

# phexcel

## Excellence in teaching and learning: what does it mean?

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# Teaching Excellence Framework (TEF)

## a rough guide



## **Jo Johnson**

Minister of State for  
Universities and Science

*“my priority ... will be to make sure that students get the teaching they deserve and employers get graduates with the skills they need”*

July 2015

Higher Education Green Paper published on Friday 6<sup>th</sup> November



# Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice

November 2015

## The Higher Education Green Paper Proposes:

- ✓ Teaching Excellence Framework (TEF)
- ✓ new targets for social mobility
- ✓ new quality framework (easier DAP/title process)
- ✓ the merging of key HE bodies (uncertainty about QAA)
- ✓ new means of allocating teaching and research funding
- ✓ a formal consultation process (15th January 2016)
- ✓ a technical consultation to take place in 2016

## Teaching Excellence Framework (TEF) – response to sector feedback

The Green Paper accepts that there is no single broadly accepted definition of teaching excellence – it acknowledges that excellence:

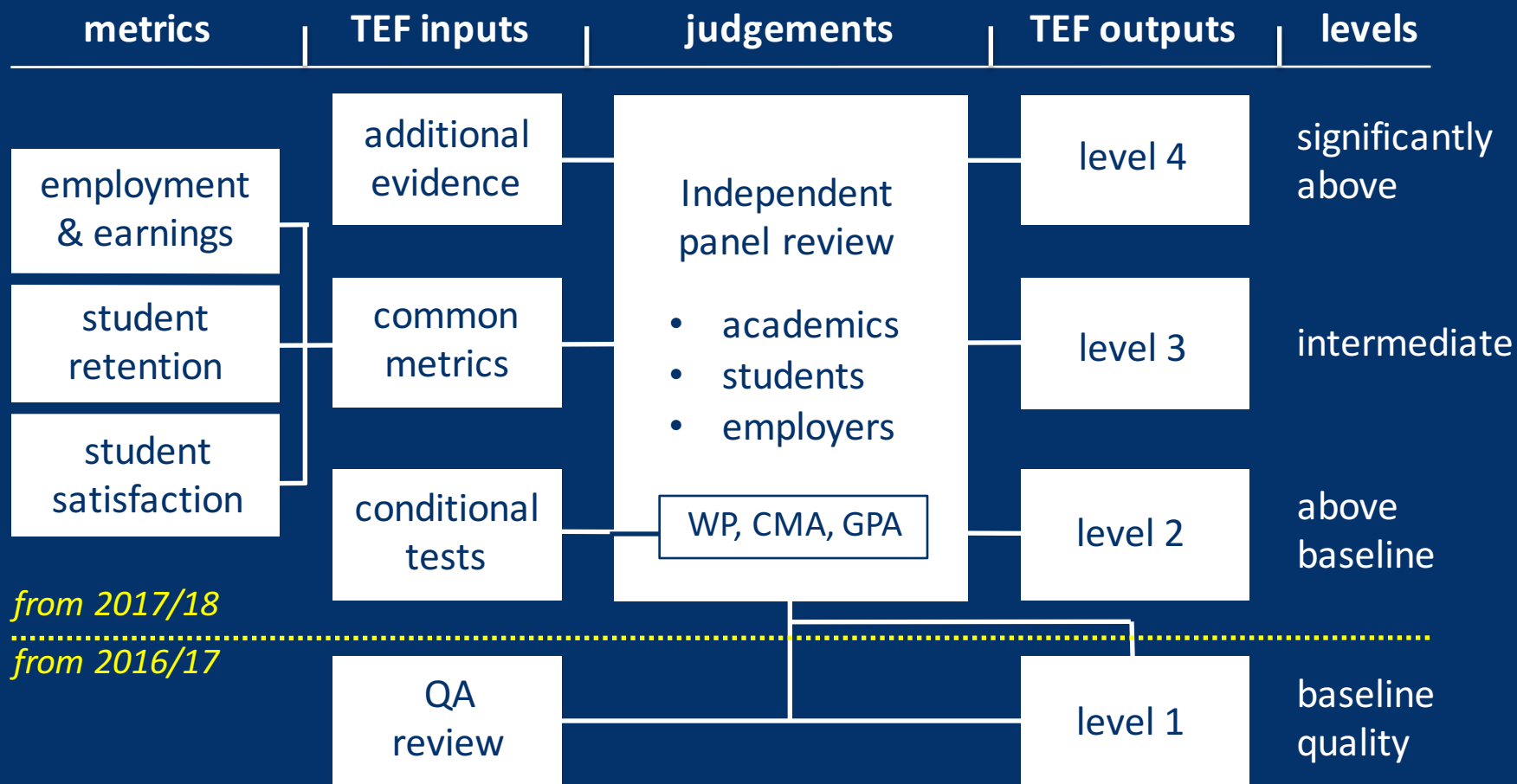
- ☑ must incorporate and reflect the diversity of the sector
- ☑ is the sum of many factors (there is a limit to the role of metrics)
- ☑ perceptions vary between students, institutions and employers
- ☑ is not easy to achieve (requires focus, time, challenge and change)

The TEF – initially limited in scope – is set to develop over time to become comprehensive (all providers) and far reaching (all subject areas, types of delivery)

## The Proposed TEF Model:

- ☑ TEF assessments made 'independently' from government (?)
- ☑ offers financial and reputational incentives (variable fee levels)
- ☑ will offer up to four differentiated levels of award (1-4)
- ☑ increasingly sophisticated criteria and metrics will evolve (post 16/17)
- ☑ quantitative metrics combined with (qualitative) institutional narrative
- ☑ published outcomes readily available to prospective students and other stakeholders (employers) to inform choice

# Teaching Excellence Framework (TEF)





## Features of the Proposed TEF Assessment Process:

- ✓ compliance with the *Competition and Markets Authority* (CMA)
- ✓ adoption of GPA (Grade Point Average) system
- ✓ WP profile of student body taken into account
- ✓ uses common metrics data-sets to inform judgments
- ✓ no routine institutional visits (optional according to circumstances)
- ✓ three or four levels of differentiation (linked with differentiated fees)
- ✓ results made publicly available
- ✓ posits a five year cycle (interim re-assessments possible)

## Proposed Measures for Differentiation of TEF Levels

TEF Dimensions:	Possible Measures:
<b>Student Engagement</b>	commitment to learning, application of appropriate pedagogical approaches
<b>Academic Staff</b>	proportion of staff on permanent contracts, number of staff with teaching qualifications
<b>Learning Gain</b>	improvement in knowledge, skills, work-readiness and personal development made while studying
<b>Teaching Intensity</b>	time students spend studying, proportion of total staff time spent on teaching (contact time)
<b>Employability</b>	overall level of employment, progression into graduate-level employment, study-related jobs
<b>Institutional Evidence</b>	institutional mission, size, context, institutional setting, priorities and provision

## Key Concerns About the Implementation of the TEF:

- the definition and measurement of teaching excellence (the efficacy of proxy measures)?
- the avoidance of developing metrics that lead to perverse or unintended consequences (the potential for the *game-ability* of chosen metrics)?
- the focus on the undergraduate student experience (how will the PG study experience be reflected in the TEF)?
- the level (programme, department, subject) at which TEF excellence is assessed/awarded and the aggregation of outcomes?
- the criteria used for selecting TEF panel members?
- the response of PSRBs (Professional Statutory and Regulatory Bodies) to the development of TEF levels

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