

Managing the **Impact** of internal **Q**uality **R**evuew in Irish Universities

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Roles of the Quality Officer

Monitoring Self Assessments

**Internal Quality
Review**

Peer
Reviewers

**Internal Standards
& Guidelines**

Action Planning &
Enhancements

*External Standards
& Guidelines*

Annual
Reporting

Laws and Statutes

**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

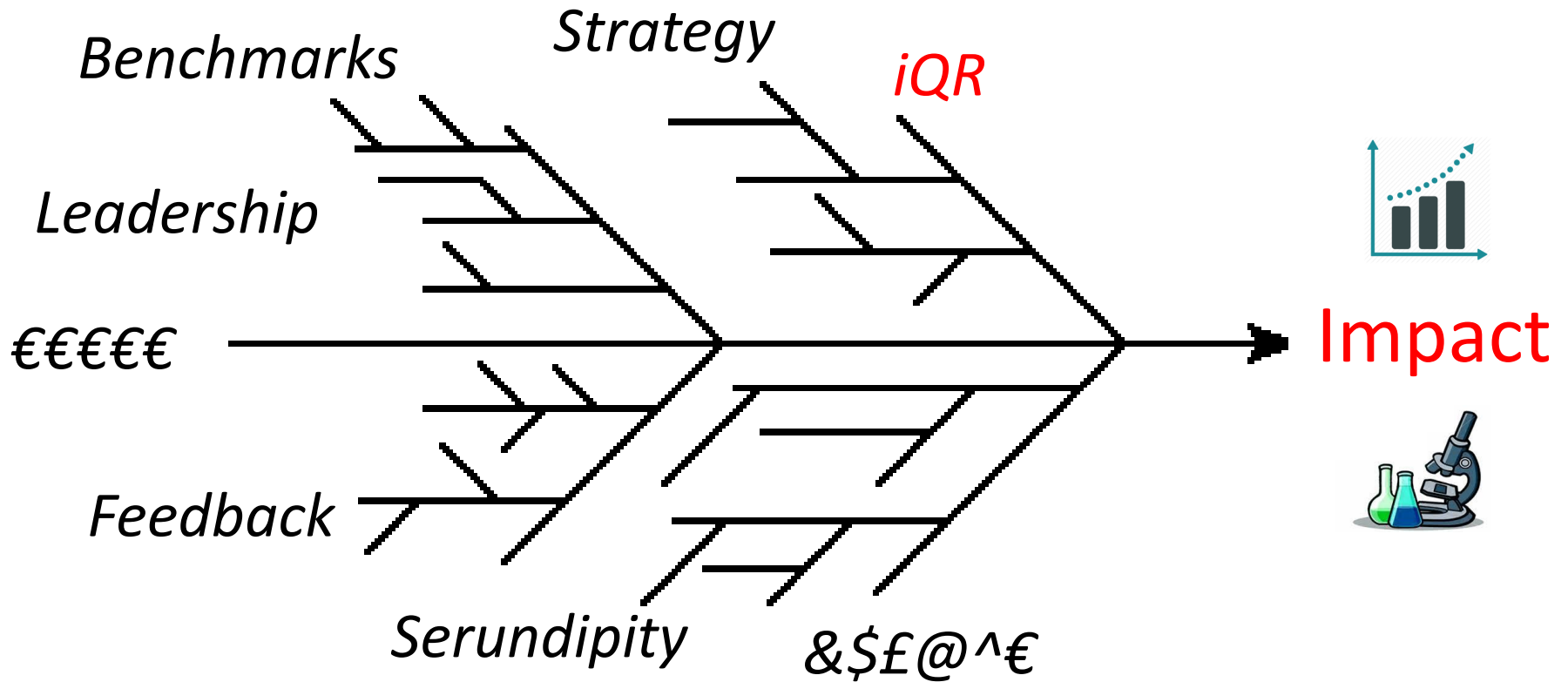


Cause and Effect

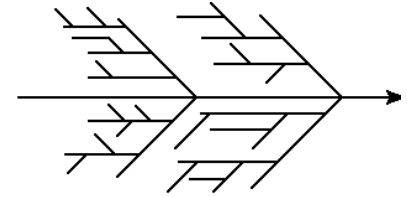
- “A naïve positivistic **casual link** between the actions and requirements of the external agency and an **effect** within the institution cannot be assumed”

Lee Harvey, 2006

Causal Links



Causal Links

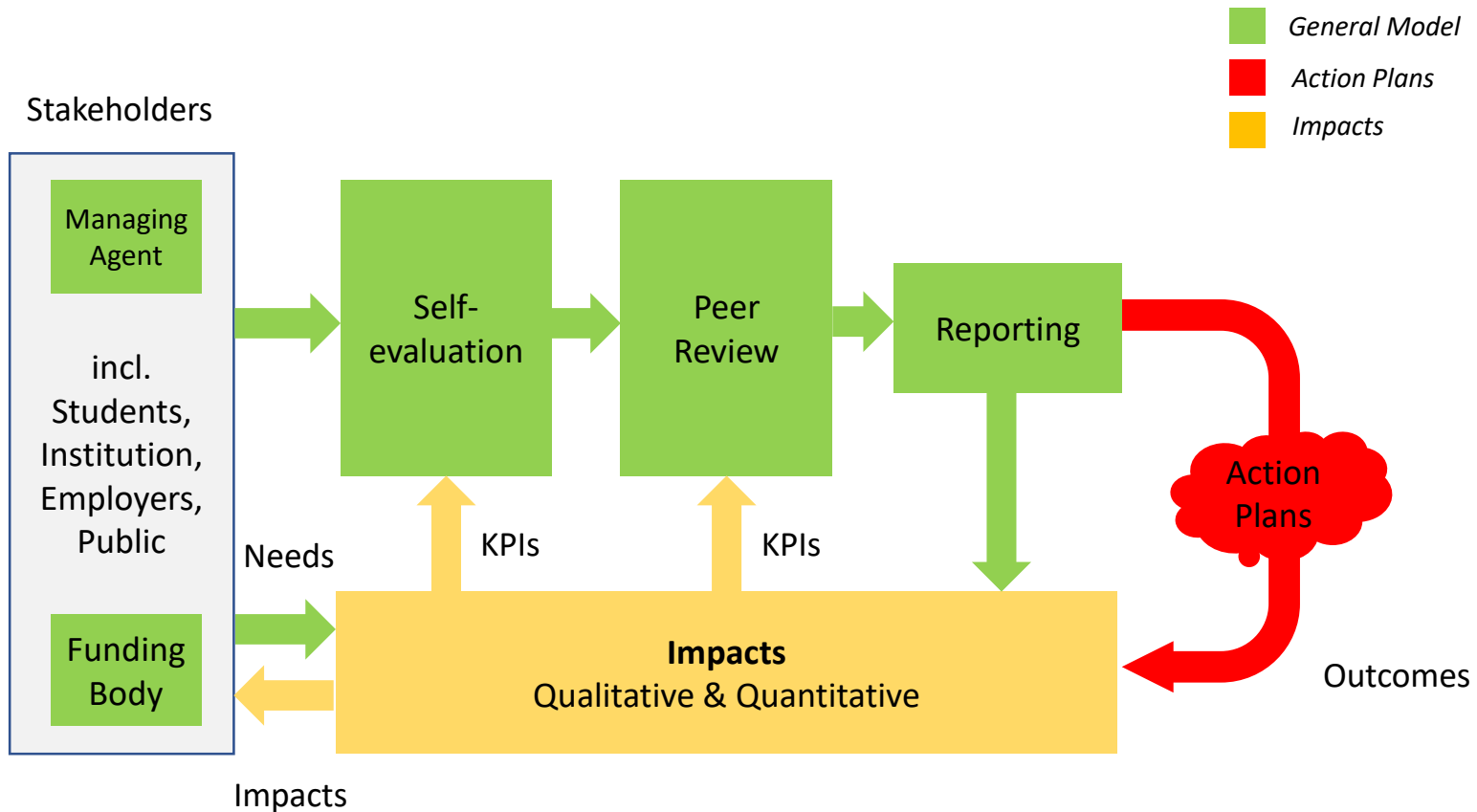


- Causal links are also difficult because:
 - **Time lags** between the action and the impact
 - Change is **non-linear** i.e. actions “morph”
 - Actions can be **‘seeds’** from another process
- Demonstrating causality remains largely **anecdotal** and **subjective** (Lee Harvey, 2006)

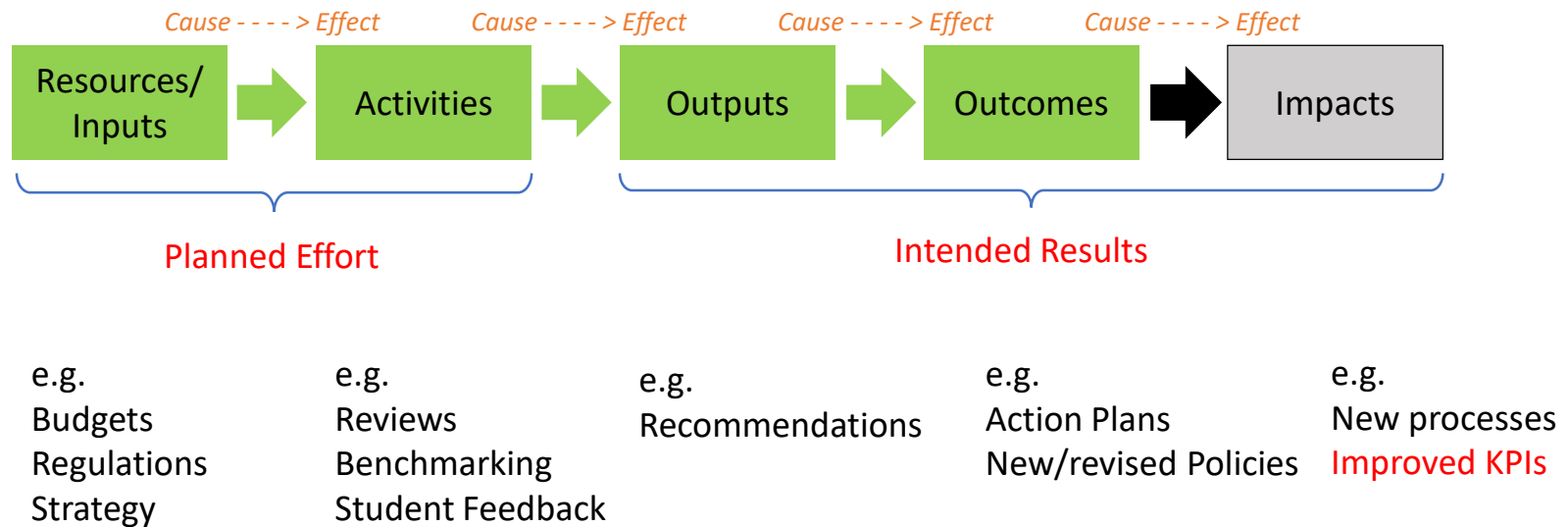
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iQR and Impact



Logic Model for Impact

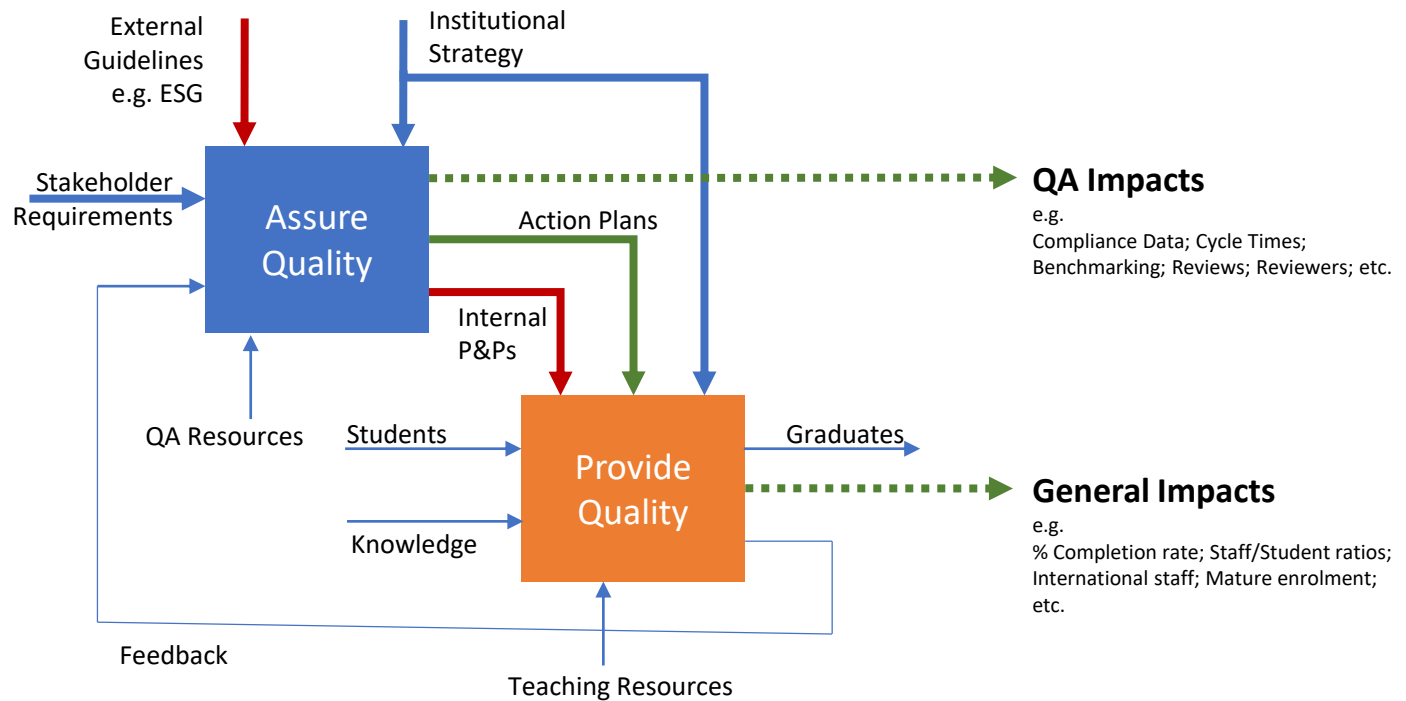


Logic Model (2004)

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General vs QA Impacts



Activity Model (IDEFo)

Four Types of Impacts

	QA Impacts	General Impacts
Qualitative Impacts	<ul style="list-style-type: none"> Internal Quality Reviews Student Surveys External Examining Policies and Procedures Operational Plans Benchmarking Actions Plans 	<ul style="list-style-type: none"> Changed curricula New or revised programmes Better arrangements for teaching New teaching approaches Better programme information Student engagement New laboratory
Quantitative Impacts	<ul style="list-style-type: none"> Number of reviews Profiles of reviewers Review cycle times % Compliance to P&Ps Additional staffing, budgets, equipment, buildings, etc. 	<ul style="list-style-type: none"> Entry standards Student-staff ratio % Honours degrees % Completion rates Student surveys

Understanding Stakeholders Needs

Stakeholders	Needs
Managing Agents	Standards & guidelines and Professional Accreditation
Institution	Strategy and internal Policies & Procedures
Students	National Surveys and Internal Student Feedback
Funding Body	Funding, Statutes and Agreements
Employers	National Skills Surveys; Advisory Boards; ...
Public	Rankings and Press & Media
Etc.	

Stakeholders inform KPIs

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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