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.	Strategy 2030 https://www.ed.ac.uk/about/strategy-2030 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. Student Support Services Annual Review: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/sssar19-20	

		The report template asks services to reflect on how activities link to key strategies	
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.	Main University students webpage: https://www.ed.ac.uk/students Academic Services students webpage: https://www.ed.ac.uk/academic-services/students Academic Services staff webpage: https://www.ed.ac.uk/academic-services/staff Supporting students webpage: https://www.ed.ac.uk/staff/student-support Programme and Course Handbooks Policy: core content requirements https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf Equality Impact Assessments https://www.ed.ac.uk/equality-diversity/monitoring-statistics/impact-assessment	Policies are regularly updated. Either in line with an agreed schedule or beforehand if required.
3.	Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.	College and Professional Service Group outline plan templates cover supporting teaching and learning, including student experience and wellbeing. Human Resources https://www.ed.ac.uk/human-resources/learning-development Institute for Academic Development https://www.ed.ac.uk/institute-academic-development/learning-teaching Student Support Services Annual Review: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/sssar19-20 Report template covers: • staff development activities • accreditation • user engagement and feedback • analysis of service use	

	Thematic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic	
4. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.	Study webpages https://www.ed.ac.uk/studying New students webpages https://www.ed.ac.uk/students/new-students Current students webpages https://www.ed.ac.uk/students Development and alumni webpages https://www.ed.ac.uk/development-alumni Students' Association https://www.eusa.ed.ac.uk/ Support and professional services https://www.ed.ac.uk/schools-departments/support-professional-services Student Wellbeing Services: https://www.ed.ac.uk/student-wellbeing-service Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf Student Support: https://www.ed.ac.uk/students/academic-life/personal-tutor-and-student-support Code of Practice for Supervisors and Research Students https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf Doctoral College https://www.ed.ac.uk/doctoral-college	
5. Equality of opportunity for all students to develop academic and professional skills.	Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf	

	Student Support: https://www.ed.ac.uk/students/academic-life/personal-tutor-and-student-support Student Wellbeing Services: https://www.ed.ac.uk/student-wellbeing-service Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf Edinburgh Learning Design Roadmap (ELDeR) https://www.ed.ac.uk/information-services/learning-technology/learning-design/elder Annual Progression review monitoring provides an opportunity to identify support mechanisms https://www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf Code of Practice for Supervisors and Research Students https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf Doctoral College https://www.ed.ac.uk/doctoral-college	
6. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.	Peer learning and support https://www.eusa.ed.ac.uk/activities/peerlearningsupport Academic Pastoral Support https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf Student Support: https://www.ed.ac.uk/students/academic-life/personal-tutor-and-student-support Student Wellbeing Services: https://www.ed.ac.uk/student-wellbeing-service	Community building is priority area for the University's Enhancement Themes work

	Doctoral College https://www.ed.ac.uk/doctoral-college Thematic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic Student Partnership Agreement https://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement	
7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.	Student Disability Service https://www.ed.ac.uk/student-disability-service Careers Service https://www.ed.ac.uk/careers Employability https://www.ed.ac.uk/students/careers/developing-your-employability Scholarships and Student Funding https://www.ed.ac.uk/student-funding Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf Thematic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic Work-based and Placement Learning Policy https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf	
8. Clearly communicate course outcomes and graduate attributes to all current and	Degree Regulations and Programmes of Study http://www.drps.ed.ac.uk/	Curriculum Transformation Programme

prospective students, staff and associated organisations.	Programme and Course Handbooks Policy: core content requirements https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf Employability https://www.ed.ac.uk/employability https://www.ed.ac.uk/students/careers/developing-your-employability	
9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.	Student voice https://www.ed.ac.uk/students/academic-life/student-voice Annual Monitoring, Review and Reporting https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting Student Support Services Annual Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/sssar19-20 Thematic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic Internal Periodic Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review	