UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

A meeting of the University Education Committee will be held on **Tuesday 10 October 2023** at **1.05pm** by way of **Microsoft Teams**.

Ms Isabella Fausti
(e-mail isabella.fausti@abdn.ac.uk)

AGENDA

FOR DISCUSSION

1. **Approval of the Minute of the Meeting Held on 29 August 2023** *(UEC/101023/001)*

2. **Matters Arising** *(UEC/101023/002)*

3. **Risk Register** *(UEC/101023/003)*

Members of the UEC are invited to **discuss** the Risk Register with regards to the specific risks associated with Education.

4. **Academic Integrity and Practice**

(i) **Update on the Guidance for Staff and Students on the Use of GenAI in Education** *(UEC/101023/004)*

Members of the UEC are invited to **discuss** the update on the guidance for staff and students on the use of generative artificial intelligence (GenAI) in education.

(ii) **Implementing the AI Design Assistant in MyAberdeen** *(UEC/101023/005)*

Members of the UEC are invited to **discuss** the implementation of the AI Design Assistant in MyAberdeen.

(iii) **Implementing Turnitin Draft Coach to Improve Students' Writing Skills** *(UEC/101023/006)*

Members of the UEC are invited to **discuss** the implementation of Turnitin Draft Coach to improve students' writing skills.

5. **Education Policy and Regulations Review Schedule** *(UEC/101023/007)*

Members of the UEC are invited to **discuss** and **consider** the Education Policy and Regulations Review Schedule.

6. **Future Academic Year Structure Implementation Plan** *(UEC/101023/008)*

Members of the UEC are invited to **discuss** the Future Academic Year Structure Implementation Plan.

7. Aberdeen 2040

(i) Aberdeen 2040 Implementation Plan *(UEC/101023/009)*

Members of the UEC are invited to **note** the Aberdeen 2040 Implementation Plan.

(ii) Aberdeen 2040 Graduate Attributes and Skills *(UEC/101023/010)*

Members of the UEC are invited to **discuss** the Aberdeen 2040 Graduate Attributes and Skills update.

8. National Student Survey (NSS)

(i) NSS 2023 Extended Report *(UEC/101023/011)*

Members of the UEC are invited to **discuss** the extended report on the NSS results 2023.

(ii) NSS Institutional Action Plan – Assessment and Feedback *(UEC/101023/012)*

Members of the UEC are invited to **discuss** the NSS Institutional Action Plan.

9. Copyright Literacy Strategy and Copyright Policy *(UEC/101023/013)*

Members of the UEC are invited to **note** the Copyright Literacy Strategy and Copyright Policy and to identify appropriate representatives from academic and professional services for the Copyright Literacy Steering Group who will oversee the delivery of the strategy.

10. Date of Next Meeting

The next meeting of the Committee will be held on 16 January at 13:05, by way of Microsoft Teams.

11. 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.

11. FOR INFORMATION

11.1 Minutes from the UEC sub-committees meetings:

(i) Employability and Entrepreneurship Committee (EEC) *(UEC/101023/014a)*
(ii) Student Support and Experience Committee (SSEC) (*UEC/101023/014b)*

11.2 Updated composition and membership *(UEC/101023/015)*

Members of the UEC are invited to **note** the updates to the composition and membership of the Committee.

11.3 Annual Monitoring amendments in relation to Decolonising the Curriculum and EDI *(UEC/101023/016)*

Members of the UEC are invited to **note** the annual monitoring amendments in relation to Decolonising the Curriculum and EDI.

11.4 Scottish Funding Council (SFC) guidance for quality *(UEC/101023/017)*

Members of the UEC are invited to **note** the Scottish Funding Council (SFC) guidance for quality.

11.5 Updates to the operational guidance for the tertiary enhancement topic *(UEC/101023/018)*

Members of the UEC are invited to **note** the updates to the operational guidance to tertiary enhancement topic.

11.6 Reading List Service Report *(UEC/101023/019)*

Members of the UEC are invited to **note** the Reading List Service Report.

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UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

Minute of the Meeting held on 29 August 2023

Present: Ruth Taylor **(Chair)**, Waheed Afzal, Euan Bain, John Barrow, Lyn Batchelor, Leigh Bjorkvoll, Jason Bohan, Stuart Durkin, Bill Harrison, Ken Jeffrey, Kirsty Kiezebrink, Rona Patey, Stuart Piertney (vice Graeme Nixon), Shona Potts, Anne-Michelle Slater, Susan Stokeld, Sai Shraddha S. Viswanathan (vice Rhiannon Ledwell), Joshua Wright, with Scott Carle, Liam Dyker, Nick Edwards, Brian Henderson, Tracey Innes, Gillian Mackintosh, Rhona Moore, Patricia Spence and Isabella Fausti **(Clerk)** in attendance.

Apologies: Simon Bains, Harminder Battu, Julie Bray, Graeme Kirkpatrick, Helen Knight, Rhiannon Ledwell, David McCausland, Graeme Nixon, Michelle Pinard, Amudha Poobalan, Louisa Stratton, Steve Tucker.

PRELIMINARY MATTERS

1.1 The Chair welcomed members to the University Education Committee (UEC) meeting and asked those in attendance to introduce themselves to new members.

1.2 The Chair thanked Graeme Nixon for his contribution to the Committee and welcomed Stuart Piertney who has taken over the role as Dean.

1.3 The Chair informed the Committee that there would be a move to the committee management software Decision Time for future meetings.

APPROVAL OF THE MINUTE OF THE MEETING HELD ON 16 MAY 2023

(copy filed as UEC/290823/001)

2.1 Members of the Committee approved the minute of the meeting held on 16 May 2023.

MATTERS ARISING (ACTION LOG)

(copy filed as UEC/290823/002)

3.1 Members of the Committee noted the actions arising following the meeting of UEC held on 16 May 2023. The actions were recorded as complete or in progress.

3.2 Clarification on timelines for reviewing assessment within Schools in relation to the Decolonising the Curriculum agenda (*minute 16.2 refers*): It was noted that there would be a standing agenda item for the UEC twice a year for updates from Schools on the progress of Decolonising the Curriculum.

3.3 Circulation of the final version of the Teaching and Learning Spaces Group Terms of Reference to the Committee (*minute 2.8 refers*): It was noted that the final version was complete and would be circulated after the meeting.

3.4 Circulation of the finalised version of remit and membership of an Advisory Group on academic integrity and practice (*minute 11.4 refers*): It was noted that the finalised version would be circulated to the Committee after the meeting.

REMIT AND COMPOSITION

(copy filed as UEC/290823/003)

4.1 Members of the UEC approved the remit and composition of the UEC for 2023/24 subject to some minor changes to the composition discussed at the meeting:

i. Stuart Piertney to replace Graeme Nixon.
ii. Appointment of an Equality, Diversity and Inclusion Committee (EDIC) representative

[*Clerk's note: Following the meeting, the following additional changes to the composition were made: Louisa Stratton's name added as the Student Mobility Representative; Anne Michelle Slater's Dean title changed to Dean for Portfolio and Programme Development; Brian Henderson name replaced Susan Halfpenny as the Director of Digital and Information Services (or nominee); Waheed Afzal's name corrected; AUSA contacted regarding a second student representative*]

4.2 It was discussed that members of the Equality, Diversity and Inclusion Committee (EDIC) would be asked for representation at the UEC. If not, a current member of the UEC who also sits in EDIC would take on the role.

Action: Chair/Clerk

RISK REGISTER

(copy filed as UEC/290823/004)

5.1 Members of the UEC discussed the risk register, specifically in relation to Education. It was noted that some minor amendments are outlined in the cover paper. The Committee discussed the possible impact of RAAC on the student experience, the delivery of teaching, and the ability to expand the number of medical students. It was noted that this issue may be included on the Estates Risk Register, but it would be reviewed to check the specific risks discussed are captured in it.

Action: Chair/Clerk/RP

ABERDEEN 2040 IMPLEMENTATION PLAN

(copy filed as UEC/290823/005)

6.1 The UEC discussed the Aberdeen 2040 Implementation Plan. The Committee was content that the actions identified for 2023-24 are appropriate, subject to one minor correction to the wording of action 5.2, to change the name of the International Partnerships Committee to University Partnerships Committee, as it will also include UK partnerships.

Action: Chair/Clerk

FUTURE ACADEMIC YEAR STRUCTURE

(copy filed as UEC/290823/006)

7.1 The UEC approved, for its part, the proposals for the Future Academic Year Structure. The Committee noted that this paper had twice been presented for academic view at UEC and QAC with amendments made based on feedback received. It was noted that Section 4.2 provided a summary of the discussion at Senate in June 2023 with all amendments

articulated. The Chair thanked all those who have been involved in this extensive piece of work.

POLICY AND PROCEDURES ON STUDENT ABSENCE

(copy filed as UEC/290823/007)

8.1 The UEC discussed amendments to the Policy and Procedures on Student Absence. The Committee heard that the Policy and Procedures on Student Absence was reviewed to expand the definition of acceptable supplementary evidence in light of changes to the provision of medical certificates for students. The changes also provide more clarity on the connection with other related policies.

8.2 This review was also presented at SSEC, APRG and QAC and has been approved at QAC, for its part, subject to some minor amendments. The Committee noted that this paper would also be presented for approval at Senate as part of the QAC report.

8.3 It was highlighted that the provision of absence certificates to students, other than for employment purposes, was never part of the contract that GPs have with the NHS and that the pressures in delivering what they are contracted to do are such that this decision had to be made.

8.4 The committee discussed some amendments to Section 2.2 relating to the procedure on how to report an absence for students in the healthcare programmes and on overseas campuses.

8.5 Other than these minor comments, the UEC agreed that the proposed changes were very helpful and provided clarity to the policy.

QUALITY ENHANCEMENT AND STANDARDS REVIEW (QESR) ACTION PLAN

(copy filed as UEC/290823/008)

9.1 Members of the UEC discussed and approved the QESR Action Plan. The Committee heard that the Action Plan had been produced as a requirement for the QESR process and feedback had been received, which is listed in section 6.3. It was noted the importance of demonstrating that the University has acted on the recommendations ahead of the institutional visit, taking place on 23 January 2024.

ABERDEEN 2040 EDUCATION UPDATES

(i) DECOLONISING THE CURRICULUM LAUNCH OF RESOURCES

(copy filed as UEC/290823/009)

10.1 The UEC received an update on Decolonising the Curriculum (DtC) work, in particular with respect to the launch of the website and toolkit, which includes case studies and a feedback form. The Committee heard that the resources will be launched via the staff ezine and that a schedule for training will be circulated in the near future. The Chair thanked the DtC steering group for all the work carried out. It was noted that the DtC steering group wish to continue meeting in order to share practices and evaluate the implementation of resources. Directors of Education should ensure that the paper is taken to the School Education Committees.

Action: Directors of Education

(ii) PASTORAL REVIEW TFG UPDATE

(copy filed as UEC/290823/010)

10.2 Members of the UEC received an update on the work of the Pastoral Review TFG, which was driven by the recommendations made by the QESR review. The Committee heard a summary of the recommendations for Schools on providing pastoral support for PGT students, with the aim of making this consistent across all Schools. The Committee discussed the review of the available online resources. The Committee were complimentary of the website resources. Links to this website will be circulated to students during Freshers' Week and Staff will be alerted via the ezine. It was noted that an in-person training session for Personal Tutors and Pastoral Leads was being developed, with the first being delivered in November. The UEC noted that the plan is for the TFG to be retired. In its place, the current Personal Tutors and Pastoral Leads group, which meets once a term, would be formalised and would report to SSEC. This group would have oversight of future developments related to pastoral support provided.

DEAN FOR EDUCATIONAL INNOVATION UPDATE

(copy filed as UEC/290823/011)

11.1 Members of the UEC discussed the update on the work of the Dean for Educational Innovation.

11.2 In relation to the tools for the delivery of education, the Committee heard that, of the three pilots that were presented at the last UEC meeting, the IPAC tool has been prioritised to support peer evaluation in group work. Further training on using this tool will be developed by the Centre for Academic Development. It was noted that there was no funding for the Respondus lockdown browser or for the Turnitin AI detection tool.

11.3 The Committee noted that resources on academic integrity are now available online on the Toolkit, but work is being done to find ways to better promote these. Some of the resources include case studies on how staff have engaged with generative AI tools, and members were encouraged to submit case studies if they had any. Furthermore, the Committee heard that a Student Intern has been working closely with the Dean for Educational Innovation and has been involved in two research projects, one on contract cheating and the other on generative AI. The study looked at factors that contribute to and prevent students from engaging with these.

11.4 The UEC heard that the Transforming the Experience of Students through Assessment (TESTA) pilot went well and included two schools and seven programmes, all undergraduate. The pilot will be extended to other schools this coming year and one school will pilot it in a postgraduate programme. A Northeast Scotland group was established with Dundee and St Andrews Universities to work closely on TESTA and benchmark against each other.

11.5 The UEC noted that the Collaborative Online International Learning (COIL) teaching room will be in place before the start of second half-session. This will be available as a normal teaching room but with the equipment and training available for staff who would like to develop a COIL project and use the room for this.

11.6 The Chair asked that the School Leads take the paper to their School Education Committees subject to some minor amendments.

Action: KK/DoEs

EDUCATION DATA

(i) GRADUATE OUTCOMES REPORT 2023

(copy filed as UEC/290823/012)

12.1.1 The UEC discussed the Graduate Outcomes (GO) report. The Committee heard that for first-degree leavers there is generally a downward trend compared to last year whilst the results for postgraduate leavers are showing a slight upward trend. The Committee noted that School-level data will be circulated at a later date.

Action: JBa

12.1.2 The Chair stated that improving graduate outcomes and employability is a strategic area for the university and the project on work placements/work-based learning will play a role in this.

12.1.3 A discussion was had on factors that impact graduate employability, both external and internal, and the support that can be developed for schools to ensure that students are prepared for the job market. The discussion also touched on which metrics would have a large shift in ranking with a small percentage change and how the University can strategically target certain demographics of alumni (highly skilled graduates) when sending out communication in relation to the survey.

(ii) FULL-TIME UNDERGRADUATE NON-CONTINUATION INTERNAL DATA 2021/22

(copy filed as UEC/290823/013)

12.2.1 The UEC discussed the report on non-continuation for 2021/22, which provides an analysis of non-continuation rates. The Committee heard that non-continuation has increased and that there are different patterns of non-continuation in some Schools in later years.

12.2.2 A discussion was had on the context and external factors that contribute to these higher rates of non-continuation. The discussion also touched on what can and should be done to support students more proactively and it was noted that there are significant differences in non-continuation rates within different areas of the University.

12.2.3 It was noted that the Support for Study Policy is being re-drafted to provide a better framework of support.

(iii) NATIONAL STUDENT SURVEY (NSS) 2023 REPORT

(copy filed as UEC/290823/014)

12.3.1 The UEC discussed the positive results of the NSS, including the University's 10th position in UK for overall positive responses and 2nd in terms of overall satisfaction within the devolved nations.

12.3.2 The Committee noted that there were some very positive subject-level outcomes notably with the following five subjects ranking top in the UK: Anatomy, Physiology & Pathology; Business Studies; History of Art, Architecture & Design; Linguistics; and Philosophy. The improvement of the Initial Teacher Training was also noted.

12.3.3 It was noted that changes to NSS for 2023 make direct comparison with previous years difficult due to changes in the questions asked.

12.3.4 An in-depth analytical report will be produced before the next meeting and it will be circulated to the UEC.

Action: JBo

ITEMS FOR INFORMATION

(i) UPDATE REPORT FROM THE STUDENT SUPPORT AND EXPERIENCE COMMITTEE (SSEC)

(copy filed as *UEC/290823/015)*

13.1 The UEC noted the updated report from the Student Support and Experience Committee (SSEC).

(ii) INTERNAL TEACHING REVIEW: SCHEDULE TO 2028

(copy filed as UEC/290823/016)

13.2 Members of the UEC noted the Schedule of Forthcoming Reviews to 2028 for Internal Teaching Review.

(iii) STUDENT MONITORING, ABSENCE AND ENGAGEMENT TFG UPDATE

(copy filed as UEC/290823/017)

13.3 Members of the UEC noted the progress made by the Student Monitoring, Absence and Engagement TFG.

(iv) RELIGION AND BELIEF POLICY

13.4 Members of the UEC noted the new Religion and Belief Policy, available on Policy Zone.

(v) ENHANCEMENT THEMES YEAR 3 REPORT

(copy filed as UEC/290823/018)

13.5 Members of the UEC noted the Year 3 Report submitted in relation to the Enhancement Themes.

DATE OF NEXT MEETING

14.1 The next meeting of the Committee will be held on 10 October 2023 at 13:05, by way of Microsoft Teams.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ACTION LOG

ACTIONS ARISING FROM THE MEETING HELD ON 16 MAY 2023

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
2.8	Circulation of the final version of the Teaching and Learning Spaces Group Terms of Reference to the Committee.	K Kiezebrink/Clerk	Completed (circulated 27/9/23)
8.2	Clarification on timelines for reviewing assessment within Schools in relation to the Decolonising the Curriculum agenda.	Chair	In progress – to be added as standing item twice a year
11.4	Circulation of the finalised version of remit and membership of an Advisory Group on academic integrity and practice.	K Kiezebrink	Completed (circulated 27/9/23)

ACTIONS ARISING FROM THE MEETING HELD ON 29 AUGUST 2023

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
4.3	Review committee composition as follows: i. Stuart Piertney to replace Graeme Nixon. ii. Appoint EDIC representative iii. Appoint second student representative from AUSA iv. Add Louisa Stratton's name as the Student Mobility Representative v. Change Anne Michelle Slater's Dean title vi. Brian Henderson to replace Susan Halfpenny vii. Waheed Afzal's name corrected	Chair/Clerk	Completed (agenda item 11.2 refers)
5.1	Review Estates Risk Register to check the specific risks discussed on RAAC are captured in it.	Chair/Clerk/RP	In progress, for discussion at October meeting (agenda item 3 refers)
6.1	Minor correction to the Aberdeen 2040 Implementation Plan, action 5.2.	Chair/Clerk	Completed, for information at October meeting (agenda item 7.ii refers)

10.1	Share the Update on Decolonising the Curriculum Resources paper at the School Education Committees	DoEs	Completed (circulated 27/9/23)
11.6	Circulation of final version of the Dean for Educational Innovation Update.	K Kiezebrink/DoEs	Completed (circulated 27/9/23)
12.1.1	Circulation of Graduate Outcomes School-level data.	J Barrow	In progress
12.3.4	Produce and circulate larger analytical report of NSS 2023 data.	J Bohan/Clerk	Completed (circulated 27/9/23)

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

UPDATE ON THE GUIDANCE FOR STAFF AND STUDENTS ON THE USE OF GENAI IN EDUCATION

1. PURPOSE OF THE PAPER

This paper provides an update regarding the University's approach to supporting staff and students with the use of generative artificial intelligence (GenAI) tools in Education while upholding academic integrity and rigour. This paper provides a summary of the work completed to date.

The University Education Committee is invited to note this GenAI update paper for information.

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 provided with this paper for information only.

4. DISCUSSION

Our guidance for staff and for students on the use of generative artificial intelligence (GenAI) tools in Education is continuously being refined to align with sector-specific evidence and the latest research findings. The guidance states the University's commitment to supporting staff and students with using GenAI tools in a responsible, critical and ethical manner while upholding academic integrity and rigour. The focus has been on the impact of GenAI tools on assessment practices but further support and guidance will be developed on the use of these tools to support teaching delivery and student learning. We will continue to engage with the sector and our academic community to ensure that our guidance remains at the forefront of GenAI developments, assessment practices, teaching practice and student learning.

This paper provides an update on the latest guidance and outlines future work in this area.

4.1 Staff Guidance

The webpages for staff on AI & ChatGPT have been renamed Generative Artificial Intelligence (GenAI), and provides staff with the following:

- A link to our Generative Artificial Intelligence Case Study Form, for staff to share ideas and practice in using GenAI tools
- A link to the latest staff guidance on the use of GenAI tools in Education, which will be updated ahead of each term
- A link to a set of comprehensive postcards to provoke discussion and reflection around assessment approaches in an AI enabled world, which the National Centre for AI, JISC, codesigned with the sector

The guidance itself outlines the following:

1. The limitations and ethical considerations when using GenAI tools in Education
2. Communications to students on the use of GenAI tools

3. Adapting assessments for an AI-enabled world
4. Dealing with a student suspected of academic misconduct in relation to GenAI tool use
5. Further information and resources

This guidance includes a new appendix outlining suggested text for communicating GenAI tool use, for staff to use/tailor as appropriate, including a link to a word version of Appendix 1, to facilitate copy/paste/edits by staff.

In addition, the webpages provide:

- Information on upcoming internal and external events on GenAI in Education
- A set of curated resources which have been shared amongst the sector and relevant communities

4.2 Student guidance

The new guidance for students on the use of GenAI tools in Education is available on the Academic Integrity webpages.

This guidance includes:

- Short video on GenAI and Academic Integrity
- Quick Guide on Acknowledging and Citing the Use of GenAI, for supporting students to acknowledge and cite the use of GenAI, where the use of such tools has been permitted
- Quick Guide on Assignment Notes, Drafts and Document Versioning, for supporting students to preserve and demonstrate their thought processes

In addition to the above guidance, the following academic integrity resources have been updated to reflect the additional guidance to students in relation to GenAI, as well as data falsification:

- Ensuring Academic Integrity Infographic
- Academic Integrity and Referencing Toolkit

5. CURRENT AND FUTURE WORK

The following work is currently taking place in relation to GenAI, Academic Integrity and Practice:

- School-level discussions on GenAI are being facilitated by CAD and the Dean for Educational Innovation
- A discussion Forum for staff on the impact of GenAI on Educational and Research Practice is being organised for November
- A session on GenAI and Academic Integrity and Practice is taking place at the Education Away Day on 7 November
- CAD and the Library are working together to identify opportunities for us to work collaboratively, such as running open sessions to identify FAQs that students and staff have, in relation to GenAI
- Schools have been provided with draft text for placing an initial and follow-up announcement on School MyAberdeen organisation areas, highlighting the updated academic integrity resources for students
- eLearning will be posting a MyAberdeen announcement on 4 October, reminding students about the updated academic integrity resources
- CAD are working with the Student Experience team on a communications campaign to remind students about the updated academic integrity resources and the support available

The following work will be taking place in the future:

- A review of our guidance on the use of GenAI tools in Education 3 times per year (1 month prior to each term), based on comments from the academic community, technological developments and evidence-based research and sector practice. If there are any exceptional developments outwith this cycle, the guidance will be updated and communications sent out in relation to this.

- A taught postgraduate student will be selected work with CAD and the Dean of Educational Innovation, on an InternPlus project starting in November, that will build on the work the Felicia Ileladewa carried out during the summer, on students' views of GenAI

5. FURTHER INFORMATION

Further information is available from Professor Kirsty Kiezebrink, Dean for Educational Innovation (k.kiezebrink@abdn.ac.uk) or Dr Sara Preston, Senior eLearning Adviser, (s.preston@abdn.ac.uk) Centre for Academic Development.

[03 October 2023]

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

IMPLEMENTING THE ARTIFICIAL INTELLIGENCE (AI) DESIGN ASSISTANT IN MYABERDEEN

1. PURPOSE OF THE PAPER

This paper provides an overview of Anthology's Artificial Intelligence (AI) Design Assistant for Blackboard Learn Ultra (ie MyAberdeen) and the key considerations and due diligence that needs to take place before enabling and using the AI Design Assistant. The paper details the individual features that can be enabled (or not) and provides a recommendation on the features that should be enabled once the work associated with identifying risks and mitigations is completed.

This paper is for discussion and approval.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by	N/A	
Further consideration/ approval required by	IGC (TBC)	

3. RECOMMENDED ACTION

The committee is invited to discuss and approve the following:

- Taking forward the work to identify risks and mitigating actions associated with enabling Anthology's new AI Design Assistant for Blackboard Learn Ultra
- Turning on the following 4 (out of 5) AI Design Assistant features: generation of: keywords for Unsplash, an outline structure for Learning Modules, Test Questions and Question Banks, and Rubrics, following appropriate due diligence findings.

4. DISCUSSION

4.1 Overview of Anthology's AI Design Assistant for Blackboard Learn Ultra

Last month institutions were provided with the option to enable the AI Design Assistant in Blackboard Learn, which is designed to aid teaching staff with the structure and design of new courses, the creation of rubrics and test questions based on learning outcomes and the generation of a question bank from Ultra documents.

As an institution, we are committed to supporting staff and students to use GenAI tools in a responsible, critical and ethical manner.

If we wish to enable some or all of the features available to us through the AI Design Assistant, for staff to use, we need to ensure that risks are identified and addressed via the following:

- Staff training and guidance - *staff must be aware that they remain responsible for the content on their course area and that all content generated by the AI Design Assistant must be reviewed and checked for accuracy, as they are the subject experts*.
- Due diligence has taken place in relation to information security, privacy and other information governance considerations with prior consultation with, and input from, the Head of Information Governance and Head of Information Security to ensure these are delivered in a way which complies with University processes and legal requirements
- Due diligence has taken place in relation to copyright and intellectual property

- Due diligence has taken place in relation to accessibility
- We have considered and are open about the ethical implications of using these tools
- We are transparent in our use of such tools, including with students

Any high risks or areas of concern that are highlighted by following the above processes will be reported back to this committee, and any other relevant committees, together with mitigating actions, for discussion.

Anthology has partnered with Microsoft to develop the AI Design Assistant, which uses Microsoft's generative artificial intelligence models (Azure OpenAI Service).

Resources on Microsoft's approach to the ethical use of Artificial Intelligence (AI) are detailed below:

- Microsoft's Responsible AI page
- Microsoft's Transparency Note for Azure Open AI Service
- Microsoft's page on Data, privacy, and security for Azure OpenAI Service

Anthology have stated their commitment to "the lawful, ethical and responsible use of AI", and have been actively discussing Ethical AI in Higher Education since 2017. In 2023 they implemented their Trustworthy AI program, which is led by their Global Privacy Officer, and commits them to implementing the following principles:

- Fairness: reducing detrimental biases in AI systems
- Reliability: implementing measures to ensure the validity and reliability of the output from such systems
- Humans in Control: ensuring people retain control and make decisions that have legal or significant consequences
- Transparency and Explainability: clearly communicating the use of AI systems, how they work
- Privacy, Security and Safety: ensuring AI systems are secure, safe and respectful of privacy
- Accountability: ensuring accountability regarding the trustworthy use of AI systems within Anthology as well as between Anthology, its clients and AI system providers

The above principles are based on and aligned to the principles of the NIST AI Risk Management Framework, the EU AI Act and the OECD AI Principles. These principles apply to both Anthology's internal use of AI as well as to AI functionalities in products they provide to their clients.

Anthology have stated that no client data is used to train, retrain or improve Microsoft's generative AI models. Providing access to the AI Design Assistant for teaching staff is one approach to enabling staff to use Generative Artificial Intelligence (GenAI) technologies to support teaching delivery while protecting their data.

Anthology have also provided answers to frequently asked questions, which address questions such as how does the AI system work? Where is the AI system hosted? How is the AI system trained. Anthology also openly publish their Generative AI Terms | Anthology, which make it clear that any content generated through these tools is the property of the customer ie the University.

4.2 AI Design Assistant features that can be individually enabled

When the AI Design Assistant is enabled at system admin level in MyAberdeen, additional controls are available to us as an institution, which enable us to decide which specific features of the AI Design Assistant we wish to turn on. There are five features currently available to us:

AI Design Assistant Feature	**Description**
Generate Keywords for sourcing images from Unsplash	The AI Design Assistant generates keywords that can be used to identify suitable images from the Unsplash-powered image library. These keywords help streamline the process of finding and

AI Design Assistant Feature	Description
	incorporating relevant images to support the course materials and learning modules.
Generate an outline structure for Learning Modules	The AI Design Assistant utilizes the course title and any available content in the course description to suggest titles and brief descriptions for a set of learning modules. These suggestions serve as a potential course structure, which can be customized by staff, and align with our institutional recommendations of using Learning Modules to structure learning content. Staff members have the option to further enhance the outline structure generated by adding additional information and content in the description field. *Staff should be aware that their course structure should align with the intended learning outcomes for their course and their course description on the course catalogue, irrespective of whether they use the AI Design Assistant to aid them with this process*.
Generate Test Questions & Question Banks	Using the course title and content from the course description, the AI Design Assistant can generate suggested test questions, encompassing various question types such as multiple-choice questions (MCQs), fill-in-the-blank questions, and more. This functionality aids in the creation of test materials for assessments and quizzes related to the course content.
Generate Rubrics	The AI Design Assistant has the capability to generate grading rubrics with predefined structures and criteria. These rubrics provide a standardized framework for assessing student work and ensuring consistency in grading across the course. Faculty and instructors can customize these rubrics as needed while benefitting from an initial structure provided by the AI.
Generate Learning Module Images	The AI Design Assistant is capable of generating entirely new images based on provided keywords. These images can be created to complement the course content and enhance its visual appeal.

Enabling any of the above features means that as an institution we accept the additional terms available at https://www.anthology.com/agreements/generative-ai-terms and that we understand the information about risk and limitations within and/or referenced in the standard end user documentation at https://help.blackboard.com/en/node/46331.

4.3 Recommendations on the institutional approach to enabling specific AI Design Assistant features

It is recommended that the following 4 out of 5 AI Design Assistant features are enabled in MyAberdeen, once all due diligence in relation to security, data, privacy, copyright and IPR has taken place:

- Generate Keywords for Unsplash
- Generate an outline structure for Learning Modules
- Generate Test Questions & Question Banks
- Generate Rubrics

It is recommended that we do not switch on the feature to enable the generation of learning module images as this is a rapidly evolving area where there is a lack of transparency and ambiguity (there are several law suits taking place at the moment in relation to visual works), unless we can be confident about the source of images on which Microsoft's Azure OpenAI service has been trained on. This aligns with the statement Nature has made to not allow the use of images and video created by GenAI tools. Furthermore, staff have access to Unsplash, which

provides a source of openly licensed images and is a resource that the Library already recommends on their copyright resources webpage.

The committee is asked to discuss and provide comments on the recommended approach for moving forwards and to approve the recommended AI Design Assistant features to enable.

5. FURTHER INFORMATION

Further information is available from Professor Kirsty Kiezebrink, (k.kiezebrink@abdn.ac.uk), Dean for Educational Innovation, or Dr Sara Preston (s.preston@abdn.ac.uk), Senior eLearning Adviser.

5 October 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

IMPLEMENTING TURNITIN DRAFT COACH TO IMPROVE STUDENTS' WRITING SKILLS

1. PURPOSE OF THE PAPER

This paper provides an overview of Turnitin Draft Coach and the benefits of implementing it for the student learning experience. It outlines the steps that should be taken to enabling and implementing it and provides examples of how other institutions have supported students with using Turnitin Draft Coach.

The paper recommends implementing it at institutional level to enhance the student learning experience and ensure equity of access to such tools.

This paper is for discussion and approval.

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

The committee is invited to discuss and approve the following:

- The implementation of Turnitin Draft Coach at institutional level
- The timelines for implementing Turnitin Draft Coach

4. DISCUSSION

4.1 Overview of Turnitin Draft Coach

Turnitin Draft Coach is a tool that helps students improve their academic writing and research skills by providing instant feedback on similarity, citation, and grammar issues. It is available as an add-in for Microsoft Word for the web. It can be used by students to review their assignment before submitting it to the relevant assignment submission drop box on their course area in MyAberdeen. There is no cost to enabling it as it is a feature available in our current Turnitin licence.

Turnitin Draft Coach has 3 features associated with it:

- Grammar Check – highlights grammar issues and suggests corrections
- Citations Check – assists in properly citing sources
- Similarity Check – functions in the same way as Turnitin's similarity check but submissions are not stored in the Turnitin database and it is *limited to 3 similarity checks*

The benefits of enabling Turnitin Draft Coach are outlined in the table below:

Benefit	**Description**
Improve students' academic referencing skills	Helps students avoid unintentional plagiarism and learn how to properly cite their sources. Turnitin Draft Coach can detect similarity between the student's work and other sources and provide guidance on how to revise the writing or add citations. This can help students understand the importance of academic integrity and avoid plagiarism.

Benefit	Description
Enhance students' academic writing skills	Helps students correct spelling, punctuation or grammar errors. Turnitin Draft Coach can highlight any grammar mistakes and provide explanations to help students edit and deepen their understanding. It can also suggest improvements for clarity, style, and tone of the writing. This can help students communicate their ideas more effectively and confidently.
Alleviate stress and help time management	Turnitin Draft Coach can provide immediate feedback on the student's work, without having to wait for a tutor or a peer to review it. It can also help students identify any areas of improvement or revision before submitting their work, reducing the need for rework or resubmission. This can help students manage their time better and meet their deadlines.
Reduce students' fears about academic misconduct	Helps reduce the likelihood of students who are worried about accidentally committing plagiarism paying for third party services that offer text matching or originality checking services.
Ensure equity of access	Creates a level playing field for all students, as there is no cost to students using it in Word for the Web.
Reduces teaching staff workload	Removes the need for staff to provide a Turnitin drop box in their course area for students to submit a draft of their assignment, for formative feedback on their writing, prior to submitting their final assignment.

4.2 Enabling and Implementing Turnitin Draft Coach

In order to enable and implement Turnitin Draft Coach, the following needs to take place:

- The eLearning team in the Centre for Academic Development and the Microsoft 365 team in the Directorate of Digital & Information Services to enable it within the Turnitin Admin Console and the Microsoft 365 Admin Console, and apply the appropriate configurations for use within Microsoft Word for the Web
- Student Learning Service and the Library to be involved in the implementation of Turnitin Draft Coach
- Guidance developed for staff, to raise awareness about the tool and how it can be used
- Guidance developed for students, on how to access and use Turnitin Draft Coach within Microsoft Word for the Web, and how to use it to improve their writing
- A communications plan and marketing campaign developed to ensure staff and students are aware of this new tool
- Promotional material to be created for students, highlighting the availability of Turnitin Draft Coach as a positive approach that the University is taking to supporting students with their academic writing, ensuring equity of access to such tools
- Evaluation plan to be created, to gather staff and student views following the implementation of Turnitin Draft Coach

A reminder that when students use the Similarity Check within Turnitin Draft Coach they are only able to run a total of *three Similarity Checks* while drafting their assignments. Students can run as many Citation and Grammar Guide Checks as they wish, while drafting their assignments.

Turnitin Draft Coach is only available as an add-on for Microsoft Word for the web, not the desktop application. Turnitin Draft Coach is not designed for spreadsheet or presentation software.

4.3 Examples of Universities Using Turnitin Draft Coach

Below are some examples of how Universities are communicating the use of Turnitin Draft Coach to their students, and supporting them with using it:

- University of Plymouth. They promote Turnitin Draft Coach as tool to support students to ensure their work is original and meets academic integrity standards. They also provide students with guidance on installing and using it.
- University of Portsmouth. They highlight to students that they can use Turnitin Draft Coach to correct any accidental similarity, citations and grammar issues before submitting their work to be assessed. They also provide students with video and web guidance on using it.
- University of Huddersfield. They implemented Turnitin Draft coach following a Big Idea suggesting that all students should be able to see their Turnitin report prior to submitting work that will be assessed. They use it as a positive tool for supporting the development of students' academic skills and improving their essays and assignments.
- Macquarie University. They promote Turnitin Draft Coach as a tool to empower students to improve the quality of their assignments. They highlight how it can provide them with instant formative feedback, as they write, enabling them to address errors before they submit their final work, promoting a positive approach to academic integrity. They also provide clear guidance on the three main functions available in Turnitin Draft Coach: Grammar Check, Citations Check and Similarity Check, and provide more detailed guidance on the Similarity Check function.

4.4 Recommendations on implementing Turnitin Draft Coach

It is recommended that Turnitin Draft Coach is implemented within the institution. Based on the approach outlined further above, it is recommended that the institution implement Turnitin Draft Coach in January 2024, in time for the start of Term 2.

The committee is asked to discuss and approve the recommendations outlined above.

5. FURTHER INFORMATION

Further information is available from Professor Kirsty Kiezebrink, (k.kiezebrink@abdn.ac.uk), Dean for Educational Innovation, or Dr Sara Preston (s.preston@abdn.ac.uk), Senior eLearning Adviser.

6 October 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

EDUCATION POLICY AND REGULATIONS REVIEW SCHEDULE

1. PURPOSE OF THE PAPER

This paper provides an update to the Education Policy and Regulations Review Schedule since the last update in March 2023. The Education Policy Review Schedule has been updated in line with key areas which require review in academic year 2023/2024, and as such, the schedule has been reprioritised accordingly.

The Group is invited to **discuss and consider** the Education Policy Review Schedule.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee University Education Committee	4 October 2023 (Discussion) 10 October 2023 (Information)

3. RECOMMENDED ACTION

The Academic Policy and Regulations Group is invited to **discuss and consider** the Education Policy and Regulations Review Schedule.

4.1 DISCUSSION

4.1.1 Following previous updates to the University Education Committee (UEC) and Quality Assurance Committee (QAC) in regard to policy review, the purpose of this paper is to provide an update on (i) progress regarding work undertaken to date and (ii) a plan for policy review in subsequent academic years. The updated schedule is appended as Annex A.

4.2 WORK UNDERTAKEN TO DATE

4.2.1 Further to the update circulated in March 2023 (*UEC/230323/020 refers*), the following has been undertaken in academic year 2022/23:

Monitoring and Review (Periodic Review)	Amendments to Internal Teaching Review (ITR) policy and procedure were approved by the UEC and QAC in August 2022 reflecting the return to in-person review following a period of online review as a result of the Covid-19 pandemic.
External Examining	Following an administrative review of processes, which concluded in January 2022, amendments to External Examining policy were approved by Senate in April 2023, following a review of academic aspects of External Examining led by a Task and Finish Group. The Group reviewed roles and responsibilities, communications, fees and expenses, and training and induction.

Student Discipline (Academic)	The Code of Practice on Student Discipline (Academic) was updated for academic year 2023/24 to incorporate the unauthorised use of artificial intelligence tools as a form of plagiarism.
Student Discipline (Non-Academic)	A holistic review of the Code of Practice on Student Discipline (Non-Academic) was undertaken and approved by the Senate in November 2022. The revised Code of Practice was led by a Task and Finish Group.
Policy and Procedures on Student Absence	The Policy and Procedures on Student Absence was updated in August 2023 to account for the lack of availability of GP surgeries to provide medical notes to students. Approval is anticipated on 20 September 2023 at Senate.

4.3 POLICY REVIEW SCHEDULE FOR 2023/2024

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 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 will continue to take place in academic year 2023/2024. The work has been prioritised as follows:

- Monitoring and Review (Annual Review): *Updates in light of the ongoing work to decolonise the curriculum, to ensure ongoing monitoring through our established processes.*
- Assessment and Feedback: *Updates in respect of the determination of degree outcomes, including the use of a project grade as a determinant for classification and extra credits at PGT; the moderation policy; and the distinction between compulsory vs prescribed courses.*
- External Examining: *Review to continue in respect of External Examiner fees, following the recommendations from the EE Academic Review TFG.*
- Student Monitoring: *Updates expected following the conclusion of the work in respect of Monitoring, Absence and Engagement.*
- Appeals and Complaints: *Review of the Policy and Procedures on Student Appeals.*
- Degree Regulations: *Updates in respect of (i) compensatory credit, including for failed resit courses; (ii) undergraduate progression regulations in terms of Students' Progress Committee thresholds; (iii) general review of Postgraduate Taught regulations to bring them up-to-date with current terminology.*

4.4 POLICY REVIEW SCHEDULE FOR 2024/2025 AND BEYOND

4.4.1 From 2024/2025 and subsequent academic years, the education policy and regulations review schedule includes the following *(subject to confirmation)*:

- Student Progress: *Updates in respect of Undergraduate and Postgraduate Taught progress.*
- Student Discipline (Academic): *A holistic review of the Code of Practice on Student Discipline (Academic)*.
- Student Discipline (Non-Academic): *Further to the implementation of the revised Code of Practice on Student Discipline (Non-Academic), a further review to ensure the Code is working as intended.*
- Fitness to Practise: *A review of the Fitness to Practise policies and procedures for Healthcare Programmes; and Education and Counselling Programmes.*

4.5 UPDATES IN RESPECT OF POLICY REVIEW

4.5.1 Members of the QAC and/or UEC will be updated and engaged, as appropriate, on progress with the policy update and review schedule 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.

4.5.2 Finally, members of the Committees will be aware that the timetable above does is not exhaustive in listing every education policy or policy area. Further, any timings stipulated in the review schedule are approximate, and subject to change. 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.

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal (Education) (ruth.taylor@abdn.ac.uk), Steve Tucker, Dean for Quality Assurance and Enhancement (s.j.tucker@abdn.ac.uk), Gillian Mackintosh, Director of Academic Services and Online Education (g.mackintosh@abdn.ac.uk) or Liam Dyker, Acting Assistant Registrar (liam.dyker2@abdn.ac.uk).

11 September 2023

Freedom of Information/Confidentiality Status: *Open*

Annex A

EDUCATION POLICY AND REGULATIONS

Schedule of Review by Academic Year

Key: BLUE – 2022/23; YELLOW – 2023/24; GREEN – 2024/25; PINK – 2025/26 and Beyond

Committee Cycle:					
	Cycle 1	APRG (14 August 2023)	QAC (23 August 2023)	UEC (29 August 2023)	Senate (20 September 2023)
	Cycle 2	APRG (13 September 2023)	QAC (4 October 2023)	UEC (10 October 2023)	Senate (8 November 2023)
	Cycle 3	APRG (15 November 2023)	QAC (13 December 2023)	UEC (16 January 2024)	Senate (14 February 2024)
	Cycle 4	APRG (7 February 2024)	QAC (27 February 2024)	UEC (5 March 2024)	Senate (27 March 2024)
	Cycle 5	APRG (24 April 2024)	QAC (8 May 2024)	UEC (13 May 2024)	Senate (5 June 2024)

2022/2023

Category	Sub-Category	Policy and/or Procedure	Action/Activity Summary	Review Information
Learning and Teaching: *Student Focused*	Student Absence	Policy and Procedure on Student Absence	Current position: The Policy and Procedures on Student Absence are being updated to account for the lack of medical certification that is available from GP surgeries. This was approved by QAC on 23 August 2023, and Senate on 20 September 2023. 2023/2024 Further to the amends of the Policy and Procedures on Student Absence, consideration should be given to a Fit to Sit Policy in relation to assessments.	**Next due for review: 2022/2023** **Committee Approval** Lead Committee: QAC Academic View: Cycle 1 Approval: Cycle 1 **Personnel** Academic Lead: Jason Bohan Administrative Lead: Isabella Fausti

2023/2024

Category	Sub-Category	Policy and/or Procedure	Action/Activity Summary	Review Information
Monitoring and Review	Annual Review	Annual Course and Programme Review *(ACR/APR)* ACR/APR Process Flowchart ACR Form Template APR Form Template Course Feedback Form Staff-Student Liaison Committee (SSLCs) Class Representatives	Current position: A paper, providing recommendations on the ACR and APR processes was approved by the UCTL (and passed to the Senate for information) in August 2020. This paper included a series of recommendations to improve and streamline the ACR and APR processes in 2020/21. Following approval: • Webpages/documents have been amended to reflect the agreed ACR and APR processes for 2020/21	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Approval: Cycle 2 **Personnel** Academic Lead: Ruth Taylor/Steve Tucker Administrative Lead: Liam Dyker

			• Webpages/document have been checked for accuracy (i.e. references to 'SCEF' replaced with 'Course Evaluation Form') • Any remaining references to 'in-class' etc. have been replaced. In December 2020, it was agreed that ACR/APR forms should be further revised, a question on Blended Learning was added to each, with the intention of understanding how courses and/or programmes were delivered and to ensure the context of course and programme evaluation is clear. 2023/2024 In light of the ongoing work in respect of Decolonising the Curriculum and Equality, Diversity and Inclusion, amendments to existing annual monitoring documentation to be made to take account of equality, diversity and inclusion, and the Decolonising agenda.	
Assessment and Feedback	Assessment and Feedback	Undergraduate Code(s) of Practice on Assessment Postgraduate Taught Code(s) of Practice on Assessment No Detriment Procedures Common Grading Scale (CGS) Common Assessment Scale (CAS) Honours Classification (Grade Spectrum) Honours Classification (GPA) SCQF Level Descriptors Framework of Degrees Minimum Credit Requirements for Awards Markers, Double, Blind and Anonymous Marking Moderation Policy Institutional Framework for the Provision of Feedback on Assessment Progression and Award in PGT Award (Grade Spectrum) Progression and Award in PGT Award (GPA) Preparation, Submission, Recording and Notification of Results External Examiners in Relation to Marking	Current position: 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 removal of the Grade Spectrum and policies associated with Covid-19. 2023/2024 A review of existing Assessment and Feedback policy and procedures to be undertaken in relation to: • Determination of Degree Outcomes, including use of a project grade as a classification determinant and extra credits at PGT • Moderation Policy • Compulsory vs Prescribed Courses • Policy on Extensions to Submission of Coursework 2024/2025	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC

		Selection of Scripts and other work to be sent/made available to the External Examiner Oral Examinations Assessment Offences (including Plagiarism) Exams Officer: Job Description Number, Composition and Purpose of Examiners' Meetings Conduct of Examiners Meetings Guidance Note for Students who either Fail or who Fail to Attend, or Complete, an Element of Prescribed Degree Assessment Types of Assessment Setting Assessments Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas Guidance for those with Responsibility for Making Examination Arrangements for Disabled Candidates Disposal and Retention of Work that Contributes to Prescribed Degree Assessment Policy on the Penalty for Unauthorised Late Submission of Coursework	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.	
External Examining	External Examining	External Examining (UG/PGT) General Roles and Responsibilities of External Examiners External Examiners: Reporting Instructions and Information External Examiners Reporting Template Information of the Calculation of Fees (UG/PGT) Nomination and Appointment of External Examiners Nomination Form for External Examiners Induction of External Examiners External Examining (PGR) General Examining Research Degrees	Current position: 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. Further, a TFG, led by a member of the QAC was established to review the academic elements of External Examining policy and procedures. This work concluded and was approved at Senate on 19 April 2023. 2023/2024 A review of External Examining to be undertaken in respect of: • External Examining Fees	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC

Learning and Teaching: *Student Focused*	Student Monitoring	Monitoring Student Attendance and Performance Guidance Note: Student Monitoring System Guidance Note: Class Certificates Key Dates Annex A: C6 and C7 emails Annex B: Flowchart of the UG Monitoring Process Annex C: Flowchart of the PGT Monitoring Process Annex D: Flowchart of the PGR Monitoring Process	Current position: A holistic review of Student Monitoring and Student Absence processes has been underway, as part of work being led by the Monitoring, Absence and Engagement TFG. 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 due course. 2023/2024 Following the conclusion of the Monitoring, Absence and Engagement Task and Finish Group, there may be amends required to current policy in respect of student monitoring. Included in this work is the policy on Monitoring of Postgraduate Research students.	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: UEC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Jason Bohan Administrative Lead: TBC
	Appeals and Complaints	Policy and Procedures on Student Appeals Complaints Handling Procedure (CHP) Unacceptable Actions Policy Appeals Flowchart Form for Appeals and Complaints Status of Students Pending the Outcome The Payment of Expenses Incurred by a Successful Appellant/Complainant Complaints Guidance for Students Complaints Guidance for Members of the Public Glossary of Terms	Current position: Following publication of a revised Model Complaints Handling Procedure (MCHP) by the Scottish Public Services Ombudsman (SPSO), the CHP was revised in April 2021. 2023/2024 A review of Appeals and Complaints to be undertaken in respect of: Policy and Procedures on Student Appeals	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
	Student Progress (PGT/PGR)	Student Progress (Postgraduate) Code of Practice: PGT Students	Current Position: No updates.	**Next due for review: 2023/2024**

		Code of Practice: PGR Students PGR Students and Supervisors: Expectations PGR Structured Management Framework	2023/2024 Following review of the Code of Practice on PGR (and approval at PGR Committee), approval will be sought from the QAC.	**Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Stuart Piertney Administrative Lead: Lucy Leiper
Regulations	Undergraduate Regulations	General Regulations for First Degrees Regulations for Degrees Undertaken at the Aberdeen Institute of Data Science and Artificial Intelligence at South China Normal University (SCNU) Regulations for Degrees Undertaken under the Articulation Agreement with South China Normal University (SCNU) General Regulations for Medicine and Dentistry Arts and Social Sciences Supplementary Regulations Degrees of Bachelor of Music Supplementary Regulations Divinity Supplementary Regulations Education Supplementary Regulations Engineering Supplementary Regulations Law Supplementary Regulations Science Supplementary Regulations	Current Position: General Regulations and Supplementary Regulations updated for Academic Year 2023/2024 to include a timeline for graduation, clarifying progression, replacement of Summer School for Access, addition of regulations for articulation agreement students at SCNU, and removal of withdrawn programmes. 2023/2024 In respect of undergraduate regulations, the following will be reviewed: • Compensatory Credit (including for failed resits) • Progression regulations in respect of the Students' Progress Committee thresholds	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle 3 Approval: Cycle 3 **Personnel** Academic Lead: Steve Tucker Administrative Lead: Liam Dyker
	Postgraduate Regulations	Postgraduate Supplementary Regulations General Regulations for Research Degrees General Regulations for Taught Postgraduate Awards General Regulations for Awards Conferred Jointly with Other Degree Awarding Institutions	Current Position: Postgraduate Regulations updated for Academic Year 2023/2024 to include the Accreditation of Prior Learning regulations which appeared not to have been updated. 2023/2024 In respect of postgraduate regulations, the following will be reviewed: • Postgraduate General and Supplementary Regulations, in order to bring them into line with current terminology • Postgraduate Research Supplementary Regulations to be reviewed by the PGR Committee.	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle 3 Approval: Cycle 3 **Personnel** Academic Lead: Steve Tucker Administrative Lead: Liam Dyker

2024/2025

Category	Sub-Category	Policy and/or Procedure	Action/Activity Summary	Review Information
Learning and Teaching: *Student Focused*	Student Progress (UG)	Student Progress (Undergraduate) Policy on Undergraduate Student Progress Guidance Notes on Undergraduate Student Progress Students' Progress Committee: Remit and Composition	Current position: No updates. 2024/2025 Future review of policies and processes in regard to Student Progress.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
	Student Progress (PGT/PGR)	Student Progress (Postgraduate) Code of Practice: PGT Students Code of Practice: PGR Students PGR Students and Supervisors: Expectations PGR Structured Management Framework	Current Position: No updates. 2024/2025 Future review of policies and processes in regard to Student Progress.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
	Student Discipline (Academic)	Code of Practice on Student Discipline (Academic) Procedures for Dealing with Allegations of Plagiarism against Graduates of the University Academic Misconduct Flowchart *(for staff)* Academic Misconduct Flowchart *(for students)*	Current position: 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. In June 2023, the Code was updated to include reference to Artificial Intelligence tools, which will be treated as plagiarism. 2024/2025 A review of Student Discipline (Academic) policy and procedures, including the refinement of materials to improve readability and accessibility.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Kirsty Kiezebrink Administrative Lead: TBC

	Student Discipline (Non-Academic)	Code of Practice on Student Discipline (Non-Academic)	Current position: A holistic review of Student Discipline (Non-Academic) 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 concluded its work, and a report and associated revised Code of Practice on Student Discipline (non-academic) approved by Senate on 2 November 2022. The Code was implemented in August 2023 for use in Academic Year 2023/2024. 2024/2025 Following implementation of the revised Code of Practice in 2023/2024, a review of the Code of Practice to be undertaken.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: UEC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Jason Bohan Administrative Lead: Nick Edwards
	Fitness to Practise	Policy on Fitness to Practise Fitness to Practise Guidance *(Medicine/Dentistry)* Fitness to Practise Guidance *(Education)*	Current position: 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. 2024/2025 A review of Student Discipline (Academic) policy and procedures, including the refinement of materials to improve readability and accessibility.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC

TO BE SCHEDULED

Category	Sub-Category	Policy and/or Procedure	Action/Activity Summary	Review Information
Course and Programme Approval	Course and Programme Approval	Course and Programme Approval Information Curriculum Management Process Flowchart Curriculum Management System Curriculum Management User Guides University Calendar ***(excluding** Degree Regulations)* Catalogue of Courses	Current position: Information on the Planning Cycle for 2023/24 and the use of the Curriculum Management System remains to be confirmed. Course and programme approvals have increased flexibility in the processes, which includes further opportunities for Schools to make changes to courses and programmes at different periods within the Academic Year.	**Next due for review: TBC** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Steve Tucker Administrative Lead: Pat Rowand

Monitoring and Review	Periodic Review	Internal Teaching Review (ITR) General ITR Process ITR Guidance for Schools Critical Analysis Curriculum Mapping (doc needs to update link to benchmark statements Enhancement-Led Institutional Review (ELIR)	Current position: 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 (UEC) and the Quality Assurance Committee (QAC) in October 2022, amended to reflect a return to on-campus ITRs, where possible, from the commencement of the 2022/23 academic year.	**Next due for review: TBC** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
Partnerships and Collaborative Provision	Partnerships and Collaborative Provision	Partnerships and Collaborative Provision General Types of Partnership Setting up a Partnership Managing a Partnership Current Partnerships Quality Assurance and Academic Standards Template Agreements	Current position: No updates.	**Next due for review: TBC** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
Teaching and Learning: *Student Focused*	Supporting Students *(including students with Disabilities)*	Support for Study Policy Information and Guidance to Students who Become Pregnant or Adopt Children, and their Partners, during their Studies Policy and Guidance on Religion and Belief for Students Policy on Drugs and Alcohol Misuse (Students) Information for Disabled Students and those with Specific Learning Differences and Medical Conditions Procedures for Disabled Students Flow Chart on procedures for Disabled Students Policy on Permitting Disabled Students to audio-record Lectures Recommendations Concerning Students with Dyslexia	*Further information can be sought from Jason Bohan and Nick Edwards.*	**Next due for review: TBC** **Committee Approval** Lead Committee: UEC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
	Admissions/ Readmissions	Admissions Policy (Undergraduate) Admissions Policy (Postgraduate Taught) Admissions Policy – Postgraduate Research Students	Current Position: No updates.	**Next due for review: TBC** **Committee Approval** Lead Committee: UEC

		Admissions Protocol for Postgraduate Taught and Postgraduate Research Application Accreditation of Prior Learning Policy Readmission Policy		Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Alan Speight Administrative Lead: TBC
	Student Communications/ Partnerships	Student Communications Policy Student Partnership Agreement Code of Practice to Ensure Compliance with Part II of the Education Act 1994	Current Position: No updates.	**Next due for review: TBC** **Committee Approval** Lead Committee: UEC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Jason Bohan Administrative Lead: Karen Scaife
Learning and Teaching: *Staff/ Teaching Focused*	Teaching General	Code of Practice for Undergraduate Teaching Lecture Capture Policy Start and Finish Times of Classes Wednesday Afternoon Teaching Quotas for Honours Options Timetabling of Core Courses Students' Work Affected by their Undertaking Paid Employment Disclosure Checking for Students Proof reading guidance Academic Flexibility for Elite/High Performance Sports	Current Position: No updates.	Next due for review: TBC Committee Approval Lead Committee: QAC/UEC Academic View: Cycle x Approval: Cycle x Personnel Academic Lead: TBC Administrative Lead: TBC

UNIVERSITY EDUCATION COMMITTEE

Aberdeen 2040 Implementation Plan to 2025 - Education

Strategic Area / Commitment	Objectives and Actions				Update		Actions Planned for 2023-24
	SMT Lead	No	2025 High-Level Objectives	No	September 2023 - Year End Summary of Progress	RAG	
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	The Institutional NSS action plan has been implemented and has been monitored and reported through the relevant Education committees. The first phase of the TESTA (Transforming the Student Experience Through Assessment) has been completed. Three new Schools have been identified for the second phase (Engineering (probably), DHPA, MMSN (PGT)).	Complete	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	Completed and meetings have taken place with Schools through Heads and / or Directors of Education where needed.	Complete	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. These actions are embedded within the work of the University Education Committee and Student Support and Experience Committee.
		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	The institutional action plan is in place and being taken forward. Non-continuation (UG) and Attainment (PGT) data has been analysed and currently discussions are taking place with the relevant Schools and the Dean for Student Support and Experience to explore any School-based issues arising from the data.	On track	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	This work is complete (previous update provided). It is anticipated that the next iteration of the data will provide further insights as more students engage with the Career Readiness survey.	Complete	Build on the findings from the Career Readiness Survey and determine additional actions where needed (more details will be provided in due course). Using an Aberdeen internship, develop a targeted communications strategy using career readiness data insights to be implemented during 2023-24.
				3.2	This work has lagged as EDI data is required to be included in the CareerConnect data feed in order to connect with engagement data. There has been a delay in getting the EDI data required.	Lagging	Identify engagement gaps and understand barriers to participating in careers services to inform targeted development of careers support and opportunities.
				3.3	Following the Enhanced Transcript Review and Graduate Attritubes work, a new digital approach to student skills reflection and recording has been established and will be piloted in 2023-2024.	Complete	Pilot a new digital approach to student skills reflection and recording utisling a generic skills set while the Aberdeen 2040 Graduate Attributes and Skills are finalised, and learn lessons to inform implementation planning for 2024-25.
				3.4	New employer partnerships have been developed through delivery of a number of funded internships programmes. Funding to support growth is in place via Santander (£15000 per annum to fund 15 opportunities), The Wood Foundation (£150000 over three years to fund at least 32 fully paid internships in Third Sector organisations), Institutional funding (£20000 per annum to fund internships, including Saltire opportunities).	On track	Continue to grow employer partnerships and associated internships opportunities for students. Focus on ensuring part time internships, suitable for PGT students, are available, in addition to full time vacation opportunities for UG students.
		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	The most recent degree classifications report demonstrates improvements in our degree awarding gap between White and Black, Asian and Minority Ethnic students. The action plan continues to be taken for ward.	Complete	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 (2023-24).
		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	The agreed work has been completed and, in addition, a review of our assessment regulations relating to graduation and progression was undertaken to support our students to graduate and progress in the context of the marking and assessment boycott.	Complete	Complete the agreed policy review for AY2023/24
				5.2	Remit of the IPC to be revised to cover UK partnerships in addition to International ones. Name will change to University Partnerships Committee (UPC).	Complete	No action required

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

THE ABERDEEN 2040 ATTRIBUTES AND SKILLS

1. PURPOSE OF THE PAPER

This paper outlines a new set of graduate attributes: the Aberdeen 2040 Attributes and Skills. The paper also provides an overview of a new Skills Framework to support their use with students.

Following an extensive design and consultation phase via a Workstream of the Employability & Entrepreneurship Committee, the current proposals for the Aberdeen 2040 Attributes and Skills have been further scrutineered by the Employability & Entrepreneurship Committee, Sustainable Development Committee, University Education Committee and Senate to shape the current proposal for the Aberdeen 2040 Attributes and Skills.

The Aberdeen 2040 Attributes and Skills are now at a stage where the University Education Committee is now asked to discuss this paper following the changes made based on the feedback received. Workload implications have also been reviewed and included in this paper.

Following review by the University Education Committee, further discussion will take place via the University Employability & Entrepreneurship Committee and Senate prior to approvals being sought from the same committees for the Aberdeen 2040 Attributes and Skills.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered by	UEC 2040	10th May 2022
	Extraordinary EEC	25th May 2022
	Extraordinary UEC	23rd June 2022
	EEC	16th December 2022
	DSC	10th January 2023
	UEC	16th January 2023
	Senate	8th February 2023
	SDC	9th March 2023
	EEC	4th May 2023
	EEC	18th September 2023
Further consideration/approval required by	UEC (academic view)	10th October 2023
	Senate (academic view)	8th November 2023
	EEC (approval)	5th December 2023
	UEC (approval)	16th January 2024
	Senate (approval)	14th February 2024

3. RECOMMENDED ACTION

The University Education Committee is asked to review and comment on the Aberdeen 2040 Attributes and Skills, and the Skills Framework and Careers Passport which will support their use in the co-curriculum and curriculum.

Further to this, the University Education Committee is asked to review and comment on the proposed plans for implementation, including their scope and scale and any associated workload implications.

4. BACKGROUND

4.1 External to the University, reports from leading industry and graduate careers groups have highlighted the need for graduates to be proficient not only in subject-specific knowledge but also key transferable skills such as communication, adaptability, self-awareness, and emotional intelligence[1]. The ability for our graduates to enter a labour market and be competitive in jobs that require greater skills requirements as well as subject-specific knowledge is crucial for their success after they complete their studies with us[2]. This is further backed up by the Scottish Government via the Scottish Funding Council with one of their core objectives highlighting universities as a key component of a system that can respond effectively to the skills requirements of the economy locally and globally[3].

4.2 Institutionally we do not perform as well as many of our competitors in the Graduate Outcomes (GO) survey, a survey directed at leavers 15 months after they have left the University. Multiple GO data metrics also feed into domestic league tables (Times & Sunday Times Good University Guide, Complete University Guide and the Guardian University Guide) and as such can impact on our performance in these. As such the roles our students are involved in after they leave the University are important, so if we can foster an educational environment that has a greater focus on employability and skills development, students will be able to have more positive destinations, which in turn will provide gains in GO performance and therefore league table performance.

4.3 Institutionally, there are multiple Aberdeen 2040 Commitments that interface with the wider skills agenda and enhance our ambitions for interdisciplinarity (Commitments 6[4] and 7[5]), student employability (Commitment 12[6]) and sustainability (Commitment 17[7]). Our Aberdeen 2040 Implementation Plan sets out specific actions that are focussed on enhancing employability of our students across these Commitments (See Appendix A). As such, the setting up of a Workstream as part of the Employability and Entrepreneurship Committee has carried out work to understand how we can provide opportunities for our students to articulate the attributes and skills they will develop through their time with us.

4.4 Alongside the Attributes and Skills Workstream, the Aberdeen 2040 strategy commits to providing more work-based learning (WBL), through placements and volunteering. Following an initial scoping exercise in January 2022, engagement with internal and external stakeholders and an institutional placement and WBL review report (produced by external consultants Gradconsult), a set of recommendations informed an institutional vision for upscaling WBL. The vision, to provide all undergraduate and postgraduate taught University of Aberdeen students with the option to gain experience via a flexible menu of work-based and work-related learning opportunities sets out a clear ambition to ensure all taught UG and PG students can gain a WBL opportunity but gives flexibility around the types of WBL opportunity provided. A workstream has been established for 2023-2024, reporting to the Employability & Entrepreneurship Committee (EEC) and Digital Strategy Committee (DSC), which will focus on establishing a suitable approach to developing 1-year and 2-year upscaling WBL action plans for Schools. This workstream will complement and interface with the attributes and skills workstream to ensure a coherent approach to Aberdeen 2040 employability actions. The ultimate aim of both is to provide a coherent skills landscape for our students with clarity on the skills they are developing.

4.5 As part of this work, and previously presented and approved by the University Education Committee (UEC), a joint report from the work carried out by the Graduate Attributes and Skills and Enhanced Transcript Working Groups (see here) had a series of recommendations that were agreed at the University Employability & Entrepreneurship Committee (EEC) on 25th May 2022 and then at the UEC on 23rd June 2022.

4.6 Findings from the above report have demonstrated that students have a limited understanding of our current Aberdeen Graduate Attributes (Finding 2 – *Students have limited awareness and understanding of the concept of graduate attributes and skills*), but they do wish to have activity

[1] Institute of Student Employers Report – 5 Competencies Graduates Need to Thrive in the Modern Workplace (February 2023)
[2] Universities UK Report – Busting Graduate Job Myths (April 2022)
[3] Scottish Funding Council – Annual Report and Accounts 2021-22 (September 2022)
[4] Commitment 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."*
[5] Commitment 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."*
[6] Commitment 12 – *"We will equip our graduates for global employment through our curriculum and teaching methods."*
[7] Commitment 17 – *"We will educate all our students and staff to be leaders in protecting the environment."*

recorded so they can evidence it (Finding 3 – *Students want recognition of their skills from across their student experience*) – see report highlighted in 4.4 below.

4.7 As a consequence, the two main recommendations from this work were as follows:

- Create a system that can formally record and recognise student skills in all areas of their curricular, co-curricular and extra-curricular activities.
- The University should design a personalised skills development, recognition and reflection framework.

4.8 Since then, work has been carried out by a workstream group (Aberdeen 2040 Graduate Attributes and Skills Workstream), that reports to EEC and UEC, to create both a new set of attributes and skills as well as a system to support them.

4.9 This work has culminated in the creation of the Aberdeen 2040 Attributes and Skills which were most recently presented at EEC (16th December 2022), UEC (16th January 2023), Senate (8th February 2023) and the Sustainable Development Committee (SDC, 9th March 2023). At each stage, the feedback and discussions were used to shape and craft the new set of attributes and skills.

4.10 In parallel to creation of a new set of attributes and skills, the workstream group was also tasked with finding a suitable way for students to practicably use the attributes and skills in a framework, which also allows them to evidence, reflect and develop their attributes and skills.

4.11 The work to find a suitable framework identified several digital solutions. A business case was proposed to the Digital Strategy Committee (DSC) on 10th January 2023 and a later revised business case is currently pending approval. Briefly, this revised business case was to authorise the work with our existing partner, GTI, who provide the University with the CareerConnect system used by our Careers & Employability Service. This work will adapt an existing function of the CareerConnect system to deliver a digital tool that will allow students to record, reflect upon, and articulate the attributes and skills they are acquiring (see Section 6 below).

5. WORK TO DATE ON THE ABERDEEN 2040 ATTRIBUTES AND SKILLS

5.1 Aberdeen 2040 aims to prepare "our graduates to thrive in diverse workplaces of the future" with commitments that need to be embedded in the experience of all our students.

5.2 Furthermore, our educational vision states that *"Our Education aims to be among the very best in the world, enabling our students to grow as independent learners, to achieve their full potential and succeed whatever their personal and social background, their mode of delivery and location, and to be equipped for global employment. Our Curriculum is challenge-led, distinctive, has breadth and flexibility with the interdisciplinary challenges embedded. Our Curriculum is inclusive, international, and enables our students to be leaders in protecting the environment. Our Environment aims to be diverse, caring, supportive, challenging, innovative, and developmental."*

5.3 Underpinning this vision, the University has created 5 Principles of Education, introduced in academic year 2022-23, which aim to support the preparation and delivery of our educational offering to students.

5.4 The overall aim is for the Aberdeen 2040 Attributes and Skills to provide a framework for students to evidence, reflect and develop their skills throughout their time with us, whether that is from their programme of study, co-curricular activities, or other activities they participate in.

5.5 In addition, the Aberdeen 2040 Attributes and Skills provide a common vocabulary for both staff and students to be able to discuss the value of the educational experiences and how they can be valued by employers and others.

5.6 As such, three workshops were conducted by the Aberdeen 2040 Attributes and Skills Workstream group (28/11/22, 20/12/22 and 12/01/23). The workshops looked at the feedback gathered from employers, and University students and staff to initially create a set of Attributes and Skills that aligned to the Aberdeen 2040 strategic plan.

5.7 This set of Aberdeen 2040 Attributes and Skills contained 15 individual attributes and skills and was presented at the various committees previously mentioned in 4.4 above. Those 15 attributes and skills are shown below:

- Adaptability and Resilience
- Communication
- Creativity
- Digital Fluency
- Inclusivity
- Independence
- Interdisciplinarity
- International Awareness
- Leadership
- Problem-solving
- Self and Social Awareness
- Self-motivation
- Sustainability
- Teamworking
- Time-management

5.8 Following creation of the above attributes and skills, further feedback was also sought from students and external organisations via the contacts shown below who circulated a questionnaire with accompanying information in the form of a Microsoft Sway (see here):

- Aberdeen University Students Association (AUSA)
- Student Experience Student Ambassadors
- Alumni Business Directory
- External members of Court
- Staff and Educational Development Association (SEDA) network
- Aberdeen Grampian Chamber of Commerce
- Aberdeen City and Aberdeenshire Councils
- Skills Development Scotland (SDS)

5.9 The feedback gathered was from a variety of sources, including our students via AUSA leadership team, and whilst anonymous participants were asked to provide the sector they worked in with the following areas being represented (numbers of responses in brackets):

- Students (20)
- Business, consultancy or management (3)
- Charity and voluntary work (4)
- Energy and utilities (1)
- Environment and agriculture (1)
- Healthcare (8)
- Computing or IT (1)
- Law (1)
- Media or digital (2)
- Public services and administration (5)
- Science and pharmaceuticals (2)
- Teacher training or education (14)
- Other (7)

5.10 The feedback and suggestions gathered were then used by the Aberdeen 2040 Attributes and Skills Workstream group in a further round of workshop and brainstorming sessions alongside colleagues from the Careers and Employability Service (01/03/23, 14/03/23, 04/04/23, 05/05/23, and 15/05/23) to create a revised set of skills. Several themes emerged from the feedback from a variety of areas and therefore was covered in this second round of workshops:

Feedback Theme	*Amendments Considered*	*Consultation Group*
Clustering skills	Creating clusters of skills groups would simpl**if**y the list and demonstrate the intersectionality of the skills (see 5.12).	Feedback survey / Sustainable Development Committee

Work-ready graduates	Inclusion of employability-focused skills (see 5.12).	Feedback survey
Continuity of skills between school, colleges and university	The attributes and skills maintain continuity for our students and with schools who use Skills Development Scotland Meta Skills.	Feedback survey / Senate (staff) /
Integrating attributes and skills into curriculum	Attributes and skills need to be integrated into the curriculum and made explicit to students (see proposals in Section 7).	Senate (staff and students)
Subject expertise	Expertise will not be included in the skills as it will be made explicit in accompanying information for students that subject expertise is evidenced in course intended learning outcomes and assessments which may also encompass skills development opportunities.	Senate (staff)
Skill levels	The skills audit that students can complete will allow them to self-assess and reflect on their skill level (see Section 6). This approach empowers the student to own their skills development journey and negates the need for formalised skills levels which would create extensive workload pressure in order to assign levels of skill and rate or grade against them.	Feedback survey / Senate

5.11 The feedback also suggested some additions and amendments to the wording of the initial proposed set of attributes and skills. Through the Workstream workshop sessions some names of the skills were amended to reflect this. The change to adapt the list into clusters of skills also has the advantage of allowing the skills to be included more easily in the digital Skills Framework (see Section 6 below) which was being explored in parallel. This revised set of attributes and skills comprises 6 attribute sets and 3 associated skills per set as outlined below (and see Appendix B for an expanded version with alignment to Aberdeen 2040):

Working with others
Teamwork
Communication
Leadership

Active citizenship
Global citizens
Sustainability
Inclusivity and cultural awareness

Managing yourself
Time management and organisation
Self motivation
Resilience

Enterprise and innovation
Creativity
Independence
Entrepreneurship

Analytical skills
Digital fluency
Information literacy
Critical thinking and problem solving

Career readiness
Opportunity awareness
Career planning and decision making
Presenting yourself

6. Work to Date on The Digital Skills Framework

6.1 Alongside the work to define and create the Aberdeen 2040 Attributes and Skills, the Workstream group has also been working on identifying a system that has the capacity for students to record and reflect upon the skills they are acquiring during their time with us. The creation of a digital system that students can interact with will also allow the removal of the recording of co-curricular activity on the Enhanced Transcript and its extremely time-consuming administrative verification and recording processes.

6.2 A scoping exercise was completed to identify potential solutions that would allow for flexibility with our diverse range of programmes and level of study, as well as an ability to be used both during and following completion of studies. The four design principles that were decided to be most important for this system to have the most impact was as follows:

a) **Fit with curricula** – Flexibility to fit with our diverse curricula across 12 different academic Schools and their subject disciplines.
b) **Fit with study requirements** – Flexibility to fit with undergraduate prolonged periods of study to shorter postgraduate taught one-year programmes and postgraduate research students
c) **Always on** – A system that grows as each student progresses through their studies, allowing them to populate and retrieve their skills as they acquire and reflect on them, and as they need to showcase them respectively.
d) **Portability** – The system needs to be able to follow the student once they have left the institution and not cease to exist once they have completed their studies or withdrawn.

6.3 Following evaluation of several systems, a decision was made to pilot the additional "MySkills" and 'Career Passport" features of our existing CareerConnect system for 2023-2024. CareerConnect is software created by a company called GTI and is used by the Careers and Employability Service for all aspects of Careers provision, such as appointment booking, co-curricular pathways, and job vacancy advertising. All students access the system via single sign-on which integrates with our Student Records System. The pilot of these features has the advantage of being already available to all students, at no additional cost.

6.4 For a brief overview of this functionality a Panopto recording is available here.

6.5 **MySkills** provides an opportunity for students to assess their skills against a series of criteria and perform a skills audit which creates a Skills Profile (see Appendix C). Following the skills audit students can then carry out a series of activities to enhance and develop their skills further in one of the ten skills areas provided by the system. This combination of skills audit, and then opportunity to work through a variety of skills development pathways, gives students the autonomy to carry out their own skills development as and when is suitable for them. Students can retake their skills audit multiple times enabling them to see their skills development progress (see Appendix D).

6.6 The **Career Passport** allows students to collate all activities that they have completed from the MySkills functionality but also allows them to record any further activities that they are involved in throughout their time with us, whether curricular, co-curricular or extra-curricular. These activities can be recorded as Skills Statements (Appendix E) allowing the activity to be tagged with the skills that form the MySkills framework. The Career Passport also shows any other career activity that a student has participated in such as Careers Service appointments, Pathways they are taking or have completed, and activities they have applied for / attended / viewed (Appendix F).

6.7 The MySkills framework and Careers Passport system will allow the recording of co-curricular activity and therefore these activities will no longer be recorded on the Enhanced Transcript. This is in line with recommendations from the Enhanced Transcript review (see Joint Working Group Report in 4.1 above). Any pre-existing entries in the Enhanced Transcript will remain but no new entries will be added because this activity can be recorded in the MySkills Framework.

6.8 By having the ability to review and reflect upon skills developed through the Skills Framework and then integrate this with other aspects of employability activities such as co-curricular pathways via the Careers Passport, students will be able to have a system that fits with any aspect of their studies and other activities, plus be useful to them during and beyond their studies at the University.

6.9 The MySkills audit being used in the 2023-2024 pilot has ten skill areas each with three sub-skills, so provides an audit of 30 skills. These skills are provided as standard as part of the CareerConnect platform. Should the pilot of the MySkills feature be successful, we can explore options to customise the skills to align with Aberdeen 2040 Attributes and Skills. To maximise the impact of the pilot, work has progressed over the summer of 2023, in parallel with the Aberdeen 2040 Attributes and Skills work discussed above, to develop and enhance the **Pathways** that students can complete to develop their skills. Pathway content development was organised via multiple workshops (08/06/23, 28/06/23, 07/07/23, and 24/08/23). The Careers Team and Dean for Employability and Entrepreneurship worked with colleagues from a range of departments

(such as Research and Learning Information Services, Sustainability colleagues in Estates and the Experience, Engagement and Wellbeing team), to review, update and author content within the Pathways, maximising the quality and suitability of the training materials for our students.

7. NEXT STEPS

7.1 The proposed next steps are to progress the development work that is described below and then, following approval from EEC, UEC and Senate, to implement the proposed changes to embed the attributes and skills into processes for co-curricular and curricula provision. To maintain oversight, the Aberdeen 2040 Attributes and Skills workstream will continue to be a standing item in EEC meetings as the work progresses and a Digital Project Board will be established to continue the digital phase to create the Skills Framework, pending DSC approval.

NEXT STEPS: CO-CURRICULUM

7.2 The MySkills and Career Passport described above has been activated by the Careers & Employability Service in September 2023 (and see paragraph 6.9 above) to trial its functionality with students throughout academic year 2023-24. There will be a specific trial of the system with two specific student cohorts within the Business School and the School of Medicine, Medical Sciences and Nutrition to give a more focussed opportunity for student feedback to be gathered on how the system performs.

7.3 Alongside trialling of the MySkills system, further work will be carried out during academic year 2023-24, in partnership with the appropriate teams (see tables below), to identify changes to nomenclature and information provided for students across all of our digital resources (e.g., webpages). The following areas have been identified that will require changes or development work to be carried out and the indicated timelines are shown for work that is ongoing or is planned for the future (with opportunities to complete pieces of work to an earlier timescale if that is a possibility). Workload implications are also highlighted.

	Current use of Aberdeen Graduate Attributes	***Proposed Changes***	***Workload Implications***	***Proposed Timelines***
Professional Development Courses	At undergraduate and postgraduate taught levels, the University runs professional development courses, PD1002 and PD5006 respectively, for all students. Both courses make mention of the Aberdeen Graduate Attributes and Enhanced Transcript.	Changes required to content that makes reference to the Aberdeen Graduate Attributes and the Enhanced Transcript.	**Low** – Careers and Employability Service staff will lead on this as Course Coordinators of the PD1002 and PD5006. These will be minimal changes that are required to make changes to any reference to the current Aberdeen Graduate Attributes.	Work will progress following approval to be ready for the start of academic year 2024-25.
Achieve and Achieve+	Study skills for students are supported through the Achieve (undergraduate) and Achieve+ (postgraduate taught) MyAberdeen sites. Both of these resources highlight the Aberdeen Graduate Attributes to students.	Changes to content that mentions the Aberdeen Graduate Attributes.	**Low** – Student Learning Service will lead on these changes, although they are minimal and will only require changes to those pages/sections that make mention to the current Aberdeen Graduate Attributes.	Work will progress following approval to be ready for the start of academic year 2024-25.
University Webpages	Multiple areas of the University website mention the Aberdeen Graduate Attributes and the Enhanced Transcript so will be amended, for example: Student resources • Graduate Attributes • Careers • Infohub Staff resources • Pastoral Support • Personal Tutoring • Supporting Students	Amend content to reflect the new Aberdeen 2040 Attributes and Skills, and MySkills.	**Medium** – Multiple webpages will be required to make small amendments to where the current Aberdeen Graduate Attributes are mentioned. As such this will involve staff from the Careers and Employability Service, Infohub, Centre for Academic Development, eLearning, and the Student Learning Service.	Work will progress following approval to be ready for the start of academic year 2024-25.
AUSA	The Aberdeen Graduate Attributes and the Enhanced Transcript are highlighted as part of AUSA activities.	Content changes where the Aberdeen Graduate Attributes and Enhanced Transcript are referenced.	**Low** – Minor changes to the AUSA webpages which have already been completed.	Complete.

NEXT STEPS: CURRICULUM

7.4 With the Aberdeen 2040 Attributes and Skills aiming to be embedded into the curricula offering for our students, a variety of different areas have been identified that will require amendments to act as an enabler to deliver our educational vision (see 5.1 – 5.4 above) in future years.

7.5 The curriculum also provides an opportunity for our students to develop attributes and skills required for them to be successful after graduation via the learning experiences they participate in (see footnotes in 4.1). Further to this, the Aberdeen 2040 Attributes and Skills provide a common framework for course planning and development and a common language for staff to use when they wish to articulate how the learning within courses can impact students' personal development.

7.6 Course teams are currently required to review teaching materials on an annual basis as part of good curriculum design via guidance provided by the University such as the Principles for Blended Learning and Tools for Teaching and Learning. Course teams are also required to formally review course performance and highlight areas of best practice and areas for improvement through the Annual Course and Programme Review process. This provides an opportunity to embed the Aberdeen 2040 Attributes and Skills into the course and programme review process as well as the tools for designing and delivering our teaching.

7.7 Part of the longer-term proposed changes is for Schools to take steps to embed and also enhance provision to reflect the Aberdeen 2040 Attributes and Skills (see below). It should be noted that this cannot be done in a standardised way with each School because the current curricula vary widely and quite rightly this means the emphasis of the Attributes and Skills will be variable, but the context of the discipline is important for students to link their learning to their personal development.

7.8 It is proposed that the following pieces of work along with the associated timelines and workload implications will be agreed (with opportunities to complete pieces of work to an earlier timescale if that is a possibility). Shorter and longer-term proposals are highlighted in the table below to span multiple academic years.

Proposed Short-term Curricular Changes				
	Current use of Aberdeen Graduate Attributes	***Proposed Changes***	***Workload Implications***	***Proposed Timelines***
Course and Programme Approvals	Both the New Course Proposal and Course Change documentation make reference to the Aberdeen Graduate Attributes. At present this takes the form of highlighting which of the four Aberdeen Graduate Attribute themes are linked to their programme or course but has no further details.	Proposed that changes will be made to the documentation to reflect the change to the Aberdeen 2040 Attributes and Skills and there will be an opportunity for linkages between the Aberdeen 2040 Attributes and Skills and the intended learning outcomes at a course level. This will begin to embed the attributes and skills into our courses and make them visible in the Catalogue of Courses.	**Low** – Changes to documentation for new courses and course changes will be required and approval will be sought via the Quality Assurance Committee and Programme Management Committee.	Work will progress following approval to be ready for the start of academic year 2024-25.
Annual Course Review and Programme Review	Currently the Aberdeen Graduate Attributes are mentioned in the Strengths and Weaknesses sections of the Course Review proforma as suggested topics for course appraisal. These suggestions for reflecting on a course also require staff to use feedback gathered from a variety of sources such as Course Feedback Forms (see row below).	Proposed to change the annual review documentation to ask staff to reflect on how the course has allowed students to acquire Aberdeen 2040 Attributes and Skills, for example through the linking of Course Feedback Form data available to staff.	**Low** – Changes to course and programme review documentation will be needed and approvals sought through the Quality Assurance Committee.	Work will progress following approval to be ready for the start of academic year 2024-25.
Course Feedback Forms	Course Feedback Forms can be setup to capture information on all aspects of a course, but one section is universal to them all and captures information of effective teaching practices and general feedback on satisfaction, which is then used to aid the course review process (see above).	Proposed to change the emphasis of the feedback form to one of reflection. This will require changes to the questions that are generic to all forms but will not impact on Schools being able to decide the questions they wish to add. Further changes are proposed to the way that the forms are sent via email to students so the standard wording of the emails will be amended and the system will be trailed to return completed forms to students for use in the Career Passport.	**Low** – Changes to the existing Course Feedback Forms would require development work from the Applications Management Team.	Work will progress following approval to be ready for the start of academic year 2024-25.

Proposed Longer-term Curricular Changes				
	Current use of Aberdeen Graduate Attributes	***Proposed Changes***	***Workload Implications***	***Proposed Timelines***
Course Mapping to Intended Learning Outcomes	A small number of courses make explicit reference to aiming to enhance student Graduate Attributes (e.g., PU5548) but all courses should have Intended Learning Outcomes (ILO) that are visible in the Course Catalogue.	A systematic approach will be taken to work with teaching teams in Schools to identify the Attributes and Skills that are associated with courses and work to make them visible in the Course Catalogue to provide students with information to aid in course choice.	**Medium** – Changes will be discussed with Directors of Education and course teaching teams to begin conversations with the relevant stakeholders to identify and map which attributes and skills align with course ILOs.	Start in academic year 2023-24 (following approval) and continue throughout academic year 2024-25, aiming to complete in August 2025.
Curriculum Development Opportunities	N/A.	Wider than the course-level mapping above, it is proposed that the Aberdeen 2040 Attributes and Skills act as an enabler for enhancing course and programme review and reflection by Schools.	**Medium** – Longer term changes and development opportunities will be discussed alongside discussions highlighted above to use the Aberdeen 2040 Attributes and Skills as a framework for explaining how courses and programmes of study can provide skills development and learning opportunities that enhance employability.	Start in academic year 2023-24 (following approval) and continue as needed as part of curriculum enhancements in programmes.

7.9 Further to the proposed curricular changes highlighted above, embedding the Aberdeen 2040 Attributes and Skills into courses and programmes should not be viewed as a one-off exercise but should be considered as part of the ongoing review and refinement of course content to enhance the student learning experience. To aid staff in this review process, a resource will also be developed through the Centre for Academic Development to support staff when they are reviewing their course and programme content.

7.10 The proposed co-curricular and curricular changes highlighted above have been scrutinised by the most recent Employability and Entrepreneurship Committee (18th September 2023) with positive commentary from members of that committee and approval for passing to the UEC and Senate for a final round of academic views.

7.11 Following this final round of academic scrutiny, recommendations for approval at future meetings of EEC (5th December 2023), UEC (16th January 2023) and ultimately Senate on 14th February 2024 are planned to agree the Aberdeen 2040 Attributes & Skills, the MySkills framework to support them and the associated implementation plan highlighted above.

8. RECOMMENDATION

8.1 UEC is asked to discuss and provide feedback on the proposals highlighted above, specifically the creation of a MySkills framework that reflects the Aberdeen 2040 Graduate Attributes and Skills and the ceasing to record co-curricular activities on the Enhanced Transcript.

8.2 UEC is also asked to discuss and provide feedback on the proposed changes highlighted in the Next Steps (Section 7) above for inclusion in subsequent iterations of this paper to EEC and Senate.

9. FURTHER INFORMATION

Further information is available from John Barrow (j.barrow@abdn.ac.uk), Dean for Employability & Entrepreneurship.

3rd October 2023.

Freedom of Information/Confidentiality Status: *Open*

Appendix A – Aberdeen 2040 Implementation Plan Extracts

Commitment		2025 High-level Objectives
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	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.
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.	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.
12	We will equip our graduates for global employment through our curriculum and teaching methods.	As part of the Aberdeen 2040 Curriculum workstream, employability, enterprise and entrepreneurial learning and skills will be embedded within our curriculum and co-curriculum.
		Support our students to develop the relevant skills, through their learning, to support their development for global employment.
17	We will educate all our students and staff to be leaders in protecting the environment	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.

Appendix B – Aberdeen 2040 Attributes and Skills

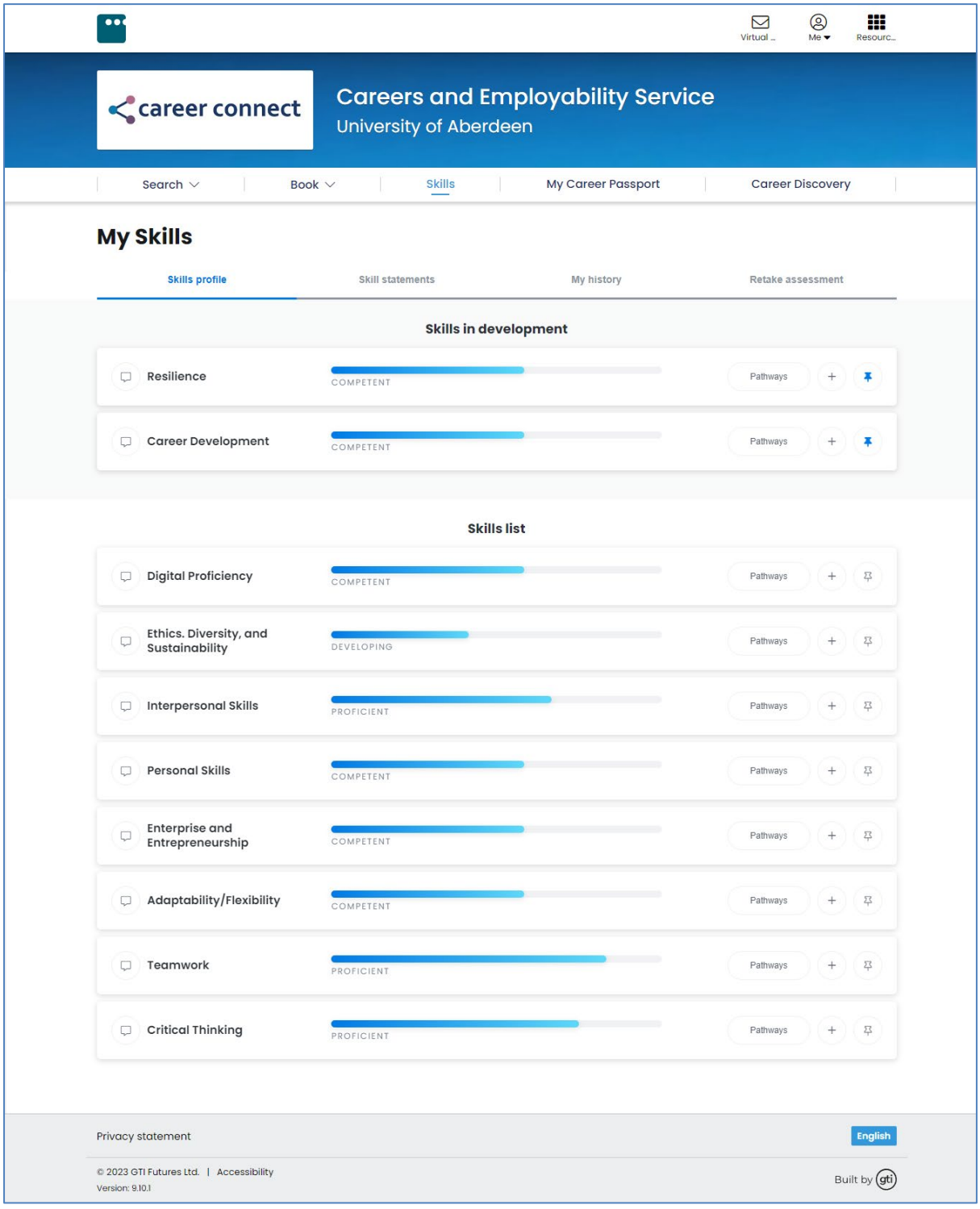
Attributes	Text from A2040/Strategic Vision	Skills	Description	Selected Examples
Working with others	*"We will support our students through effective teamwork across the university" / "Students will need to be able to effectively communicate their ideas and research findings to different audiences, both orally and in writing" / "Our students will…be change-makers across the globe"*	Teamwork	The ability to work with others and across different disciplines and fields of study	Collaborating with a team of students from different degree programmes to develop and implement a work plan for a piece of coursework
		Communication	The ability to convey information clearly and effectively to different audiences	Giving people your full attention when speaking with them and offering constructive feedback on a problem they are facing
		Leadership	The ability to take initiative, lead others, and inspire change	Acting as a Class Rep to liaise between the staff and students on your course, and in the process building relationships with other groups and individuals
Active citizenship	*"Our students will grow in confidence and understanding" / "Our curriculum...enables our students to be leaders in protecting the environment" / "Our curriculum is inclusive and international"*	Global citizens	The ability to recognise the interconnectedness of local and global issues, understanding multiple perspectives to create an ethical, fair and democratic society	Becoming involved in societies or having a role in the Student Union to support other students on campus
		Sustainability	Understand the long-term impacts of our actions on the climate and nature crises facing society, mindful of the need to promote the well-being of current and future generations	Participating in a sustainability club that works to reduce waste on campus and educate the community about the importance of environmental conservation
		Inclusivity and cultural awareness	The ability to show empathy and compassion to others, understanding and appreciating cultural differences and all forms of diversity	Communicating and working effectively with people from different cultural backgrounds and being able to consider global issues from multiple perspectives
Managing yourself	*"With a flexible curriculum and opportunities for work-based learning, students will need to be able to manage*	Time management and organisation	The capacity of balancing multiple responsibilities and staying focused and organised to meet deadlines	Balancing coursework, a part-time job, and extracurricular activities while maintaining good grades

	their time effectively and stay organised" / "All students can achieve success and thrive in the diverse workplaces of the future" / "Our Environment aims to be diverse, caring, supportive, challenging, innovative, and developmental"	Self-motivation	The ability to identify personal goals and take initiative to work towards them, enabling individuals to pursue opportunities that align with their goals and values	Developing a plan to achieve a learning goal by setting aside dedicated study time each week, attending all of their classes, and seeking out additional help when needed, taking initiative to follow through on the plan, even when faced with challenges or distractions
		Resilience	The ability to adapt to changing circumstances and be open to learning new things	Dealing with unexpected challenges and setbacks during your studies that require changes to plans so that you can still achieve your goals
Enterprise and innovation	*"We will foster their intellectual development, creative thinking, innovation and entrepreneurship" / "Our curriculum encourages students to grow as independent learners" / "We will foster their intellectual development, creative thinking, innovation and entrepreneurship"*	Creativity	The ability to think critically, generate new ideas and approaches to problems, and apply knowledge in new contexts	Researching existing literature to understand the current state of knowledge of a topic, then using this to generate new insights and understanding
		Independence	The ability to identify and pursue learning goals independently, seeking out resources and support as needed	Seeking out resources to learn a new piece of software on your own
		Entrepreneurship	The ability make the difference. Taking ingenuity, creativity and willingness to spot and take advantage of opportunities, and view mistakes as an opportunity to learn and improve	Taking part in a challenge-based project or team-based activity that develops the capacity to problem solve and identify solutions
Analytical skills	*"We will make innovative use of digital technology to enable learning, and equip our graduates with digital skills" / "We will develop more challenge-led teaching, which enables students to learn by tackling real-world problems"*	Digital fluency	The capacity to use digital platforms and tools to communicate, collaborate, and access information, and adapt to new technologies as they emerge	Using video conferencing software to facilitate online collaboration with staff and students
		Information literacy	The ability to find, evaluate and use sources of information to support work or education	Using search tools to identify the correct information as part of an essay, or analysing data for writing a report

		Critical thinking and problem solving	The capacity to identify and analyse problems, generate and evaluate potential solutions, and implement the most effective one	Participating in a challenge-led course that requires students to develop a solution to a real-world problem, such as improving access to healthcare in underserved communities
Career readiness	*"We will provide more work-based learning, through placements and volunteering." / "Our Education aims to be among the very best in the world, enabling our students to grow as independent learners, to achieve their full potential and succeed whatever their personal and social background, their mode of delivery and location, and to be equipped for global employment"*	Opportunity awareness	Sometimes called commercial awareness, an ability to understand market trends, organisations, sectors that organisations operate within whether in the public, private or not-for-profit sectors.	Attending an event, such as a careers fair, which will allow you to speak with organisations to gain a better understanding and possibly give an opportunity for work experience
		Career planning and decision making	Having career goals and a good understanding of the skills, experiences and connections required to access the graduate job market	Using your Skills Framework to understand what your skills strengths and weaknesses are to understand if you are a good fit for an organisation, and to ultimately understand yourself
		Presenting yourself	The ability to articulate attributes and skills and present yourself self in a career context	Making use of your examples collected in your Skills Passport to evidence and support any applications you make for your chosen job role

Appendix C – MySkills (Skills Profile)

The screenshot below shows an example of a student's MySkills profile webpage after they have completed the skills audit. It highlights their level of competency for each of the ten generic MySkills skill sets.

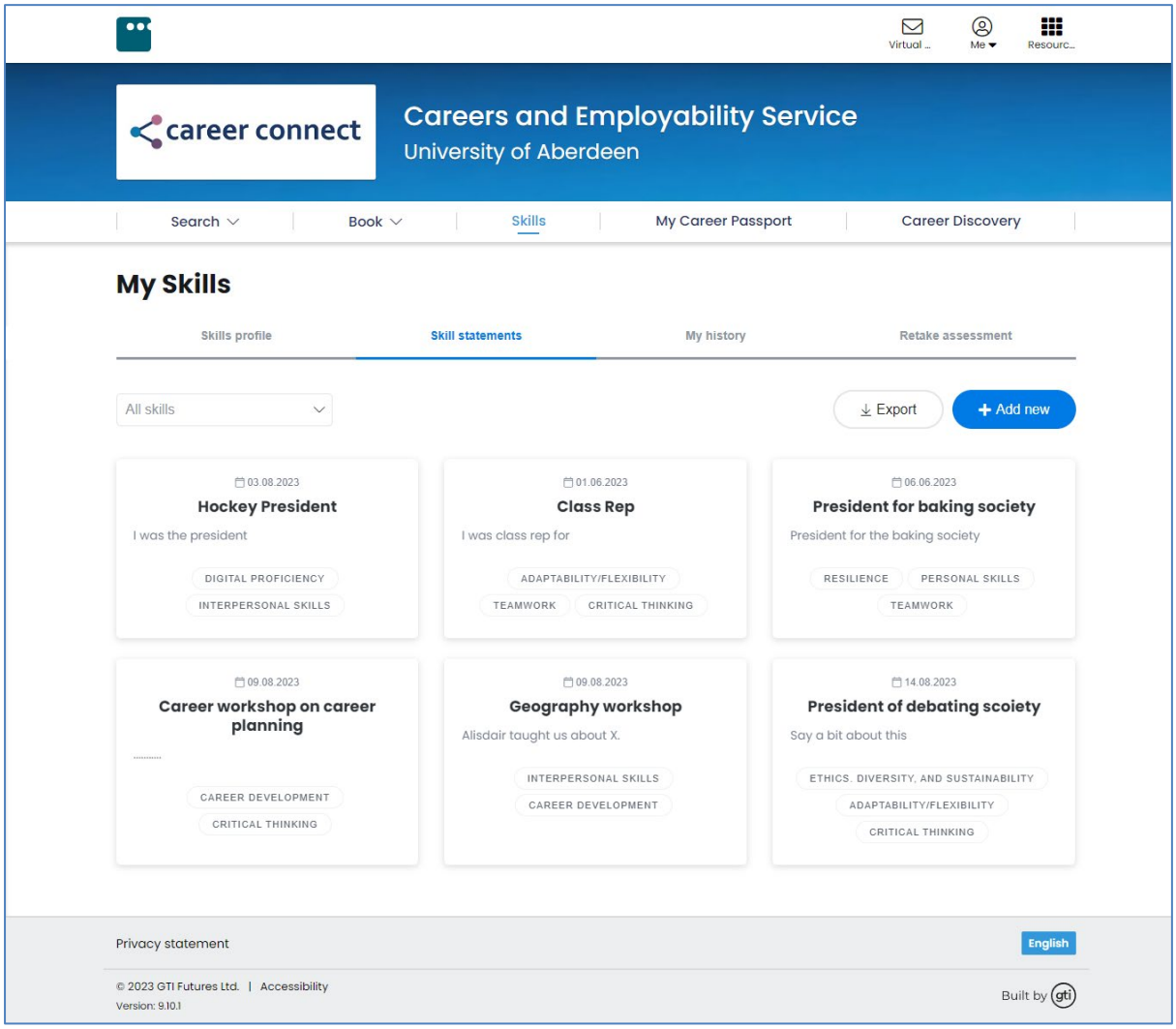


Appendix D – MySkills (My history)

The screenshot below shows the skills history for a student, visualising the results of the two most recent skills audits the student has completed in a radar plot and then showing a comparison of each individually underneath the diagram.

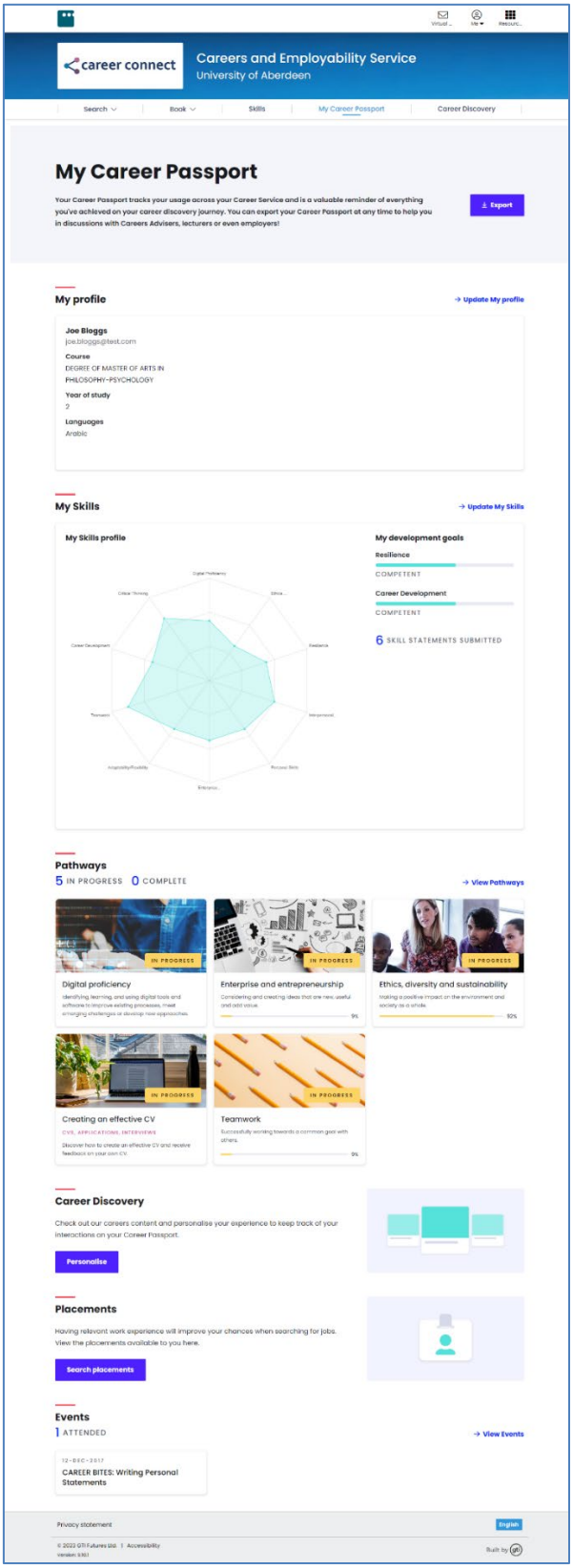
Appendix E – MySkills (Skills Statements)

The screenshot below shows a student's MySkills skills statements webpage. This allows a student to record any activity they wish and align it to the skill areas within the MySkills framework. Students can also add their reflections on their activities and filter by skill sets. The skill statements information can also be exported for use in other documents (e.g., job applications or CV creation).



Appendix F – MySkills Careers Passport

The screenshot below shows an example of the Careers Passport, which will replace the Enhanced Transcript. Students can update their profile easily and see any skills assessments, Pathways they have taken, and activities they have applied for / attended / viewed. The Passport can also be downloaded and is maintained after graduation if the student changes to a graduate profile on the system.



10 October 2023

UEC/101023/011

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

NATIONAL STUDENT SURVEY 2023 REPORT

1. PURPOSE OF THE PAPER

This report provides an overview of the National Student Survey 2023 results for the University of Aberdeen.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	n/a	
Further consideration/ approval required by	SSEC UEC	21st September xx

3. RECOMMENDED ACTION

The paper is provided for information and discussion.

4. BACKGROUND

4.1 The National Student Survey (NSS) is undertaken annually by students across the higher education sector. As such, it is published every year and is a rich and influential source of information about higher education. The survey is a key component of the quality assurance and wider regulatory landscape in UK higher education, and the results are also utilised by the three domestic league tables for ranking universities (Times & Sunday Times Good University Guide, Complete University Guide, and the Guardian University Guide). The survey is completed by final-year students at:

- All publicly funded higher education universities and colleges in England, Wales, Northern Ireland, and Scotland
- Further education colleges in England and Northern Ireland
- Further education institutions (FEIs) in Wales (with directly funded higher education students)

4.2 Following a review and subsequent consultation conducted by the UK higher education funding and regulatory bodies in 2020-2022, the themes, questions and responses in the NSS have changed for 2023.

4.3 The changes to the NSS for 2023 make direct comparison with previous years difficult as the suite of questions within the NSS have been changed with some questions removed and added. Further to this, questions have been reframed for NSS 2023 to move away from soliciting an agree/disagree style response. The previous five-point Likert response scale has been replaced by a new four-point item-specific response scale for most questions, essentially removing a neutral response option such as the 'neither agree nor disagree' from the Likert scale.

4.4 The seven themes ('scales') included in the NSS 2023 are as follows: Teaching on my course, Learning opportunities, Assessment and feedback, Academic support, Organisation and management, Learning resources, and Student voice. Additionally, there are standalone questions on the students' union, mental wellbeing services, freedom of expression (England only) and overall satisfaction (Scotland, Wales and Northern Ireland only).

4.5 Previously the focus of NSS reporting has been around the overall satisfaction question. However, this question has only been retained within NSS 2023 for Scottish, Welsh and Northern Irish institutions and therefore can no longer provide a full sector comparison. This measure has been retained as a secondary measure in this report.

4.6 This report will instead focus on an aggregated mean average of the positive response percentages across the 25 questions that are asked at all institutions across the United Kingdom, excluding the Student Union question. This closely mirrors the approach that the Complete University Guide has taken in its "Student Satisfaction" metric for previous iterations of the NSS. This aggregated mean average of the positive responses will be abbreviated to "positive response" for the purposes of this report. This also mirrors the approach taken by many other UK institutions in order to rank their UK positioning, although some variability is noted (e.g. University of Surrey additionally include the English institution-only question on freedom of expression in their calculation).

5. EXECUTIVE SUMMARY OF RESULTS

5.1 The University's mean positive response score across the 25 UK-wide questions was 83.7% in NSS 2023, which represents a 4.6 percentage point rise from 2022, noting that direct comparison is limited due to the change in NSS methodology. This ranks the University at 10th in the UK when using the list of providers included in the latest iteration of the Guardian University Guide (published September 2022). In Scottish terms the University is ranked 4th, behind St Andrews, Abertay and Robert Gordon. St Andrews is ranked top across the United Kingdom for this measure.

5.2 The University is ranked in the UK Top-10 for four of the seven scales contained within the NSS: Teaching on my course (6th), Academic support (7th), Organisation and management (7th), and Learning resources (2nd).

5.3 In terms of individual questions, the University has been ranked at top of the UK for two questions: Question 19 ("The IT resources and facilities have supported my learning well") in Learning resources and Question 22 ("I have had the right opportunities to provide feedback on my course") in Student voice.

5.4 The scales outwith the Top-10 are ranked as follows: Learning opportunities (16th), Assessment and feedback (65th), and Student voice (21st). Notwithstanding the methodology change, the Assessment and feedback scale has been consistently the poorest ranked NSS scale for the University in recent years.

5.5 In terms of individual questions, Question 13 ("Feedback on my work has been timely") included in the Assessment and feedback scale is the lowest ranked question for the University in NSS 2023 at 97th in the UK.

5.6 In terms of CAH Level 3 subjects in the NSS, the University is ranked top in the UK in the NSS for the following five subjects:

- Anatomy, Physiology and Pathology
- Business Studies
- History of Art, Architecture and Design
- Linguistics
- Philosophy

5.7 The University is ranked in the Top-10 nationally for a total of 21 subjects at CAH Level 3.

5.8 The highest level of positive response at School level is found in the School of Education (89.4%). The lowest level of positive response is in the School of Engineering (75.0%).

5.9 For the specific overall satisfaction question the University has a score of 84.7%, down from 85.6% last year. Although there can be no UK rank for this question due to its non-inclusion in

England, the University is ranked second across the 25 providers in the devolved nations of the UK for this question, with only St Andrews ranked higher.

5.10 At School level the highest level of overall satisfaction is found in the School of Social Science (89.0%). The lowest level is found in the School of Engineering (77.6%).

5.11 The response rate for NSS 2023 was 68%, which was up one percentage point from last year. This ranked the University 103rd in the sector for NSS response rate.

6. NEXT STEPS

6.1 Headline communications were sent to Court, UMG and staff on Friday 11 August. The initial analytical report was sent to Schools on Monday 14 August.

6.2 The NSS Power BI Dashboard is available to users and can be shared with colleagues.

6.3 The initial analytical report was discussed at the Student Support and Experience Committee, and the University Education Committee.

6.4 The expanded analytical report now includes: demographic analyses (age, disability, ethnicity, gender, IMD), qualitative analyses of students' comments, and the optional bank questions. This report is to be further discussed through the SSEC and UEC with institutional action(s) identified.

6.5 In academic year 2022/23, assessment and feedback was an institutional theme and it is recommended that this will continue for 2023/24.

6.6 Schools will take forward action planning at School and discipline level using an updated template (which allows for all Education-related action planning in one overall action plan). School action plans will be completed by the end of October after which the Dean for Student Support and Experience will hold a Directors of Education forum to discuss results and good practice. The aim will be to share and disseminate good practice as appropriate. School Education Committees will provide School-level governance on progress with action plans, and SSEC will monitor updates on School action plans at university level.

6.7 The institutional action plan will be developed and finalised by the end of October and discussed at SSEC in November, with governance for its implementation and progress sitting with SSEC and UEC.

7. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal Education (ruth.taylor@abdn.ac.uk) and Chris Souter, Head of Data and Business Intelligence (chris.souter@abdn.ac.uk).

29th September 2023
Freedom of Information/Confidentiality Status: *Closed*

National Student Survey 2023 Results (Expanded Report)

Analysis by the Directorate of Planning & Governance

12th September 2023

Background & Outline Methodology

The National Student Survey (NSS) is undertaken annually by students across the higher education sector. As such, it is published every year and is a rich and influential source of information about higher education. The survey is a key component of the quality assurance and wider regulatory landscape in UK higher education, and the results are also utilised by the three domestic league tables for ranking universities (Times & Sunday Times Good University Guide, Complete University Guide, and the Guardian University Guide). The survey is completed by final-year students at:

- All publicly funded higher education universities and colleges in England, Wales, Northern Ireland, and Scotland
- Further education colleges in England and Northern Ireland
- Further education institutions (FEIs) in Wales (with directly funded higher education students)

For the purposes of ranking the University of Aberdeen in the UK higher education sector, the institutional-level rankings have considered 121 higher education institutions that are included in the most recent Guardian University Guide. Please note that although this list includes the University of Cambridge and University of Oxford, these two institutions do not ordinarily participate in the National Student Survey, effectively making the ranking out of 119 institutions historically (see Appendix for a full list). However, the University of Oxford has participated in NSS 2023, so the rankings for this year are now out of 120 institutions.

There are some changes for NSS 2023. Following a review and subsequent consultation conducted by the UK higher education funding and regulatory bodies in 2020-2022, the themes, questions and responses in the NSS have changed for 2023. The themes included for NSS 2023 are as follows:

- Teaching on my course
- Learning opportunities
- Assessment and feedback
- Academic support
- Organisation and management
- Learning resources
- Student voice
- Mental wellbeing services
- Freedom of expression (England only)
- Overall Satisfaction (Scotland, Wales and Northern Ireland only)

Additionally, some questions have been added/removed from the above sections, and the questions have been reframed slightly to move away from soliciting an agree/disagree style response. The previous five-point Likert response scale has been replaced by a new four-point item-specific response scale for each question, essentially removing a neutral response option such as the 'neither agree nor disagree' from the Likert scale. The one exception to this has been for *Q28: Overall I am satisfied with the quality of the course*, also known as the "Overall Satisfaction"

question, which remains unchanged from the previous version of NSS and retains the five-point Likert response scale. This question is asked at Scottish, Welsh and Northern Irish institutions only.

For previous versions of our NSS reporting we have focused on the Overall Satisfaction question (was Q27 previously, now Q28) as the headline item for reports. However, with the change to this question only being asked for Scottish, Welsh and Northern Irish institutions it has necessitated a refocussing of the headline item in order to provide a full sector comparison. This means that this report will instead focus on an aggregated mean average of the positive responses percentage across the 25 questions that are asked at all institutions across the United Kingdom excluding the Student Union question. This closely mirrors the approach that the Complete University Guide has taken in its "Student Satisfaction" metric for previous iterations of the NSS. This aggregated mean average of the positive responses will be abbreviated to "positive response" for the purposes of this report.

The responses to the Overall Satisfaction question will not be included in the aforementioned "positive response" measure as it is not asked across the UK. However, it is included in this report as a secondary focus as it allows continuity with previous versions of the National Student Survey and remains an important question in its own right.

In addition to the mandatory set of questions in the core NSS survey, universities also have the option to choose up to six banks of optional questions and may include up to two additional questions specific to the provider. This year the University chose the optional six bank question themes as follows:

- B2. Students' Union (Association or Guild)
- B7. Course Delivery
- B9. Welfare Resources and Facilities
- B15. Employability and skills
- B16. Environmental sustainability
- B17. Student safety

This report contains the following sections and subdivisions:

Section One: Positive response
- NSS 2023: University of Aberdeen overall performance in positive response
- NSS 2023: University of Aberdeen positive response performance by Scale – Score and Rank
- NSS 2023: Institutional positive response score / rank / quartile by NSS Scale and Question
- NSS 2023: Positive response by Subject (CAH Level 3) against Sector – Scores
- NSS 2023: Positive response by Subject (CAH Level 3) against Sector – Rank
- NSS 2023: Positive response by University of Aberdeen School
- NSS 2023: Positive response by demographic category (against Sector where available) - Scores

Section Two: Overall satisfaction
- NSS 2023: University of Aberdeen overall performance in overall satisfaction
- NSS 2023: Overall satisfaction by University of Aberdeen School

Section Three: Optional bank questions
- NSS 2023: Positive response by bank question group

Section Four: Text comments
- NSS 2023: Distribution of positive / negative comments by question

Section Five: Response rates
- NSS 2023: Response rates

SECTION ONE: 'POSITIVE RESPONSE'

NSS 2023: University of Aberdeen overall performance in positive response

National Student Survey 2023 Positive Response

'Positive response' is the average of positive responses across all UK-wide questions in the NSS.

Positive Response 83.7% ▲ (up 4.6 pp from 2022)

UK Rank 10th ▼ (-3 places)

Scottish Rank: 4th (-2 places)

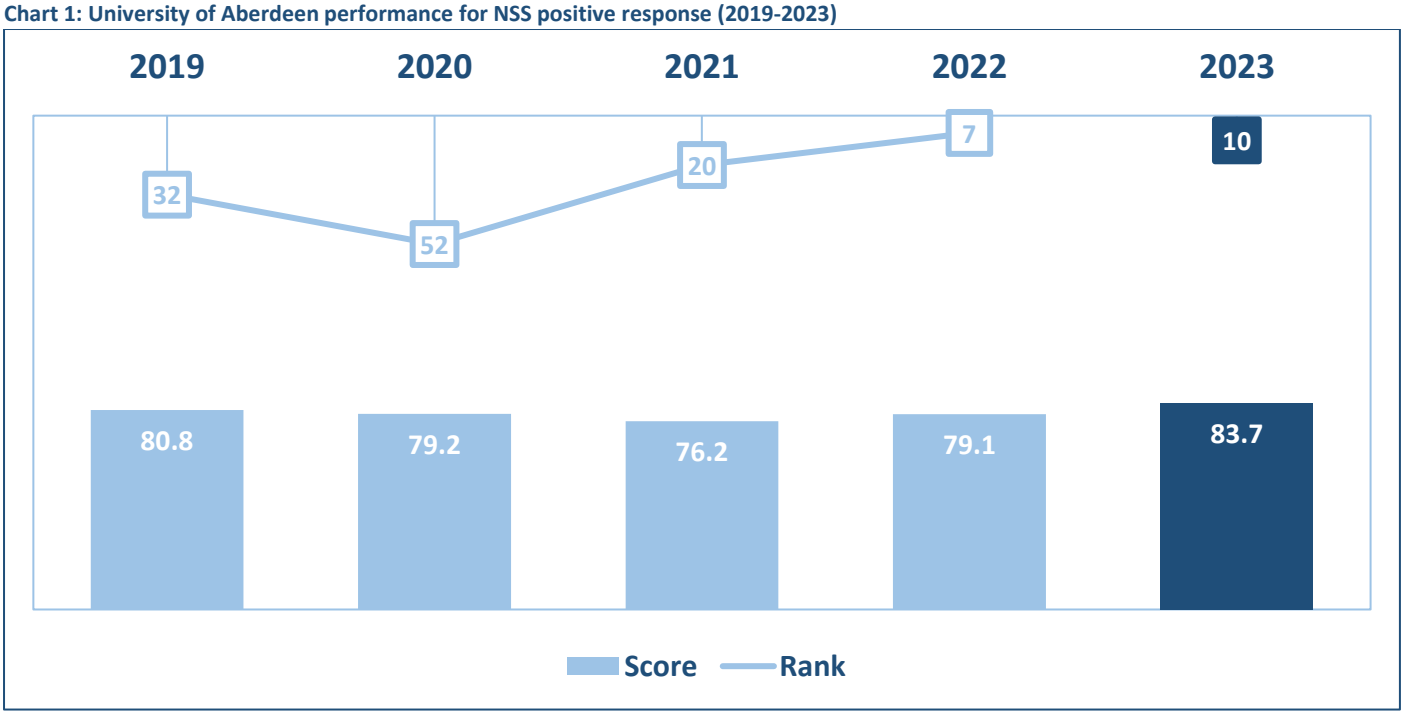
Year	Positive Response	Positive Response (UK Rank)	Positive Response (Scottish Rank)
2023	**83.7**	**10th**	**4th**
2022	79.1	7th	2nd
difference	4.6	3	2
movement	▲	▼	▼

Table 1: University of Aberdeen performance in the National Student Survey 2023 for positive response compared with 2022.

The University of Aberdeen's score for positive response has risen by 4.6 percentage points from the 2022 position (*see table 1*), although it should be noted that this has been based on a new set of questions in 2023, so not directly comparable. The University has fallen from a UK rank of 7th to 10th in 2023 out of 120* institutions (based on the 121 institutions listed in the Guardian University Guide 2023, not including Cambridge who did not participate in the NSS). The University moved from a rank of 2nd to a rank of 4th for positive response within Scotland.

**Previously we had framed the University performance around an agreed list of 124 universities which commonly featured in domestic league tables. With the changes to the NSS this year we have instead opted to use the most recently available list of institutions ranked in the Guardian University Guide against which to rank the University. Had we continued to use the list of 124 institutions we would have ranked 13th in the UK for this measure.*

Chart 1: University of Aberdeen performance for NSS positive response (2019-2023)



The University of Aberdeen scored the greatest positive response of the past five years at 83.7% in 2023 (*see chart 1*). This was a 4.6% increase from 2022 and a 2.9% increase from the previous maximum of 80.8% in 2019.

Additionally, a 10th place rank in 2023 was a three-place decrease from the previous year but the second highest rank of the past five years.

Table 2: University of Aberdeen performance across NSS Scales 01 to 07 in 2023 compared to 2022.

Year	Scale 01: Teaching on my course	Scale 02: Learning Opportunities	Scale 03: Assessment and Feedback	Scale 04: Academic Support	Scale 05: Organisation & management	Scale 06: Learning resources	Scale 07: Student Voice
2023 PR	**89.5**	**84.4**	**77.1**	**89.2**	**82.3**	**91.6**	**76.3**
2022 % agree	85.8	81.7	69.8	80.4	80.2	86.4	74.5
difference	3.8	2.7	7.3	8.9	2.1	5.2	1.8
movement	▲	▲	▲	▲	▲	▲	▲
2023 rank	**6**	**16**	**65**	**7**	**7**	**2**	**21**
2022 rank	4	16	55	6	5	8	9
difference	-2	0	-10	-1	-2	6	-12
movement	▼	■	▼	▼	▼	▲	▼

The University of Aberdeen was ranked inside the UK Top-10 for four of the seven scales in NSS 2023 – Teaching on my course (6th), Academic Support (7th), Organisation & management (7th), and Learning resources (2nd).

Positive response scores increased across all seven NSS scales for the University of Aberdeen between 2022 and 2023 (*see table 2*). The greatest rise was for Scale 04 (Academic Support) at 8.9 percentage points.

Rank, however, increased for only one of the seven NSS scales (Learning Resources) for the University of Aberdeen. Aberdeen decreased in rank for five of the seven scales. The largest decrease in rank was Scale 07 (Student Voice) with 13 places.

NSS 2023: University of Aberdeen performance by Scale – Score and Rank

Note: Some caution is advised on making time trend assumptions with this data as the changes for NSS 2023 do not make the data directly comparable to previous years.

Scale 01: Teaching on My Course

Based on student responses to questions 1 to 4:

1. Staff are good at explaining things, 2. Staff have made the subject interesting, 3. The course is intellectually stimulating, and 4. My course has challenged me to achieve my best work.

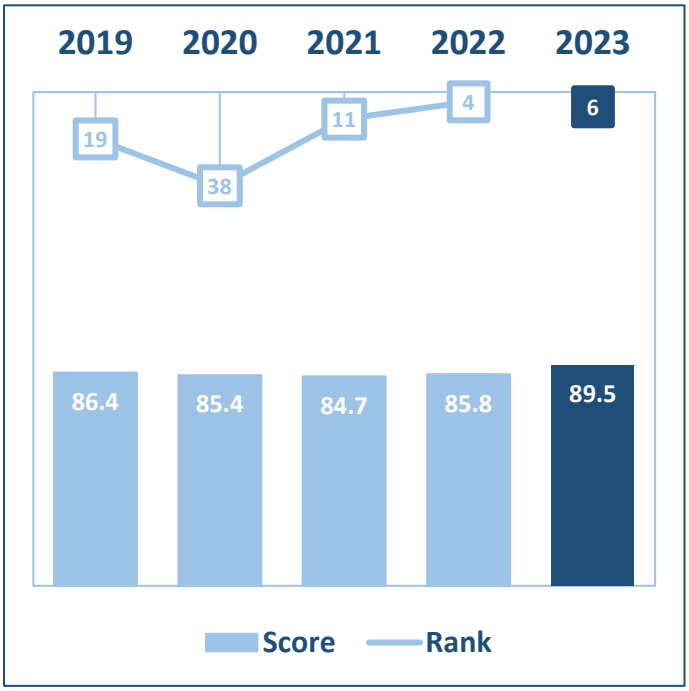


Chart 2: University of Aberdeen performance in SCALE 01: TEACHING ON MY COURSE in NSS (2019-2023)

The University of Aberdeen rank for the Teaching on My Course scale within NSS has been variable over the last five-year period (*see chart 2*). In 2023, the University increased in score by 3.7 percentage points from 85.8% to 89.5%.

Despite the increase in score for Teaching on My Course, the University has dropped two places from 4th to 6th.

The University of Aberdeen ranked 3rd for this scale in the Scottish sector.

Scale 02: Learning Opportunities

Based on student responses to questions 5 to 9:

5. My course has provided me with opportunities to explore ideas or concepts in depth, 6. My course introduced subjects and skills that builds on what I have already learned, 7. My course has provided me with opportunities to bring information and ideas together from different topics, 8. My course has the right balance of directed and independent study, and 9. My course has developed my knowledge and skills that I will need for my future.

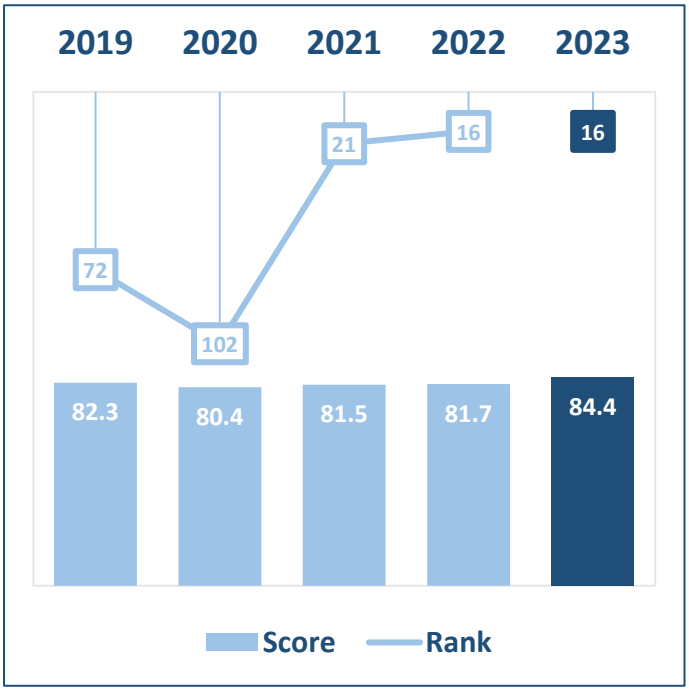


Chart 3: University of Aberdeen performance in SCALE 02: LEARNING OPPORTUNITIES in NSS (2019-2023)

The University of Aberdeen's positive response score has been consistently in the low 80s from 2019 to 2023 (*see chart 3*). In 2023, there was an increase in score for Learning Opportunities from 81.7% to 84.4% - a rise of 2.7 percentage points.

The institutional rank for the Learning Opportunities scale had previously been declining for several years with Aberdeen falling to 102nd in 2020. However, the University of Aberdeen has increased for this scale since this. The University of Aberdeen have remained 16th for 2023.

The University of Aberdeen ranked 5th for this scale in the Scottish sector.

Scale 03: Assessment and Feedback

Based on student responses to questions 10 to 14:

10. The criteria used in marking have been clear in advance, 11. Marking and assessment has been fair, 12. Assessments have allowed me to demonstrate what I have learned. 13, Feedback on my work has been timely, and 14. Feedback helps me improve my work.

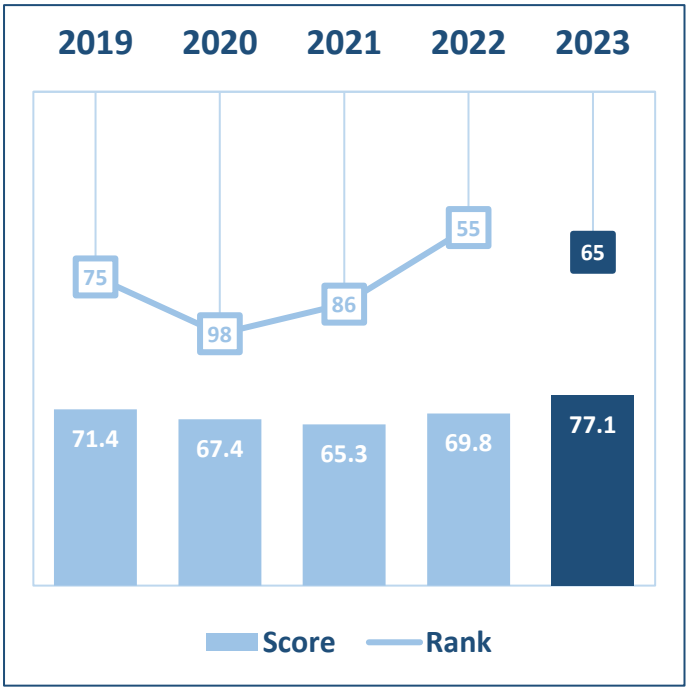


Chart 4: University of Aberdeen performance in SCALE 03: ASSESSMENT & FEEDBACK in NSS (2019-2023)

There was a rise of 7.3 percentage points from 69.8% in 2022 to a 77.1% in 2023 (*see chart 4*).

In recent years, the University of Aberdeen ranking for the Assessment & Feedback scale has remained consistently low before there was a significant rise to 55th in the sector in 2022. However, in 2023 the rank decreased ten places from 55th to 65th despite the rise in positive response score.

The University of Aberdeen ranked 7th for this scale in the Scottish sector.

Scale 04: Academic Support

Based on student responses to questions 15 to 16:

15. I have been able to contact staff when I needed to and 16. Teaching staff have supported my learning.

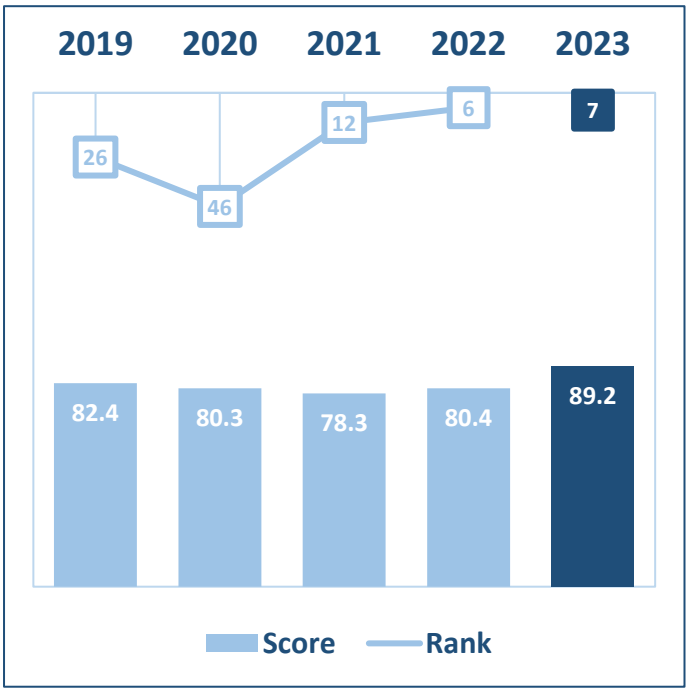


Chart 5: University of Aberdeen performance in SCALE 04: ACADEMIC SUPPORT in NSS (2019-2023)

The University of Aberdeen's ranking for the Academic Support scale in the NSS has been generally rising over the last five years, despite a dip in 2020 (*see chart 5*). The University of Aberdeen ranked 7th in the UK in 2023, a decrease in ranking of one place, compared with 2022. Additionally, positive response score increased by 8.8 percentage points to 89.2%.

The University of Aberdeen ranked 3rd for this scale in the Scottish sector.

Scale 05: Organisation and Management

Based on student responses to questions 17 to 18:

17. The course is well organised and running smoothly and 18. Any changes in the course or teaching have been communicated effectively.

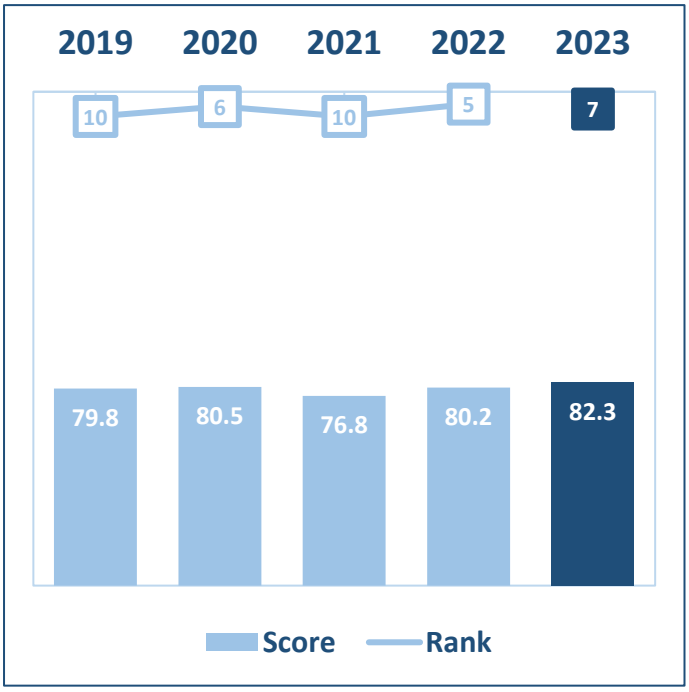


Chart 6: University of Aberdeen performance in SCALE 05: ORGANISATION & MANAGEMENT in NSS (2019-2023)

The University of Aberdeen's rank for the Organisation & Management scale has been consistently high across the five-year period and remains in the top-10 for the fourth consecutive year, ranking 7th which is a decrease of 2 places in rank from 2022 (*see chart 6*).

Aberdeen's score has risen by 2.1 percentage points from 2022 to 2023, the highest score of the latest five years.

The University of Aberdeen ranked 3rd for this scale in the Scottish sector.

Scale 06: Learning Resources

Based on student responses to questions 19 to 21:

19. The IT resources and facilities provided have supported my learning well, 20. The library resources (e.g., books, online services and learning spaces) have supported my learning well, and 21. I have been able to access course-specific resources (e.g., equipment, facilities, software, collections) when I needed to.

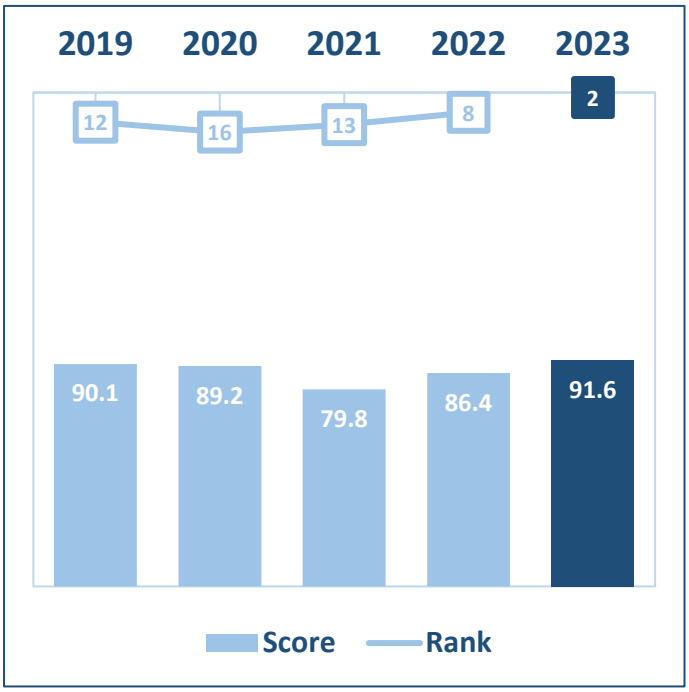


Chart 7: University of Aberdeen performance in SCALE 06: LEARNING RESOURCES in NSS (2019-2023)

In terms of scoring, the University of Aberdeen has remained fairly consistent, although there was a drop in score by almost ten percentage points for positive score in 2021 (*see chart 7*). An increase of 5.2 percentage points for our latest year has helped drive our rank to its highest position in the five-year period.

The University of Aberdeen has performed exceptionally well in ranking for the Learning Resources scale within the NSS in recent years. The University achieved its highest position of 2nd place for the latest NSS results.

The University of Aberdeen ranked 1st for this scale in the Scottish sector.

Scale 07: Student Voice

based on student responses to questions 23 to 25:

22. I have had the right opportunities to provide feedback on my course, 23. Staff value students' views and opinions about the course, and 24. It is clear how students' feedback on the course has been acted on.

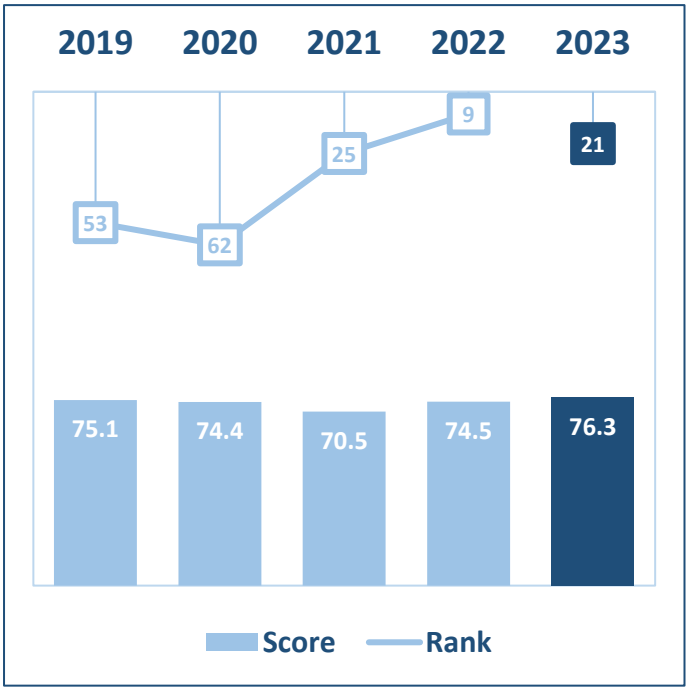


Chart 8: University of Aberdeen performance in SCALE 07: STUDENT VOICE in NSS (2019-2023)

The University has achieved its highest score in Student Voice over the five-year period (*see chart 8*). There has been a rise of 1.8 percentage points from 74.5% in 2022 to 76.3% in this year's release.

Despite a rise in score, the University has dropped 15 places in UK rank from 9th to 21st. This has been the largest drop in rank over the seven NSS scales.

The University of Aberdeen ranked 5th for this scale in the Scottish sector.

NSS 2023: Score / Rank / Quartile by NSS Scale and Question

Table 3: University of Aberdeen performance across NSS Scales and Questions by Score and Rank/Quartile

Question	2023 Rank	2022 Rank	UK Rank Change	% Agree	Quartile
Scale 1: The teaching on my course	**6**	**4**	**-2 ▼**	**89.5**	**Q1**
1. How good are teaching staff at explaining things?	15	4	-11 ▼	93.4	Q1
2. How often do teaching staff make the subject engaging?	14	10	-4 ▼	85.5	Q1
3. How often is the course intellectually stimulating?	8	6	-2 ▼	90.5	Q1
4. How often does your course challenge you to achieve your best work?	9	11	2 ▲	88.4	Q1
Scale 2: Learning opportunities	**16**	**16**	**0 ■**	**84.4**	**Q1**
5. To what extent have you had the chance to explore ideas and concepts in depth?	14	12	-2 ▼	85.7	Q1
6. How well does your course introduce subjects ... on what you have already learned?	7	*new*	-	87.9	Q1
7. To what extent have you had the chance ... ideas from different topics?	30	20	-10 ▼	83.9	Q1
8. To what extent does your course ... balance of directed and independent study?	18	*new*	-	80.8	Q1
9. How well has your course ... skills that you think you will need for your future?	25	*new*	-	83.9	Q1
Scale 3: Assessment and feedback	**65**	**55**	**-10 ▼**	**77.1**	**Q3**
10. How clear were the marking criteria used to assess your work?	46	61	15	78.1	Q2
11. How fair has the marking and assessment been on your course?	18	7	-11 ▼	84.6	Q1
12. How well have assessments allowed you to demonstrate what you have learned?	50	*new*	-	81.6	Q2
13. How often have you received assessment feedback on time?	97	80	-17 ▼	72.6	Q4
14. How often does feedback help you to improve your work?	78	*new*	-	68.8	Q3
Scale 4: Academic support	**7**	**6**	**-1 ▼**	**89.2**	**Q1**
15. How easy was it to contact teaching staff when you needed to?	8	3	-5 ▼	89.9	Q1
16. How well have teaching staff supported your learning?	11	*new*	-	88.6	Q1
Scale 5: Organisation and management	**7**	**5**	**-2 ▼**	**82.3**	**Q1**
17. How well organised is your course?	9	10	1 ▲	82.3	Q1
18. How well were any changes to teaching on your course communicated?	7	4	-3 ▼	82.0	Q1
Scale 6: Learning resources	**2**	**8**	**6 ▲**	**91.6**	**Q1**
19. How well have the IT resources and facilities supported your learning?	1	15	14 ▲	90.8	Q1
20. How well have the library resources ... supported your learning?	5	7	2 ▲	93.2	Q1
21. How easy is it to access subject specific resources ... when you need them?	8	7	-1 ▼	90.5	Q1
Scale 7: Student voice	**21**	**9**	**-12 ▼**	**76.3**	**Q1**
22. To what extent do you get the right opportunities to give feedback on your course?	1	1	0 ■	89.2	Q1
23. To what extent are students' opinions about the course valued by staff?	12	10	-2 ▼	79.7	Q1
24. How clear is it that students' feedback on the course is acted on?	64	37	-27 ▼	60.0	Q3
26. How well communicated was information about ... mental wellbeing support services?	12	*new*	-	81.6	Q1
Positive Response	**10**	**7**	**-3 ▼**	**83.7**	**Q1**
25. How well does the students' union ... represent students' academic interests?	93	93	0 ■	68.4	Q4
*28. Overall, I am satisfied with the quality of the course. ****	2	3	1 ▲	84.7	Q1

*Note: ***Q28 only applicable in 2023 to Scotland, Wales, and Northern Ireland*

Note: Some caution is advised on making time trend assumptions with this data as the changes for NSS 2023 do not make the data directly comparable to previous years.

Across the 25 total questions counted within the NSS 2023 positive response calculation, four had improved in UK rank since the previous year – Q4, Q17, Q19 and Q20 (*see table 3*). Similarly, of the seven total scales, Learning Resources increased in rank by six places.

Twelve questions decreased in rank, resulting in the greatest negative rank change of 27 places in 2023 for question 24 (on feedback from students), placing it at 64th of 120 ranked institutions.

Questions 13 (timely feedback) and 14 (impact of feedback on work) ranked 97th and 78th respectively, making them the lowest ranking questions in the main part of the survey. The Assessment and Feedback scale consequently ranked lowest of all University of Aberdeen scales at 65th in the UK for 2023.

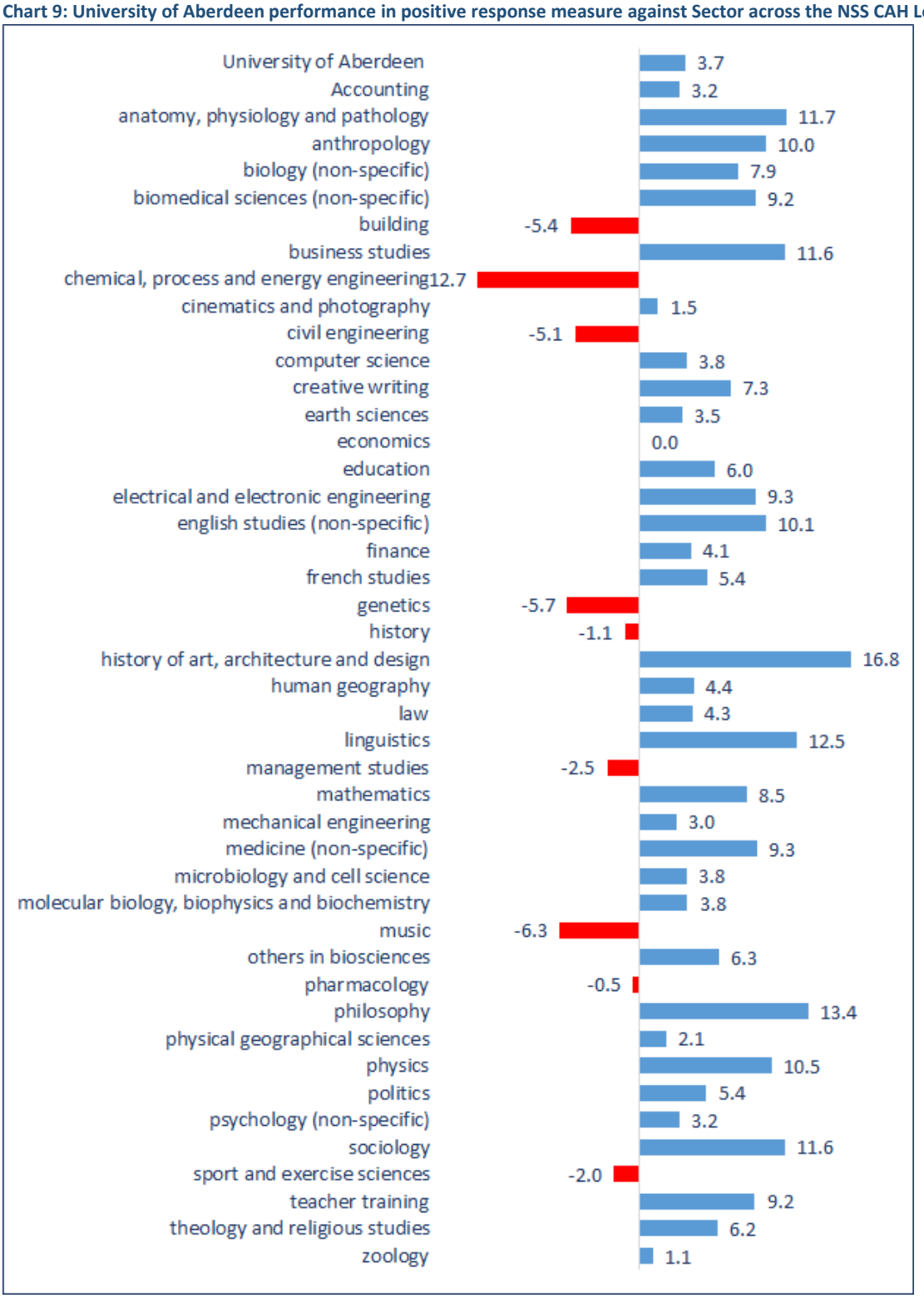
At the base of table 3 we have additionally included Question 25 on the students' union and Question 28 on the overall satisfaction, the latter only being asked in Scotland, Wales and Northern Ireland. In regards to the student's union and how well it represents students interest, the University remained in 93rd place. Overall student satisfaction increased by one place in 2023 to 2nd place in Scotland, Wales and Northern Ireland.

The missing question (27) on freedom of expression is only applicable to English universities.

NSS 2023: Positive Response by Subject (CAH Level 3) against Sector - Scores

This section provides a more detailed analysis of individual subject performance in the NSS. Subjects are measured at different levels, known as the Common Aggregation Hierarchy (CAH). This data is provided by HESA and determines how degree programmes are categorised into distinct subject groupings. Based on these groupings it is possible to disaggregate the University's score for each metric to subject-level. For the purposes of this report, subjects have been analysed at the more detailed CAH level 3. This section utilises the new positive response measure across the UK-wide questions in the NSS, excluding the students' union question.

Chart 9: University of Aberdeen performance in positive response measure against Sector across the NSS CAH Level 3 Subjects 2023



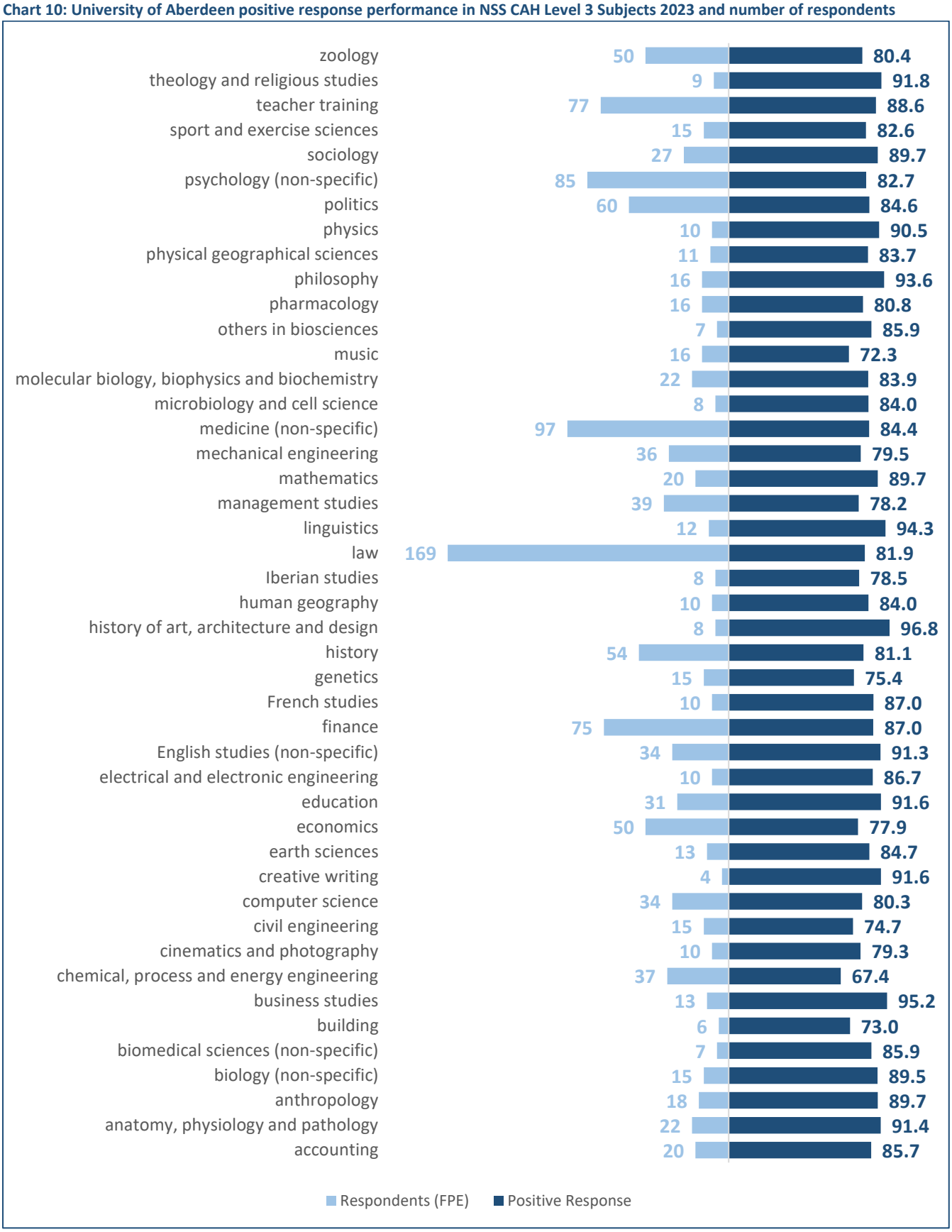
The University of Aberdeen generally performed favourably compared to the sector for most CAH Level 3 subjects, with the University outperforming the sector for 34 of the 42 CAH Level 3 subjects to which it has been assigned a positive response score (*see chart 9*).

Eight subjects have a positive score of larger than 10% against the sector - anatomy, physiology and pathology (11.7% positive gap), business studies (11.6% positive gap), English studies (non-specific) (10.1% positive gap), history of art, architecture and design (16.8% positive gap), linguistics (12.5% positive gap), philosophy (13.4% positive gap), physics (10.5% positive gap) and sociology (11.6% positive gap).

Nine subjects performed lower for the University against the sector, with the largest gap existing between chemical, process and energy engineering at -12.7%.

Chart 10 on the next page indicates the positive response score per CAH Level 3 subject and the respondents (full-person equivalent) that have been included in each subject area.

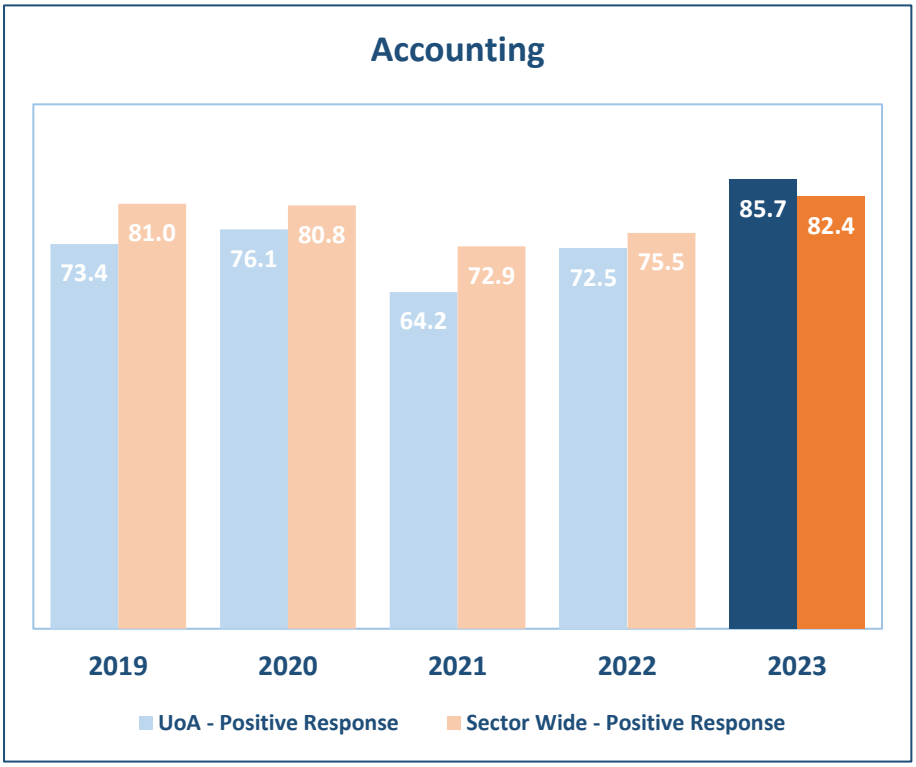
Chart 10: University of Aberdeen positive response performance in NSS CAH Level 3 Subjects 2023 and number of respondents



Charts 11 to 54 below provide an overview of University of Aberdeen performance for Positive Response at CAH level 3 subject level, between 2019 and 2023, compared to the sector positive response.

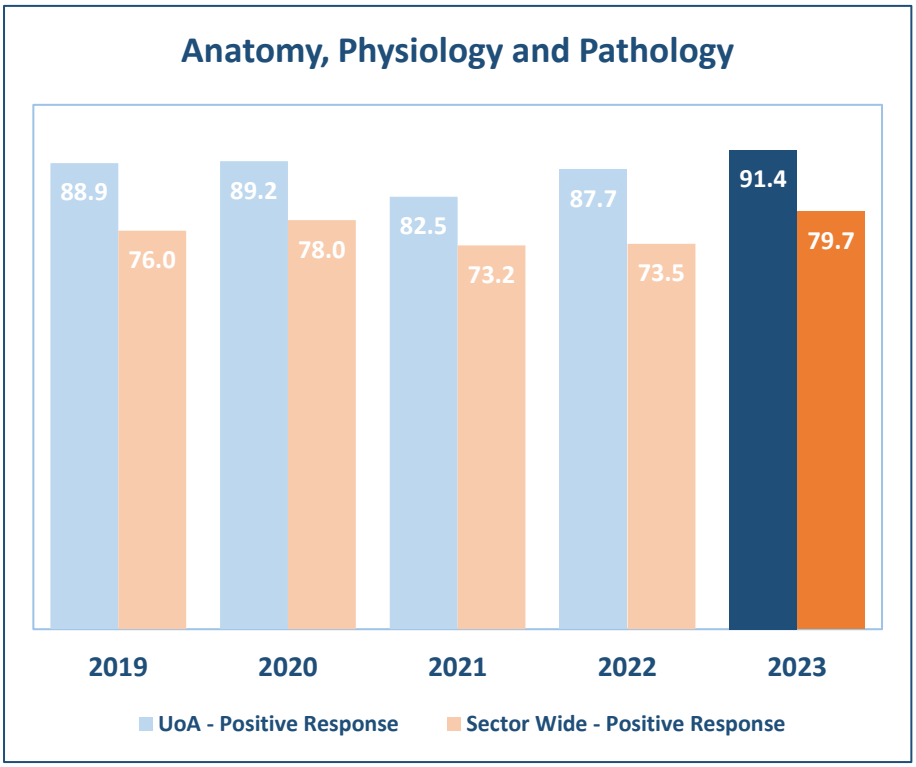
Some caution is advised on making time trend assumptions with this data as the changes for NSS 2023 do not make the data directly comparable to previous years.

Chart 11: University of Aberdeen performance against Sector for Accounting (2019-2023)



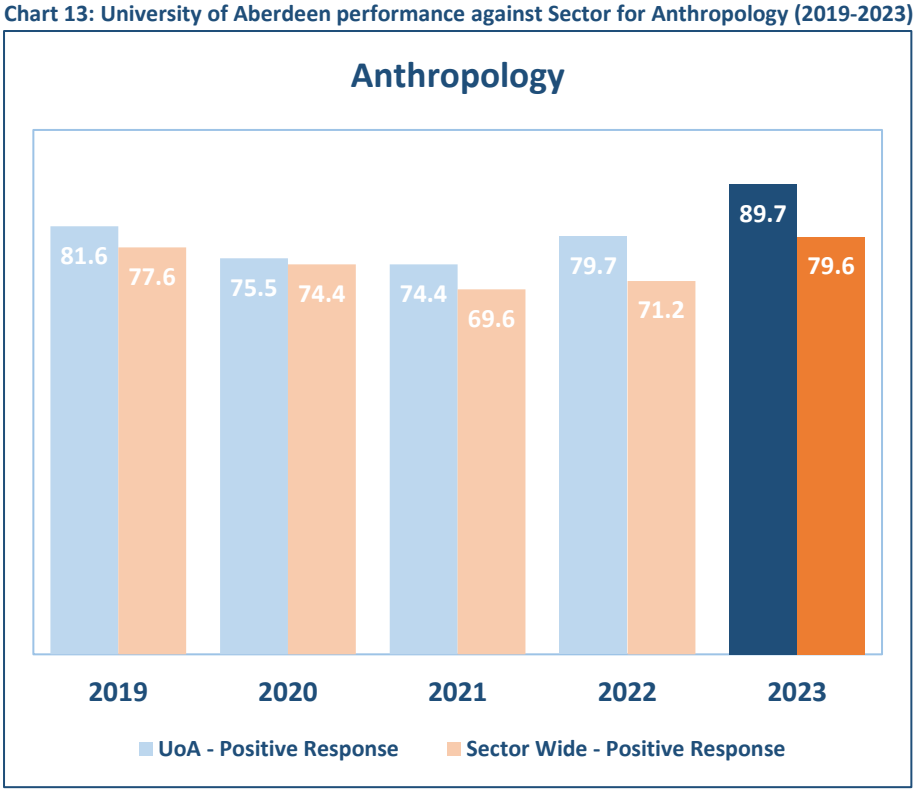
The University of Aberdeen had consistently scored below the sector positive response in Accounting since 2019 (*see chart 11*). However, in 2023 there is a positive gap of 3.3 percentage points against the sector.

Chart 12: University of Aberdeen performance against Sector for Anatomy, Physiology and Pathology (2019-2023)



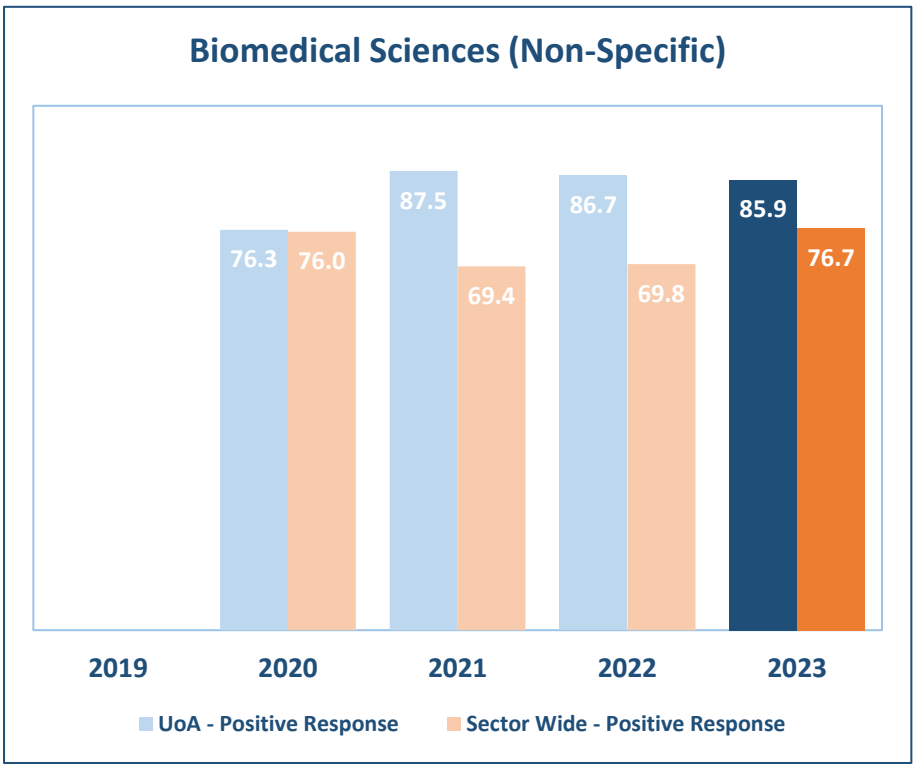
The University of Aberdeen has outperformed the sector positive response for Anatomy, Physiology and Pathology for the previous five years (*see chart 12*). In 2023 the subject achieved a positive gap of 11.7 percentage points compared to the sector response.

Chart 13: University of Aberdeen performance against Sector for Anthropology (2019-2023)



The University of Aberdeen has outperformed the sector for Anthropology throughout the previous five years (*see chart 13*). For 2023, the positive gap is 10.1 percentage points.

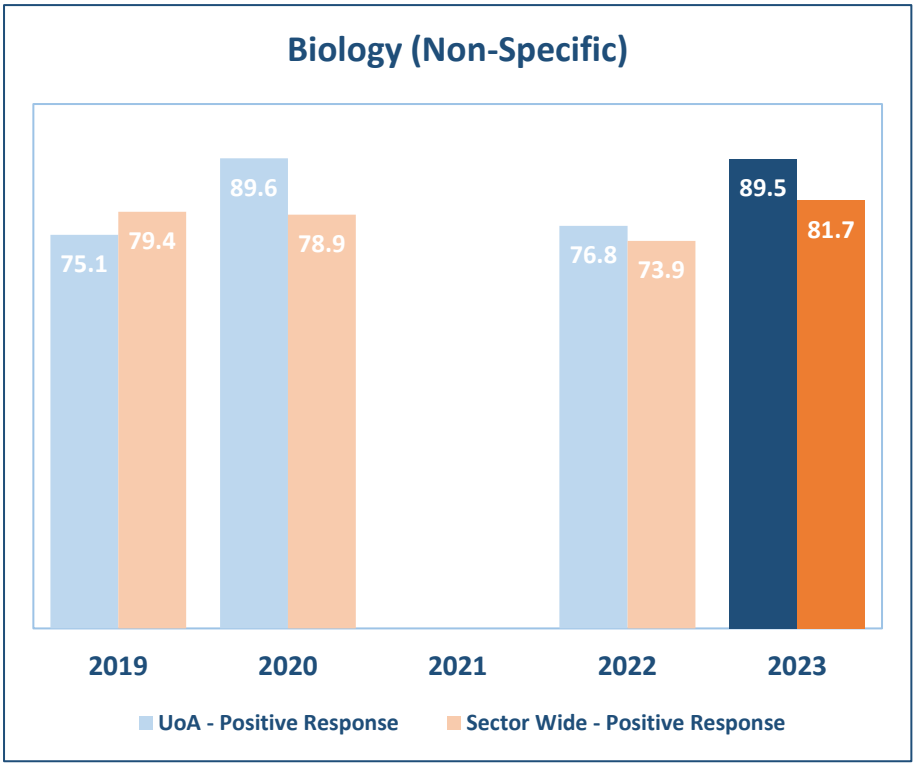
Chart 14: University of Aberdeen performance against Sector for Biomedical Sciences (2019-2023)



The University of Aberdeen has outperformed the sector positive response for Biomedical Sciences (non-specific) for the previous four years (*see chart 14*). In 2023 the subject achieved a positive gap of 9.2 percentage points compared to the sector positive response.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

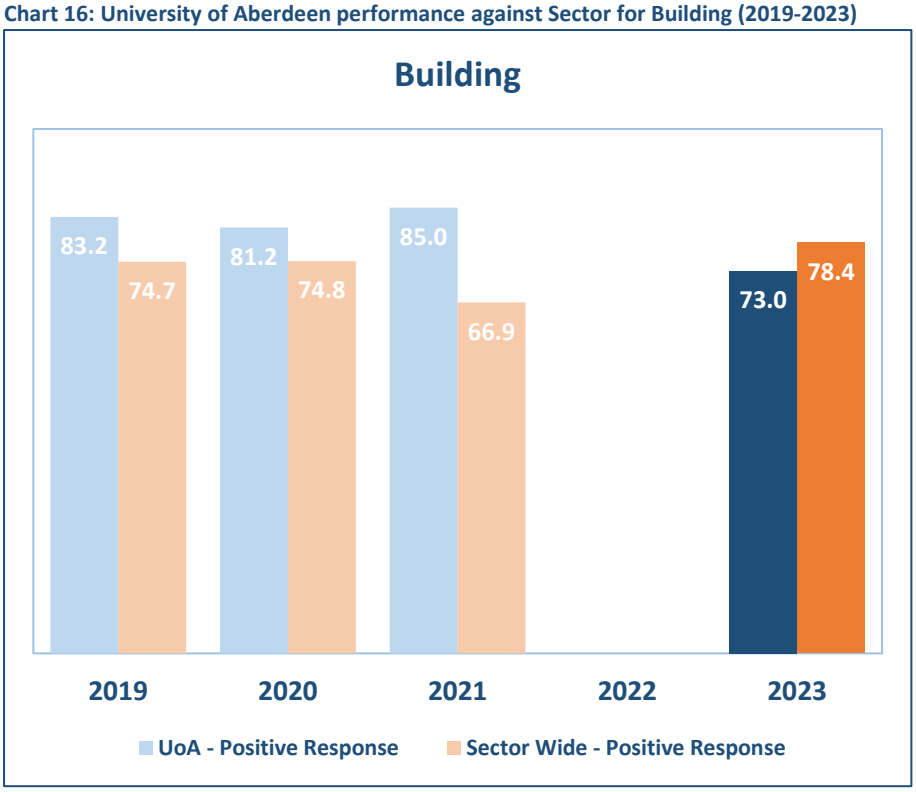
Chart 15: University of Aberdeen performance against Sector for Biology (non-specific) (2019-2023)



For Biology (non-specific) the University of Aberdeen's performance has generally outperformed the sector over the timescale (note that this subject area did not report in NSS 2021) (*see chart 15*). In 2023, the University achieved a positive gap of 7.8 percentage points.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

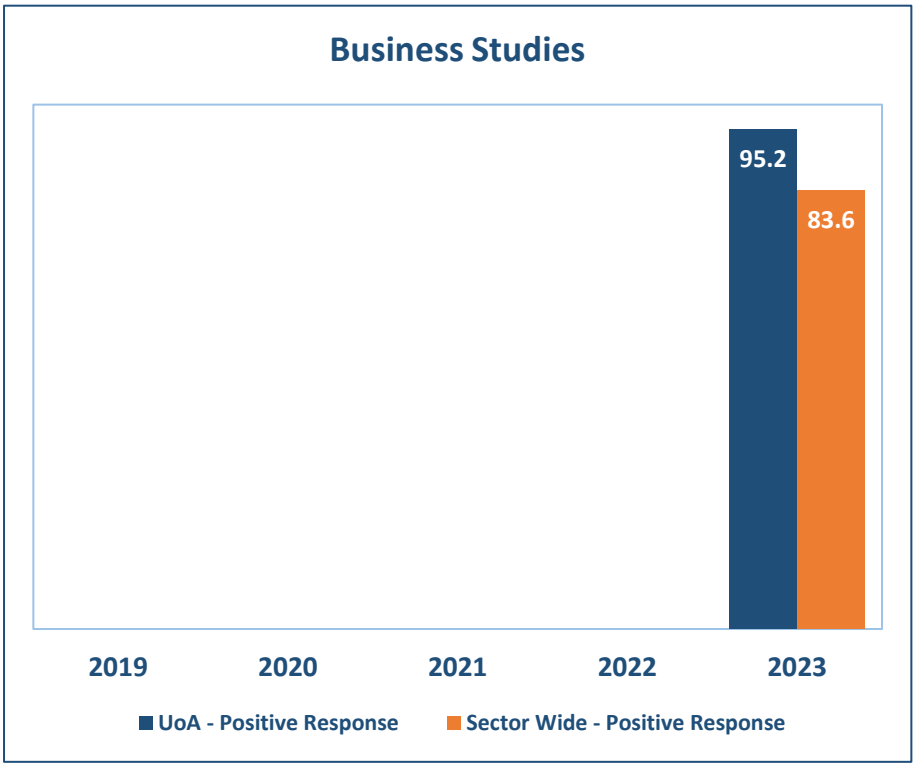
Chart 16: University of Aberdeen performance against Sector for Building (2019-2023)



Historically, the University consistently outperformed the sector in Building for positive response (except for 2022 where it was not scored) (*see chart 16*). However, there is a negative gap of 5.4 percentage points when comparing the University with the sector in the 2023 results.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

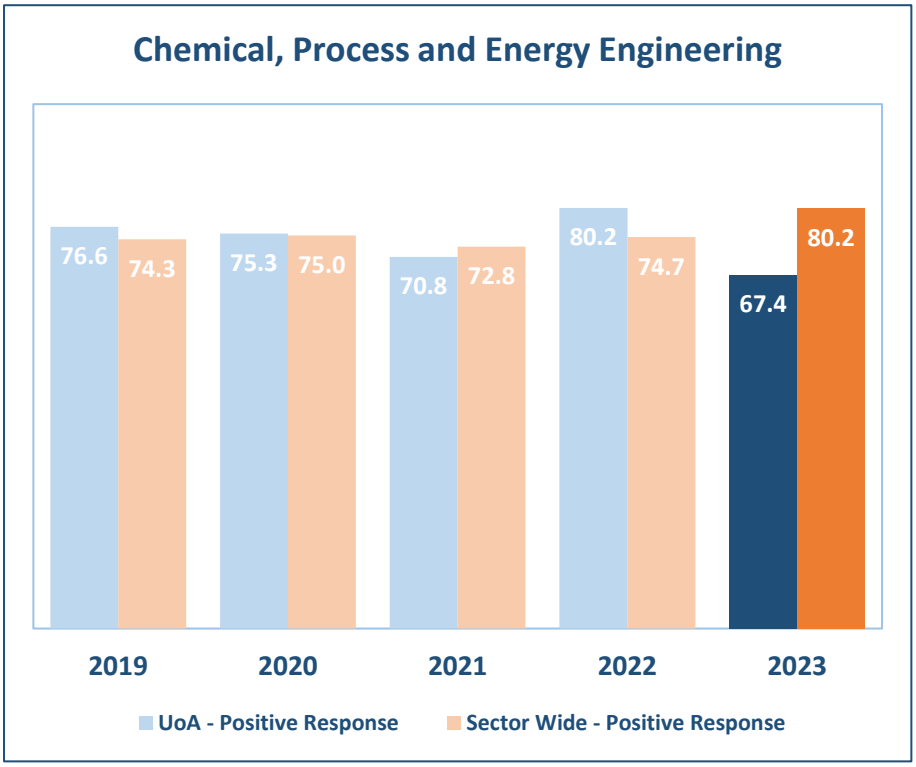
Chart 17: University of Aberdeen performance against Sector for Business Studies (2019-2023)



In 2023, the University outperformed the sector in Business Studies with a positive gap of 11.6 percentage points (*see chart 17*). It is noted this is the first year that Business Studies has been scored for the University for the NSS in the last 5 years.

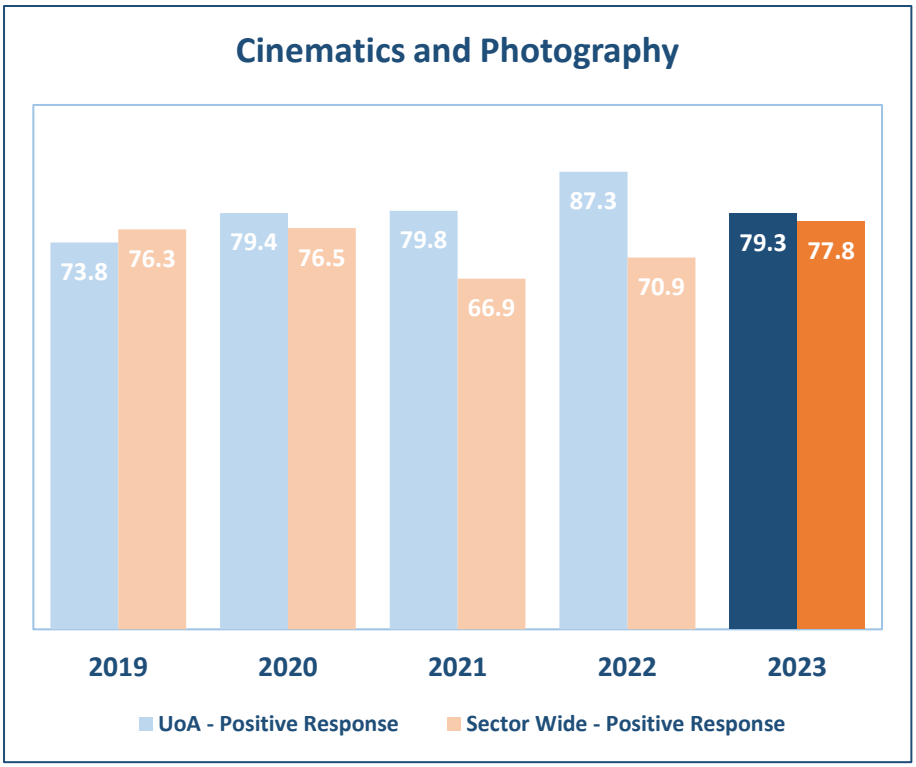
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 18: University of Aberdeen performance against Sector for Chemical, Process and Energy Engineering (2019-2023)



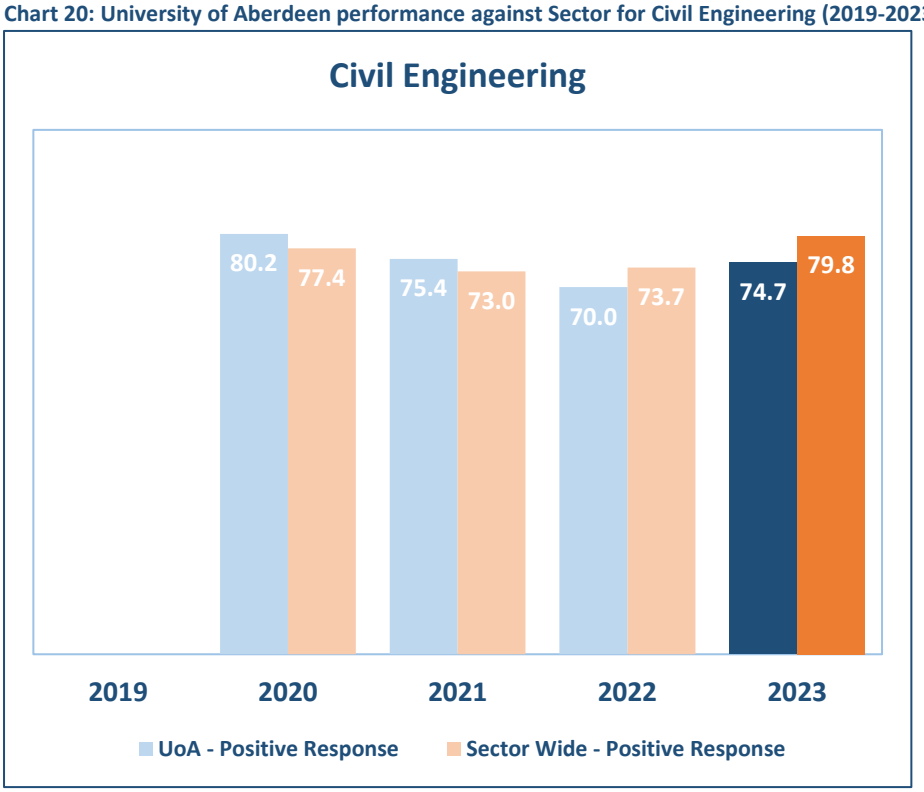
The University of Aberdeen has a negative gap of 12.8% against the sector's positive response score of 80.2% (*see chart 18*) for Chemical, Process and Energy Engineering. This is the largest gap in the time period shown.

Chart 19: University of Aberdeen performance against Sector for Cinematics and Photography (2019-2023)



The University of Aberdeen has seen a year-on-year increase in positive response scores for Cinematics and Photography from 2019 to 2022 (*see chart 19*). However, in 2023 there has been a decrease in positive response from 87.3% to 79.3%. Despite this, the University still outperformed the sector.

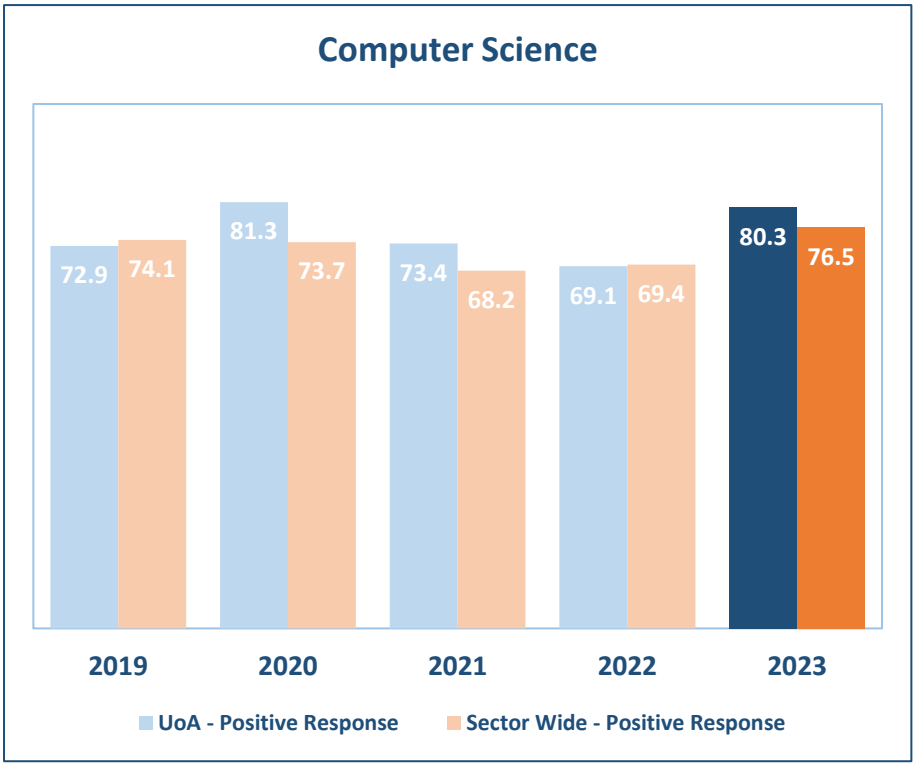
Chart 20: University of Aberdeen performance against Sector for Civil Engineering (2019-2023)



The University of Aberdeen has risen in positive response from the previous year with a score of 74.7% compared with 70.0% (*see chart 20*) for Civil Engineering. However, a negative a gap of 5.1% in positive response is seen when compared with the sector.

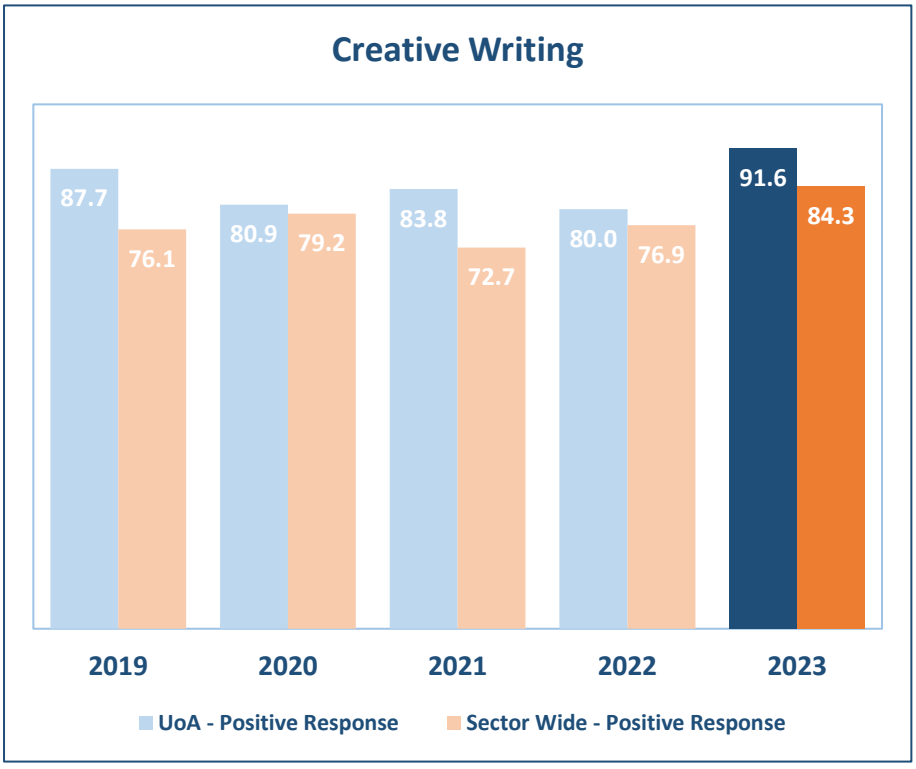
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 21: University of Aberdeen performance against Sector for Computer Science (2019-2023)



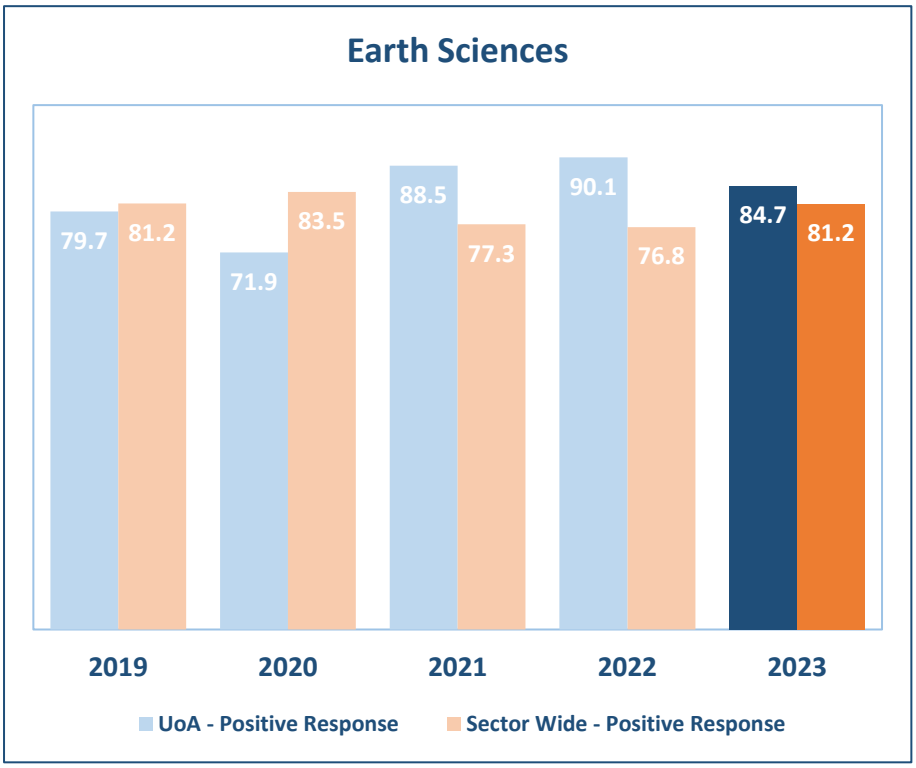
Performance for Computer Science at the University of Aberdeen has been inconsistent across the timescale (*see chart 21*). In 2023 the subject achieved a positive gap of 3.8 percentage points compared to the sector positive response.

Chart 22: University of Aberdeen performance against Sector for Creative Writing (2019-2023)



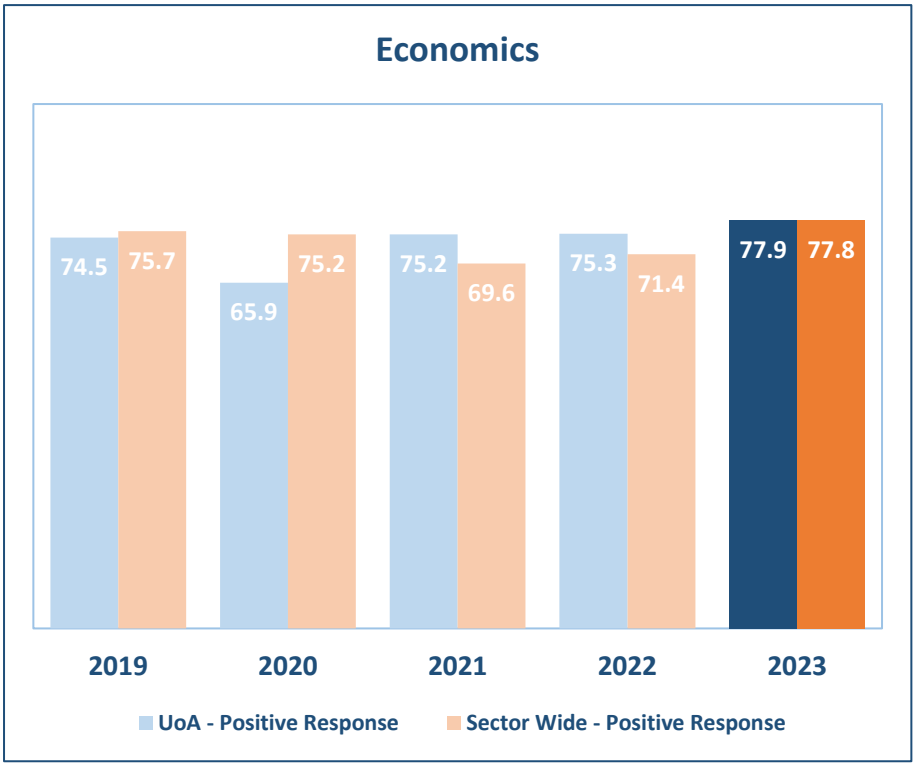
The University of Aberdeen has consistently outperformed the sector positive response in Accounting since 2019 (*see chart 22*). This has continued in 2023 with a positive gap of 7.3 percentage points.

Chart 23: University of Aberdeen performance against Sector for Earth Sciences (2019-2023)



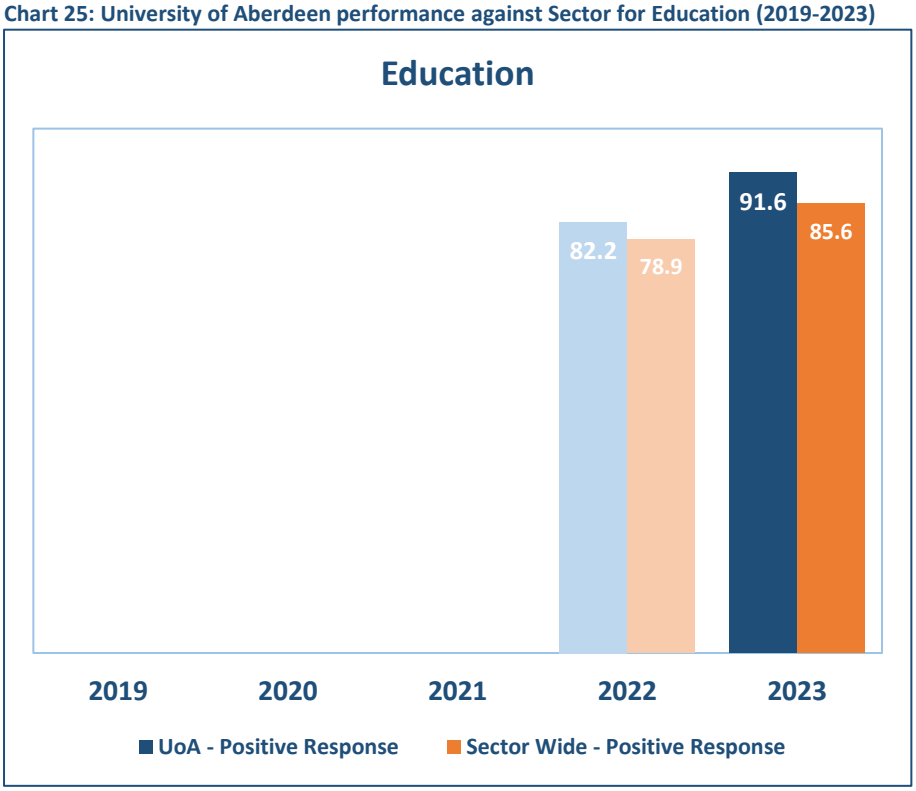
The University of Aberdeen performance in Earth Sciences has outperformed the sector for the three most recent years (*see chart 23*). In 2023, it can be seen that there is a positive gap of 3.5 percentage points compared with the sector.

Chart 24: University of Aberdeen performance against Sector for Economics (2019-2023)



Economics has outperformed the sector for the past three years (*see chart 24*). However, in 2023 there is a positive gap of only 0.1 percentage points.

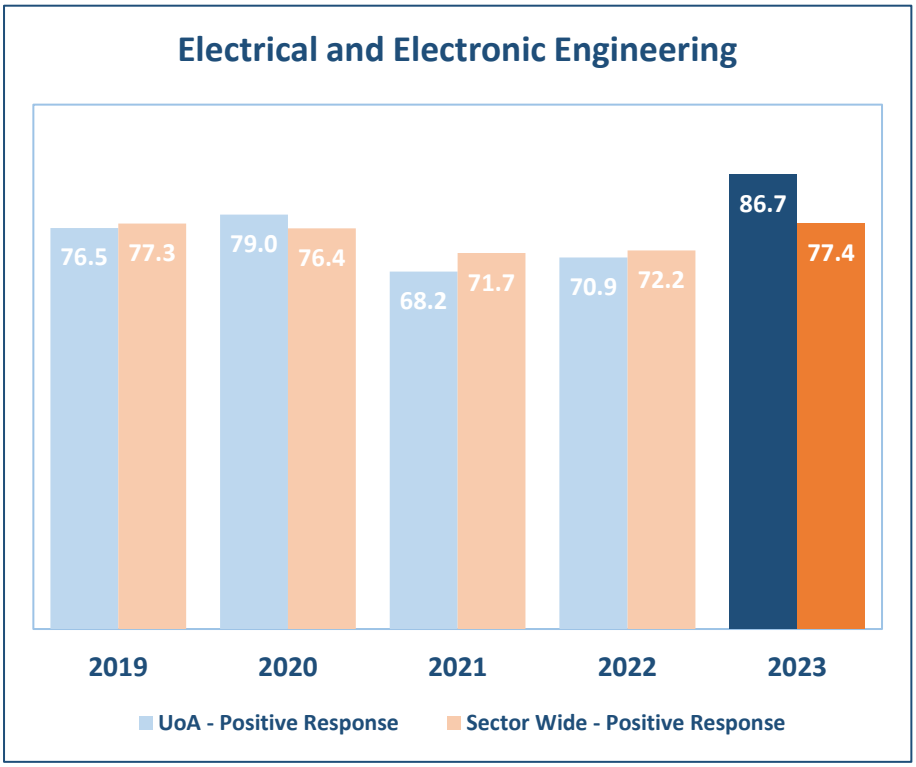
Chart 25: University of Aberdeen performance against Sector for Education (2019-2023)



In 2023, the University of Aberdeen has outperformed the sector for Education by 6 percentage points (*see chart 25*). To note: this is only the second time that Education has featured in the NSS. It is noted that Education does not include Teacher Training.

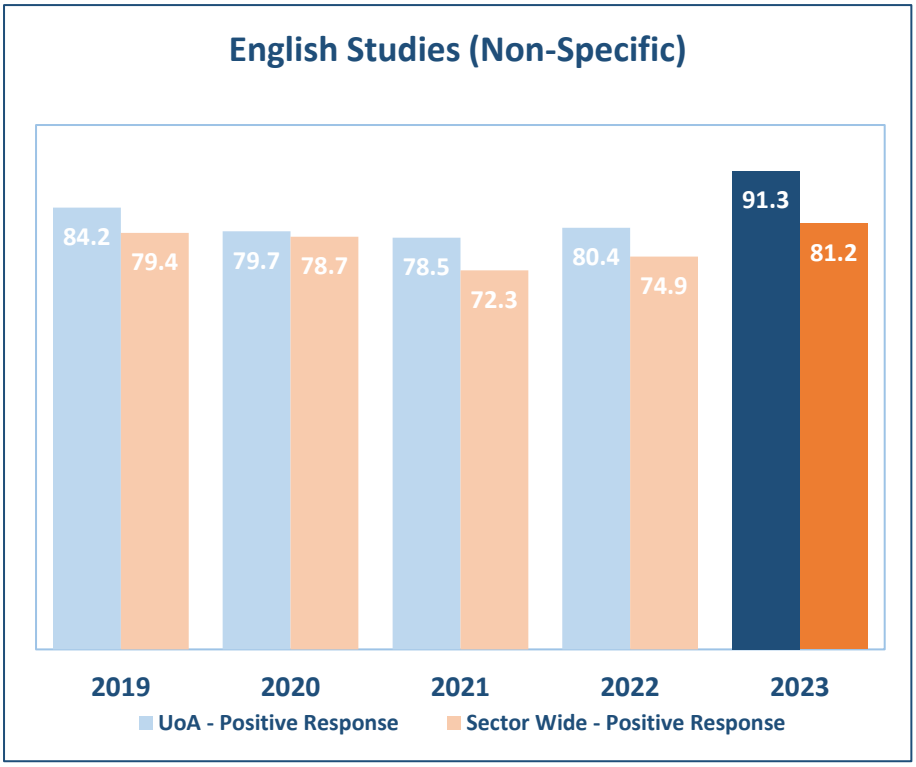
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 26: University of Aberdeen performance against Sector for Electrical and Electronic Engineering (2019-2023)



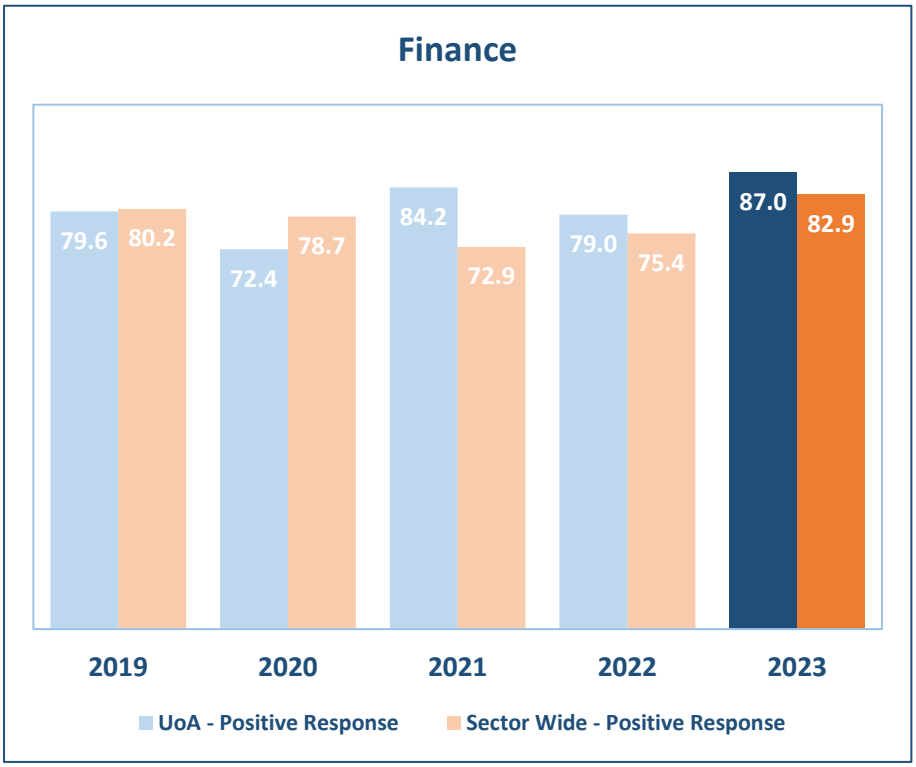
Electrical and Electronic Engineering has performed inconsistently against sector positive response scores over the past five years (*see chart 26*). However, in 2023, the University has achieved its highest score in this subject area since 2020 and outperformed the sector positive response score by 9.3 percentage points.

Chart 27: University of Aberdeen performance against Sector for English Studies (non-specific) (2019-2023)



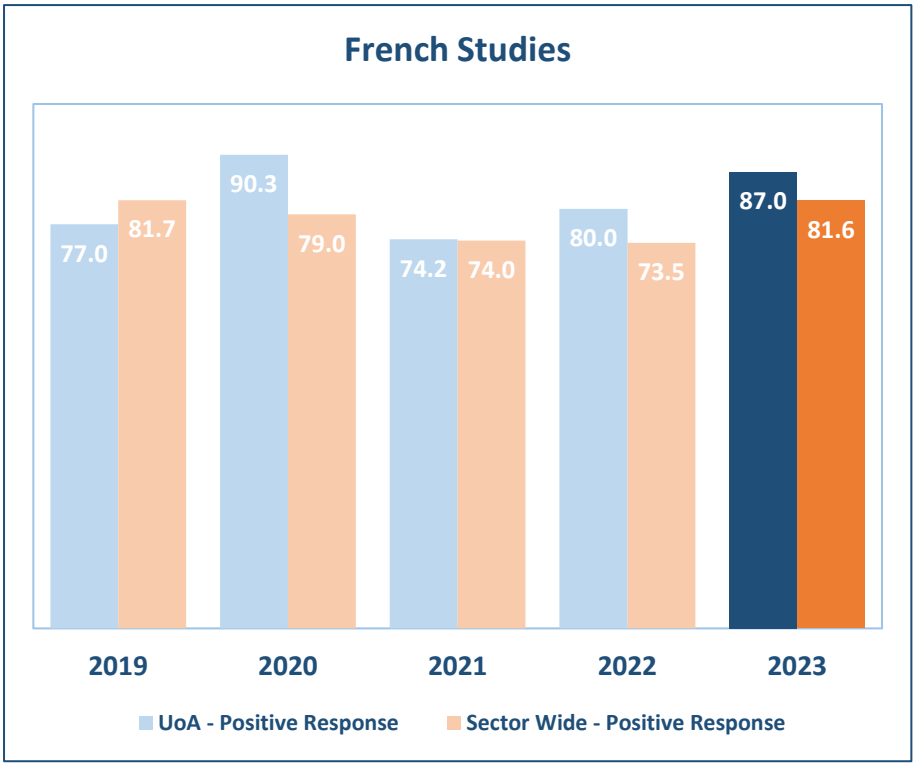
The University of Aberdeen has consistently outperformed the sector benchmark for English Studies (non-specific) (*see chart 27*). In 2023, the University has achieved its highest score in this subject area since 2020 and outperformed the sector positive response score by 10.1 percentage points.

Chart 28: University of Aberdeen performance against Sector for Finance (2019-2023)



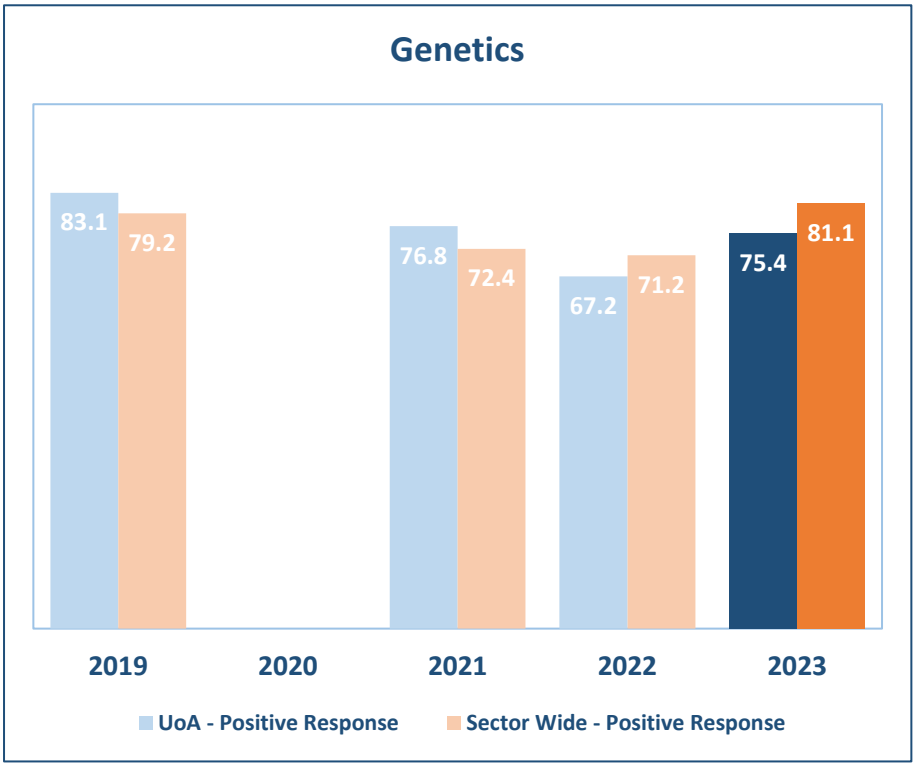
Positive response has varied in Finance over the five-year period (*see chart 28*). In 2023, the University has achieved its highest score in this subject area since 2020 and outperformed the sector positive response score by 4.1 percentage points.

Chart 29: University of Aberdeen performance against Sector for French Studies (2019-2023)



The University of Aberdeen has outperformed the sector positive response score in French Studies for the previous four years (*see chart 29*). In 2023, there is a positive gap of 5.4 percentage points.

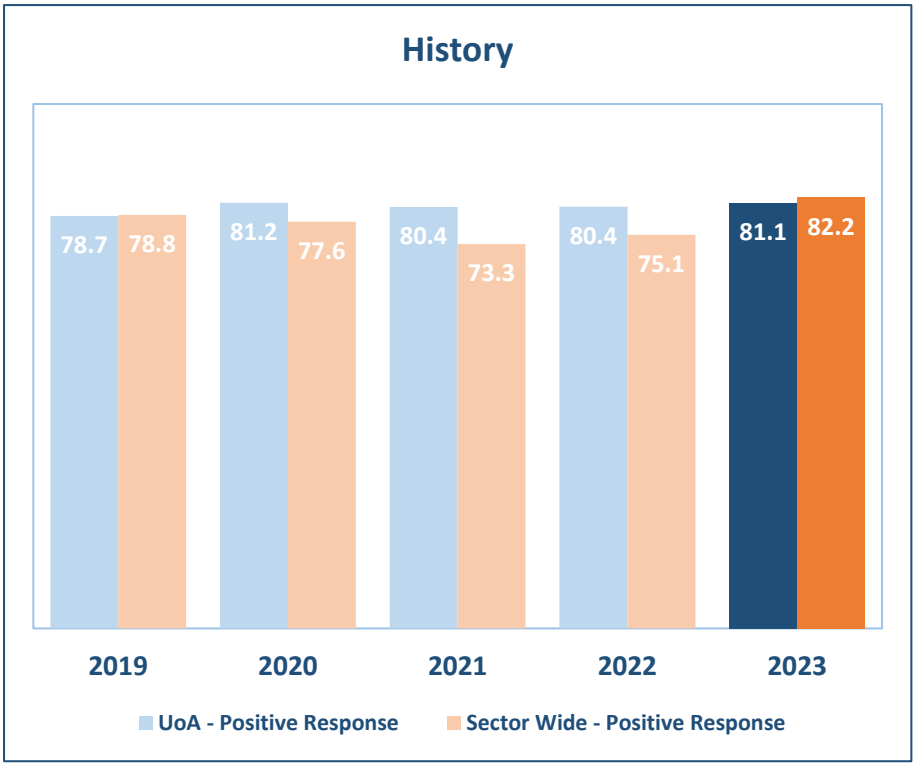
Chart 30: University of Aberdeen performance against Sector for Genetics (2019-2023)



The University of Aberdeen has scored lower than the sector for Genetics in the last two years (*see chart 30*). In 2023, there is a negative gap of 5.7 percentage points.

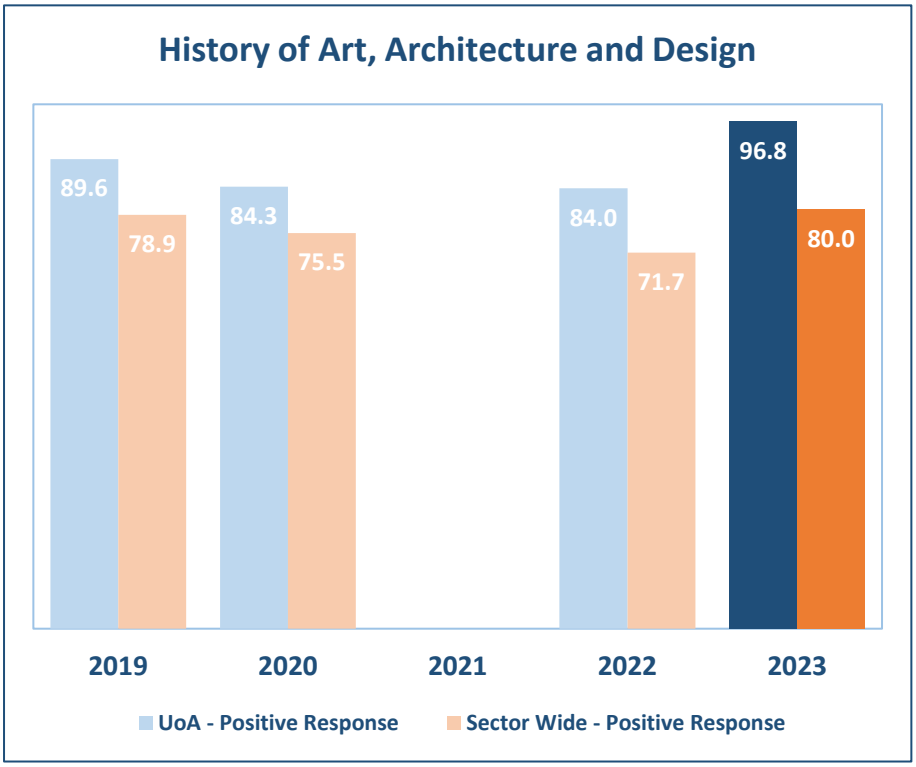
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 31: University of Aberdeen performance against Sector for History (2019-2023)



The University of Aberdeen had outperformed the sector benchmark in History between 2020 and 2022 (*see chart 31*). However, in 2023 there is a negative gap of 0.1 percentage points.

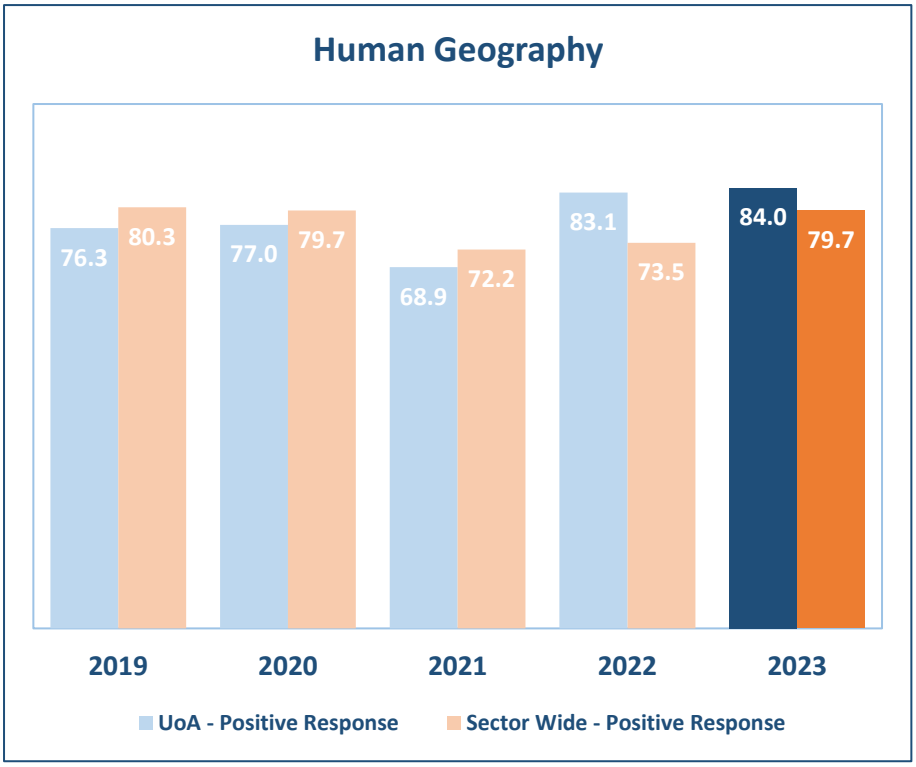
Chart 32: University of Aberdeen performance against Sector for History of Art, Architecture and Design (2019-2023)



The University of Aberdeen has consistently outperformed the sector in History of Art, Architecture and Design (no data is available for 2021) (*see chart 32)*. In 2023 the positive gap against the sector positive response score is 16.8 percentage points, with the subject area achieving its highest score since 2019.

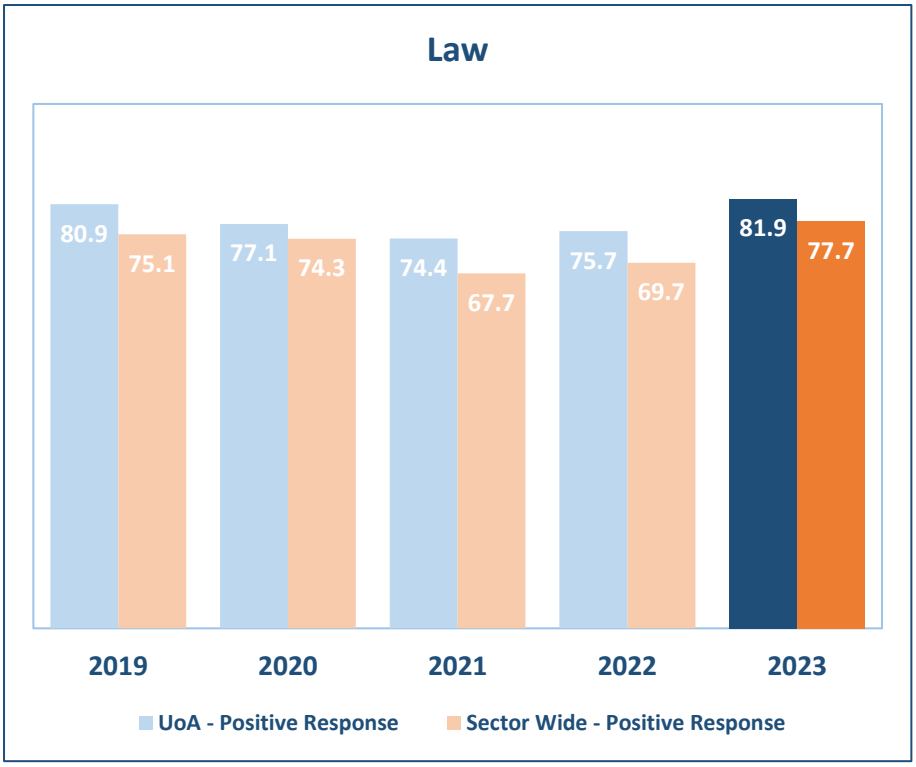
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 33: University of Aberdeen performance against Sector for Human Geography (2019-2023)



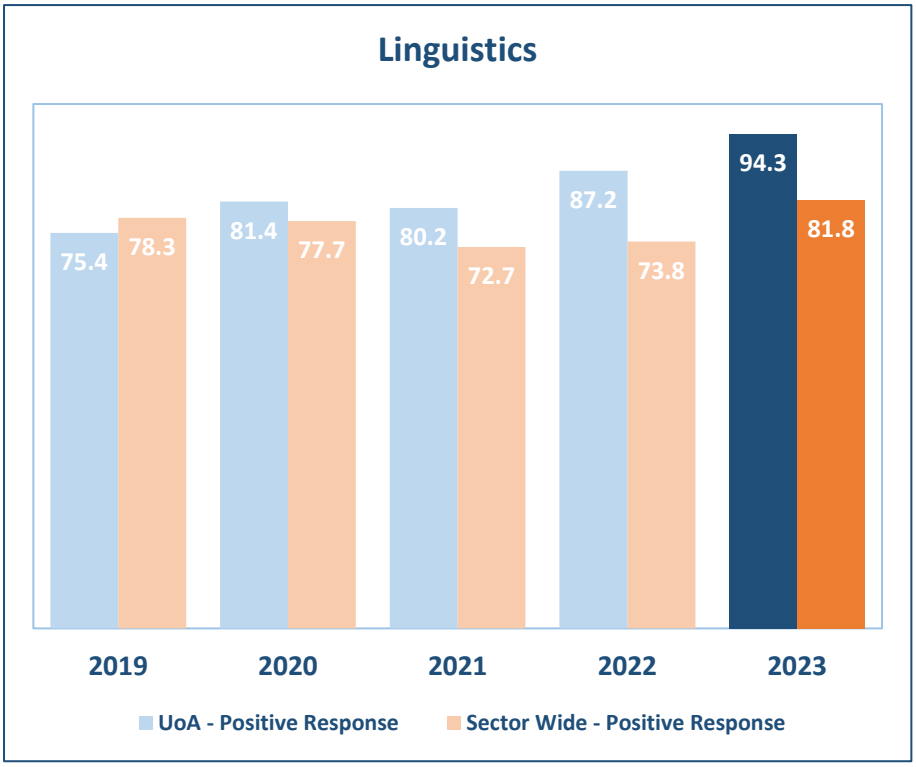
The University of Aberdeen scored below the sector positive response score for Human Geography every year between 2019 and 2021 (*see chart 33*). However, in the two most recent years the subject has outperformed the sector score with a current positive gap of 4.3 percentage points in 2023.

Chart 34: University of Aberdeen performance against Sector for Law (2019-2023)



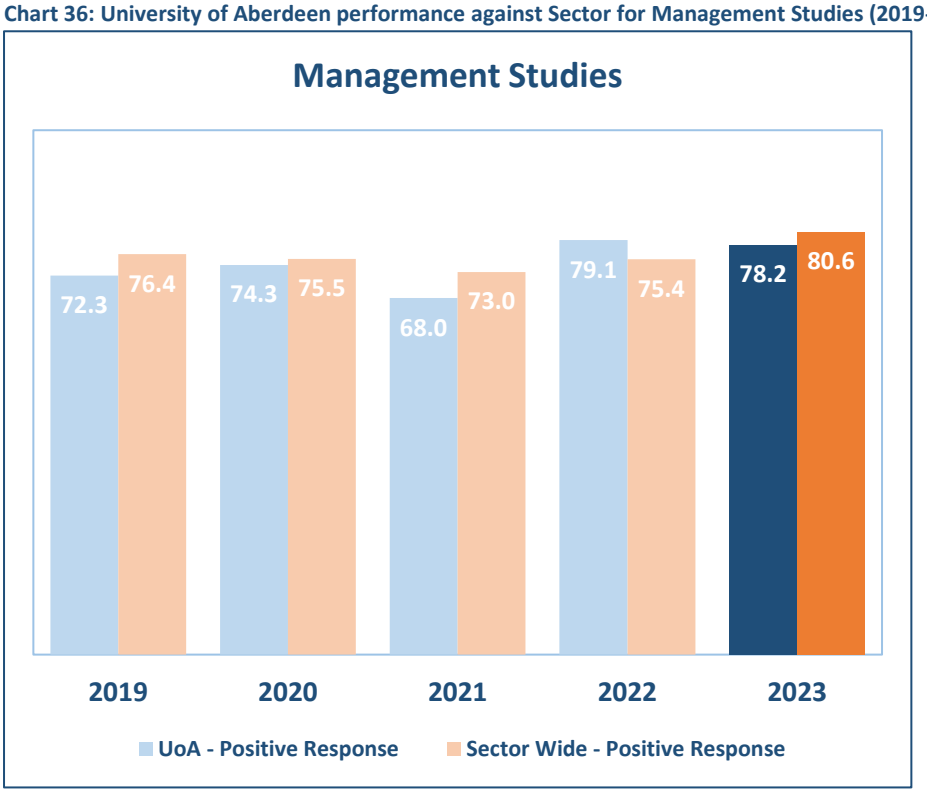
The University of Aberdeen has consistently outperformed the sector in Law over the five-year period (*see chart 34*). In 2023 the subject achieved a score of 81.9%, 4.2 percentage points above the sector.

Chart 35: University of Aberdeen performance against Sector for Linguistics (2019-2023)



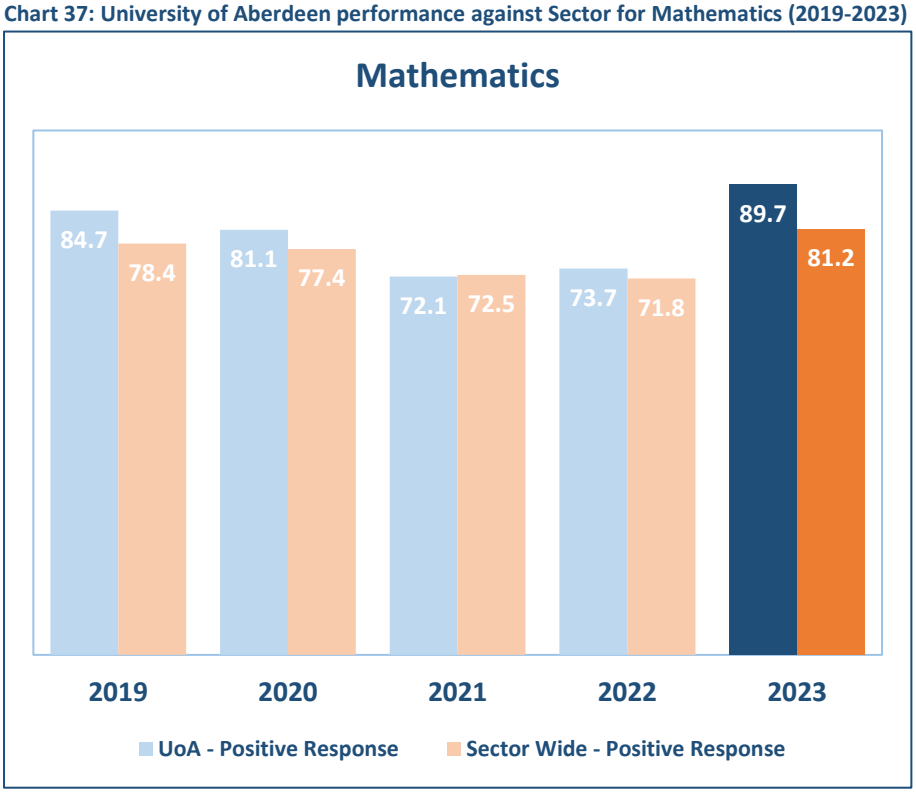
The University of Aberdeen has consistently outperformed the sector in Linguistics over the last four years (*see chart 35*). In 2023, the University has achieved its highest score in this subject area and outperformed the sector positive response score by 12.5 percentage points.

Chart 36: University of Aberdeen performance against Sector for Management Studies (2019-2023)



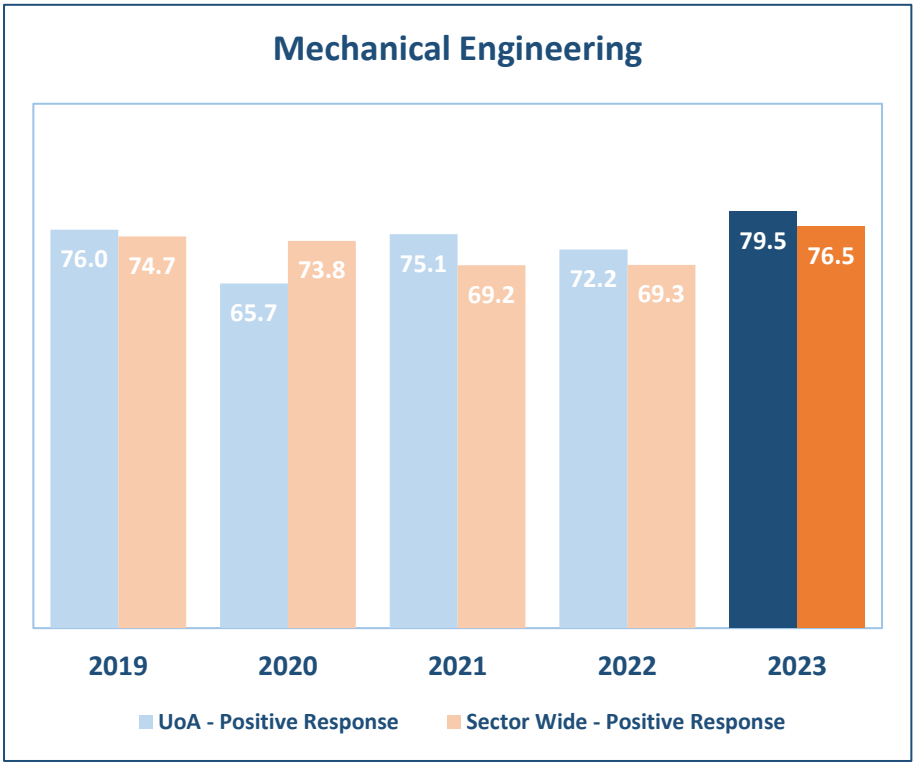
Positive response has varied in Management Studies over the five-year period (*see chart 36*). The University of Aberdeen has scored lower than the sector positive response by 2.4 percentage points in Management Studies in 2023.

Chart 37: University of Aberdeen performance against Sector for Mathematics (2019-2023)



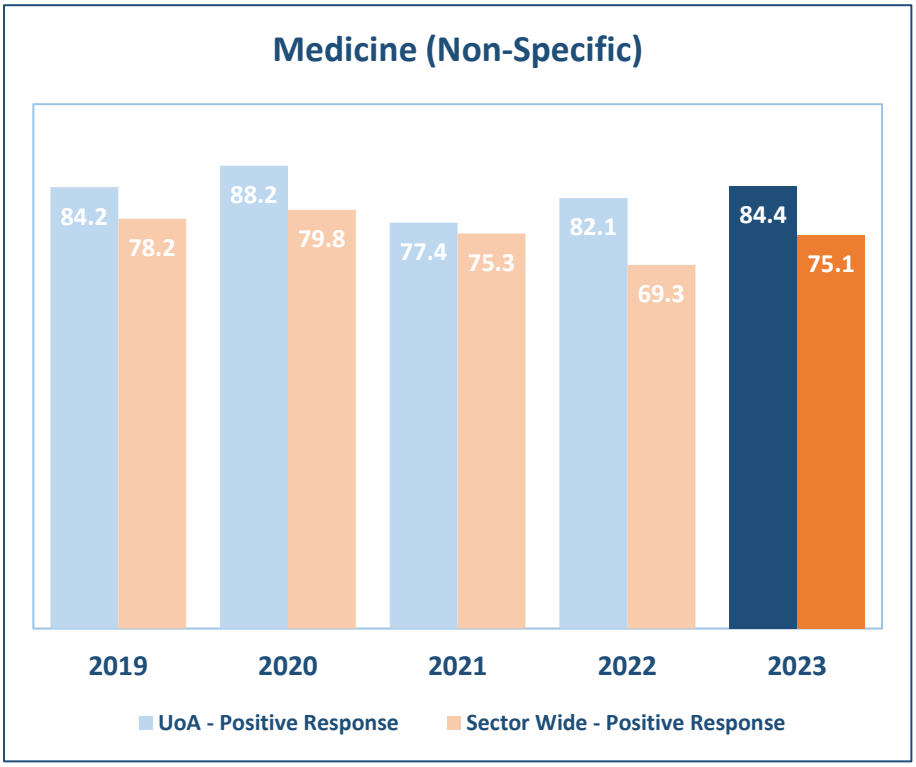
The University of Aberdeen scored 89.7% in Mathematics which is a positive gap of 8.5 percentage points compared to the sector (*see chart 37*). This was Aberdeen's highest score for the past five years and was greater than any sector score in the same timeframe.

Chart 38: University of Aberdeen performance against Sector for Mechanical Engineering (2019-2023)



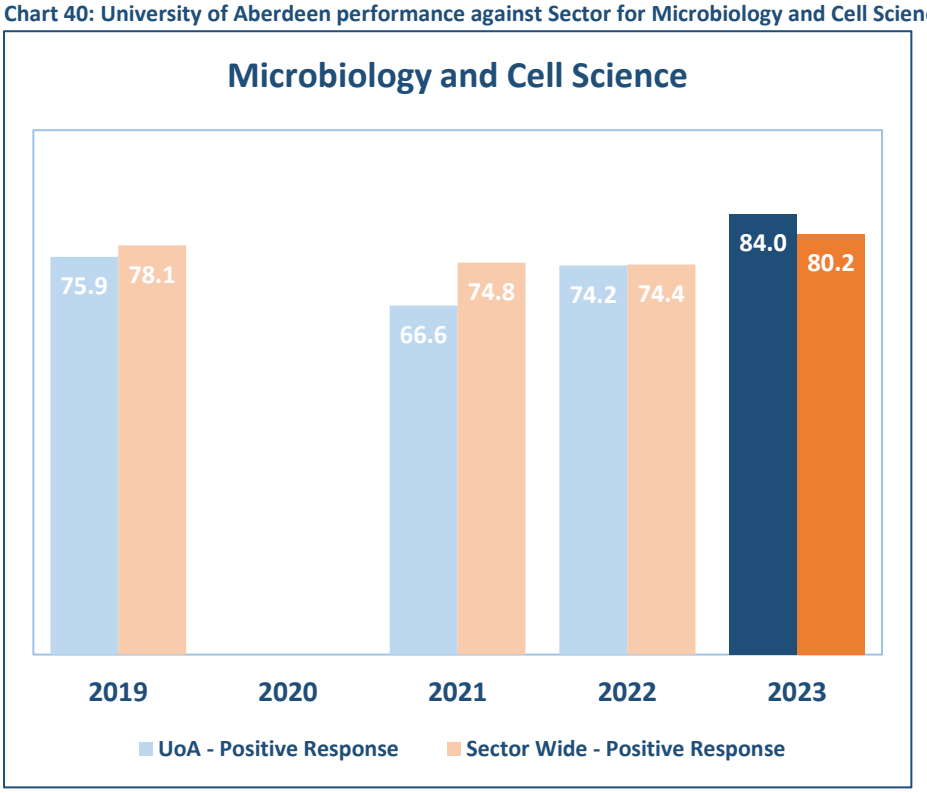
The University of Aberdeen scored 79.5% in 2023 for Mechanical Engineering, outperforming the sector by 3 percentage points (*see chart 38*) by three percentage points.

Chart 39: University of Aberdeen performance against Sector for Medicine (non-specific) (2019-2023)



The University of Aberdeen scored 84.4% in 2023, which is a positive gap of 9.3 percentage points compared to the sector. The University of Aberdeen has consistently outperformed the sector throughout the five-year period.

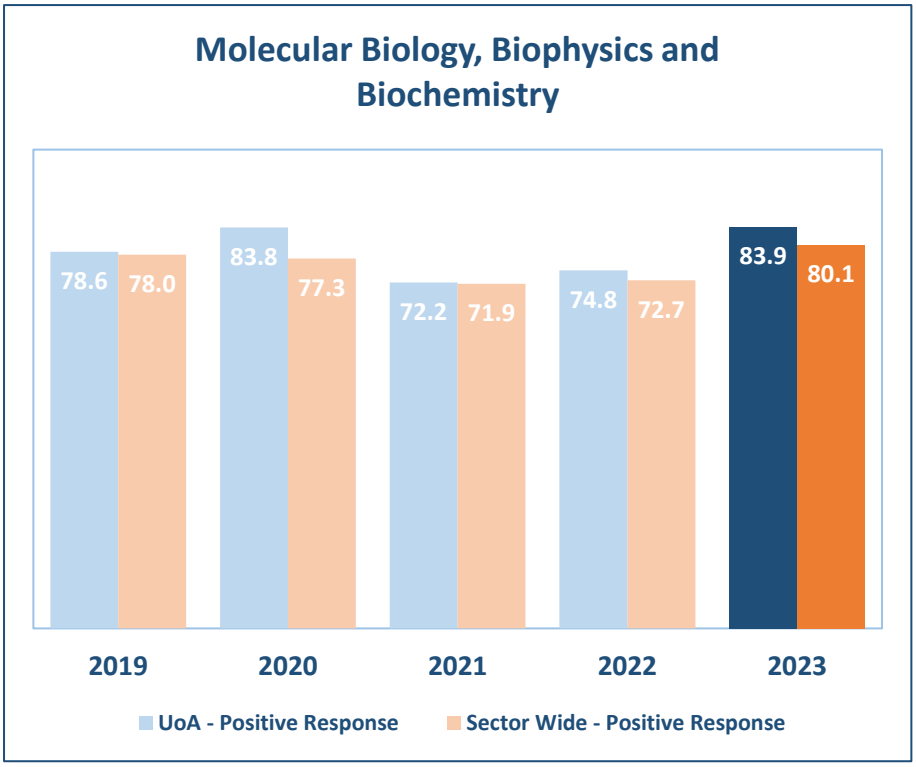
Chart 40: University of Aberdeen performance against Sector for Microbiology and Cell Science (2019-2023)



The University of Aberdeen scored 84.0% for positive response in 2023 for Microbiology and Cell Science, which is a positive gap of 3.8 percentage points compared to the sector (*see chart 40*). This was Aberdeen's highest score for the past 5 years.

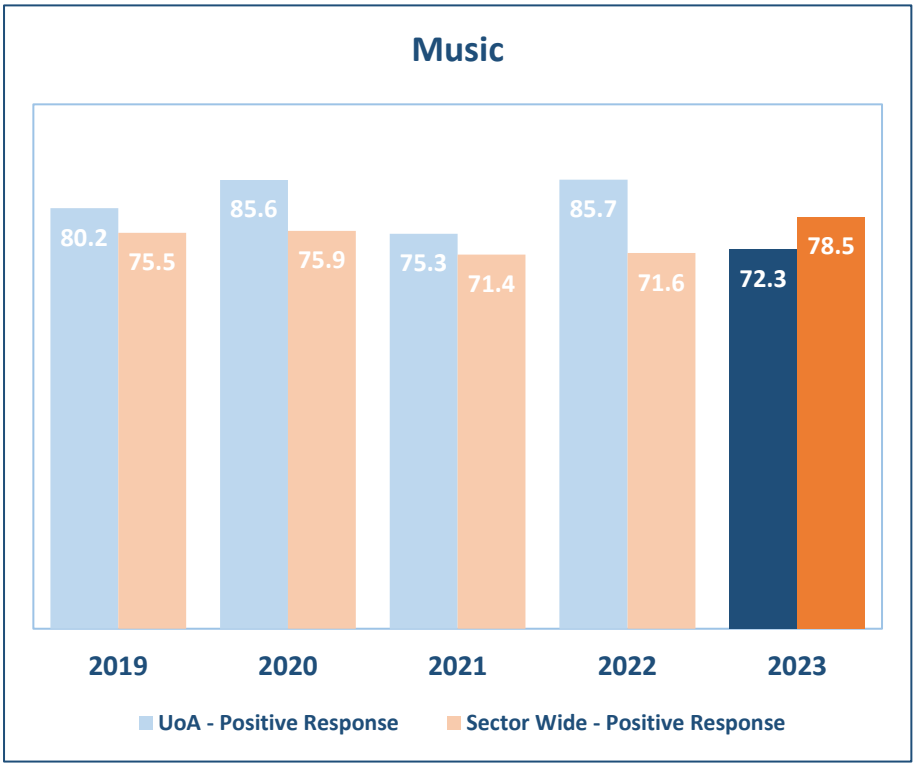
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 41: University of Aberdeen performance against Sector for Molecular Biology, Biophysics and Biochemistry (2019-2023)



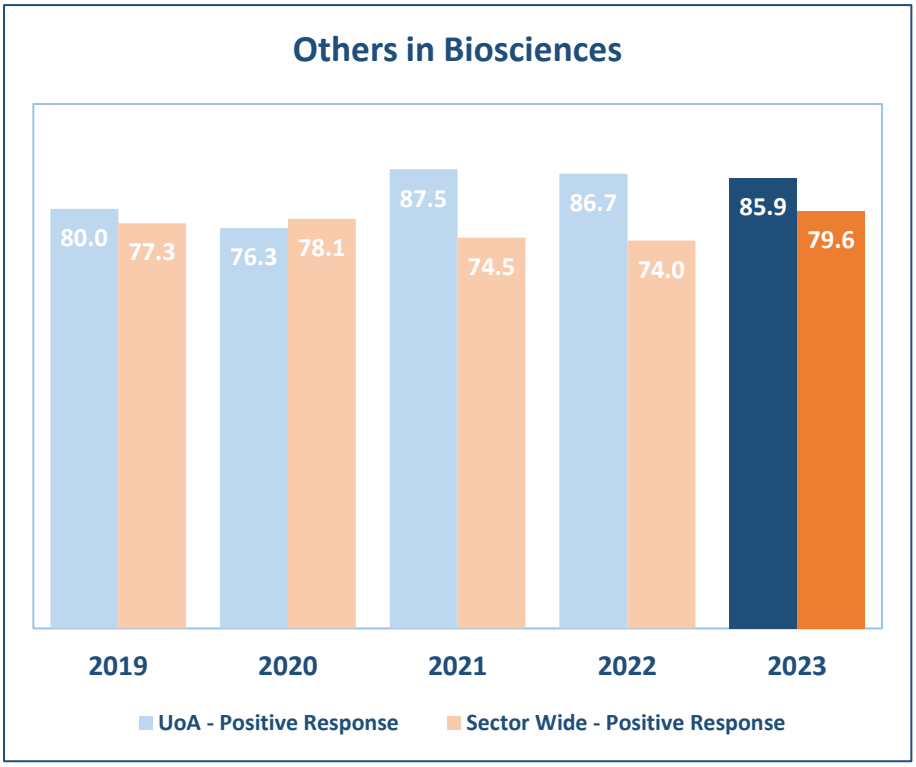
The University of Aberdeen scored 83.9% in 2023 for Molecular Biology, Biophysics and Biochemistry which is a positive gap of 3.8 percentage points compared to the sector. This is Aberdeen's greatest score since 2019 (*see chart 41*).

Chart 42: University of Aberdeen performance against Sector for Music (2019-2023)



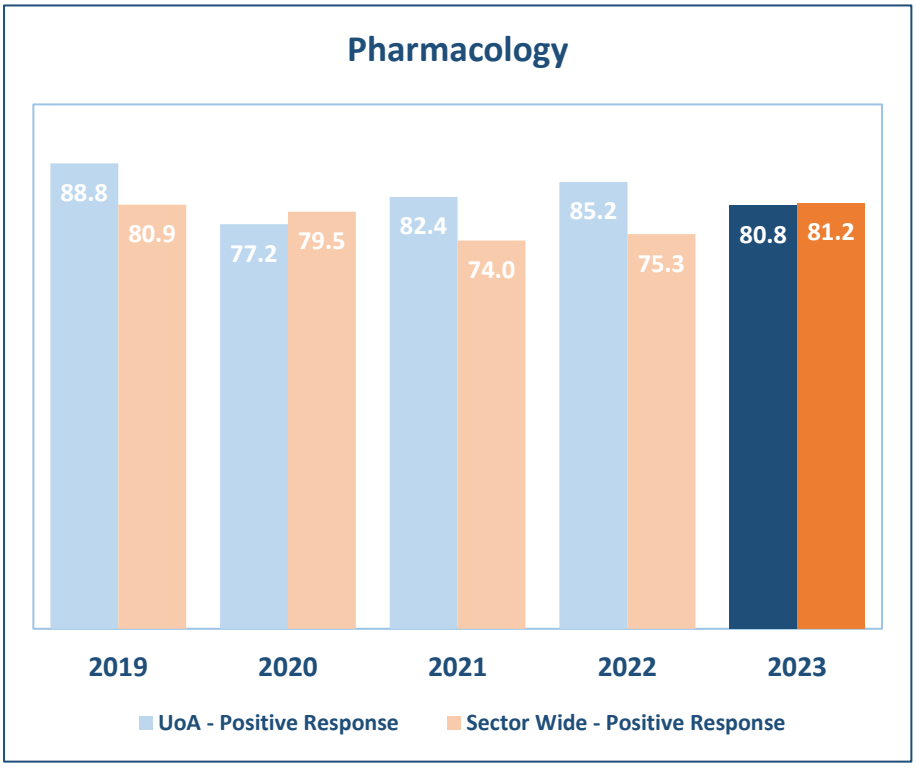
The University of Aberdeen scored 72.3% for Music in 2023, which is a negative gap of 6.2 percentage points compared to the sector (*see chart 42*). This was the lowest score for Aberdeen of the past five years.

Chart 43: University of Aberdeen performance against Sector for Others in Biosciences (2019-2023)



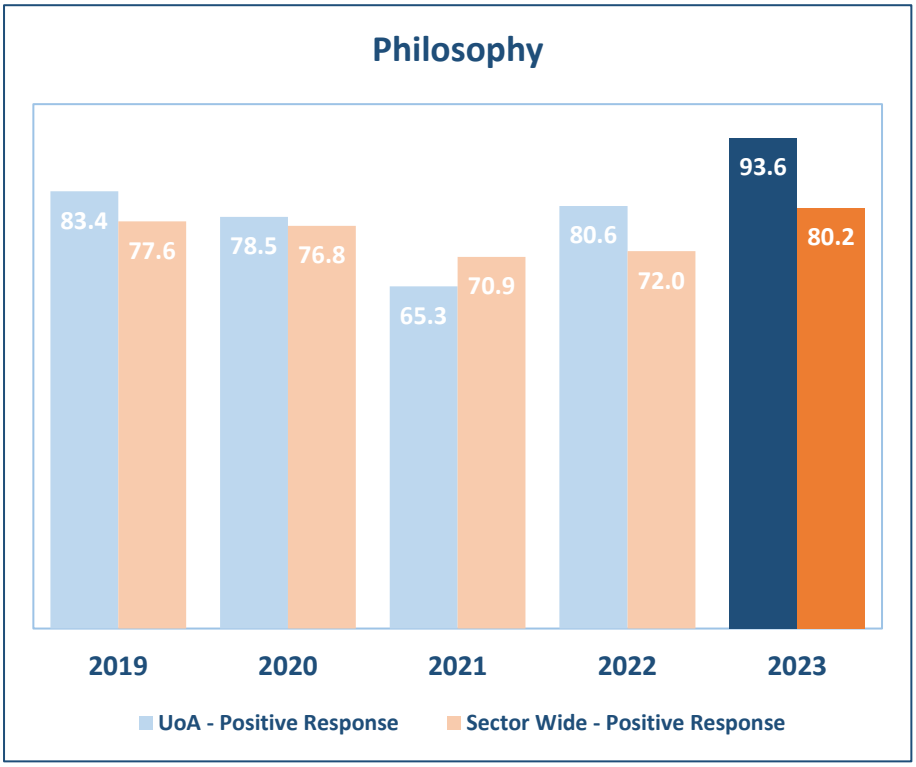
The University of Aberdeen scored 85.9% for positive response in 2023 for Others in Biosciences, which is a positive gap of 6.3 percentage points compared to the sector (*see chart 43*).

Chart 44: University of Aberdeen performance against Sector for Pharmacology (2019-2023)



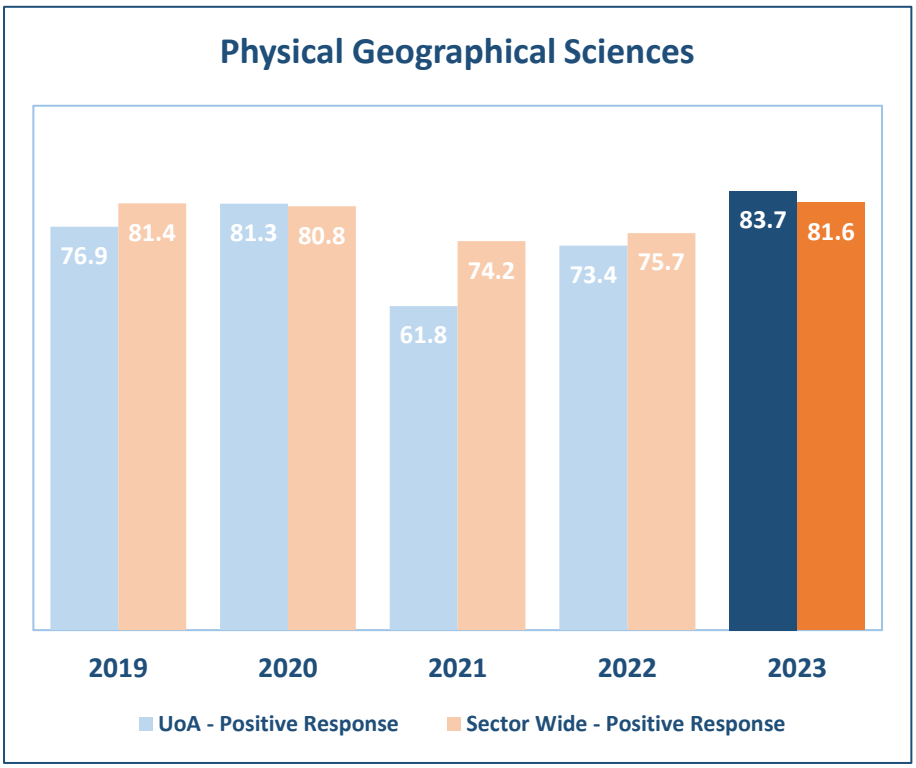
The University of Aberdeen scored 80.8% for Pharmacology in 2023, which is a negative gap of 0.3 percentage points compared to the sector (*see chart 44*). This was Aberdeen's second lowest score in Pharmacology over the five year period.

Chart 45: University of Aberdeen performance against Sector for Philosophy (2019-2023)



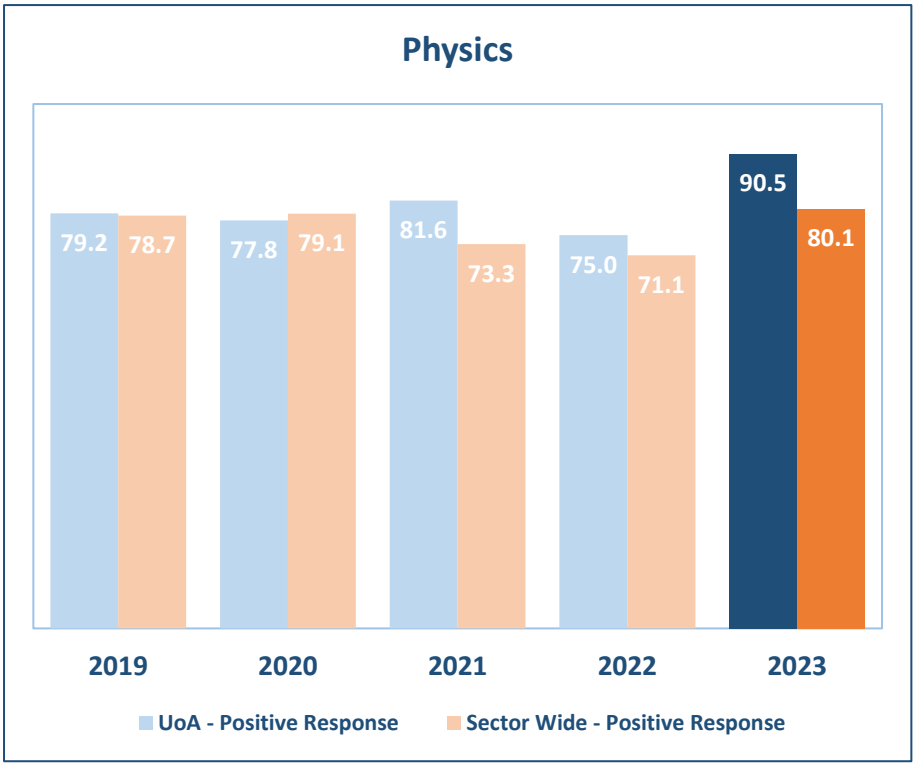
The University of Aberdeen scored 93.6% for positive response in Philosophy for 2023, which is a positive gap of 13.3 percentage points compared to the sector (*see chart 45*). This was the greatest score for Aberdeen in this period.

Chart 46: University of Aberdeen performance against Sector for Physical Geographical Sciences (2019-2023)



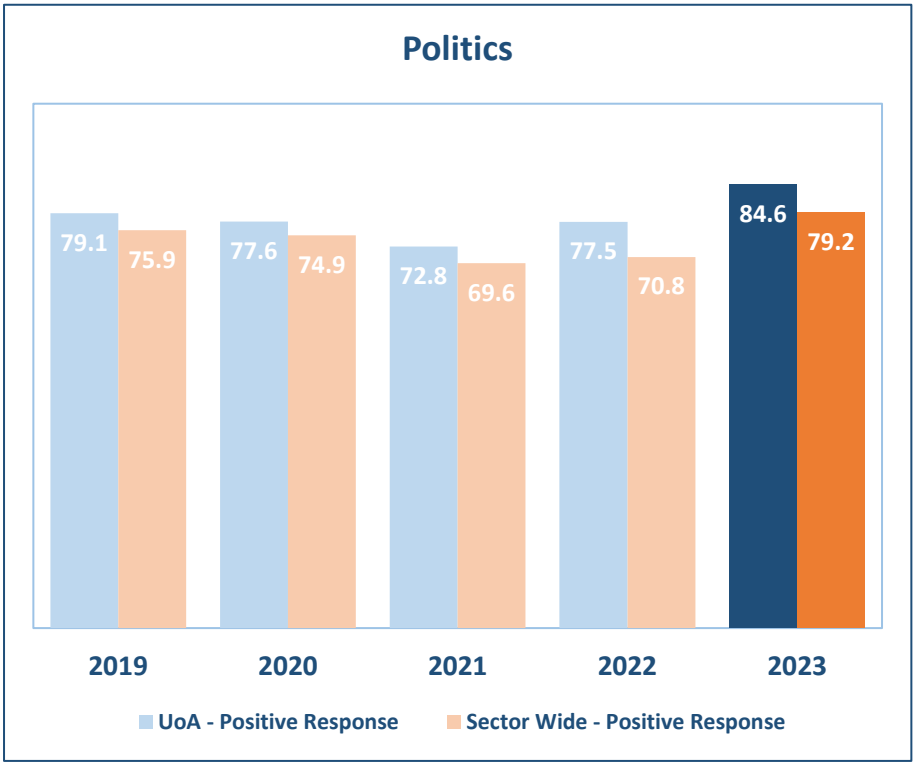
The University of Aberdeen scored 83.7% for Physical Geographical Sciences in 2023, which is a positive gap of 2.1 percentage points compared to the sector (*see chart 46*).

Chart 47: University of Aberdeen performance against Sector for Physics (2019-2023)



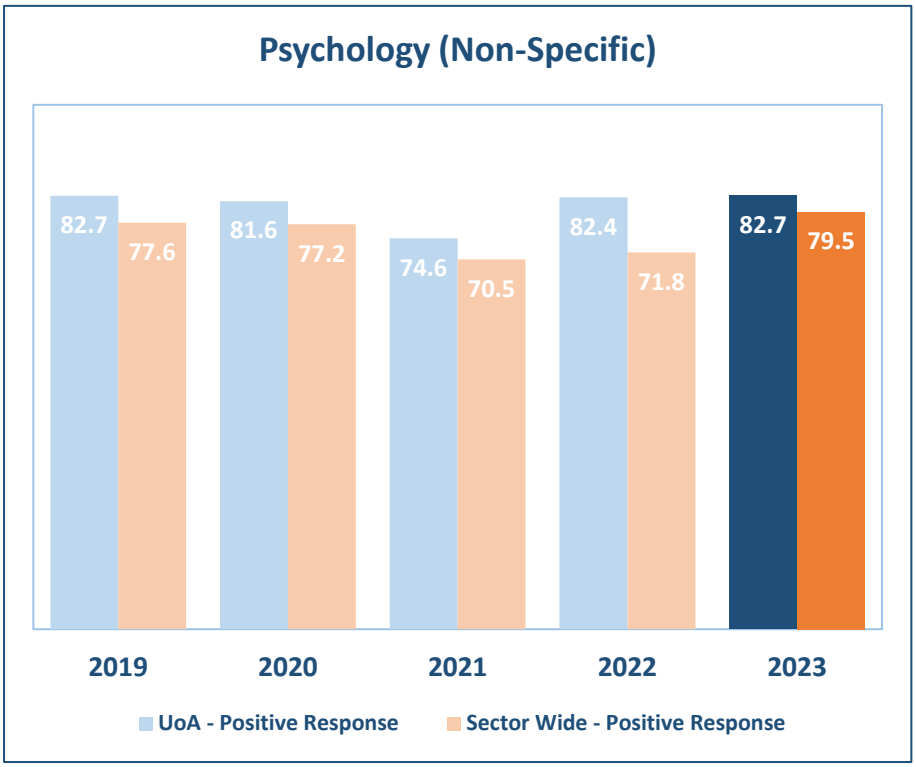
The University of Aberdeen scored the highest score for Physics for the past five years (*see chart 47*). In 2023 the subject achieved a score of 90.5%, 10.4 percentage points above the sector.

Chart 48: University of Aberdeen performance against Sector for Politics (2019-2023)



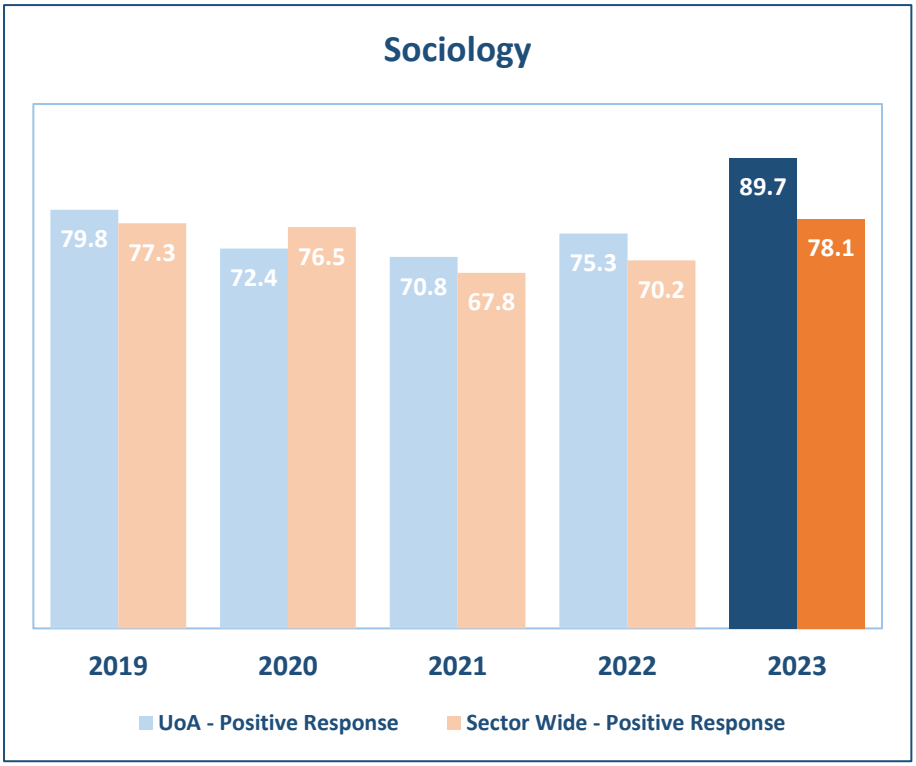
The University of Aberdeen scored 84.6% in 2023 for Politics (*see chart 48*). This is a positive gap of 5.4 percentage points compared with the sector.

Chart 49: University of Aberdeen performance against Sector for Psychology (non-specific) (2019-2023)



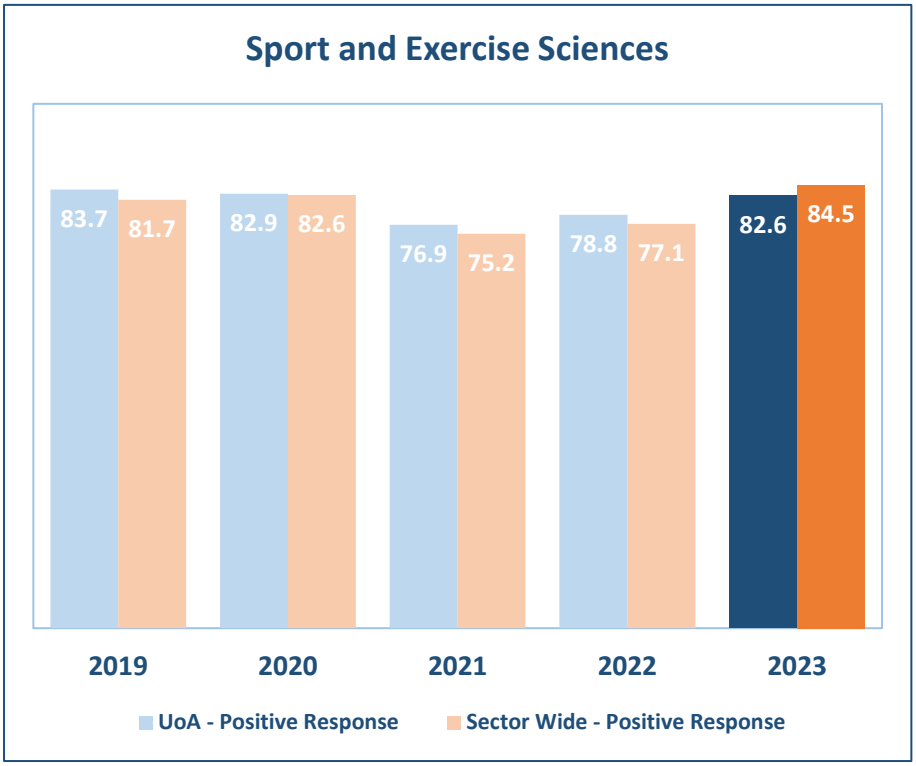
The University of Aberdeen scored 3.2 percentage points above the sector in 2023 for Psychology (non-specific) with a score of 82.7% and has been consistently above the sector throughout the previous five-year period.

Chart 50: University of Aberdeen performance against Sector for Sociology (2019-2023)



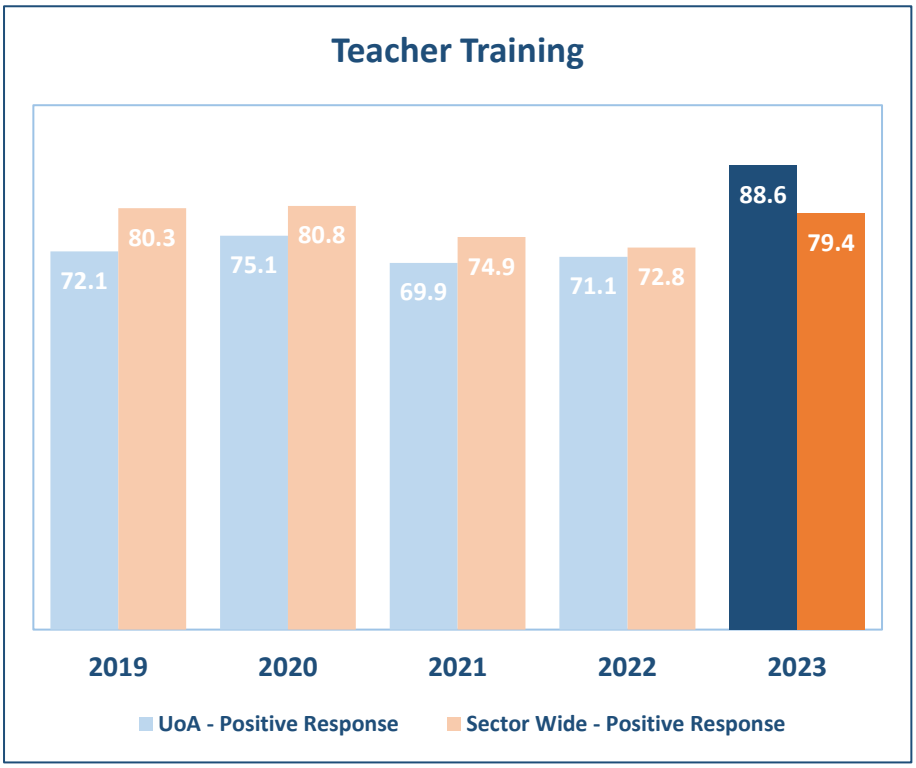
The University of Aberdeen scored 89.7% in Sociology for 2023, the highest score of the past five years. Sociology outperformed the sector by 11.6 percentage points in 2023 (*see chart 50*).

Chart 51: University of Aberdeen performance against Sector for Sport and Exercise Sciences (2019-2023)



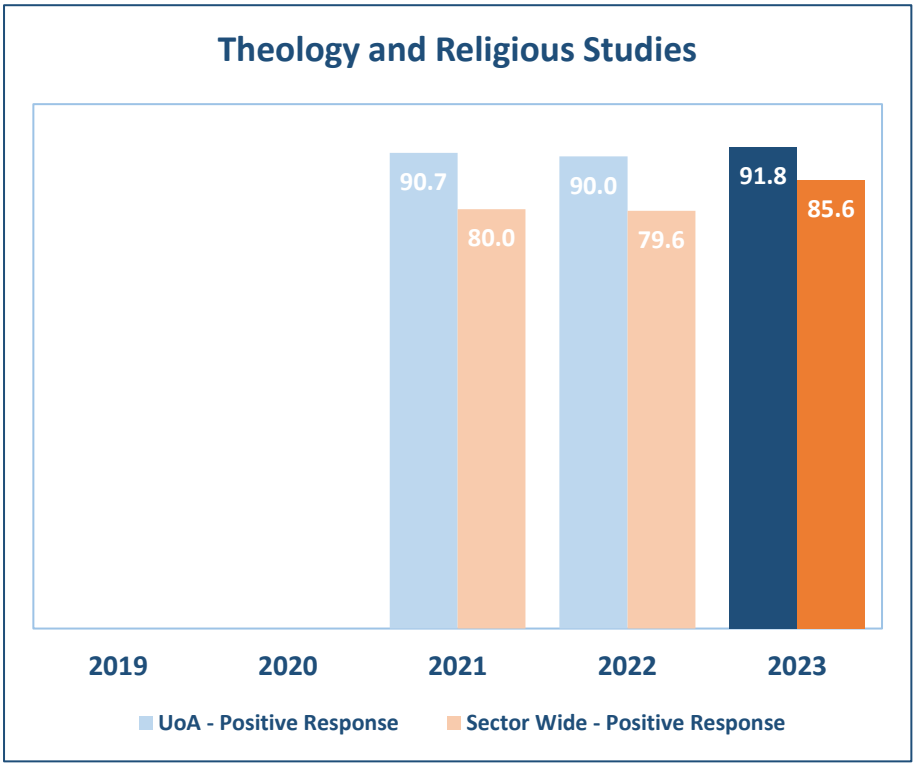
The University of Aberdeen scored 82.6% in 2023 for Sport and Exercise Sciences (*see chart 51*). This was 1.9 percentage points below the sector score of 84.5%, in contrast to Aberdeen's previous marginal outperformance over the sector between 2019 and 2022.

Chart 52: University of Aberdeen performance against Sector for Teacher Training (2019-2023)



The University of Aberdeen scored by far the greatest Teacher Training score of the past five years in 2023 (*see chart 52*). Aberdeen outperformed the sector by 9.2 percentage points in 2023, in contrast to being lower scoring historically.

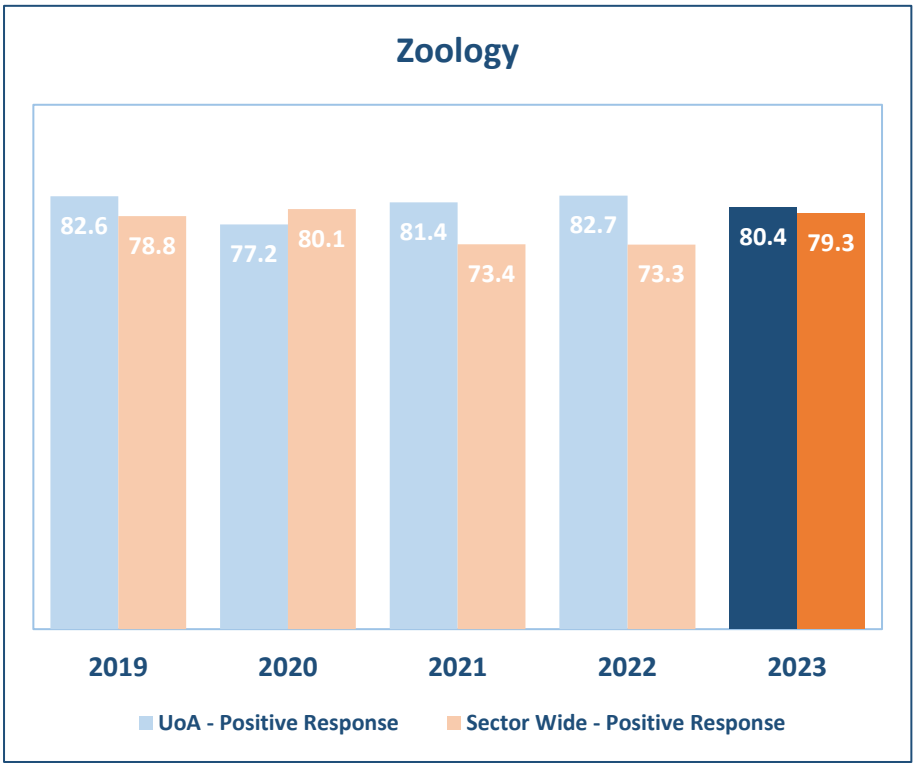
Chart 53: University of Aberdeen performance against Sector for Theology and Religious Studies (2019-2023)



The University of Aberdeen scored 91.8% in 2023 for Theology and Religious Studies (*see chart 53*). This is a positive gap of 6.2 percentage points compared to the sector score. Aberdeen has consistently outperformed the sector for this subject throughout the three years that it has featured in the NSS.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 54: University of Aberdeen performance against Sector for Zoology (2019-2023)



The University of Aberdeen scored greater than the sector for Zoology by 1.1% in 2023 with a score of 80.4% (*see chart 54*); this was the second lowest score for Aberdeen in the past five years.

NSS 2023: Positive Response by Subject (CAH Level 3) against Sector – Rank

An overview of the University of Aberdeen's performance for CAH Level 3 with rankings for Positive Response in the UK is presented in Table 4. Table 4 provides the 2022 and 2023 ranks, the change in rank from 2022, the number of institutions offering the subject, and the % agree for positive response. Further detail on School performance at this level can be found in the NSS Power BI dashboard when available.

Table 4: University of Aberdeen performance for CAH Level 3 subjects

Subject (CAH 3)	2023 Rank	2022 Rank	UK Rank Change	No Institutions (2023)	% Agree
BUS					
economics	41	28	-13 ▼	80	77.9
management studies	42	15	-27 ▼	76	78.2
building	27		-	35	73.0
business studies	1		-	90	95.2
finance	18	24	6 ▲	90	87.0
accounting	33	67	34 ▲	99	85.7
DHPAH					
history	61	27	-34 ▼	87	81.1
history of art, architecture and design	1	4	3 ▲	23	96.8
philosophy	1	9	8 ▲	49	93.6
theology and religious studies	6	2	-4 ▼	24	91.8
EDU					
education	10	17	7 ▲	78	91.6
teacher training	8	34	26 ▲	55	88.6
ENG					
mechanical engineering	26	19	-7 ▼	72	79.5
civil engineering	46	40	-6 ▼	60	74.7
electrical and electronic engineering	3	32	29 ▲	68	86.7
chemical, process and energy engineering	31	10	-21 ▼	35	67.4
GEO					
earth sciences	6	1	-5 ▼	27	84.7
physical geographical sciences	18	29	11 ▲	43	83.7
human geography	17	8	-9 ▼	42	84.0
LAW					
law	27	23	-4 ▼	109	81.9
LLMVC					
English studies (non-specific)	2	19	17 ▲	44	91.3
creative writing	5	23	18 ▲	64	91.6
French studies	9	14	5 ▲	33	87.0
linguistics	1	2	1 ▲	31	94.3
music	59	2	-57 ▼	68	72.3
cinematics and photography	41	2	-39 ▼	77	79.3
MMSN					
medicine (non-specific)	4	1	-3 ▼	32	84.4
pharmacology	15	4	-11 ▼	28	80.8
anatomy, physiology and pathology	1	1	0 ■	26	91.4
biomedical sciences (non-specific)	12	3	-9 ▼	83	85.9
microbiology and cell science	6	8	2 ▲	18	84.0
genetics	12	11	-1 ▼	15	75.4
molecular biology, biophysics and biochemistry	13	19	6 ▲	51	83.9
others in biosciences	3	2	-1 ▼	21	85.9
sport and exercise sciences	52	27	-25 ▼	80	82.6
NCS					
physics	4	18	14 ▲	45	90.5
mathematics	6	27	21 ▲	65	89.7
computer science	32	54	22 ▲	105	80.3
PSY					
psychology	32	5	-27 ▼	109	82.7
SBS					
biology (non-specific)	3	18	15 ▲	47	89.5
zoology	17	2	-15 ▼	32	80.4
SOCSCI					
sociology	3	16	13 ▲	101	89.7
anthropology	2	3	1 ▲	20	89.7
politics	20	13	-7 ▼	80	84.6

Note: Yellow highlighting shows where the University of Aberdeen has ranked 1st in the UK

The University of Aberdeen ranked 1st in the UK for five subjects: anatomy, physiology and pathology, business studies, history of art, architecture and design, linguistics and philosophy (*see table 4*).

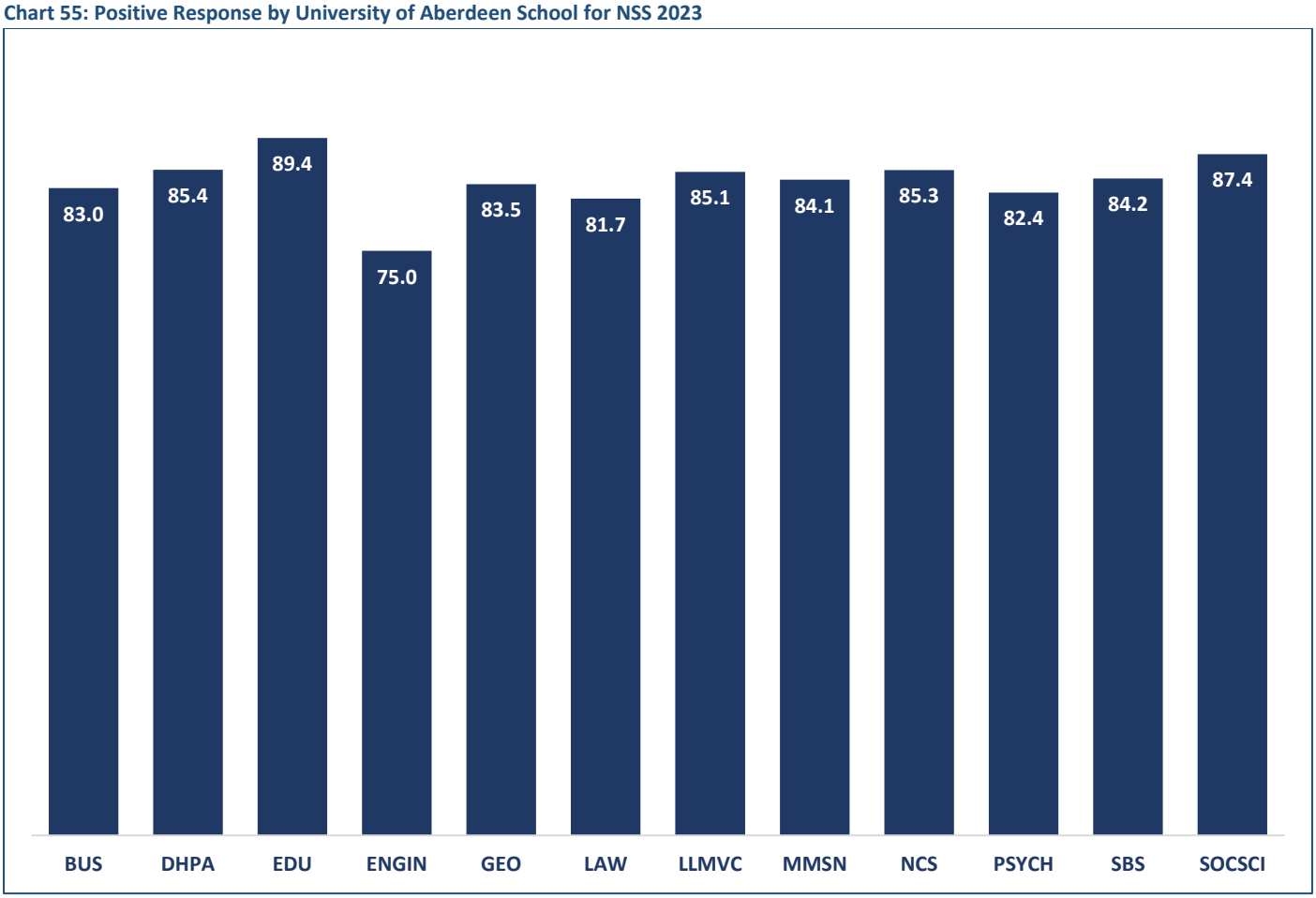
Another nine subjects ranked elsewhere in the top five in the UK: anthropology, biology (non-specific), English studies (non-specific), others in biosciences, electrical and electronic engineering, medicine (non-specific), physics, sociology and creative writing.

A further seven subjects ranked elsewhere in the top ten in the UK: earth sciences, mathematics, microbiology and cell science, theology and religious studies, French studies, teacher training and education.

This brings the number of CAH Level 3 subjects ranked in the UK Top-10 for the University of Aberdeen to 21 out of 43 subjects.

NSS 2023: Positive Response by University of Aberdeen School - Scores

Chart 55: Positive Response by University of Aberdeen School for NSS 2023

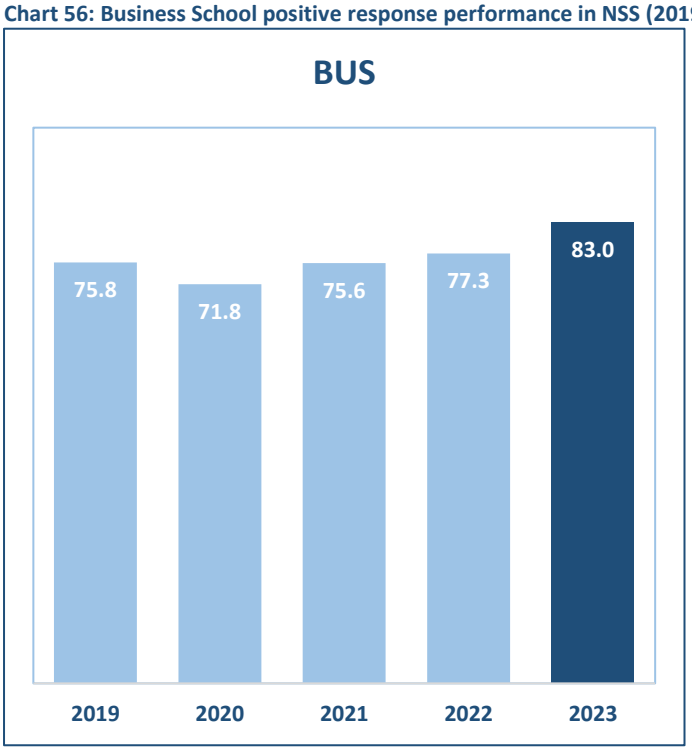


The greatest positive response score across the twelve schools was for Education at 89.4, followed by Social Science at 87.4, and Divinity, History, Philosophy & Art History at 85.4 (*see chart 55*).

No Schools scored greater than 90% in 2023. However, this result should not be directly compared with the result of 2022 due to differing questions and reporting methodology.

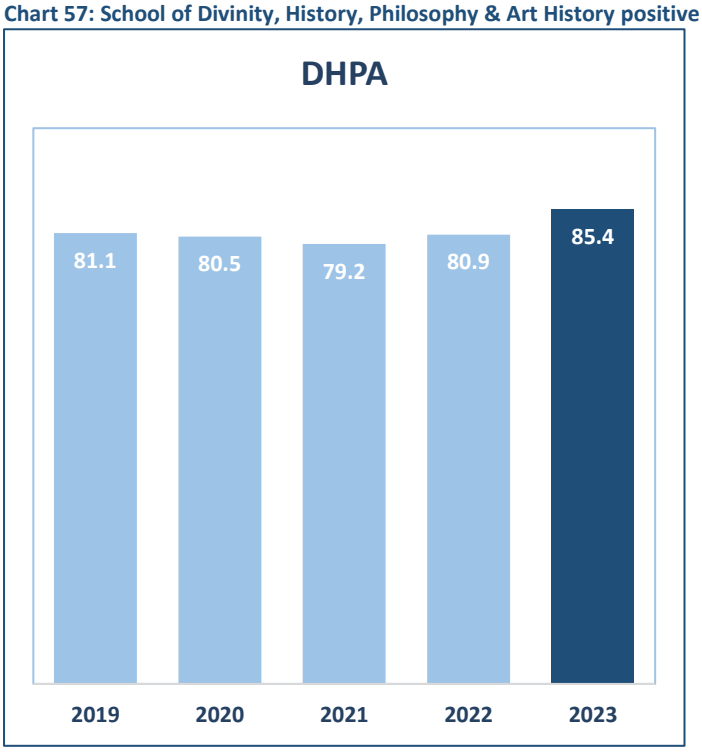
Eleven of twelve Schools at the University of Aberdeen scored a positive response greater than 80%. The sole school to score less than 80% was Engineering at 75%.

Chart 56: Business School positive response performance in NSS (2019-2023)



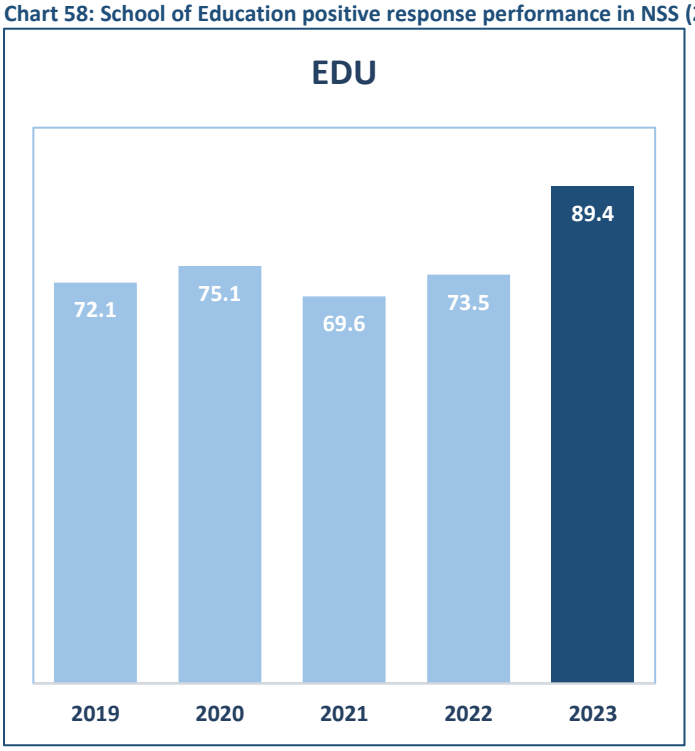
The Business school scored its highest positive response of the past five years at 83.0% (*see chart 56*). Scores have fluctuated around the mid-70%s from 2019 to 2022. The 2023 score was the first in the past five years to exceed 80%.

Chart 57: School of Divinity, History, Philosophy & Art History positive response performance in NSS (2019-2023)



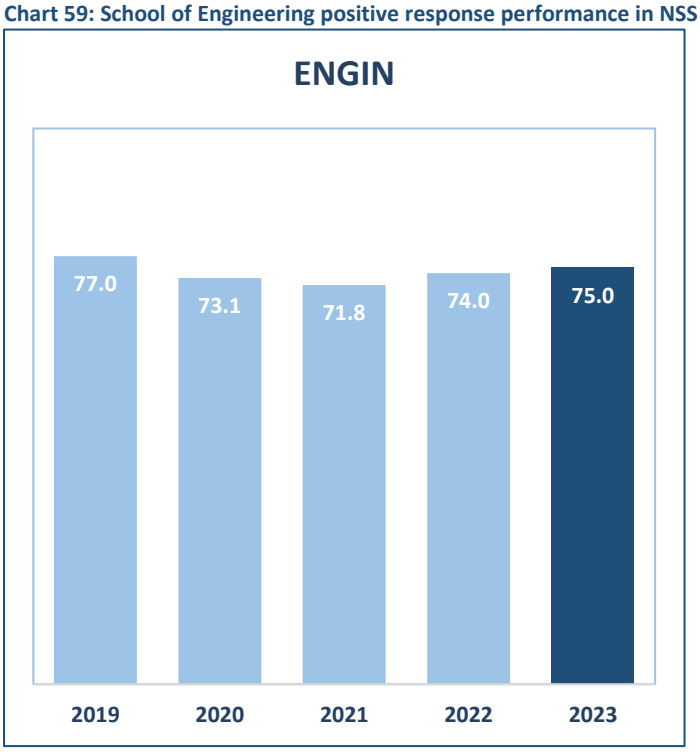
The School of Divinity, History, Philosophy & Art History scored its highest positive response for the past five years at 85.4% (*see chart 57*).

Chart 58: School of Education positive response performance in NSS (2019-2023)



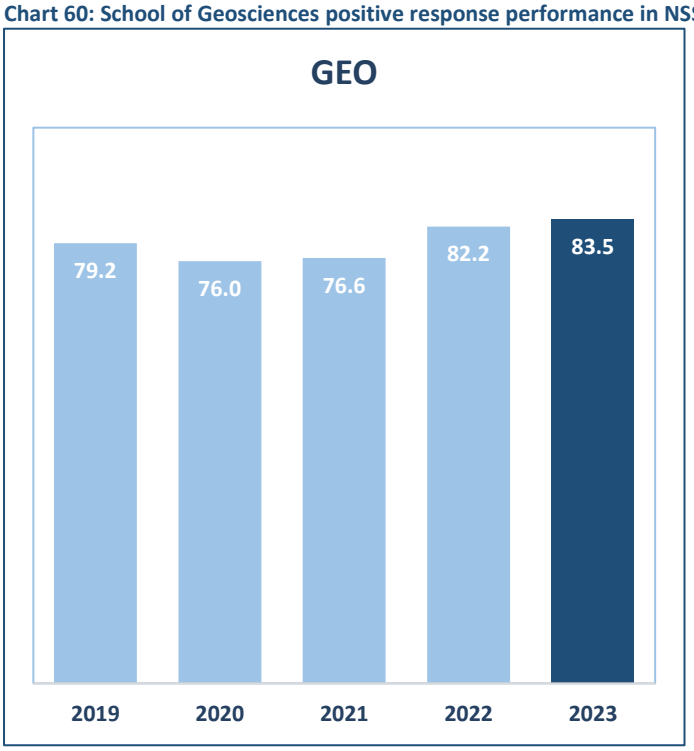
The School of Education scored its highest positive response of the past five years in 2023, at 89.4%, following an increase of 15.9% points (*see chart 58)*.

Chart 59: School of Engineering positive response performance in NSS (2019-2023)



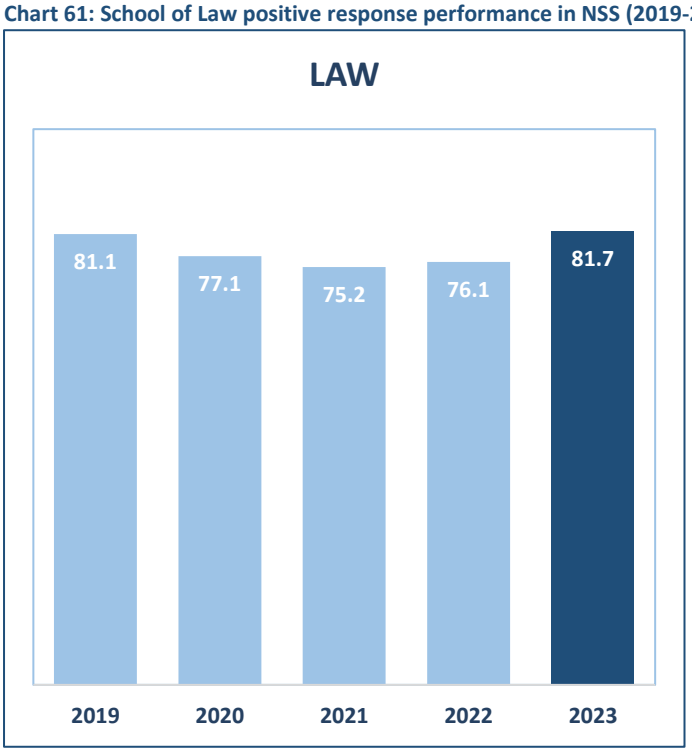
The School of Engineering scored 75.0% in 2023, a minor increase of one point from 2022 (*see chart 59*). This score was the second highest score in the last five years.

Chart 60: School of Geosciences positive response performance in NSS (2019-2023)



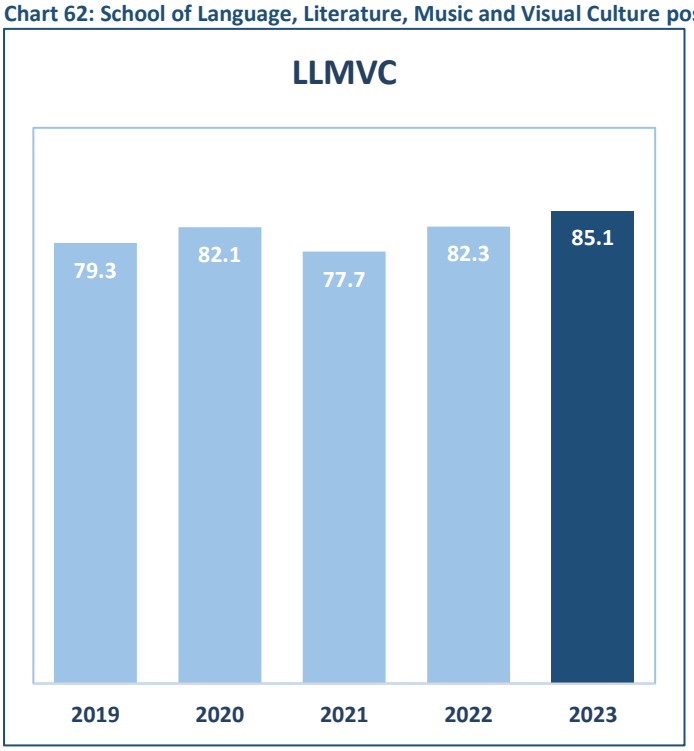
The School of Geosciences scored its highest score of the past five years in 2023 at 83.5% (*see chart 60*). This was a minor increase from 2022 at 82.2%.

Chart 61: School of Law positive response performance in NSS (2019-2023)



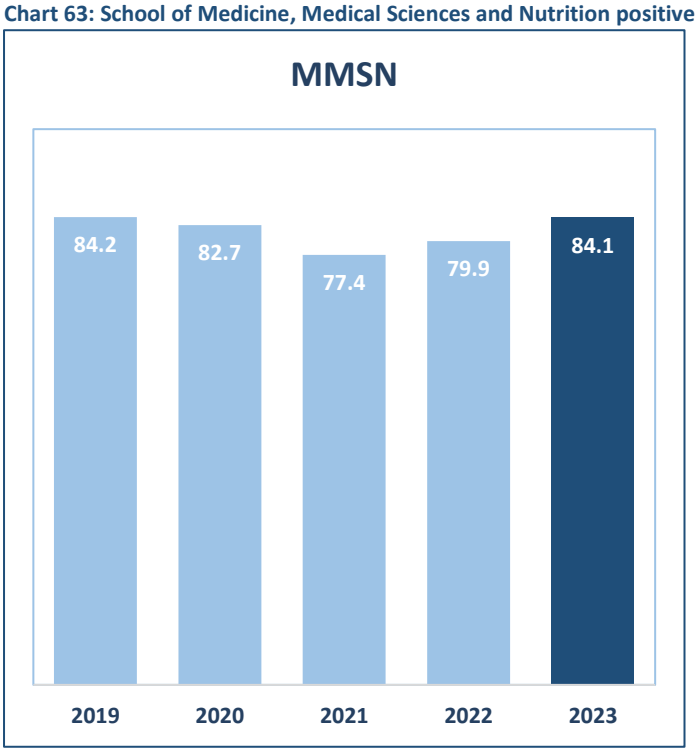
The School of Law scored 81.7% in 2023, the greatest score of the past five years and marginally higher than the second highest score at 81.1% in 2019 (*see chart 61)*.

Chart 62: School of Language, Literature, Music and Visual Culture positive response performance in NSS (2019-2023)



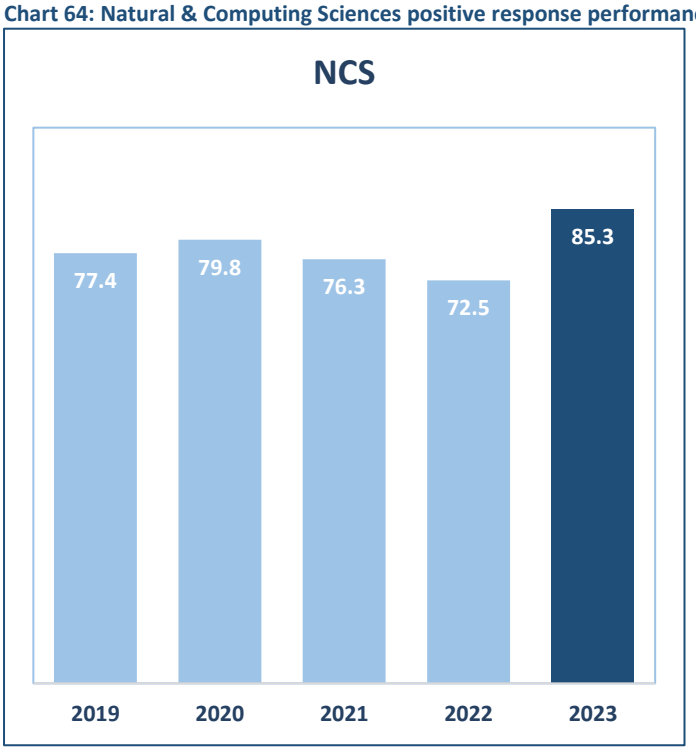
The School of Language, Literature, Music and Visual Culture scored 85.1% positive response in 2023, the highest of the past five years (*see chart 62*).

Chart 63: School of Medicine, Medical Sciences and Nutrition positive response performance in NSS (2019-2023)



The School of Medicine, Medical Sciences and Nutrition scored 84.1% in 2023, marginally the second highest score of the prior 5 years (*see chart 63*). The highest score was 84.2% in 2019.

Chart 64: Natural & Computing Sciences positive response performance in NSS (2019-2023)

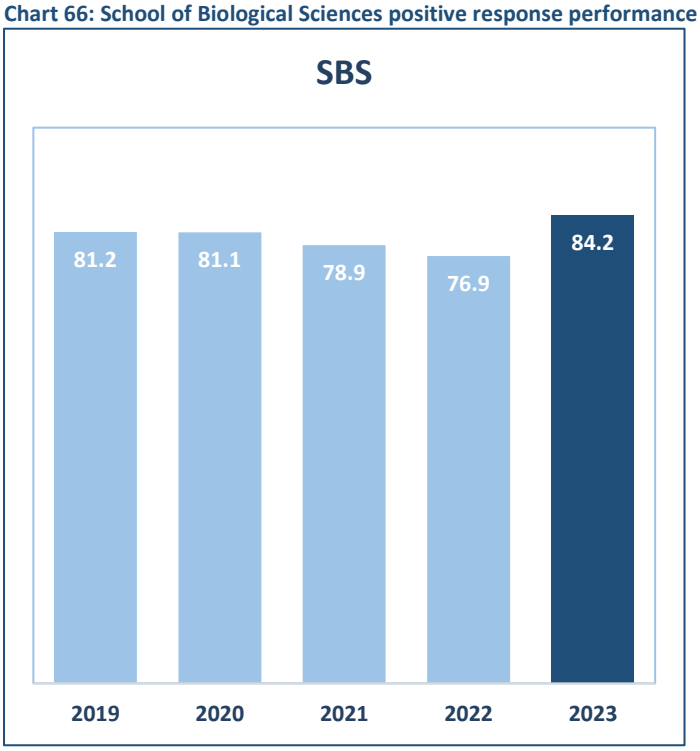


The School of Natural & Computing Sciences scored by far its highest score of the past five years in 2023 at 85.3% (*see chart 64*). The second greatest score was 2020 at 79.8%.

Chart 65: School of Psychology positive response performance in NSS (2019-2023)

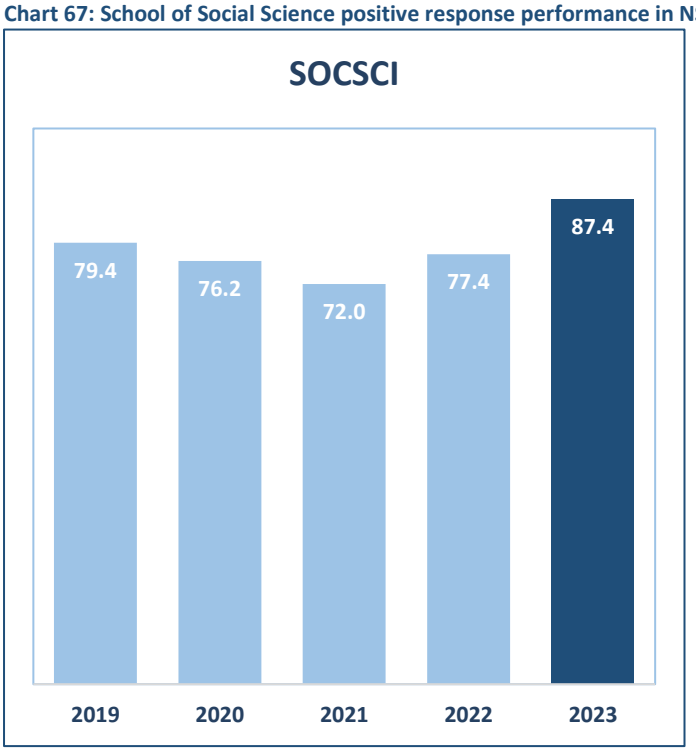
The School of Psychology scored its second-lowest score of the past five years at 82.4% (*see chart 65*). However, this was negligibly different from all years except the lowest-scoring, 2021 at 73.0%.

Chart 66: School of Biological Sciences positive response performance in NSS (2019-2023)



The School of Biological Sciences scored its highest score of the past five years at 84.2% in 2023 (*see chart 66*), with the highest response rate in the four years previous being 81.2%.

Chart 67: School of Social Science positive response performance in NSS (2019-2023)



The School of Social Science scored the highest score of the past five years in 2023 at 87.4% (*see chart 67)*. This was 8% greater than the next highest at 79.4% in 2019.

Positive Response – Ethnicity

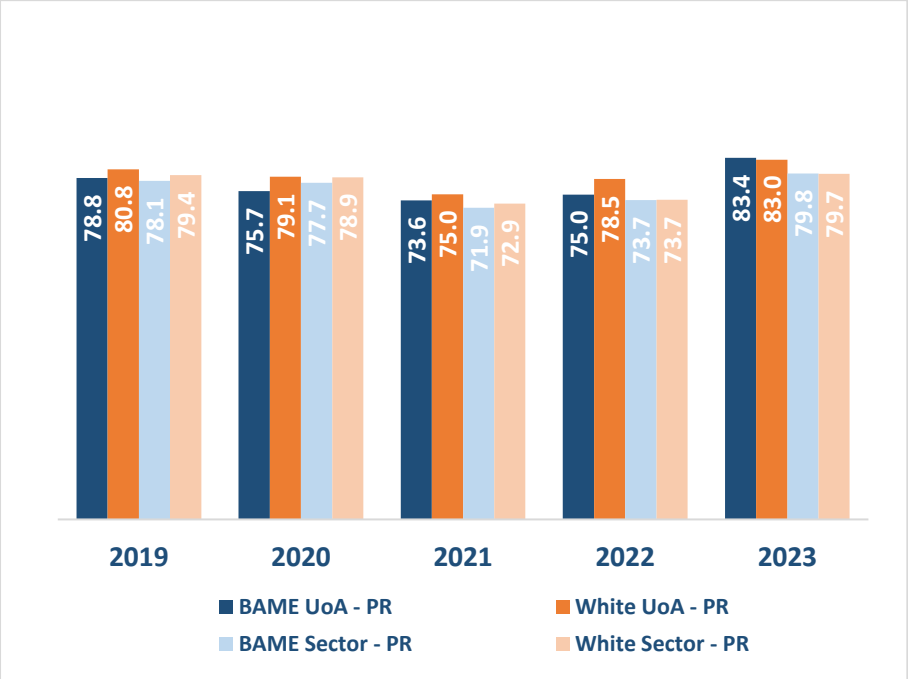


Chart 68: University of Aberdeen performance for Positive Response – Ethnicity, in NSS from 2019 to 2023

The University of Aberdeen has outperformed the sector for positive response for both Black, Asian and Minority Ethnic (BAME) and White students (except for BAME students in 2020), across the five-year period.

The positive response for students who identify themselves as White have higher positive response than BAME students in all years except 2023. The current gap indicates a higher positive response for BAME students by 0.3 percentage points.

The latest results show a gap of 3.6 and 3.3 percentage points against the sector, in favour of the University for the categories BAME and White, respectively.

Positive Response – Domicile

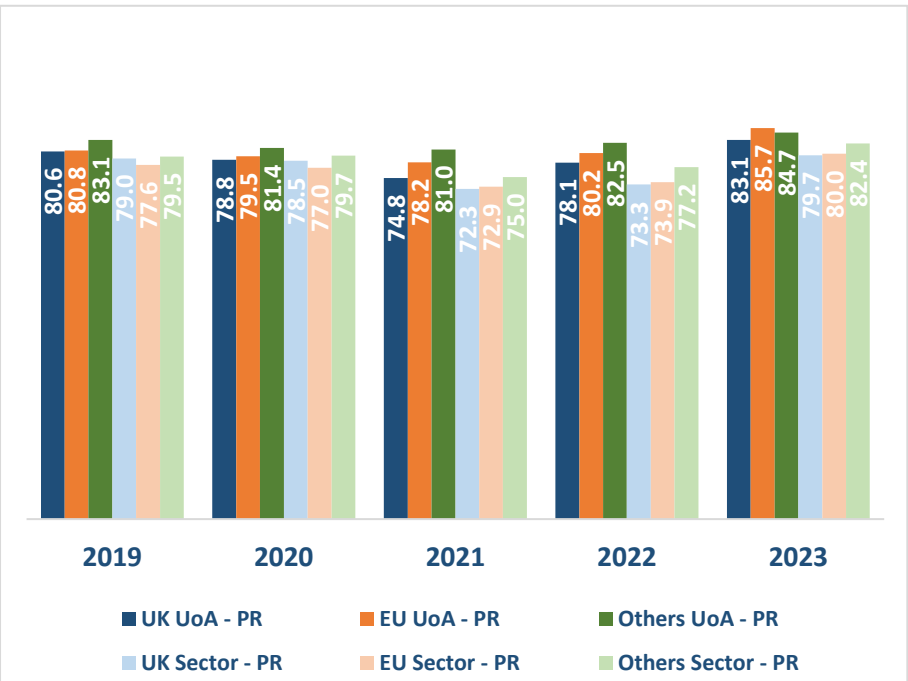


Chart 69: University of Aberdeen performance for Positive Response – Domicile, in NSS from 2019 to 2023

The University of Aberdeen has outperformed the sector for all domicile categories in positive response across the five-year period.

Positive response scores have varied throughout the five years for each of the domiciles. In 2023, the highest positive response score is found in EU students, but the previous four years seen 'others' as the most positive.

The latest results show a gap of 3.4, 5.7 and 2.3 percentage points, in favour of the University against the sector for the categories UK, EU and Others, respectively.

Positive Response – Gender

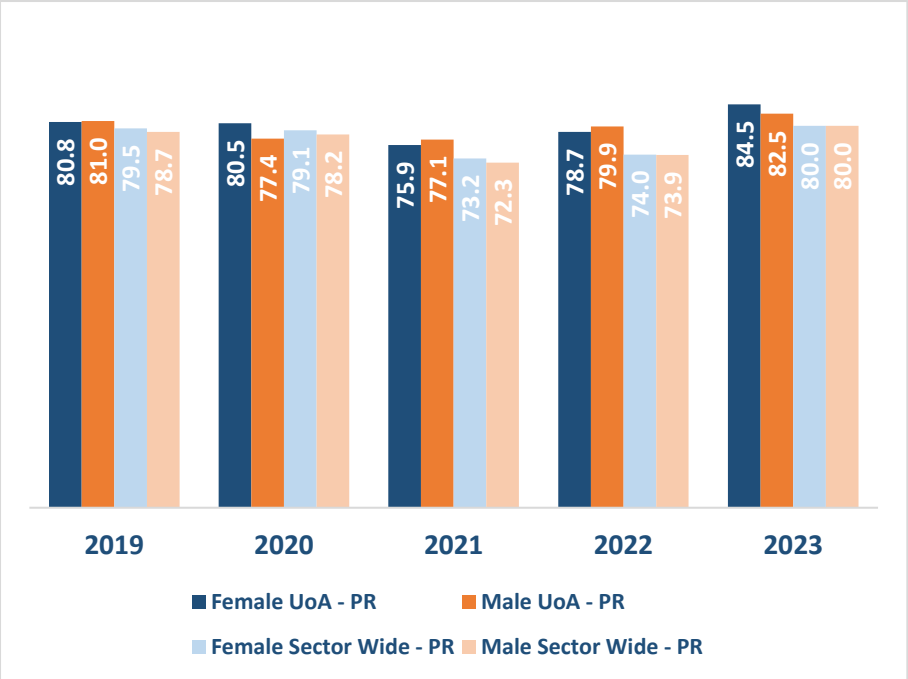


Chart 70: University of Aberdeen performance for Positive Response – Gender, in NSS from 2019 to 2023

The University of Aberdeen has outperformed the sector in positive response for both Female and Male students across the five-year period except for Male students in 2020.

Positive response scores have varied throughout the five years for each of the domiciles. In 2023, the highest positive response score is found in Female students, but the previous two years seen Male students as the most positive.

The latest results show a gap of 4.5 and 2.5 percentage points, in favour of the University against the sector for both Female and Male students, respectively.

Positive Response – IMD (Index of Multiple Deprivation)

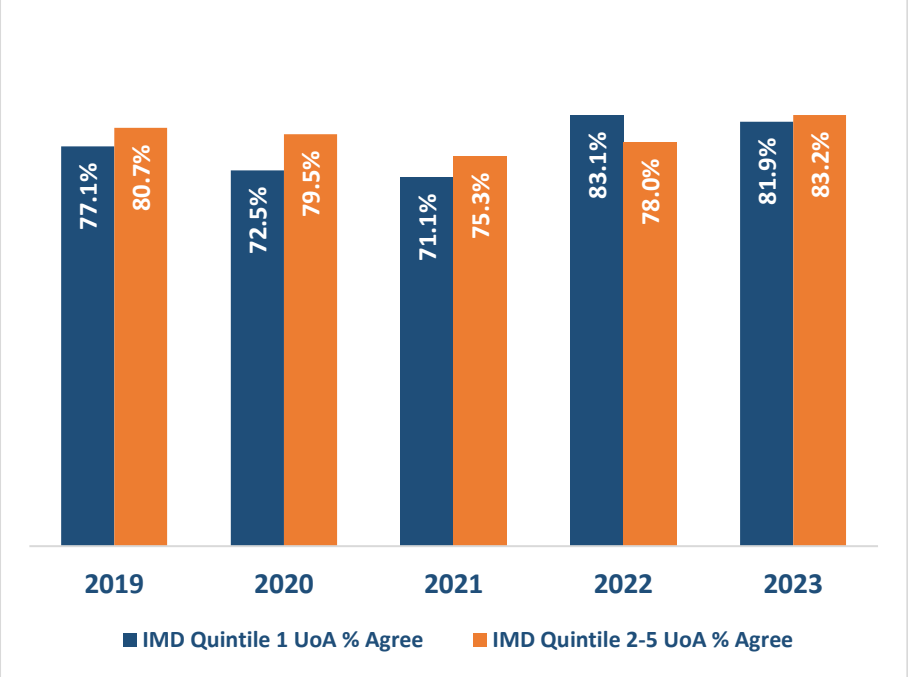


Chart 71: University of Aberdeen performance for Positive Response – Ethnicity, in NSS 2023

The most recent NSS results has seen IMD quintiles 2-5 scoring higher than IMD quintile 1 (most deprived) for positive response with a score of 83.2% compared to 81.9%.

Index of Multiple Deprivation is a UK government qualitative study of deprived areas for Scotland, Wales, England and Northern Ireland, where quintile 1 represents the most deprived areas and quintile 5 represents the least deprived areas.

From 2019 – 2021 quintile 1 had lower positive response scores against the aggregated quintiles 2-5. However, in 2022 year shows quintile 1 increased by 12 percentage points on the previous year and has a positive response score that is 5.1 percentage points higher than for quintiles 2-5 for 2022.

Unfortunately, sector comparison data is not available for IMD data.

Positive Response – Age

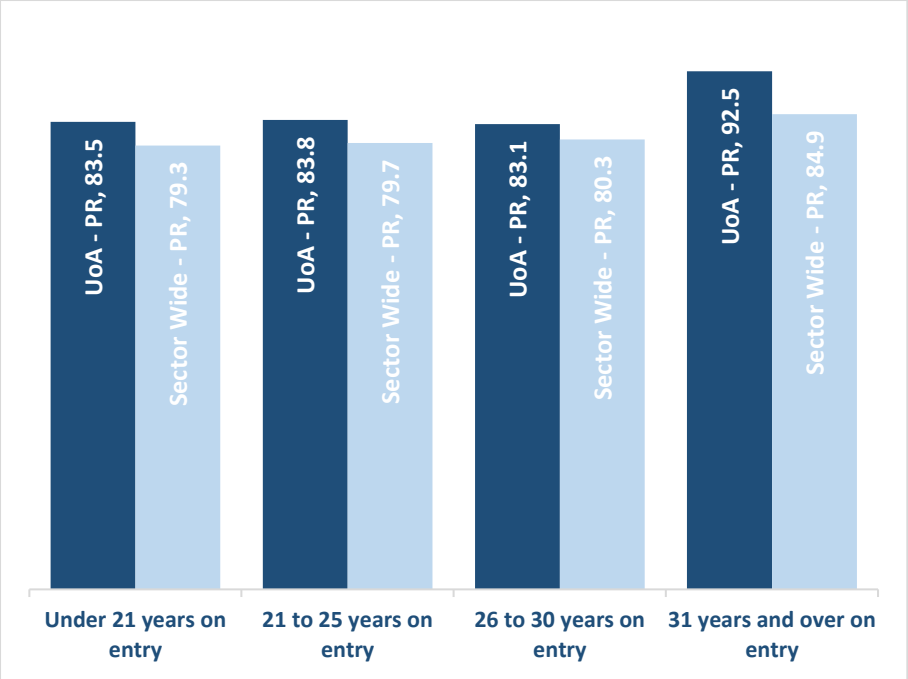


Chart 72: University of Aberdeen performance for Positive Response – Age, in NSS 2023

In 2023, NSS results has seen students at the University who are 31 years and over on entry score higher than each of the other age categories in positive response. This has been the case for the last five years.

The University of Aberdeen has outperformed the sector in each of the age categories in 2023. Students who are 31 years and over on entry have the highest positive gap of 7.6 percentage points compared to the sector.

Unfortunately, historical comparison of positive response scores cannot be made for the University or the sector as the age categories have changed in this year's NSS edition.

Positive Response – Disability

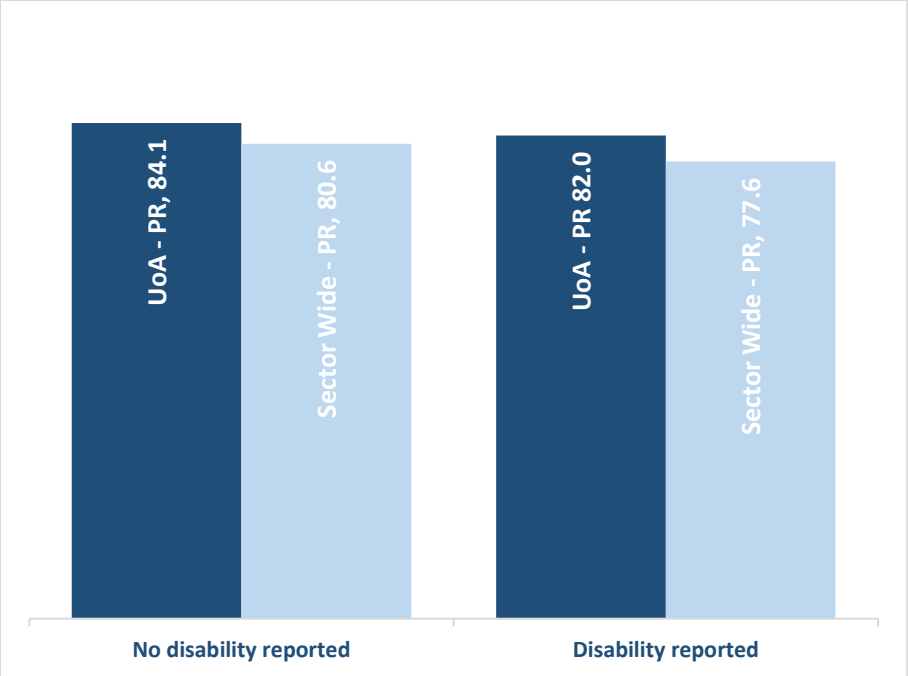


Chart 73: University of Aberdeen performance for Positive Response – Disability, in NSS 2023

In 2023, NSS results has seen students at the University who have no disability reported score higher in positive response than those who have reported a disability by 2.1 percentage points.

The 2023 results show a gap of 3.5 and 4.4 percentage points, in favour of the University against the sector for students who have no disability reported and those who have reported a disability, respectively.

Unfortunately, historical comparison of positive response scores cannot be made for the University or the sector as the disability categories have changed in this year's NSS edition.

Positive Response – Local Students & otherwise

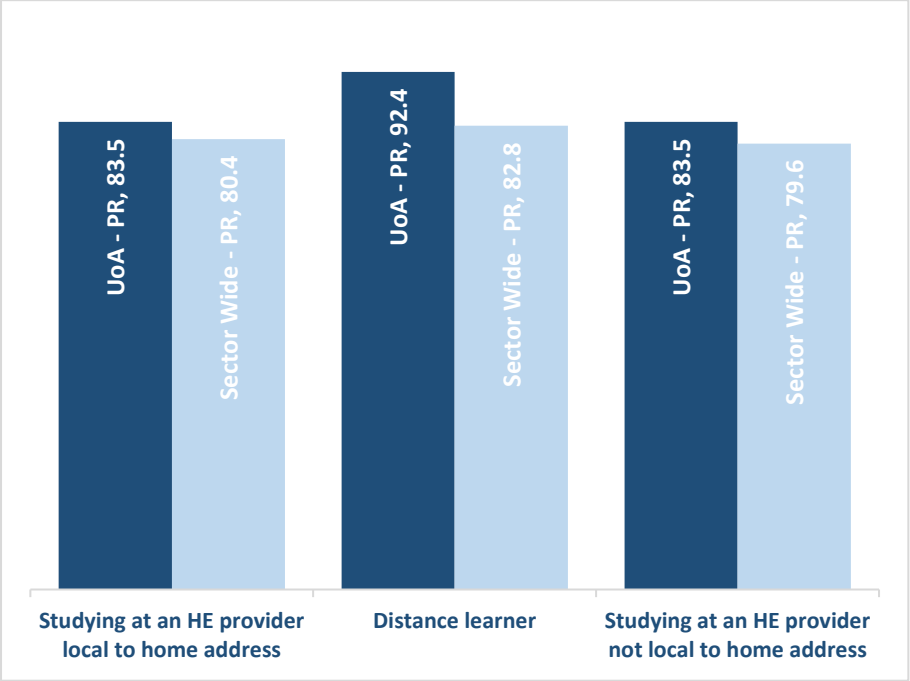


Chart 74: University of Aberdeen performance for Positive Response – Local Students, in NSS 2023

In 2023, NSS results has seen students at the University who are distance learners score higher in positive response than other student categories with a positive response score of 92.4%. The rate of positive response for local and non-local on campus students is identical at 83.5% for the University.

The 2023 results show a gap of 3.1, 9.6 and 3.9 percentage points, in favour of the University against the sector for students studying at an HE provider local to their home address, distance learners and students studying at an HE provider not local to their home address, respectively.

Unfortunately, historical comparison cannot be made between positive response scores for the University or the sector as this is a new category in this year's NSS edition.

Positive Response – Sexual Orientation

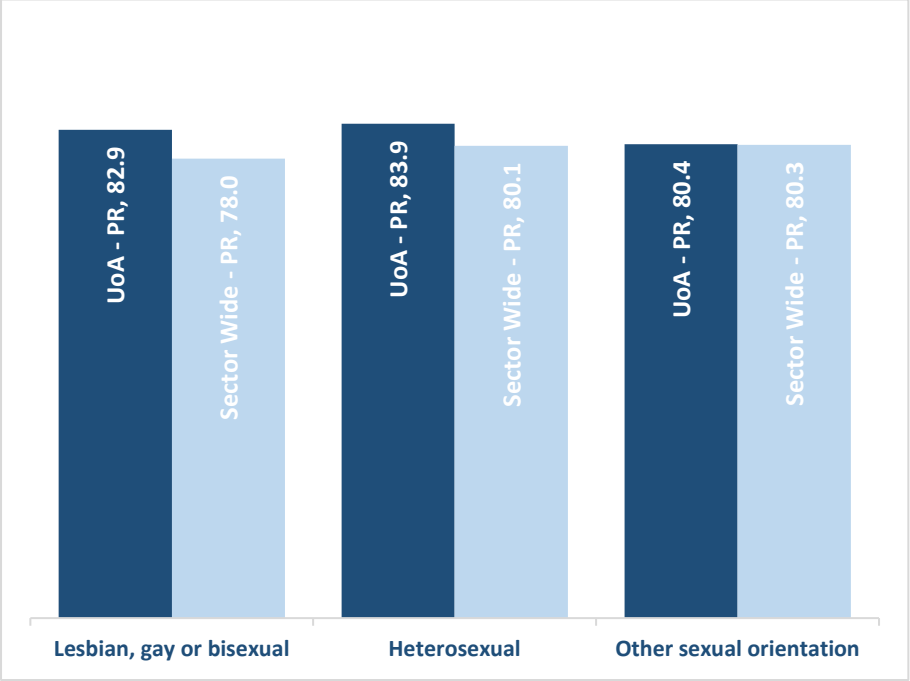


Chart 75: University of Aberdeen performance for Positive Response – Sexual Orientation, in NSS 2023

In 2023, NSS results has seen students at the University who are of heterosexual orientation score higher than the two other sexual orientation categories with a positive response score of 83.9.

The 2023 results show a gap of 4.9, 3.8 and 0.1 percentage points, in favour of the University against the sector for students who are lesbian, gay or bisexual, heterosexual or of other sexual orientation, respectively.

Unfortunately, historical comparison cannot be made between positive response scores for the University or the sector as this is a new category in this year's NSS edition.

Positive Response – Parental Education

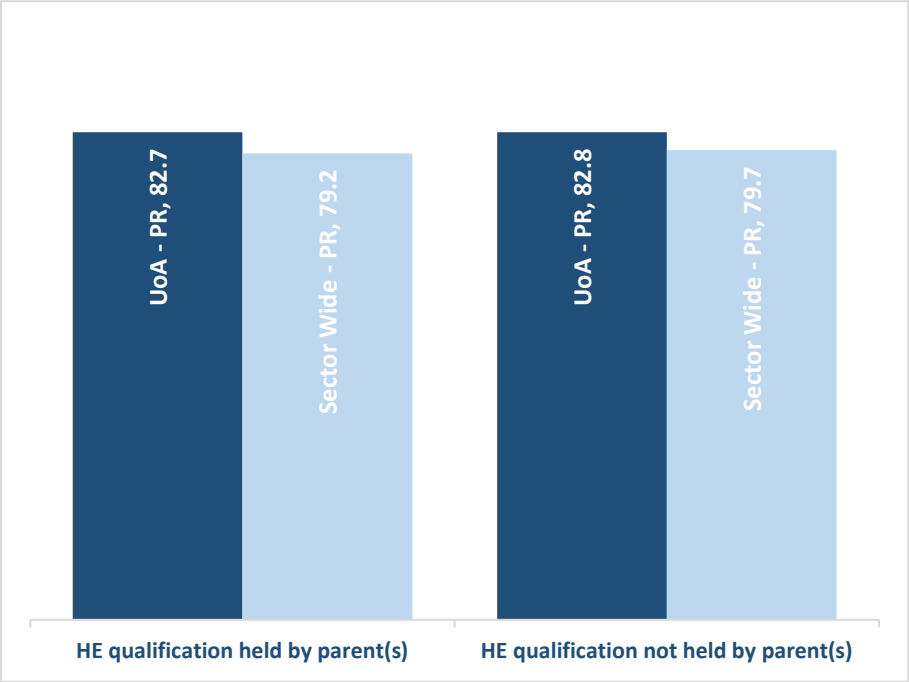


Chart 76: University of Aberdeen performance for Positive Response – Parental Education, in NSS 2023

In 2023, NSS results has seen students at the University whose parent(s) do not hold a HE qualification score higher for positive destination than those students whose parents do hold a HE qualification with a positive response score of 82.8.

The 2023 results show a gap of 3.5 and 3.1 percentage points, in favour of the University against the sector for students whose parent(s) hold a HE qualification and those who don't, respectively.

Unfortunately, historical comparison cannot be made between positive response scores for the University or the sector as this is a new category in this year's NSS edition.

SECTION TWO: 'OVERALL SATISFACTION'

NSS 2023: University of Aberdeen overall performance in overall satisfaction

National Student Survey 2023 Overall Satisfaction

'Overall satisfaction' is based on positive responses to **Q28. Overall, I am satisfied with the quality of the course.**

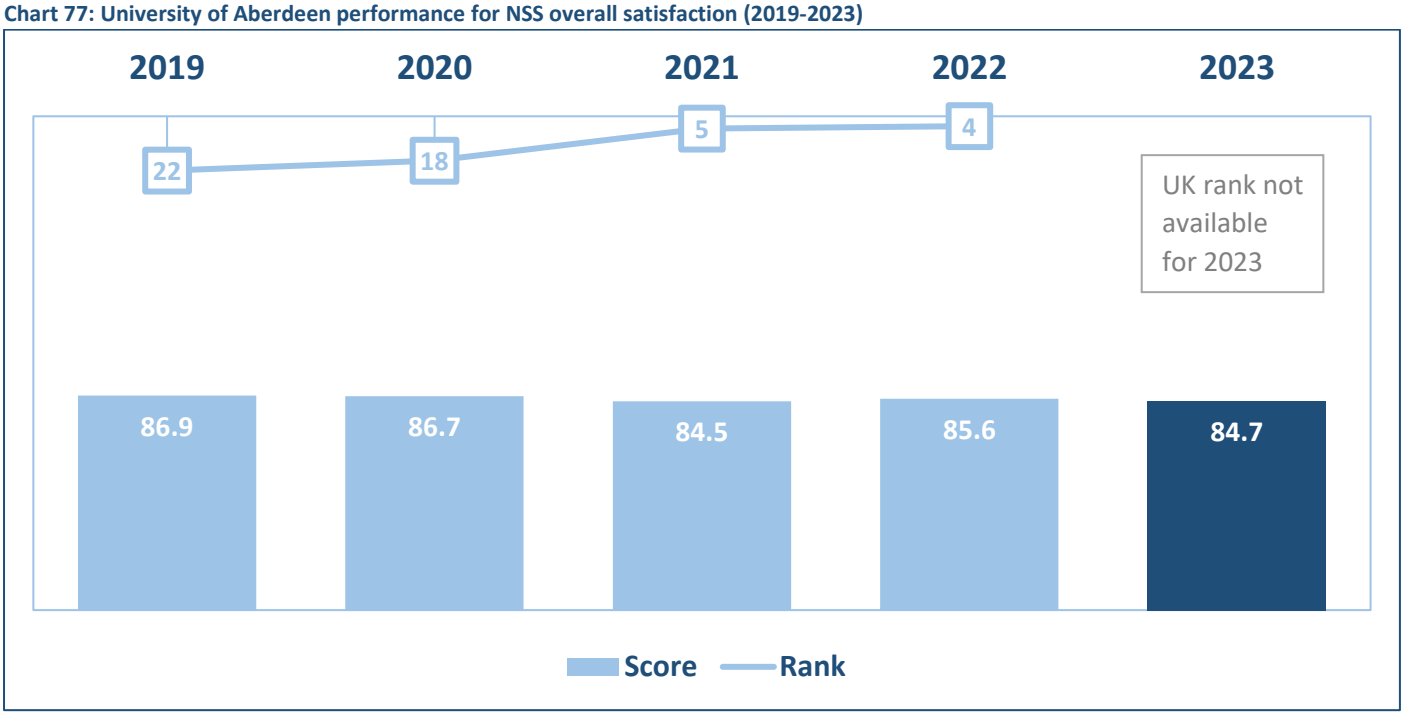
Overall Satisfaction 84.7% ▼ (down 0.9 pp from 2022)

Year	Overall Satisfaction	Overall Satisfaction (UK Rank)	Overall Satisfaction (UK Rank excl. England)	Overall Satisfaction (Scottish Rank)
2023	**84.7**	**N/A**	**2nd**	**2nd**
2022	85.6	4th	3rd	2nd
difference	-0.9		1	
movement	▼		▲	■

Table 5: University of Aberdeen performance in the National Student Survey 2023 for overall satisfaction compared with 2022.

The University of Aberdeen's % Agree score for overall satisfaction has fallen by 0.9% between 2022 and 2023 (*see table 5*). The University of Aberdeen ranked 2nd of participating UK universities (i.e. excluding English institutions) in 2023, a one-place increase from 3rd place in 2022 compared to the same group of institutions. However, Aberdeen remained ranked 2nd in Scotland between 2023 and 2022.

Chart 77: University of Aberdeen performance for NSS overall satisfaction (2019-2023)

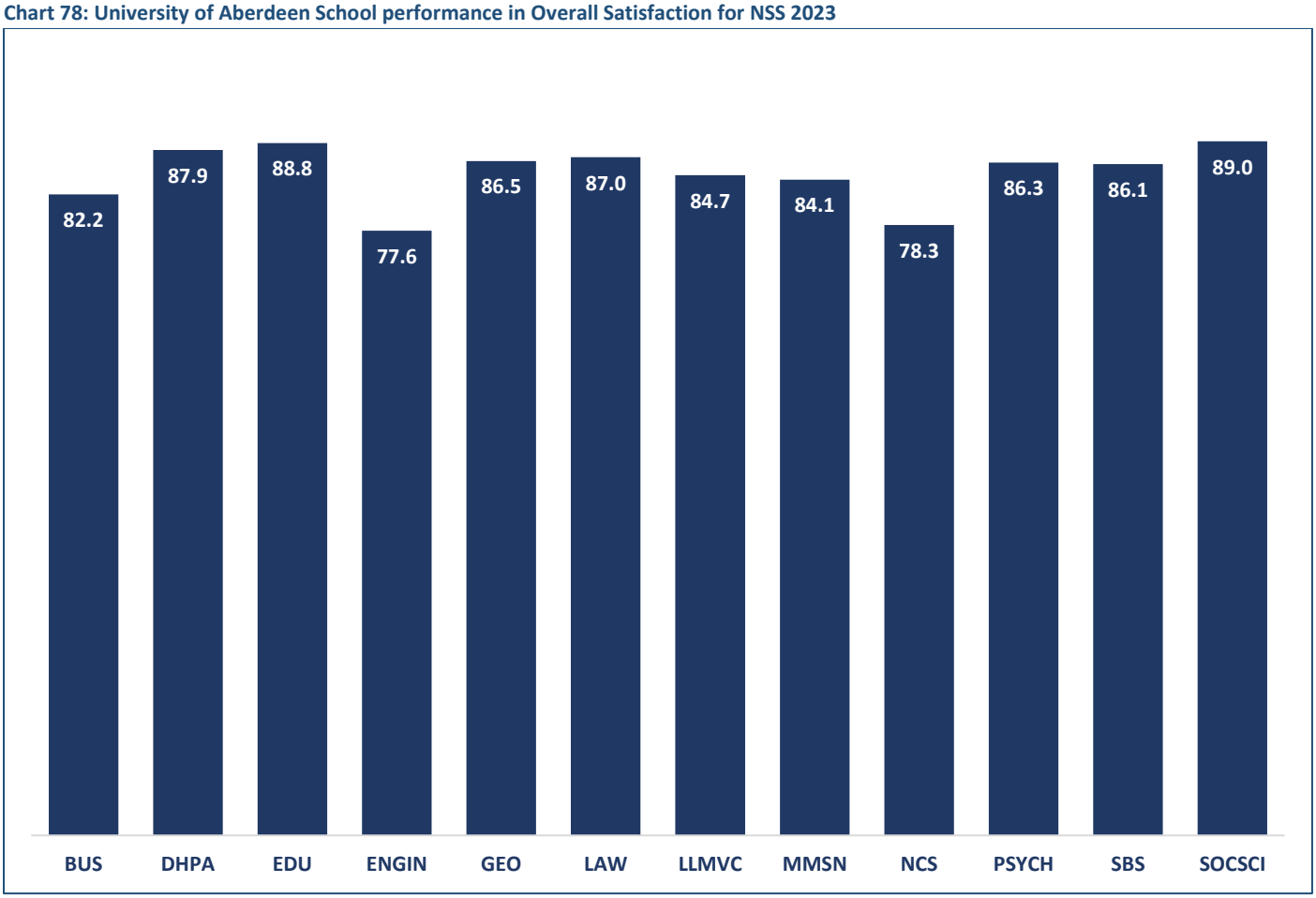


The University of Aberdeen marginally reduced by 0.9% in overall satisfaction score from 2022 to 2023. This is the second lowest score since 2019 (*see chart 68*).

Please note that a UK rank for overall satisfaction is no longer available due to the discontinuation of this question in England.

NSS 2023: Overall Satisfaction by University of Aberdeen School - Scores

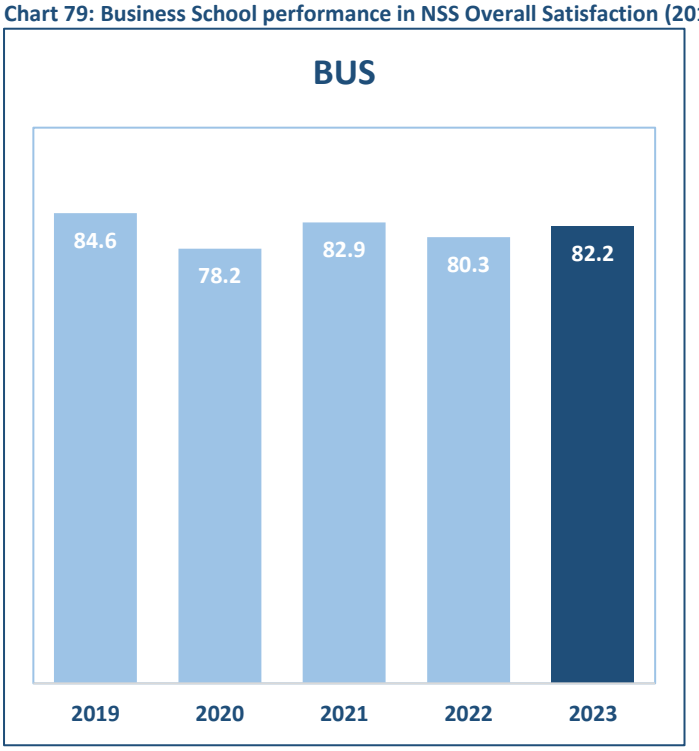
Chart 78: University of Aberdeen School performance in Overall Satisfaction for NSS 2023



Across the twelve Schools at the University of Aberdeen, the greatest score for overall satisfaction in 2023 was the School of Social Science at 89.0% (*see chart 69*). This was marginally greater than the School of Education at 88.8% at second highest scoring. However, no Schools scored greater than or equal to 90% in 2023.

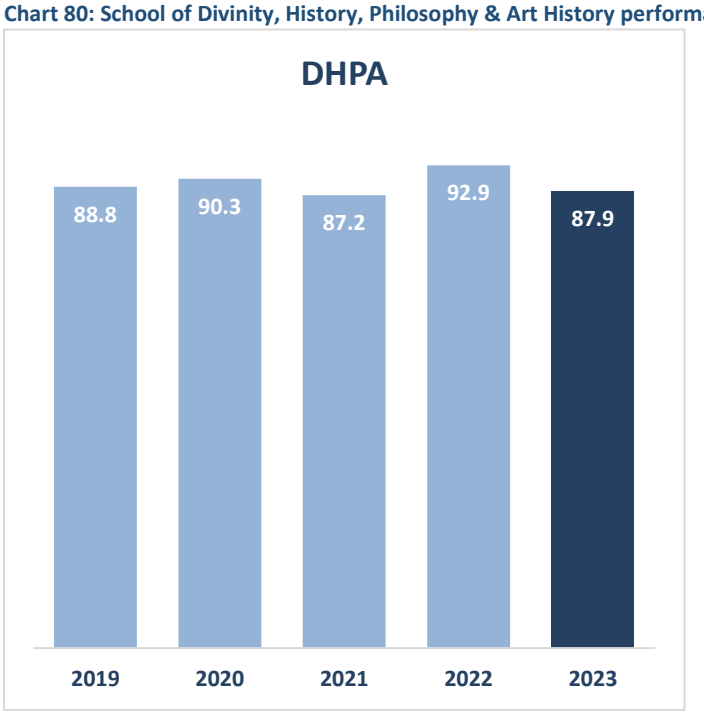
Ten of the twelve Schools in total scored greater than 80%, placing only two marginally outside this. The Schools of Engineering and Natural & Computing Sciences scored 77.6% and 78.3% respectively. The difference between the maximum (Social Science) and minimum (Engineering) School scores was 11.4%.

Chart 79: Business School performance in NSS Overall Satisfaction (2019-2023)



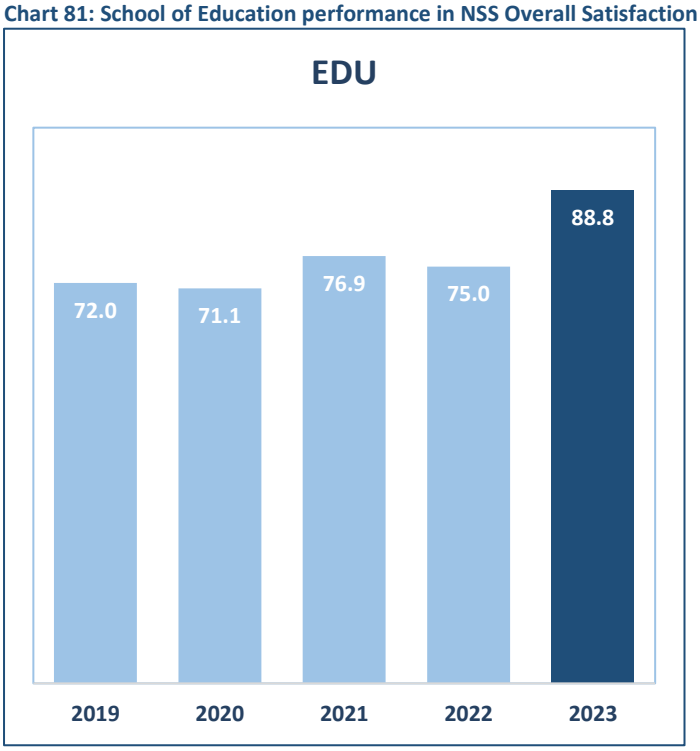
The Business School scored 82.2% overall satisfaction for 2023 (*see chart 70)*. This was third highest at 2.4% lower than the maximum score of 84.6% in 2019.

Chart 80: School of Divinity, History, Philosophy & Art History performance in NSS Overall Satisfaction (2019-2023)



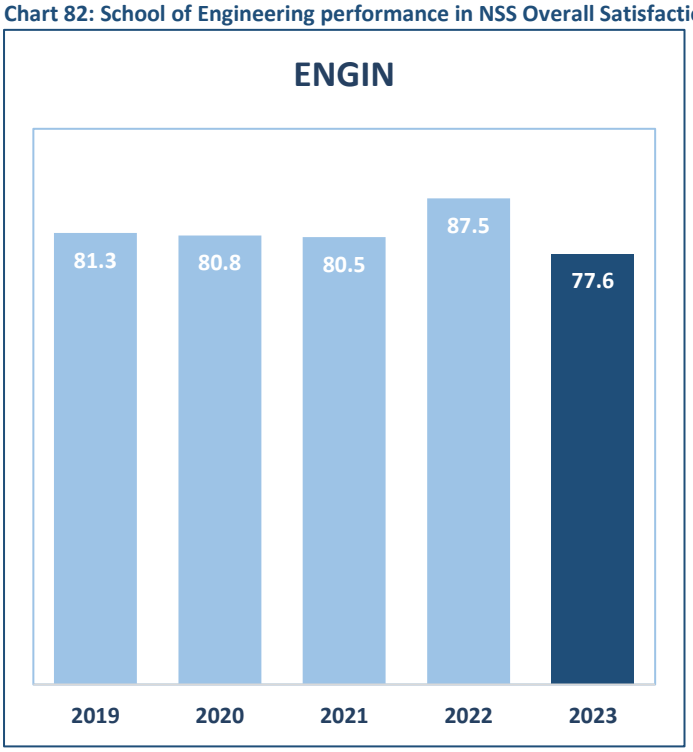
The School of Divinity, History, Philosophy & Art History scored second lowest of the past five years at 87.9% (*see chart 71*). This score was five points lower than the peak of 92.9% in 2022.

Chart 81: School of Education performance in NSS Overall Satisfaction (2019-2023)



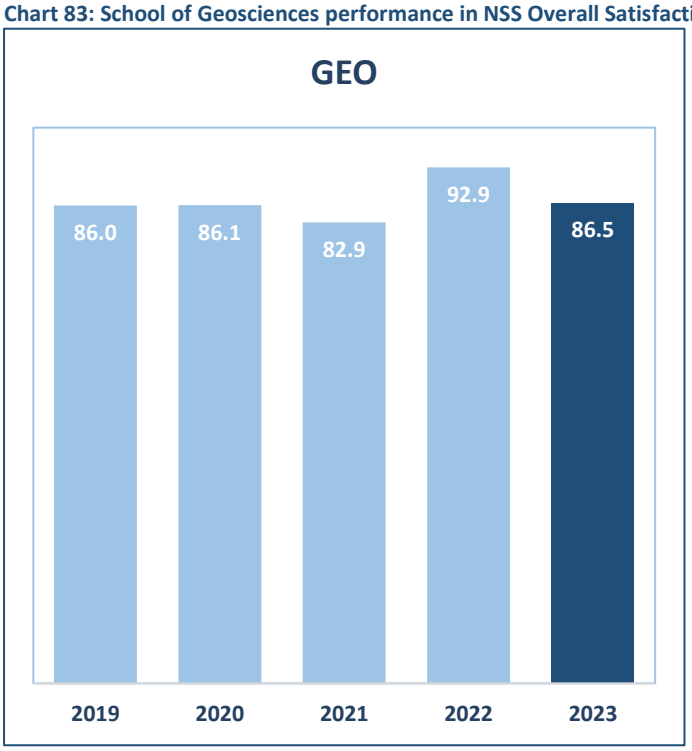
The School of Education scored its highest score of the prior five years in 2023 at 88.8% (*see chart 72*). This was 17.7% greater than the lowest reported score of 71.1% in 2020.

Chart 82: School of Engineering performance in NSS Overall Satisfaction (2019-2023)



The School of Engineering scored its lowest score of the past five years in 2023 at 77.6% (*see chart 73).* This contrasts with its maximum score of 87.5% in the previous year.

Chart 83: School of Geosciences performance in NSS Overall Satisfaction (2019-2023)

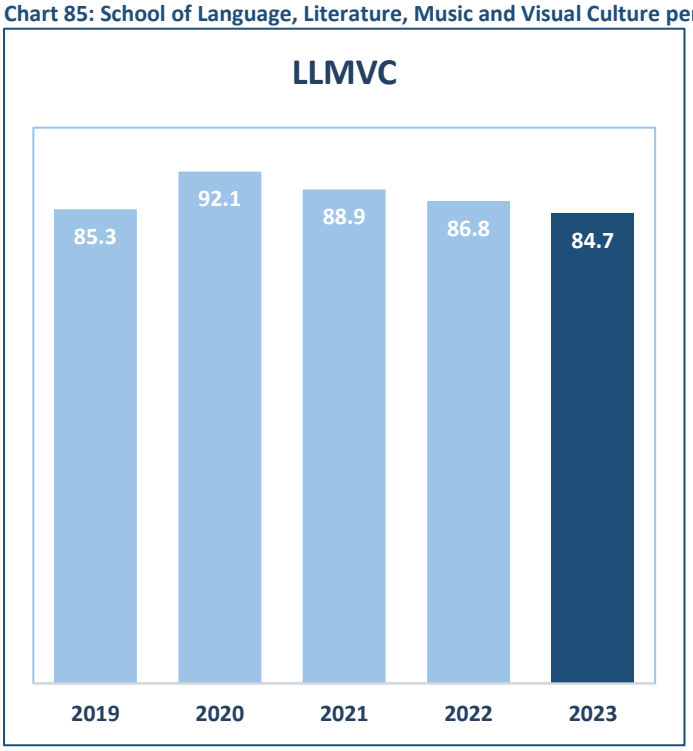


The School of Geosciences scored the second highest score of the past five years in 2023 at 86.5% (*see chart 74*). This contrasts with its maximum score of 92.9% from the previous year.

Chart 84: School of Law performance in NSS Overall Satisfaction (2019-2023)

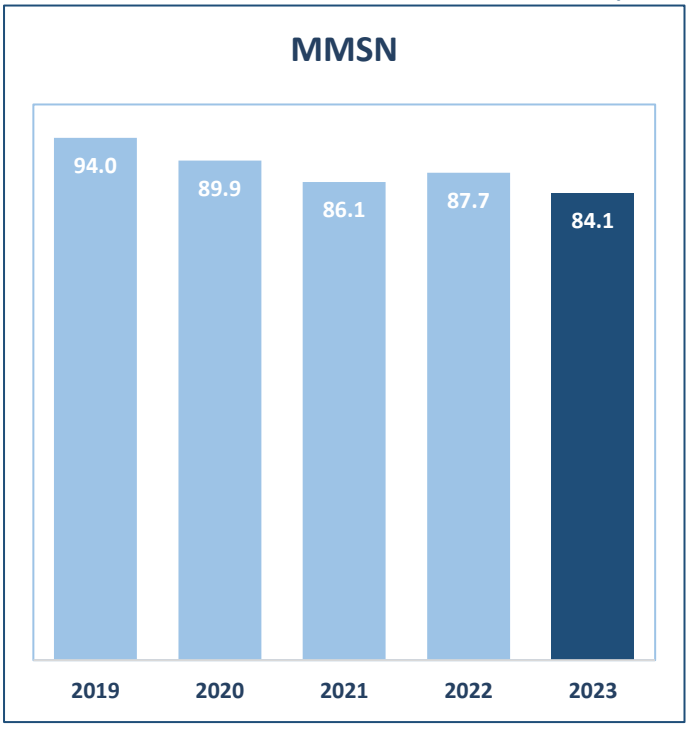
The School of Law has achieved a score of 87.0% in 2023 for overall satisfaction (*see chart 75)*. This was the lowest score of the past five years at 6.8% lower than the maximum score from 2020.

Chart 85: School of Language, Literature, Music and Visual Culture performance in NSS Overall Satisfaction (2019-2023)



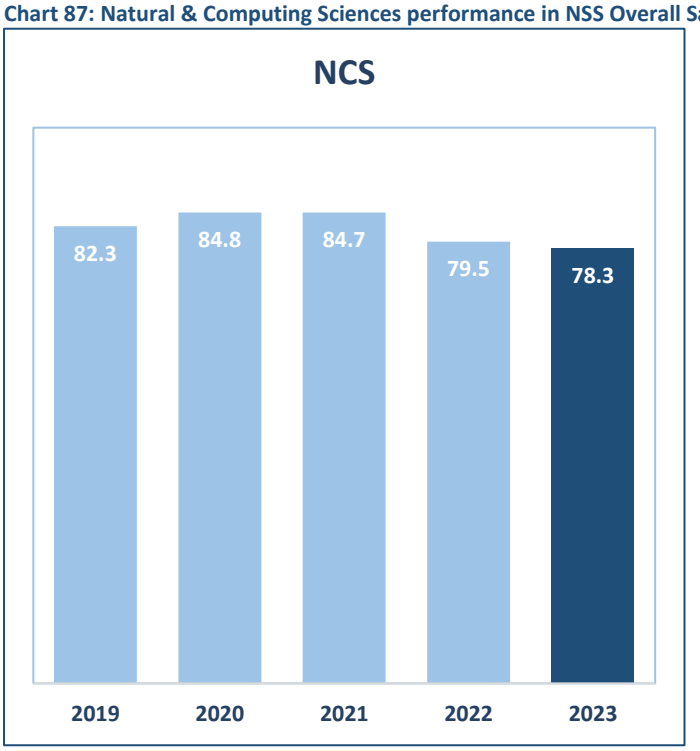
The School of Language, Literature, Music and Visual Culture scored 84.7% in 2023, the lowest score of the past five years (*see chart 76).*

Chart 86: School of Medicine, Medical Sciences and Nutrition performance in NSS Overall Satisfaction (2019-2023)



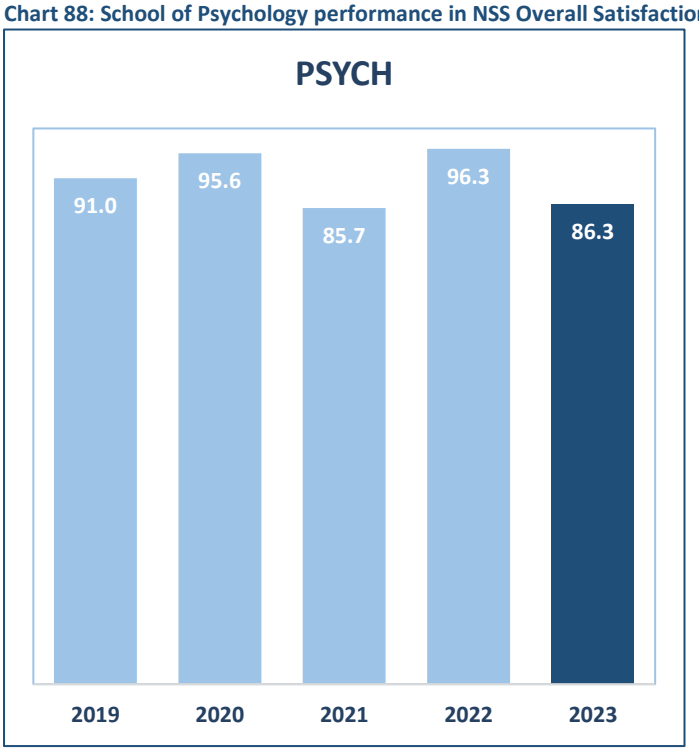
The School of Medicine, Medical Sciences and Nutrition scored 84.1% in 2023, the lowest score of the past five years.

Chart 87: Natural & Computing Sciences performance in NSS Overall Satisfaction (2019-2023)



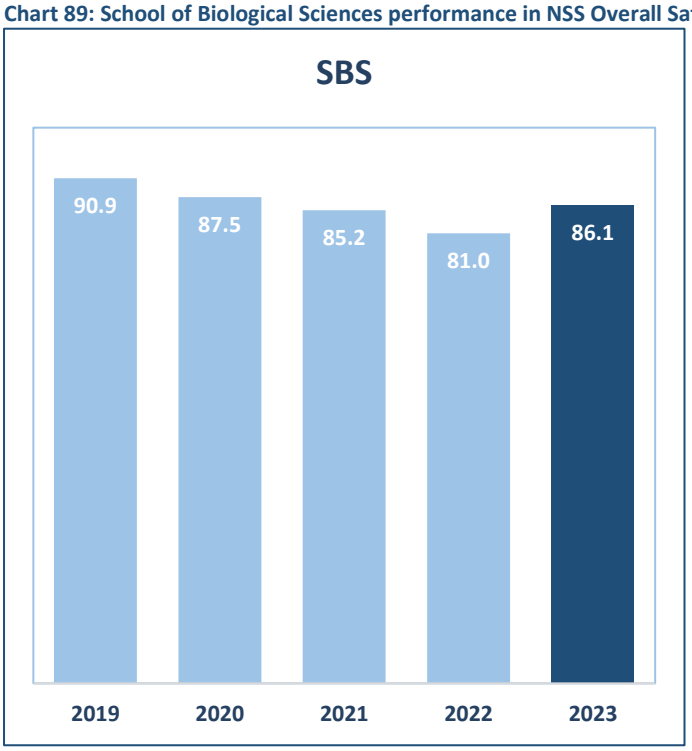
The School of Natural & Computing Science scored 78.3% in 2023, the lowest score of the past five years (*see chart 78)*.

Chart 88: School of Psychology performance in NSS Overall Satisfaction (2019-2023)



The School of Psychology has had a variable score over the past five years (*see chart 79)*. The 2023 overall satisfaction score was 86.3%, 10 points lower than the maximum of 96.3% in 2022.

Chart 89: School of Biological Sciences performance in NSS Overall Satisfaction (2019-2023)



The School of Biological Sciences scored 86.1% overall satisfaction in 2023, an increase from the previous year (*see chart 80).*

Chart 90: School of Social Science performance in NSS Overall Satisfaction (2019-2023)

The School of Social Science scored a second-highest score of 89.0% in 2023, marginally behind 2020 at 90.7% (*see chart 81).*

SECTION THREE: OPTIONAL BANK QUESTIONS

In addition to the core NSS questions, every participating Institution can choose whether or not to ask their students extra questions. The NSS has a list of 17 additional groups of questions, known as optional bank questions, of which each institution can choose up to six of these to ask their student population. The following charts display the scores of the University of Aberdeen against the sector for the extra questions that were chosen for this year's results.

The University of Aberdeen chose to submit the same optional questions to the NSS as the previous three years and therefore can be directly compared. The questions were chosen both to reflect priorities for the student experience as well as to allow year on year comparisons and measurement of progress. The questions that were chosen are: B2 Students' Union (Association or Guild), B7 Course Delivery, B9 Welfare Resources and Facilities, B15 Employability and skills, B16 Environmental sustainability, and B17 Student safety.

It is noted that in the 2023 edition of the NSS, sector-wide scores for additional bank questions have not been released.

B2: Students' Union (Association or Guild)

based on student responses to questions B2.1 to B2.3:

B2.1 The Students' Union (Association or Guild) had had a positive impact on my sense of belonging to the university or college. B2.2 The Students' Union (Association or Guild) has had a positive impact on the local community. B2.3 The Students' Union (Association or Guild) has helped me develop useful life skills.

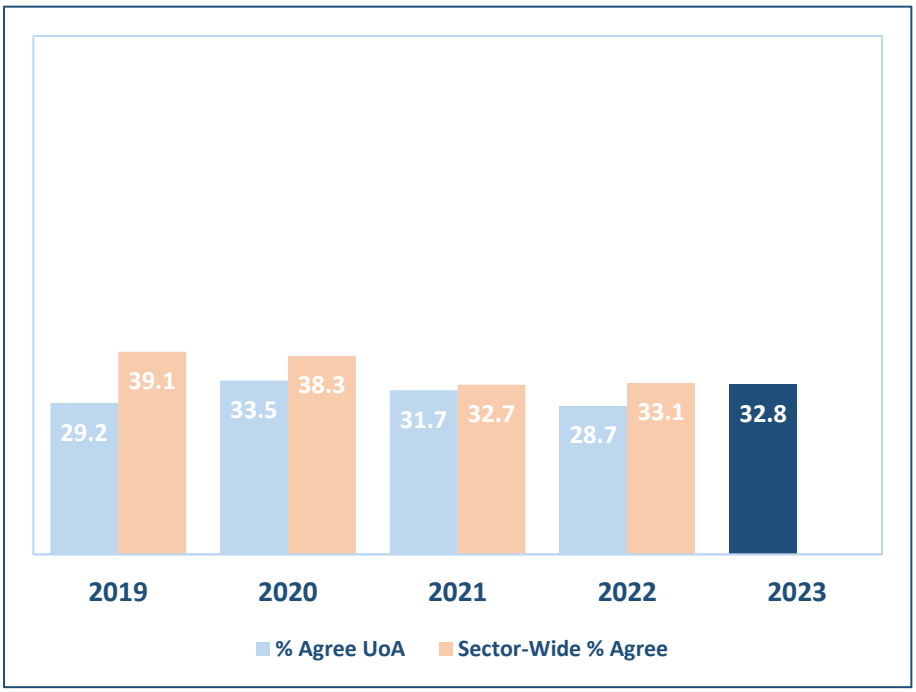


Chart 91: University of Aberdeen performance for B2 Students' Union (Association or Guild), in NSS from 2019 to 2023

The University of Aberdeen has scored 32.8%. This is an increase of 4.1 percentage points compared to the University's score in 2022.

B7: Course Delivery

based on student responses to questions B7.1 to B7.5:

B7.1 Learning materials made available on my course have enhanced my learning. B7.2 The range and balance of approaches to teaching has helped me to learn. B7.3 The delivery of my course has been stimulating. B7.4 My learning has benefited from modules that are informed by current research. B7.5 Practical activities on my course have helped me to learn.

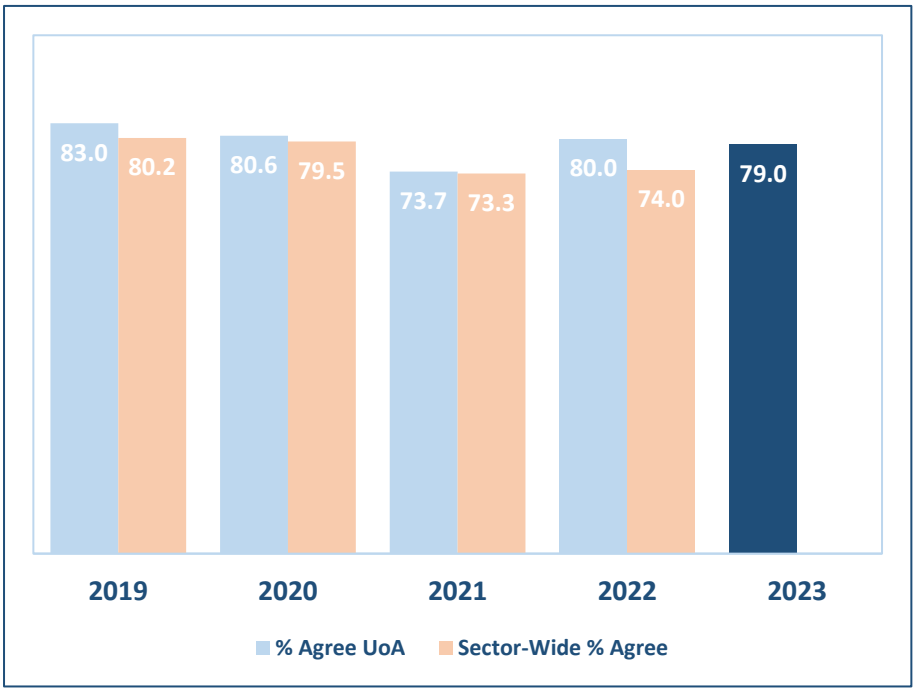


Chart 92: University of Aberdeen performance for B7 Course Delivery, in NSS from 2019 to 2023

The University of Aberdeen has scored 79%. This is a reduction of one percentage point compared to the University's score in 2022.

B9: Welfare Resources and Facilities

based on student responses to questions B9.1 & B9.2:

B9.1 There is sufficient provision of welfare and student services to meet my needs. B9.2 When needed, the information and advice offered by welfare and student services has been helpful.

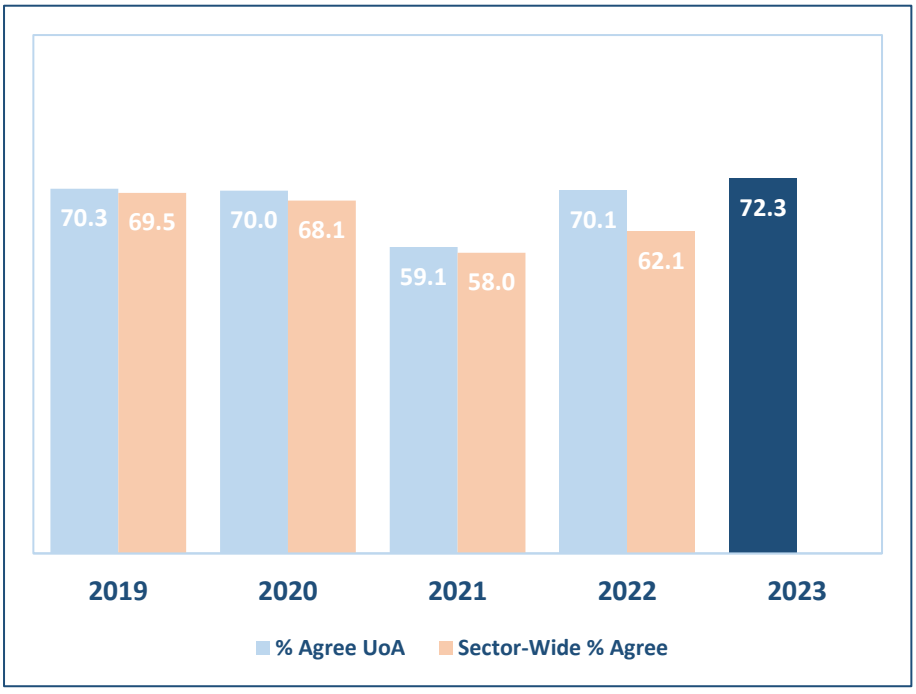


Chart 93: University of Aberdeen performance for B9 Welfare Resources and Facilities, in NSS from 2019 to 2023

The University of Aberdeen has scored 72.3%. This is an increase of 2.2 percentage points compared to the University's score in 2022. This is also the highest achieving score over the five-year period shown in *Chart 93.*

B15: Employability and skills

based on student responses to questions B15.1 to B15.3:

B15.1 My Higher Education experience has helped me plan for my future career. B15.2 My institution offered activities and resources designed to prepare me for the next step in my career. B15.3 The skills I have developed during my time in Higher Education will be useful for my career.

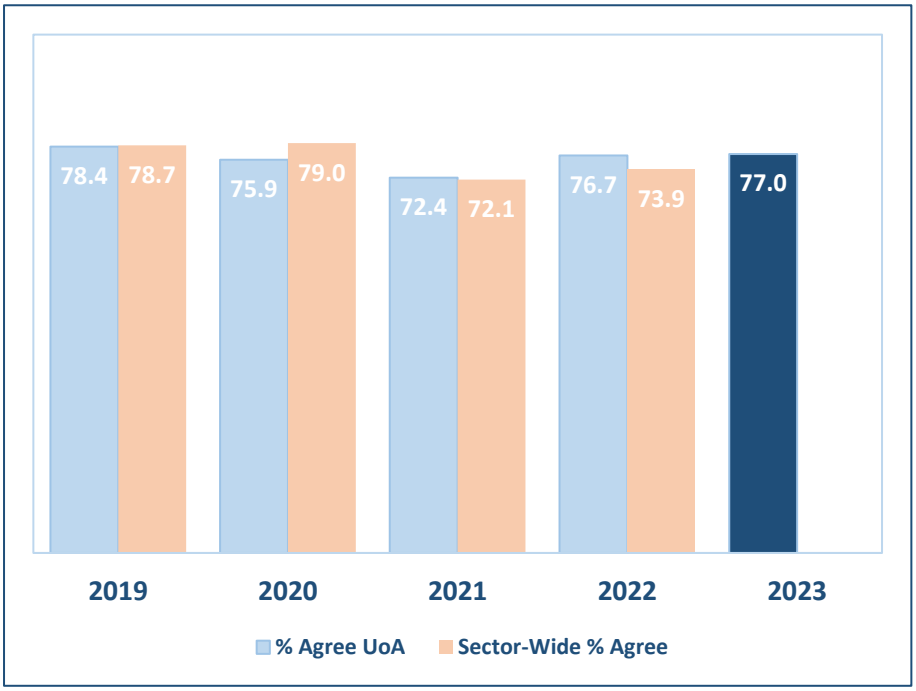


Chart 94: University of Aberdeen performance for B15 Employability and skills, in NSS from 2019 to 2023

The University of Aberdeen has scored 77%. This is an increase of 0.3 percentage points compared to the University's score in 2022.

B16: Environmental sustainability

based on student responses to questions B16.1 to B16.3:

B16.1 My institution encourages good environmental practice. B16.2 My course has encouraged me to think about environmental sustainability. B16.3 I have had opportunities to take part in activities supporting environmental sustainability.

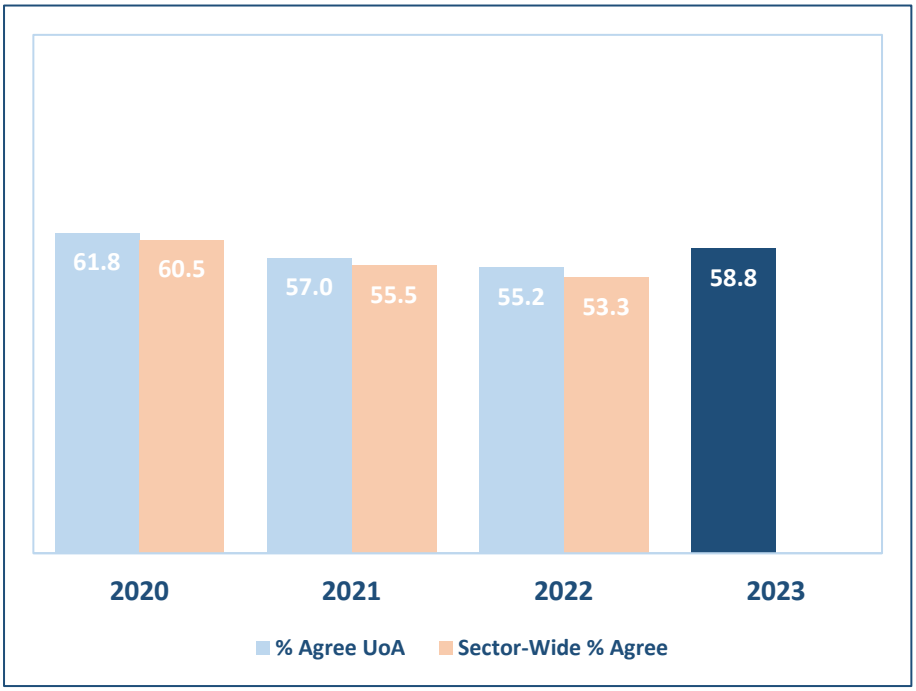


Chart 95: University of Aberdeen performance for B16 Environmental sustainability, in NSS from 2019 to 2023

The University of Aberdeen has scored 58.8%. This is an increase of 3.5 percentage points compared to the University's score in 2022.

B17: Student safety

based on student responses to questions B17.1 & B17.2:

B17.1 I feel safe to be myself at university/college. B17.2 My institution takes responsibility for my safety.

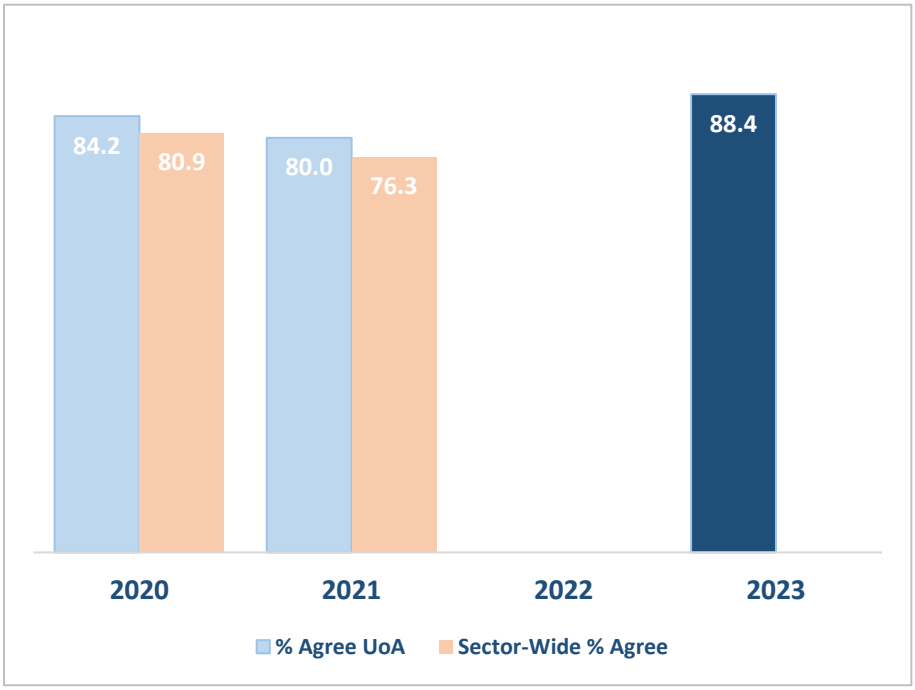


Chart 96: University of Aberdeen performance for B17 Student Safety, in NSS from 2020 to 2023

This question was absent for the University of Aberdeen in the 2022 edition of the NSS.

In 2023, the University of Aberdeen scored 88.4%. When comparing with 2021, the University has achieved an increase of 8.4 percentage points. This is the highest score over the four-year period.

SECTION FOUR: TEXT COMMENTS

The NSS affords students the opportunity to respond with free text to the prompt 'Looking back on the experience, are there any particularly positive or negative aspects you would like to highlight' in a positive and negative text box. 751 students completed the freetext comments with 885 unique positive comments, and 639 unique negative comments. The distribution of these comments is summarised in Table 6. Schools, Professional Services (e.g. IT, Library, Student Support) and Aberdeen University Students' Association will be provided with access to their own text comments, and comments are additionally being categorised for their attention and action.

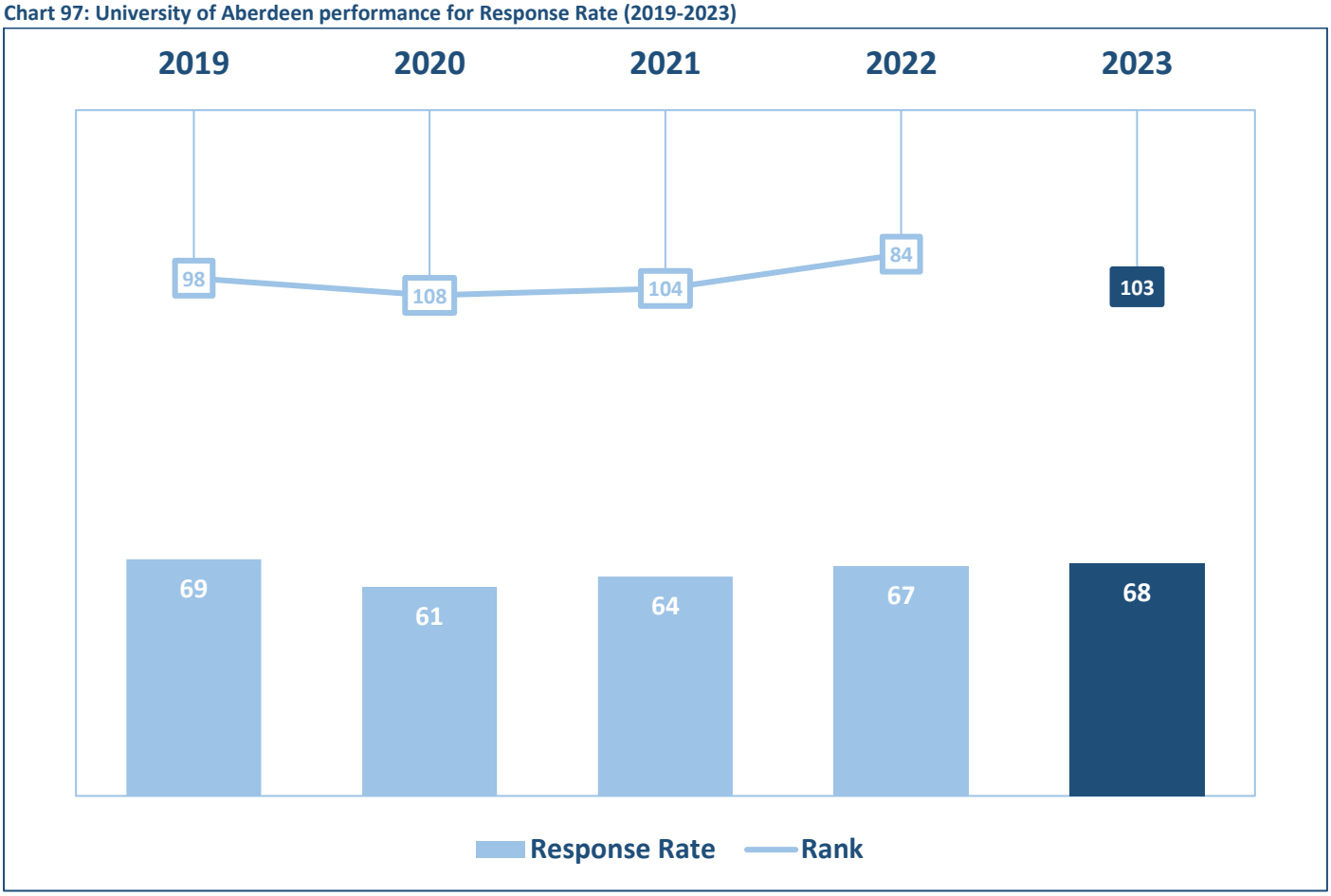
The most numerous positive comments were made against **Scale 04: Academic support** with 273 positive comments, followed by **Scale 01: Teaching on my course** (256 positive comments) and **Scale 02: Learning opportunities** (177 positive comments). Negative comments were more evenly distributed across several survey themes, with most frequent negative comments were made against **Scale 01: Teaching on my course** (149 negative comments), **Scale 03: Marking & Assessment** (155 negative comments) and **Scale 05: Organisation & Management** (132 negative comments).

Table 6: Distribution of positive and negative comments in NSS 2023

	Positive	Negative
Scale 01:TEACHING ON MY COURSE	256	149
Q1: How good are teaching staff at explaining things?	76	15
Q2: How often do teaching staff make the subject engaging?	128	47
Q3: How often is the course intellectually stimulating?	77	19
Q4: How often does your course challenge you to acieve your best work?	17	10
Lack of face-to-face teaching	0	35
Teaching Standards (delivery/ online/ recorded teaching etc)	20	25
Course Content	65	29
Scale 02: LEARNING OPPORTUNITIES	177	91
Q5: To what extent have you had the chance to explore ideas and concepts in depth?	54	17
Q6: How well does your course introduce subjects and skills in a way that builds on what you have already learned?	51	22
Q7: To what extent have you had the chance to bring together information and ideas from different topics?	31	7
Q8: To what extent does your course have the right balance of directed and independent study?	33	12
Q9: How well has your course developed your knowledge and skills that you think you will need for your future?	53	39
Group Work	9	6
Choice of Courses etc.	26	27
Too much theory	0	6
Field Work/ Lab Skills	18	15
Placements/ Work Opportunities/ Studying Abroad	33	26
Scale 03: MARKING & ASSESSMENT	45	155
Q10: How clear were the marking criteria used to assess your work?	23	39
Q11: How fair has the marking and assessment been on your course?	22	33
Q12: How well have assessments allowed you to demonstrate what you have learned?	10	23
Q13: How often have you received assessment feedback on time?	9	47
Q14: How often does feedback help you to improve your work?	18	52
Scale 04: ACADEMIC SUPPORT	273	71
Q15: How easy was it to contact teaching staff when you needed to?	47	21
Q16: How well have teaching staff supported your learning?	266	65
Scale 05: ORGANISATION & MANAGEMENT	86	132
Q17: How well organised is your course?	70	114
Q18: How well were any changes to teaching on your course communicated?	36	40
Scale 06: LEARNING RESOURCES	84	37
Q19: How well have the IT resources and facilities supported your learning?	66	11
Q20: How well have the library resources (e.g. books, online services and learning spaces) supported your learning?	64	16
Q21: How easy was it to access subject specific resources (e.g. equipment, facilities, software) when you need them?	27	13
Scale 07: STUDENT VOICE	24	18
Q22: To what extent do you get the right opportunities to give feedback on your course?	23	2
Q23: To what extent are students' opinions about the course valued by staff?	24	13
Q24: How clear is it that students' feedback on the course is acted on?	11	10
Q25: How well does the students' union (association or guild) represent students' academic interestes?	14	16
Scale 08: MENTAL WELLBEING SERVICES	42	22
Q26: How well communicated was information about your university/college's mental wellbeing support services?	13	2
COVID	35	62
Strikes	0	15
Disability	7	11
Discrimination/ Racism	0	1
Inclusive	62	23
Social Facilities	23	5
Careers Service	8	4
Prof Services	18	9
Workload	8	31
Overall	50	24
Student Staff Ratio	5	3

SECTION FIVE: RESPONSE RATES

Chart 97: University of Aberdeen performance for Response Rate (2019-2023)



The University of Aberdeen increased by one percentage point in response rate from 67% to 68% in 2023; this was the second-greatest score for the past five years (*see chart 82).* This was contrasted by a drop of 19 places in response rate ranking from 84th to 103rd.

NSS Results Dashboard

A Power BI dashboard will be made available to Schools for their use. The Dashboard includes the following information:

Overall Results:

Headline	Main headlines for 2023
Summary 2022	Scoring, rank and quartile showing change against 2022 (all questions)
Rolling Five Years	Scoring, rank and quartile (user has option to choose year)
Ranking List	Listing of universities ranked (allows user to view our performance against other universities). The user has option to choose year and question to view.

Subject Results:

Subject Analysis	Bar chart displaying scores allowing user to compare Aberdeen's performance against other institutions (user has option to choose subject and question).
Subject Score	Heatmap giving an overview of Aberdeen's scoring by School and Subject for all questions.
Subject Rank	Overview of Aberdeen's ranking by School and Subject for all questions (rank is colour coded by quartile)
Subject Details	Scoring and Rank by School and Subject (user has option of choosing question or group of questions)
Highlight 100%	Overview of Aberdeen's scoring by School and Subject for all questions highlighting those which have scored 100%
Top Ten Ranking	Overview of Aberdeen's ranking by School and Subject for all questions highlighting those which are ranked within top 10.

Chris Souter, Linda Murdoch, Lisa Gove, and James Buchanan
Directorate of Planning and Governance

APPENDIX

In 2023, for ranking purposes, the University of Aberdeen has been ranked out of the 121 UK higher education institutions as listed below, which represent institutions included in the most recent Guardian University Guide. Please note that although this list includes the University of Cambridge and University of Oxford, these two institutions have not ordinarily participated in the National Student Survey in recent years. However, the University of Oxford has been included in NSS 2023. As the Guardian University Guide list of institutions is revised every year, the University's comparative pool of institutions may change year-on-year.

- 10000291 Anglia Ruskin University Higher Corporation
- 10000571 Bath Spa University
- 10000824 Bournemouth University
- 10000886 University of Brighton
- 10000961 Brunel University London
- 10000975 Buckinghamshire New University
- 10001143 Canterbury Christ Church University
- 10001282 University of Northumbria at Newcastle
- 10001478 City, University of London
- 10001726 Coventry University
- 10001883 De Montfort University
- 10002718 Goldsmiths' College
- 10003270 Imperial College of Science, Technology and Medicine
- 10003614 University of Winchester
- 10003645 King's College London
- 10003678 Kingston University
- 10003861 Leeds Beckett University
- 10003863 Leeds Trinity University
- 10003956 Liverpool Hope University
- 10003957 Liverpool John Moores University
- 10004048 London Metropolitan University
- 10004063 The London School of Economics and Political Science
- 10004078 London South Bank University
- 10004113 Loughborough University
- 10004180 Manchester Metropolitan University
- 10004351 Middlesex University
- 10004797 Nottingham Trent University
- 10004930 Oxford Brookes University
- 10005337 Queen Margaret University, Edinburgh
- 10005343 Queen's University of Belfast
- 10005500 The Robert Gordon University
- 10005553 Royal Holloway and Bedford New College
- 10005790 Sheffield Hallam University
- 10006022 Solent University
- 10006299 Staffordshire University
- 10006566 The University of West London
- 10006840 The University of Birmingham
- 10006841 The University of Bolton
- 10006842 The University of Liverpool
- 10007137 The University of Chichester
- 10007138 University of Northampton, The
- 10007139 University of Worcester
- 10007140 Birmingham City University
- 10007141 University of Central Lancashire
- 10007143 University of Durham
- 10007144 University of East London
- 10007145 University of Gloucestershire
- 10007146 University of Greenwich
- 10007147 University of Hertfordshire
- 10007148 The University of Huddersfield
- 10007149 The University of Hull
- 10007150 The University of Kent
- 10007151 University of Lincoln
- 10007152 University of Bedfordshire
- 10007154 University of Nottingham, The

- 10007155 University of Portsmouth
- 10007156 University of Salford, The
- 10007157 The University of Sheffield
- 10007158 University of Southampton
- 10007159 University of Sunderland
- 10007160 The University of Surrey
- 10007161 Teesside University
- 10007162 University of the Arts, London
- 10007163 The University of Warwick
- 10007164 University of the West of England, Bristol
- 10007165 The University of Westminster
- 10007166 University of Wolverhampton
- 10007167 University of York
- 10007713 York St John University
- 10007759 Aston University
- 10007762 Glasgow Caledonian University
- 10007764 Heriot-Watt University
- 10007767 University of Keele
- 10007768 The University of Lancaster
- 10007772 Edinburgh Napier University
- 10007774 University of Oxford
- 10007775 Queen Mary University of London
- 10007776 Roehampton University
- 10007780 The School of Oriental and African Studies
- 10007783 University of Aberdeen
- 10007784 University College London
- 10007785 The University of Bradford
- 10007786 University of Bristol
- 10007788 University of Cambridge
- 10007789 The University of East Anglia
- 10007790 University of Edinburgh
- 10007791 The University of Essex
- 10007792 University of Exeter
- 10007793 University of South Wales
- 10007794 University of Glasgow
- 10007795 The University of Leeds
- 10007796 The University of Leicester
- 10007798 The University of Manchester
- 10007799 University of Newcastle upon Tyne
- 10007800 University of the West of Scotland
- 10007801 University of Plymouth
- 10007802 The University of Reading
- 10007803 University of St Andrews
- 10007804 University of Stirling
- 10007805 University of Strathclyde
- 10007806 University of Sussex
- 10007807 University of Ulster
- 10007814 Cardiff University
- 10007823 Edge Hill University
- 10007833 Wrexham Glyndŵr University
- 10007842 The University of Cumbria
- 10007843 St Mary's University, Twickenham
- 10007848 University of Chester
- 10007849 University of Abertay Dundee
- 10007850 The University of Bath
- 10007851 University of Derby
- 10007852 University of Dundee
- 10007854 Cardiff Metropolitan University
- 10007855 Swansea University
- 10007856 Aberystwyth University
- 10007857 Bangor University
- 10007858 University of Wales Trinity Saint David
- 10008640 Falmouth University
- 10014001 University of Suffolk
- 10006427 University for the Creative Arts
- 10000385 Arts University Bournemouth, the

UNIVERSITY OF ABERDEEN

University Education Committee

NATIONAL STUDENT SURVEY INSTITUTIONAL ACTION PLAN

1. PURPOSE OF THE PAPER

This paper provides the University Education Committee (UEC) with an update on the Institutional action plan to address the assessment and feedback focus of the NSS survey.

UEC is invited to note this paper and to comment on the action plan

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

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

3. DISCUSSION

3.1 The changes to the NSS for 2023 make direct comparison with previous years difficult as the suite of questions within the NSS have been changed with some questions removed and added. Further to this, the previous five-point Likert response scale has been replaced by a new four-point item-specific response scale for most questions, essentially removing a neutral response option such as the 'neither agree nor disagree' from the Likert scale.The University's mean positive response score was 83.7% in NSS 2023, which ranks the University at 10th in the UK when using the list of providers included in the latest iteration of the Guardian University Guide (published September 2022).

3.2 The University is ranked in the UK Top-10 for four of the seven scales contained within the NSS: Teaching on my course (6th), Academic support (7th), Organisation and management (7th), and Learning resources (2nd).

3.3 In terms of individual questions, the University has been ranked at top of the UK for two questions: Question 19 ("The IT resources and facilities have supported my learning well") in Learning resources and Question 22 ("I have had the right opportunities to provide feedback on my course") in Student voice.

3.4 The scales outwith the Top-10 are ranked as follows: Learning opportunities (16th), Assessment and feedback (65th), and Student voice (21st). Notwithstanding the methodology change, the Assessment and feedback scale has been consistently the poorest ranked NSS scale for the University in recent years.

3.5 In terms of individual questions, Question 13 ("Feedback on my work has been timely") included in the Assessment and feedback scale is the lowest ranked question for the University in NSS 2023 at 97th in the UK.

3.6

3.7 Assessment and feedback scale has seen significant gains over recent years , reflecting the excellent work that we have been doing in this area. However, we have seen a drop in our ranking for these theme from 55th in 2022 to 65th in 2023, and 7th in the Scottish sector, so there is still room for further improvements to be made .

3.8 The assessment and feedback scale now consists of five questions, two of which are new: 10. The criteria used in marking have been clear in advance, 11. Marking and assessment has been fair, 12 (NEW). Assessments have allowed me to demonstrate what I have learned. 13, Feedback on my work has been timely, and 14 (NEW). Feedback helps me improve my work.

3.9 Members of the UEC are asked to consider the current action plan provided in the attached Annex A. The institutional action plan will be updated following completion of school action plans and further discussion and reflection to be held at SSEC.

4. FURTHER INFORMATION

Further information is available from Jason Bohan, Dean for Student Support jason.bohan@abdn.ac.uk and Kirsty Kiezebrink, Dean for Educational Innovation k.kiezebrink@abdn.ac.uk

2/10/23

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

NATIONAL STUDENT SURVEY INSTITUTIONAL ACTION PLAN
Written on: 22/10/23
Author: Jason Bohan, Dean for Student Support & Kirsty Kiezebrink, Dean for Educational Innovation

PRIORITY 1: *Assessment and Feedback* Scale 03

ANALYSIS: *provide a summary of the area for enhancement based on the Comprehensive Analysis, freetext comments, and any other relevant student feedback*

Assessment and Feedback overall % and (rank): 65.3% (86) 2021; 69.8% (55) 2022; 77.1 (65th), third quartile.

Question	Positive Response	2023 +/-	Rank (124 HEIs)	Rank +/-	Quartile	Quartile +/-
ASSESSMENT & FEEDBACK	77.07%	7.31%	65	-10	3	-1
10 How clear were the marking criteria used to assess your work?	78.06%	7.90%	46	15	2	1
11 How fair has the marking and assessment been on your course?	84.55%	8.05%	18	-11	1	0
12 How well have assessments allowed you to demonstrate what you have learned?	81.62%		50		2	
13 How often have you received assessment feedback on time?	72.57%	10.85%	97	-17	4	-1
14 How often does feedback help you to improve your work?	68.83%		78		3	

Note questions 12 and 14 are new so there is no historical data to compare. We are performing well on three questions,

- Q10, How clear were the marking criteria used to assess your work? (second quartile). This is an improvement in ranking reflecting the hard work and focus on this over the past year;
- Q11 How fair was the marking and assessment on your course? (first quartile, although have slipped 11 points in the ranking);
- Q12 How well have assessments allowed you to demonstrate what you have learned? (second quartile, new question).

Areas which require improvement are in relation to

- Q13 How often have you received assessment and feedback on time (fourth quartile);
- Q14 How often does feedback help you to improve your work? (new question).

Themes from the freetext comments

The NSS affords students the opportunity to respond with free text to the prompt 'Looking back on the experience, are there any particularly positive or negative aspects you would like to highlight' in a positive

and negative text box. 751 students completed the freetext comments with 885 unique positive comments, and 639 unique negative comments.
The most numerous negative comments were for Scale 03: Marking & Assessment (155 negative comments) with the most numerous comments related to Q13 (timeliness of feedback), and Q14 (was the feedback helpful).
Table summaries number of positive (blue) and negative free text comments (taken from the NSS expanded report.

- Timeliness of feedback
- Scaffolding of learning to enable learning to occur from feedback prior to next assessment
- Over assessment / deadlines for assessment close together
- Inconsistency of feedback and grading between markers
- Feedback does not provide sufficient guidance on how to improve
- Feedback and grades not clearly aligning

Overall analytical summary

The areas that require most attention, based on the data, are:

- Timeliness of feedback
- Quality of feedback
- But must continue with the good practice of clarity of marking criteria (which had been a priority based on NSS2022 data), fairness of marking and assessment, and how well the assessments have allowed students to demonstrate their learning.

	ACTIONS	BY WHO?	BY WHEN?	OUTCOME AND COMMENTS
1.1	Continue to implement measures that ensure that all students have all the relevant information on assessment at the start of each course (including: type of assessment, criteria for marking, submission dates, return of feedback dates, contact person for support, calculation of degree classifications, etc)	Schools	Beginning of each half session	Improvements have been made and the UoA now sits in the second quartile. This should remain as an institutional action and work to share good practice and school support continued to be provided.
1.2	Obtain feedback from students at a course level regarding clarity of assessment expectations building the information from this into course reviews	Schools / Course coordinators	End of each half session	These are routinely collected via course evaluations and SSLC.
1.3	Monitor that all of 1.1 action is completed, and provide guidance and support where issues arise. Report through School Education Committees	Directors of Education	First half-session: ongoing across half session Second half-session all aspects: ongoing across half session	Ongoing. Further reflection on this process will be considered at SSEC
1.4	Monitor the timeliness of feedback and ensure that all feedback is provided within	Schools	Ongoing with immediate intervention and	Further improvement is needed. Institutional scores

	the 3 week timelines (or sooner if the assessment is continuous)		support where feedback is not provided on time Each School to provide overview of timeliness of feedback across all courses to their School Education Committee	poor (4th Q). School action plans will be reviewed to identify good practice that could be shared and areas where additional support needed. Further discussion will be considered at SSEC.
1.5	Pilot of TESTA within 2 schools	Dean Educational Innovation and TESTA team	Pilot in single programme in each of 2 schools in 1st half session Extend to all programmes within 2 schools 2nd half session	
1.6	Promotion of web-based resources (including toolkit resources) to support colleagues to enhance assessment practices including feedback on assessment, and ensure good communication on the resources.	Dean for Educational Innovation; Manager Centre for Academic Development	Ongoing with updates provided at 6 monthly intervals to UEC	
1.7	Develop further training and support for assessment and feedback to support enhancement	Dean for Educational Innovation; Manager Centre for Academic Development	Ongoing with updates provided at 6 monthly intervals to UEC	
1.8	Focus on assessment and feedback for Annual symposium, sharing good practice	QAA enhancement theme lead Dean for Educational Innovation Manager Centre for Academic Development	Summer 2023	
1.8	Development of communications and resources for students and staff to support assessment (e.g., academic integrity, essay mills, using feedback)	Manager Centre for Academic Development; Dean for Educational Innovation	Ongoing with updates provided at 6 monthly intervals to UEC	

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

COPYRIGHT LITERACY STRATEGY AND COPYRIGHT POLICY

1. PURPOSE OF THE PAPER

This paper introduces the recently approved Copyright Literacy Policy and supporting Copyright Literacy Strategy to University Education Committee.

The paper outlines the context and associated benefits of implementing a new Copyright Policy and Strategy in alignment with legislative exceptions for the use of third-party copyright material for research and educational purposes, the University's intellectual property policy, and commitments made in Aberdeen 2040. The paper details the process undertaken to co-create the policy and strategy with academic staff to meet the need for education and research activities.

The implementation of a Copyright Policy and supporting Copyright Literacy Strategy will deliver confidence in institutional copyright management, enabling the widest possible approach to sharing in the context of being 'open to all' while ensuring compliance with the legislation.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by	Copyright Literacy Project Board	
	Information Governance Committee	3 October
Further consideration/ approval required by	University Research Committee	

3. RECOMMENDED ACTION

The University Education Committee is invited to discuss the introduction of the Copyright Policy and implementation of the supporting Copyright Literacy Strategy and recommend appropriate academic and professional services representatives to join the Copyright Literacy Steering Group who will oversee the delivery of the strategy.

4. INTRODUCTION

4.1 This paper lays out the requirements for a Copyright Policy and supporting Copyright Literacy Strategy and the advantages gained from taking a strategically aligned approach to ensure confidence in copyright management, enabling the widest-possible approach to sharing and reusing copyright material while ensuring compliance with legislation.

4.2 The Copyright Policy and supporting Copyright Literacy Strategy will ensure teaching and research objectives are supported by an approach to risk-management that empowers staff and students to make well-informed and effective decisions on the creation and use of copyright material.

5 BACKGROUND AND CONTEXT

5.1 Currently, the University of Aberdeen has neither a Copyright Policy nor a Copyright Literacy Strategy in place**.** This sets it apart from similar universities, and disadvantages both academic staff and students by failing to provide them with a clear framework within which matters of copyright can be discussed and managed. Currently, the onus is on individual members of the University community to ensure their use of copyright material complies with legislation and the terms of individual and collective licences. Given differing levels of understanding of copyright law, and statutory exceptions in particular, individuals tend either to adopt an ultra-conservative approach to the use of exceptions, or, at the other extreme, use materials in ways which infringe copyright law.

5.2 Copyright policies have been commonplace in universities for a number of years. These have traditionally concentrated on the compliance aspect, including the appropriate use of copyright materials in virtual learning environments and Copyright Licensing Agency requirements. However, universities are now recognising the benefits of having an overarching copyright management strategy which aligns the approach with their wider strategic objectives and policies.

5.3 Managing copyright strategically involves placing it in the wider context of information and digital literacies, recognising that copyright is one type of intellectual property, but one that impacts on the majority of University academic staff and students. The development and implementation of a Copyright Literacy Strategy builds staff and students' confidence through shared understanding of a risk-managed approach to copyright, enabling the widest possible approach to sharing and reusing materials while ensuring compliance with legislation. This approach was successfully taken by the University of Kent in 2020.

5.4 In 2021, a proposal was considered and approved by the University of Aberdeen Information Governance Committee to develop a Copyright Literacy Strategy setting out a five-year vision aligned to the Aberdeen 2040 commitments, creating an environment where all staff and students are able to make informed decisions about the ethical creation and use of copyright material. The proposal sought to develop a framework within which copyright management can be explored and developed in ways that support strategic planning in the context of scholarly publishing, research ethics, the creation and delivery of learning materials, and the management of other types of intellectual property.

5.5 Following the endorsement of the Copyright Literacy Strategy proposal, Library Services recruited a dedicated Copyright Advisor to develop the Copyright Services and initiate a project to co-create with the academic community a Copyright Literacy Strategy aligned to Aberdeen 2040.

5.6 The project was initiated in 2022, under the management of the Copyright Advisor, Tim Riley (an Information Advisor in DIS). The project employed standard methodologies to ensure the right skills and time commitment and effective stakeholder engagement. It also included external consultation, to ensure concordance with national best practice.

6. COPYRIGHT LITERACY STRATEGY AND COPYRIGHT POLICY

6.1 It is important to note that the Copyright Policy and supporting Copyright Literacy Strategy apply to all members of the University who use or create copyright works in the course of their employment and study. The policy was developed under guidance from the academic community, the Impact and Knowledge Team, and the Centre for Academic Development. The policy and the strategy were co-created by Library Services and the wider University community through a series of three workshops facilitated by Chris Morrison and Jane Secker.

6.2 The Copyright Policy (Appendix 1) and Copyright Literacy Strategy (Appendix 2) represent the final draft approved by workshop participants and the Copyright Literacy Project Team. Both documents are designed to be accessible and in plain English, to enable engagement from across whole university community. Definitions are provided for all legal terminology to aid understanding and application of copyright legislation.

6.3 It is anticipated that the introduction of the Copyright Literacy Policy and supporting Copyright Literacy Strategy will result in the following benefits to the University:

- Institution-wide approach to copyright with policies and guidance aligned to strategic objectives and Aberdeen 2040 commitments.
- Increased understanding of open licences to protect intellectual property rights and comply with funding bodies' open-access mandates, maximising the visibility and impact of University research outputs and open educational resources.
- Increased confidence in application of copyright exceptions enabling the reuse of content for education and research which is compliant with legislation and licensing agreements.
- Adoption of a risk-managed approach to copyright through the introduction of consistent practices and procedures for managing copyright across the institution.
- Clarity on roles and responsibilities for copyright management, streamlining the process of making copyright-related decisions, reducing the risk of copyright infringement or the breach of licensing terms and conditions.

6.4 It is worth noting that Digital & Information Services (DIS) will be responsible for implementing the policy and strategy with guidance from the Copyright Literacy Steering Group. The policy and strategy will be reviewed annually to ensure they continue to comply with legislation and best practice, and to report on progress towards the vision, strategic objectives and benefits.

6.5 It is proposed that Aberdeen work towards an announcement of the introduction of the policy and new supporting strategy in spring 2024 and implementation before the start of the academic year 2024-25. The DIS Copyright Advisory Service will ensure the policy is well communicated and will provide additional information, guidance and an on-demand enquiry service so that all staff and students are well-supported, educated and empowered to share and reuse material within legislative frameworks and in alignment with Aberdeen's commitment – 'open to all'.

7. FURTHER INFORMATION

Further information is available from Simon Bains, University Librarian, simon.bains@abdn.ac.uk and Susan Halfpenny, Head of Research & Learning Information Services, susan.halfpenny@abdn.ac.uk.

25 September 2023

Freedom of Information/Confidentiality Status: Open

University of Aberdeen Copyright Policy

Date of policy approval	
Policy start date	
Date of next review	
Policy guidance	www.abdn.ac.uk/library/support/copyright.php library@abdn.ac.uk
Related policies	Policy for Intellectual Property Exploitation and Revenue Sharing Research Publications Policy Research Data Management Policy

1. Introduction

1.1 Statement of purpose

Using copyright works is fundamental to creating and sharing knowledge and furthering our foundational mission of 'the pursuit of truth' and being 'open to all'. Copyright legislation has profound impacts across the University, including on the core functions of teaching, research, and administration.

This policy outlines how the University community can use copyright works legally and ethically. It aims to empower University members to use copyright works to the full extent permitted by law and licences whilst managing any associated legal and financial risks.

The policy also outlines the University's approach to managing its own institutionally owned copyright.

1.2 Scope

This policy applies to all members of the University who use or create copyright works in the course of their employment or study.

The policy covers copyright works in all formats, including digital and print.

This policy does not cover the ownership of copyright or other forms of intellectual property. This is outlined in other related policies (see *Related policies* above).

1.3 Context

The University is committed to promoting the responsible and ethical use of copyright works in all its activities. It acknowledges the importance of respecting intellectual property rights whilst facilitating the reuse of works to enable knowledge to be created and shared.

As a member of the University, you are expected to use copyright works legally and ethically. This may require you to make an informed judgement in situations where the legal or ethical position is nuanced or ambiguous. The University will provide you with guidance and support to do this. This will enable you to use copyright works appropriately, without unnecessary limitations, whilst minimising any potential risk to you or the University.

The University also recognises the value of its own intellectual property and will take steps to promote and protect it as appropriate.

This policy sits within the context of UK law, specifically the Copyright, Designs and Patents Act 1988 (as amended). Other relevant legislation includes the Database Regulations 1997, as well as any other current or future legislation which affects intellectual property rights.

2. Definitions

For the purposes of this policy, the following definitions apply:

2.1 “Intellectual property” means creations of human intellect which belong to specific rightsholders. This includes works protected by copyright as well as other intellectual property legislation, including trademarks and patents.

2.2 "Copyright work" means any original work that is protected by copyright law, including software, literary, artistic, musical, and audio-visual works.

2.3 "Copyright owner" means the person or entity that holds the exclusive rights to reproduce, distribute, and display a copyright work.

2.4 “Statutory exception” means a provision in copyright law for using copyright works in specific circumstances without requiring permission from the copyright owner.

2.5 "Fair dealing" means the lawful use of a copyright work without obtaining the copyright owner's permission, under a specific statutory exception within the Copyright, Designs and Patents Act 1988. It is important to note that fair dealing is not a specific number of words or percentage of a work, but rather a judgment based on factors like the purpose and character of the use, the amount and substantiality of the portion used, and the effect on the work’s potential market.

2.6 "Licence" means a written agreement between the copyright owner and the licensee that grants permission to use a copyright work in a specific way.

3. Responsibilities

3.1 Your responsibilities

You must adhere to UK law and abide by the copyright and Intellectual Property Rights (IPR) clauses in sections 4 and 5 of this policy, and other related University policies (see *Related policies* above).

You must use the appropriate channels to request copies of copyright works for teaching, research, or study if your use is not covered by a statutory exception or individual licence. The University will provide services to enable you to do this, such as the reading list, purchasing, and inter-library loan services available through the University Library.

You are expected to make use of the copyright information and support available and seek appropriate guidance if you have any questions or concerns. The University provides online guidance about copyright in different contexts as well as a Copyright Advice Service which you can contact.

3.2 The University’s responsibilities

The University has a designated Copyright Advice Service within the Directorate of Digital and Information Services (DDIS) which will maintain an information resource to provide you with up-to-date advice on copyright best practice. The Copyright Advice Service will also oversee an enquiry service to provide a timely response to any copyright queries you submit to them. In addition, the service will communicate any relevant changes in the legal situation or licensing arrangements to appropriate University groups or individuals.

The University will maintain access to institutionally licensed works and collective licensing schemes where appropriate, keeping accurate records of copying and providing timely reporting where required. The University will provide you with up-to-date information on how to use material under these licences.

4. Using copyright works

You must use copyright works lawfully via one of the following routes:

- A **statutory exception** to copyright law. There are exceptions which cover uses such as quotation, illustration for instruction, pastiche and parody, and text and data mining. Be aware that most exceptions have a 'fair dealing' requirement which you must abide by.
- An existing **licence**. This might include electronic library resources which are licensed for use by University members, material reproduced under a blanket licence, or material supplied under an open licence. You must respect the licence terms. You should contact the Library or relevant administrator if you need material to be obtained under an institutional licence.
- With direct **permission from the copyright owner**. If your use is not covered by a legal exception or a licence, you should request permission from the copyright owner.

At times, you may need to take a risk-managed approach to the use of copyright works. You must follow best practice and use due diligence to minimise the impact of any potential infringement claims. If you need guidance on identifying risk levels and due diligence required, check the advice provided by the Copyright Advice Service or contact the Copyright Specialist.

Any online service, including web pages and social media accounts, hosted by the University, or created by University employees during their employment, which features, or may feature, third-party copyright work should have a 'notice and takedown' mechanism and procedure. This enables an efficient and appropriate response to any infringement claims made by rights holders or other interested parties. Such a response may include taking down material or further dialogue with the claimant. You can obtain further advice by contacting the Copyright Advice Service.

5. Institutional copyright

As stipulated in UK legislation, unless otherwise specified in another policy or contract (see *Related policies* above), the University is the automatic copyright owner of copyright works created by its employees in the course of their employment. Unless permitted by a statutory exception or licence, you must not reproduce the University's copyright works for any purpose which falls outside your normal course of study or duties of employment without first obtaining the necessary permission.

The University will take reasonable steps to promote and protect its copyright works including (but not limited to), applying copyright notices or licences to published material, licensing material to appropriate third parties, initiating takedown procedures for infringing use of material. If you suspect a third party is infringing copyright owned by the University, you should inform the Copyright Advice Service so the situation can be investigated, and appropriate action taken if required.

The University will also provide you with up-to-date guidance on how to manage institutional and employment-related copyright via the Copyright Advice Service.

6. Policy review

The Directorate of Digital and Information Services is responsible for maintaining this policy. The Directorate of Digital and Information Services will review this policy annually to ensure it complies with current legislation and best practice.

The University may also amend this policy at any other time should this become necessary due to changes to the legal context or to the University's operating procedures. Any changes to this policy will be communicated to affected University members.

University of Aberdeen Copyright Literacy Strategy: 2024-2029

Our vision

Our staff and students feel confident in making informed decisions about creating and using copyright material. They understand the role copyright plays in facilitating the pursuit of truth, innovation, and creation of new knowledge, and apply open licences wherever possible to support the University's foundational purpose of being 'open to all'.

Our values

Open

Our approach to copyright fosters openness and the sharing and creation of knowledge. We use open licences where appropriate to maximise the reach and impact of our research and teaching.

Responsible

Our staff and students are expected to behave lawfully and ethically. They are able to question assumptions about copyright law based on a broader understanding of cultural, economic and other contextual factors.

We balance our commitment to openness with appropriate protection of institutional copyright where required for commercialisation to help safeguard our financial sustainability.

Empowered

Our staff and students are supported to make full use of the provisions allowing them to use copyright material, including fair dealing and statutory copyright exceptions in addition to licensed resources.

Our staff and students are empowered to take a risk-managed approach to copyright, making informed judgements which reflect current best practice when working with copyright works.

International

Copyright law operates on an international basis, and good decision-making requires an appreciation of different cultural and legal customs. We empower our community to use copyright works in a way that takes account of differences and commonalities as our members work, study, and collaborate across borders.

Inclusive

We recognise that copyright cannot be looked at in isolation. There are related ethical, legal and compliance issues, such as information security, data protection and accessibility considerations, which often need to be considered alongside copyright.

We are sensitive to the needs of our diverse staff and student members and the different approaches required to respond to their individual needs and contexts.

Our activities

The Directorate of Digital and Information Services will create a Copyright Literacy Steering Group to oversee progress with the strategy.

The Steering Group will:

- Review University policies relating to copyright law to ensure they reflect the institution's strategic objectives.
- Continually update and refine our copyright guidance to support staff and students, following user-experience design principles. This will ensure guidance is concise, in plain English, and easy to access.
- Develop a tailored education and communication programme, supported by a network of staff whose roles involve advising on aspects of copyright.
- Contribute to sector-wide developments in defining and communicating good practice.
- Monitor developments in copyright law and consider whether these require a change to University strategies or policies.

Evaluation

This strategy will empower our staff and students to create, share, and use copyright works.

Evaluation of progress will use a range of measures, which may include:

- Analysis of the number and nature of enquiries sent to the copyright support team.
- Analysis of engagement with online guidance.
- Analysis of numbers of people attending copyright training sessions.
- Case studies demonstrating how the strategy is supporting teaching, research, and engagement at the University, and progress on our aim of openness regarding open educational resources, reading lists, cultural collections, and other areas of activity.
- Survey questions or focus groups measuring confidence in working with copyright.
- The level of engagement of other institutions with the University of Aberdeen's approach.

UNIVERSITY OF ABERDEEN

EMPLOYABILITY & ENTREPRENEURSHIP COMMITTEE (EEC)

Minutes of the Meeting held on 18th September 2023

Present: John Barrow (Co-Chair), Tracey Innes (Co-Chair), Lenka Mbadugha, Helen Pierce, Alyson Young, Amir Siddiq, Alan Macpherson, Alisdair Macpherson, Monika Gostic, Rhiannon Ledwell, Danielle Grieve, Jenna Stuart, Ijeoma Obiagwu, Susan Halfpenny, Alisdair McKibben

Apologies: Lindsay Tibbetts, David Green, Oliver Hamlet, Rafael Cardoso, Stuart Durkin, Lucy Leiper, Vanessa Mabonso Nzolo, Heather May Morgan, Joy Perkins

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1. Welcome to 2023-24 EEC academic cycle including introductions of new members

2. Review of Remit for 2023-24 (EEC/180923/001)

Remit approved.

3. Approval of the minutes (May 4th, 2023) (EEC/180923/002)

Minutes approved.

4. Matters Arising including review of Action Log (EEC/180923/003)

No matters arising.

Actions Ref. 28 and 29 spoken to by Tracey Innes and closed out.

Outstanding action, Ref. 30, to be completed prior to end of the month.

Action: Alisdair McKibben to create a live document with links to different employability professional development opportunities, dashboards etc. and share via TEAMS.

5. Update from Members

A new standing item introduced this academic cycle gave all members of the committee an opportunity to update on "employability and/or entrepreneurship" activities that are being carried out within their School/area of business. All members present shared and those not in attendance submitted comments in written form.

6. Graduate Skills and Attributes (EEC/180923/004)

John Barrow highlighted the need to review and potentially amend the current framework to include additional workload considerations. It was suggested that schools should share their thoughts on this matter, either during the meeting or by contacting the presenter directly. It was mentioned ongoing work related to embedding attributes and skills into the curriculum, including changes to the curriculum management system and course catalogue. Key milestones for curriculum-related changes were outlined. Changes included linking graduate attributes and skills to course learning outcomes. The annual course and program review process would incorporate a focus on attributes and skills. It was proposed to rework the course feedback forms into course reflection forms for students to reflect on their course experiences and link to skills development. Participants were encouraged to provide feedback on the proposed changes, especially regarding how the curriculum changes might impact schools. A detailed document with key milestones would be circulated for further feedback.

7. Work-based Learning (EEC/180923/005)

Tracey Innes reminded the committee of the draft paper regarding a five-year plan for Work Based Learning (WBL) that was shared at previous EEC meetings and has since been submitted for approval.

From there, WBL initiatives have been in progress since around 2020, with various working groups and efforts aimed at upscaling WBL activities. Currently, there is a mapping exercise underway to identify and document all undergraduate and postgraduate taught WBL activities across schools. The gathered data will serve as a baseline to inform future steps and strategies for WBL.

Mention was made of the development of a placement policy, with GradConsult working on a draft policy, which will be reviewed by EEC.

Tracey gave updates on both The Wood Foundation Internship project and Ripen platform – both hailed as a success.

As we move away from Ripen, phase two involves partnering with GTI to develop an experiential learning platform, with input from the institution on platform functionality. A proposal was presented to merge the existing user group and a new task and finish group into one coordinated work stream. This approach aims to provide a comprehensive view of WBL initiatives, both digital and non-digital. Feedback and comments on the proposed approach and membership were welcomed, with the aim of finalising the group's composition in the near future.

8. GO Report Action Plans (EEC/180923/006)

Verbal update from John Barrow regarding graduate outcomes, with an attached report.

A Power BI dashboard was mentioned at the end of the paper, which provides detailed information about what students from different disciplines are doing after graduation. There's a notable change in graduate outcome data compared to the previous year, with some mixed results. The data indicates variations between undergraduate and postgraduate students' outcomes.

Despite certain metrics dropping, there have been significant increases in undergraduate metrics, such as the second bullet point, which saw a substantial rise in rankings among higher education institutions.

The discussion also touched on graduate reflections data, highlighting three main areas: being involved, on track with future plans, and utilising skills gained from their studies.

The survey data shows a mixed picture, with shifts in these areas over the past four years. It's noted that the data tends to fluctuate, with some years showing more positive outcomes and others more negative ones. Deeper analysis of the data is expected to provide insights into the trends and reasons behind these fluctuations.

9. AOB

No other business raised.

UNIVERSITY OF ABERDEEN

STUDENT SUPPORT & EXPERIENCE COMMITTEE (SSEC)

Minute of the Meeting held on Thursday 21st of September, 2023

Present: Nick Edwards, Jason Bohan, Susan Halfpenny, Lesley Muirhead, Jemma Murdoch, Rhiannon Ledwell, Sai Shraddha S Viswanathan, Graeme Kirkpatrick, Sally Middleton, Duncan Stuart, Jenna Stuart, Lucy Leiper, Tim Baker, Katrina Foy, Erin Ferguson, Wendy Lowe, Madge Jackson, Iain Grant, John Cavanagh, Kelsey Pierce, Natalie Kinchin-Williams, Martin Barker.

Apologies: Jacqui Tuckwell, Steve Tucker, Martin Mills, Lindsay Tibbetts, Melanie Viney, Mary Pryor, Julie Timms, Charlotta Hillerdal, Lyn Batchelor.

1. Welcome and chair's update

1.1 Jason Bohan (JB) welcomed everyone to the first SSEC meeting of the academic year and noted it was great to have students back on campus again. JB then updated on the Pastoral Review TFG, which has completed its work and has now become the Pastoral Support Group, covering all students, and had its first meeting last week. These meetings will always be prior to each SSEC meeting and will feed into this committee. The minutes are added to the papers for this meeting for info.

JB then updated on the PRES and PTES, which are the postgraduate surveys, which will be on the agenda for the next meeting.

No updates from Nick Edwards (NE).

2. Approval of the minute of the SSEC held on 21 August 2023

(copy filed as SSEC/210923/002)

2.1 No comments or amendments were received from members of the Committee. The minutes of the SSEC meeting held on 21/09/23 were approved.

3. Review of Action Table from meeting held on 21st August 2023

3.1 1 *'Provide information on the composition of the Senior Pastoral Support & Guidance Forum'* – the minutes from the last meeting have been circulated so members can see who is part of the group.

2 'Discuss how the absence policy changes are to be implemented with regards to PGR students' – the absence policy passed on 20/09/23 at Senate did not include PGR students and JB and Lucy Leiper (LL) have decided to wait until the new Dean is in place and this discussion will be picked up at the PGR committee.

3 '*Duncan Stuart (DS) to share Aberdeen Student Experience Questions with SSV for discussion with the Student Union'* – this has been completed.

4 '*JB to check if there was student representation on the Pastoral Support and let Graeme Kirkpatrick know the outcome'* – this has been completed and representation on the group has been confirmed.

5 '*NE to check on the status of students on the Qatar campus for the purposes of the non-continuation data'* – NE confirmed student on the Qatar campus are not included in the data and he will follow-up with Lyn Batchelor to discuss this matter.

6 *'Find out if non-continuing student data can be broken down by widening access categories'* – this matter is still with Planning so there is no update at this time.

ACTION: Leave action 6 on the list for the next meeting (SK)

4. Approval of revised SSEC Remit and Composition document

4.1 As the first meeting of the academic year, the group was asked to review the remit and composition document. Sally Middleton (SM) noted there would no longer be a Dean for Widening Access, Articulation and Outreach, but the title of the replacement Dean position has not yet been decided. JB added that SM has been added to the committee as the Widening Access representative.

The updated document was approved by the committee.

5. Updates to Provisions/"reasonable adjustments"

5.1 Jemma Murdoch (JM) introduced the paper on updates to provisions and reasonable adjustments. JM said the paper has been developed through extensive collaboration and had come about as a result of feedback from those managing disability provisions from the school side, especially post-Covid. Initially, the discussion was primarily around the availability of exam rooms, especially for those with a provision requiring an individual room. The scope of the review was then widened out to assess study-related provisions for disabled students. The review was based on the inclusion strand of the Aberdeen 2040 strategy and providing support for students from widening access backgrounds or with other protected characteristics, rather than looking solely at disability.

Within Student Support, temporary provisions have been used in some cases such as temporary impairments or other circumstances where studies have been impacted. The paper looks to formalise these processes and contains a range of recommendations for discussion. Discussions are ongoing with Registry, Estates and IT around exam adjustments, as it is generally difficult to estimate the numbers of students requiring adjustments due to students

seeking help at different points of the year. However, it is estimated that more exams will take place online compared to pre-Covid numbers.

The main recommendations of the paper relate to the application of the adjustments and widening that out to formalise support for other groups aside from disability. Also, recommendations to do with the terminology around provisions and that it would be more suitable now to term it as a 'reasonable adjustment' or an 'inclusion adjustment', which would be more in line with the Equality Act. Another key recommendation is around the terminology relating to the School Disability Coordinators and widening that out to include Inclusion, which sits well alongside the Aberdeen 2040 strategy.

The current provisions list has been in place for around 15 years and so a comprehensive review of these provisions has taken place. The list has been expanded to ensure more consistency and to reduce the need for free-text provisions, so schools have more clarity on the provision and the adjustment required. JM also noted that the two most widely-used provisions are ambiguous in their phrasing and this can result in inconsistencies in the ways these provisions are applied. JM asked for any comments or feedback from the committee.

Rhiannon Ledwell (RL) asked what training will be provided for teaching staff to be able to ensure the provisions are implemented. JM said if the new provisions are implemented then the provisions guide will be updated. This document outlines what each of the provisions are and how they are implemented. Following on from this update, the changes will be discussed with the School Disability Coordinators, who will in turn discuss with the relevant teams and colleagues within their school, for feedback on the implementation for the school's side. Once any changes have been agreed and confirmed, there will need to be clear communications to staff and students on what the provisions are and how they are to be applied.

John Cavanagh (JC) praised the changes and added that if there are to be fewer exams on campus, this will help with the challenges identified around finding private rooms for exams. JC asked if the provisions include adjustments for conditions like social anxiety, as often groupwork and presentations are core skills being assessed in many courses. JM said the key point is that any discussion with a student at the point that provisions are implemented will always include a clarification around the phrase 'reasonable adjustments', and what is reasonable on one degree programme/course may not be the same on another degree programme/course, depending on what is being assessed. Students will be encouraged to speak with their course coordinator to gain clarity on what is reasonable in that particular course, plus the team within Student Support are able to speak with teaching staff to discuss and set an expectation for each student, if necessary.

Susan Halfpenny (SH) from Library Services noted they can provide alternative formats, although this can be more restricted due to copyright law. Lesley Muirhead said it would be good to get a provision around that if possible, so she will reach out to the library coordinators for discussion.

ACTION: LM to speak with Library Coordinators about adding a provision for alternative formats.

JM said any further comments – especially on terminology and consistency – would be very useful going forwards, while the priority will be around how the changes are communicated to staff and students. The next step will be to meet with the School Disability Coordinators in

October while a meeting with IT is planned to discuss any additional reporting which can be offered to assist schools with the implementation of provisions.

JB asked JM to provide a bit more information on what is meant by extending provisions to wider groups of students, to ensure everyone is clear on what it means. JM said Student Support has always worked with students based on impact rather than circumstances, so temporary provisions can be implemented in cases such as gender-based violence, injury etc., where it's not classed as a disability, but the impact is significant. This could also mean protected characteristics such as student carers, as one example. There will still be a robust process in place where Student Support Advisers are using professional judgement and ensuring any adjustments are reasonable. Any temporary provisions would be implemented for a semester or an academic year, with a review date, and the provision will be removed if there is not a need for it to be on a student's record. JM said LM has also had discussions around Student Athletes, who have academic flexibility written into University policy, but it can be challenging to provide the flexibility they require due to operational needs. Using the provisions system will make it easier to provide the flexibility required.

Tim Baker (TB) asked if there was a better way to flag up any new additions to the list of those requiring provisions, rather than teaching staff receiving a list each week and having to identify any changes from the previous week. JM agreed and said there are ongoing concerns around the disability database and IT are aware, but it's not a short-term fix. The hope is the new extended list of provisions will help in the circumstances TB has outlined, but this requires discussion with School Disability Coordinators first.

6. Support for Study Policy – Initial Discussion

6.1 JM introduced the review of the Support for Study Policy, which was introduced in November 2016. It was introduced to provide support for students whose circumstances were causing concern or disruption to their studies, mainly due to ill-health. It has only really been used since 2020/21, and it has become a useful supportive function to assist students who have been unable to engage due to their health. As it has been used more regularly, some updates have been deemed necessary to come into line with the sector. The current policy has been looked at and the paper outlines the proposed enhancements. The key recommendations are around developing the informal stage where schools and departments can support students where there are early signs of disengagement or any other circumstances causing concern, seeking to provide preventative support rather than reactive support. There will then be two formal stages within the policy, the first of which will be the intervention stage, overseen by Student Support, via the Case Management Group. This will include a thorough risk assessment and an action plan, or in some cases referral to a review panel. The idea is to bring the policy into line with the new Code of Practice on Student Discipline (non-academic). Some students may originally come through the Code of Practice but then be moved to Support for Study if that is more appropriate. JM concluded by asking for any comments or feedback, while also offering the opportunity to be involved in a review group for this area of work.

Graeme Kirkpatrick (GK) welcomed the development of the revised policy and said it would be useful to have an offline discussion to decide which members of the Student Union team would be best-placed to join the review group. LL agreed that being involved in the review

would be really useful to see how the policy operates for PGR students, and felt Rhiannon Thompson would likely be the school representative.

The next step is to discuss with the Student Support Management Team and the Student Support Team to look at the operational elements, then the draft policy will be presented at the next SSEC meeting.

Action – SK to add item to the agenda for the November SSEC meeting.

7. Aberdeen 2040 Presentation

7.1 Iain Grant (IG) delivered a presentation updating on the Aberdeen 2040 strategy. This item came out of a previous discussion within the committee, with members looking for an update on the strategy and the link to the work of the SSEC. IG introduced the strategy and provided the background information on the structure and the key themes, challenges and commitments.

IG outlined the phases of the plan so the committee is aware of the timelines involved, while highlighting the significant improvement in staff survey results in terms of recognition of a clear vision and commitments since the introduction of the strategy. IG also outlined all the KPIs, how they related to each area and how they are measured, giving examples which were considered most relevant to the committee's work, including wellbeing and widening access.

In October, there will be a communication to all staff and students, updating on progress in line with the Aberdeen 2040 strategy, with the plan of an update every 6 months.

GK asked about the student experience strand and the University's commitment to working with the Students' Union to deliver an outstanding student experience, and which KPIs related to this strand of work. IG said it would fall under the Education strand, which is overseen by Ruth Taylor. The KPIs are on overall student satisfaction, as taken from the NSS, then graduate outcomes, continuation and student achievement.

Action: IG and GK to schedule a follow-up discussion for a more detailed look at the KPIs and how the student experience is measured.

8. NSS Extended Report

8.1 JB confirmed the initial report was presented at the last SSEC meeting, while this meeting is the presentation of the extended report and a discussion around school action plans. JB said it was difficult to make sense of the results due to a large number of changes to questions and scope from previous years, meaning the ranking sections are more useful. Overall, Aberdeen was ranked 10th in the UK, which is a very encouraging result across the 25 main questions. The overall satisfaction question was just asked to the devolved nations this year and the University of Aberdeen finished second on that measure. Overall, JB said it was a very positive outcome.

GK said the Students' Union results were lower than they hoped and asked for the University's support to get the Students' Union results up in future years. He also noted the School of Engineering results were concerning, especially where international students were

concerned, so wanted to know if there were any reasons behind these results and what can be done to improve them.

John Cavanagh from the School of Engineering said it was an issue they were very aware of within the school and felt it is possibly due to the increased level in year 3, so they have looked at whether year 2 needs to be more challenging to prepare students properly. JC also felt the teacher self-assessment of marks in secondary school during covid was having a negative impact, and high drop-out rates have been an issue in Engineering departments across other universities. JC was unable to comment further at this stage but it is being looked at internally as a priority.

The second section is the demographic data and was introduced by JB, again with broadly positive results, set against the sector average. JM noted there was still a gap for disabled students, which is disappointing, but it's much less of a gap than the sector average and compared to most other institutions. JB noted this was a result of the excellent work undertaken by JM's team to provide the best-possible experience for disabled students.

NE said the professional services comments are being collated and will be released to heads of service in the next few weeks, with a lot of focus on how support is translated into the academic environment.

JM noted the results for mature students were extremely positive and this is a highlight of the report. GK noted the Students' Union faced challenges in managing change while dealing with extremely busy services on a daily basis and that the University's help in improving their NSS scores would be mutually beneficial and appreciated.

On the free text comments, the Planning team have arranged the comments into broad categories, where many of the positive and negative comments contradict each other. Some comments relate to the impact of strikes and the marking boycott. Natalie Kinchin-Williams (NKW) from Information Services said she very much appreciates the detail in reports and is looking forward to getting all the Professional Services comments through. All the feedback is already being reviewed and engagement is taking place with each of the schools. NE said the lack of details in the comments make them less useful than hoped, as it's hard to figure out the area they relate to, while almost all the comments have a contradictor in another comment.

Action: NE to share free text comments on Professional Services at the next meeting

9. School Action Plans

9.1 Each year, schools are asked to produce an action plan, based on the main survey results, including NSS. This year, JB said schools are being asked to produce an Education Action Plan to review a wider range of data than previous plans. Schools will have access to Power BI dashboards as well for more detailed data analysis. Action plans will be developed within each school and then discussed at respective School Education Committee meetings. JB will be providing support for schools alongside fellow Deans, to help develop the plans.

Action Plans will be presented to the November SSEC meeting and the school representative on SSEC from each school will present their school's plan to the committee. This will be an opportunity to identify any support or shared resources. Meetings are scheduled with

Directors of Education as well, in a community of practice meeting setting. RT asked for student representation at the meetings through the School Convenor list, or to nominate a class rep for the role if a Convenor isn't appointed. SH asked if there could be an opportunity for the Library Services to highlight how they can assist in this area as well, through the range of services they offer to schools. A 'menu' of services on offer could be provided ahead of the school meetings. JB said it would be hugely helpful. SH suggested possibly a webpage would work best.

Action: SH to work towards a deadline of mid-November for providing information on Library Services which could support School Action Plans

10. Guidelines for Supporting Disabled PGR students

10.1 LL introduced the agenda item and noted the close work with Lesley Muirhead (LM) in developing the new guidelines, which has taken over a year. There is some crossover with the previous paper discussed on inclusive adjustments. The previous provisions were seen to not translate well to PGR students. The documents outline guidelines for staff and guidelines for students. They also outline how a disabled PGR student can reach out for support, which will take the form of a significant conversation between student, supervisor and disability adviser, as each student's requirements will be unique. The documents have taken longer than planned as there was significant student feedback as part of the process. LM noted the aim is to have the guidelines published for the start of the new PRG academic year in October, so any final thoughts or comments from the committee would be useful. LL also noted that for situations such as extensions, these cannot be approached in the same way as UG or PGT cases, due to the complexity and the regulations in place.

Tim Baker (TB) had 2 questions; the first around infrastructure for students who are deemed to require their own office, as there may not be enough offices available. His second query was around what checks and balances will be in place and what training is provided for Supervisors, for cases where they are not in agreement with the suggested adjustment or adjustments.

LL said the space issue was tricky as it will vary from school to school, so will most likely need to be dealt with on a case-by-case basis. On checks and balances, LL said these procedures are an important part of the supervisor training they run regularly throughout the year, while masterclasses on supporting a disabled PGR student will be delivered regularly as well. Additionally, a check-box relating to provisions has been added to the PGR review paperwork, which will give an opportunity to ensure all relevant support is in place both through the Disability Team and at School level. LM added that space issues can be discussed with Estates as well, if a solution cannot be found within the School.

GK asked about financial support for international PGR students who are disabled but don't have access to public funds such as the Disabled Students' Allowance (DSA). LM noted that the report outlines the University has funds to ensure international students have the same experience as home-funded students who receive DSA support.

Following feedback from the Working Group, LM said the report would be published and communications will be issued to support the publication.

11. Update on Mental Health and Wellbeing Working Group

11.1 DS updated on the work of the Mental Health and Wellbeing working group, where the most recent meeting reviewed the Remit and Composition. The remit remained largely the same and the composition is being reviewed to avoid any duplication of departments, but ensuring those on the group have an interest in the topic and are well-placed to report back to colleagues with any relevant developments and also gather any information from colleagues to bring to the group. The group reviewed the activities of the last year, of which there were many. DS suggested sharing this section of the paper with the SSEC members.

Action: DS to share activities section of MHWWG paper with SK to share with the committee.

There was also an extensive discussion around the Pets on Campus Policy, with lots of different points of view shared on the pros and cons. GK asked about students bringing in animals and DS said any requests can go to the Health & Safety team, but generally this would not be permitted within the policy except for service animals or events where animals are there for legitimate welfare reasons.

12. Senior Pastoral Support Group minutes

12.1 Item included for information only.

13. AOCB

13.1

JM and LM discussed the current situation around medical evidence and how this applies to provisions, where medical evidence is not available through a student's GP. This is posing some difficulties for disabled students with regards to implementing adjustments if their GP is not able to provide medical evidence. This also has an impact on DSA, where medical evidence is required. The Disability Team have asked GPs if they would be willing to fill out the form for DSA applications and they have said no, so there is currently a query in with the funding bodies to see if they would accept a subject access request instead. LM said there may need to be a discussion about what evidence is required internally to implement adjustments.

14. Date of Next Meeting

14.1

The next meeting of the Student Support & Experience Committee will take place on 27/11/23 at 11:05am. This will be in the University Court Room and via MS Teams.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

REMIT AND COMPOSITION

1. COMMITTEE TITLE
University Education Committee (UEC)

2. DATE OF ESTABLISHMENT
25 May 2021 (as Joint Committee of Court & Senate)

3. CHAIR AND ADMINISTRATIVE SUPPORT AREA
Chair: Vice-Principal (Education)
Clerk: Academic Services and Online Education (Registry)

4. PURPOSE
A Strategy and Policy committee to support the University's overall educational objectives.

5. **REMIT**: *(To be reviewed annually at last meeting of committee cycle and proposed changes considered by Senate for approval)*

To be responsible to the Senatus Academicus for the strategic oversight of:

i. education matters relating to undergraduate, postgraduate taught and taught elements of postgraduate research;
ii. the wider student experience relating to matters impacting on student success;
iii. the development of approaches to educational innovation

The UEC shall:

iv. be responsible for the oversight, development and monitoring of the University's strategic approach to educational provision, its associated operational plan and risk register, and the alignment of these with School plans and with Aberdeen 2040 and its associated operational plans;
v. comment on draft education policy where input sought by the Quality Assurance Committee and drive forward its implementation working in partnership with School Education Committees;
vi. highlight to the Quality Assurance Committee where policy related issues are identified requiring consideration;
vii. be responsible for the innovation and ongoing enhancement of the quality of educational provisionand for ensuring the effective dissemination of good practice including oversight of the University's engagement with the QAA Enhancement Themes;
viii. Through its committees, be responsible for the development of actions at institutional level, and in Schools, based on analysis of national and internal data (e.g. National Student Survey, non-continuation, Graduate Outcomes, degree classifications and awarding gaps).
ix. Ensure that Education and the wider student experience is delivered inclusively.
x. Through the Centre for Academic Development (CAD), develop, review and promote professional staff development opportunities in regard to the delivery of education, includingassessment and feedback;
xi. Through the Centre for Academic Development, inform the support required by Schools for the development of educational innovations.
xii. consider recommendations from the Employability and Entrepreneurship Committee (EEC) in regard to the quality of provision of careers education, employability and the co-curriculum;
xiii. consider recommendations from the Student Support & Experience Committee (SSEC) in regard to the quality ofthe delivery of effective, appropriate and consistent student support and the wider student experience;
xiv. be responsible for the oversight of teaching-related credit-bearing activity related to student mobility;
xv. engage in horizon scanning to anticipate and prepare for new opportunities and likely future developments in education and the wider student experience;

Members' Responsibilities:
Each member of the committee will contribute to discussions and feedback on these to their respectiveareas for comment and further input. School leads ensure that they use their School Education Committees and other School forums to inform feedback into UEC and to raise matters relevant to UEC or for referral onto QAC as

appropriate.

6. COMPOSITION AND QUORUM:

Chair: Vice-Principal (Education)

Membership:
- Student President of the Students' Association (or nominee)
- Vice-President for Education of the Students' Association
- School Directors of Education
- Dean for Student Support and Experience
- Dean for Educational Innovation
- Dean for Employability and Entrepreneurship
- Dean for Quality Assurance and Enhancement
- Dean for Postgraduate Research School
- Director of Studies (Qatar)
- Dean for International Student Pathways
- Dean for Widening Access, Articulation and Outreach
- Dean for Portfolio and Programme Development
- Two representatives nominated by Senate (2 year terms)
- QAA Enhancement Theme Lead
- Academic Representative of the Equality, Diversity and Inclusivity Committee

In attendance:
- Director of Academic Services and Online Education
- Head of Quality
- Academic Registrar
- Head of the Centre for Academic Development (CAD)
- Head of the Careers and Employability Service
- Head of Student Support
- Head of the Language Centre
- Director of Digital and Information Services (or nominee)
- University Librarian
- School Administration Manager
- Student Mobility Representative
- Students' Association Staff Member

Quorum: 50%

ACCOUNT TO BE TAKEN OF EQUALITY AND DIVERSITY IN MEMBERSHIP

7. MEMBERSHIP

Vice-Principal (Education)/Chair	Ruth Taylor
Student President of the Students' Association (or nominee)	Sai Shraddha S. Viswanathan
Vice-President for Education of the Students' Association	Rhiannon Ledwell
School Directors of Education:	
Biological Sciences	Michelle Pinard
Business	David McCausland
Divinity, History, Philosophy and Art History	Ken Jeffrey
Education	Leigh Bjorkvoll
Engineering	Euan Bain
Geosciences	Joshua Wright
Language, Literature, Music and Visual Culture	Shona Potts
Law	Susan Stokeld
Medicine, Medical Sciences and Nutrition	Rona Patey
Natural and Computing Science	Bill Harrison
Psychology	Helen Knight
Social Science	Stuart Durkin
Dean for Student Support and Experience	Jason Bohan
Dean for Educational Innovation	Kirsty Kiezebrink
Dean for Employability and Entrepreneurship	John Barrow
Dean for Quality Assurance and Enhancement	Steve Tucker

Dean for Postgraduate Research School	Stuart Piertney
Director of Studies (Qatar)	Lyn Batchelor
Dean for International Student Pathways	Harminder Battu
Dean for Widening Access, Articulation and Outreach	Alison Jenkinson
Dean for Portfolio and Programme Development	Anne-Michelle Slater
Two representatives nominated by Senate (2 year terms)	Amudha Poobalan
	Waheed Afzal
QAA Enhancement Theme Lead	Steve Tucker
Academic Representative of the EDI Committee	Asha Venkatesh

In attendance

Director of Academic Services and Online Education	Gillian Mackintosh
Head of Quality	tbc
Academic Registrar	tbc
Head of the Centre for Academic Development (CAD)	Patricia Spence
Head of the Careers and Employability Service	Tracey Innes
Head of Student Support	Nick Edwards
Head of the Language Centre	Julie Bray
Director of Digital and Information Services (or nominee)	Brian Henderson
University Librarian	Simon Bains
School Administration Manager	Rhona Moore
Student Mobility Representative	Louisa Stratton
Students' Association Staff Member	Graeme Kirkpatrick / Scott Carle

8. REPORTING LINE/PARENT COMMITTEE AND INTERFACE WITH OTHER COMMITTEES

Formal reporting line: Senate which then provides assurance to Court

Sub-committees: Employability and Entrepreneurship Committee (EEC)
Student Support and Experience Committee (SSEC)

Steering Groups and Task and Finish Groups: VLE Steering Group, Decolonising the Curriculum Steering Group, Aberdeen 2040 Delivery of Education TFG, Graduate Attributes and Skills TFG

Interface with other committees:
Quality Assurance Committee,
School Education Committees,
Postgraduate Research Committee,
Student Recruitment Committee,
Student Support & Experience Committee,
Online Education Development Committee,
Digital Strategy Committee,
Qatar Partnership Management Group
SCNU Joint Institute Academic Committee.

9. FREQUENCY AND TIMING OF MEETINGS

A *minimum* of five meetings per session, *normally* preceding meetings of the Senate.
Meetings between 10am – 4pm in accordance with University Policy.

10. PUBLICATION OF PAPERS

The agenda and meeting papers will be made available on web pages/StaffNet at least one week prior to meetings of the UEC. Where these papers are draft, this will be clearly identified.

11. DATE ESTABLISHMENT OF COMMITTEE APPROVED/RECORDED:

Proposed as Senate Committee – September 2022

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

QUALITY-RELATED PROCESSES AMENDMENTS IN RELATION TO DECOLONISING THE CURRICULUM AND EDI

1. PURPOSE OF THE PAPER

This paper details proposed changes in respect of (i) Annual Course and Programme Reviews; (ii) External Examiner Reports; (iii) Internal Teaching Review; and (iv) Student Feedback, including Course Feedback Forms in relation to the monitoring and governance arrangements in the implementation of the Decolonising the Curriculum work.

The Committee is invited to **discuss and comment on** the proposals in the paper ahead of their consideration by QAC.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	n/a	
Further consideration/ approval required by	Academic Policy and Regulations Group **(for comment)**	13 September 2023
	Quality Assurance Committee **(for approval)**	4 October 2023
	University Education Committee **(for information)**	10 October 2023
	Decolonising the Curriculum Steering Group **(for information)**	TBC

3. RECOMMENDED ACTION

The Academic Policy and Regulations Group is invited to **discuss and comment on** the proposed changes as outlined in Section 4.3 ahead of their consideration by QAC.

4. DISCUSSION

4.1 The Decolonising the Curriculum Steering Group agreed at its meeting on the 24 August 2022 that an overview of the quality assurance processes through which monitoring and governance of the progress in relation to decolonisation of the curriculum would be developed. In addressing this, the quality assurance workstream met to discuss the means by which it would be feasible to achieve the desired outcomes, without the creation of an additional process.

4.2 In proposing a suitable outcome, the workstream considered the following:

(i) Monitoring of progress in relation to decolonisation of the curriculum could be meaningfully incorporated into the existing annual and periodic monitoring processes.

(ii) While decolonisation of the curriculum is the focus of the Steering Group, in order to futureproof the guidance and associated forms, it would be useful to also include wider issues of equality, diversity and inclusion (EDI).

4.3 It is proposed that consideration is given by means of an additional question or note in the relevant annual and periodic review documentation. *(Changes to existing documentation are highlighted in yellow).* In doing so, the following is proposed:

(i) **Annual Course Review *(see Appendix A)*:** a question be inserted into the Annual Course Review form related to Decolonising the Curriculum and to EDI issues.

(ii) **Annual Programme Review *(see Appendix B)*:** a question be inserted into the Annual Programme Review form related to Decolonising the Curriculum and to EDI issues, including anti-racist curriculum and issues pertaining to all protected characteristics.

(iii) **External Examiner Report *(see Appendix C)*:** a question be inserted into the External Examiner Report form related to enhancement of quality in relation to Decolonising the Curriculum and Equality, Diversity and Inclusion.

(iv) **Critical Analysis *(see Appendix D)*:** in relation to Internal Teaching Review, guidance has been updated to include specific reference to EDI issues, including Decolonising the Curriculum.

(iv) **Student Feedback *(see Appendix E)*:** a question be inserted as standard by all Schools into Course Feedback Forms, and *Equality, Diversity and Inclusion* be included as a standing agenda item on all Student-Staff Liaison Committees.

(v) **Development Consent for New Programmes (*see Appendix F*):** a question has been added to the Programme Management Committee form to seek comment on how aspects of EDI (including Decolonising the Curriculum) fit with the planned programme.

(vi) **New Programme and New Course Approval forms (*see Appendix G*)**: two questions have been added to the QAC forms for new programmes and new courses focused on (i) how aspects of EDI have been considered, and (ii) how aspects of decolonising the curriculum have been considered.

5. FURTHER INFORMATION

Further information is available from Steve Tucker (Dean for Quality Assurance & Enhancement), s.j.tucker@abdn.ac.uk; Gillian Mackintosh (Director of Academic Services and Online Education), g.mackintosh@abdn.ac.uk; Jason Bohan (Dean for Student Support and Experience), jason.bohan@abdn.ac.uk; or Liam Dyker (Acting Assistant Registrar, Academic Services), liam.dyker2@abdn.ac.uk.

14 September 2023

Freedom of Information/Confidentiality Status: *Open*

Appendix A

ANNUAL COURSE REVIEW REPORT

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator

Period of review**:** **(***1st / 2nd half session (or summer term for PGT) and academic year*)	
No. students registering:	
No. students withdrawing:	
Pass Rate (%) based on first attempt and excluding any C7, NP, GC or MC:	

COURSE APPRAISAL:
a) **PASS RATE:** Please provide a reflective commentary on the **pass rate**
b) **STRENGTHS**: What worked well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include the Course Feedback Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available.
c) **WEAKNESSES**: What did not work well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include the Course Feedback Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available

d) **IDENTIFIED GOOD PRACTICE**: Reflect on any new/innovative or particularly effective teaching or assessment methods. Indicate whether this good practice has been disseminated more widely within the School, University or outside of the University
e) DECOLONISING THE CURRICULUM: Reflect on issues of decolonising the curriculum and their application within this course, for example, including the decolonising agenda, and the anti-racist curriculum.
f) EQUALITY, DIVERSITY AND INCLUSION: Reflect on issues of equality, diversity and inclusion within the course, for example, EDI issues raised by way of Student-Staff Liaison Committee.

COURSE DEVELOPMENT:
a) **EVALUATION OF CHANGES MADE THIS YEAR**: Evaluate any changes implemented during this year as a result of feedback from previous years. Changes made that were not successful are just as important as changes that have been successful.
b) **PROPOSED CHANGES FOR NEXT YEAR**: Summarise changes planned in the light of this review

c) **APPROVAL**:		
Will approval be needed to make changes to the course using the Curriculum Management System?	YES	NO

Signed: .....…….. Date: .....

(Course Co-ordinator)

COPIES OF THIS FORM SHOULD BE:

1. UPLOADED TO THE QUALITY AND PLANNING SHAREPOINT SITE AS SOON AS POSSIBLE FOLLOWING COMPLETION OF THE COURSE. DEADLINES WILL BE DETERMINED BY THE SCHOOL, WITH AN OVERALL CENTRAL DEADLINE OF **31 AUGUST** (UG) AND **30 NOVEMBER** (PG)
2. PUBLISHED TO STUDENTS AND STAFF VIA MYABERDEEN
3. CONTRIBUTE TO THE ANNUAL PROGRAMME REVIEW

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.

Appendix A

Short ANNUAL COURSE REVIEW REPORT

Note: new courses (those in their first or second year of running) must complete the full Annual Course Review.

Programme Leaders for programmes that have accrediting body requirements may require course coordinators to complete the full Annual Course Review or add specific questions to this shortened form.

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator
Period of review**:** (*1st / 2nd half session (or summer term for PGT) and academic year*)		

WHAT HAS WORKED WELL IN THE COURSE? Reflect on your course, taking account of student feedback (through whatever means this has been achieved) and comment on anything that you feel went particularly well and that other courses could benefit from. Reflect also on issues of decolonising the curriculum and their application within this course, and equality, diversity and inclusion.

WHAT DO YOU THINK NEEDS FURTHER DEVELOPMENT IN THE COURSE? Reflect on your course, taking account of student feedback (through whatever means this has been achieved) and comment on anything that you feel could have gone better. Reflect also on issues of decolonising the curriculum and their application within this course, and equality, diversity and inclusion.

ANY PROPOSED CHANGES FOR NEXT YEAR: Summarise proposed changes planned in light of this review

Signed: .....…….. Date: .....

(Course Co-ordinator)

COPIES OF THIS FORM SHOULD BE:

4. UPLOADED TO THE QUALITY AND PLANNING SHAREPOINT SITE AS SOON AS POSSIBLE FOLLOWING COMPLETION OF THE COURSE. DEADLINES WILL BE DETERMINED BY THE SCHOOL, WITH AN OVERALL CENTRAL DEADLINE OF **31 AUGUST** (UG) AND **30 NOVEMBER** (PG)
5. PUBLISHED TO STUDENTS AND STAFF VIA MYABERDEEN
6. CONTRIBUTE TO THE ANNUAL PROGRAMME REVIEW

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.

Appendix B

ANNUAL PROGRAMME* REVIEW

This form should be completed either for a single programme or for a cognate group of programmes that share several courses. To be completed by the programme director/leader and subsequently considered by the primary School Teaching and Learning forum.

- Part A should provide a review of the courses that make up the programme/group of programmes covered by this APR
- Part B should focus on the programme (or cognate group of programmes if appropriate)
- Part C should be completed if the programme is part of any Collaborative Provision with other Institutions/organisations where students are involved. If Schools wish, they can complete a separate APR for collaborative provision.

SCHOOL INFORMATION:		
School:	**Programme/cognate group of programmes:**	**Academic year:**
A. ANALYSIS OF THE PROGRAMME'S CONSTITUENT COURSES		
1. **Comment on the pass rates and grade profiles for courses within the programme.** *Identify outlier courses, i.e. those performing better or worse than others. What can be learned from these to help other courses within the programme? Comment on courses with less than average pass rates. What actions are planned to address the low pass rates? Actions could include, for example, changes to previous year's courses to better prepare the students or inclusion of more formative assessments.*		
2. Comment on courses that are causing concern. *Please include courses where concerns have been raised by staff or students at SSLC meetings or by external examiners. What measures could be put in place to address the concerns raised?*		
B. REVIEW OF THE PROGRAMME(S)		
1. Critically review the programmes. *For instance: Do they continue to meet the subject benchmark statements? How well do all constituent courses work together to provide the core knowledge required? Do they continue to attract and retain students?*		

2. What actions have been taken forward this year considering the previous year's feedback from the Course and Programme Review process, External Examiners, Programme Advisory Boards Professional Statutory Body or ITR recommendations (if reviewed within the past 12 months)?

3. What is working well within the programme(s)? What is new/innovative?

a) at Course level

b) at Programme level

4. What area(s) require, or are intended for, development in the next academic year and how do you intend to address them?

* throughout this form "programme(s)" can refer to either a single standalone programme or a cognate group of programmes that share several courses

5. What aspects of Decolonising the Curriculum have been considered as part of the programme? *For instance: has the programme considered the impacts of Decolonising the Curriculum or the Anti-Racist Curriculum? Has the programme engaged with any of the resources made available via the School Race Equality Champions?*
6. What aspects of Equality, Diversity and Inclusion have been considered as part of the programme? *For instance: Does the programme take account of the various protected characteristics? Have there been any matters pertaining to EDI which have caused issue on the programme?*
C. Review of Collaborative Provision *(note that annual reporting for validated partners and TNE partners is more extensive and is described in the corresponding validation agreement. The following applies to non-validated and non-TNE partnerships only)*
1. Where applicable, list the Collaborative Provision agreements (Partnerships) that relate to this programme and the numbers of students involved (add rows as necessary)

Partner Institution	Type of Partnership (see http://www.abdn.ac.uk/staffnet/teaching/types-of-partnership-3887.php)	Number of students involved

* throughout this form "programme(s)" can refer to either a single standalone programme or a cognate group of programmes that share several courses

2. Comment on the progress students admitted under each partnership have made in their programme and whether any changes to the programme, or arrangements with the partner, need to be made.
3. For each partnership comment on any issues that have arisen as a result of the partnership and critically evaluate the success of the partnership.
D. ISSUES TO BE RAISED AT SCHOOL OR UCTL LEVEL

Signed: .....…….. Date: .....

(Programme Lead/Author)

Signed: .....…….. Date: .....

(Chair, School/Discipline Teaching & Learning Committee)

* throughout this form "programme(s)" can refer to either a single standalone programme or a cognate group of programmes that share several courses

Comments from Head of School*:

I confirm that I have read and agree with the content of this form and, where applicable, support the actions proposed.

Signed: .....…….. Date: .....

(Head of School*)

COPIES OF THIS FORM SHOULD BE:

1. CONSIDERED BY THE PRIMARY SCHOOL LEARNING AND TEACHING FORUM
2. UPLOADED TO THE QUALITY AND PLANNING SHAREPOINT SITE BY **31 AUGUST** FOR UNDERGRADUATE PROGRAMMES AND **30 NOVEMBER** FOR POSTGRADUATE TAUGHT PROGRAMMES

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.

* throughout this form "programme(s)" can refer to either a single standalone programme or a cognate group of programmes that share several courses

UNIVERSITY OF ABERDEEN

EXTERNAL EXAMINERS' ANNUAL REPORT

TAUGHT COURSES AND PROGRAMMES

EXTERNAL EXAMINER DETAILS:	
Name:	
Current job title:	
Home department:	
Home institution:	

THIS REPORT IS FOR:	
School:	
Discipline:	
Level (UG or PGT):	
Programme/courses examined:	
Sixth Century Course examined (if applicable):	
Session (academic year):	

GUIDELINES FOR COMPLETION

Your comments are central to the University's quality assurance mechanisms. Your Report will be considered by the relevant School and College and by the Quality Assurance Committee and may be made available to other appropriate University Committees. Reports are made available to staff and students and will be made available to panels for the purposes of internal and external review. Annual Reports are held for up to 6 years but are destroyed thereafter.

Please be reminded that the information you give in your Report constitutes recorded information held by the University and it will be published and made available to students via MyAberdeen on an annual basis.

Please ensure that your Report does not include reference to students or staff by name.

An Examiner who has serious concerns about the quality or standards of provision should do so in a separate report to the Principal.

Part A is a tick box section that asks a series of basic questions about institutional support for you in your role as External Examiner.

Part B is in open format and seeks your comment and opinion on the academic standards and quality of the course(s) and programme you have examined. (Boxes will expand as you type.)

Please complete a separate Report for each programme you have examined.

Your completed Report(s) should be emailed to the relevant School as soon as possible after completion of examinations – a list of the correct e-mail addresses to be used for each School is listed in the External Examining section of the University's 'Academic Quality Handbook'.

PART A			
General Information	Yes	No	N/A
Did you receive sufficient information to allow you to carry out your role as External Examiner (eg marking criteria, course handbook, etc.)			
Assessment and Examination Papers	Yes	No	N/A
Are you satisfied that you were consulted adequately on draft assessment and/or examination papers?			
Are you satisfied that the nature and level of the questions was appropriate?			
Review of Work	Yes	No	N/A
Did you receive a sufficient sample of assessments to review?			
Was the general standard and consistency of marking appropriate?			
Examination Meetings	Yes	No	N/A
Were the Examination Meetings that you attended conducted to your satisfaction?			
Previous Comments	Yes	No	N/A
Have the issues raised in your previous Report been adequately addressed?			
If you have answered 'No' to any of the above, please provide comment in the box below:			

PART B
Academic Standards
Please comment on whether or not the University is **maintaining appropriate academic standards** set for its awards:

Please comment on whether or not the **assessment processes measure student achievement rigorously and fairly** against the intended learning outcomes and are conducted in line with the University's policies:
Please comment on whether or not the academic standards and achievements of students are **comparable with those in other HEIs** of which you have experience:
Enhancement of Quality
Please detail any **issues of concern** that you feel should be addressed either at College or at institutional level:
Please detail any **examples of promising practice and innovation** and, where appropriate, recommend any opportunities to enhance the quality of learning opportunities for students:
Please detail any **examples of promising practice and innovation** in relation to **Decolonising the Curriculum and Equality, Diversity and Inclusion**, and where appropriate, recommend any opportunities to enhance the quality of learning opportunities for students:
Final Report
If you are coming to the end of your appointment, please provide **a brief overview of your term of office**:

Signed: _____ **Date:** .....

An electronic signature will be accepted.

PART C
School Response
School response and action points:

Signed:
Head of
School/delegate: ---------- **Date:** ----------

PART D
Quality Assurance Committee Response
Quality Assurance Committee response and action points:

Signed:
Quality Assurance Committee: _____ **Date:** _____

CRITICAL ANALYSIS

1. SCHOOL CONTEXTUAL INFORMATION

- **Development of the Critical Analysis**
- **Key features of the School's content and mission, including any areas of teaching and learning practices specific to the School**
- **Composition and key trends in the School's student population, including typical routes into and through the School, demographics, and outcomes**
- **Summary of the School's follow up to previous ITR**

2. ENHANCING TEACHING AND LEARNING

- **Examples of positive practice and particular strengths of the School**
- **Approaches to identifying, sharing, and extending good practice within the School and beyond**
- **Engaging and supporting staff**

3. CHALLENGES TO TEACHING AND LEARNING

- **Potential areas identified for improvement**
- **An action plan outlining how the School intends to handle them. Further discussion to this end can also take place during the ITR**

4. FUTURE PLANS

- **Identified areas of development over the course of the next five years**
- **Intended new course or programme developments**
- **Intended partnership proposals**

Guidance for Completion of the Critical Analysis

The **Critical Analysis (CA)** should be ***evidence-based, including specific examples throughout,*** and structured around the headings above. Its preparation should involve staff and students, and Schools should refer to their School Action Plans and planning metrics. Annual Course and Programme Reviews (ACR and APR), External Examiner Reports (EER), PSRB reviews and reports where applicable should all be drawn upon to inform the creation of the CA.

Internal Teaching Review covers **all credit-bearing provision**: i.e. taught undergraduate provision, taught postgraduate provision, and the training and supervision arrangements for research students, online, on campus and at branch campuses. Please ensure the CA refers to matters relevant to all areas of activity as appropriate.

The CA should identify:

- How it was prepared and approved
- How students were involved and the impact of that student engagement
- Brief background information about the size and scale of the School
- The School's strategic priorities and their relation to the overarching institutional education strategy

The CA should provide information about the contextualisation of the School, to include: areas where the School considers it demonstrates good practice, areas prioritised for development and/or enhancement, and areas that continue to present a challenge. This information should be summarised in the opening section of the Critical Analysis and detailed further in subsequent sections as appropriate. The School should refer to the data it uses in its School planning process in identifying its strengths and challenges.

As ITR is contextualised, it is understood that the themes explored in each review will reflect the strategy, priorities, strengths, and challenges of the School concerned. Schools are expected to address each of the 4 sections and all subheadings of the CA, but it is recognised that the volume and focus of the content provided by each School will vary. It is generally recommended that the CA should be no longer than **25 pages (approximately 11,000-12,000 words)**, excluding appendices.

In the context of each of the headings, the CA should indicate:

- What is distinctive and what is typical about the School
- What the key areas of strength and challenge are
- How the School has evaluated its policy and practice
- How the school intends to build on good practice or address areas for development
- Consideration of both UG and PG (taught and research) provision.
- Consideration of Collaborative, Online and Transnational Education (TNE) provision

NB: this should be particular to the School, and not just evidence of School adherence to expected institutional practice.

Be open and honest. Do not be afraid to discuss aspects of concern. The spirit of ITR is intended to be constructive, not punitive or judgmental, and the exercise is intended to contribute to enhancement of teaching and learning across the University as a whole.

Supporting Documentation

Wherever possible please provide (as hyperlinks or appendices) documentation in support of your critical analysis reflections. It is expected that the following documentation would be submitted to support the CA as a minimum. Please note, the ITR Panel reserves the right to request additional documentation expected of Schools, or alluded to in School submissions, at any time.

- Details of School/Discipline organisation, management, and administration (including collaborative arrangements). Please include an organogram and list of key post holders including Disability Coordinator, Communications Champion etc.
- Examples of course and programme information provided to student e.g. course and programme handbooks, mapping of any School marking scales to CGS, Assessment and Feedback Guidance, standard MyAberdeen templates used within the School etc.
- In addition to School Education Committees and Staff-student Liaison Committees already on SharePoint, please include membership and remits of any School/Discipline committees concerned with teaching, learning and assessment activities, including Programme Advisory Boards (or equivalents).
- Other documentation (e.g. minutes, agendas, reports) relating to operation or review of courses and programmes (e.g. minutes of meetings about the School's programme portfolio, agendas of School Away Days of Teaching and Learning Fora etc).

CRITICAL ANALYSIS: GUIDANCE ON HOW TO APPROACH EACH HEADING

1. SCHOOL CONTEXTUAL INFORMATION

- **Development of the Critical Analysis. Consider:**
  - Who was involved in the process?
  - How was consultation and feedback managed?
  - How were students engaged in the development of the document?
- **Key features of the School's content and mission, including any areas of teaching and learning practices specific to the School. Consider:**
  - The School's key aims, how the School Plan maps with institutional priorities and activities
  - The range of provision under review
  - Staffing matters, such as a summary of staff cohort, FTEs and SSR
  - Significant changes since the last review e.g. restructuring, physical resources
  - Specific examples of teaching and learning unique to the School, or those which are particularly challenging or successful
- **Composition and key trends in the School's student population, including typical routes into and through the School, demographics, and outcomes. Consider:**
  - Student numbers throughout the period since the last ITR (UG, PGT, PGR)
  - Modes of engagement (on campus, online, blended delivery, those on collaborative programmes)
  - Students who begin study through articulation routes and related targets
  - Diversity of the student population, including any specific enhancements in this area or areas for future focus
- **Summary of the School's follow up to previous ITR. Consider:**
  - What were the key actions identified in the previous review?
  - How did the School address these actions?
  - What was the Quality Assurance Committee response to these actions?

2. ENHANCING TEACHING AND LEARNING

- **Examples of positive practice and particular strengths of the School. Consider:**
  - Evidenced success in relation to curriculum design and development, teaching delivery and assessment and feedback
  - Aspects of provision that are particularly successful and or worthy of wider dissemination as examples of good/best practice, where the evidence supports this

- **Approaches to identifying, sharing, and extending good practice within the School and beyond. Consider:**
  - Feedback on, evaluation of, and impact of activities and the mechanisms used to share good practice across the School
  - The School's contribution to institutional projects and opportunities e.g. Annual Symposia, LTEP activities and educational scholarship networks, and the impact thereof
  - The School's involvement to external, sector- wide enhancement activity e.g. QAA annual conferences, QAA National Enhancement Themes and Subject Networks, and the impact thereof

- **Approaches to Equality, Diversity and Inclusion within the pedagogic provision and wider within the School. Consider:**

- Evidenced progress of and involvement with equality and diversity initiatives, such as Decolonising the Curriculum or the Anti-Racist Curriculum
- Consideration of the closing of the awarding gaps across the School's provision
- Support for students and staff in relation to protected characteristics, including disability provision

- **Engaging and supporting staff. Consider:**
  - School-based probationer and early career development support, ongoing support, and development during academic careers
  - Support and training for tutors and PGRs who teach
  - Extent of engagement with CAD annual programme of activity; support for staff to undertake HEA fellowships and the PG certificate in Higher Education in Learning and Teaching

3. CHALLENGES TO TEACHING AND LEARNING

- **Potential areas identified for improvement. Consider:**
  - Areas in which the School would appreciate further guidance or opportunity for enhancement
  - How these could be tackled: what could the School/institution do to facilitate enhancements in these areas?
  - The effectiveness of aligning with Aberdeen 2040 and the University's identified Graduate Attributes

- **An action plan outlining how the School intends to handle them. Further discussion to this end can also take place during the ITR. Consider:**
  - The key areas for improvement and enhancement
  - The actions identified to promote effective changes
  - The resulting impact on resource within the School, in addition to any wider institutional impact

4. FUTURE PLANS

- **Identified areas of development over the course of the next five years, including new course or programme developments and intended partnership proposals. Consider:**
  - The Action Plan created in Item 3 above, and its relation to the existing future plans of the School
  - Any areas of success which are earmarked for further development
  - The University's institutional strategic plan (Aberdeen 2040) and how the School might align its own plans with those of the wider institution
  - What trends exist within the current student population which may shape the School's future plans
  - The impact of student feedback on the plans of the School

Appendix E

COURSE FEEDBACK FORM

EDI Question

If any aspects of the course caused you difficulties in relation to your gender, race, disability, sexual orientation, age, religion/belief or transgender status, please explain here

If you would like to discuss this further, please contact Student Support http://www.abdn.ac.uk/infohub/support/ Ground Floor, The InfoHub, Elphinstone Road, Aberdeen, AB24 3TU. Alternatively contact your Personal Tutor or School Disabilities Officer.

UNIVERSITY OF ABERDEEN

Development Consent for a New Programme

Heading	Add Information or delete irrelevant option where text is blue	Max characters (incl spaces)
School Administrator		
Development Consent Author		
Programme Co-ordinator		
Provisional Title		100
Indicative Content		
Programme Type	Undergraduate / Postgraduate	
HESA Qualification		
Parent School		
Contributing Schools		
Reviewed by Head of School?	Yes / No	
Entry Requirements		2000
Full-Time available?	Yes / No	
FT Length (months)		
Part-Time available?	Yes / No	
PT Length (months)		
Intended Start Year		
Intended Start Month(s)		
Description of Programme		2000

Strategic Development

Heading	To include in textbox	Max characters (incl spaces)
Rationale and Purpose		2000
School Plan Alignment		2000
Distinctiveness		2000
How do the aspects of EDI and Decolonising the Curriculum fit with the planned programme?		2000

Portfolio Management

Heading	To include in textbox	Max characters (incl spaces)
Success Indicators		2000
Viability		2000

Marketing Insights

The supplementary Marketing Information form must be attached.		
Heading	**To include**	**Max character (incl spaces)**
Reviewed by Marketing?	Yes / No	n/a
Target Market		2000
Market Profile		2000
Market Potential		2000
Student Numbers		2000
Marketing Activity		2000
Search Terms		2000
Interdisciplinary		2000
External Stakeholders		2000
Transnational Education Campuses (TNE)	Yes / No	n/a

Resourcing

Heading	To include	Max characters (incl spaces)
Existing Resources		2000
New Resources		2000

Finance

The accompanying Development Consent Costings template should be attached (demonstrating fee justification) and the financial spreadsheet		
Heading	**To include**	**Max characters (incl spaces)**
Reviewed by Finance Officer?	**Yes / No**	**n/a**
External Funding Bodies		**2000**
Fee Bands	**UG** **PgTBand1** **PgTBand2** **PgTBand3** **PgTBand4**	**n/a**

Collaborations

Heading	To include	Max characters (incl spaces)
Collaboration Is this programme to be taught in collaboration with another institution(s)?	**Yes / No**	**n/a**
Collaboration Type	**Articulation** **Online Degree /Split-Site Degree** **Double Degree** **Joint Degree** **Joint Delivery** **Validation** **Other** **Dual** **Franchise** **Accredited**	**n/a**
Programme Developer	**Aberdeen** **Partner** **Both**	**n/a**
Collaboration Details		**2000**
Partnership Proposal	**Yes / No**	**n/a**
Partnership Proposal Doc	***Please attach file***	**n/a**
Partnership Agreement	**Yes / No**	**n/a**
Partnership Agreement Note		**100**
Partnership Agreement Doc	*Please attach file*	**n/a**

Programme Variants

Enter details of each programme variant on this Development Consent

Working Title of Proposed Programme	Delivery Mode	Fee Band	Owner	Location	Location Details
Max 100 chars	On Campus (OA) Blended (OB) Online (ON) Other Campus (OT) Transnational (TN)	UG PgTBand1 PgTBand2 PgTBand3 PgTBand4 PgTBand5 PgTBand6 PgTBand7 PgTBand8 PgTBand9 PgTBand10 PgTBand11 PgTBand12 PgTBand13 Pgt Modular PgR		Old Aberdeen Foresterhill Online Off Campus TNE	Max 2000 chars

UNIVERSITY OF ABERDEEN

NEW PROGRAMME TEMPLATE

Note: If the proposal is for a suite of joint honours degrees or combined degrees (major/minor), you may submit one form covering all instances and provide one sample prescription.

1 General

Is the Programme UG or PG (tick as appropriate)	**UG**		**PG**	
Programme Title(s) (eg MA (Hons) Mathematics MA (Hons) Joint Mathematics, MA (Hons) with Mathematics)				
Programme Code(s) If the proposal is for a suite of joint degrees or combined degrees (major/minor) please list all the programme codes here.				
Programme Co-ordinator				
Second Programme Co-ordinator				
Intended Start Month(s) Please list these here and attach a programme prescription for each intended intake.				
SCQF Award Level (eg MA Hons = 10) Further information can be found on the SCQF website				
Is the programme to be delivered by full-time or part-time mode, or both?				
FT Length (in months)				
PT Length (in months)				
If programme is only full time, please provide rationale (maximum 2000 characters)				

1 General continued

Delivery Method (please select one)						
	On Campus	**Blended**	**Online**	**Other campus**	**Transnational**	
Location (please select one)						
	Old Aberdeen	**Forsterhill**	**Online**	**Offshore campus**	**Off campus**	**Blended learning**
If Online, Off Campus, Offshore Campus, please provide further details (maximum 2000 characters)						
Academic Year in which the programme will first run						
Accessibility Issues? Enter details here (maximum 2000 characters).						
JACS/HECOS Code(s) NB: Must total 100	**JACS/HECOS Code**			**%**		

2 Award

Undergraduate

Undergraduate Award Type **Note:** Programmes comprising 2 elements, consisting of 40% to 60% each are Joint degrees. Programmes comprising 2 elements, one consisting of 60-75%, the other 25-40% are Combined (Major/Minor) degrees.	**Single Honours**	**Non-Honours**	**Joint Honours**	**Combined** (Major/Minor)	**UG Masters**	**UG Certificate**	**UG Diploma**	**UG Institutional Credit**
Award eg MA (Hons) Single Hons								

Postgraduate

Postgraduate Award Type	
Main Award eg MSc, MLitt, Pg Diploma etc	

Subject(s)

Select the subject(s) for the programme. If the subject for the programme does not already exist enter the details in New Subject below. If the programme is split between two or three subjects enter all subjects (see Appendix A attached).	
Subject 1	
Subject 2	
Subject 3	
New Subject	

Enhanced Study (Undergraduate programmes only)

Undergraduate programmes are expected to include Enhanced Study (60 credits over programme years 1 and 2 and 30 over programme years 3 and 4).

Note:

- A Single Honours degree, regardless of whether it has a related industrial placement, must comply with the Enhanced Study requirements
- All Designated Degrees should comply with the requirements of the related honours degree
- Joint and Combined (Major/Minor) degrees are normally fully exempt, given they normally contain sufficient breadth already

- Degrees in Medicine and Dentistry, plus related intercalating degrees, are exempt
  - Subject to the approval of UCTL, a programme structure giving 50% (60 credits) discipline breadth at level 1, and)% at level 2 may be considered to have met the requirements, if no other solution is practicable.

Enhanced Study Compliance	
Does the programme meet the full enhanced study requirements? (Yes/No)	
If the programme does not contain full enhanced study, please give the reasons why the programme is exempt (maximum 500 characters)	

3 Programme Aims

Aims of the Programme: A broad, general statement of educational intent, that indicated the overall desired goal of the programme (maximum 5000 characters)	
Outcome(s): Statements of intended learning set at an appropriate level with reference to the SCQF (maximum 5000 characters)	
Equality, Diversity & Inclusion What aspects of Equality, Diversity and Inclusion have been considered as part of programme development? For example, does the course take account of the various protected characteristics?	
Decolonising the Curriculum What aspects of decolonising the curriculum have been considered as part of programme development? For example, has consideration been given to the impacts of decolonising the curriculum or the anti-racist curriculum?	
Subject Benchmark(s): Enter the URL(s) for the appropriate benchmark statements from the QAA website	
Other Benchmark(s): Describe any other benchmarks not listed above (maximum 2000 characters)	
Proposed/Other Accreditations (not applicable in all instances) Indicate here if you are intending to seek PSB accreditation for the programme.	
Approved Accreditations Detail any accrediting bodies that have been approved and attach an accreditation report to this form for each approved accreditation (See attached Appendix B for list of Accrediting Bodies)	
Dependencies? Are there any conditions attached to accreditation? Is it dependent on any academic	

requirements such as course choices?	
Dependency Details	

3 Programme Aims continued

Knowledge/Understanding Describe the learning and teaching approaches that will help students achieve knowledge and understanding (maximum 5000 characters)	
Practical Skills (Subject Specific): Describe the learning and teaching approaches that will help students achieve subject specific or practical skills (maximum 5000 characters)	
Intellectual Skills: Describe the learning and teaching approaches that will help students achieve intellectual skills (maximum 5000 characters)	
Transferrable Skills: Describe the learning and teaching approaches that will help students achieve transferrable or key skills (maximum 5000 characters)	
Assessment Methods: Detail how the assessment for the programme (conducted via course assessments) is structured to ensure that the learning outcomes are tested effectively. A list of the methods used is sufficient (maximum 5000 characters)	

4 Prescription

Please attach a programme prescription for the proposed programme.

Where the programme will have more than one start month, please attach a programme prescription for each different start month.

For postgraduate programmes which have a full-time and a part-time routes, please provide a programme prescription for the full-time route and another for the part-time route.

For joint honours degrees, please ensure that you have listed all joint honours options in section 1 (General) above. You may however attach one example programme prescription.

If a new, as yet unapproved (and therefore uncoded course) is replacing an existing course, please enter the course title only.

Please list here the programme prescriptions you have attached Add extra rows as required	

5 Work Based Learning & Exchange (WBLE) Opportunities

WBLE Opportunities: Add a row for each WBLE that is available as part of the programme. For further details see the WBLE Entity Guide	
Further Study: What further study opportunities will be available to students who complete this programme? (maximum 2000 characters)	
Future Employment: What are the job prospects for students who complete this programme? Which fields of work will this open up? (maximum 200 characters)	
Consulted Programme Advisory Board (PAB)? (Yes/No)	
Not Consulted PAB? Detail the reasons why the appropriate PAB has not been consulted (maximum 2000 characters)	

Appendix G

Appendix A

Subject Areas (Disciplines)

Academic Writing (AW)
Access To Degree Studies (AX)
Accountancy (AC)
Anatomy (AN)
Anthropology (AT)
Arabic (AR)
Archaeology (AY)
Biochemistry (BC)
Biology (BI)
Biomedical Physics (MP)
Biomedical Sciences (BM)
Biotechnology (BT)
Business (BU)
Business Management (MS)
Celtic (CE)
Chemical Engineering (EX)
Chemistry (CM)
Civil Engineering (EA)
Computing Science (CS)
Counselling Skills (CO)
Dentistry (DE)
Developmental Biology (DB)
Divinity And Religious Studies (DR)
Ecology (EK)
Economics (EC)
Education (ED)
Electrical Engineering (EE)
Engineering (EG)
Engineering Science (ES)
English (EL)
Environmental Sciences (EV)
Ethnology (EF)
European Studies (EU)

Film And Visual Culture (FS)
Finance (FI)
Forensic Medicine (FM)
Forestry (FY)
French (FR)
Gaelic (GH)
General Practice & Primary Care (GP)
Generic Skills For Postgraduates (GS)
Genetics (GN)
Geography (GG)
Geology And Petroleum Geology (GL)
Geoscience (GX)
German (GM)
Health Sciences (HE)
History (HI)
History And Philosophy Of Science (HS)
History Of Art (HA)
History Of Civilisation (HC)
Immunology (IM)
International Business (IN)
International Foundation Programme (Arts) (AF)
International Foundation Programme (Science) (SF)
International Relations (IR)
Language And Linguistics (LN)
Latin (LT)
Law (LS)
Legal Studies (Ma Honours) (LX)
Literature In A World Context (LW)
Mandarin (MN)
Marine And Coastal Resource Management (MR)
Mathematical Sciences (MX)
Mathematics (MA)

Mechanical Engineering (EM)
Medicine & Therapeutics (MT)
Medicine (ME)
Mental Health
Microbiology (MC)
Molecular Biology (MB)
Molecular Nutrition (RR)
Music (MU)
Nursing (NU)
Oil And Gas Innovation (Og)
Petroleum Engineering (EP)
Pharmacology (PA)
Philosophy (PH)
Physical Sciences (PC)
Physics (PX)
Physiology (PY)
Plant Science (PL)
Politics (PI)
Professional Development (PD)
Psychology (PS)
Public Health (PU)
Radiology (RD)
Real Estate (PO)
Religious Studies (RS)
Scandanavian Language (SN)
School Of Medical Sciences (SM)
Sixth Century Courses (SX)
Social Science Generic Skills (SL)
Sociology (SO)
Soil Science (SS)
Spanish and Latin American Studies (SP)
Sports Science (SR)
Statistics (ST)
Study Skills (SK)

Summer School For Access (SA)
Teacher Training (TT)
Transition From War To Peace (TR)
Zoology (ZO)

Appendix G

Appendix B

Accrediting Body Code	Accrediting Body Name
006	Association of Chartered Certified Accountants (ACCA)
011	BCS, the Chartered Institute for IT
020	British Psychological Society (BPS)
030	Chartered Institute of Highways and Transportation (CIHT)
034	Chartered Institute of Management Accountants (CIMA)
051	Energy Institute (EI)
059	General Medical Council (GMC)
066	General Teaching Council for Scotland (GTCS)
068	Geological Society
076	Institute of Chartered Accountants in Scotland (ICAS)
077	Institute of Chartered Foresters (ICF)
081	Institute of Highway Engineers (IHE)
087	Institute of Measurement and Control (InstMC)
092	Institution of Chemical Engineers (IChemE)
093	Institution of Civil Engineers (ICE)
094	Institution of Engineering and Technology (IET)
099	Institution of Mechanical Engineers (IMechE)
100	Institution of Structural Engineers (IStructE)
105	Law Society of Scotland
122	Royal Institution of Chartered Surveyors (RICS)
126	Royal Society of Chemistry (RSC)
154	Church of Scotland, The
164	Bar Standards Board
999	Other

UNIVERSITY OF ABERDEEN

NEW COURSE TEMPLATE

MASTER COURSE

This form consists of 8 Sections, each of which must be completed, ie:

	No	Section Title	Please tick here when completed
Master Course	**1**	**General**	
	2	**Intended Learning Outcomes**	
Variant Course	**3**	**General**	
	4	**Requisites**	
	5	**Teaching Pattern and Timetable**	
	6	**Assessments**	
	7	**Resit Assessments (Summative)**	
	8	**Associated Costs**	

Note: If you are proposing a new variant for an existing course, enter the course title and programme year below and enter the remaining details starting from section 3, Variant. Where the same course is offered at different levels, one form should be provided for each level.

Where relevant, character counts INCLUDE spaces, special characters etc

Further information can be found in the Companion Guide

1. General

Course Title (maximum 70 characters)	Note: Title length must be a maximum of 70 characters (including spaces and special characters)
Academic Year in which the course is to be first delivered	
Parent School	
Subject for Catalogue of Courses This is the category under which the course will appear in the Catalogue of Courses (	
Course Prefix This is the course code prefix according to its subject area, e.g. BU (Please select from Appendix A below)	
Course Coordinator(s) Maximum of 2 people	
Credits	
If the course is zero credit-rated what is the associated credit rating for GPA calculation?	

General section continued on next page →

1. General continued

Is the course UG or PG? If the course is to be offered to both UG and PG, please submit one form for the UG course proposal and a separate form for the PG course proposal.				
Is the course a PG Taught Dissertation or Project course? (Yes/No)				
For UG courses only: Programme Year (eg 1st year, 2nd year etc) NB: there is no need to enter programme year for PG courses.				
Overview of Course This is the marketing description that feeds directly into the Catalogue of Courses. It will therefore be accessible to students and prospective applicants.	Note: Maximum 500 characters (including spaces and special characters)			
Description of Course The Description should provide students with the information they require on a particular course. Descriptions should be as detailed as possible to ensure students can make informed decisions on the courses available to them. This information feeds directly into the Catalogue of Courses. It will therefore be accessible to students and prospective applicants.	Note: Maximum 7000 characters (including spaces and special characters)			
Aberdeen 2040 Themes Does the course align with any of the four commitments of the University's 2040) strategy? (See appendix E below) Please tick all boxes that apply	**Inclusive**	**International**	**Interdisciplinary**	**Sustainable**

General section continued on next page →

1. General continued

<table>
<tr><td>Equality, Diversity & Inclusion
What aspects of Equality, Diversity and Inclusion have been considered as part of course development? For example, does the course take account of the various protected characteristics?</td><td colspan="3"></td></tr>
<tr><td>Decolonising the Curriculum
What aspects of decolonising the curriculum have been considered as part of course development? For example, has consideration been given to the impacts of decolonising the curriculum or the anti-racist curriculum?</td><td colspan="3"></td></tr>
<tr><td rowspan="6">HECoS Subject Code(s), Cost Centre and Percentage
(see HESA website for more details on HECoS subject codes)

Note:
A maximum of 3 HECoS codes is allowed, and the total HECoS code weightings must be 100%</td><td>HECoS Code</td><td>University Cost Centre Code (see appendix D)</td><td>Percentage %</td></tr>
<tr><td>eg: 100478
100410</td><td>C1
T7</td><td>50%
50%</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>List the programme(s) that the course is to be associated with
Indicate whether the course is mandatory or an elective</td><td colspan="3"></td></tr>
</table>

2. Intended Learning Outcomes

This section needs to be completed for each Intended Learning Outcome (ILO).

For each ILO you should copy and paste this section and add a number which you can then use to link ILOs to assessments, eg 'ILO2'.

Further information on ILOs, including information about the Thinking Skills and Knowledge levels, can be found in the Companion Guide

Intended Learning Outcome No ……

ILO Description (maximum 200 characters)	Note: Maximum 200 characters (including spaces and special characters)

Select one Thinking Skill and one Knowledge Level per Intended Learning Outcome:

Thinking Skill	Select One
Remember (1)	
Understand (2)	
Apply (3)	
Analyse (4)	
Evaluate (5)	
Create (6)	

Knowledge Level	Select One
Factual (1)	
Conceptual (2)	
Procedural (3)	
Self-reflection (4)	

Graduate Attributes	Select as Many as Apply
Academic Excellence	
Active Citizenship	
Critical Thinking & Effective Communication	
Learning & Personal Development	

VARIANT COURSE

IMPORTANT:	Copy sections 3 to 8 below for as many Variants as required – one variant form will not cover many variants.

3. General

Delivery Method Select one	**On Campus (OA)**	**Blended (OB)**	**Online (ON)**	**Other Campus (OT)**	**Transnational (TN)**
Location Aberdeen / Online / Offshore					
Sub Session (1st or 2nd half session/ full year/Summer School/ summer session (for PG))					
Capped Course:	Refers to a course where there is a limit to the number of students who may enrol on the course, for example, due to lab restrictions. **There is no need to place a cap on a compulsory course for a programme which has a restricted intake.**				
Capped Course (Yes/No)					
Maximum number of places (if capped)					
If capped, rationale for Imposing cap					
Contact Hours	**Estimated Contact Hours plus Private Study Hours must equal the credit point value of the course x 10** Example: a 30 credit course has 11 1-hour lectures plus 10 1-hour tutorials. Estimated contact hours therefore equal 21. Private study hours should be 279.				
Estimated Contact Hours Total hours of all teaching events a student would be expected to attend					
Private Study Hour Total See example above					

4. Requisites

Please Note:

- As students select their own course choices through MyCurriculum, it is vital to ensure that pre-requisite, co-requisite, and anti- requisite information provided for a course is accurate and kept up to date.
- Students will be entitled to register for any course which they meet the requirements to undertake, providing it timetables with the rest of their curriculum.
- A new course can be added as a requisite by using the course name. There is no need to wait until a course code is issued.

For further information on requisites see the Companion Guide

When inserting details of requisites in the tables below, please add extra rows, as required.

Pre-requisite Course

- A pre-requisite course is a course which the student must either be currently enrolled on ("Studied") or have previously completed ("Passed") in order to take this course.
- Studied should be used where the pre-requisite course is at the same level as this course.
- Passed should be used where the pre-requisite course is at a lower level than this course.
- When listing multiple courses, AND should be entered where they are all pre-requisites. OR should be entered where only one is required.

This course is only available to students who have the pre-requisite course(s) listed below:

Please indicate AND/OR if more than one course listed	**Pre-requisite Course(s)**	**Course Code** (or name if new course)	**Studied/Passed?** (Enter S or P)

Pre-requisite Programme/Subject Area

This course is only available to students on the programme(s) listed below and/or programme(s) which come under the subject area(s) listed below:

Pre-requisite Programme or subject area	**Programme Code(s) (if known)**

Pre-requisite Entry Requirement

This course is only available to students who hold the School level qualification(s) listed below:

Please indicate AND/OR if more than one requirement listed	Pre-requisite Entry Requirement (eg H Maths @B)	Qualification(s)

Requisites section continued on next page →

4. Requisites (continued)

Co-Requisite Course

To take this course students must also, at the same time, take the course(s) listed below. Co-requisites require students to take both courses in the same academic year. Bi-directional should be ticked if both courses will be co-requisites of each other.

Co-requisite Course(s)	Course Code (if known)	Bi-directional? (Yes/No)

Anti-Requisite Course

Please note: Anti-requisite(s) should include earlier versions of the course and variants when the course is/has been offered in more than one sub-session.

This course cannot be taken by students who have previously passed or are currently enrolled on the course(s) listed below:

Anti-requisite(s)	Course Code (or name if new course)	Passed/Enrolled (Enter P or E)

Study Level

Study Level Courses at levels 1 and 2 are normally open only to students in programme years 1 and 2. Courses at levels 3 and above are normally open only to students in programme years 3 and above. If the course is to be opened up to students in other programme years, please detail here and provide a rationale.	

5. Teaching Pattern and Timetable

This section needs to be completed for each Event Type – Lecture/Seminar etc. For each Event Type you should copy and paste this section.

Note: For online courses please detail any online seminars or support. If course has no arranged contact time specify that the type is ad hoc and leave the rest of the section blank

Event Type Lecture/Seminar etc (please select from Appendix B: Teaching Pattern Event Types)		
Compulsory (Yes/No)		
Duration (Hours) of each event		
Attendance (Full Class or Sub-Group)		
Attendance per week How many times per week should the student attend?		
How many weeks will this event run for?		
If attendance is in groups – how many groups are there?		
Enter the names of the sub groups (if known)	Eg TA1, TA2 etc	
– **Are the sub groups linked,?** For example, if student attends tutorial group A, they must also attend practical group A		
Estimated Size How many students will attend each event / sub group?		
Room Type (tick as appropriate) If departmental room, specify the room required	**Room Type**	**Select One**
	Arts Studio	
	Computer Room	
	DELS – Digitally Enhance Learning Space	
	Departmental Room	
	Drama Studio	
	Flexible Teaching Room	
	Home Economics Lab	
	Lecture Hall	
	Moving and Handling	
	Music room	
	Science Laboratory	
	Seminar Room	
	SimMan	
	Technology Laboratory	
	Tutorial Room	
	Violence and Aggression	
	Ward	
	Workshop	

Specify the University week numbers when this event will run	
Is the teaching for this course to be combined with other course(s)? (Yes/No)	If yes, enter the course code(s), or title(s), if new course(s), here:
Specialist Equipment Required? (underline if required)	PCs, Panopto, Visualiser, Data/Video projector, Blackboard, Multiple Blackboards, Interactive Whiteboard/Tablet, Whiteboard, Blackout, Piano, Other. If Other please specify:
Additional Information	

6. Assessment

This section needs to be completed for each individual Assessment – Exam/Essay/Tutorial Participation etc. Copy and paste this section as many times as required.

Please note: The total Summative Assessment Weightings must equal 100%, eg Exam (50%), Lab Report (25%), Essay (25%)

Each assessment must have associated ILOs

Assessment Type Please select one. Refer to Appendix C for more information	**Coursework**		**Practical exam**		**Written exam**	
Assessment Detail Please select from list at Appendix C						
If Other selected in Assessment Detail enter a short description here						
Details Specify Exam diet (Dec/May/July/Ad hoc) Tick summative or formative as applicable If applicable specify word count If Exam specify exam duration	**Exam Diet**	**Summative**	**Formative**	**Weighting (%)**	**Word Count**	**Duration of Exam (in hours)**
Info and Feedback Any notes and also a description of how feedback will be provided						
Indicative Assessment Week Number(s) Please use University week numbers						
Indicative Feedback Week Number(s) Please use University week numbers						
Intended Learning Outcomes Assessed	Enter ILO Number(s) here					

Exam Room Arrangements on next page →

6. Assessment (continued)

Exam Room Arrangements

Written or Oral exam?		
Duration (hours)		
Location Old Aberdeen/Foresterhill/ Suttie Centre/ Offshore/Online		
Venue Main Exam Venue/Computing Room/ Double-desked seating/ Specialist room/Lab		
Additional Information Any additional information needed to schedule and organise the exam, e.g. details of specialist room requirements		
Exam Stationery	**Type**	**Number Required**
	Exam Book 1 (12 pages)	
	Exam Book 2 (8 pages)	
	Exam Book 3 (4 pages)	
	Exam Book 4 (16 pages)	
	Exam Graph Paper	
	None Required	

7. Resit (Summative)

This section needs to be completed for each Resit Assessment. Copy and paste this section for each Resit Assessment.

Please note: The total Resit Assessment Weightings must equal 100%, eg Exam (50%), Lab Report (25%), Essay (25%)

Assessment Type Please select one. Refer to Appendix C for more information	**Coursework**		**Practical exam**		**Written exam**	
Assessment Detail Please select from list at Appendix C						
If Other selected under Assessment Detail enter a short description here						
Details If applicable specify word count. If Exam specify exam duration.				**Weighting (%)**	**Word Count**	**Duration of Exam (in hours)**
Info and Feedback Any notes and description of how feedback will be provided						
Indicative Assessment Week Number(s) Please use University week numbers						
Indicative Feedback Week Number(s) Please use University week numbers						

Resit Exam Room Arrangements

Written or Oral exam?	
Duration (hours)	
Location Old Aberdeen/Foresterhill/ Suttie Centre/ Offshore/Online	
Venue Main Exam Venue/Computing Room/ Double-desked seating/ Specialist room/Lab	

Additional Information Any additional information needed to schedule and organise the exam, e.g. details of specialist room requirements		
Exam Stationery	**Type**	**Number Required**
	Exam Book 1 (12 pages)	
	Exam Book 2 (8 pages)	
	Exam Book 3 (4 pages)	
	Exam Book 4 (16 pages)	
	Exam Graph Paper	
	None Required	

8. Associated Costs

Any Associated Costs for the student? Specify amount and type of cost, eg £80; Field trip transport and accommodation	**Cost (£)**	**Description**

Appendix A

Subject Areas (Course Prefixes)

Academic Writing (AW)
Access To Degree Studies (AX)
Accountancy (AC)
Al Maktoum Institute Courses (AM)
Anatomy (AN)
Anthropology (AT)
Arabic (AR)
Archaeology (AY)
Biochemistry (BC)
Biology (BI)
Biomedical Physics (MP)
Biomedical Sciences (BM)
Biotechnology (BT)
Business (BU)
Business Management (MS)
Celtic (CE)
Chemical Engineering (EX)
Chemistry (CM)
Civil Engineering (EA)
Computing Science (CS)
Counselling Skills (CO)
Cultural History (CU)
Dentistry (DE)
Developmental Biology (DB)
Distance Learning
Divinity And Religious Studies (DR)
Ecology (EK)
Economics (EC)
Education (ED)
Education (Lifelong Learning) (LF)
Electrical Engineering (EE)
Engineering (EG)
Engineering Science (ES)
English (EL)
English Language Tuition (LC)
Environmental & Occupational Medicine (EN)
Environmental Sciences (EV)
Ethnology (EF)
European Studies (EU)
Film And Visual Culture (FS)
Finance (FI)
Forensic Medicine (FM)
Forestry (FY)
French (FR)

Gaelic (GH)
General Practice & Primary Care (GP)
Generic Skills For Postgraduates (GS)
Genetics (GN)
Geography (GG)
Geology And Petroleum Geology (GL)
Geoscience (GX)
German (GM)
Health Sciences (HE)
Hispanic Studies (SP)
History (HI)
History And Philosophy Of Science (HS)
History Of Art (HA)
History Of Civilisation (HC)
Immunology (IM)
International Business (IN)
International Foundation Programme (Arts) (AF)
International Foundation Programme (Science) (SF)
International Relations (IR)
Irish Scottish Studies (IS)
Land Management (LM)
Language And Linguistics (LN)
Latin (LT)
Law (LS)
Legal Studies (Ma Honours) (LX)
Literature In A World Context (LW)
Mandarin (MN)
Marine And Coastal Resource Management (MR)
Mathematical Sciences (MX)
Mathematics (MA)
Mechanical Engineering (EM)
Medicine & Therapeutics (MT)
Medicine (ME)
Microbiology (MC)
Molecular Biology (MB)
Molecular Nutrition (RR)
Music (MU)
Nursing (NU)
Nutrition (NT)
Oil And Gas Innovation (OG)
Petroleum Engineering (EP)
Pharmacology (PA)
Philosophy (PH)
Physical Sciences (PC)
Physics (PX)
Physiology (PY)
Plant Science (PL)

Politics (PI)
Professional Development (PD)
Psychology (PS)
Public Health (PU)
Qatar Business School Courses (QB)
Qatar Computing Science (QC)
Qatar Law (QL)
Qatar Politics and International Relations (QI)
Radiology (RD)
Real Estate (PO)
Religious Studies (RS)
Scandinavian Language (SN)
School Of Medical Sciences (SM)
SCNU Joint Institute Business School (JB)
SCNU Joint Institute Computing Science (JC)
Sixth Century Courses (SX)
Social Science Generic Skills (SL)
Sociology (SO)
Soil Science (SS)
Spanish and Latin American Studies (SP)
Sports Science (SR)
Statistics (ST)
Study Skills (SK)
Summer School For Access (SA)
Surgery (SU)
Systems Biology (SB)
Teacher Training (TT)
Transition From War To Peace (TR)
Translation Studies (TL)
Zoology (ZO)

Appendix B

Teaching Pattern Event Types

Ad Hoc No Teaching Pattern
Assessment
Aural
Breakout
Class Test
Class Test 2
Clinical
Computer Practical
Ensemble
Field Course
Film screening
Language Seminar
Language Seminar 1
Language Seminar 2
Language Seminar 3
Lecture
Oral
Oral 1
Oral 2
Practical
Practical 1
Practical 2
Practical 3
Presentation
Private Study
Project
Reading practical
Revision
Science Laboratory
Seminar
Support Tutorial
Tutorial
Video Practical
Workshop

Appendix C

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

Written Exam	Other

Cost Centre ID	Name
A1	Biomedical Sciences
A2	Medical Microbiol
B1	Chemistry
B2	Computing Science
B4	Mol. Cell Biol.
C1	Geography And Environment
C3	Geology & Geophysics
C4	Zoology
C7	Archaeology
D1	Physics
D4	Psychology
D6	Plant & Soil Sc
F6	Language Centre
F7	Centre For Lifelong Learning
G1	Engineering
I1	Agriculture & Forestry
J1	Forestry
J7	International Christian Coll
J8	Al-Maktoum College Of Higher E
K3	Rowett Inst
L1	Accountancy & Finance
L3	Celtic
L7	Cultural History
L9	Elphinstone Institute
M1	English & Film Studies
M2	French
M3	German
M6	History Of Art
M7	Medical School, Ug
N1	History
N4	Philosophy
N7	Aberdeen Dental School
P1	Math. Sciences
P5	Lang&Lit-Music
Q1	Economics
Q2	Politics & Int Rels
Q5	Business Management
R1	Sociology
R2	Hispanic Studies
R4	Anthropology
R6	Modern Languages Unspecified
R7	Inst Of Irish-Scottish Studies
S2	Summer School

T7	Law
U4	Land Economy
U6	Real Estate
W6	Divinity And Rel St
X1	Education-Bed & Pgde
X2	Education-In-Service/Cpd&Other
Y3	General Practice/Primary Care
Y4	Biomedical Physics/Biomed Eng
Y5	Med & Therapeutics
Y8	Pathology
Y9	Public Health
Z4	Envir&Occ Medicine
Z7	Nursing,Centre For Adv Stud In
J5	Edinburgh College
C2	Inst Of Coastal Science & Mant
H1	Qatar Accountancy and Finance
H3	Qatar Business Management
H4	Qatar Real Estate
XA	Initial Teacher Education
XB	Non ITE - Undergraduate
XC	Postgraduate Education
LC	Gaelic
LD	Celtic & Anglo Saxon
MA	English
MB	Film and Visual Culture
MC	Linguistics
P5	Music
RA	Arabic
RB	Mandarin
RC	Swedish
RD	Modern Languages Other
H6	Qatar Law
CA	Biological Sciences
AA	Medical Education
AB	Medical Sciences
AC	HSRU
AD	HERU
AE	Radiology
AF	Other Applied Health Sciences
K3	RINH
XD	Counselling
XE	Early Years
XF	Professional Learning PGT
XG	Education Other
H5	QATAR COMP SCIENCE
H7	QATAR PROF LEARN PGT
H8	QATAR POLITICS & IR

HA	QATAR ACCOUNTANCY
HB	QATAR FINANCE
HC	QATAR ECONOMICS
LA	ACCOUNTANCY
LB	FINANCE
B5	COMPUTING CENTRE
F5	PHYSICAL EDUCATION
F9	LIBRARY
J3	TRINITY COLLEGE
J4	NESCOL
J6	UNIV OF DUNDEE (NRP/SULSA)
J9	UNIVERSITY OF HIGHLANDS AND IS
K1	NERC ITE
K2	MLURI
K4	CSL FOOD LAB TORRY
K5	FRS MARINE LAB
K6	ROBERT GORDON UNIV
K7	SCOT AGRIC COLLEGE
K8	OUTSIDE MISCEL
VA	MUSEUMS
VB	HUMAN RESOURCES
VC	CAREERS
XX	INTER-DISCIPLINARY
HK	Qatar English
HL	Qatar Linguistics
SA	SCNU COMP SCIENCE
SB	SCNU BUS MANAGEMENT
SC	SCNU MATH SCIENCE

Appendix E

2040 Theme Definitions

The definitions of each 2040 Theme, as approved by the University Education Committee, are as follows:-

Inclusive

It is expected that all courses are inclusive in their approach to delivery and therefore the focus is not on this aspect of inclusivity but on:

- The subject of the course relates to inclusive issues, for example exploring equality, diversity or human rights

International

- Delivered in another country as part of an exchange programme
- Delivered with another country through an approach such as Collaborative Online International Learning
- The subject of the course relates to international issues and explores international perspectives

Interdisciplinary

- Delivered from a number of disciplinary perspectives giving students the opportunity to learn about a given subject area from a number of perspectives
- Delivered by a number of discipline experts with different student disciplines sitting alongside each other in the (virtual or physical) classroom – learning with and from each other

Sustainable

- The subject of the course relates to sustainability issues

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

UPDATES TO THE SCOTTISH FUNDING COUNCIL GUIDANCE TO UNIVERSITIES AND COLLEGES ON QUALITY 2022/23 AND 2023/24

1. PURPOSE OF THE PAPER

This paper will provide an overview of the updated Scottish Funding Council (SFC) Guidance to Universities and Colleges on Quality for 2022/23 and 2023/24. The guidance was updated for 2023/24; this paper provides a summary of the changes and any requirements of the University therein.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee University Education Committee	4 October 2023 10 October 2023

3. RECOMMENDED ACTION

The **Quality Assurance Committee / University Education Committee** is invited to **discuss** the paper.

4. GUIDANCE TO UNIVERSITIES AND COLLEGES ON QUALITY

4.1 The Scottish Funding Council (SFC) Guidance to Universities and Colleges on Quality for Academic Year 2022/23 and 2023/24: Refresh was published on 17 August 2023. The guidance is to inform Scotland's colleges and universities of refreshed quality arrangements for academic year 2022/23 and 2023/24.

4.2 As noted in Section 8, the guidance outlines interim quality arrangements for 2022/23 and 2023/24 to give colleges and universities clarity and consistency while also allowing appropriate flexibility for continued development of a tertiary approach to quality outlined in the SFC Review of Coherence and Sustainability.

5. CHANGES FOR 2023/24

5.1 The SFC have reviewed and updated the guidance in advance of 2023/24 to reflect and respond to the development of new tertiary arrangements for quality assurance and enhancement to be implemented from 2024/25. There are several changes and clarifications as outlined below:

5.2 *Student Partnership*

5.2.1 Addition of reference to ensuring a coherent and effective strategy in place for student partnership.

5.2.2 Addition of reference to the Student Learning Experience and Student Partnership models, which Student Partnerships in Quality Scotland (sparqs) was tasked with leading. In 2023/24, sparqs will test the models across the tertiary sector and work with quality agencies consider their integration into the new common approach to quality assurance and enhancement.

5.3 *Tertiary External Quality Review Method and Enhancement Approach*

5.3.1 Addition of information pertaining to the development of the tertiary quality review, and the expectations to engage with this system once implemented in 2024/25.

5.4 *Ad Hoc Requests on Information about the way Institutions are Securing Academic Standards and the Student Learning Experience*

5.4.1 Addition of a statement which advises that institutions may be asked for additional requests for information, for example information pertinent to industrial action. This information may be requested directly from SFC or via the quality agencies.

5.5 *Reporting on Quality 2023/24*

5.5.1 Addition of information pertaining to reporting on quality for academic year 2023/24.The University will be expected to complete a Self-Evaluation and Action Plan (SEAP) for submission to SFC and the quality agency by **30 November 2024**. The specific information for the SEAP is currently under development, in consultation with the sector. It is likely to include: a summary of institutional quality assurance and enhancement activities; an evaluation of key data and evidence; and a strategic action plan identifying areas for improvement and enhancement.

5.5.2 It is intended that the SEAP will reduce the burden of reporting to SFC and that it will be used to facilitate annual engagements between institutions and the quality agency. It will also form part of the documentary evidence for the periodic external peer review.

5.5.3 The final template and guidance will be issued in Spring 2024.

5.6 *Outcome Agreement*

5.6.1 Addition of information pertinent to the Outcome Agreement arrangements for 2023/24, noting the requirement to provide a summary of how the University will demonstrate that students at all levels experience a high-quality, safe, and supportive learning experience, enabling them to succeed.

5.7 *External International Review: Transnational Education (TNE)*

5.7.1 Addition of information pertinent to the Quality Evaluation and Enhancement of UK Transnational Education (QE-TNE) scheme.

5.7.2 The SFC encourages all Scottish degree awarding bodies engaging in TNE to participate in QE-TNE from 2023/24. SFC will make participation in QE-TNE a requirement for Scottish degree awarding bodies engaging in TNE from academic year 2024/25.

5.8 *Professional Services Review*

5.8.1 Addition of clarification that the SFC expects that institutions' approaches to the review of professional support services should be systematic, planned and timely, covering all non-academic services or departments that contribute to the overall student learning experience, and considering their effectiveness and interactions with academic units.

6. FUTURE QUALITY ARRANGEMENTS

6.1 Regular updates on progress with the development of the Tertiary Quality Project will be provided on the Tertiary Quality Project webpages throughout academic year 2023/24.

7. FURTHER INFORMATION

Further information is available from Ruth Taylor (Vice-Principal, Education), ruth.taylor@abdn.ac.uk; Steve Tucker (Dean for Quality Assurance and Enhancement), s.j.tucker@abdn.ac.uk; Gillian Mackintosh (Director of Academic Services and Online Education), g.mackintosh@abdn.ac.uk; or Liam Dyker (Acting Assistant Registrar, Academic Services), liam.dyker2@abdn.ac.uk.

25 August 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

UPDATED OPERATIONAL GUIDANCE FOR TERTIARY ENHANCEMENT TOPIC

1. PURPOSE OF THE PAPER

This paper provides an overview of the updated Operational Guidance which has been developed by the Quality Assurance Agency for Scotland (QAAS) for the Tertiary Enhancement Topic.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee University Education Committee	4 October 2023 10 October 2023

3. RECOMMENDED ACTION

The **University Education Committee** is invited to **note** the updated Operational Guidance for the Tertiary Enhancement Topic.

4. QUALITY ARRANGEMENTS FOR 2022/23 – 2023/24

4.1 The Quality Assurance Agency for Scotland (QAAS) published its Handbook for Scottish Quality Enhancement Arrangements (Phase 1: 2022-24) in September 2022. This has been supplemented by updated Operational Guidance published in July 2023, which has been specifically developed to support the sector to engage with the Scottish Funding Council's (SFC) tertiary enhancement topic for academic year 2022/23: *The Future of Learning and Teaching: Defining and Delivering an Effective and Inclusive Digital/Blended Offering*.

4.2 The Handbook and Guidance were published in relation to the new external institutional review method. The new method is a two-phased approach, with phase 1 arrangements having been established in the context of the SFC Coherent Provision and Sustainability Review and the development of new tertiary quality arrangements.

4.3 Phase 1 of the quality arrangements comprises of Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM). The University underwent its Quality Enhancement and Standards Review in February 2023, where the review panel had confidence that the institution is making effective progress in continuing to monitor, review and enhance its higher education provision to enable effective arrangements to be in place for managing academic standards and the quality of the student learning experience.

4.4 In 2023/24, the University is due to undergo an ILM with QAAS. The areas covered in the ILM align with the QESR process and there will be a particular focus on engagement in, and activity relating to, the current tertiary enhancement topic. The reflective summary of the institutional approach provided as part of QESR will also be included in the documentation submitted for ILM.

5. OPERATIONAL GUIDANCE FOR TERTIARY ENHANCEMENT TOPIC

5.1 The updated Operational Guidance for the Tertiary Enhancement Topic has been made available on the QAAS website.

5.2 The Guidance has been updated to include reference to the impact of digital education on the student experience, and engagement with the cross-sector tertiary enhancement project 2022-24.

6. FURTHER INFORMATION

Further information is available from Ruth Taylor (Vice-Principal, Education), ruth.taylor@abdn.ac.uk; Steve Tucker (Dean for Quality Assurance and Enhancement), s.j.tucker@abdn.ac.uk; Gillian Mackintosh (Director of Academic Services and Online Education), g.mackintosh@abdn.ac.uk; or Liam Dyker (Acting Assistant Registrar, Academic Services), liam.dyker2@abdn.ac.uk.

25 August 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

READING LIST SERVICE REPORT

1. PURPOSE OF THE PAPER

This report provides an overview of Library Services Reading List Service engagement and usage for the academic year 2022-23. New service developments are outlined alongside recommendations for improving engagement with the service.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	DDIS CX Group	
Further consideration/ approval required by	UEC	10th October

3. RECOMMENDED ACTION

This paper is provided for information and discussion, further recommendations to improve engagement with the Reading List Services and future developments are welcomed from University Education Committee.

4. INTRODUCTION

4.1 This report provides details of expenditure and usage data for the Library Reading List Service from August 2022 to June 2023. Comparative data from the previous year is provided for context and to evidence growth and engagement with the service. It is worth noting that for the academic year 2021/22 the service was operating as a project, with full service commencing in 2022/23.

4.2 The Library Reading List Service is provided using the Leganto system, which is integrated with the VLE and Library Management System. The Leganto system enables the curation of reading lists based on Library holdings. The system also enables item requests for purchase and the digital book chapters/articles to be sent directly to the Library for purchasing and processing.

4.3 Library Services continues to systematically develop the Reading List Service in alignment with Aberdeen 2040 commitments and education policies. In 2022/23 a number of changes were introduced to increase access and improve engagement with the service, details of these are provided in this report alongside further developments and recommendations.

5. BACKGROUND AND CONTEXT

5.1 The Reading List Service was launched in 2020/21 with the project continuing into the next academic year before launching as a full service in 2022/23. During the project stages purchasing restrictions were applied, limiting number of items purchased per list to two essential items[1] to ensure equity across courses within the constraints of the Library Services content budget in a pandemic-related time of financial uncertainty.

[1] Essential item: students are required to read the whole text or multiple chapters.

5.2 In 2022/23 to enable transition to full service, all caps on the number of essential items purchased and items scanned (book chapters, journal articles) were removed. This coincided with Library Services taking on responsibility for University digitisation and scanning to comply with Copyright Licensing Agency requirements and ensure accessibility.

5.3 It is worth noting that essential reading list items are purchased as electronic copies with a multiuser license, where available at an acceptable price[2], to increase availability and accessibility. If an electronic copy is not available or unaffordable, two copies of the print item are purchased, one standard loan and one heavy demand.

5.4 For 2022/23 course reading list held in the Leganto system were made publicly available to support pre-registration students in making choices and preparation for study and to support Aberdeen 2040 commitments to openness and inclusion. Prior to this, reading lists were only accessible to students registered on a course of study the VLE, My Aberdeen.

6 READING LIST USAGE REPORT EXECUTIVE SUMMARY

5.1 Purchases of essential course reading via the Reading List Service increased in 2022/23 across all departments, with the exception of Education where there was a slight drop in titles purchased compared to 2021/22. There was a significant increase in the number of titles purchased for arts and humanities and social sciences disciplines. Despite the increase in titles purchased content remained within budget for 2022/23 with funds available throughout the financial year.

5.2 Data captured via the Leganto system and the Library Management System (Alma) reveals an increase in usage and engagement with reading lists across all departments. The total number of lists increased from 913 in 2021/22 to 1122 in 2022/23. This translates to 52% of courses available on MyAberdeen now providing students with access to a reading list via the Leganto system, up 6% from the previous year. This represents a 23% growth in academic engagement with the service across the two years.

5.3 Total number of reading lists for a number of STEM disciplines remains low with some departments only providing lists for 3% of courses listed in MyAberdeen. Further work is planned to understand the data and the pedagogical requirements for course reading in these areas. A new tag is being added to the system to improve reporting in areas where there is no requirement for course reading to enable better assessment of engagement based on pedagogical needs and course design.

5.4 Student engagement with the services also increased with list views up 45%, citation views up 50% and full-text views up 52%. The average reading list views per list for 2022/23 was 54 which represented a 18% increase from 2021/22. [This may have been due to an increase in purchases].

5.5 Full usage data on the Leganto reading list service is available in Appendix 1.

6. RECOMMENDATIONS AND SERVICE DEVELOPMENTS

6.1 For 2023/24 the reading list service will continue to operate with no caps on the number of requests for essential items and scans. The budget will also remain static for this period and the policy to purchase electronic items before print will continue. It is worth noting that purchasing will continue to exclude etextbooks (see footnote 2 for further details).

6.2 A new decolonisation tag has been added to the Leganto system to enable academic staff to identify items for purchase, subject to available budget, in support of the Decolonising the Curriculum review. Even non-essential items identified with this tag will be purchased. Work will also continue on the curation of open reading lists in support of equality, diversity and inclusion.

[2] This excludes etextbooks and services such as Bibliu, Kortext, Wiley eTextbooks etc. Licencing models applied by publishers to etextbooks are considerably more expensive than ebooks, purchasing of these items is not realistic and is supportive of unreasonable and unsustainable commercial publishing practices.

6.3 Further work will be undertaken to promote the open reading lists to pre-registration students to increase engagement and support inclusive practice.

6.4 Library Services will work with Schools and departments to transfer locally made scans of book sections and articles to the Leganto service to improve accessibility and compliance with the CLA licence.

7. FURTHER INFORMATION

Further information is available from Simon Bains, University Librarian, simon.bains@abdn.ac.uk and Susan Halfpenny, Head of Research & Learning Information Services, susan.halfpenny@abdn.ac.uk.

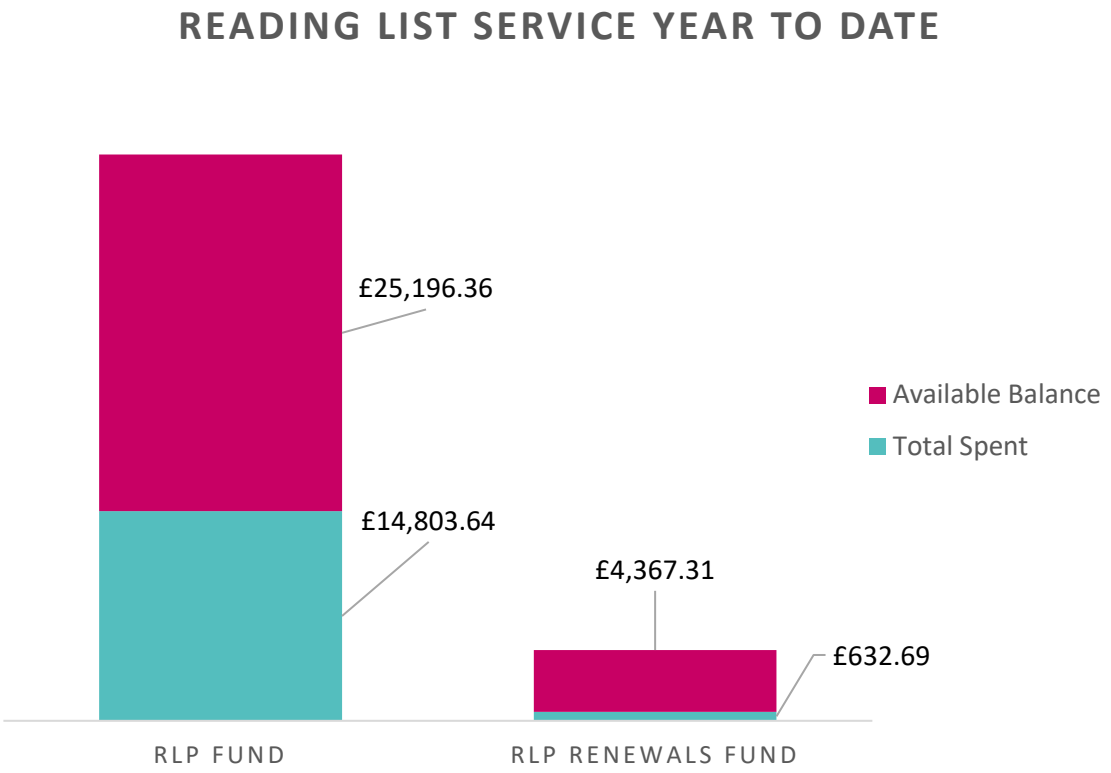
25 September 2023

Freedom of Information/Confidentiality Status: Open

Leganto Reading List Service Data

Reading List Service Fund Information

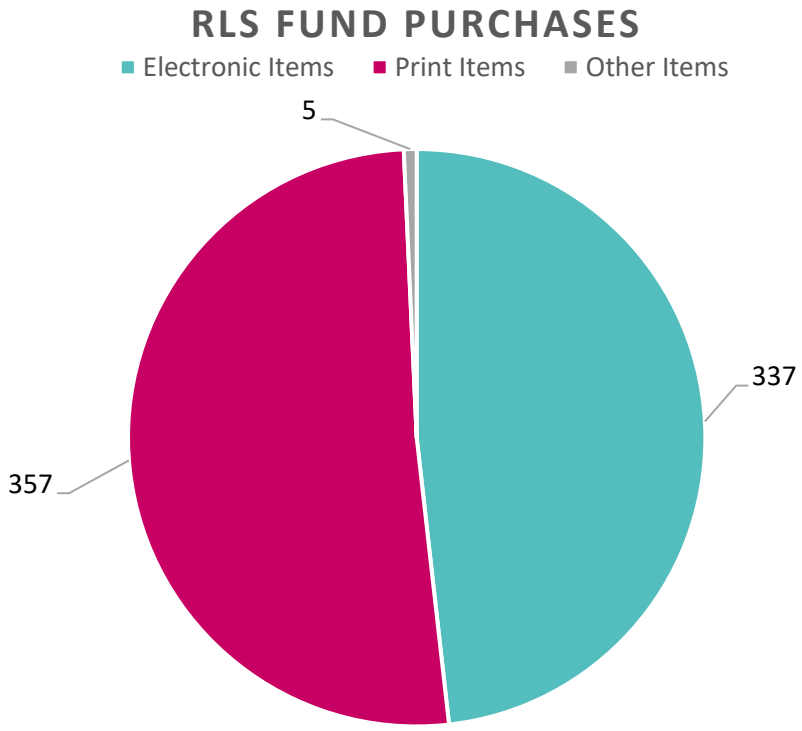
Summary of current Reading List Service (RLS) Fund balances and expenditures as of week 9 in the new 2023/2024 academic year.



RLS Fund Detailed Expenditure						
Funds	**Total Allocation**	**Encumbered Amount**	**Expended Amount**	**Available Balance**	**Spend YTD**	**% Total Allocation Spent**
RLP	£40,000	£3216.34	£11,587.30	£25196.36	£14,803.64	28.97%
RLP Renewal	£5,000	£500.35	£5,974.87	£4367.31	£632.69	2.65%
Totals	**£45,000.00**	**£3,716.69**	**£11,719.64**	**£29,563.67**	**£15,436.33**	**26.04%**

Reading List Service Fund Information - Purchases

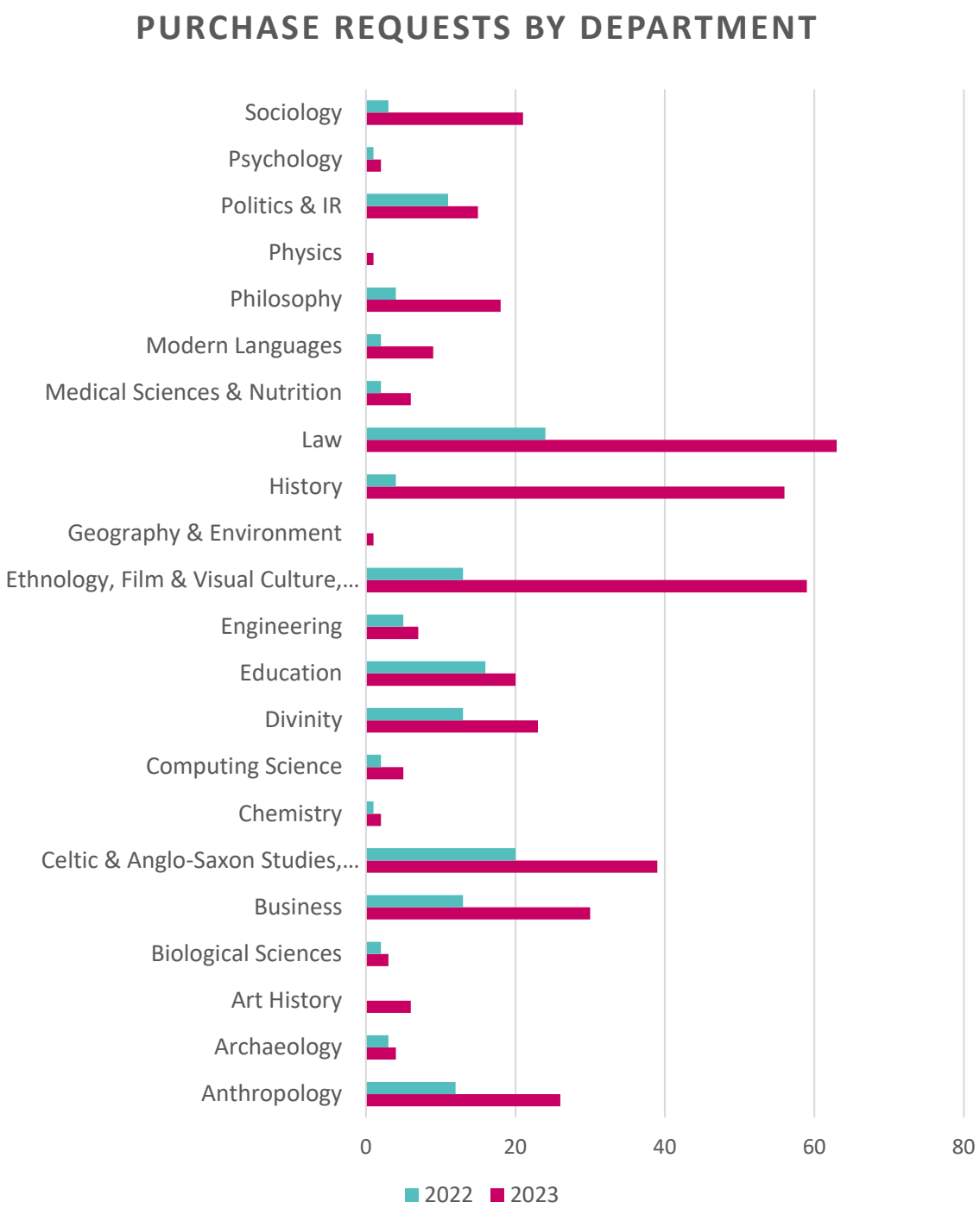
Summary of the format of RLS fund purchases made in the 2022/2023 Academic Year.



Detailed Breakdown of Purchases				
	Quantity	**Total Spend YTD**	**Average Spend Per Item**	**% Spend YTD**
Electronic Items	337	£40,374.28	£119.80	83.47%
Print Items	257	£7,637.43	£33.14	15.79%
Other (e.g., Audio/Visual)	5	£355.76	£71.15	0.73%
Totals	**599**	**£48,367.47**	£83.18	

Purchase Requests by Academic Departments – Requests Per Department

Year on year comparison of purchases requests by academic department via the tagging system in Leganto, for the 2021/2022 and the 2022/2023 academic years. This does not include renewals.



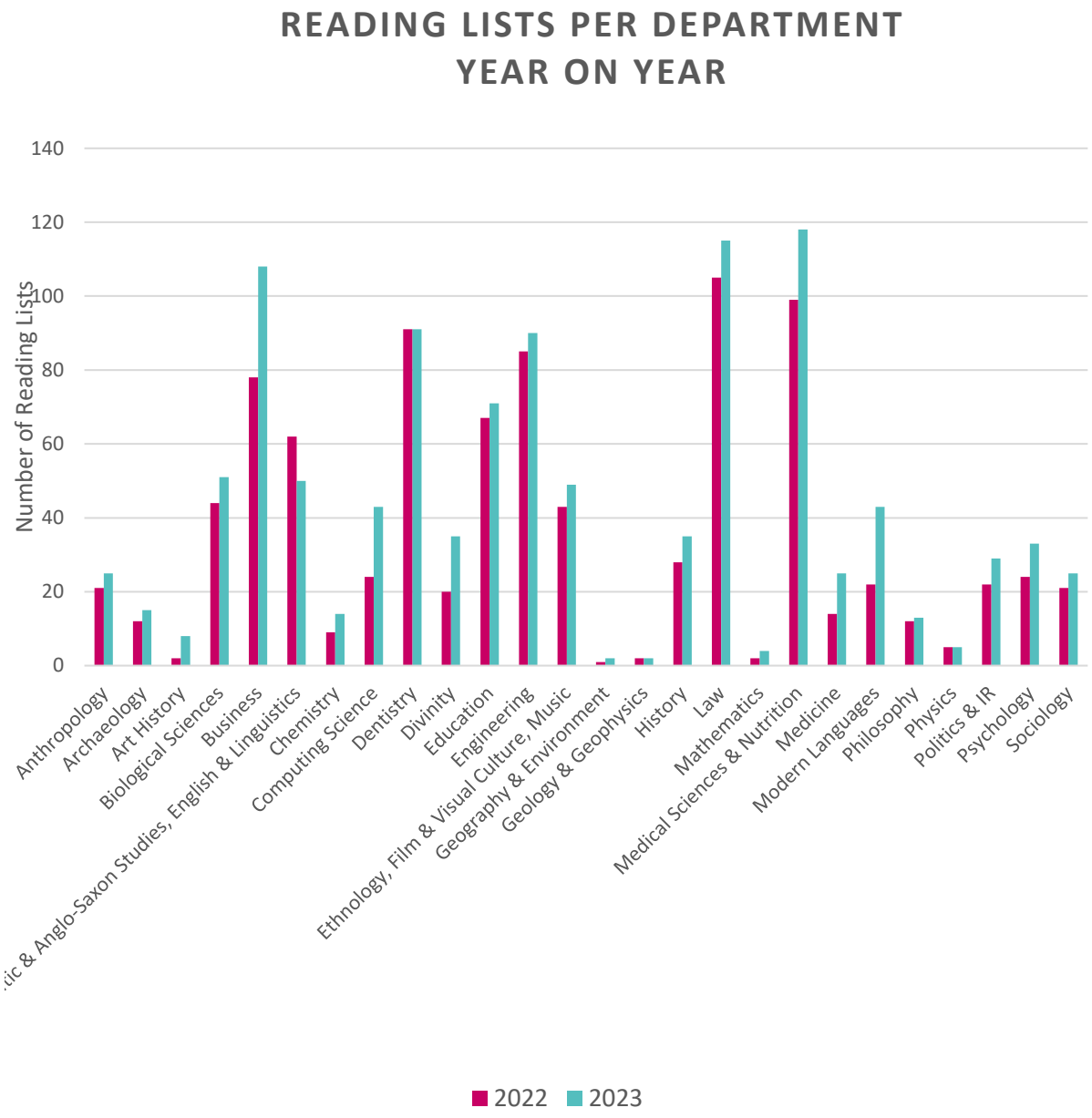
Purchase Requests by Academic Departments – Detailed Breakdown

Year on year comparison of purchases requests by academic department via the tagging system in Leganto, for the 2021/2022 and the 2022/2023 academic years. This does not include renewals.

Detailed Purchase Request by Department			
Academic Department	**2022**	**2023**	**Total Increase**
Anthropology	12	26	14
Archaeology	3	4	1
Art History	0	6	6
Biological Sciences	2	3	1
Business	13	30	17
Celtic & Anglo-Saxon Studies, English & Linguistics	20	39	19
Chemistry	1	2	1
Computing Science	2	5	3
Divinity	13	23	10
Education	16	20	4
Engineering	5	7	2
Ethnology, Film & Visual Culture, Music	13	59	46
Geography & Environment	0	1	1
History	4	56	52
Law	24	63	39
Medical Sciences & Nutrition	2	6	4
Modern Languages	2	9	7
Philosophy	4	18	14
Physics	0	1	1
Politics & IR	11	15	4
Psychology	1	2	1
Sociology	3	21	18
Totals	**151**	**416**	**265**

Academic Department Engagement – Reading Lists Per Department

Year on year comparison of academic engagement between the 2021/2022 and the 2022/2023 academic years.



Academic Department Engagement – Reading Lists Per Department Breakdown

Year on year comparison of academic engagement between the 2021/2022 and the 2022/2023 academic years.

Detailed Year on Year Comparison						
Academic Department	**Courses 2022**	**RLs 2022**	**% RL 2022**	**Courses 2023**	**RLs 2023**	**% RL 2023**
Anthropology	42	21	50%	47	25	**53%**
Archaeology	37	12	32%	35	15	**43%**
Art History	12	2	17%	21	9	**43%**
Biological Sciences	98	44	45%	102	51	**50%**
Business	203	78	38%	249	108	**43%**
Celtic & Anglo-Saxon Studies, English & Linguistics	154	62	40%	110	50	**45%**
Chemistry	41	9	22%	55	14	**25%**
Computing Science	69	24	35%	71	44	**62%**
Dentistry	24	89	371%	25	91	**364%**
Divinity	47	20	43%	54	35	**65%**
Education	124	67	54%	134	78	**58%**
Engineering	184	85	46%	187	91	**49%**
Ethnology, Film & Visual Culture, Music	70	43	61%	62	49	**79%**
Geography & Environment	54	1	2%	57	2	**4%**
Geology & Geophysics	65	2	3%	67	2	**3%**
History	55	28	51%	64	35	**55%**
Law	158	105	66%	167	119	**71%**
Mathematics	32	2	6%	31	4	**13%**
Medical Sciences & Nutrition	201	99	49%	219	122	**56%**
Medicine	42	14	33%	52	25	**48%**
Modern Languages	117	22	19%	133	46	**35%**
Philosophy	23	12	52%	23	13	**57%**
Physics	43	5	12%	31	7	**23%**
Politics & IR	45	22	49%	48	29	**60%**
Psychology	66	24	36%	77	33	**43%**
Sociology	31	21	68%	32	25	**78%**
Totals	**2037**	**913**	**45%**	**2153**	**1122**	**52%**

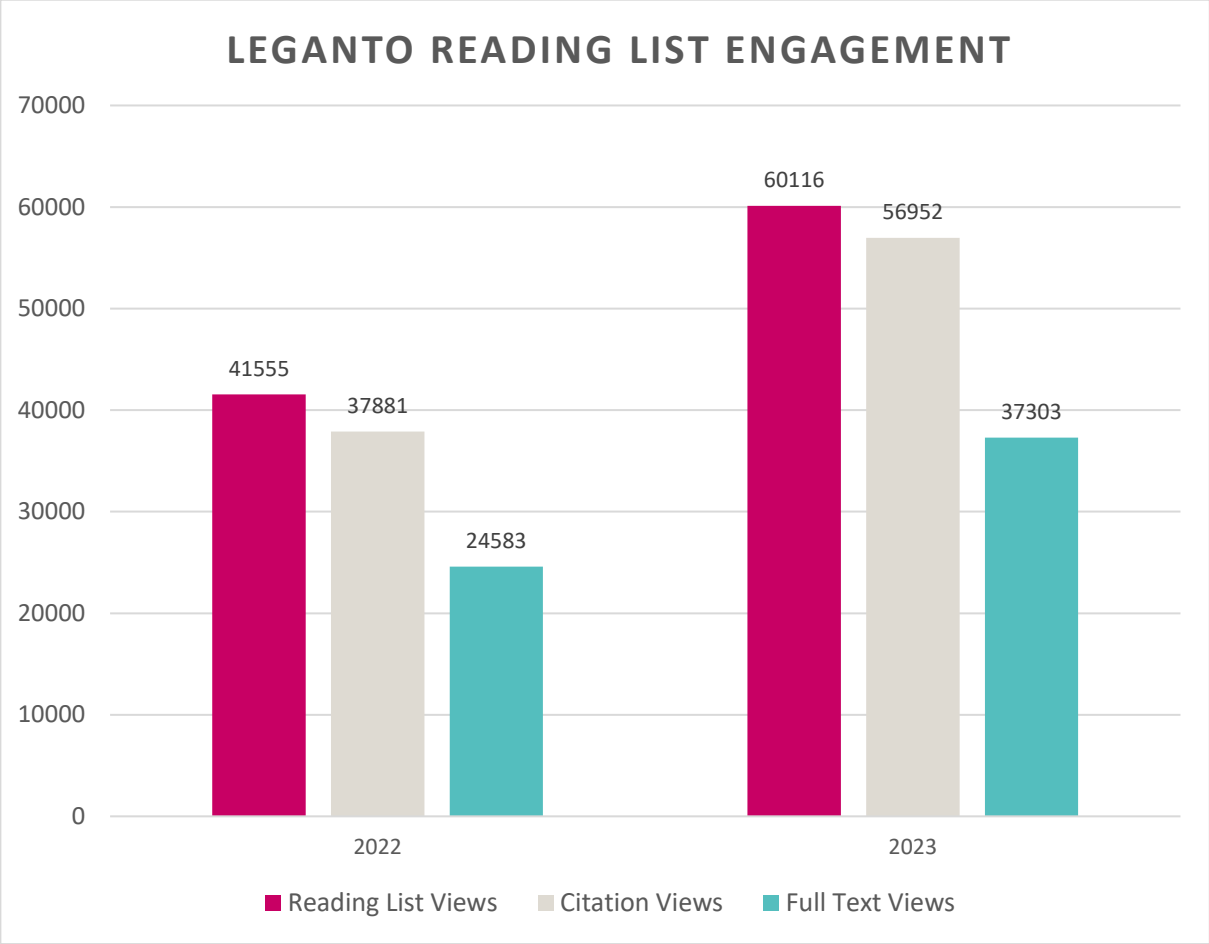
Academic Department Engagement – Percentage of Growth

Year on year comparison of academic engagement. between the 2021/2022 and the 2022/2023 academic years.

Year on Year Comparison of Reading List Numbers by Department			
Academic Department	**RLs 2022**	**RLs 2023**	**% of Growth**
Anthropology	21	25	**19%**
Archaeology	12	15	**25%**
Art History	2	9	**350%**
Biological Sciences	44	51	**16%**
Business	78	108	**38%**
Celtic & Anglo-Saxon Studies, English & Linguistics	62	50	**-19%**
Chemistry	9	14	**56%**
Computing Science	24	44	**83%**
Dentistry	89	91	**2%**
Divinity	20	35	**75%**
Education	67	78	**16%**
Engineering	85	91	**7%**
Ethnology, Film & Visual Culture, Music	43	49	**14%**
Geography & Environment	1	2	**100%**
Geology & Geophysics	2	2	**0%**
History	28	35	**25%**
Law	105	119	**13%**
Mathematics	2	4	**100%**
Medical Sciences & Nutrition	99	122	**23%**
Medicine	14	25	**79%**
Modern Languages	22	46	**109%**
Philosophy	12	13	**8%**
Physics	5	7	**40%**
Politics & IR	22	29	**32%**
Psychology	24	33	**38%**
Sociology	21	25	**19%**
Totals	**913**	**1122**	**23%**

Reading List Engagement

Year on year comparison of reading list engagement. **Please note** that for both academic years shown the date range used is the 1st of August to the 31st July.



Detailed Year on Year Comparison of Leganto Engagement				
Course Year	**RL Views**	**Citation Views**	**Full Text Views**	**Average RL Views Per List**
2022	41555	37881	24583	45.51
2023	60116	56952	37303	53.57
% Increase	**44.67%**	**50.34%**	**51.74%**	**17.72%**

Reading List Engagement by Department

Year on year comparison of reading list engagement organised by department. **Please note** that for both academic years shown the date range used is the 1st of August to the 31st of July.

Detailed Year on Year Comparison of Views						
Academic Department	**RL 2022**	**Citation 2022**	**Full Text 2022**	**RL 2023**	**Citation 2023**	**Full Text 2023**
Anthropology	1224	721	473	1231	1523	1353
Archaeology	1805	1604	1357	1285	1051	899
Art History	137	65	36	776	1022	1127
Biological Sciences	2170	1902	1187	2288	2115	1461
Business	7283	6073	3749	8198	6519	4221
CAD	204	233	111	36	23	23
Celtic & Anglo-Saxon	1443	1619	993	2137	2550	1596
Chemistry	339	192	5	47	44	0
Computing Science	2383	1386	856	2335	2013	1229
Dentistry	22	35	31	2526	3250	2593
Divinity	1865	1121	557	2510	3178	1841
Education	3535	3545	2573	3493	3114	1962
Engineering	2955	2803	1864	1331	1312	790
Ethnology, Film	381	379	281	1052	1321	824
Geography & Environment	24	0	0	26	19	6
Geology & Geophysics	16	11	3	16	14	3
History	516	275	123	1289	1394	804
Law	4769	5698	4086	8702	7868	6005
Mathematics	24	32	14	24	28	8
Medical Sciences & Nutrition	3292	3906	2370	3333	3390	2076
Medicine	2838	2210	1148	5075	4320	1505
Modern Languages	81	50	18	1075	1110	605
Philosophy	1507	1345	940	846	656	499
Physics	305	196	54	92	158	65
Politics & IR	1082	1345	1069	3574	3397	2703
Psychology	1090	912	577	966	908	543
Reading List Service				367	148	98
Sociology	265	223	108	5486	4507	2464
Totals	41555	37881	24583	60116	56952	37303

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

Minute of the Meeting held on 29 August 2023

Present: Ruth Taylor **(Chair)**, Waheed Afzal, Euan Bain, John Barrow, Lyn Batchelor, Leigh Bjorkvoll, Jason Bohan, Stuart Durkin, Bill Harrison, Ken Jeffrey, Kirsty Kiezebrink, Rona Patey, Stuart Piertney (vice Graeme Nixon), Shona Potts, Anne-Michelle Slater, Susan Stokeld, Sai Shraddha S. Viswanathan (vice Rhiannon Ledwell), Joshua Wright, with Scott Carle, Liam Dyker, Nick Edwards, Brian Henderson, Tracey Innes, Gillian Mackintosh, Rhona Moore, Patricia Spence and Isabella Fausti **(Clerk)** in attendance.

Apologies: Simon Bains, Harminder Battu, Julie Bray, Graeme Kirkpatrick, Helen Knight, Rhiannon Ledwell, David McCausland, Graeme Nixon, Michelle Pinard, Amudha Poobalan, Louisa Stratton, Steve Tucker.

PRELIMINARY MATTERS

1.1 The Chair welcomed members to the University Education Committee (UEC) meeting and asked those in attendance to introduce themselves to new members.

1.2 The Chair thanked Graeme Nixon for his contribution to the Committee and welcomed Stuart Piertney who has taken over the role as Dean.

1.3 The Chair informed the Committee that there would be a move to the committee management software Decision Time for future meetings.

APPROVAL OF THE MINUTE OF THE MEETING HELD ON 16 MAY 2023

(copy filed as UEC/290823/001)

2.1 Members of the Committee approved the minute of the meeting held on 16 May 2023.

MATTERS ARISING (ACTION LOG)

(copy filed as UEC/290823/002)

3.1 Members of the Committee noted the actions arising following the meeting of UEC held on 16 May 2023. The actions were recorded as complete or in progress.

3.2 Clarification on timelines for reviewing assessment within Schools in relation to the Decolonising the Curriculum agenda (*minute 16.2 refers*): It was noted that there would be a standing agenda item for the UEC twice a year for updates from Schools on the progress of Decolonising the Curriculum.

3.3 Circulation of the final version of the Teaching and Learning Spaces Group Terms of Reference to the Committee (*minute 2.8 refers*): It was noted that the final version was complete and would be circulated after the meeting.

3.4 Circulation of the finalised version of remit and membership of an Advisory Group on academic integrity and practice (*minute 11.4 refers*): It was noted that the finalised version would be circulated to the Committee after the meeting.

REMIT AND COMPOSITION

(copy filed as UEC/290823/003)

4.1 Members of the UEC approved the remit and composition of the UEC for 2023/24 subject to some minor changes to the composition discussed at the meeting:

i. Stuart Piertney to replace Graeme Nixon.
ii. Appointment of an Equality, Diversity and Inclusion Committee (EDIC) representative

[*Clerk's note: Following the meeting, the following additional changes to the composition were made: Louisa Stratton's name added as the Student Mobility Representative; Anne Michelle Slater's Dean title changed to Dean for Portfolio and Programme Development; Brian Henderson name replaced Susan Halfpenny as the Director of Digital and Information Services (or nominee); Waheed Afzal's name corrected; AUSA contacted regarding a second student representative*]

4.2 It was discussed that members of the Equality, Diversity and Inclusion Committee (EDIC) would be asked for representation at the UEC. If not, a current member of the UEC who also sits in EDIC would take on the role.

Action: Chair/Clerk

RISK REGISTER

(copy filed as UEC/290823/004)

5.1 Members of the UEC discussed the risk register, specifically in relation to Education. It was noted that some minor amendments are outlined in the cover paper. The Committee discussed the possible impact of RAAC on the student experience, the delivery of teaching, and the ability to expand the number of medical students. It was noted that this issue may be included on the Estates Risk Register, but it would be reviewed to check the specific risks discussed are captured in it.

Action: Chair/Clerk/RP

ABERDEEN 2040 IMPLEMENTATION PLAN

(copy filed as UEC/290823/005)

6.1 The UEC discussed the Aberdeen 2040 Implementation Plan. The Committee was content that the actions identified for 2023-24 are appropriate, subject to one minor correction to the wording of action 5.2, to change the name of the International Partnerships Committee to University Partnerships Committee, as it will also include UK partnerships.

Action: Chair/Clerk

FUTURE ACADEMIC YEAR STRUCTURE

(copy filed as UEC/290823/006)

7.1 The UEC approved, for its part, the proposals for the Future Academic Year Structure. The Committee noted that this paper had twice been presented for academic view at UEC and QAC with amendments made based on feedback received. It was noted that Section 4.2 provided a summary of the discussion at Senate in June 2023 with all amendments

articulated. The Chair thanked all those who have been involved in this extensive piece of work.

POLICY AND PROCEDURES ON STUDENT ABSENCE

(copy filed as UEC/290823/007)

8.1 The UEC discussed amendments to the Policy and Procedures on Student Absence. The Committee heard that the Policy and Procedures on Student Absence was reviewed to expand the definition of acceptable supplementary evidence in light of changes to the provision of medical certificates for students. The changes also provide more clarity on the connection with other related policies.

8.2 This review was also presented at SSEC, APRG and QAC and has been approved at QAC, for its part, subject to some minor amendments. The Committee noted that this paper would also be presented for approval at Senate as part of the QAC report.

8.3 It was highlighted that the provision of absence certificates to students, other than for employment purposes, was never part of the contract that GPs have with the NHS and that the pressures in delivering what they are contracted to do are such that this decision had to be made.

8.4 The committee discussed some amendments to Section 2.2 relating to the procedure on how to report an absence for students in the healthcare programmes and on overseas campuses.

8.5 Other than these minor comments, the UEC agreed that the proposed changes were very helpful and provided clarity to the policy.

QUALITY ENHANCEMENT AND STANDARDS REVIEW (QESR) ACTION PLAN

(copy filed as UEC/290823/008)

9.1 Members of the UEC discussed and approved the QESR Action Plan. The Committee heard that the Action Plan had been produced as a requirement for the QESR process and feedback had been received, which is listed in section 6.3. It was noted the importance of demonstrating that the University has acted on the recommendations ahead of the institutional visit, taking place on 23 January 2024.

ABERDEEN 2040 EDUCATION UPDATES

(i) DECOLONISING THE CURRICULUM LAUNCH OF RESOURCES

(copy filed as UEC/290823/009)

10.1 The UEC received an update on Decolonising the Curriculum (DtC) work, in particular with respect to the launch of the website and toolkit, which includes case studies and a feedback form. The Committee heard that the resources will be launched via the staff ezine and that a schedule for training will be circulated in the near future. The Chair thanked the DtC steering group for all the work carried out. It was noted that the DtC steering group wish to continue meeting in order to share practices and evaluate the implementation of resources. Directors of Education should ensure that the paper is taken to the School Education Committees.

Action: Directors of Education

(ii) PASTORAL REVIEW TFG UPDATE

(copy filed as UEC/290823/010)

10.2 Members of the UEC received an update on the work of the Pastoral Review TFG, which was driven by the recommendations made by the QESR review. The Committee heard a summary of the recommendations for Schools on providing pastoral support for PGT students, with the aim of making this consistent across all Schools. The Committee discussed the review of the available online resources. The Committee were complimentary of the website resources. Links to this website will be circulated to students during Freshers' Week and Staff will be alerted via the ezine. It was noted that an in-person training session for Personal Tutors and Pastoral Leads was being developed, with the first being delivered in November. The UEC noted that the plan is for the TFG to be retired. In its place, the current Personal Tutors and Pastoral Leads group, which meets once a term, would be formalised and would report to SSEC. This group would have oversight of future developments related to pastoral support provided.

DEAN FOR EDUCATIONAL INNOVATION UPDATE

(copy filed as UEC/290823/011)

11.1 Members of the UEC discussed the update on the work of the Dean for Educational Innovation.

11.2 In relation to the tools for the delivery of education, the Committee heard that, of the three pilots that were presented at the last UEC meeting, the IPAC tool has been prioritised to support peer evaluation in group work. Further training on using this tool will be developed by the Centre for Academic Development. It was noted that there was no funding for the Respondus lockdown browser or for the Turnitin AI detection tool.

11.3 The Committee noted that resources on academic integrity are now available online on the Toolkit, but work is being done to find ways to better promote these. Some of the resources include case studies on how staff have engaged with generative AI tools, and members were encouraged to submit case studies if they had any. Furthermore, the Committee heard that a Student Intern has been working closely with the Dean for Educational Innovation and has been involved in two research projects, one on contract cheating and the other on generative AI. The study looked at factors that contribute to and prevent students from engaging with these.

11.4 The UEC heard that the Transforming the Experience of Students through Assessment (TESTA) pilot went well and included two schools and seven programmes, all undergraduate. The pilot will be extended to other schools this coming year and one school will pilot it in a postgraduate programme. A Northeast Scotland group was established with Dundee and St Andrews Universities to work closely on TESTA and benchmark against each other.

11.5 The UEC noted that the Collaborative Online International Learning (COIL) teaching room will be in place before the start of second half-session. This will be available as a normal teaching room but with the equipment and training available for staff who would like to develop a COIL project and use the room for this.

11.6 The Chair asked that the School Leads take the paper to their School Education Committees subject to some minor amendments.

Action: KK/DoEs

EDUCATION DATA

(i) GRADUATE OUTCOMES REPORT 2023

(copy filed as UEC/290823/012)

12.1.1 The UEC discussed the Graduate Outcomes (GO) report. The Committee heard that for first-degree leavers there is generally a downward trend compared to last year whilst the results for postgraduate leavers are showing a slight upward trend. The Committee noted that School-level data will be circulated at a later date.

Action: JBa

12.1.2 The Chair stated that improving graduate outcomes and employability is a strategic area for the university and the project on work placements/work-based learning will play a role in this.

12.1.3 A discussion was had on factors that impact graduate employability, both external and internal, and the support that can be developed for schools to ensure that students are prepared for the job market. The discussion also touched on which metrics would have a large shift in ranking with a small percentage change and how the University can strategically target certain demographics of alumni (highly skilled graduates) when sending out communication in relation to the survey.

(ii) FULL-TIME UNDERGRADUATE NON-CONTINUATION INTERNAL DATA 2021/22

(copy filed as UEC/290823/013)

12.2.1 The UEC discussed the report on non-continuation for 2021/22, which provides an analysis of non-continuation rates. The Committee heard that non-continuation has increased and that there are different patterns of non-continuation in some Schools in later years.

12.2.2 A discussion was had on the context and external factors that contribute to these higher rates of non-continuation. The discussion also touched on what can and should be done to support students more proactively and it was noted that there are significant differences in non-continuation rates within different areas of the University.

12.2.3 It was noted that the Support for Study Policy is being re-drafted to provide a better framework of support.

(iii) NATIONAL STUDENT SURVEY (NSS) 2023 REPORT

(copy filed as UEC/290823/014)

12.3.1 The UEC discussed the positive results of the NSS, including the University's 10th position in UK for overall positive responses and 2nd in terms of overall satisfaction within the devolved nations.

12.3.2 The Committee noted that there were some very positive subject-level outcomes notably with the following five subjects ranking top in the UK: Anatomy, Physiology & Pathology; Business Studies; History of Art, Architecture & Design; Linguistics; and Philosophy. The improvement of the Initial Teacher Training was also noted.

12.3.3 It was noted that changes to NSS for 2023 make direct comparison with previous years difficult due to changes in the questions asked.

12.3.4 An in-depth analytical report will be produced before the next meeting and it will be circulated to the UEC.

Action: JBo

ITEMS FOR INFORMATION

(i) UPDATE REPORT FROM THE STUDENT SUPPORT AND EXPERIENCE COMMITTEE (SSEC)

(copy filed as *UEC/290823/015)*

13.1 The UEC noted the updated report from the Student Support and Experience Committee (SSEC).

(ii) INTERNAL TEACHING REVIEW: SCHEDULE TO 2028

(copy filed as UEC/290823/016)

13.2 Members of the UEC noted the Schedule of Forthcoming Reviews to 2028 for Internal Teaching Review.

(iii) STUDENT MONITORING, ABSENCE AND ENGAGEMENT TFG UPDATE

(copy filed as UEC/290823/017)

13.3 Members of the UEC noted the progress made by the Student Monitoring, Absence and Engagement TFG.

(iv) RELIGION AND BELIEF POLICY

13.4 Members of the UEC noted the new Religion and Belief Policy, available on Policy Zone.

(v) ENHANCEMENT THEMES YEAR 3 REPORT

(copy filed as UEC/290823/018)

13.5 Members of the UEC noted the Year 3 Report submitted in relation to the Enhancement Themes.

DATE OF NEXT MEETING

14.1 The next meeting of the Committee will be held on 10 October 2023 at 13:05, by way of Microsoft Teams.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ACTION LOG

ACTIONS ARISING FROM THE MEETING HELD ON 16 MAY 2023

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
2.8	Circulation of the final version of the Teaching and Learning Spaces Group Terms of Reference to the Committee.	K Kiezebrink/Clerk	Completed (circulated 27/9/23)
8.2	Clarification on timelines for reviewing assessment within Schools in relation to the Decolonising the Curriculum agenda.	Chair	In progress – to be added as standing item twice a year
11.4	Circulation of the finalised version of remit and membership of an Advisory Group on academic integrity and practice.	K Kiezebrink	Completed (circulated 27/9/23)

ACTIONS ARISING FROM THE MEETING HELD ON 29 AUGUST 2023

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
4.3	Review committee composition as follows: i. Stuart Piertney to replace Graeme Nixon. ii. Appoint EDIC representative iii. Appoint second student representative from AUSA iv. Add Louisa Stratton's name as the Student Mobility Representative v. Change Anne Michelle Slater's Dean title vi. Brian Henderson to replace Susan Halfpenny vii. Waheed Afzal's name corrected	Chair/Clerk	Completed (agenda item 11.2 refers)
5.1	Review Estates Risk Register to check the specific risks discussed on RAAC are captured in it.	Chair/Clerk/RP	In progress, for discussion at October meeting (agenda item 3 refers)
6.1	Minor correction to the Aberdeen 2040 Implementation Plan, action 5.2.	Chair/Clerk	Completed, for information at October meeting (agenda item 7.ii refers)

10.1	Share the Update on Decolonising the Curriculum Resources paper at the School Education Committees	DoEs	Completed (circulated 27/9/23)
11.6	Circulation of final version of the Dean for Educational Innovation Update.	K Kiezebrink/DoEs	Completed (circulated 27/9/23)
12.1.1	Circulation of Graduate Outcomes School-level data.	J Barrow	In progress
12.3.4	Produce and circulate larger analytical report of NSS 2023 data.	J Bohan/Clerk	Completed (circulated 27/9/23)

10 October 2023

UNIVERSITY OF ABERDEEN

UEC/101023/003

UNIVERSITY EDUCATION COMMITTEE

RISK REGISTER

Strategic Risk Area:	**Education (UG and PGT)**

No.	**Risk** *(what could happen)*	**Risk Owner**	**Risk Manager**	**Consequences** *(how would this affect the University)*	**Likelihood**	**Impact**	**Unmitigated Score** *(gross)*			**Response**	**Mitigations** *(what is being/has been done to control the risk)*	**Status** *(in place/in progress/under consideration)*	**Likelihood**	**Impact**	**Mitigated Score** *(net)*			**Risk Movement**
1	Marking and assessment boycott (MAB) by UCU	VP E	Director of Academic Services & Online Education	Inability to progress and graduate some students. Impact on wellbeing of students. Impact on reputation of the University.	4	4	🔴	RED	16	Treat	As part of the existing NSS institutional action plan for assessment and feedback, Schools will have ensured that all assessment is prepared for the second half-session. Provide guidance for the MAB with a focus on areas such as prioritising marking for student groups (e.g., graduating students). VPE and DASOE to meet with each Head of School to assess possible impact of MAB and to ensure that all Schools are managing the situation. VPE and DASOE to meet weekly with School Directors of Education. At the point of the final date for the hand-in of assessment (which will vary), assess the impact of the MAB on individual students. Put in place contingency to manage the impact on the students affected. Put in place communications at School and university levels for students – to explain the overall situation and available support (university) and to inform students of particular circumstances and mitigations (School)	In place In place In progress (will be complete by 20/04/23) In place In progress In progress In progress	**4**	**3**	🔴	**RED**	12	New Risk
2	Assessment and feedback on assessment is not of a high quality and / or provided within the required timeframes. Note the possibility of a marking boycott as part of industrial action which is an additional issue that impacts on this existing risk	VP E	Director of Academic Services & Online Education	Impact on student performance and progression NSS Assessment and Feedback results do not improve with impact on League Table rankings Unable to progress or graduate students due to impact of industrial action (e.g. marking boycott)	4	3	🔴	**RED**	12	Treat	Continue with the agreed approach to monitoring the timeliness of providing student feedback at School level so that Heads of School / Directors of Education can intervene where necessary Continue with the agreed approach that ensures that all students are provided with all information about assessment (including but not limited to: type of assessment, criteria for marking, timelines for submission and return of grades/feedback) Take forward actions at institutional level that supports Schools to improve feedback (e.g., provision of training) Take forward a pilot of the use of TESTA (Transforming the experience of students through assessment) in one or more School Identify good practice in assessment at course, discipline and / or School levels and disseminate appropriately Each School will review the NSS results at discipline level and will put in place action plans at discipline level Quality assurance processes in place to ensure appropriate assessment is in place, including liaison with external examiners Guidance in place on assessment: development of assessment, inclusivity, integrity with continued work on matters of integrity (e.g., essay mills) Paper to be developed that outlines contingenices for any marking boycott. Guidance in place for Schools with respect to any missed teaching and impact on assessment.	To be done for each half session (Schools) To be done for each half session (Schools) In place In progress In progress To be done for 2023 NSS (Schools) In place Ongoing In progress In place	2	3	🟡	**YELLOW**	6	No Change
3	Non-continuation of students with some student groups being more at risk of non-continuation	VP E	Director of Academic Services & Online Education	Impact on individual students Loss of tuition fee income Impact on completion rates, degree awarding gap, and League Table position Reputational impact	3	3	🟠	**AMBER**	9	Treat	Continued development of transition into university support, orientation and induction approaches to support the needs of students Analysis of non-continuation data that enables targeted initiatives to be developed as necessary at institutional, School and discipline levels Monthly review of withdrawal data to enable 'real-time' understanding of any trends or concerns Analysis of particular demographic groups to determine if there are issues associated with particular groups, and take action to address the issues Ongoing equality impact assessment of teaching, learning and assessment and take action where necessary	In place for 2HS In progress In progress In progress Ongoing	2	2	🟡	**YELLOW**	4	No Change
4	No increase in the level of student mobility / students' opportunity to engage with an international experience	VP E	Director of External Relations	Impact on student experience due to lack of opportunity to undertake international placements Impact on recruitment Impact on the achievement of the Aberdeen 2040 Commitment 11	3	3	🟠	**AMBER**	9	Treat	International TFG is taking forward planning that aims to increase the number of opportunities for study abroad Take forward a pilot of COIL (Collaborative Online International Learning) that aims to enable students to have an international experience without travel Communicate the existing opportunities appropriately Continue to work with networks (e.g., Aurora, Curtin) to progress increased opportunities for student mobility Continue to work at a national level to influence the approach to the funding for study abroad	In progress In progress In place In place In place	2	2	🟡	**YELLOW**	4	No Change

5	Quality assurance arrangements are not in place or not adhered to in our TNE (transnational education) partnerships in Qatar and for the Joint Institute with South China Normal University	VP E	Director of Academic Services & Online Education	Impact on the student experience Impact on our reputation Impact on our external quality assurance outcomes	3	3		AMBER	9	Treat	Produce a quality assurance report annually for a specific partnership focused Quality Assurance Committee meeting for each partnership, identifying any risks or issues Utilise the robust committee structures that are in place to monitor and intervene as necessary Ensure that TNE partners have all necessary information and support to enable the implementation of our required quality assurance processes	In place In place In place	2	2		YELLOW	4	No Change
6	Students are unable to access work placements or go on to employment after graduation Note the risk score increase from 3, 3 (9) and 3, 2 (6)	VP E	Head of Careers and Dean for Employability and Entrepreneurship	Negative impact on graduate outcomes Negative impact on our graduates Impact on the achievement of Aberdeen 2040 Commitment 12	4	4		RED	16	Treat	Analysis of graduate outcome data at School and discipline levels to identify areas that require targeted action with Schools putting in place action plans Progress the work of the Work Placement TFG to develop approaches, policy and actions that increase the opportunities for work placements (or alternatives) as part of an overall approach to support employability, incldluing a consultancy exercise to support decision-making on next steps Work with the Development Trust to identify opportunities that will support the development of placement opportunities Upscale and widen co-curricular internship opportunities through new ABDNConnect Internship programme (Communications to include engagement with alumni) Encourage UG students to undertake appropriate PG study with the University of Aberdeen	In place In progress In place In progress In place	3	3		AMBER	9	No Change
7	Inability to complete the Aberdeen 2040 strategic work for Education relating to the following (some of this covered in sepeate risks): - Pastoral support - Monitoring, absence and engagement processes - Assessment and Feedback - Non-continuation and success - Education policy project - Enhancement-Led Institutional Review - Decolonising the Curriculum - Aberdeen 2040 Graduate Attributes and Skills - Aberdeen 2040 Delivery of Education - The International student experience - Employability and graduate outcomes	VP E	Director of Academic Services & Online Education and Director of People	Missed opportunity to enhance Education following the learning that has emerged from blended learning and the wider student experience during Covid-19 Negative impact on the League Tables	3	4		RED	12	Treat	Action plan for Education, with associated workstreams in place Resource implications of the extensive work addressed Consultation approach embedded as part of all of the work (our colleagues, students, wider stakeholders) Monitoring through the University Education Committee structure	In progress In progress In progress In place	2	3		YELLOW	6	No Change
8	Failure to adhere to requirements of Professional & Statutory Regulatory Bodies (PSRB) leading to risk of loss of accreditation	VP E	Director of Academic Services & Online Education	Reputation damage Negative impact on student employability Risk of litigation	2	4		AMBER	8	Treat	Ensure close oversight by Schools of PSRB requirements QAC oversight of PSRB accreditation reports	In place In place	1	4		YELLOW	4	No Change
9	Unable to improve the degree awarding gap for Black, Asian and Minority Ethnic students, Widening Access students and mature-age students.	VP E	Director of Academic Services & Online Education	Negative impact on the individual students Student performance and progression is not where it should be Reputational damage	3	4		RED	12		A targeted action plan to be developed	In place	2	3		YELLOW	6	No Change
10	Issues with buildings affected by reinforced autoclaved aerated concrete (RAAC) affecting the student experience and the delivery of teaching, especially at the Foresterhill campus	VP E	Director of Education (School of Medicine, Medical Science and Nutrition)	Negative impact on student experience due to effect on delivery of teaching and facilities for learning. Impact on wellbeing of students. Impact on reputation of the University. Financial impact on the University due to inability to expand number of PGT and of medical students. Impact on students and staff with additional access needs.	4	4		RED	16	Treat	Adaptation of some space at F/hill to build teaching space capacity. Moving teaching to Old Aberdeen campus Additional buses late afternoon to facilitate teaching running later in the day. Moving some meetings back to online to allow meeting rooms to be used for teaching. Regular meetings between programme leads and admin staff to liaise on changes to timetables and ensure no conflicts for staff. Close contact with timetabling team. Change to some aspects of the curriculum to change delivery (e.g. anatomy) and may impede new curricular developments (e.g. student digital consultations). Return to online lectures. Running lectures more than once. Increased use of NHS facilities. Reducing faculty office space in clinical skills centre to allow student booking options. 100 most requested books moved to a different location. Any other books will have to be sourced by interlibrary loan.	All in place	3	2		YELLOW	6	New Risk

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

UPDATE ON THE GUIDANCE FOR STAFF AND STUDENTS ON THE USE OF GENAI IN EDUCATION

1. PURPOSE OF THE PAPER

This paper provides an update regarding the University's approach to supporting staff and students with the use of generative artificial intelligence (GenAI) tools in Education while upholding academic integrity and rigour. This paper provides a summary of the work completed to date.

The University Education Committee is invited to note this GenAI update paper for information.

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 provided with this paper for information only.

4. DISCUSSION

Our guidance for staff and for students on the use of generative artificial intelligence (GenAI) tools in Education is continuously being refined to align with sector-specific evidence and the latest research findings. The guidance states the University's commitment to supporting staff and students with using GenAI tools in a responsible, critical and ethical manner while upholding academic integrity and rigour. The focus has been on the impact of GenAI tools on assessment practices but further support and guidance will be developed on the use of these tools to support teaching delivery and student learning. We will continue to engage with the sector and our academic community to ensure that our guidance remains at the forefront of GenAI developments, assessment practices, teaching practice and student learning.

This paper provides an update on the latest guidance and outlines future work in this area.

4.1 Staff Guidance

The webpages for staff on AI & ChatGPT have been renamed Generative Artificial Intelligence (GenAI), and provides staff with the following:

- A link to our Generative Artificial Intelligence Case Study Form, for staff to share ideas and practice in using GenAI tools
- A link to the latest staff guidance on the use of GenAI tools in Education, which will be updated ahead of each term
- A link to a set of comprehensive postcards to provoke discussion and reflection around assessment approaches in an AI enabled world, which the National Centre for AI, JISC, codesigned with the sector

The guidance itself outlines the following:

1. The limitations and ethical considerations when using GenAI tools in Education
2. Communications to students on the use of GenAI tools

3. Adapting assessments for an AI-enabled world
4. Dealing with a student suspected of academic misconduct in relation to GenAI tool use
5. Further information and resources

This guidance includes a new appendix outlining suggested text for communicating GenAI tool use, for staff to use/tailor as appropriate, including a link to a word version of Appendix 1, to facilitate copy/paste/edits by staff.

In addition, the webpages provide:

- Information on upcoming internal and external events on GenAI in Education
- A set of curated resources which have been shared amongst the sector and relevant communities

4.2 Student guidance

The new guidance for students on the use of GenAI tools in Education is available on the Academic Integrity webpages.

This guidance includes:

- Short video on GenAI and Academic Integrity
- Quick Guide on Acknowledging and Citing the Use of GenAI, for supporting students to acknowledge and cite the use of GenAI, where the use of such tools has been permitted
- Quick Guide on Assignment Notes, Drafts and Document Versioning, for supporting students to preserve and demonstrate their thought processes

In addition to the above guidance, the following academic integrity resources have been updated to reflect the additional guidance to students in relation to GenAI, as well as data falsification:

- Ensuring Academic Integrity Infographic
- Academic Integrity and Referencing Toolkit

5. CURRENT AND FUTURE WORK

The following work is currently taking place in relation to GenAI, Academic Integrity and Practice:

- School-level discussions on GenAI are being facilitated by CAD and the Dean for Educational Innovation
- A discussion Forum for staff on the impact of GenAI on Educational and Research Practice is being organised for November
- A session on GenAI and Academic Integrity and Practice is taking place at the Education Away Day on 7 November
- CAD and the Library are working together to identify opportunities for us to work collaboratively, such as running open sessions to identify FAQs that students and staff have, in relation to GenAI
- Schools have been provided with draft text for placing an initial and follow-up announcement on School MyAberdeen organisation areas, highlighting the updated academic integrity resources for students
- eLearning will be posting a MyAberdeen announcement on 4 October, reminding students about the updated academic integrity resources
- CAD are working with the Student Experience team on a communications campaign to remind students about the updated academic integrity resources and the support available

The following work will be taking place in the future:

- A review of our guidance on the use of GenAI tools in Education 3 times per year (1 month prior to each term), based on comments from the academic community, technological developments and evidence-based research and sector practice. If there are any exceptional developments outwith this cycle, the guidance will be updated and communications sent out in relation to this.

- A taught postgraduate student will be selected work with CAD and the Dean of Educational Innovation, on an InternPlus project starting in November, that will build on the work the Felicia Ileladewa carried out during the summer, on students' views of GenAI

5. FURTHER INFORMATION

Further information is available from Professor Kirsty Kiezebrink, Dean for Educational Innovation (k.kiezebrink@abdn.ac.uk) or Dr Sara Preston, Senior eLearning Adviser, (s.preston@abdn.ac.uk) Centre for Academic Development.

[03 October 2023]

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

IMPLEMENTING THE ARTIFICIAL INTELLIGENCE (AI) DESIGN ASSISTANT IN MYABERDEEN

1. PURPOSE OF THE PAPER

This paper provides an overview of Anthology's Artificial Intelligence (AI) Design Assistant for Blackboard Learn Ultra (ie MyAberdeen) and the key considerations and due diligence that needs to take place before enabling and using the AI Design Assistant. The paper details the individual features that can be enabled (or not) and provides a recommendation on the features that should be enabled once the work associated with identifying risks and mitigations is completed.

This paper is for discussion and approval.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by	N/A	
Further consideration/ approval required by	IGC (TBC)	

3. RECOMMENDED ACTION

The committee is invited to discuss and approve the following:

- Taking forward the work to identify risks and mitigating actions associated with enabling Anthology's new AI Design Assistant for Blackboard Learn Ultra
- Turning on the following 4 (out of 5) AI Design Assistant features: generation of: keywords for Unsplash, an outline structure for Learning Modules, Test Questions and Question Banks, and Rubrics, following appropriate due diligence findings.

4. DISCUSSION

4.1 Overview of Anthology's AI Design Assistant for Blackboard Learn Ultra

Last month institutions were provided with the option to enable the AI Design Assistant in Blackboard Learn, which is designed to aid teaching staff with the structure and design of new courses, the creation of rubrics and test questions based on learning outcomes and the generation of a question bank from Ultra documents.

As an institution, we are committed to supporting staff and students to use GenAI tools in a responsible, critical and ethical manner.

If we wish to enable some or all of the features available to us through the AI Design Assistant, for staff to use, we need to ensure that risks are identified and addressed via the following:

- Staff training and guidance - *staff must be aware that they remain responsible for the content on their course area and that all content generated by the AI Design Assistant must be reviewed and checked for accuracy, as they are the subject experts*.
- Due diligence has taken place in relation to information security, privacy and other information governance considerations with prior consultation with, and input from, the Head of Information Governance and Head of Information Security to ensure these are delivered in a way which complies with University processes and legal requirements
- Due diligence has taken place in relation to copyright and intellectual property

- Due diligence has taken place in relation to accessibility
- We have considered and are open about the ethical implications of using these tools
- We are transparent in our use of such tools, including with students

Any high risks or areas of concern that are highlighted by following the above processes will be reported back to this committee, and any other relevant committees, together with mitigating actions, for discussion.

Anthology has partnered with Microsoft to develop the AI Design Assistant, which uses Microsoft's generative artificial intelligence models (Azure OpenAI Service).

Resources on Microsoft's approach to the ethical use of Artificial Intelligence (AI) are detailed below:

- Microsoft's Responsible AI page
- Microsoft's Transparency Note for Azure Open AI Service
- Microsoft's page on Data, privacy, and security for Azure OpenAI Service

Anthology have stated their commitment to "the lawful, ethical and responsible use of AI", and have been actively discussing Ethical AI in Higher Education since 2017. In 2023 they implemented their Trustworthy AI program, which is led by their Global Privacy Officer, and commits them to implementing the following principles:

- Fairness: reducing detrimental biases in AI systems
- Reliability: implementing measures to ensure the validity and reliability of the output from such systems
- Humans in Control: ensuring people retain control and make decisions that have legal or significant consequences
- Transparency and Explainability: clearly communicating the use of AI systems, how they work
- Privacy, Security and Safety: ensuring AI systems are secure, safe and respectful of privacy
- Accountability: ensuring accountability regarding the trustworthy use of AI systems within Anthology as well as between Anthology, its clients and AI system providers

The above principles are based on and aligned to the principles of the NIST AI Risk Management Framework, the EU AI Act and the OECD AI Principles. These principles apply to both Anthology's internal use of AI as well as to AI functionalities in products they provide to their clients.

Anthology have stated that no client data is used to train, retrain or improve Microsoft's generative AI models. Providing access to the AI Design Assistant for teaching staff is one approach to enabling staff to use Generative Artificial Intelligence (GenAI) technologies to support teaching delivery while protecting their data.

Anthology have also provided answers to frequently asked questions, which address questions such as how does the AI system work? Where is the AI system hosted? How is the AI system trained. Anthology also openly publish their Generative AI Terms | Anthology, which make it clear that any content generated through these tools is the property of the customer ie the University.

4.2 AI Design Assistant features that can be individually enabled

When the AI Design Assistant is enabled at system admin level in MyAberdeen, additional controls are available to us as an institution, which enable us to decide which specific features of the AI Design Assistant we wish to turn on. There are five features currently available to us:

AI Design Assistant Feature	**Description**
Generate Keywords for sourcing images from Unsplash	The AI Design Assistant generates keywords that can be used to identify suitable images from the Unsplash-powered image library. These keywords help streamline the process of finding and

AI Design Assistant Feature	Description
	incorporating relevant images to support the course materials and learning modules.
Generate an outline structure for Learning Modules	The AI Design Assistant utilizes the course title and any available content in the course description to suggest titles and brief descriptions for a set of learning modules. These suggestions serve as a potential course structure, which can be customized by staff, and align with our institutional recommendations of using Learning Modules to structure learning content. Staff members have the option to further enhance the outline structure generated by adding additional information and content in the description field. *Staff should be aware that their course structure should align with the intended learning outcomes for their course and their course description on the course catalogue, irrespective of whether they use the AI Design Assistant to aid them with this process*.
Generate Test Questions & Question Banks	Using the course title and content from the course description, the AI Design Assistant can generate suggested test questions, encompassing various question types such as multiple-choice questions (MCQs), fill-in-the-blank questions, and more. This functionality aids in the creation of test materials for assessments and quizzes related to the course content.
Generate Rubrics	The AI Design Assistant has the capability to generate grading rubrics with predefined structures and criteria. These rubrics provide a standardized framework for assessing student work and ensuring consistency in grading across the course. Faculty and instructors can customize these rubrics as needed while benefitting from an initial structure provided by the AI.
Generate Learning Module Images	The AI Design Assistant is capable of generating entirely new images based on provided keywords. These images can be created to complement the course content and enhance its visual appeal.

Enabling any of the above features means that as an institution we accept the additional terms available at https://www.anthology.com/agreements/generative-ai-terms and that we understand the information about risk and limitations within and/or referenced in the standard end user documentation at https://help.blackboard.com/en/node/46331.

4.3 Recommendations on the institutional approach to enabling specific AI Design Assistant features

It is recommended that the following 4 out of 5 AI Design Assistant features are enabled in MyAberdeen, once all due diligence in relation to security, data, privacy, copyright and IPR has taken place:

- Generate Keywords for Unsplash
- Generate an outline structure for Learning Modules
- Generate Test Questions & Question Banks
- Generate Rubrics

It is recommended that we do not switch on the feature to enable the generation of learning module images as this is a rapidly evolving area where there is a lack of transparency and ambiguity (there are several law suits taking place at the moment in relation to visual works), unless we can be confident about the source of images on which Microsoft's Azure OpenAI service has been trained on. This aligns with the statement Nature has made to not allow the use of images and video created by GenAI tools. Furthermore, staff have access to Unsplash, which

provides a source of openly licensed images and is a resource that the Library already recommends on their copyright resources webpage.

The committee is asked to discuss and provide comments on the recommended approach for moving forwards and to approve the recommended AI Design Assistant features to enable.

5. FURTHER INFORMATION

Further information is available from Professor Kirsty Kiezebrink, (k.kiezebrink@abdn.ac.uk), Dean for Educational Innovation, or Dr Sara Preston (s.preston@abdn.ac.uk), Senior eLearning Adviser.

5 October 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

IMPLEMENTING TURNITIN DRAFT COACH TO IMPROVE STUDENTS' WRITING SKILLS

1. PURPOSE OF THE PAPER

This paper provides an overview of Turnitin Draft Coach and the benefits of implementing it for the student learning experience. It outlines the steps that should be taken to enabling and implementing it and provides examples of how other institutions have supported students with using Turnitin Draft Coach.

The paper recommends implementing it at institutional level to enhance the student learning experience and ensure equity of access to such tools.

This paper is for discussion and approval.

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

The committee is invited to discuss and approve the following:

- The implementation of Turnitin Draft Coach at institutional level
- The timelines for implementing Turnitin Draft Coach

4. DISCUSSION

4.1 Overview of Turnitin Draft Coach

Turnitin Draft Coach is a tool that helps students improve their academic writing and research skills by providing instant feedback on similarity, citation, and grammar issues. It is available as an add-in for Microsoft Word for the web. It can be used by students to review their assignment before submitting it to the relevant assignment submission drop box on their course area in MyAberdeen. There is no cost to enabling it as it is a feature available in our current Turnitin licence.

Turnitin Draft Coach has 3 features associated with it:

- Grammar Check – highlights grammar issues and suggests corrections
- Citations Check – assists in properly citing sources
- Similarity Check – functions in the same way as Turnitin's similarity check but submissions are not stored in the Turnitin database and it is *limited to 3 similarity checks*

The benefits of enabling Turnitin Draft Coach are outlined in the table below:

Benefit	**Description**
Improve students' academic referencing skills	Helps students avoid unintentional plagiarism and learn how to properly cite their sources. Turnitin Draft Coach can detect similarity between the student's work and other sources and provide guidance on how to revise the writing or add citations. This can help students understand the importance of academic integrity and avoid plagiarism.

Benefit	Description
Enhance students' academic writing skills	Helps students correct spelling, punctuation or grammar errors. Turnitin Draft Coach can highlight any grammar mistakes and provide explanations to help students edit and deepen their understanding. It can also suggest improvements for clarity, style, and tone of the writing. This can help students communicate their ideas more effectively and confidently.
Alleviate stress and help time management	Turnitin Draft Coach can provide immediate feedback on the student's work, without having to wait for a tutor or a peer to review it. It can also help students identify any areas of improvement or revision before submitting their work, reducing the need for rework or resubmission. This can help students manage their time better and meet their deadlines.
Reduce students' fears about academic misconduct	Helps reduce the likelihood of students who are worried about accidentally committing plagiarism paying for third party services that offer text matching or originality checking services.
Ensure equity of access	Creates a level playing field for all students, as there is no cost to students using it in Word for the Web.
Reduces teaching staff workload	Removes the need for staff to provide a Turnitin drop box in their course area for students to submit a draft of their assignment, for formative feedback on their writing, prior to submitting their final assignment.

4.2 Enabling and Implementing Turnitin Draft Coach

In order to enable and implement Turnitin Draft Coach, the following needs to take place:

- The eLearning team in the Centre for Academic Development and the Microsoft 365 team in the Directorate of Digital & Information Services to enable it within the Turnitin Admin Console and the Microsoft 365 Admin Console, and apply the appropriate configurations for use within Microsoft Word for the Web
- Student Learning Service and the Library to be involved in the implementation of Turnitin Draft Coach
- Guidance developed for staff, to raise awareness about the tool and how it can be used
- Guidance developed for students, on how to access and use Turnitin Draft Coach within Microsoft Word for the Web, and how to use it to improve their writing
- A communications plan and marketing campaign developed to ensure staff and students are aware of this new tool
- Promotional material to be created for students, highlighting the availability of Turnitin Draft Coach as a positive approach that the University is taking to supporting students with their academic writing, ensuring equity of access to such tools
- Evaluation plan to be created, to gather staff and student views following the implementation of Turnitin Draft Coach

A reminder that when students use the Similarity Check within Turnitin Draft Coach they are only able to run a total of *three Similarity Checks* while drafting their assignments. Students can run as many Citation and Grammar Guide Checks as they wish, while drafting their assignments.

Turnitin Draft Coach is only available as an add-on for Microsoft Word for the web, not the desktop application. Turnitin Draft Coach is not designed for spreadsheet or presentation software.

4.3 Examples of Universities Using Turnitin Draft Coach

Below are some examples of how Universities are communicating the use of Turnitin Draft Coach to their students, and supporting them with using it:

- University of Plymouth. They promote Turnitin Draft Coach as tool to support students to ensure their work is original and meets academic integrity standards. They also provide students with guidance on installing and using it.
- University of Portsmouth. They highlight to students that they can use Turnitin Draft Coach to correct any accidental similarity, citations and grammar issues before submitting their work to be assessed. They also provide students with video and web guidance on using it.
- University of Huddersfield. They implemented Turnitin Draft coach following a Big Idea suggesting that all students should be able to see their Turnitin report prior to submitting work that will be assessed. They use it as a positive tool for supporting the development of students' academic skills and improving their essays and assignments.
- Macquarie University. They promote Turnitin Draft Coach as a tool to empower students to improve the quality of their assignments. They highlight how it can provide them with instant formative feedback, as they write, enabling them to address errors before they submit their final work, promoting a positive approach to academic integrity. They also provide clear guidance on the three main functions available in Turnitin Draft Coach: Grammar Check, Citations Check and Similarity Check, and provide more detailed guidance on the Similarity Check function.

4.4 Recommendations on implementing Turnitin Draft Coach

It is recommended that Turnitin Draft Coach is implemented within the institution. Based on the approach outlined further above, it is recommended that the institution implement Turnitin Draft Coach in January 2024, in time for the start of Term 2.

The committee is asked to discuss and approve the recommendations outlined above.

5. FURTHER INFORMATION

Further information is available from Professor Kirsty Kiezebrink, (k.kiezebrink@abdn.ac.uk), Dean for Educational Innovation, or Dr Sara Preston (s.preston@abdn.ac.uk), Senior eLearning Adviser.

6 October 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

EDUCATION POLICY AND REGULATIONS REVIEW SCHEDULE

1. PURPOSE OF THE PAPER

This paper provides an update to the Education Policy and Regulations Review Schedule since the last update in March 2023. The Education Policy Review Schedule has been updated in line with key areas which require review in academic year 2023/2024, and as such, the schedule has been reprioritised accordingly.

The Group is invited to **discuss and consider** the Education Policy Review Schedule.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee University Education Committee	4 October 2023 (Discussion) 10 October 2023 (Information)

3. RECOMMENDED ACTION

The Academic Policy and Regulations Group is invited to **discuss and consider** the Education Policy and Regulations Review Schedule.

4.1 DISCUSSION

4.1.1 Following previous updates to the University Education Committee (UEC) and Quality Assurance Committee (QAC) in regard to policy review, the purpose of this paper is to provide an update on (i) progress regarding work undertaken to date and (ii) a plan for policy review in subsequent academic years. The updated schedule is appended as Annex A.

4.2 WORK UNDERTAKEN TO DATE

4.2.1 Further to the update circulated in March 2023 (*UEC/230323/020 refers*), the following has been undertaken in academic year 2022/23:

Monitoring and Review (Periodic Review)	Amendments to Internal Teaching Review (ITR) policy and procedure were approved by the UEC and QAC in August 2022 reflecting the return to in-person review following a period of online review as a result of the Covid-19 pandemic.
External Examining	Following an administrative review of processes, which concluded in January 2022, amendments to External Examining policy were approved by Senate in April 2023, following a review of academic aspects of External Examining led by a Task and Finish Group. The Group reviewed roles and responsibilities, communications, fees and expenses, and training and induction.

Student Discipline (Academic)	The Code of Practice on Student Discipline (Academic) was updated for academic year 2023/24 to incorporate the unauthorised use of artificial intelligence tools as a form of plagiarism.
Student Discipline (Non-Academic)	A holistic review of the Code of Practice on Student Discipline (Non-Academic) was undertaken and approved by the Senate in November 2022. The revised Code of Practice was led by a Task and Finish Group.
Policy and Procedures on Student Absence	The Policy and Procedures on Student Absence was updated in August 2023 to account for the lack of availability of GP surgeries to provide medical notes to students. Approval is anticipated on 20 September 2023 at Senate.

4.3 POLICY REVIEW SCHEDULE FOR 2023/2024

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 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 will continue to take place in academic year 2023/2024. The work has been prioritised as follows:

- Monitoring and Review (Annual Review): *Updates in light of the ongoing work to decolonise the curriculum, to ensure ongoing monitoring through our established processes.*
- Assessment and Feedback: *Updates in respect of the determination of degree outcomes, including the use of a project grade as a determinant for classification and extra credits at PGT; the moderation policy; and the distinction between compulsory vs prescribed courses.*
- External Examining: *Review to continue in respect of External Examiner fees, following the recommendations from the EE Academic Review TFG.*
- Student Monitoring: *Updates expected following the conclusion of the work in respect of Monitoring, Absence and Engagement.*
- Appeals and Complaints: *Review of the Policy and Procedures on Student Appeals.*
- Degree Regulations: *Updates in respect of (i) compensatory credit, including for failed resit courses; (ii) undergraduate progression regulations in terms of Students' Progress Committee thresholds; (iii) general review of Postgraduate Taught regulations to bring them up-to-date with current terminology.*

4.4 POLICY REVIEW SCHEDULE FOR 2024/2025 AND BEYOND

4.4.1 From 2024/2025 and subsequent academic years, the education policy and regulations review schedule includes the following *(subject to confirmation)*:

- Student Progress: *Updates in respect of Undergraduate and Postgraduate Taught progress.*
- Student Discipline (Academic): *A holistic review of the Code of Practice on Student Discipline (Academic)*.
- Student Discipline (Non-Academic): *Further to the implementation of the revised Code of Practice on Student Discipline (Non-Academic), a further review to ensure the Code is working as intended.*
- Fitness to Practise: *A review of the Fitness to Practise policies and procedures for Healthcare Programmes; and Education and Counselling Programmes.*

4.5 UPDATES IN RESPECT OF POLICY REVIEW

4.5.1 Members of the QAC and/or UEC will be updated and engaged, as appropriate, on progress with the policy update and review schedule 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.

4.5.2 Finally, members of the Committees will be aware that the timetable above does is not exhaustive in listing every education policy or policy area. Further, any timings stipulated in the review schedule are approximate, and subject to change. 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.

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal (Education) (ruth.taylor@abdn.ac.uk), Steve Tucker, Dean for Quality Assurance and Enhancement (s.j.tucker@abdn.ac.uk), Gillian Mackintosh, Director of Academic Services and Online Education (g.mackintosh@abdn.ac.uk) or Liam Dyker, Acting Assistant Registrar (liam.dyker2@abdn.ac.uk).

11 September 2023

Freedom of Information/Confidentiality Status: *Open*

Annex A

EDUCATION POLICY AND REGULATIONS

Schedule of Review by Academic Year

Key: BLUE – 2022/23; YELLOW – 2023/24; GREEN – 2024/25; PINK – 2025/26 and Beyond

Committee Cycle:					
	Cycle 1	APRG (14 August 2023)	QAC (23 August 2023)	UEC (29 August 2023)	Senate (20 September 2023)
	Cycle 2	APRG (13 September 2023)	QAC (4 October 2023)	UEC (10 October 2023)	Senate (8 November 2023)
	Cycle 3	APRG (15 November 2023)	QAC (13 December 2023)	UEC (16 January 2024)	Senate (14 February 2024)
	Cycle 4	APRG (7 February 2024)	QAC (27 February 2024)	UEC (5 March 2024)	Senate (27 March 2024)
	Cycle 5	APRG (24 April 2024)	QAC (8 May 2024)	UEC (13 May 2024)	Senate (5 June 2024)

2022/2023

Category	Sub-Category	Policy and/or Procedure	Action/Activity Summary	Review Information
Learning and Teaching: *Student Focused*	Student Absence	Policy and Procedure on Student Absence	Current position: The Policy and Procedures on Student Absence are being updated to account for the lack of medical certification that is available from GP surgeries. This was approved by QAC on 23 August 2023, and Senate on 20 September 2023. 2023/2024 Further to the amends of the Policy and Procedures on Student Absence, consideration should be given to a Fit to Sit Policy in relation to assessments.	**Next due for review: 2022/2023** **Committee Approval** Lead Committee: QAC Academic View: Cycle 1 Approval: Cycle 1 **Personnel** Academic Lead: Jason Bohan Administrative Lead: Isabella Fausti

2023/2024

Category	Sub-Category	Policy and/or Procedure	Action/Activity Summary	Review Information
Monitoring and Review	Annual Review	Annual Course and Programme Review *(ACR/APR)* ACR/APR Process Flowchart ACR Form Template APR Form Template Course Feedback Form Staff-Student Liaison Committee (SSLCs) Class Representatives	Current position: A paper, providing recommendations on the ACR and APR processes was approved by the UCTL (and passed to the Senate for information) in August 2020. This paper included a series of recommendations to improve and streamline the ACR and APR processes in 2020/21. Following approval: • Webpages/documents have been amended to reflect the agreed ACR and APR processes for 2020/21	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Approval: Cycle 2 **Personnel** Academic Lead: Ruth Taylor/Steve Tucker Administrative Lead: Liam Dyker

			• Webpages/document have been checked for accuracy (i.e. references to 'SCEF' replaced with 'Course Evaluation Form') • Any remaining references to 'in-class' etc. have been replaced. In December 2020, it was agreed that ACR/APR forms should be further revised, a question on Blended Learning was added to each, with the intention of understanding how courses and/or programmes were delivered and to ensure the context of course and programme evaluation is clear. 2023/2024 In light of the ongoing work in respect of Decolonising the Curriculum and Equality, Diversity and Inclusion, amendments to existing annual monitoring documentation to be made to take account of equality, diversity and inclusion, and the Decolonising agenda.	
Assessment and Feedback	Assessment and Feedback	Undergraduate Code(s) of Practice on Assessment Postgraduate Taught Code(s) of Practice on Assessment No Detriment Procedures Common Grading Scale (CGS) Common Assessment Scale (CAS) Honours Classification (Grade Spectrum) Honours Classification (GPA) SCQF Level Descriptors Framework of Degrees Minimum Credit Requirements for Awards Markers, Double, Blind and Anonymous Marking Moderation Policy Institutional Framework for the Provision of Feedback on Assessment Progression and Award in PGT Award (Grade Spectrum) Progression and Award in PGT Award (GPA) Preparation, Submission, Recording and Notification of Results External Examiners in Relation to Marking	Current position: 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 removal of the Grade Spectrum and policies associated with Covid-19. 2023/2024 A review of existing Assessment and Feedback policy and procedures to be undertaken in relation to: • Determination of Degree Outcomes, including use of a project grade as a classification determinant and extra credits at PGT • Moderation Policy • Compulsory vs Prescribed Courses • Policy on Extensions to Submission of Coursework 2024/2025	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC

		Selection of Scripts and other work to be sent/made available to the External Examiner Oral Examinations Assessment Offences (including Plagiarism) Exams Officer: Job Description Number, Composition and Purpose of Examiners' Meetings Conduct of Examiners Meetings Guidance Note for Students who either Fail or who Fail to Attend, or Complete, an Element of Prescribed Degree Assessment Types of Assessment Setting Assessments Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas Guidance for those with Responsibility for Making Examination Arrangements for Disabled Candidates Disposal and Retention of Work that Contributes to Prescribed Degree Assessment Policy on the Penalty for Unauthorised Late Submission of Coursework	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.	
External Examining	External Examining	External Examining (UG/PGT) General Roles and Responsibilities of External Examiners External Examiners: Reporting Instructions and Information External Examiners Reporting Template Information of the Calculation of Fees (UG/PGT) Nomination and Appointment of External Examiners Nomination Form for External Examiners Induction of External Examiners External Examining (PGR) General Examining Research Degrees	Current position: 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. Further, a TFG, led by a member of the QAC was established to review the academic elements of External Examining policy and procedures. This work concluded and was approved at Senate on 19 April 2023. 2023/2024 A review of External Examining to be undertaken in respect of: • External Examining Fees	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC

Learning and Teaching: *Student Focused*	Student Monitoring	Monitoring Student Attendance and Performance Guidance Note: Student Monitoring System Guidance Note: Class Certificates Key Dates Annex A: C6 and C7 emails Annex B: Flowchart of the UG Monitoring Process Annex C: Flowchart of the PGT Monitoring Process Annex D: Flowchart of the PGR Monitoring Process	Current position: A holistic review of Student Monitoring and Student Absence processes has been underway, as part of work being led by the Monitoring, Absence and Engagement TFG. 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 due course. 2023/2024 Following the conclusion of the Monitoring, Absence and Engagement Task and Finish Group, there may be amends required to current policy in respect of student monitoring. Included in this work is the policy on Monitoring of Postgraduate Research students.	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: UEC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Jason Bohan Administrative Lead: TBC
	Appeals and Complaints	Policy and Procedures on Student Appeals Complaints Handling Procedure (CHP) Unacceptable Actions Policy Appeals Flowchart Form for Appeals and Complaints Status of Students Pending the Outcome The Payment of Expenses Incurred by a Successful Appellant/Complainant Complaints Guidance for Students Complaints Guidance for Members of the Public Glossary of Terms	Current position: Following publication of a revised Model Complaints Handling Procedure (MCHP) by the Scottish Public Services Ombudsman (SPSO), the CHP was revised in April 2021. 2023/2024 A review of Appeals and Complaints to be undertaken in respect of: Policy and Procedures on Student Appeals	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
	Student Progress (PGT/PGR)	Student Progress (Postgraduate) Code of Practice: PGT Students	Current Position: No updates.	**Next due for review: 2023/2024**

		Code of Practice: PGR Students PGR Students and Supervisors: Expectations PGR Structured Management Framework	2023/2024 Following review of the Code of Practice on PGR (and approval at PGR Committee), approval will be sought from the QAC.	**Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Stuart Piertney Administrative Lead: Lucy Leiper
Regulations	Undergraduate Regulations	General Regulations for First Degrees Regulations for Degrees Undertaken at the Aberdeen Institute of Data Science and Artificial Intelligence at South China Normal University (SCNU) Regulations for Degrees Undertaken under the Articulation Agreement with South China Normal University (SCNU) General Regulations for Medicine and Dentistry Arts and Social Sciences Supplementary Regulations Degrees of Bachelor of Music Supplementary Regulations Divinity Supplementary Regulations Education Supplementary Regulations Engineering Supplementary Regulations Law Supplementary Regulations Science Supplementary Regulations	Current Position: General Regulations and Supplementary Regulations updated for Academic Year 2023/2024 to include a timeline for graduation, clarifying progression, replacement of Summer School for Access, addition of regulations for articulation agreement students at SCNU, and removal of withdrawn programmes. 2023/2024 In respect of undergraduate regulations, the following will be reviewed: • Compensatory Credit (including for failed resits) • Progression regulations in respect of the Students' Progress Committee thresholds	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle 3 Approval: Cycle 3 **Personnel** Academic Lead: Steve Tucker Administrative Lead: Liam Dyker
	Postgraduate Regulations	Postgraduate Supplementary Regulations General Regulations for Research Degrees General Regulations for Taught Postgraduate Awards General Regulations for Awards Conferred Jointly with Other Degree Awarding Institutions	Current Position: Postgraduate Regulations updated for Academic Year 2023/2024 to include the Accreditation of Prior Learning regulations which appeared not to have been updated. 2023/2024 In respect of postgraduate regulations, the following will be reviewed: • Postgraduate General and Supplementary Regulations, in order to bring them into line with current terminology • Postgraduate Research Supplementary Regulations to be reviewed by the PGR Committee.	**Next due for review: 2023/2024** **Committee Approval** Lead Committee: QAC Academic View: Cycle 3 Approval: Cycle 3 **Personnel** Academic Lead: Steve Tucker Administrative Lead: Liam Dyker

2024/2025

Category	Sub-Category	Policy and/or Procedure	Action/Activity Summary	Review Information
Learning and Teaching: *Student Focused*	Student Progress (UG)	Student Progress (Undergraduate) Policy on Undergraduate Student Progress Guidance Notes on Undergraduate Student Progress Students' Progress Committee: Remit and Composition	Current position: No updates. 2024/2025 Future review of policies and processes in regard to Student Progress.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
	Student Progress (PGT/PGR)	Student Progress (Postgraduate) Code of Practice: PGT Students Code of Practice: PGR Students PGR Students and Supervisors: Expectations PGR Structured Management Framework	Current Position: No updates. 2024/2025 Future review of policies and processes in regard to Student Progress.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
	Student Discipline (Academic)	Code of Practice on Student Discipline (Academic) Procedures for Dealing with Allegations of Plagiarism against Graduates of the University Academic Misconduct Flowchart *(for staff)* Academic Misconduct Flowchart *(for students)*	Current position: 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. In June 2023, the Code was updated to include reference to Artificial Intelligence tools, which will be treated as plagiarism. 2024/2025 A review of Student Discipline (Academic) policy and procedures, including the refinement of materials to improve readability and accessibility.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Kirsty Kiezebrink Administrative Lead: TBC

	Student Discipline (Non-Academic)	Code of Practice on Student Discipline (Non-Academic)	Current position: A holistic review of Student Discipline (Non-Academic) 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 concluded its work, and a report and associated revised Code of Practice on Student Discipline (non-academic) approved by Senate on 2 November 2022. The Code was implemented in August 2023 for use in Academic Year 2023/2024. 2024/2025 Following implementation of the revised Code of Practice in 2023/2024, a review of the Code of Practice to be undertaken.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: UEC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Jason Bohan Administrative Lead: Nick Edwards
	Fitness to Practise	Policy on Fitness to Practise Fitness to Practise Guidance *(Medicine/Dentistry)* Fitness to Practise Guidance *(Education)*	Current position: 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. 2024/2025 A review of Student Discipline (Academic) policy and procedures, including the refinement of materials to improve readability and accessibility.	**Next due for review: 2024/2025** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC

TO BE SCHEDULED

Category	Sub-Category	Policy and/or Procedure	Action/Activity Summary	Review Information
Course and Programme Approval	Course and Programme Approval	Course and Programme Approval Information Curriculum Management Process Flowchart Curriculum Management System Curriculum Management User Guides University Calendar ***(excluding** Degree Regulations)* Catalogue of Courses	Current position: Information on the Planning Cycle for 2023/24 and the use of the Curriculum Management System remains to be confirmed. Course and programme approvals have increased flexibility in the processes, which includes further opportunities for Schools to make changes to courses and programmes at different periods within the Academic Year.	**Next due for review: TBC** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Steve Tucker Administrative Lead: Pat Rowand

Monitoring and Review	Periodic Review	Internal Teaching Review (ITR) General ITR Process ITR Guidance for Schools Critical Analysis Curriculum Mapping (doc needs to update link to benchmark statements Enhancement-Led Institutional Review (ELIR)	Current position: 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 (UEC) and the Quality Assurance Committee (QAC) in October 2022, amended to reflect a return to on-campus ITRs, where possible, from the commencement of the 2022/23 academic year.	**Next due for review: TBC** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
Partnerships and Collaborative Provision	Partnerships and Collaborative Provision	Partnerships and Collaborative Provision General Types of Partnership Setting up a Partnership Managing a Partnership Current Partnerships Quality Assurance and Academic Standards Template Agreements	Current position: No updates.	**Next due for review: TBC** **Committee Approval** Lead Committee: QAC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
Teaching and Learning: *Student Focused*	Supporting Students *(including students with Disabilities)*	Support for Study Policy Information and Guidance to Students who Become Pregnant or Adopt Children, and their Partners, during their Studies Policy and Guidance on Religion and Belief for Students Policy on Drugs and Alcohol Misuse (Students) Information for Disabled Students and those with Specific Learning Differences and Medical Conditions Procedures for Disabled Students Flow Chart on procedures for Disabled Students Policy on Permitting Disabled Students to audio-record Lectures Recommendations Concerning Students with Dyslexia	*Further information can be sought from Jason Bohan and Nick Edwards.*	**Next due for review: TBC** **Committee Approval** Lead Committee: UEC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: TBC Administrative Lead: TBC
	Admissions/ Readmissions	Admissions Policy (Undergraduate) Admissions Policy (Postgraduate Taught) Admissions Policy – Postgraduate Research Students	Current Position: No updates.	**Next due for review: TBC** **Committee Approval** Lead Committee: UEC

		Admissions Protocol for Postgraduate Taught and Postgraduate Research Application Accreditation of Prior Learning Policy Readmission Policy		Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Alan Speight Administrative Lead: TBC
	Student Communications/ Partnerships	Student Communications Policy Student Partnership Agreement Code of Practice to Ensure Compliance with Part II of the Education Act 1994	Current Position: No updates.	**Next due for review: TBC** **Committee Approval** Lead Committee: UEC Academic View: Cycle x Approval: Cycle x **Personnel** Academic Lead: Jason Bohan Administrative Lead: Karen Scaife
Learning and Teaching: *Staff/ Teaching Focused*	Teaching General	Code of Practice for Undergraduate Teaching Lecture Capture Policy Start and Finish Times of Classes Wednesday Afternoon Teaching Quotas for Honours Options Timetabling of Core Courses Students' Work Affected by their Undertaking Paid Employment Disclosure Checking for Students Proof reading guidance Academic Flexibility for Elite/High Performance Sports	Current Position: No updates.	Next due for review: TBC Committee Approval Lead Committee: QAC/UEC Academic View: Cycle x Approval: Cycle x Personnel Academic Lead: TBC Administrative Lead: TBC

UNIVERSITY EDUCATION COMMITTEE

FUTURE ACADEMIC YEAR STRUCTURE (2024/25 AND BEYOND)
IMPLEMENTATION PLAN

The Implementation Plan for the Future Academic Year Structure for 2024/25 has been developed following approval by the University Senate of the new academic year structure at its meeting on 20 September 2023. The Implementation Plan considers all aspects relevant to the effective implementation of the recommendations contained within the proposals approved by the Senate (*SEN23:05 refers*). Timescales are approximate and subject to change.

No.	Area	Lead	Link to Recommendations	No.	Action	Timeline	RAG
1	Communication	Ruth Taylor	(i), (ii), (iii), (iv), (v) and (vi)	1.1	Communication to Student Recruitment and Marketing Teams regarding approved new structure to allow planning for 2024/24 to commence.	Deadline: End of Sept 2023	Complete
				1.2	Communication to Schools and TNE campuses regarding approved new structure to allow planning to commence.	Deadline: End of Sept 2023	Complete
2	Term Dates	Steve Tucker (QAC)	(i), (ii), (iv) and (v)	2.1	Undertake to update the Term Dates (Academic Calendar) on the University webpages to reflect agreed dates for 2024/25.	Deadline: End of Sept 2023	Complete
				2.2	Undertake to consult with the relevant Schools for exceptions to term dates (MBChB, BDS, MSc Physician's Associate, PGDE, BA Childhood Practice) to ascertain dates for 2024/24.	Deadline: End of Nov 2023 QAC: Dec 2023 (approval)	On track
3	Change in Terminology ('Half-Session' to 'Term')	Steve Tucker (QAC)	(iii)	3.1	Undertake to update the Degree Regulations in respect of the change in nomenclature from 'half-session' to 'term'.	Deadline: Sept 2024 QAC: Dec 2023 (approval)	On track
				3.2	Discussion to take place in relation to the update of policy and guidance regarding the change in nomenclature.	Deadline: TBC	TBC
				3.3	Discussion to take place in relation to the update of relevant webpages with the change in nomenclature to ensure the new terminology is reflected on all webpages.	Deadline: TBC	TBC
4	Induction, Transition and Employability Week (ITEW)	John Barrow (EEC)	(vi)	4.1	Discussion to take place regarding implementation of the ITEW with relevant colleagues.	Deadline: TBC	TBC

UNIVERSITY EDUCATION COMMITTEE

Aberdeen 2040 Implementation Plan to 2025 - Education

Strategic Area / Commitment	Objectives and Actions				Update		Actions Planned for 2023-24
	SMT Lead	No	2025 High-Level Objectives	No	September 2023 - Year End Summary of Progress	RAG	
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	The Institutional NSS action plan has been implemented and has been monitored and reported through the relevant Education committees. The first phase of the TESTA (Transforming the Student Experience Through Assessment) has been completed. Three new Schools have been identified for the second phase (Engineering (probably), DHPA, MMSN (PGT)).	Complete	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	Completed and meetings have taken place with Schools through Heads and / or Directors of Education where needed.	Complete	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. These actions are embedded within the work of the University Education Committee and Student Support and Experience Committee.
		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	The institutional action plan is in place and being taken forward. Non-continuation (UG) and Attainment (PGT) data has been analysed and currently discussions are taking place with the relevant Schools and the Dean for Student Support and Experience to explore any School-based issues arising from the data.	On track	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	This work is complete (previous update provided). It is anticipated that the next iteration of the data will provide further insights as more students engage with the Career Readiness survey.	Complete	Build on the findings from the Career Readiness Survey and determine additional actions where needed (more details will be provided in due course). Using an Aberdeen internship, develop a targeted communications strategy using career readiness data insights to be implemented during 2023-24.
				3.2	This work has lagged as EDI data is required to be included in the CareerConnect data feed in order to connect with engagement data. There has been a delay in getting the EDI data required.	Lagging	Identify engagement gaps and understand barriers to participating in careers services to inform targeted development of careers support and opportunities.
				3.3	Following the Enhanced Transcript Review and Graduate Attritubes work, a new digital approach to student skills reflection and recording has been established and will be piloted in 2023-2024.	Complete	Pilot a new digital approach to student skills reflection and recording utisling a generic skills set while the Aberdeen 2040 Graduate Attributes and Skills are finalised, and learn lessons to inform implementation planning for 2024-25.
				3.4	New employer partnerships have been developed through delivery of a number of funded internships programmes. Funding to support growth is in place via Santander (£15000 per annum to fund 15 opportunities), The Wood Foundation (£150000 over three years to fund at least 32 fully paid internships in Third Sector organisations), Institutional funding (£20000 per annum to fund internships, including Saltire opportunities).	On track	Continue to grow employer partnerships and associated internships opportunities for students. Focus on ensuring part time internships, suitable for PGT students, are available, in addition to full time vacation opportunities for UG students.
		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	The most recent degree classifications report demonstrates improvements in our degree awarding gap between White and Black, Asian and Minority Ethnic students. The action plan continues to be taken for ward.	Complete	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 (2023-24).
		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	The agreed work has been completed and, in addition, a review of our assessment regulations relating to graduation and progression was undertaken to support our students to graduate and progress in the context of the marking and assessment boycott.	Complete	Complete the agreed policy review for AY2023/24
				5.2	Remit of the IPC to be revised to cover UK partnerships in addition to International ones. Name will change to University Partnerships Committee (UPC).	Complete	No action required

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

THE ABERDEEN 2040 ATTRIBUTES AND SKILLS

1. PURPOSE OF THE PAPER

This paper outlines a new set of graduate attributes: the Aberdeen 2040 Attributes and Skills. The paper also provides an overview of a new Skills Framework to support their use with students.

Following an extensive design and consultation phase via a Workstream of the Employability & Entrepreneurship Committee, the current proposals for the Aberdeen 2040 Attributes and Skills have been further scrutineered by the Employability & Entrepreneurship Committee, Sustainable Development Committee, University Education Committee and Senate to shape the current proposal for the Aberdeen 2040 Attributes and Skills.

The Aberdeen 2040 Attributes and Skills are now at a stage where the University Education Committee is now asked to discuss this paper following the changes made based on the feedback received. Workload implications have also been reviewed and included in this paper.

Following review by the University Education Committee, further discussion will take place via the University Employability & Entrepreneurship Committee and Senate prior to approvals being sought from the same committees for the Aberdeen 2040 Attributes and Skills.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered by	UEC 2040	10th May 2022
	Extraordinary EEC	25th May 2022
	Extraordinary UEC	23rd June 2022
	EEC	16th December 2022
	DSC	10th January 2023
	UEC	16th January 2023
	Senate	8th February 2023
	SDC	9th March 2023
	EEC	4th May 2023
	EEC	18th September 2023
Further consideration/approval required by	UEC (academic view)	10th October 2023
	Senate (academic view)	8th November 2023
	EEC (approval)	5th December 2023
	UEC (approval)	16th January 2024
	Senate (approval)	14th February 2024

3. RECOMMENDED ACTION

The University Education Committee is asked to review and comment on the Aberdeen 2040 Attributes and Skills, and the Skills Framework and Careers Passport which will support their use in the co-curriculum and curriculum.

Further to this, the University Education Committee is asked to review and comment on the proposed plans for implementation, including their scope and scale and any associated workload implications.

4. BACKGROUND

4.1 External to the University, reports from leading industry and graduate careers groups have highlighted the need for graduates to be proficient not only in subject-specific knowledge but also key transferable skills such as communication, adaptability, self-awareness, and emotional intelligence[1]. The ability for our graduates to enter a labour market and be competitive in jobs that require greater skills requirements as well as subject-specific knowledge is crucial for their success after they complete their studies with us[2]. This is further backed up by the Scottish Government via the Scottish Funding Council with one of their core objectives highlighting universities as a key component of a system that can respond effectively to the skills requirements of the economy locally and globally[3].

4.2 Institutionally we do not perform as well as many of our competitors in the Graduate Outcomes (GO) survey, a survey directed at leavers 15 months after they have left the University. Multiple GO data metrics also feed into domestic league tables (Times & Sunday Times Good University Guide, Complete University Guide and the Guardian University Guide) and as such can impact on our performance in these. As such the roles our students are involved in after they leave the University are important, so if we can foster an educational environment that has a greater focus on employability and skills development, students will be able to have more positive destinations, which in turn will provide gains in GO performance and therefore league table performance.

4.3 Institutionally, there are multiple Aberdeen 2040 Commitments that interface with the wider skills agenda and enhance our ambitions for interdisciplinarity (Commitments 6[4] and 7[5]), student employability (Commitment 12[6]) and sustainability (Commitment 17[7]). Our Aberdeen 2040 Implementation Plan sets out specific actions that are focussed on enhancing employability of our students across these Commitments (See Appendix A). As such, the setting up of a Workstream as part of the Employability and Entrepreneurship Committee has carried out work to understand how we can provide opportunities for our students to articulate the attributes and skills they will develop through their time with us.

4.4 Alongside the Attributes and Skills Workstream, the Aberdeen 2040 strategy commits to providing more work-based learning (WBL), through placements and volunteering. Following an initial scoping exercise in January 2022, engagement with internal and external stakeholders and an institutional placement and WBL review report (produced by external consultants Gradconsult), a set of recommendations informed an institutional vision for upscaling WBL. The vision, to provide all undergraduate and postgraduate taught University of Aberdeen students with the option to gain experience via a flexible menu of work-based and work-related learning opportunities sets out a clear ambition to ensure all taught UG and PG students can gain a WBL opportunity but gives flexibility around the types of WBL opportunity provided. A workstream has been established for 2023-2024, reporting to the Employability & Entrepreneurship Committee (EEC) and Digital Strategy Committee (DSC), which will focus on establishing a suitable approach to developing 1-year and 2-year upscaling WBL action plans for Schools. This workstream will complement and interface with the attributes and skills workstream to ensure a coherent approach to Aberdeen 2040 employability actions. The ultimate aim of both is to provide a coherent skills landscape for our students with clarity on the skills they are developing.

4.5 As part of this work, and previously presented and approved by the University Education Committee (UEC), a joint report from the work carried out by the Graduate Attributes and Skills and Enhanced Transcript Working Groups (see here) had a series of recommendations that were agreed at the University Employability & Entrepreneurship Committee (EEC) on 25th May 2022 and then at the UEC on 23rd June 2022.

4.6 Findings from the above report have demonstrated that students have a limited understanding of our current Aberdeen Graduate Attributes (Finding 2 – *Students have limited awareness and understanding of the concept of graduate attributes and skills*), but they do wish to have activity

[1] Institute of Student Employers Report – 5 Competencies Graduates Need to Thrive in the Modern Workplace (February 2023)
[2] Universities UK Report – Busting Graduate Job Myths (April 2022)
[3] Scottish Funding Council – Annual Report and Accounts 2021-22 (September 2022)
[4] Commitment 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."*
[5] Commitment 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."*
[6] Commitment 12 – *"We will equip our graduates for global employment through our curriculum and teaching methods."*
[7] Commitment 17 – *"We will educate all our students and staff to be leaders in protecting the environment."*

recorded so they can evidence it (Finding 3 – *Students want recognition of their skills from across their student experience*) – see report highlighted in 4.4 below.

4.7 As a consequence, the two main recommendations from this work were as follows:

- Create a system that can formally record and recognise student skills in all areas of their curricular, co-curricular and extra-curricular activities.
- The University should design a personalised skills development, recognition and reflection framework.

4.8 Since then, work has been carried out by a workstream group (Aberdeen 2040 Graduate Attributes and Skills Workstream), that reports to EEC and UEC, to create both a new set of attributes and skills as well as a system to support them.

4.9 This work has culminated in the creation of the Aberdeen 2040 Attributes and Skills which were most recently presented at EEC (16th December 2022), UEC (16th January 2023), Senate (8th February 2023) and the Sustainable Development Committee (SDC, 9th March 2023). At each stage, the feedback and discussions were used to shape and craft the new set of attributes and skills.

4.10 In parallel to creation of a new set of attributes and skills, the workstream group was also tasked with finding a suitable way for students to practicably use the attributes and skills in a framework, which also allows them to evidence, reflect and develop their attributes and skills.

4.11 The work to find a suitable framework identified several digital solutions. A business case was proposed to the Digital Strategy Committee (DSC) on 10th January 2023 and a later revised business case is currently pending approval. Briefly, this revised business case was to authorise the work with our existing partner, GTI, who provide the University with the CareerConnect system used by our Careers & Employability Service. This work will adapt an existing function of the CareerConnect system to deliver a digital tool that will allow students to record, reflect upon, and articulate the attributes and skills they are acquiring (see Section 6 below).

5. WORK TO DATE ON THE ABERDEEN 2040 ATTRIBUTES AND SKILLS

5.1 Aberdeen 2040 aims to prepare "our graduates to thrive in diverse workplaces of the future" with commitments that need to be embedded in the experience of all our students.

5.2 Furthermore, our educational vision states that *"Our Education aims to be among the very best in the world, enabling our students to grow as independent learners, to achieve their full potential and succeed whatever their personal and social background, their mode of delivery and location, and to be equipped for global employment. Our Curriculum is challenge-led, distinctive, has breadth and flexibility with the interdisciplinary challenges embedded. Our Curriculum is inclusive, international, and enables our students to be leaders in protecting the environment. Our Environment aims to be diverse, caring, supportive, challenging, innovative, and developmental."*

5.3 Underpinning this vision, the University has created 5 Principles of Education, introduced in academic year 2022-23, which aim to support the preparation and delivery of our educational offering to students.

5.4 The overall aim is for the Aberdeen 2040 Attributes and Skills to provide a framework for students to evidence, reflect and develop their skills throughout their time with us, whether that is from their programme of study, co-curricular activities, or other activities they participate in.

5.5 In addition, the Aberdeen 2040 Attributes and Skills provide a common vocabulary for both staff and students to be able to discuss the value of the educational experiences and how they can be valued by employers and others.

5.6 As such, three workshops were conducted by the Aberdeen 2040 Attributes and Skills Workstream group (28/11/22, 20/12/22 and 12/01/23). The workshops looked at the feedback gathered from employers, and University students and staff to initially create a set of Attributes and Skills that aligned to the Aberdeen 2040 strategic plan.

5.7 This set of Aberdeen 2040 Attributes and Skills contained 15 individual attributes and skills and was presented at the various committees previously mentioned in 4.4 above. Those 15 attributes and skills are shown below:

- Adaptability and Resilience
- Communication
- Creativity
- Digital Fluency
- Inclusivity
- Independence
- Interdisciplinarity
- International Awareness
- Leadership
- Problem-solving
- Self and Social Awareness
- Self-motivation
- Sustainability
- Teamworking
- Time-management

5.8 Following creation of the above attributes and skills, further feedback was also sought from students and external organisations via the contacts shown below who circulated a questionnaire with accompanying information in the form of a Microsoft Sway (see here):

- Aberdeen University Students Association (AUSA)
- Student Experience Student Ambassadors
- Alumni Business Directory
- External members of Court
- Staff and Educational Development Association (SEDA) network
- Aberdeen Grampian Chamber of Commerce
- Aberdeen City and Aberdeenshire Councils
- Skills Development Scotland (SDS)

5.9 The feedback gathered was from a variety of sources, including our students via AUSA leadership team, and whilst anonymous participants were asked to provide the sector they worked in with the following areas being represented (numbers of responses in brackets):

- Students (20)
- Business, consultancy or management (3)
- Charity and voluntary work (4)
- Energy and utilities (1)
- Environment and agriculture (1)
- Healthcare (8)
- Computing or IT (1)
- Law (1)
- Media or digital (2)
- Public services and administration (5)
- Science and pharmaceuticals (2)
- Teacher training or education (14)
- Other (7)

5.10 The feedback and suggestions gathered were then used by the Aberdeen 2040 Attributes and Skills Workstream group in a further round of workshop and brainstorming sessions alongside colleagues from the Careers and Employability Service (01/03/23, 14/03/23, 04/04/23, 05/05/23, and 15/05/23) to create a revised set of skills. Several themes emerged from the feedback from a variety of areas and therefore was covered in this second round of workshops:

Feedback Theme	*Amendments Considered*	*Consultation Group*
Clustering skills	Creating clusters of skills groups would simpl**if**y the list and demonstrate the intersectionality of the skills (see 5.12).	Feedback survey / Sustainable Development Committee

Work-ready graduates	Inclusion of employability-focused skills (see 5.12).	Feedback survey
Continuity of skills between school, colleges and university	The attributes and skills maintain continuity for our students and with schools who use Skills Development Scotland Meta Skills.	Feedback survey / Senate (staff) /
Integrating attributes and skills into curriculum	Attributes and skills need to be integrated into the curriculum and made explicit to students (see proposals in Section 7).	Senate (staff and students)
Subject expertise	Expertise will not be included in the skills as it will be made explicit in accompanying information for students that subject expertise is evidenced in course intended learning outcomes and assessments which may also encompass skills development opportunities.	Senate (staff)
Skill levels	The skills audit that students can complete will allow them to self-assess and reflect on their skill level (see Section 6). This approach empowers the student to own their skills development journey and negates the need for formalised skills levels which would create extensive workload pressure in order to assign levels of skill and rate or grade against them.	Feedback survey / Senate

5.11 The feedback also suggested some additions and amendments to the wording of the initial proposed set of attributes and skills. Through the Workstream workshop sessions some names of the skills were amended to reflect this. The change to adapt the list into clusters of skills also has the advantage of allowing the skills to be included more easily in the digital Skills Framework (see Section 6 below) which was being explored in parallel. This revised set of attributes and skills comprises 6 attribute sets and 3 associated skills per set as outlined below (and see Appendix B for an expanded version with alignment to Aberdeen 2040):

Working with others
Teamwork
Communication
Leadership

Active citizenship
Global citizens
Sustainability
Inclusivity and cultural awareness

Managing yourself
Time management and organisation
Self motivation
Resilience

Enterprise and innovation
Creativity
Independence
Entrepreneurship

Analytical skills
Digital fluency
Information literacy
Critical thinking and problem solving

Career readiness
Opportunity awareness
Career planning and decision making
Presenting yourself

6. Work to Date on The Digital Skills Framework

6.1 Alongside the work to define and create the Aberdeen 2040 Attributes and Skills, the Workstream group has also been working on identifying a system that has the capacity for students to record and reflect upon the skills they are acquiring during their time with us. The creation of a digital system that students can interact with will also allow the removal of the recording of co-curricular activity on the Enhanced Transcript and its extremely time-consuming administrative verification and recording processes.

6.2 A scoping exercise was completed to identify potential solutions that would allow for flexibility with our diverse range of programmes and level of study, as well as an ability to be used both during and following completion of studies. The four design principles that were decided to be most important for this system to have the most impact was as follows:

a) **Fit with curricula** – Flexibility to fit with our diverse curricula across 12 different academic Schools and their subject disciplines.
b) **Fit with study requirements** – Flexibility to fit with undergraduate prolonged periods of study to shorter postgraduate taught one-year programmes and postgraduate research students
c) **Always on** – A system that grows as each student progresses through their studies, allowing them to populate and retrieve their skills as they acquire and reflect on them, and as they need to showcase them respectively.
d) **Portability** – The system needs to be able to follow the student once they have left the institution and not cease to exist once they have completed their studies or withdrawn.

6.3 Following evaluation of several systems, a decision was made to pilot the additional "MySkills" and 'Career Passport" features of our existing CareerConnect system for 2023-2024. CareerConnect is software created by a company called GTI and is used by the Careers and Employability Service for all aspects of Careers provision, such as appointment booking, co-curricular pathways, and job vacancy advertising. All students access the system via single sign-on which integrates with our Student Records System. The pilot of these features has the advantage of being already available to all students, at no additional cost.

6.4 For a brief overview of this functionality a Panopto recording is available here.

6.5 **MySkills** provides an opportunity for students to assess their skills against a series of criteria and perform a skills audit which creates a Skills Profile (see Appendix C). Following the skills audit students can then carry out a series of activities to enhance and develop their skills further in one of the ten skills areas provided by the system. This combination of skills audit, and then opportunity to work through a variety of skills development pathways, gives students the autonomy to carry out their own skills development as and when is suitable for them. Students can retake their skills audit multiple times enabling them to see their skills development progress (see Appendix D).

6.6 The **Career Passport** allows students to collate all activities that they have completed from the MySkills functionality but also allows them to record any further activities that they are involved in throughout their time with us, whether curricular, co-curricular or extra-curricular. These activities can be recorded as Skills Statements (Appendix E) allowing the activity to be tagged with the skills that form the MySkills framework. The Career Passport also shows any other career activity that a student has participated in such as Careers Service appointments, Pathways they are taking or have completed, and activities they have applied for / attended / viewed (Appendix F).

6.7 The MySkills framework and Careers Passport system will allow the recording of co-curricular activity and therefore these activities will no longer be recorded on the Enhanced Transcript. This is in line with recommendations from the Enhanced Transcript review (see Joint Working Group Report in 4.1 above). Any pre-existing entries in the Enhanced Transcript will remain but no new entries will be added because this activity can be recorded in the MySkills Framework.

6.8 By having the ability to review and reflect upon skills developed through the Skills Framework and then integrate this with other aspects of employability activities such as co-curricular pathways via the Careers Passport, students will be able to have a system that fits with any aspect of their studies and other activities, plus be useful to them during and beyond their studies at the University.

6.9 The MySkills audit being used in the 2023-2024 pilot has ten skill areas each with three sub-skills, so provides an audit of 30 skills. These skills are provided as standard as part of the CareerConnect platform. Should the pilot of the MySkills feature be successful, we can explore options to customise the skills to align with Aberdeen 2040 Attributes and Skills. To maximise the impact of the pilot, work has progressed over the summer of 2023, in parallel with the Aberdeen 2040 Attributes and Skills work discussed above, to develop and enhance the **Pathways** that students can complete to develop their skills. Pathway content development was organised via multiple workshops (08/06/23, 28/06/23, 07/07/23, and 24/08/23). The Careers Team and Dean for Employability and Entrepreneurship worked with colleagues from a range of departments

(such as Research and Learning Information Services, Sustainability colleagues in Estates and the Experience, Engagement and Wellbeing team), to review, update and author content within the Pathways, maximising the quality and suitability of the training materials for our students.

7. NEXT STEPS

7.1 The proposed next steps are to progress the development work that is described below and then, following approval from EEC, UEC and Senate, to implement the proposed changes to embed the attributes and skills into processes for co-curricular and curricula provision. To maintain oversight, the Aberdeen 2040 Attributes and Skills workstream will continue to be a standing item in EEC meetings as the work progresses and a Digital Project Board will be established to continue the digital phase to create the Skills Framework, pending DSC approval.

NEXT STEPS: CO-CURRICULUM

7.2 The MySkills and Career Passport described above has been activated by the Careers & Employability Service in September 2023 (and see paragraph 6.9 above) to trial its functionality with students throughout academic year 2023-24. There will be a specific trial of the system with two specific student cohorts within the Business School and the School of Medicine, Medical Sciences and Nutrition to give a more focussed opportunity for student feedback to be gathered on how the system performs.

7.3 Alongside trialling of the MySkills system, further work will be carried out during academic year 2023-24, in partnership with the appropriate teams (see tables below), to identify changes to nomenclature and information provided for students across all of our digital resources (e.g., webpages). The following areas have been identified that will require changes or development work to be carried out and the indicated timelines are shown for work that is ongoing or is planned for the future (with opportunities to complete pieces of work to an earlier timescale if that is a possibility). Workload implications are also highlighted.

	Current use of Aberdeen Graduate Attributes	***Proposed Changes***	***Workload Implications***	***Proposed Timelines***
Professional Development Courses	At undergraduate and postgraduate taught levels, the University runs professional development courses, PD1002 and PD5006 respectively, for all students. Both courses make mention of the Aberdeen Graduate Attributes and Enhanced Transcript.	Changes required to content that makes reference to the Aberdeen Graduate Attributes and the Enhanced Transcript.	**Low** – Careers and Employability Service staff will lead on this as Course Coordinators of the PD1002 and PD5006. These will be minimal changes that are required to make changes to any reference to the current Aberdeen Graduate Attributes.	Work will progress following approval to be ready for the start of academic year 2024-25.
Achieve and Achieve+	Study skills for students are supported through the Achieve (undergraduate) and Achieve+ (postgraduate taught) MyAberdeen sites. Both of these resources highlight the Aberdeen Graduate Attributes to students.	Changes to content that mentions the Aberdeen Graduate Attributes.	**Low** – Student Learning Service will lead on these changes, although they are minimal and will only require changes to those pages/sections that make mention to the current Aberdeen Graduate Attributes.	Work will progress following approval to be ready for the start of academic year 2024-25.
University Webpages	Multiple areas of the University website mention the Aberdeen Graduate Attributes and the Enhanced Transcript so will be amended, for example: Student resources • Graduate Attributes • Careers • Infohub Staff resources • Pastoral Support • Personal Tutoring • Supporting Students	Amend content to reflect the new Aberdeen 2040 Attributes and Skills, and MySkills.	**Medium** – Multiple webpages will be required to make small amendments to where the current Aberdeen Graduate Attributes are mentioned. As such this will involve staff from the Careers and Employability Service, Infohub, Centre for Academic Development, eLearning, and the Student Learning Service.	Work will progress following approval to be ready for the start of academic year 2024-25.
AUSA	The Aberdeen Graduate Attributes and the Enhanced Transcript are highlighted as part of AUSA activities.	Content changes where the Aberdeen Graduate Attributes and Enhanced Transcript are referenced.	**Low** – Minor changes to the AUSA webpages which have already been completed.	Complete.

NEXT STEPS: CURRICULUM

7.4 With the Aberdeen 2040 Attributes and Skills aiming to be embedded into the curricula offering for our students, a variety of different areas have been identified that will require amendments to act as an enabler to deliver our educational vision (see 5.1 – 5.4 above) in future years.

7.5 The curriculum also provides an opportunity for our students to develop attributes and skills required for them to be successful after graduation via the learning experiences they participate in (see footnotes in 4.1). Further to this, the Aberdeen 2040 Attributes and Skills provide a common framework for course planning and development and a common language for staff to use when they wish to articulate how the learning within courses can impact students' personal development.

7.6 Course teams are currently required to review teaching materials on an annual basis as part of good curriculum design via guidance provided by the University such as the Principles for Blended Learning and Tools for Teaching and Learning. Course teams are also required to formally review course performance and highlight areas of best practice and areas for improvement through the Annual Course and Programme Review process. This provides an opportunity to embed the Aberdeen 2040 Attributes and Skills into the course and programme review process as well as the tools for designing and delivering our teaching.

7.7 Part of the longer-term proposed changes is for Schools to take steps to embed and also enhance provision to reflect the Aberdeen 2040 Attributes and Skills (see below). It should be noted that this cannot be done in a standardised way with each School because the current curricula vary widely and quite rightly this means the emphasis of the Attributes and Skills will be variable, but the context of the discipline is important for students to link their learning to their personal development.

7.8 It is proposed that the following pieces of work along with the associated timelines and workload implications will be agreed (with opportunities to complete pieces of work to an earlier timescale if that is a possibility). Shorter and longer-term proposals are highlighted in the table below to span multiple academic years.

Proposed Short-term Curricular Changes				
	Current use of Aberdeen Graduate Attributes	***Proposed Changes***	***Workload Implications***	***Proposed Timelines***
Course and Programme Approvals	Both the New Course Proposal and Course Change documentation make reference to the Aberdeen Graduate Attributes. At present this takes the form of highlighting which of the four Aberdeen Graduate Attribute themes are linked to their programme or course but has no further details.	Proposed that changes will be made to the documentation to reflect the change to the Aberdeen 2040 Attributes and Skills and there will be an opportunity for linkages between the Aberdeen 2040 Attributes and Skills and the intended learning outcomes at a course level. This will begin to embed the attributes and skills into our courses and make them visible in the Catalogue of Courses.	**Low** – Changes to documentation for new courses and course changes will be required and approval will be sought via the Quality Assurance Committee and Programme Management Committee.	Work will progress following approval to be ready for the start of academic year 2024-25.
Annual Course Review and Programme Review	Currently the Aberdeen Graduate Attributes are mentioned in the Strengths and Weaknesses sections of the Course Review proforma as suggested topics for course appraisal. These suggestions for reflecting on a course also require staff to use feedback gathered from a variety of sources such as Course Feedback Forms (see row below).	Proposed to change the annual review documentation to ask staff to reflect on how the course has allowed students to acquire Aberdeen 2040 Attributes and Skills, for example through the linking of Course Feedback Form data available to staff.	**Low** – Changes to course and programme review documentation will be needed and approvals sought through the Quality Assurance Committee.	Work will progress following approval to be ready for the start of academic year 2024-25.
Course Feedback Forms	Course Feedback Forms can be setup to capture information on all aspects of a course, but one section is universal to them all and captures information of effective teaching practices and general feedback on satisfaction, which is then used to aid the course review process (see above).	Proposed to change the emphasis of the feedback form to one of reflection. This will require changes to the questions that are generic to all forms but will not impact on Schools being able to decide the questions they wish to add. Further changes are proposed to the way that the forms are sent via email to students so the standard wording of the emails will be amended and the system will be trailed to return completed forms to students for use in the Career Passport.	**Low** – Changes to the existing Course Feedback Forms would require development work from the Applications Management Team.	Work will progress following approval to be ready for the start of academic year 2024-25.

Proposed Longer-term Curricular Changes				
	Current use of Aberdeen Graduate Attributes	***Proposed Changes***	***Workload Implications***	***Proposed Timelines***
Course Mapping to Intended Learning Outcomes	A small number of courses make explicit reference to aiming to enhance student Graduate Attributes (e.g., PU5548) but all courses should have Intended Learning Outcomes (ILO) that are visible in the Course Catalogue.	A systematic approach will be taken to work with teaching teams in Schools to identify the Attributes and Skills that are associated with courses and work to make them visible in the Course Catalogue to provide students with information to aid in course choice.	**Medium** – Changes will be discussed with Directors of Education and course teaching teams to begin conversations with the relevant stakeholders to identify and map which attributes and skills align with course ILOs.	Start in academic year 2023-24 (following approval) and continue throughout academic year 2024-25, aiming to complete in August 2025.
Curriculum Development Opportunities	N/A.	Wider than the course-level mapping above, it is proposed that the Aberdeen 2040 Attributes and Skills act as an enabler for enhancing course and programme review and reflection by Schools.	**Medium** – Longer term changes and development opportunities will be discussed alongside discussions highlighted above to use the Aberdeen 2040 Attributes and Skills as a framework for explaining how courses and programmes of study can provide skills development and learning opportunities that enhance employability.	Start in academic year 2023-24 (following approval) and continue as needed as part of curriculum enhancements in programmes.

7.9 Further to the proposed curricular changes highlighted above, embedding the Aberdeen 2040 Attributes and Skills into courses and programmes should not be viewed as a one-off exercise but should be considered as part of the ongoing review and refinement of course content to enhance the student learning experience. To aid staff in this review process, a resource will also be developed through the Centre for Academic Development to support staff when they are reviewing their course and programme content.

7.10 The proposed co-curricular and curricular changes highlighted above have been scrutinised by the most recent Employability and Entrepreneurship Committee (18th September 2023) with positive commentary from members of that committee and approval for passing to the UEC and Senate for a final round of academic views.

7.11 Following this final round of academic scrutiny, recommendations for approval at future meetings of EEC (5th December 2023), UEC (16th January 2023) and ultimately Senate on 14th February 2024 are planned to agree the Aberdeen 2040 Attributes & Skills, the MySkills framework to support them and the associated implementation plan highlighted above.

8. RECOMMENDATION

8.1 UEC is asked to discuss and provide feedback on the proposals highlighted above, specifically the creation of a MySkills framework that reflects the Aberdeen 2040 Graduate Attributes and Skills and the ceasing to record co-curricular activities on the Enhanced Transcript.

8.2 UEC is also asked to discuss and provide feedback on the proposed changes highlighted in the Next Steps (Section 7) above for inclusion in subsequent iterations of this paper to EEC and Senate.

9. FURTHER INFORMATION

Further information is available from John Barrow (j.barrow@abdn.ac.uk), Dean for Employability & Entrepreneurship.

3rd October 2023.

Freedom of Information/Confidentiality Status: *Open*

Appendix A – Aberdeen 2040 Implementation Plan Extracts

Commitment		2025 High-level Objectives
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	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.
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.	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.
12	We will equip our graduates for global employment through our curriculum and teaching methods.	As part of the Aberdeen 2040 Curriculum workstream, employability, enterprise and entrepreneurial learning and skills will be embedded within our curriculum and co-curriculum.
		Support our students to develop the relevant skills, through their learning, to support their development for global employment.
17	We will educate all our students and staff to be leaders in protecting the environment	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.

Appendix B – Aberdeen 2040 Attributes and Skills

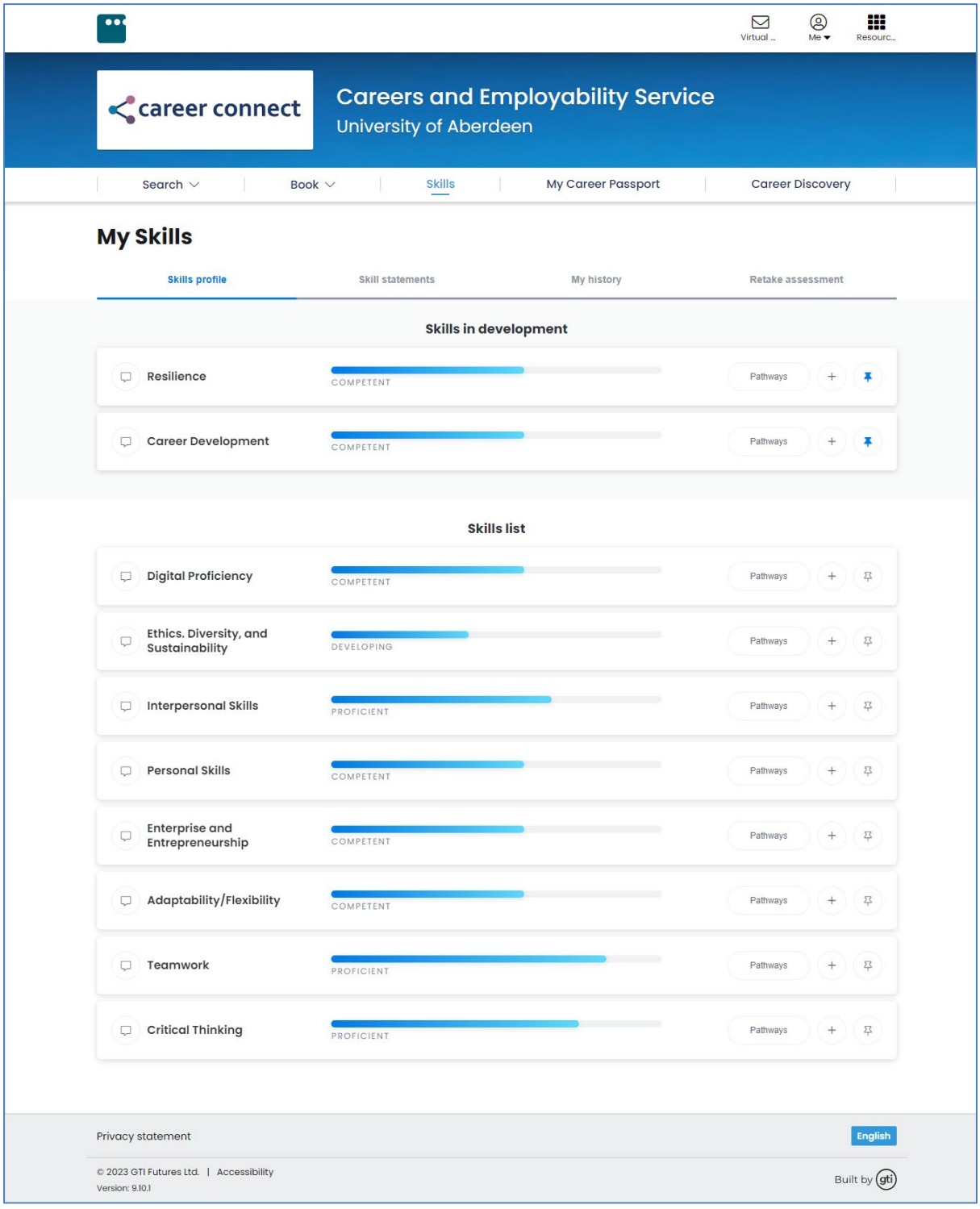
Attributes	Text from A2040/Strategic Vision	Skills	Description	Selected Examples
Working with others	*"We will support our students through effective teamwork across the university" / "Students will need to be able to effectively communicate their ideas and research findings to different audiences, both orally and in writing" / "Our students will…be change-makers across the globe"*	Teamwork	The ability to work with others and across different disciplines and fields of study	Collaborating with a team of students from different degree programmes to develop and implement a work plan for a piece of coursework
		Communication	The ability to convey information clearly and effectively to different audiences	Giving people your full attention when speaking with them and offering constructive feedback on a problem they are facing
		Leadership	The ability to take initiative, lead others, and inspire change	Acting as a Class Rep to liaise between the staff and students on your course, and in the process building relationships with other groups and individuals
Active citizenship	*"Our students will grow in confidence and understanding" / "Our curriculum...enables our students to be leaders in protecting the environment" / "Our curriculum is inclusive and international"*	Global citizens	The ability to recognise the interconnectedness of local and global issues, understanding multiple perspectives to create an ethical, fair and democratic society	Becoming involved in societies or having a role in the Student Union to support other students on campus
		Sustainability	Understand the long-term impacts of our actions on the climate and nature crises facing society, mindful of the need to promote the well-being of current and future generations	Participating in a sustainability club that works to reduce waste on campus and educate the community about the importance of environmental conservation
		Inclusivity and cultural awareness	The ability to show empathy and compassion to others, understanding and appreciating cultural differences and all forms of diversity	Communicating and working effectively with people from different cultural backgrounds and being able to consider global issues from multiple perspectives
Managing yourself	*"With a flexible curriculum and opportunities for work-based learning, students will need to be able to manage*	Time management and organisation	The capacity of balancing multiple responsibilities and staying focused and organised to meet deadlines	Balancing coursework, a part-time job, and extracurricular activities while maintaining good grades

	their time effectively and stay organised" / "All students can achieve success and thrive in the diverse workplaces of the future" / "Our Environment aims to be diverse, caring, supportive, challenging, innovative, and developmental"	Self-motivation	The ability to identify personal goals and take initiative to work towards them, enabling individuals to pursue opportunities that align with their goals and values	Developing a plan to achieve a learning goal by setting aside dedicated study time each week, attending all of their classes, and seeking out additional help when needed, taking initiative to follow through on the plan, even when faced with challenges or distractions
		Resilience	The ability to adapt to changing circumstances and be open to learning new things	Dealing with unexpected challenges and setbacks during your studies that require changes to plans so that you can still achieve your goals
Enterprise and innovation	*"We will foster their intellectual development, creative thinking, innovation and entrepreneurship" / "Our curriculum encourages students to grow as independent learners" / "We will foster their intellectual development, creative thinking, innovation and entrepreneurship"*	Creativity	The ability to think critically, generate new ideas and approaches to problems, and apply knowledge in new contexts	Researching existing literature to understand the current state of knowledge of a topic, then using this to generate new insights and understanding
		Independence	The ability to identify and pursue learning goals independently, seeking out resources and support as needed	Seeking out resources to learn a new piece of software on your own
		Entrepreneurship	The ability make the difference. Taking ingenuity, creativity and willingness to spot and take advantage of opportunities, and view mistakes as an opportunity to learn and improve	Taking part in a challenge-based project or team-based activity that develops the capacity to problem solve and identify solutions
Analytical skills	*"We will make innovative use of digital technology to enable learning, and equip our graduates with digital skills" / "We will develop more challenge-led teaching, which enables students to learn by tackling real-world problems"*	Digital fluency	The capacity to use digital platforms and tools to communicate, collaborate, and access information, and adapt to new technologies as they emerge	Using video conferencing software to facilitate online collaboration with staff and students
		Information literacy	The ability to find, evaluate and use sources of information to support work or education	Using search tools to identify the correct information as part of an essay, or analysing data for writing a report

		Critical thinking and problem solving	The capacity to identify and analyse problems, generate and evaluate potential solutions, and implement the most effective one	Participating in a challenge-led course that requires students to develop a solution to a real-world problem, such as improving access to healthcare in underserved communities
Career readiness	*"We will provide more work-based learning, through placements and volunteering." / "Our Education aims to be among the very best in the world, enabling our students to grow as independent learners, to achieve their full potential and succeed whatever their personal and social background, their mode of delivery and location, and to be equipped for global employment"*	Opportunity awareness	Sometimes called commercial awareness, an ability to understand market trends, organisations, sectors that organisations operate within whether in the public, private or not-for-profit sectors.	Attending an event, such as a careers fair, which will allow you to speak with organisations to gain a better understanding and possibly give an opportunity for work experience
		Career planning and decision making	Having career goals and a good understanding of the skills, experiences and connections required to access the graduate job market	Using your Skills Framework to understand what your skills strengths and weaknesses are to understand if you are a good fit for an organisation, and to ultimately understand yourself
		Presenting yourself	The ability to articulate attributes and skills and present yourself self in a career context	Making use of your examples collected in your Skills Passport to evidence and support any applications you make for your chosen job role

Appendix C – MySkills (Skills Profile)

The screenshot below shows an example of a student's MySkills profile webpage after they have completed the skills audit. It highlights their level of competency for each of the ten generic MySkills skill sets.

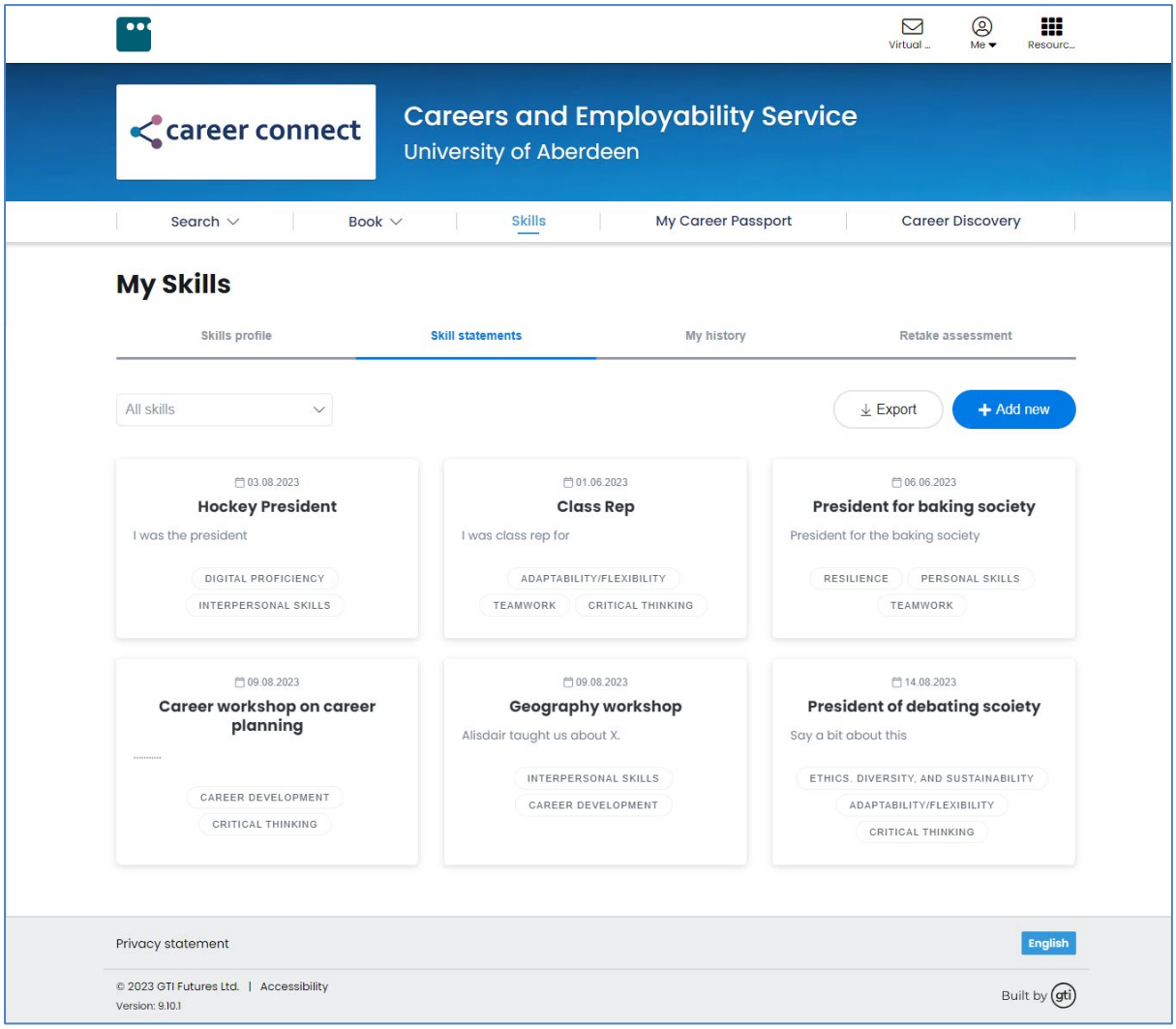


Appendix D – MySkills (My history)

The screenshot below shows the skills history for a student, visualising the results of the two most recent skills audits the student has completed in a radar plot and then showing a comparison of each individually underneath the diagram.

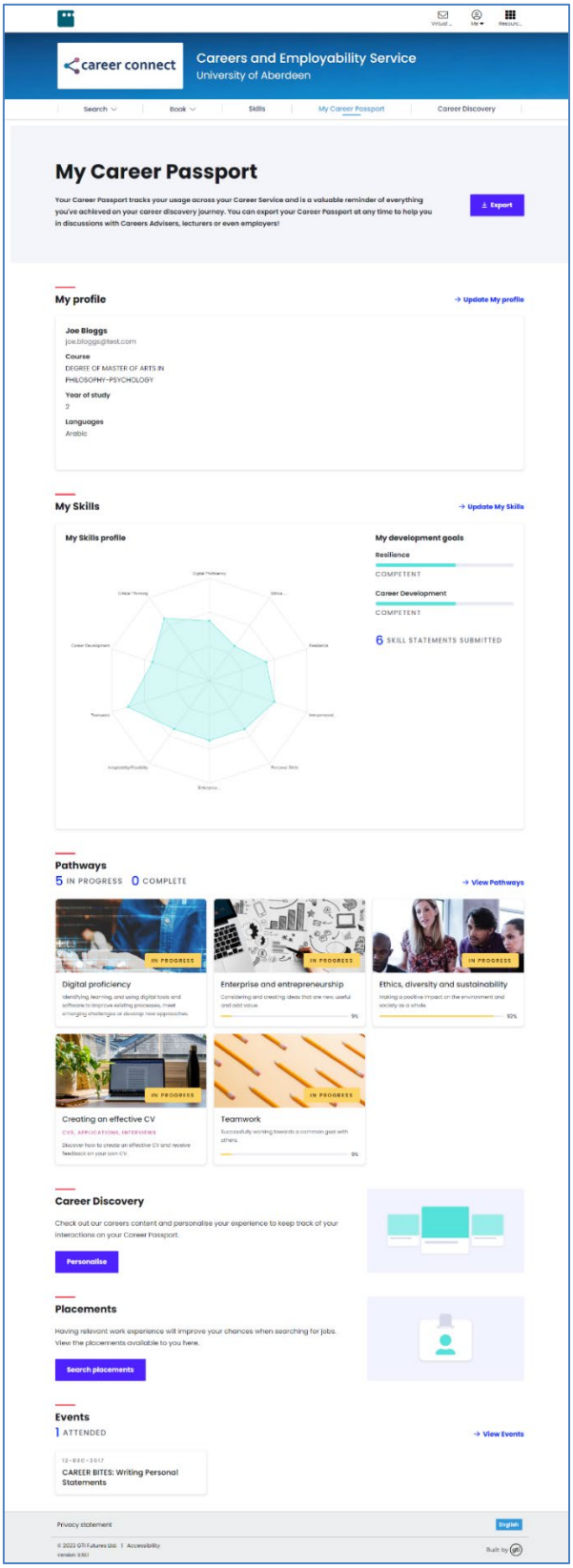
Appendix E – MySkills (Skills Statements)

The screenshot below shows a student's MySkills skills statements webpage. This allows a student to record any activity they wish and align it to the skill areas within the MySkills framework. Students can also add their reflections on their activities and filter by skill sets. The skill statements information can also be exported for use in other documents (e.g., job applications or CV creation).



Appendix F – MySkills Careers Passport

The screenshot below shows an example of the Careers Passport, which will replace the Enhanced Transcript. Students can update their profile easily and see any skills assessments, Pathways they have taken, and activities they have applied for / attended / viewed. The Passport can also be downloaded and is maintained after graduation if the student changes to a graduate profile on the system.



10 October 2023

UEC/101023/011

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

NATIONAL STUDENT SURVEY 2023 REPORT

1. PURPOSE OF THE PAPER

This report provides an overview of the National Student Survey 2023 results for the University of Aberdeen.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	n/a	
Further consideration/ approval required by	SSEC UEC	21st September xx

3. RECOMMENDED ACTION

The paper is provided for information and discussion.

4. BACKGROUND

4.1 The National Student Survey (NSS) is undertaken annually by students across the higher education sector. As such, it is published every year and is a rich and influential source of information about higher education. The survey is a key component of the quality assurance and wider regulatory landscape in UK higher education, and the results are also utilised by the three domestic league tables for ranking universities (Times & Sunday Times Good University Guide, Complete University Guide, and the Guardian University Guide). The survey is completed by final-year students at:

- All publicly funded higher education universities and colleges in England, Wales, Northern Ireland, and Scotland
- Further education colleges in England and Northern Ireland
- Further education institutions (FEIs) in Wales (with directly funded higher education students)

4.2 Following a review and subsequent consultation conducted by the UK higher education funding and regulatory bodies in 2020-2022, the themes, questions and responses in the NSS have changed for 2023.

4.3 The changes to the NSS for 2023 make direct comparison with previous years difficult as the suite of questions within the NSS have been changed with some questions removed and added. Further to this, questions have been reframed for NSS 2023 to move away from soliciting an agree/disagree style response. The previous five-point Likert response scale has been replaced by a new four-point item-specific response scale for most questions, essentially removing a neutral response option such as the 'neither agree nor disagree' from the Likert scale.

4.4 The seven themes ('scales') included in the NSS 2023 are as follows: Teaching on my course, Learning opportunities, Assessment and feedback, Academic support, Organisation and management, Learning resources, and Student voice. Additionally, there are standalone questions on the students' union, mental wellbeing services, freedom of expression (England only) and overall satisfaction (Scotland, Wales and Northern Ireland only).

4.5 Previously the focus of NSS reporting has been around the overall satisfaction question. However, this question has only been retained within NSS 2023 for Scottish, Welsh and Northern Irish institutions and therefore can no longer provide a full sector comparison. This measure has been retained as a secondary measure in this report.

4.6 This report will instead focus on an aggregated mean average of the positive response percentages across the 25 questions that are asked at all institutions across the United Kingdom, excluding the Student Union question. This closely mirrors the approach that the Complete University Guide has taken in its "Student Satisfaction" metric for previous iterations of the NSS. This aggregated mean average of the positive responses will be abbreviated to "positive response" for the purposes of this report. This also mirrors the approach taken by many other UK institutions in order to rank their UK positioning, although some variability is noted (e.g. University of Surrey additionally include the English institution-only question on freedom of expression in their calculation).

5. EXECUTIVE SUMMARY OF RESULTS

5.1 The University's mean positive response score across the 25 UK-wide questions was 83.7% in NSS 2023, which represents a 4.6 percentage point rise from 2022, noting that direct comparison is limited due to the change in NSS methodology. This ranks the University at 10th in the UK when using the list of providers included in the latest iteration of the Guardian University Guide (published September 2022). In Scottish terms the University is ranked 4th, behind St Andrews, Abertay and Robert Gordon. St Andrews is ranked top across the United Kingdom for this measure.

5.2 The University is ranked in the UK Top-10 for four of the seven scales contained within the NSS: Teaching on my course (6th), Academic support (7th), Organisation and management (7th), and Learning resources (2nd).

5.3 In terms of individual questions, the University has been ranked at top of the UK for two questions: Question 19 ("The IT resources and facilities have supported my learning well") in Learning resources and Question 22 ("I have had the right opportunities to provide feedback on my course") in Student voice.

5.4 The scales outwith the Top-10 are ranked as follows: Learning opportunities (16th), Assessment and feedback (65th), and Student voice (21st). Notwithstanding the methodology change, the Assessment and feedback scale has been consistently the poorest ranked NSS scale for the University in recent years.

5.5 In terms of individual questions, Question 13 ("Feedback on my work has been timely") included in the Assessment and feedback scale is the lowest ranked question for the University in NSS 2023 at 97th in the UK.

5.6 In terms of CAH Level 3 subjects in the NSS, the University is ranked top in the UK in the NSS for the following five subjects:

- Anatomy, Physiology and Pathology
- Business Studies
- History of Art, Architecture and Design
- Linguistics
- Philosophy

5.7 The University is ranked in the Top-10 nationally for a total of 21 subjects at CAH Level 3.

5.8 The highest level of positive response at School level is found in the School of Education (89.4%). The lowest level of positive response is in the School of Engineering (75.0%).

5.9 For the specific overall satisfaction question the University has a score of 84.7%, down from 85.6% last year. Although there can be no UK rank for this question due to its non-inclusion in

England, the University is ranked second across the 25 providers in the devolved nations of the UK for this question, with only St Andrews ranked higher.

5.10 At School level the highest level of overall satisfaction is found in the School of Social Science (89.0%). The lowest level is found in the School of Engineering (77.6%).

5.11 The response rate for NSS 2023 was 68%, which was up one percentage point from last year. This ranked the University 103rd in the sector for NSS response rate.

6. NEXT STEPS

6.1 Headline communications were sent to Court, UMG and staff on Friday 11 August. The initial analytical report was sent to Schools on Monday 14 August.

6.2 The NSS Power BI Dashboard is available to users and can be shared with colleagues.

6.3 The initial analytical report was discussed at the Student Support and Experience Committee, and the University Education Committee.

6.4 The expanded analytical report now includes: demographic analyses (age, disability, ethnicity, gender, IMD), qualitative analyses of students' comments, and the optional bank questions. This report is to be further discussed through the SSEC and UEC with institutional action(s) identified.

6.5 In academic year 2022/23, assessment and feedback was an institutional theme and it is recommended that this will continue for 2023/24.

6.6 Schools will take forward action planning at School and discipline level using an updated template (which allows for all Education-related action planning in one overall action plan). School action plans will be completed by the end of October after which the Dean for Student Support and Experience will hold a Directors of Education forum to discuss results and good practice. The aim will be to share and disseminate good practice as appropriate. School Education Committees will provide School-level governance on progress with action plans, and SSEC will monitor updates on School action plans at university level.

6.7 The institutional action plan will be developed and finalised by the end of October and discussed at SSEC in November, with governance for its implementation and progress sitting with SSEC and UEC.

7. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal Education (ruth.taylor@abdn.ac.uk) and Chris Souter, Head of Data and Business Intelligence (chris.souter@abdn.ac.uk).

29th September 2023
Freedom of Information/Confidentiality Status: *Closed*

National Student Survey 2023 Results (Expanded Report)

Analysis by the Directorate of Planning & Governance

12th September 2023

Background & Outline Methodology

The National Student Survey (NSS) is undertaken annually by students across the higher education sector. As such, it is published every year and is a rich and influential source of information about higher education. The survey is a key component of the quality assurance and wider regulatory landscape in UK higher education, and the results are also utilised by the three domestic league tables for ranking universities (Times & Sunday Times Good University Guide, Complete University Guide, and the Guardian University Guide). The survey is completed by final-year students at:

- All publicly funded higher education universities and colleges in England, Wales, Northern Ireland, and Scotland
- Further education colleges in England and Northern Ireland
- Further education institutions (FEIs) in Wales (with directly funded higher education students)

For the purposes of ranking the University of Aberdeen in the UK higher education sector, the institutional-level rankings have considered 121 higher education institutions that are included in the most recent Guardian University Guide. Please note that although this list includes the University of Cambridge and University of Oxford, these two institutions do not ordinarily participate in the National Student Survey, effectively making the ranking out of 119 institutions historically (see Appendix for a full list). However, the University of Oxford has participated in NSS 2023, so the rankings for this year are now out of 120 institutions.

There are some changes for NSS 2023. Following a review and subsequent consultation conducted by the UK higher education funding and regulatory bodies in 2020-2022, the themes, questions and responses in the NSS have changed for 2023. The themes included for NSS 2023 are as follows:

- Teaching on my course
- Learning opportunities
- Assessment and feedback
- Academic support
- Organisation and management
- Learning resources
- Student voice
- Mental wellbeing services
- Freedom of expression (England only)
- Overall Satisfaction (Scotland, Wales and Northern Ireland only)

Additionally, some questions have been added/removed from the above sections, and the questions have been reframed slightly to move away from soliciting an agree/disagree style response. The previous five-point Likert response scale has been replaced by a new four-point item-specific response scale for each question, essentially removing a neutral response option such as the 'neither agree nor disagree' from the Likert scale. The one exception to this has been for *Q28: Overall I am satisfied with the quality of the course*, also known as the "Overall Satisfaction"

question, which remains unchanged from the previous version of NSS and retains the five-point Likert response scale. This question is asked at Scottish, Welsh and Northern Irish institutions only.

For previous versions of our NSS reporting we have focused on the Overall Satisfaction question (was Q27 previously, now Q28) as the headline item for reports. However, with the change to this question only being asked for Scottish, Welsh and Northern Irish institutions it has necessitated a refocussing of the headline item in order to provide a full sector comparison. This means that this report will instead focus on an aggregated mean average of the positive responses percentage across the 25 questions that are asked at all institutions across the United Kingdom excluding the Student Union question. This closely mirrors the approach that the Complete University Guide has taken in its "Student Satisfaction" metric for previous iterations of the NSS. This aggregated mean average of the positive responses will be abbreviated to "positive response" for the purposes of this report.

The responses to the Overall Satisfaction question will not be included in the aforementioned "positive response" measure as it is not asked across the UK. However, it is included in this report as a secondary focus as it allows continuity with previous versions of the National Student Survey and remains an important question in its own right.

In addition to the mandatory set of questions in the core NSS survey, universities also have the option to choose up to six banks of optional questions and may include up to two additional questions specific to the provider. This year the University chose the optional six bank question themes as follows:

- B2. Students' Union (Association or Guild)
- B7. Course Delivery
- B9. Welfare Resources and Facilities
- B15. Employability and skills
- B16. Environmental sustainability
- B17. Student safety

This report contains the following sections and subdivisions:

Section One: Positive response
- NSS 2023: University of Aberdeen overall performance in positive response
- NSS 2023: University of Aberdeen positive response performance by Scale – Score and Rank
- NSS 2023: Institutional positive response score / rank / quartile by NSS Scale and Question
- NSS 2023: Positive response by Subject (CAH Level 3) against Sector – Scores
- NSS 2023: Positive response by Subject (CAH Level 3) against Sector – Rank
- NSS 2023: Positive response by University of Aberdeen School
- NSS 2023: Positive response by demographic category (against Sector where available) - Scores

Section Two: Overall satisfaction
- NSS 2023: University of Aberdeen overall performance in overall satisfaction
- NSS 2023: Overall satisfaction by University of Aberdeen School

Section Three: Optional bank questions
- NSS 2023: Positive response by bank question group

Section Four: Text comments
- NSS 2023: Distribution of positive / negative comments by question

Section Five: Response rates
- NSS 2023: Response rates

SECTION ONE: 'POSITIVE RESPONSE'

NSS 2023: University of Aberdeen overall performance in positive response

National Student Survey 2023 Positive Response

'Positive response' is the average of positive responses across all UK-wide questions in the NSS.

Positive Response 83.7% ▲ (up 4.6 pp from 2022)

UK Rank 10th ▼ (-3 places)

Scottish Rank: 4th (-2 places)

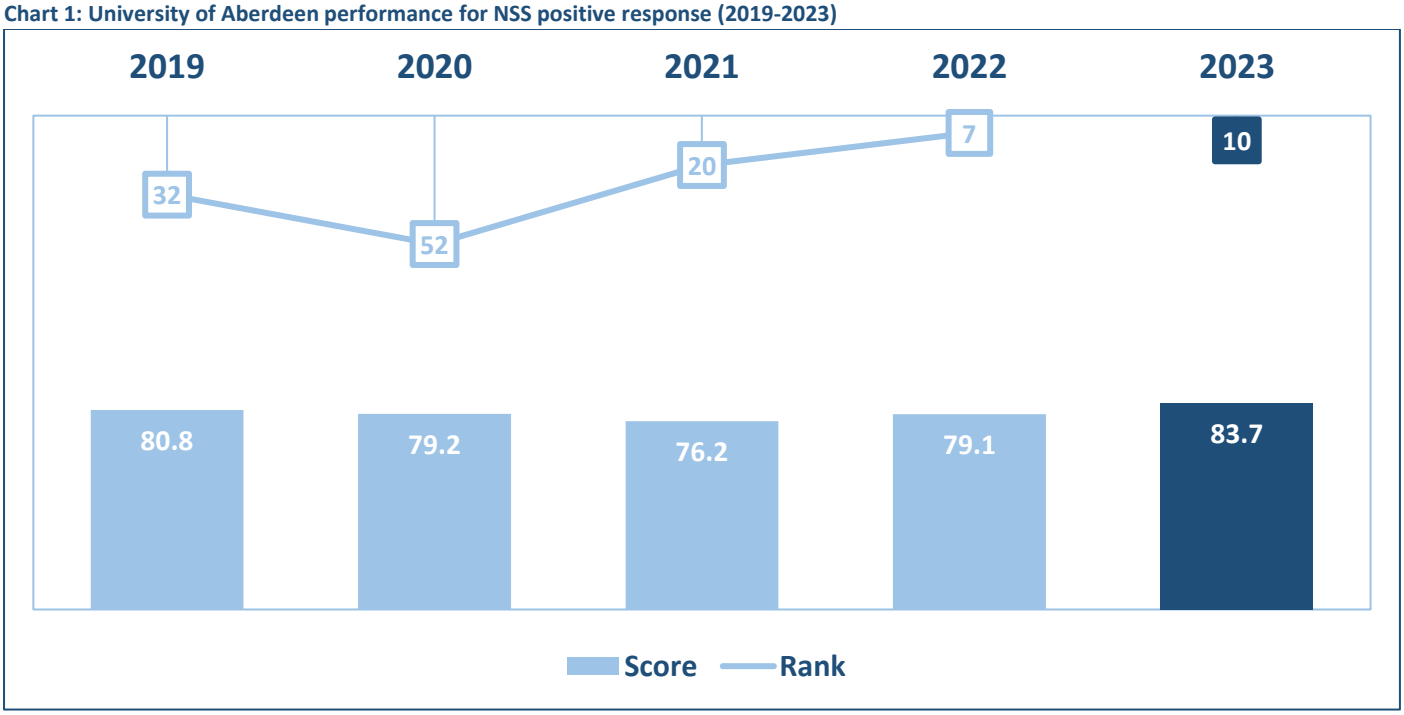
Year	Positive Response	Positive Response (UK Rank)	Positive Response (Scottish Rank)
2023	**83.7**	**10th**	**4th**
2022	79.1	7th	2nd
difference	4.6	3	2
movement	▲	▼	▼

Table 1: University of Aberdeen performance in the National Student Survey 2023 for positive response compared with 2022.

The University of Aberdeen's score for positive response has risen by 4.6 percentage points from the 2022 position (*see table 1*), although it should be noted that this has been based on a new set of questions in 2023, so not directly comparable. The University has fallen from a UK rank of 7th to 10th in 2023 out of 120* institutions (based on the 121 institutions listed in the Guardian University Guide 2023, not including Cambridge who did not participate in the NSS). The University moved from a rank of 2nd to a rank of 4th for positive response within Scotland.

**Previously we had framed the University performance around an agreed list of 124 universities which commonly featured in domestic league tables. With the changes to the NSS this year we have instead opted to use the most recently available list of institutions ranked in the Guardian University Guide against which to rank the University. Had we continued to use the list of 124 institutions we would have ranked 13th in the UK for this measure.*

Chart 1: University of Aberdeen performance for NSS positive response (2019-2023)



The University of Aberdeen scored the greatest positive response of the past five years at 83.7% in 2023 (*see chart 1*). This was a 4.6% increase from 2022 and a 2.9% increase from the previous maximum of 80.8% in 2019.

Additionally, a 10th place rank in 2023 was a three-place decrease from the previous year but the second highest rank of the past five years.

Table 2: University of Aberdeen performance across NSS Scales 01 to 07 in 2023 compared to 2022.

Year	Scale 01: Teaching on my course	Scale 02: Learning Opportunities	Scale 03: Assessment and Feedback	Scale 04: Academic Support	Scale 05: Organisation & management	Scale 06: Learning resources	Scale 07: Student Voice
2023 PR	**89.5**	**84.4**	**77.1**	**89.2**	**82.3**	**91.6**	**76.3**
2022 % agree	85.8	81.7	69.8	80.4	80.2	86.4	74.5
difference	3.8	2.7	7.3	8.9	2.1	5.2	1.8
movement	▲	▲	▲	▲	▲	▲	▲
2023 rank	**6**	**16**	**65**	**7**	**7**	**2**	**21**
2022 rank	4	16	55	6	5	8	9
difference	-2	0	-10	-1	-2	6	-12
movement	▼	■	▼	▼	▼	▲	▼

The University of Aberdeen was ranked inside the UK Top-10 for four of the seven scales in NSS 2023 – Teaching on my course (6th), Academic Support (7th), Organisation & management (7th), and Learning resources (2nd).

Positive response scores increased across all seven NSS scales for the University of Aberdeen between 2022 and 2023 (*see table 2*). The greatest rise was for Scale 04 (Academic Support) at 8.9 percentage points.

Rank, however, increased for only one of the seven NSS scales (Learning Resources) for the University of Aberdeen. Aberdeen decreased in rank for five of the seven scales. The largest decrease in rank was Scale 07 (Student Voice) with 13 places.

NSS 2023: University of Aberdeen performance by Scale – Score and Rank

Note: Some caution is advised on making time trend assumptions with this data as the changes for NSS 2023 do not make the data directly comparable to previous years.

Scale 01: Teaching on My Course

Based on student responses to questions 1 to 4:

1. Staff are good at explaining things, 2. Staff have made the subject interesting, 3. The course is intellectually stimulating, and 4. My course has challenged me to achieve my best work.

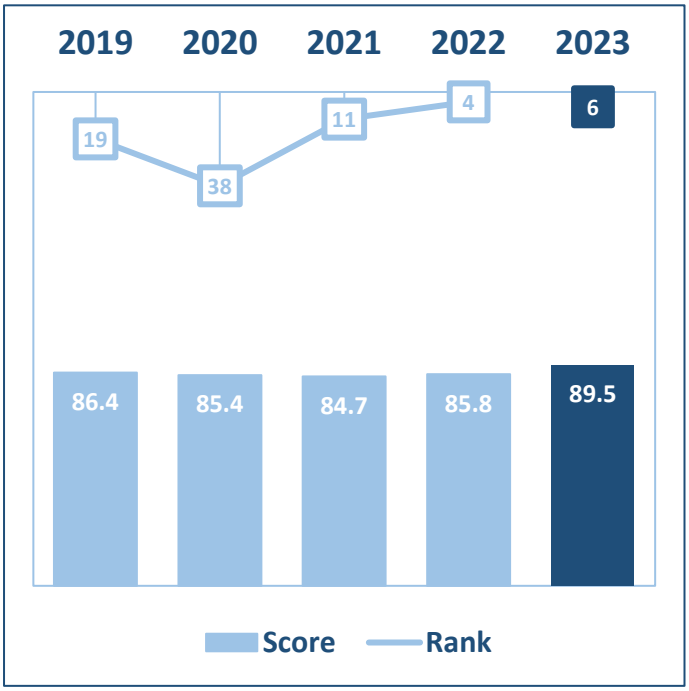


Chart 2: University of Aberdeen performance in SCALE 01: TEACHING ON MY COURSE in NSS (2019-2023)

The University of Aberdeen rank for the Teaching on My Course scale within NSS has been variable over the last five-year period (*see chart 2*). In 2023, the University increased in score by 3.7 percentage points from 85.8% to 89.5%.

Despite the increase in score for Teaching on My Course, the University has dropped two places from 4th to 6th.

The University of Aberdeen ranked 3rd for this scale in the Scottish sector.

Scale 02: Learning Opportunities

Based on student responses to questions 5 to 9:

5. My course has provided me with opportunities to explore ideas or concepts in depth, 6. My course introduced subjects and skills that builds on what I have already learned, 7. My course has provided me with opportunities to bring information and ideas together from different topics, 8. My course has the right balance of directed and independent study, and 9. My course has developed my knowledge and skills that I will need for my future.

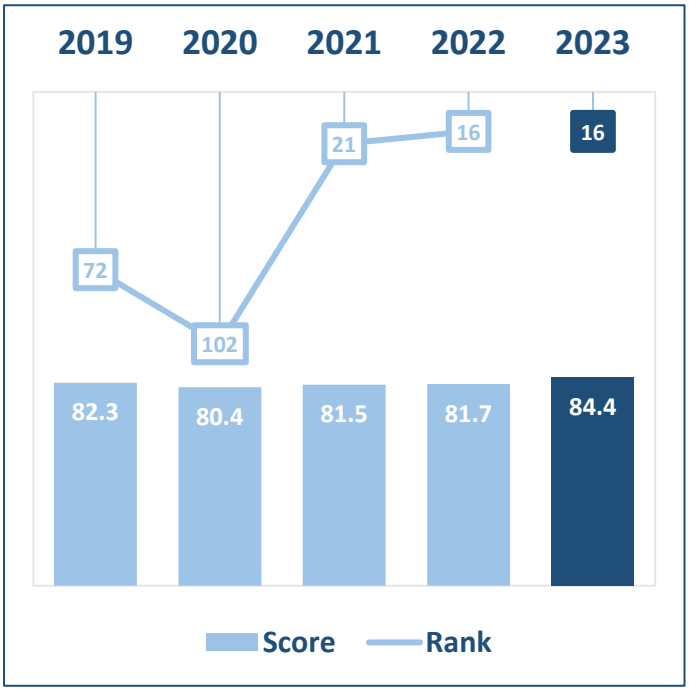


Chart 3: University of Aberdeen performance in SCALE 02: LEARNING OPPORTUNITIES in NSS (2019-2023)

The University of Aberdeen's positive response score has been consistently in the low 80s from 2019 to 2023 (*see chart 3*). In 2023, there was an increase in score for Learning Opportunities from 81.7% to 84.4% - a rise of 2.7 percentage points.

The institutional rank for the Learning Opportunities scale had previously been declining for several years with Aberdeen falling to 102nd in 2020. However, the University of Aberdeen has increased for this scale since this. The University of Aberdeen have remained 16th for 2023.

The University of Aberdeen ranked 5th for this scale in the Scottish sector.

Scale 03: Assessment and Feedback

Based on student responses to questions 10 to 14:

10. The criteria used in marking have been clear in advance, 11. Marking and assessment has been fair, 12. Assessments have allowed me to demonstrate what I have learned. 13, Feedback on my work has been timely, and 14. Feedback helps me improve my work.

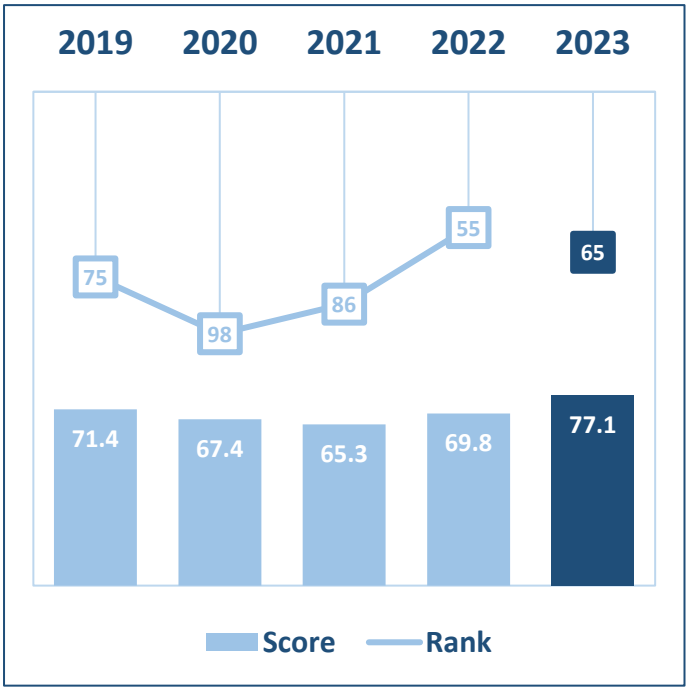


Chart 4: University of Aberdeen performance in SCALE 03: ASSESSMENT & FEEDBACK in NSS (2019-2023)

There was a rise of 7.3 percentage points from 69.8% in 2022 to a 77.1% in 2023 (*see chart 4*).

In recent years, the University of Aberdeen ranking for the Assessment & Feedback scale has remained consistently low before there was a significant rise to 55th in the sector in 2022. However, in 2023 the rank decreased ten places from 55th to 65th despite the rise in positive response score.

The University of Aberdeen ranked 7th for this scale in the Scottish sector.

Scale 04: Academic Support

Based on student responses to questions 15 to 16:

15. I have been able to contact staff when I needed to and 16. Teaching staff have supported my learning.

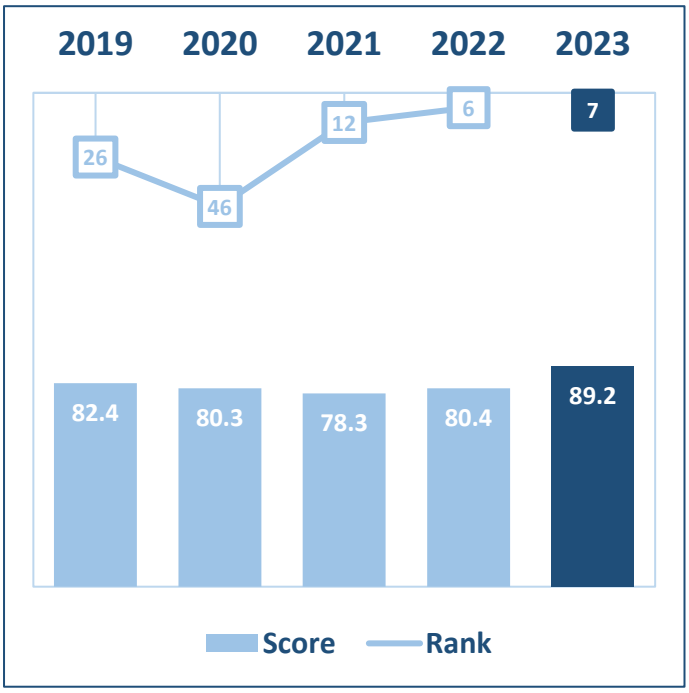


Chart 5: University of Aberdeen performance in SCALE 04: ACADEMIC SUPPORT in NSS (2019-2023)

The University of Aberdeen's ranking for the Academic Support scale in the NSS has been generally rising over the last five years, despite a dip in 2020 (*see chart 5*). The University of Aberdeen ranked 7th in the UK in 2023, a decrease in ranking of one place, compared with 2022. Additionally, positive response score increased by 8.8 percentage points to 89.2%.

The University of Aberdeen ranked 3rd for this scale in the Scottish sector.

Scale 05: Organisation and Management

Based on student responses to questions 17 to 18:

17. The course is well organised and running smoothly and 18. Any changes in the course or teaching have been communicated effectively.

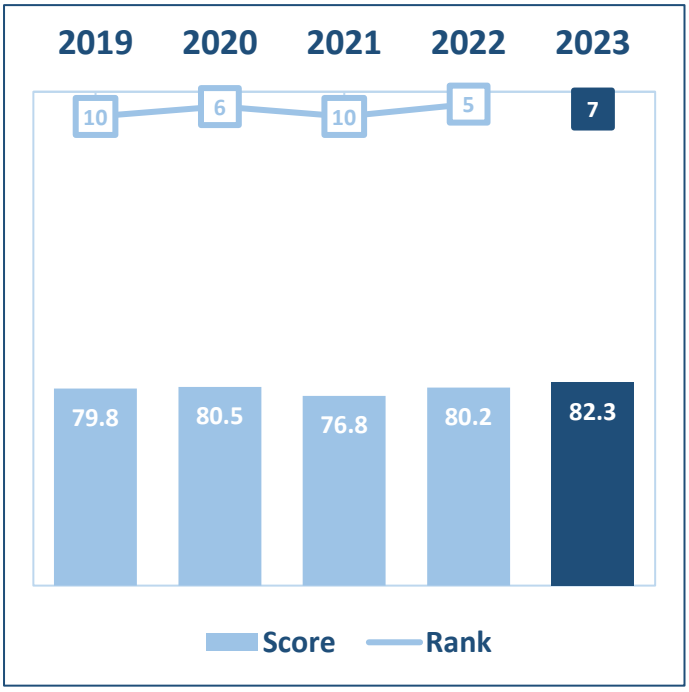


Chart 6: University of Aberdeen performance in SCALE 05: ORGANISATION & MANAGEMENT in NSS (2019-2023)

The University of Aberdeen's rank for the Organisation & Management scale has been consistently high across the five-year period and remains in the top-10 for the fourth consecutive year, ranking 7th which is a decrease of 2 places in rank from 2022 (*see chart 6*).

Aberdeen's score has risen by 2.1 percentage points from 2022 to 2023, the highest score of the latest five years.

The University of Aberdeen ranked 3rd for this scale in the Scottish sector.

Scale 06: Learning Resources

Based on student responses to questions 19 to 21:

19. The IT resources and facilities provided have supported my learning well, 20. The library resources (e.g., books, online services and learning spaces) have supported my learning well, and 21. I have been able to access course-specific resources (e.g., equipment, facilities, software, collections) when I needed to.

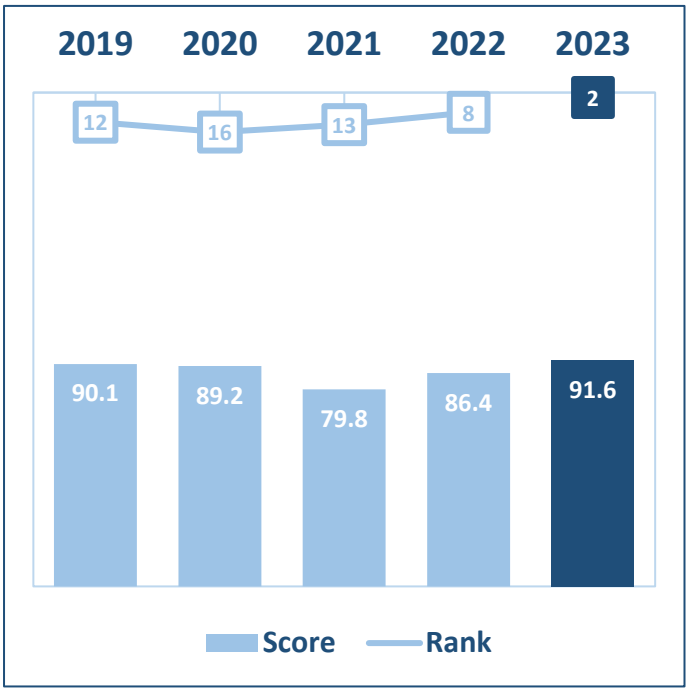


Chart 7: University of Aberdeen performance in SCALE 06: LEARNING RESOURCES in NSS (2019-2023)

In terms of scoring, the University of Aberdeen has remained fairly consistent, although there was a drop in score by almost ten percentage points for positive score in 2021 (*see chart 7*). An increase of 5.2 percentage points for our latest year has helped drive our rank to its highest position in the five-year period.

The University of Aberdeen has performed exceptionally well in ranking for the Learning Resources scale within the NSS in recent years. The University achieved its highest position of 2nd place for the latest NSS results.

The University of Aberdeen ranked 1st for this scale in the Scottish sector.

Scale 07: Student Voice

based on student responses to questions 23 to 25:

22. I have had the right opportunities to provide feedback on my course, 23. Staff value students' views and opinions about the course, and 24. It is clear how students' feedback on the course has been acted on.

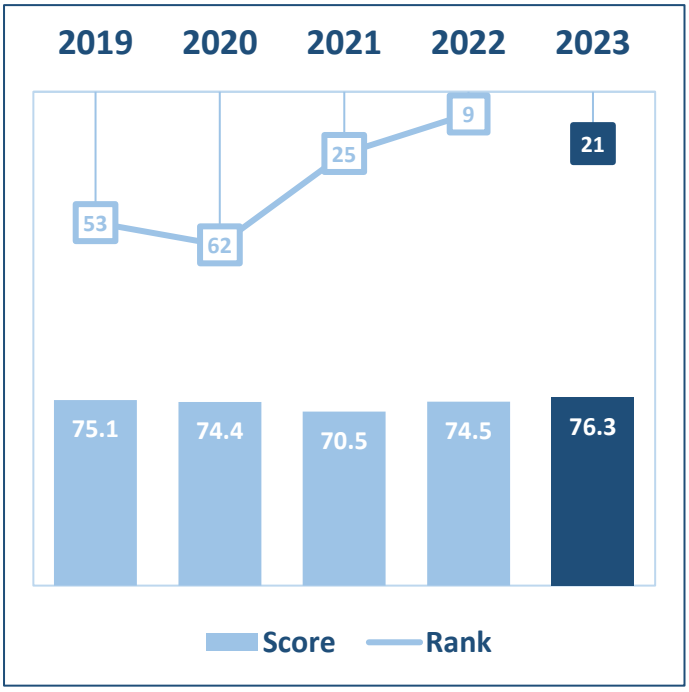


Chart 8: University of Aberdeen performance in SCALE 07: STUDENT VOICE in NSS (2019-2023)

The University has achieved its highest score in Student Voice over the five-year period (*see chart 8*). There has been a rise of 1.8 percentage points from 74.5% in 2022 to 76.3% in this year's release.

Despite a rise in score, the University has dropped 15 places in UK rank from 9th to 21st. This has been the largest drop in rank over the seven NSS scales.

The University of Aberdeen ranked 5th for this scale in the Scottish sector.

NSS 2023: Score / Rank / Quartile by NSS Scale and Question

Table 3: University of Aberdeen performance across NSS Scales and Questions by Score and Rank/Quartile

Question	2023 Rank	2022 Rank	UK Rank Change	% Agree	Quartile
Scale 1: The teaching on my course	**6**	**4**	**-2 ▼**	**89.5**	**Q1**
1. How good are teaching staff at explaining things?	15	4	-11 ▼	93.4	Q1
2. How often do teaching staff make the subject engaging?	14	10	-4 ▼	85.5	Q1
3. How often is the course intellectually stimulating?	8	6	-2 ▼	90.5	Q1
4. How often does your course challenge you to achieve your best work?	9	11	2 ▲	88.4	Q1
Scale 2: Learning opportunities	**16**	**16**	**0 ■**	**84.4**	**Q1**
5. To what extent have you had the chance to explore ideas and concepts in depth?	14	12	-2 ▼	85.7	Q1
6. How well does your course introduce subjects ... on what you have already learned?	7	*new*	-	87.9	Q1
7. To what extent have you had the chance ... ideas from different topics?	30	20	-10 ▼	83.9	Q1
8. To what extent does your course ... balance of directed and independent study?	18	*new*	-	80.8	Q1
9. How well has your course ... skills that you think you will need for your future?	25	*new*	-	83.9	Q1
Scale 3: Assessment and feedback	**65**	**55**	**-10 ▼**	**77.1**	**Q3**
10. How clear were the marking criteria used to assess your work?	46	61	15	78.1	Q2
11. How fair has the marking and assessment been on your course?	18	7	-11 ▼	84.6	Q1
12. How well have assessments allowed you to demonstrate what you have learned?	50	*new*	-	81.6	Q2
13. How often have you received assessment feedback on time?	97	80	-17 ▼	72.6	Q4
14. How often does feedback help you to improve your work?	78	*new*	-	68.8	Q3
Scale 4: Academic support	**7**	**6**	**-1 ▼**	**89.2**	**Q1**
15. How easy was it to contact teaching staff when you needed to?	8	3	-5 ▼	89.9	Q1
16. How well have teaching staff supported your learning?	11	*new*	-	88.6	Q1
Scale 5: Organisation and management	**7**	**5**	**-2 ▼**	**82.3**	**Q1**
17. How well organised is your course?	9	10	1 ▲	82.3	Q1
18. How well were any changes to teaching on your course communicated?	7	4	-3 ▼	82.0	Q1
Scale 6: Learning resources	**2**	**8**	**6 ▲**	**91.6**	**Q1**
19. How well have the IT resources and facilities supported your learning?	1	15	14 ▲	90.8	Q1
20. How well have the library resources ... supported your learning?	5	7	2 ▲	93.2	Q1
21. How easy is it to access subject specific resources ... when you need them?	8	7	-1 ▼	90.5	Q1
Scale 7: Student voice	**21**	**9**	**-12 ▼**	**76.3**	**Q1**
22. To what extent do you get the right opportunities to give feedback on your course?	1	1	0 ■	89.2	Q1
23. To what extent are students' opinions about the course valued by staff?	12	10	-2 ▼	79.7	Q1
24. How clear is it that students' feedback on the course is acted on?	64	37	-27 ▼	60.0	Q3
26. How well communicated was information about ... mental wellbeing support services?	12	*new*	-	81.6	Q1
Positive Response	**10**	**7**	**-3 ▼**	**83.7**	**Q1**
25. How well does the students' union ... represent students' academic interests?	93	93	0 ■	68.4	Q4
*28. Overall, I am satisfied with the quality of the course. ****	2	3	1 ▲	84.7	Q1

*Note: ***Q28 only applicable in 2023 to Scotland, Wales, and Northern Ireland*

Note: Some caution is advised on making time trend assumptions with this data as the changes for NSS 2023 do not make the data directly comparable to previous years.

Across the 25 total questions counted within the NSS 2023 positive response calculation, four had improved in UK rank since the previous year – Q4, Q17, Q19 and Q20 (*see table 3*). Similarly, of the seven total scales, Learning Resources increased in rank by six places.

Twelve questions decreased in rank, resulting in the greatest negative rank change of 27 places in 2023 for question 24 (on feedback from students), placing it at 64th of 120 ranked institutions.

Questions 13 (timely feedback) and 14 (impact of feedback on work) ranked 97th and 78th respectively, making them the lowest ranking questions in the main part of the survey. The Assessment and Feedback scale consequently ranked lowest of all University of Aberdeen scales at 65th in the UK for 2023.

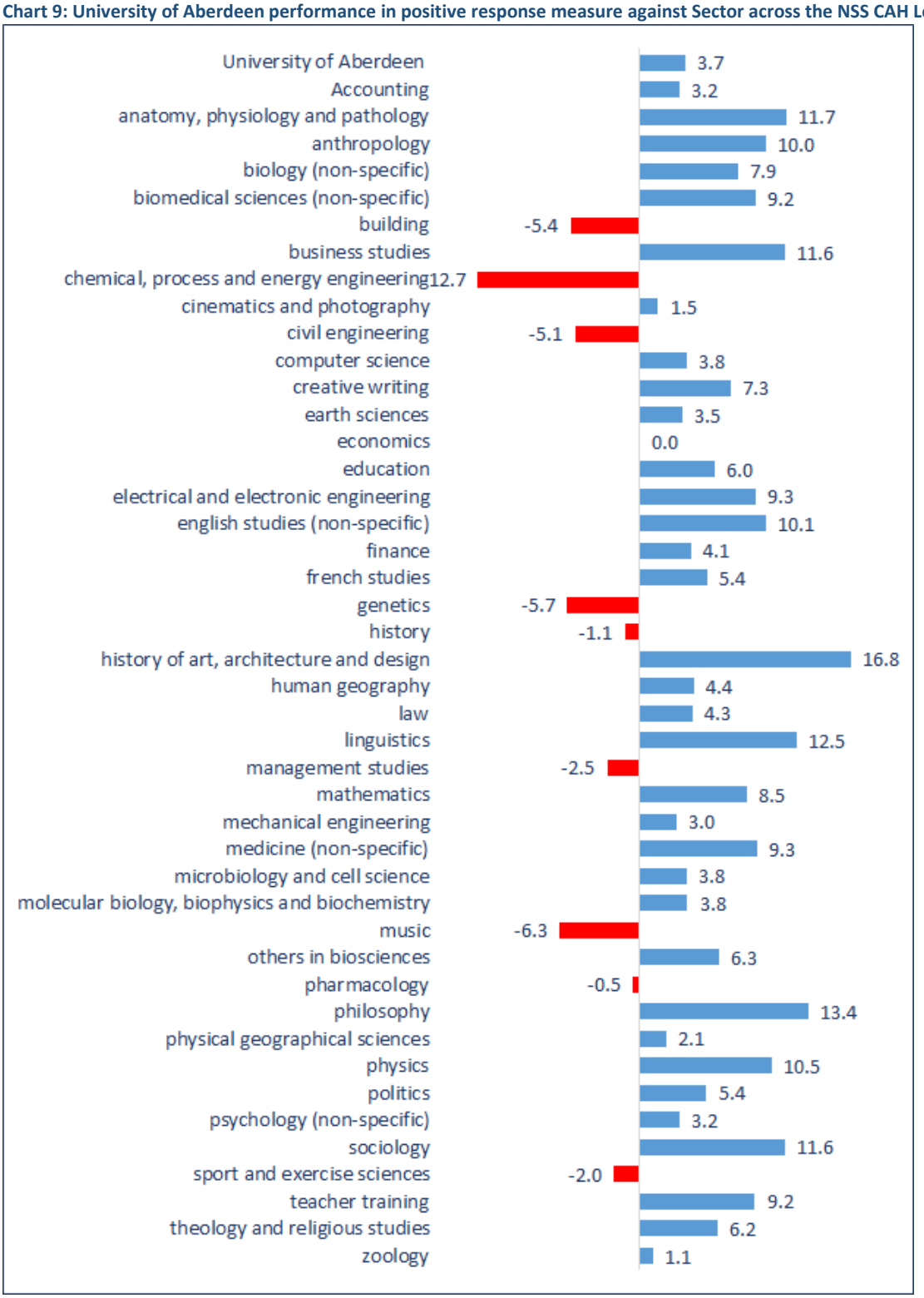
At the base of table 3 we have additionally included Question 25 on the students' union and Question 28 on the overall satisfaction, the latter only being asked in Scotland, Wales and Northern Ireland. In regards to the student's union and how well it represents students interest, the University remained in 93rd place. Overall student satisfaction increased by one place in 2023 to 2nd place in Scotland, Wales and Northern Ireland.

The missing question (27) on freedom of expression is only applicable to English universities.

NSS 2023: Positive Response by Subject (CAH Level 3) against Sector - Scores

This section provides a more detailed analysis of individual subject performance in the NSS. Subjects are measured at different levels, known as the Common Aggregation Hierarchy (CAH). This data is provided by HESA and determines how degree programmes are categorised into distinct subject groupings. Based on these groupings it is possible to disaggregate the University's score for each metric to subject-level. For the purposes of this report, subjects have been analysed at the more detailed CAH level 3. This section utilises the new positive response measure across the UK-wide questions in the NSS, excluding the students' union question.

Chart 9: University of Aberdeen performance in positive response measure against Sector across the NSS CAH Level 3 Subjects 2023



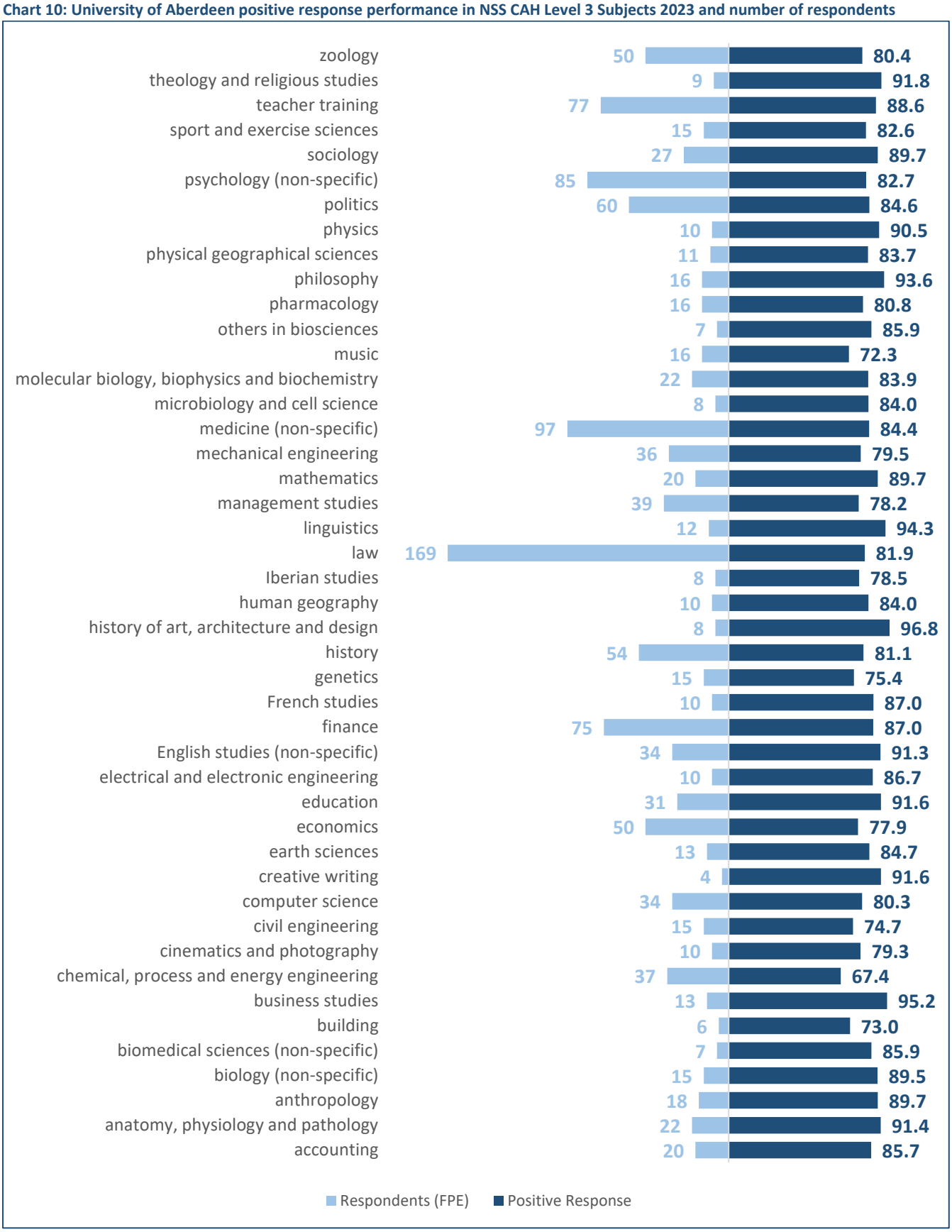
The University of Aberdeen generally performed favourably compared to the sector for most CAH Level 3 subjects, with the University outperforming the sector for 34 of the 42 CAH Level 3 subjects to which it has been assigned a positive response score (*see chart 9*).

Eight subjects have a positive score of larger than 10% against the sector - anatomy, physiology and pathology (11.7% positive gap), business studies (11.6% positive gap), English studies (non-specific) (10.1% positive gap), history of art, architecture and design (16.8% positive gap), linguistics (12.5% positive gap), philosophy (13.4% positive gap), physics (10.5% positive gap) and sociology (11.6% positive gap).

Nine subjects performed lower for the University against the sector, with the largest gap existing between chemical, process and energy engineering at -12.7%.

Chart 10 on the next page indicates the positive response score per CAH Level 3 subject and the respondents (full-person equivalent) that have been included in each subject area.

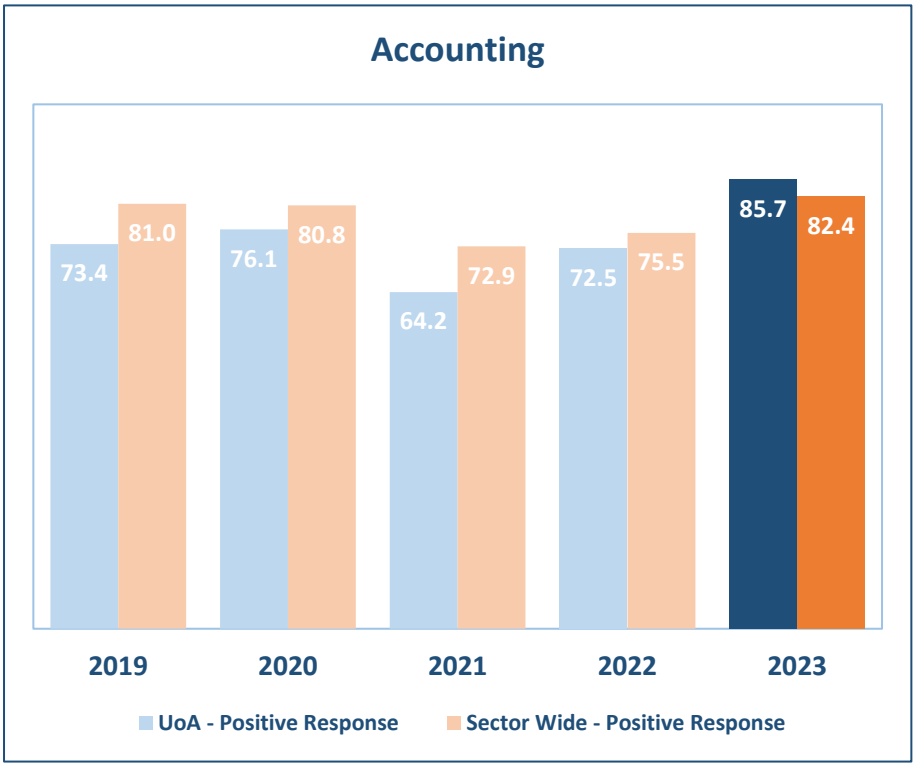
Chart 10: University of Aberdeen positive response performance in NSS CAH Level 3 Subjects 2023 and number of respondents



Charts 11 to 54 below provide an overview of University of Aberdeen performance for Positive Response at CAH level 3 subject level, between 2019 and 2023, compared to the sector positive response.

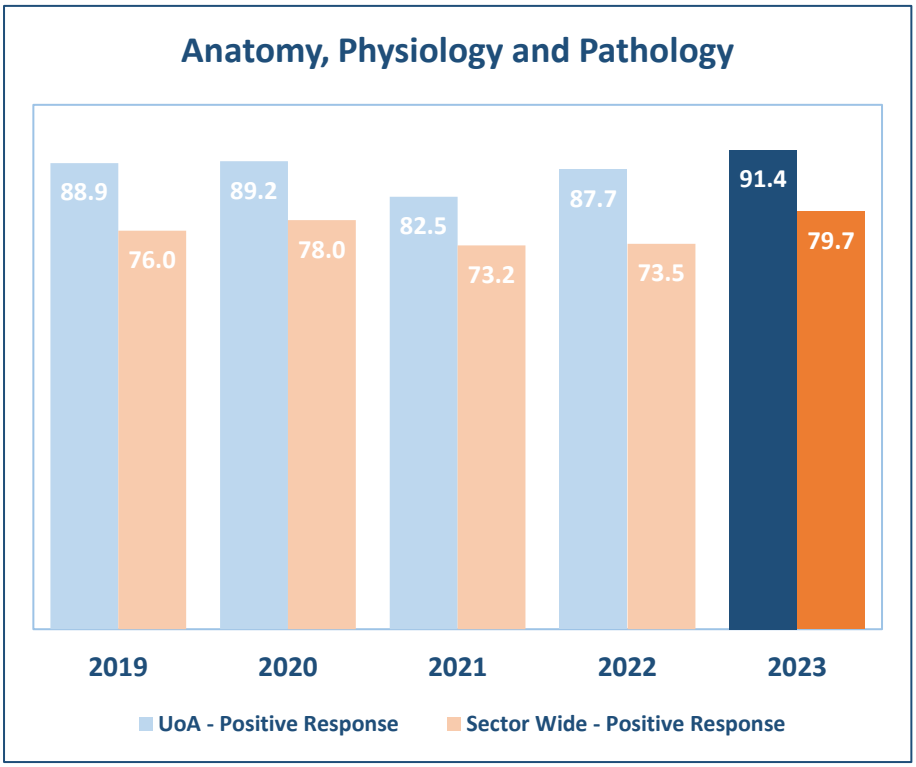
Some caution is advised on making time trend assumptions with this data as the changes for NSS 2023 do not make the data directly comparable to previous years.

Chart 11: University of Aberdeen performance against Sector for Accounting (2019-2023)



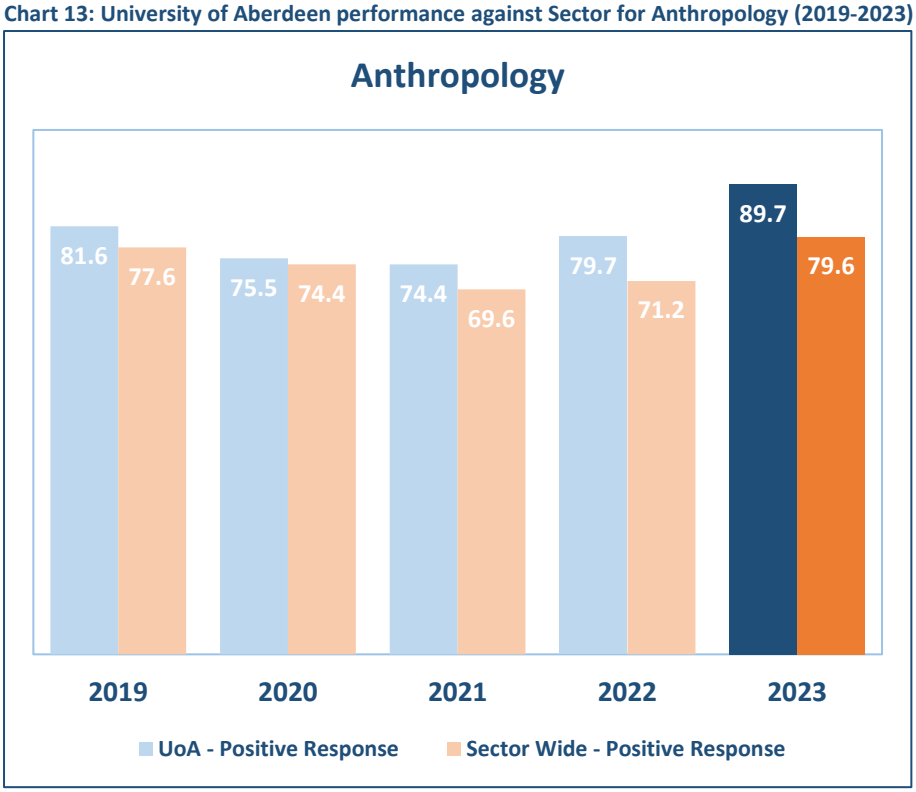
The University of Aberdeen had consistently scored below the sector positive response in Accounting since 2019 (*see chart 11*). However, in 2023 there is a positive gap of 3.3 percentage points against the sector.

Chart 12: University of Aberdeen performance against Sector for Anatomy, Physiology and Pathology (2019-2023)



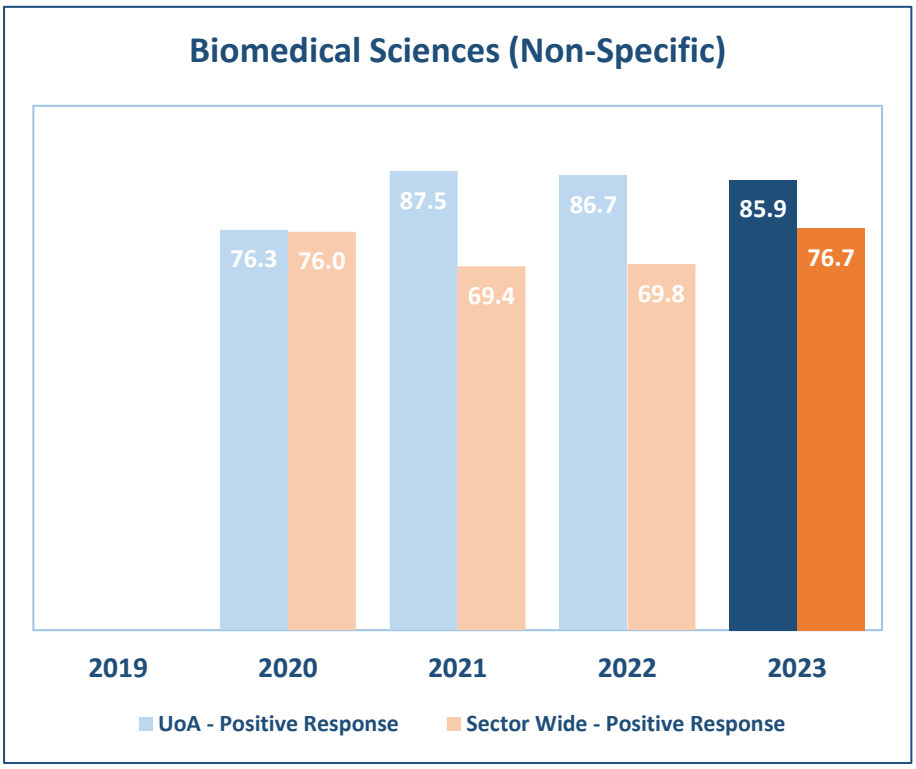
The University of Aberdeen has outperformed the sector positive response for Anatomy, Physiology and Pathology for the previous five years (*see chart 12*). In 2023 the subject achieved a positive gap of 11.7 percentage points compared to the sector response.

Chart 13: University of Aberdeen performance against Sector for Anthropology (2019-2023)



The University of Aberdeen has outperformed the sector for Anthropology throughout the previous five years (*see chart 13*). For 2023, the positive gap is 10.1 percentage points.

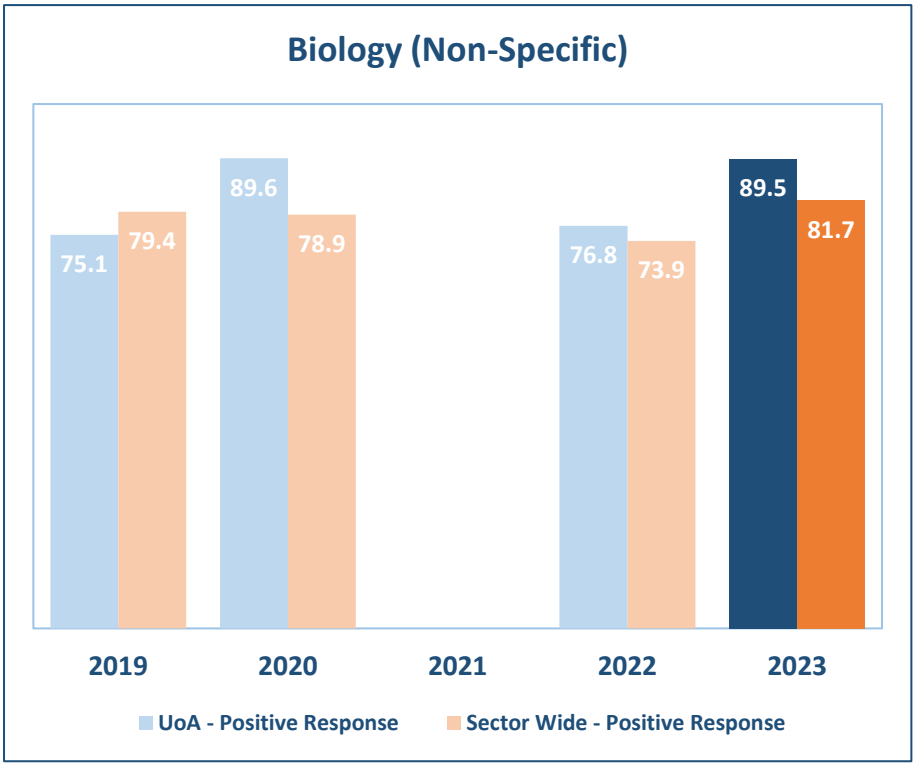
Chart 14: University of Aberdeen performance against Sector for Biomedical Sciences (2019-2023)



The University of Aberdeen has outperformed the sector positive response for Biomedical Sciences (non-specific) for the previous four years (*see chart 14*). In 2023 the subject achieved a positive gap of 9.2 percentage points compared to the sector positive response.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

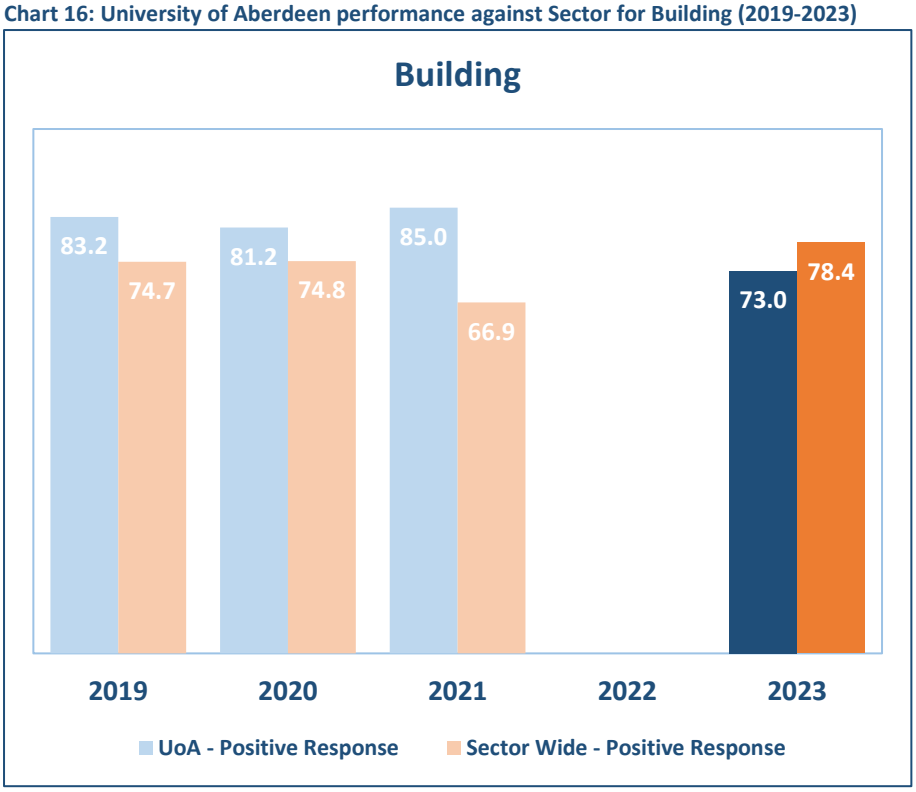
Chart 15: University of Aberdeen performance against Sector for Biology (non-specific) (2019-2023)



For Biology (non-specific) the University of Aberdeen's performance has generally outperformed the sector over the timescale (note that this subject area did not report in NSS 2021) (*see chart 15*). In 2023, the University achieved a positive gap of 7.8 percentage points.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

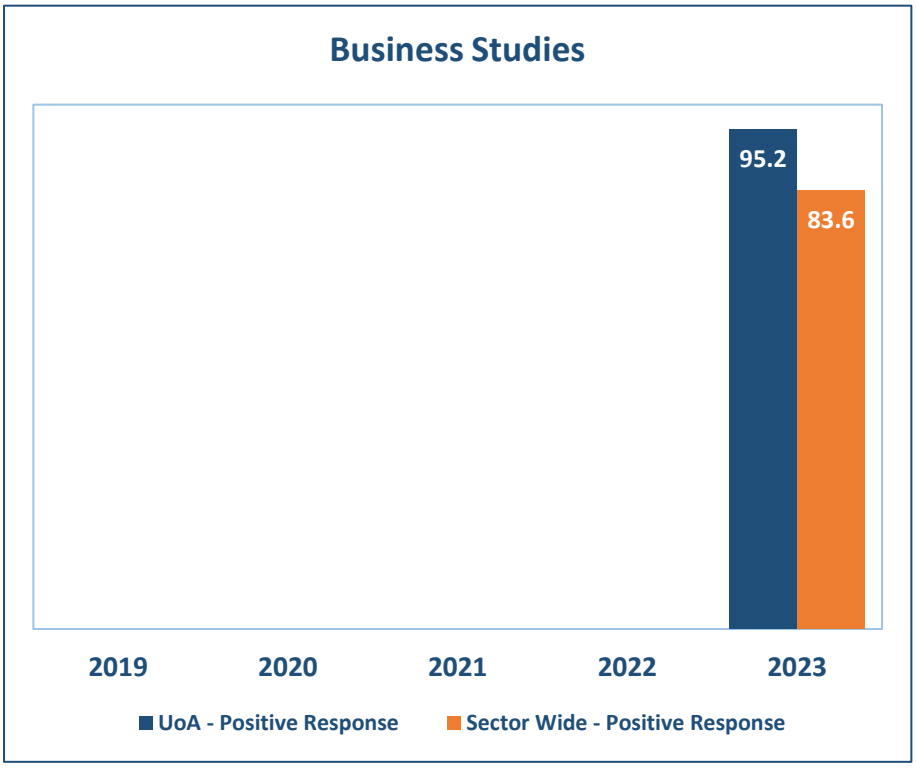
Chart 16: University of Aberdeen performance against Sector for Building (2019-2023)



Historically, the University consistently outperformed the sector in Building for positive response (except for 2022 where it was not scored) (*see chart 16*). However, there is a negative gap of 5.4 percentage points when comparing the University with the sector in the 2023 results.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

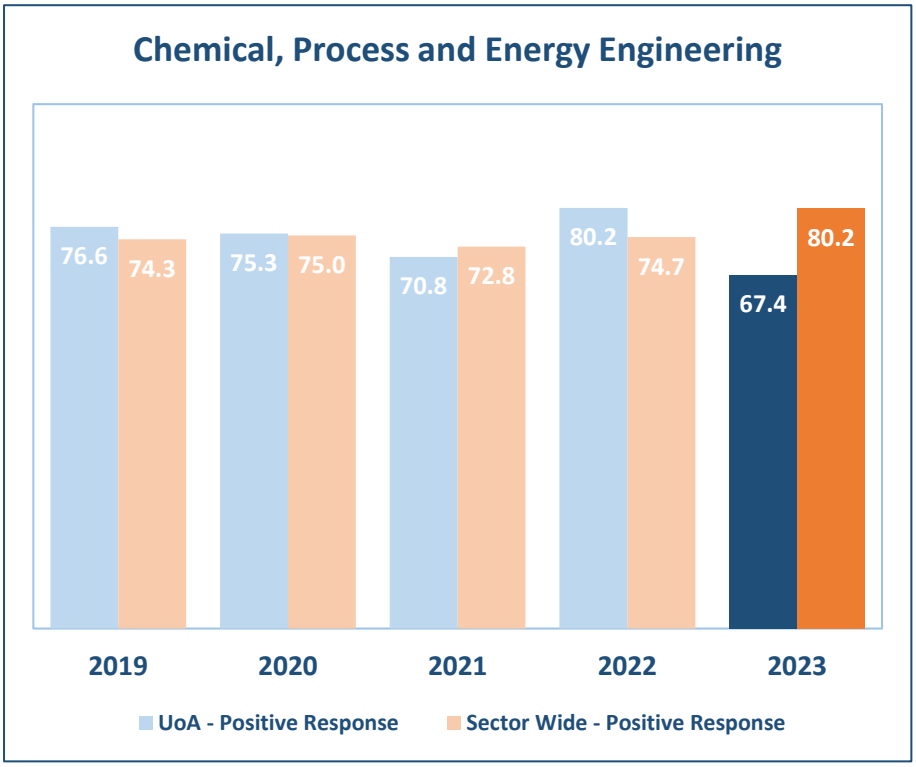
Chart 17: University of Aberdeen performance against Sector for Business Studies (2019-2023)



In 2023, the University outperformed the sector in Business Studies with a positive gap of 11.6 percentage points (*see chart 17*). It is noted this is the first year that Business Studies has been scored for the University for the NSS in the last 5 years.

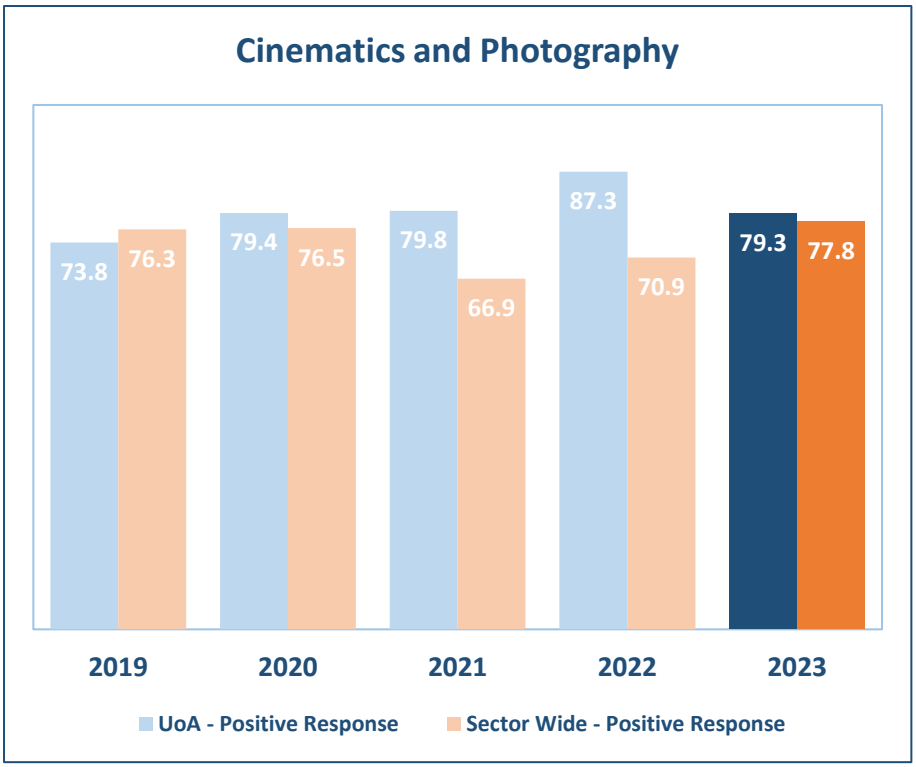
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 18: University of Aberdeen performance against Sector for Chemical, Process and Energy Engineering (2019-2023)



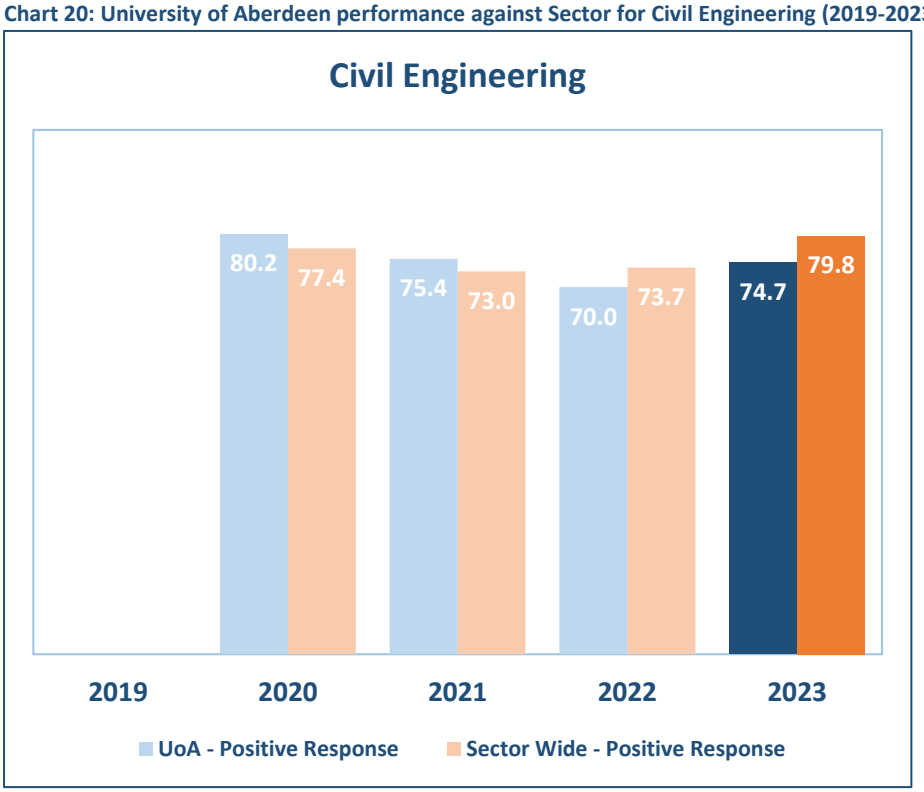
The University of Aberdeen has a negative gap of 12.8% against the sector's positive response score of 80.2% (*see chart 18*) for Chemical, Process and Energy Engineering. This is the largest gap in the time period shown.

Chart 19: University of Aberdeen performance against Sector for Cinematics and Photography (2019-2023)



The University of Aberdeen has seen a year-on-year increase in positive response scores for Cinematics and Photography from 2019 to 2022 (*see chart 19*). However, in 2023 there has been a decrease in positive response from 87.3% to 79.3%. Despite this, the University still outperformed the sector.

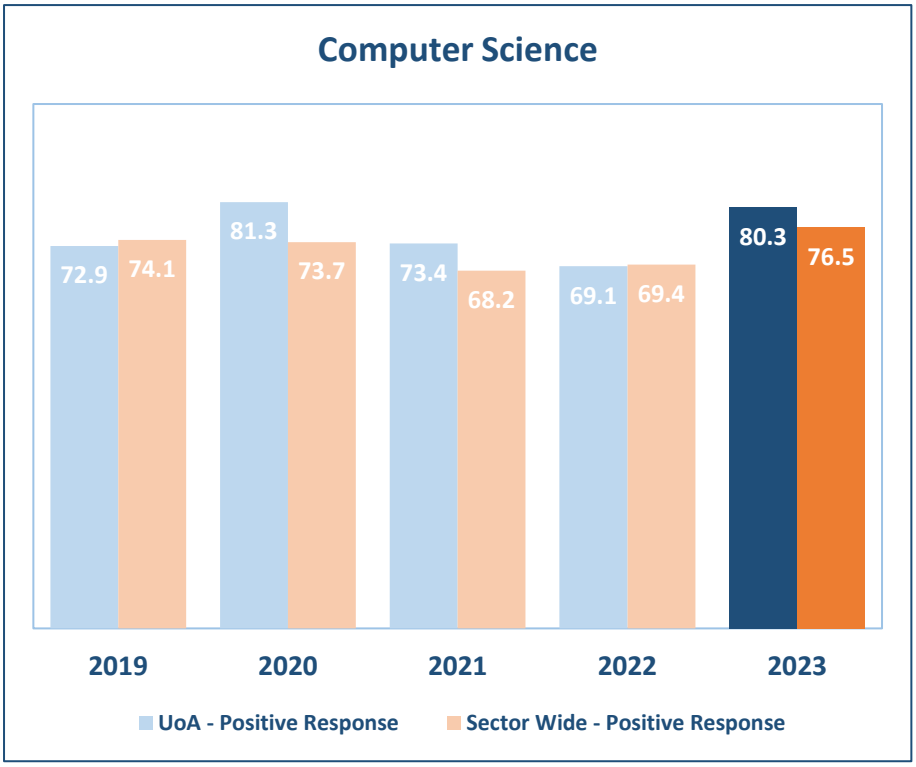
Chart 20: University of Aberdeen performance against Sector for Civil Engineering (2019-2023)



The University of Aberdeen has risen in positive response from the previous year with a score of 74.7% compared with 70.0% (*see chart 20*) for Civil Engineering. However, a negative a gap of 5.1% in positive response is seen when compared with the sector.

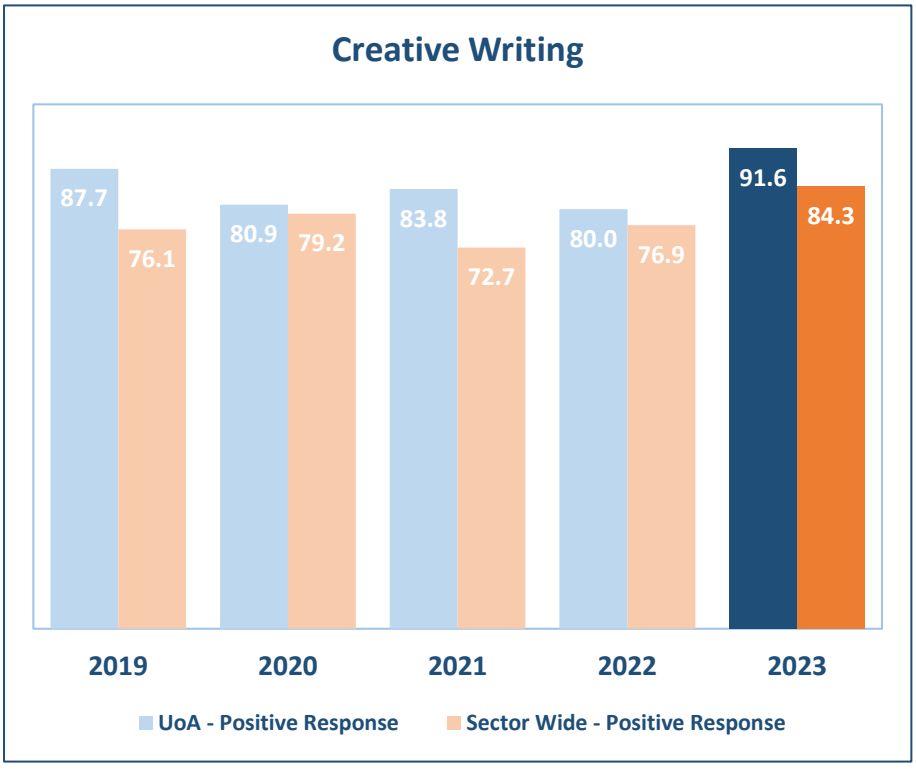
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 21: University of Aberdeen performance against Sector for Computer Science (2019-2023)



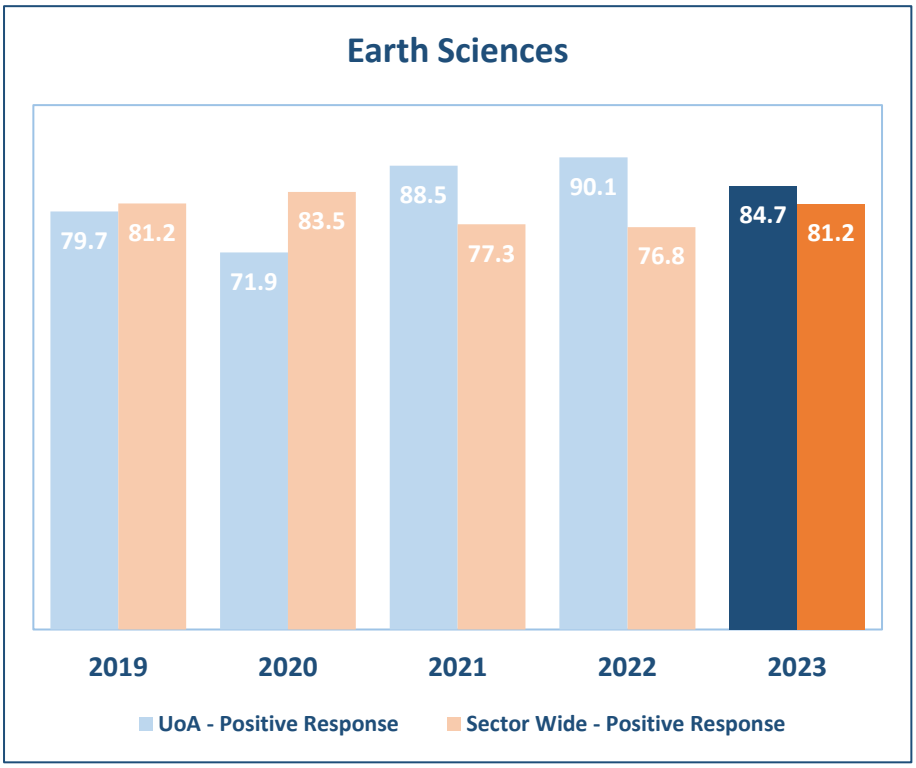
Performance for Computer Science at the University of Aberdeen has been inconsistent across the timescale (*see chart 21*). In 2023 the subject achieved a positive gap of 3.8 percentage points compared to the sector positive response.

Chart 22: University of Aberdeen performance against Sector for Creative Writing (2019-2023)



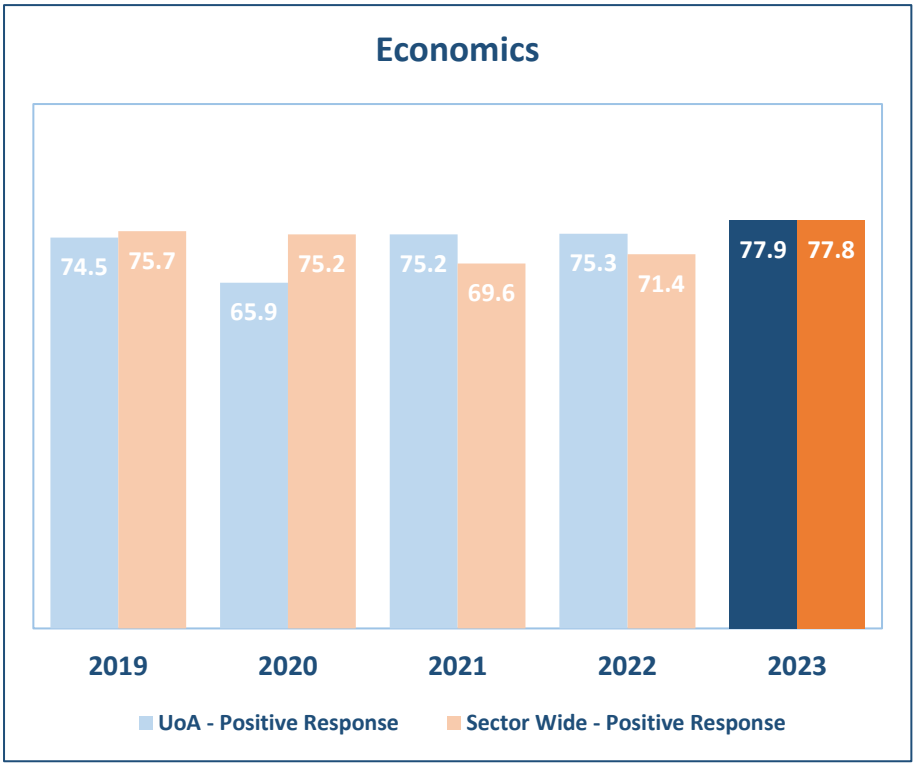
The University of Aberdeen has consistently outperformed the sector positive response in Accounting since 2019 (*see chart 22*). This has continued in 2023 with a positive gap of 7.3 percentage points.

Chart 23: University of Aberdeen performance against Sector for Earth Sciences (2019-2023)



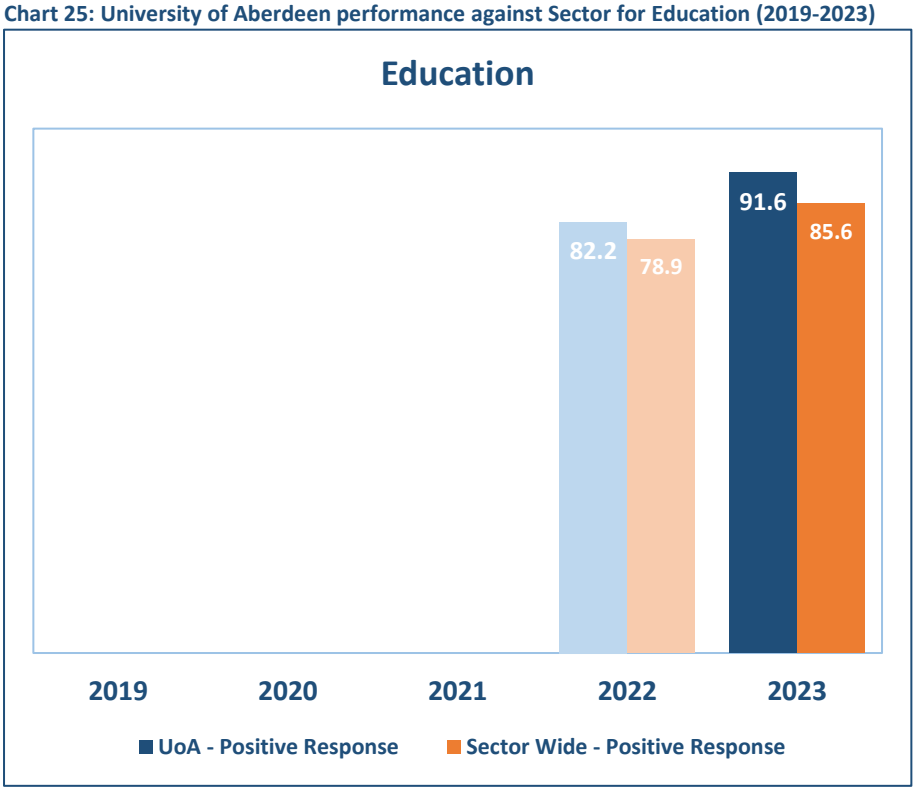
The University of Aberdeen performance in Earth Sciences has outperformed the sector for the three most recent years (*see chart 23*). In 2023, it can be seen that there is a positive gap of 3.5 percentage points compared with the sector.

Chart 24: University of Aberdeen performance against Sector for Economics (2019-2023)



Economics has outperformed the sector for the past three years (*see chart 24*). However, in 2023 there is a positive gap of only 0.1 percentage points.

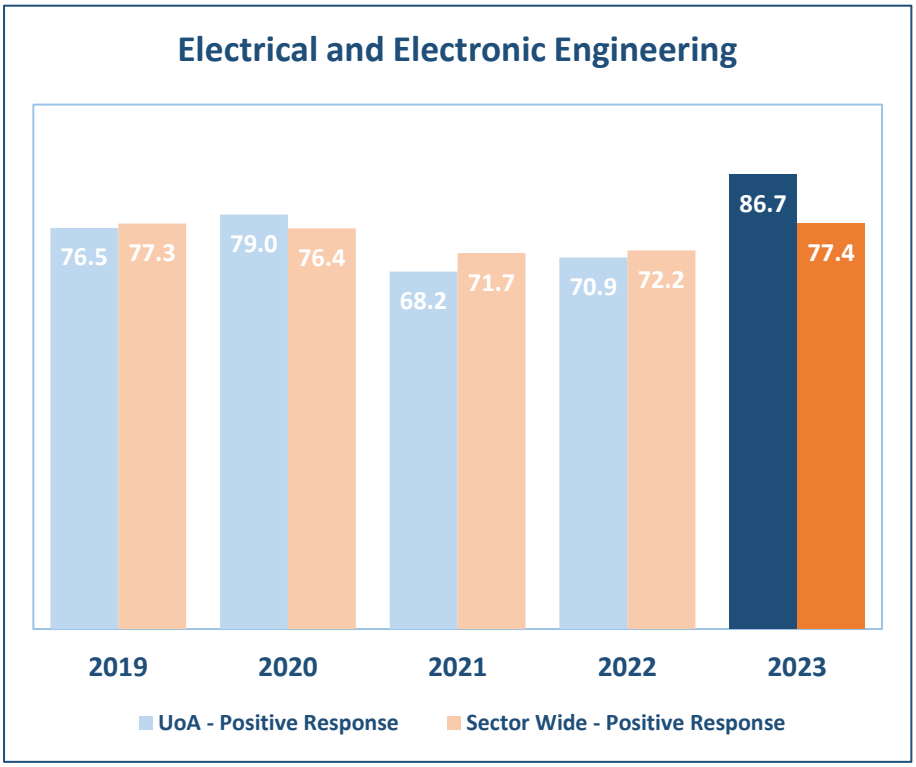
Chart 25: University of Aberdeen performance against Sector for Education (2019-2023)



In 2023, the University of Aberdeen has outperformed the sector for Education by 6 percentage points (*see chart 25*). To note: this is only the second time that Education has featured in the NSS. It is noted that Education does not include Teacher Training.

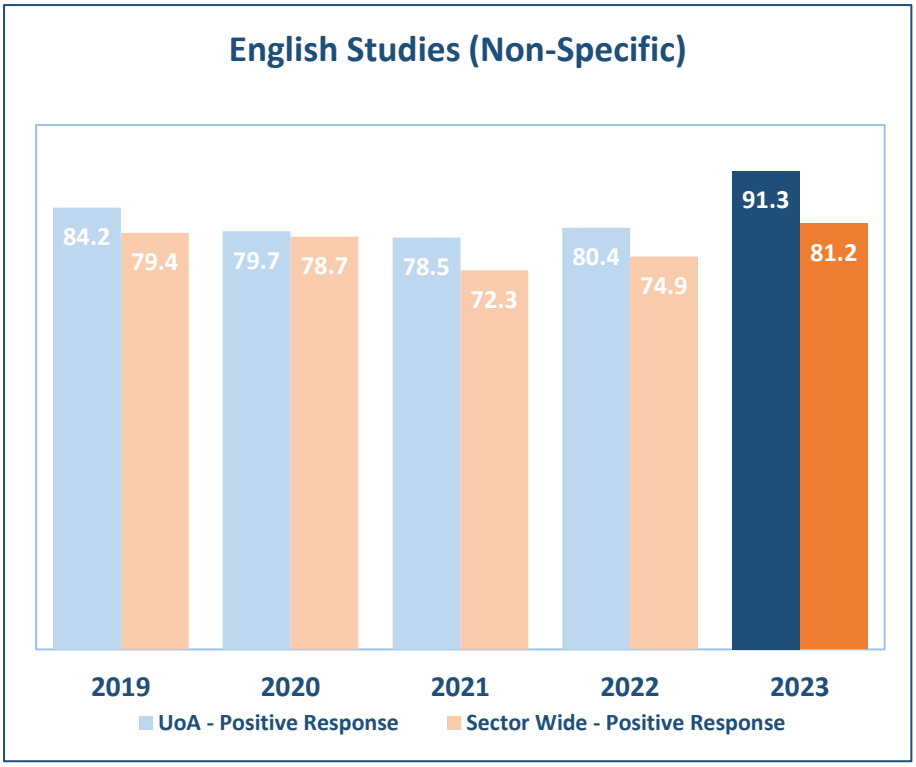
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 26: University of Aberdeen performance against Sector for Electrical and Electronic Engineering (2019-2023)



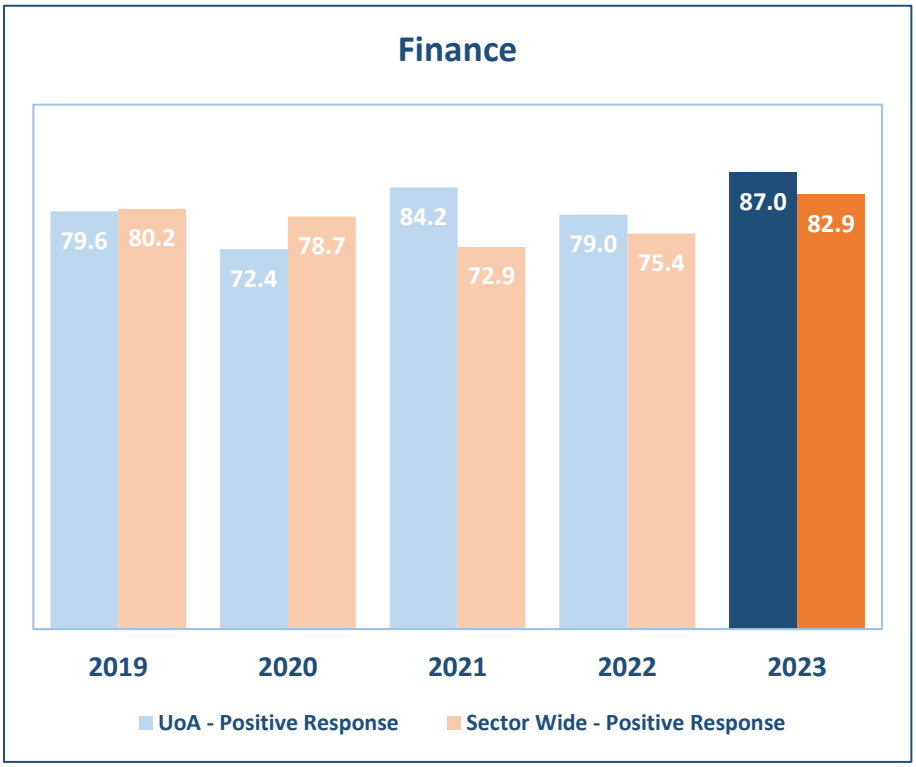
Electrical and Electronic Engineering has performed inconsistently against sector positive response scores over the past five years (*see chart 26*). However, in 2023, the University has achieved its highest score in this subject area since 2020 and outperformed the sector positive response score by 9.3 percentage points.

Chart 27: University of Aberdeen performance against Sector for English Studies (non-specific) (2019-2023)



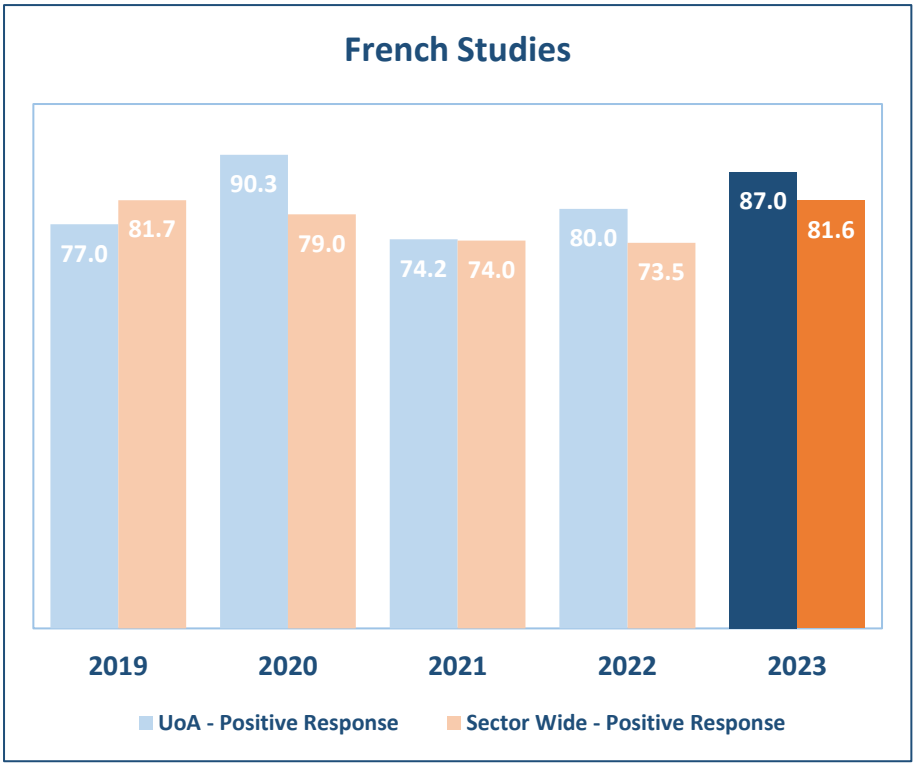
The University of Aberdeen has consistently outperformed the sector benchmark for English Studies (non-specific) (*see chart 27*). In 2023, the University has achieved its highest score in this subject area since 2020 and outperformed the sector positive response score by 10.1 percentage points.

Chart 28: University of Aberdeen performance against Sector for Finance (2019-2023)



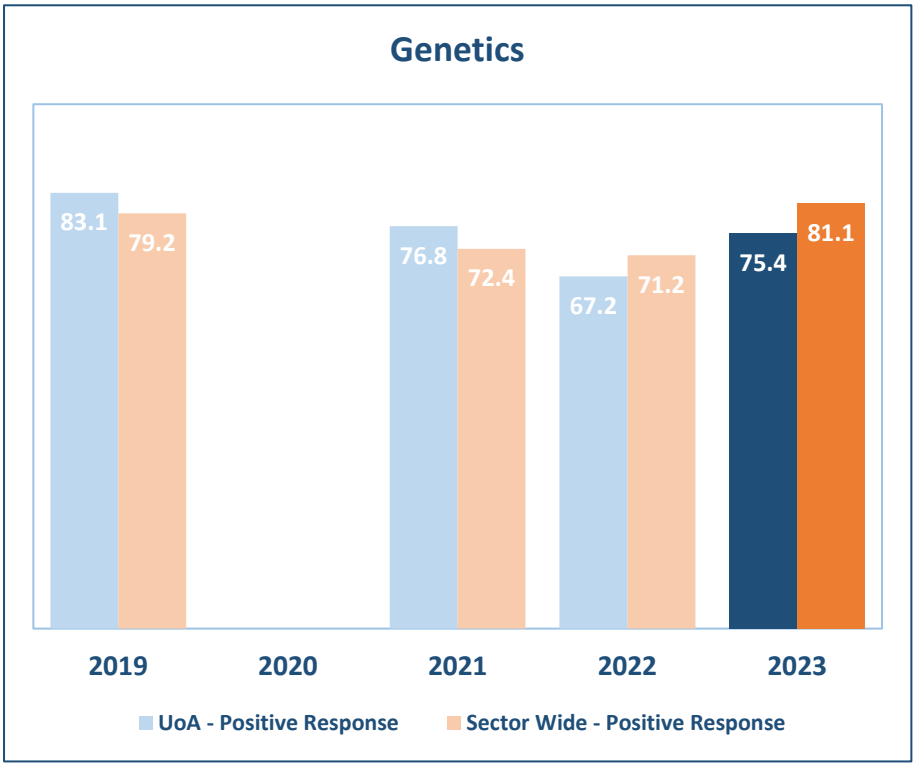
Positive response has varied in Finance over the five-year period (*see chart 28*). In 2023, the University has achieved its highest score in this subject area since 2020 and outperformed the sector positive response score by 4.1 percentage points.

Chart 29: University of Aberdeen performance against Sector for French Studies (2019-2023)



The University of Aberdeen has outperformed the sector positive response score in French Studies for the previous four years (*see chart 29*). In 2023, there is a positive gap of 5.4 percentage points.

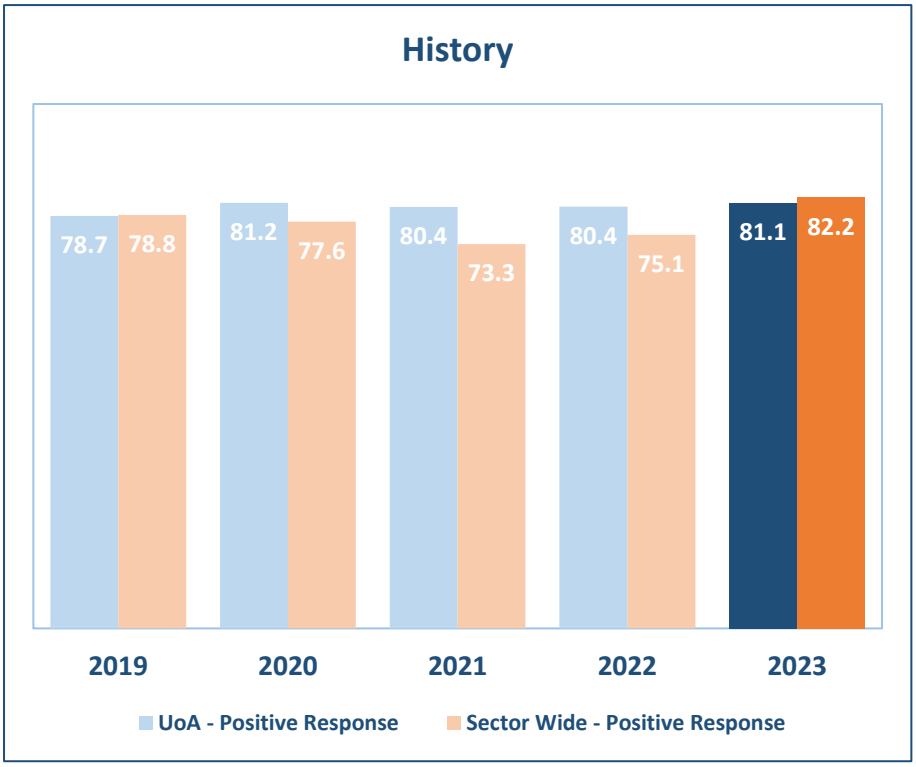
Chart 30: University of Aberdeen performance against Sector for Genetics (2019-2023)



The University of Aberdeen has scored lower than the sector for Genetics in the last two years (*see chart 30*). In 2023, there is a negative gap of 5.7 percentage points.

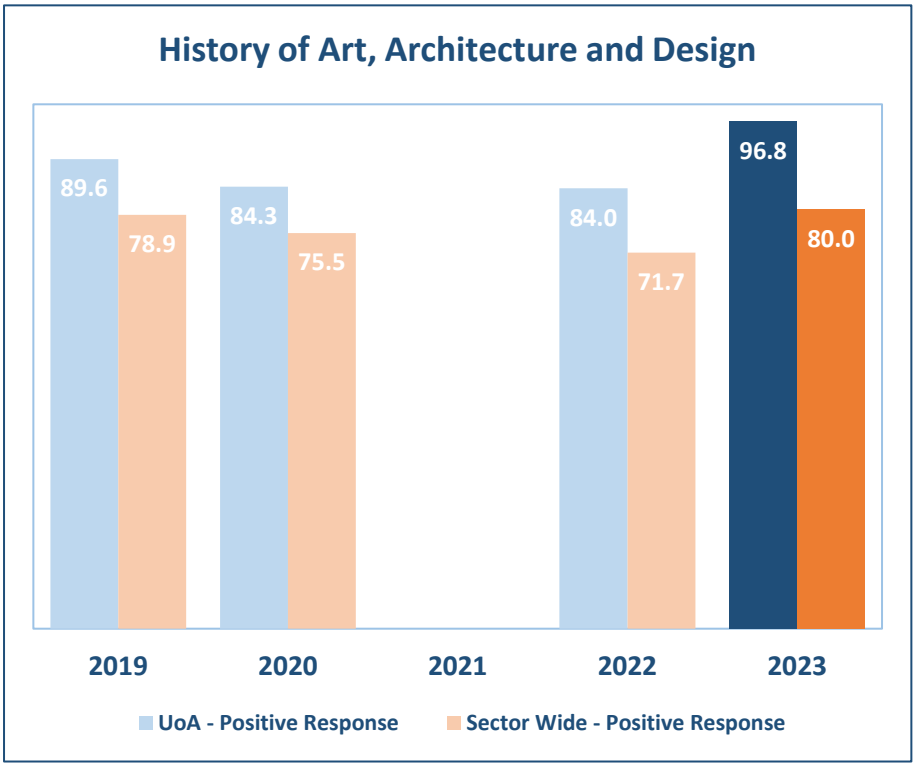
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 31: University of Aberdeen performance against Sector for History (2019-2023)



The University of Aberdeen had outperformed the sector benchmark in History between 2020 and 2022 (*see chart 31*). However, in 2023 there is a negative gap of 0.1 percentage points.

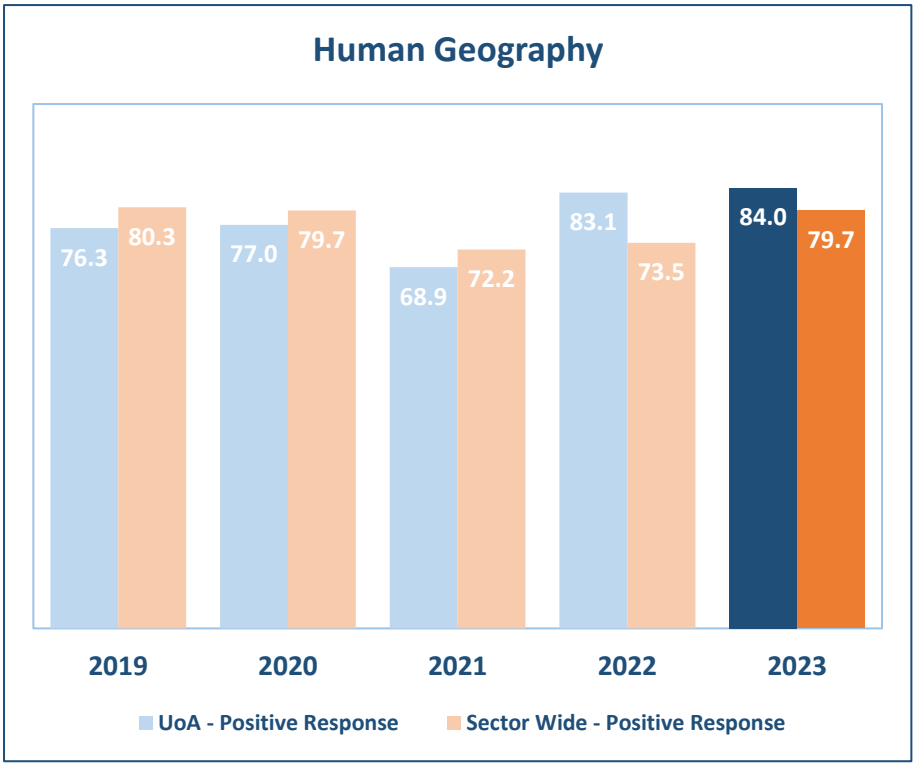
Chart 32: University of Aberdeen performance against Sector for History of Art, Architecture and Design (2019-2023)



The University of Aberdeen has consistently outperformed the sector in History of Art, Architecture and Design (no data is available for 2021) (*see chart 32)*. In 2023 the positive gap against the sector positive response score is 16.8 percentage points, with the subject area achieving its highest score since 2019.

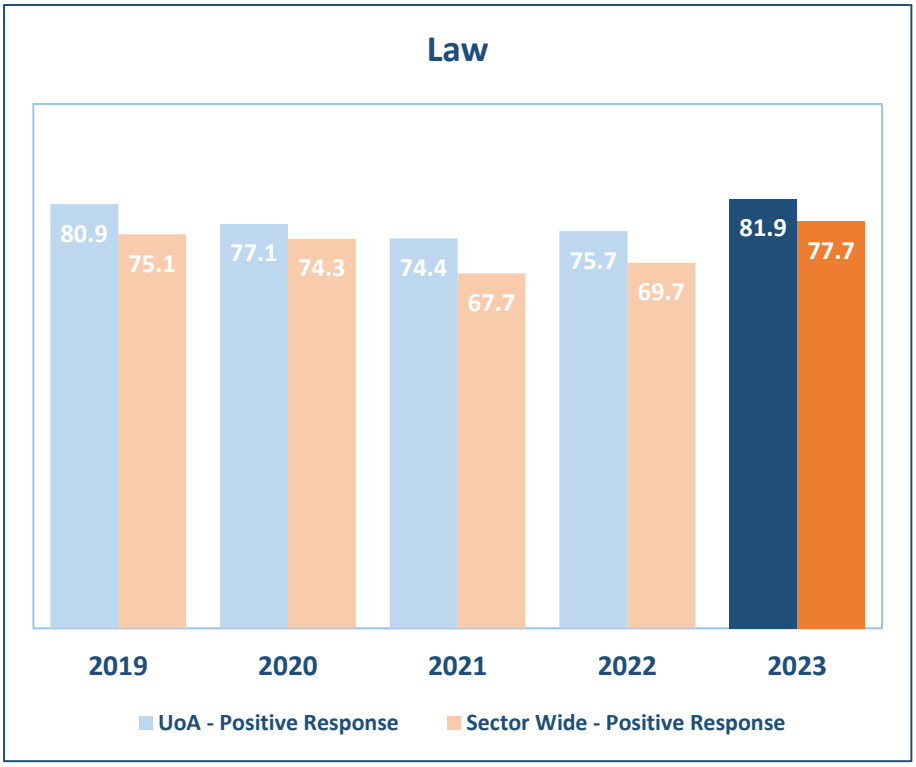
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 33: University of Aberdeen performance against Sector for Human Geography (2019-2023)



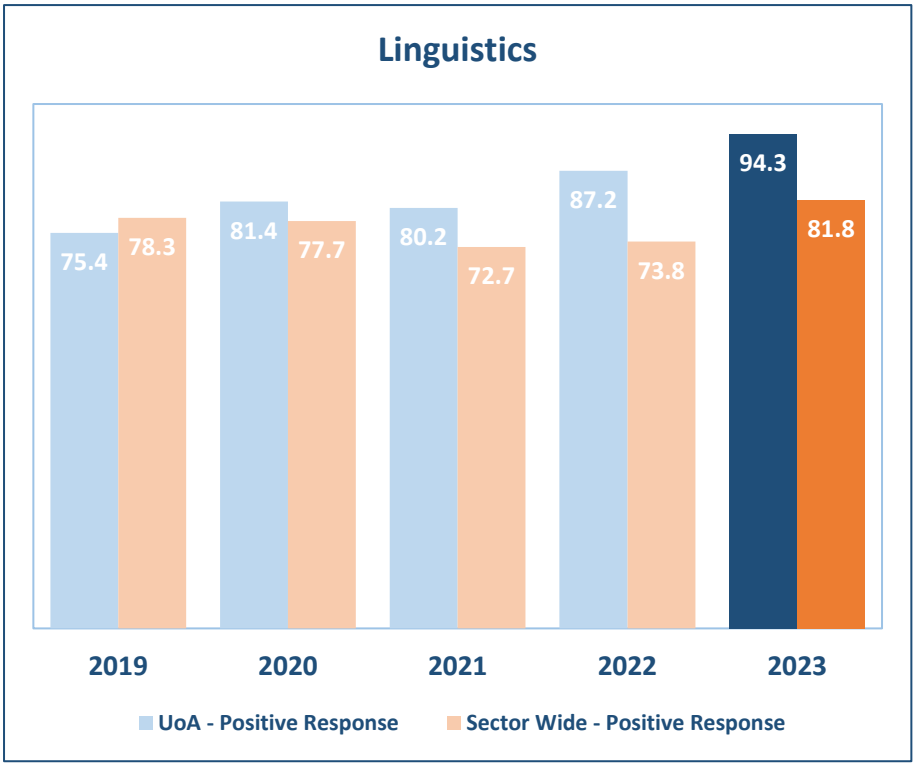
The University of Aberdeen scored below the sector positive response score for Human Geography every year between 2019 and 2021 (*see chart 33*). However, in the two most recent years the subject has outperformed the sector score with a current positive gap of 4.3 percentage points in 2023.

Chart 34: University of Aberdeen performance against Sector for Law (2019-2023)



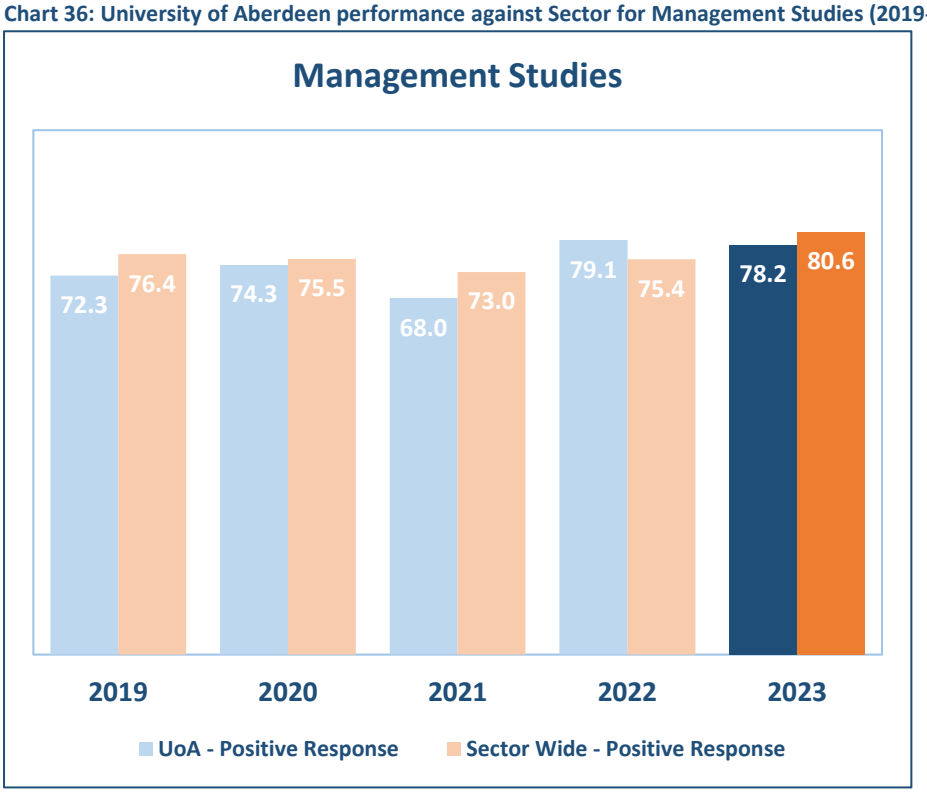
The University of Aberdeen has consistently outperformed the sector in Law over the five-year period (*see chart 34*). In 2023 the subject achieved a score of 81.9%, 4.2 percentage points above the sector.

Chart 35: University of Aberdeen performance against Sector for Linguistics (2019-2023)



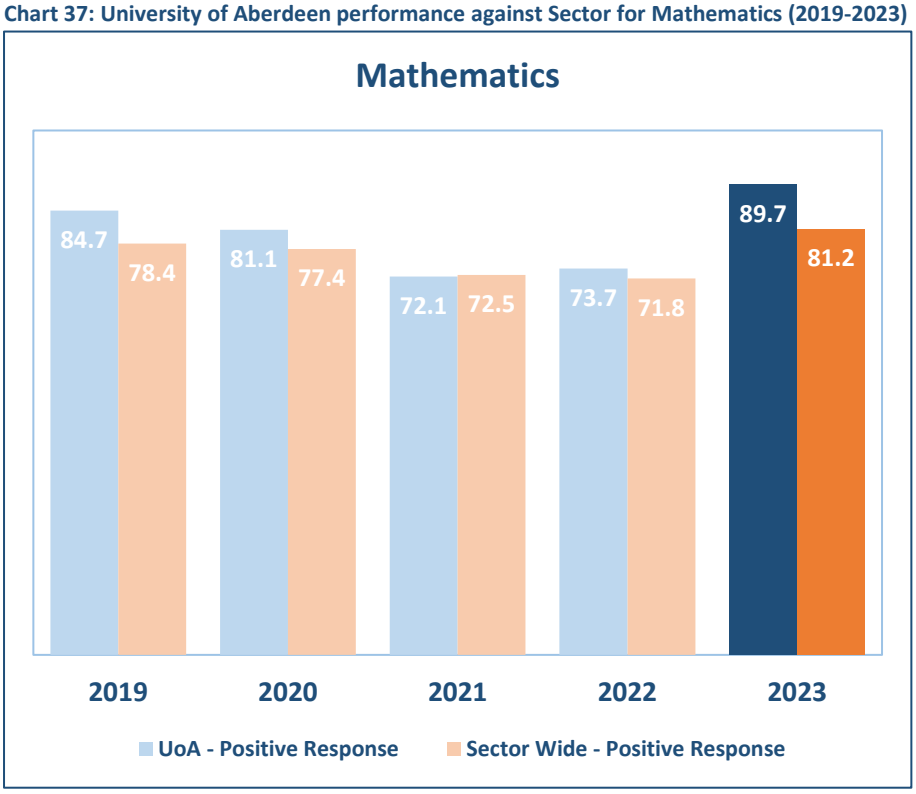
The University of Aberdeen has consistently outperformed the sector in Linguistics over the last four years (*see chart 35*). In 2023, the University has achieved its highest score in this subject area and outperformed the sector positive response score by 12.5 percentage points.

Chart 36: University of Aberdeen performance against Sector for Management Studies (2019-2023)



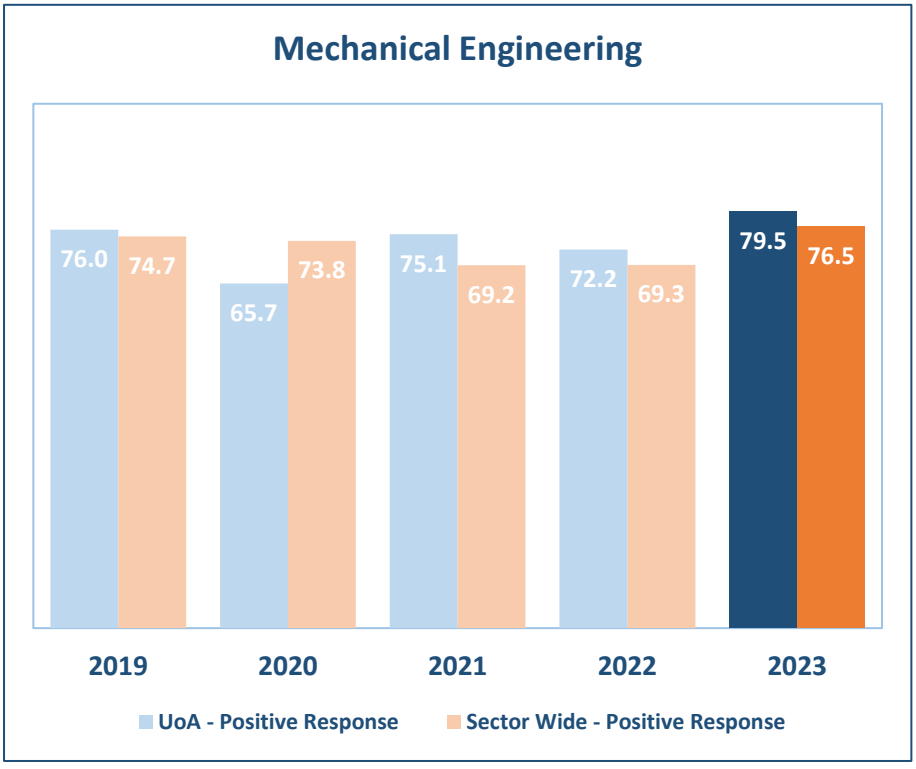
Positive response has varied in Management Studies over the five-year period (*see chart 36*). The University of Aberdeen has scored lower than the sector positive response by 2.4 percentage points in Management Studies in 2023.

Chart 37: University of Aberdeen performance against Sector for Mathematics (2019-2023)



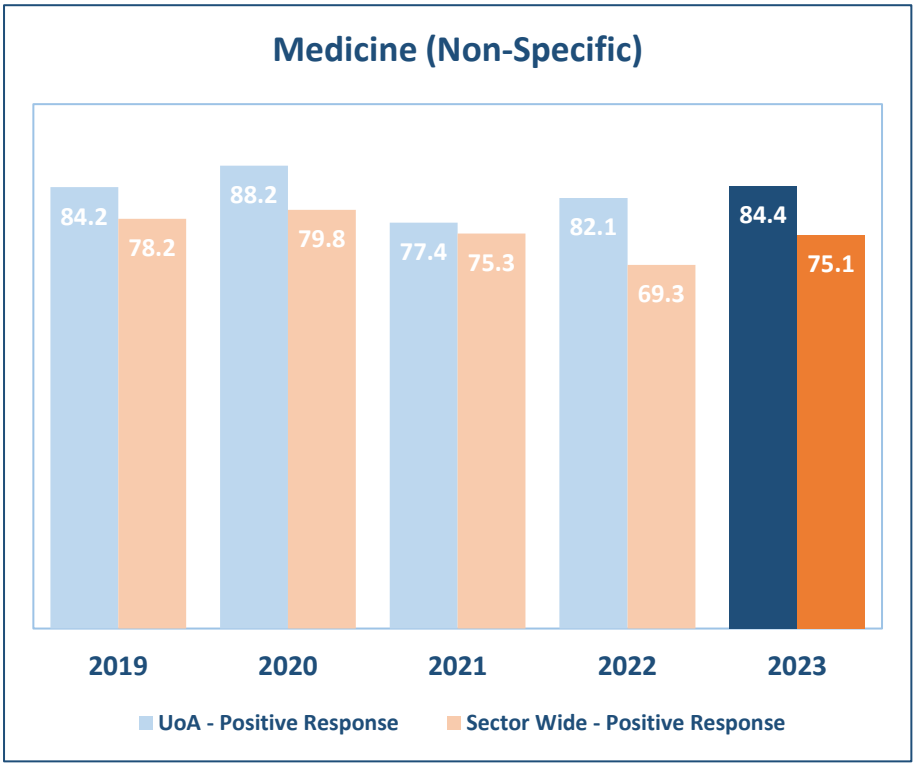
The University of Aberdeen scored 89.7% in Mathematics which is a positive gap of 8.5 percentage points compared to the sector (*see chart 37*). This was Aberdeen's highest score for the past five years and was greater than any sector score in the same timeframe.

Chart 38: University of Aberdeen performance against Sector for Mechanical Engineering (2019-2023)



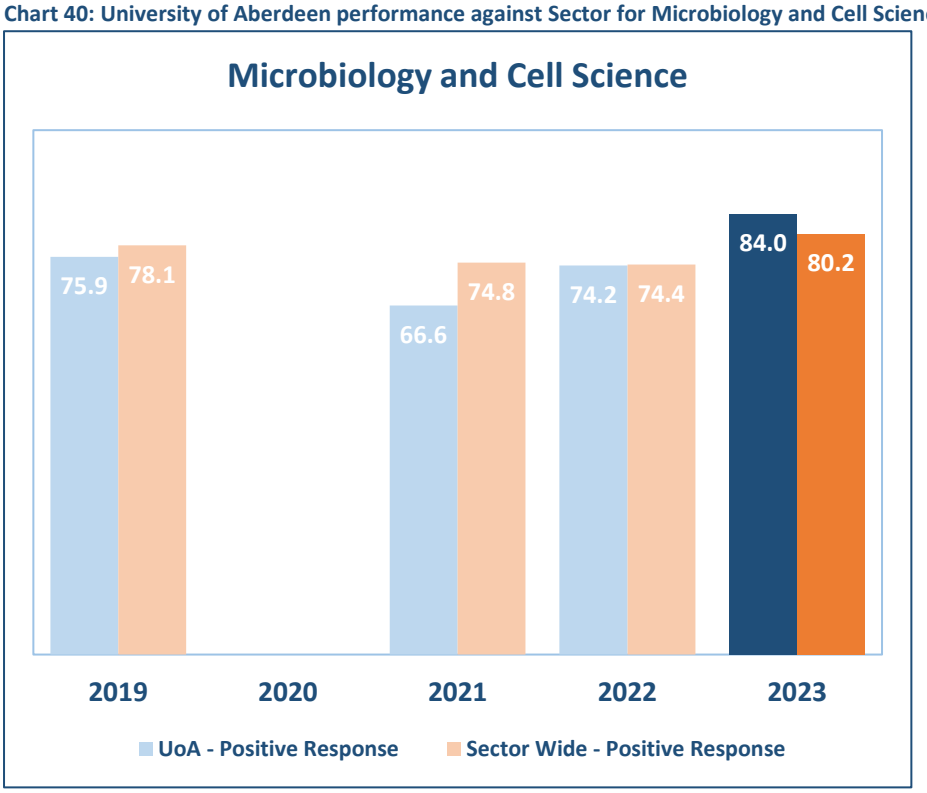
The University of Aberdeen scored 79.5% in 2023 for Mechanical Engineering, outperforming the sector by 3 percentage points (*see chart 38*) by three percentage points.

Chart 39: University of Aberdeen performance against Sector for Medicine (non-specific) (2019-2023)



The University of Aberdeen scored 84.4% in 2023, which is a positive gap of 9.3 percentage points compared to the sector. The University of Aberdeen has consistently outperformed the sector throughout the five-year period.

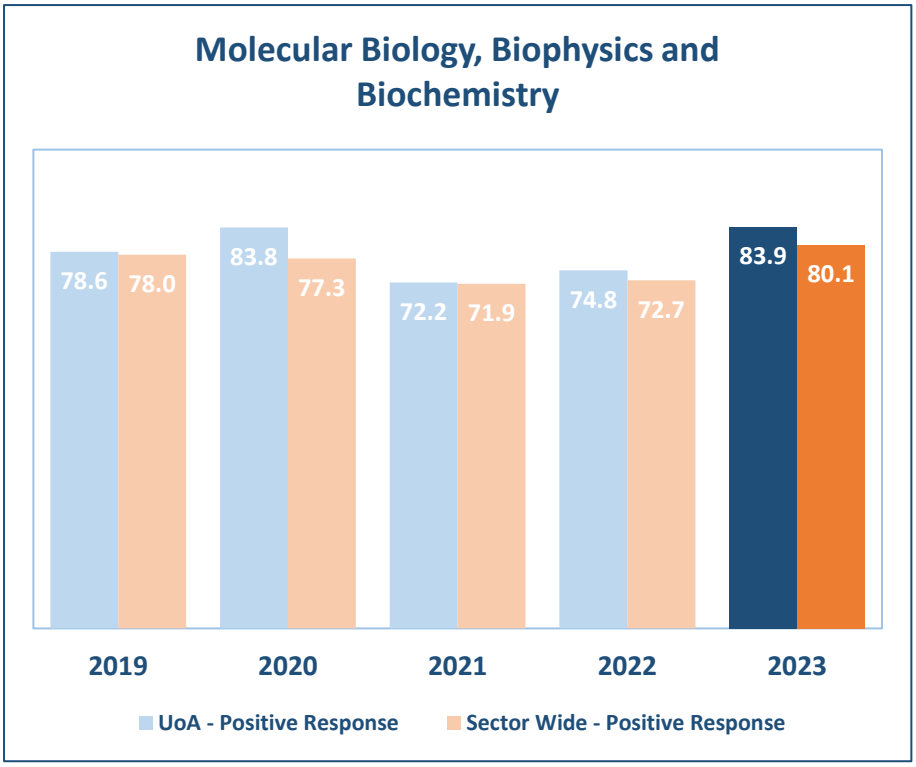
Chart 40: University of Aberdeen performance against Sector for Microbiology and Cell Science (2019-2023)



The University of Aberdeen scored 84.0% for positive response in 2023 for Microbiology and Cell Science, which is a positive gap of 3.8 percentage points compared to the sector (*see chart 40*). This was Aberdeen's highest score for the past 5 years.

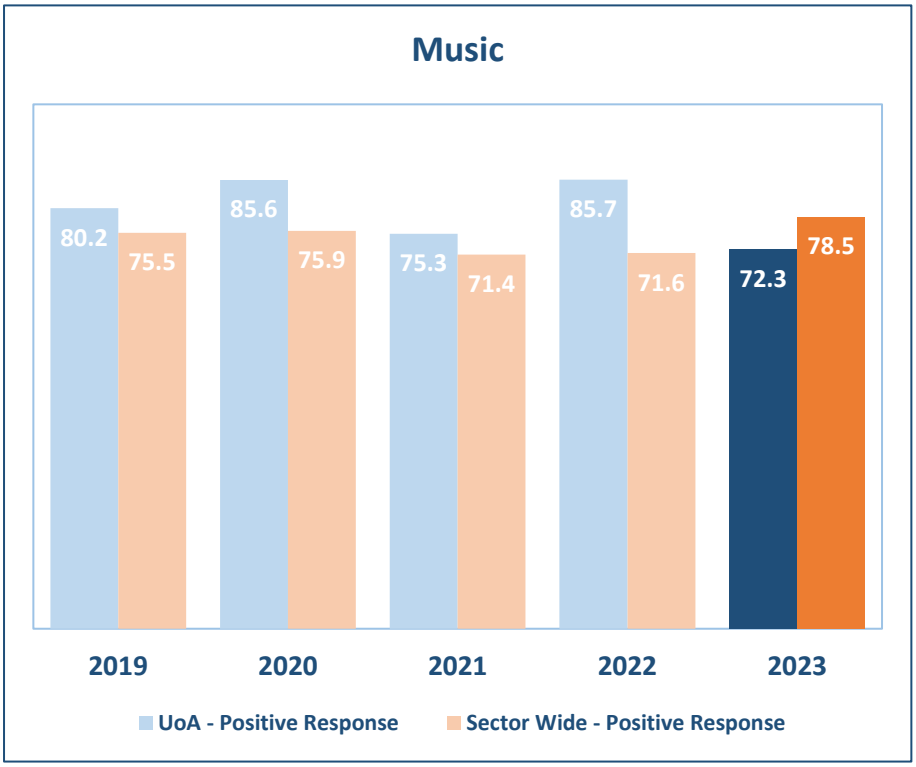
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 41: University of Aberdeen performance against Sector for Molecular Biology, Biophysics and Biochemistry (2019-2023)



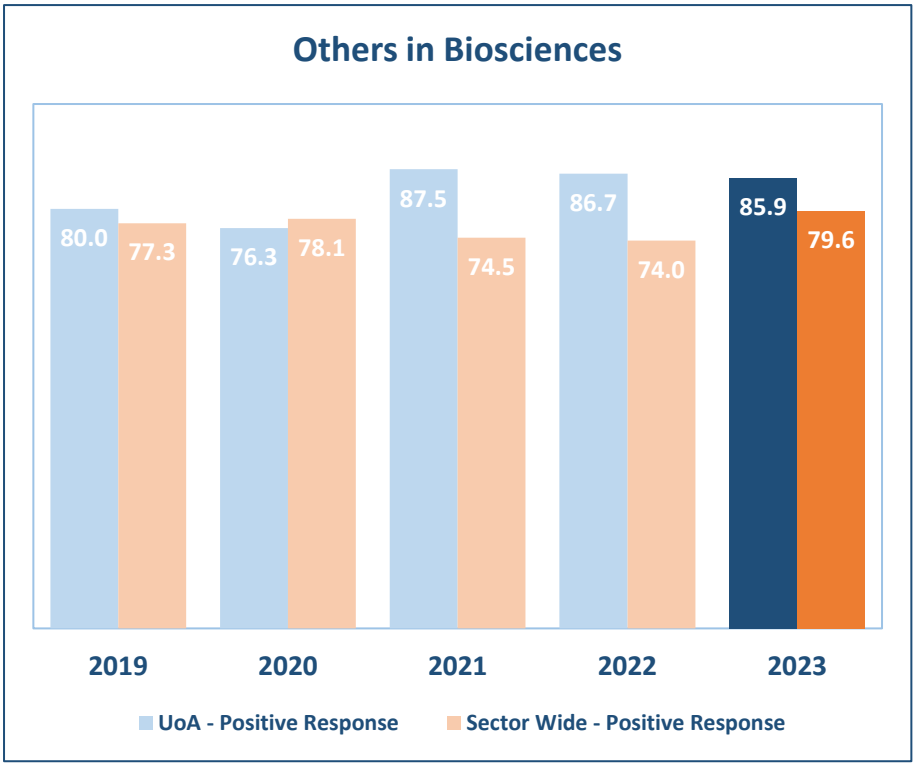
The University of Aberdeen scored 83.9% in 2023 for Molecular Biology, Biophysics and Biochemistry which is a positive gap of 3.8 percentage points compared to the sector. This is Aberdeen's greatest score since 2019 (*see chart 41*).

Chart 42: University of Aberdeen performance against Sector for Music (2019-2023)



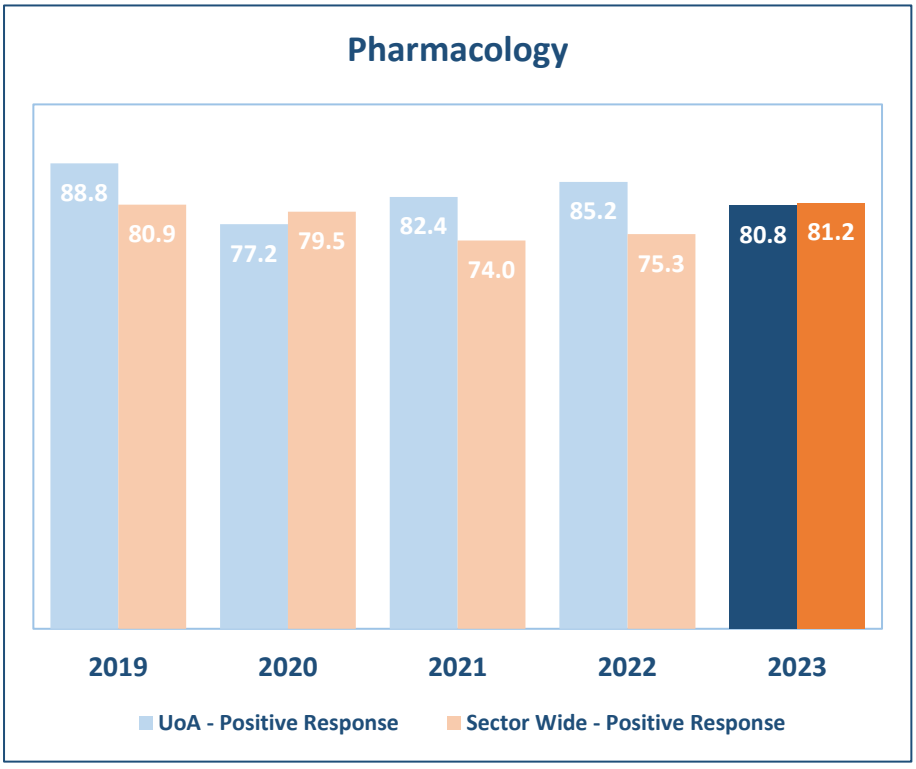
The University of Aberdeen scored 72.3% for Music in 2023, which is a negative gap of 6.2 percentage points compared to the sector (*see chart 42*). This was the lowest score for Aberdeen of the past five years.

Chart 43: University of Aberdeen performance against Sector for Others in Biosciences (2019-2023)



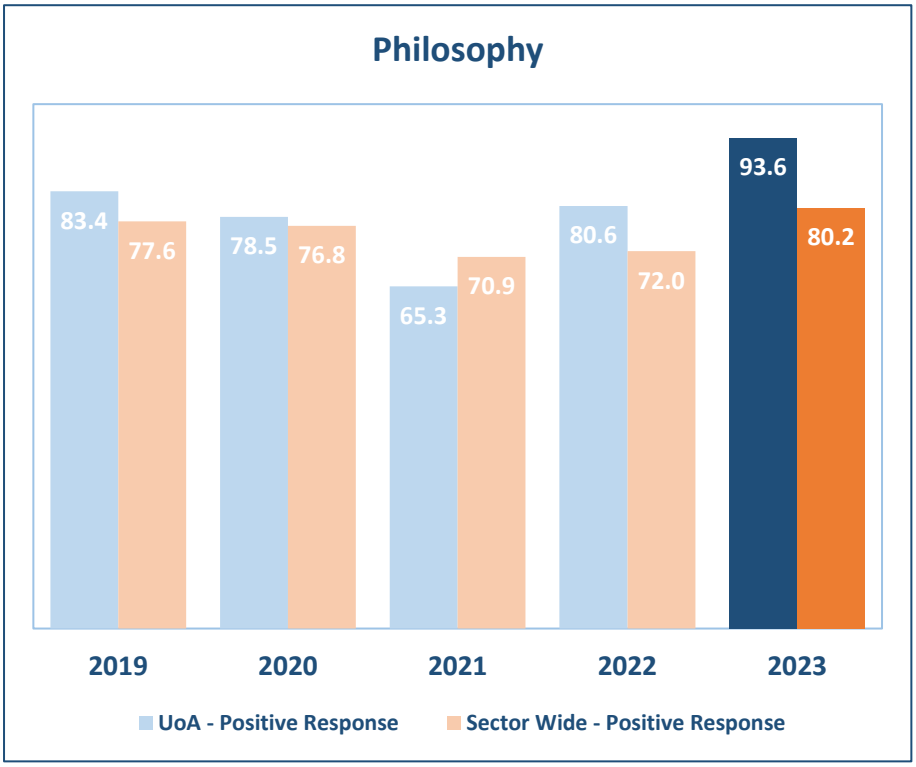
The University of Aberdeen scored 85.9% for positive response in 2023 for Others in Biosciences, which is a positive gap of 6.3 percentage points compared to the sector (*see chart 43*).

Chart 44: University of Aberdeen performance against Sector for Pharmacology (2019-2023)



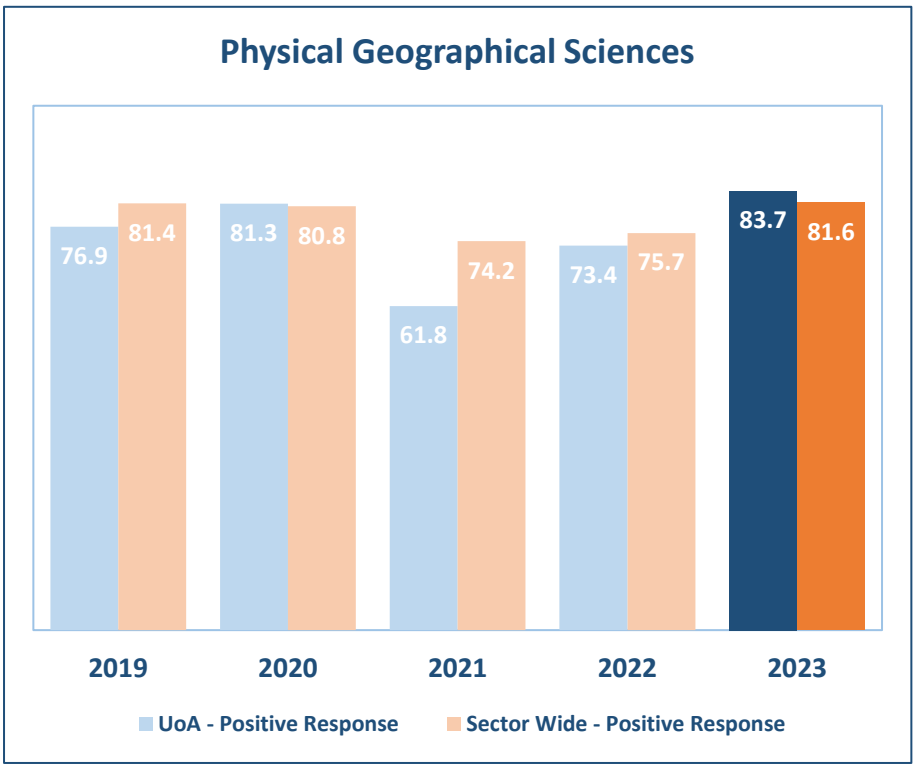
The University of Aberdeen scored 80.8% for Pharmacology in 2023, which is a negative gap of 0.3 percentage points compared to the sector (*see chart 44*). This was Aberdeen's second lowest score in Pharmacology over the five year period.

Chart 45: University of Aberdeen performance against Sector for Philosophy (2019-2023)



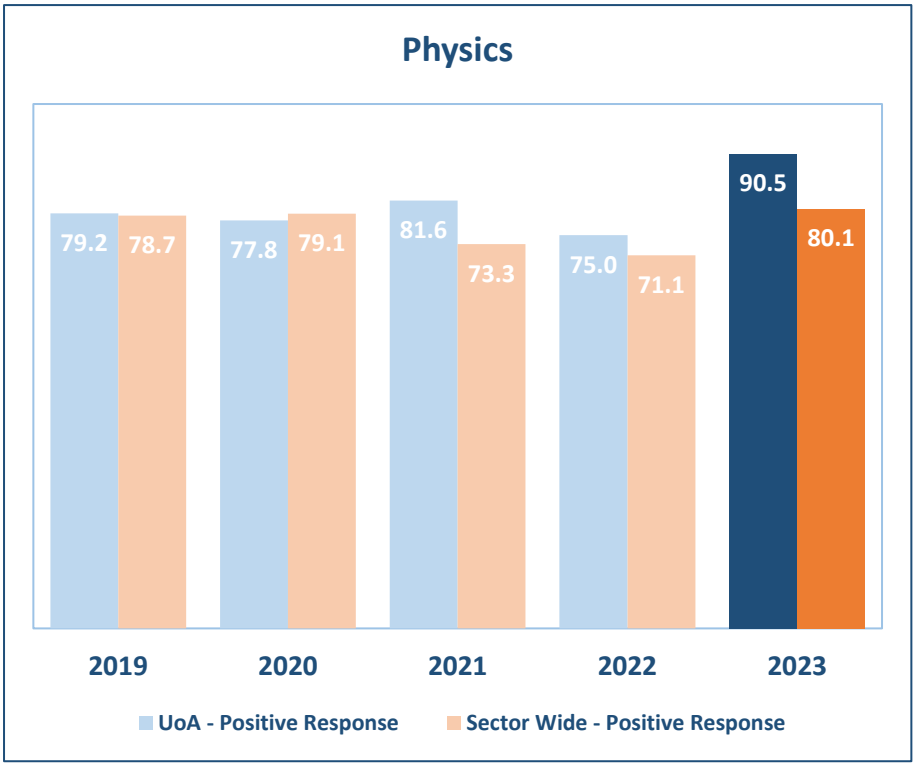
The University of Aberdeen scored 93.6% for positive response in Philosophy for 2023, which is a positive gap of 13.3 percentage points compared to the sector (*see chart 45*). This was the greatest score for Aberdeen in this period.

Chart 46: University of Aberdeen performance against Sector for Physical Geographical Sciences (2019-2023)



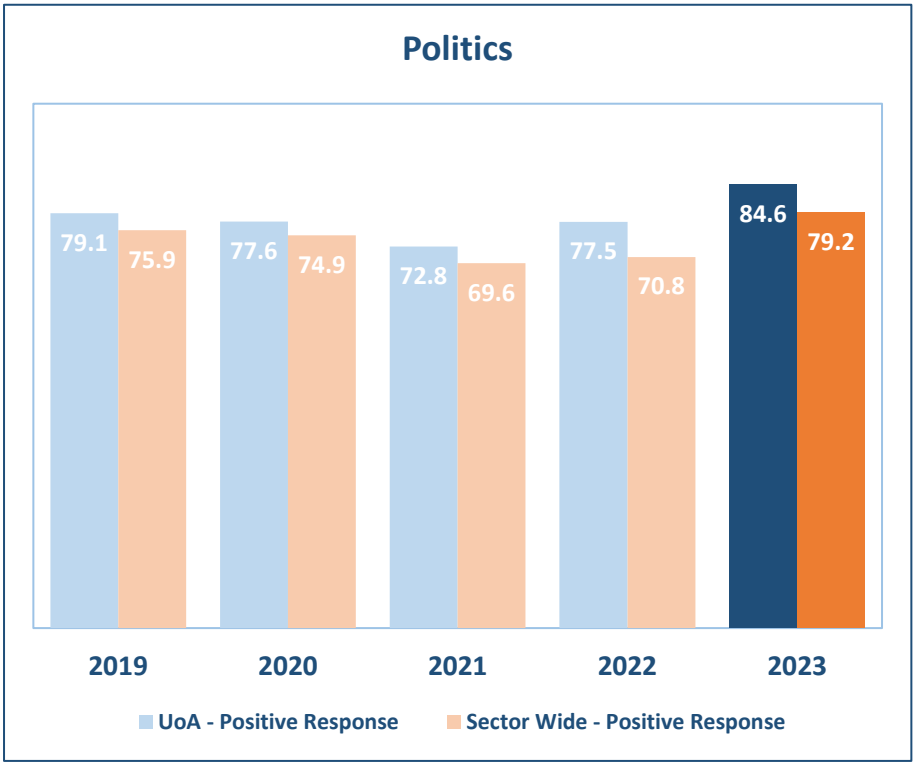
The University of Aberdeen scored 83.7% for Physical Geographical Sciences in 2023, which is a positive gap of 2.1 percentage points compared to the sector (*see chart 46*).

Chart 47: University of Aberdeen performance against Sector for Physics (2019-2023)



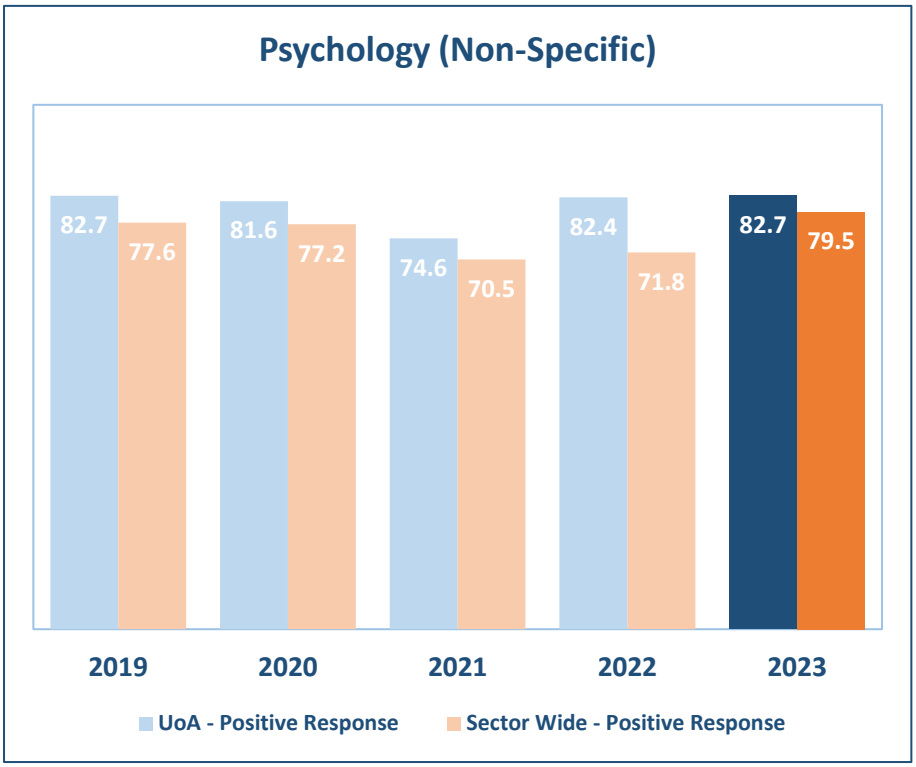
The University of Aberdeen scored the highest score for Physics for the past five years (*see chart 47*). In 2023 the subject achieved a score of 90.5%, 10.4 percentage points above the sector.

Chart 48: University of Aberdeen performance against Sector for Politics (2019-2023)



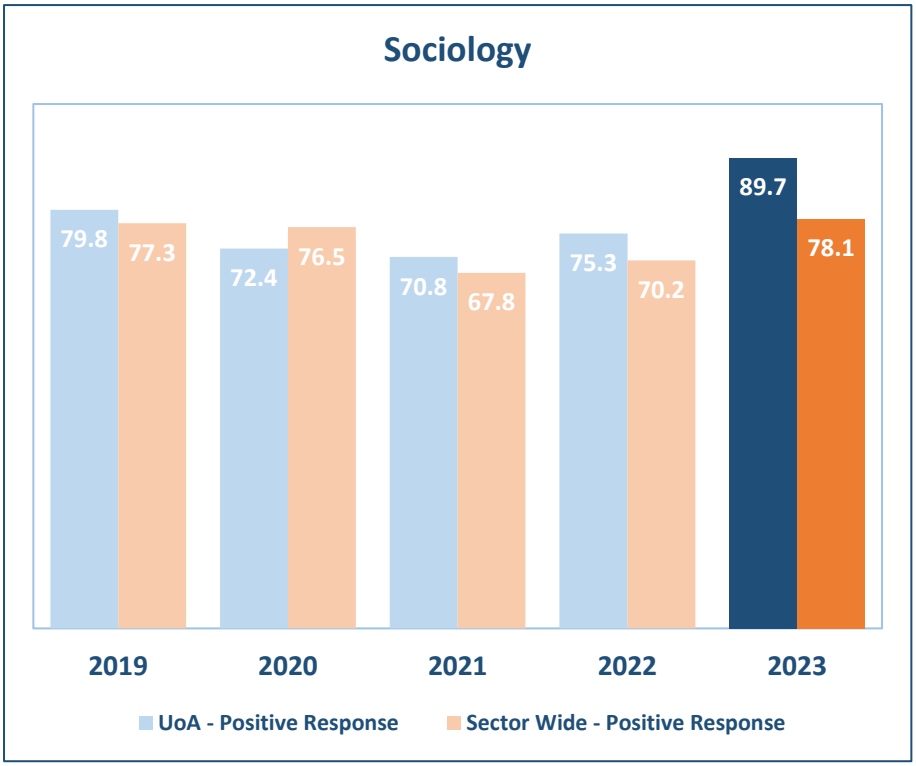
The University of Aberdeen scored 84.6% in 2023 for Politics (*see chart 48*). This is a positive gap of 5.4 percentage points compared with the sector.

Chart 49: University of Aberdeen performance against Sector for Psychology (non-specific) (2019-2023)



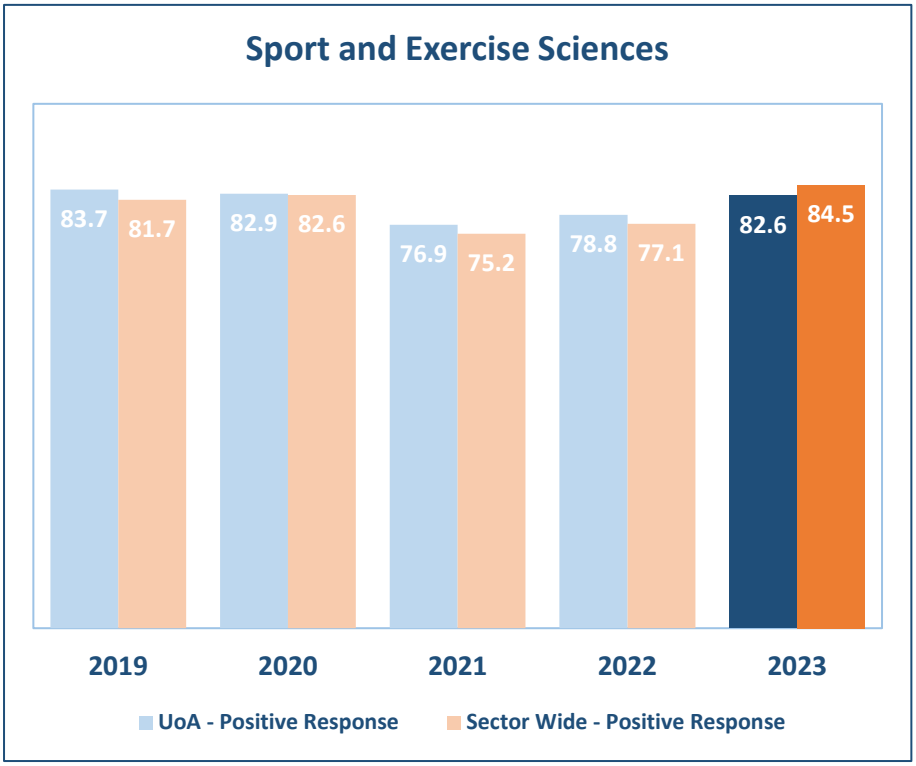
The University of Aberdeen scored 3.2 percentage points above the sector in 2023 for Psychology (non-specific) with a score of 82.7% and has been consistently above the sector throughout the previous five-year period.

Chart 50: University of Aberdeen performance against Sector for Sociology (2019-2023)



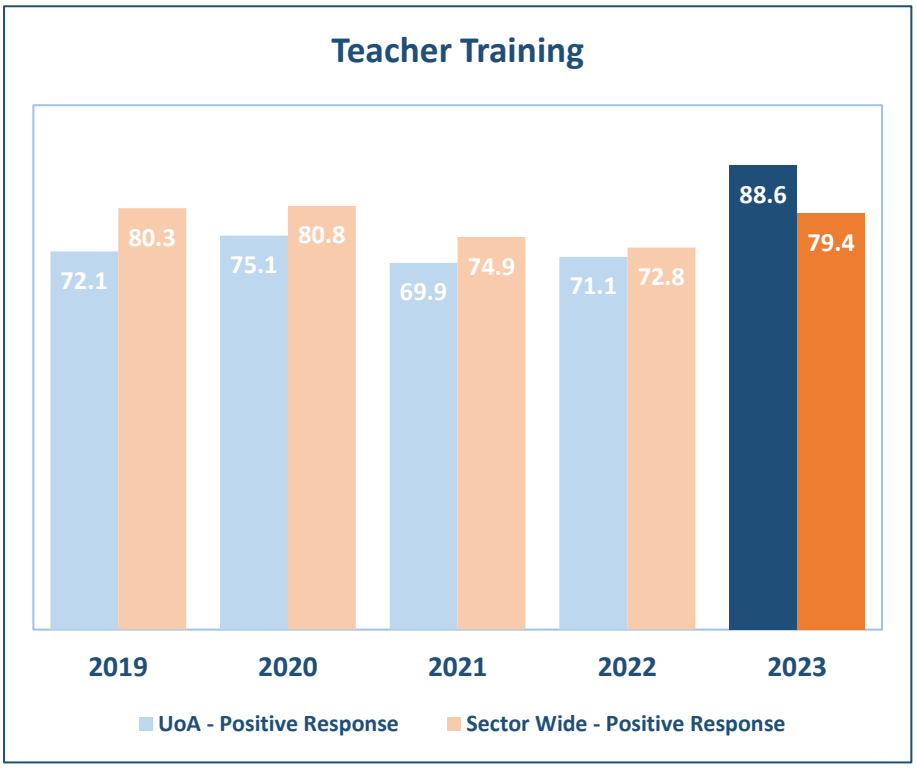
The University of Aberdeen scored 89.7% in Sociology for 2023, the highest score of the past five years. Sociology outperformed the sector by 11.6 percentage points in 2023 (*see chart 50*).

Chart 51: University of Aberdeen performance against Sector for Sport and Exercise Sciences (2019-2023)



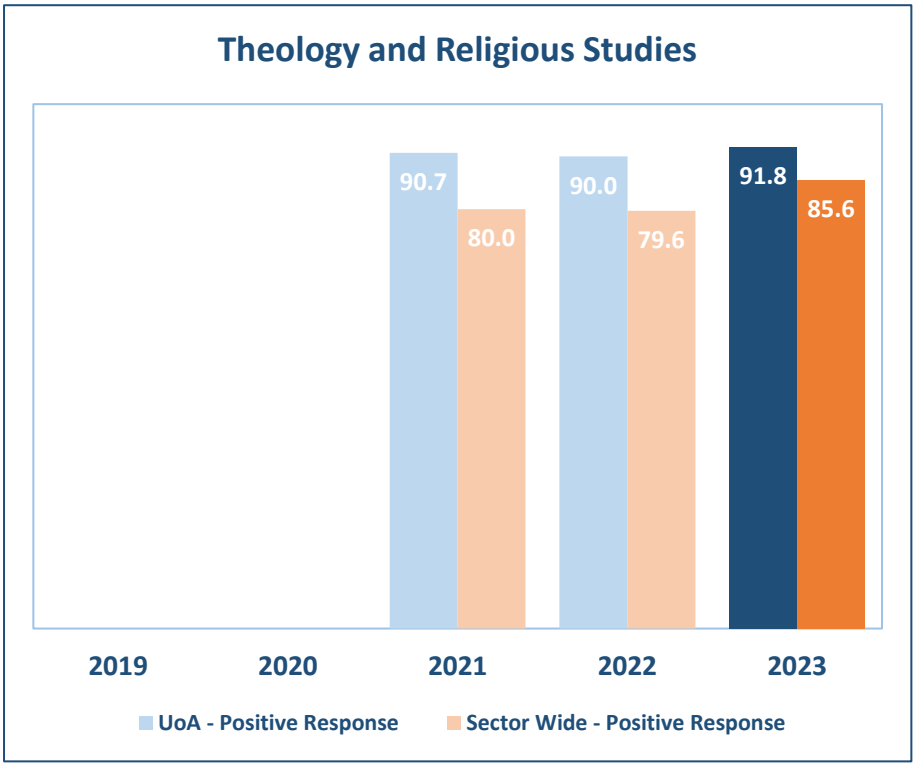
The University of Aberdeen scored 82.6% in 2023 for Sport and Exercise Sciences (*see chart 51*). This was 1.9 percentage points below the sector score of 84.5%, in contrast to Aberdeen's previous marginal outperformance over the sector between 2019 and 2022.

Chart 52: University of Aberdeen performance against Sector for Teacher Training (2019-2023)



The University of Aberdeen scored by far the greatest Teacher Training score of the past five years in 2023 (*see chart 52*). Aberdeen outperformed the sector by 9.2 percentage points in 2023, in contrast to being lower scoring historically.

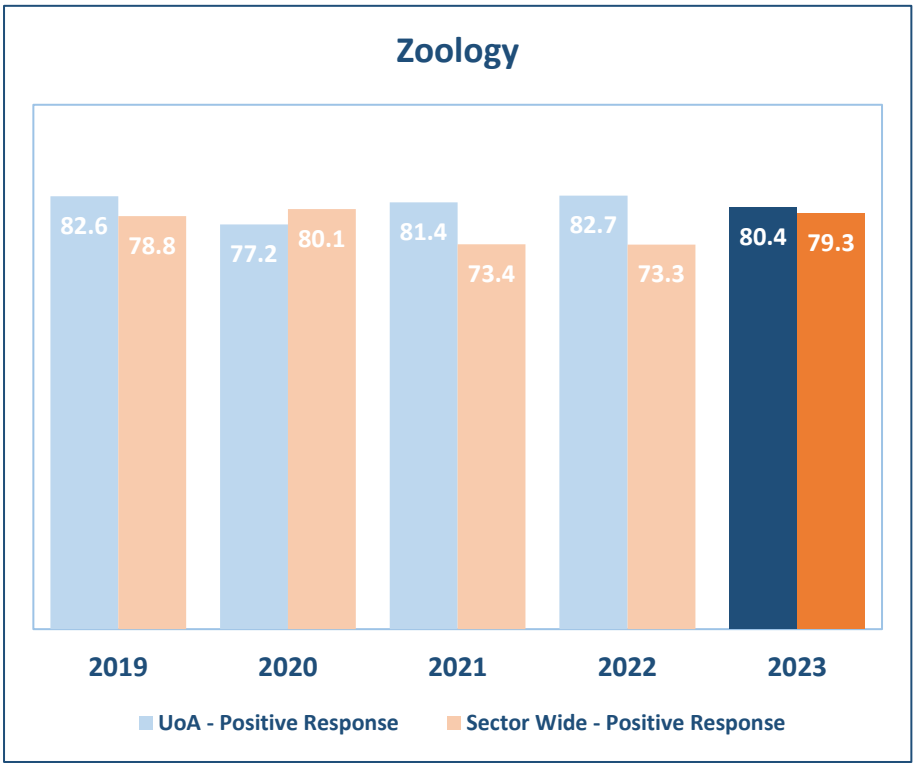
Chart 53: University of Aberdeen performance against Sector for Theology and Religious Studies (2019-2023)



The University of Aberdeen scored 91.8% in 2023 for Theology and Religious Studies (*see chart 53*). This is a positive gap of 6.2 percentage points compared to the sector score. Aberdeen has consistently outperformed the sector for this subject throughout the three years that it has featured in the NSS.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 54: University of Aberdeen performance against Sector for Zoology (2019-2023)



The University of Aberdeen scored greater than the sector for Zoology by 1.1% in 2023 with a score of 80.4% (*see chart 54*); this was the second lowest score for Aberdeen in the past five years.

NSS 2023: Positive Response by Subject (CAH Level 3) against Sector – Rank

An overview of the University of Aberdeen's performance for CAH Level 3 with rankings for Positive Response in the UK is presented in Table 4. Table 4 provides the 2022 and 2023 ranks, the change in rank from 2022, the number of institutions offering the subject, and the % agree for positive response. Further detail on School performance at this level can be found in the NSS Power BI dashboard when available.

Table 4: University of Aberdeen performance for CAH Level 3 subjects

Subject (CAH 3)	2023 Rank	2022 Rank	UK Rank Change	No Institutions (2023)	% Agree
BUS					
economics	41	28	-13 ▼	80	77.9
management studies	42	15	-27 ▼	76	78.2
building	27		-	35	73.0
business studies	1		-	90	95.2
finance	18	24	6 ▲	90	87.0
accounting	33	67	34 ▲	99	85.7
DHPAH					
history	61	27	-34 ▼	87	81.1
history of art, architecture and design	1	4	3 ▲	23	96.8
philosophy	1	9	8 ▲	49	93.6
theology and religious studies	6	2	-4 ▼	24	91.8
EDU					
education	10	17	7 ▲	78	91.6
teacher training	8	34	26 ▲	55	88.6
ENG					
mechanical engineering	26	19	-7 ▼	72	79.5
civil engineering	46	40	-6 ▼	60	74.7
electrical and electronic engineering	3	32	29 ▲	68	86.7
chemical, process and energy engineering	31	10	-21 ▼	35	67.4
GEO					
earth sciences	6	1	-5 ▼	27	84.7
physical geographical sciences	18	29	11 ▲	43	83.7
human geography	17	8	-9 ▼	42	84.0
LAW					
law	27	23	-4 ▼	109	81.9
LLMVC					
English studies (non-specific)	2	19	17 ▲	44	91.3
creative writing	5	23	18 ▲	64	91.6
French studies	9	14	5 ▲	33	87.0
linguistics	1	2	1 ▲	31	94.3
music	59	2	-57 ▼	68	72.3
cinematics and photography	41	2	-39 ▼	77	79.3
MMSN					
medicine (non-specific)	4	1	-3 ▼	32	84.4
pharmacology	15	4	-11 ▼	28	80.8
anatomy, physiology and pathology	1	1	0 ■	26	91.4
biomedical sciences (non-specific)	12	3	-9 ▼	83	85.9
microbiology and cell science	6	8	2 ▲	18	84.0
genetics	12	11	-1 ▼	15	75.4
molecular biology, biophysics and biochemistry	13	19	6 ▲	51	83.9
others in biosciences	3	2	-1 ▼	21	85.9
sport and exercise sciences	52	27	-25 ▼	80	82.6
NCS					
physics	4	18	14 ▲	45	90.5
mathematics	6	27	21 ▲	65	89.7
computer science	32	54	22 ▲	105	80.3
PSY					
psychology	32	5	-27 ▼	109	82.7
SBS					
biology (non-specific)	3	18	15 ▲	47	89.5
zoology	17	2	-15 ▼	32	80.4
SOCSCI					
sociology	3	16	13 ▲	101	89.7
anthropology	2	3	1 ▲	20	89.7
politics	20	13	-7 ▼	80	84.6

Note: Yellow highlighting shows where the University of Aberdeen has ranked 1st in the UK

The University of Aberdeen ranked 1st in the UK for five subjects: anatomy, physiology and pathology, business studies, history of art, architecture and design, linguistics and philosophy (*see table 4*).

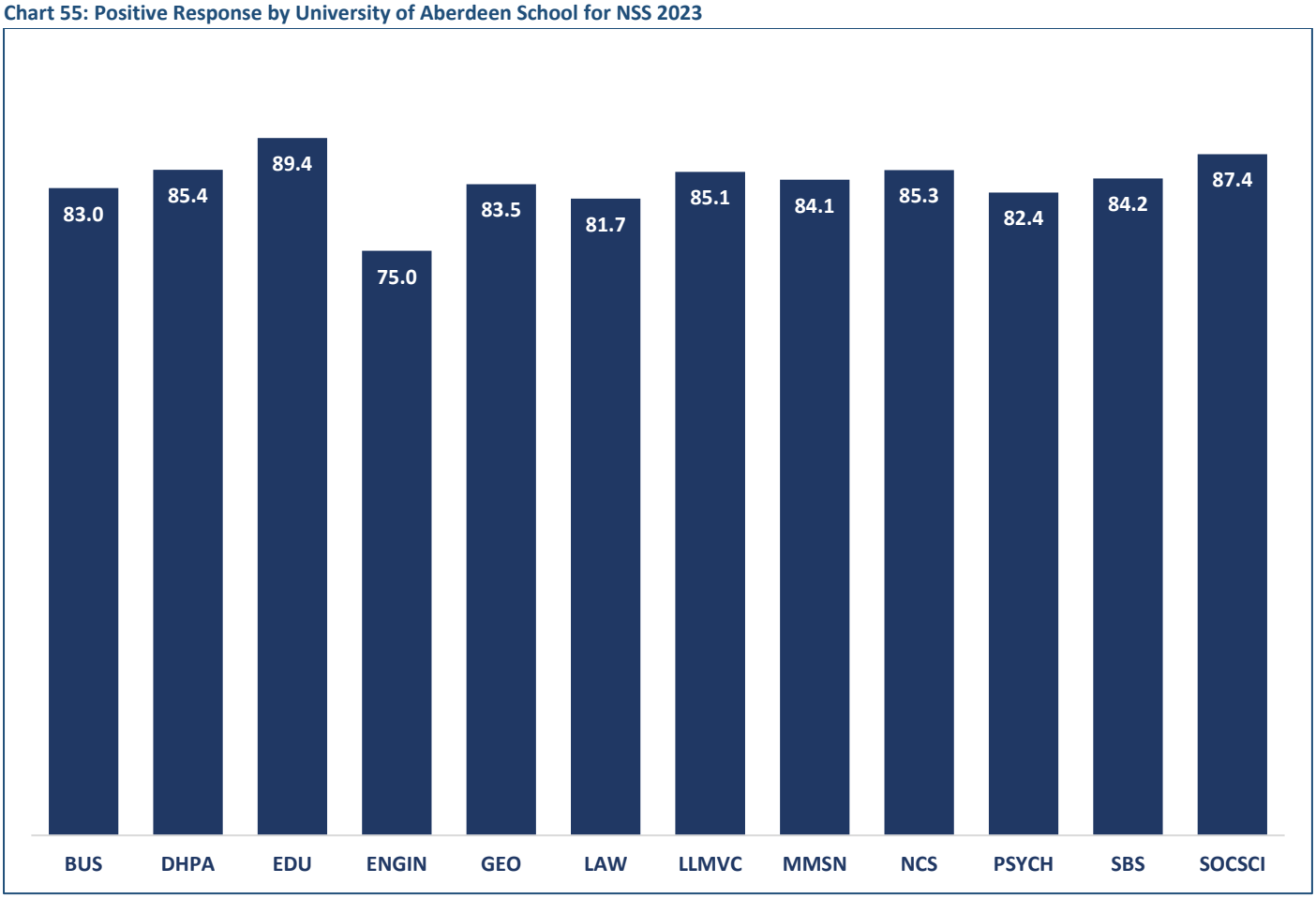
Another nine subjects ranked elsewhere in the top five in the UK: anthropology, biology (non-specific), English studies (non-specific), others in biosciences, electrical and electronic engineering, medicine (non-specific), physics, sociology and creative writing.

A further seven subjects ranked elsewhere in the top ten in the UK: earth sciences, mathematics, microbiology and cell science, theology and religious studies, French studies, teacher training and education.

This brings the number of CAH Level 3 subjects ranked in the UK Top-10 for the University of Aberdeen to 21 out of 43 subjects.

NSS 2023: Positive Response by University of Aberdeen School - Scores

Chart 55: Positive Response by University of Aberdeen School for NSS 2023

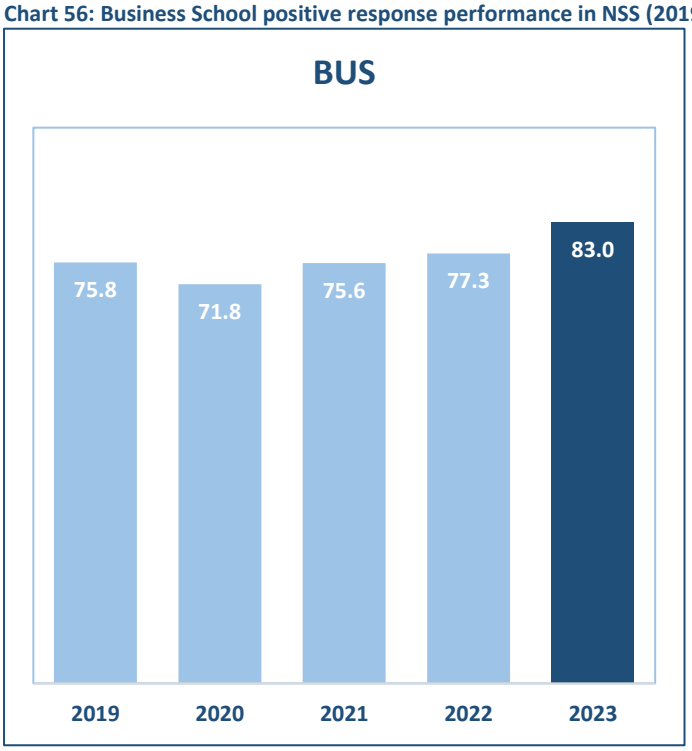


The greatest positive response score across the twelve schools was for Education at 89.4, followed by Social Science at 87.4, and Divinity, History, Philosophy & Art History at 85.4 (*see chart 55*).

No Schools scored greater than 90% in 2023. However, this result should not be directly compared with the result of 2022 due to differing questions and reporting methodology.

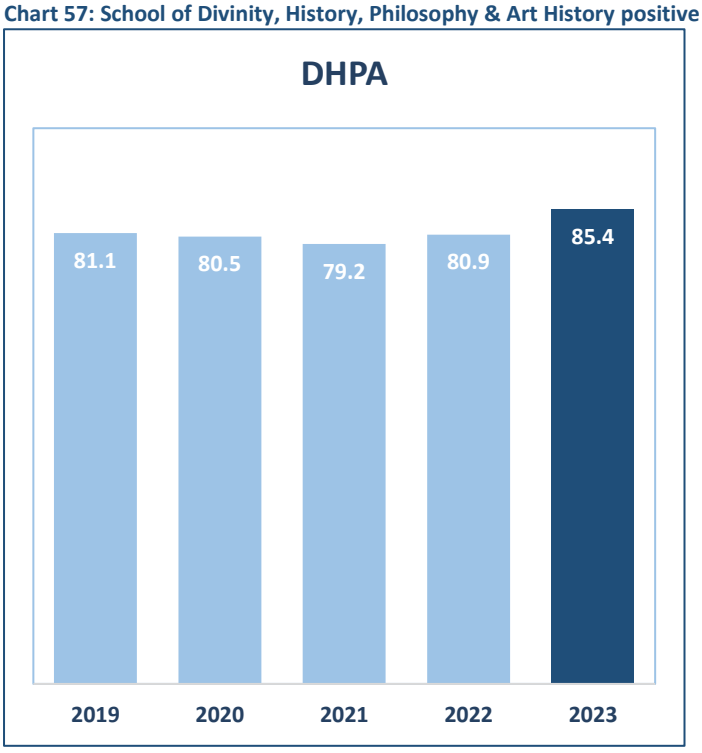
Eleven of twelve Schools at the University of Aberdeen scored a positive response greater than 80%. The sole school to score less than 80% was Engineering at 75%.

Chart 56: Business School positive response performance in NSS (2019-2023)



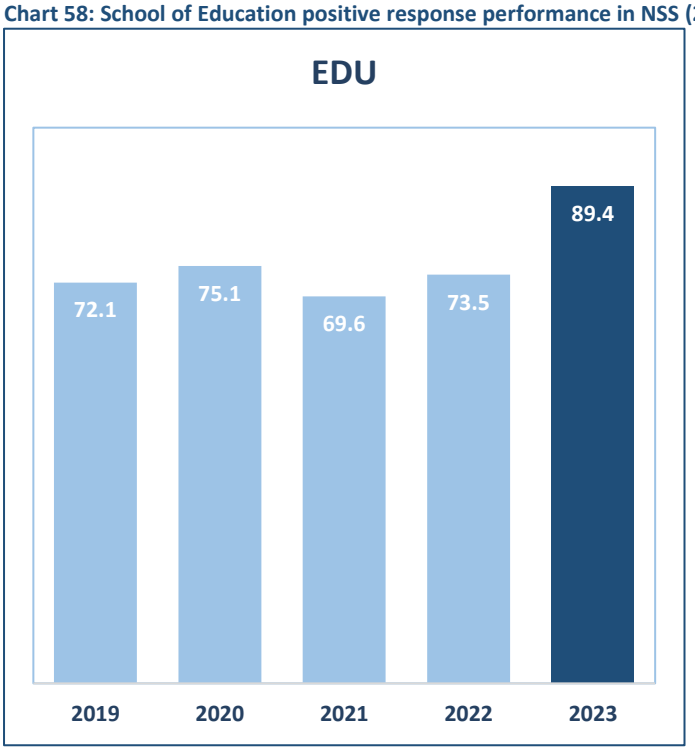
The Business school scored its highest positive response of the past five years at 83.0% (*see chart 56*). Scores have fluctuated around the mid-70%s from 2019 to 2022. The 2023 score was the first in the past five years to exceed 80%.

Chart 57: School of Divinity, History, Philosophy & Art History positive response performance in NSS (2019-2023)



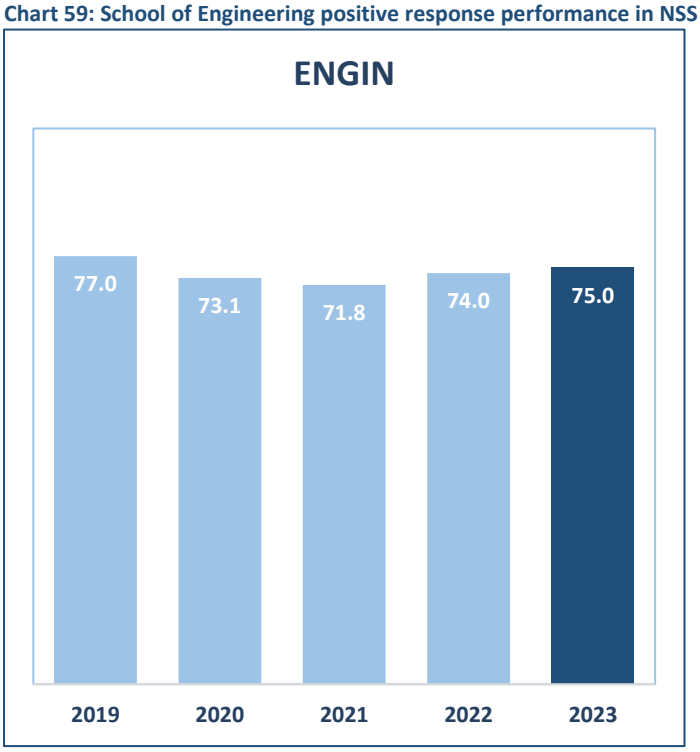
The School of Divinity, History, Philosophy & Art History scored its highest positive response for the past five years at 85.4% (*see chart 57*).

Chart 58: School of Education positive response performance in NSS (2019-2023)



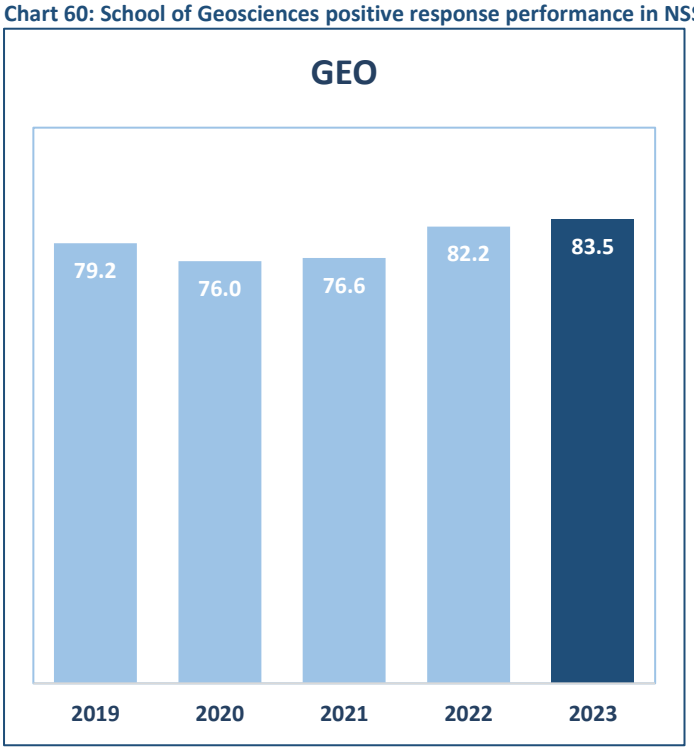
The School of Education scored its highest positive response of the past five years in 2023, at 89.4%, following an increase of 15.9% points (*see chart 58)*.

Chart 59: School of Engineering positive response performance in NSS (2019-2023)



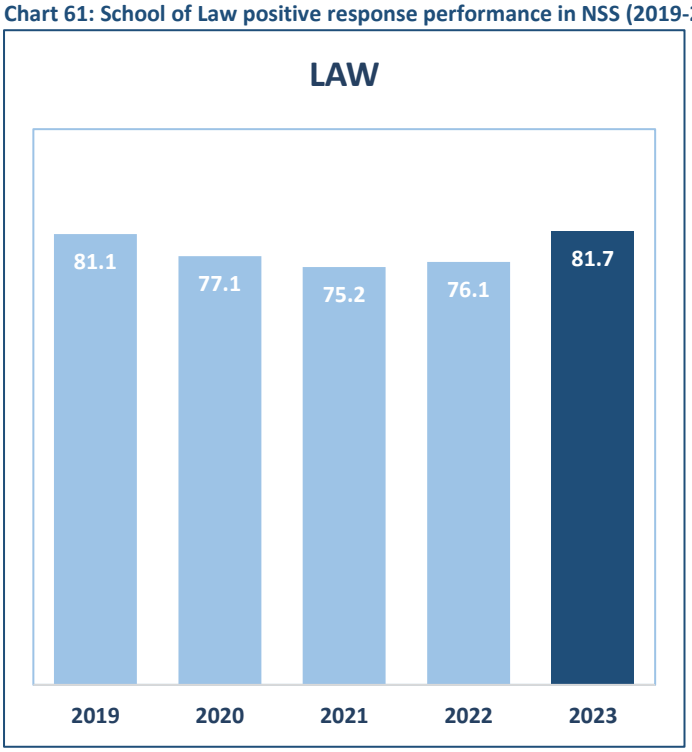
The School of Engineering scored 75.0% in 2023, a minor increase of one point from 2022 (*see chart 59*). This score was the second highest score in the last five years.

Chart 60: School of Geosciences positive response performance in NSS (2019-2023)



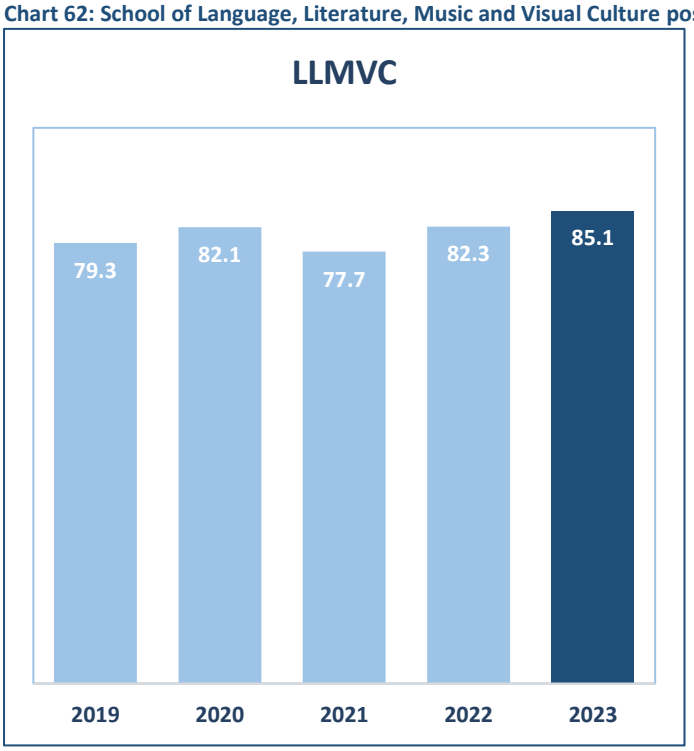
The School of Geosciences scored its highest score of the past five years in 2023 at 83.5% (*see chart 60*). This was a minor increase from 2022 at 82.2%.

Chart 61: School of Law positive response performance in NSS (2019-2023)



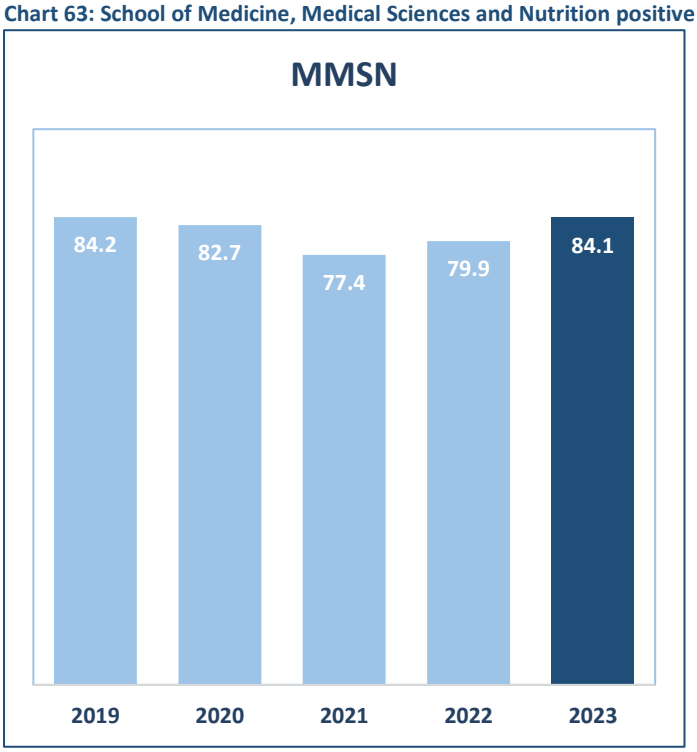
The School of Law scored 81.7% in 2023, the greatest score of the past five years and marginally higher than the second highest score at 81.1% in 2019 (*see chart 61)*.

Chart 62: School of Language, Literature, Music and Visual Culture positive response performance in NSS (2019-2023)



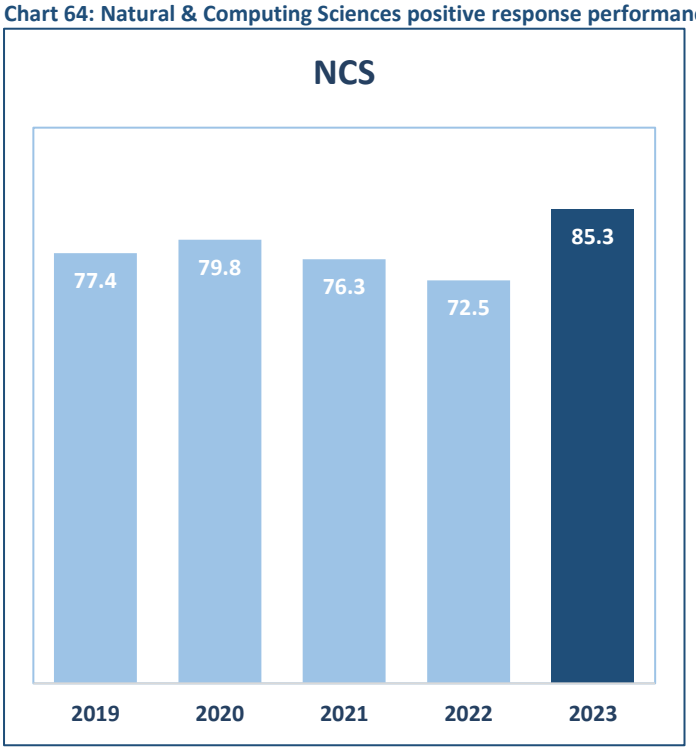
The School of Language, Literature, Music and Visual Culture scored 85.1% positive response in 2023, the highest of the past five years (*see chart 62*).

Chart 63: School of Medicine, Medical Sciences and Nutrition positive response performance in NSS (2019-2023)



The School of Medicine, Medical Sciences and Nutrition scored 84.1% in 2023, marginally the second highest score of the prior 5 years (*see chart 63*). The highest score was 84.2% in 2019.

Chart 64: Natural & Computing Sciences positive response performance in NSS (2019-2023)

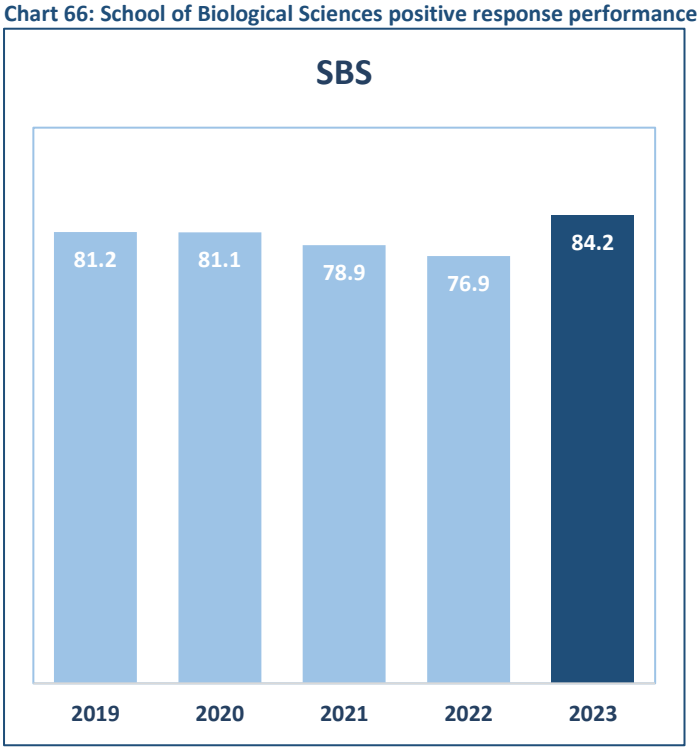


The School of Natural & Computing Sciences scored by far its highest score of the past five years in 2023 at 85.3% (*see chart 64*). The second greatest score was 2020 at 79.8%.

Chart 65: School of Psychology positive response performance in NSS (2019-2023)

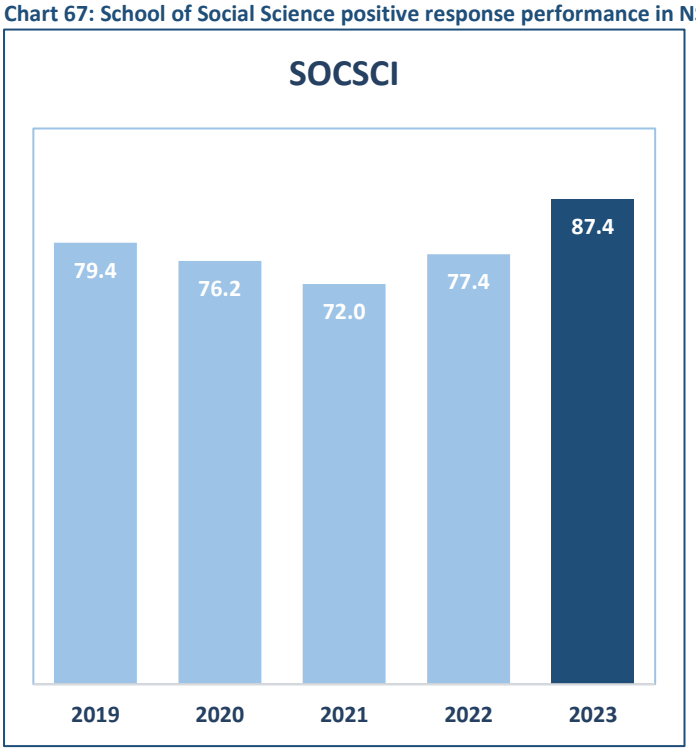
The School of Psychology scored its second-lowest score of the past five years at 82.4% (*see chart 65*). However, this was negligibly different from all years except the lowest-scoring, 2021 at 73.0%.

Chart 66: School of Biological Sciences positive response performance in NSS (2019-2023)



The School of Biological Sciences scored its highest score of the past five years at 84.2% in 2023 (*see chart 66*), with the highest response rate in the four years previous being 81.2%.

Chart 67: School of Social Science positive response performance in NSS (2019-2023)



The School of Social Science scored the highest score of the past five years in 2023 at 87.4% (*see chart 67)*. This was 8% greater than the next highest at 79.4% in 2019.

Positive Response – Ethnicity

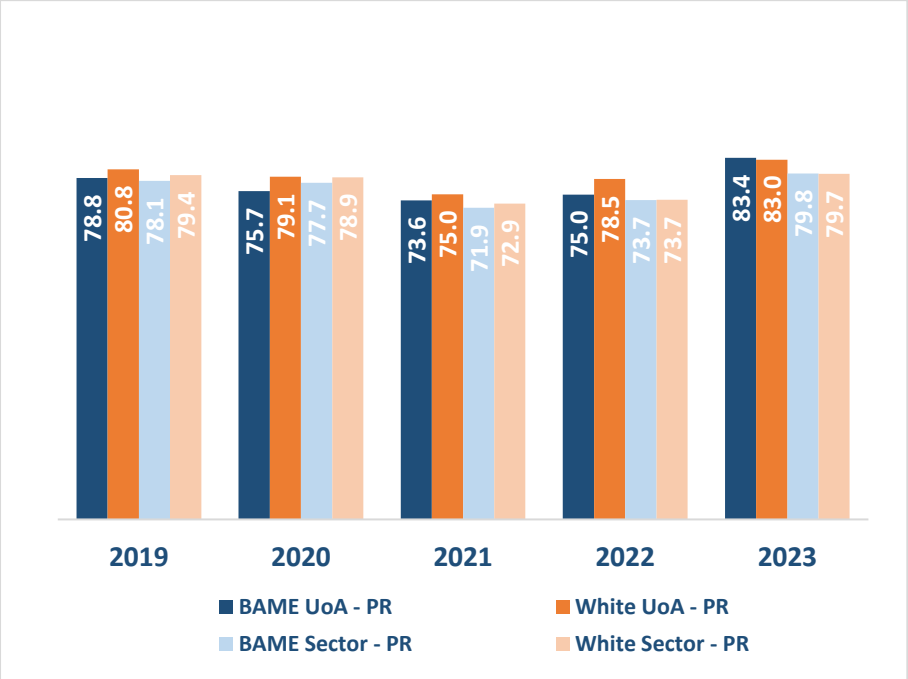


Chart 68: University of Aberdeen performance for Positive Response – Ethnicity, in NSS from 2019 to 2023

The University of Aberdeen has outperformed the sector for positive response for both Black, Asian and Minority Ethnic (BAME) and White students (except for BAME students in 2020), across the five-year period.

The positive response for students who identify themselves as White have higher positive response than BAME students in all years except 2023. The current gap indicates a higher positive response for BAME students by 0.3 percentage points.

The latest results show a gap of 3.6 and 3.3 percentage points against the sector, in favour of the University for the categories BAME and White, respectively.

Positive Response – Domicile

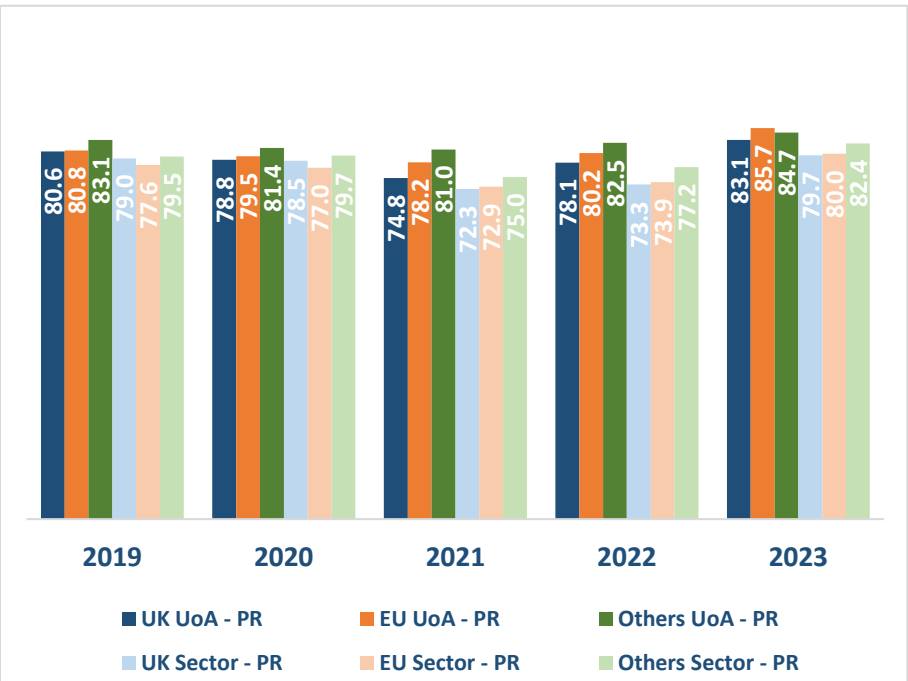


Chart 69: University of Aberdeen performance for Positive Response – Domicile, in NSS from 2019 to 2023

The University of Aberdeen has outperformed the sector for all domicile categories in positive response across the five-year period.

Positive response scores have varied throughout the five years for each of the domiciles. In 2023, the highest positive response score is found in EU students, but the previous four years seen 'others' as the most positive.

The latest results show a gap of 3.4, 5.7 and 2.3 percentage points, in favour of the University against the sector for the categories UK, EU and Others, respectively.

Positive Response – Gender

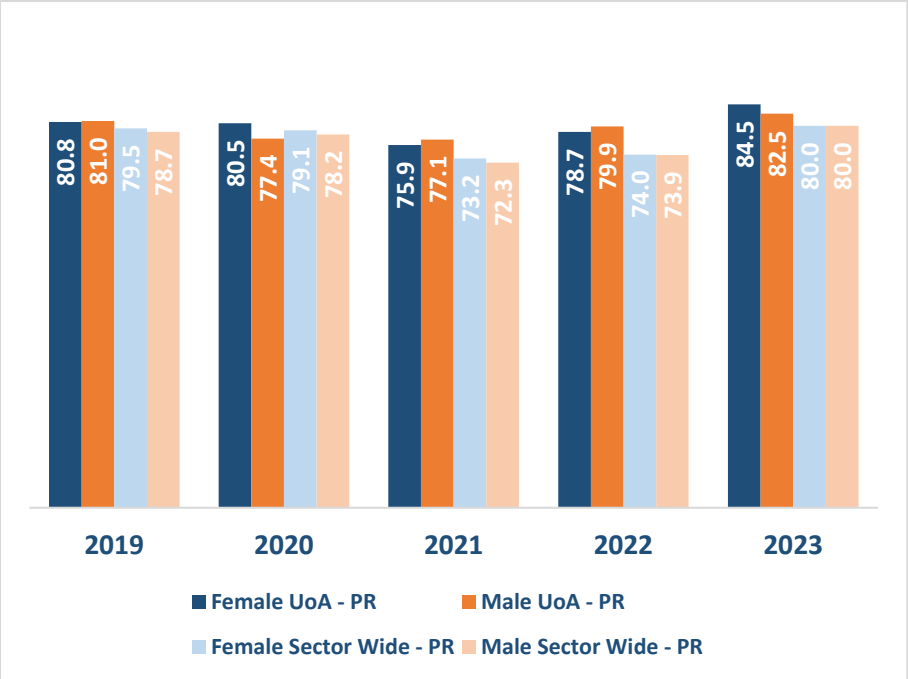


Chart 70: University of Aberdeen performance for Positive Response – Gender, in NSS from 2019 to 2023

The University of Aberdeen has outperformed the sector in positive response for both Female and Male students across the five-year period except for Male students in 2020.

Positive response scores have varied throughout the five years for each of the domiciles. In 2023, the highest positive response score is found in Female students, but the previous two years seen Male students as the most positive.

The latest results show a gap of 4.5 and 2.5 percentage points, in favour of the University against the sector for both Female and Male students, respectively.

Positive Response – IMD (Index of Multiple Deprivation)

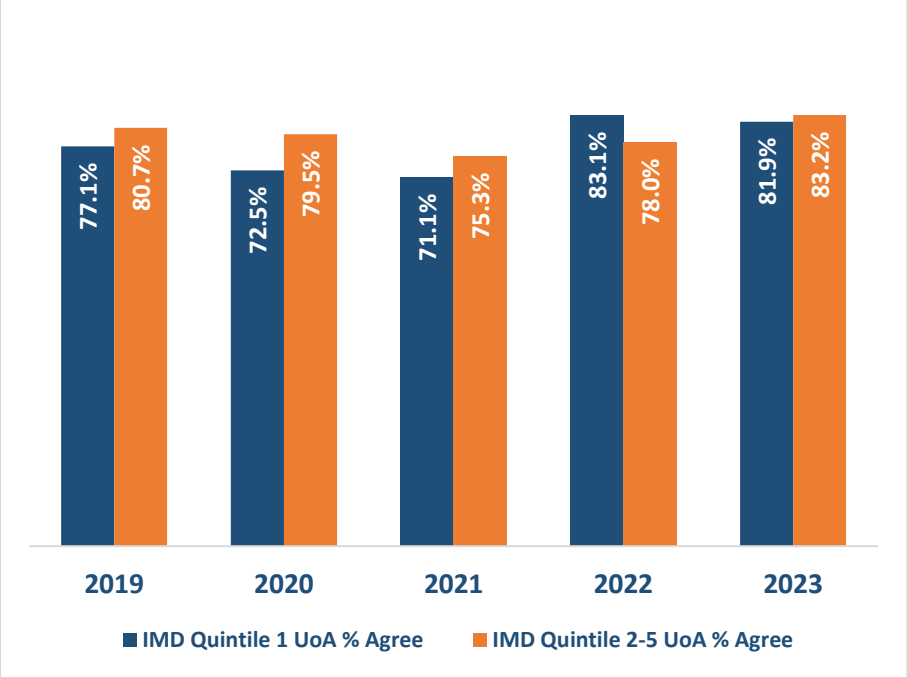


Chart 71: University of Aberdeen performance for Positive Response – Ethnicity, in NSS 2023

The most recent NSS results has seen IMD quintiles 2-5 scoring higher than IMD quintile 1 (most deprived) for positive response with a score of 83.2% compared to 81.9%.

Index of Multiple Deprivation is a UK government qualitative study of deprived areas for Scotland, Wales, England and Northern Ireland, where quintile 1 represents the most deprived areas and quintile 5 represents the least deprived areas.

From 2019 – 2021 quintile 1 had lower positive response scores against the aggregated quintiles 2-5. However, in 2022 year shows quintile 1 increased by 12 percentage points on the previous year and has a positive response score that is 5.1 percentage points higher than for quintiles 2-5 for 2022.

Unfortunately, sector comparison data is not available for IMD data.

Positive Response – Age

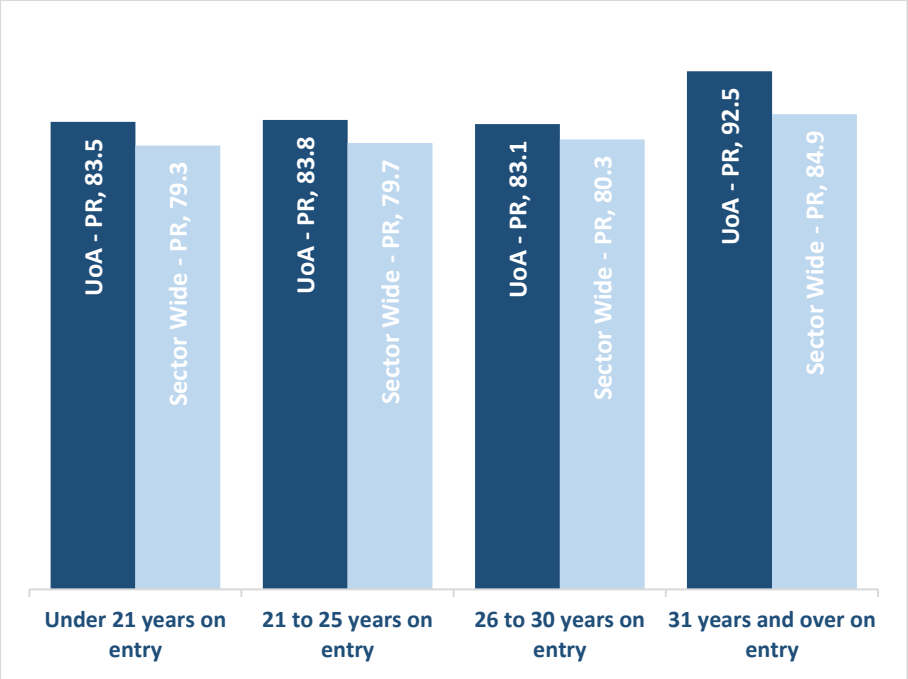


Chart 72: University of Aberdeen performance for Positive Response – Age, in NSS 2023

In 2023, NSS results has seen students at the University who are 31 years and over on entry score higher than each of the other age categories in positive response. This has been the case for the last five years.

The University of Aberdeen has outperformed the sector in each of the age categories in 2023. Students who are 31 years and over on entry have the highest positive gap of 7.6 percentage points compared to the sector.

Unfortunately, historical comparison of positive response scores cannot be made for the University or the sector as the age categories have changed in this year's NSS edition.

Positive Response – Disability

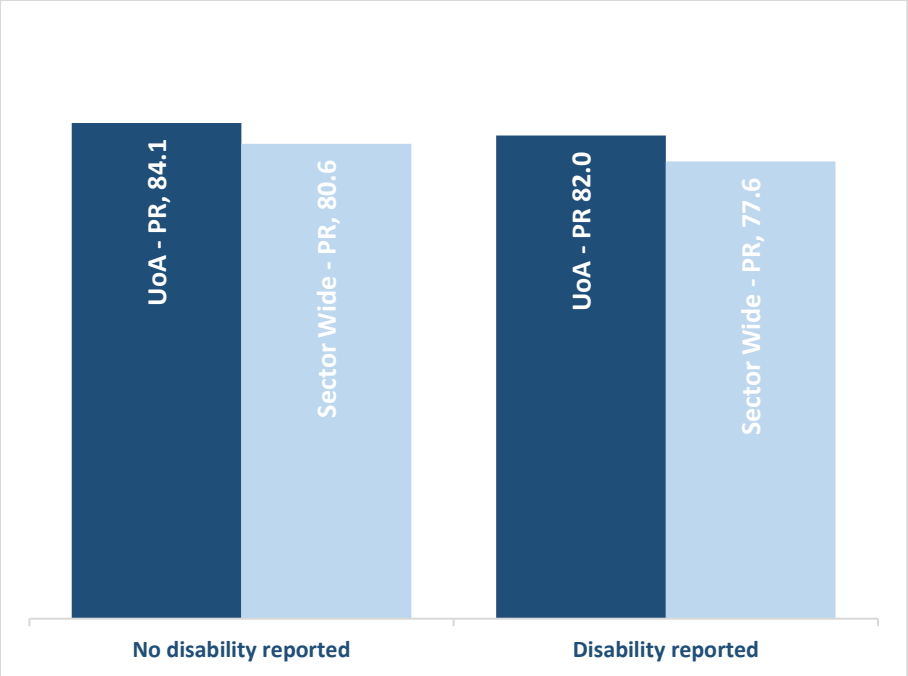


Chart 73: University of Aberdeen performance for Positive Response – Disability, in NSS 2023

In 2023, NSS results has seen students at the University who have no disability reported score higher in positive response than those who have reported a disability by 2.1 percentage points.

The 2023 results show a gap of 3.5 and 4.4 percentage points, in favour of the University against the sector for students who have no disability reported and those who have reported a disability, respectively.

Unfortunately, historical comparison of positive response scores cannot be made for the University or the sector as the disability categories have changed in this year's NSS edition.

Positive Response – Local Students & otherwise

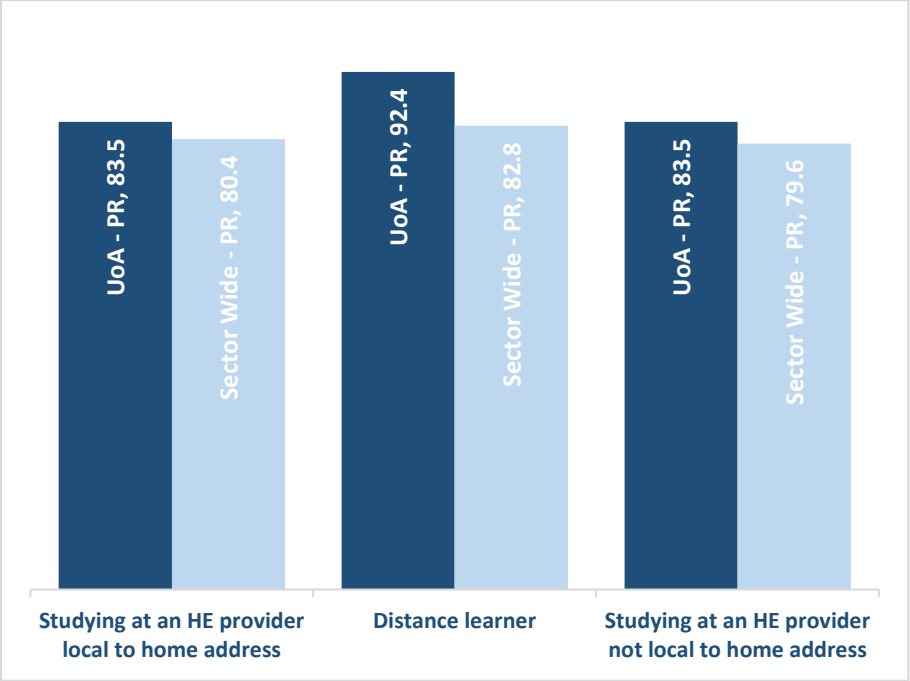


Chart 74: University of Aberdeen performance for Positive Response – Local Students, in NSS 2023

In 2023, NSS results has seen students at the University who are distance learners score higher in positive response than other student categories with a positive response score of 92.4%. The rate of positive response for local and non-local on campus students is identical at 83.5% for the University.

The 2023 results show a gap of 3.1, 9.6 and 3.9 percentage points, in favour of the University against the sector for students studying at an HE provider local to their home address, distance learners and students studying at an HE provider not local to their home address, respectively.

Unfortunately, historical comparison cannot be made between positive response scores for the University or the sector as this is a new category in this year's NSS edition.

Positive Response – Sexual Orientation

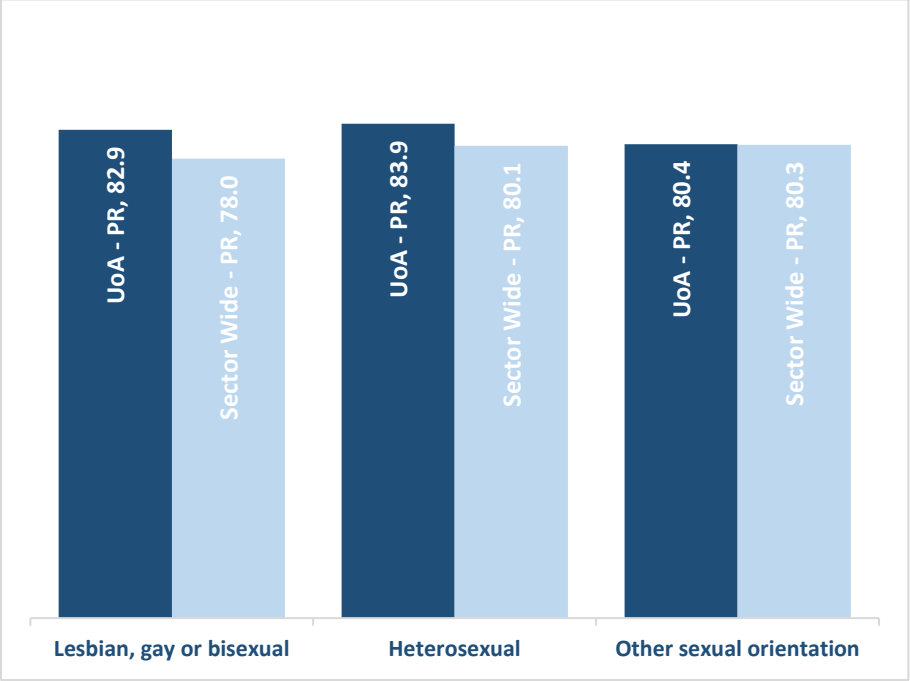


Chart 75: University of Aberdeen performance for Positive Response – Sexual Orientation, in NSS 2023

In 2023, NSS results has seen students at the University who are of heterosexual orientation score higher than the two other sexual orientation categories with a positive response score of 83.9.

The 2023 results show a gap of 4.9, 3.8 and 0.1 percentage points, in favour of the University against the sector for students who are lesbian, gay or bisexual, heterosexual or of other sexual orientation, respectively.

Unfortunately, historical comparison cannot be made between positive response scores for the University or the sector as this is a new category in this year's NSS edition.

Positive Response – Parental Education

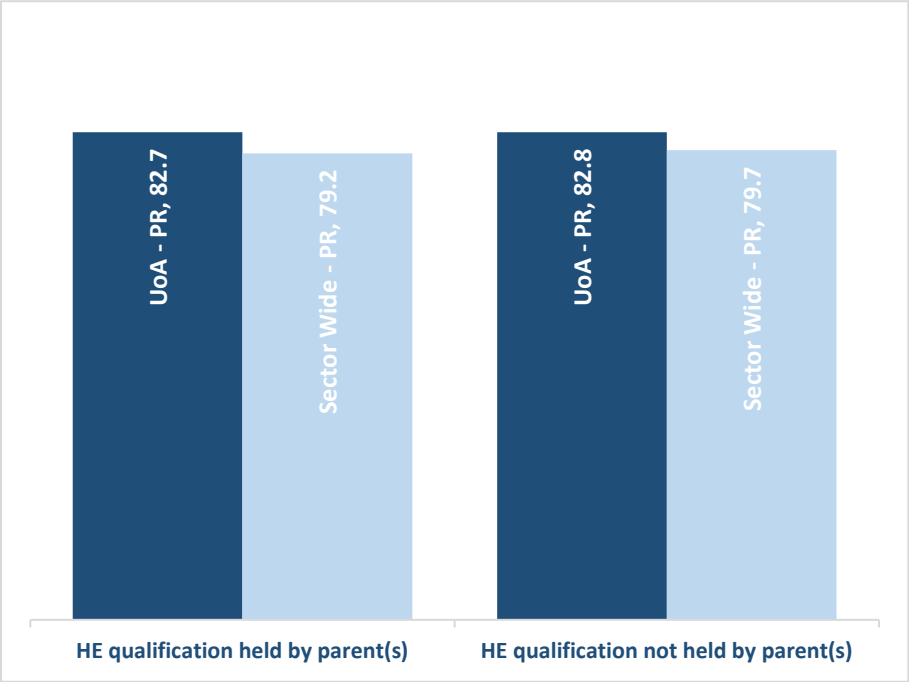


Chart 76: University of Aberdeen performance for Positive Response – Parental Education, in NSS 2023

In 2023, NSS results has seen students at the University whose parent(s) do not hold a HE qualification score higher for positive destination than those students whose parents do hold a HE qualification with a positive response score of 82.8.

The 2023 results show a gap of 3.5 and 3.1 percentage points, in favour of the University against the sector for students whose parent(s) hold a HE qualification and those who don't, respectively.

Unfortunately, historical comparison cannot be made between positive response scores for the University or the sector as this is a new category in this year's NSS edition.

SECTION TWO: 'OVERALL SATISFACTION'

NSS 2023: University of Aberdeen overall performance in overall satisfaction

National Student Survey 2023 Overall Satisfaction

'Overall satisfaction' is based on positive responses to **Q28. Overall, I am satisfied with the quality of the course.**

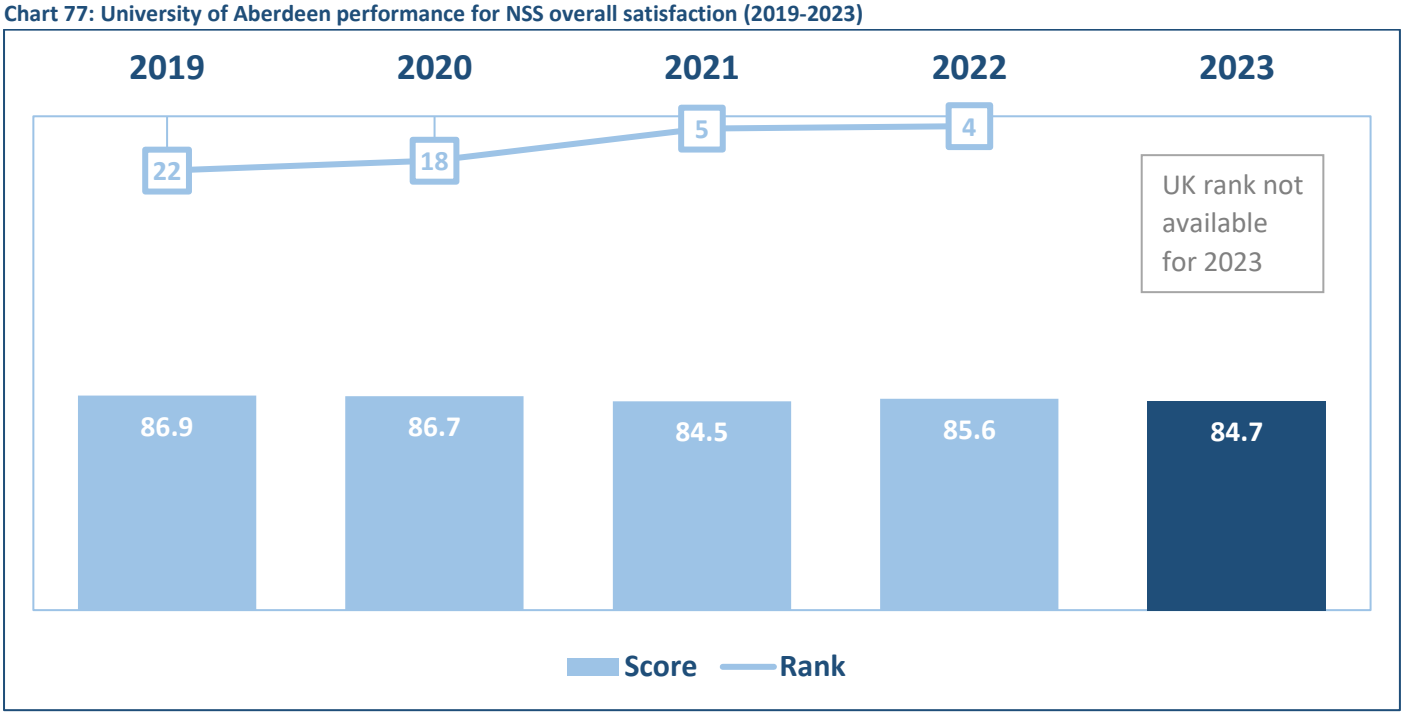
Overall Satisfaction 84.7% ▼ (down 0.9 pp from 2022)

Year	Overall Satisfaction	Overall Satisfaction (UK Rank)	Overall Satisfaction (UK Rank excl. England)	Overall Satisfaction (Scottish Rank)
2023	**84.7**	**N/A**	**2nd**	**2nd**
2022	85.6	4th	3rd	2nd
difference	-0.9		1	
movement	▼		▲	■

Table 5: University of Aberdeen performance in the National Student Survey 2023 for overall satisfaction compared with 2022.

The University of Aberdeen's % Agree score for overall satisfaction has fallen by 0.9% between 2022 and 2023 (*see table 5*). The University of Aberdeen ranked 2nd of participating UK universities (i.e. excluding English institutions) in 2023, a one-place increase from 3rd place in 2022 compared to the same group of institutions. However, Aberdeen remained ranked 2nd in Scotland between 2023 and 2022.

Chart 77: University of Aberdeen performance for NSS overall satisfaction (2019-2023)

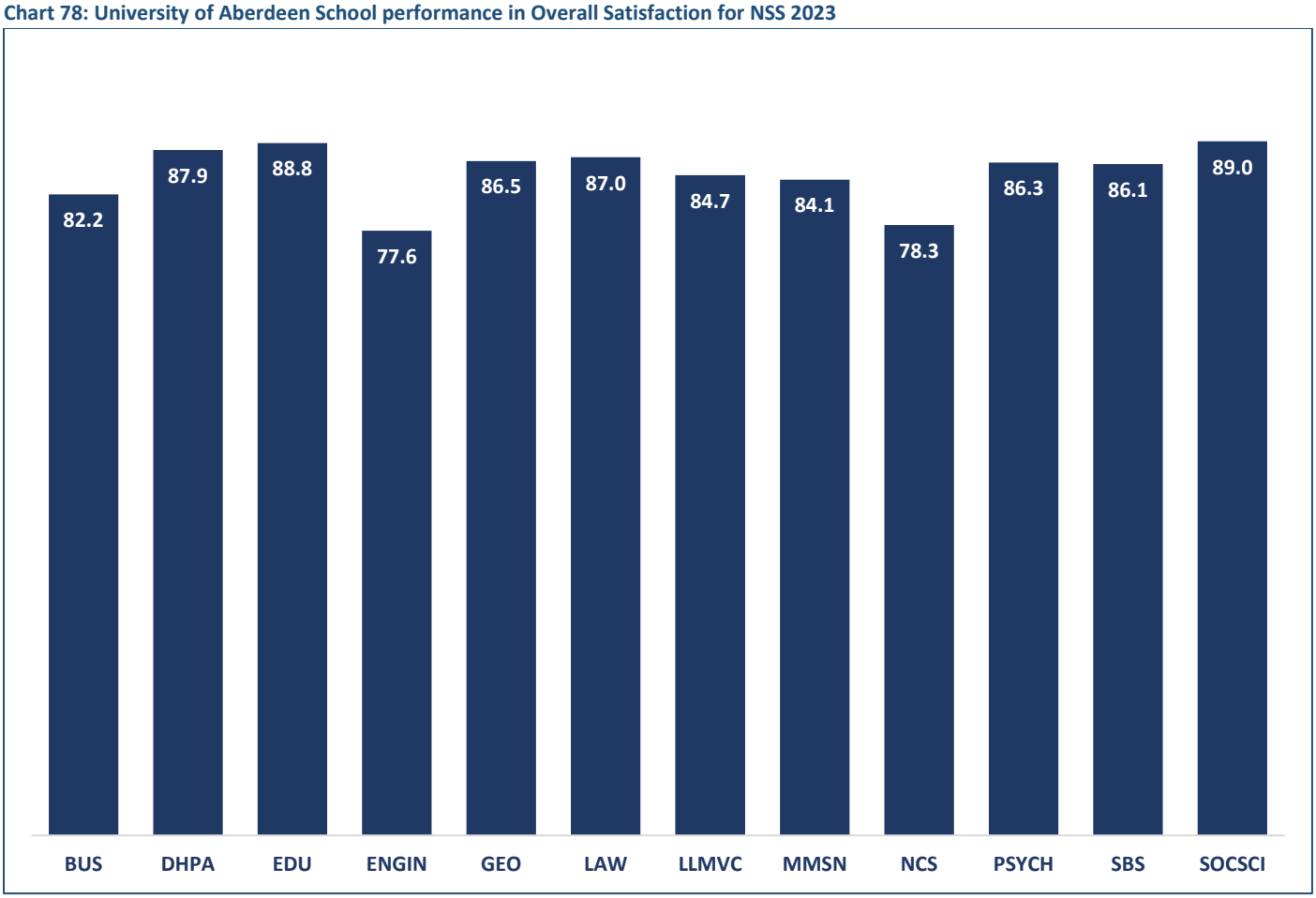


The University of Aberdeen marginally reduced by 0.9% in overall satisfaction score from 2022 to 2023. This is the second lowest score since 2019 (*see chart 68*).

Please note that a UK rank for overall satisfaction is no longer available due to the discontinuation of this question in England.

NSS 2023: Overall Satisfaction by University of Aberdeen School - Scores

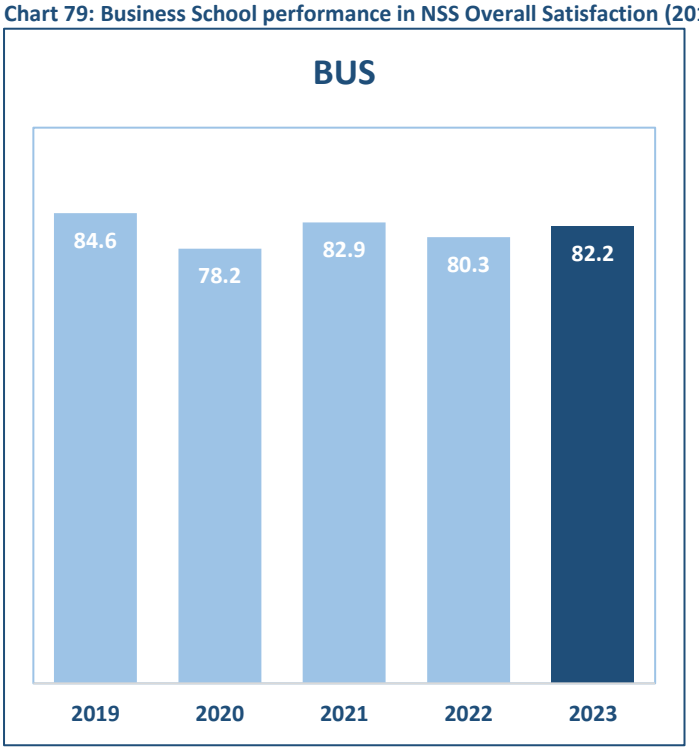
Chart 78: University of Aberdeen School performance in Overall Satisfaction for NSS 2023



Across the twelve Schools at the University of Aberdeen, the greatest score for overall satisfaction in 2023 was the School of Social Science at 89.0% (*see chart 69*). This was marginally greater than the School of Education at 88.8% at second highest scoring. However, no Schools scored greater than or equal to 90% in 2023.

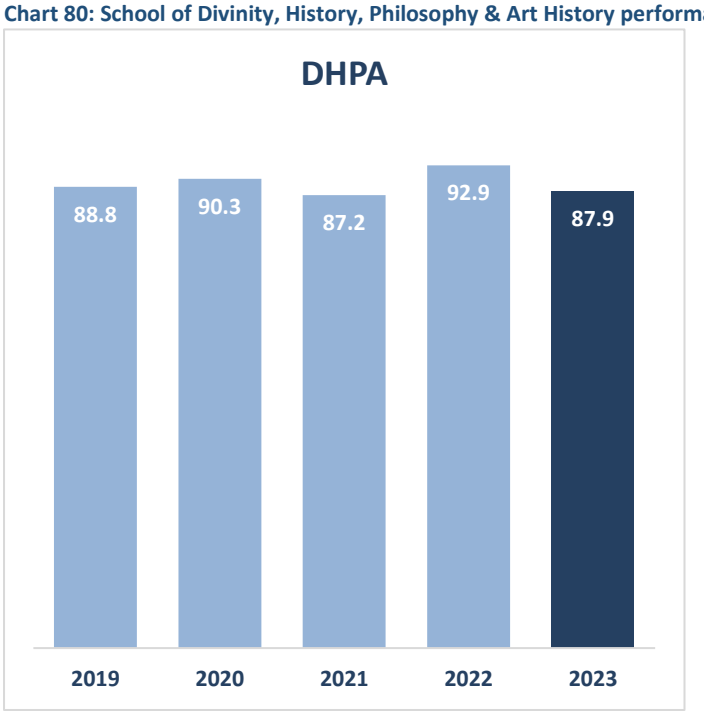
Ten of the twelve Schools in total scored greater than 80%, placing only two marginally outside this. The Schools of Engineering and Natural & Computing Sciences scored 77.6% and 78.3% respectively. The difference between the maximum (Social Science) and minimum (Engineering) School scores was 11.4%.

Chart 79: Business School performance in NSS Overall Satisfaction (2019-2023)



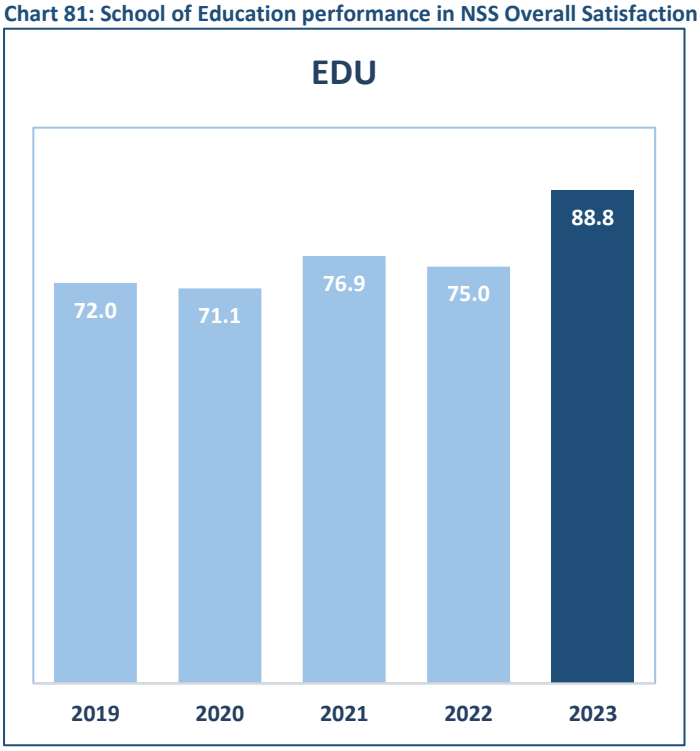
The Business School scored 82.2% overall satisfaction for 2023 (*see chart 70)*. This was third highest at 2.4% lower than the maximum score of 84.6% in 2019.

Chart 80: School of Divinity, History, Philosophy & Art History performance in NSS Overall Satisfaction (2019-2023)



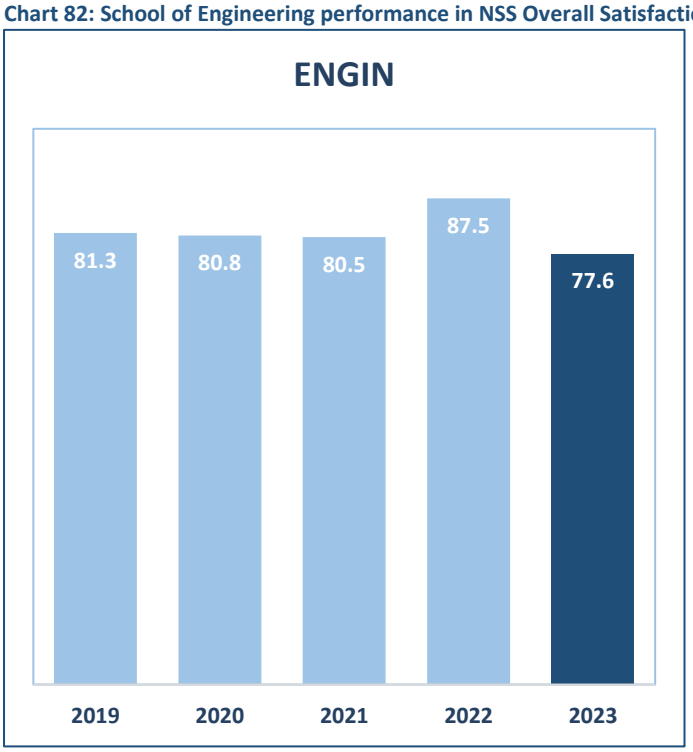
The School of Divinity, History, Philosophy & Art History scored second lowest of the past five years at 87.9% (*see chart 71*). This score was five points lower than the peak of 92.9% in 2022.

Chart 81: School of Education performance in NSS Overall Satisfaction (2019-2023)



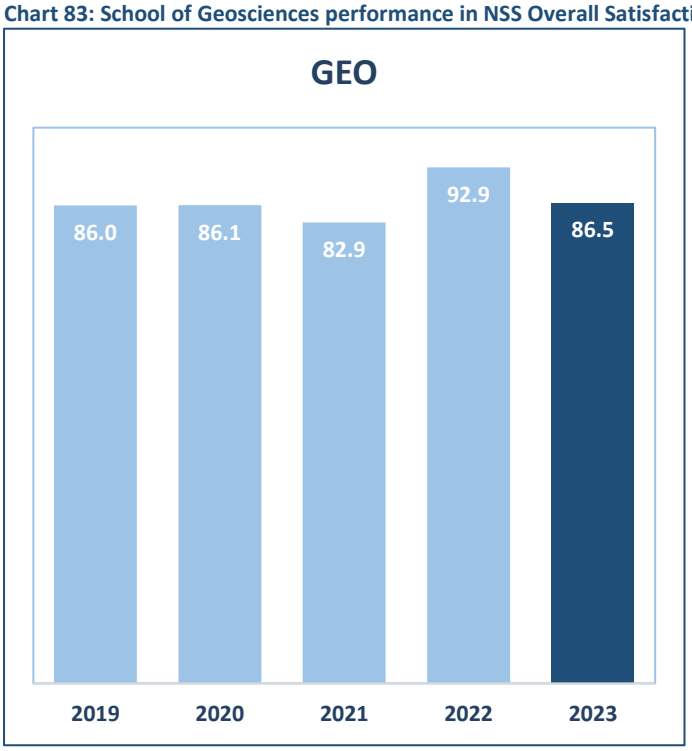
The School of Education scored its highest score of the prior five years in 2023 at 88.8% (*see chart 72*). This was 17.7% greater than the lowest reported score of 71.1% in 2020.

Chart 82: School of Engineering performance in NSS Overall Satisfaction (2019-2023)



The School of Engineering scored its lowest score of the past five years in 2023 at 77.6% (*see chart 73).* This contrasts with its maximum score of 87.5% in the previous year.

Chart 83: School of Geosciences performance in NSS Overall Satisfaction (2019-2023)

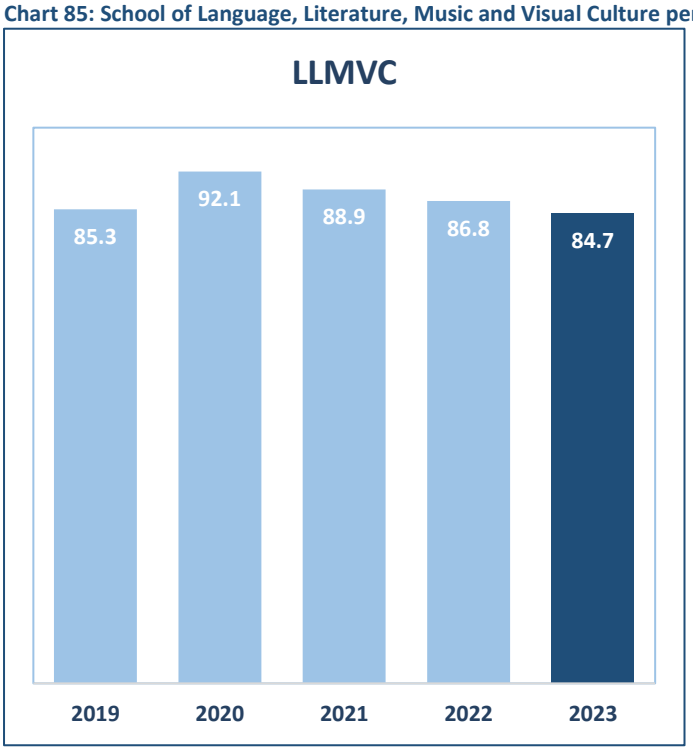


The School of Geosciences scored the second highest score of the past five years in 2023 at 86.5% (*see chart 74*). This contrasts with its maximum score of 92.9% from the previous year.

Chart 84: School of Law performance in NSS Overall Satisfaction (2019-2023)

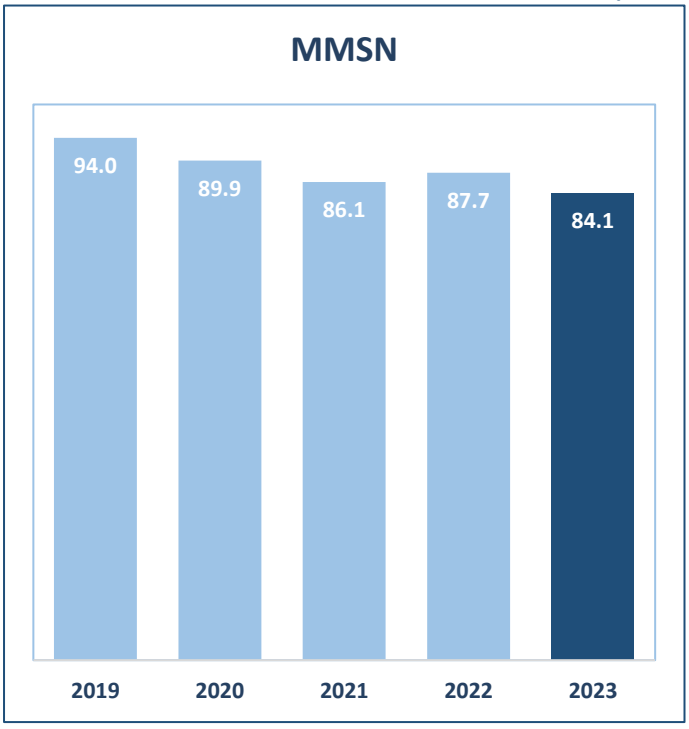
The School of Law has achieved a score of 87.0% in 2023 for overall satisfaction (*see chart 75)*. This was the lowest score of the past five years at 6.8% lower than the maximum score from 2020.

Chart 85: School of Language, Literature, Music and Visual Culture performance in NSS Overall Satisfaction (2019-2023)



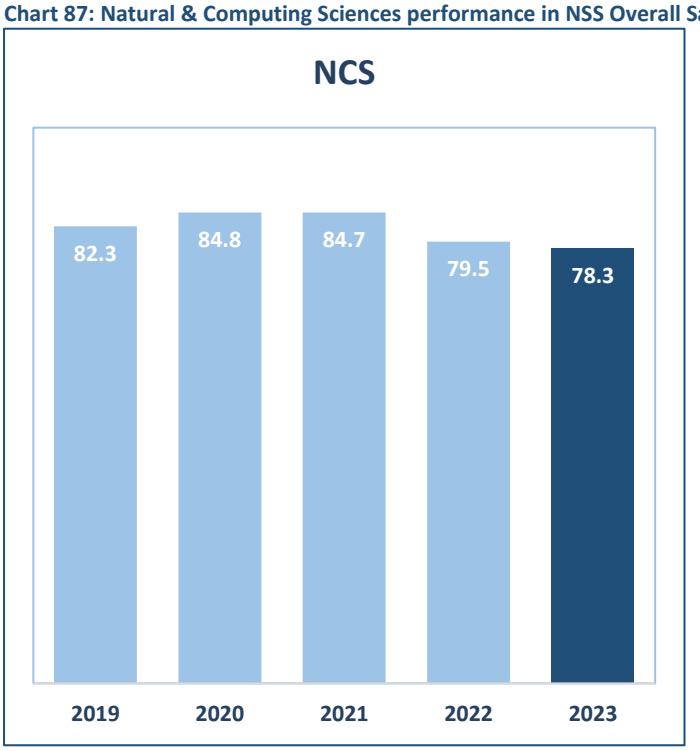
The School of Language, Literature, Music and Visual Culture scored 84.7% in 2023, the lowest score of the past five years (*see chart 76).*

Chart 86: School of Medicine, Medical Sciences and Nutrition performance in NSS Overall Satisfaction (2019-2023)



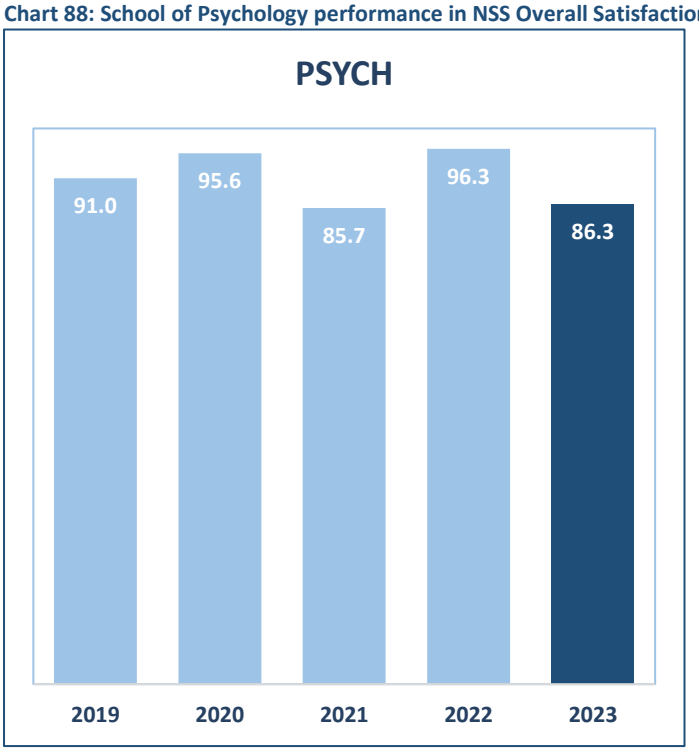
The School of Medicine, Medical Sciences and Nutrition scored 84.1% in 2023, the lowest score of the past five years.

Chart 87: Natural & Computing Sciences performance in NSS Overall Satisfaction (2019-2023)



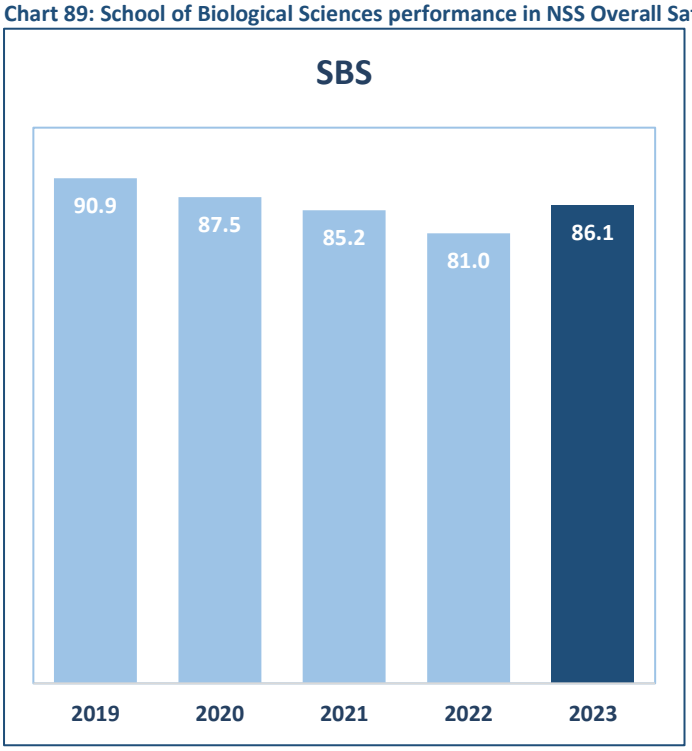
The School of Natural & Computing Science scored 78.3% in 2023, the lowest score of the past five years (*see chart 78)*.

Chart 88: School of Psychology performance in NSS Overall Satisfaction (2019-2023)



The School of Psychology has had a variable score over the past five years (*see chart 79)*. The 2023 overall satisfaction score was 86.3%, 10 points lower than the maximum of 96.3% in 2022.

Chart 89: School of Biological Sciences performance in NSS Overall Satisfaction (2019-2023)



The School of Biological Sciences scored 86.1% overall satisfaction in 2023, an increase from the previous year (*see chart 80).*

Chart 90: School of Social Science performance in NSS Overall Satisfaction (2019-2023)

The School of Social Science scored a second-highest score of 89.0% in 2023, marginally behind 2020 at 90.7% (*see chart 81).*

SECTION THREE: OPTIONAL BANK QUESTIONS

In addition to the core NSS questions, every participating Institution can choose whether or not to ask their students extra questions. The NSS has a list of 17 additional groups of questions, known as optional bank questions, of which each institution can choose up to six of these to ask their student population. The following charts display the scores of the University of Aberdeen against the sector for the extra questions that were chosen for this year's results.

The University of Aberdeen chose to submit the same optional questions to the NSS as the previous three years and therefore can be directly compared. The questions were chosen both to reflect priorities for the student experience as well as to allow year on year comparisons and measurement of progress. The questions that were chosen are: B2 Students' Union (Association or Guild), B7 Course Delivery, B9 Welfare Resources and Facilities, B15 Employability and skills, B16 Environmental sustainability, and B17 Student safety.

It is noted that in the 2023 edition of the NSS, sector-wide scores for additional bank questions have not been released.

B2: Students' Union (Association or Guild)

based on student responses to questions B2.1 to B2.3:

B2.1 The Students' Union (Association or Guild) had had a positive impact on my sense of belonging to the university or college. B2.2 The Students' Union (Association or Guild) has had a positive impact on the local community. B2.3 The Students' Union (Association or Guild) has helped me develop useful life skills.

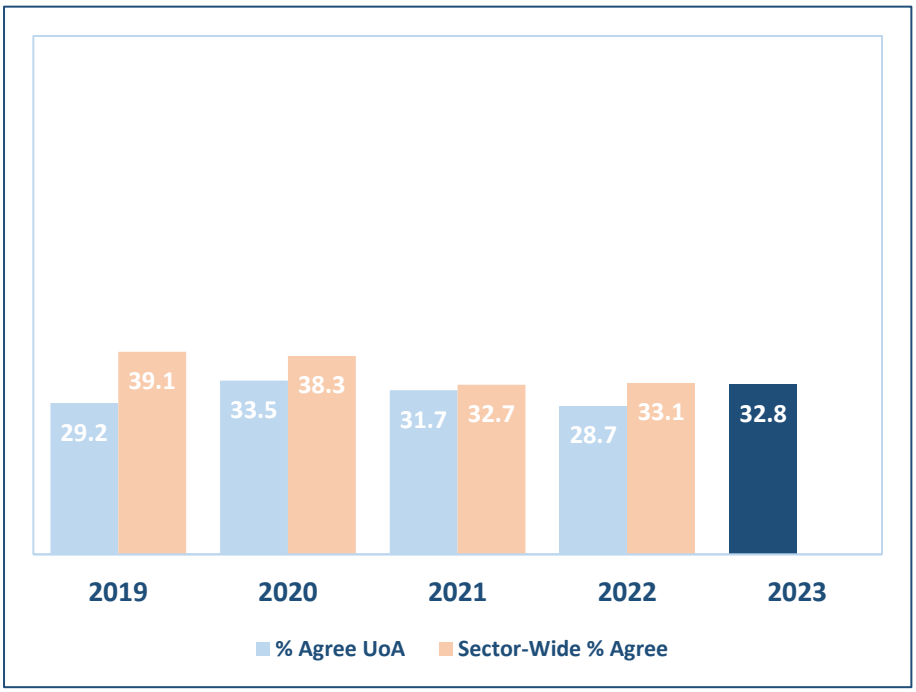


Chart 91: University of Aberdeen performance for B2 Students' Union (Association or Guild), in NSS from 2019 to 2023

The University of Aberdeen has scored 32.8%. This is an increase of 4.1 percentage points compared to the University's score in 2022.

B7: Course Delivery

based on student responses to questions B7.1 to B7.5:

B7.1 Learning materials made available on my course have enhanced my learning. B7.2 The range and balance of approaches to teaching has helped me to learn. B7.3 The delivery of my course has been stimulating. B7.4 My learning has benefited from modules that are informed by current research. B7.5 Practical activities on my course have helped me to learn.

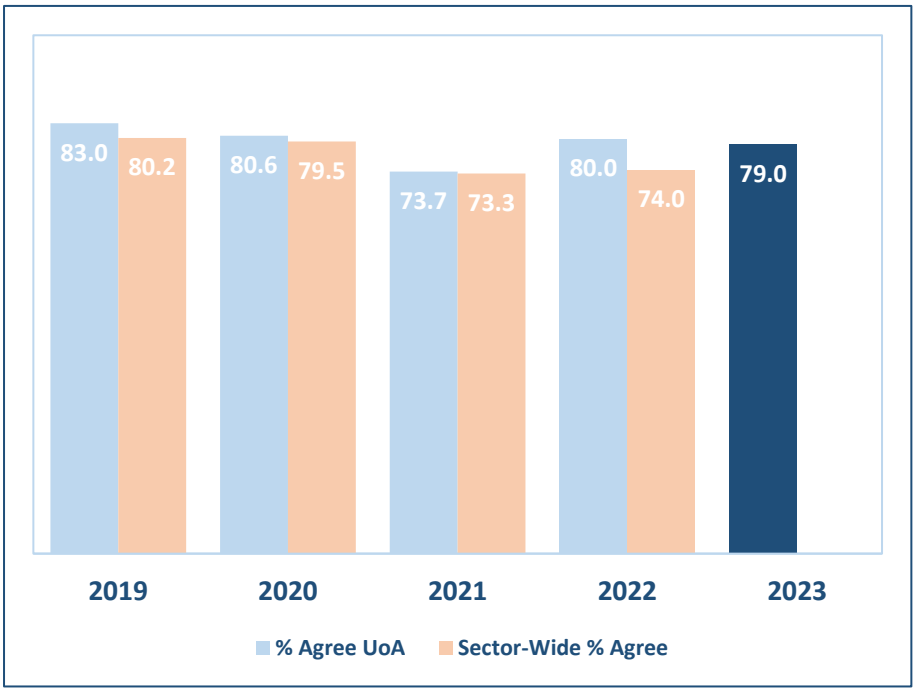


Chart 92: University of Aberdeen performance for B7 Course Delivery, in NSS from 2019 to 2023

The University of Aberdeen has scored 79%. This is a reduction of one percentage point compared to the University's score in 2022.

B9: Welfare Resources and Facilities

based on student responses to questions B9.1 & B9.2:

B9.1 There is sufficient provision of welfare and student services to meet my needs. B9.2 When needed, the information and advice offered by welfare and student services has been helpful.

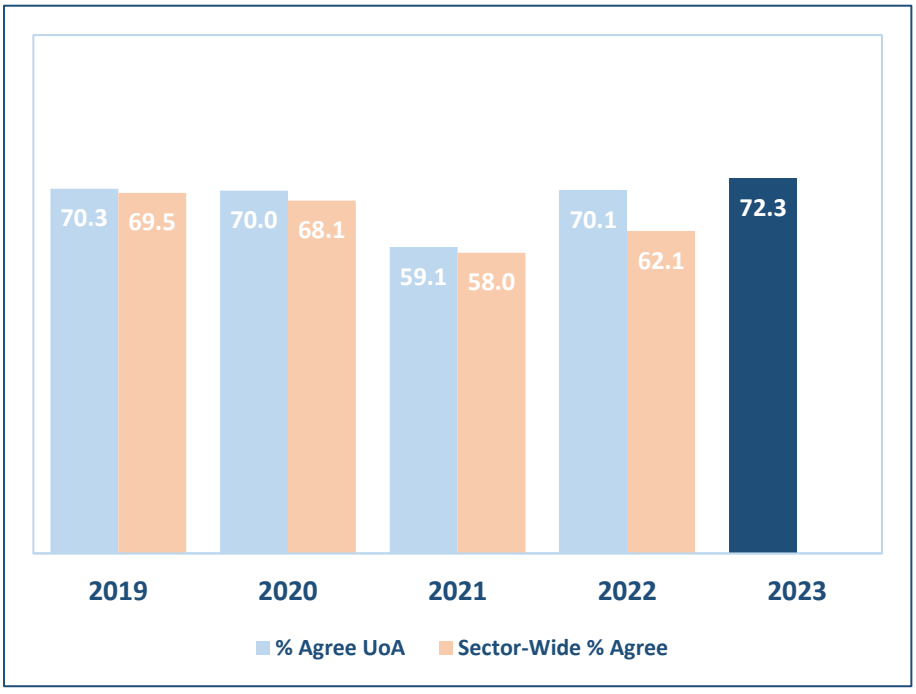


Chart 93: University of Aberdeen performance for B9 Welfare Resources and Facilities, in NSS from 2019 to 2023

The University of Aberdeen has scored 72.3%. This is an increase of 2.2 percentage points compared to the University's score in 2022. This is also the highest achieving score over the five-year period shown in *Chart 93.*

B15: Employability and skills

based on student responses to questions B15.1 to B15.3:

B15.1 My Higher Education experience has helped me plan for my future career. B15.2 My institution offered activities and resources designed to prepare me for the next step in my career. B15.3 The skills I have developed during my time in Higher Education will be useful for my career.

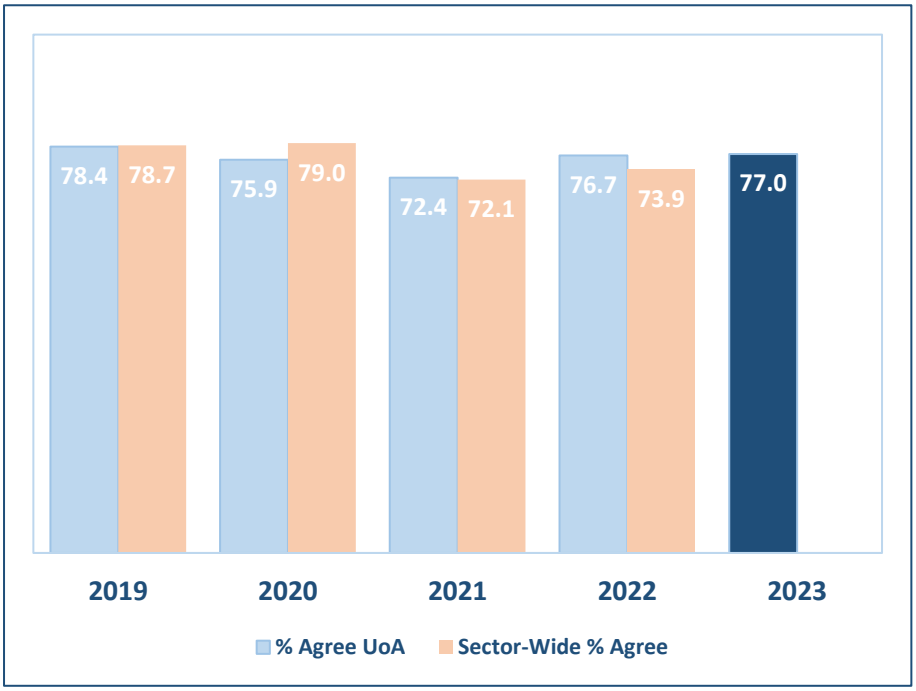


Chart 94: University of Aberdeen performance for B15 Employability and skills, in NSS from 2019 to 2023

The University of Aberdeen has scored 77%. This is an increase of 0.3 percentage points compared to the University's score in 2022.

B16: Environmental sustainability

based on student responses to questions B16.1 to B16.3:

B16.1 My institution encourages good environmental practice. B16.2 My course has encouraged me to think about environmental sustainability. B16.3 I have had opportunities to take part in activities supporting environmental sustainability.

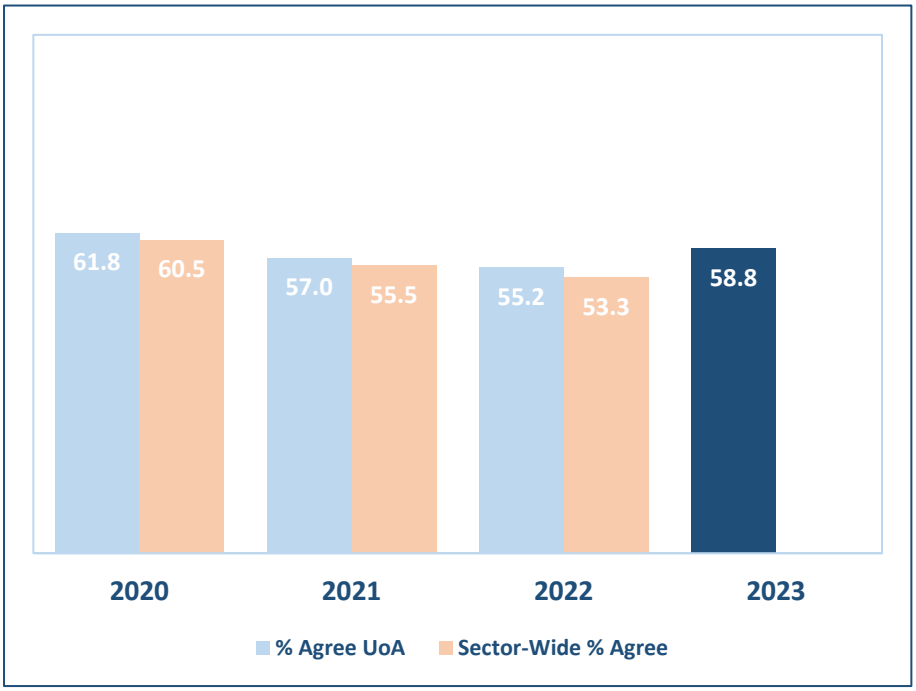


Chart 95: University of Aberdeen performance for B16 Environmental sustainability, in NSS from 2019 to 2023

The University of Aberdeen has scored 58.8%. This is an increase of 3.5 percentage points compared to the University's score in 2022.

B17: Student safety

based on student responses to questions B17.1 & B17.2:

B17.1 I feel safe to be myself at university/college. B17.2 My institution takes responsibility for my safety.

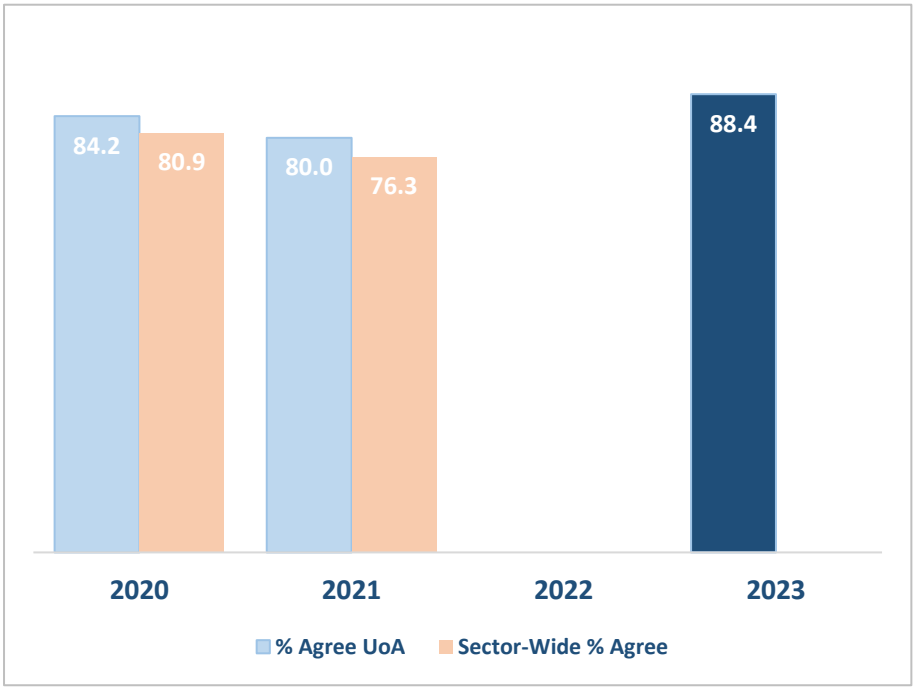


Chart 96: University of Aberdeen performance for B17 Student Safety, in NSS from 2020 to 2023

This question was absent for the University of Aberdeen in the 2022 edition of the NSS.

In 2023, the University of Aberdeen scored 88.4%. When comparing with 2021, the University has achieved an increase of 8.4 percentage points. This is the highest score over the four-year period.

SECTION FOUR: TEXT COMMENTS

The NSS affords students the opportunity to respond with free text to the prompt 'Looking back on the experience, are there any particularly positive or negative aspects you would like to highlight' in a positive and negative text box. 751 students completed the freetext comments with 885 unique positive comments, and 639 unique negative comments. The distribution of these comments is summarised in Table 6. Schools, Professional Services (e.g. IT, Library, Student Support) and Aberdeen University Students' Association will be provided with access to their own text comments, and comments are additionally being categorised for their attention and action.

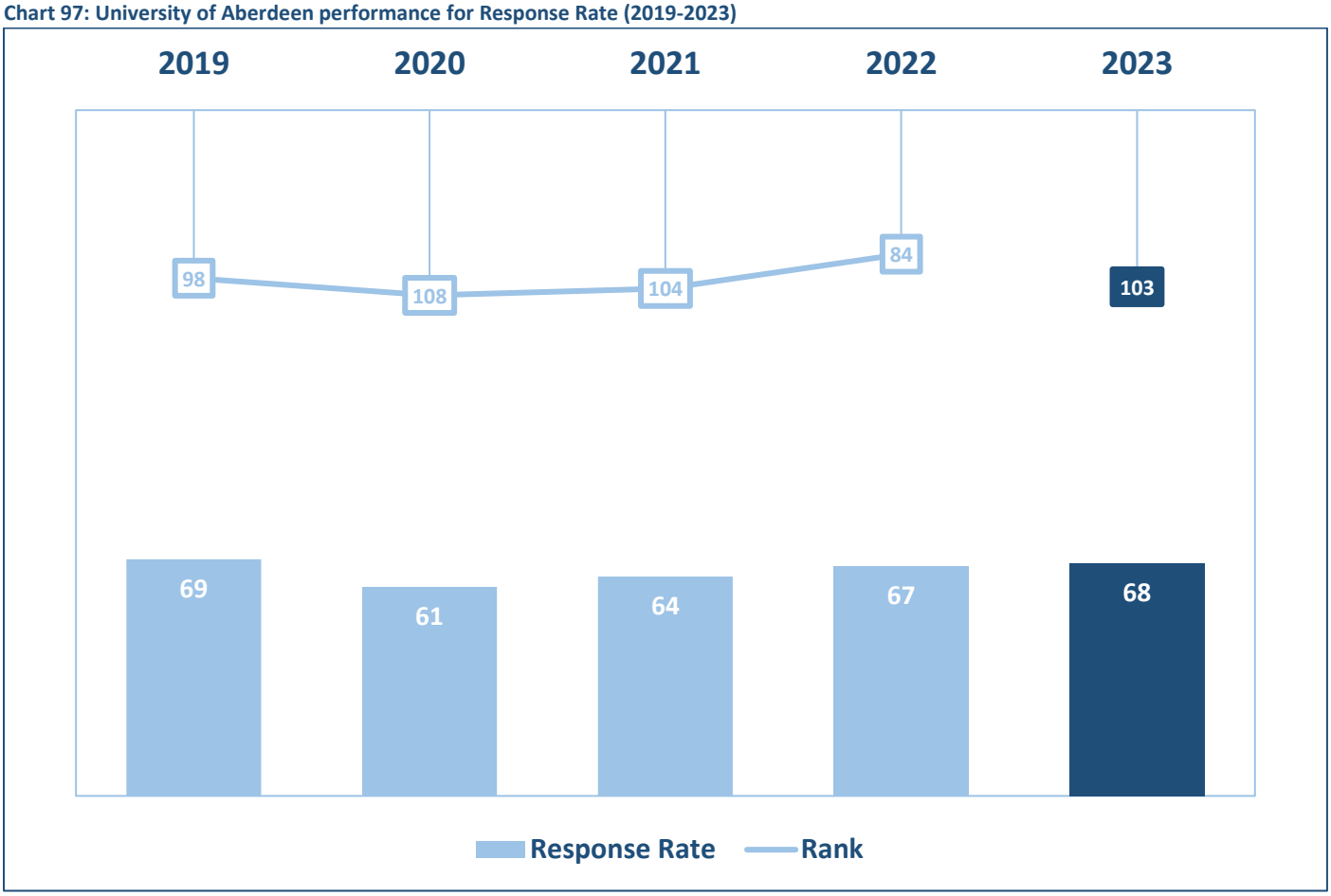
The most numerous positive comments were made against **Scale 04: Academic support** with 273 positive comments, followed by **Scale 01: Teaching on my course** (256 positive comments) and **Scale 02: Learning opportunities** (177 positive comments). Negative comments were more evenly distributed across several survey themes, with most frequent negative comments were made against **Scale 01: Teaching on my course** (149 negative comments), **Scale 03: Marking & Assessment** (155 negative comments) and **Scale 05: Organisation & Management** (132 negative comments).

Table 6: Distribution of positive and negative comments in NSS 2023

	Positive	Negative
Scale 01:TEACHING ON MY COURSE	256	149
Q1: How good are teaching staff at explaining things?	76	15
Q2: How often do teaching staff make the subject engaging?	128	47
Q3: How often is the course intellectually stimulating?	77	19
Q4: How often does your course challenge you to acieve your best work?	17	10
Lack of face-to-face teaching	0	35
Teaching Standards (delivery/ online/ recorded teaching etc)	20	25
Course Content	65	29
Scale 02: LEARNING OPPORTUNITIES	177	91
Q5: To what extent have you had the chance to explore ideas and concepts in depth?	54	17
Q6: How well does your course introduce subjects and skills in a way that builds on what you have already learned?	51	22
Q7: To what extent have you had the chance to bring together information and ideas from different topics?	31	7
Q8: To what extent does your course have the right balance of directed and independent study?	33	12
Q9: How well has your course developed your knowledge and skills that you think you will need for your future?	53	39
Group Work	9	6
Choice of Courses etc.	26	27
Too much theory	0	6
Field Work/ Lab Skills	18	15
Placements/ Work Opportunities/ Studying Abroad	33	26
Scale 03: MARKING & ASSESSMENT	45	155
Q10: How clear were the marking criteria used to assess your work?	23	39
Q11: How fair has the marking and assessment been on your course?	22	33
Q12: How well have assessments allowed you to demonstrate what you have learned?	10	23
Q13: How often have you received assessment feedback on time?	9	47
Q14: How often does feedback help you to improve your work?	18	52
Scale 04: ACADEMIC SUPPORT	273	71
Q15: How easy was it to contact teaching staff when you needed to?	47	21
Q16: How well have teaching staff supported your learning?	266	65
Scale 05: ORGANISATION & MANAGEMENT	86	132
Q17: How well organised is your course?	70	114
Q18: How well were any changes to teaching on your course communicated?	36	40
Scale 06: LEARNING RESOURCES	84	37
Q19: How well have the IT resources and facilities supported your learning?	66	11
Q20: How well have the library resources (e.g. books, online services and learning spaces) supported your learning?	64	16
Q21: How easy was it to access subject specific resources (e.g. equipment, facilities, software) when you need them?	27	13
Scale 07: STUDENT VOICE	24	18
Q22: To what extent do you get the right opportunities to give feedback on your course?	23	2
Q23: To what extent are students' opinions about the course valued by staff?	24	13
Q24: How clear is it that students' feedback on the course is acted on?	11	10
Q25: How well does the students' union (association or guild) represent students' academic interestes?	14	16
Scale 08: MENTAL WELLBEING SERVICES	42	22
Q26: How well communicated was information about your university/college's mental wellbeing support services?	13	2
COVID	35	62
Strikes	0	15
Disability	7	11
Discrimination/ Racism	0	1
Inclusive	62	23
Social Facilities	23	5
Careers Service	8	4
Prof Services	18	9
Workload	8	31
Overall	50	24
Student Staff Ratio	5	3

SECTION FIVE: RESPONSE RATES

Chart 97: University of Aberdeen performance for Response Rate (2019-2023)



The University of Aberdeen increased by one percentage point in response rate from 67% to 68% in 2023; this was the second-greatest score for the past five years (*see chart 82).* This was contrasted by a drop of 19 places in response rate ranking from 84th to 103rd.

NSS Results Dashboard

A Power BI dashboard will be made available to Schools for their use. The Dashboard includes the following information:

Overall Results:

Headline	Main headlines for 2023
Summary 2022	Scoring, rank and quartile showing change against 2022 (all questions)
Rolling Five Years	Scoring, rank and quartile (user has option to choose year)
Ranking List	Listing of universities ranked (allows user to view our performance against other universities). The user has option to choose year and question to view.

Subject Results:

Subject Analysis	Bar chart displaying scores allowing user to compare Aberdeen's performance against other institutions (user has option to choose subject and question).
Subject Score	Heatmap giving an overview of Aberdeen's scoring by School and Subject for all questions.
Subject Rank	Overview of Aberdeen's ranking by School and Subject for all questions (rank is colour coded by quartile)
Subject Details	Scoring and Rank by School and Subject (user has option of choosing question or group of questions)
Highlight 100%	Overview of Aberdeen's scoring by School and Subject for all questions highlighting those which have scored 100%
Top Ten Ranking	Overview of Aberdeen's ranking by School and Subject for all questions highlighting those which are ranked within top 10.

Chris Souter, Linda Murdoch, Lisa Gove, and James Buchanan
Directorate of Planning and Governance

APPENDIX

In 2023, for ranking purposes, the University of Aberdeen has been ranked out of the 121 UK higher education institutions as listed below, which represent institutions included in the most recent Guardian University Guide. Please note that although this list includes the University of Cambridge and University of Oxford, these two institutions have not ordinarily participated in the National Student Survey in recent years. However, the University of Oxford has been included in NSS 2023. As the Guardian University Guide list of institutions is revised every year, the University's comparative pool of institutions may change year-on-year.

- 10000291 Anglia Ruskin University Higher Corporation
- 10000571 Bath Spa University
- 10000824 Bournemouth University
- 10000886 University of Brighton
- 10000961 Brunel University London
- 10000975 Buckinghamshire New University
- 10001143 Canterbury Christ Church University
- 10001282 University of Northumbria at Newcastle
- 10001478 City, University of London
- 10001726 Coventry University
- 10001883 De Montfort University
- 10002718 Goldsmiths' College
- 10003270 Imperial College of Science, Technology and Medicine
- 10003614 University of Winchester
- 10003645 King's College London
- 10003678 Kingston University
- 10003861 Leeds Beckett University
- 10003863 Leeds Trinity University
- 10003956 Liverpool Hope University
- 10003957 Liverpool John Moores University
- 10004048 London Metropolitan University
- 10004063 The London School of Economics and Political Science
- 10004078 London South Bank University
- 10004113 Loughborough University
- 10004180 Manchester Metropolitan University
- 10004351 Middlesex University
- 10004797 Nottingham Trent University
- 10004930 Oxford Brookes University
- 10005337 Queen Margaret University, Edinburgh
- 10005343 Queen's University of Belfast
- 10005500 The Robert Gordon University
- 10005553 Royal Holloway and Bedford New College
- 10005790 Sheffield Hallam University
- 10006022 Solent University
- 10006299 Staffordshire University
- 10006566 The University of West London
- 10006840 The University of Birmingham
- 10006841 The University of Bolton
- 10006842 The University of Liverpool
- 10007137 The University of Chichester
- 10007138 University of Northampton, The
- 10007139 University of Worcester
- 10007140 Birmingham City University
- 10007141 University of Central Lancashire
- 10007143 University of Durham
- 10007144 University of East London
- 10007145 University of Gloucestershire
- 10007146 University of Greenwich
- 10007147 University of Hertfordshire
- 10007148 The University of Huddersfield
- 10007149 The University of Hull
- 10007150 The University of Kent
- 10007151 University of Lincoln
- 10007152 University of Bedfordshire
- 10007154 University of Nottingham, The

- 10007155 University of Portsmouth
- 10007156 University of Salford, The
- 10007157 The University of Sheffield
- 10007158 University of Southampton
- 10007159 University of Sunderland
- 10007160 The University of Surrey
- 10007161 Teesside University
- 10007162 University of the Arts, London
- 10007163 The University of Warwick
- 10007164 University of the West of England, Bristol
- 10007165 The University of Westminster
- 10007166 University of Wolverhampton
- 10007167 University of York
- 10007713 York St John University
- 10007759 Aston University
- 10007762 Glasgow Caledonian University
- 10007764 Heriot-Watt University
- 10007767 University of Keele
- 10007768 The University of Lancaster
- 10007772 Edinburgh Napier University
- 10007774 University of Oxford
- 10007775 Queen Mary University of London
- 10007776 Roehampton University
- 10007780 The School of Oriental and African Studies
- 10007783 University of Aberdeen
- 10007784 University College London
- 10007785 The University of Bradford
- 10007786 University of Bristol
- 10007788 University of Cambridge
- 10007789 The University of East Anglia
- 10007790 University of Edinburgh
- 10007791 The University of Essex
- 10007792 University of Exeter
- 10007793 University of South Wales
- 10007794 University of Glasgow
- 10007795 The University of Leeds
- 10007796 The University of Leicester
- 10007798 The University of Manchester
- 10007799 University of Newcastle upon Tyne
- 10007800 University of the West of Scotland
- 10007801 University of Plymouth
- 10007802 The University of Reading
- 10007803 University of St Andrews
- 10007804 University of Stirling
- 10007805 University of Strathclyde
- 10007806 University of Sussex
- 10007807 University of Ulster
- 10007814 Cardiff University
- 10007823 Edge Hill University
- 10007833 Wrexham Glyndŵr University
- 10007842 The University of Cumbria
- 10007843 St Mary's University, Twickenham
- 10007848 University of Chester
- 10007849 University of Abertay Dundee
- 10007850 The University of Bath
- 10007851 University of Derby
- 10007852 University of Dundee
- 10007854 Cardiff Metropolitan University
- 10007855 Swansea University
- 10007856 Aberystwyth University
- 10007857 Bangor University
- 10007858 University of Wales Trinity Saint David
- 10008640 Falmouth University
- 10014001 University of Suffolk
- 10006427 University for the Creative Arts
- 10000385 Arts University Bournemouth, the

UNIVERSITY OF ABERDEEN

University Education Committee

NATIONAL STUDENT SURVEY INSTITUTIONAL ACTION PLAN

1. PURPOSE OF THE PAPER

This paper provides the University Education Committee (UEC) with an update on the Institutional action plan to address the assessment and feedback focus of the NSS survey.

UEC is invited to note this paper and to comment on the action plan

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

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

3. DISCUSSION

3.1 The changes to the NSS for 2023 make direct comparison with previous years difficult as the suite of questions within the NSS have been changed with some questions removed and added. Further to this, the previous five-point Likert response scale has been replaced by a new four-point item-specific response scale for most questions, essentially removing a neutral response option such as the 'neither agree nor disagree' from the Likert scale.The University's mean positive response score was 83.7% in NSS 2023, which ranks the University at 10th in the UK when using the list of providers included in the latest iteration of the Guardian University Guide (published September 2022).

3.2 The University is ranked in the UK Top-10 for four of the seven scales contained within the NSS: Teaching on my course (6th), Academic support (7th), Organisation and management (7th), and Learning resources (2nd).

3.3 In terms of individual questions, the University has been ranked at top of the UK for two questions: Question 19 ("The IT resources and facilities have supported my learning well") in Learning resources and Question 22 ("I have had the right opportunities to provide feedback on my course") in Student voice.

3.4 The scales outwith the Top-10 are ranked as follows: Learning opportunities (16th), Assessment and feedback (65th), and Student voice (21st). Notwithstanding the methodology change, the Assessment and feedback scale has been consistently the poorest ranked NSS scale for the University in recent years.

3.5 In terms of individual questions, Question 13 ("Feedback on my work has been timely") included in the Assessment and feedback scale is the lowest ranked question for the University in NSS 2023 at 97th in the UK.

3.6

3.7 Assessment and feedback scale has seen significant gains over recent years , reflecting the excellent work that we have been doing in this area. However, we have seen a drop in our ranking for these theme from 55th in 2022 to 65th in 2023, and 7th in the Scottish sector, so there is still room for further improvements to be made .

3.8 The assessment and feedback scale now consists of five questions, two of which are new: 10. The criteria used in marking have been clear in advance, 11. Marking and assessment has been fair, 12 (NEW). Assessments have allowed me to demonstrate what I have learned. 13, Feedback on my work has been timely, and 14 (NEW). Feedback helps me improve my work.

3.9 Members of the UEC are asked to consider the current action plan provided in the attached Annex A. The institutional action plan will be updated following completion of school action plans and further discussion and reflection to be held at SSEC.

4. FURTHER INFORMATION

Further information is available from Jason Bohan, Dean for Student Support jason.bohan@abdn.ac.uk and Kirsty Kiezebrink, Dean for Educational Innovation k.kiezebrink@abdn.ac.uk

2/10/23

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

NATIONAL STUDENT SURVEY INSTITUTIONAL ACTION PLAN
Written on: 22/10/23
Author: Jason Bohan, Dean for Student Support & Kirsty Kiezebrink, Dean for Educational Innovation

PRIORITY 1: *Assessment and Feedback* Scale 03

ANALYSIS: *provide a summary of the area for enhancement based on the Comprehensive Analysis, freetext comments, and any other relevant student feedback*

Assessment and Feedback overall % and (rank): 65.3% (86) 2021; 69.8% (55) 2022; 77.1 (65th), third quartile.

Question	Positive Response	2023 +/-	Rank (124 HEIs)	Rank +/-	Quartile	Quartile +/-
ASSESSMENT & FEEDBACK	77.07%	7.31%	65	-10	3	-1
10 How clear were the marking criteria used to assess your work?	78.06%	7.90%	46	15	2	1
11 How fair has the marking and assessment been on your course?	84.55%	8.05%	18	-11	1	0
12 How well have assessments allowed you to demonstrate what you have learned?	81.62%		50		2	
13 How often have you received assessment feedback on time?	72.57%	10.85%	97	-17	4	-1
14 How often does feedback help you to improve your work?	68.83%		78		3	

Note questions 12 and 14 are new so there is no historical data to compare. We are performing well on three questions,

- Q10, How clear were the marking criteria used to assess your work? (second quartile). This is an improvement in ranking reflecting the hard work and focus on this over the past year;
- Q11 How fair was the marking and assessment on your course? (first quartile, although have slipped 11 points in the ranking);
- Q12 How well have assessments allowed you to demonstrate what you have learned? (second quartile, new question).

Areas which require improvement are in relation to

- Q13 How often have you received assessment and feedback on time (fourth quartile);
- Q14 How often does feedback help you to improve your work? (new question).

Themes from the freetext comments

The NSS affords students the opportunity to respond with free text to the prompt 'Looking back on the experience, are there any particularly positive or negative aspects you would like to highlight' in a positive

and negative text box. 751 students completed the freetext comments with 885 unique positive comments, and 639 unique negative comments.
The most numerous negative comments were for Scale 03: Marking & Assessment (155 negative comments) with the most numerous comments related to Q13 (timeliness of feedback), and Q14 (was the feedback helpful).
Table summaries number of positive (blue) and negative free text comments (taken from the NSS expanded report.

- Timeliness of feedback
- Scaffolding of learning to enable learning to occur from feedback prior to next assessment
- Over assessment / deadlines for assessment close together
- Inconsistency of feedback and grading between markers
- Feedback does not provide sufficient guidance on how to improve
- Feedback and grades not clearly aligning

Overall analytical summary

The areas that require most attention, based on the data, are:

- Timeliness of feedback
- Quality of feedback
- But must continue with the good practice of clarity of marking criteria (which had been a priority based on NSS2022 data), fairness of marking and assessment, and how well the assessments have allowed students to demonstrate their learning.

	ACTIONS	BY WHO?	BY WHEN?	OUTCOME AND COMMENTS
1.1	Continue to implement measures that ensure that all students have all the relevant information on assessment at the start of each course (including: type of assessment, criteria for marking, submission dates, return of feedback dates, contact person for support, calculation of degree classifications, etc)	Schools	Beginning of each half session	Improvements have been made and the UoA now sits in the second quartile. This should remain as an institutional action and work to share good practice and school support continued to be provided.
1.2	Obtain feedback from students at a course level regarding clarity of assessment expectations building the information from this into course reviews	Schools / Course coordinators	End of each half session	These are routinely collected via course evaluations and SSLC.
1.3	Monitor that all of 1.1 action is completed, and provide guidance and support where issues arise. Report through School Education Committees	Directors of Education	First half-session: ongoing across half session Second half-session all aspects: ongoing across half session	Ongoing. Further reflection on this process will be considered at SSEC
1.4	Monitor the timeliness of feedback and ensure that all feedback is provided within	Schools	Ongoing with immediate intervention and	Further improvement is needed. Institutional scores

	the 3 week timelines (or sooner if the assessment is continuous)		support where feedback is not provided on time Each School to provide overview of timeliness of feedback across all courses to their School Education Committee	poor (4th Q). School action plans will be reviewed to identify good practice that could be shared and areas where additional support needed. Further discussion will be considered at SSEC.
1.5	Pilot of TESTA within 2 schools	Dean Educational Innovation and TESTA team	Pilot in single programme in each of 2 schools in 1st half session Extend to all programmes within 2 schools 2nd half session	
1.6	Promotion of web-based resources (including toolkit resources) to support colleagues to enhance assessment practices including feedback on assessment, and ensure good communication on the resources.	Dean for Educational Innovation; Manager Centre for Academic Development	Ongoing with updates provided at 6 monthly intervals to UEC	
1.7	Develop further training and support for assessment and feedback to support enhancement	Dean for Educational Innovation; Manager Centre for Academic Development	Ongoing with updates provided at 6 monthly intervals to UEC	
1.8	Focus on assessment and feedback for Annual symposium, sharing good practice	QAA enhancement theme lead Dean for Educational Innovation Manager Centre for Academic Development	Summer 2023	
1.8	Development of communications and resources for students and staff to support assessment (e.g., academic integrity, essay mills, using feedback)	Manager Centre for Academic Development; Dean for Educational Innovation	Ongoing with updates provided at 6 monthly intervals to UEC	

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

COPYRIGHT LITERACY STRATEGY AND COPYRIGHT POLICY

1. PURPOSE OF THE PAPER

This paper introduces the recently approved Copyright Literacy Policy and supporting Copyright Literacy Strategy to University Education Committee.

The paper outlines the context and associated benefits of implementing a new Copyright Policy and Strategy in alignment with legislative exceptions for the use of third-party copyright material for research and educational purposes, the University's intellectual property policy, and commitments made in Aberdeen 2040. The paper details the process undertaken to co-create the policy and strategy with academic staff to meet the need for education and research activities.

The implementation of a Copyright Policy and supporting Copyright Literacy Strategy will deliver confidence in institutional copyright management, enabling the widest possible approach to sharing in the context of being 'open to all' while ensuring compliance with the legislation.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by	Copyright Literacy Project Board	
	Information Governance Committee	3 October
Further consideration/ approval required by	University Research Committee	

3. RECOMMENDED ACTION

The University Education Committee is invited to discuss the introduction of the Copyright Policy and implementation of the supporting Copyright Literacy Strategy and recommend appropriate academic and professional services representatives to join the Copyright Literacy Steering Group who will oversee the delivery of the strategy.

4. INTRODUCTION

4.1 This paper lays out the requirements for a Copyright Policy and supporting Copyright Literacy Strategy and the advantages gained from taking a strategically aligned approach to ensure confidence in copyright management, enabling the widest-possible approach to sharing and reusing copyright material while ensuring compliance with legislation.

4.2 The Copyright Policy and supporting Copyright Literacy Strategy will ensure teaching and research objectives are supported by an approach to risk-management that empowers staff and students to make well-informed and effective decisions on the creation and use of copyright material.

5 BACKGROUND AND CONTEXT

5.1 Currently, the University of Aberdeen has neither a Copyright Policy nor a Copyright Literacy Strategy in place**.** This sets it apart from similar universities, and disadvantages both academic staff and students by failing to provide them with a clear framework within which matters of copyright can be discussed and managed. Currently, the onus is on individual members of the University community to ensure their use of copyright material complies with legislation and the terms of individual and collective licences. Given differing levels of understanding of copyright law, and statutory exceptions in particular, individuals tend either to adopt an ultra-conservative approach to the use of exceptions, or, at the other extreme, use materials in ways which infringe copyright law.

5.2 Copyright policies have been commonplace in universities for a number of years. These have traditionally concentrated on the compliance aspect, including the appropriate use of copyright materials in virtual learning environments and Copyright Licensing Agency requirements. However, universities are now recognising the benefits of having an overarching copyright management strategy which aligns the approach with their wider strategic objectives and policies.

5.3 Managing copyright strategically involves placing it in the wider context of information and digital literacies, recognising that copyright is one type of intellectual property, but one that impacts on the majority of University academic staff and students. The development and implementation of a Copyright Literacy Strategy builds staff and students' confidence through shared understanding of a risk-managed approach to copyright, enabling the widest possible approach to sharing and reusing materials while ensuring compliance with legislation. This approach was successfully taken by the University of Kent in 2020.

5.4 In 2021, a proposal was considered and approved by the University of Aberdeen Information Governance Committee to develop a Copyright Literacy Strategy setting out a five-year vision aligned to the Aberdeen 2040 commitments, creating an environment where all staff and students are able to make informed decisions about the ethical creation and use of copyright material. The proposal sought to develop a framework within which copyright management can be explored and developed in ways that support strategic planning in the context of scholarly publishing, research ethics, the creation and delivery of learning materials, and the management of other types of intellectual property.

5.5 Following the endorsement of the Copyright Literacy Strategy proposal, Library Services recruited a dedicated Copyright Advisor to develop the Copyright Services and initiate a project to co-create with the academic community a Copyright Literacy Strategy aligned to Aberdeen 2040.

5.6 The project was initiated in 2022, under the management of the Copyright Advisor, Tim Riley (an Information Advisor in DIS). The project employed standard methodologies to ensure the right skills and time commitment and effective stakeholder engagement. It also included external consultation, to ensure concordance with national best practice.

6. COPYRIGHT LITERACY STRATEGY AND COPYRIGHT POLICY

6.1 It is important to note that the Copyright Policy and supporting Copyright Literacy Strategy apply to all members of the University who use or create copyright works in the course of their employment and study. The policy was developed under guidance from the academic community, the Impact and Knowledge Team, and the Centre for Academic Development. The policy and the strategy were co-created by Library Services and the wider University community through a series of three workshops facilitated by Chris Morrison and Jane Secker.

6.2 The Copyright Policy (Appendix 1) and Copyright Literacy Strategy (Appendix 2) represent the final draft approved by workshop participants and the Copyright Literacy Project Team. Both documents are designed to be accessible and in plain English, to enable engagement from across whole university community. Definitions are provided for all legal terminology to aid understanding and application of copyright legislation.

6.3 It is anticipated that the introduction of the Copyright Literacy Policy and supporting Copyright Literacy Strategy will result in the following benefits to the University:

- Institution-wide approach to copyright with policies and guidance aligned to strategic objectives and Aberdeen 2040 commitments.
- Increased understanding of open licences to protect intellectual property rights and comply with funding bodies' open-access mandates, maximising the visibility and impact of University research outputs and open educational resources.
- Increased confidence in application of copyright exceptions enabling the reuse of content for education and research which is compliant with legislation and licensing agreements.
- Adoption of a risk-managed approach to copyright through the introduction of consistent practices and procedures for managing copyright across the institution.
- Clarity on roles and responsibilities for copyright management, streamlining the process of making copyright-related decisions, reducing the risk of copyright infringement or the breach of licensing terms and conditions.

6.4 It is worth noting that Digital & Information Services (DIS) will be responsible for implementing the policy and strategy with guidance from the Copyright Literacy Steering Group. The policy and strategy will be reviewed annually to ensure they continue to comply with legislation and best practice, and to report on progress towards the vision, strategic objectives and benefits.

6.5 It is proposed that Aberdeen work towards an announcement of the introduction of the policy and new supporting strategy in spring 2024 and implementation before the start of the academic year 2024-25. The DIS Copyright Advisory Service will ensure the policy is well communicated and will provide additional information, guidance and an on-demand enquiry service so that all staff and students are well-supported, educated and empowered to share and reuse material within legislative frameworks and in alignment with Aberdeen's commitment – 'open to all'.

7. FURTHER INFORMATION

Further information is available from Simon Bains, University Librarian, simon.bains@abdn.ac.uk and Susan Halfpenny, Head of Research & Learning Information Services, susan.halfpenny@abdn.ac.uk.

25 September 2023

Freedom of Information/Confidentiality Status: Open

University of Aberdeen Copyright Policy

Date of policy approval	
Policy start date	
Date of next review	
Policy guidance	www.abdn.ac.uk/library/support/copyright.php library@abdn.ac.uk
Related policies	Policy for Intellectual Property Exploitation and Revenue Sharing Research Publications Policy Research Data Management Policy

1. Introduction

1.1 Statement of purpose

Using copyright works is fundamental to creating and sharing knowledge and furthering our foundational mission of 'the pursuit of truth' and being 'open to all'. Copyright legislation has profound impacts across the University, including on the core functions of teaching, research, and administration.

This policy outlines how the University community can use copyright works legally and ethically. It aims to empower University members to use copyright works to the full extent permitted by law and licences whilst managing any associated legal and financial risks.

The policy also outlines the University's approach to managing its own institutionally owned copyright.

1.2 Scope

This policy applies to all members of the University who use or create copyright works in the course of their employment or study.

The policy covers copyright works in all formats, including digital and print.

This policy does not cover the ownership of copyright or other forms of intellectual property. This is outlined in other related policies (see *Related policies* above).

1.3 Context

The University is committed to promoting the responsible and ethical use of copyright works in all its activities. It acknowledges the importance of respecting intellectual property rights whilst facilitating the reuse of works to enable knowledge to be created and shared.

As a member of the University, you are expected to use copyright works legally and ethically. This may require you to make an informed judgement in situations where the legal or ethical position is nuanced or ambiguous. The University will provide you with guidance and support to do this. This will enable you to use copyright works appropriately, without unnecessary limitations, whilst minimising any potential risk to you or the University.

The University also recognises the value of its own intellectual property and will take steps to promote and protect it as appropriate.

This policy sits within the context of UK law, specifically the Copyright, Designs and Patents Act 1988 (as amended). Other relevant legislation includes the Database Regulations 1997, as well as any other current or future legislation which affects intellectual property rights.

2. Definitions

For the purposes of this policy, the following definitions apply:

2.1 “Intellectual property” means creations of human intellect which belong to specific rightsholders. This includes works protected by copyright as well as other intellectual property legislation, including trademarks and patents.

2.2 "Copyright work" means any original work that is protected by copyright law, including software, literary, artistic, musical, and audio-visual works.

2.3 "Copyright owner" means the person or entity that holds the exclusive rights to reproduce, distribute, and display a copyright work.

2.4 “Statutory exception” means a provision in copyright law for using copyright works in specific circumstances without requiring permission from the copyright owner.

2.5 "Fair dealing" means the lawful use of a copyright work without obtaining the copyright owner's permission, under a specific statutory exception within the Copyright, Designs and Patents Act 1988. It is important to note that fair dealing is not a specific number of words or percentage of a work, but rather a judgment based on factors like the purpose and character of the use, the amount and substantiality of the portion used, and the effect on the work’s potential market.

2.6 "Licence" means a written agreement between the copyright owner and the licensee that grants permission to use a copyright work in a specific way.

3. Responsibilities

3.1 Your responsibilities

You must adhere to UK law and abide by the copyright and Intellectual Property Rights (IPR) clauses in sections 4 and 5 of this policy, and other related University policies (see *Related policies* above).

You must use the appropriate channels to request copies of copyright works for teaching, research, or study if your use is not covered by a statutory exception or individual licence. The University will provide services to enable you to do this, such as the reading list, purchasing, and inter-library loan services available through the University Library.

You are expected to make use of the copyright information and support available and seek appropriate guidance if you have any questions or concerns. The University provides online guidance about copyright in different contexts as well as a Copyright Advice Service which you can contact.

3.2 The University’s responsibilities

The University has a designated Copyright Advice Service within the Directorate of Digital and Information Services (DDIS) which will maintain an information resource to provide you with up-to-date advice on copyright best practice. The Copyright Advice Service will also oversee an enquiry service to provide a timely response to any copyright queries you submit to them. In addition, the service will communicate any relevant changes in the legal situation or licensing arrangements to appropriate University groups or individuals.

The University will maintain access to institutionally licensed works and collective licensing schemes where appropriate, keeping accurate records of copying and providing timely reporting where required. The University will provide you with up-to-date information on how to use material under these licences.

4. Using copyright works

You must use copyright works lawfully via one of the following routes:

- A **statutory exception** to copyright law. There are exceptions which cover uses such as quotation, illustration for instruction, pastiche and parody, and text and data mining. Be aware that most exceptions have a 'fair dealing' requirement which you must abide by.
- An existing **licence**. This might include electronic library resources which are licensed for use by University members, material reproduced under a blanket licence, or material supplied under an open licence. You must respect the licence terms. You should contact the Library or relevant administrator if you need material to be obtained under an institutional licence.
- With direct **permission from the copyright owner**. If your use is not covered by a legal exception or a licence, you should request permission from the copyright owner.

At times, you may need to take a risk-managed approach to the use of copyright works. You must follow best practice and use due diligence to minimise the impact of any potential infringement claims. If you need guidance on identifying risk levels and due diligence required, check the advice provided by the Copyright Advice Service or contact the Copyright Specialist.

Any online service, including web pages and social media accounts, hosted by the University, or created by University employees during their employment, which features, or may feature, third-party copyright work should have a 'notice and takedown' mechanism and procedure. This enables an efficient and appropriate response to any infringement claims made by rights holders or other interested parties. Such a response may include taking down material or further dialogue with the claimant. You can obtain further advice by contacting the Copyright Advice Service.

5. Institutional copyright

As stipulated in UK legislation, unless otherwise specified in another policy or contract (see *Related policies* above), the University is the automatic copyright owner of copyright works created by its employees in the course of their employment. Unless permitted by a statutory exception or licence, you must not reproduce the University's copyright works for any purpose which falls outside your normal course of study or duties of employment without first obtaining the necessary permission.

The University will take reasonable steps to promote and protect its copyright works including (but not limited to), applying copyright notices or licences to published material, licensing material to appropriate third parties, initiating takedown procedures for infringing use of material. If you suspect a third party is infringing copyright owned by the University, you should inform the Copyright Advice Service so the situation can be investigated, and appropriate action taken if required.

The University will also provide you with up-to-date guidance on how to manage institutional and employment-related copyright via the Copyright Advice Service.

6. Policy review

The Directorate of Digital and Information Services is responsible for maintaining this policy. The Directorate of Digital and Information Services will review this policy annually to ensure it complies with current legislation and best practice.

The University may also amend this policy at any other time should this become necessary due to changes to the legal context or to the University's operating procedures. Any changes to this policy will be communicated to affected University members.

University of Aberdeen Copyright Literacy Strategy: 2024-2029

Our vision

Our staff and students feel confident in making informed decisions about creating and using copyright material. They understand the role copyright plays in facilitating the pursuit of truth, innovation, and creation of new knowledge, and apply open licences wherever possible to support the University's foundational purpose of being 'open to all'.

Our values

Open

Our approach to copyright fosters openness and the sharing and creation of knowledge. We use open licences where appropriate to maximise the reach and impact of our research and teaching.

Responsible

Our staff and students are expected to behave lawfully and ethically. They are able to question assumptions about copyright law based on a broader understanding of cultural, economic and other contextual factors.

We balance our commitment to openness with appropriate protection of institutional copyright where required for commercialisation to help safeguard our financial sustainability.

Empowered

Our staff and students are supported to make full use of the provisions allowing them to use copyright material, including fair dealing and statutory copyright exceptions in addition to licensed resources.

Our staff and students are empowered to take a risk-managed approach to copyright, making informed judgements which reflect current best practice when working with copyright works.

International

Copyright law operates on an international basis, and good decision-making requires an appreciation of different cultural and legal customs. We empower our community to use copyright works in a way that takes account of differences and commonalities as our members work, study, and collaborate across borders.

Inclusive

We recognise that copyright cannot be looked at in isolation. There are related ethical, legal and compliance issues, such as information security, data protection and accessibility considerations, which often need to be considered alongside copyright.

We are sensitive to the needs of our diverse staff and student members and the different approaches required to respond to their individual needs and contexts.

Our activities

The Directorate of Digital and Information Services will create a Copyright Literacy Steering Group to oversee progress with the strategy.

The Steering Group will:

- Review University policies relating to copyright law to ensure they reflect the institution's strategic objectives.
- Continually update and refine our copyright guidance to support staff and students, following user-experience design principles. This will ensure guidance is concise, in plain English, and easy to access.
- Develop a tailored education and communication programme, supported by a network of staff whose roles involve advising on aspects of copyright.
- Contribute to sector-wide developments in defining and communicating good practice.
- Monitor developments in copyright law and consider whether these require a change to University strategies or policies.

Evaluation

This strategy will empower our staff and students to create, share, and use copyright works.

Evaluation of progress will use a range of measures, which may include:

- Analysis of the number and nature of enquiries sent to the copyright support team.
- Analysis of engagement with online guidance.
- Analysis of numbers of people attending copyright training sessions.
- Case studies demonstrating how the strategy is supporting teaching, research, and engagement at the University, and progress on our aim of openness regarding open educational resources, reading lists, cultural collections, and other areas of activity.
- Survey questions or focus groups measuring confidence in working with copyright.
- The level of engagement of other institutions with the University of Aberdeen's approach.

UNIVERSITY OF ABERDEEN

EMPLOYABILITY & ENTREPRENEURSHIP COMMITTEE (EEC)

Minutes of the Meeting held on 18th September 2023

Present: John Barrow (Co-Chair), Tracey Innes (Co-Chair), Lenka Mbadugha, Helen Pierce, Alyson Young, Amir Siddiq, Alan Macpherson, Alisdair Macpherson, Monika Gostic, Rhiannon Ledwell, Danielle Grieve, Jenna Stuart, Ijeoma Obiagwu, Susan Halfpenny, Alisdair McKibben

Apologies: Lindsay Tibbetts, David Green, Oliver Hamlet, Rafael Cardoso, Stuart Durkin, Lucy Leiper, Vanessa Mabonso Nzolo, Heather May Morgan, Joy Perkins

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1. Welcome to 2023-24 EEC academic cycle including introductions of new members

2. Review of Remit for 2023-24 (EEC/180923/001)

Remit approved.

3. Approval of the minutes (May 4th, 2023) (EEC/180923/002)

Minutes approved.

4. Matters Arising including review of Action Log (EEC/180923/003)

No matters arising.

Actions Ref. 28 and 29 spoken to by Tracey Innes and closed out.

Outstanding action, Ref. 30, to be completed prior to end of the month.

Action: Alisdair McKibben to create a live document with links to different employability professional development opportunities, dashboards etc. and share via TEAMS.

5. Update from Members

A new standing item introduced this academic cycle gave all members of the committee an opportunity to update on "employability and/or entrepreneurship" activities that are being carried out within their School/area of business. All members present shared and those not in attendance submitted comments in written form.

6. Graduate Skills and Attributes (EEC/180923/004)

John Barrow highlighted the need to review and potentially amend the current framework to include additional workload considerations. It was suggested that schools should share their thoughts on this matter, either during the meeting or by contacting the presenter directly. It was mentioned ongoing work related to embedding attributes and skills into the curriculum, including changes to the curriculum management system and course catalogue. Key milestones for curriculum-related changes were outlined. Changes included linking graduate attributes and skills to course learning outcomes. The annual course and program review process would incorporate a focus on attributes and skills. It was proposed to rework the course feedback forms into course reflection forms for students to reflect on their course experiences and link to skills development. Participants were encouraged to provide feedback on the proposed changes, especially regarding how the curriculum changes might impact schools. A detailed document with key milestones would be circulated for further feedback.

7. Work-based Learning (EEC/180923/005)

Tracey Innes reminded the committee of the draft paper regarding a five-year plan for Work Based Learning (WBL) that was shared at previous EEC meetings and has since been submitted for approval.

From there, WBL initiatives have been in progress since around 2020, with various working groups and efforts aimed at upscaling WBL activities. Currently, there is a mapping exercise underway to identify and document all undergraduate and postgraduate taught WBL activities across schools. The gathered data will serve as a baseline to inform future steps and strategies for WBL.

Mention was made of the development of a placement policy, with GradConsult working on a draft policy, which will be reviewed by EEC.

Tracey gave updates on both The Wood Foundation Internship project and Ripen platform – both hailed as a success.

As we move away from Ripen, phase two involves partnering with GTI to develop an experiential learning platform, with input from the institution on platform functionality. A proposal was presented to merge the existing user group and a new task and finish group into one coordinated work stream. This approach aims to provide a comprehensive view of WBL initiatives, both digital and non-digital. Feedback and comments on the proposed approach and membership were welcomed, with the aim of finalising the group's composition in the near future.

8. GO Report Action Plans (EEC/180923/006)

Verbal update from John Barrow regarding graduate outcomes, with an attached report.

A Power BI dashboard was mentioned at the end of the paper, which provides detailed information about what students from different disciplines are doing after graduation. There's a notable change in graduate outcome data compared to the previous year, with some mixed results. The data indicates variations between undergraduate and postgraduate students' outcomes.

Despite certain metrics dropping, there have been significant increases in undergraduate metrics, such as the second bullet point, which saw a substantial rise in rankings among higher education institutions.

The discussion also touched on graduate reflections data, highlighting three main areas: being involved, on track with future plans, and utilising skills gained from their studies.

The survey data shows a mixed picture, with shifts in these areas over the past four years. It's noted that the data tends to fluctuate, with some years showing more positive outcomes and others more negative ones. Deeper analysis of the data is expected to provide insights into the trends and reasons behind these fluctuations.

9. AOB

No other business raised.

UNIVERSITY OF ABERDEEN

STUDENT SUPPORT & EXPERIENCE COMMITTEE (SSEC)

Minute of the Meeting held on Thursday 21st of September, 2023

Present: Nick Edwards, Jason Bohan, Susan Halfpenny, Lesley Muirhead, Jemma Murdoch, Rhiannon Ledwell, Sai Shraddha S Viswanathan, Graeme Kirkpatrick, Sally Middleton, Duncan Stuart, Jenna Stuart, Lucy Leiper, Tim Baker, Katrina Foy, Erin Ferguson, Wendy Lowe, Madge Jackson, Iain Grant, John Cavanagh, Kelsey Pierce, Natalie Kinchin-Williams, Martin Barker.

Apologies: Jacqui Tuckwell, Steve Tucker, Martin Mills, Lindsay Tibbetts, Melanie Viney, Mary Pryor, Julie Timms, Charlotta Hillerdal, Lyn Batchelor.

1. Welcome and chair's update

1.1 Jason Bohan (JB) welcomed everyone to the first SSEC meeting of the academic year and noted it was great to have students back on campus again. JB then updated on the Pastoral Review TFG, which has completed its work and has now become the Pastoral Support Group, covering all students, and had its first meeting last week. These meetings will always be prior to each SSEC meeting and will feed into this committee. The minutes are added to the papers for this meeting for info.

JB then updated on the PRES and PTES, which are the postgraduate surveys, which will be on the agenda for the next meeting.

No updates from Nick Edwards (NE).

2. Approval of the minute of the SSEC held on 21 August 2023

(copy filed as SSEC/210923/002)

2.1 No comments or amendments were received from members of the Committee. The minutes of the SSEC meeting held on 21/09/23 were approved.

3. Review of Action Table from meeting held on 21st August 2023

3.1 1 *'Provide information on the composition of the Senior Pastoral Support & Guidance Forum'* – the minutes from the last meeting have been circulated so members can see who is part of the group.

2 'Discuss how the absence policy changes are to be implemented with regards to PGR students' – the absence policy passed on 20/09/23 at Senate did not include PGR students and JB and Lucy Leiper (LL) have decided to wait until the new Dean is in place and this discussion will be picked up at the PGR committee.

3 '*Duncan Stuart (DS) to share Aberdeen Student Experience Questions with SSV for discussion with the Student Union'* – this has been completed.

4 '*JB to check if there was student representation on the Pastoral Support and let Graeme Kirkpatrick know the outcome'* – this has been completed and representation on the group has been confirmed.

5 '*NE to check on the status of students on the Qatar campus for the purposes of the non-continuation data'* – NE confirmed student on the Qatar campus are not included in the data and he will follow-up with Lyn Batchelor to discuss this matter.

6 *'Find out if non-continuing student data can be broken down by widening access categories'* – this matter is still with Planning so there is no update at this time.

ACTION: Leave action 6 on the list for the next meeting (SK)

4. Approval of revised SSEC Remit and Composition document

4.1 As the first meeting of the academic year, the group was asked to review the remit and composition document. Sally Middleton (SM) noted there would no longer be a Dean for Widening Access, Articulation and Outreach, but the title of the replacement Dean position has not yet been decided. JB added that SM has been added to the committee as the Widening Access representative.

The updated document was approved by the committee.

5. Updates to Provisions/"reasonable adjustments"

5.1 Jemma Murdoch (JM) introduced the paper on updates to provisions and reasonable adjustments. JM said the paper has been developed through extensive collaboration and had come about as a result of feedback from those managing disability provisions from the school side, especially post-Covid. Initially, the discussion was primarily around the availability of exam rooms, especially for those with a provision requiring an individual room. The scope of the review was then widened out to assess study-related provisions for disabled students. The review was based on the inclusion strand of the Aberdeen 2040 strategy and providing support for students from widening access backgrounds or with other protected characteristics, rather than looking solely at disability.

Within Student Support, temporary provisions have been used in some cases such as temporary impairments or other circumstances where studies have been impacted. The paper looks to formalise these processes and contains a range of recommendations for discussion. Discussions are ongoing with Registry, Estates and IT around exam adjustments, as it is generally difficult to estimate the numbers of students requiring adjustments due to students

seeking help at different points of the year. However, it is estimated that more exams will take place online compared to pre-Covid numbers.

The main recommendations of the paper relate to the application of the adjustments and widening that out to formalise support for other groups aside from disability. Also, recommendations to do with the terminology around provisions and that it would be more suitable now to term it as a 'reasonable adjustment' or an 'inclusion adjustment', which would be more in line with the Equality Act. Another key recommendation is around the terminology relating to the School Disability Coordinators and widening that out to include Inclusion, which sits well alongside the Aberdeen 2040 strategy.

The current provisions list has been in place for around 15 years and so a comprehensive review of these provisions has taken place. The list has been expanded to ensure more consistency and to reduce the need for free-text provisions, so schools have more clarity on the provision and the adjustment required. JM also noted that the two most widely-used provisions are ambiguous in their phrasing and this can result in inconsistencies in the ways these provisions are applied. JM asked for any comments or feedback from the committee.

Rhiannon Ledwell (RL) asked what training will be provided for teaching staff to be able to ensure the provisions are implemented. JM said if the new provisions are implemented then the provisions guide will be updated. This document outlines what each of the provisions are and how they are implemented. Following on from this update, the changes will be discussed with the School Disability Coordinators, who will in turn discuss with the relevant teams and colleagues within their school, for feedback on the implementation for the school's side. Once any changes have been agreed and confirmed, there will need to be clear communications to staff and students on what the provisions are and how they are to be applied.

John Cavanagh (JC) praised the changes and added that if there are to be fewer exams on campus, this will help with the challenges identified around finding private rooms for exams. JC asked if the provisions include adjustments for conditions like social anxiety, as often groupwork and presentations are core skills being assessed in many courses. JM said the key point is that any discussion with a student at the point that provisions are implemented will always include a clarification around the phrase 'reasonable adjustments', and what is reasonable on one degree programme/course may not be the same on another degree programme/course, depending on what is being assessed. Students will be encouraged to speak with their course coordinator to gain clarity on what is reasonable in that particular course, plus the team within Student Support are able to speak with teaching staff to discuss and set an expectation for each student, if necessary.

Susan Halfpenny (SH) from Library Services noted they can provide alternative formats, although this can be more restricted due to copyright law. Lesley Muirhead said it would be good to get a provision around that if possible, so she will reach out to the library coordinators for discussion.

ACTION: LM to speak with Library Coordinators about adding a provision for alternative formats.

JM said any further comments – especially on terminology and consistency – would be very useful going forwards, while the priority will be around how the changes are communicated to staff and students. The next step will be to meet with the School Disability Coordinators in

October while a meeting with IT is planned to discuss any additional reporting which can be offered to assist schools with the implementation of provisions.

JB asked JM to provide a bit more information on what is meant by extending provisions to wider groups of students, to ensure everyone is clear on what it means. JM said Student Support has always worked with students based on impact rather than circumstances, so temporary provisions can be implemented in cases such as gender-based violence, injury etc., where it's not classed as a disability, but the impact is significant. This could also mean protected characteristics such as student carers, as one example. There will still be a robust process in place where Student Support Advisers are using professional judgement and ensuring any adjustments are reasonable. Any temporary provisions would be implemented for a semester or an academic year, with a review date, and the provision will be removed if there is not a need for it to be on a student's record. JM said LM has also had discussions around Student Athletes, who have academic flexibility written into University policy, but it can be challenging to provide the flexibility they require due to operational needs. Using the provisions system will make it easier to provide the flexibility required.

Tim Baker (TB) asked if there was a better way to flag up any new additions to the list of those requiring provisions, rather than teaching staff receiving a list each week and having to identify any changes from the previous week. JM agreed and said there are ongoing concerns around the disability database and IT are aware, but it's not a short-term fix. The hope is the new extended list of provisions will help in the circumstances TB has outlined, but this requires discussion with School Disability Coordinators first.

6. Support for Study Policy – Initial Discussion

6.1 JM introduced the review of the Support for Study Policy, which was introduced in November 2016. It was introduced to provide support for students whose circumstances were causing concern or disruption to their studies, mainly due to ill-health. It has only really been used since 2020/21, and it has become a useful supportive function to assist students who have been unable to engage due to their health. As it has been used more regularly, some updates have been deemed necessary to come into line with the sector. The current policy has been looked at and the paper outlines the proposed enhancements. The key recommendations are around developing the informal stage where schools and departments can support students where there are early signs of disengagement or any other circumstances causing concern, seeking to provide preventative support rather than reactive support. There will then be two formal stages within the policy, the first of which will be the intervention stage, overseen by Student Support, via the Case Management Group. This will include a thorough risk assessment and an action plan, or in some cases referral to a review panel. The idea is to bring the policy into line with the new Code of Practice on Student Discipline (non-academic). Some students may originally come through the Code of Practice but then be moved to Support for Study if that is more appropriate. JM concluded by asking for any comments or feedback, while also offering the opportunity to be involved in a review group for this area of work.

Graeme Kirkpatrick (GK) welcomed the development of the revised policy and said it would be useful to have an offline discussion to decide which members of the Student Union team would be best-placed to join the review group. LL agreed that being involved in the review

would be really useful to see how the policy operates for PGR students, and felt Rhiannon Thompson would likely be the school representative.

The next step is to discuss with the Student Support Management Team and the Student Support Team to look at the operational elements, then the draft policy will be presented at the next SSEC meeting.

Action – SK to add item to the agenda for the November SSEC meeting.

7. Aberdeen 2040 Presentation

7.1 Iain Grant (IG) delivered a presentation updating on the Aberdeen 2040 strategy. This item came out of a previous discussion within the committee, with members looking for an update on the strategy and the link to the work of the SSEC. IG introduced the strategy and provided the background information on the structure and the key themes, challenges and commitments.

IG outlined the phases of the plan so the committee is aware of the timelines involved, while highlighting the significant improvement in staff survey results in terms of recognition of a clear vision and commitments since the introduction of the strategy. IG also outlined all the KPIs, how they related to each area and how they are measured, giving examples which were considered most relevant to the committee's work, including wellbeing and widening access.

In October, there will be a communication to all staff and students, updating on progress in line with the Aberdeen 2040 strategy, with the plan of an update every 6 months.

GK asked about the student experience strand and the University's commitment to working with the Students' Union to deliver an outstanding student experience, and which KPIs related to this strand of work. IG said it would fall under the Education strand, which is overseen by Ruth Taylor. The KPIs are on overall student satisfaction, as taken from the NSS, then graduate outcomes, continuation and student achievement.

Action: IG and GK to schedule a follow-up discussion for a more detailed look at the KPIs and how the student experience is measured.

8. NSS Extended Report

8.1 JB confirmed the initial report was presented at the last SSEC meeting, while this meeting is the presentation of the extended report and a discussion around school action plans. JB said it was difficult to make sense of the results due to a large number of changes to questions and scope from previous years, meaning the ranking sections are more useful. Overall, Aberdeen was ranked 10th in the UK, which is a very encouraging result across the 25 main questions. The overall satisfaction question was just asked to the devolved nations this year and the University of Aberdeen finished second on that measure. Overall, JB said it was a very positive outcome.

GK said the Students' Union results were lower than they hoped and asked for the University's support to get the Students' Union results up in future years. He also noted the School of Engineering results were concerning, especially where international students were

concerned, so wanted to know if there were any reasons behind these results and what can be done to improve them.

John Cavanagh from the School of Engineering said it was an issue they were very aware of within the school and felt it is possibly due to the increased level in year 3, so they have looked at whether year 2 needs to be more challenging to prepare students properly. JC also felt the teacher self-assessment of marks in secondary school during covid was having a negative impact, and high drop-out rates have been an issue in Engineering departments across other universities. JC was unable to comment further at this stage but it is being looked at internally as a priority.

The second section is the demographic data and was introduced by JB, again with broadly positive results, set against the sector average. JM noted there was still a gap for disabled students, which is disappointing, but it's much less of a gap than the sector average and compared to most other institutions. JB noted this was a result of the excellent work undertaken by JM's team to provide the best-possible experience for disabled students.

NE said the professional services comments are being collated and will be released to heads of service in the next few weeks, with a lot of focus on how support is translated into the academic environment.

JM noted the results for mature students were extremely positive and this is a highlight of the report. GK noted the Students' Union faced challenges in managing change while dealing with extremely busy services on a daily basis and that the University's help in improving their NSS scores would be mutually beneficial and appreciated.

On the free text comments, the Planning team have arranged the comments into broad categories, where many of the positive and negative comments contradict each other. Some comments relate to the impact of strikes and the marking boycott. Natalie Kinchin-Williams (NKW) from Information Services said she very much appreciates the detail in reports and is looking forward to getting all the Professional Services comments through. All the feedback is already being reviewed and engagement is taking place with each of the schools. NE said the lack of details in the comments make them less useful than hoped, as it's hard to figure out the area they relate to, while almost all the comments have a contradictor in another comment.

Action: NE to share free text comments on Professional Services at the next meeting

9. School Action Plans

9.1 Each year, schools are asked to produce an action plan, based on the main survey results, including NSS. This year, JB said schools are being asked to produce an Education Action Plan to review a wider range of data than previous plans. Schools will have access to Power BI dashboards as well for more detailed data analysis. Action plans will be developed within each school and then discussed at respective School Education Committee meetings. JB will be providing support for schools alongside fellow Deans, to help develop the plans.

Action Plans will be presented to the November SSEC meeting and the school representative on SSEC from each school will present their school's plan to the committee. This will be an opportunity to identify any support or shared resources. Meetings are scheduled with

Directors of Education as well, in a community of practice meeting setting. RT asked for student representation at the meetings through the School Convenor list, or to nominate a class rep for the role if a Convenor isn't appointed. SH asked if there could be an opportunity for the Library Services to highlight how they can assist in this area as well, through the range of services they offer to schools. A 'menu' of services on offer could be provided ahead of the school meetings. JB said it would be hugely helpful. SH suggested possibly a webpage would work best.

Action: SH to work towards a deadline of mid-November for providing information on Library Services which could support School Action Plans

10. Guidelines for Supporting Disabled PGR students

10.1 LL introduced the agenda item and noted the close work with Lesley Muirhead (LM) in developing the new guidelines, which has taken over a year. There is some crossover with the previous paper discussed on inclusive adjustments. The previous provisions were seen to not translate well to PGR students. The documents outline guidelines for staff and guidelines for students. They also outline how a disabled PGR student can reach out for support, which will take the form of a significant conversation between student, supervisor and disability adviser, as each student's requirements will be unique. The documents have taken longer than planned as there was significant student feedback as part of the process. LM noted the aim is to have the guidelines published for the start of the new PRG academic year in October, so any final thoughts or comments from the committee would be useful. LL also noted that for situations such as extensions, these cannot be approached in the same way as UG or PGT cases, due to the complexity and the regulations in place.

Tim Baker (TB) had 2 questions; the first around infrastructure for students who are deemed to require their own office, as there may not be enough offices available. His second query was around what checks and balances will be in place and what training is provided for Supervisors, for cases where they are not in agreement with the suggested adjustment or adjustments.

LL said the space issue was tricky as it will vary from school to school, so will most likely need to be dealt with on a case-by-case basis. On checks and balances, LL said these procedures are an important part of the supervisor training they run regularly throughout the year, while masterclasses on supporting a disabled PGR student will be delivered regularly as well. Additionally, a check-box relating to provisions has been added to the PGR review paperwork, which will give an opportunity to ensure all relevant support is in place both through the Disability Team and at School level. LM added that space issues can be discussed with Estates as well, if a solution cannot be found within the School.

GK asked about financial support for international PGR students who are disabled but don't have access to public funds such as the Disabled Students' Allowance (DSA). LM noted that the report outlines the University has funds to ensure international students have the same experience as home-funded students who receive DSA support.

Following feedback from the Working Group, LM said the report would be published and communications will be issued to support the publication.

11. Update on Mental Health and Wellbeing Working Group

11.1 DS updated on the work of the Mental Health and Wellbeing working group, where the most recent meeting reviewed the Remit and Composition. The remit remained largely the same and the composition is being reviewed to avoid any duplication of departments, but ensuring those on the group have an interest in the topic and are well-placed to report back to colleagues with any relevant developments and also gather any information from colleagues to bring to the group. The group reviewed the activities of the last year, of which there were many. DS suggested sharing this section of the paper with the SSEC members.

Action: DS to share activities section of MHWWG paper with SK to share with the committee.

There was also an extensive discussion around the Pets on Campus Policy, with lots of different points of view shared on the pros and cons. GK asked about students bringing in animals and DS said any requests can go to the Health & Safety team, but generally this would not be permitted within the policy except for service animals or events where animals are there for legitimate welfare reasons.

12. Senior Pastoral Support Group minutes

12.1 Item included for information only.

13. AOCB

13.1

JM and LM discussed the current situation around medical evidence and how this applies to provisions, where medical evidence is not available through a student's GP. This is posing some difficulties for disabled students with regards to implementing adjustments if their GP is not able to provide medical evidence. This also has an impact on DSA, where medical evidence is required. The Disability Team have asked GPs if they would be willing to fill out the form for DSA applications and they have said no, so there is currently a query in with the funding bodies to see if they would accept a subject access request instead. LM said there may need to be a discussion about what evidence is required internally to implement adjustments.

14. Date of Next Meeting

14.1

The next meeting of the Student Support & Experience Committee will take place on 27/11/23 at 11:05am. This will be in the University Court Room and via MS Teams.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

REMIT AND COMPOSITION

1. COMMITTEE TITLE
University Education Committee (UEC)

2. DATE OF ESTABLISHMENT
25 May 2021 (as Joint Committee of Court & Senate)

3. CHAIR AND ADMINISTRATIVE SUPPORT AREA
Chair: Vice-Principal (Education)
Clerk: Academic Services and Online Education (Registry)

4. PURPOSE
A Strategy and Policy committee to support the University's overall educational objectives.

5. **REMIT**: *(To be reviewed annually at last meeting of committee cycle and proposed changes considered by Senate for approval)*

To be responsible to the Senatus Academicus for the strategic oversight of:

i. education matters relating to undergraduate, postgraduate taught and taught elements of postgraduate research;
ii. the wider student experience relating to matters impacting on student success;
iii. the development of approaches to educational innovation

The UEC shall:

iv. be responsible for the oversight, development and monitoring of the University's strategic approach to educational provision, its associated operational plan and risk register, and the alignment of these with School plans and with Aberdeen 2040 and its associated operational plans;
v. comment on draft education policy where input sought by the Quality Assurance Committee and drive forward its implementation working in partnership with School Education Committees;
vi. highlight to the Quality Assurance Committee where policy related issues are identified requiring consideration;
vii. be responsible for the innovation and ongoing enhancement of the quality of educational provisionand for ensuring the effective dissemination of good practice including oversight of the University's engagement with the QAA Enhancement Themes;
viii. Through its committees, be responsible for the development of actions at institutional level, and in Schools, based on analysis of national and internal data (e.g. National Student Survey, non-continuation, Graduate Outcomes, degree classifications and awarding gaps).
ix. Ensure that Education and the wider student experience is delivered inclusively.
x. Through the Centre for Academic Development (CAD), develop, review and promote professional staff development opportunities in regard to the delivery of education, includingassessment and feedback;
xi. Through the Centre for Academic Development, inform the support required by Schools for the development of educational innovations.
xii. consider recommendations from the Employability and Entrepreneurship Committee (EEC) in regard to the quality of provision of careers education, employability and the co-curriculum;
xiii. consider recommendations from the Student Support & Experience Committee (SSEC) in regard to the quality ofthe delivery of effective, appropriate and consistent student support and the wider student experience;
xiv. be responsible for the oversight of teaching-related credit-bearing activity related to student mobility;
xv. engage in horizon scanning to anticipate and prepare for new opportunities and likely future developments in education and the wider student experience;

Members' Responsibilities:
Each member of the committee will contribute to discussions and feedback on these to their respectiveareas for comment and further input. School leads ensure that they use their School Education Committees and other School forums to inform feedback into UEC and to raise matters relevant to UEC or for referral onto QAC as

appropriate.

6. COMPOSITION AND QUORUM:

Chair: Vice-Principal (Education)

Membership:
- Student President of the Students' Association (or nominee)
- Vice-President for Education of the Students' Association
- School Directors of Education
- Dean for Student Support and Experience
- Dean for Educational Innovation
- Dean for Employability and Entrepreneurship
- Dean for Quality Assurance and Enhancement
- Dean for Postgraduate Research School
- Director of Studies (Qatar)
- Dean for International Student Pathways
- Dean for Widening Access, Articulation and Outreach
- Dean for Portfolio and Programme Development
- Two representatives nominated by Senate (2 year terms)
- QAA Enhancement Theme Lead
- Academic Representative of the Equality, Diversity and Inclusivity Committee

In attendance:
- Director of Academic Services and Online Education
- Head of Quality
- Academic Registrar
- Head of the Centre for Academic Development (CAD)
- Head of the Careers and Employability Service
- Head of Student Support
- Head of the Language Centre
- Director of Digital and Information Services (or nominee)
- University Librarian
- School Administration Manager
- Student Mobility Representative
- Students' Association Staff Member

Quorum: 50%

ACCOUNT TO BE TAKEN OF EQUALITY AND DIVERSITY IN MEMBERSHIP

7. MEMBERSHIP

Vice-Principal (Education)/Chair	Ruth Taylor
Student President of the Students' Association (or nominee)	Sai Shraddha S. Viswanathan
Vice-President for Education of the Students' Association	Rhiannon Ledwell
School Directors of Education:	
Biological Sciences	Michelle Pinard
Business	David McCausland
Divinity, History, Philosophy and Art History	Ken Jeffrey
Education	Leigh Bjorkvoll
Engineering	Euan Bain
Geosciences	Joshua Wright
Language, Literature, Music and Visual Culture	Shona Potts
Law	Susan Stokeld
Medicine, Medical Sciences and Nutrition	Rona Patey
Natural and Computing Science	Bill Harrison
Psychology	Helen Knight
Social Science	Stuart Durkin
Dean for Student Support and Experience	Jason Bohan
Dean for Educational Innovation	Kirsty Kiezebrink
Dean for Employability and Entrepreneurship	John Barrow
Dean for Quality Assurance and Enhancement	Steve Tucker

Dean for Postgraduate Research School	Stuart Piertney
Director of Studies (Qatar)	Lyn Batchelor
Dean for International Student Pathways	Harminder Battu
Dean for Widening Access, Articulation and Outreach	Alison Jenkinson
Dean for Portfolio and Programme Development	Anne-Michelle Slater
Two representatives nominated by Senate (2 year terms)	Amudha Poobalan
	Waheed Afzal
QAA Enhancement Theme Lead	Steve Tucker
Academic Representative of the EDI Committee	Asha Venkatesh

In attendance

Director of Academic Services and Online Education	Gillian Mackintosh
Head of Quality	tbc
Academic Registrar	tbc
Head of the Centre for Academic Development (CAD)	Patricia Spence
Head of the Careers and Employability Service	Tracey Innes
Head of Student Support	Nick Edwards
Head of the Language Centre	Julie Bray
Director of Digital and Information Services (or nominee)	Brian Henderson
University Librarian	Simon Bains
School Administration Manager	Rhona Moore
Student Mobility Representative	Louisa Stratton
Students' Association Staff Member	Graeme Kirkpatrick / Scott Carle

8. REPORTING LINE/PARENT COMMITTEE AND INTERFACE WITH OTHER COMMITTEES

Formal reporting line: Senate which then provides assurance to Court

Sub-committees: Employability and Entrepreneurship Committee (EEC)
Student Support and Experience Committee (SSEC)

Steering Groups and Task and Finish Groups: VLE Steering Group, Decolonising the Curriculum Steering Group, Aberdeen 2040 Delivery of Education TFG, Graduate Attributes and Skills TFG

Interface with other committees:
Quality Assurance Committee,
School Education Committees,
Postgraduate Research Committee,
Student Recruitment Committee,
Student Support & Experience Committee,
Online Education Development Committee,
Digital Strategy Committee,
Qatar Partnership Management Group
SCNU Joint Institute Academic Committee.

9. FREQUENCY AND TIMING OF MEETINGS

A *minimum* of five meetings per session, *normally* preceding meetings of the Senate.
Meetings between 10am – 4pm in accordance with University Policy.

10. PUBLICATION OF PAPERS

The agenda and meeting papers will be made available on web pages/StaffNet at least one week prior to meetings of the UEC. Where these papers are draft, this will be clearly identified.

11. DATE ESTABLISHMENT OF COMMITTEE APPROVED/RECORDED:

Proposed as Senate Committee – September 2022

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

QUALITY-RELATED PROCESSES AMENDMENTS IN RELATION TO DECOLONISING THE CURRICULUM AND EDI

1. PURPOSE OF THE PAPER

This paper details proposed changes in respect of (i) Annual Course and Programme Reviews; (ii) External Examiner Reports; (iii) Internal Teaching Review; and (iv) Student Feedback, including Course Feedback Forms in relation to the monitoring and governance arrangements in the implementation of the Decolonising the Curriculum work.

The Committee is invited to **discuss and comment on** the proposals in the paper ahead of their consideration by QAC.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	n/a	
Further consideration/ approval required by	Academic Policy and Regulations Group **(for comment)**	13 September 2023
	Quality Assurance Committee **(for approval)**	4 October 2023
	University Education Committee **(for information)**	10 October 2023
	Decolonising the Curriculum Steering Group **(for information)**	TBC

3. RECOMMENDED ACTION

The Academic Policy and Regulations Group is invited to **discuss and comment on** the proposed changes as outlined in Section 4.3 ahead of their consideration by QAC.

4. DISCUSSION

4.1 The Decolonising the Curriculum Steering Group agreed at its meeting on the 24 August 2022 that an overview of the quality assurance processes through which monitoring and governance of the progress in relation to decolonisation of the curriculum would be developed. In addressing this, the quality assurance workstream met to discuss the means by which it would be feasible to achieve the desired outcomes, without the creation of an additional process.

4.2 In proposing a suitable outcome, the workstream considered the following:

(i) Monitoring of progress in relation to decolonisation of the curriculum could be meaningfully incorporated into the existing annual and periodic monitoring processes.

(ii) While decolonisation of the curriculum is the focus of the Steering Group, in order to futureproof the guidance and associated forms, it would be useful to also include wider issues of equality, diversity and inclusion (EDI).

4.3 It is proposed that consideration is given by means of an additional question or note in the relevant annual and periodic review documentation. *(Changes to existing documentation are highlighted in yellow).* In doing so, the following is proposed:

(i) **Annual Course Review *(see Appendix A)*:** a question be inserted into the Annual Course Review form related to Decolonising the Curriculum and to EDI issues.

(ii) **Annual Programme Review *(see Appendix B)*:** a question be inserted into the Annual Programme Review form related to Decolonising the Curriculum and to EDI issues, including anti-racist curriculum and issues pertaining to all protected characteristics.

(iii) **External Examiner Report *(see Appendix C)*:** a question be inserted into the External Examiner Report form related to enhancement of quality in relation to Decolonising the Curriculum and Equality, Diversity and Inclusion.

(iv) **Critical Analysis *(see Appendix D)*:** in relation to Internal Teaching Review, guidance has been updated to include specific reference to EDI issues, including Decolonising the Curriculum.

(iv) **Student Feedback *(see Appendix E)*:** a question be inserted as standard by all Schools into Course Feedback Forms, and *Equality, Diversity and Inclusion* be included as a standing agenda item on all Student-Staff Liaison Committees.

(v) **Development Consent for New Programmes (*see Appendix F*):** a question has been added to the Programme Management Committee form to seek comment on how aspects of EDI (including Decolonising the Curriculum) fit with the planned programme.

(vi) **New Programme and New Course Approval forms (*see Appendix G*)**: two questions have been added to the QAC forms for new programmes and new courses focused on (i) how aspects of EDI have been considered, and (ii) how aspects of decolonising the curriculum have been considered.

5. FURTHER INFORMATION

Further information is available from Steve Tucker (Dean for Quality Assurance & Enhancement), s.j.tucker@abdn.ac.uk; Gillian Mackintosh (Director of Academic Services and Online Education), g.mackintosh@abdn.ac.uk; Jason Bohan (Dean for Student Support and Experience), jason.bohan@abdn.ac.uk; or Liam Dyker (Acting Assistant Registrar, Academic Services), liam.dyker2@abdn.ac.uk.

14 September 2023

Freedom of Information/Confidentiality Status: *Open*

Appendix A

ANNUAL COURSE REVIEW REPORT

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator

Period of review**:** **(***1st / 2nd half session (or summer term for PGT) and academic year*)	
No. students registering:	
No. students withdrawing:	
Pass Rate (%) based on first attempt and excluding any C7, NP, GC or MC:	

COURSE APPRAISAL:
a) **PASS RATE:** Please provide a reflective commentary on the **pass rate**
b) **STRENGTHS**: What worked well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include the Course Feedback Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available.
c) **WEAKNESSES**: What did not work well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include the Course Feedback Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available

d) **IDENTIFIED GOOD PRACTICE**: Reflect on any new/innovative or particularly effective teaching or assessment methods. Indicate whether this good practice has been disseminated more widely within the School, University or outside of the University
e) DECOLONISING THE CURRICULUM: Reflect on issues of decolonising the curriculum and their application within this course, for example, including the decolonising agenda, and the anti-racist curriculum.
f) EQUALITY, DIVERSITY AND INCLUSION: Reflect on issues of equality, diversity and inclusion within the course, for example, EDI issues raised by way of Student-Staff Liaison Committee.

COURSE DEVELOPMENT:
a) **EVALUATION OF CHANGES MADE THIS YEAR**: Evaluate any changes implemented during this year as a result of feedback from previous years. Changes made that were not successful are just as important as changes that have been successful.
b) **PROPOSED CHANGES FOR NEXT YEAR**: Summarise changes planned in the light of this review

c) **APPROVAL**:		
Will approval be needed to make changes to the course using the Curriculum Management System?	YES	NO

Signed: .....…….. Date: .....

(Course Co-ordinator)

COPIES OF THIS FORM SHOULD BE:

1. UPLOADED TO THE QUALITY AND PLANNING SHAREPOINT SITE AS SOON AS POSSIBLE FOLLOWING COMPLETION OF THE COURSE. DEADLINES WILL BE DETERMINED BY THE SCHOOL, WITH AN OVERALL CENTRAL DEADLINE OF **31 AUGUST** (UG) AND **30 NOVEMBER** (PG)
2. PUBLISHED TO STUDENTS AND STAFF VIA MYABERDEEN
3. CONTRIBUTE TO THE ANNUAL PROGRAMME REVIEW

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.

Appendix A

Short ANNUAL COURSE REVIEW REPORT

Note: new courses (those in their first or second year of running) must complete the full Annual Course Review.

Programme Leaders for programmes that have accrediting body requirements may require course coordinators to complete the full Annual Course Review or add specific questions to this shortened form.

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator
Period of review**:** (*1st / 2nd half session (or summer term for PGT) and academic year*)		

WHAT HAS WORKED WELL IN THE COURSE? Reflect on your course, taking account of student feedback (through whatever means this has been achieved) and comment on anything that you feel went particularly well and that other courses could benefit from. Reflect also on issues of decolonising the curriculum and their application within this course, and equality, diversity and inclusion.

WHAT DO YOU THINK NEEDS FURTHER DEVELOPMENT IN THE COURSE? Reflect on your course, taking account of student feedback (through whatever means this has been achieved) and comment on anything that you feel could have gone better. Reflect also on issues of decolonising the curriculum and their application within this course, and equality, diversity and inclusion.

ANY PROPOSED CHANGES FOR NEXT YEAR: Summarise proposed changes planned in light of this review

Signed: .....…….. Date: .....

(Course Co-ordinator)

COPIES OF THIS FORM SHOULD BE:

4. UPLOADED TO THE QUALITY AND PLANNING SHAREPOINT SITE AS SOON AS POSSIBLE FOLLOWING COMPLETION OF THE COURSE. DEADLINES WILL BE DETERMINED BY THE SCHOOL, WITH AN OVERALL CENTRAL DEADLINE OF **31 AUGUST** (UG) AND **30 NOVEMBER** (PG)
5. PUBLISHED TO STUDENTS AND STAFF VIA MYABERDEEN
6. CONTRIBUTE TO THE ANNUAL PROGRAMME REVIEW

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.

Appendix B

ANNUAL PROGRAMME* REVIEW

This form should be completed either for a single programme or for a cognate group of programmes that share several courses. To be completed by the programme director/leader and subsequently considered by the primary School Teaching and Learning forum.

- Part A should provide a review of the courses that make up the programme/group of programmes covered by this APR
- Part B should focus on the programme (or cognate group of programmes if appropriate)
- Part C should be completed if the programme is part of any Collaborative Provision with other Institutions/organisations where students are involved. If Schools wish, they can complete a separate APR for collaborative provision.

SCHOOL INFORMATION:		
School:	**Programme/cognate group of programmes:**	**Academic year:**
A. ANALYSIS OF THE PROGRAMME'S CONSTITUENT COURSES		
1. **Comment on the pass rates and grade profiles for courses within the programme.** *Identify outlier courses, i.e. those performing better or worse than others. What can be learned from these to help other courses within the programme? Comment on courses with less than average pass rates. What actions are planned to address the low pass rates? Actions could include, for example, changes to previous year's courses to better prepare the students or inclusion of more formative assessments.*		
2. Comment on courses that are causing concern. *Please include courses where concerns have been raised by staff or students at SSLC meetings or by external examiners. What measures could be put in place to address the concerns raised?*		
B. REVIEW OF THE PROGRAMME(S)		
1. Critically review the programmes. *For instance: Do they continue to meet the subject benchmark statements? How well do all constituent courses work together to provide the core knowledge required? Do they continue to attract and retain students?*		

2. What actions have been taken forward this year considering the previous year's feedback from the Course and Programme Review process, External Examiners, Programme Advisory Boards Professional Statutory Body or ITR recommendations (if reviewed within the past 12 months)?

3. What is working well within the programme(s)? What is new/innovative?

a) at Course level

b) at Programme level

4. What area(s) require, or are intended for, development in the next academic year and how do you intend to address them?

* throughout this form "programme(s)" can refer to either a single standalone programme or a cognate group of programmes that share several courses

5. What aspects of Decolonising the Curriculum have been considered as part of the programme? *For instance: has the programme considered the impacts of Decolonising the Curriculum or the Anti-Racist Curriculum? Has the programme engaged with any of the resources made available via the School Race Equality Champions?*
6. What aspects of Equality, Diversity and Inclusion have been considered as part of the programme? *For instance: Does the programme take account of the various protected characteristics? Have there been any matters pertaining to EDI which have caused issue on the programme?*
C. Review of Collaborative Provision *(note that annual reporting for validated partners and TNE partners is more extensive and is described in the corresponding validation agreement. The following applies to non-validated and non-TNE partnerships only)*
1. Where applicable, list the Collaborative Provision agreements (Partnerships) that relate to this programme and the numbers of students involved (add rows as necessary)

Partner Institution	Type of Partnership (see http://www.abdn.ac.uk/staffnet/teaching/types-of-partnership-3887.php)	Number of students involved

* throughout this form "programme(s)" can refer to either a single standalone programme or a cognate group of programmes that share several courses

2. Comment on the progress students admitted under each partnership have made in their programme and whether any changes to the programme, or arrangements with the partner, need to be made.
3. For each partnership comment on any issues that have arisen as a result of the partnership and critically evaluate the success of the partnership.
D. ISSUES TO BE RAISED AT SCHOOL OR UCTL LEVEL

Signed: .....…….. Date: .....

(Programme Lead/Author)

Signed: .....…….. Date: .....

(Chair, School/Discipline Teaching & Learning Committee)

* throughout this form "programme(s)" can refer to either a single standalone programme or a cognate group of programmes that share several courses

Comments from Head of School*:

I confirm that I have read and agree with the content of this form and, where applicable, support the actions proposed.

Signed: .....…….. Date: .....

(Head of School*)

COPIES OF THIS FORM SHOULD BE:

1. CONSIDERED BY THE PRIMARY SCHOOL LEARNING AND TEACHING FORUM
2. UPLOADED TO THE QUALITY AND PLANNING SHAREPOINT SITE BY **31 AUGUST** FOR UNDERGRADUATE PROGRAMMES AND **30 NOVEMBER** FOR POSTGRADUATE TAUGHT PROGRAMMES

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.

* throughout this form "programme(s)" can refer to either a single standalone programme or a cognate group of programmes that share several courses

UNIVERSITY OF ABERDEEN

EXTERNAL EXAMINERS' ANNUAL REPORT

TAUGHT COURSES AND PROGRAMMES

EXTERNAL EXAMINER DETAILS:	
Name:	
Current job title:	
Home department:	
Home institution:	

THIS REPORT IS FOR:	
School:	
Discipline:	
Level (UG or PGT):	
Programme/courses examined:	
Sixth Century Course examined (if applicable):	
Session (academic year):	

GUIDELINES FOR COMPLETION

Your comments are central to the University's quality assurance mechanisms. Your Report will be considered by the relevant School and College and by the Quality Assurance Committee and may be made available to other appropriate University Committees. Reports are made available to staff and students and will be made available to panels for the purposes of internal and external review. Annual Reports are held for up to 6 years but are destroyed thereafter.

Please be reminded that the information you give in your Report constitutes recorded information held by the University and it will be published and made available to students via MyAberdeen on an annual basis.

Please ensure that your Report does not include reference to students or staff by name.

An Examiner who has serious concerns about the quality or standards of provision should do so in a separate report to the Principal.

Part A is a tick box section that asks a series of basic questions about institutional support for you in your role as External Examiner.

Part B is in open format and seeks your comment and opinion on the academic standards and quality of the course(s) and programme you have examined. (Boxes will expand as you type.)

Please complete a separate Report for each programme you have examined.

Your completed Report(s) should be emailed to the relevant School as soon as possible after completion of examinations – a list of the correct e-mail addresses to be used for each School is listed in the External Examining section of the University's 'Academic Quality Handbook'.

PART A			
General Information	Yes	No	N/A
Did you receive sufficient information to allow you to carry out your role as External Examiner (eg marking criteria, course handbook, etc.)			
Assessment and Examination Papers	Yes	No	N/A
Are you satisfied that you were consulted adequately on draft assessment and/or examination papers?			
Are you satisfied that the nature and level of the questions was appropriate?			
Review of Work	Yes	No	N/A
Did you receive a sufficient sample of assessments to review?			
Was the general standard and consistency of marking appropriate?			
Examination Meetings	Yes	No	N/A
Were the Examination Meetings that you attended conducted to your satisfaction?			
Previous Comments	Yes	No	N/A
Have the issues raised in your previous Report been adequately addressed?			
If you have answered 'No' to any of the above, please provide comment in the box below:			

PART B
Academic Standards
Please comment on whether or not the University is **maintaining appropriate academic standards** set for its awards:

Please comment on whether or not the **assessment processes measure student achievement rigorously and fairly** against the intended learning outcomes and are conducted in line with the University's policies:
Please comment on whether or not the academic standards and achievements of students are **comparable with those in other HEIs** of which you have experience:
Enhancement of Quality
Please detail any **issues of concern** that you feel should be addressed either at College or at institutional level:
Please detail any **examples of promising practice and innovation** and, where appropriate, recommend any opportunities to enhance the quality of learning opportunities for students:
Please detail any **examples of promising practice and innovation** in relation to **Decolonising the Curriculum and Equality, Diversity and Inclusion**, and where appropriate, recommend any opportunities to enhance the quality of learning opportunities for students:
Final Report
If you are coming to the end of your appointment, please provide **a brief overview of your term of office**:

Signed: _____ **Date:** .....

An electronic signature will be accepted.

PART C
School Response
School response and action points:

Signed:
Head of
School/delegate: ---------- **Date:** ----------

PART D
Quality Assurance Committee Response
Quality Assurance Committee response and action points:

Signed:
Quality Assurance Committee: _____ **Date:** _____

CRITICAL ANALYSIS

1. SCHOOL CONTEXTUAL INFORMATION

- **Development of the Critical Analysis**
- **Key features of the School's content and mission, including any areas of teaching and learning practices specific to the School**
- **Composition and key trends in the School's student population, including typical routes into and through the School, demographics, and outcomes**
- **Summary of the School's follow up to previous ITR**

2. ENHANCING TEACHING AND LEARNING

- **Examples of positive practice and particular strengths of the School**
- **Approaches to identifying, sharing, and extending good practice within the School and beyond**
- **Engaging and supporting staff**

3. CHALLENGES TO TEACHING AND LEARNING

- **Potential areas identified for improvement**
- **An action plan outlining how the School intends to handle them. Further discussion to this end can also take place during the ITR**

4. FUTURE PLANS

- **Identified areas of development over the course of the next five years**
- **Intended new course or programme developments**
- **Intended partnership proposals**

Guidance for Completion of the Critical Analysis

The **Critical Analysis (CA)** should be ***evidence-based, including specific examples throughout,*** and structured around the headings above. Its preparation should involve staff and students, and Schools should refer to their School Action Plans and planning metrics. Annual Course and Programme Reviews (ACR and APR), External Examiner Reports (EER), PSRB reviews and reports where applicable should all be drawn upon to inform the creation of the CA.

Internal Teaching Review covers **all credit-bearing provision**: i.e. taught undergraduate provision, taught postgraduate provision, and the training and supervision arrangements for research students, online, on campus and at branch campuses. Please ensure the CA refers to matters relevant to all areas of activity as appropriate.

The CA should identify:

- How it was prepared and approved
- How students were involved and the impact of that student engagement
- Brief background information about the size and scale of the School
- The School's strategic priorities and their relation to the overarching institutional education strategy

The CA should provide information about the contextualisation of the School, to include: areas where the School considers it demonstrates good practice, areas prioritised for development and/or enhancement, and areas that continue to present a challenge. This information should be summarised in the opening section of the Critical Analysis and detailed further in subsequent sections as appropriate. The School should refer to the data it uses in its School planning process in identifying its strengths and challenges.

As ITR is contextualised, it is understood that the themes explored in each review will reflect the strategy, priorities, strengths, and challenges of the School concerned. Schools are expected to address each of the 4 sections and all subheadings of the CA, but it is recognised that the volume and focus of the content provided by each School will vary. It is generally recommended that the CA should be no longer than **25 pages (approximately 11,000-12,000 words)**, excluding appendices.

In the context of each of the headings, the CA should indicate:

- What is distinctive and what is typical about the School
- What the key areas of strength and challenge are
- How the School has evaluated its policy and practice
- How the school intends to build on good practice or address areas for development
- Consideration of both UG and PG (taught and research) provision.
- Consideration of Collaborative, Online and Transnational Education (TNE) provision

NB: this should be particular to the School, and not just evidence of School adherence to expected institutional practice.

Be open and honest. Do not be afraid to discuss aspects of concern. The spirit of ITR is intended to be constructive, not punitive or judgmental, and the exercise is intended to contribute to enhancement of teaching and learning across the University as a whole.

Supporting Documentation

Wherever possible please provide (as hyperlinks or appendices) documentation in support of your critical analysis reflections. It is expected that the following documentation would be submitted to support the CA as a minimum. Please note, the ITR Panel reserves the right to request additional documentation expected of Schools, or alluded to in School submissions, at any time.

- Details of School/Discipline organisation, management, and administration (including collaborative arrangements). Please include an organogram and list of key post holders including Disability Coordinator, Communications Champion etc.
- Examples of course and programme information provided to student e.g. course and programme handbooks, mapping of any School marking scales to CGS, Assessment and Feedback Guidance, standard MyAberdeen templates used within the School etc.
- In addition to School Education Committees and Staff-student Liaison Committees already on SharePoint, please include membership and remits of any School/Discipline committees concerned with teaching, learning and assessment activities, including Programme Advisory Boards (or equivalents).
- Other documentation (e.g. minutes, agendas, reports) relating to operation or review of courses and programmes (e.g. minutes of meetings about the School's programme portfolio, agendas of School Away Days of Teaching and Learning Fora etc).

CRITICAL ANALYSIS: GUIDANCE ON HOW TO APPROACH EACH HEADING

1. SCHOOL CONTEXTUAL INFORMATION

- **Development of the Critical Analysis. Consider:**
  - Who was involved in the process?
  - How was consultation and feedback managed?
  - How were students engaged in the development of the document?
- **Key features of the School's content and mission, including any areas of teaching and learning practices specific to the School. Consider:**
  - The School's key aims, how the School Plan maps with institutional priorities and activities
  - The range of provision under review
  - Staffing matters, such as a summary of staff cohort, FTEs and SSR
  - Significant changes since the last review e.g. restructuring, physical resources
  - Specific examples of teaching and learning unique to the School, or those which are particularly challenging or successful
- **Composition and key trends in the School's student population, including typical routes into and through the School, demographics, and outcomes. Consider:**
  - Student numbers throughout the period since the last ITR (UG, PGT, PGR)
  - Modes of engagement (on campus, online, blended delivery, those on collaborative programmes)
  - Students who begin study through articulation routes and related targets
  - Diversity of the student population, including any specific enhancements in this area or areas for future focus
- **Summary of the School's follow up to previous ITR. Consider:**
  - What were the key actions identified in the previous review?
  - How did the School address these actions?
  - What was the Quality Assurance Committee response to these actions?

2. ENHANCING TEACHING AND LEARNING

- **Examples of positive practice and particular strengths of the School. Consider:**
  - Evidenced success in relation to curriculum design and development, teaching delivery and assessment and feedback
  - Aspects of provision that are particularly successful and or worthy of wider dissemination as examples of good/best practice, where the evidence supports this

- **Approaches to identifying, sharing, and extending good practice within the School and beyond. Consider:**
  - Feedback on, evaluation of, and impact of activities and the mechanisms used to share good practice across the School
  - The School's contribution to institutional projects and opportunities e.g. Annual Symposia, LTEP activities and educational scholarship networks, and the impact thereof
  - The School's involvement to external, sector- wide enhancement activity e.g. QAA annual conferences, QAA National Enhancement Themes and Subject Networks, and the impact thereof

- **Approaches to Equality, Diversity and Inclusion within the pedagogic provision and wider within the School. Consider:**

- Evidenced progress of and involvement with equality and diversity initiatives, such as Decolonising the Curriculum or the Anti-Racist Curriculum
- Consideration of the closing of the awarding gaps across the School's provision
- Support for students and staff in relation to protected characteristics, including disability provision

- **Engaging and supporting staff. Consider:**
  - School-based probationer and early career development support, ongoing support, and development during academic careers
  - Support and training for tutors and PGRs who teach
  - Extent of engagement with CAD annual programme of activity; support for staff to undertake HEA fellowships and the PG certificate in Higher Education in Learning and Teaching

3. CHALLENGES TO TEACHING AND LEARNING

- **Potential areas identified for improvement. Consider:**
  - Areas in which the School would appreciate further guidance or opportunity for enhancement
  - How these could be tackled: what could the School/institution do to facilitate enhancements in these areas?
  - The effectiveness of aligning with Aberdeen 2040 and the University's identified Graduate Attributes

- **An action plan outlining how the School intends to handle them. Further discussion to this end can also take place during the ITR. Consider:**
  - The key areas for improvement and enhancement
  - The actions identified to promote effective changes
  - The resulting impact on resource within the School, in addition to any wider institutional impact

4. FUTURE PLANS

- **Identified areas of development over the course of the next five years, including new course or programme developments and intended partnership proposals. Consider:**
  - The Action Plan created in Item 3 above, and its relation to the existing future plans of the School
  - Any areas of success which are earmarked for further development
  - The University's institutional strategic plan (Aberdeen 2040) and how the School might align its own plans with those of the wider institution
  - What trends exist within the current student population which may shape the School's future plans
  - The impact of student feedback on the plans of the School

Appendix E

COURSE FEEDBACK FORM

EDI Question

If any aspects of the course caused you difficulties in relation to your gender, race, disability, sexual orientation, age, religion/belief or transgender status, please explain here

If you would like to discuss this further, please contact Student Support http://www.abdn.ac.uk/infohub/support/ Ground Floor, The InfoHub, Elphinstone Road, Aberdeen, AB24 3TU. Alternatively contact your Personal Tutor or School Disabilities Officer.

UNIVERSITY OF ABERDEEN

Development Consent for a New Programme

Heading	Add Information or delete irrelevant option where text is blue	Max characters (incl spaces)
School Administrator		
Development Consent Author		
Programme Co-ordinator		
Provisional Title		100
Indicative Content		
Programme Type	Undergraduate / Postgraduate	
HESA Qualification		
Parent School		
Contributing Schools		
Reviewed by Head of School?	Yes / No	
Entry Requirements		2000
Full-Time available?	Yes / No	
FT Length (months)		
Part-Time available?	Yes / No	
PT Length (months)		
Intended Start Year		
Intended Start Month(s)		
Description of Programme		2000

Strategic Development

Heading	To include in textbox	Max characters (incl spaces)
Rationale and Purpose		2000
School Plan Alignment		2000
Distinctiveness		2000
How do the aspects of EDI and Decolonising the Curriculum fit with the planned programme?		2000

Portfolio Management

Heading	To include in textbox	Max characters (incl spaces)
Success Indicators		2000
Viability		2000

Marketing Insights

The supplementary Marketing Information form must be attached.		
Heading	**To include**	**Max character (incl spaces)**
Reviewed by Marketing?	Yes / No	n/a
Target Market		2000
Market Profile		2000
Market Potential		2000
Student Numbers		2000
Marketing Activity		2000
Search Terms		2000
Interdisciplinary		2000
External Stakeholders		2000
Transnational Education Campuses (TNE)	Yes / No	n/a

Resourcing

Heading	To include	Max characters (incl spaces)
Existing Resources		2000
New Resources		2000

Finance

The accompanying Development Consent Costings template should be attached (demonstrating fee justification) and the financial spreadsheet		
Heading	**To include**	**Max characters (incl spaces)**
Reviewed by Finance Officer?	**Yes / No**	**n/a**
External Funding Bodies		**2000**
Fee Bands	**UG** **PgTBand1** **PgTBand2** **PgTBand3** **PgTBand4**	**n/a**

Collaborations

Heading	To include	Max characters (incl spaces)
Collaboration Is this programme to be taught in collaboration with another institution(s)?	**Yes / No**	**n/a**
Collaboration Type	**Articulation** **Online Degree /Split-Site Degree** **Double Degree** **Joint Degree** **Joint Delivery** **Validation** **Other** **Dual** **Franchise** **Accredited**	**n/a**
Programme Developer	**Aberdeen** **Partner** **Both**	**n/a**
Collaboration Details		**2000**
Partnership Proposal	**Yes / No**	**n/a**
Partnership Proposal Doc	***Please attach file***	**n/a**
Partnership Agreement	**Yes / No**	**n/a**
Partnership Agreement Note		**100**
Partnership Agreement Doc	*Please attach file*	**n/a**

Programme Variants

Enter details of each programme variant on this Development Consent

Working Title of Proposed Programme	Delivery Mode	Fee Band	Owner	Location	Location Details
Max 100 chars	On Campus (OA) Blended (OB) Online (ON) Other Campus (OT) Transnational (TN)	UG PgTBand1 PgTBand2 PgTBand3 PgTBand4 PgTBand5 PgTBand6 PgTBand7 PgTBand8 PgTBand9 PgTBand10 PgTBand11 PgTBand12 PgTBand13 Pgt Modular PgR		Old Aberdeen Foresterhill Online Off Campus TNE	Max 2000 chars

UNIVERSITY OF ABERDEEN

NEW PROGRAMME TEMPLATE

Note: If the proposal is for a suite of joint honours degrees or combined degrees (major/minor), you may submit one form covering all instances and provide one sample prescription.

1 General

Is the Programme UG or PG (tick as appropriate)	**UG**		**PG**	
Programme Title(s) (eg MA (Hons) Mathematics MA (Hons) Joint Mathematics, MA (Hons) with Mathematics)				
Programme Code(s) If the proposal is for a suite of joint degrees or combined degrees (major/minor) please list all the programme codes here.				
Programme Co-ordinator				
Second Programme Co-ordinator				
Intended Start Month(s) Please list these here and attach a programme prescription for each intended intake.				
SCQF Award Level (eg MA Hons = 10) Further information can be found on the SCQF website				
Is the programme to be delivered by full-time or part-time mode, or both?				
FT Length (in months)				
PT Length (in months)				
If programme is only full time, please provide rationale (maximum 2000 characters)				

1 General continued

Delivery Method (please select one)						
	On Campus	**Blended**	**Online**	**Other campus**	**Transnational**	
Location (please select one)						
	Old Aberdeen	**Forsterhill**	**Online**	**Offshore campus**	**Off campus**	**Blended learning**
If Online, Off Campus, Offshore Campus, please provide further details (maximum 2000 characters)						
Academic Year in which the programme will first run						
Accessibility Issues? Enter details here (maximum 2000 characters).						
JACS/HECOS Code(s) NB: Must total 100	**JACS/HECOS Code**			**%**		

2 Award

Undergraduate

Undergraduate Award Type **Note:** Programmes comprising 2 elements, consisting of 40% to 60% each are Joint degrees. Programmes comprising 2 elements, one consisting of 60-75%, the other 25-40% are Combined (Major/Minor) degrees.	**Single Honours**	**Non-Honours**	**Joint Honours**	**Combined** (Major/Minor)	**UG Masters**	**UG Certificate**	**UG Diploma**	**UG Institutional Credit**
Award eg MA (Hons) Single Hons								

Postgraduate

Postgraduate Award Type	
Main Award eg MSc, MLitt, Pg Diploma etc	

Subject(s)

Select the subject(s) for the programme. If the subject for the programme does not already exist enter the details in New Subject below. If the programme is split between two or three subjects enter all subjects (see Appendix A attached).	
Subject 1	
Subject 2	
Subject 3	
New Subject	

Enhanced Study (Undergraduate programmes only)

Undergraduate programmes are expected to include Enhanced Study (60 credits over programme years 1 and 2 and 30 over programme years 3 and 4).

Note:

- A Single Honours degree, regardless of whether it has a related industrial placement, must comply with the Enhanced Study requirements
- All Designated Degrees should comply with the requirements of the related honours degree
- Joint and Combined (Major/Minor) degrees are normally fully exempt, given they normally contain sufficient breadth already

- Degrees in Medicine and Dentistry, plus related intercalating degrees, are exempt
  - Subject to the approval of UCTL, a programme structure giving 50% (60 credits) discipline breadth at level 1, and)% at level 2 may be considered to have met the requirements, if no other solution is practicable.

Enhanced Study Compliance	
Does the programme meet the full enhanced study requirements? (Yes/No)	
If the programme does not contain full enhanced study, please give the reasons why the programme is exempt (maximum 500 characters)	

3 Programme Aims

Aims of the Programme: A broad, general statement of educational intent, that indicated the overall desired goal of the programme (maximum 5000 characters)	
Outcome(s): Statements of intended learning set at an appropriate level with reference to the SCQF (maximum 5000 characters)	
Equality, Diversity & Inclusion What aspects of Equality, Diversity and Inclusion have been considered as part of programme development? For example, does the course take account of the various protected characteristics?	
Decolonising the Curriculum What aspects of decolonising the curriculum have been considered as part of programme development? For example, has consideration been given to the impacts of decolonising the curriculum or the anti-racist curriculum?	
Subject Benchmark(s): Enter the URL(s) for the appropriate benchmark statements from the QAA website	
Other Benchmark(s): Describe any other benchmarks not listed above (maximum 2000 characters)	
Proposed/Other Accreditations (not applicable in all instances) Indicate here if you are intending to seek PSB accreditation for the programme.	
Approved Accreditations Detail any accrediting bodies that have been approved and attach an accreditation report to this form for each approved accreditation (See attached Appendix B for list of Accrediting Bodies)	
Dependencies? Are there any conditions attached to accreditation? Is it dependent on any academic	

requirements such as course choices?	
Dependency Details	

3 Programme Aims continued

Knowledge/Understanding Describe the learning and teaching approaches that will help students achieve knowledge and understanding (maximum 5000 characters)	
Practical Skills (Subject Specific): Describe the learning and teaching approaches that will help students achieve subject specific or practical skills (maximum 5000 characters)	
Intellectual Skills: Describe the learning and teaching approaches that will help students achieve intellectual skills (maximum 5000 characters)	
Transferrable Skills: Describe the learning and teaching approaches that will help students achieve transferrable or key skills (maximum 5000 characters)	
Assessment Methods: Detail how the assessment for the programme (conducted via course assessments) is structured to ensure that the learning outcomes are tested effectively. A list of the methods used is sufficient (maximum 5000 characters)	

4 Prescription

Please attach a programme prescription for the proposed programme.

Where the programme will have more than one start month, please attach a programme prescription for each different start month.

For postgraduate programmes which have a full-time and a part-time routes, please provide a programme prescription for the full-time route and another for the part-time route.

For joint honours degrees, please ensure that you have listed all joint honours options in section 1 (General) above. You may however attach one example programme prescription.

If a new, as yet unapproved (and therefore uncoded course) is replacing an existing course, please enter the course title only.

Please list here the programme prescriptions you have attached Add extra rows as required	

5 Work Based Learning & Exchange (WBLE) Opportunities

WBLE Opportunities: Add a row for each WBLE that is available as part of the programme. For further details see the WBLE Entity Guide	
Further Study: What further study opportunities will be available to students who complete this programme? (maximum 2000 characters)	
Future Employment: What are the job prospects for students who complete this programme? Which fields of work will this open up? (maximum 200 characters)	
Consulted Programme Advisory Board (PAB)? (Yes/No)	
Not Consulted PAB? Detail the reasons why the appropriate PAB has not been consulted (maximum 2000 characters)	

Appendix G

Appendix A

Subject Areas (Disciplines)

Academic Writing (AW)
Access To Degree Studies (AX)
Accountancy (AC)
Anatomy (AN)
Anthropology (AT)
Arabic (AR)
Archaeology (AY)
Biochemistry (BC)
Biology (BI)
Biomedical Physics (MP)
Biomedical Sciences (BM)
Biotechnology (BT)
Business (BU)
Business Management (MS)
Celtic (CE)
Chemical Engineering (EX)
Chemistry (CM)
Civil Engineering (EA)
Computing Science (CS)
Counselling Skills (CO)
Dentistry (DE)
Developmental Biology (DB)
Divinity And Religious Studies (DR)
Ecology (EK)
Economics (EC)
Education (ED)
Electrical Engineering (EE)
Engineering (EG)
Engineering Science (ES)
English (EL)
Environmental Sciences (EV)
Ethnology (EF)
European Studies (EU)

Film And Visual Culture (FS)
Finance (FI)
Forensic Medicine (FM)
Forestry (FY)
French (FR)
Gaelic (GH)
General Practice & Primary Care (GP)
Generic Skills For Postgraduates (GS)
Genetics (GN)
Geography (GG)
Geology And Petroleum Geology (GL)
Geoscience (GX)
German (GM)
Health Sciences (HE)
History (HI)
History And Philosophy Of Science (HS)
History Of Art (HA)
History Of Civilisation (HC)
Immunology (IM)
International Business (IN)
International Foundation Programme (Arts) (AF)
International Foundation Programme (Science) (SF)
International Relations (IR)
Language And Linguistics (LN)
Latin (LT)
Law (LS)
Legal Studies (Ma Honours) (LX)
Literature In A World Context (LW)
Mandarin (MN)
Marine And Coastal Resource Management (MR)
Mathematical Sciences (MX)
Mathematics (MA)

Mechanical Engineering (EM)
Medicine & Therapeutics (MT)
Medicine (ME)
Mental Health
Microbiology (MC)
Molecular Biology (MB)
Molecular Nutrition (RR)
Music (MU)
Nursing (NU)
Oil And Gas Innovation (Og)
Petroleum Engineering (EP)
Pharmacology (PA)
Philosophy (PH)
Physical Sciences (PC)
Physics (PX)
Physiology (PY)
Plant Science (PL)
Politics (PI)
Professional Development (PD)
Psychology (PS)
Public Health (PU)
Radiology (RD)
Real Estate (PO)
Religious Studies (RS)
Scandanavian Language (SN)
School Of Medical Sciences (SM)
Sixth Century Courses (SX)
Social Science Generic Skills (SL)
Sociology (SO)
Soil Science (SS)
Spanish and Latin American Studies (SP)
Sports Science (SR)
Statistics (ST)
Study Skills (SK)

Summer School For Access (SA)
Teacher Training (TT)
Transition From War To Peace (TR)
Zoology (ZO)

Appendix G

Appendix B

Accrediting Body Code	Accrediting Body Name
006	Association of Chartered Certified Accountants (ACCA)
011	BCS, the Chartered Institute for IT
020	British Psychological Society (BPS)
030	Chartered Institute of Highways and Transportation (CIHT)
034	Chartered Institute of Management Accountants (CIMA)
051	Energy Institute (EI)
059	General Medical Council (GMC)
066	General Teaching Council for Scotland (GTCS)
068	Geological Society
076	Institute of Chartered Accountants in Scotland (ICAS)
077	Institute of Chartered Foresters (ICF)
081	Institute of Highway Engineers (IHE)
087	Institute of Measurement and Control (InstMC)
092	Institution of Chemical Engineers (IChemE)
093	Institution of Civil Engineers (ICE)
094	Institution of Engineering and Technology (IET)
099	Institution of Mechanical Engineers (IMechE)
100	Institution of Structural Engineers (IStructE)
105	Law Society of Scotland
122	Royal Institution of Chartered Surveyors (RICS)
126	Royal Society of Chemistry (RSC)
154	Church of Scotland, The
164	Bar Standards Board
999	Other

UNIVERSITY OF ABERDEEN

NEW COURSE TEMPLATE

MASTER COURSE

This form consists of 8 Sections, each of which must be completed, ie:

	No	Section Title	Please tick here when completed
Master Course	**1**	**General**	
	2	**Intended Learning Outcomes**	
Variant Course	**3**	**General**	
	4	**Requisites**	
	5	**Teaching Pattern and Timetable**	
	6	**Assessments**	
	7	**Resit Assessments (Summative)**	
	8	**Associated Costs**	

Note: If you are proposing a new variant for an existing course, enter the course title and programme year below and enter the remaining details starting from section 3, Variant. Where the same course is offered at different levels, one form should be provided for each level.

Where relevant, character counts INCLUDE spaces, special characters etc

Further information can be found in the Companion Guide

1. General

Course Title (maximum 70 characters)	Note: Title length must be a maximum of 70 characters (including spaces and special characters)
Academic Year in which the course is to be first delivered	
Parent School	
Subject for Catalogue of Courses This is the category under which the course will appear in the Catalogue of Courses (	
Course Prefix This is the course code prefix according to its subject area, e.g. BU (Please select from Appendix A below)	
Course Coordinator(s) Maximum of 2 people	
Credits	
If the course is zero credit-rated what is the associated credit rating for GPA calculation?	

General section continued on next page →

1. General continued

Is the course UG or PG? If the course is to be offered to both UG and PG, please submit one form for the UG course proposal and a separate form for the PG course proposal.				
Is the course a PG Taught Dissertation or Project course? (Yes/No)				
For UG courses only: Programme Year (eg 1st year, 2nd year etc) NB: there is no need to enter programme year for PG courses.				
Overview of Course This is the marketing description that feeds directly into the Catalogue of Courses. It will therefore be accessible to students and prospective applicants.	Note: Maximum 500 characters (including spaces and special characters)			
Description of Course The Description should provide students with the information they require on a particular course. Descriptions should be as detailed as possible to ensure students can make informed decisions on the courses available to them. This information feeds directly into the Catalogue of Courses. It will therefore be accessible to students and prospective applicants.	Note: Maximum 7000 characters (including spaces and special characters)			
Aberdeen 2040 Themes Does the course align with any of the four commitments of the University's 2040) strategy? (See appendix E below) Please tick all boxes that apply	**Inclusive**	**International**	**Interdisciplinary**	**Sustainable**

General section continued on next page →

1. General continued

<table>
<tr><td>Equality, Diversity & Inclusion
What aspects of Equality, Diversity and Inclusion have been considered as part of course development? For example, does the course take account of the various protected characteristics?</td><td colspan="3"></td></tr>
<tr><td>Decolonising the Curriculum
What aspects of decolonising the curriculum have been considered as part of course development? For example, has consideration been given to the impacts of decolonising the curriculum or the anti-racist curriculum?</td><td colspan="3"></td></tr>
<tr><td rowspan="6">HECoS Subject Code(s), Cost Centre and Percentage
(see HESA website for more details on HECoS subject codes)

Note:
A maximum of 3 HECoS codes is allowed, and the total HECoS code weightings must be 100%</td><td>HECoS Code</td><td>University Cost Centre Code (see appendix D)</td><td>Percentage %</td></tr>
<tr><td>eg: 100478
100410</td><td>C1
T7</td><td>50%
50%</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>List the programme(s) that the course is to be associated with
Indicate whether the course is mandatory or an elective</td><td colspan="3"></td></tr>
</table>

2. Intended Learning Outcomes

This section needs to be completed for each Intended Learning Outcome (ILO).

For each ILO you should copy and paste this section and add a number which you can then use to link ILOs to assessments, eg 'ILO2'.

Further information on ILOs, including information about the Thinking Skills and Knowledge levels, can be found in the Companion Guide

Intended Learning Outcome No ……

ILO Description (maximum 200 characters)	Note: Maximum 200 characters (including spaces and special characters)

Select one Thinking Skill and one Knowledge Level per Intended Learning Outcome:

Thinking Skill	Select One
Remember (1)	
Understand (2)	
Apply (3)	
Analyse (4)	
Evaluate (5)	
Create (6)	

Knowledge Level	Select One
Factual (1)	
Conceptual (2)	
Procedural (3)	
Self-reflection (4)	

Graduate Attributes	Select as Many as Apply
Academic Excellence	
Active Citizenship	
Critical Thinking & Effective Communication	
Learning & Personal Development	

VARIANT COURSE

IMPORTANT:	Copy sections 3 to 8 below for as many Variants as required – one variant form will not cover many variants.

3. General

Delivery Method Select one	**On Campus (OA)**	**Blended (OB)**	**Online (ON)**	**Other Campus (OT)**	**Transnational (TN)**
Location Aberdeen / Online / Offshore					
Sub Session (1st or 2nd half session/ full year/Summer School/ summer session (for PG))					
Capped Course:	Refers to a course where there is a limit to the number of students who may enrol on the course, for example, due to lab restrictions. **There is no need to place a cap on a compulsory course for a programme which has a restricted intake.**				
Capped Course (Yes/No)					
Maximum number of places (if capped)					
If capped, rationale for Imposing cap					
Contact Hours	**Estimated Contact Hours plus Private Study Hours must equal the credit point value of the course x 10** Example: a 30 credit course has 11 1-hour lectures plus 10 1-hour tutorials. Estimated contact hours therefore equal 21. Private study hours should be 279.				
Estimated Contact Hours Total hours of all teaching events a student would be expected to attend					
Private Study Hour Total See example above					

4. Requisites

Please Note:

- As students select their own course choices through MyCurriculum, it is vital to ensure that pre-requisite, co-requisite, and anti- requisite information provided for a course is accurate and kept up to date.
- Students will be entitled to register for any course which they meet the requirements to undertake, providing it timetables with the rest of their curriculum.
- A new course can be added as a requisite by using the course name. There is no need to wait until a course code is issued.

For further information on requisites see the Companion Guide

When inserting details of requisites in the tables below, please add extra rows, as required.

Pre-requisite Course

- A pre-requisite course is a course which the student must either be currently enrolled on ("Studied") or have previously completed ("Passed") in order to take this course.
- Studied should be used where the pre-requisite course is at the same level as this course.
- Passed should be used where the pre-requisite course is at a lower level than this course.
- When listing multiple courses, AND should be entered where they are all pre-requisites. OR should be entered where only one is required.

This course is only available to students who have the pre-requisite course(s) listed below:

Please indicate AND/OR if more than one course listed	**Pre-requisite Course(s)**	**Course Code** (or name if new course)	**Studied/Passed?** (Enter S or P)

Pre-requisite Programme/Subject Area

This course is only available to students on the programme(s) listed below and/or programme(s) which come under the subject area(s) listed below:

Pre-requisite Programme or subject area	**Programme Code(s) (if known)**

Pre-requisite Entry Requirement

This course is only available to students who hold the School level qualification(s) listed below:

Please indicate AND/OR if more than one requirement listed	Pre-requisite Entry Requirement (eg H Maths @B)	Qualification(s)

Requisites section continued on next page →

4. Requisites (continued)

Co-Requisite Course

To take this course students must also, at the same time, take the course(s) listed below. Co-requisites require students to take both courses in the same academic year. Bi-directional should be ticked if both courses will be co-requisites of each other.

Co-requisite Course(s)	Course Code (if known)	Bi-directional? (Yes/No)

Anti-Requisite Course

Please note: Anti-requisite(s) should include earlier versions of the course and variants when the course is/has been offered in more than one sub-session.

This course cannot be taken by students who have previously passed or are currently enrolled on the course(s) listed below:

Anti-requisite(s)	Course Code (or name if new course)	Passed/Enrolled (Enter P or E)

Study Level

Study Level Courses at levels 1 and 2 are normally open only to students in programme years 1 and 2. Courses at levels 3 and above are normally open only to students in programme years 3 and above. If the course is to be opened up to students in other programme years, please detail here and provide a rationale.	

5. Teaching Pattern and Timetable

This section needs to be completed for each Event Type – Lecture/Seminar etc. For each Event Type you should copy and paste this section.

Note: For online courses please detail any online seminars or support. If course has no arranged contact time specify that the type is ad hoc and leave the rest of the section blank

Event Type Lecture/Seminar etc (please select from Appendix B: Teaching Pattern Event Types)		
Compulsory (Yes/No)		
Duration (Hours) of each event		
Attendance (Full Class or Sub-Group)		
Attendance per week How many times per week should the student attend?		
How many weeks will this event run for?		
If attendance is in groups – how many groups are there?		
Enter the names of the sub groups (if known)	Eg TA1, TA2 etc	
– **Are the sub groups linked,?** For example, if student attends tutorial group A, they must also attend practical group A		
Estimated Size How many students will attend each event / sub group?		
Room Type (tick as appropriate) If departmental room, specify the room required	**Room Type**	**Select One**
	Arts Studio	
	Computer Room	
	DELS – Digitally Enhance Learning Space	
	Departmental Room	
	Drama Studio	
	Flexible Teaching Room	
	Home Economics Lab	
	Lecture Hall	
	Moving and Handling	
	Music room	
	Science Laboratory	
	Seminar Room	
	SimMan	
	Technology Laboratory	
	Tutorial Room	
	Violence and Aggression	
	Ward	
	Workshop	

Specify the University week numbers when this event will run	
Is the teaching for this course to be combined with other course(s)? (Yes/No)	If yes, enter the course code(s), or title(s), if new course(s), here:
Specialist Equipment Required? (underline if required)	PCs, Panopto, Visualiser, Data/Video projector, Blackboard, Multiple Blackboards, Interactive Whiteboard/Tablet, Whiteboard, Blackout, Piano, Other. If Other please specify:
Additional Information	

6. Assessment

This section needs to be completed for each individual Assessment – Exam/Essay/Tutorial Participation etc. Copy and paste this section as many times as required.

Please note: The total Summative Assessment Weightings must equal 100%, eg Exam (50%), Lab Report (25%), Essay (25%)

Each assessment must have associated ILOs

Assessment Type Please select one. Refer to Appendix C for more information	**Coursework**		**Practical exam**		**Written exam**	
Assessment Detail Please select from list at Appendix C						
If Other selected in Assessment Detail enter a short description here						
Details Specify Exam diet (Dec/May/July/Ad hoc) Tick summative or formative as applicable If applicable specify word count If Exam specify exam duration	**Exam Diet**	**Summative**	**Formative**	**Weighting (%)**	**Word Count**	**Duration of Exam (in hours)**
Info and Feedback Any notes and also a description of how feedback will be provided						
Indicative Assessment Week Number(s) Please use University week numbers						
Indicative Feedback Week Number(s) Please use University week numbers						
Intended Learning Outcomes Assessed	Enter ILO Number(s) here					

Exam Room Arrangements on next page →

6. Assessment (continued)

Exam Room Arrangements

Written or Oral exam?		
Duration (hours)		
Location Old Aberdeen/Foresterhill/ Suttie Centre/ Offshore/Online		
Venue Main Exam Venue/Computing Room/ Double-desked seating/ Specialist room/Lab		
Additional Information Any additional information needed to schedule and organise the exam, e.g. details of specialist room requirements		
Exam Stationery	**Type**	**Number Required**
	Exam Book 1 (12 pages)	
	Exam Book 2 (8 pages)	
	Exam Book 3 (4 pages)	
	Exam Book 4 (16 pages)	
	Exam Graph Paper	
	None Required	

7. Resit (Summative)

This section needs to be completed for each Resit Assessment. Copy and paste this section for each Resit Assessment.

Please note: The total Resit Assessment Weightings must equal 100%, eg Exam (50%), Lab Report (25%), Essay (25%)

Assessment Type Please select one. Refer to Appendix C for more information	**Coursework**		**Practical exam**		**Written exam**	
Assessment Detail Please select from list at Appendix C						
If Other selected under Assessment Detail enter a short description here						
Details If applicable specify word count. If Exam specify exam duration.				**Weighting (%)**	**Word Count**	**Duration of Exam (in hours)**
Info and Feedback Any notes and description of how feedback will be provided						
Indicative Assessment Week Number(s) Please use University week numbers						
Indicative Feedback Week Number(s) Please use University week numbers						

Resit Exam Room Arrangements

Written or Oral exam?	
Duration (hours)	
Location Old Aberdeen/Foresterhill/ Suttie Centre/ Offshore/Online	
Venue Main Exam Venue/Computing Room/ Double-desked seating/ Specialist room/Lab	

Additional Information Any additional information needed to schedule and organise the exam, e.g. details of specialist room requirements		
Exam Stationery	**Type**	**Number Required**
	Exam Book 1 (12 pages)	
	Exam Book 2 (8 pages)	
	Exam Book 3 (4 pages)	
	Exam Book 4 (16 pages)	
	Exam Graph Paper	
	None Required	

8. Associated Costs

Any Associated Costs for the student? Specify amount and type of cost, eg £80; Field trip transport and accommodation	**Cost (£)**	**Description**

Appendix A

Subject Areas (Course Prefixes)

Academic Writing (AW)
Access To Degree Studies (AX)
Accountancy (AC)
Al Maktoum Institute Courses (AM)
Anatomy (AN)
Anthropology (AT)
Arabic (AR)
Archaeology (AY)
Biochemistry (BC)
Biology (BI)
Biomedical Physics (MP)
Biomedical Sciences (BM)
Biotechnology (BT)
Business (BU)
Business Management (MS)
Celtic (CE)
Chemical Engineering (EX)
Chemistry (CM)
Civil Engineering (EA)
Computing Science (CS)
Counselling Skills (CO)
Cultural History (CU)
Dentistry (DE)
Developmental Biology (DB)
Distance Learning
Divinity And Religious Studies (DR)
Ecology (EK)
Economics (EC)
Education (ED)
Education (Lifelong Learning) (LF)
Electrical Engineering (EE)
Engineering (EG)
Engineering Science (ES)
English (EL)
English Language Tuition (LC)
Environmental & Occupational Medicine (EN)
Environmental Sciences (EV)
Ethnology (EF)
European Studies (EU)
Film And Visual Culture (FS)
Finance (FI)
Forensic Medicine (FM)
Forestry (FY)
French (FR)

Gaelic (GH)
General Practice & Primary Care (GP)
Generic Skills For Postgraduates (GS)
Genetics (GN)
Geography (GG)
Geology And Petroleum Geology (GL)
Geoscience (GX)
German (GM)
Health Sciences (HE)
Hispanic Studies (SP)
History (HI)
History And Philosophy Of Science (HS)
History Of Art (HA)
History Of Civilisation (HC)
Immunology (IM)
International Business (IN)
International Foundation Programme (Arts) (AF)
International Foundation Programme (Science) (SF)
International Relations (IR)
Irish Scottish Studies (IS)
Land Management (LM)
Language And Linguistics (LN)
Latin (LT)
Law (LS)
Legal Studies (Ma Honours) (LX)
Literature In A World Context (LW)
Mandarin (MN)
Marine And Coastal Resource Management (MR)
Mathematical Sciences (MX)
Mathematics (MA)
Mechanical Engineering (EM)
Medicine & Therapeutics (MT)
Medicine (ME)
Microbiology (MC)
Molecular Biology (MB)
Molecular Nutrition (RR)
Music (MU)
Nursing (NU)
Nutrition (NT)
Oil And Gas Innovation (OG)
Petroleum Engineering (EP)
Pharmacology (PA)
Philosophy (PH)
Physical Sciences (PC)
Physics (PX)
Physiology (PY)
Plant Science (PL)

Politics (PI)
Professional Development (PD)
Psychology (PS)
Public Health (PU)
Qatar Business School Courses (QB)
Qatar Computing Science (QC)
Qatar Law (QL)
Qatar Politics and International Relations (QI)
Radiology (RD)
Real Estate (PO)
Religious Studies (RS)
Scandinavian Language (SN)
School Of Medical Sciences (SM)
SCNU Joint Institute Business School (JB)
SCNU Joint Institute Computing Science (JC)
Sixth Century Courses (SX)
Social Science Generic Skills (SL)
Sociology (SO)
Soil Science (SS)
Spanish and Latin American Studies (SP)
Sports Science (SR)
Statistics (ST)
Study Skills (SK)
Summer School For Access (SA)
Surgery (SU)
Systems Biology (SB)
Teacher Training (TT)
Transition From War To Peace (TR)
Translation Studies (TL)
Zoology (ZO)

Appendix B

Teaching Pattern Event Types

Ad Hoc No Teaching Pattern
Assessment
Aural
Breakout
Class Test
Class Test 2
Clinical
Computer Practical
Ensemble
Field Course
Film screening
Language Seminar
Language Seminar 1
Language Seminar 2
Language Seminar 3
Lecture
Oral
Oral 1
Oral 2
Practical
Practical 1
Practical 2
Practical 3
Presentation
Private Study
Project
Reading practical
Revision
Science Laboratory
Seminar
Support Tutorial
Tutorial
Video Practical
Workshop

Appendix C

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

Written Exam	Other

Cost Centre ID	Name
A1	Biomedical Sciences
A2	Medical Microbiol
B1	Chemistry
B2	Computing Science
B4	Mol. Cell Biol.
C1	Geography And Environment
C3	Geology & Geophysics
C4	Zoology
C7	Archaeology
D1	Physics
D4	Psychology
D6	Plant & Soil Sc
F6	Language Centre
F7	Centre For Lifelong Learning
G1	Engineering
I1	Agriculture & Forestry
J1	Forestry
J7	International Christian Coll
J8	Al-Maktoum College Of Higher E
K3	Rowett Inst
L1	Accountancy & Finance
L3	Celtic
L7	Cultural History
L9	Elphinstone Institute
M1	English & Film Studies
M2	French
M3	German
M6	History Of Art
M7	Medical School, Ug
N1	History
N4	Philosophy
N7	Aberdeen Dental School
P1	Math. Sciences
P5	Lang&Lit-Music
Q1	Economics
Q2	Politics & Int Rels
Q5	Business Management
R1	Sociology
R2	Hispanic Studies
R4	Anthropology
R6	Modern Languages Unspecified
R7	Inst Of Irish-Scottish Studies
S2	Summer School

T7	Law
U4	Land Economy
U6	Real Estate
W6	Divinity And Rel St
X1	Education-Bed & Pgde
X2	Education-In-Service/Cpd&Other
Y3	General Practice/Primary Care
Y4	Biomedical Physics/Biomed Eng
Y5	Med & Therapeutics
Y8	Pathology
Y9	Public Health
Z4	Envir&Occ Medicine
Z7	Nursing,Centre For Adv Stud In
J5	Edinburgh College
C2	Inst Of Coastal Science & Mant
H1	Qatar Accountancy and Finance
H3	Qatar Business Management
H4	Qatar Real Estate
XA	Initial Teacher Education
XB	Non ITE - Undergraduate
XC	Postgraduate Education
LC	Gaelic
LD	Celtic & Anglo Saxon
MA	English
MB	Film and Visual Culture
MC	Linguistics
P5	Music
RA	Arabic
RB	Mandarin
RC	Swedish
RD	Modern Languages Other
H6	Qatar Law
CA	Biological Sciences
AA	Medical Education
AB	Medical Sciences
AC	HSRU
AD	HERU
AE	Radiology
AF	Other Applied Health Sciences
K3	RINH
XD	Counselling
XE	Early Years
XF	Professional Learning PGT
XG	Education Other
H5	QATAR COMP SCIENCE
H7	QATAR PROF LEARN PGT
H8	QATAR POLITICS & IR

HA	QATAR ACCOUNTANCY
HB	QATAR FINANCE
HC	QATAR ECONOMICS
LA	ACCOUNTANCY
LB	FINANCE
B5	COMPUTING CENTRE
F5	PHYSICAL EDUCATION
F9	LIBRARY
J3	TRINITY COLLEGE
J4	NESCOL
J6	UNIV OF DUNDEE (NRP/SULSA)
J9	UNIVERSITY OF HIGHLANDS AND IS
K1	NERC ITE
K2	MLURI
K4	CSL FOOD LAB TORRY
K5	FRS MARINE LAB
K6	ROBERT GORDON UNIV
K7	SCOT AGRIC COLLEGE
K8	OUTSIDE MISCEL
VA	MUSEUMS
VB	HUMAN RESOURCES
VC	CAREERS
XX	INTER-DISCIPLINARY
HK	Qatar English
HL	Qatar Linguistics
SA	SCNU COMP SCIENCE
SB	SCNU BUS MANAGEMENT
SC	SCNU MATH SCIENCE

Appendix E

2040 Theme Definitions

The definitions of each 2040 Theme, as approved by the University Education Committee, are as follows:-

Inclusive

It is expected that all courses are inclusive in their approach to delivery and therefore the focus is not on this aspect of inclusivity but on:

- The subject of the course relates to inclusive issues, for example exploring equality, diversity or human rights

International

- Delivered in another country as part of an exchange programme
- Delivered with another country through an approach such as Collaborative Online International Learning
- The subject of the course relates to international issues and explores international perspectives

Interdisciplinary

- Delivered from a number of disciplinary perspectives giving students the opportunity to learn about a given subject area from a number of perspectives
- Delivered by a number of discipline experts with different student disciplines sitting alongside each other in the (virtual or physical) classroom – learning with and from each other

Sustainable

- The subject of the course relates to sustainability issues

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

UPDATES TO THE SCOTTISH FUNDING COUNCIL GUIDANCE TO UNIVERSITIES AND COLLEGES ON QUALITY 2022/23 AND 2023/24

1. PURPOSE OF THE PAPER

This paper will provide an overview of the updated Scottish Funding Council (SFC) Guidance to Universities and Colleges on Quality for 2022/23 and 2023/24. The guidance was updated for 2023/24; this paper provides a summary of the changes and any requirements of the University therein.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee University Education Committee	4 October 2023 10 October 2023

3. RECOMMENDED ACTION

The **Quality Assurance Committee / University Education Committee** is invited to **discuss** the paper.

4. GUIDANCE TO UNIVERSITIES AND COLLEGES ON QUALITY

4.1 The Scottish Funding Council (SFC) Guidance to Universities and Colleges on Quality for Academic Year 2022/23 and 2023/24: Refresh was published on 17 August 2023. The guidance is to inform Scotland's colleges and universities of refreshed quality arrangements for academic year 2022/23 and 2023/24.

4.2 As noted in Section 8, the guidance outlines interim quality arrangements for 2022/23 and 2023/24 to give colleges and universities clarity and consistency while also allowing appropriate flexibility for continued development of a tertiary approach to quality outlined in the SFC Review of Coherence and Sustainability.

5. CHANGES FOR 2023/24

5.1 The SFC have reviewed and updated the guidance in advance of 2023/24 to reflect and respond to the development of new tertiary arrangements for quality assurance and enhancement to be implemented from 2024/25. There are several changes and clarifications as outlined below:

5.2 *Student Partnership*

5.2.1 Addition of reference to ensuring a coherent and effective strategy in place for student partnership.

5.2.2 Addition of reference to the Student Learning Experience and Student Partnership models, which Student Partnerships in Quality Scotland (sparqs) was tasked with leading. In 2023/24, sparqs will test the models across the tertiary sector and work with quality agencies consider their integration into the new common approach to quality assurance and enhancement.

5.3 *Tertiary External Quality Review Method and Enhancement Approach*

5.3.1 Addition of information pertaining to the development of the tertiary quality review, and the expectations to engage with this system once implemented in 2024/25.

5.4 *Ad Hoc Requests on Information about the way Institutions are Securing Academic Standards and the Student Learning Experience*

5.4.1 Addition of a statement which advises that institutions may be asked for additional requests for information, for example information pertinent to industrial action. This information may be requested directly from SFC or via the quality agencies.

5.5 *Reporting on Quality 2023/24*

5.5.1 Addition of information pertaining to reporting on quality for academic year 2023/24.The University will be expected to complete a Self-Evaluation and Action Plan (SEAP) for submission to SFC and the quality agency by **30 November 2024**. The specific information for the SEAP is currently under development, in consultation with the sector. It is likely to include: a summary of institutional quality assurance and enhancement activities; an evaluation of key data and evidence; and a strategic action plan identifying areas for improvement and enhancement.

5.5.2 It is intended that the SEAP will reduce the burden of reporting to SFC and that it will be used to facilitate annual engagements between institutions and the quality agency. It will also form part of the documentary evidence for the periodic external peer review.

5.5.3 The final template and guidance will be issued in Spring 2024.

5.6 *Outcome Agreement*

5.6.1 Addition of information pertinent to the Outcome Agreement arrangements for 2023/24, noting the requirement to provide a summary of how the University will demonstrate that students at all levels experience a high-quality, safe, and supportive learning experience, enabling them to succeed.

5.7 *External International Review: Transnational Education (TNE)*

5.7.1 Addition of information pertinent to the Quality Evaluation and Enhancement of UK Transnational Education (QE-TNE) scheme.

5.7.2 The SFC encourages all Scottish degree awarding bodies engaging in TNE to participate in QE-TNE from 2023/24. SFC will make participation in QE-TNE a requirement for Scottish degree awarding bodies engaging in TNE from academic year 2024/25.

5.8 *Professional Services Review*

5.8.1 Addition of clarification that the SFC expects that institutions' approaches to the review of professional support services should be systematic, planned and timely, covering all non-academic services or departments that contribute to the overall student learning experience, and considering their effectiveness and interactions with academic units.

6. FUTURE QUALITY ARRANGEMENTS

6.1 Regular updates on progress with the development of the Tertiary Quality Project will be provided on the Tertiary Quality Project webpages throughout academic year 2023/24.

7. FURTHER INFORMATION

Further information is available from Ruth Taylor (Vice-Principal, Education), ruth.taylor@abdn.ac.uk; Steve Tucker (Dean for Quality Assurance and Enhancement), s.j.tucker@abdn.ac.uk; Gillian Mackintosh (Director of Academic Services and Online Education), g.mackintosh@abdn.ac.uk; or Liam Dyker (Acting Assistant Registrar, Academic Services), liam.dyker2@abdn.ac.uk.

25 August 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

UPDATED OPERATIONAL GUIDANCE FOR TERTIARY ENHANCEMENT TOPIC

1. PURPOSE OF THE PAPER

This paper provides an overview of the updated Operational Guidance which has been developed by the Quality Assurance Agency for Scotland (QAAS) for the Tertiary Enhancement Topic.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by	Quality Assurance Committee University Education Committee	4 October 2023 10 October 2023

3. RECOMMENDED ACTION

The **University Education Committee** is invited to **note** the updated Operational Guidance for the Tertiary Enhancement Topic.

4. QUALITY ARRANGEMENTS FOR 2022/23 – 2023/24

4.1 The Quality Assurance Agency for Scotland (QAAS) published its Handbook for Scottish Quality Enhancement Arrangements (Phase 1: 2022-24) in September 2022. This has been supplemented by updated Operational Guidance published in July 2023, which has been specifically developed to support the sector to engage with the Scottish Funding Council's (SFC) tertiary enhancement topic for academic year 2022/23: *The Future of Learning and Teaching: Defining and Delivering an Effective and Inclusive Digital/Blended Offering*.

4.2 The Handbook and Guidance were published in relation to the new external institutional review method. The new method is a two-phased approach, with phase 1 arrangements having been established in the context of the SFC Coherent Provision and Sustainability Review and the development of new tertiary quality arrangements.

4.3 Phase 1 of the quality arrangements comprises of Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM). The University underwent its Quality Enhancement and Standards Review in February 2023, where the review panel had confidence that the institution is making effective progress in continuing to monitor, review and enhance its higher education provision to enable effective arrangements to be in place for managing academic standards and the quality of the student learning experience.

4.4 In 2023/24, the University is due to undergo an ILM with QAAS. The areas covered in the ILM align with the QESR process and there will be a particular focus on engagement in, and activity relating to, the current tertiary enhancement topic. The reflective summary of the institutional approach provided as part of QESR will also be included in the documentation submitted for ILM.

5. OPERATIONAL GUIDANCE FOR TERTIARY ENHANCEMENT TOPIC

5.1 The updated Operational Guidance for the Tertiary Enhancement Topic has been made available on the QAAS website.

5.2 The Guidance has been updated to include reference to the impact of digital education on the student experience, and engagement with the cross-sector tertiary enhancement project 2022-24.

6. FURTHER INFORMATION

Further information is available from Ruth Taylor (Vice-Principal, Education), ruth.taylor@abdn.ac.uk; Steve Tucker (Dean for Quality Assurance and Enhancement), s.j.tucker@abdn.ac.uk; Gillian Mackintosh (Director of Academic Services and Online Education), g.mackintosh@abdn.ac.uk; or Liam Dyker (Acting Assistant Registrar, Academic Services), liam.dyker2@abdn.ac.uk.

25 August 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

READING LIST SERVICE REPORT

1. PURPOSE OF THE PAPER

This report provides an overview of Library Services Reading List Service engagement and usage for the academic year 2022-23. New service developments are outlined alongside recommendations for improving engagement with the service.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	DDIS CX Group	
Further consideration/ approval required by	UEC	10th October

3. RECOMMENDED ACTION

This paper is provided for information and discussion, further recommendations to improve engagement with the Reading List Services and future developments are welcomed from University Education Committee.

4. INTRODUCTION

4.1 This report provides details of expenditure and usage data for the Library Reading List Service from August 2022 to June 2023. Comparative data from the previous year is provided for context and to evidence growth and engagement with the service. It is worth noting that for the academic year 2021/22 the service was operating as a project, with full service commencing in 2022/23.

4.2 The Library Reading List Service is provided using the Leganto system, which is integrated with the VLE and Library Management System. The Leganto system enables the curation of reading lists based on Library holdings. The system also enables item requests for purchase and the digital book chapters/articles to be sent directly to the Library for purchasing and processing.

4.3 Library Services continues to systematically develop the Reading List Service in alignment with Aberdeen 2040 commitments and education policies. In 2022/23 a number of changes were introduced to increase access and improve engagement with the service, details of these are provided in this report alongside further developments and recommendations.

5. BACKGROUND AND CONTEXT

5.1 The Reading List Service was launched in 2020/21 with the project continuing into the next academic year before launching as a full service in 2022/23. During the project stages purchasing restrictions were applied, limiting number of items purchased per list to two essential items[1] to ensure equity across courses within the constraints of the Library Services content budget in a pandemic-related time of financial uncertainty.

[1] Essential item: students are required to read the whole text or multiple chapters.

5.2 In 2022/23 to enable transition to full service, all caps on the number of essential items purchased and items scanned (book chapters, journal articles) were removed. This coincided with Library Services taking on responsibility for University digitisation and scanning to comply with Copyright Licensing Agency requirements and ensure accessibility.

5.3 It is worth noting that essential reading list items are purchased as electronic copies with a multiuser license, where available at an acceptable price[2], to increase availability and accessibility. If an electronic copy is not available or unaffordable, two copies of the print item are purchased, one standard loan and one heavy demand.

5.4 For 2022/23 course reading list held in the Leganto system were made publicly available to support pre-registration students in making choices and preparation for study and to support Aberdeen 2040 commitments to openness and inclusion. Prior to this, reading lists were only accessible to students registered on a course of study the VLE, My Aberdeen.

6 READING LIST USAGE REPORT EXECUTIVE SUMMARY

5.1 Purchases of essential course reading via the Reading List Service increased in 2022/23 across all departments, with the exception of Education where there was a slight drop in titles purchased compared to 2021/22. There was a significant increase in the number of titles purchased for arts and humanities and social sciences disciplines. Despite the increase in titles purchased content remained within budget for 2022/23 with funds available throughout the financial year.

5.2 Data captured via the Leganto system and the Library Management System (Alma) reveals an increase in usage and engagement with reading lists across all departments. The total number of lists increased from 913 in 2021/22 to 1122 in 2022/23. This translates to 52% of courses available on MyAberdeen now providing students with access to a reading list via the Leganto system, up 6% from the previous year. This represents a 23% growth in academic engagement with the service across the two years.

5.3 Total number of reading lists for a number of STEM disciplines remains low with some departments only providing lists for 3% of courses listed in MyAberdeen. Further work is planned to understand the data and the pedagogical requirements for course reading in these areas. A new tag is being added to the system to improve reporting in areas where there is no requirement for course reading to enable better assessment of engagement based on pedagogical needs and course design.

5.4 Student engagement with the services also increased with list views up 45%, citation views up 50% and full-text views up 52%. The average reading list views per list for 2022/23 was 54 which represented a 18% increase from 2021/22. [This may have been due to an increase in purchases].

5.5 Full usage data on the Leganto reading list service is available in Appendix 1.

6. RECOMMENDATIONS AND SERVICE DEVELOPMENTS

6.1 For 2023/24 the reading list service will continue to operate with no caps on the number of requests for essential items and scans. The budget will also remain static for this period and the policy to purchase electronic items before print will continue. It is worth noting that purchasing will continue to exclude etextbooks (see footnote 2 for further details).

6.2 A new decolonisation tag has been added to the Leganto system to enable academic staff to identify items for purchase, subject to available budget, in support of the Decolonising the Curriculum review. Even non-essential items identified with this tag will be purchased. Work will also continue on the curation of open reading lists in support of equality, diversity and inclusion.

[2] This excludes etextbooks and services such as Bibliu, Kortext, Wiley eTextbooks etc. Licencing models applied by publishers to etextbooks are considerably more expensive than ebooks, purchasing of these items is not realistic and is supportive of unreasonable and unsustainable commercial publishing practices.

6.3 Further work will be undertaken to promote the open reading lists to pre-registration students to increase engagement and support inclusive practice.

6.4 Library Services will work with Schools and departments to transfer locally made scans of book sections and articles to the Leganto service to improve accessibility and compliance with the CLA licence.

7. FURTHER INFORMATION

Further information is available from Simon Bains, University Librarian, simon.bains@abdn.ac.uk and Susan Halfpenny, Head of Research & Learning Information Services, susan.halfpenny@abdn.ac.uk.

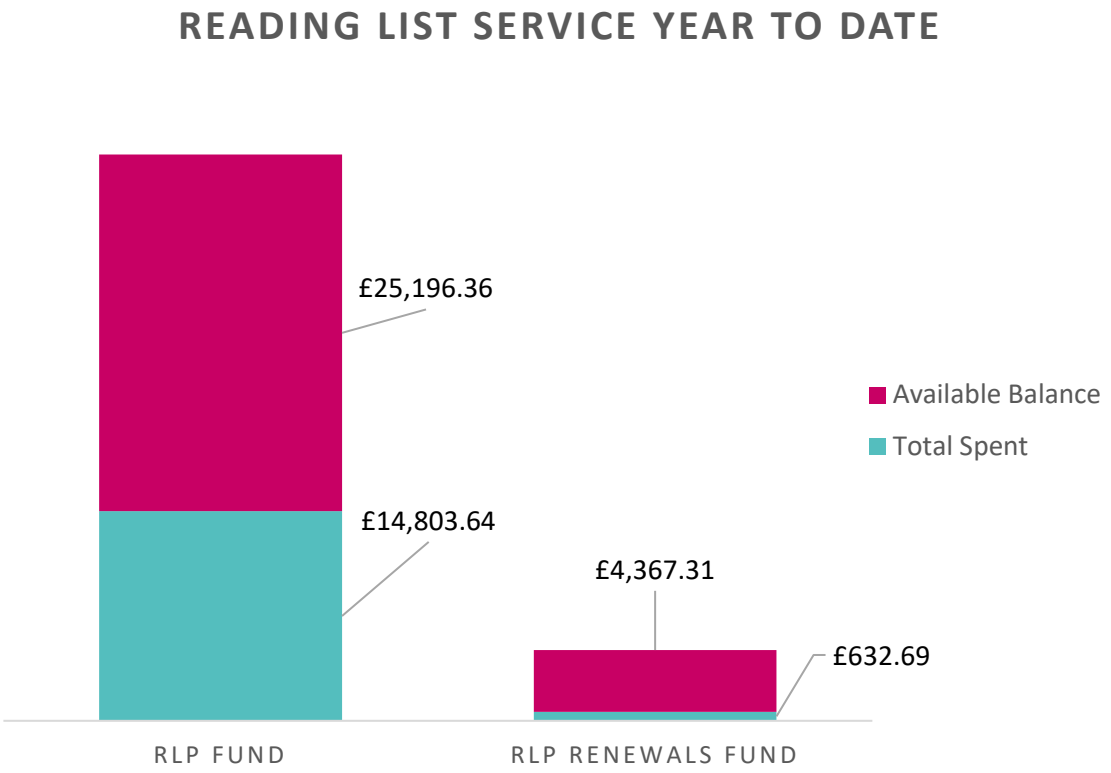
25 September 2023

Freedom of Information/Confidentiality Status: Open

Leganto Reading List Service Data

Reading List Service Fund Information

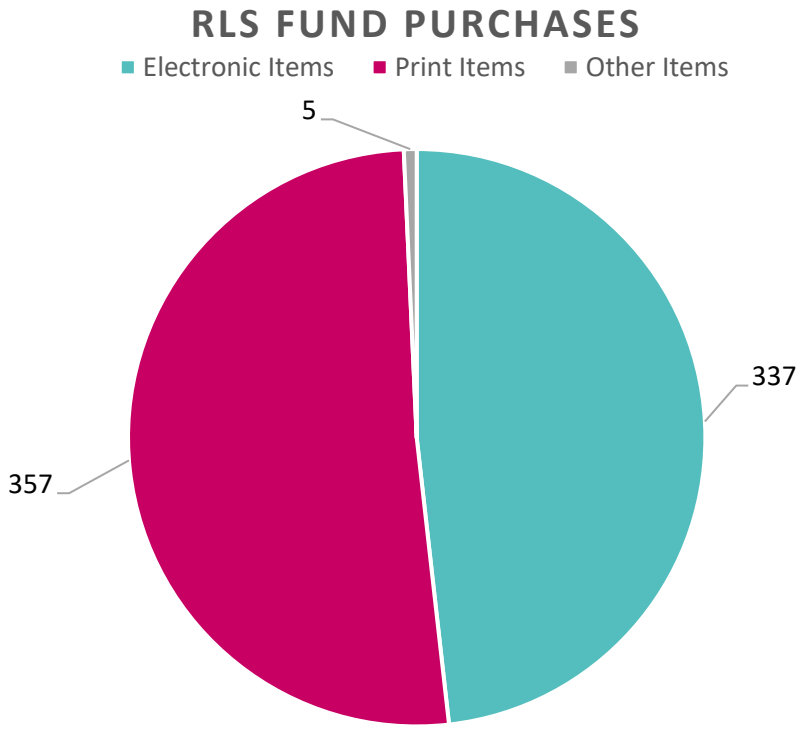
Summary of current Reading List Service (RLS) Fund balances and expenditures as of week 9 in the new 2023/2024 academic year.



RLS Fund Detailed Expenditure						
Funds	**Total Allocation**	**Encumbered Amount**	**Expended Amount**	**Available Balance**	**Spend YTD**	**% Total Allocation Spent**
RLP	£40,000	£3216.34	£11,587.30	£25196.36	£14,803.64	28.97%
RLP Renewal	£5,000	£500.35	£5,974.87	£4367.31	£632.69	2.65%
Totals	**£45,000.00**	**£3,716.69**	**£11,719.64**	**£29,563.67**	**£15,436.33**	**26.04%**

Reading List Service Fund Information - Purchases

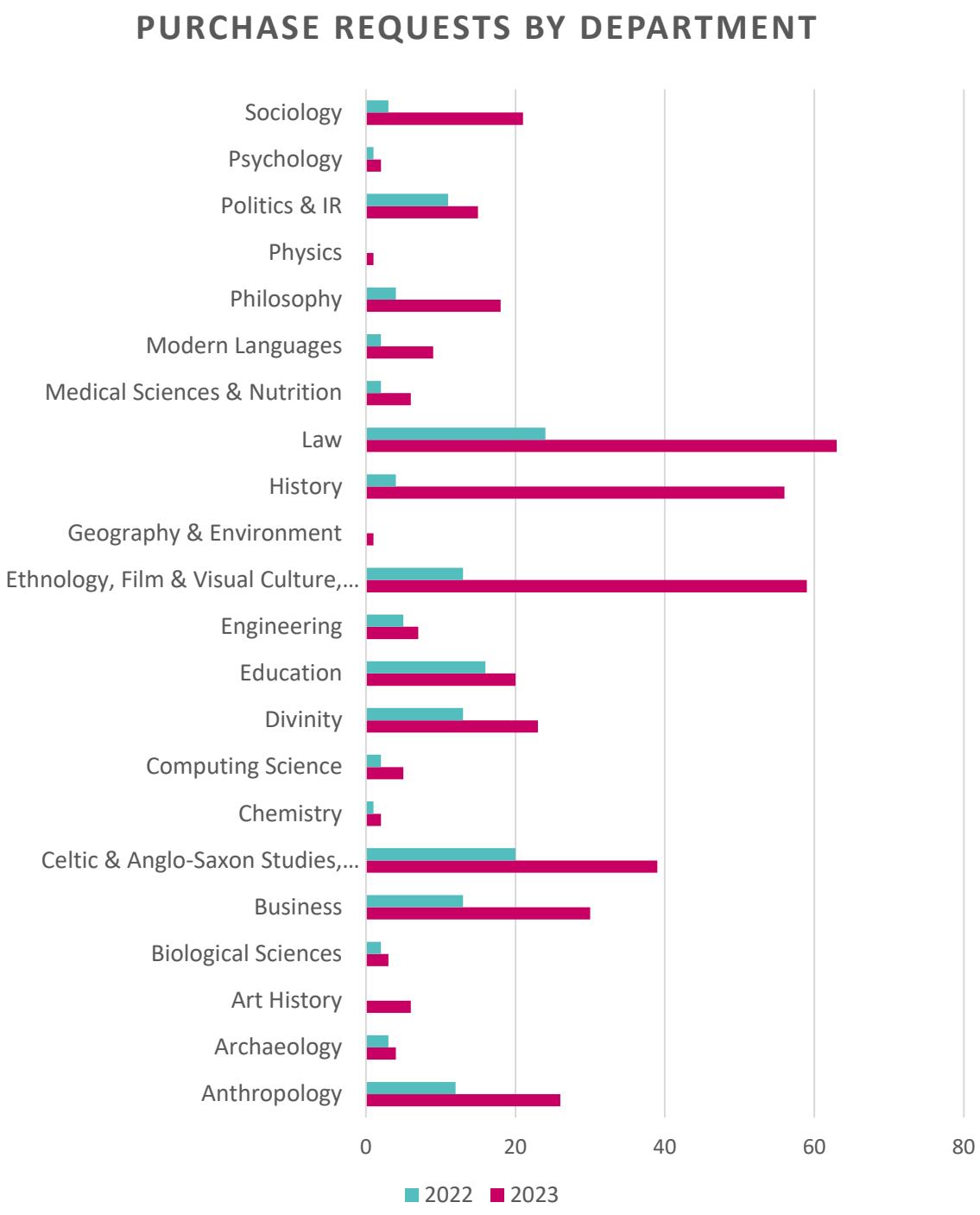
Summary of the format of RLS fund purchases made in the 2022/2023 Academic Year.



Detailed Breakdown of Purchases				
	Quantity	**Total Spend YTD**	**Average Spend Per Item**	**% Spend YTD**
Electronic Items	337	£40,374.28	£119.80	83.47%
Print Items	257	£7,637.43	£33.14	15.79%
Other (e.g., Audio/Visual)	5	£355.76	£71.15	0.73%
Totals	**599**	**£48,367.47**	£83.18	

Purchase Requests by Academic Departments – Requests Per Department

Year on year comparison of purchases requests by academic department via the tagging system in Leganto, for the 2021/2022 and the 2022/2023 academic years. This does not include renewals.



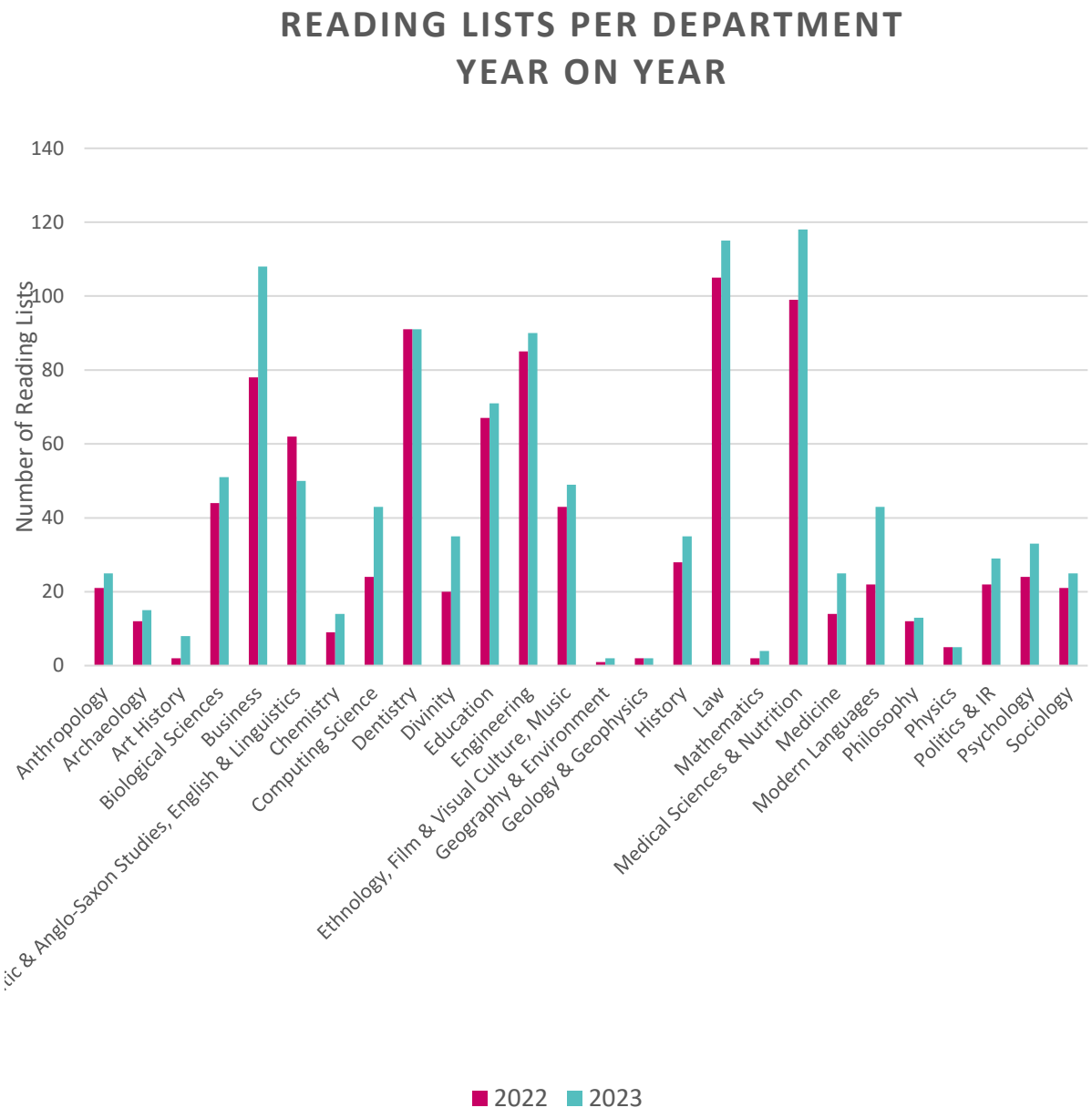
Purchase Requests by Academic Departments – Detailed Breakdown

Year on year comparison of purchases requests by academic department via the tagging system in Leganto, for the 2021/2022 and the 2022/2023 academic years. This does not include renewals.

Detailed Purchase Request by Department			
Academic Department	**2022**	**2023**	**Total Increase**
Anthropology	12	26	14
Archaeology	3	4	1
Art History	0	6	6
Biological Sciences	2	3	1
Business	13	30	17
Celtic & Anglo-Saxon Studies, English & Linguistics	20	39	19
Chemistry	1	2	1
Computing Science	2	5	3
Divinity	13	23	10
Education	16	20	4
Engineering	5	7	2
Ethnology, Film & Visual Culture, Music	13	59	46
Geography & Environment	0	1	1
History	4	56	52
Law	24	63	39
Medical Sciences & Nutrition	2	6	4
Modern Languages	2	9	7
Philosophy	4	18	14
Physics	0	1	1
Politics & IR	11	15	4
Psychology	1	2	1
Sociology	3	21	18
Totals	**151**	**416**	**265**

Academic Department Engagement – Reading Lists Per Department

Year on year comparison of academic engagement between the 2021/2022 and the 2022/2023 academic years.



Academic Department Engagement – Reading Lists Per Department Breakdown

Year on year comparison of academic engagement between the 2021/2022 and the 2022/2023 academic years.

Detailed Year on Year Comparison						
Academic Department	**Courses 2022**	**RLs 2022**	**% RL 2022**	**Courses 2023**	**RLs 2023**	**% RL 2023**
Anthropology	42	21	50%	47	25	**53%**
Archaeology	37	12	32%	35	15	**43%**
Art History	12	2	17%	21	9	**43%**
Biological Sciences	98	44	45%	102	51	**50%**
Business	203	78	38%	249	108	**43%**
Celtic & Anglo-Saxon Studies, English & Linguistics	154	62	40%	110	50	**45%**
Chemistry	41	9	22%	55	14	**25%**
Computing Science	69	24	35%	71	44	**62%**
Dentistry	24	89	371%	25	91	**364%**
Divinity	47	20	43%	54	35	**65%**
Education	124	67	54%	134	78	**58%**
Engineering	184	85	46%	187	91	**49%**
Ethnology, Film & Visual Culture, Music	70	43	61%	62	49	**79%**
Geography & Environment	54	1	2%	57	2	**4%**
Geology & Geophysics	65	2	3%	67	2	**3%**
History	55	28	51%	64	35	**55%**
Law	158	105	66%	167	119	**71%**
Mathematics	32	2	6%	31	4	**13%**
Medical Sciences & Nutrition	201	99	49%	219	122	**56%**
Medicine	42	14	33%	52	25	**48%**
Modern Languages	117	22	19%	133	46	**35%**
Philosophy	23	12	52%	23	13	**57%**
Physics	43	5	12%	31	7	**23%**
Politics & IR	45	22	49%	48	29	**60%**
Psychology	66	24	36%	77	33	**43%**
Sociology	31	21	68%	32	25	**78%**
Totals	**2037**	**913**	**45%**	**2153**	**1122**	**52%**

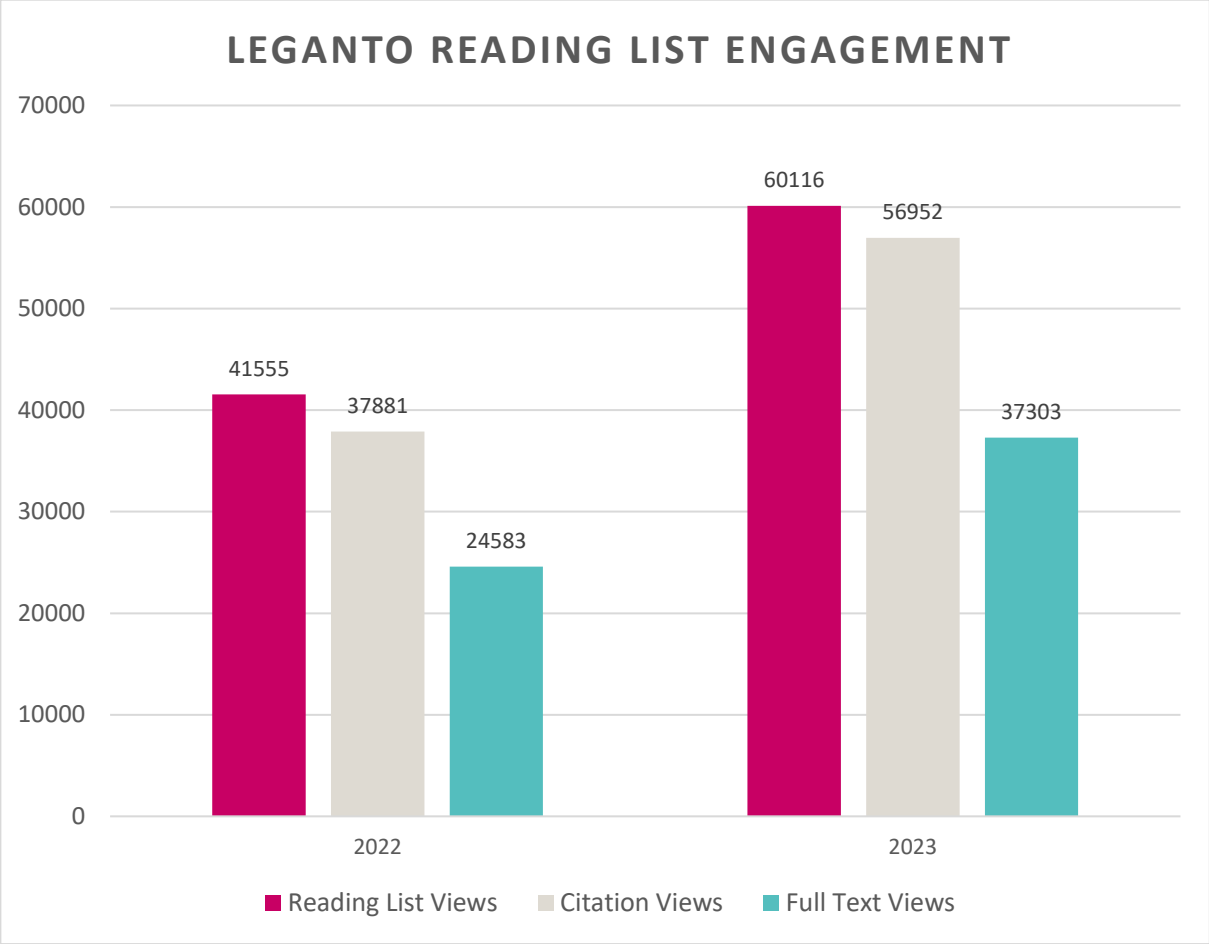
Academic Department Engagement – Percentage of Growth

Year on year comparison of academic engagement. between the 2021/2022 and the 2022/2023 academic years.

Year on Year Comparison of Reading List Numbers by Department			
Academic Department	**RLs 2022**	**RLs 2023**	**% of Growth**
Anthropology	21	25	**19%**
Archaeology	12	15	**25%**
Art History	2	9	**350%**
Biological Sciences	44	51	**16%**
Business	78	108	**38%**
Celtic & Anglo-Saxon Studies, English & Linguistics	62	50	**-19%**
Chemistry	9	14	**56%**
Computing Science	24	44	**83%**
Dentistry	89	91	**2%**
Divinity	20	35	**75%**
Education	67	78	**16%**
Engineering	85	91	**7%**
Ethnology, Film & Visual Culture, Music	43	49	**14%**
Geography & Environment	1	2	**100%**
Geology & Geophysics	2	2	**0%**
History	28	35	**25%**
Law	105	119	**13%**
Mathematics	2	4	**100%**
Medical Sciences & Nutrition	99	122	**23%**
Medicine	14	25	**79%**
Modern Languages	22	46	**109%**
Philosophy	12	13	**8%**
Physics	5	7	**40%**
Politics & IR	22	29	**32%**
Psychology	24	33	**38%**
Sociology	21	25	**19%**
Totals	**913**	**1122**	**23%**

Reading List Engagement

Year on year comparison of reading list engagement. **Please note** that for both academic years shown the date range used is the 1st of August to the 31st July.



Detailed Year on Year Comparison of Leganto Engagement				
Course Year	**RL Views**	**Citation Views**	**Full Text Views**	**Average RL Views Per List**
2022	41555	37881	24583	45.51
2023	60116	56952	37303	53.57
% Increase	**44.67%**	**50.34%**	**51.74%**	**17.72%**

Reading List Engagement by Department

Year on year comparison of reading list engagement organised by department. **Please note** that for both academic years shown the date range used is the 1st of August to the 31st of July.

Detailed Year on Year Comparison of Views						
Academic Department	**RL 2022**	**Citation 2022**	**Full Text 2022**	**RL 2023**	**Citation 2023**	**Full Text 2023**
Anthropology	1224	721	473	1231	1523	1353
Archaeology	1805	1604	1357	1285	1051	899
Art History	137	65	36	776	1022	1127
Biological Sciences	2170	1902	1187	2288	2115	1461
Business	7283	6073	3749	8198	6519	4221
CAD	204	233	111	36	23	23
Celtic & Anglo-Saxon	1443	1619	993	2137	2550	1596
Chemistry	339	192	5	47	44	0
Computing Science	2383	1386	856	2335	2013	1229
Dentistry	22	35	31	2526	3250	2593
Divinity	1865	1121	557	2510	3178	1841
Education	3535	3545	2573	3493	3114	1962
Engineering	2955	2803	1864	1331	1312	790
Ethnology, Film	381	379	281	1052	1321	824
Geography & Environment	24	0	0	26	19	6
Geology & Geophysics	16	11	3	16	14	3
History	516	275	123	1289	1394	804
Law	4769	5698	4086	8702	7868	6005
Mathematics	24	32	14	24	28	8
Medical Sciences & Nutrition	3292	3906	2370	3333	3390	2076
Medicine	2838	2210	1148	5075	4320	1505
Modern Languages	81	50	18	1075	1110	605
Philosophy	1507	1345	940	846	656	499
Physics	305	196	54	92	158	65
Politics & IR	1082	1345	1069	3574	3397	2703
Psychology	1090	912	577	966	908	543
Reading List Service				367	148	98
Sociology	265	223	108	5486	4507	2464
Totals	41555	37881	24583	60116	56952	37303