Teaching Excellence and Student Outcomes Framework (TEF)

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Open Forum Event

28 June 2018

TEF

A (very brief!) overview
Years 2, 3 & 4

The framework

The Teaching Excellence and Student Outcomes Framework (TEF) aims to recognise and reward excellence in teaching, learning and student outcomes

Aspects of quality:	Teaching Quality	Learning Environment	Student Outcomes and Learning Gain
Evidence: • Core metrics	Teaching; Assessment and feedback (NSS)	Academic support (NSS); Continuation (HESA/ILR data)	Employment / Highly skilled employment or further study (DLHE)
• Split metrics	Core metrics split into sub groups reflecting widening participation priorities		
• Submission & Supplementary metrics	Provider submission (additional evidence written by the provider), and Supplementary metrics: Grade inflation (provider declaration) and Sustained employment / Above median earnings or further study (LEO)		
Outcome:	TEF award & Statement of findings TEF Gold, TEF Silver, TEF Bronze, TEF Provisional		

*Provisional awards are not included in the subject pilot

Policy and implementation

TEF

Dept for Education policy and specification	Office for Students implementation	TEF panel assessment

Department for Education

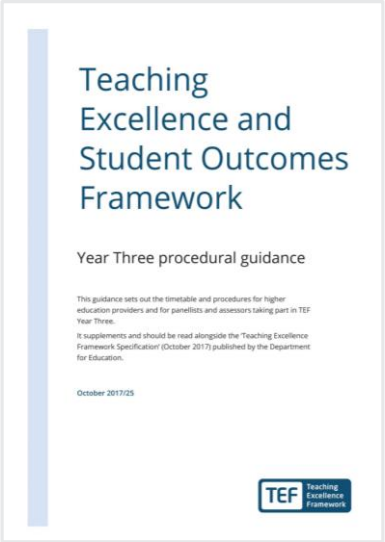
Teaching Excellence Framework: Subject-level pilot specification

July 2017

Department for Education

Teaching Excellence and Student Outcomes Framework Specification

October 2017



Teaching Excellence and Student Outcomes Framework

Year Three procedural guidance

This guidance sets out the timetable and procedures for higher education providers and for panellists and assessors taking part in TEF Year Three.

It supplements and should be read alongside the 'Teaching Excellence Framework Specification' (October 2017) published by the Department for Education.

October 2017/25

TEF Teaching Excellence Framework

City, University of London	TEF Silver
Cleveland College of Art and Design	TEF Gold
Colchester Institute	TEF Silver
The Conservatoire for Dance and Drama	TEF Gold
Cornwall College	TEF Silver
Courtauld Institute of Art	TEF Silver
Coventry University	TEF Gold
University for the Creative Arts	TEF Silver
Croydon College	TEF Provisional
The University of Cumbria	TEF Bronze
CWR	TEF Provisional
Darlington College	TEF Silver
De Montfort University	TEF Gold

TEF panels

Provider level

- 1 Chair
- 1 Deputy Chair*
- 18 panel members (1/3 students)
- 18 assessors (1/3) students)
- 2 WP experts
- 2 employment experts

Subject Pilot

Pilot Main Panel

- 1 Chair
- 7 academic members
- 7 academic members who are also Subject Panel chairs
- 7 student members who are also Subject Panel deputy chairs
- 2 WP experts
- 2 employment experts

7 Pilot Subject Panels

- 1 Chair (academic)
- 1 Deputy chair (student)
- 9+ academic members
- 4+ student members
- 2 employer/PSRB representative members

How is TEF being developed?

A phased approach

	2016 -Year 1	2017 - Year 2	2018-Year 3	2019 -Year 4	2020 -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	DfE subject level consultation DfE student research	Independent review	Informed by independent review

TEF refinements Year Two, Three & Four

TEF

DfE Lessons Learned document published October 2017

Y2 to Y3
Refinements in the way some metrics were used
Methodology remained the same…
Criteria and rating scheme remained the same…

Y3 to Y4
No changes to specification…
Minor revisions to procedural guidance…
Similar timescale

A gold this year is comparable to a gold last year

TEF Year Three Outcomes

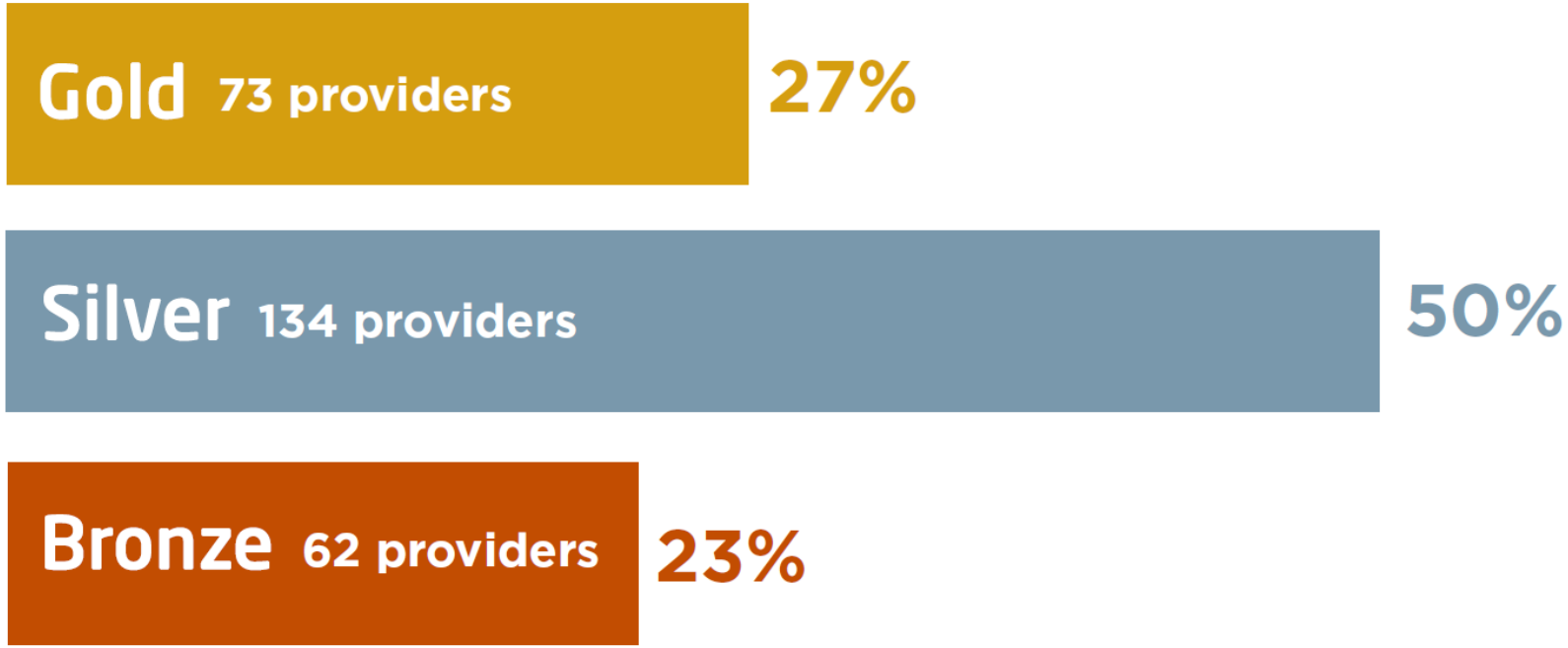
296 providers now hold TEF awards

	Kept 2017 award; did not reapply	Had a valid award from 2017 and reapplied	Had an expiring award from 2017 and reapplied	New applicants for 2018	
Full award holders	183	31	29	26	
Provisional award holders	0	0	20	7	
TOTALS	183	31	49	33	**296**

The TEF Panel assessed 86 providers this year

The distribution of awards

Of the 269 providers that now hold an assessed TEF award:



A further 27 providers hold provisional awards

How the awards compare to last year

	2017 awards	Current awards (continuing from 2017 plus new awards)	Change
Gold	60	73	**+13**
Silver	113	134	**+21**
Bronze	53	62	**+9**
Provisional	65	27	**-38**

TEF awards by year and type

2018 award	Kept 2017 award	Had a valid award from 2017 and reapplied	Had an expiring award from 2017 and reapplied	New applicant for 2018	
Gold	58	10	3	2	
Silver	94	15	9	16	
Bronze	31	6	17	8	
Provisional	0	0	20	7	
TOTALS	183	31	49	33	296

Summary of TEF 2017 to 2018 movement

- Of the 31 in the “Had a valid award from 2017 and reapplied” category, 19 moved up and 0 moved down.

- Of the 49 in the “Had an expiring award from 2017 and reapplied” category:
  - 3 moved up,
  - 2 moved down (following recent mergers)
  - 4 remained the same
  - 20 providers were applying for a provisional 2018 award
  - 20 applied for full assessment for the first time in 2018 having held a provisional award in 2017

Appeals

- Providers are able to appeal their TEF Year Three award on the basis of a significant procedural irregularity in the consideration of their TEF application if significant and material affect
- Appeal notifications by 14th June
- Appeals by noon 3rd July
- Any changes to awards published by 31st August

What has the TEF achieved?

Identified **genuinely exceptional** provision

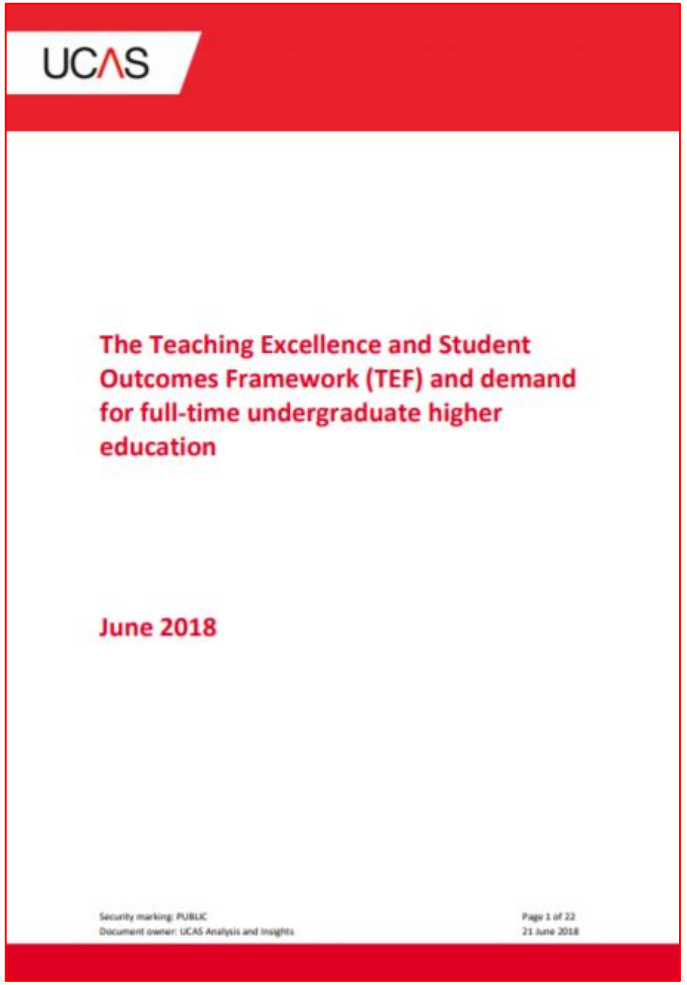
Highlighted areas where we **can do better**

Raised the profile of teaching and sharpened the focus on **student outcomes**

Given **prospective students** valuable information

Student information

UCAS analysis


UCAS

The Teaching Excellence and Student Outcomes Framework (TEF) and demand for full-time undergraduate higher education

June 2018

Security marking: PUBLIC
Document owner: UCAS Analysis and Insights

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'While awareness of the TEF among applicants is relatively low, it seems to be emerging as a factor in influencing students' decision-making.'

Clare Marchant, UCAS' Chief Executive

- ~1 in 5 UK applicants aware of the TEF
  - 58% of them said TEF award extremely important or important in deciding where to apply
- 1 in 5 had heard of the TEF but not sure what it is
- Of students who didn't know about TEF, 60% said it would have been an important factor if they'd known

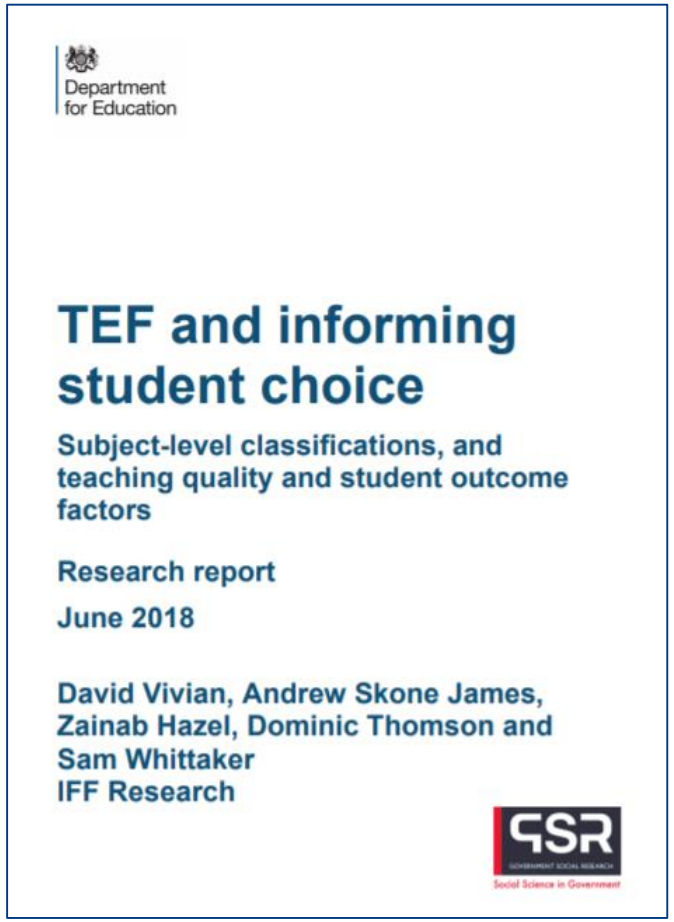
OfS research

OfS commissioned a small-scale qualitative research with prospective applicants, parents and advisers to explore their awareness and understanding of the TEF purpose, assessment methodology, measures and ratings to inform improvements in our future communications.

Key findings

- generally the more people learned about TEF the more positive their view
- the most significant elements of TEF were that:
  - it’s a Government [in England] initiative, which lent weight
  - that most providers participate, the detailed assessment process and benchmarking enhanced perception of rigour
  - the statement of findings for each provider added depth to G/S/B awards

Dept for Education research


Department for Education

TEF and informing student choice

Subject-level classifications, and teaching quality and student outcome factors

Research report

June 2018

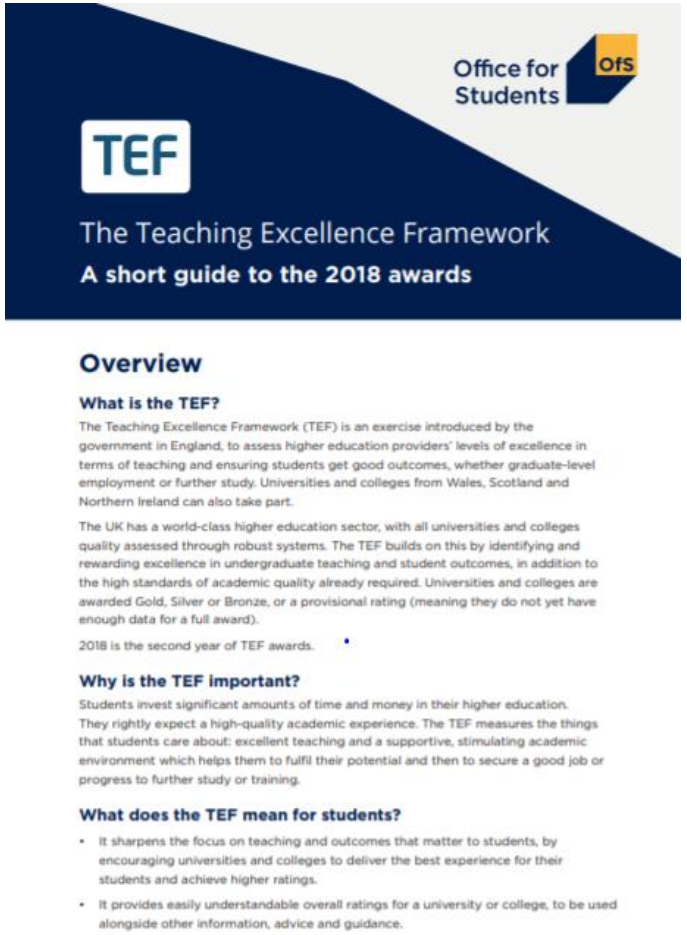
David Vivian, Andrew Skone James, Zainab Hazel, Dominic Thomson and Sam Whittaker
IFF Research

GSR
Social Science in Government

- Which provider and subject level factors relating to 'teaching quality and student outcomes' are important to students in choosing HE provider and judging quality of UG experience?
  - 2 most important factors were likelihood of securing a graduate job and potential exposure to employers, industry and workplaces
  - 2 least important were teaching staff being on permanent contracts and students being taught in small classes
- Which subject-level classification most easy to use?
  - CAH2 with some rewording/reviewing

Student involvement

Blogs, vlogs & guide



Office for Students

TEF

The Teaching Excellence Framework

A short guide to the 2018 awards

Overview

What is the TEF?

The Teaching Excellence Framework (TEF) is an exercise introduced by the government in England, to assess higher education providers' levels of excellence in terms of teaching and ensuring students get good outcomes, whether graduate-level employment or further study. Universities and colleges from Wales, Scotland and Northern Ireland can also take part.

The UK has a world-class higher education sector, with all universities and colleges quality assessed through robust systems. The TEF builds on this by identifying and rewarding excellence in undergraduate teaching and student outcomes, in addition to the high standards of academic quality already required. Universities and colleges are awarded Gold, Silver or Bronze, or a provisional rating (meaning they do not yet have enough data for a full award).

2018 is the second year of TEF awards.

Why is the TEF important?

Students invest significant amounts of time and money in their higher education. They rightly expect a high-quality academic experience. The TEF measures the things that students care about: excellent teaching and a supportive, stimulating academic environment which helps them to fulfil their potential and then to secure a good job or progress to further study or training.

What does the TEF mean for students?

- It sharpens the focus on teaching and outcomes that matter to students, by encouraging universities and colleges to deliver the best experience for their students and achieve higher ratings.
- It provides easily understandable overall ratings for a university or college, to be used alongside other information, advice and guidance.

Student engagement with the TEF

- Integral to TEF
- Based on student outcomes data as core evidence base
- Student panel members and panel members
- Student involvement in submissions
- NUS on TEF Project Board
- OfS Student Panel
- Provider briefings invitations to student representatives

TEF & the OfS Regulatory Framework

From TEF Year 5 (2019)

Condition B6: The provider must participate in the TEF

- Applies to all registered providers with more than 500 students on higher education courses.
- Ongoing condition
- Legal basis: Section 5 of HERA

Condition B3:
Quality and standards

HEFCE funded HEIs and FECs	Providers with course designation
Assessment against new indicators constructed from existing data: • student continuation and completion indicators • degree and other higher education outcomes, including differential outcomes for students with different characteristics • graduate employment and, in particular, progression to professional jobs and postgraduate study.	

Conditions B1, B2, B4 and B5:
Quality and standards

HEFCE funded HEIs and FECs	Providers with course designation (and Tier 4 embedded colleges)	New providers
We will use existing evidence:		
Annual Provider Review Quality Review Visit Progress against any action plan Unsatisfactory Quality Scheme	Higher Education Review (Alternative Providers) Quality Assurance Agency for Higher Education (QAA) annual monitoring (including progress on any action plan) QAA concerns investigation	Quality and Standards review conducted by DQB (available from August 2018)

Conditions A1 and A2:
Access & Participation Plans and Statements

HEFCE funded HEIs and FECs	Providers with course designation (and Tier 4 embedded colleges)	New providers
We will use existing evidence:		
Annual Provider Review Quality Review Visit Progress against any action plan Unsatisfactory Quality Scheme	Higher Education Review (Alternative Providers) Quality Assurance Agency for Higher Education (QAA) annual monitoring (including progress on any action plan) QAA concerns investigation	Quality and Standards review conducted by DQB (available from August 2018)

Condition C1:
Guidance on consumer protection law

- The provider must demonstrate ….due regard to relevant guidance about how to comply with consumer protection law.

CMA guidance

- Should provide prospective students with ‘material information’ – including about the courses you offer, the structure of those courses, and the relevant fees/costs – before they make a decision about which courses and providers to apply to.

Thank you for listening

Office for Students

- Metrics enquiries: tefmetrics@officeforstudents.org
- Other enquiries: tef@officeforstudents.org

Department for Education enquiries

- tef.queries@education.gov.uk

Aspect of quality	Metric	Source
Teaching Quality (TQ) • **Student Engagement (TQ1)** • **Valuing Teaching (TQ2)** • **Rigour and Stretch (TQ3)** • **Feedback (TQ4)**	Teaching on my course	NSS Q1-4
	Assessment and feedback	2015 NSS and 2016 NSS Q5-9, subsequent NSS Q8-11
Learning Environment (LE) • **Resources (LE1)** • **Scholarship, Research and Professional Practice (LE2)** • **Personalised Learning (LE3)**	Academic support	2015 NSS and 2016 NSS Q10-12, subsequent NSS Q12-14
	Continuation	HESA and ILR data
Student Outcomes and Learning Gain (SO) • **Employment and Further Study (SO1)** • **Employability and Transferable Skills (SO2)** • **Positive Outcome for All (SO3)**	Employment or further study	DLHE declared activity 6 months after qualification
	Highly skilled employment or further study	DLHE declared activity 6 months after qualification

Supplementary metrics – Longitudinal Education Outcomes (LEO)

TEF

- Charts the transition of graduates from HE into the workplace
- National Pupil Database ➔HESA/ILR student records ➔ DWP and HMRC benefits and tax records
- Outcomes up to 10 years after leaving HE
- Self-assessed employment only available for 2014-15 tax year, no earnings yet
- Year 3 only: 2010-11 HE qualifiers. Outcomes 3 years after leaving

- ✘ Northern Ireland providers
- ✘ Alternative Providers
- ✘ Scottish and Welsh FEIs
- ✘ Some English FECs

Very high or low absolute values

*	Indicates the value is in top 10 per cent
!	Indicates the value is in the bottom 10 per cent

- Thresholds based on large providers
- Same thresholds applied to all providers
- Considered at step 1b, as similar to a positive or negative flag in some circumstances

Flags

Significance:	Z-score	≥	+/- 2	If both are true	+	-
*Materiality:	Difference	≥	+/- 2 % points			
Significance:	Z-score	≥	+/- 3	If both are true	++	--
*Materiality:	Difference	≥	+/- 3 % points			

* Ignored if benchmark above 97%

EXAMPLES	Difference (a-b)	Z-score	Flag
The teaching on my course	3.4	1.7	
Assessment and feedback	3.4	2.2	+
Academic support	3.4	3.5	++

Benchmarking factors

Factor	NSS	Continuation	Employment or further study	Highly skilled employment or further study	Sustained employment	Above median earnings threshold
Subject of study	✔ (33 groups)	✔ (9 groups)	✔ (9 groups)	✔ (33 groups)	✔ (33 groups)	✔ (33 groups)
Entry qualifications	✘	✔ (full time only, 28 groups)	✔ (4 groups)	✔ (4 groups)	✔ (Full-time only, 4 groups)	✔ (4 groups)
Age on entry	✔	✔	✔	✔	✔ (Full-time only)	✔ (Part-time only)
Ethnicity	✔ (full time only)	✔	✔	✔	✔	✔
Sex	✘	✘	✔	✔	✔ (Full-time only)	✔
Disability	✔	✘	✘	✔	✘	✔
POLAR 3	✘	✔	✘	✔	✘	✔
Level	✔ (full time only)	✔ (full time only)	✔	✔	✔	✔
Year	✔	✘	✘	✘	✘	✘

Benchmarking

Purpose

- Allow fair comparison between providers by controlling for factors which may affect the metrics that are outside of the providers' control

What are they?

- A weighted sector average where weightings are based on the characteristics of the students at the provider
  - Based on data for <u>all</u> providers
  - An average for similar students/subjects

How are benchmarking factors decided ?

- To be used as a benchmarking factor, certain criteria must be satisfied:
  1. Must be associated with what is being measured
  2. Should vary significantly from one HE provider to another
  3. Should be strong evidence of influences other than “provider performance” affecting outcomes

- We must also balance statistical integrity of the benchmarking methodology: adding too many factors, or factors at too fine granularity, would cause the methodology to collapse

- If one or more of 1. to 3. *do not* hold, then is not used as a benchmarking factor.

- If 1. to 3. *do* hold, then judgement is required to assess role in - and impact on - the statistical method. Whether or not used as a benchmarking factor is decided on balance.

Metrics: TEF ‘Level of study’ and the FHEQ

TEF level of study	Typical higher education qualifications	FHEQ level
N/A	Doctoral degrees (eg, PhD/Dphil, EdD, DBA, DClinPsy)	8
	Master's degrees (eg, MPhil, MLitt, MRes, MA, MSc) Postgraduate diplomas, Postgraduate certificates	7
PG/UG Boundary	Integrated master's degrees (eg, MEng, MChem, MPhys, MPharm)	7
	Primary qualifications in medicine, dentistry and veterinary science	7
First Degree	Bachelor's degrees with or without honours (eg, BA/BSc (Hons))	6
Other UG	Foundation Degrees (eg, FdA, FdSc) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)	5
	Certificates of Higher Education (CertHE) Higher National Certificates (HNC)	4

Cohorts and coverage

Metric	Cohorts	Exclusions
NSS-based metrics - Academic support - Teaching on my course - Assessment and feedback	Final year students surveyed during spring 2015, 2016 and 2017	Excludes students not aiming for an UG level qualification, or aiming for a qualification of 1 FTE or lower.
Continuation (full-time)	HE entrants in 2012-13, 2013-14 and 2014-15	Excludes EU and non-EU international students
Continuation (part-time)	HE entrants in 2011-12, 2012-13 and 2013-14	Excludes: EU and non-EU international students; students registered on a Level 4 or 5 programme; students studying at less than 30% intensity; students on a first degree course in the year prior to entry.
DLHE-based metrics - Employment or further study - Highly skilled employment	Students leaving in 2013-14, 2014-15 or 2015-16	Excludes EU and non-EU international students.
Supplementary LEO metrics - Sustained employment / further study - Above median earnings	Students leaving in 2010-11 only; reflects outcomes in 2014-15 tax year, 3 years after leaving HE	Exclusions: EU and non-EU international students; students at providers in NI, Scottish and Welsh FEIs and some English FECs; students without a HMRC or DWP record in any year, or with insufficient personal data to link records; students who were not in sustained employment or further study three years after graduation; students who had no PAYE earnings recorded.
Supplementary grade inflation metrics	Students leaving in 2007-08, 2014-15, 2015-16 and 2016-17	Only included for providers with degree awarding powers. Only covering Level 6+ undergraduate degree awards made to students the provider has taught.

TEF assessment process

TEF

Step 1

Initial hypothesis based on metrics

1a) Start with core metrics flags in majority mode.

1b) Then review all the core and split metrics, including absolute values and other factors.

Step 2

Review provider submission and supplementary metrics

Review the provider submission and supplementary metrics, to confirm or adjust the rating.

Step 3

Holistic judgement

Consider the combination of evidence in the metrics and submission to make a ‘best fit’ judgement.

Contextual data

Initial hypothesis – starting point

- Based on the **six core metric flags in majority mode**
  - Duplicated for both modes if each has at least 35% of students
- NSS metrics flags are weighted at 0.5

Positive flags (either + or ++) with a total value of 2.5 or more, and no negative flags (either - or - -)	The starting point is **Gold**
Negative flags with a total value of 1.5 or more, regardless of the number of positive flags	The starting point is **Bronze**
Any other flag combination	The starting point is **Silver**