

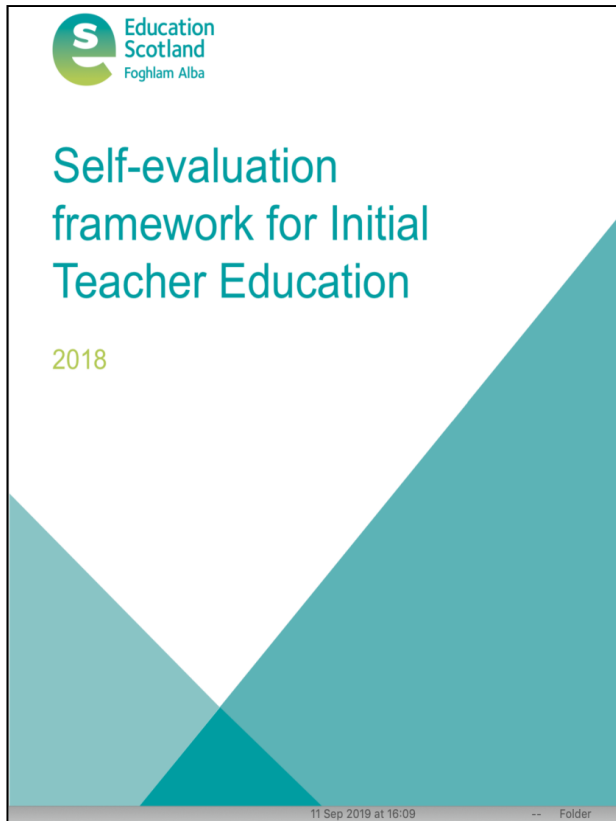


Quality Assurance and Enhancement in Higher Education

Professor Margery McMahon



Systems in collision?



Annual Report 2017-18

‘University project of education may be in jeopardy’ (Tatto and Menter, 2019: p.10).



The framework will support collaborative approaches to the enhancement of course delivery and provide opportunities for networking to strengthen partnership working and evidence-based practice across the education system (p2).



Self-evaluation framework for Initial Teacher Education

2018



QAA Scotland



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- Reviewing Higher Education in Scotland
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Home > About Us > Who we work with



We work in partnership with the Scottish Government, sector agencies and all higher education institutions in Scotland. This allows us to support and shape the continuing enhancement of learning and teaching in Scotland. We do this to ensure students in Scotland receive a quality education.

Scottish institutions



The Scottish Government
Rìghdha na h-Alba

THE SCOTTISH GOVERNMENT

The Scottish Government has devolved responsibility for education. We often meet Scottish Government officers to update each other on our work and share information. The Scottish Government continue to support the enhancement-led approach to quality assurance.

[View website](#)



SCOTTISH FUNDING COUNCIL

The Scottish Funding Council (SFC) distributes funding for teaching and learning, research and other activities in Scotland's colleges and universities. They also provide a strategic overview of tertiary education in Scotland. This helps secure a coherent system of high-quality learning, teaching and research. The SFC provides funding to QAA to help it achieve this.

[View website](#)



UNIVERSITIES SCOTLAND

Universities Scotland is the autonomous voice of the higher education sector in Scotland. It is a membership organisation, funded by the 19 Scottish higher education institutions. Universities Scotland campaign on issues where their members have a shared interest. They also develop policy on Scottish higher education issues.

[View website](#)



NATIONAL UNION OF STUDENTS SCOTLAND (NUS)

NUS Scotland exists to represent the interests of students. They hold discussions with local and central government, educational bodies, trades unions and other external organisations. They provide information, advice and training for its affiliated students' associations, of which students from colleges and universities are automatic members.

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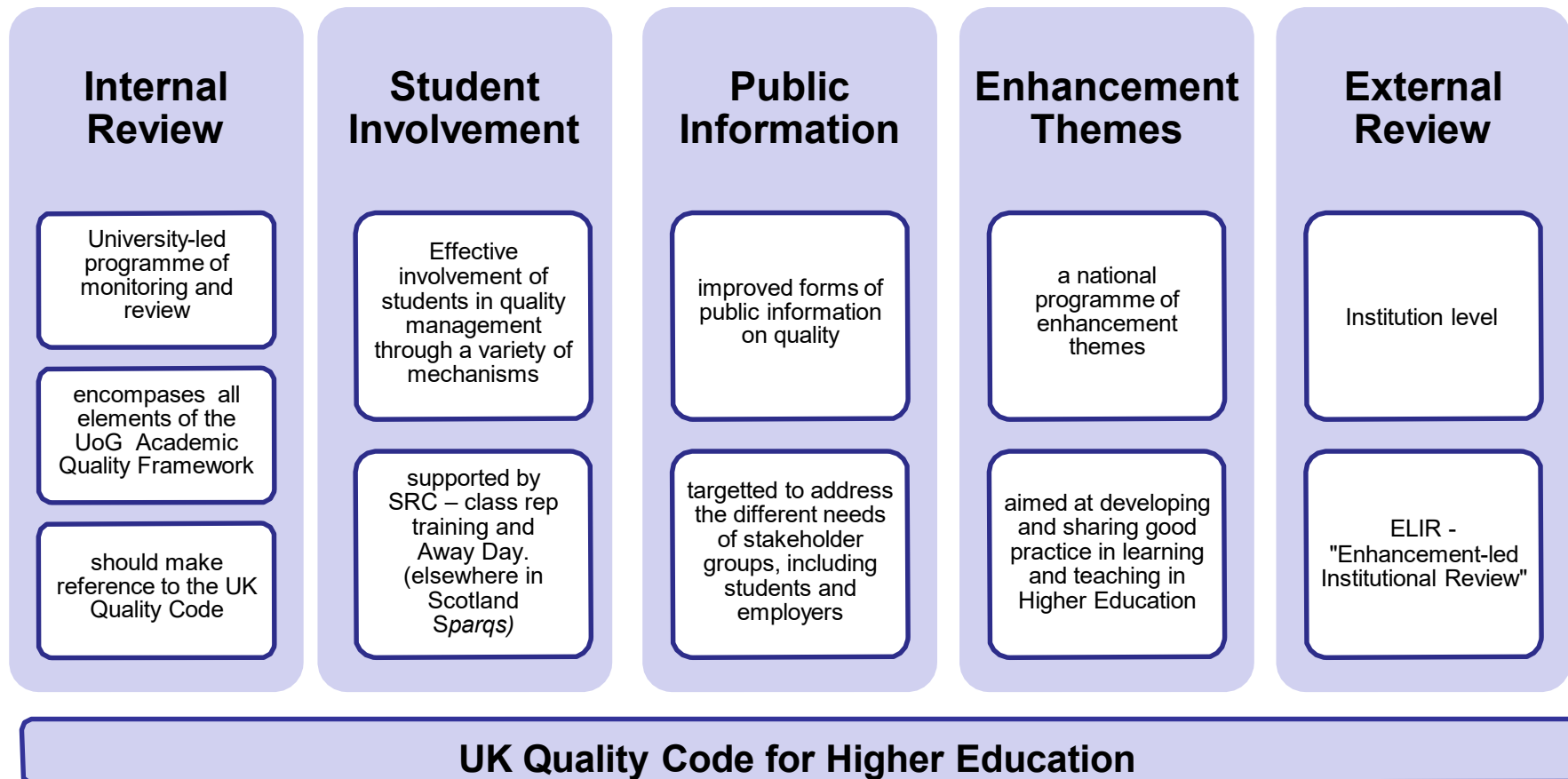


STUDENT PARTNERSHIPS IN QUALITY SCOTLAND (SPAQ)

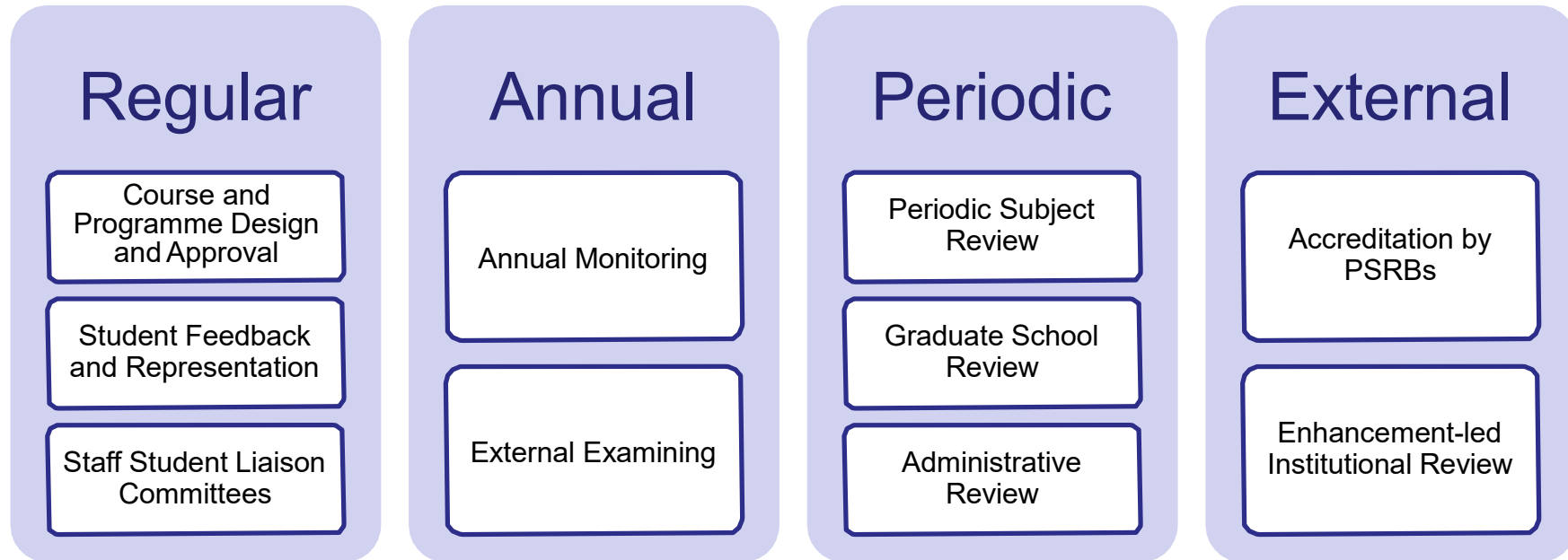


Quality Enhancement Framework

The Elements of the Quality Enhancement Framework in Scotland, 2003- present



Academic Quality Framework



- Each element of the framework inter-relates to others through the exchange of information, feedback and recommendations.
- The University places great importance and value on student involvement in its processes and seeks to promote student engagement in quality wherever appropriate.
- The Quality Framework applies to all credit-bearing provision, including **collaborative programmes with other institutions** where partners are expected to operate similar, if not the same, processes.



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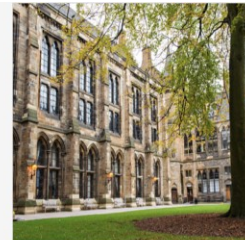
Home > Quality Enhancement Framework

QUALITY ENHANCEMENT FRAMEWORK

The Quality Enhancement Framework (QEF) is the enhancement-led approach to quality in Scottish higher education. Collaboration and partnership are at the heart of this innovative method. The QEF supports institutions, in managing the quality of the student learning experience. It also provides public confidence in academic standards and the quality of the student experience.

The collaborative approach to the framework are very distinct and include:

- its coherence - the design allows all elements to work together
- its emphasis on enhancement, not only quality assurance
- its focus on the whole student learning experience.



ENHANCEMENT-LED INSTITUTIONAL REVIEW

The process we use to review and report on all Scottish higher education institutions. It operates on a five-year cycle.

[View more >](#)



ENHANCEMENT THEMES

We manage this national programme of work that encourages the sharing of good practice. It helps generate ideas for innovation in learning and teaching.

[View more >](#)



INSTITUTION-LED REVIEWS

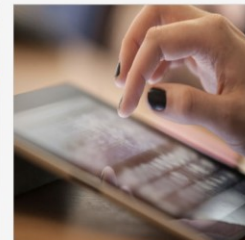
Institutions in Scotland carry out internal subject reviews. Outcome reports are sent to the Scottish Funding Council with analyses carried out by...

[View more >](#)



STUDENT ENGAGEMENT

We aim to give students a greater voice in higher education quality activities. Students are encouraged to work in partnership with staff.



PUBLIC INFORMATION

We ensure information given to the public about quality is accurate and accessible, based on the differing needs of stakeholders.



Scotland in UK Setting

- Scottish quality framework much less based on competition between universities – focus on enhancement and on collaboration across the sector, *including QAA (Scotland)*
- Scotland confident in its enhancement-based approach
- Risks if we do not participate in TEF...and risks if we do!
- 5/19 Scottish universities participated



Quality Assurance in Teacher Education and Outcomes: A Study of 17 Countries

Lawrence Ingvarson¹ and Glenn Rowley¹

This study investigated the relationship between policies related to the recruitment, selection, preparation, and certification of new teachers and (a) the quality of future teachers as measured by their mathematics content and pedagogy content knowledge and (b) student achievement in mathematics at the national level. The study used data collected for the Teacher Education and Development Study in Mathematics, which compared the ways in which 17 countries prepared teachers of mathematics for the primary and secondary levels. A consistent positive association was found between the strength of a country's quality assurance arrangements and future teachers' knowledge of mathematics and mathematics pedagogy. Countries with strong policies for assuring the quality of new teachers were also found to be among the strongest performers on international tests of mathematics achievement.

Keywords: accreditation; case studies; certification/licensure; content analysis; correlational analysis; educational policy; mathematics education; policy analysis; secondary data analysis; teacher education/development



Ingvarson and Rowley (2017)

Quality assurance systems through policies and practices in teacher education does matter, and we found no country reaching the highest achievement levels both in future teachers' knowledge of the content and teaching and student learning without a strong quality assurance system.

The importance of ensuring that policies designed to promote teacher quality at each stage are coordinated and mutually supportive. They need to cover the full spectrum—from policies designed to make teaching an attractive career to abler students to policies for assuring that entrants to the profession have attained high standards of performance.

More research is needed on how best practice can be made common practice in teacher education.

Ingvarson and Rowley (2017, p.189).



Who is responsible for quality assurance? Ingvarson and Rowley (2017)

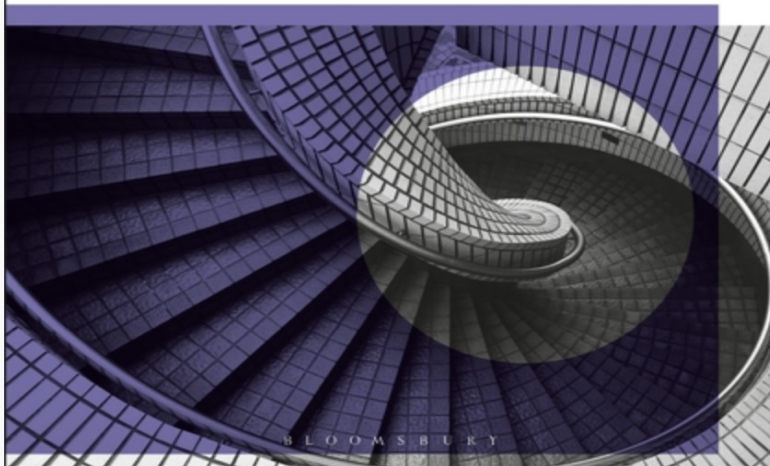
- A characteristic of high-achieving countries in this study is that quality assurance policies and practices are strong at all three stages—but especially at the stages of recruitment and selection and accreditation of teacher education programs.
- ***Quality assurance arrangements are regarded as a shared responsibility between governments, teacher education providers, and the profession.***
- They do not regard quality assurance as simply a matter of holding providers more accountable, for example, through more outcome-based accreditation arrangements. Nor do they focus on higher entry standards and tougher selection methods without first ensuring that a sufficient proportion of academically successful students apply for teacher education in the first place.
- An integrated approach to ensuring the quality of future teachers with shared responsibilities for recruitment and selection, accreditation of programs, and entry to profession would likely lead to a system that supports high-quality instruction and student learning.
- A wide variation in the strength of quality assurance system across countries is to be found at the initial certification stage (p.191).



Knowledge, Policy and Practice in Teacher Education

A Cross-National Study

Edited by
Maria Teresa Tatto and Ian Menter



BLOOMSBURY

- ❑ Teacher education as a contested issue and a public policy problem (p.12)
- ❑ University project of education may be in jeopardy (p.10).



Tatto and Menter, 2019

These significant changes in the teacher education landscape have been supported by national-level policies.

These policies have allowed (1) alternative routes into teaching under the assumption that these can help supply schools with an adequate teaching force; (2) the market to mediate teacher education provision, under the assumption that competition will increase quality (Childs and Menter, 2013) and increasingly (3) externally driven teacher education program evaluation schemes which rarely build capacity for self-study and improvement (Tatto and Pippin, 2017).



Research in, about and on teacher education; research (Tatto and Menter, 2019).



Teaching is a noble profession that has played a very significant part in the creation of today's social world. The changes that we see in society and in particular nations have made the profession of teaching all the more challenging, more challenging than it has been before. And with those increasing challenges come increasing responsibilities.

Those who teach the teachers of tomorrow have the double responsibility of ensuring that the beginning teachers they work with are equipped not just for the schooling of today, within their own nation, but in the schooling – or we had better say education – of tomorrow, in a world that may become more genuinely international. Teacher educators must prepare their learners for a world that is as yet unknown and is certainly uncertain! (Tatto and Minter, 2019: 289).



References

Ingvarson, L., & Rowley, G. (2017). Quality Assurance in Teacher Education and Outcomes: A Study of 17 Countries. *Educational Researcher*, 46(4), 177–193. <https://doi.org/10.3102/0013189X17711900>

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