



CfCE

Centre for Care Excellence

Dr Emma Murphy

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Nephrology Nursing

Centre for Care Excellence

Institute for Cardio-Metabolic Medicine

Coventry University and University Hospitals
Coventry and Warwickshire NHS Trust



Education Excellence

Inspiring Excellence Conference
Coventry University: Centre for Care Excellence
24 May 2024

Prof Patrick Callaghan
Email: callagp3@lsbu.ac.uk



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UK | CHINA | MALAYSIA



香港中文大學
The Chinese University of Hong Kong



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



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Content of session



Unpack the ingredients of (Higher) education excellence



Examine the evidence of what constitutes excellent higher education



Discuss how to achieve excellent higher education



Evaluate the role of an Inclusive Curriculum Framework for achieving excellent higher education



Excellent higher education

Macro

Meso

Micro



FHEQ



FHEQ



Quality code



The diagram consists of two identical graphic elements side-by-side. Each element features a teal rounded rectangle in the background. Overlaid on the bottom-right of this rectangle is a white rounded rectangle with a thin teal border. Inside the white rectangle, the words 'Standards' and 'Quality' are written in a dark teal, sans-serif font. The 'Standards' element is on the left, and the 'Quality' element is on the right.

Standards

Quality



OFS

Completion



Continuation



Progression

Meso



Professional, Statutory and Regulatory Bodies



Nursing and
Midwifery Council



General Medical
Council



British
Psychological
Society



Architects
Registration
Board



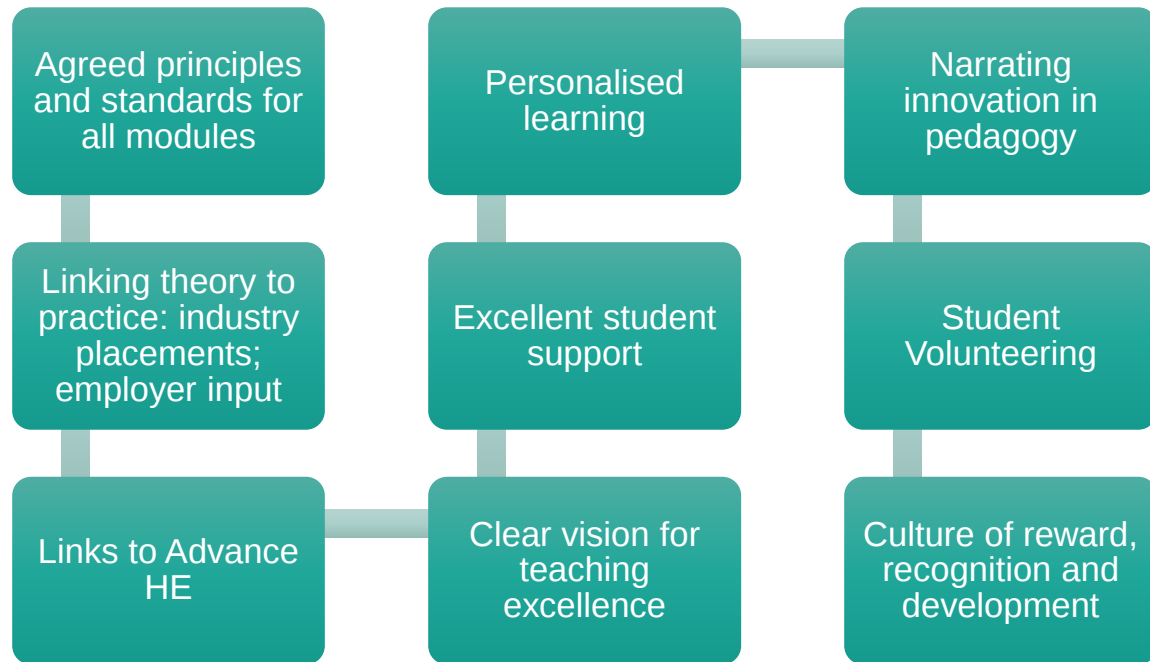
Institute of
Physics



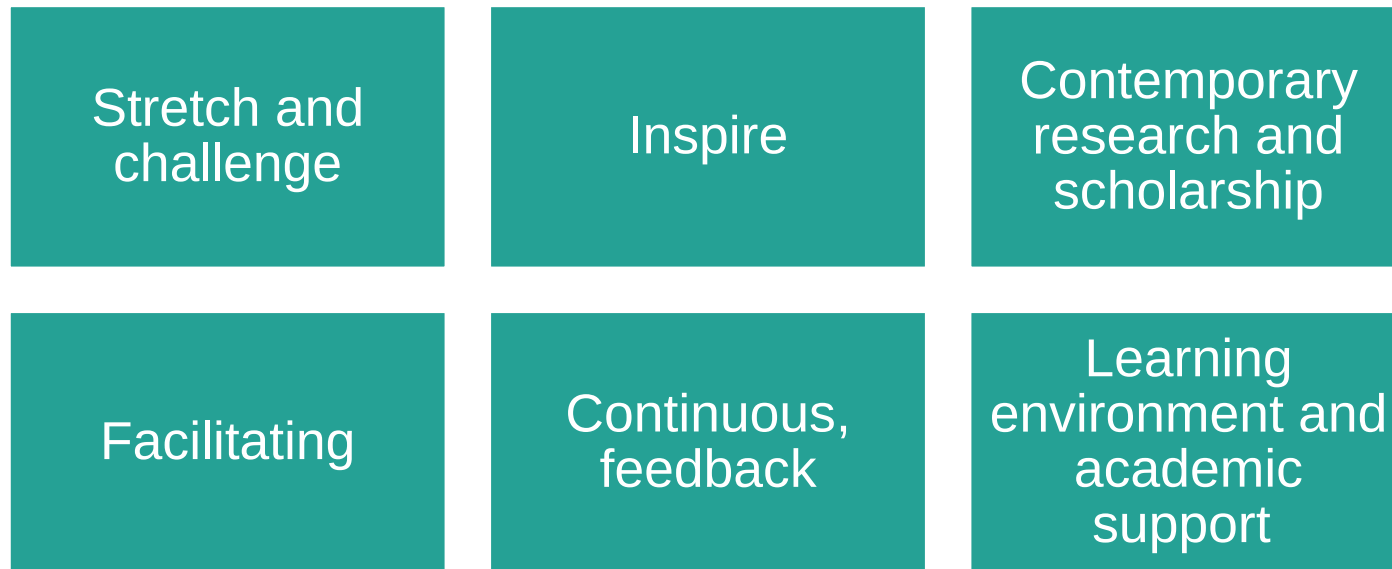
Chartered Society
of Physiotherapists



Evidencing excellence: TEF Gold (Moore et al, 2017)



Teaching Excellence Framework (TEF, 2023)



Advance HE

Embedding
employability

Transforming
assessment

Student
retention and
success

Enterprise and
entrepreneurship

Flexible learning

Internationalising
the curriculum

Student
engagement and
partnership

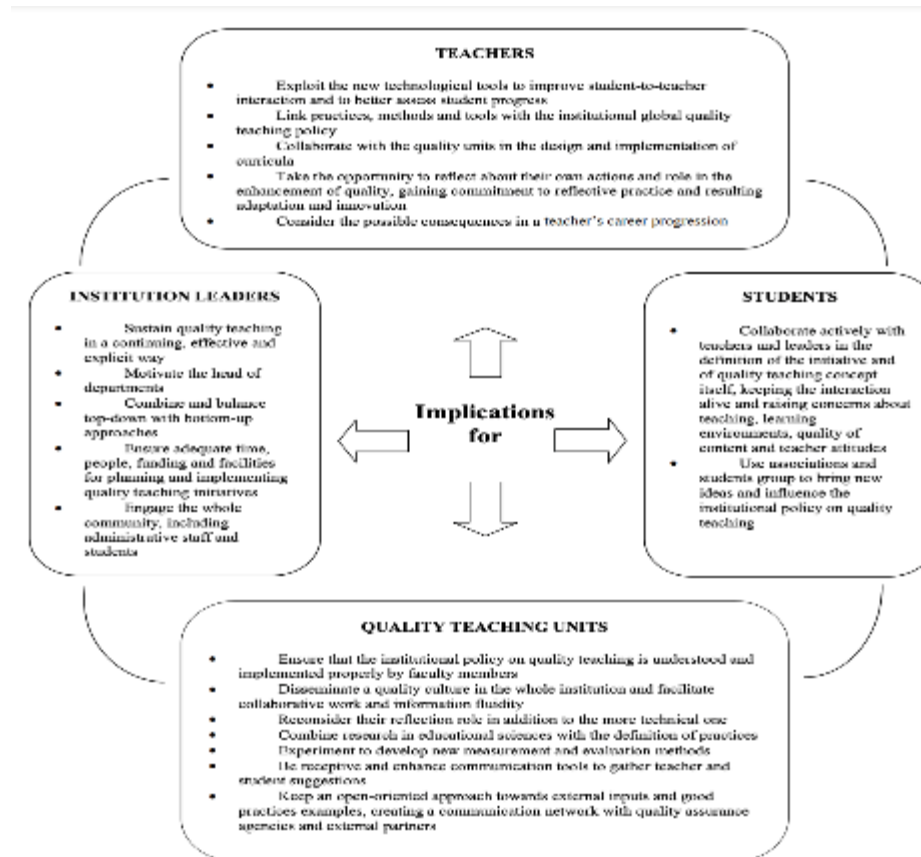
Education for
sustainable
development

Technology
enhanced
learning

Mental wellbeing



Quality teaching: the OECD view*

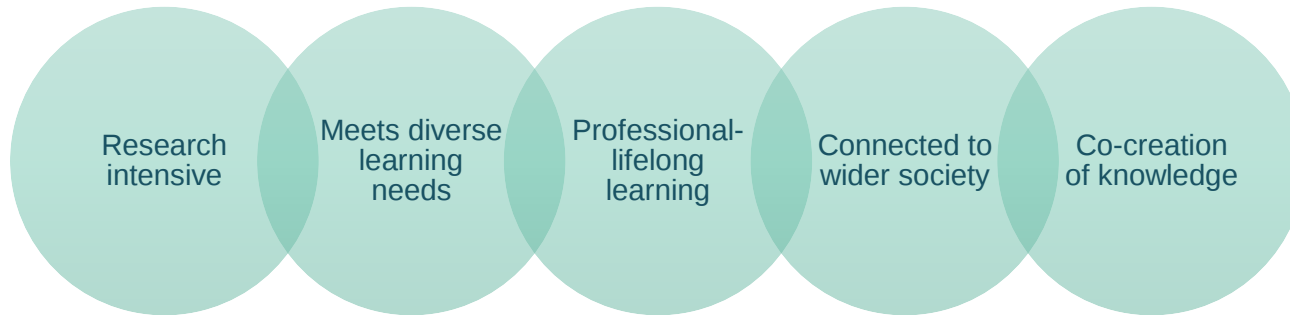


*Henard, F. (2015) Learning our lesson: Review of Quality Teaching in Higher Education.
<http://www.oecd.org/education/imhe/earningourlessonreviewofqualityteachinginhighereducation.htm>

Micro



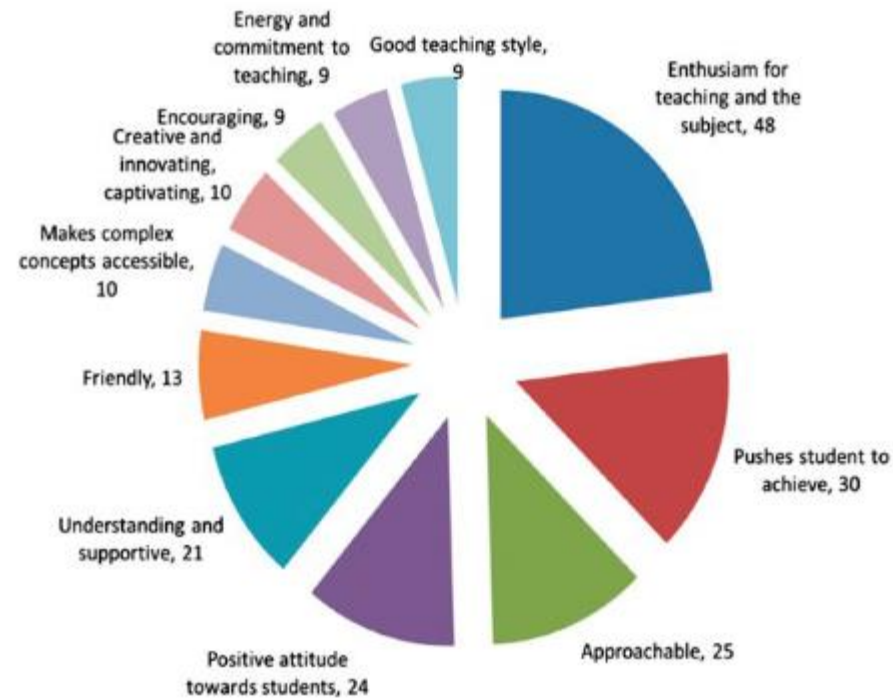
Teaching excellence*



*Professor Kathleen Armour FAcSS, Pro-Vice-Chancellor (Education), University of Birmingham:
<https://www.heacademy.ac.uk/blog-entry/teaching-excellence-higher-education>



Figure 2: Student perceptions of teaching excellence



*Bradley, S., E. Kirby, and M. Madriaga (2015). What students value as inspirational and transformative teaching. *Innovations in Education and Teaching International*, 52(3): 231– 242.

Students want to be taught by staff who are*:



Enthusiastic



Empathetic



Approachable



Helpful



Patient



Knowledgeable about subject



Encourage them to develop their full potential

- *(Greatbatch & Holland, 2016) Teaching Quality in Higher Education: Literature Review and Qualitative Research. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/524495/he-teaching-quality-literature-review-qualitative-research.pdf



Inclusive Curriculum Framework

Professor Patrick Callaghan

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*Using an Inclusive Curriculum
approach to transform teaching and
learning*

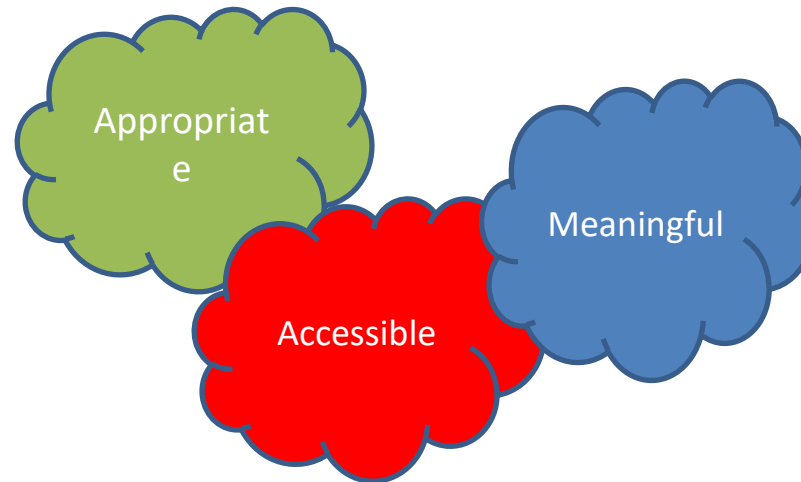
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What is an inclusive approach?



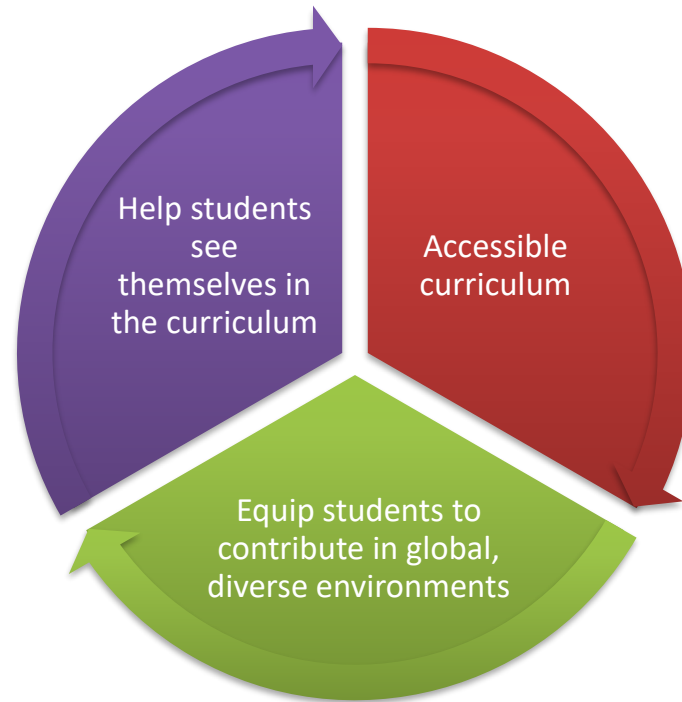
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Inclusion principles



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Help students see themselves in the curriculum

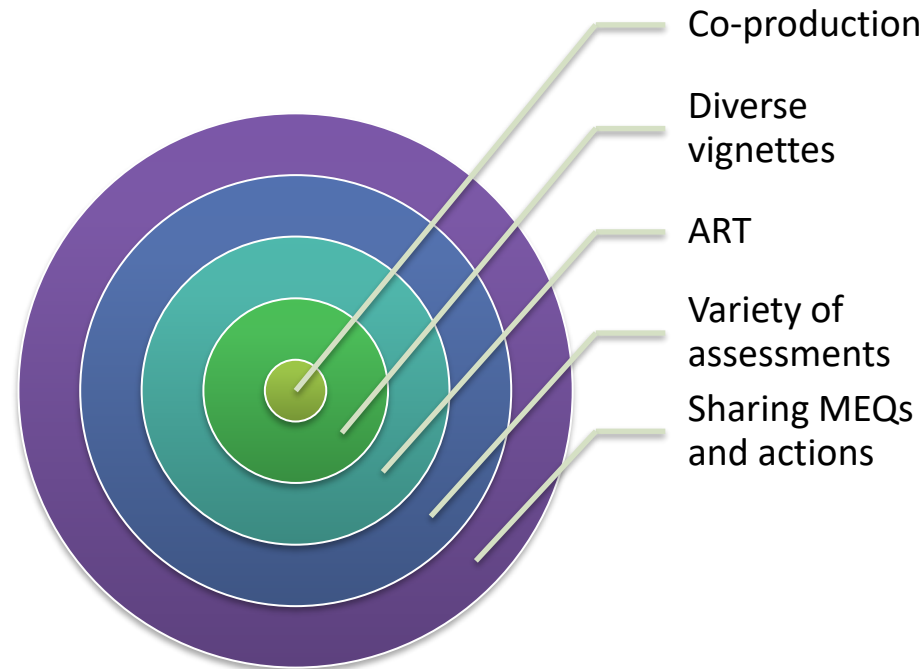


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Creating an accessible curriculum

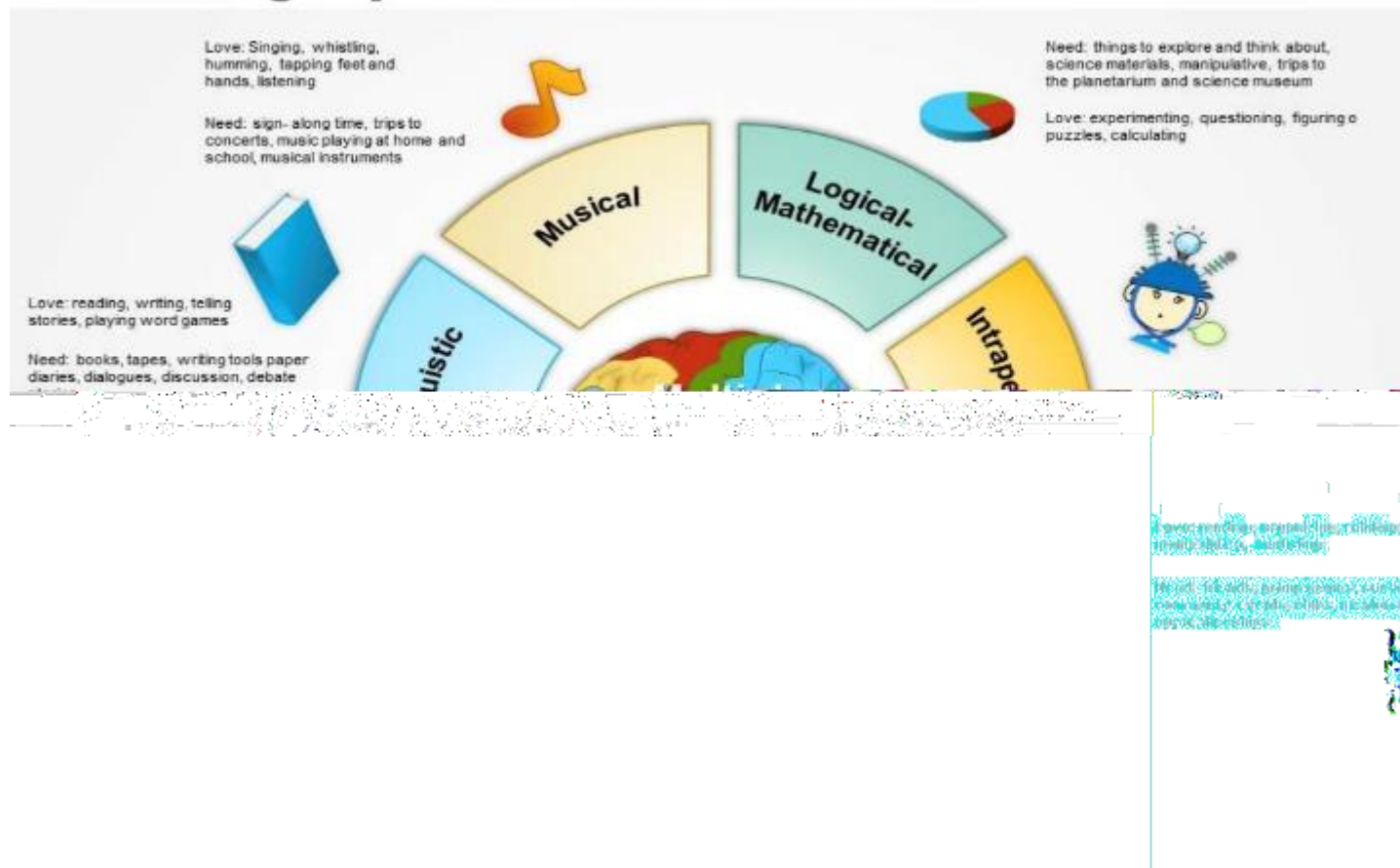
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Online Resource Center

Home > Nursing > Clinical Nursing Skills Series > Colignon, Payne & Cooper: Mental Health Nursing Skills > Related resources > Interactive questions > Chapter 04

Chapter 04

Instructions

Choose your answer by clicking the radio button next to your choice and then press "Submit" to get your score.

Question 1

Quantitative research approaches are aligned to which philosophical tradition?

☐ a) Interpretivism.

☐ b) Naturalism.

☐ c) Positivism.

☐ d) Realism.

Question 2

The CONSORT statement is a checklist that will help evaluate evidence using which type of research?

☐ a) Cohort study.

☐ b) Case-control study.

☐ c) Study testing diagnostic accuracy.

☐ d) Randomized controlled trial.

Question 3

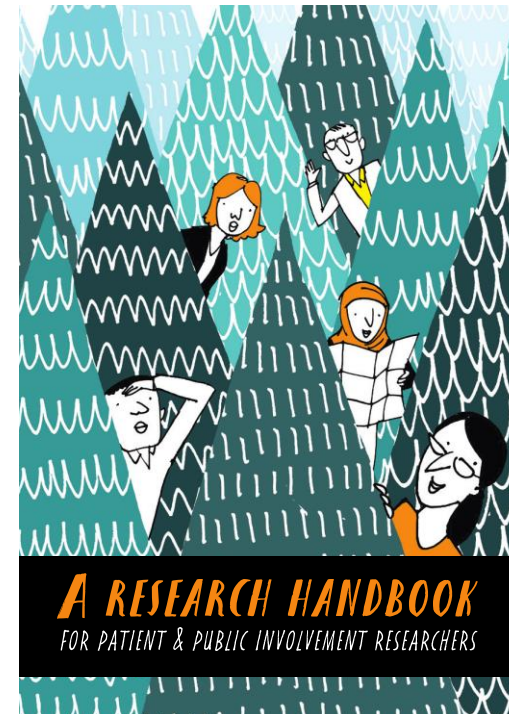
Which one of the following factors is not part of Lomas' Coordinated Implementation Model?

☐ a) Quality of evidence.

☐ b) Credible dissemination body.

☐ c) Overall good co-ordination.

☐ d) Evidence assessment groups.



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E learning



<http://www.ementhe.eu/>

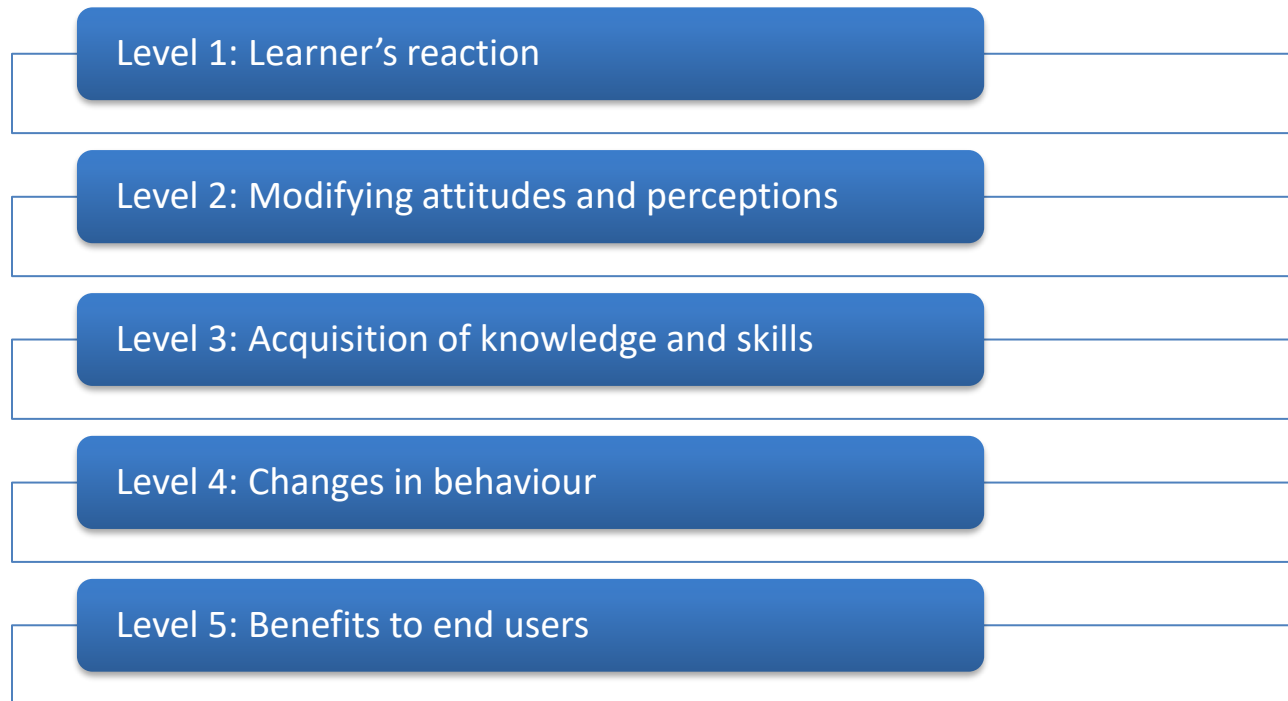
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Inclusive assessment (Barr et al, 1999)



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Kirkpatrick's Four Levels of Programme Evaluation

<https://www.ardentlearning.com/blog/what-is-the-kirkpatrick-model#:~:text=The%20Kirkpatrick%20Model%20is%20a,learning%2C%20behavior%2C%20and%20results.>

Level	Category	What the level measures
1	Response	Was the employee satisfied with the education and did s/he complete it?
2	Learning	What did employee learn from the programme?
3	Performance	How did education affect employee performance?
4	Results	Did improvements in performance attributable to education affect organisational performance?

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Application of Barr et al Framework to Psychological Therapies training

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-0467.2007.00266.x>

Level	Method	Evidence
Learners' reactions	Course evaluation	MEQ
Modifying attitudes and perceptions	Attitude measure	Responses to measure
Acquisition of knowledge and skills	Written and Practice Examination	Assessment scores
Changes in behaviour	Competency/capability assessment Documentary analysis	Capability assessment
Changes in organisational practice	Documentary analysis Policies and systems analyses Reports from staff. Service users, carers	Documentary examples Benchmark mapping of policies to standards Reports from external agencies Patient Satisfaction Survey Scores
Benefits to service users and carers	Interviews/focus groups	PROM Recovery rates

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Equip students with the skills to positively contribute to and work in a global and diverse environment



*Melanie Walker (2012) Universities, professional capabilities and contributions to the public good in South Africa, Compare: A Journal of Comparative and International Education, 42:6, 819-838, DOI: 10.1080/03057925.2012.685584
<https://doi.org/10.1080/03057925.2012.685584>

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Anna receives Recent Graduate Laureate Award

Anna Kent has been awarded The University of Nottingham Recent Graduate Laureate Award for her humanitarian work overseas with the aid organisation Médecins Sans Frontières (MSF) and subsequent teaching to healthcare students.



Student nurse wins NHS Emerging Leader Award

This is a student nurse who has been awarded the Emerging Leader of the Year 2016 at the National NHS Leadership Awards, being chosen from nine others in her category.



The toilet we built

From left to right: Charlene Hughes, Janina Stonyard, Robert Perry, Natalie Henry, Victoria Lonsdale, Patsy Haley

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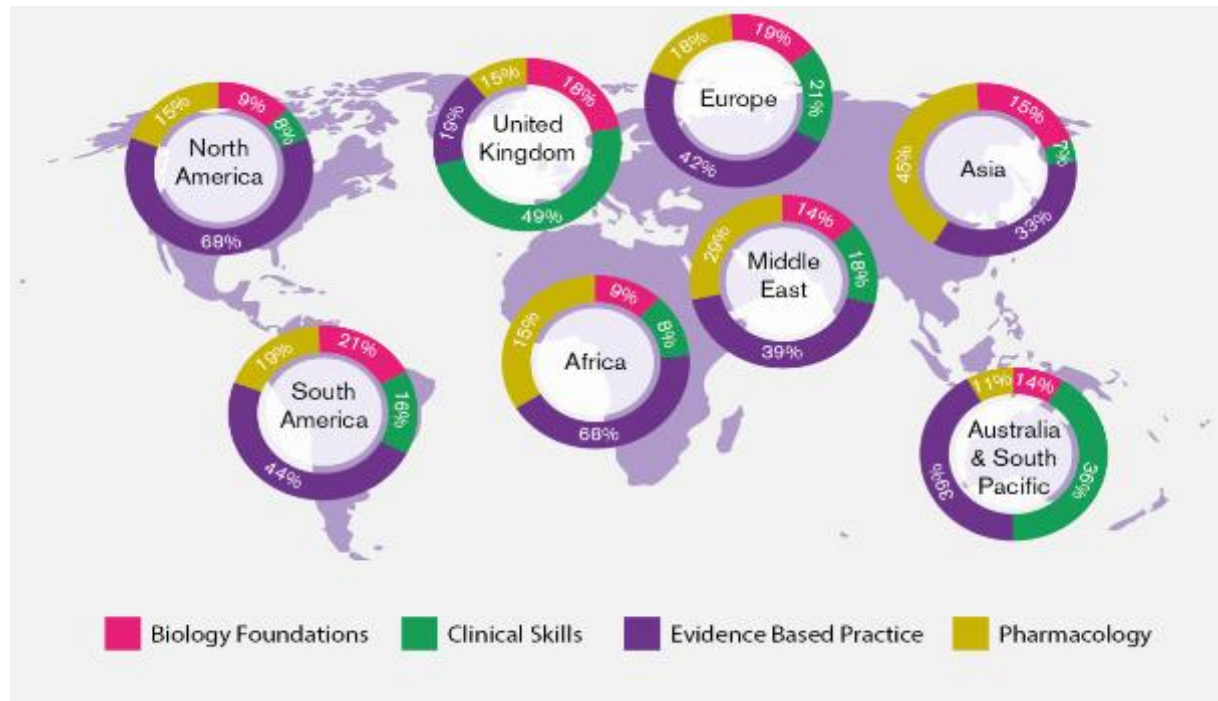
Impact

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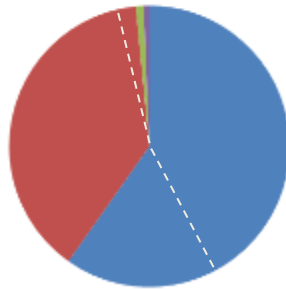
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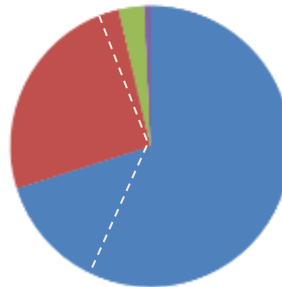
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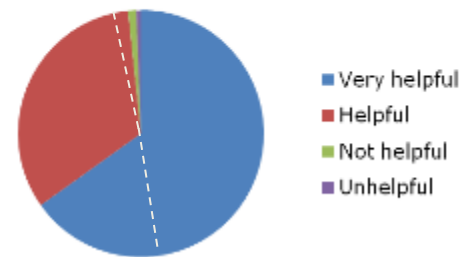
How would you rate this learning object?



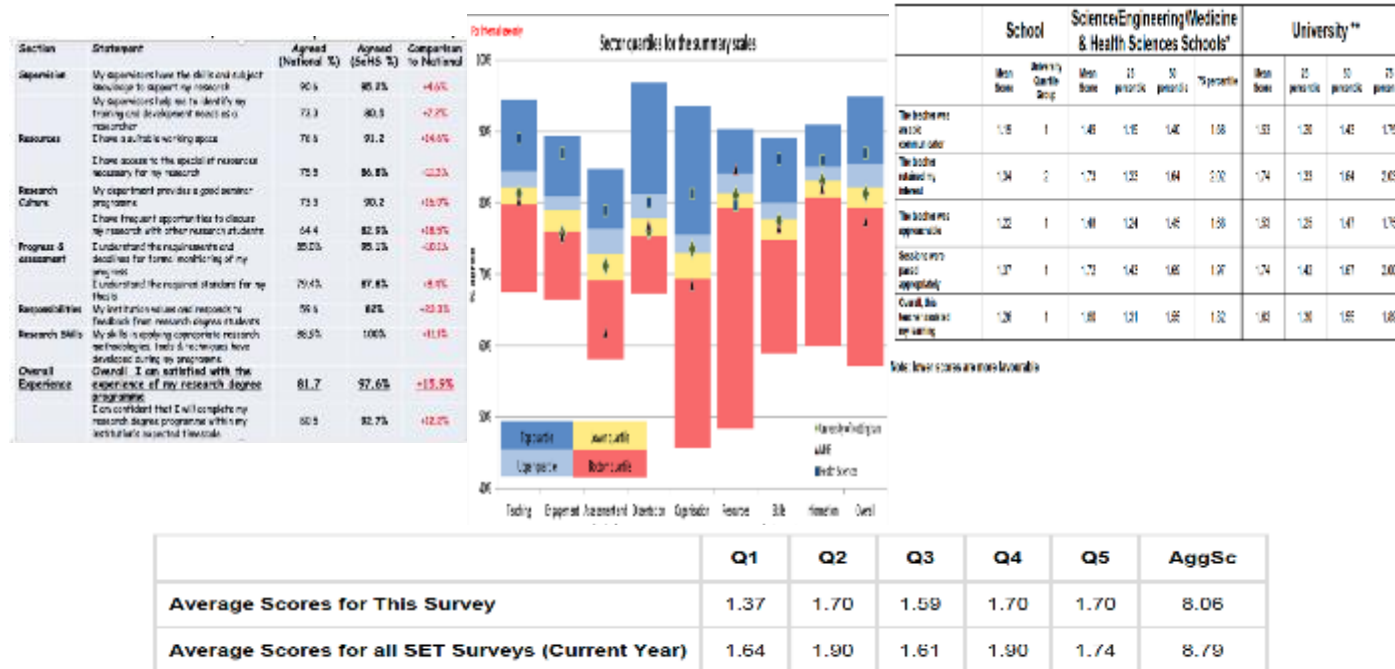
How easy was it to use the learning object?



How helpful has the learning object been for learning this subject?



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‘Ongoing tests very helpful to test our own knowledge’

‘Very interactive to ensure people understand tests’.

‘Easy to understand, made a tough subject enjoyable’.

‘Students appeared engaged – either note writing, listening or asking questions’

‘Very friendly and got to know everyone on a personal level’.

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Thank you!

Questions?





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