A quick-reference guide to the

TEACHING EXCELLENCE FRAMEWORK TECHNICAL CONSULTATION FOR YEAR TWO

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ABOUT THIS GUIDE

This document offers a quick-reference summary of the 'TEF2' proposals published by the Department for Business, Innovation and Skills in May 2016, together with some questions and comments concerning key aspects of the proposals that we think you should consider.

The Teaching Excellence Framework Technical Consultation for Year Two[1] runs to 40 pages, plus appendices, and is accompanied by twelve consultation questions. We hope you find our summary helpful, as it:
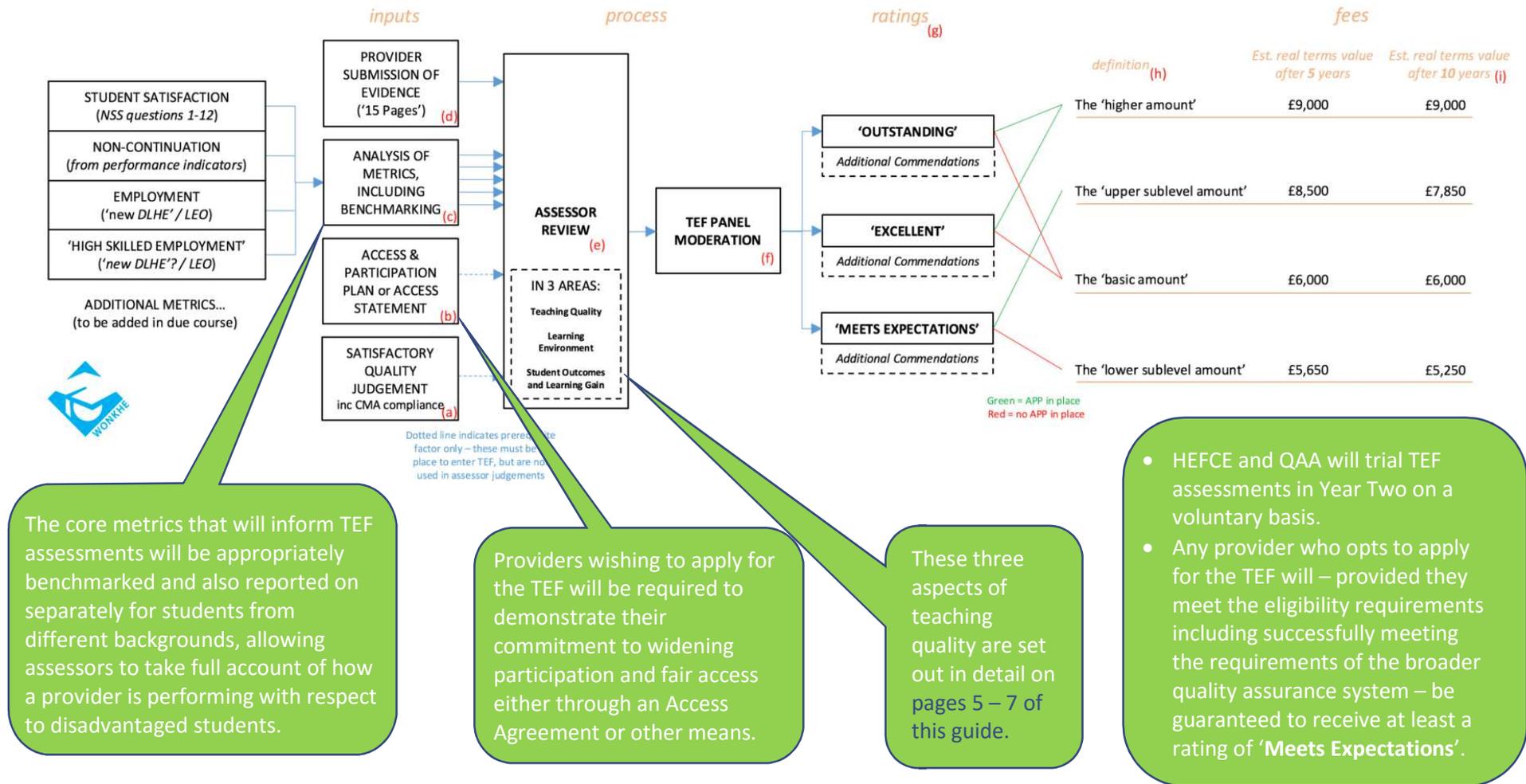
- Presents the key elements of the TEF2 proposals in an accessible format;

- Highlights the more controversial and innovative aspects of the proposals that you may wish to comment on in your institution's formal response to the consultation;

- Identifies aspects which you may need to start preparing for in advance of the introduction of TEF2, should your institution choose to apply for award of one of the higher levels of TEF.

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[1] https://www.gov.uk/government/consultations/teaching-excellence-framework-year-2-technical-consultation

WonkHE's VISUAL GUIDE TO THE TEF PROCESS (WITH ANNOTATIONS)

This diagram gives an overview of the whole TEF process proposed for years 2 and beyond (subject to adjustments following the year 2 trials)

The core metrics that will inform TEF assessments will be appropriately benchmarked and also reported on separately for students from different backgrounds, allowing assessors to take full account of how a provider is performing with respect to disadvantaged students.

Providers wishing to apply for the TEF will be required to demonstrate their commitment to widening participation and fair access either through an Access Agreement or other means.

These three aspects of teaching quality are set out in detail on pages 5 – 7 of this guide.

- HEFCE and QAA will trial TEF assessments in Year Two on a voluntary basis.
- Any provider who opts to apply for the TEF will – provided they meet the eligibility requirements including successfully meeting the requirements of the broader quality assurance system – be guaranteed to receive at least a rating of 'Meets Expectations'.

For explanatory notes a – i, see http://wonkhe.com/blogs/incredible-machine-visual-guide-tef-2/

THE ASSESSMENT FRAMEWORK – CONCEPTUAL MODEL

Reproduced from the Teaching Excellence Framework Technical Consultation for Year Two, BIS, May 2016

Aspect of quality *Areas of teaching and learning quality*	Teaching Quality	Learning Environment	Student Outcomes and Learning Gain
Criteria *Statements that identify what assessors will be looking for*	Teaching Quality criteria see page 5 for explanation	Learning Environment criteria see page 6	Student Outcomes and Learning Gain criteria see page 7
Evidence *The evidence base that will be used to form a judgement against the criteria, made up of core metrics and additional evidence*	**Core metrics**		
	National Student Survey (Q 1-4 – teaching on course; Q 5-9 – assessment and feedback)	National Student Survey (Q 10-12 – academic support) Non-continuation (HESA)	Employment/destination (DLHE) Potential highly-skilled jobs metric
	Additional evidence (provider submission)		
Statement of findings *Description of performance in each aspect*	**Teaching Quality statement of findings**	**Learning Environment statement of findings**	**Student Outcomes and Learning Gain statement of findings**
	Possible Commendations		
Overall outcome *TEF rating*	**TEF Rating**		

For details of the criteria see pages 5 – 7 below

Note the prominence of NSS results, HESA non-continuation stats and DLHE data here.

This metric is not yet defined; Q2 of the consultation asks about this.

Additional evidence examples are included in the tables on pages 5 – 7 below, and are intended to reflect a diversity of approaches. Do they? Q 8 of the consultation asks about this.

Assessment will look in particular at how the needs of disadvantaged students are met through teaching and the wider environment for learning, and how effective a provider is at achieving the best outcomes for all students, including identifying and addressing any differences in the outcomes achieved by specific groups.

- *"Meets Expectations'* means that an HE provider meets national expectations for quality & standards."
- *"Excellent* means that an HE provider demonstrates excellent teaching, learning and student outcomes, building on national expectations for quality and standards."
- *"Outstanding* means that an HE provider demonstrates outstanding teaching, learning and student outcomes, building on national expectations for quality and standards."

Q12 of the consultation asks if you agree with these proposed descriptions of the different ratings.

OTHER ELEMENTS OF THE TEF

Employment metrics (Q2)

- Will use the UK PI employment indicator (adapted): provider's graduates in work /study @ 6 months as % of all graduates.
- Plus new **highly skilled employment indicator** proposed, initially using ONS Standard Occupational Classification (SOC) groups 1-3.
- Recognition that SOC is problematic: will review following possible SOC changes and development of a LEO (Longitudinal Educational Outcomes dataset).

Benchmark setting (Q3)

- Provider's scores for each of the core metrics ('indicators') will be compared with an **adjusted benchmark**: the sector average adjusted to take account of the particular subject mix and student characteristics of the provider.
- 'Flags' will show where there is a significant difference (>2 SDs and 2%) between the provider's indicator and the adjusted benchmark.

Data smoothing and splitting (Qs 4, 5, 11)

- Metrics will be averaged over a three year period, but 'flags' reported for each year.
- Metrics for each provider will be reported separately for full-time and part-time students and key student groups:
  - Level of study (first degree/other UG)
  - Age (young/mature)
  - Participation groups (POLAR[1] 1-2/3-4)
  - Disability (declared/not declared)
  - Ethnicity (white/BME)
  - Domicile (UK/other EU/non EU)

[1] HEFCE's 'Participation of Local Areas' classification

Contextual information (Q 6)

- Will aid interpretation of metrics.
- Student population characteristics data = N & % of FT & PT students, 3 yr average, by:
  - Level
  - Age
  - POLAR quintiles
  - Ethnicity
  - Domicile
  - Sex
  - Disability
  - Entry qualifications
  - Subject of study
- 'Data maps' will show employment rates, where students grew up, where students found employment.

Provider submission & assessment (Qs 7 & 10)

- Provider submission = additional evidence, contextual and mitigating factors; 15 pages maximum. Published.
- Emphasis on **impact and effectiveness**.
- TEF panel members = trained individuals with experience & expertise in teaching & learning in HE, & students, facilitated & supported by TEF officers from QAA etc.
- 3 stage process: 1) individual assessments, 2) provisional outcomes agreed, 3) TEF panel moderation & confirmation.

Commendations (Q 9)

- The 3 aspects of teaching quality have equal weighting in assessments.
- Commendations may be possible for particular areas of excellence:
  - Research-led teaching
  - Business engagement
  - Positive outcomes for disadvantaged students
  - Innovative teaching methods
  - Part-time and/or distance learning
  - Support. recognition & reward for staff

TEF ASSESSMENT CRITERIA 1 (TEACHING QUALITY) Based on pp 13 – 14 & 29 – 30 of the TEF Technical Consultation

ASPECT 1: Teaching Quality: Teaching practices which provide an appropriate level of contact, stimulation and challenge, encourage student effort and engagement, and which are effective in developing the knowledge, skills, attributes and work readiness of students		
Criteria	**Comments** (for Panel member guidance)	**Possible examples of evidence**
1.1 Teaching provides effective stimulation and challenge and encourages students to engage	Students report high levels of satisfaction with teaching and are sufficiently challenged and engaged. E.g. • results of student satisfaction and engagement surveys (beyond the core metrics) • collection and use of students' feedback • teaching observation schemes. • effective use of innovative or creative approaches	• Impact and effectiveness of involving students in teaching evaluation e.g. collecting and acting on their feedback • Impact and effectiveness of schemes focused on monitoring and maximising students' engagement with their studies e.g. the UK Engagement Survey (UKES) and other mechanisms • Recognition of courses by professional, statutory and regulatory bodies (PSRBs) • How the provider is successfully identifying, addressing and preventing grade inflation • Quantitative information on teaching intensity, such as weighted contact hours • Impact and effectiveness of external examining • Impact and effectiveness of teaching observation schemes • Impact and effectiveness of innovative approaches, new technology or educational research • Recognition and reward schemes, including progression and promotion opportunities for staff based on teaching commitment and performance • Quantitative information relating to the qualification, experience and contractual basis of staff who teach • Impact and effectiveness of feedback initiatives aimed at supporting students' development, progression and achievement
1.2 Institutional culture recognises and rewards excellent teaching	The leadership, strategy and ethos promotes and values teaching excellence. E.g. • initial and continuing professional development for teaching and academic support staff • reward and recognition, promotion and progression opportunities • level of experience and contractual status of staff involved in teaching	
1.3 Course design, development, standards and assessment are effective in stretching students to develop knowledge, skills and attributes that reflect their full potential	Course design and development presents a sufficient degree of challenge and allows for the development of knowledge, skills and attributes at a high level. E.g. • results of student satisfaction surveys (beyond the core metrics) • feedback from external examiners and professional accreditation • appropriate levels of contact time and independent study, and weighted measures of teaching class size • how the institution is monitoring and, where appropriate, addressing grade inflation	
1.4 Assessment and feedback are used effectively in supporting students' development, progression and attainment	All students receive feedback on assessed work which is effective in enhancing their learning. E.g. • the impact and effectiveness of assessment and feedback practices on students' progression and attainment, which is likely to reflect factors such as timeliness and accessibility	

TEF ASSESSMENT CRITERIA 2 (LEARNING ENVIRONMENT) Based on pp 15 & 30 of the TEF Technical Consultation

ASPECT 2: Learning Environment: The wider context for teaching which includes the effectiveness of resources designed to support learning, maximise completion and aid the development of independent study and research skills. This may include learning spaces, use of technology, work experience, extra-curricular activities and opportunities for peer-to-peer interaction.		
Criteria	**Comments** (for Panel member guidance)	**Possible examples of evidence**
2.1 The effectiveness of resources designed to support students' learning and aid the development of independent study and research skills	Resources (both physical and virtual, and in-curricular and extra-curricular) are effective in supporting students' learning E.g. • use of student feedback to identify initiatives and interventions that have been found to be effective • student feedback on the quality of the facilities (both virtual and physical).	• Impact and effectiveness of initiatives aimed at supporting the transition into and through a higher education course • Quantitative information demonstrating proportional investment in teaching and learning infrastructure • Use and effectiveness of learner analytics in tracking and monitoring progress and development • Extent, nature and impact of employer engagement in course design and/or delivery • Extent and impact of student involvement in or exposure to the latest developments in research, scholarship or professional practice (one or more)
2.2 The learning environment is enriched by linkages between teaching and scholarship, research or professional practice	The provider identifies and makes use of links between teaching and scholarship, research or professional practice (one or more) in a way that impacts positively on students' academic experiences. E.g. • course validation and review that reflects the latest developments in one or more of the domains identified • use of external consultants from business, industry or the professions • work placements or work experience • involvement of staff who teach in research, scholarship or professional practice • involvement of students in real research projects	
2.3 Students' academic experiences are tailored to the individual, maximising rates of retention	The environment and support provided allows all students to feel that their individual learning needs are recognised, understood and met, reflected in rates of retention. This may be characterised by mutually beneficial interaction between students and teaching or academic support staff. E.g. • effective use of academic induction • individualised feedback on assessed work • opportunities for student to student interaction • use of learner analytics • use of personal development planning	

TEF ASSESSMENT CRITERIA 3 (STUDENT OUTCOMES & LEARNING GAIN) Based on pp 16 and 30 - 31 of the TEF Consultation

ASPECT 3: Student Outcomes and Learning Gain The educational and employment outcomes of graduates and the gains made by students from a range of different backgrounds		
Criteria	**Comments** (for Panel member guidance)	**Possible examples of evidence**
3.1 Students achieve their educational and professional goals, including progression to further study or employment	Graduates are equipped with the sorts of knowledge, skills and attributes that allow them to progress successfully to further study or employment (particularly highly skilled employment). • Evidence is likely to include employment outcomes and progression to further study	• Impact and effectiveness of initiatives aimed at understanding, assessing and improving retention and completion • Learning gain and distance-travelled by students • Evidence of longer-term employment outcomes and progression of graduates including into highly-skilled employment • Evidence and impact of initiatives aimed at maximising graduate employability • Extent of student involvement in enterprise and entrepreneurship • Use and effectiveness of initiatives used to help measure and record student progress, such as Grade Point Average (GPA) • Impact of initiatives aimed at closing gaps in development, attainment and progression for students from different backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes.
3.2 Students acquire knowledge, skills and attributes that prepare them for their personal and professional lives	Evidence of broader educational and professional outcomes e.g. • input measures such as employer engagement in the curriculum • course accreditation by professional regulatory or statutory bodies • extra-curricular activities designed to enhance employability and transferable skills • the impact of using methods such as Grade Point Average (GPA) to record students' achievement.	
3.3 Positive outcomes are achieved for students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes	The provider actively monitors and addresses differences between different groups of students in their development, attainment and progression e.g. • approaches and interventions that have been shown to be effective at maximising outcomes for all students • tackling any differential outcomes	

"The proposed criteria are intended to capture excellence in teaching and learning over and above good practice demonstrated through broader quality assurance arrangements. They have been designed to allow assessors to make a clear judgement based on core metrics and additional evidence put forward by a provider".

Q1 of the consultation asks if you agree with the criteria, and question 8 asks if you agree with the proposed evidence base.