Managing the **Impact** of internal **Quality Review** in Irish Universities

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Roles of the Quality Officer

External Standards & Guidelines

Internal Standards & Guidelines

Laws and Statutes

Monitoring

Self Assessments

Internal Quality Review

Peer Reviewers

Action Planning & Enhancements

Annual Reporting

Managing Relationships

What about the IMPACT?
Research Aims

• Understand Impact
• Limit scope to ESG i.e. learning and teaching
• Limit mechanism to Internal Quality Review (iQR)
• Selecting Key Performance Indications
• Survey seven Universities
What is IMPACT?

• “a marked **effect** or influence”
  • e.g. the impact of iQR on quality of teaching

• Qualitative and quantitative

• Qualitative
  • e.g. enhancements to programmes, processes, technologies, organisation, policies, etc.

• Quantitative
  • E.g. changes to key performance indicators

• **Cause and Effect** is difficult to prove
Cause and Effect

• “A naïve positivistic casual link between the actions and requirements of the external agency and an effect within the institution cannot be assumed”

Lee Harvey, 2006
Causal Links

Benchmarks

Leadership

€€€€€

Feedback

Strategy

Serundipity

iQR

&$£@^€

Impact
Causal Links

• Causal links are also difficult because:
  • Time lags between the action and the impact
  • Change is non-linear i.e. actions “morph”
  • Actions can be ‘seeds’ from another process

• Demonstrating causality remains largely anecdotal and subjective (Lee Harvey, 2006)
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iQR and Impact

Stakeholders
- Managing Agent
- incl. Students, Institution, Employers, Public
- Funding Body

Impacts
- Qualitative & Quantitative

General Model
- Self-evaluation
- Peer Review
- Reporting

Action Plans
- Needs
- KPIs

Outcomes
- Impacts

Managing Agent

Funding Body

Self-evaluation

Peer Review

Reporting

KPIs

Action Plans

Outcomes

Impacts
Logic Model for Impact

- **Resources/Inputs**
  - e.g. Budgets
  - Regulations
  - Strategy

- **Activities**
  - e.g. Reviews
  - Benchmarking
  - Student Feedback

- **Outputs**
  - e.g. Recommendations

- **Outcomes**
  - e.g. Action Plans
  - New/revised Policies

- **Impacts**
  - e.g. New processes
  - Improved KPIs

Planned Effort: Cause ----> Effect
Intended Results: Cause ----> Effect

Logic Model (2004)
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General vs QA Impacts

**Assure Quality**
- External Guidelines e.g. ESG
- Stakeholder Requirements
- QA Resources
- Feedback

**Provide Quality**
- Students
- Knowledge
- Teaching Resources

**QA Impacts**
- Compliance Data; Cycle Times; Benchmarking; Reviews; Reviewers; etc.

**General Impacts**
- % Completion rate; Staff/Student ratios; International staff; Mature enrolment; etc.

Activity Model (IDEFo)
# Four Types of Impacts

## Qualitative Impacts
- Internal Quality Reviews
- Student Surveys
- External Examining
- Policies and Procedures
- Operational Plans
- Benchmarking
- Actions Plans

## Quantitative Impacts
- Number of reviews
- Profiles of reviewers
- Review cycle times
- % Compliance to P&Ps
- Additional staffing, budgets, equipment, buildings, etc.

## QA Impacts
- Changed curricula
- New or revised programmes
- Better arrangements for teaching
- New teaching approaches
- Better programme information
- Student engagement
- New laboratory

## General Impacts
- Entry standards
- Student-staff ratio
- % Honours degrees
- % Completion rates
- Student surveys
Understanding Stakeholders Needs

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Needs</th>
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<tbody>
<tr>
<td>Managing Agents</td>
<td>Standards &amp; guidelines and Professional Accreditation</td>
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<tr>
<td>Institution</td>
<td>Strategy and internal Policies &amp; Procedures</td>
</tr>
<tr>
<td>Students</td>
<td>National Surveys and Internal Student Feedback</td>
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<tr>
<td>Funding Body</td>
<td>Funding, Statutes and Agreements</td>
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<tr>
<td>Employers</td>
<td>National Skills Surveys; Advisory Boards; ...</td>
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<td>Public</td>
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<td>Etc.</td>
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Stakeholders inform KPIs
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• Survey seven Universities in Ireland
Most Popular KPIs

• Quality Profile (entry points)
• Socio-economic disadvantaged students
• International students
• Student employment (First Destination Survey)
• Retention rate
• Satisfaction score (National Survey)
• Access students
• Staff-student ratio
• Progression rate
Next Most Popular

• Transfer students
• Part time and flexible students
• Gender and equality ratio
• Programmes with work-based learning
• University and/or Subject Ranking
• Awards e.g. Honours/Medals
Least Popular

• Geographical Catchment within Ireland
• Faculty with PhD
• Survey participation rate (National Survey)
• Prior Attainment in Mathematics
• UG Module evaluation rate
• PG Taught Programme evaluation rate
• Return of Course Work cycle time
Conclusions

• Demonstrating quantitative impact is difficult
• Quantitative impact is evidenced by KPIs
• KPIs inform iQR and may later be used to demonstrate impact
• Irish Universities have common and emerging KPIs
• Impact remains important for promoting responsible behaviours
• Thank you