

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Enabling Student Achievement

Expectations for standards

Expectations for quality

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for standards

Core practices for quality

- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider designs and/or delivers high-quality courses.
- The provider actively engages students, individually and collectively, in the quality of their education experience.

Common practices for standards

Common practices for quality

The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

Guiding Principle	Mapping to the University's policies and/or practices	Additional notes
1. Strategic and operational plans for supporting students and enabling achievement to align to the student journey.	<p>Strategy 2030 https://www.ed.ac.uk/about/strategy-2030</p> <p>College and Professional Service Group outline plan templates make reference to key University strategies. Specifically, the areas of focus for the plan should reflect the Strategy 2030 values.</p> <p>Student Support Services Annual Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/sssqaf</p>	<p>A review of student support, including the Personal Tutor system is underway as part of the Service Excellence Programme.</p>

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	<ul style="list-style-type: none"> The report template asks services to reflect on how activities link to key strategies 	
<p>2. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.</p>	<p>Main University students webpage https://www.ed.ac.uk/students</p> <p>Academic Services students webpage https://www.ed.ac.uk/academic-services/students</p> <p>Academic Services students webpage https://www.ed.ac.uk/academic-services/staff</p> <p>Supporting students webpage https://www.ed.ac.uk/staff/student-support</p> <p>Programme and Course Handbooks Policy: core content requirements https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</p> <p>Equality Impact Assessments https://www.ed.ac.uk/equality-diversity/monitoring-statistics/impact-assessment</p>	<p>Policies are regularly updated. Either in line with an agreed schedule or beforehand if required.</p>
<p>3. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.</p>	<p>College and Professional Service Group outline plan templates cover supporting teaching and learning, including student experience and wellbeing.</p> <p>Human Resources https://www.ed.ac.uk/human-resources/learning-development</p> <p>Institute for Academic Development https://www.ed.ac.uk/institute-academic-development/learning-teaching</p> <p>Student Support Services Annual Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/sssqaf Report template covers:</p> <ul style="list-style-type: none"> staff development activities accreditation user engagement and feedback analysis of service use 	<p>A review of student support, including the Personal Tutor system is underway as part of the Service Excellence Programme.</p>

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	<p>Thematic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic</p>	
<p>4. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.</p>	<p>Study webpages https://www.ed.ac.uk/studying</p> <p>New students webpages https://www.ed.ac.uk/students/new-students</p> <p>Current students webpages https://www.ed.ac.uk/students</p> <p>Development and alumni webpages https://www.ed.ac.uk/development-alumni Students' Association https://www.eusa.ed.ac.uk/</p> <p>Support and professional services https://www.ed.ac.uk/schools-departments/support-professional-services</p> <p>Here to Help Guide and Wellbeing Map https://www.ed.ac.uk/students/new-students/getting-started-resources/getting-started-guides/student-services-here-to-help</p> <p>Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf</p> <p>Code of Practice for Supervisors and Research Students https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf</p>	<p>EdHelp (online and on campus) providing easy access to information and services for students under development as part of the Service Excellence Programme</p>
<p>5. Equality of opportunity for all students to develop academic and professional skills.</p>	<p>Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf</p> <p>Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf</p> <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p>	

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	<p>Edinburgh Learning Design Roadmap (ELDeR) https://www.ed.ac.uk/information-services/learning-technology/learning-design/about</p> <p>Annual Progression review monitoring provides an opportunity to identify support mechanisms https://www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf</p> <p>Code of Practice for Supervisors and Research Students https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf</p>	
<p>6. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.</p>	<p>Peer learning and support https://www.eusa.ed.ac.uk/support_and_advice/peer_learning_and_support/</p> <p>Academic Pastoral Support https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf</p> <p>Thematic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic</p> <p>Student Partnership Agreement https://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement</p>	<p>A Sense of Belonging Task Group has been established as part of the Student Experience Action Plan</p>
<p>7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.</p>	<p>Student Disability Service https://www.ed.ac.uk/student-disability-service</p> <p>Careers Service https://www.ed.ac.uk/careers</p> <p>Employability https://www.ed.ac.uk/employability</p> <p>Scholarships and Student Funding https://www.ed.ac.uk/student-funding</p> <p>Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf</p>	

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	<p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Thematic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic</p> <p>Work-based and Placement Learning Policy https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf</p>	
<p>8. Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.</p>	<p>Degree Regulations and Programmes of Study http://www.drps.ed.ac.uk/</p> <p>Programme and Course Handbooks Policy: core content requirements https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</p> <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Employability https://www.ed.ac.uk/employability</p>	<p>Relevant current activities:</p> <ul style="list-style-type: none"> • Programme and Course Information Management project (Service Excellence Programme) • Curriculum review (Vice-Principal Students)
<p>9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.</p>	<p>Student voice https://www.ed.ac.uk/students/academic-life/student-voice</p> <p>Annual Monitoring, Review and Reporting https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p> <p>Student Support Services Annual Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/sssqaf</p> <p>Thematic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic</p> <p>Internal Periodic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review</p>	