

QAA Collaborative Enhancement Projects: Call for Expressions of Interest

We are delighted to invite QAA Members to participate in a third round of Collaborative Enhancement Projects.

We are offering funding for groups of member institutions to work together on areas of mutual interest that will enhance the quality of their own students' learning experiences, while also developing outputs that will benefit the wider QAA Membership and higher education sector.

What is a Collaborative Enhancement Project?

Led by one institution, each project will comprise of a group of member institutions (at least two) who will work together over an agreed period on an area of mutual interest. We anticipate the duration of the project could be between six and 18 months, depending on the topic and approach.

Each project should aim to deliver benefits for the participating institutions and their students, and also demonstrate the potential for the wider QAA Membership to benefit from the work once completed. Projects can involve a range of staff and disciplines, depending upon the topic, and should involve students and/or student representatives as part of the project design and delivery.

Who can participate?

These projects are primarily aimed at QAA Members based in England and we can only accept proposals for projects that will be led by members located in England. Project partners can be drawn from across the UK, or even outside the UK. Project partners can also include organisations such as a subject association or PSRB. Please indicate in the expression of interest whether such partners are also offering part of the funding or providing support for the project in other forms - this will be particularly important if any partners are commercial concerns.

What themes could the projects address?

We are particularly interested in project proposals exploring:

- **Classifying student achievement.** How do you measure student success? How are institutions developing approaches to classify, record and report on student achievement? What approaches are institutions taking to identify educational gain? Should we apply different approaches for recognising knowledge acquisition compared to skills or competencies?
- **Future approaches to pedagogy.** How can some of the key opportunities and challenges of hybrid delivery be successfully navigated? For example, how can we ensure we are providing a positive learning community for all student groups? What is the role and purpose of on-campus activity in blended or hybrid delivery models?

How can issues arising from digital poverty be addressed successfully through curriculum design? What are the implications of staff with different roles being based in different locations and/or having different amounts of time on campus?

- **Creating flexible work-based learning pathways.** How are institutions supporting students to move between work and study through flexible, modular pathways? How can credit be used to support flexible learning and the recognition of prior learning? How can students be supported effectively through very flexible pathways?
- **Innovative and evolving quality processes.** How are quality teams and quality processes evolving? How are institutions developing dynamic and/or lean processes, and how are these being managed? How are institutions engaging students in quality processes (individually and collectively)? How are staff supported to undertake student-staff partnership opportunities?
- **Evaluation and supporting evidence-based decision-making.** How are institutions developing the effective use of qualitative and quantitative data to evaluate their activities? How does data inform decision-making? How can quantitative and qualitative data be used to prioritise interventions and evaluate their impact?
- **Enterprise, entrepreneurship and global citizenship.** How are activities that enable students to develop these skills and attributes embedded in the curriculum or delivered systematically alongside the formal curriculum? How are student intrapreneurs supported during their higher education journeys? How are students supported to become global citizens, using their subject-specific knowledge and skills to contribute meaningfully and thoughtfully to solving global problems?

Please note this is not an exhaustive list. If your project covers another topic that is a priority for you and others in the sector, and meets the criteria outlined below, we will be very interested to receive your proposal.

Timeframe

Expressions of interest need to be submitted to QAA by midday on Tuesday 1 November 2022. Selection will be completed by Friday 18 November 2022.

Funding

Funding will be allocated on a project basis, depending on the scope and anticipated outputs. As a guide, it is likely that funding for each project will range between £2,000 and £10,000.

This funding will support your work and the proposed outputs, which might include:

- development of new practical resources for the wider QAA Membership
- production of written material or multimedia resource for use by students and staff
- support for the evaluation of an existing initiative
- assistance with developing a good practice or quick reference guide for students and staff
- providing a small amount of funding to enable an institutional activity to be extended for the benefit of additional providers.

Again, please note that this is not an exhaustive list - other proposed outputs will be considered.

Selection criteria

Each expression of interest will be reviewed against the following criteria:

- the number of institutions (and/or student associations) actively engaged in the project (this must be at least two)
- the potential for the wider QAA Membership to benefit from the work once completed
- impact on/benefit to the participating institutions and their students
- the extent of student engagement in the project design and delivery
- the plans for disseminating outcomes across the wider QAA Membership
- value for money.

We are keen to receive expressions of interest from all, or any, of our members in England and we aim to support projects that involve a spread of our member types.

How to get involved

Please complete the [Expression of Interest Application Form](#) and email this to membership@qaa.ac.uk by midday on Tuesday 1 November 2022.

We are particularly interested in:

- the specific area of work your project involves
- your project partners and how you will work together
- what you and your project partners hope to gain from the partnership
- your proposals for the sector-wide, added value outputs that the partnership could develop
- an outline delivery plan (timescales) and levels of funding required.

Find out more

Please visit the [Collaborative Enhancement Project web pages](#) to find out more about the current projects, the topics being addressed and the resources that are being developed.

You may also be interested to learn more about the Scottish collaborative clusters, including how the institutions approached these and their outcomes and outputs. Details of past and the most recent clusters are available on the [Enhancement Themes website](#).

QAA is also supporting Collaborative Enhancement Projects in Wales that began in 2020-21. There will be a future call for expressions of interest for projects in specific areas to be led by higher education providers in Wales for 2022-23. These projects are funded by HEFCW and facilitated by QAA. These areas will include micro-credentials and student complaints and extenuating circumstances.

Get in touch

If you have any questions or would like to have a chat about your project with a member of the team at QAA, please email us at membership@qaa.ac.uk

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