



Delivering the Teaching Excellence Framework

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Aim of the session

1. To provide an overview and update on the Teaching Excellence Framework (TEF)
2. Discuss some implications for Learning and Teaching



Purpose of the TEF

- a. Better informing students' choices about what and where to study
- b. Raising esteem for teaching
- c. Recognising and rewarding excellent teaching
- d. Better meeting the needs of employers, business, industry and the professions

source: DfE (2016) Teaching Excellence Framework: Year Two Specification

The TEF – Chronology 1

Date	Activity
2015	Conservative Party Manifesto commitment to introduce a Teaching Excellence Framework (TEF)
1 July 2015	Jo Johnson's speech 'Teaching at the heart of the system', outlined his aims for the TEF
8 July 2015	Budget: institutions can increase tuition fee in line with inflation from 2017-18 to new students as long as they are providing 'high-quality teaching'
July-November 2015	informal consultation events to inform the Green Paper
8 November 2015	Green Paper, <i>Fulfilling our potential: Teaching Excellence, Social Mobility and Student Choice</i> published
15 January 2016	Formal consultation on the Green Paper closed

The TEF – Chronology 2

Date	Activity
16 May 2016	HE White Paper, <i>Success as a knowledge economy</i> published
May-June 2016	Technical Consultation open
Summer 2016	TEF One decisions announced (status of QA and fee uplift)
October 2016	Response to Technical Consultation published
October 2016	Guidance to institutions issued
November- end January	Providers to apply for TEF Two
February- May 2017	Assessment to be undertaken by panels
End May 2017	TEF ratings announced; informs fees in 2018-19
June 2017	Appeals
July 2017	Results of appeals announced

Scope of the TEF

- > In Year Two, the TEF will cover **undergraduate provision** at levels 4, 5 and/or 6, which includes higher and degree apprenticeships. (levels 7, 8, 9 and 10 in Scotland)
- > All **modes of** delivery, including full and part-time
- > The Devolved Administrations have confirmed they are content for providers in Wales, Northern Ireland and Scotland to take part in Year Two, should they wish to do so
- > **Franchised provision** taught by a partner of a degree-awarding body will be included in the teaching provider's TEF assessment, not in the degree-awarding body's TEF assessment

Implementing the TEF. 1



> Participation is voluntary

> TEF to be phased in;

- Year II to be a trial run – institutional assessment
- Year III (2018-19) first full assessment at institutional level & disciplinary assessment pilot
- Year IV (2019/20) – first full discipline assessment , possibly, taught postgraduate assessment

> Fees

- Undifferentiated inflationary uplift to fees in Year I and Year II ;
- differentiated fee cap introduced in Year III
- Single fee cap per provider – fees can go up or down for *existing* students

> Sponsor a school? Ability to recruit international students?

Implementing the TEF. 2

> Assessment

- Review panel of academics, employers and students
- based on common set of nationally collected metrics AND a case for excellence submitted by providers

> Awards:

- *Three ratings* (not four) in TEF Year Two: Gold; Silver and Bronze
- *Commendations* to provide additional institutional differentiation (e.g. for part-time provision) - **NOT to be included now**

TEF – rounds

TEF Year	Type	Launch	Deadline	Results published	Fee change will apply in
TEF Year 1	No assessment process / satisfactory quality assessment	N/A	N/A	Summer 2016	A/Y 2017/18 (undifferentiated fee uplift)
TEF Year 2	Provider level assessment (trial)	Mid-October 2016	December 2016	April 2017	A/Y 2018/19 (undifferentiated fee uplift)
TEF Year 3	Full provider level assessment; pilot assessments at discipline level	TBD	TBD	2018-19	A/Y 2019/20 (first year of differentiated fees)
TEF Year 4	Full discipline level assessment; potential Postgraduate Taught assessment	TBD	TBD	2019-20	A/Y 2020/21

Eligibility, Pre-requisites

- > HE provision that is **designated for student support purposes**.
- > either an approved **Access Agreement** (or equivalent in Wales, Northern Ireland or Scotland or, for English providers, published Access and Participation Statement ...)
- > **Suitable metrics** = one year of reportable, benchmarked data for each of the core metrics
- > **Quality requirement** = meet the requirements of the quality assessment system in their home nation

Assessment Framework

Aspect of Quality <i>Areas of teaching and learning quality</i>	Teaching Quality (TQ)	Learning Environment (LE)	Student Outcomes and Learning Gain (SO)
Criteria <i>Statements against which assessors will make judgements</i>	Teaching Quality criteria	Learning Environment criteria	Student Outcomes and Learning Gain criteria
Evidence	Core metrics		
	<ul style="list-style-type: none"> Teaching on my course (NSS scale 1) Assessment and feedback (NSS scale 2) 	<ul style="list-style-type: none"> Academic support (NSS scale 3) Non-continuation (HESA) 	<ul style="list-style-type: none"> Employment/further study (DLHE) Highly-skilled employment/further study (DLHE)
	Split metrics		
	Additional evidence (provider submission)		
Statement of findings <i>Why a particular rating was awarded</i>	Brief description of why a particular rating was awarded including particular strengths		
Overall outcome <i>TEF rating</i>	The level awarded		

Assessment. 1. Common metrics

Three common metrics (suitably benchmarked):

- National Student Survey (teaching on course; assessment and feedback; academic support)
- Non-continuation (annual data returns to HESA)
- Employment/destination – Destination of Leavers from Higher Education: *highly-skilled job metric*



BIS Committee report, February 2016: suggested unintended consequences of elements of the TEF proposals (adapted)

Element of proposal

- > Using retention as one of the three metrics for the TEF.
- > Using the National Student Survey's measure of satisfaction as one of the three metrics for the TEF.
- > Using graduate destination as one of the three metrics for the TEF.
- > Courses or institutions without good TEF scores are unable to increase fees.
- > Allocating low TEF scores.

Associated risk or unintended consequence

- those wishing to improve retention make courses less demanding,
- Students can undermine 'game' the NSS by reporting high/low scores
- may favour those specialising in disciplines that tend to lead to higher salaries or encourage them to change student recruitment ...
- Depriving courses from income prevents improvements being made and drives course closures.
- Adverse impact on UK's international brand & the ability to recruit students..

Metrics and TEF Year 2 (institutional assessment)

- All metrics to be benchmarked as currently according to student mix and programme mix
- Metrics averaged over three years as well as for individual years
- Flagging of differences at least 2 standard deviations and 2 percentage points from a benchmark (+ or -)
- NSS – metrics based on NSS scales, rather than individual questions
- UK students included in non-continuation and employment/destination metrics; Inclusion of UK, other EU and non-EU in NSS-based metrics

White Paper and metrics beyond Year Two

- > Creation of Longitudinal Education Outcomes dataset
- > Weighted contact hours and teaching intensity
 - ‘rather than implementing crude metrics that could be easily gamed, we have asked HEFCE...to look into these matters, and to develop a methodology to measure them...trailing them in the disciplinary pilots in Year Three’
- > ‘we are putting measures in place...to ensure no institutional is penalised for having a large cohort of disadvantaged students.’

(source: DBIS (2016) Success as a Knowledge Economy)

Assessment. 2. Provider submission

Purpose:

- > add **additional context** further to the standard contextual data, such as details of its mission
- > support or **explain its performance against the core and split metrics**, particularly where performance is not strong
- > put forward **evidence against the assessment criteria** which will be used alongside performance against the core and split metrics
- > further explore **performance for specific student groups** based on split metrics

Aspect of Excellence 1

Aspect of Quality <i>Areas of teaching and learning quality</i>	Reference	Criterion
Teaching Quality	Student Engagement (TQ1)	Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies
	Valuing Teaching (TQ2)	Institutional culture facilitates, recognises and rewards excellent teaching
	Rigour and Stretch (TQ3)	Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential
	Feedback (TQ4)	Assessment and feedback are used effectively in supporting students' development, progression and attainment
Learning Environment	Resources (LE1)	Physical and digital resources are used effectively to aid students' learning and the development of independent study and research skills
	Scholarship, Research and Professional Practice (LE2)	The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice
	Personalised Learning (LE3)	Students' academic experiences are tailored to the individual, maximising rates of retention, attainment and progression

UK Engagement Survey

*“What the UKES offers, and this is very similar to what happened with NSSE in the States, is a completely different perspective on questions of quality. Particularly, it offers a counterpoint to the discourse about reputation and satisfaction, to **really focus more on matters of teaching and learning.**”*

Alex McCormick, Senior Associate Director of CPR, NSSE Director, Indiana

- > Detailed and robust links to learning outcomes
- > Understand how students engage with activities
- > Enables student reflection on their engagement
- > Course and department level data
- > Benchmarking with standard and custom groups

UK Engagement Survey. Illustrative questions

- **Reflective and integrative learning**

- E.g. “How often have you connected your learning to societal problems or issues?”

- **Time spent**

- E.g. “About how many hours do you spend in a typical 7-day week preparing for taught sessions?”

- **Skills development**

- E.g. “How much has your experience at this institution contributed to your knowledge, skills, and personal development in solving complex real-world problems?”

- **Engaging with research**

- E.g. “How much has your coursework emphasised learning about the results of current research?”

- **Creating knowledge**

- E.g. “How much has your coursework emphasised your active participation in creating knowledge?”

UKES 2016 Report headlines

- > 88% of all student say they found their course challenging
- > 51% report that they have strongly developed the skills that ready them for employment
- > 27% have discussed ideas with staff outside class
- > 20% had talked to staff about career plans
- > 86% students across all subject areas felt they had developed skills as independent learners

<https://www.heacademy.ac.uk/uk-engagement-survey-2016-student-engagement-and-skills-development#section-2>

Valuing teaching

UKPSF and individual recognition.

145 institutions with HEA accreditation of PG Certificates

UKPSF: Accredited provision.

119 institutions with accredited Continuing Professional Development

National Teaching Fellowship Scheme

55 NTFs per annum for 10 years

HESA staffing return on Teaching Qualifications

2014-15 return: 30% with TQs 'not known'

Reward and recognition

- > Cashmore et al (2013) *Rebalancing promotion in the HE sector: Is teaching excellence being rewarded*
 - > Fung and Gordon (2016) *Rewarding educators and education leaders in research-intensive universities*
 - > Locke et al (2015) *Shifting landscapes: meeting the staff development needs of the changing academic workforce*
- (recent HEA publications)

Research-informed teaching

- > **research-led** – where students are taught research findings in their field of study;
- > **research-oriented** – where students learn research processes and methodologies;
- > **research-tutored** - where students learn through critique and discussion between themselves and staff;
- > **research-based learning** – where students learn as researchers

(source: Jenkins, A, Healey, M, and Zetter, R (2007) *Linking Teaching and Research in Disciplines and Departments*)

Aspects of Excellence 2

Aspect of Quality <i>Areas of teaching and learning quality</i>	Reference	Criterion
Student Outcomes and Learning Gain	Employment and Further Study (SO1)	Students achieve their educational and professional goals, in particular progression to further study or highly skilled employment
	Employability and Transferrable Skills (SO2)	Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives
	Positive Outcomes for All (SO3)	Positive outcomes are achieved by its students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes

Student outcomes and learning gain

HEFCE's Learning Gain pilots

- > To develop and test new ways of capturing educational outcomes and how students benefit from HE

<http://www.hefce.ac.uk/lt/lg/projects/>

Employment vs employability

- > HEA *Framework for embedding employability in higher education*

<https://www.heacademy.ac.uk/search/site/frameworks>

Measuring and recording student progress e.g. Grade Point Average

<https://www.heacademy.ac.uk/resource/grade-point-average-report-gpa-pilot-project-2013-14>

HEA's key messages on TEF

- > HEA welcomes the TEF and its commitment to raising the status of teaching and learning in UKHE
- > The need to attach equal weight to the assessment of the common metrics and the provider submission
- > The need to include the UK Engagement Survey and Continuing Professional Development as indicative evidence of excellence in provider submissions
- > The need to limit the number of levels of excellence (now reduced to three)
- > Need for more explicit TEF Level descriptors (now delivered)

Questions?



TEF Rating descriptions : Gold

- > **Gold:** The Panel will award a provider a rating of Gold if it appears likely, based on the evidence available to the Panel, that provision is **consistently outstanding** and of the **highest quality** found in the UK Higher Education sector; that is:
- > The provider achieves consistently outstanding outcomes for its students from all backgrounds, in particular with regards to retention and progression to highly skilled employment and further study. Course design and assessment practices provide scope for outstanding levels of stretch that ensures all students are significantly challenged to achieve their full potential, and acquire knowledge, skills and understanding that are most highly valued by employers. Optimum levels of contact time, including outstanding personalised provision secures the highest levels of engagement and active commitment to learning and study from students.
- > Outstanding physical and digital resources are actively and consistently used by students to enhance learning. Students are consistently and frequently engaged with developments from the forefront of research, scholarship or practice, and are consistently and frequently involved in these activities. An institutional culture that facilitates, recognises and rewards excellent teaching is embedded across the provider.

TEF Rating description: Silver

- > **Silver:** The Panel will award a provider a rating of Silver if it appears likely, based on the evidence available to the Panel, that provision is **of high quality**, and **significantly and consistently exceeds the baseline quality threshold** expected of UK Higher Education; that is:
- > The provider achieves excellent outcomes for its students, in particular with regards to retention and progression to highly skilled employment and further study. Course design and assessment practices provide scope for high levels of stretch that ensures all students are significantly challenged, and acquire knowledge, skills and understanding that are highly valued by employers. Appropriate levels of contact time, including personalised provision secures high levels of engagement and commitment to learning and study from students.
- > High quality physical and digital resources are used by students to enhance learning. Students are engaged with developments from the forefront of research, scholarship or practice, and are sometimes involved in these activities. An institutional culture that facilitates, recognises and rewards excellent teaching has been implemented at the provider

TEF rating descriptor : Bronze

- > **Bronze:** The Panel will award a provider a rating of Bronze if it appears likely, based on the evidence available to the Panel, that provision is **of satisfactory quality**; that is:
- > Most students achieve good outcomes; however, the provider is likely to be significantly below benchmark in one or more areas, in particular with regards to retention and progression to highly skilled employment and further study. Course design and assessment practices provide sufficient stretch that ensures most students make progress, and acquire knowledge, skills and understanding that are valued by employers. Sufficient levels of contact time, including personalised provision secures good engagement and commitment to learning and study from most students.
- > Physical and digital resources are used by students to further learning. Students are occasionally engaged with developments from the forefront of research, scholarship or practice, and are occasionally involved in these activities. An institutional culture that facilitates, recognises and rewards excellent teaching has been introduced at the provider.