AdvanceHE

Raising Teaching Quality and Effectively Preparing for TEF Year Four

Dr Geoff Stoakes, Head of Special Projects, AdvanceHE, Open Forum, 28 June 2018

TEF2 Submissions

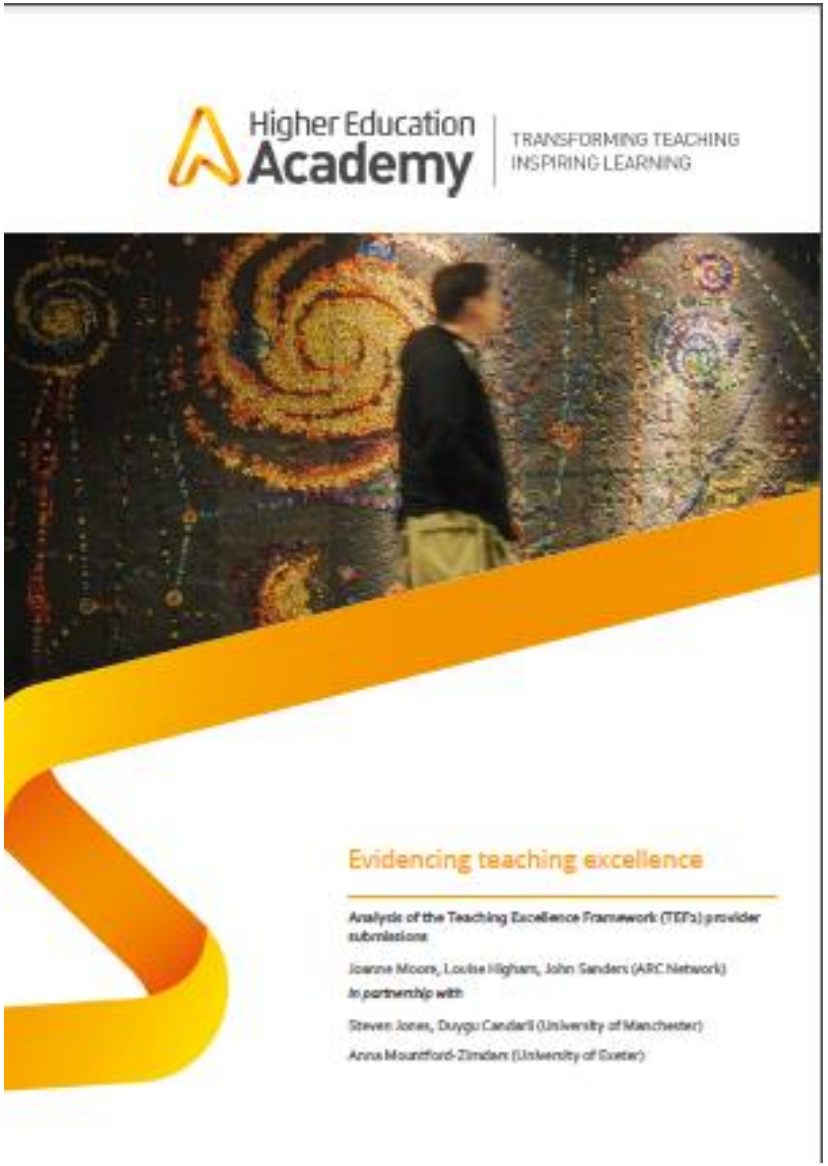
"No higher education system in the world has hitherto released such a fabulous resource for understanding teaching."

Universities, don't rest on your laurels - use the Tef to improve

Chris Husbands

The teaching excellence framework may be controversial, but it's an important resource for understanding and improving university teaching

▲ Universities should use the Tef results creatively to help them ask tough questions about what they do. Photograph: Alamy



HEA research I

- ***Patterns*** in TEF2 submissions according to submission structure and themes.
- ***Themes*** in statements of findings to *upgraded* providers.
- ***HEA***-led activities.
- ***Evidence*** mechanisms and ***impact*** evaluations used.
- ***Recommendations*** on the development of teaching excellence and of future TEF submissions.

www.heacademy.ac.uk/knowledge-hub/evidencing-teaching-excellence

HEA research II

At its heart, though, the research shows the richness of higher education provision in the UK, the vibrancy and diversity within it, and the sheer range of work occurring to ensure teaching is, indeed, excellent. Contrary to what may be believed, the TEF2 submissions show that the UK HE sector truly does care about teaching.

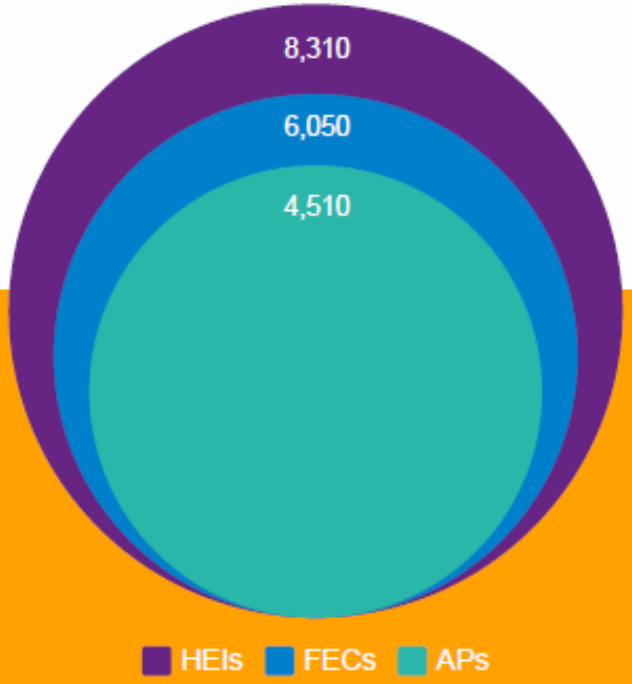
[HEA response to *Evidencing teaching excellence*, p. 2]

Writing about teaching excellence I

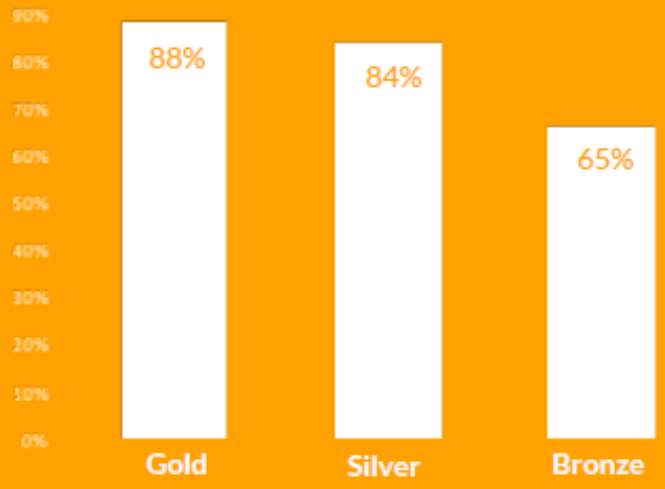
Approaches to the submissions

- On average, Higher Education Institutions (HEIs) submitted most words.
- Gold award providers wrote more words, on average, than Silver and Bronze award providers.

Number of words on average

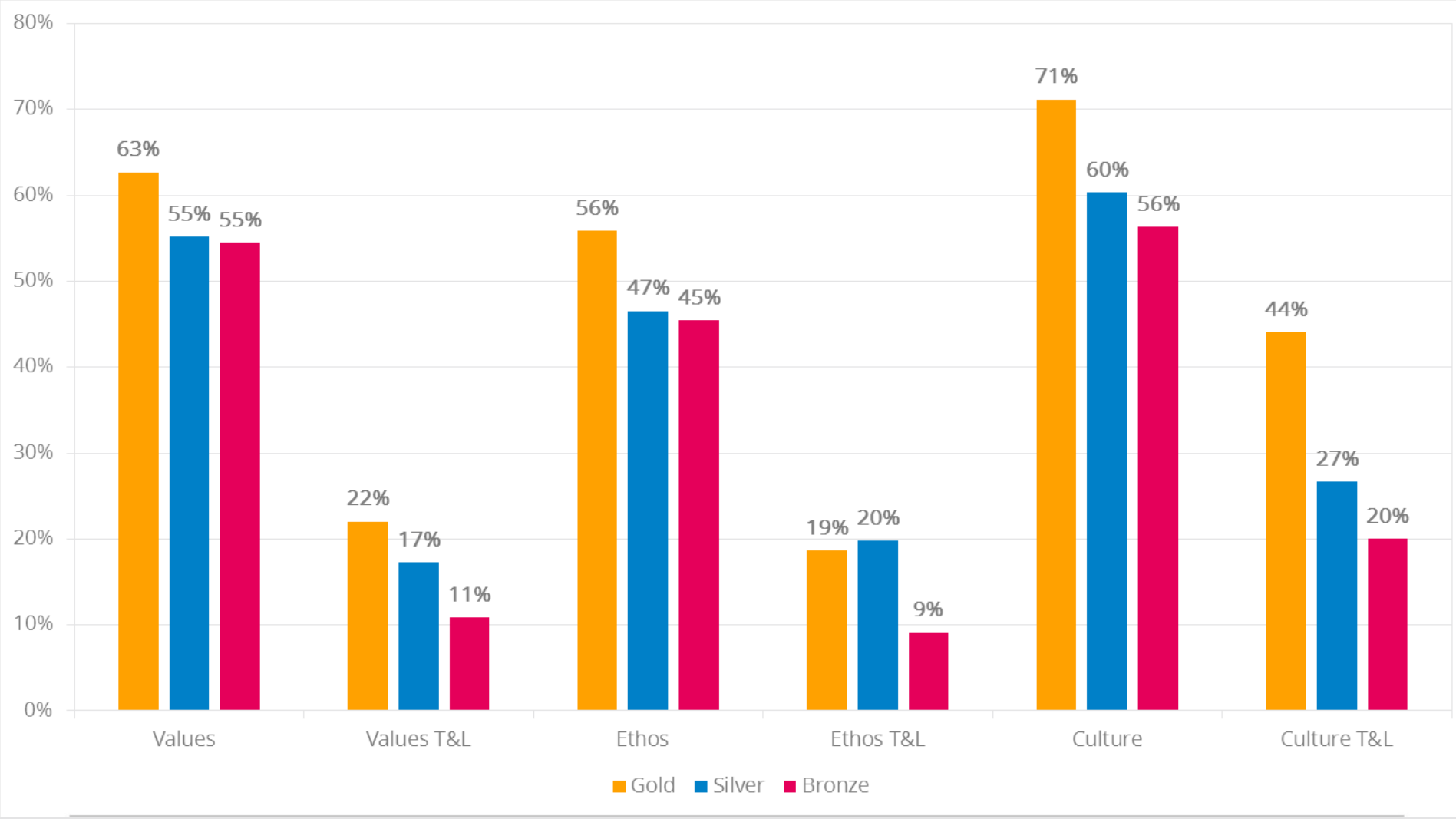


Share of submissions which were structured against the TEF assessment criteria



Gold and Silver award providers were more likely to structure their submission according to the TEF criteria than Bronze award providers.

Writing about teaching excellence II



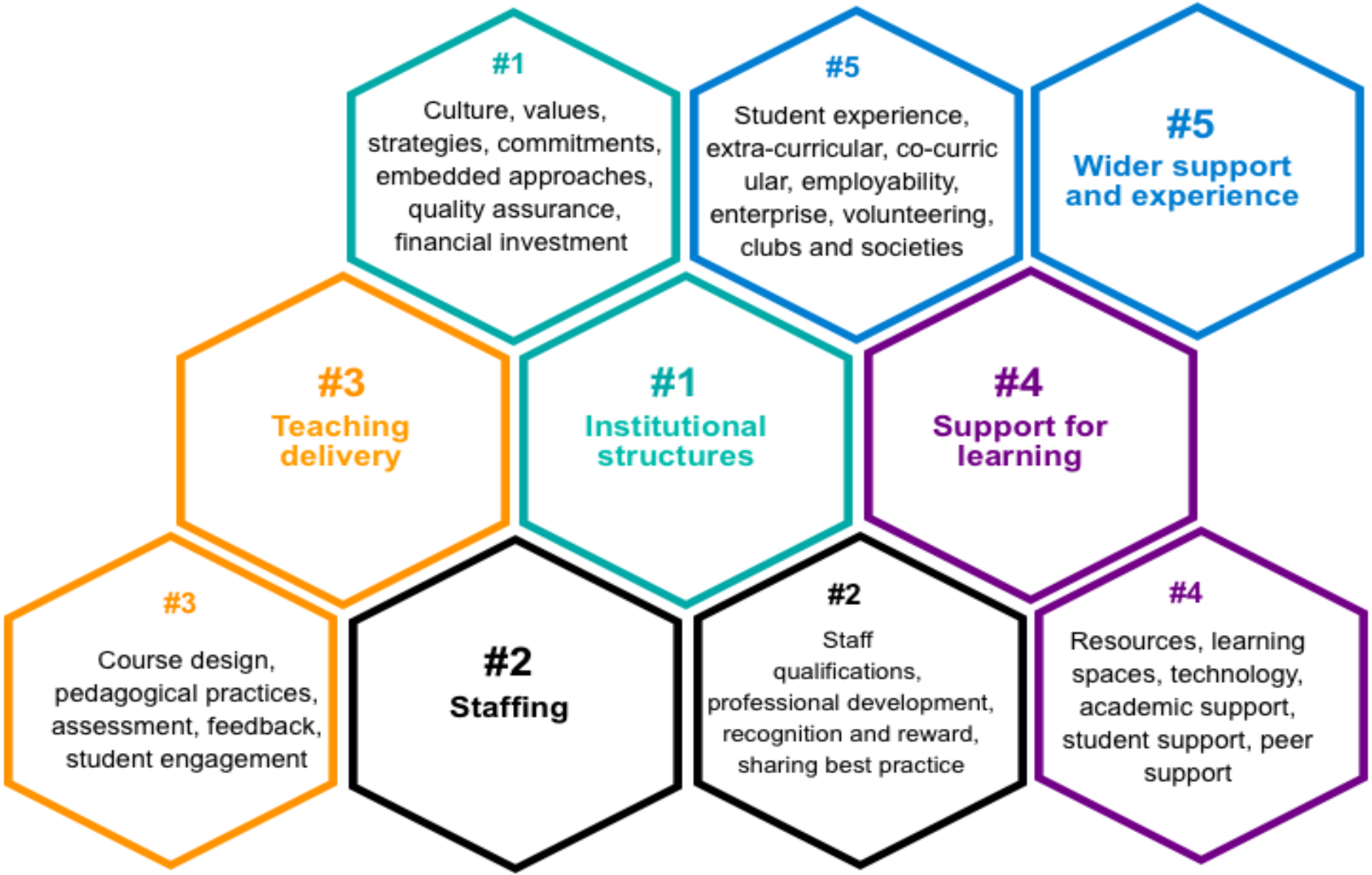
Share of submissions referring to values, ethos and culture

Defining teaching excellence I

Themes within the provider submissions were often applied across different TEF assessment criteria. Some examples are given here.

		Student feedback	Investment in technology	Teaching qualifications	Staff development	Staff prizes and awards	Active learning pedagogies	Assessment and feedback	Research-informed teaching	Academic support	Personal tutors	Peer support	Student experience	Employability skills
Teaching quality	Student engagement (TQ1)	✔	✔			✔	✔	✔	✔	✔	✔		✔	✔
	Valuing teaching (TQ2)			✔	✔	✔								
	Rigour and stretch (TQ3)	✔			✔		✔		✔				✔	
	Feedback (TQ4)	✔	✔		✔			✔		✔	✔			
Learning environment	Resources (LE1)	✔	✔							✔		✔	✔	
	Scholarship, research and professional practice (LE2)				✔	✔	✔		✔					✔
	Personalised learning (LE3)	✔	✔				✔	✔		✔	✔		✔	✔
Student outcomes & learning gain	Employment and further study (SO1)						✔							✔
	Employability and transferable skills (SO2)						✔						✔	✔
	Positive outcomes for all (SO3)									✔		✔		✔

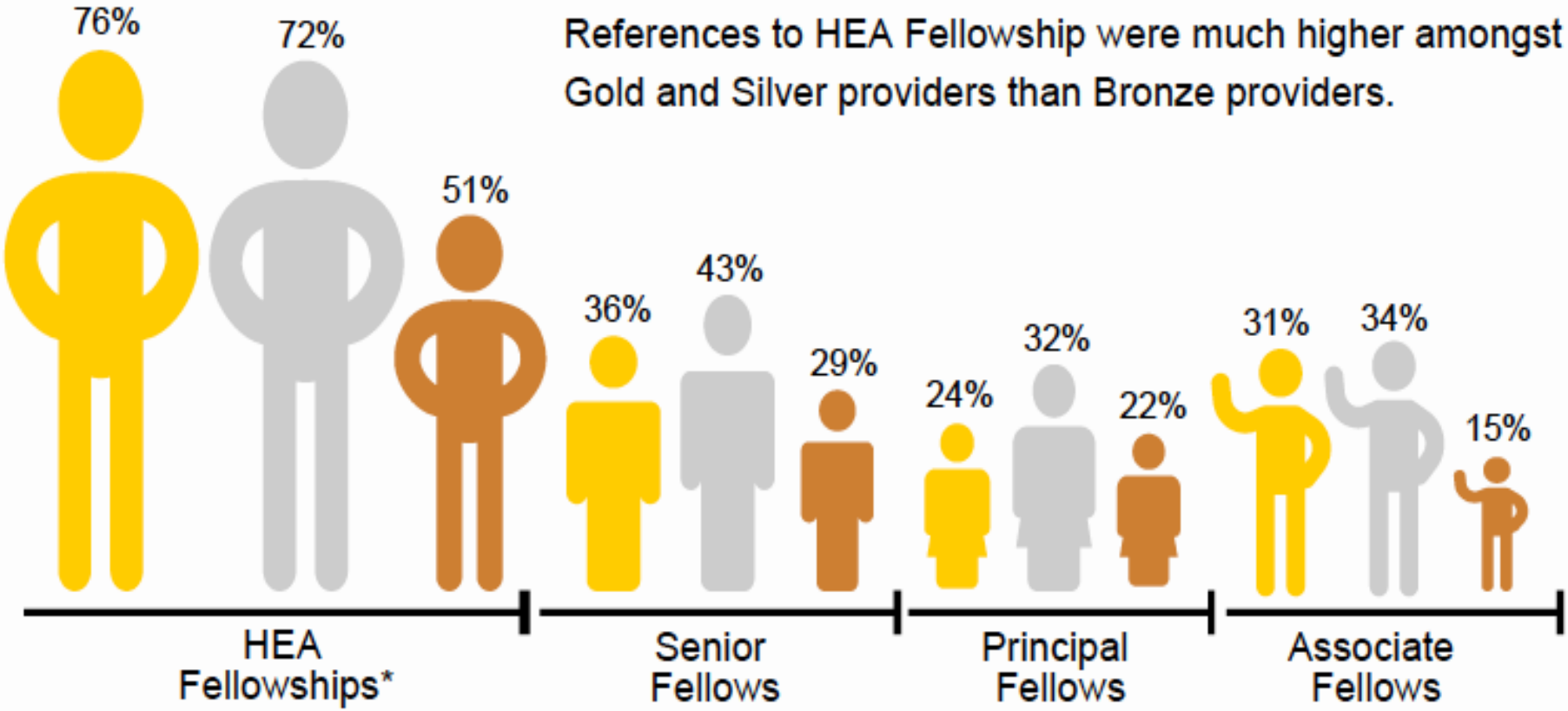
Defining teaching excellence II



Evidencing teaching excellence I

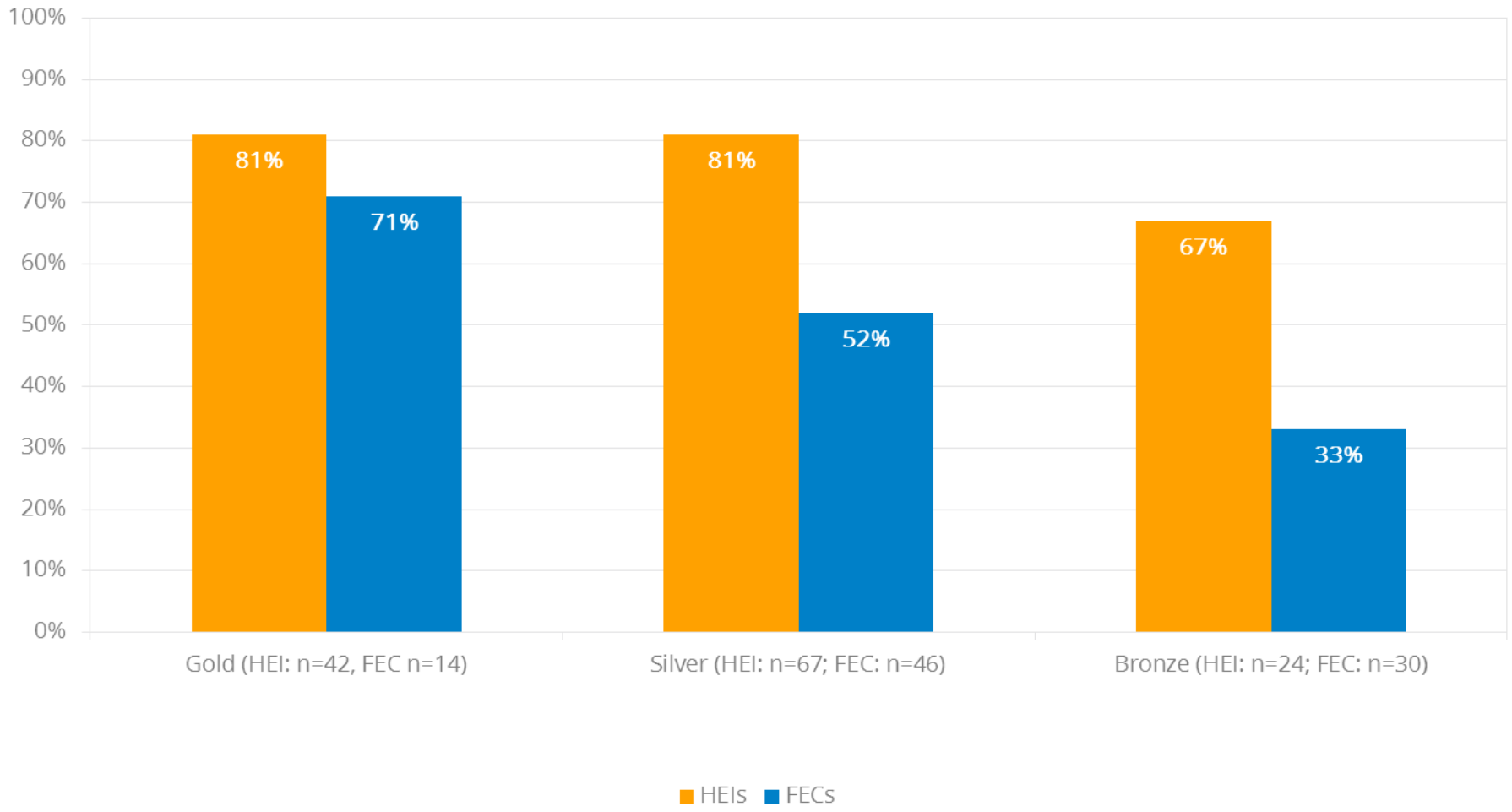
HEA Fellowships

References to HEA Fellowship were much higher amongst Gold and Silver providers than Bronze providers.



*includes 'Fellowship level not specified'

Evidencing teaching excellence II



Share of submissions referring to investment or additional resourcing

Evidencing teaching excellence III

"Universities were rewarded when their statements demonstrated a genuine commitment to student engagement and exhibited an understanding of the needs of different student groups."

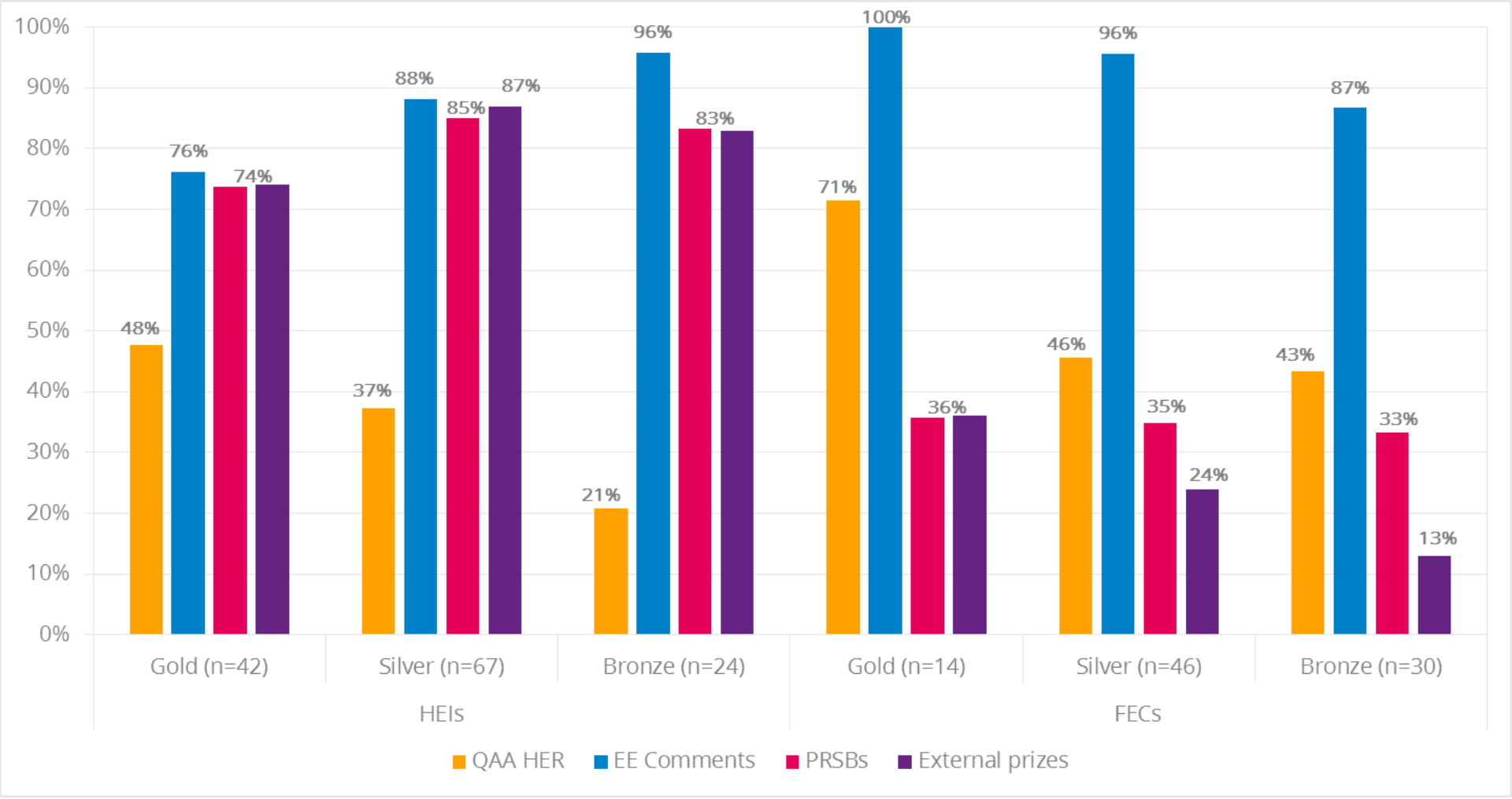
[Chris Husbands, Chair of TEF Panel]

Evaluating teaching excellence I

The submissions are designed to provide a case for excellence, with providers being asked to concentrate on “demonstrating the impact and effectiveness of teaching on the student experience and outcomes they achieve”.

[HEFCE, 2016/32, p.42.]

Evaluating teaching excellence II



AdvanceHE

Share of submissions referring to QAA HE Review, external examiners, professional, statutory and regulatory bodies and external prizes

TEF5: Looking ahead

A phased approach

	Year 1	Year 2	Year 3	Year 4	Year 5
Assessment level	Provider level 'meets expectations' awards	Provider level trial	Provider level + Subject level pilots	Provider level + Subject level pilots	Subject level (ratings at provider and subject level)
Continuous improvement		Lessons learned exercise		Independent review	Informed by independent review

Some conclusions

- The submissions deemed to be strongest were those where excellent practices were *embedded in institutional culture*
- ‘The quality of the written submission was variable across the sector, particularly between higher education providers and further education colleges **due to availability of resources**’. UUK (2017) *Review of the Teaching Excellence Framework Year 2)*
- Lack of familiarity with this type of submission may be a more plausible explanation. The need to write to the criteria.
- A lack of systematic evaluation of the impact of specific innovations or intervention

AdvanceHE

For more information
www.advance-he.ac.uk
@AdvanceHE