



Department
for Business
Innovation & Skills

Teaching Excellence Framework

Philip Lomas

TEF Stakeholder Engagement Team, Higher Education
Directorate

philip.lomas@bis.gsi.gov.uk



Green Paper: Fulfilling our potential

- All students should benefit from high quality teaching and the prospect of a good graduate job.

Ambitious proposals to:

1. Raise teaching standards
2. Drive social mobility
3. Provide more choice
4. Put students at the heart of the Higher Education system

Consultation closed 15 January 2016



Why is reform needed?

High skilled workforce vital for productivity.

The decision to go on to Higher Education represents a significant investment on behalf of the student.

- A third of graduates paying higher fees in England believe their course represents very poor or poor value for money (HEPI academic experience survey 2015).
- 54% of employers think that graduates are not prepared for the workforce (BCC 2014).
- 75% capital investment in 2011/12 was spent on research; 50/50 in 2008/9.



Why the Teaching Excellence Framework (TEF)?

Conservative Manifesto commitment to

“introduce a framework to recognise universities offering the highest teaching quality”.

1. Align incentives – highlight and reward excellent teaching.
2. Better information for students – provide comparable information and enable student choice to drive competition.
3. More work-ready graduates for employers – drive better match between skills developed in HE and employability.



TEF outline

Subject to views in consultation, TEF would develop over time to:

- Be open to all HE providers in England. We are discussing with the devolved administrations whether and how they would like to be involved in the TEF.
- Cover all subject areas/disciplines and all types of provision (e.g. part-time, work-based).
- Comprise an independent assessment of a range of factors contributing to 'excellence'. No agreed definition of 'excellence'.
- Provide a judgement differentiated against several levels of excellence.
- Not be bureaucratic, forming part of a coherent system with quality assurance in higher education providers.



TEF evidence and assessments

We propose for consultation that TEF judgements could involve:

- Assessment of common metrics such as student satisfaction, employment outcomes and retention data.
- Consideration of additional supporting evidence from the provider.
- Additional metrics added as the framework develops.
- Pre-requisites: successful quality assurance review; compliance with consumer law; access agreement where appropriate.
- Consideration of metrics for disadvantaged students.
- Encouragement of adoption of Grade Point Average; evidence of how they are tackling issues of grade inflation.

With assessments made:

- At institution level to start with, progressing to subject level in time.
- By an independent panel of experts including providers, employers and students.
- On an annual cycle but with TEF Awards lasting up to 3-5 years.

Further technical consultation on details to follow.



TEF proposals for Year 1 (2016)

- A provider will gain a TEF Level 1 award if it has a current, successful Quality Assessment (QA) review.

Incentives -

- A TEF Level 1 award in 2016 will entitle providers to raise fees to a maximum cap raised by inflation in 2017/18.



TEF proposals for Year 2 (2017)

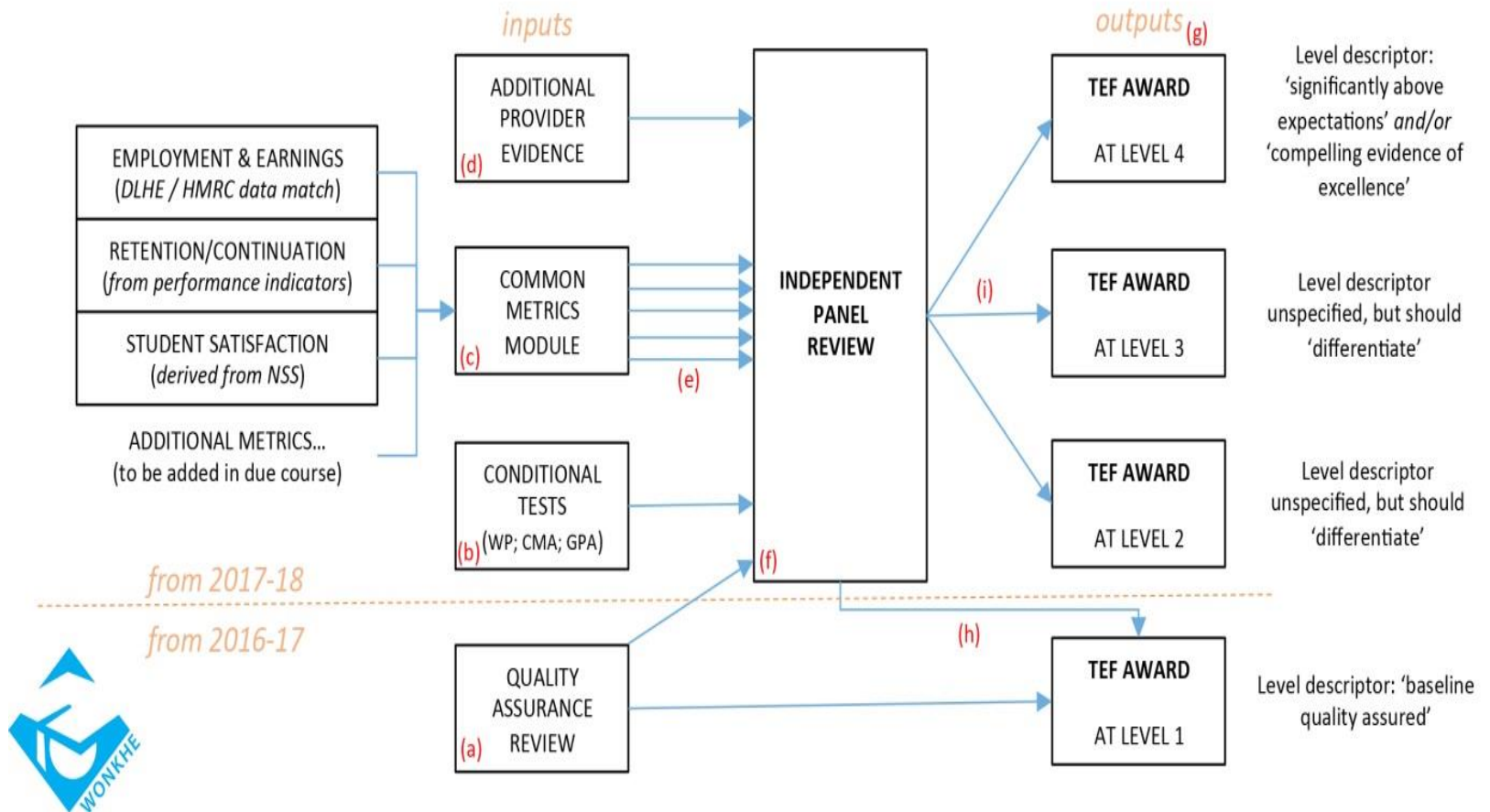
In year two, differentiated levels of TEF at provider level would be awarded.

- In order to achieve a higher level of award (for example levels 2 to 4), a provider would need to apply to be assessed, with outcomes of the assessment process to be announced in spring 2017.
- These awards would feed into any further incentives from academic year 2018/19.
- Awards could last up to 3 years.



One depiction of the TEF model

(diagram by WONKHE)



Questions?



TEF questions for Employers and Professional Bodies (1)

- What is missing from the current arrangements which TEF could help you solve. For example:
 - signalling of knowledge and skills provided by individual courses;
 - ability of employers and Professional Bodies to influence curriculum design and delivery so it meets their needs/reflects current industry practice.
- How/ do you think TEF will help solve these issues?



TEF questions for Employers and Professional Bodies (2)

Thinking about the Green Paper questions:

- How can information from the TEF be used to better inform student and employer and PB decision making (Q2)?
- What is your view on what TEF is measuring /what metrics are proposed ?

Do you agree with Green Paper questions 10 and 11:

- Question 10: Do you agree with the focus on teaching quality, learning environment, student outcomes and learning gain?
- Question 11: Do you agree with the proposed approach to the evidence used to make TEF assessments - common metrics derived from the national databases supported by evidence from the provider?



TEF questions for Employers and Professional Bodies (3)

- How relevant do you think Employer and Professional Body input is to the assessment process?
- How can we best incorporate this?

Other issues

- Question 3: Do you agree that the ambition for TEF should be that it is open to all HE providers, all disciplines, all modes of delivery and all levels?
- Question 8: Do you agree with the proposed approach to differentiation and award as TEF develops over time?



Next steps

- Consideration of feedback and stakeholder contributions
- Preparation of Government response
- White Paper publication - ? Spring 16
- TEF Technical consultation – Spring 16
- HE Bill ?
- First TEF awards made for 17/18 academic year