

Office for  
Students



# 2017-18 subject pilot

## Teaching Excellence and Student Outcomes Framework (TEF)

Dr Debbie Potts

TEF project officer

QSN 13<sup>th</sup> annual conference

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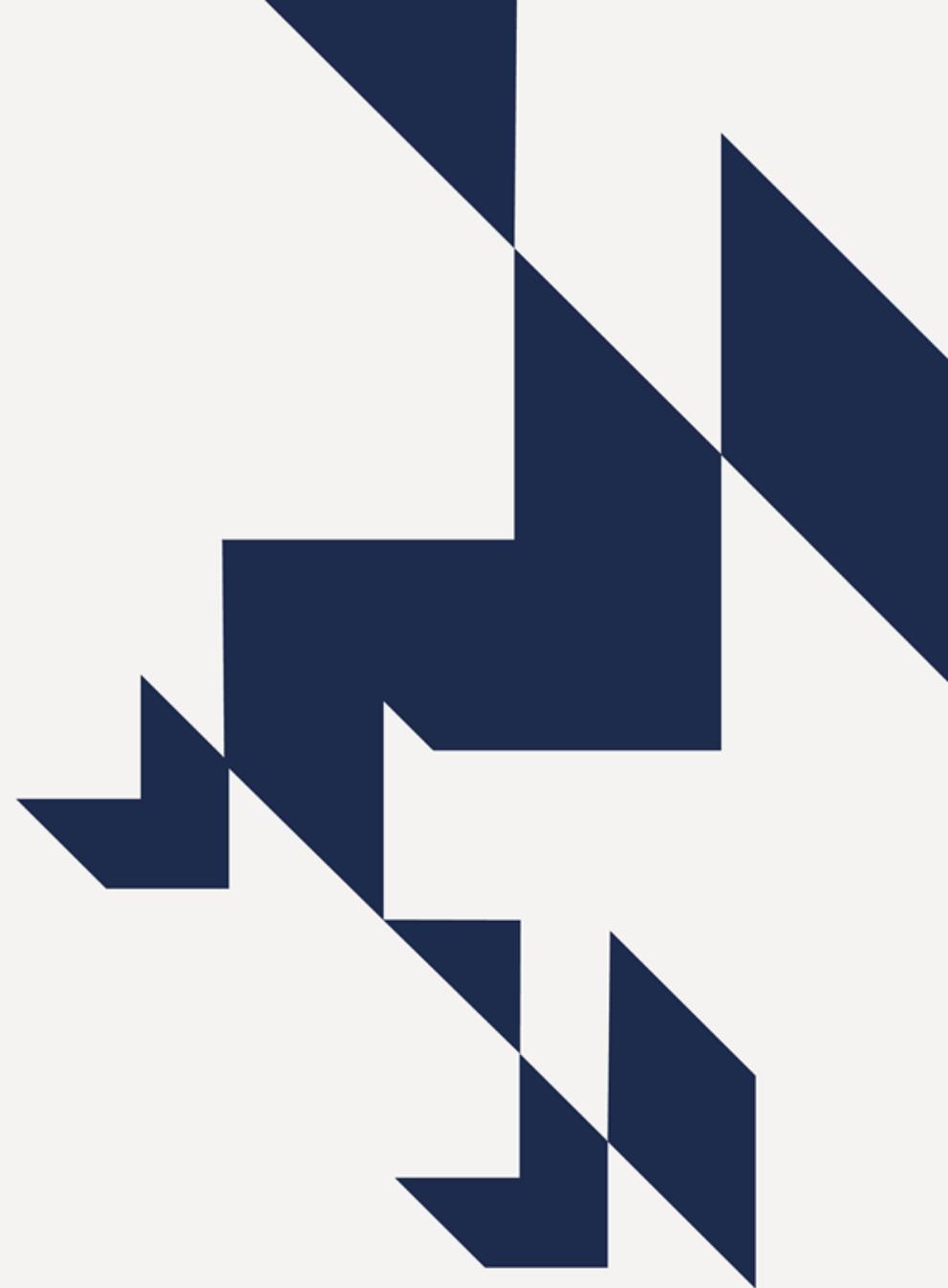




# Summary

- An overview of the policy context and TEF development timeframe
- An outline of the first subject pilot, its aims and the models we tested
- Next steps for subject-level TEF: how to get involved in the second pilot
- Workshop discussion: potential impacts of subject-level TEF

# Overview of the TEF policy context



# Purpose of TEF



Helps to inform prospective student decision making

Sharpens the sector's focus on enhancement in teaching and the outcomes that matter to students

Identifies excellent teaching, in addition to existing national quality requirements

Ensures the sector better meets the needs of the professions, businesses and employers

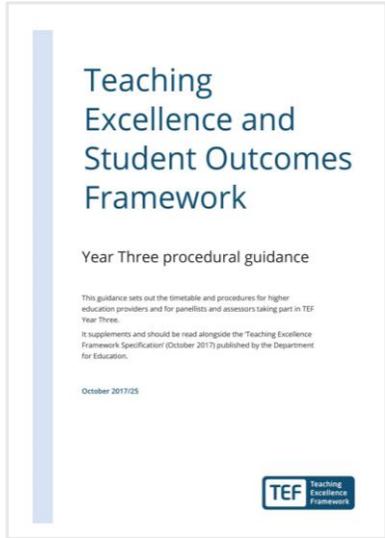
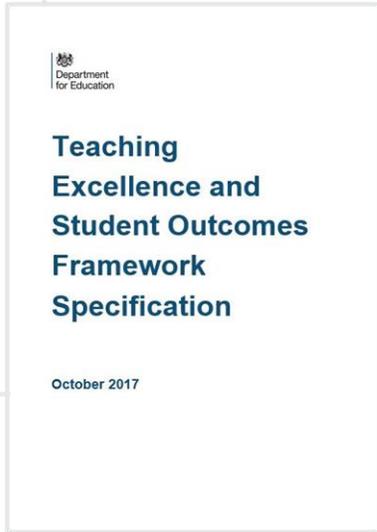
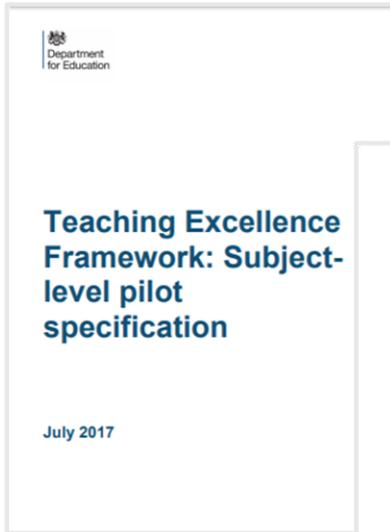
# Policy and implementation



Department for Education  
policy and specification

Office for Students  
implementation

TEF panel  
assessment



Higher education provider	Award year	TEF rating
<a href="#">De Montfort University</a>	June 2017	TEF Gold
<a href="#">University of Derby</a>	June 2017	TEF Gold
<a href="#">Derby College</a>	June 2018	TEF Silver
<a href="#">DN Colleges Group</a>	June 2017	TEF Silver
<a href="#">Dudley College of Technology</a>	June 2018	TEF Provisional
<a href="#">University of Dundee</a>	June 2017	TEF Gold
<a href="#">University of Durham</a>	June 2018	TEF Gold
<a href="#">Ealing, Hammersmith &amp; West London College</a>	June 2018	TEF Silver
<a href="#">The University of East Anglia</a>	August 2017	TEF Gold
<a href="#">East Durham College</a>	June 2017	TEF Silver
<a href="#">University of East London</a>	June 2017	TEF Bronze
<a href="#">East Riding College</a>	June 2018	TEF Silver
<a href="#">East Surrey College</a>	June 2018	TEF Bronze
<a href="#">East Sussex College Group</a>	June 2018	TEF Provisional
<a href="#">Edge Hill University</a>	June 2017	TEF Gold

# How is TEF being developed?

## A phased approach

	2015-16 Year One	2016-17 Year Two	2017-18 Year Three	2018-19 Year Four	From 2019
Assessment level	Provider level 'meets expectations' awards	Provider level trial	Provider level + First subject pilot	Provider level + Second subject pilot	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



# 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
<b>Evidence:</b>			
• 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)		
<b>Outcome:</b>	TEF award & Statement of findings		

\*Provisional awards were not included in the first subject pilot

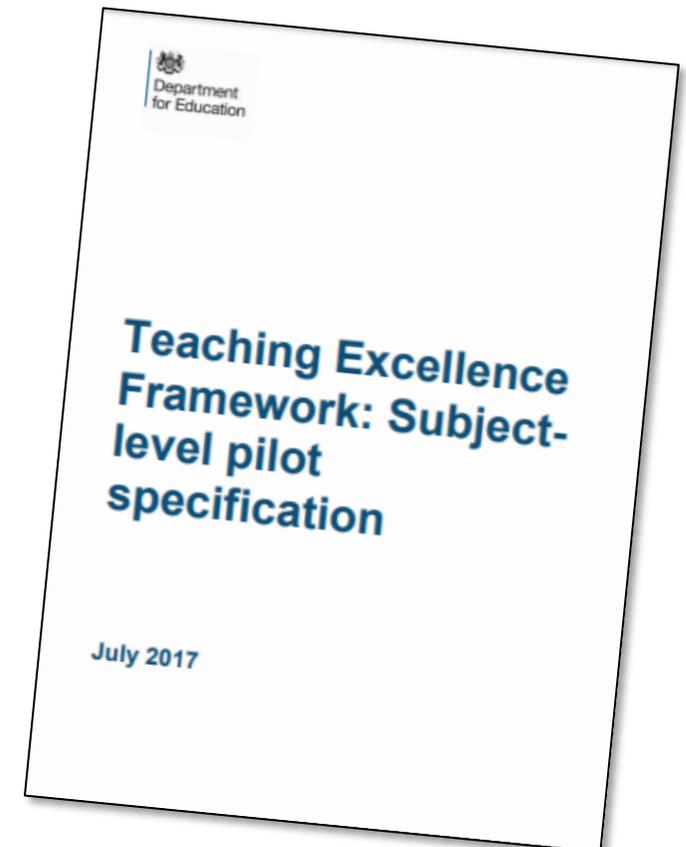
# **Piloting TEF at subject level**



# Subject-level development aims

“[...] the biggest improvement TEF will make to the information on offer to students will be to produce **ratings at subject-level**”

- Better inform students
- Ratings at both subject and provider level
- Reflect variation between subjects
- Drive up standards across all subjects





# First pilot specification

Test how two models generate TEF ratings at subject level and provider level:

- Capture the comparative benefits and dis-benefits of Model A and Model B, and how successfully they would work in practice (or may work with refinement)
- Assess whether the full range of detailed design and delivery aspects of the pilot are fit for purpose (both cross-cutting and model specific)
- Assess considerations for delivery at scale
- Measures of teaching intensity also tested as part of the pilot

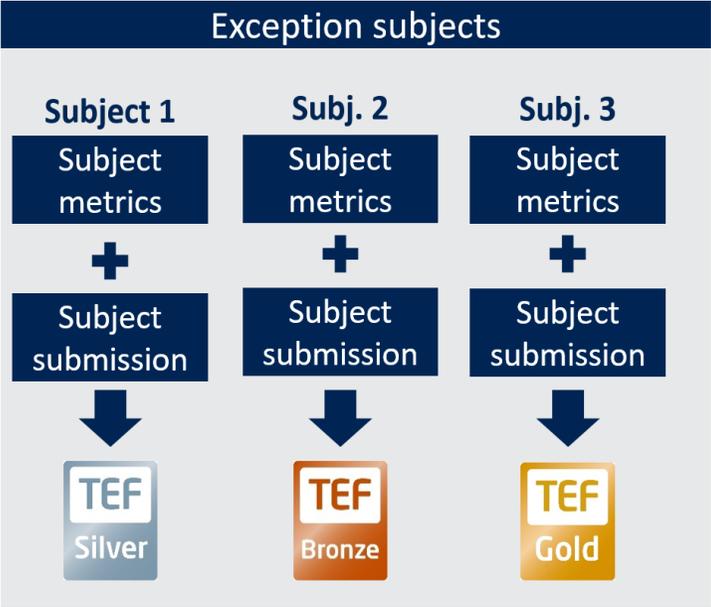
Specification based on current provider-level TEF (metrics and assessment criteria).

# Model A – ‘by exception’

## 1. Provider-level assessment

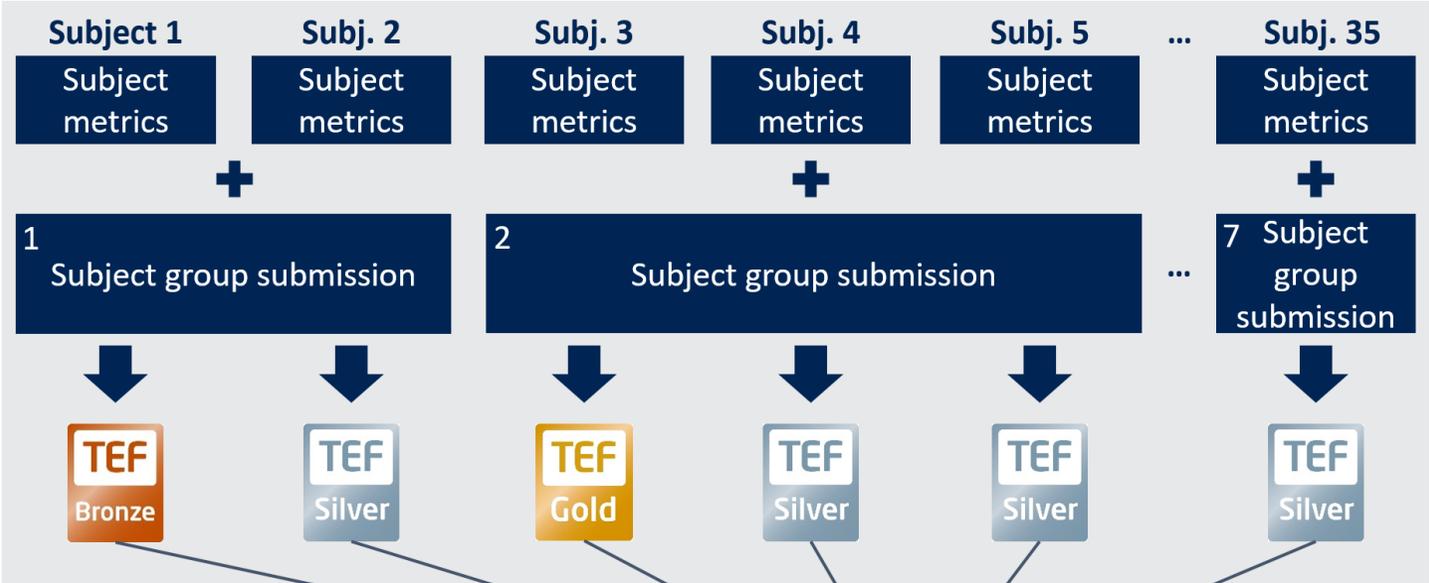


## 2. Subject-level assessment



# Model B – ‘bottom-up’

## 1. Subject-level assessment



## 2. Provider-level assessment





# Comparing the models

Design	Model A – By exception	Model B – Bottom up
Subject assessment	Only exception subjects	All 35 subjects
Provider assessment	Before subject assessment	After subject assessment
Provider submissions	15 page max, all criteria	10 page max, focusing on 3 criteria
Subject submissions	5 page max each For exception subjects	5-13 pages max each For 7 subject groups
Provider ratings	Decided by main panel	Decided by main panel
Subject ratings	Decided by main panel	Decided by subject panels
Subject metrics	Provided for all 35 subjects	Provided for all 35 subjects



# Who was involved in the pilots?

- Sample of **50 higher education providers**, representing the diversity of the UK HE sector:
  - 19 participating in Model A
  - 19 participating in Model B
  - 12 participating in both models
- **142 panel members** across the main panel and 7 subject panels, including:
  - students
  - academics
  - employer and PSRB representatives on the subject panels
  - widening participation and employment experts on the main panel
- **7 QAA TEF Officers**, in addition to OfS staff



# Pilot panels and their roles

## Main panel

- Assess provider level metrics and submissions
- Generate ratings at provider level
- Moderate subject level ratings
- Provide feedback on the pilot models

## Subject panels

- Assess subject level metrics and submissions
- Generate ratings at subject level
- Provide feedback on the pilot models

# Subjects and their groups

## Medical and health sciences

1. Medicine & dentistry
2. Nursing
3. Pharmacology, toxicology and pharmacy
4. Psychology
5. Subjects allied to medicine
6. Veterinary science
7. Sport & exercise sciences

## Engineering and technology

8. Computing
9. Engineering
10. Technology

## Natural sciences

11. Agriculture, food and related studies
12. Biosciences

13. Chemistry
14. Mathematical sciences
15. Physics and astronomy
16. Physical, material and forensic sciences
17. General and others in sciences

## Social sciences

18. Architecture, building and planning
19. Economics
20. Geographical and environmental studies
21. Politics
22. Sociology, social policy and anthropology
23. Education and teaching
24. Health and social care

## Business and law

25. Business and management
26. Law

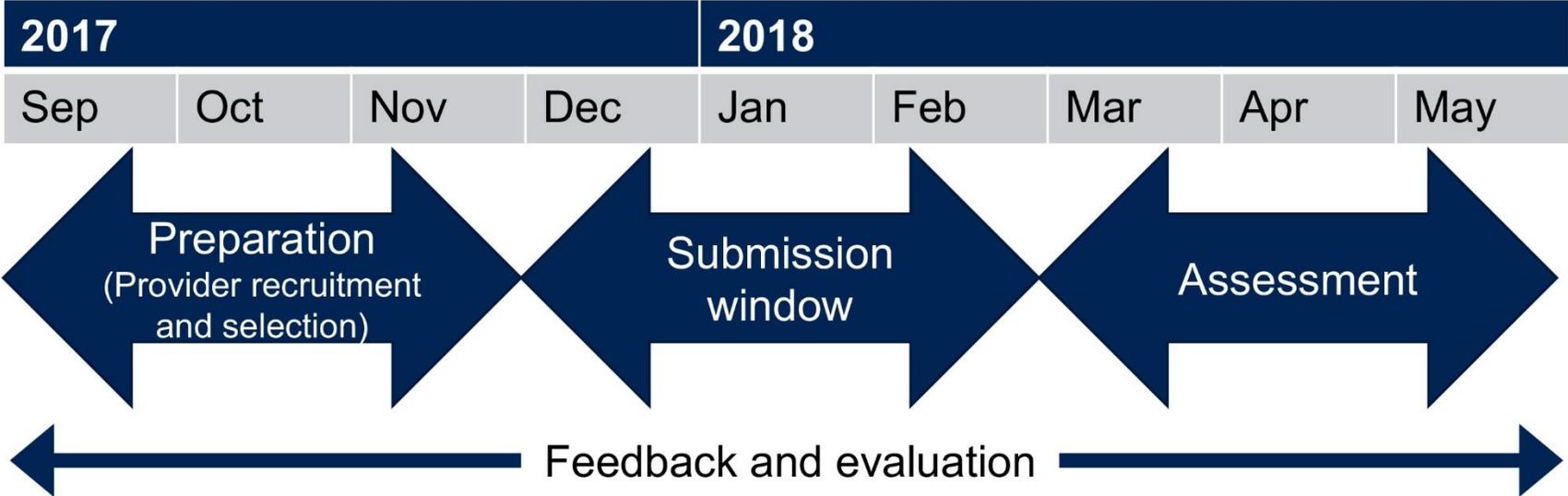
## Arts

27. Creative arts and design

## Humanities

28. Celtic studies
29. Communications and media studies
30. English studies
31. Languages, linguistics and classics
32. History and archaeology
33. Humanities & liberal arts
34. Philosophy & religious studies
35. Combined and general studies

# Pilot stages



# Pilot stats

**17** briefing and training events attended by **500+**

**20** assessment and feedback meetings

**700+** cases assessed (provider and subject level)

**142** panel members including **37** students and **13** PSRB/employer reps

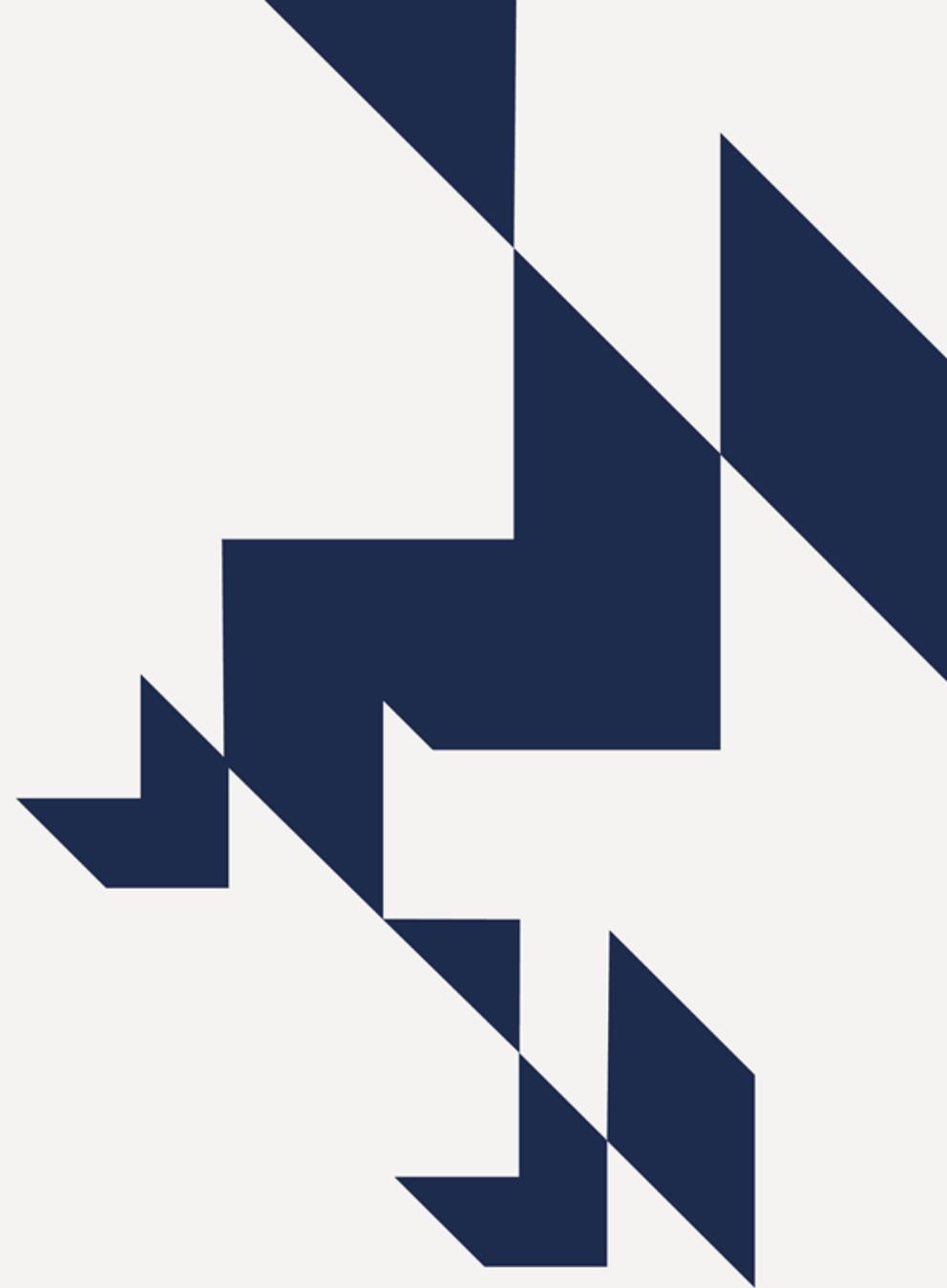


# Pilot findings report

- Published when the Government releases its response to the subject-level TEF consultation – expected autumn 2018
- Guidance for the second pilot will be published at the same time
- Pilot findings report collates evidence from:
  - panel reports
  - widening participation and employment expert reports
  - provider feedback
  - student focus groups
  - analysis of the indicative ratings
- No ratings will be published in a way that identifies individual providers
- Ratings have no impact on applicant choice, other OfS activity or Government policy

# **Next steps for subject-level TEF**

Opportunities to take part





# Opportunities for providers

- OfS seeks 50 providers for the second subject pilot (2018-19)
- A diverse range of higher education institutions, further education colleges and alternative types of higher education provider representing all 4 UK nation
- Providers can take part **whether or not** they have:
  - Participated in the first subject pilot
  - Participated in 'live' provider-level TEF
  - Intend to participate in TEF Year Four
- **Deadline for expressions of interest:** Monday 24 September 2018
- Expressions of interest via the nominated TEF contact at your provider
- Further details on the OfS website:

<https://www.officeforstudents.org.uk/advice-and-guidance/teaching/piloting-tef-at-subject-level/subject-pilot-2018-19/>

# Why take part as a provider?

Help shape the development of this important next stage of the TEF

Ensure future approaches relate to providers with diverse characteristics

Exercise includes 'statements of findings' at subject level

Opportunity for you to engage with your peers, share ideas and experiences

Upskill your staff for future subject-level TEF

Test approaches to submissions in a confidential, pilot context



# What's involved?

- Will test a single model, based on the findings of the first pilot and Government consultation
- Will trial potential refinements to metrics and processes that were not part of the first pilot, including statements of findings at subject level
- Must be prepared to commit sufficient resources across your provision
- Will be asked to nominate a 'lead student representative' to work on student engagement with TEF submissions
- OfS will provide ongoing support through training and briefings
- Outcomes will be confidential and no ratings published in a way that identifies individual providers



# Opportunities for panel members

- OfS seeks around 18 additional panel members for the second subject pilot
- Roles for:
  - students
  - academics
  - employer and PSRB representatives
- Aim to recruit a diverse range of panel members from across the UK
- Applications particularly welcome from:
  - underrepresented groups
  - staff and students with experience at further education colleges and alternative providers
- **Deadline for applications:** 12 noon, Wednesday 19 September
- Further information and details on how to apply:

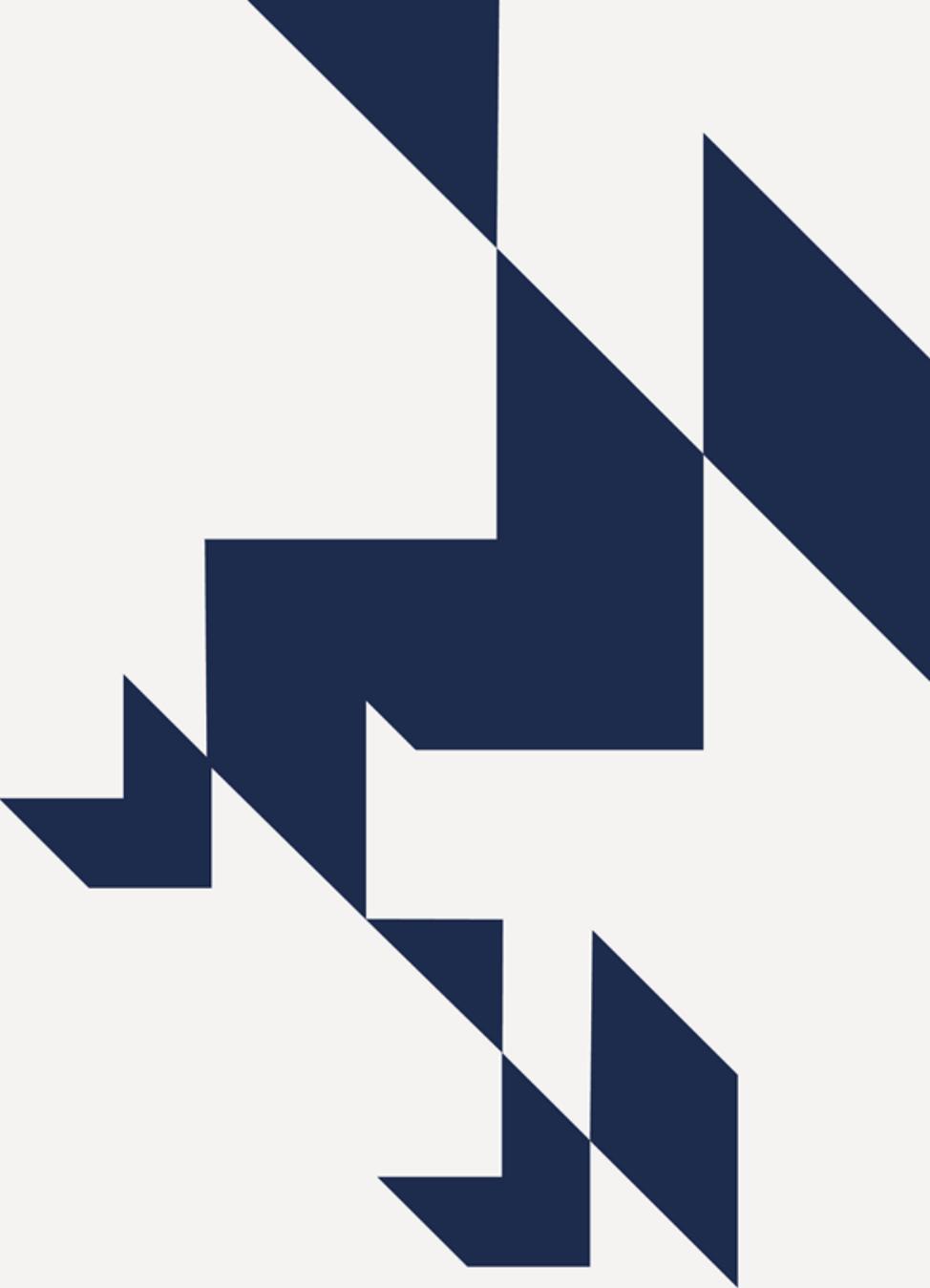
<https://www.officeforstudents.org.uk/advice-and-guidance/teaching/piloting-tef-at-subject-level/subject-pilot-2018-19/>



# What's involved?

- Paid opportunity to help support the development of high-profile higher education policy
- Ongoing support and training provided by the OfS
- Time commitments range from 22-30 days depending on the role
- Will need to commit time to:
  - reviewing metrics and submissions
  - attending assessment meetings
  - participating in evaluation activities

# Workshop discussion



# Potential impacts

## What are the potential impacts of subject-level TEF?

- 10-15 min small group discussion, followed by plenary
- Consider unintended consequences (positive and negative)
- Model-specific and cross-cutting impacts
- Think about impacts for:
  - Applicants – impacts for underrepresented groups?
  - Current students
  - Providers – specific implications for your institution?
  - Businesses, professions, employers
- How can we maximise opportunities and mitigate consequences?



# Contacts

## Office for Students

- Metrics enquiries: [tefmetrics@officeforstudents.org.uk](mailto:tefmetrics@officeforstudents.org.uk)
- Other enquiries: [tef@officeforstudents.org.uk](mailto:tef@officeforstudents.org.uk)

## Department for Education enquiries

- [tef.queries@education.gov.uk](mailto:tef.queries@education.gov.uk)

Office for  
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**Thank you**

Further information: [www.officeforstudents.org.uk](http://www.officeforstudents.org.uk)