



QAA
Scotland

Work-based learning

Unibasq / NVAO workshop

June 2019

Dr Ailsa Crum, Head of Quality and Enhancement

Scotland's HEIs

UHI campuses:

- Argyll College
- Highland Theological College
- Inverness College
- Lews Castle College
- Moray College
- NAFC Marine Centre
- North Highland College
- Orkney College
- Perth College
- Sabhal Mór Ostaig
- SAMS UHI
- Shetland College
- West Highland College



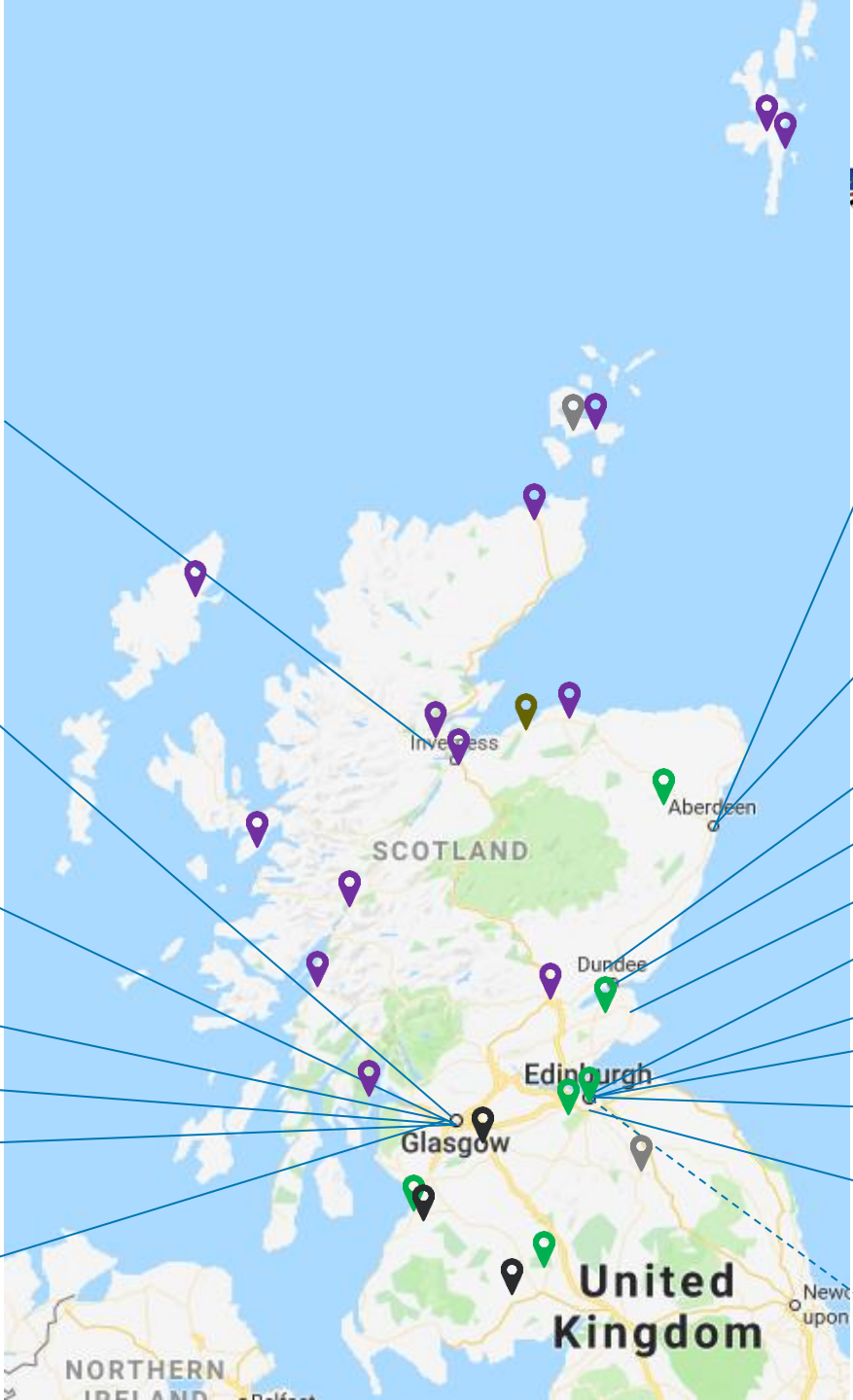
Glasgow School of Art campuses:

- Glasgow
- The Creative Campus, Highlands and Islands



UWS campuses:

- Ayr
- Dumfries
- Hamilton



- Heriot Watt campuses:**
- Edinburgh
 - Scottish Borders
 - Orkney



- SRUC Campuses:**
- Aberdeen
 - Ayr
 - Barony

- Edinburgh
- Elmwood
- Oatridge







Scotland's Higher Education Institutions



15 Universities



2 small specialist institutions



1 tertiary institution




The Open University in Scotland



Who are our students?

 247,110 students

 Including 61,635 postgraduates

 21.9% students from outside the UK

Source: HESA (2017-18)



Scotland's Quality Enhancement Framework



Evaluating the quality of learning & teaching through an enhancement-led approach since 2003

Partnership of agencies



QAA
Scotland



Scottish Funding Council
Promoting further and higher education



The Scottish Government
Riaghaltas na h-Alba



nus
national union of students

sparks
student partnerships in quality Scotland

The Enhancement Themes

15 Years of Enhancement Themes



- Assessment and Integrative assessment (2003-04)
- Responding to student needs (2003-04)
- Employability (2004-06)
- Flexible delivery (2004-06)
- First year: engagement & empowerment (2005-08)
- Research-teaching linkages: enhancing graduate attributes (2006-08)
- Graduates for the 21st century (2008-11)
- Developing and supporting the curriculum (2011-14)
- Student Transitions (2014-17)
- **Evidence for Enhancement: Improving the Student Experience (2017-20)**



What makes a good Theme?

- Relevance to students and staff at all levels
- Inspires people to make a real difference
- Timely response to major issues in HE
- Resonates across the UK and beyond



How does it work?

- Scottish Higher Education Enhancement Committee – VPs (Learning and Teaching)
- Theme Leaders' Group – staff and students
- Institutional teams

The Enhancement Themes

15 Years of Enhancement Themes



- Employability (2004-06)
- Research-teaching linkages: enhancing graduate attributes (2006-08)



- Graduates for the 21st century (2008-11)
- Student Transitions (2014-17)



- Evidence for Enhancement: Improving the Student Experience (2017-20)



Supporting Programme Leaders
Edinburgh Napier University



Learning analytics
University of Strathclyde



Creative disciplines
Glasgow School of Art



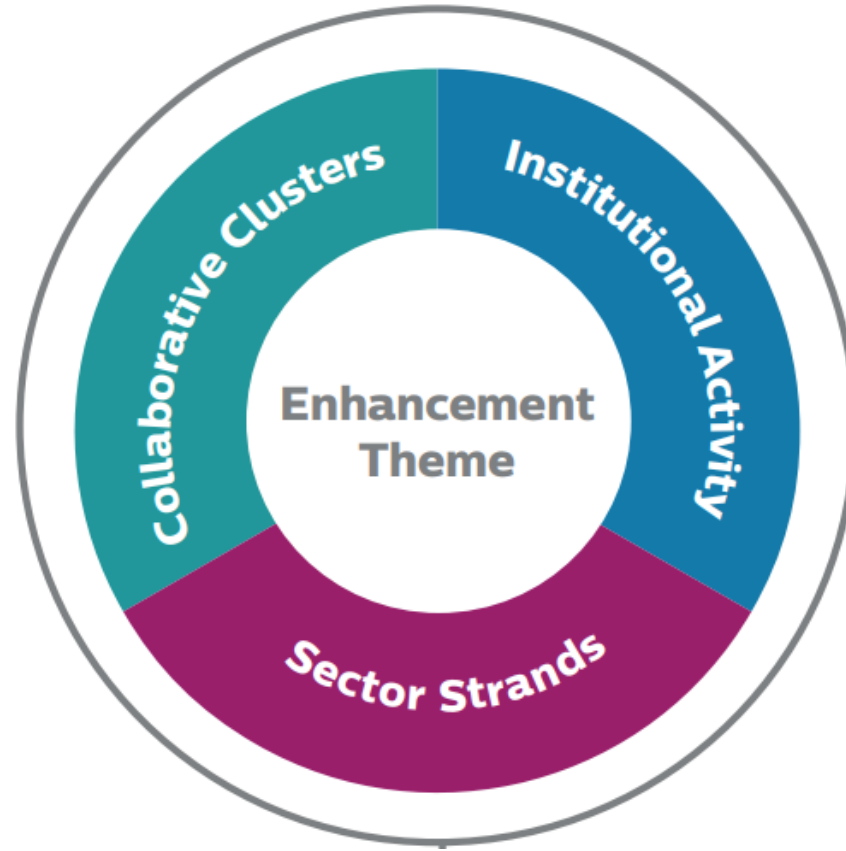
Distance learning
Queen Margaret University



Measuring beyond metrics
Abertay University



Graduate employment
University of Dundee



19 Institutions pursuing projects across the following areas:

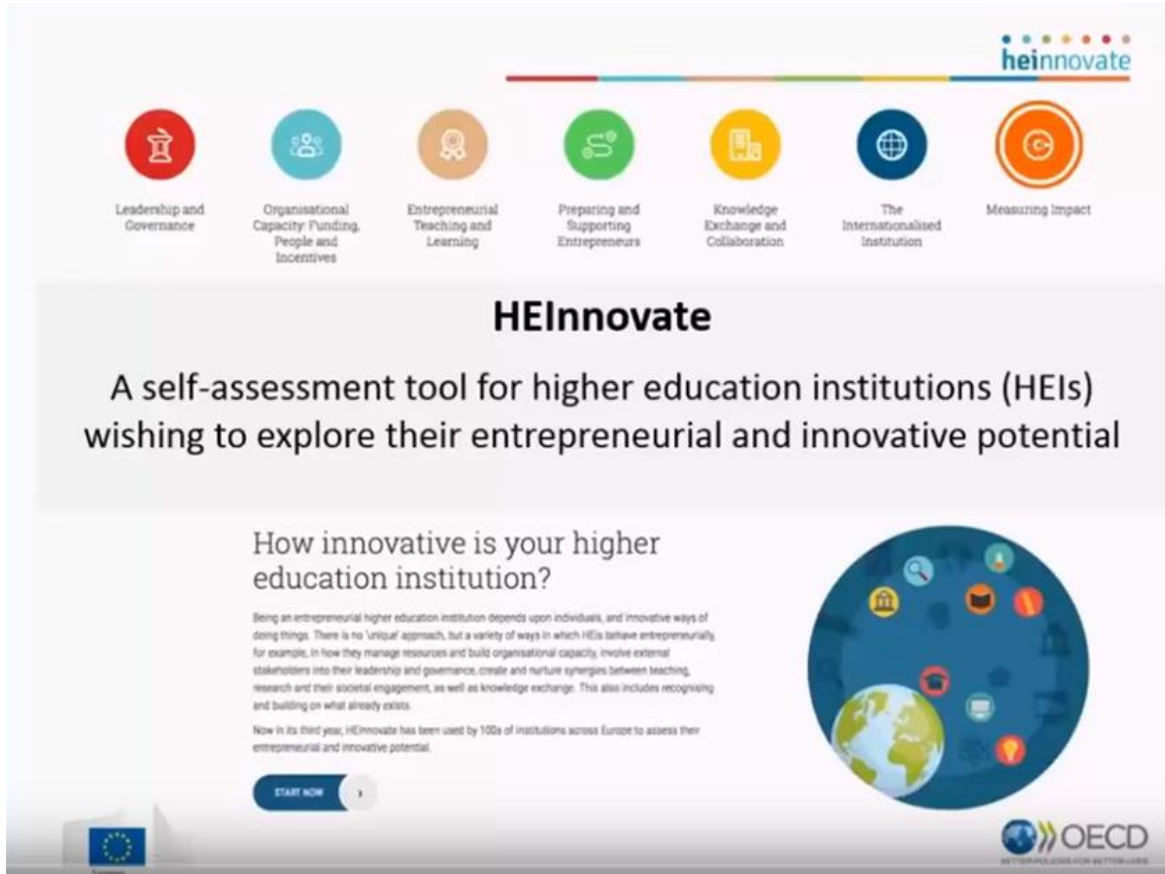
- The nature of evidence
- Approaches to evaluation
- Staff upskilling and empowerment
- Learning analytics and dashboard development
- Quality assurance processes
- Student characteristics
- Student success, retention and employability
- Student engagement and belonging
- Learning space and curriculum development
- Digital technology, learning, teaching and assessment

Optimising the use of existing evidence

Student engagement

Student demographics, retention, and attainment

Enterprise & Entrepreneurship



The image shows the HEInnovate self-assessment tool interface. At the top, there is a horizontal bar with the 'heinnovate' logo on the right. Below this bar are seven circular icons, each representing a different aspect of the assessment: Leadership and Governance (red), Organisational Capacity: Funding, People and Incentives (teal), Entrepreneurial Teaching and Learning (orange), Preparing and Supporting Entrepreneurs (green), Knowledge Exchange and Collaboration (yellow), The Internationalised Institution (blue), and Measuring Impact (orange). Below these icons, the text 'HEInnovate' is displayed in a large, bold font. Underneath, it says 'A self-assessment tool for higher education institutions (HEIs) wishing to explore their entrepreneurial and innovative potential'. Further down, there is a section titled 'How innovative is your higher education institution?' with a paragraph of text explaining the tool's purpose. To the right of this text is a circular graphic with various icons representing different aspects of innovation. At the bottom left, there is a 'START NOW' button. The bottom right corner features the OECD logo and the text 'BETTER POLICIES FOR BETTER LIVES'.

heinnovate

Leadership and Governance

Organisational Capacity: Funding, People and Incentives

Entrepreneurial Teaching and Learning

Preparing and Supporting Entrepreneurs

Knowledge Exchange and Collaboration

The Internationalised Institution

Measuring Impact

HEInnovate

A self-assessment tool for higher education institutions (HEIs) wishing to explore their entrepreneurial and innovative potential

How innovative is your higher education institution?

Being an entrepreneurial higher education institution depends upon individuals, and innovative ways of doing things. There is no 'unique' approach, but a variety of ways in which HEIs behave entrepreneurially, for example, in how they manage resources and build organisational capacity, involve external stakeholders into their leadership and governance, create and nurture synergies between teaching, research and their societal engagement, as well as knowledge exchange. This also includes recognising and building on what already exists.

Now in its third year, HEInnovate has been used by 100s of institutions across Europe to assess their entrepreneurial and innovative potential.

START NOW

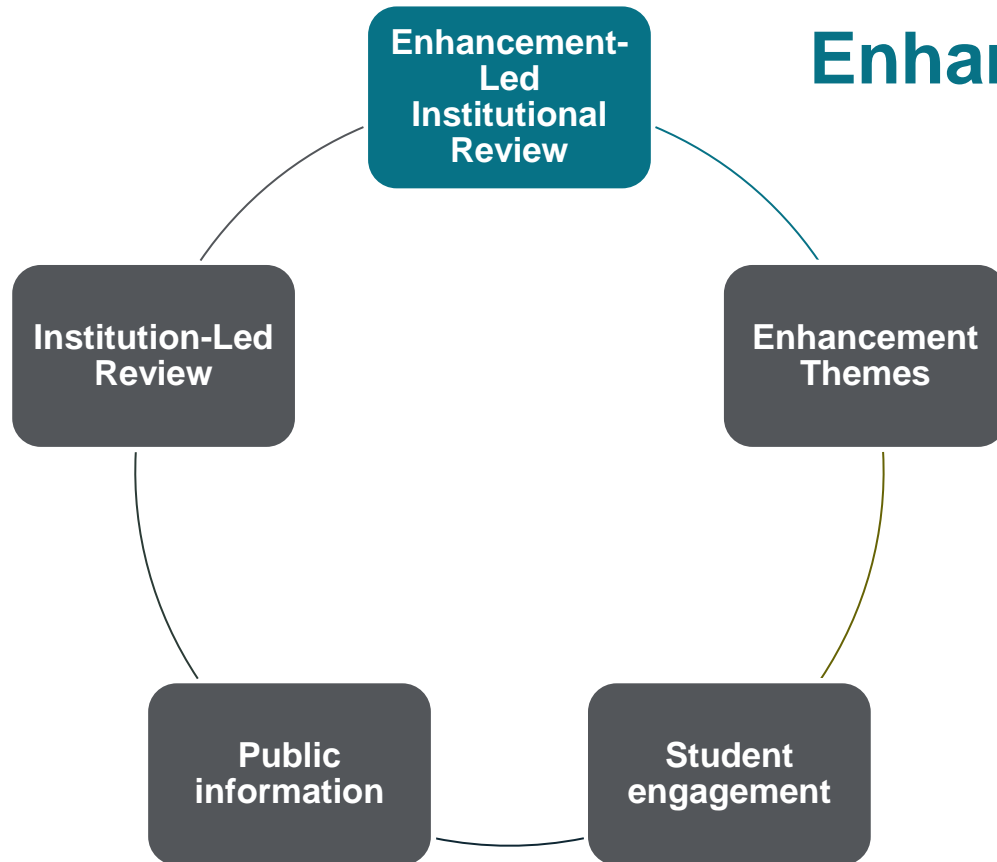
OECD
BETTER POLICIES FOR BETTER LIVES

In partnership with Universities Scotland we:

- Offered a series of 7 webinars
- Captured 8 case studies from universities

Materials available on QAA Scotland website: search 'development-projects/enterprise-and-entrepreneurship'

Quality Enhancement Framework



Enhancement-led Institutional Review (ELIR)

- Peer review of all Scottish HEIs on a four or five-year cycle
- Student reviewers since 2003
- International reviewers since 2008
- First cycle: 2003-2007
- Second cycle: 2008-2012
- Third cycle: 2012-2017
- ELIR 4: 2017-2022
- Threshold judgement plus commendations & recommendations

ELIR Outcomes

- ELIR 3 reports on the **effectiveness** of the university's 'approach to promoting the development of graduate attributes including employability'
- QAAS identifies and shares practice across the sector



EMPLOYABILITY AND GRADUATE ATTRIBUTES: THEMATIC REPORT UPDATE 2018

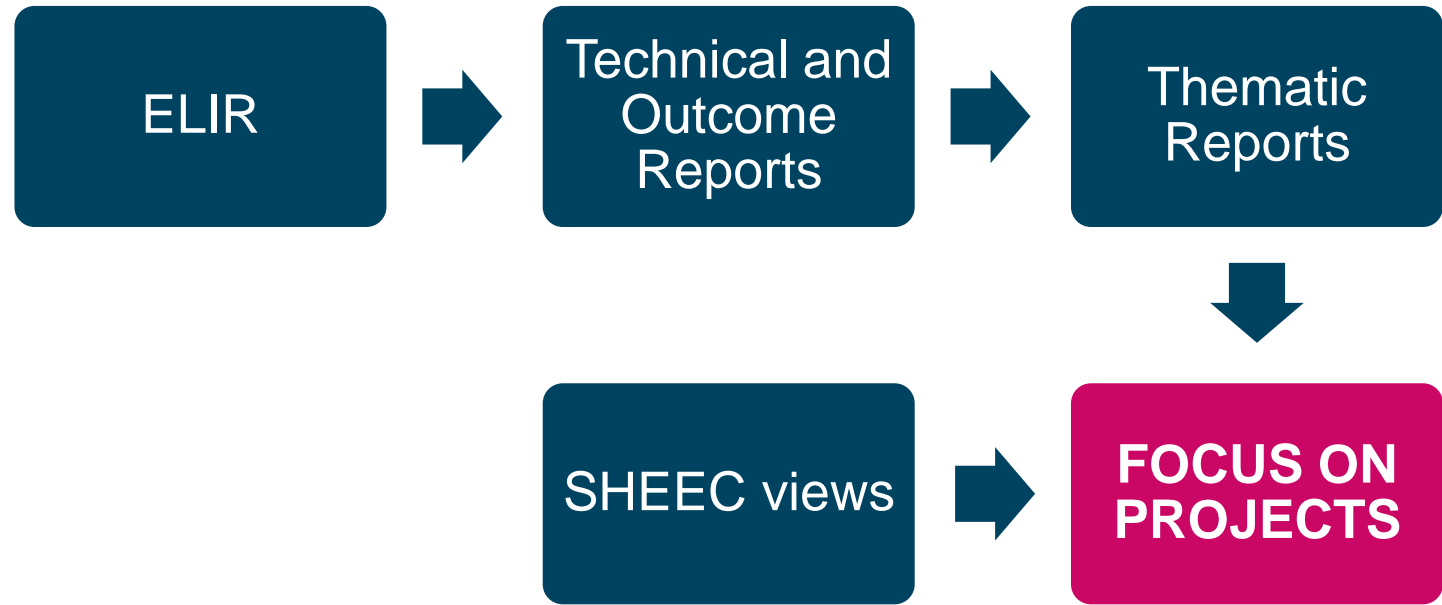
Publication Date: 05 Nov 2018

What do ELIR reports say?

- Explicit strategy and policy
- Embedding graduate attributes
- Employer engagement
- Careers services
- Work-based learning & placement opportunities
- Learning & teaching approaches
- Co-curricular activities (skills development, volunteering)



QAA Scotland Focus On projects



**Assessment
and
feedback**
(2014-2015)



**Collaborative
activity**
(2015-2016)



**Institution-
led review**
(2016-2017)



**PGR student
experience**
(2016-2017)

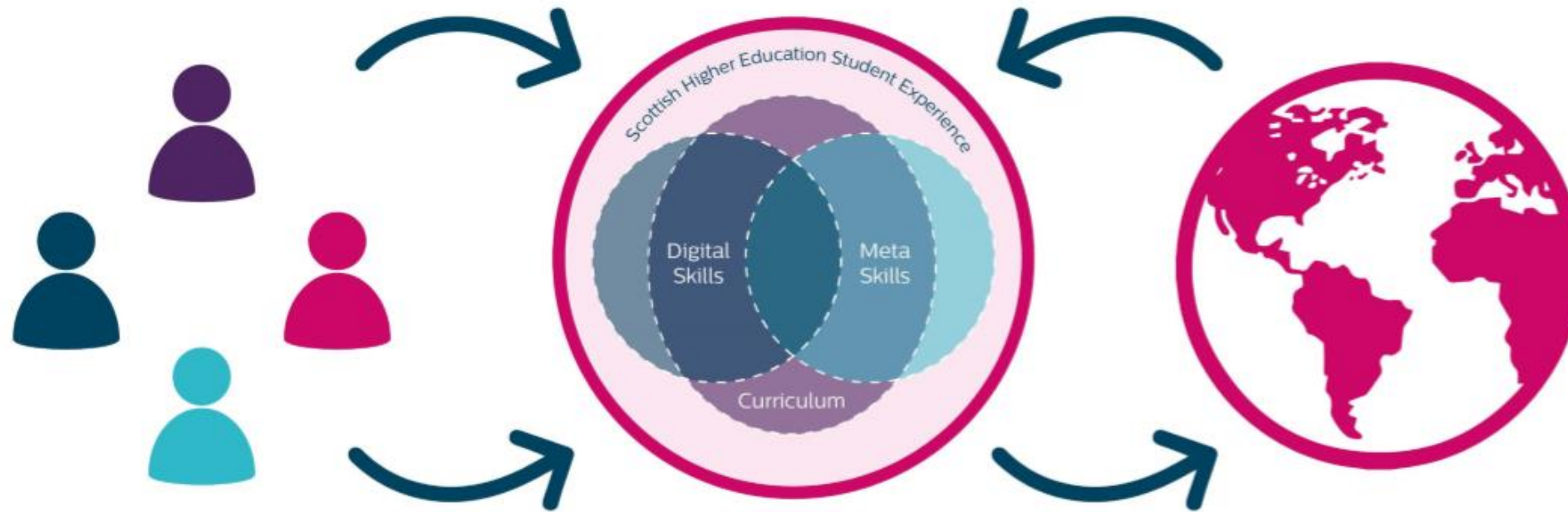


**Feedback
from
assessment**
(2017-2018)



**Graduate
skills**
(2018-2019)

Focus On: Graduate Skills



Equality and Diversity

How can we support students from all backgrounds and characteristics to develop skills that will help them to secure and sustain success in the workplace?

Readiness for Employment

How can we most effectively embed skills inside and outside the curriculum, including digital skills, for graduates from all disciplines?

Global Perspective

How do we ensure that all Scottish graduates are enabled to live and work in a global society, and that the Scottish sector is informed by global developments?

Analysis of ELIR & previous sector work



ELIR 3 reports commented on the **effectiveness** of each institution's 'approach to promoting the development of graduate attributes including employability'



EMPLOYABILITY AND GRADUATE ATTRIBUTES: THEMATIC REPORT UPDATE 2018

Publication Date: 05 Nov 2018



EMPLOYABILITY: ANALYSIS OF MATERIALS ON STUDENT TRANSITIONS MAP

Publication Date: 21 Feb 2019

Commissioned two studies



Students Views Graduate and Employer Views



What is the sector doing well, and where could it do better?



How is the sector ensuring that appropriate digital skills are developed by graduates in all disciplines and subject areas?



How is the sector ensuring that all students (irrespective of background and different characteristics) are able to access the full range of skills development opportunities offered in higher education?



How is the sector ensuring that graduates are equipped to live and work in a global society?

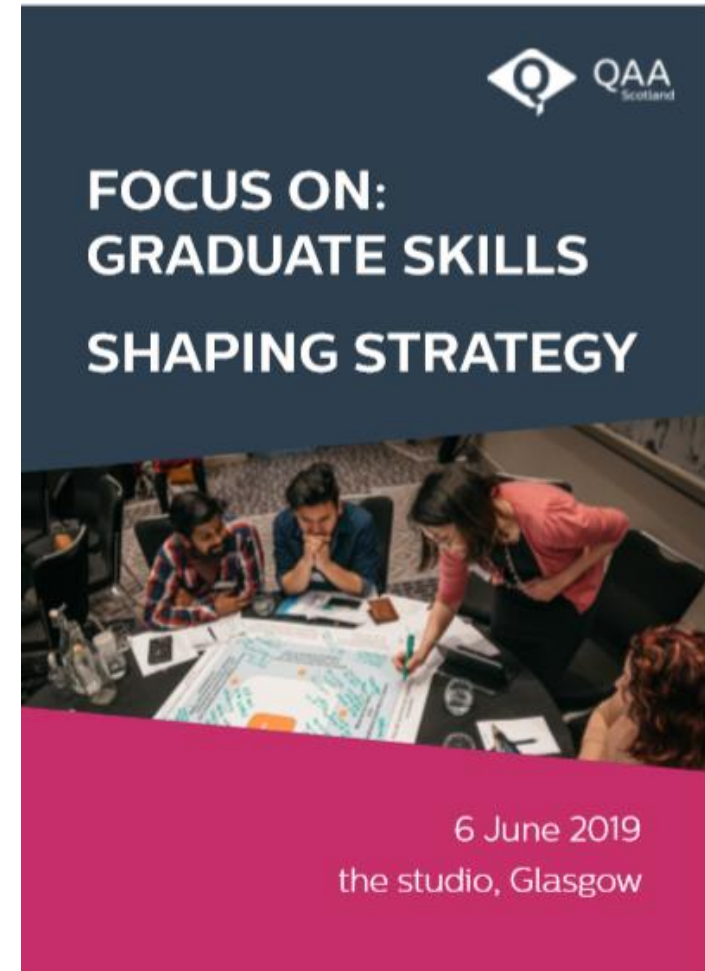
Focus On... events



Key messages

Practice and Policy

Visual minutes



Who are our future students?

- Future graduates likely to work in jobs that do not currently exist
- Supporting graduates to adapt is important – focusing on a broad set of employability skills (including the skills of learning and knowledge acquisition & working across disciplines)



Different models

- Supporting skills development in and around the curriculum
- Work placements as part of a degree ('sandwich' degrees, internships)
- Learning from working – work-based learning; employer-university collaborations (eg graduate apprenticeships)
- Practice-based learning (eg nursing, performing arts degrees, teacher education)



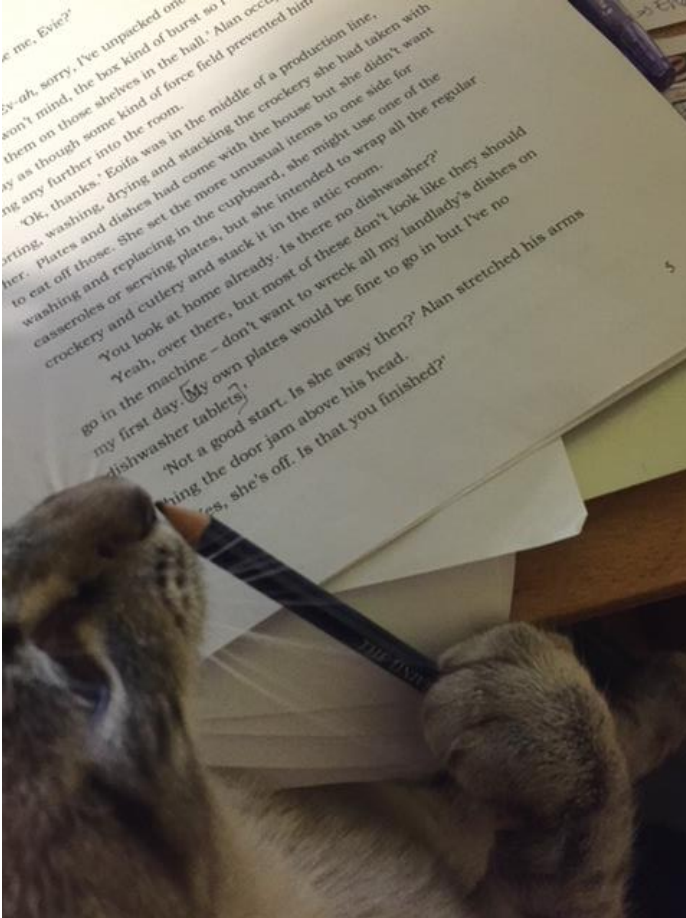
Key messages:

Challenges & opportunities



- Role of universities in supporting skills acquisition/reflection ?
- What do students do when they're not in university?
- Recognise subject differences **and** individual students have different aspirations
- Opportunity to grow a country

Thank you!



Ailsa Crum - a.crum@qaa.ac.uk

#QAAFocusOn

@QAAScotland

@THEMEStweets



qaa.ac.uk



enquiries@qaa.ac.uk



+44 (0) 141 5723420

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