Team at student.support@abdn.ac.uk or on 01224 273 935 and a member of the team will discuss your circumstances with you.

Disability, Inclusion, Teaching and Assessment FAQs

Note that unless otherwise stated, the term timed assessment includes exams and tests.

Has an Equality and Diversity Impact Assessment on the changes to teaching, learning and assessment taken place?

Yes. These EQIAs are regularly reviewed to reflect the changing situation. For further information please contact the Dean for Student Support.

How can I ensure that my teaching materials are accessible and inclusive?

An [Inclusivity and Accessibility](#) checklist, and details of available training, can be found on the [Inclusivity and Accessibility in Education Framework webpages](#) and the Delivery of Education in 22/3 Principle 5 (“[ensure accessibility and inclusion](#)”) webpages.

A student requires the support of a note-taker. How can this be supported?

The School Disability Coordinators will be advised if a student requires the provision of a note-taker through the Disability Database and/or Student Records system. The provision of a Note-taker is arranged as a reasonable adjustment for students who require a typed transcript of the information discussed, for disability-related reasons.

The provision may be funded by the Government via Disabled Students' Allowance (DSA). The note-takers should be given access to the classes/class material (such as PowerPoint slides and video recordings) so that they can provide students with a typed transcript of the information discussed.

The notes will not be available to colleagues. If there are concerns about how to facilitate a student's reasonable adjustments, please contact the Student Advice & Support Team on 01224 273 935 or at student.support@abdn.ac.uk.

A student requires captions for a live session which is being delivered online. How do I go about this?

Automatic [live captions are available](#) for Blackboard Collaborate by using the Google Chrome web browser. Likewise, Microsoft Teams has an option for automatic live captions.

If technology is deemed insufficient for a student for disability-related reasons, please contact the Student Advice & Support Team on 01224 273 935 or at student.support@abdn.ac.uk so that individual reasonable adjustments, such as the provision of quality assured captioning can be explored.

What alternatives can I offer to a closed book, timed and invigilated exam?

Please refer to the guidance on the Delivery of Education in 22/3 Principle 3 ("[Assessment should be authentic, building in integrity, and be efficient](#)") webpages. You can also contact the Dean for Educational Innovation to discuss possible alternatives.

What arrangements should be put in place for students who have the provision of extra time in timed assessments?

The appropriate extra time provision detailed in the student's record and the disability database, should be applied to the actual period for completion (say, 2 hours). This applies to both on campus and online timed assessments. For online assessments, there is additional guidance on [MyAberdeen Assignment and Test Workflows](#).

Alternatively, colleagues might consider replacing timed assessments with other forms of assessments which are more inclusive. For example, having an open-book assessment with an extended period for completion (for an assessment that typically takes 3 hours to do, an inclusive extended period for completion would be 48 hours or more). In these situations, the extended period for completion is an inclusive measure, as this provides the greatest flexibility for all students for planning and time allocation, irrespective of their circumstances (e.g., caring responsibilities, short-term illness, time zones, internet access, learning differences, protected characteristics). No additional time will be provided for students who have the provision of extra time in timed assessments.

A timed assessment is needed for a course. The period for completion has been doubled to make the period for completion inclusive. Should students who have the provision of extra time receive this?

There will only be additional extra time for students who have provision for 100% extra time. These students will receive an additional 30 minutes per hour of the original timed assessment period for completion. Note that this applies only to short, timed assessments, which in this context means assessments with an original (un-extended) period for completion of 2 hours or less. Note also that if the period has been extended by less than double, then students who have the provision of extra time should receive this, with the amount calculated on the basis of the original (un-extended) period for completion.

What other information should I give students who are worried about assessment?

Clear guidance needs to be provided to students in relation to the expectation of assessments, including how much time they should spend on completing the assessments, and detailed guidelines such as expected word limits. It is recommended that Schools consider providing students with an opportunity to complete a practice assessment well in advance of the assessment period. Schools should also make clear the criteria by which the work will be graded.

Colleagues should bear in mind that if they are delivering a timed assessment online, it is recommended that students are provided with a practice opportunity.

For disabled students, if they have the provision of “no penalty” for poor spelling and/or grammar where meaning is clear, this should still be taken into consideration in the marking process. Please refer to guidance on [MyAberdeen Assignment and Test Workflows](#).

Students can also be encouraged to contact the Student Advice & Support Team at student.support@abdn.ac.uk to discuss support and how they are engaging with their studies and their University experience.

Note that for disabled students, existing provisions continue for assessments which take place during the course (such as assignments, essays, reports). You may find it useful to liaise with School Disability Coordinators and the Student Advice & Support Team. Disabled students can check the provisions that have been implemented to support them via the personal details section of the Student Hub. Information is available in the Student Hub about how to arrange provisions (if a student does not have these in place) and how to arrange provisions review.

How do I know which students in my course have Disability Provisions?

Please contact your [School Disability Coordinator](#) or School Administrative Manager. The School Disability Coordinators can obtain this information for you from the Disability database and/or from Student Records. You can run a report listing students with provisions on Student Records.

A student has more than one assessment for completion wholly or partly within the same 48 hour or more period. Should the student have more time?

In most cases, no. For assessments to be completed in 48 hours or more, then no additional time will be available (to that 48 hours). The longer period has already been framed to be inclusive and to allow all students to plan their time and complete their assessments. It is essential that students are made aware of the assessment time frames and deadlines far enough in advance to allow them to manage their time appropriately.

If a student has a relevant provision, such as that they should not complete assessments on consecutive days, then colleagues should contact the Student Support & Advice Team to explore solutions.

A student requires the support of a scribe. How can this be supported?

If the exam is on campus, the Registry Exam Team will arrange a scribe from a pool of trained staff.

If the exam is online, Schools should contact students who require a scribe to discuss their individual support arrangements for assessments. The student may have access to their own voice recognition software which may be suitable for answering essay-based questions. Another available option is for students to use the 'dictate' function within Microsoft Office 365.

Students could also audio record their verbal answers via [Panopto](#). Students who use these approaches should not be penalised for poor spelling and/or grammar where meaning is clear. If students do not have suitable software, then an alternative arrangement can be made. Please contact the Student Support & Advice Team to explore solutions.

A student requires the support of a reader. How can this be supported?

If the exam is on campus, the Registry Exam Team will arrange a reader from a pool of trained staff.

If the exam is online, Schools should contact students who require a reader to discuss their individual support arrangements. Where applicable, please provide the students with details of the assessment as a Word document with [style headings](#).

This will enable students to use the 'read aloud' function within Word. If the alternative assessment is a PDF, students may have their own 'read aloud' software which they can use. On a Windows computer you can open many PDF files in Microsoft Word to use the 'Text to Speech' function, and view text in a format that suits your needs. Please note this works best with files that are mostly text based; graphics and images may not convert properly and may stop the file opening from Word completely. If students do not have their own 'read aloud' software, then support can be provided via the Assistive Technology Team atech@abdn.ac.uk.

What do I do if a student is unwell, or has experienced extenuating circumstances which they consider have affected their performance in an assessment or have led them to miss an assessment?

If a student feels that their performance in an assessment has been affected by extenuating circumstances, or they have been unable to complete an assessment, they should report this through the [Absence Reporting system](#) and the course coordinator should be made aware.

Note that this will not lead to an adjustment of individual marks and the relevant Codes of Practice for Assessment will apply.

The student has limited access to the internet and no personal computer. How can this be supported?

There are opportunities for students to access computers and effective broadband on campus.

Students may be eligible to apply for financial assistance; the following link provides further information: [Money Matters | Students | The University of Aberdeen \(abdn.ac.uk\)](#). For details of information provided to students

regarding IT equipment, see <https://www.abdn.ac.uk/it/student/it-essentials.php>.

Students who do not currently have relevant disability provisions in place have been in contact to say they are concerned about completing their studies and that this may be related to a disability. What should I do?

Please advise the students to [contact the Student Advice & Support Team](#). They will be able to speak with a member of the team about their experience of studying and the support available at the University.

An issue has arisen which has not been dealt with here. What should I do?

Please contact your School Disability Coordinator in the first instance, who will raise points with the University Inclusion team.

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE
MONITORING DEADLINES 2022/23

Deadline	First Half-Session Date	Second Half-Session Date
Deadline for unauthorised Undergraduate and Taught Postgraduate changes of curriculum (some courses may close sooner)	4.00pm Monday 03 October 2022	4.00pm Monday 06 February 2023
Deadline for reporting Undergraduate and Taught Postgraduate (taught element) students At Risk (C6) (Excluding Ug & PgT summer courses, such as field courses, coded similar to B1x9xx, ZOx8xx)	4.00pm Tuesday 06 December 2022 (Schools often request this should be extended into January to allow for students to submit work after an extension period. When they don't submit they are C6'd. Tues 17 January is second day of welcome week & could be a new C6 deadline)	4.00pm Tuesday 16 May 2023
Deadline for Undergraduate and Taught Postgraduate (taught element) Class Certificate Refusal (C7) (Excluding Ug & PgT summer courses, such as field courses, coded similar to BUx8xx, ZOx9xx)	4.00pm Tuesday 20 December 2022 (If the above C6 date is moved it would mean that the C7 deadline would be Tues 31 Jan.)	4.00pm Tuesday 30 May 2023

Deadline	First Half-Session Date	Second Half-Session Date
Deadline for Class Certificate Refusal (C7) for: <ul style="list-style-type: none"> • Taught Postgraduate (dissertation/project element and all other courses that run in the summer) and • Postgraduate Research courses 		4.00pm Friday 01 September 2023 (C6 deadline is Friday 18 August 2023)