



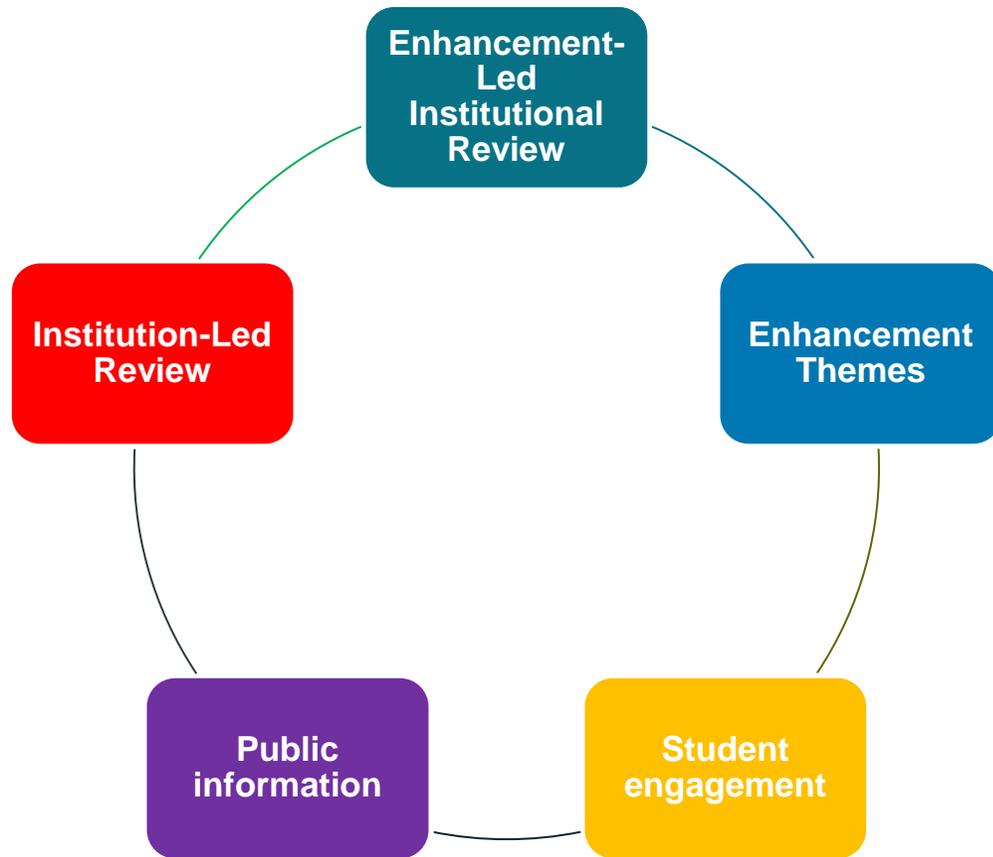
QAA
Scotland

ENQA webinar: the use of indicators in higher education

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Director of Membership, Quality Enhancement & Standards

Scotland's Quality Enhancement Framework



Evaluating the quality of learning & teaching through an enhancement-led approach since 2003

Partnership of agencies



QAA
Scotland



Scottish Funding Council
Promoting further and higher education



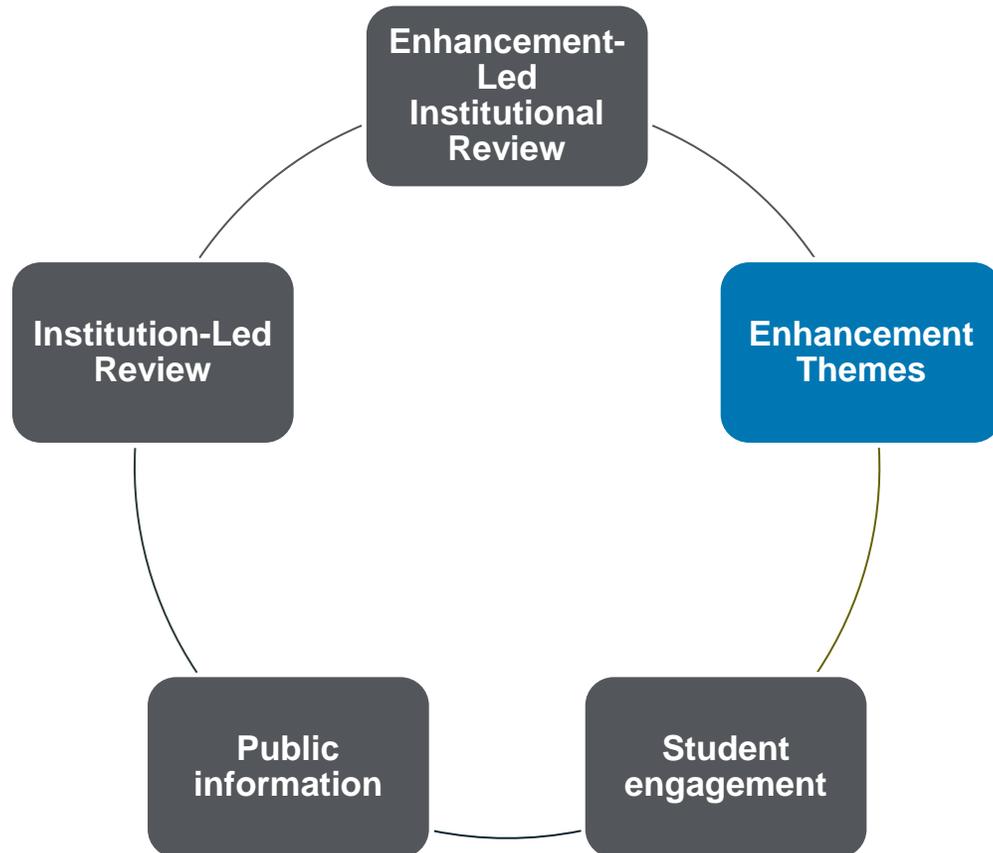
The Scottish Government
Riaghaltas na h-Alba



nus scotland
national union of students

sparqs
student partnerships in quality scotland

Quality Enhancement Framework



The Enhancement Themes

- Key element of the QEF
- Distinctive aspect of Scottish HE
- Theme chosen and delivered by sector in collaboration with QAA Scotland
- Fosters partnership and collegiality
- **Allows us to achieve things collectively that we might not be able to do individually**
- Focus on developing strategies, shaping policies and innovative practice

The Enhancement Themes

17 Years of Enhancement Themes



- Assessment and Integrative assessment (2003-04)
- Responding to student needs (2003-04)
- Employability (2004-06)
- Flexible delivery (2004-06)
- First year: engagement & empowerment (2005-08)
- Research-teaching linkages: enhancing graduate attributes (2006-08)
- Graduates for the 21st century (2008-11)
- Developing and supporting the curriculum (2011-14)
- Student Transitions (2014-17)
- Evidence for Enhancement: Improving the Student Learning Experience (2017-20)
- **Resilient Learning Communities (2020-23)**

Evidence for enhancement: Improving the student experience

- What information is useful to help us identify and understand what we do well and what could be improved?
- Do we use the information we have in the best way possible?
- Do we have the right information?





Supporting Programme Leaders
Edinburgh Napier University



Learning analytics
University of Strathclyde



Creative disciplines
Glasgow School of Art



Belonging in distance delivery
Queen Margaret University



Measuring beyond metrics
Abertay University



Graduate employability
University of Dundee



Student mental wellbeing
Glasgow Caledonian University



Widening Access through Lecture recording
University of Edinburgh



19 Institutions pursuing projects across the following areas:

- The nature of evidence
- Approaches to evaluation
- Staff upskilling and empowerment
- Learning analytics and dashboard development
- Quality assurance processes
- Student characteristics
- Student success, retention and employability
- Student engagement and belonging
- Learning space and curriculum development
- Digital technology, learning, teaching and assessment

Optimising the use of existing evidence

Student engagement

Student demographics, retention, and attainment

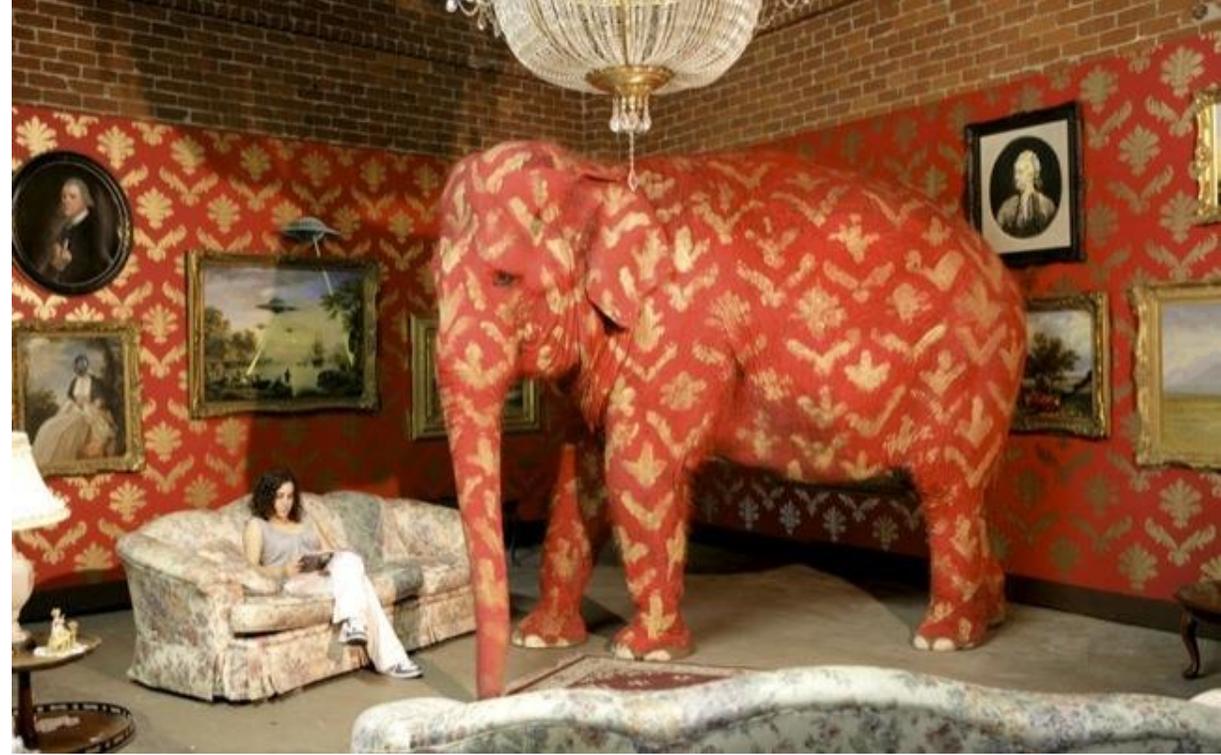
The data landscape



National Student Survey

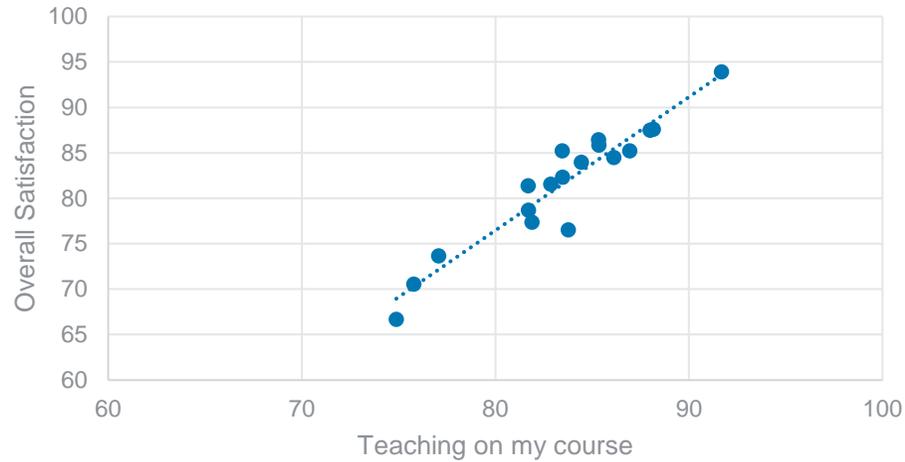
Scottish sector analysis

- Comparison with the rest of the UK
- Deep dive on particular questions
- Correlation with other sources of information
- Impact on enhancement activity across the sector

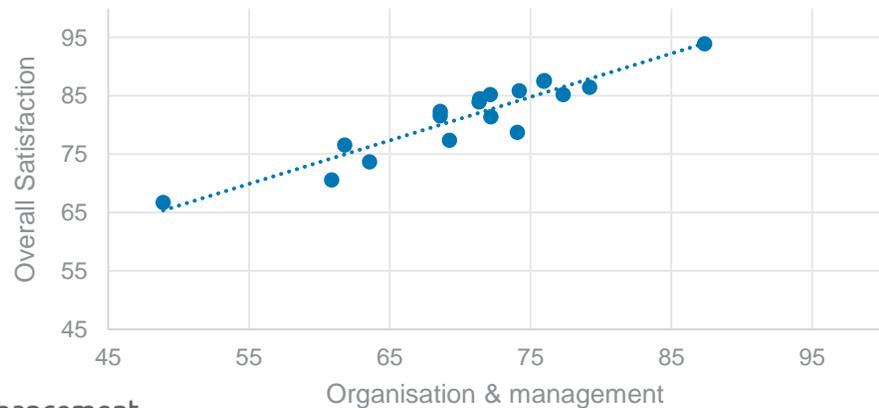


Strong correlation

Overall satisfaction v Teaching on my course

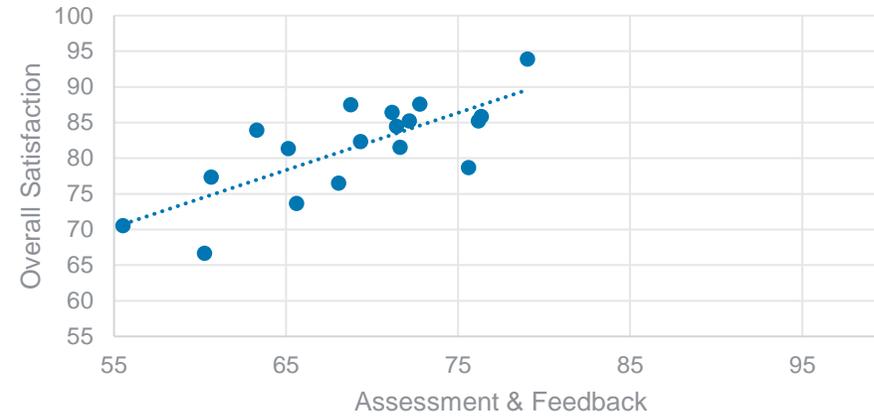


Overall satisfaction v Organisation & management

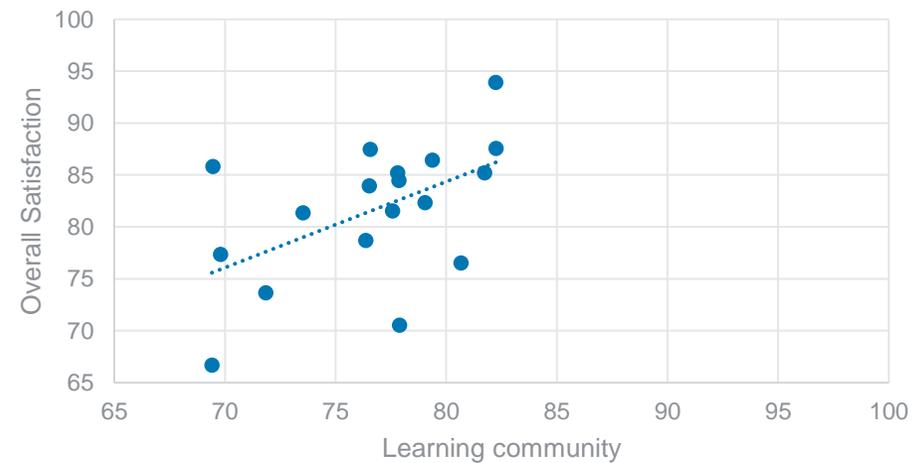


Weak correlation

Overall satisfaction v Assessment & feedback



Overall satisfaction v Learning community



Programme Leadership in Context

Programme Leadership in the Evidence Landscape

- **What does the evidence landscape look like from the programme perspective?**
- **How can we best support programme-level enhancement?**
- **How can programme leaders be better supported to use evidence to enhance the student experience?**
- **How can we use the evidence we have about programme leadership to enhance support for people in such roles?**



PLs and the Evidence 'Funnel'

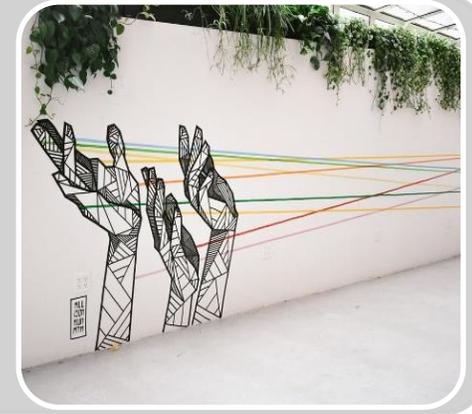
Measurement, management and making a difference

- The student satisfaction questions which best predict overall satisfaction are those concerning **teaching quality and management of the programme**, not assessment and feedback (Burgess, Senior and Moores, 2018).
- The quality of teaching, students feeling part of a learning community, and especially programme management are **experienced by students primarily at the programme level**.
- This places significant responsibility on the figureheads of these programmes as interpreters and creators of evidence for enhancement.



The critical interface between 'keystone' metrics, diverse student & staff voices, and calls for action

Themes and Questions to Guide Enhancement Conversations



Empowering Programme Leaders

- * How is the programme leadership role constituted? What does the job description cover?
- * How is the temporality of the role recognised in workload models?
- * What data sources and evidence are PLs expected and able to access as part of their role?
- * To what extent are PLs empowered to lead enhancements in to the programme?

Strengthening Programme Teams

- * What is the expected membership and remit of a programme team? How are staff, students and other stakeholders involved in enhancement activity?
- * To what extent is the PL expected to lead or to manage the team?
- * What opportunities exist for shared exploration and / or co-production of evidence for enhancement across the programme team?

Creating an Appreciative Institutional Context

- * How is programme leadership recognised, supported and rewarded within the institution?
- * How are programme level reports, evidence and voices engaged with and responded to?
- * How is programme success celebrated and learning across programme teams shared and amplified?

Connected Sector Learning and Support

- * How is strategy and practice in relation to programme leadership shared and developed at sector level?
- * How could opportunities for programme leaders to share practice and exchange learning beyond their own institutional context be supported?
- * How would we know that efforts to enhance programme leadership had been successful? What indicators could be useful?

Beyond the Metrics: Charting the Intangible Aspects of Enhancement

Our Aim

To provide a renewed understanding of contributory aspects to the success of higher education that are deemed to be important yet not easily measurable or quantifiable: our so-called 'intangible assets'.





Identifying and Mapping Intangible Assets

Based on cultural mapping methodology - focused on 3 key steps:

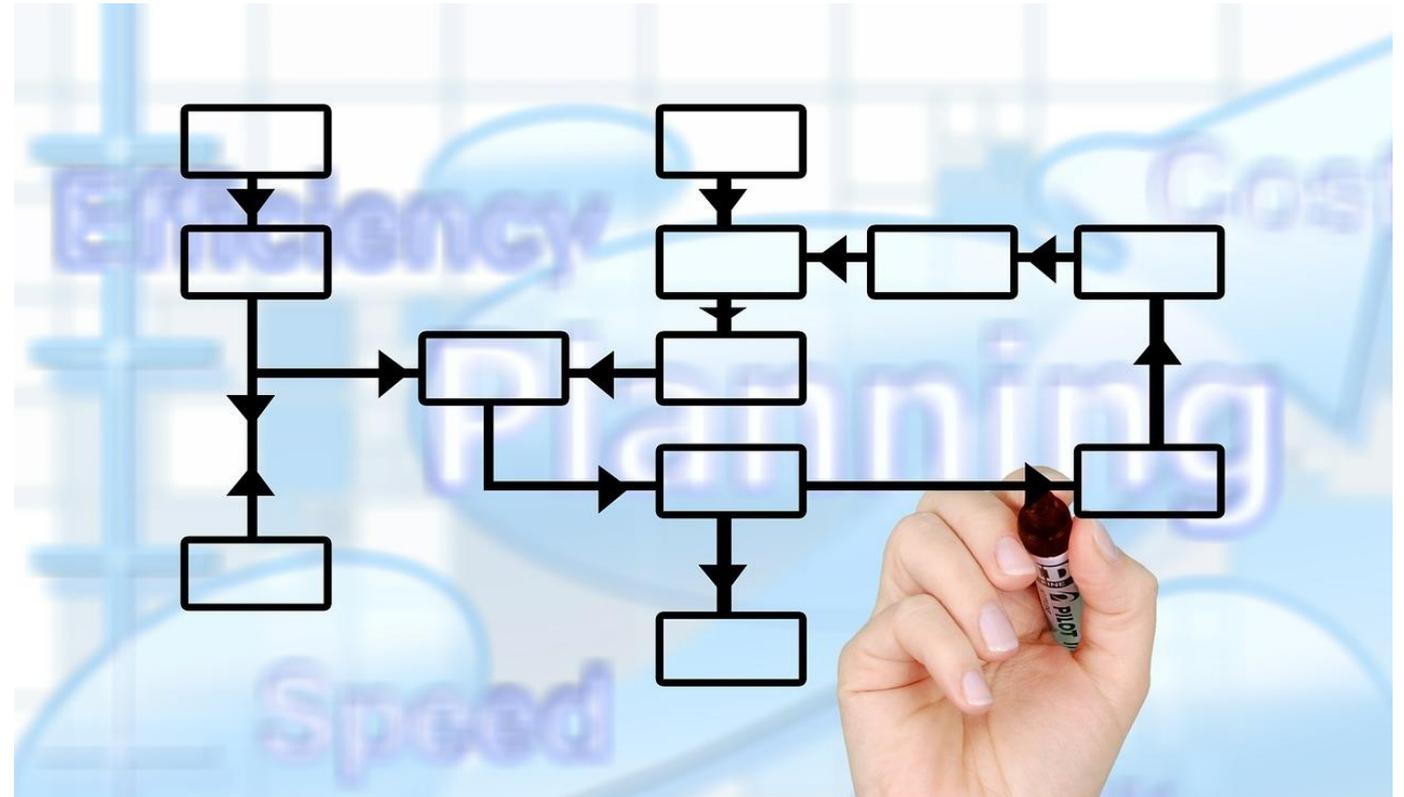
Step 1: What are the most important IAs for us and our stakeholders and why are they important?

Step 2: How do we know that we value the IA – can we map it?

Step 3: Now we know what is important and where we invest in it, is this making a difference - and for whom?

Step One

- We engaged in conversations across the sector
- Nine workshops
 - England
 - Scotland
- 147 participants



Our findings

Priority assets

1. Sense of belonging/academic community belonging
2. Relationships between staff members and staff and students
3. The transformative impact of higher education
4. The wellbeing of staff and students
5. Student engagement and participation

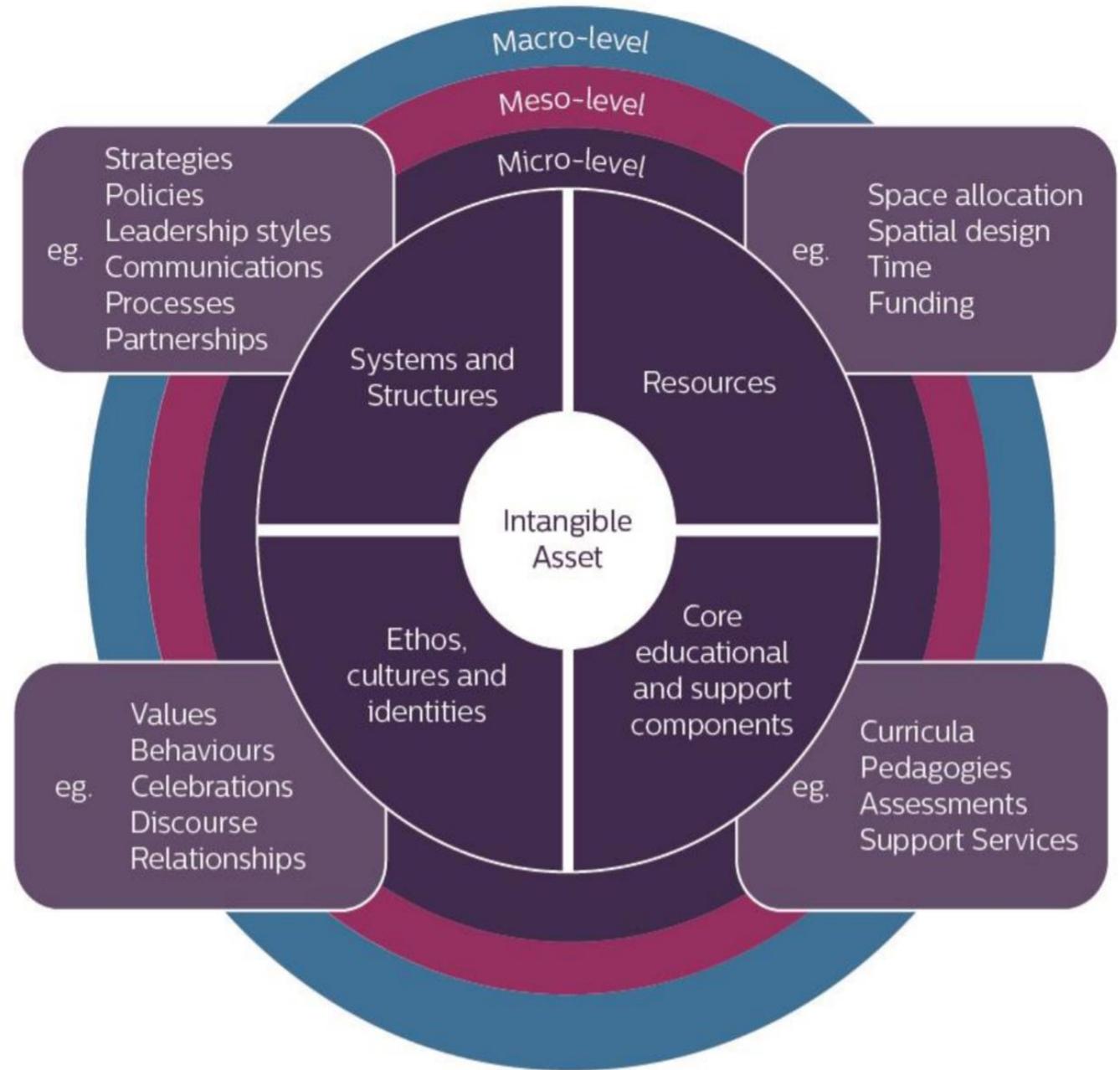


Step Two: Mapping the Intangibles #1

- To support the mapping of the intangible assets and to showcase evidence of investment, gaps and over investments we developed our **Evidencing Value Organisational Framework**
- Based on:
 - organisational design and effectiveness literature
 - evidence and insight gathered through this study

Beyond the metrics – what do we really value about higher education?

Mapping the Big Picture: the Evidencing Value Framework





Step 3: Evidencing Value through Narrative, Affirmation and Evaluation

- How does your evidence help you to ‘map’ your intangibles through words and stories?
- Do current communications reflect and affirm value of each intangible asset for the greatest impact?
- Are existing evaluation activities targeted in the right areas and asking the right questions?
- Are there opportunities to collect more nuanced and focused evidence of impact and case studies?

How can this be used?



Evaluation for a range of activities:

- Subject Level TEF
- T&L strategy development
- Curriculum Reform
- Services review
- Internal quality review
- External institutional review

Thank you! – I look forward to the discussion

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