School of Medicine
University of Dundee

Quality enhancement in partnership with students – what's holding us back?

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ICHPE
INTERNATIONAL CONFERENCE on Health Professions Education

Intended Outcomes

By the end of this session you will have:

- Reflected on how your institution partners with students to enhance quality

- Become familiar with using Lewin's Force Field Analysis to uncover and prioritise barriers

- Identified some barriers in your own context and next steps in reducing those barriers

- Become familiar with the Enhancement Theme 'responding to student voice'

- Started thinking about moving principles to practice

Introductions and hopes for this session

- Susie Schofield

- Professor of Medical Education

- Director, CME

- Associate Dean Quality and Academic Standards, UoD Medical School

- Distance learning lead for UoD

- Looking forward to sharing passion for QA & QE (quite awesome, quite exciting!)

Medical Education (part time) MMEd | University of Dundee

Introductions and hopes for this session

- Mandy Moffat

- Senior Lecturer of Medical Education

- Lead for MMEd Online Programme CME

- Looking forward to learning more from you about your own contexts, experiences and challenges

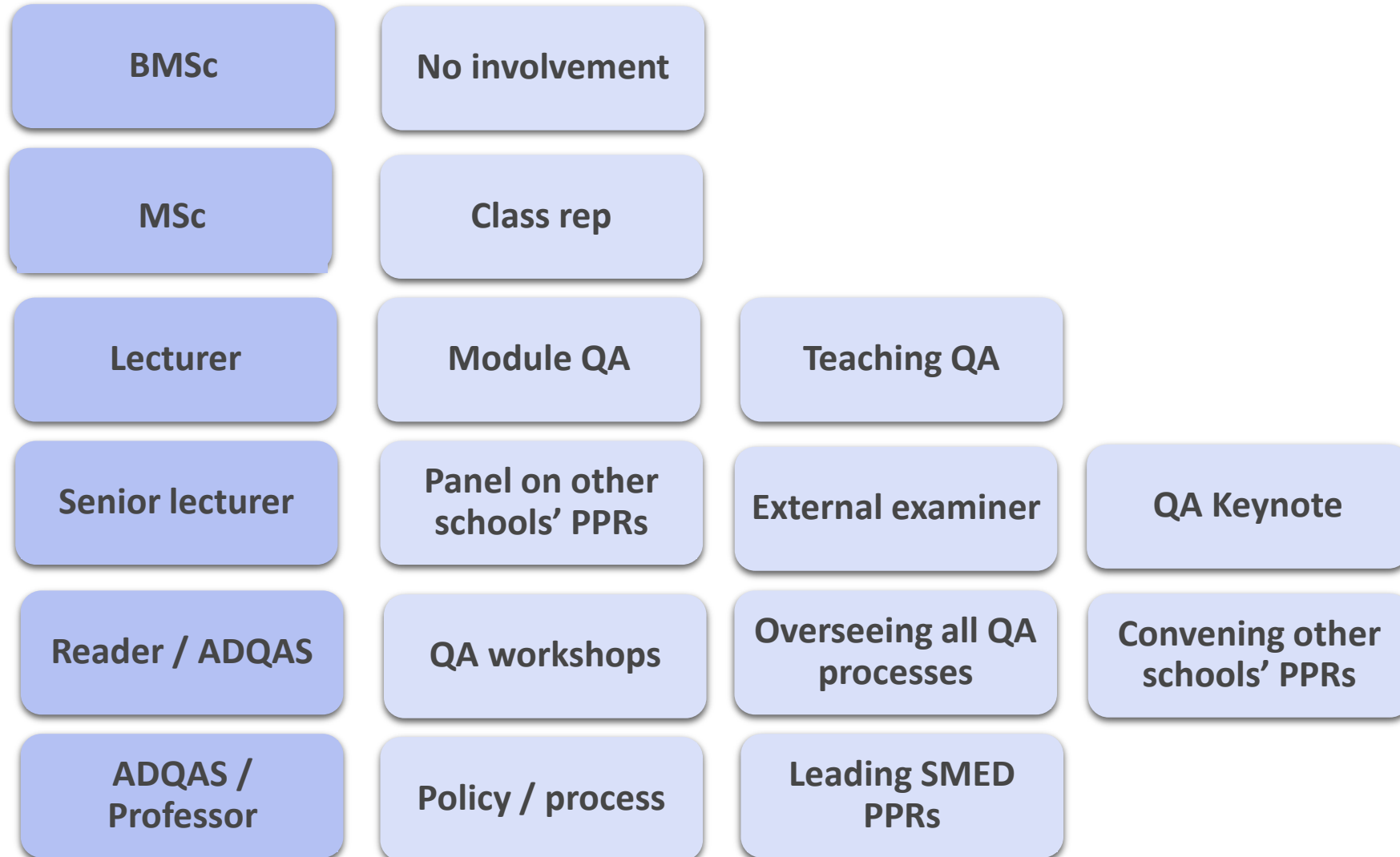[Medical Education (part time) MMEd | University of Dundee](#)

How do you feel about involving students in QA?

https://samanthawan.com.au/2020/08/22/sheep-scale-meme/

My QA history

BMSc	No involvement		
MSc	Class rep		
Lecturer	Module QA	Teaching QA	
Senior lecturer	Panel on other schools' PPRs	External examiner	QA Keynote
Reader / ADQAS	QA workshops	Overseeing all QA processes	Convening other schools' PPRs
ADQAS / Professor	Policy / process	Leading SMED PPRs	

General definition for QA

This definition has been adapted as follows by the Quality Assurance Agency in UK Higher Education to suit the context of higher education and training:

> *The totality of systems, resources and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research, and of students' learning experience.*

Quality in health education

Choice of a perspective or a combination of perspectives encompassed by a given quality assurance framework may differ from country to country or region to region

Depends on the conceptualisation of 'quality' by the stakeholders (e.g. regulatory authorities, institutions).

'quality' is defined mostly as 'fitness for the purpose' (i.e. accountability) and 'value for money' (i.e. effectiveness and efficiency)

(Lindgren & Karle 2011)

But more than assurance

- Should be looking forward not just back

- Should be data-driven

- Should be proportionate

- Should be transparent

Scotland

- QAA (Quality Assurance Agency)

- Enhancement themes

- QESR (Quality Enhancement Standards Review)

qaa.ac.uk

Assurance => enhancement

"Quality enhancement is not just about checking that those standards are met but also about creating an environment where everyone is working towards the goal of making the best out of the students' experience. The approach to quality assurance versus enhancement can influence the type of arrangements an institution or a country might have in place."
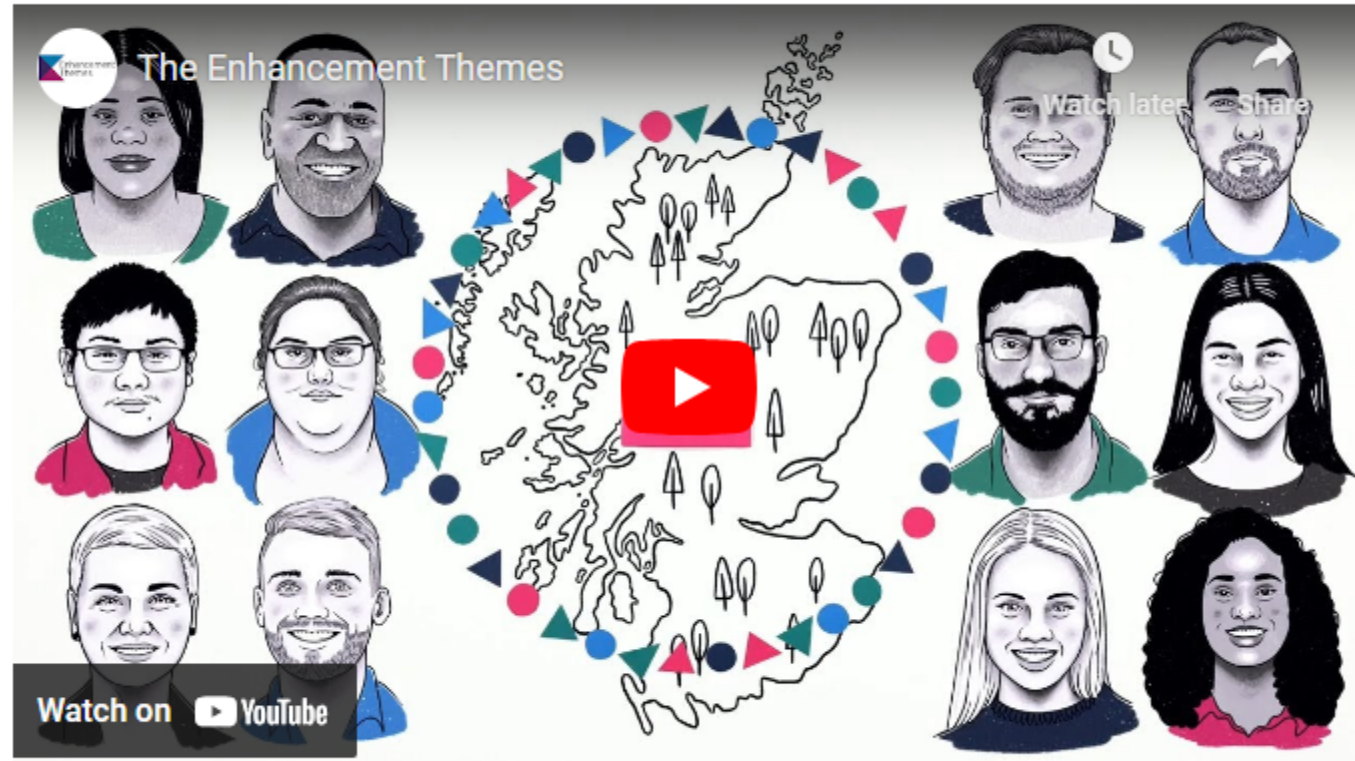
quest.esu-online.org/What+is+quality

Quality Enhancement Themes over time…

WHAT ARE THE ENHANCEMENT THEMES?

The Enhancement Themes are a programme of activity involving the whole higher education sector in Scotland. Staff and students collaborate on one or more topics to improve strategy, policy and practice. Watch our video to find out more.

The Enhancement Themes

Watch on ▶ YouTube

https://www.qaa.ac.uk/scotland/quality-enhancement-framework
https://www.enhancementthemes.ac.uk//en/home

Module annual forms

- Why are they doing it and do they know?

- What exactly needs to be done

- And how (essay -> bullet points)

- Who should be doing what when – create flow with key stakeholders

- When should they be done – working back from deadlines not good practice

- Where are templates and where do forms go?

Diagram: 5W1H là gì? Cách sử dụng công thức 5W1H hiệu quả (marketingtoancau.com)

Involving students

- Why are they doing it and do they know?

- What exactly needs to be done

- And how – questionnaires? Focus groups?

- Who should be doing what when – create flow with key stakeholders

- When is best time?

- Where is information stored?

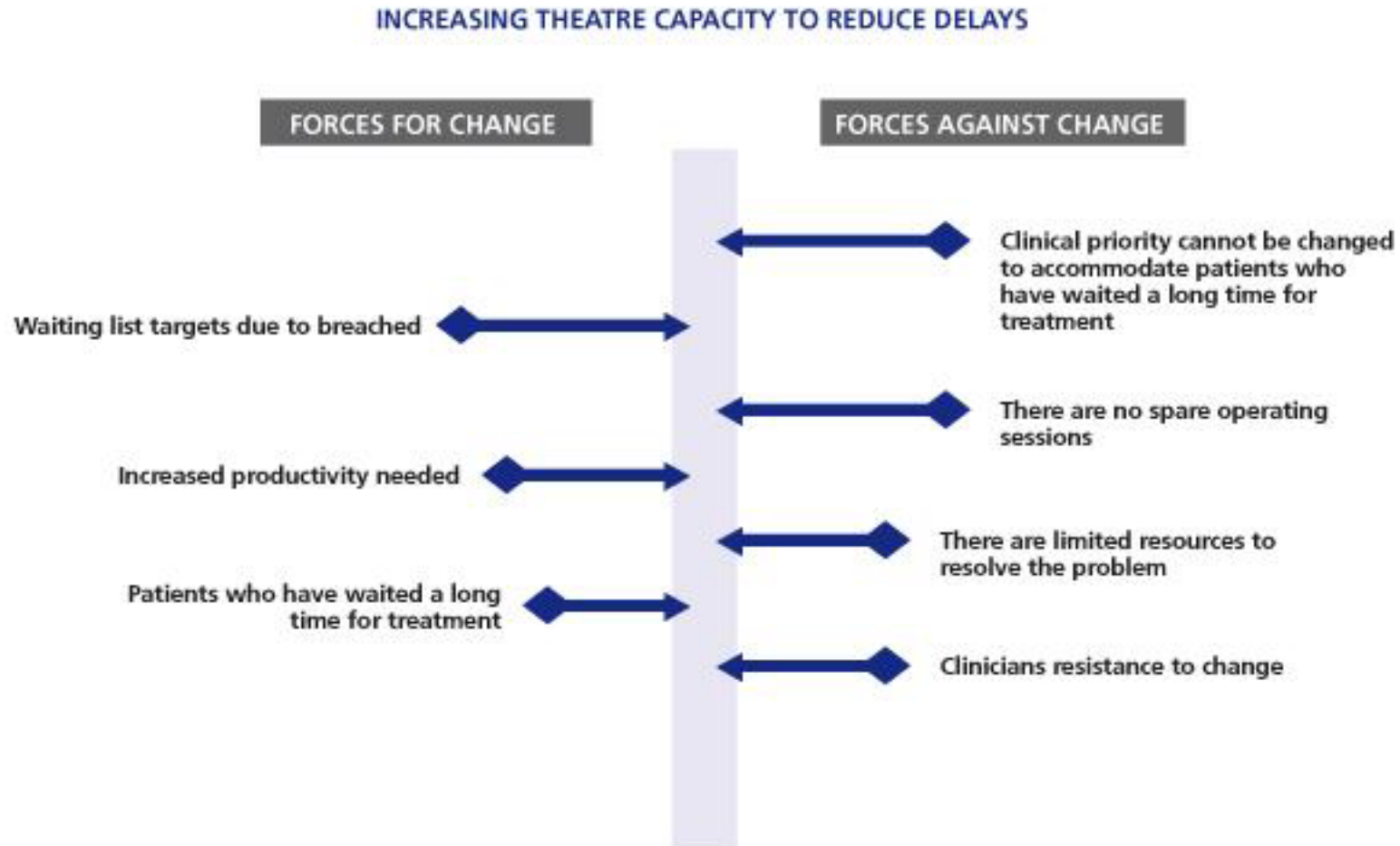Diagram: 5W1H là gì? Cách sử dụng công thức 5W1H hiệu quả (marketingtoancau.com)

What are the barriers and how can we overcome them?

Force field analysis (Lewin, 1951)

INCREASING THEATRE CAPACITY TO REDUCE DELAYS

FORCES FOR CHANGE

FORCES AGAINST CHANGE

Waiting list targets due to breached

Increased productivity needed

Patients who have waited a long time for treatment

Clinical priority cannot be changed to accommodate patients who have waited a long time for treatment

There are no spare operating sessions

There are limited resources to resolve the problem

Clinicians resistance to change

Problems from friction

- Makes movement difficult
- Wastes energy
- Causes overheating
- Wears things out

friction force   shear reaction force
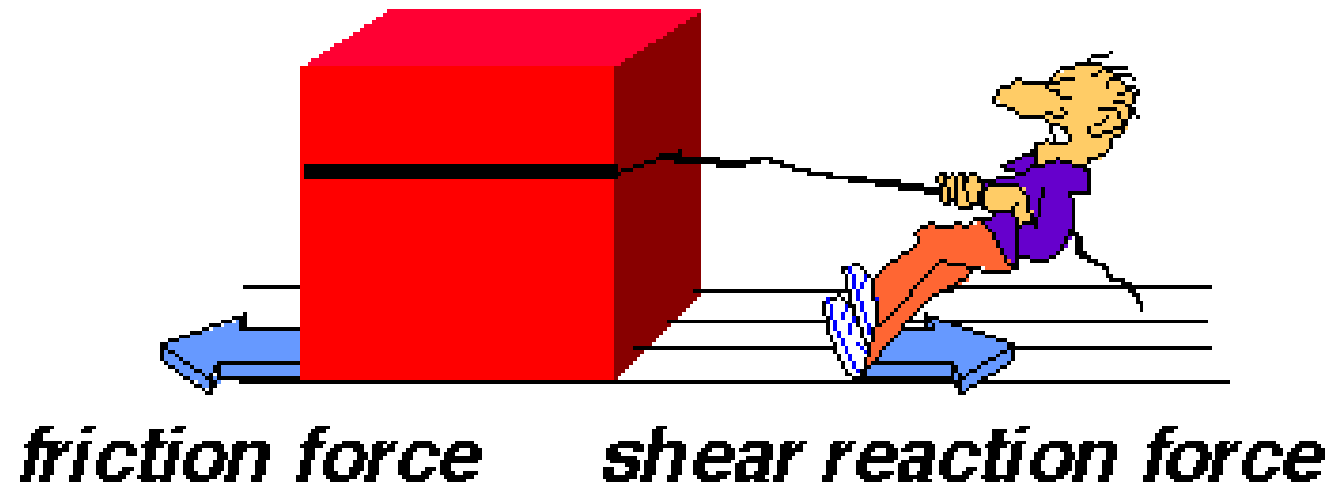
shesjustpleasantlyplump.com/2012/12/04/slip-n-slide/

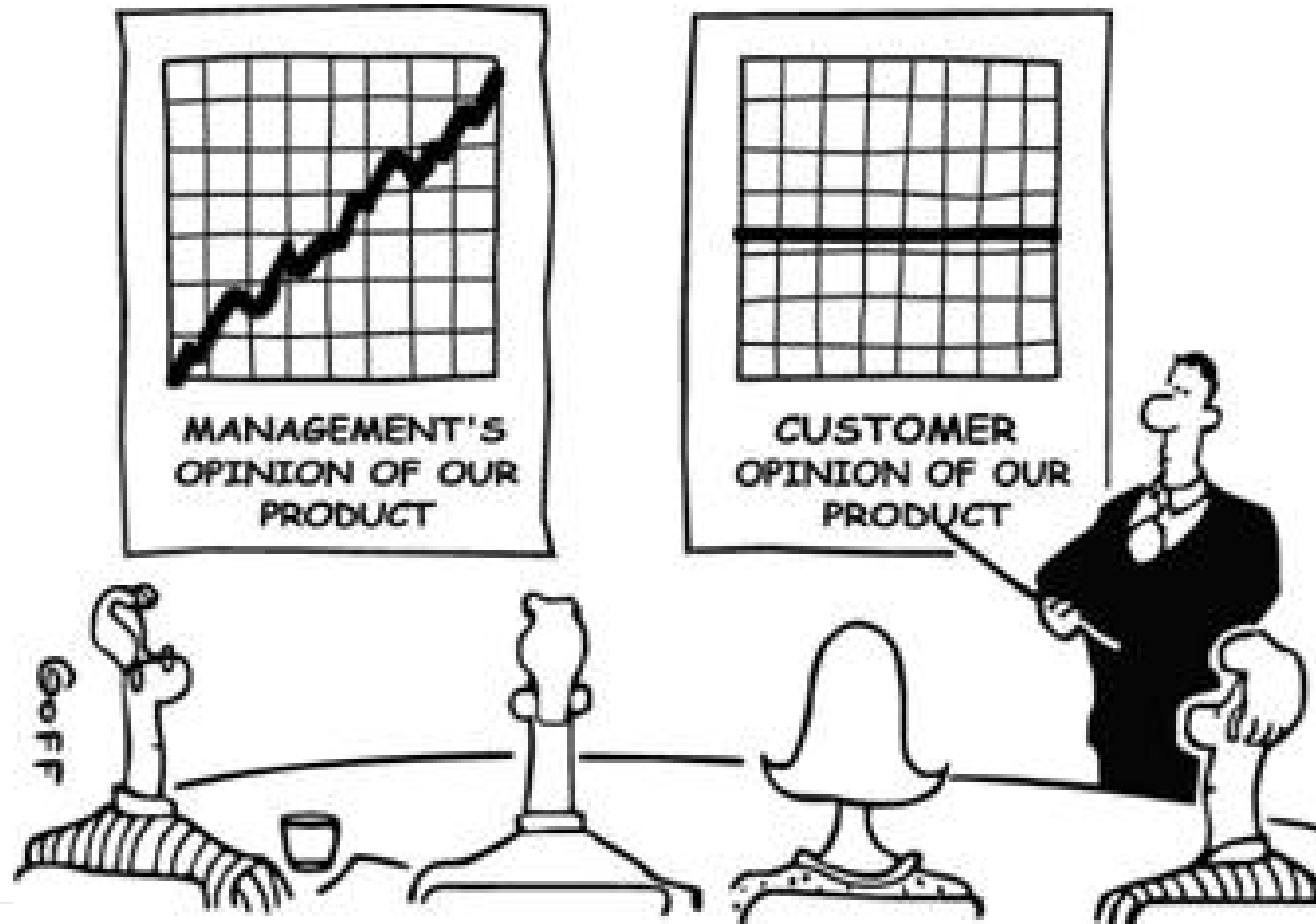# What are the barriers? (general – faculty views)

- Time of processes

- Cost of processes (time really is money!)

- Attitudes & misconceptions

- Lack of recognition & reward

- Lack of support from employer and colleagues

- Lack of direction from school

- Perceived lack of action on results

pixabay.com

Involving students in QA/QE

What are your barriers to involving students in QA/QE?

- Make a list of the barriers

- How do you **know** what the barriers are?

- How might you further fact-find?

Involving students in QA/QE process

On external panels at institutional level

→ Gives picture from student / learner perspective

→ May have role of student representative

→ Largest stakeholder, investing time and money

Should be seen as partners and acknowledged as full committee members

Should be supported in their QA work

→ Trained

→ Supported throughout

→ Debriefed as part of QA on QA

(European Association for Quality Assurance in Higher Education, 2006)

Challenges and solutions

Recruiting interested students

Successful recruitment via

→ Direct advertising (email? FB? Posters?)

→ Tutor nominations

→ Student union

Need clear communication on

→ What's involved

→ That their role is valued

→ That their role is useful to them

Challenges and solutions

Recruiting competent students

- Harder in countries where students not involved at faculty and institutional levels – familiarity with QA procedures, codes and jargon

- NOKUT (Norway) holds joint seminar for ALL panel experts (students, academics and others) for training

- sparqs project (Scotland) has developed many resources including student handbook

- Develop the keen students' competence

www.sparqs.ac.uk

Challenges and solutions

Cultural challenges

→ legitimacy of student experts evaluating professors

→ Power distance

Students' personal integrity – political motives

International perspective – language, cultural issues and knowledge of foreign system

Distance learner perspective

→ Can they get to main campus?

→ Can they be as involved off main campus?

→ Time barriers (flexible learning / time zones)

Important questions

Who are the participating students? (and others)

What part of the process are they contributing to?

What part are they not and why?

Students' roles in QA/QE

A case study – Oulu, Finland Organised Training Project
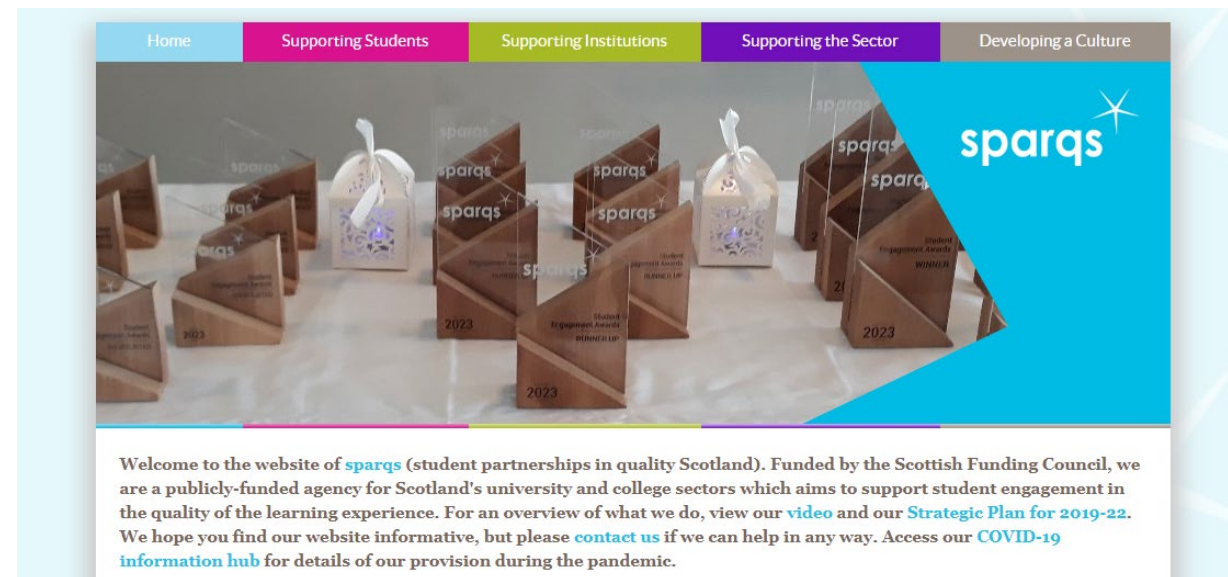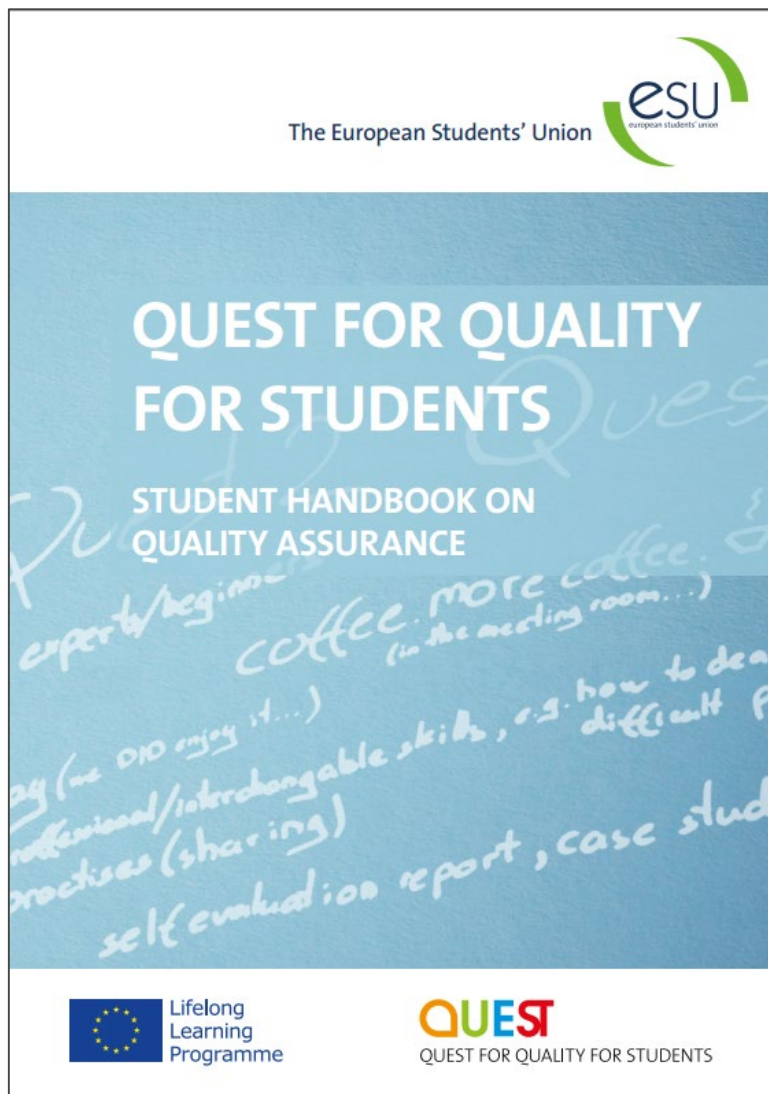
Information provider e.g. evaluations, focus groups

Actor e.g. co-creating, analysing, organising workshops

Expert e.g. on committees; developing cultural shift from 'nagging' to 'constructive'

Partner – constructive dialogue => more open and authentic quality assurance
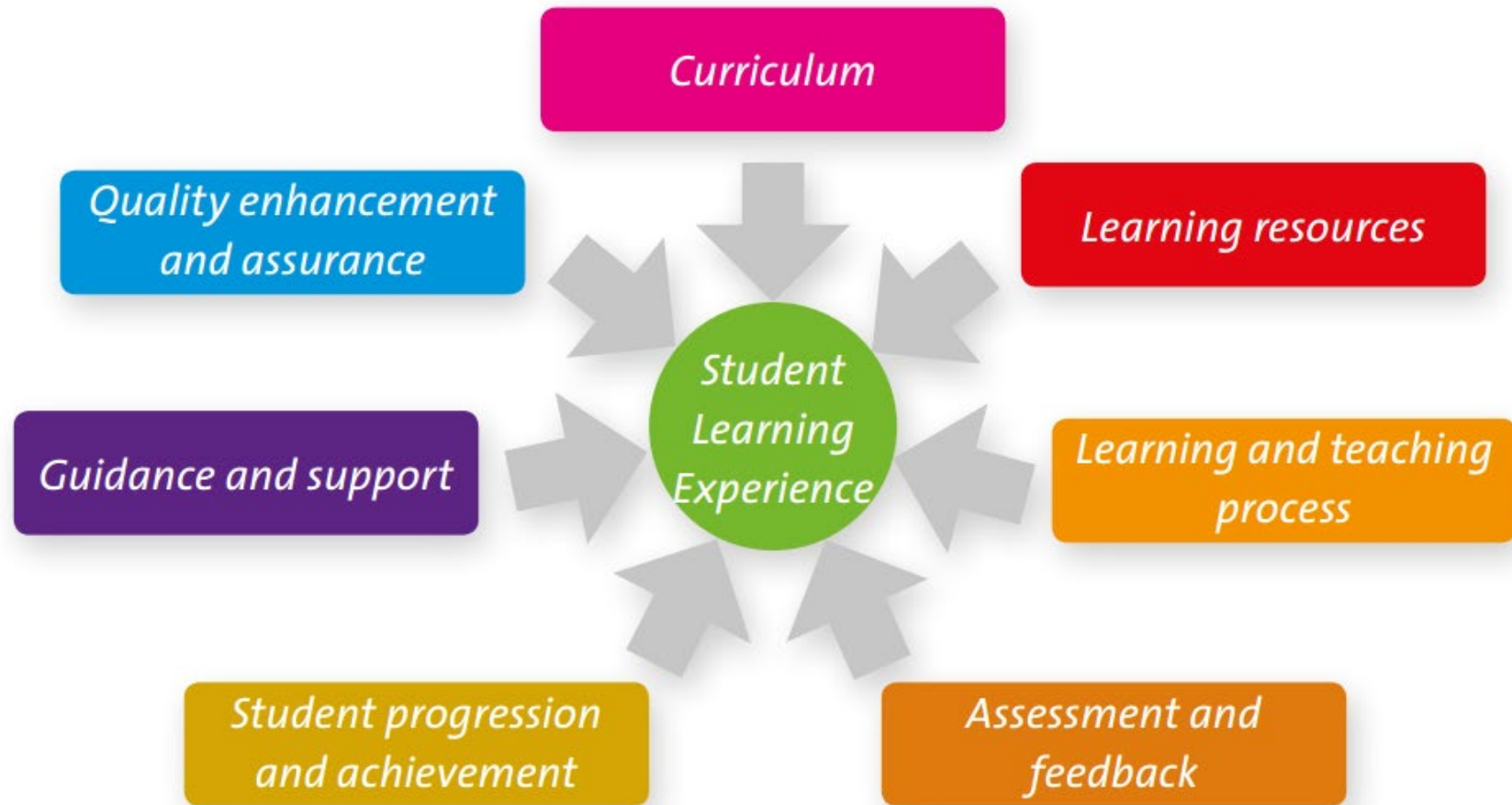
Further case studies: https://www.enqa.eu/wp-content/uploads/Student-involvement.pdf

QUEST FOR QUALITY FOR STUDENTS

STUDENT HANDBOOK ON QUALITY ASSURANCE

The European Students' Union

Lifelong Learning Programme

QUEST QUEST FOR QUALITY FOR STUDENTS

Welcome to the website of sparqs (student partnerships in quality Scotland). Funded by the Scottish Funding Council, we are a publicly-funded agency for Scotland's university and college sectors which aims to support student engagement in the quality of the learning experience. For an overview of what we do, view our video and our Strategic Plan for 2019-22. We hope you find our website informative, but please contact us if we can help in any way. Access our COVID-19 information hub for details of our provision during the pandemic.

https://www.sparqs.ac.uk/

Student experience

http://www.sparqs.ac.uk/upfiles/quest%20handbook%20online.pdf

# How can we involve students in QA

- Do you involve your students?

- Do you want to?

- Does your team want to?

- Do the students want to be?

- What are the challenges?

- How can you reduce those challenges?

- QA training and delivery?

Evidence of enhancement: improving the student experience

- Be timely

- Encourage dialogue

- Utilise representative systems

- Work in partnership

- Embed ethics

- Ensure transparency

- Celebrate achievement

- Support enhancement-led approaches
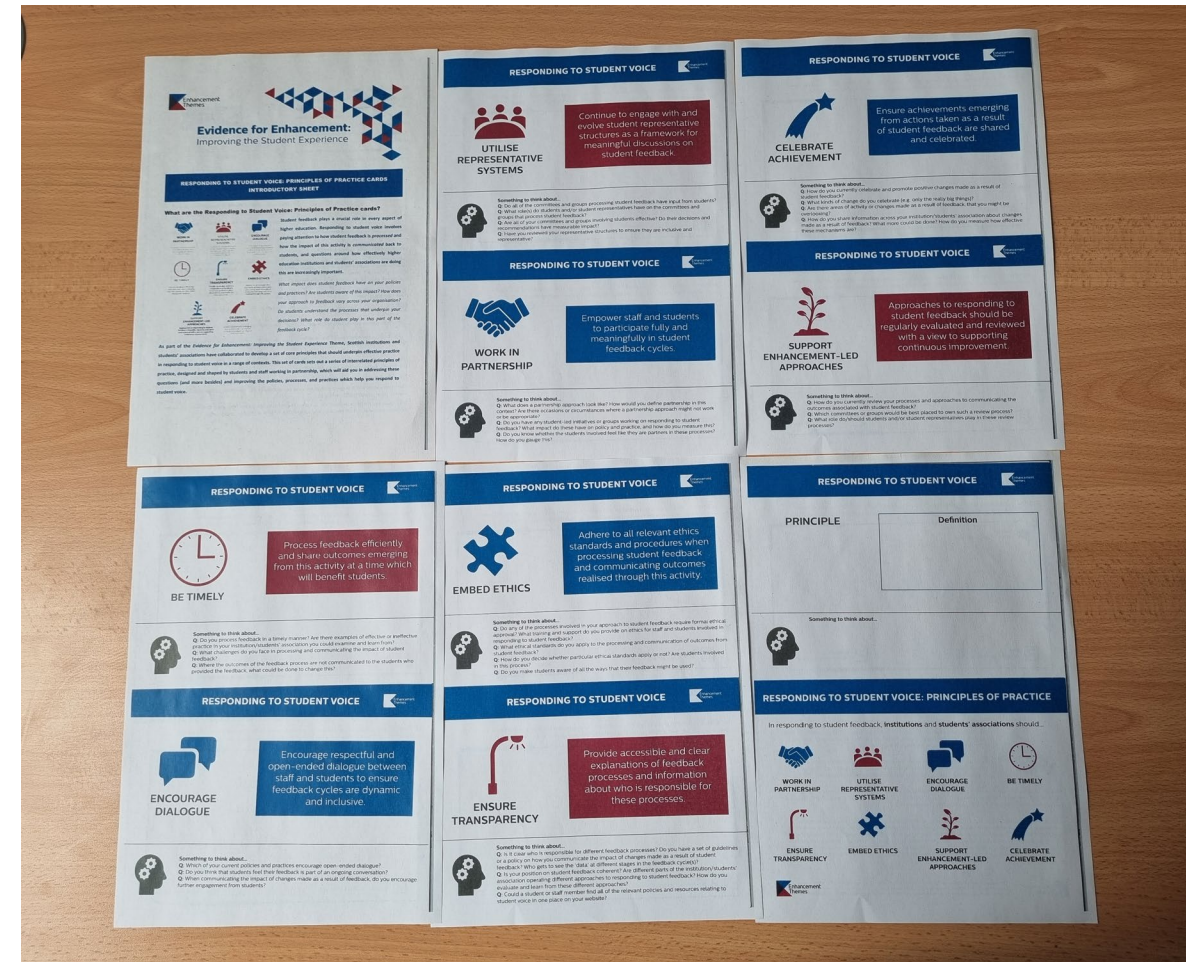
Helpful resources for faculty development
small group work – Enhancement Theme

Case study: Low completion rate for end-of-block questionnaires at Dundee

pixabay.com

Focus groups

- Facilitated by me

- organised by office

- scribed by student

- attended by 4th and 5th years

- themed by admin

- pizzas by Aroma :P

Student voice focus group

Can't find information on what you've done with the results

I did the first couple but nothing changed

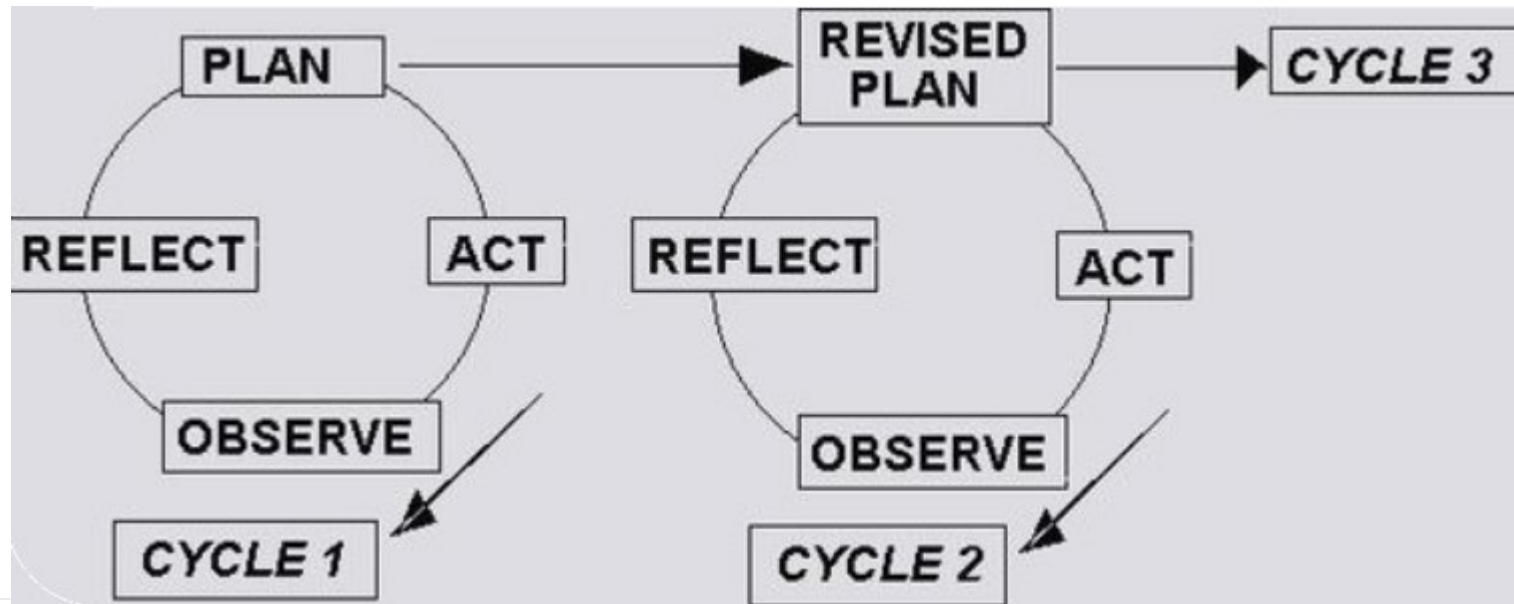I don't really understand it

If I say negative things I'll get marked down

But it's too late for me

Too long too boring

So is that it?

- This is iterative and a group effort

- Feedback dialogue – how, where, when

- And enhancing this process is iterative

ACTION: Use the boxes below to **reflect** on your current policy and practice, **plan** how you will make improvements, and explore how you will **evaluate** progress towards meeting this principle.

Reflect
What are you doing now?

Plan
What are you going to do next?

Evaluate
What would success look like?
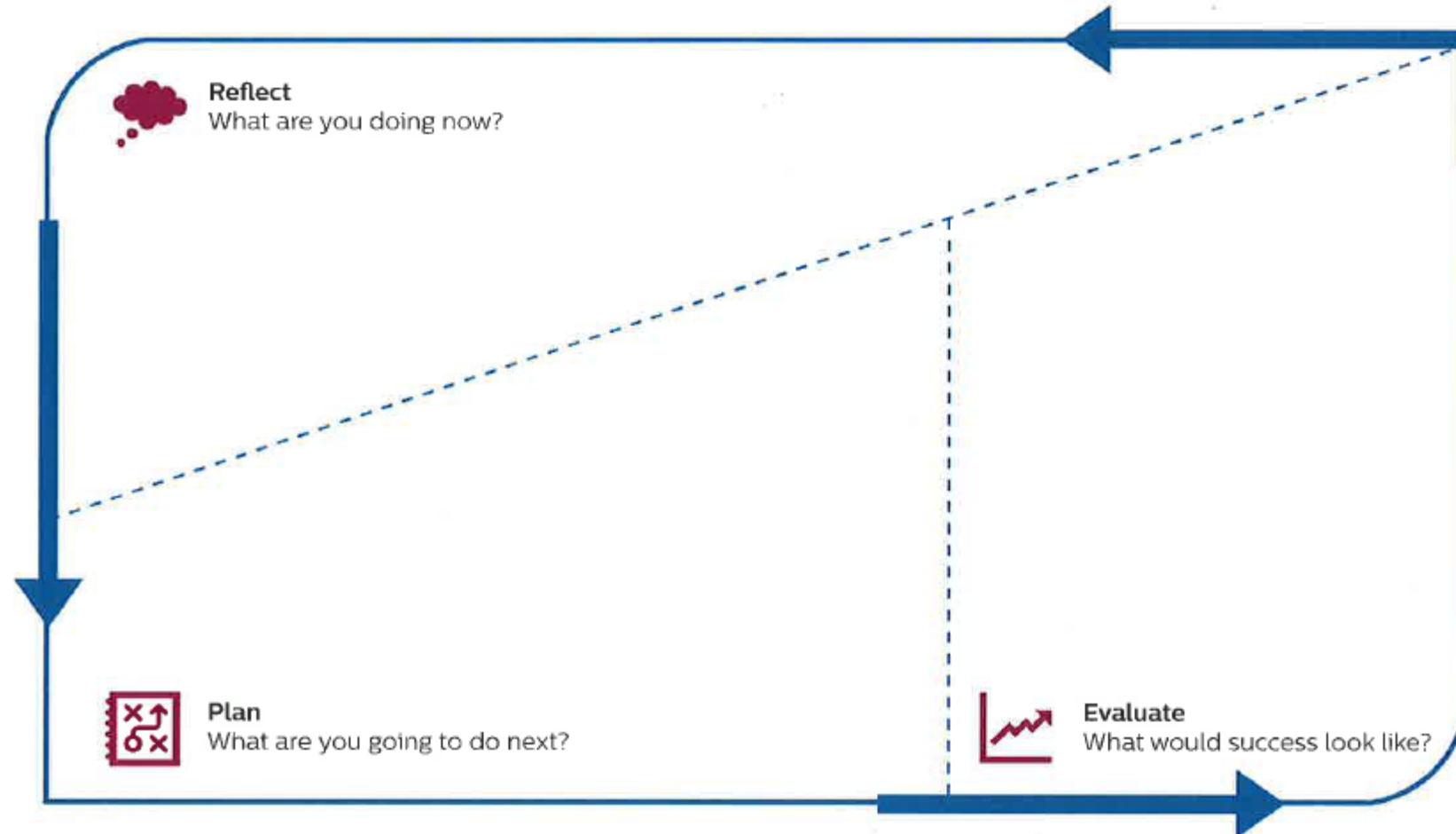
ENCOURAGE DIALOGUE

Encourage respectful and open-ended dialogue between staff and students to ensure feedback cycles are dynamic and inclusive.

Something to think about...
Q: Which of your current policies and practices encourage open-ended dialogue?
Q: Do you think that students feel their feedback is part of an ongoing conversation?
Q: When communicating the impact of changes made as a result of feedback, do you encourage further engagement from students?

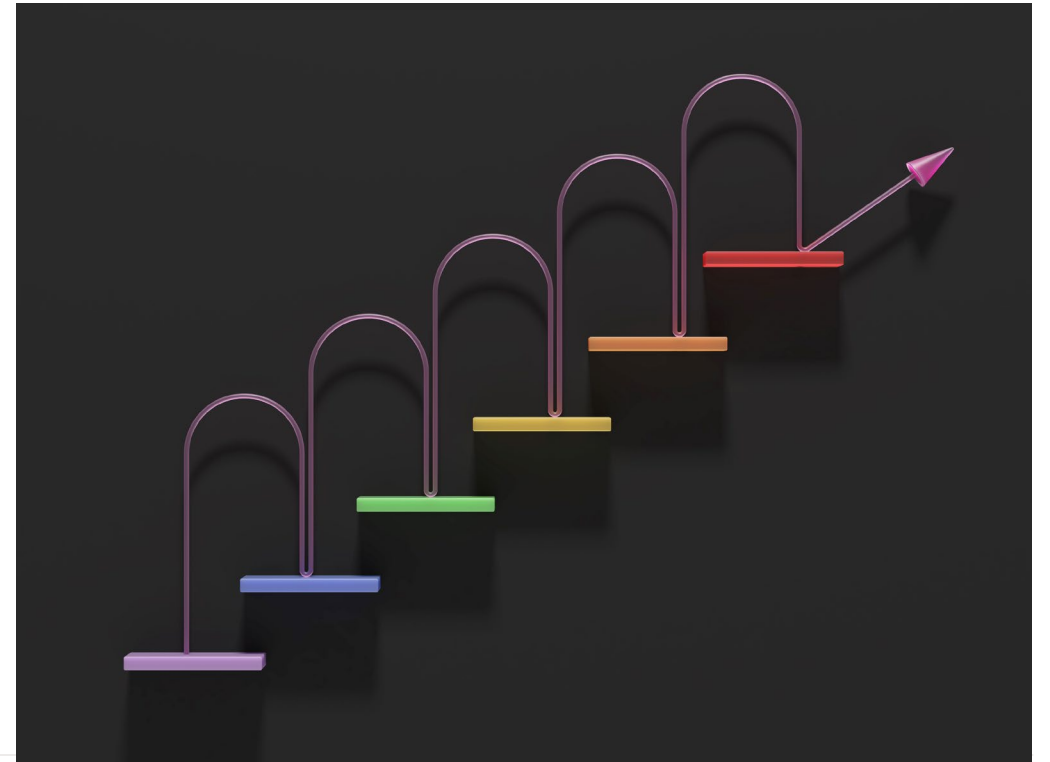# How do you feel now about involving students in QA? Any different?

We've reached the end of the session

Now the beginning of your next steps

- Any questions?

- What will you do next?

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