

The Teaching Excellence and Student Outcomes Framework

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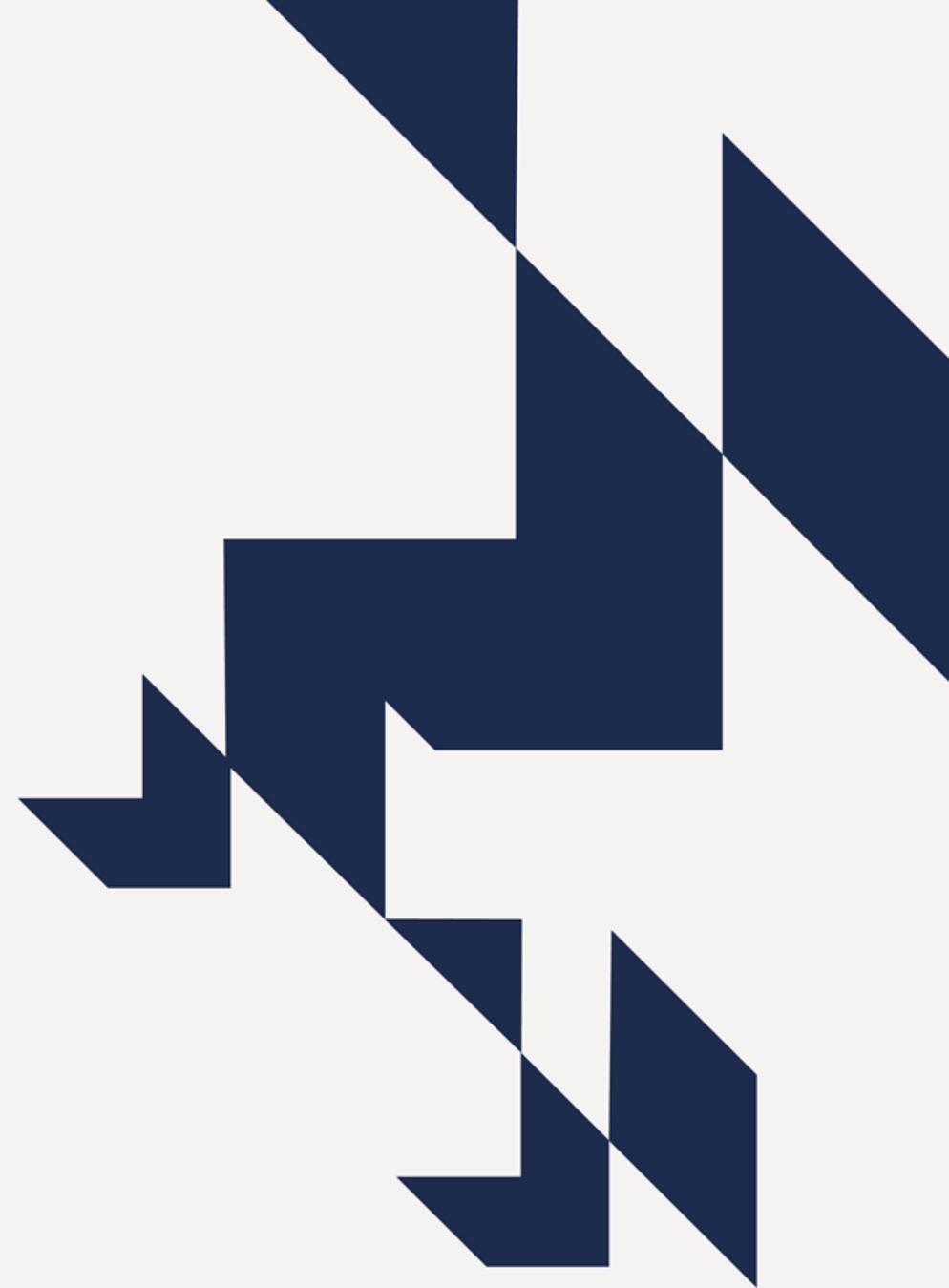
8 May 2017

Office for
Students



The UK context

A changing landscape



The last 25 years

Higher Education Funding Council for England (HEFCE)

- Created by the Further and Higher Education Act 1992, primarily to allocate public funds for teaching and research



1992 - 2018

A new independent regulator for HE in England

The Office for Students

- Created by the Higher Education and Research Act 2017
- Replaced HEFCE as a new market regulator, with the following aims:
 - Helping students to get into and succeed in higher education
 - Helping students stay informed
 - Making sure that students get a high-quality education that prepares them for the future
 - Protecting students' interests



A diverse higher education sector

As of 31 March 2017, **804 providers** were listed on the HEFCE Register, including:



providers who receive HEFCE funding directly



alternative providers with specific course designation



further education or sixth form colleges that deliver higher education



providers with university or university college title



providers that can award degrees



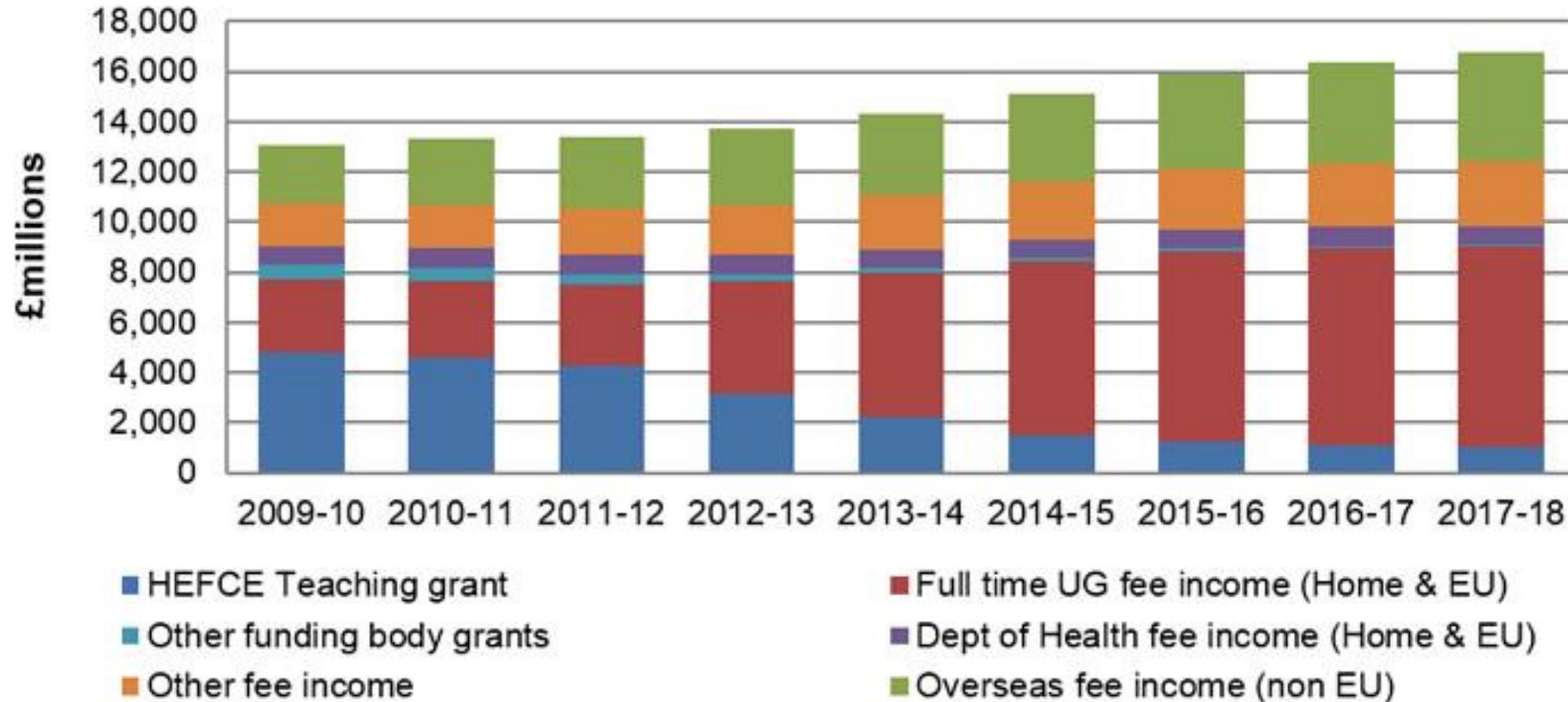
providers accredited for initial teacher training

(Some providers appear in more than one category.)

Student fees – the last 20 years

For students starting at university....	Fees	Interest	Other rules
Pre-1998	Variable	RPI minus 1.6%	Mortgage-style loans, alternative to grants. Currently repayable above threshold of £29,126. Earners below this can defer. Only a few hundred thousand outstanding.
1998-2006	£1,000 p.a.	None	Fee paid upfront, no loan or interest. Maintenance loans also introduced, to be paid back at 9% of graduate's income above £21,000.
2006-2012	£3,000 p.a. cap	Lower of either RPI or 1% above Bank Rate - currently 1.25%	'Top-up' fee'. Now income-based loan repayments, starting at earnings of £15,000 p.a., rising to £17,495 p.a. by 2016. Fee rose to £3225 in 2009 because of inflation. Interest introduced.
2012-2015	£9,000 p.a. cap	RPI plus up to 3% dependent on income	This amount now intended to cover entire cost of teaching (although HEFCE 'top-up' for high cost subjects – STEM etc.). Income threshold rose to £21,000 p.a.
Now	£9,250 p.a. cap	RPI plus up to 3% dependent on income	Maintenance grants abolished and replaced by loans. Maximum fee rose to £9,250 from 2018 entry (dependent on TEF).

Teaching related income (real terms)



2009-10 to 2013-14: actual income
2014-15 to 2017-18: forecast income

The Research Excellence Framework

REF2014
Research Excellence Framework

The research of **154**
UK universities was assessed



They made **1,911** submissions including:

- **52,061** academic staff
- **191,150** research outputs
- **6,975** impact case studies

The **overall quality** of submissions was judged, on average to be:

- ★★★★ **30%** world-leading (4*)
- ★★★ **46%** internationally excellent (3*)
- ★★ **20%** recognised internationally (2*)
- ★ **3%** recognised nationally (1*)

- The quality of research is assessed every 6 or 7 years - next REF in 2021
- Research funding is proportional to **volume x type x quality**

Teaching at the heart of the system

“Some rebalancing of the pull between teaching and research is undoubtedly required. It is striking that while we have a set of measures to reward high quality research, backed by substantial funding (the Research Excellence Framework), for too long there has been nothing equivalent to drive up standards in teaching.”



Jo Johnson - Minister of
State for Universities
and Science, 2015

The Teaching Excellence Framework



Purpose of TEF



Better inform students' choices about what and where to study



Raise esteem for teaching



Recognise and reward excellent teaching



Better meet the needs of employers, business, industry and the professions

The assessment framework

An independent panel of experts carried out the assessment against criteria that matter to students

Teaching quality:
teaching that stimulates and challenges students, and maximises engagement with their studies

Learning environment:
resources and activities to support learning and improve retention, progression and attainment

Student outcomes:
the extent to which all students achieve their educational and professional goals, in particular those from disadvantaged backgrounds

The assessment criteria

Teaching Quality	Learning Environment	Student Outcomes and Learning Gain
Student Engagement	Resources	Employment and Further Study
Valuing Teaching	Scholarship, Research and Professional Practice	Employability and Transferable Skills
Rigour and Stretch		
Feedback	Personalised Learning	Positive Outcomes for All

The evidence

Metrics: Measures of how well the provider performs for its students



Submission: The provider's approach and how this impacts on its students

TEF Metrics (1)

The National Student Survey (NSS)



The teaching on my course

Q1: Staff are good at explaining things.

Q2: Staff have made the subject interesting.

Q3: The course is intellectually stimulating.

Q4: My course has challenged me to achieve my best work.

Assessment and Feedback

Q8: The criteria used in marking have been clear in advance.

Q9: Marking and assessment has been fair.

Q10: Feedback on my work has been timely. 1

Q11: I have received helpful comments on my work.

Academic support

Q12: I have been able to contact staff when I needed to.

Q13: I have received sufficient advice and guidance in relation to my course.

Q14: Good advice was available when I needed to make study choices on my course.

TEF Metrics (2)

Continuation

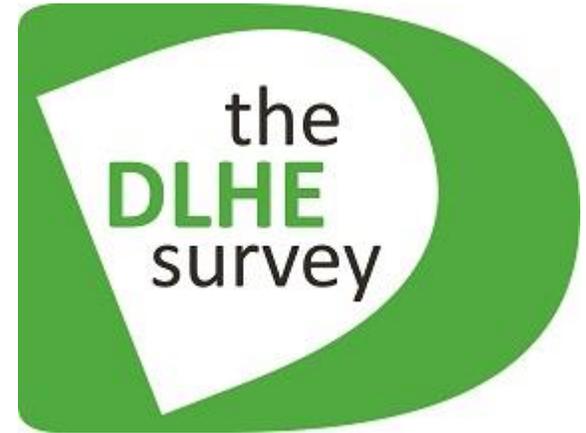


Based on data collected by the Higher Education Statistics Agency (HESA) annually

Measures the proportion of students who continue their studies from one year to the next, or gain a qualification.

TEF Metrics (3)

The Destination of Leavers from Higher Education (DLHE) Survey



Employment survey of all graduates 12 months after graduation

Measures:

- The proportion of students in employment or further study
- The proportion of students in highly skilled employment

Benchmarking metrics

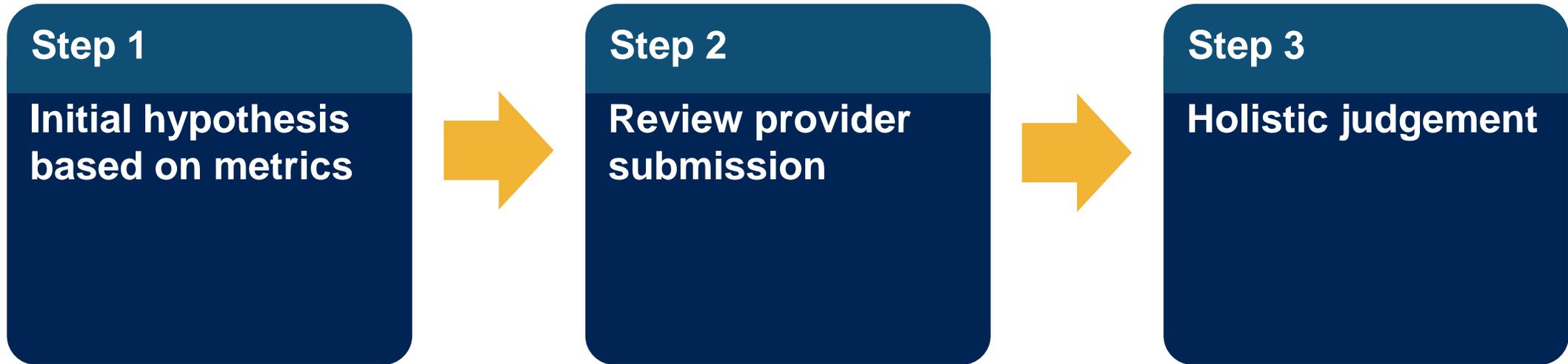
For each provider, each metric is compared to a '**benchmark**' which:

- shows 'expected' outcomes for each metric based on a provider's students and subjects
- takes into account factors beyond the providers control
- is used to determine statistically whether a provider's performance is significantly above or below expectations

The assessment framework

Aspects of quality:	Teaching Quality	Learning Environment	Student Outcomes and Learning Gain
Criteria:	Teaching quality criteria	Learning environment criteria	Student outcomes and learning gain criteria
Evidence:	Teaching, assessment and feedback (NSS results)	Academic support & continuation (NSS results and HESA)	Employment / further study, including highly skilled (DLHE)
• Metrics	Metric splits		
• Submission	Provider submission (additional evidence)		
Outcome:	TEF rating & Statement of findings		

Assessment method



← Contextual data →

Outcomes

Rating



Statement

A brief statement on why the rating was awarded, highlighting strong features

Duration

Valid for up to three years (if provider continues to be eligible).

Communication

Published on Unistats, UCAS and HEFCE websites

Metrics and submissions will also be published

What do the awards mean?



Consistently outstanding and the highest quality found in the UK, consistently outstanding outcomes for its students from all backgrounds, outstanding levels of stretch that ensure all students are significantly challenged to achieve their full potential.



Consistently exceeds rigorous national quality requirements for UK higher education, excellent outcomes for students, high levels of stretch that ensure all students are significantly challenged.



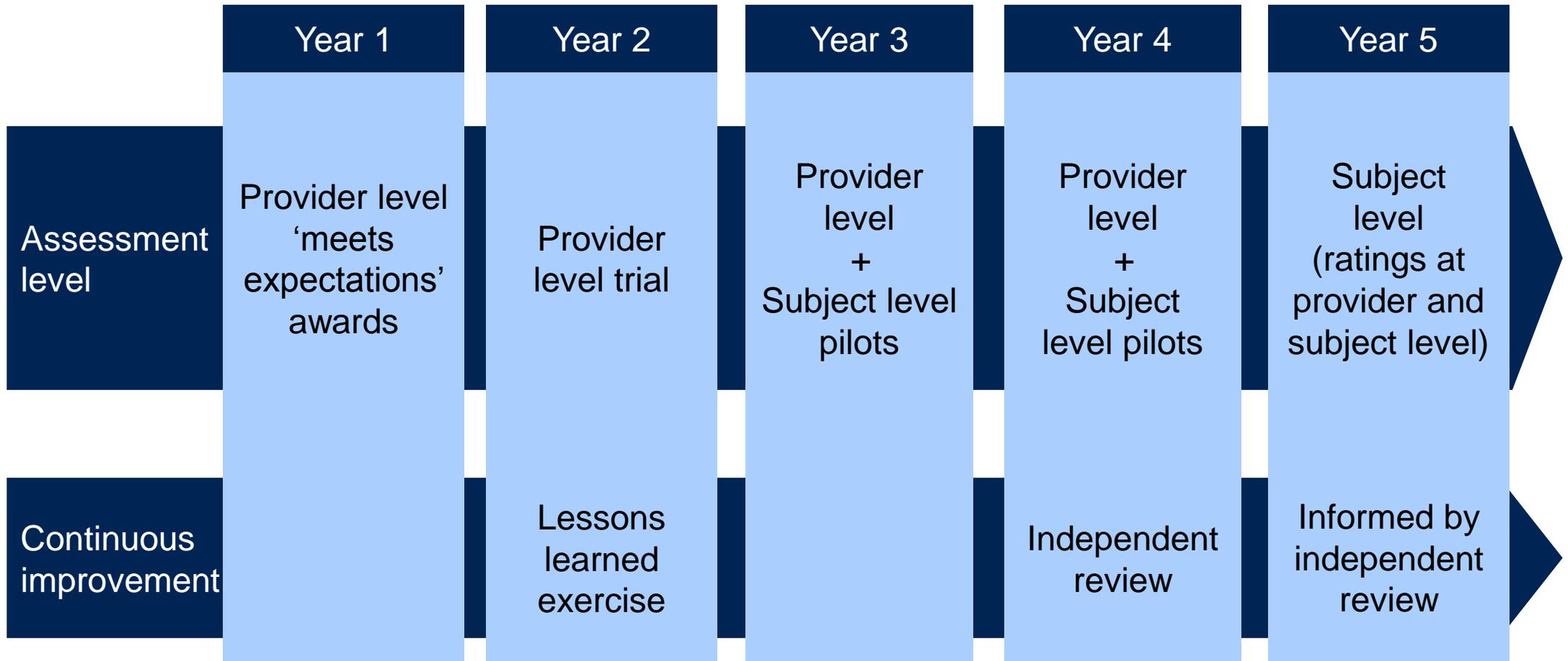
Meets rigorous national quality requirements for UK higher education, most students achieve good outcomes, sufficient stretch that ensures most students make progress.



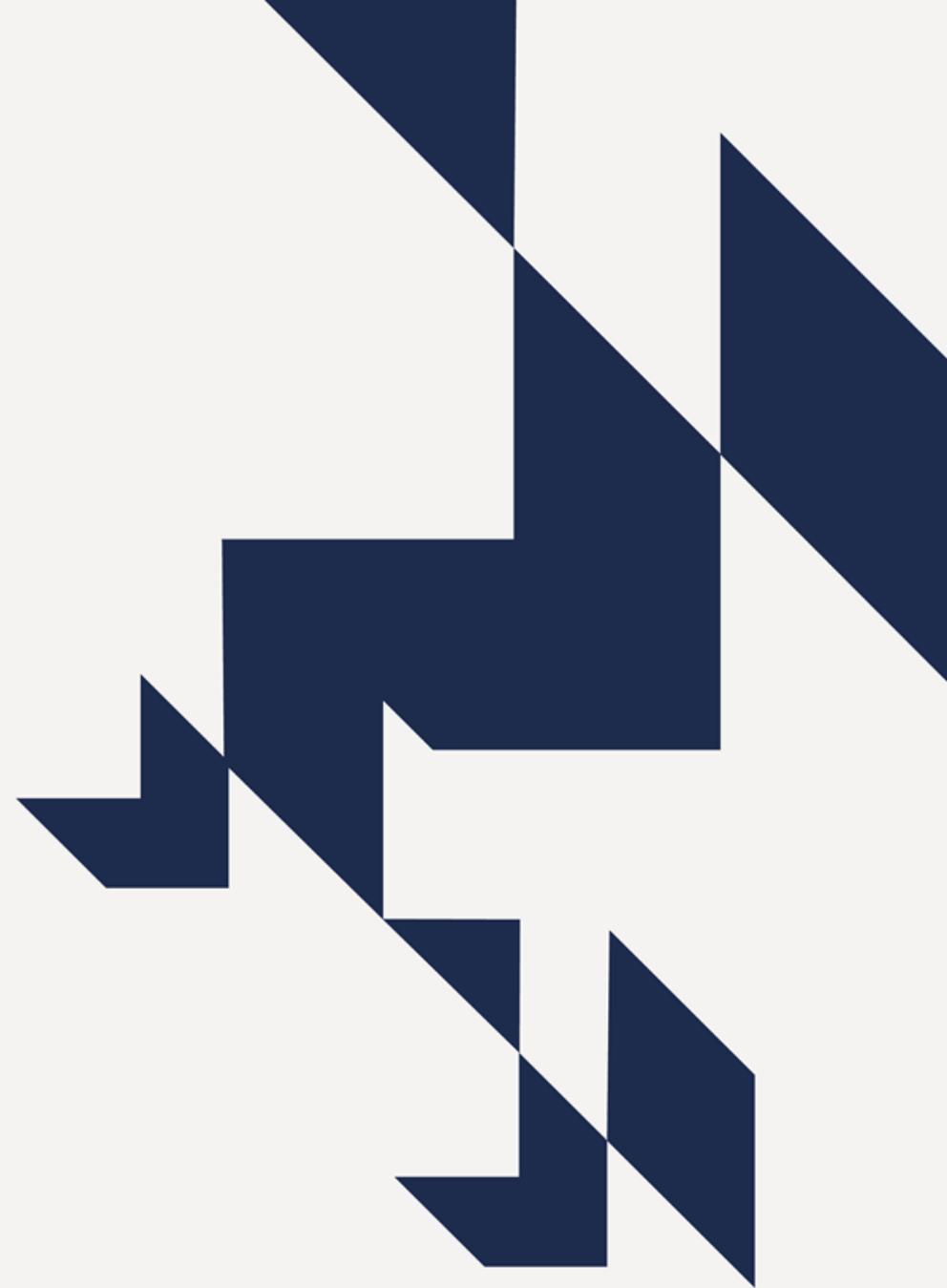
Meets rigorous national quality requirements but **does not yet have sufficient data** to be fully assessed.

How is the TEF being implemented

A phased approach



Subject-level TEF



Subject-level TEF

Purpose

Better inform students

Ratings at both subject-level and provider-level

Reflect variation between subjects

Drive up teaching standards across all subjects

Policy development

Collaborative design

Pilots

Consultation

Student research



Expect full implementation in TEF Year 5

The Year 3 subject-level pilot

Specification

- Based on provider-level TEF
- 2 models
- 35 subjects based on CAH2
- Provider and subject level ratings
- Also piloting a teaching intensity measure

Our aim

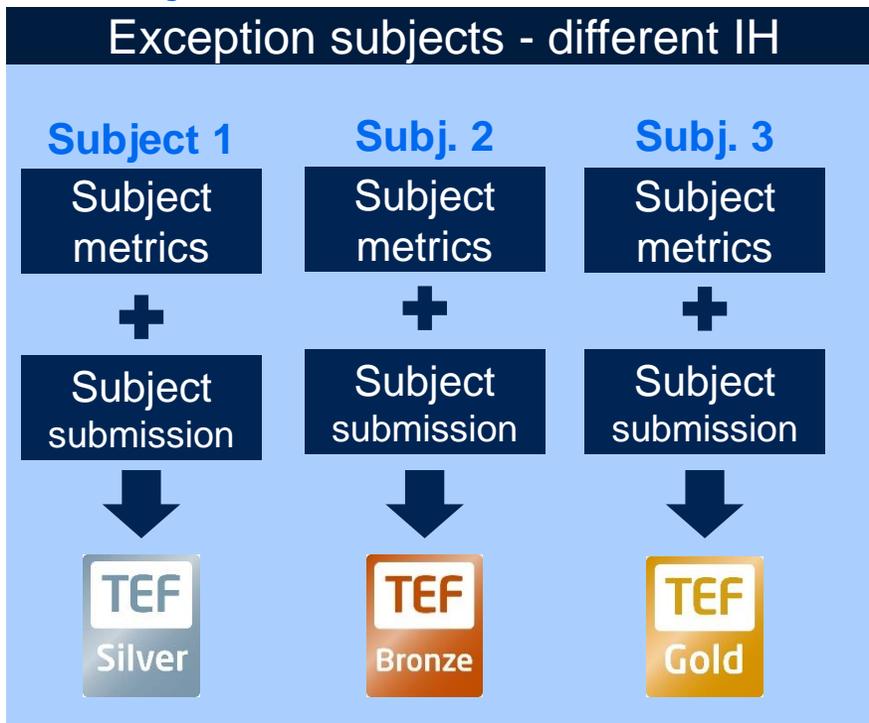
- Test and evaluate the models
- Inform second year of pilots
- Input into the independent review
- Refine subject-level policy prior to full implementation in TEF Year 5

Model A – By exception

1. Provider-level assessment

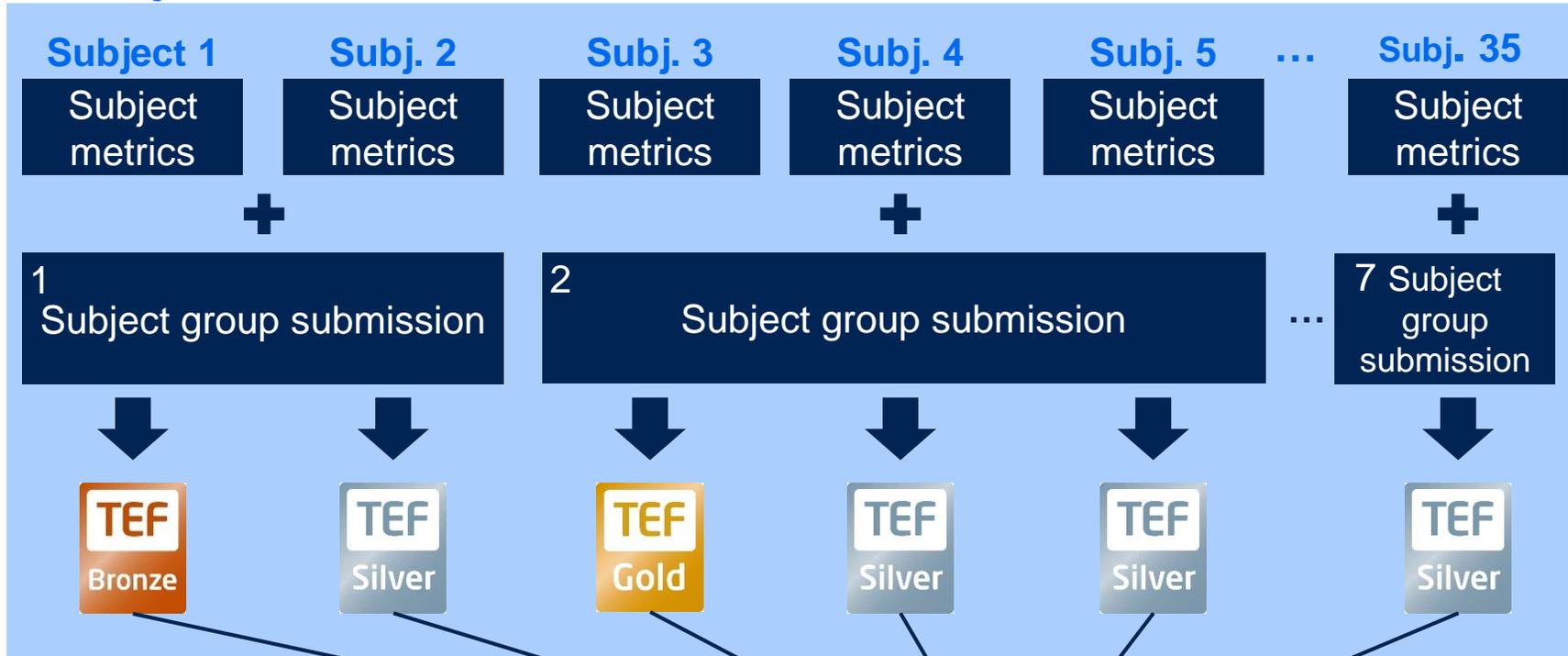


2. Subject-level assessment



Model B – Bottom up

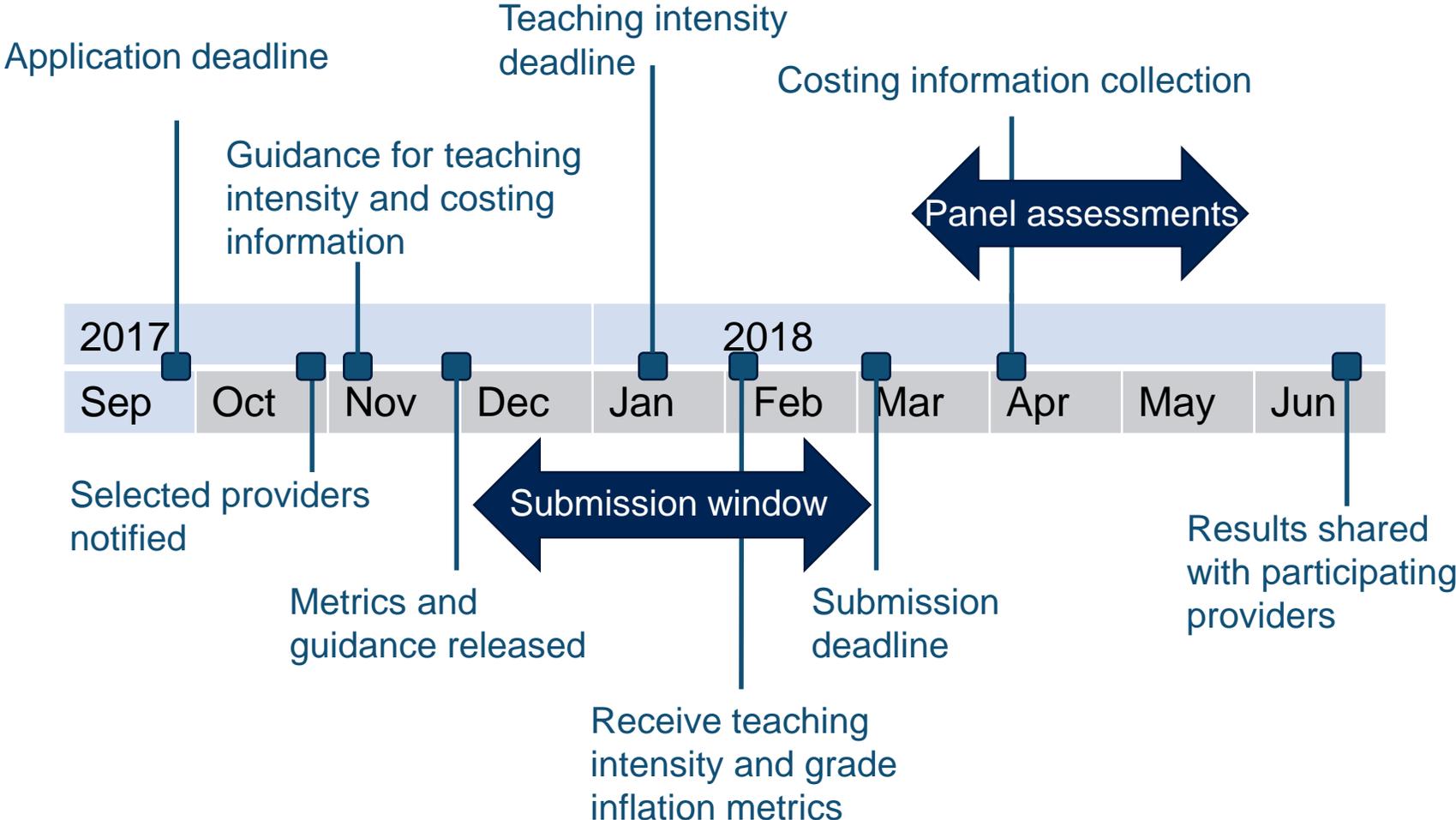
1. Subject-level assessment



2. Provider-level assessment

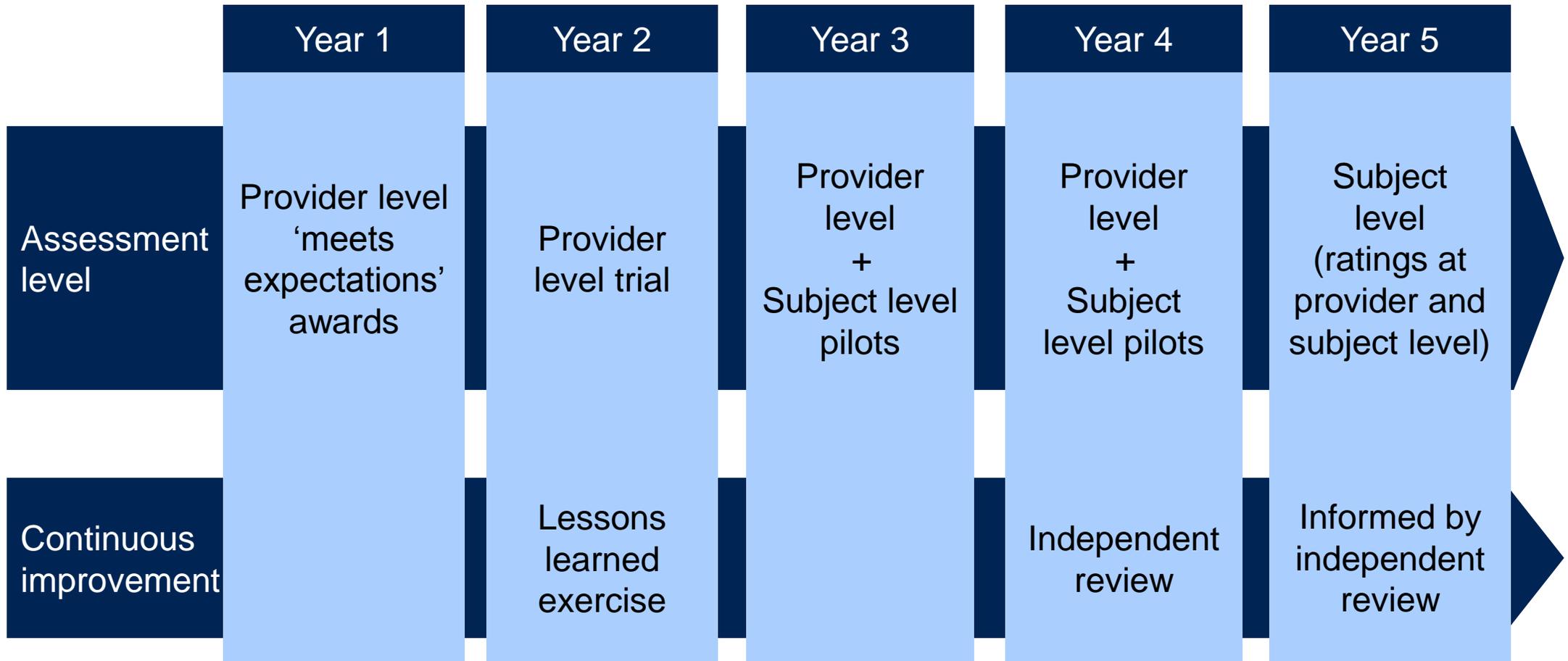


Timeline



How is the TEF being implemented

A phased approach



Teaching Intensity

Exploratory data collections

- A **provider declaration** of the contact hours it is providing, weighted by staff-student ratios.
- A **survey of the provider's students** on number of contact hours, self-directed study and whether they consider the contact hours are sufficient to fulfil their learning needs.
- Differentiated by year

Subjects

Nursing

Engineering

Creative arts and design

History and archaeology

Business and Management

Gross Teaching Quotient

- The GTQ model is intended to value each of these at the same level:
 - 2 hours spent in a group of 10 students with one member of staff
 - 2 hours spent in a group of 20 with 2 members of staff
- Provider supplies:
 - data at course/module level on the contact hours **provided**, weighted by staff-student ratios (using weighting bands)
 - information about external visits, work-based learning and online teaching
- The calculation has no view on teaching method

How to find out more

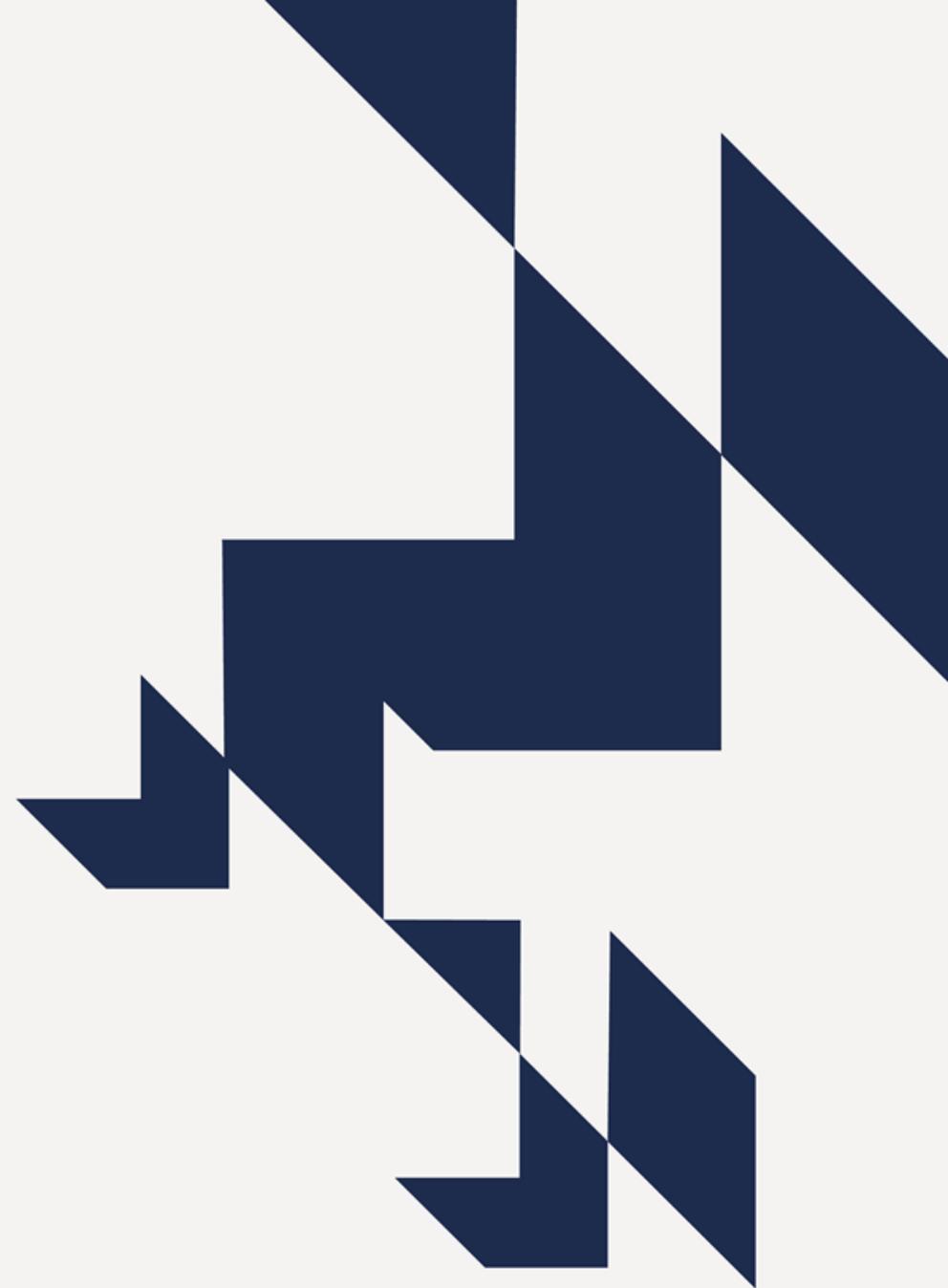
DfE website:

www.gov.uk/government/collections/teaching-excellence-framework

DfE enquiries: tef.queries@education.gov.uk

OfS website: www.officeforstudents.org.uk

OfS enquiries: tef@officeforstudents.org.uk



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