Using data to transform the student learning experience through quality reforms

Paul Hazell and Helen Cullis, QAA

12th European Quality Assurance Forum
We are the Quality Assurance Agency for Higher Education (QAA): the independent body entrusted with monitoring, and advising on, standards and quality in UK higher education.
Quality reforms and data

• From cyclical review to data driven annual monitoring
• Teaching Excellence Framework (TEF)
• Annual Provider Review (APR)
• Wider reforms including governance and external examining
Quality assessment from 2017-18

- **Review for established providers**
  - Annual Provider Review
  - Five-yearly HEFCE Assurance Review

- **Developmental period of enhanced scrutiny**
  - Annual Provider Review
  - Repeat peer review visit after four years

- **Entry gateway**
  - Peer review visit
  - Test against baseline requirements

Intervention where necessary

QAA
## APR vs TEF

<table>
<thead>
<tr>
<th>Country</th>
<th>Teaching, learning and student outcomes (TEF)</th>
<th>Quality and Standards (APR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>5 out of 18 providers took part in 2016-17</td>
<td>N/A in Scotland, due to QEF being in place</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>0 out of 2 providers took part in 2016-17</td>
<td>Applies to all publicly funded providers from 2017-18</td>
</tr>
<tr>
<td>Wales</td>
<td>7 out of 10 providers took part in 2016-17</td>
<td>Continuation of Quality Assessment Framework, QAA commissioned to review all universities in Wales</td>
</tr>
<tr>
<td>England</td>
<td>222 public and private providers took part in 2016-17</td>
<td>Applies to all publicly funded providers from 2017-18</td>
</tr>
</tbody>
</table>
# Data in the APR and TEF

<table>
<thead>
<tr>
<th>Data, metric and proxy</th>
<th>TEF</th>
<th>APR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student non-continuation (dropout) rates</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>National Student Survey (NSS), question 27, overall satisfaction</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NSS questions on teaching, assessment and feedback, academic support</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Higher Education Statistics Agency (HESA) UK Performance Indicators</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Financial data from HEFCE</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Estates sustainability for Higher Education Institutions</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
A data dashboard

Note: Black line represents benchmark
Latest developments

'no statistically significant evidence that provider type, tariff level or student characteristics associated with award levels'

• TEF lessons learned
• New salary and grade inflation data
Latest developments (cont'd)

• Fees pegged at £9,250
  - level of student debt and loan interest a major political and policy issue
• A new student-focused regulator and Designated Quality Body (DQB)
• New approach to Quality Review, which will be designed and implemented by the DQB
Lessons learned

• Data-driven regimes need reliable data and data capability
• Impact of TEF submission - the best 'systematically described the difference they made’
• Consultation on APR and random sampling
• Scotland and Wales - continued focus on enhancement
Questions

Paul Hazell - p.hazell@qaa.ac.uk
Helen Cullis - h.cullis@qaa.ac.uk