



The University of Edinburgh



What does it mean to measure quality in professional programmes?

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Overview

- Problematising quality and measurement
- Programme quality in HE
- Programme quality in ITE
- International findings
 - TALIS2018 results published today!
- MQuITE and distinct measures for Scottish ITE



What is quality? How do we measure?

- When an outcome becomes a measure, it ceases to be a valid outcome (Stobart, 2008)
- Need for multiple measures which are tricky to 'game'
- Distinguish between a measure, an indicator, or a proxy
- Have a sound theoretical foundation



Indicator	Usual Weighting	Weighting in Medicine, Dentistry & Veterinary Sciences
NSS - Teaching	10%	14%
NSS - Assessment & Feedback	10%	14%
NSS - Overall Satisfaction	5%	7%
Continuation	10%	0%
Value Added	15%	5%
Student-Staff Ratio	15%	23%
Expenditure per Student	5%	14%
Entry Scores	15%	23%
Career Prospects	15%	0%

- Value added / access





Measures of ITE quality

- The 'double inference' from pupil outcomes via teacher quality: over-emphasises maths and English? Susceptible to trends? Encourages more student testing? (MET)
- Direct measures of teacher quality, e.g. lesson observation
- Weighting for policy goals
- Entry standards as a proxy for professionalisation
- Gatekeeping role of professional standards
- Teacher educator qualifications
- Value for money for govt.: a durable product?



Measurement suitable for a Scottish context

- Universities are not in tough competition – ranking only where differences are statistically significant or explained by programme features (is it *good* rather than is it *better than x*)
- Immediate graduate employment a given, secure long-term employment less so
- Continuation/retention an issue in the profession that “eats its young”, but curious contrast to medicine
- “Wastage rate” perhaps too pessimistic for the size of the sector
- Compared with what? Other ITE, ITT, general HE?



		ITE	HE
Sex	Female	75.3%	58.0%
	Male	24.6%	41.9%
	Other	0.0%	0.1%
Disability	1. No known disability	91.3%	89.5%
	2. Disability	8.7%	10.5%
Ethnicity	1. White	87.5%	66.7%
	2. Black Minority Ethnic	6.5%	6.4%
	3. Not Known	6.0%	26.8%
Deprivation	1. MD80100	29.2%	27.1%
	2. MD6080	23.2%	22.3%
	3. MD4060	20.8%	18.7%
	4. MD2040	15.7%	16.8%
	5. MD20	11.1%	15.1%



MQuITE adapts an eight-part framework from Feuer et al. (2013) to evaluate programmes: partnership; admissions, recruitment, and retention; programme design; school placement; teacher educator quality; graduate destinations; graduate long-term outcomes; and administration of the programme.



**COMPONENT 2:
Admissions, recruitment
and retention**

Extent of partnership other than schools/LAs

Selection process

Conversion rates (offers to matriculated students)

Academic qualifications of candidates

Retention rates (start – end programme)

Diversity of cohort in terms of protected characteristics



So what do we want to ask new teachers?

- Challenges: access, timing, tracking moves
- International comparisons (TALIS): need for professional development, teacher self-efficacy, usefulness in practice of syllabus content areas from ITE, desire to start over, intention to remain
- 7-page online survey, some scope for focus groups/interviews



References

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