The Right Quality
Measuring what counts

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Learning Metrics, Learning Analytics: using data to improve the student experience
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Agenda

Developing metrics to inform considerations about quality

- Current quality framework

- Are these the **right** metrics?

- Challenges and implications with respect to development and implementation

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NTU Quality Framework

Quality of courses currently monitored in year and formally reported on an annual basis:

- Student outcomes (progression, achievement, destination)

- Student feedback (NSS, module evaluation)

- External evaluation (external examiners, PSRBs)

Evaluations generally made with reference to:

- Trends over time

- Comparisons with 'similar' courses at NTU

- (Comparisons with sector averages)

'If quality assurance pays attention to variables that do not influence quality and does not pay attention to variables that do influence quality then [QA processes] are unlikely to assure or improve quality.'

Gibbs, 2012, p.15

What actually makes a difference?
Gibbs 2010; 2012

Factors that predict quality

- Who does the teaching

- Class sizes

- Quantity and quality of engagement generated

- Learning resources

- Quantity, quality and timeliness of feedback

Cultures are also important

- Discussions about teaching by course teams
- Leadership of teaching and learning

Big questions....

What is the **right** evidence to use?

How do we embed these in practice?

How do we use these to prioritise investment in courses?

Developing appropriate proxies

- Who does the teaching

- Class sizes

- Quantity and quality of engagement

- Learning resources

- Quantity, quality and timeliness of feedback
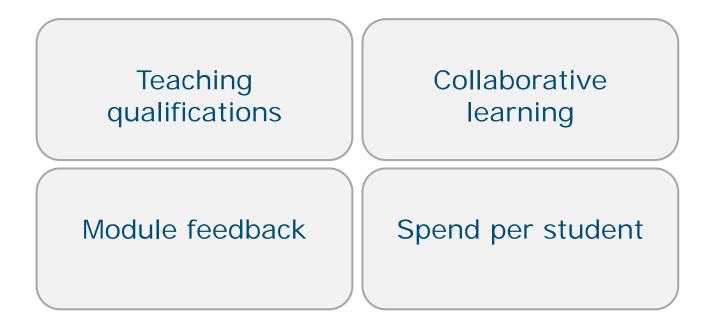
Do we use evidence for these factors in our reviews?

Yes

Where and what is this?

No

Why not?

What would this evidence look like?

Work in progress at NTU

Teaching qualifications

Collaborative learning

Module feedback

Spend per student

Implications for data management

Data decisions

- Possibilities and constraints

- Specification

- Benchmarking

Infrastructure

- Reporting developments

- Data maturity

Sponsorship

- Alignment with institutional frameworks

Implications for quality management

- Ensures that evaluation of course quality is based on evidence

- Moves the consideration of evidence about quality closer to the academic

- Provides a shared framework of expectations against benchmarks

Unanticipated implications

? specification requirements for courses/modules

? links to Teaching Excellence Framework (TEF)

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The system worked quite well and, as happens in such cases, had taken on the status of tradition. Lectures clearly took place, because they were down there on the timetable in black and white. The fact that no-one attended was an irrelevant detail. It was occasionally maintained that this meant that the lectures did not in fact happen at all, but no-one ever attended them to find out if this was true. Anyway, it was argued (by the Reader in Woolly Thinking – which is like Fuzzy Logic, only less so) that lectures had taken place in essence, so that was all right, too.

Terry Pratchett, *Interesting Times*