Welcome

Ian Bassett
Director of Membership, Quality Enhancement and Standards, QAA
PSRB Forum

QAA Membership Update

December 2019
QAA update

• New roles, teams and new ways of working
• Designated Quality Body (DQB)
• Membership (separated from DQB function)
QAA Membership - focus

- Maintaining shared responsibility for quality and standards
- Collaborating with stakeholders to address sector-wide challenges
- Leveraging international partnerships and engagement
- Providing expert advice on quality issues
QAA Membership Team

- Dedicated membership team
  - Engagement managers
  - Service delivery team
  - Quality and standards specialists
  - Senior leadership
  - International expertise and development
QAA Membership - focus
QAA’s Members

244 Members across the UK

• Over 2 million students are being educated at QAA Member institutions (86% of all students registered in the UK)

In England:

<table>
<thead>
<tr>
<th></th>
<th>Core</th>
<th>Quality Insights</th>
<th>International Insights</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEI</td>
<td>127</td>
<td>75</td>
<td>45</td>
</tr>
<tr>
<td>FEC</td>
<td>61</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>Independent HE</td>
<td>23</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>
Membership - Key contact points

- Academic staff
- Quality professionals
- Data and planning teams
- International teams
- Governors
- Students
Resources at your fingertips
Core Membership

• Membership Advisory Group updates
• Research: Tapping into the Wisdom of Students
• Degree Outcomes Guidance workshops
• Country Reports – Ukraine, Vietnam, Myanmar
• Regional Network Event presentations
• Standards and Frameworks
  • STEM SBS updates
  • Characteristics Statements
International Engagement

• Updated MOUs
  • Hong Kong, Australia

• Engagement and Influencing
  • ENQA, Kazakhstan, Malaysia, Oman, Peru, Cyprus, Philippines, Sri Lanka, Ukraine, Thailand, Slovakia, China, Singapore, Jordan, Tunisia, UAE, Egypt, Gibraltar, India, Russia

• Strategic development
  • Working group

• International Quality Review (IQR)
Member resource area

- Sector guidance documents
- Revised and new Subject Benchmark Statements
- International country reports
- Named QAA contact
- Formation of the Membership Advisory Group
- Network events
- Research project
- Review of Quality Code Advice and Guidance
- Enhancement partnership projects
- Viewpoints
Welcome to QAA's Membership Resources site, which gives our members exclusive access to a wide range of resources. The site has three areas: Membership, Quality Insights and International Insights. Members can view and access the resources from the package their institution has signed up to. Find out more.

Keep up-to-date with the latest membership activity

To find out about what we’re currently working on and the great membership activities and resources you can expect in the next couple of months, read our October Members' Update.

New content will be added to this site throughout the year. We have a full programme of membership activity planned, with many resources scheduled for publication. Take a look at our Membership Calendar.

What do you think? Complete our survey about contract cheating guidance

We are updating the Contract Cheating Guidance published in 2017. Completing our short survey will allow us to understand how the guidance is being used and what updates are required to help you combat the use of essay mills in your institution. This survey is open until 4 November 2019.

Access your resources

The membership package your institution has taken enables you to access resources from the following areas:

- Membership
- Quality Insights
- International Insights
Shaping membership in the future!

Put in a chart with stakeholders

- Universities & Colleges
- Students
- Professional, Statutory & Regulatory Bodies
- Employers
- Higher Education Sector (Stakeholders)
- International Stakeholders and Partners
Update on Quality and Standards

Dr Andy Smith
PSRB Forum
December 2019
Degree classification: transparency, reliability and fairness – a statement of intent
Degree Outcomes Statements

What are they?

• An analysis of a provider’s degree classification profile
• Product of internal review(s)
• Aim is to help providers’ governing bodies assure themselves Expectations on Standards are being met
• QAA, on behalf of UKSCQA, have produced guidance to help providers with the process of writing their statements
How the Statement works across the four nations

- **England**: Institutions awarding degrees should publish a ‘degree outcomes statement’ articulating the results of an internal institutional review in the academic year 2019-20.

- **Wales**: The degree outcomes statement in England can be adapted by institutions as part of their internal evaluation and contextualized self-evaluation of quality and risk.

- **Northern Ireland**: Institutions in Northern Ireland would consider where it would be appropriate to incorporate the high-level principles of the statement of intent into the Annual Performance review process.

- **Scotland**: The work will be overseen by the Quality Arrangements in Scottish Higher Education (QASHE) group which brings together the parties to the QEF alongside the Scottish Government.
Degree Outcomes Statements

What’s in the guidance?

• Two parts

• First covers content, style, partnerships, sign-off

• Second is a checklist for compilation and/or sign-off

• Developed closely with the sector
Recommended DOS content

- Institutional degree classification profile (over 5 years)
- Assessment, marking practices, external assurance
- Academic governance
- Classification algorithms
- Teaching practices and learning resources
- Identifying good practice and actions
- Risks and challenges
Who are they for?

- The guidance doesn’t identify an *external* audience per se
- The process is the important part – the statements articulate this, but are not ‘aimed’ at regulators, quality bodies etc
- If anyone, they should address your governing bodies/senior leadership
- But take into account who else *might* read it: students, academics, professional services staff, regulatory and govt bodies
- Example given of institutions’ financial statements – it’s about openness and transparency of systems and processes
Degree Outcomes Statements

What’s isn’t in the guidance

• A defined ‘audience’
• A template/example statement
• Information on next steps – what is to be done with all the DOSs?
• Integrated masters guidance
• What to do if your statement is longer than 2/3 sides
Degree Outcomes Statements

Feedback from the first workshop

• Quality teams often have not previously worked with data teams and do not see data
• Easy to explain degree algorithms, but more useful and important is to articulate the rationale behind them – why the university uses the approach they do
• No suggested timeline for sign-off - each provider will have different structures and processes
More feedback from the first workshop

• Process is likely to identify need for some changes, e.g. one provider has already identified need to reduce from 2 algorithms to 1
• Providers who identify risks are unlikely to publish them within a DOS
• How and where is it published – need to think of a comms strategy and placement on website
More feedback from the first workshop

• Can QAA hold an event at which the sector can develop a common vocabulary for talking about degree algorithms - in process, led by UUK

• ‘Sandbox’ for providers to share draft DOSs – in progress
Another Reference Tool – Degree Classification Descriptors

- Also published 10 October
- Developed over 18 months of work with the sector
- Goes beyond minimum threshold in the main body of the Frameworks
- UK-wide reference point, appended to the national qualifications frameworks (Annex D)
- Sufficiently generic to sit alongside providers own learning outcomes
- Also can be used alongside other reference points e.g. Subject Benchmark Statements
Classification descriptions – refinement through consultation

• Language
  • Clarity and consistency of key terms to ensure each classification is sufficiently distinct from others and clear in the graduate outcomes it defines.
  • Calibration of key terms to ensure sector-wide comprehension on the terminology within institutions.

• Relevance
  • Institutional autonomy must be protected, and classification descriptions should not become de facto universal marking criteria but act as a reference point for graduate achievement within classifications.
  • Subject variation and diversity across the sector must not be lost through the imposition of a standardised classification framework.
  • National considerations, particularly in Scotland in respect of honours and ordinary degrees, must be accurately reflected.
# Knowledge and understanding

A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.

<table>
<thead>
<tr>
<th>Not successful</th>
<th>3rd (pass or threshold)</th>
<th>2.2</th>
<th>2.1</th>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student's knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas.</td>
<td>The student has demonstrated a depth of knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts.</td>
<td>The student has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical.</td>
<td>The student has demonstrated sophisticated breadth and depth of knowledge and understanding, showing a clear, critical insight.</td>
<td>The student has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught.</td>
</tr>
<tr>
<td>The student has demonstrated inadequate understanding of subject-specific theories, paradigms, concepts and principles, including their limitations and ambiguities.</td>
<td>The student has demonstrated an understanding of subject-specific theories, paradigms, concepts and principles.</td>
<td>The student has consistently demonstrated an understanding of subject-specific theories, paradigms, concepts and principles as well as more specialised areas.</td>
<td>The student has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas.</td>
<td>The student has demonstrated an exceptional understanding of subject-specific theories, paradigms, concepts and principles, and an in-depth knowledge, if not mastery of a range of specialised areas.</td>
</tr>
<tr>
<td>The student has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study.</td>
<td>The student has conducted general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points.</td>
<td>The student has conducted background investigation, analysis, research, enquiry and/or study using established techniques accurately, and can critically appraise academic sources.</td>
<td>The student has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well-developed ability to critically appraise a wide range of sources.</td>
<td>The student has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments.</td>
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Subject Benchmark Statements

• Updating existing Subject Benchmark Statements to map to new Quality Code
  • STEM published 30 October
  • Professional Services November
  • Arts & Humanities 12 December

• Revised SBS Architecture – consultation open Nov 2019, **aiming for publication March 2020**

• SBS reviews coming up in 2020: Forensic Science, Veterinary Science.
Characteristics Statements

- All four existing CS have been updated to the new Quality Code – publication January 2020
- We published a new CS dealing with Higher Education in Apprenticeships in August 2019
- Covers all aspects of how apprenticeships are delivered across UK HE, including:
  - Collaboration with employers
  - Progression
  - Recruitment
  - Assessment and review
  - Learning and teaching
Academic Integrity

• Survey launched to establish engagement with 'Contracting to cheat' guidance - closed 4 November 2019

• Results of survey in late November and updated guidance in 2020
Guidance documents

Updated guidance 2020 planned for:

• Higher Education Credit Framework for England

• Education for Sustainable Development
Questions?
Lunch
12.30 – 13.15
Accreditation

Chris Lindsay
Global Education and Qualification Standards Manager, RICS

Mamta Beaver
Education and Qualification Standards Manager, RICS
Education Quality Assurance Review

Jessica Lichtenstein
Head of Quality Assurance, Education and Standards, General Medical Council
Panel: QAA Subject Benchmark Statements and the new Statement for Architecture

Si Bullock  Quality and Standards Specialist, QAA

David Gloster  Director of Education, Royal Institute of British Architects

Emma Matthews  Head of Qualifications, Architects Registration Board

Professor Alexander Wright  Chair of Architecture SBS Review, University of Bath