



Senate

Paper Title	Teaching Excellence Framework Update
Outcome requested	To note.
Points for Senate members to note and further information	<p>TEF Year 5 (2019/20) is our next assessment year and this is when subject-level TEF is anticipated for introduction post the national pilots in TEF years 3 and 4.</p> <p>The purpose of the internal subject-level TEF pilot is to focus attention particularly on the relevant NSS-derived metrics and to reverse adverse trajectories on all metrics for TEF5 and beyond.</p> <p>Faculty and school-level TEF presentations are under way.</p> <p>Senate is asked to note the following key points relating to the internal pilot:</p> <ul style="list-style-type: none"> • We will not follow either Model A or B of the national pilots but require all subjects to participate in the internal pilot. • All subjects will be asked to use the subject-level data (core, split and supplementary metrics) to inform school action plans with measurable improvement targets. • Schools will be asked to include the student voice effectively. • Schools will consider how they would work together if required to produce a 'group' submission (as with Model B). • Teaching intensity will be considered centrally in the first instance. • Internal pilot to run from March-June/July to allow for further improvements to affect the 2018/19 NSS. • The form of feedback required from each school by June will be a reflective statement explaining how the action plans will move them towards the TEF5 objectives.
Questions for Senate to consider	To note.
Regulatory/statutory reference points	
Strategy and risk	<p>Strategic Aim 1 – to recruit student and staff of the highest intrinsic talent and potential, and to nurture their careers</p> <p>Strategic Aim 3 – to provide all our students, wherever based, an education that is judged internationally to be of the highest quality, and which exploits innovations in teaching, learning and assessment</p>

	<p>Strategic Risk 1 – Student recruitment</p> <p>Strategic Risk 2 – Student experience</p> <p>Strategic Risk 7 – Design and delivery of high quality portfolio of programmes</p> <p>Strategic Risk 9 – Reputational development and external relations</p>
Reporting/ consideration route for the paper	<p>Prior consideration of the issues by QMSE and the TEF Working Group</p> <p>Onward consideration by Faculties and Schools</p>
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Teaching Excellence Framework Working Group. Update Paper for Senate

1. Preparations for the Teaching Excellence Framework Internal Pilot

1.1 TEF School contacts, TEF data and information

1.1.1 The objective of the internal subject-level TEF pilot is to prepare the institution for subject-level TEF (TEF5, 2019/20).

1.1.2 Each school has identified a school subject level TEF Lead for the purpose of the forthcoming internal pilot. Schools and their TEF Lead have received, or will shortly be receiving, a draft information pack including metrics, sector presentations, relevant internal datasets, best practice TEF submissions guidance and examples from TEF2. The Vice-Principal (Student Experience, Teaching and Learning) and the Director of Planning have met with a number of schools concerning TEF. Schools that have not already engaged with such meetings have been invited to do so as a useful part of the internal pilot.

1.1.3 TEF Leads were invited to attend the Teaching Excellence Framework Working Group (TEFWG) meeting on 20 February 2018 to discuss the proposed internal subject-level TEF pilot.

1.2 Subject-Level TEF Pilot.

1.2.1 At the TEFWG meeting on 20 February 2018, the Group received a proposal not to follow either of the models being used by the national subject-level TEF pilots, namely Model A (“by exception”) and Model B (“bottom up”). Instead it was proposed that it would be beneficial to design our a pilot model to best suit our own needs and, in parallel, start to create a repository of evidence for future submissions. All 21 QMUL subject areas (as defined by TEF) would participate in the pilot rather than focussing only on certain subject areas.

1.2.2 It was noted that, if we were to follow the rules of Model A then some subject areas would not have to participate and the opportunity to consider how to make the most compelling case in all areas of our provision would be lost. The approach taken by Model A is inherently risky given that the institutional rating could change and therefore the subject areas classified as exceptions would also change from those prepared during the internal pilot. It was noted that if we were to follow Model B, then the rules would stipulate that we undertake the pilot at the grouped level of 7 broader subject areas, which risks missing the opportunity to reflect, intervene and prepare cases for future submissions at the more granular level.

1.2.3 The Group agreed to the proposal to design our own pilot model, guided by the principle that we should avoid creating unnecessary work for TEF Leads and others. All the defined subject areas we offer would be included and all schools would prepare an internal response for the subject areas they deliver. This will give all areas the opportunity to prepare for subject-level TEF and give focused attention at the level most closely aligned with their provision.

1.3 School submissions

- 1.3.1 The Group agreed, rather than preparation of narrative statements, the schools' focus should be on learning how we will be assessed and identifying further action that we can take in order to make subject-level improvements. Faculties and the TEFWG would oversee actions within the context of the subject-level TEF data via the Student Experience Action Plans (SEAPs) and the Student Experience Actions Matrices (SEAMs). The form of feedback required from each area will be a reflective statement explaining how the action plans will move them towards the TEF5 objectives and how the points below have been addressed.
- 1.3.2 The Group noted that it was crucial to include the student voice throughout the process and to cultivate an ethos of embedded engagement.
- 1.3.3 More specifically, TEF Leads have been asked to do the following:
- With the support of Planning, review TEF methodology, metrics and how they relate to internal measures e.g. progression and continuation.
 - Understand which provision relates to the subject area and how each programme/group of programmes contributes to each of the metrics.
 - Review some strong TEF2 provider submissions.
 - Consider current areas of strength and how these could be articulated in a submission relating to the subject area and how good practices in these areas might be extended to others.
 - Consider areas of weakness (down to individual programmes where relevant) and ensure that a robust set of interventions is identified to take place between now and 2019/20 (TEF5), when we must next undergo a TEF assessment.
 - Create and maintain appropriate student experience action plans and action matrices (SEAPs and SEAMs) for each school capturing the contributions the school needs to make to the subject areas of relevance.¹
 - Reflect on the extent to which the student voice is heard across and embedded in, the subject area, and consider ways to enhance this.

1.4 Teaching Intensity

- 1.4.1 The national subject-level TEF pilots include a "Teaching Intensity" pilot, which would measure contact hours weighted by a staff-student ratio. As there is significant uncertainty on the outcome of the national pilot on teaching intensity, the Group agreed that centrally conducting a desk-based research exercise would be most effective in the first instance, to consider our readiness (e.g. data availability) but not to act until the national pilot has concluded. A question has been added to our UKES student survey that mirrors the TEF survey that is being conducted with the pilot institutions...

¹ Student and Academic Services will also complete a student experience action plan.