

*the right kind of*  
Using data to inform change

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# Evidence used to inform change

## Agenda

- Making informed decisions about **quality** and **enhancement**
- Ensuring **appropriateness**, **value** and **integrity**

## Focus

- Making sense of progression and achievement data

## Reflection

- What further metrics might we use?

# Conceptions of quality

What is *high* quality?

What would each of the following say...

- ... your School?
- ... your students?
- ... the public?
- ... you?

# Conceptions of quality

*Higher Educational Review  
Professional accreditation*

*NSS  
EvaSys*

sector  
standards

customer  
satisfaction

value  
added

institutional  
reputation

*Student achievement  
compared with entry*

*Public perception  
League tables*

# Conceptions of quality

*Higher Educational Review  
Professional accreditation*

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sector  
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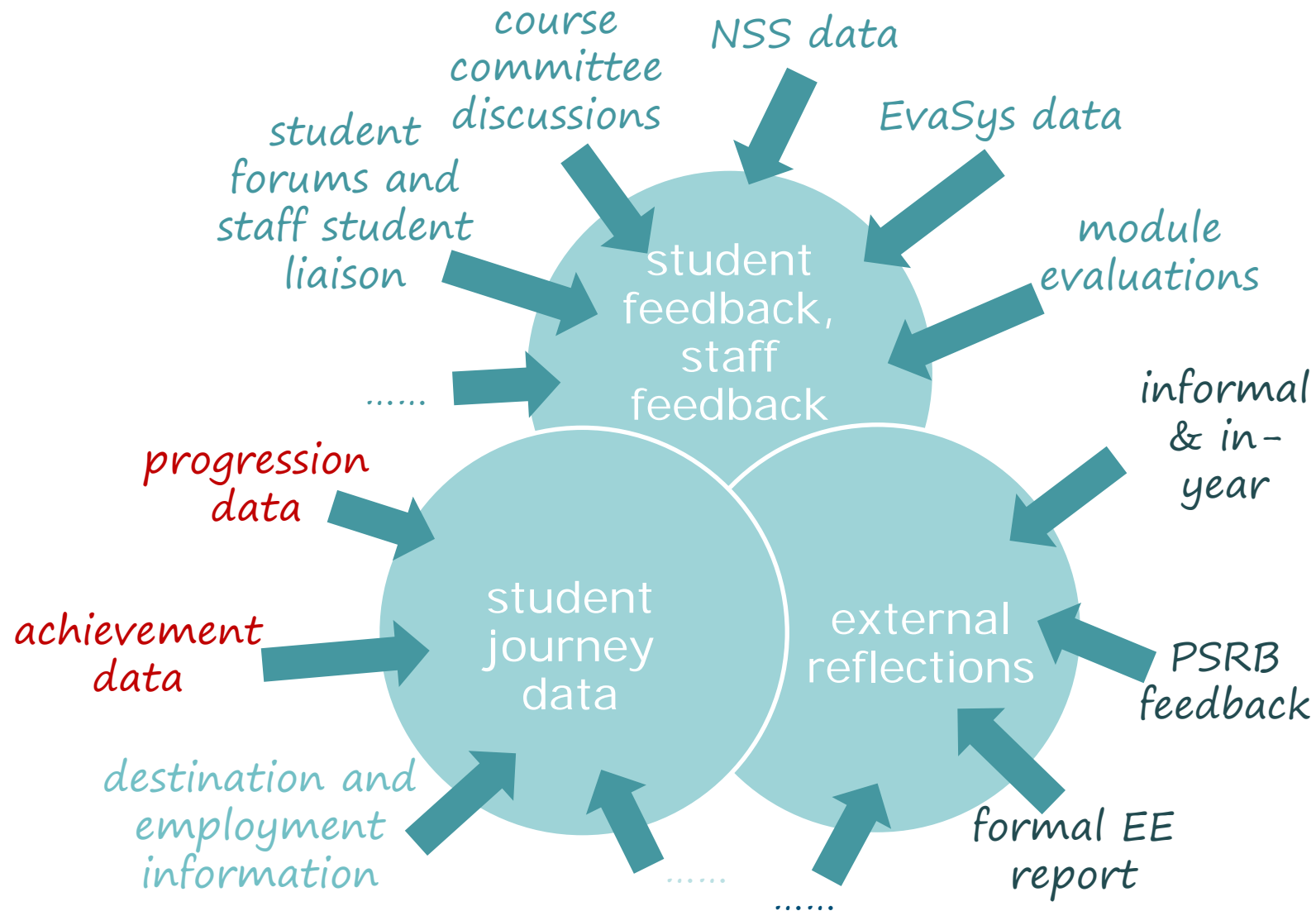
**value  
added**

institutional  
reputation

*Student achievement  
compared with entry*

*Public perception  
League tables*

# Discussions about quality ...



Data should be...

**Meaningful**  
**Believable**  
**Accessible**  
**Comparable**  
**Timely**

*Evidence*

~~Data~~ should be...

**Meaningful**  
**Believable**  
**Accessible**  
**Comparable**  
**Timely**

**Valuable**



evaluation

reflection

discussion about quality and enhancement

reporting

# Meaningful and believable

		201112		201011		200910	
		No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
End of Level 1 (NQF 4)	No decision	10	5.38%	13	4.64%	1	0.46%
	Not progressing	10	5.38%	36	12.86%	35	15.98%
	Not progressing - exceptional	10	5.38%	1	0.36%	3	1.37%
	Progressing	138	63.44%	188	67.14%	136	62.10%
	Progressing following referral	24	12.90%	42	15.00%	37	16.89%
	Repeating	4	2.15%	20	7.14%	7	3.20%
	<b>Total</b>	<b>186</b>	<b>100.00%</b>	<b>280</b>	<b>100.00%</b>	<b>219</b>	<b>100.00%</b>
End of Level 2 (NQF 5)	No decision	9	3.69%	4	2.03%	3	1.62%
	Not progressing	7	2.87%	15	7.61%	5	2.70%
	Not progressing - exceptional	2	0.82%	1	0.51%	2	1.08%
	Progressing	194	79.51%	135	68.53%	119	64.32%
	Progressing following referral	28	11.48%	36	18.27%	40	21.62%
	Repeating	4	1.64%	6	3.05%	16	8.65%
	<b>Total</b>	<b>244</b>	<b>100.00%</b>	<b>197</b>	<b>100.00%</b>	<b>185</b>	<b>100.00%</b>
End of Level 3 (NQF 6)	No decision	1	0.57%			1	0.74%
	Not progressing	3	1.71%	1	0.60%		
	Not progressing - exceptional			2	1.20%	3	2.21%
	Progressing					1	0.74%
	Repeating	1	0.57%	2	1.20%	3	2.21%
	Successful completion	170	97.14%	162	97.01%	128	94.12%
	<b>Total</b>	<b>175</b>	<b>100.00%</b>	<b>167</b>	<b>100.00%</b>	<b>136</b>	<b>100.00%</b>

## Student progression

# Meaningful and believable

		201112		201011		200910	
		No. of Students	% of Students	No. of Students	% of Students	No. of Students	% of Students
Degree Class	1st Class Honours	23	13.53%	5	3.09%	1	0.78%
	2nd Class Honours-1st Division	125	73.53%	106	65.43%	104	72.22%
	2nd Class Honours-2nd Division	22	12.94%	48	29.63%	21	16.41%
	3rd Class Honours					1	0.78%
	Ordinary Degree			3	1.85%	1	0.78%
	<b>Total</b>	<b>170</b>	<b>100.00%</b>	<b>162</b>	<b>100.00%</b>	<b>128</b>	<b>100.00%</b>
Other	No data	14	58.33%	5	29.41%	8	50.00%
	Non-honours	10	41.67%	12	70.59%	8	50.00%
	<b>Total</b>	<b>24</b>	<b>100.00%</b>	<b>17</b>	<b>100.00%</b>	<b>16</b>	<b>100.00%</b>
<b>Total</b>	<b>194</b>		<b>179</b>		<b>144</b>		

Student achievement

# Meaningful and believable

Program Year	Module Code	Module Title	Assessment Type	Assessment/Overall	No. of Students	No. of Students Who Have Not Submitted 1 Or More Assessments	No. of Students Who Have Submitted All Assessments	No. with Zero Grade	% Zero with Grade	Most Occuring Grade*	Minimum	Maximum	% with a 1st or 2:1 grading	
2	<a href="#">PSYC2021</a>	Research I	Coursework element		104	3	101	3	2.9%	21LOW	ZERO	1HIGH	70.3%	
			Coursework element		104	5	99	5	4.8%	21MID	ZERO	1HIGH	62.6%	
			Coursework element		104	3	101	3	2.9%	22HIGH	ZERO	1MID	36.6%	
			Coursework element		104	2	102	2	1.9%	22MID	ZERO	1EXC	36.3%	
				<b>Overall</b>	<b>104</b>	<b>6</b>	<b>98</b>	<b>1</b>	<b>1.0%</b>	<b>21LOW</b>	<b>ZERO</b>	<b>1MID</b>	<b>57.3%</b>	
3	<a href="#">PSYC2021</a>	Research I	Coursework element		1	0	1	0	0.0%	21HIGH	21HIGH	21HIGH	100.0%	
			Coursework element		1	0	1	0	0.0%	22LOW	22LOW	22LOW	0.0%	
			Coursework element		2	0	2	0	0.0%	3LOW	3LOW	3LOW	0.0%	
				<b>Overall</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0.0%</b>	<b>22LOW</b>	<b>22LOW</b>	<b>22LOW</b>	<b>0.0%</b>	
Program Year	Module Code	Module Title	Assessment Type	Assessment/Overall	No. 1st Class Grades	% 1st Class Grades	No. 2:1 Grades	% 2:1 Grades	No. 2:2 Grades	% 2:2 Grades	No. 3rd Class Grades	% 3rd Class Grades	No. Fails	% Fails
2	<a href="#">PSYC2021</a>	Research I	Coursework element		14	13.9%	57	56.4%	24	23.8%	6	5.9%	0	0.0%
			Coursework element		5	5.1%	57	57.6%	34	34.3%	3	3.0%	0	0.0%
			Coursework element		5	5.0%	32	31.7%	51	50.5%	11	10.9%	2	2.0%
			Coursework element		4	3.9%	33	32.4%	53	52.0%	12	11.8%	0	0.0%
				<b>Overall</b>	<b>6</b>	<b>5.8%</b>	<b>53</b>	<b>51.5%</b>	<b>37</b>	<b>35.9%</b>	<b>4</b>	<b>3.9%</b>	<b>3</b>	<b>2.9%</b>
3	<a href="#">PSYC2021</a>	Research I	Coursework element		0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
			Coursework element		0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
			Coursework element		0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%
				<b>Overall</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>

## Module results

# Meaningful and believable

What is worth noting in the data?

What might the course be aiming for?

What actions might the course team  
consider?

## Accessing the data:

**Cognos Reports > Dashboard and Annual Performance > Progression, Achievement and Module Performance**

<https://portal.ntu.ac.uk/general/cognosrep/SitePages/Progression,%20Achievement%20and%20Module%20Performance.aspx>

# Meaningful and believable

What questions might you use to prompt discussion at a course committee?

What other opportunities might these data afford?

# Meaningful and believable



Informs:

- action planning
- student support
- teaching and learning
- assessment
- .....



Comparable and timely

Starting with Cleese not Corbett!



Comparable

Sector comparisons of qualifications obtained

University student journey data

OFFA access targets

League tables

# Benchmarks

School student journey data

National NSS data

Employability data

Value-added stats

National progression data  
for protected groups

# Conceptions of quality

“The aspects of educational provision that institutions pay attention to in their internal quality assurance processes often overlook crucial indicators. Any new quality regime should ensure that it focuses on the right variables...”

*(Gibbs, 2012 p.9)*

# Conceptions of quality

What are the 'right' variables?

*What actually does  
predict learning gain?*

## What actually makes a difference?

Gibbs 2010, 2012

### Factors that predict quality

- Who does the teaching
- Class sizes
- Study hours
- Quantity and quality of engagement generated
- Learning resources
- Quantity, quality and timeliness of feedback

### Cultures are also important

- Discussions about teaching by course teams
- Leadership of teaching and learning