



University
of Dundee

Mapping of University Policies and Practices to the UK Quality Code (2018)

Mapping of University Policies and Practices to the UK Quality Code

Themes	Quality Code Expectations & Core/Common Practices	University of Dundee Policies & Procedures	Notes
<p>Policy for Quality Assurance</p> <p>Setting and maintaining academic standards. The institution should have a strategic policy for quality assurance which is transparent and engages with internal and external stakeholders</p>	<p>Expectation 1, Standards The academic standards of courses (programmes) meet the requirements of the relevant national qualifications framework.</p>	<p>University of Dundee Strategy 2022-27 Vision Policy and guidance on the approval of new taught provision Curriculum Design Principles Consideration of Good Practice for Taught Programmes Policy and guidance on the approval of new taught provision PSRB accreditation: Quality Framework External examining of taught programmes policy and code of practice External Examiners' Handbook Assessment Policy for Taught Provision University Calendar: Regulations University of Dundee</p>	<p>The University of Dundee Quality Framework is in place to support the development, quality assurance and academic standards of the student learning experience.</p> <p>The Quality and Academic Standards Committee (QASC) provides leadership and make decisions on all areas that relate to quality and academic standards across the University on behalf of Senate. They are responsible for the development, review and revision of the University's Quality Framework, whilst ensuring University policies and practices are aligned with national and local expectations as well as the development and implementation of University wide policies and regulations and oversight of external examining.</p>
	<p>Core Practices 3, Standards Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them</p>	<p>Global Partnerships Supporting Committee Structure & Remits Collaborative Code of Practice for Global Partnerships Setting Up and Management of Partnerships Global Partnerships List of Partners Policy and guidance on the approval of new taught provision</p>	<p>The programme development process includes strategic oversight provided by the Programme Approval Group (PAG) through discussion of the strategic fit, initial academic proposal and financial proposal, for consideration before full academic development of the proposal, consultation and engagement and consideration by the Quality & Academic Standards Committee, which provides leadership and makes decisions on all areas relating to quality and academic standards across the University on behalf of Senate.</p>
	<p>Core Practice 4, Standards The provider uses external expertise, assessment and clarification processes that are reliable, fair and transparent</p>	<p>Assessment Policy for Taught Provision External examining of taught programmes policy and code of practice PSRB accreditation: Quality Framework: University of Dundee</p>	<p>The University has clear oversight of the development and approval of New Taught Provision having recently reviewed and revised the Policy and Guidance on the approval of New Taught Provision in addition to the recent development of Curriculum Design Principles to establish a core set of University of Dundee values and design elements and take into consideration good practice for taught provision.</p>
	<p>Common Practice 1, Standards The provider reviews its cores practices for standards regularly and uses the outcome to drive improvement and enhancement.</p>	<p>Policy and guidance on the approval of new taught provision Annual School Learning & Teaching Enhancement Report Module Evaluation Questionnaires Policy Policy and guidance on the periodic review of taught programmes TESTA : Quality Framework : University of Dundee</p>	<p>Where programme development involves a partner, the Collaborative Code of Practice for Global Partners informs the process, helping to identify the proposal Tier Levels and subsequently due diligence, sustainability and quality assurance requirements proportionate to the tier assigned. Higher Tier Level proposals would be considered first at PAG, then the Collaborative Partnership-Sub Committee (CPSC), or even University Court depending on the risk level to continue to ensure University Strategic Oversight.</p>
	<p>Core Practice 2, Quality The provider designs and/or/delivers high-quality courses.</p>	<p>Policy and guidance on the approval of new taught provision Curriculum Design Principles Programme Approval Group Peer Support of Teaching Policy Academic Skills Centre</p>	
	<p>Core Practice 5, Quality The provider actively engages students, individually and collectively, in the quality of their educational experience.</p>	<p>Student Partnership Agreement Student Voice and Representation Agreement School Student Partnership Action Plan Template</p>	
	<p>Core Practices 8, Quality When a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered or who delivers them.</p>	<p>Collaborative Code of Practice for Global Partnerships Setting Up and Management of Partnerships Policy and guidance on the periodic review of taught programmes Policy and guidance on the approval of new taught provision Curriculum Design Principles External Examining of Taught Programmes Policy and Code of Practice Global Partnerships List of Partners</p>	
	<p>Common Practice 1, Quality The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>ELIR : Quality Framework : University of Dundee Policy and guidance on the periodic review of taught programmes Policy and guidance on the approval of new taught provision Module Evaluation Questionnaires Policy</p>	
	<p>Common Practice 2, Quality The provider's approach to managing quality takes account of external expertise.</p>	<p>External Examining of Taught Programmes Policy and Code of Practice External Examiners' Handbook Assessment Policy for Taught Provision PSRB accreditation: Quality Framework: University of Dundee</p>	

<p>Admissions, recruitment, progression and certification.</p> <p>The University has policies and procedures that support all aspects of the student journey from admissions, through matriculation and progression to certification.</p>	<p>Expectation 2, Quality</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p>	<p>University of Dundee Strategy & Vision 2022-27 and Vision Student Recruitment and Admissions Policy 21- 23</p> <p>Undergraduate University of Dundee</p> <p>Postgraduate University of Dundee</p> <p>Undergraduate Prospectus</p> <p>Open Days 2022 University of Dundee</p> <p>International Study</p> <p>Contextual Admissions Policy</p> <p>Widening Access</p> <p>Recognition of Prior Learning</p> <p>Tell us about your disability if you are an applicant</p> <p>University of Dundee - Alternative Formats Service</p> <p>Accessibility Statement</p> <p>External Relations (Student Recruitment and Admissions)</p> <p>Student Recruitment & Admissions Committee</p> <p>Online equality, diversity, and inclusion training</p> <p>Quality and Academic Standards Committee</p> <p>University Senate</p> <p>Learning and Teaching Committee.</p> <p>Student Terms and Conditions</p> <p>Collaborative Code of Practice Global Partnerships</p> <p>Student Handbook</p> <p>Adviser of Studies.</p> <p>Student Partnership Agreement</p> <p>MOU between DUSA and the University</p> <p>Postgraduate Researchers Admissions Policy</p> <p>Research Degrees Quality Code</p> <p>Registry</p> <p>Data protection University of Dundee</p> <p>Student Governance Oversight Group</p> <p>Discipline, Complaints and Appeals Procedures and Policies</p>	<p>The University has a clear and transparent admissions policy as outlined in the Student Recruitment and Admissions Policy. This is aligned to the University of Dundee Strategy 2022-27 and Vision.</p> <p>The University has a commitment to ensuring that prospective and incoming students have full information on study opportunities and admissions requirements. Information is available on the University website at both Undergraduate and Postgraduate levels and in the University prospectus (Undergraduate Prospectus). Live web chat is offered on these pages to answer any immediate questions along with an opportunity to discuss in person or by phone with the Enquiry Team. Further information and advice is also available through Open Days and through the range of events to engage with overseas applicants – see International Study.</p> <p>The Admissions policy as outlined in the Student Recruitment and Admissions Policy is augmented by the Contextual Admissions Information and Policy and Widening Access Policy. These policies and procedures make provision for the equitable treatment of a diverse body of prospective students. There is also a Recognition of Prior Learning policy that recognises prior informal or formal experiential learning.</p> <p>There are also procedures to support applicants with a disability - Tell us about your disability if you are an applicant. The University is committed to providing information in a variety of formats. The choice of format will depend on the individual requirements of the applicant and will consider any impairment. Further details are available from the University of Dundee - Alternative Formats Service and in the Accessibility Statement.</p> <p>External Relations (Student Recruitment and Admissions) oversee this entire process. Staff induction and CPD training is compulsory for all staff working within this area, and support and training is also provided for academic staff involved in admissions. All university staff are required to complete online equality, diversity, and inclusion training. The Student Recruitment & Admissions Committee works closely with Schools to ensure engagement with recruitment and admissions procedures and undertakes an annual review of the policy with any revisions to the policy requiring to be approved by both the Committee and by the University Senate. External Relations also has representation on the Quality and Academic Standards Committee and the Learning and Teaching Committee</p>
	<p>Common Practice 1, Standards</p> <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>Student Recruitment and Admissions Policy 21- 23</p> <p>External Relations (Student Recruitment and Admissions)</p> <p>Student Recruitment & Admissions Committee</p> <p>Discipline, Complaints and Appeals Procedures and Policies</p> <p>Student Governance Oversight Group</p>	<p>Offers of a place to study are accompanied by appropriate information including the Student Terms and Conditions which gives guidance of a code of conduct and expectations for students.</p> <p>Upon matriculation students will be supplied with a Student Handbook which also outlines expectations and support, and are allocated an Adviser of Studies. The University and DUSA have an annually reviewed Student Partnership Agreement which further supports these processes along with a MOU between DUSA and the University.</p> <p>For postgraduate researchers the Postgraduate Researchers Admissions Policy provides a framework for fair and equitable admissions procedures. Guidance for policies and procedures for post-graduate researchers is made under the Research Degrees Quality Code.</p> <p>Registry maintain the data in the student records system which manages the student journey from matriculation to graduation, in accordance with University requirements and external funding bodies. On graduation, each student receives a detailed copy of their academic transcript along with their degree certificate.</p> <p>All personal information provided to the University for the purposes of applications, matriculation, progression and graduation is stored and used in accordance with the University's Data protection policy. Also see Registry Privacy Notice.</p>

	<p>Core Practice 1, Quality The provider has a reliable, fair and inclusive admissions system.</p>	<p>Student Recruitment and Admissions Policy 21- 23 External Relations (Student Recruitment and Admissions) Contextual Admissions Policy Widening Access Recognition of Prior Learning Tell us about your disability if you are an applicant University of Dundee - Alternative Formats Service Accessibility Statement Online equality, diversity, and inclusion training Student Recruitment & Admissions Committee Postgraduate Researchers Admissions Policy Discipline, Complaints and Appeals Procedures and Policies Collaborative Code of Practice Global Partnership</p>	<p>Students, prospective students and members of the public can raise concerns and complaints, as well as appeals on academic-related decisions and awards, through the Discipline, Complaints and Appeals procedure. The Student Governance Oversight Group regularly reviews the outcomes of these proceedings to ensure lessons are learned for the purposes of enhancement and improvement, and to review policies and procedures.</p> <p>For collaborative arrangements, the Collaborative Code of Practice Global Partnerships ensure that policies for the management of recruitment, selection and admissions processes are defined in the legal agreement.</p>
	<p>Common Practice 1, Quality The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement</p>	<p>Student Recruitment and Admissions Policy 21- 23 External Relations (Student Recruitment and Admissions) Student Recruitment & Admissions Committee Discipline, Complaints and Appeals Procedures and Policies Student Governance Oversight Group</p>	
Collaborative Partnerships	<p>Expectation 1, Standards The academic standards of courses (programmes) meet the requirements of the relevant national qualifications framework.</p>	<p>Policy and guidance on the approval of new taught provision Curriculum Design Principles External Examining of Taught Programmes Policy and Code of Practice Assessment Policy for Taught Provision</p>	<p>The University has in place the Collaborative Code of Practice for Global Partnerships which sets out the approach for establishing and developing new partnerships/and or programmes of study in line with the University's strategic plan.</p> <p>New Partnerships and/or programmes are assessed for quality and monitored in regard to scalability and appropriateness through due diligence carried out with respective prospective partners.</p>
	<p>Expectation 2, Standards The value of the qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p>	<p>Collaborative Code of Practice for Global Partnerships Policy and guidance on the periodic review of taught programmes Annual Review and Renewal of Partnerships Policy and Guidance on the Annual Review of Taught Provision Module Evaluation Questionnaires Policy Assessment policy for taught provision</p>	<p>A key priority is to ensure that the curriculum design aligns with the national level qualification framework. All new programmes development/programme change align with the existing Policy and guidance on the approval of new taught provision and Collaborative Partnerships are no exception.</p> <p>External Examiners are appointed in alignment with the External Examining of Taught Programmes Policy and Code of Practice and play a key role in safeguarding the quality of all taught provision including partnerships, ensuring the learning outcomes and aims are met through appropriateness of student assessment, in line with the Assessment policy for taught provision.</p>
	<p>Expectation 1, Quality Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p>	<p>Collaborative Code of Practice for Global Partnerships Internationalisation : Academic and Corporate Governance : University of Dundee Assessment policy for taught provision External Examining of Taught Programmes Policy and Code of Practice</p>	<p>In addition to the annual review process which takes place in line with the University of Dundee process for taught and research programmes, to be considered in the Annual School Learning and Teaching Enhancement Reports, where Collaborative Partnerships are involved, Global Partnerships provides central oversight of the partnerships activity across the University through Annual Review and Renewal of Partnerships with the level of review being dependant on the Tier level. and dependant on the Tier level.</p>
	<p>Core Practices 3, Standards Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p>	<p>Policy and Guidance on the Annual Review of Taught Provision Collaborative Code of Practice for Global Partnerships Policy and guidance on the periodic review of taught programmes Annual Review and Renewal of Partnerships Policy and guidance on the approval of new taught provision Curriculum Design Principles External Examining of Taught Programmes Policy and Code of Practice</p>	<p>Furthermore to be secure in the knowledge that the academic standards continue to meet the national framework requirements all programmes, including partnership programmes undertake a Periodic Programme Review (PPR) within in a maximum 6 year cycle, with the first review taking place within 6 months of the first student cohort graduating. A site visit should be included within the process where credit bearing delivery physically takes place out with the University of Dundee campuses, to enable the PPR board to reach an assessment regarding the programme to consistently meet student requirements.</p>
	<p>Core Practices 8, Quality When a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered or who delivers them.</p>	<p>Collaborative Code of Practice for Global Partnerships Policy and guidance on the periodic review of taught programmes Annual Review and Renewal of Partnerships Policy and Guidance on the Annual Review of Taught Provision Policy and guidance on the approval of new taught provision Curriculum Design Principles External Examining of Taught Programmes Policy and Code of Practice</p>	

<p>Concerns, complaints and appeals</p>	<p>Core Practices 6, Quality The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p>	<p>Discipline, Complaints and Appeals Procedures and Policies Complaints Procedure Early Dispute Resolution Appeals Procedure Student Handbooks Academic Misconduct Policy Student Attendance and Engagement Policy Assessment Policy Mitigating Circumstances and Recurring Circumstances Academic Support Mitigating Circumstances Appeals (DUSA) Collaborative Code of Practice Global Partnerships Equality, Diversity and Inclusion Support Office. Monitoring Statistics Student Governance Oversight Group</p>	<p>The University's Discipline, Complaints and Appeals webpage describes the policies and procedures for handling complaints and appeals.</p> <p>There is a well-defined Complaints Procedure for students, prospective students and members of the public allowing the opportunity to raise concerns about the provision of a programme, or related academic services including admissions, teaching and academic facilities. This procedure has two internal stages and a final external stage; the Early Dispute Resolution process may also be used where appropriate.</p> <p>There is also a robust and transparent Appeals Procedure enabling students to appeal against a decision by an academic body on progression (including Termination of Studies), assessment or certification.</p> <p>Student Handbooks provided at the outset of a programme, are required to outline information on complaints and appeals. There is also a clear Academic Misconduct Policy and Student Attendance and Engagement Policy which clarifies expectations for students.</p> <p>The Assessment Policy provides guidance on procedures for Mitigating Circumstances and Recurring Circumstances to ensure that students have an opportunity to raise issues at an early stage and seek support.</p> <p>Substantive support available to ensure that these procedures are accessible to all students. The Dundee University Students' Association (DUSA) provides information on their webpage Academic Support Mitigating Circumstances Appeals (DUSA) and can also provide individual advice and support for students. Students can also receive support and guidance from the Equality, Diversity and Inclusion Support Office.</p> <p>Where collaborative partnerships exist the procedures for complaints and appeals will be made clear – see Collaborative Code of Practice Global Partnerships.</p> <p>Monitoring Statistics on appeals, complaints and discipline cases can be found on the webpage Discipline, Complaints and Appeals. SGOG (Student Governance Oversight Group) meets bi-annually to look at current policies for dealing with appeals, complaints and discipline and to ensure a process of reflection and enhancement.</p>
<p>Programme Design, Development and Approval</p> <p>The University has processes for the design and approval of the programmes; the programmes are designed so they meet the objectives set for them including ILO's. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of national qualifications framework.</p>	<p>Expectation 1, Standards The academic standards of courses (programmes) meet the requirements of the relevant national qualifications framework.</p> <p>Expectation 1, Quality Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>Core Practice 1, Standards The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications framework.</p> <p>Core Practice 4, Standards The provider uses external expertise, assessment and clarification processes that are reliable, fair and transparent</p>	<p>Policy and guidance on the approval of new taught provision Curriculum Design Principles Assessment policy for taught provision University of Dundee Collaborative Code of Practice for Global Partnerships</p> <p>Programme Approval Group Policy and guidance on the approval of new taught provision Curriculum Design Principles Assessment policy for taught provision University of Dundee Collaborative Code of Practice for Global Partnerships</p> <p>Assessment policy for taught provision External examining of taught programmes policy and code of practice Policy and guidance on the periodic review of taught programmes PSRB accreditation: Quality Framework: University of Dundee Policy and guidance on the approval of new taught provision Policy and Guidance on the Annual Review of Taught Provision Quality & Academic Standards Committee</p> <p>External examining of taught programmes policy and code of practice PSRB accreditation: Quality Framework: University of Dundee Assessment policy for taught provision University of Dundee Policy and guidance on the approval of new taught provision Policy and Guidance on the Annual Review of Taught Provision</p>	<p>The revised Policy and Guidance on the approval of New Taught Provision has a clear programme development process outlining the requirement that the development team consult and engage with a number of stakeholders including Professional Services, External Examiners (where relevant), external subject experts, and student engagement in addition to the use of the Curriculum Design Principles to develop undergraduate, postgraduate, research masters and professional doctorates that are the best in the sector, to continually meet the needs of the students, both nationally and internationally as well as employers.</p> <p>The Programme approval process, Policy and Guidance on the approval of New Taught Provision requires School Senior Executive (SEG) sign off to confirm that the required staffing and resources are in place before the delivery of the starts.</p> <p>For programmes that have defined Professional Statutory Requirements (PSRB's) e.g., Medicine, Dentistry, Nursing, Education, Social Work, there is the expectation that the PSRB requirements form part of the quality assurance process.</p> <p>To ensure the qualifications continue to meet the threshold standards for respective qualifications and are relevant to the national qualification's framework the External Examiners Policy and Code of Practice outlines External Examiners main role is to provide an unbiased and external perspective to ensure consistency and fairness on the appropriateness of the University of Dundee's assessment process, providing a key factor in the University's quality assurance of its academic programmes.</p>

	<p>Core Practice 2, Quality The provider designs and/or/delivers high-quality courses.</p>	<p>Policy and guidance on the approval of new taught provision Curriculum Design Principles External Examining of Taught Programmes Policy and Code of Practice PSRB accreditation: Quality Framework For Staff : Academic skills : University of Dundee Policy and guidance on the periodic review of taught programmes Policy and Guidance on the Annual Review of Taught Provision Module Evaluation Questionnaires Policy Assessment policy for taught provision</p>	
	<p>Core Practice 4, Quality The provider has sufficient and appropriate facilities, learning resources and student support services to design a high-quality academic experience.</p>	<p>Academic Skills Centre Policy and guidance on reading and resource lists Adviser of Studies Handbook 2021-22 Academic Adjustments for Disabled Students Policy Student Services</p>	
	<p>Common Practice 1, Quality The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>Quality & Academic Standards Committee University Calendar & Degree Regulations Doctoral Academy University of Dundee</p>	
	<p>Common Practice 2, Quality The provider's approach to managing quality takes account of external expertise.</p>	<p>External examining of taught programmes policy and code of practice PSRB accreditation: Quality Framework</p>	
<p>Programmes - ongoing monitoring and periodic review of programmes; and cyclical external quality assurance</p>	<p>Expectation 1, Quality Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p>	<p>Policy and guidance on the approval of new taught provision Assessment Policy for Taught Provision</p>	<p>To be secure in the knowledge that the academic standards continue to meet the national framework requirements, schools are expected to produce an Annual Learning and Teaching and Enhancement Report which engages with the Vice Principle Education, Director of Quality and Academic Standards and other University members of staff who have strategic oversight of the programmes.</p>
	<p>Core Practice 2, Standards The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold that are reasonably comparable with those achieved by other UK providers</p>	<p>Assessment Policy for Taught Provision</p>	<p>Furthermore, schools undertake an annual review of taught provision which takes into consideration external examiner feedback along with external stakeholders involved in the delivery of the programme as well as student feedback including either informal and/or formal committees and/or feedback from module evaluation questionnaires and their views.</p>
	<p>Core Practices 3, Standards Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p>	<p>Policy and guidance on the approval of new taught provision Collaborative Code of Practice for Global Partnerships Research Degrees Quality Code Student placements and exchanges toolkit : Quality Framework : University of Dundee CoP on Work by PhD students External examining of taught programmes policy and code of practice PSRB accreditation: Quality Framework</p>	<p>Where Collaborative Partnerships are involved, Global Partnerships annual review process provides central oversight of the partnerships activity across the University. In addition, an annual Curriculum Review takes place in line with the University of Dundee process for taught and research programmes, to be considered in the Annual School Learning and Teaching Enhancement Reports.</p>
	<p>Core Practice 4, Standards The provider uses external expertise, assessment and clarification processes that are reliable, fair and transparent.</p>	<p>Assessment Policy for Taught Provision External Examiner Handbook External examining of taught programmes policy and code of practice PSRB accreditation: Quality Framework</p>	<p>In addition to Annual Monitoring, all programmes, including partnership programmes are required to undertake a Periodic Programme Review (PPR) in a maximum 6 year cycle. However, at the request of the school programmes may be reviewed earlier in the cycle, to strategically fit in with others being reviewed. As part of the PPR process, externality is ensured through external representation on the PPR Board (a convener who is a nominated Associate Dean (QAS) from a different School; two experienced members of academic staff from a different School(s); two external experts in the subject field (with consideration given to include external representatives chosen from employers or a professional body as well as academia); representation from Professional Services; a student representative from DUSA and PSRB members (where applicable if not held as a joint event)).</p>
	<p>Core Practices 8, Quality When a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered or who delivers them.</p>	<p>Policy and guidance on the approval of new taught provision Collaborative Code of Practice for Global Partnerships Research Degrees Quality Code External examining of taught programmes policy and code of practice External Examiner Handbook Widening access Assessment Policy for Taught Provision Policy and Guidance on the Annual Review of Taught Provision</p>	<p>External Examiners play an important role in the ensuring the academic quality of the programmes. The Policy and Code of Practice on External Examining sets out the role, powers and responsibilities assigned to external examiners by the University of Dundee for undergraduate and postgraduate programmes on acceptance of their role, in that their primary role is to provide an external and unbiased viewpoint on fairness and appropriateness of the student assessment process as a key element in meeting programme learning aims and outcomes and assuring the academic standards of the programmes. To support their role external examiners are provided with the External Examiners' Handbook, Assessment Policy for Taught Provision, and areas they are required to report on, including consistency of standards achieved by students with standards elsewhere within the UK, PSRB requirements and subject benchmark statements.</p>
	<p>Common Practice 1, Standards The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>Policy and Guidance on the Annual Review of Taught Provision Assessment Policy for Taught Provision External examining of taught programmes policy and code of practice</p>	

	<p>Common Practice 1, Quality The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>Policy and Guidance on the Annual Review of Taught Provision External examining of taught programmes policy and code of practice Research degrees : Quality Framework Research Degrees Quality Code</p>	
	<p>Common Practice 2, Quality The provider's approach to managing quality takes account of external expertise.</p>	<p>External examining of taught programmes policy and code of practice PSRB accreditation: Quality Framework Policy and Guidance on the Annual Review of Taught Provision</p>	
<p>Research Degrees</p> <p>The University has specific regulations and codes of practice for research degrees that are clear, regularly reviewed and accessible to post-graduate researchers and staff, including examiners.</p>	<p>Expectation 1, Standards The academic standards of courses (programmes) meet the requirements of the relevant national qualifications framework.</p>	<p>Research degrees : Quality Framework University Calendar: Regulations Higher Degree General Regulations PhD Degree Regulations Postgraduate Research Masters Degrees Research Degrees Quality Code Doctoral Academy</p>	<p>The University sets out its framework for the requirements, delivery and support of research degrees in the webpage- Research degrees : Quality Framework.</p> <p>The University's degree regulations for research degrees can be found in the University Calendar: Regulations. This is supplemented by the Research Degrees Quality Code which sets out the University's standards and requirements for the quality of research degree provision and is aligned to the Quality Code, and is updated annually.</p>
	<p>Expectation 1, Quality Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p>	<p>Research degrees : Quality Framework University Calendar: Regulations Higher Degree General Regulations PhD Degree Regulations Postgraduate Research Masters Degrees Research Degrees Quality Code</p>	<p>The Postgraduate Researchers Admissions Policy provides a framework for fair and equitable admissions procedures. A specific welcome event is offered to postgraduate researchers and is complemented by school specific events and guidance.</p> <p>The Doctoral Academy provides strategic leadership and support to schools and central services in a collaborative effort to improve Postgraduate Researcher recruitment, to create an excellent Postgraduate Researcher experience, and to offer outstanding skills training and personal development to all our Postgraduate Researchers and their supervisors.</p>
	<p>Core Practice 7, Quality Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.</p>	<p>Doctoral Academy Research degrees : Quality Framework University Calendar: Regulations Higher Degree General Regulations PhD Degree Regulations Postgraduate Research Masters Degrees Research Degrees Quality Code Postgraduate Researchers Admissions Policy Research Committee Organisational and Professional Development Academic Skills Centre Research support</p>	<p>They offer a wide range of resources on their 'Postgraduate Research' intranet covering welcome and induction, mental health and wellbeing, training and development as well as best practice and regulations. Additionally, skills training for postgraduate researchers is provided by Organisational and Professional Development and for those postgraduate researchers undertaking teaching responsibilities training is provided by the Academic Skills Centre. External support is also provided for post-doctoral researchers through academic organisations such as Researcher professional development. Student Services provide a wide range of practical and pastoral support services.</p> <p>The Doctoral Academy work with colleagues across the institution on matters relating to postgraduate researchers through the auspices of the Doctoral Academy Board, which has representation across Schools, Professional Services, DUSA and the postgraduate researcher community. This is a sub-committee to the Research Committee. Monitoring and review of post-graduate research provision is carried out by the appropriate committees – see Research Committee - and postgraduate students are represented through DUSA.</p> <p>There are well-defined procedures as outlined in Discipline, Complaints and Appeals policies and procedures to support students in engaging with the University to raise concerns and appeal decisions on academic progress and assessment outcomes.</p>
<p>Student Centred Learning, Teaching and Assessment;</p> <p>The University delivers programmes in a way that encourages students to take an active role in the learning process, and assessment of students reflects this approach.</p>	<p>Expectation 1, Quality Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievements to be reliably assessed.</p>	<p>Approval of New Taught Provision Curriculum Design Principles Consideration of Good Practice for Taught Programmes Policy And Guidance On Reading And Resource Lists Assessment Policy for Taught Provision Online Assessment Policy Conduct of Examiners Policy and COP on External Examining External Examiners Handbook PSRB accreditation: Quality Framework Module and Programme Handbook Policy and Guidelines TESTA : Quality Framework : University of Dundee Periodic Programme Review Discipline, Complaints and Appeals</p>	<p>Students at the University of Dundee are supported to engage with the learning process. The Approval of New Taught Provision policy and Curriculum Design Principles provides guidance on the consultation processes with students on curriculum development.</p> <p>The Policy And Guidance On Reading And Resource Lists aims to enhance the student learning experience by ensuring appropriate resources are in place to support learning and there is provision within the policy for student feedback.</p> <p>The Assessment Policy for Taught Provision provides a comprehensive framework on assessment policies and procedures for academic staff, the Board of Examiners, the relevant Committees and for students. This is enhanced by the Online Assessment Policy. There is also specific guidance for the conduct of examiners and guidance on exam invigilation as outlined in the Conduct of Examiners Policy. There are well-defined policies and guidelines for external examining - Policy and COP on External Examining and an External Examiners Handbook.</p>

	<p>Core Practice 5, Quality The provider actively engages students, individually and collectively, in the quality of their educational experience.</p>	<p>Approval of New Taught Provision Curriculum Design Principles Student Partnership Agreement Student Voice and Representation Agreement DUSA (Dundee University Students' Association) SRC (Student Representative Council) Policy and guidance on the periodic review of taught programmes Policy and guidance on the approval of new taught provision</p>	<p>The University recognises that accreditation of appropriate programmes is an important dimension of academic standards, ensuring that learning and achievement by students meets national professional benchmarks and enabling students to progress in this field. Guidance is provided by the PSRB accreditation: Quality Framework. Students have an opportunity to engage with these external bodies during the Periodic Programme Review process which are held jointly with the professional bodies for accredited programmes.</p> <p>Relevant information on assessment is required to be included in module or programme handbooks (see the University's Module and Programme Handbook Policy and Guidelines). A key element of the assessment strategy is that students should receive structured and appropriate feedback enabling them to reflect on their learning and assessment.</p> <p>The University also supports a student-centred approach to assessment through their participation in TESTA. TESTA is now a mandatory part of the undergraduate Periodic Programme Review process. Additionally, there are a number of informal and formal opportunities throughout the course of their studies for students to provide feedback on programmes and modules. There is a comprehensive system of student representation governed by the Student Partnership Agreement.</p> <p>There are well-defined procedures as outlined in Discipline, Complaints and Appeals policies and procedures to support students in engaging with the University to raise concerns and appeal decisions on academic progress and assessment outcomes.</p>
	<p>Core Practice 9, Quality The provider supports all students to achieve successful academic and professional outcomes.</p>	<p>University of Dundee Strategy 2022-27 Vision Enabling strategy on education and student experience Student Partnership Agreement Student Services Policy for Implementation of Personal Development Planning (PDP)</p>	
	<p>Core Practice 4, Standards The provider uses external expertise, assessment and clarification processes that are reliable, fair and transparent.</p>	<p>Assessment Policy for Taught Provision Online Assessment Policy Conduct of Examiners Module and Programme Handbook Policy and Guidelines Policy and COP on External Examining External Examiners Handbook PSRB accreditation: Quality Framework</p>	
	<p>Common Practice 3, Quality The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p>	<p>University of Dundee Strategy 2022-27 Vision Enabling strategy on education and student experience Student Partnership Agreement</p>	
<p>Student Experience The University has an explicit commitment to student engagement and partnership working by having clear principles and goals in institutional and departmental strategies. This is supported by quality assurance and enhancement policies and procedures.</p>	<p>Expectation 2, Quality From admission through to completion, all students are provided with the support they need to succeed in and benefit from higher education.</p>	<p>University of Dundee Strategy 2022-27 Vision Enabling strategy on education and student experience Student Partnership Agreement Student Voice and Representation Agreement MOU between DUSA and University Student Partnerships in Quality Scotland DUSA (Dundee University Students' Association) SRC (Student Representative Council) University of Dundee Committees Welcome and Induction Events Student Services Academic Skills Centre Library and Learning Centre (CTIL) Policy for Implementation of Personal Development Planning (PDP) Careers Service</p>	<p>In alignment with their Strategy and Vision, the University has a number of policies, enabling strategies and resources to provide students with the framework in which to engage with their own learning, receive a high-quality education and achieve successful outcomes. The University sets out their intended vision for student experience and learning in its' Enabling Strategy.</p> <p>The Student Partnership Agreement provides a collaborative framework to enhance student engagement and ensure that students receive support. This annually reviewed Agreement is enhanced by the Student Voice and Representation Agreement which outlines the fundamental expectation for student representation and engagement activity and is a guide for both staff and students. This has been developed in conjunction with Student Partnerships in Quality Scotland (sparqs).</p> <p>The University has a well-developed student representative system including DUSA (Dundee University Students' Association) and the SRC (Student Representative Council). DUSA provides training to the incoming DUSA executive and this includes a session delivered by the QAS unit on quality and enhancement arrangements.</p> <p>There are other opportunities for students to provide feedback and suggest enhancements at programme, module, School and University level. Additionally, the University has a number of annual review procedures and participates in national surveys. Student representatives sit on University of Dundee Committees including Court and Senate, the Employability and Enterprise Committee, the Honorary Degrees Committee, the Internationalisation Committee, the Learning and Teaching Committee, the Quality and Academic Standards Committee, the Recruitment and Admissions Committee and the Research Degrees Subcommittee. There is also student representation on University working groups for the development of policies and processes.</p> <p>Students have access to a wide range of support to welcome them upon matriculation - see Welcome and Induction Events - and have access throughout their time at University to support and guidance through a variety of sources including an Adviser of Studies, Student Services, the Library and Learning Centre (CTIL) and the Academic Skills Centre. The University has a Policy for Implementation of Personal Development Planning (PDP) where all students are provided with the opportunity through</p>
	<p>Core Practice 4, Quality The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p>	<p>Student Services Academic Skills Centre Library and Learning Centre (CTIL) Policy for Implementation of Personal Development Planning (PDP) Careers Service</p>	
	<p>Core Practice 5, Quality The provider actively engages students, individually and collectively in the quality of their educational experience.</p>	<p>University of Dundee Strategy 2022-27 Vision Enabling strategy on education and student experience Student Partnership Agreement Student Voice and Representation Agreement Student Partnerships in Quality Scotland MOU between DUSA and University Student Partnerships in Quality Scotland University of Dundee Committees</p>	

		DUSA (Dundee University Students' Association) SRC (Student Representative Council) Policy and guidance on the periodic review of taught programmes Policy and guidance on the approval of new taught provision	their Schools and the Careers Service to take part in planning and reflection on their academic, career and personal development.
	Core Practice 9, Quality The provider supports all students to achieve successful academic and professional outcomes.	University of Dundee Strategy 2022-27 Vision Enabling strategy on education and student experience Student Partnership Agreement Student Services Policy for Implementation of Personal Development Planning (PDP)	
	Common Practice 3, Quality The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.	University of Dundee Strategy 2022-27 Vision Enabling strategy on education and student experience Student Partnership Agreement Student Voice and Representation Agreement MOU between DUSA and University Student Partnerships in Quality Scotland DUSA (Dundee University Students' Association) SRC (Student Representative Council) Policy and guidance on the periodic review of taught programmes Policy and guidance on the approval of new taught provision	
Teaching Staff Teaching staff are competent, and there are fair and transparent process for the recruitment and development of staff.	Core Practice 3, Quality The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	Appointing procedure for academic staff (clinical and non-clinical) Objective-Setting and Review (OSaR) guidance Peer Support of Teaching Policy Organisational and Professional Development Academic Skills Centre Dignity at Work and Study Policy Staff Complaint Handling	The university has a well-defined procedure for the appointment of academic staff - Appointing procedure for academic staff (clinical and non-clinical) - which is inclusive and adheres to the University's equality, diversity and inclusion policy and ensures that staff are suitably qualified and experienced for the role. All academic and professional services staff undertake an annual review and objective setting process - OSAR which identifies training and development needs. Peer Support of Teaching is available to enhance academic practice and Organisational and Professional Development offers an extensive staff development programme which complements the work of the Academic Skills Centre in providing support and training to staff including access to teaching qualifications and work on QAA Enhancement Themes Academic staff must undertake online training modules on equality and diversity, and have access to training resources and a checklist to support inclusive practices. Staff are supported by a number of policies including the Dignity at Work and Study Policy and the Equality and Diversity framework. There are established procedures for students to raise concerns through the Discipline, Complaints and Appeals policies including the Staff Complaint Handling procedure.

Document Name	Mapping University of Dundee Policies and Practices to UK Quality Code 2018
Status	Draft
Responsible officer/department/school	Academic and Corporate Governance
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