



# Using data to transform the student learning experience through quality reforms

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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



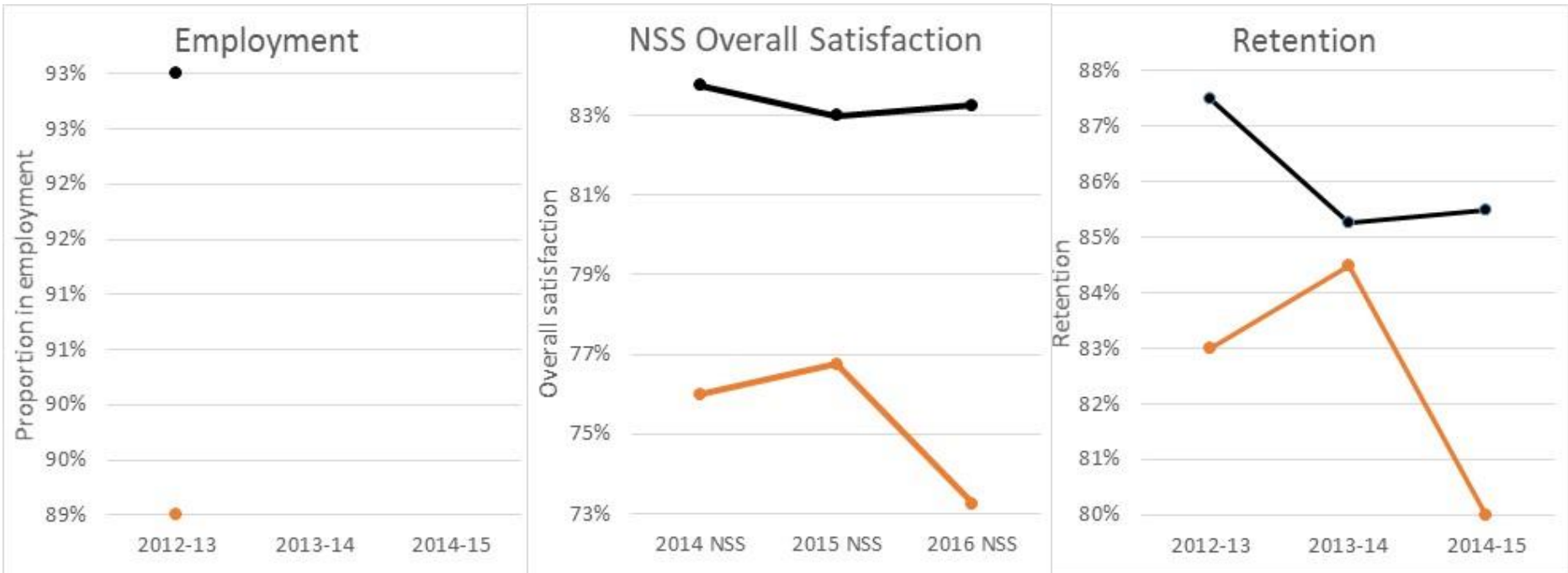
# APR vs TEF

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

# Data in the APR and TEF

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

# 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

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