Expectations for standards

Expectations for quality

- Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- 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 actively engages students, individually and collectively, in the quality of their educational experience.
- The provider supports all students to achieve successful academic and professional outcomes.

Common practices for standards

Common practices for quality

The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

https://www.qaa.ac.uk/docs/qaa/quality-code/qc-a-g-learning-and-teaching.pdf?sfvrsn=1f2ac181_6

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. Effective learning and teaching is underpinned by a shared understanding of the provider's learning and teaching strategy.	Strategy 2030 https://www.ed.ac.uk/about/strategy-2030 Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf "Course and programme proposals should take account of the relevant internal strategic context. This may include: a School strategy; a College strategy; and/or University strategy including Strategy 2030."	The current "strategic direction underpinning current learning and teaching developments" is being driven through the Curriculum

	Accreditations https://www.ed.ac.uk/academic-services/quality/accreditation-collaboration	Transformation Programme (CTP). It is envisaged that a new Learning and Teaching Strategy will be developed to drive the implementation of the curriculum.
2. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.	Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf Assessment Regulations https://www.ed.ac.uk/academic-services/policies-regulations/regulations Monitoring and review https://www.ed.ac.uk/academic-services/quality/monitoringandreview External Examining https://www.ed.ac.uk/academic-services/quality/external-examining Boards of Examiners https://www.ed.ac.uk/academic-services/staff/assessment/boards-examiners Careers and employability https://www.ed.ac.uk/studying/undergraduate/edinburgh/employability	
3. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.	Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf Widening Participation Strategy https://www.ed.ac.uk/student-recruitment/widening-participation/strategy Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf	The Accessible and Inclusive Learning Policy is undergoing a review

	Equality,Diversity and Inclusion Strategy and Outcomes https://www.ed.ac.uk/equality-diversity/about/outcomes Disability and Learning Support Service https://www.ed.ac.uk/student-disability-service/students Centre for Open Learning https://www.ed.ac.uk/lifelong-learning Information Services Learning Technology and Accessibility https://www.ed.ac.uk/information-services/learning-technology https://www.ed.ac.uk/information-services/help-consultancy/accessibility Online Learning https://www.ed.ac.uk/studying/online-learning Work-based and Placement Learning Policy https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf	
4. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.	Institute for Academic Development: support for learning and teaching roles https://www.ed.ac.uk/institute-academic-development/learning-teaching Institute for Academic Development: support for postgraduate research supervisors https://www.ed.ac.uk/institute-academic-development/research-roles/supervisors Tutors and Demonstrators https://www.ed.ac.uk/academic-services/policies-regulations/research-students/tutors-demonstrators Annual Review https://www.ed.ac.uk/human-resources/learning-development/annual-review Exemplars of Excellence in Student Education https://www.ed.ac.uk/sites/default/files/atoms/files/exemplarsofexcellenceinstudenteducation.pdf	

	Teaching Matters https://www.ed.ac.uk/staff/teaching-matters Learning and Teaching Conference https://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/workshops/learning-teaching-conference Staff networks, for example, the Directors of Teaching Network https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect/directors-of-teaching-network	
5. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.	Monitoring and review https://www.ed.ac.uk/academic-services/quality/monitoringandreview External Examining https://www.ed.ac.uk/academic-services/quality/external-examining Boards of Examiners https://www.ed.ac.uk/academic-services/staff/assessment/boards-examiners Student Voice https://www.ed.ac.uk/students/academic-life/student-voice	
6. Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.	Estates policies and strategies https://www.ed.ac.uk/estates/about-us/policies-and-strategies Learning and Teaching Spaces Design https://www.ed.ac.uk/estates/what-we-do/learning-teaching-spaces Information Services policies and regulations https://www.ed.ac.uk/information-services/about/policies-and-regulations Library https://www.ed.ac.uk/information-services/library-museum-gallery	The Accessible and Inclusive Learning Policy is undergoing a review

		Information Services Learning Technology and Accessibility https://www.ed.ac.uk/information-services/learning-technology https://www.ed.ac.uk/information-services/help-consultancy/accessibility Equality, diversity and inclusion https://www.ed.ac.uk/equality-diversity Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf	
7.	Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders.	Students webpages https://www.ed.ac.uk/students Supporting students https://www.ed.ac.uk/staff/student-support Work-based and Placement Learning Policy https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf Programme and Course Handbook Policy https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf Learn Virtual Learning Environment Upgrade https://www.ed.ac.uk/information-services/learning-technology/virtual-environments/learn/learn-ultra-upgrade	Student feedback and engagement informs the enhancement of policies and practices.
8.	Effective learning and teaching encourages and enables students to take an active role in their studies.	Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf The Student Contract https://www.ed.ac.uk/students/academic-life/contract	

	Student Support model https://www.ed.ac.uk/students/academic-life/personal-tutor-and-student-support Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf Student Voice https://www.ed.ac.uk/students/academic-life/student-voice Programme and Course Handbook Policy https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf Core content required: links to University regulations, policies and procedures including on academic misconduct (including plagiarism)	
9. Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.	Student Voice https://www.ed.ac.uk/students/academic-life/student-voice Monitoring and review https://www.ed.ac.uk/academic-services/quality/monitoringandreview Student Support model https://www.ed.ac.uk/students/academic-life/personal-tutor-and-student-support Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf Student engagement https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement	

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