Designing a Teaching Excellence Framework (TEF)

Key parameters to consider

Dr. Anca Greere, QAA
a.greere@qaa.ac.uk

QAA

KEY DOCUMENTS

Conservative Party Manifesto – April 2015

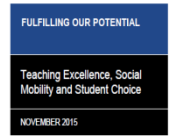
https://www.conservatives.com/manifesto

value for money to students and will "introduce a framework to recognise universities offering the highest teaching quality; encourage universities

Green Paper – November 2015

Department for Business Innovation & Skills

https://www.gov.uk/government/consultations/higher-education-teaching-excellence-social-mobility-and-stu



We will reward excellent teaching with reputational and financial incentives; widen participation of people from disadvantaged backgrounds; provide greater focus on employability; open up the sector to greater competition from new high quality providers; and reform our regulatory structure so that it drives value for money for students and taxpayers.

For too long, teaching has been regarded as a poor cousin to academic research. The new Teaching Excellence Framework, which we promised in our manifesto, will hard-wire incentives for excellent teaching and give students much more information both about the type of teaching they can expect and their likely career paths after graduation.

White Paper – May 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523546/bis-16-265-success-as-a-knowledge-web

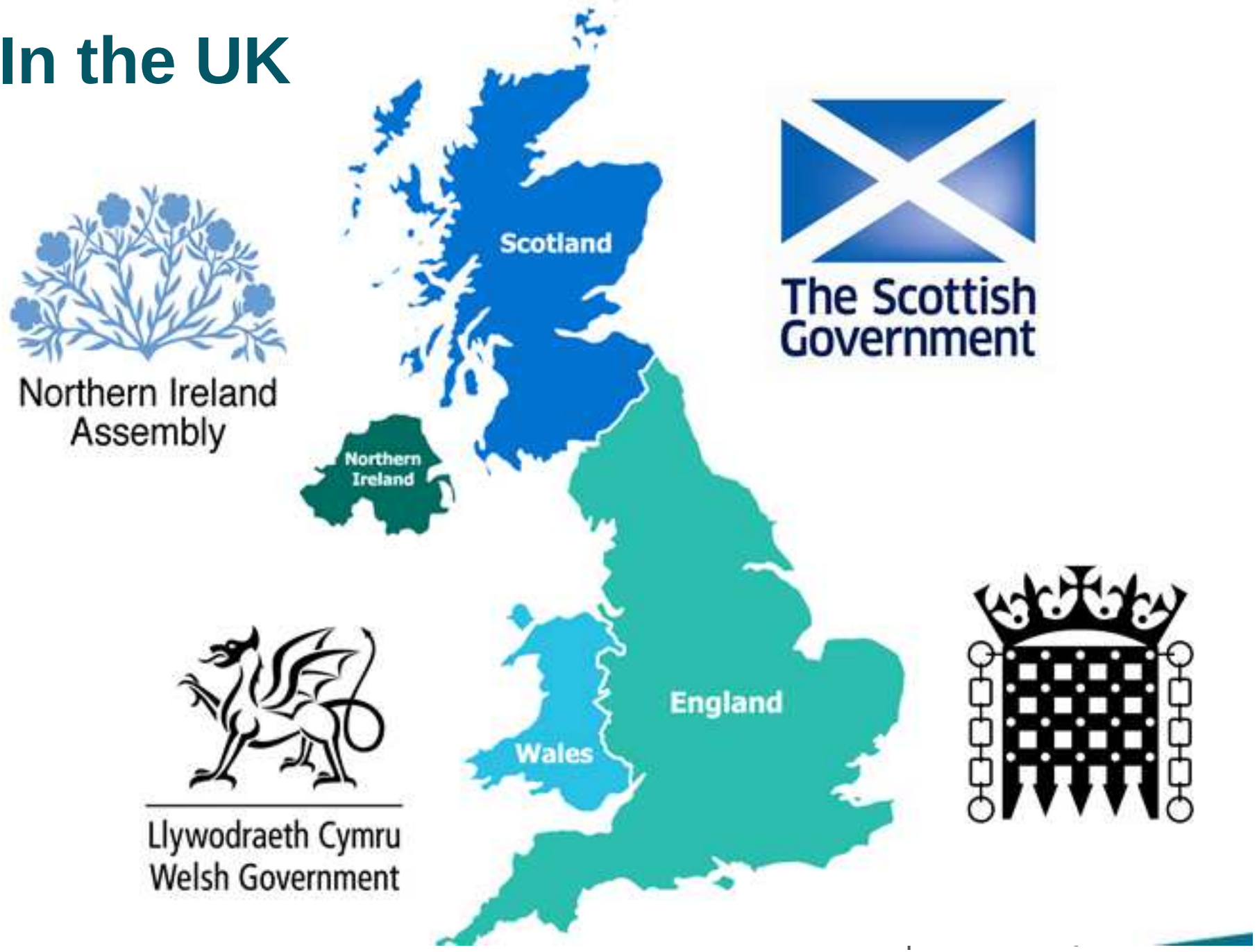
The TEF should change providers' behaviour. Those providers that do well within the TEF will attract more student applications and will be able to raise fees in line with inflation.

provide clear information to students about where the best provision can be found and should encourage providers to improve teaching quality to reduce variability.

KEY QUESTIONS [for national contexts]

- Why? What purpose?
- What relationship to quality assurance?
- Mandatory or voluntary?
- How to define excellence?
- What aspects of HE should it cover?
- Institutional or programme? UG/PG? TNE?
- How to design the assessment method?
- What evidence to use?
- What outcomes?

In the UK


Scotland
Northern Ireland
Wales
England
Northern Ireland Assembly
The Scottish Government
Llywodraeth Cymru
Welsh Government

Purpose of the TEF

1.2 The Government has introduced the TEF as a way of:

a. Better informing students' choices about what and where to study

b. Raising esteem for teaching

c. Recognising and rewarding excellent teaching

d. Better meeting the needs of employers, business, industry and the professi

Principles

- keep bureaucracy and burden to a minimum
- be voluntary, allowing providers to consider the benefits and costs of applying before deciding whether or not they wish to
- allow for diverse forms of excellence to be identified and recognised
- support rather than constrain creativity and innovation
- respect institutional autonomy
- be based on peer assessment
- be robust and transparent
- result in clear judgements about excellence for students, employers and other stakeholders
- avoid driving perverse or unintended behaviours in the pursuit of demonstrating excellence
- be sufficiently flexible to allow for further development as the TEF evolves.

On top of QA, making use of QA

Voluntary

Excellence in context, accepting diversity, **inclusive**

Institutional, adding on discipline level in near future

All HE providers which are designated for **public** funding

All modes of delivery, including distance-learning

Level 4 and 5 on FHEQ – **undergraduate**

NO postgraduate yet, NO TNE

Peer assessment (including students, employers, WP experts)

Desk-based exercise with opportunity to clarify/verify claims

Publication of submission

Uses **quantitative** and **qualitative** evidence

No primary evidence submitted or linked to

No direct interaction with provider (no visit)

QUALITATIVE

TEF Teaching Excellence Framework

Teaching Quality	Learning Environment	Student Outcomes & Learning Gain
Teaching practices which provide an appropriate level of contact, stimulation and challenge, encourage student effort and engagement, and which are effective in developing the knowledge, skills, attributes and work readiness of students.	The wider context for teaching which includes the effectiveness of resources designed to support learning, maximise completion, and aid the development of independent study and research skills. This may include learning spaces, use of technology, work experience, extra-curricular activities and opportunities for peer-to-peer interaction.	The educational and employment outcomes of graduates and the gains made by students from a range of different backgrounds.

QUANTITATIVE

Metric	Data source	Year 1	Year 2	Year 3
1. Teaching on my course 2. Assessment and feedback 3. Academic support	**National Student Survey (NSS)**			
4. **Non-continuation**	HESA/ILR student records			
5. Employment/further study 6. Highly skilled employment or further study	**Destination of Leavers from HE (DLHE)**			

Quality Aspects	Criteria
Teaching Quality	• Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies • Institutional culture facilitates, recognises and rewards excellent teaching • Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential • Assessment and feedback are used effectively in supporting students' development, progression and attainment
Learning environment	• The learning environment is enriched by linkages between teaching and scholarship, research or professional practice …
Student outcomes and learning gain	• Positive outcomes are achieved for students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes …

OUTCOMES

TEF Teaching Excellence Framework

consistently outstanding and of the highest quality found in the UK Higher Education sector

of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education

of satisfactory quality awarded on QA baseline

EQAF 2016

Further information

https://www.gov.uk/government/collections/teaching-excellence-framework

- **Teaching Excellence Framework: year 2 - technical consultation**
- **Teaching Excellence Framework: year 2 specification**
- **Teaching Excellence Framework: year 2 additional guidance**
- **Teaching Excellence Framework: list of eligible providers**

AND

- http://www.hefce.ac.uk/lt/tef/
- http://www.qaa.ac.uk/assuring-standards-and-quality/teaching-excellence-framework