



**Quality assurance and  
enhancement in the digital age:  
A UK perspective**

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**Chief Executive**

# What I will cover

- About QAA
  - Our mission
  - Our UK-wide role
- QAA's support assuring and enhancing use of digital technologies
  - UK Quality Code
  - Approach in Scotland
- Digital threats to academic integrity
- QAA's international engagement and services

# About QAA

QAA is the UK's independent, expert, higher education quality body

Tailored quality approaches for each of the four UK nations, supported by UK-wide work

Founded in 1997



# Our mission

To safeguard standards and improve the quality of UK higher education, *wherever* it is delivered

QAA works internationally to:

- support UK providers delivering transnational education
- build reputation, trust and understanding

# QAA's UK-wide work

Quality assessment and assurance

UK Quality Code

Advice on degree awarding powers and university title

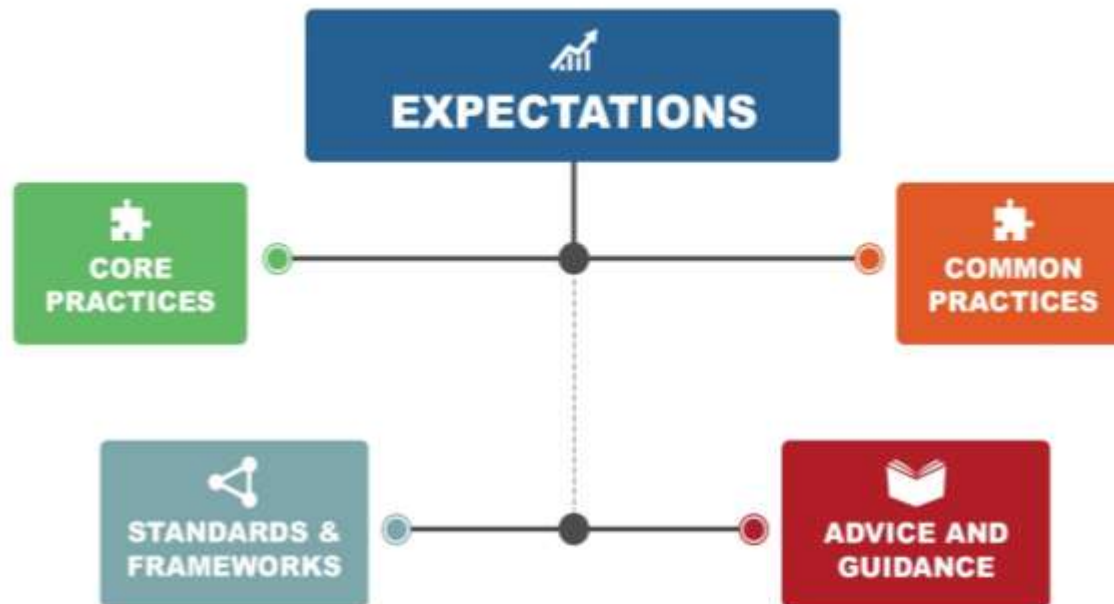
Teaching Excellence Framework

Assurance of transnational education

Strategic international engagement



## THE UK QUALITY CODE



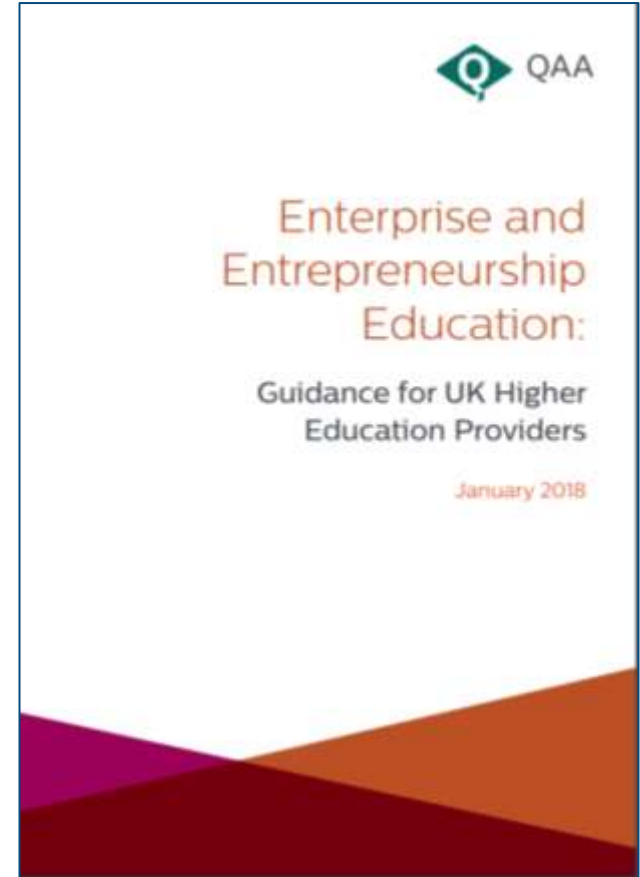
# Quality Code Advice and Guidance on Learning and Teaching

- The learning environment may encompass:
  - virtual environment (technological facilities including virtual learning environments and library systems)
- The promotion and development of digital skills and behaviours are crucial to graduates' ability to thrive
- Use of technology to enhance learning can be an important means of engaging students more fully with their studies



# Broader QAA expertise

- QAA provides guidance on entrepreneurship, with a focus on digital and data skills
- Outlines the skills graduates should be expected to have, as well as the opportunities the higher education provider should give





# Digital innovation in UK Universities

- Staffordshire University

- Digital resources and support will be offered on-demand, accessible 24/7 from any location;
- Offer a compelling and fully flexible mixture of first-class campus and distance provision
- Analytics and artificial intelligence personalises student experiences according to preference, performance and previous behaviour
- a fully digitised student journey
- Digital apprenticeships



# Digital innovation in UK Universities

- Coventry University

- Intelligent, distributed use of data and management information

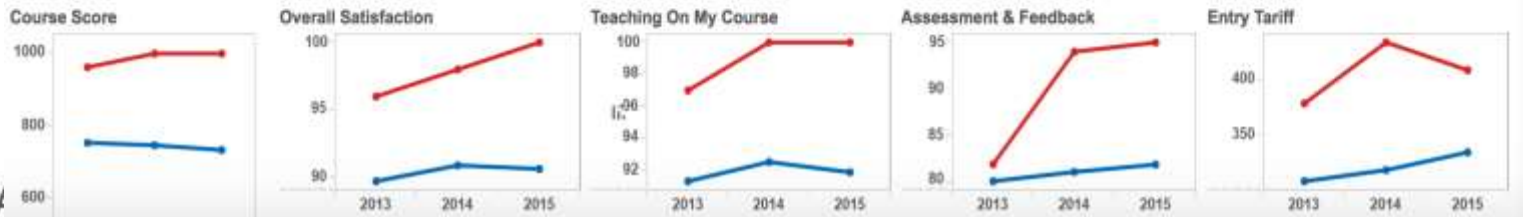
Strategic Planning and Analytics Office | Business Intelligence | CQEM - Home Page | Coventry University

Demographics | Applications | NSS | Teaching & Learning | Progression | Conduct & Complaints | Modules

Course Name: (All) | Course Group: (All) | School: (All) | Faculty: (All) | Level: UGT | Report Year: 2015 | Sort By Metric: Course Score

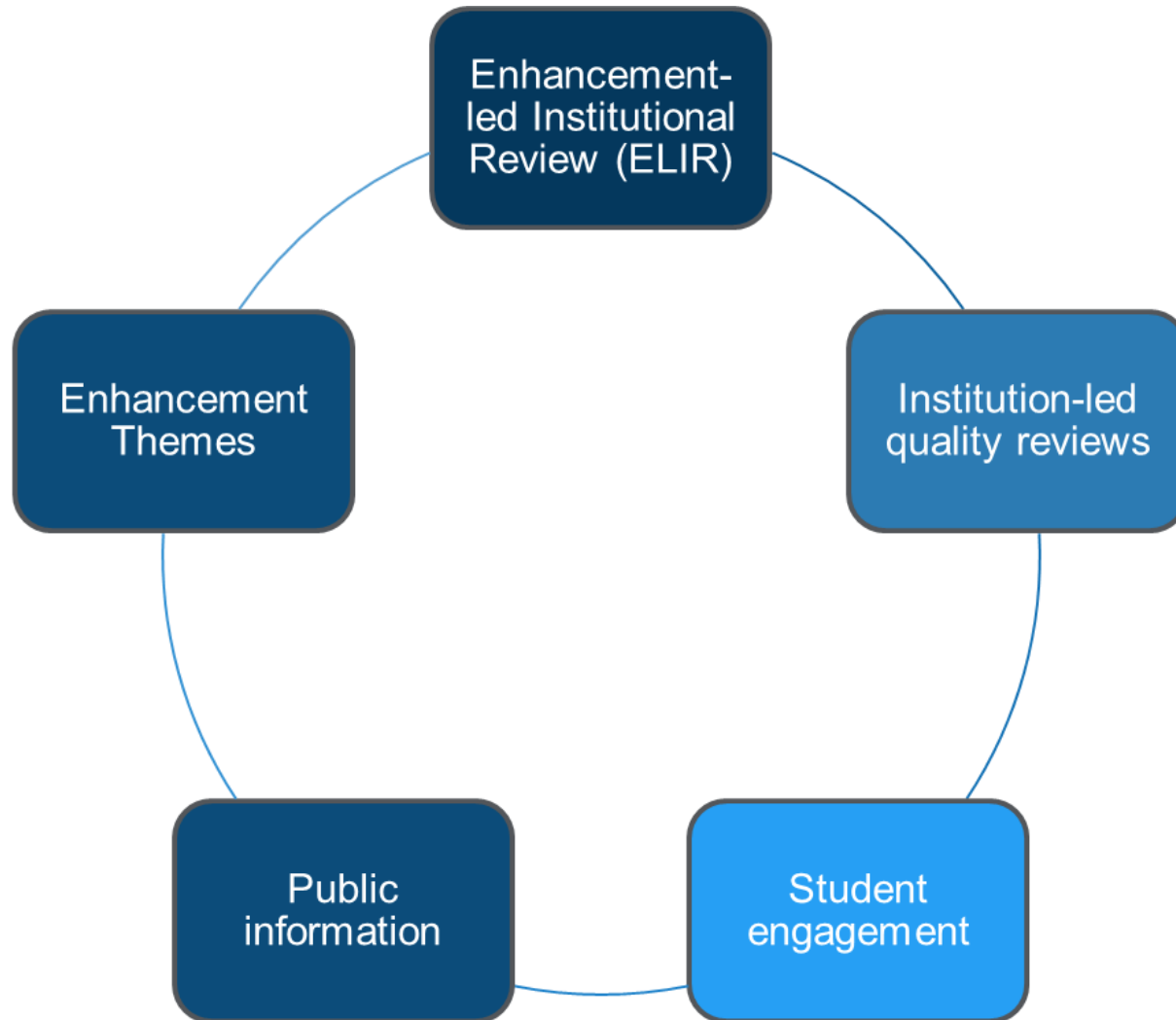
Course Name	Students on Course	Overall satisfaction	The teaching on my course	Assessment and feedback	Entry tariff	Completion rate	1st / 2:1s	Positive destination	Pass rate	Course score
[REDACTED]	283	100	100	95	409	98	91	98	97	1,000
[REDACTED]	14	92	88	82		100	100	100	100	954
[REDACTED]	128	95	91	85	434	96	100	93	92	923
[REDACTED]	167	97	96	95	383	86	86	89	93	908
[REDACTED]	119	88	88	81	338	94	87	71	95	898
[REDACTED]	113	85	92	67	350	85	76	71	96	894
[REDACTED]	91	100	100	100	327	91	57	80	94	894
[REDACTED]	256	90	93	84	308	99	75	77	95	893

Coventry and Physiotherapy (BSC) FT trends



Q4

# Scottish Quality Enhancement Framework



# Scotland – Enhancement-led Institutional Review (ELIR)

- Institutions in Scotland reviewed every 5 years by QAA
- Include annual visits, Follow-Up reports, and sector-wide Thematic analyses
- A Thematic Report on the use of Technology in Learning and Teaching was produced using information gathered in the 2013-16 ELIR cycle

# ELIR Thematic Report on Use of Technology

- Overall, the report highlighted good practice across the Scottish sector in areas covering:
  - Strategic planning and investment
  - Virtual learning environment
  - Student retention
  - Student transitions
  - Personal tutoring and mentoring
  - Student engagement and community
  - Information provision
  - Technology in the classroom
  - E-portfolios
  - Assessment and feedback
  - Student feedback mechanisms
  - Massive Open Online Courses (MOOCs)
  - Collaboration
  - Staff training
  - Governance





# Enhancement Themes

## Evidence for Enhancement

- Launched October 2017. Will run for 3 years.
- Will reflect on data that is available within the Scottish sector to help it understand what it does well and what could improve.
- Aims to identify:
  - any issues that will benefit from intervention
  - help prioritise interventions to improve the student experience
  - evaluate the effectiveness of those interventions, including reporting on the ways in which the student experience is improving.

# “Focus On” Projects

- 2018-19 Focus On Graduate Skills project
  - Considered how is the sector ensuring that appropriate digital skills are developed by graduates in all disciplines and subject areas
- 2019-20 Focus On Using technology in learning and teaching



# Digital threats to academic integrity

- Essay mills
- Fake certificates/diplomas

- Academic misconduct is unacceptable
- Legislative approaches?
- QAA academic integrity advisory group
- Working with international stakeholders – TEQSA/INQAAHE
- Sector consensus is critical



YouTube stars are being paid to sell academic cheating, a BBC investigation has found.





# Products and services

## Review

International  
Quality Review

Bespoke Higher  
Education  
Review

Peer Review  
case study  
programme

## Strategic Development

Degree  
awarding  
powers

Bespoke quality  
assurance

Capacity  
building

## Training

Concepts of  
Quality

International  
Quality  
Assurance  
Programme

Bespoke quality  
training

# And finally...

- QAA itself is committed to enhancing its knowledge and expertise of digitalisation and digital technologies.
- As part of our recent 2018 review by ENQA, we committed to use ENQAs competencies framework as a tool to identify developmental activities.
- The framework includes a focus on IT and data skills

	IT AND DATA SKILLS		
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>Working knowledge of standard office software packages</li> <li>Awareness of and adherence to data protection and security measures</li> </ul>	<p><i>Application form, interview, presentations, tests</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Work experience</li> </ul>	<ul style="list-style-type: none"> <li>Software training</li> <li>Peer coaching</li> <li>Information security and data protection training</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>Working knowledge of standard office software packages</li> <li>Ability to interpret a wide variety of data and make recommendations</li> <li>Understanding of statistical parameters</li> <li>Comprehensive knowledge of information security and data protection regulations</li> <li>Demonstration and encouragement of good practice in information processing and storage</li> </ul>	<p><i>Application form, interview, references, tests</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Quality of analytical reports</li> <li>IT responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Development into 'expert' role for specific area of quality assurance</li> <li>Software training</li> <li>Peer coaching</li> <li>Information security and data protection training</li> </ul>

Any questions?

# Thank you



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