



**Senate: Teaching Excellence Framework (TEF) Update**

<b>Paper Title</b>	Teaching Excellence Framework (TEF) Update
<b>Outcome requested</b>	Senate is asked to <b>note</b> the update on the Teaching Excellence Framework (TEF)
<b>Points for Senate members to note and further information</b>	Senate is asked to note that QMUL has opted to participate in the subject-level TEF pilot exercise. Notification of selection, or not, for participation is expected in late October 2017.
<b>Questions for Senate to consider</b>	Senate is asked to note the update.
<b>Regulatory/statutory reference points</b>	<a href="http://www.hefce.ac.uk/lt/tef/">http://www.hefce.ac.uk/lt/tef/</a> : TEF aims to recognise and reward excellence in teaching and learning, and help inform prospective students' choices for higher education.
<b>Strategy and risk</b>	<p><b>Strategy</b> QMUL Strategic Aims 1, 3, 6 SETLA Strategic Aims 1-3</p> <p><b>Risk</b> 1. Failure to recruit and develop students of the highest calibre and potential 9. Failure to develop reputation and external relations 11. Failure to develop sustainable income streams for activities</p>
<b>Reporting/consideration route for the paper</b>	None
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## Teaching Excellence Framework (TEF) Update

In June 2017, QMUL was awarded a Silver in the TEF Year-2 (2016/17) assessment: [www.qmul.ac.uk/media/news/items/198471.html](http://www.qmul.ac.uk/media/news/items/198471.html)

The Silver award matched the initial hypothesis based on our core and split metrics and was, therefore, the expected result. This award lasts for three years. All else being equal, we would need to participate in a TEF Year-5 (2019/20) assessment.

Institutions and other bodies are now reflecting on the process and the results across the sector, e.g.:

[www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/review-of-the-teaching-excellence-framework-year-2.pdf](http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/review-of-the-teaching-excellence-framework-year-2.pdf)

Over the summer, a lessons-learned exercise was undertaken, and this has informed the revised specification for TEF Year 3 and Year 4 (2017/18 and 2018/19, respectively). Key changes include:

- Refining the assessment by down-weighting NSS metrics (now worth 0.5 compared to other metrics still worth 1.0); and supplementing the flagging and benchmarking system by explicitly marking the top and bottom 10% of absolute values for each metric.
- Adding metrics using Longitudinal Education Outcomes (LEO) data and on grade inflation.
- Allowing the Director for Fair Access (or successor) to comment on whether 'gaming' has taken place; and granting the TEF Chair the power to refer an institution to the Office for Students where baseline quality requirements of the provider are in doubt.

Any link between TEF outcomes and tuition fees chargeable by institutions has been delayed and, with recent debate on tuition fees, it is unlikely that there will be any uplift in fees (above £9,250) in the near future. A summary of changes can be found at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/643701/TEF\\_Lessons\\_Learned\\_Summary\\_Policy\\_Document.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643701/TEF_Lessons_Learned_Summary_Policy_Document.pdf)

A more detailed lessons-learned report will be published later in the autumn 2017.

TEF2 was conducted at institutional level however in July the Department for Education published the specification for subject-level TEF pilots:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/629976/Teaching\\_Excellence\\_Framework\\_Subject-level\\_pilot\\_specification.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/629976/Teaching_Excellence_Framework_Subject-level_pilot_specification.pdf)

Two models will be piloted using the TEF3 metrics plus an assessment of teaching intensity:

- Model A: a 'by exception' model assessing at provider level and assessing those subjects that differ from the provider level on the basis of the metrics. Narrative submissions will be required at provider level and for each of the subjects that differ.

- Model B: a 'bottom-up' model assessing each subject, feeding into the provider-level assessment and rating. Subjects are collected into seven groups and a narrative submission will be required for each group of subjects and at the provider level.

Outcomes of the subject-level TEF pilots will be provided to participating institutions on a confidential basis.

Having considered via the TEF Working Group, QMSE agreed earlier in September that in order to help shape the development of subject-level TEF in the sector and to help us focus attention and structure our approaches (with the aid of benchmarked data) on known issues, we would volunteer to participate in the pilot of Model A. We are not guaranteed to be selected to participate, however, as the pilots will be limited to 40 institutions. Chosen institutions will be notified in late October 2017. If QMUL is chosen to participate, resources will be deployed and the TEF Working Group will be refocused to support our subject-level TEF response.