

Enhancement-led Institutional Review of University of Edinburgh

Outcome Report

March 2021



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About the Enhancement-led Institutional Review method

The QAA website explains the method for [Enhancement-led Institutional Review \(ELIR\)](#) and has links to the ELIR handbook and other informative documents.¹ You can also find out more about the [Quality Assurance Agency for Higher Education \(QAA\)](#).²

Further details about ELIR can be found in an accompanying

Threshold judgement about University of Edinburgh

The University of Edinburgh has **effective** arrangements for managing academic standards and the student learning experience.

This is a positive judgement, which means that the University meets sector expectations in securing the academic standards of its awards and enhancing the quality of the student learning experience it provides, currently and into the future. This judgement confirms there can be public confidence in the University's awards and in the quality of the learning experience it provides for its students.

Commendations

- 1 The University is commended for the following areas of good practice.
- 2 **Student partnership** - the University's commitment to working in close partnership with the student body is exemplified by student involvement across all decision-making structures and university initiatives. Student membership on both the University Executive and the Adaptation and Renewal Team is particularly positive and has resulted in demonstrable student contribution at a strategic level.
- 3 **Institute for Academic Development (IAD)** - provides responsive, reflective and proactive university-level support for teaching, learning and researcher development and is valued by staff and students. The Institute for Academic Development provides significant opportunities for supporting and sharing best practice and the University is encouraged to consider how to further develop the department's reach across the institution.
- 4 **Peer Assisted Learning Schemes (PALS)** - the promotion and expansion of the student association-led and university-supported PALS have contributed to the integration of students as they join the University. These schemes effectively deploy students who have first-hand experience of transitions.
- 5 **Support for student involvement in Internal Periodic Review (IPR)** - the University operates a highly-professionalised approach to supporting the recruitment, selection and training of students to effectively contribute to the University's IPR process. This centrally-delivered training is recognised by both staff and students as being key in enabling students to contribute meaningfully to the University's institution-led review process.

Recommendations

- 6 The University is asked to consider the following recommendations.
- 7 **Oversight and implementation of policy and practice** - recognising the decentralised nature of university structures, the institution should establish a systematic approach to enable effective institutional oversight and evaluation of the implementation of policy and practice. As part of this, the University is asked to increase the range and use of institutionally determined baseline requirements to ensure consistency and accountability.

8 **Pace of change** - develop an effective approach to the strategic leadership and management of change that will ensure more immediate and timely implementation of identified solutions in order to support staff and enhance the student experience.

9 **Personal tutor scheme** - make significant progress in implementing plans to ensure an effective approach to offering personal student support. In doing so, and recognising the extended period of time that the University has been developing its approach

What happens next?

17 QAA Scotland will continue to engage with the institution through the annual discussion visits which, among other matters, consider the ways in which institutions respond to the ELIR outcomes.

18 One year after publication of the ELIR Outcome and Technical Reports, institutions are asked to provide a Follow-up Report to indicate how they are responding to the outcomes of ELIR. The final version of the institution's Follow-up Report is published on the QAA website. Institutions also engage in a range of enhancement and development activities including Focus On projects where institutions work collaboratively to improve