

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Admissions, Recruitment and Widening Access

Expectations for standards

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices for standards

The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

Common practices 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 quality

- The provider has a reliable, fair and inclusive admissions system.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

Common practices for quality

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>

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
<p>1. Policies and procedures for application, selection and admission to higher education courses are transparent and accessible.</p>	<p>University website studying section (https://www.ed.ac.uk/studying) includes links on every page to:</p> <p><i>Admissions policies and procedures:</i> https://www.ed.ac.uk/studying/admissions/policies-procedures</p> <p><i>Terms and conditions:</i> https://www.ed.ac.uk/studying/admissions/terms-conditions</p> <p><i>Applicant privacy statement:</i> https://www.ed.ac.uk/studying/admissions/privacy-statement</p> <p>Detailed information is provided online and in the printed University Guide to help prospective applicants understand our entry requirements, application and selection processes,</p>	<p>University of Edinburgh Admissions Policy, Terms and conditions and Applicant privacy statement are reviewed on an annual basis. Other policies are normally reviewed every three years, or when a substantial change is required.</p>

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	<p>and our arrangements for particular groups of applicants e.g. those with a criminal conviction; or disabled applicants.</p> <p>Entry requirements published on our Degree Finder which includes details on required subjects and any non-academic requirements.</p> <p>Supporting information for undergraduate applicants is provided in the entry requirements section of the University website: https://www.ed.ac.uk/studying/undergraduate/entry-requirements</p> <p>International entry requirements are published on the relevant country pages.</p> <p>Language related to widening access and entry requirements has been revised using nationally-agreed terminology to ensure information is clear for all applicants from across Scotland.</p>	
<p>2. Higher education providers use fair, reliable and appropriate assessment methods that enable them to select students with the potential to complete the course successfully.</p>	<p>Selection is carried out by trained, professional admissions staff and by trained academic staff.</p> <p>Selection criteria including entry requirements are reviewed on an annual basis. Central admissions staff from Student Recruitment and Admissions and web content managers from Communications and Marketing ensure entry requirements and selection criteria are clear and unambiguous, and that any changes are evidence-based. They liaise with college and school admissions and academic staff to achieve this.</p>	

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	<p>Admissions teams in academic colleges and schools review local selection guidelines on an annual basis to ensure accurate and consistent selection processes which are fair to all applicants.</p> <p>The University carries out regular tracking and analysis, and periodic research studies, reviewing student progression and outcomes in order to reflect on appropriateness of, and potentially refine, entry requirements.</p>	
<p>3. Higher education providers reduce or remove unnecessary barriers for prospective students.</p>	<p>Annual review of the Admissions Policy, entry requirements and selection criteria to ensure they are fit for purpose, and do not introduce unnecessary barriers.</p> <p>Equality Impact Assessment of student recruitment and admissions practices, policies and procedures to remove barriers.</p> <p>Policies are in place aimed at reducing barriers to prospective students: Adult Returners to Higher Education policy Recognition of Prior Learning in Admissions policy Applicants who have Disclosed a Disability policy Challenging Circumstances policy</p> <p>Support is in place for a wide range of applicant groups including <u>care experienced applicants</u>, <u>carers</u>, <u>estranged applicants</u>, <u>applicants with disabilities</u>, <u>applicants with a criminal conviction</u>, <u>military veterans</u>, <u>refugees and asylum seekers</u>. Information is provided on our website.</p>	
<p>4. Information provided to prospective students for recruitment and widening</p>	<p>The University carries out a wide range of recruitment activities, delivered by the Student Recruitment and</p>	

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access purposes supports students in making informed decisions.

[Admissions](#) undergraduate, postgraduate and international recruitment teams, and admissions, recruitment, marketing and academic staff from the Schools and Colleges. These include outreach and off-campus visits, higher education conventions and careers fairs, Open Days and offer holder visits, online interactive recruitment activities, social media, provision of printed prospectuses and other paper-based information, and online information through University, College and School websites. Student ambassadors and volunteers are involved at all levels of student recruitment, and some recruitment activities are carried out in partnership with University of Edinburgh alumni and the Edinburgh University Students' Association.

Useful links:

Study section of the University of Edinburgh website provides information for all prospective undergraduate and postgraduate students

<https://www.ed.ac.uk/studying>

International students section provides guidance on studying in the UK, visas, international entry requirements etc. for prospective undergraduate and postgraduate students from countries outside the UK

<https://www.ed.ac.uk/studying/international>

More specific information for prospective students is provided on College and School websites:

College of Arts, Humanities and Social Sciences

<https://www.ed.ac.uk/arts-humanities-soc-sci>

College of Medicine and Veterinary Medicine

<https://www.ed.ac.uk/medicine-vet-medicine/prospective-undergraduates>

<https://www.ed.ac.uk/medicine-vet-medicine/prospective-postgraduates>

College of Science and Engineering

<https://www.ed.ac.uk/science-engineering/studying>

WP outreach is designed to inform and inspire prospective students from under-represented groups or from low socio-economic backgrounds, or who attend schools of low progression.

Access Edinburgh section of the University website provides detailed information for a broad range of prospective undergraduate students, including information on widening participation activities which may be available to them

<https://www.ed.ac.uk/studying/undergraduate/access-edinburgh>

Evaluation:

The value of recruitment activities in assisting prospective students in making informed decisions are assessed via:

- Open Day follow-up surveys and other research with people who have participated in recruitment activities
- Feedback from visits to schools, colleges and other institutions
- UCAS decliner surveys
- Qualitative research such as focus groups with current and potential students
- WP project evaluation

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	<ul style="list-style-type: none"> • Academic research 	
<p>5. All staff, representatives and partners engaged in the delivery of admissions, recruitment and widening access are appropriately trained and resourced.</p>	<p>Recruitment, selection and admissions processes are carried out by trained, professional recruitment and admissions staff and by trained academic staff.</p> <p>Regular training, updates and briefings are provided to ensure the University of Edinburgh Admissions Policy framework is fully understood and implemented.</p> <p>All staff are required to complete online modules in Equality and Diversity, and Unconscious Bias provided by HR.</p>	
<p>6. Providers continually develop widening access strategies and policies in line with local and national guidance.</p>	<p>https://www.ed.ac.uk/files/atoms/files/guidingprinciples2018-2021.pdf</p> <p>The University’s Widening Participation Strategy was launched in October 2018, and builds on more than 20 years of sector-leading work to widen access to the University for students from disadvantaged backgrounds.</p> <p>The strategy is accompanied by a three-year implementation plan, with oversight from across the University.</p> <p>The University of Edinburgh’s Widening Participation Strategy has now reached the final year of its implementation plan (2018-21 plan).</p> <p>By the end of 2022 we aim to relaunch the strategy with the theme running through all of the strategy as continually working towards the Strategy 2030 target ‘<i>leading Scotland’s commitment to widening participation</i>’ as well as the ongoing commitment to a whole student lifecycle approach to</p>	<p>The strategy has helped to boost the reputation of the University of Edinburgh and deliver significant outcomes. We have learnt a lot about the successes and challenges of the strategy and its implementation in the last three years that puts us in a strong place now to build on these. COVID-19 has also revealed the fragility around structures for making WP happen – this is the time therefore to cement this strategic scaffold. It is critical that we strengthen and embed the progress made since 2017/18 to ensure that we can monitor the effectiveness and impact of these interventions and so that we can ensure that progress is lasting and impactful for prospective and current students as well as staff.</p>

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	<p>widening participation (Aspiration & Early Engagement – Support to Get In – Support to Succeed – Support to Progress) and ensuring we are showcasing our students stories. Evidence for these priorities has been drawn from a number of sources. These priorities are still in draft format and more refinement is likely.</p>	
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October 2022