



Paper Title	Preparation for the Teaching Excellence and Student Outcomes Framework (TEF)
Outcome requested	Senate is asked to note ongoing work to prepare Queen Mary University of London for 'TEF5' – the proposed provider and subject-based Teaching Excellence and Student Outcomes Framework (TEF) Exercise provisionally scheduled for 2020/21.
Executive Summary	The attached document reports on the ongoing work to prepare Queen Mary University of London for 'TEF5' – the proposed provider and subject-based Teaching Excellence and Student Outcomes Framework (TEF) Exercise provisionally scheduled for 2020/21.
Regulatory/statutory reference points and links to College strategy	Teaching Excellence and Student Outcomes Framework (TEF) https://www.officeforstudents.org.uk/advice-and-guidance/teaching/what-is-the-tef/
Reporting/consideration route for the paper	n/a
Timing	n/a
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Ongoing preparation for the Teaching Excellence and Student Outcomes Framework (TEF)

Context

TEF is a national exercise, introduced by the government in England. It assesses excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study.

To date, the TEF has operated at 'provider level', producing a single rating for the whole provider. and Queen Mary was awarded 'Silver' in the 2017/18 (TEF2) submission. The first full subject-level TEF exercise ('TEF5') will be conducted across two academic years, 2019/20 and 2020/21, and will produce provider and subject-level ratings; at which point all awards from provider-level TEF will expire.

For providers in England, from 1 August 2019, the Office for Students Regulatory Framework registration condition B6 will require providers in England with more than 500 students on higher education courses to participate in TEF5 provided they are eligible to do so.

The final design of TEF5 will take account of findings from two subject-level pilot exercises (2017/18 and 2018/19), and the outcome of the statutory independent review of TEF established by the Higher Education and Research Act, 2017 (HERA) conducted by Dame Shirley Pearce which is expected to report its findings in June. A response on behalf of Queen Mary - approved by QMSE, has been submitted to the 'Call for Views' component of the review.

About TEF

The design of the TEF is underpinned by a set of **metrics** created from nationally collected data: the National Student Survey (NSS), the HESA student record, the Destination of Leavers in Higher Education (DLHE) survey, and the Longitudinal Educational Outcomes (LEO) dataset - these relate to teaching excellence in the three key areas of teaching quality, learning environment, and student outcomes and learning gain. This data is then combined with a detailed statement (**narrative**) written by the provider which is used to arrive at the final rating – one of 'Gold', 'Silver' or 'Bronze'.

Until the final design of TEF5 is published, our 'best guess' as to its format and content is based upon the documentation published for the second subject-level pilot¹, and it is on this basis that our preparations are proceeding.

¹ <https://www.officeforstudents.org.uk/publications/teaching-excellence-and-student-outcomes-framework-subject-level-pilot-guide/>

Narrative preparation

Building upon a series of meetings focussing on TEF that have taken place between the Vice-Principal (Education), her support team, and school senior management teams, a company - Invisible Grail (<http://www.invisiblegrail.com>) were engaged to provide support for schools/subject areas which would allow them to create their draft five-page TEF5 narratives in 2019. These narratives, subject to minor updates, are then be used as a basis for the TEF5 subject level submission in January 2020.

The support offered by Invisible Grail is currently underway, and has taken the following form:

- A plenary one-day workshop on Wednesday 30 January. Over seventy participants including several representatives from across all schools engaged in a series of individual and group writing activities. Each school (subject area) left the workshop with short paragraphs which were to be used as a foundation for further work.
- A series of two-hour intensive school (subject area)-specific meetings during the weeks commencing Monday 25 February and Monday 4 March. Each school (subject area) was asked to prepare a two-page 'starter' narrative in advance of the meeting which would be worked through and refined in detail with the Invisible Grail representative.

The initial feedback that we have received, both from schools, and from Invisible Grail, has been very positive, and attendees have left the sessions enthused and with a clear purpose as how to proceed.

The Vice-Principal's support team have ensured that participants are directed towards sector resources, and that they are notified of relevant new and emerging literature.

Metrics

TEF3 subject metrics were made available to providers at the start of 2018 and these have so far been used as the basis for discussion with schools and their subsequent preparation. Short films have been made to explain how school data can be accessed via the PowerBI dashboards.

The TEF4 subject metrics have also just very recently been provided to Queen Mary, and are to shortly be disseminated to Faculty and School contacts, with the expectation that subsequent updated draft narratives are to be written around the most recent metrics.

The TEF5 submission itself will be based around metrics from the following sources:

- National Student Survey: 2017, 2018, and 2019;
- HESA Continuation data: Students entering between 18 July 2014 and 17 July 2015, between 18 July 2015 and 17 July 2016, and between 18 July 2016 and 17 July 2017;

- LEO data: Highly skilled employment or higher study metric covering students leaving higher education in academic years: 2015-16, 2016-17, and 2017-18.

Next Steps

Schools (subject areas) have been advised that we would like them to work towards a deadline of early April (exact date to be confirmed) by which they will have reflected and acted upon the feedback received by Invisible Grail such that they have:

- Produced a five-page draft narrative based around the TEF4 metrics;
- Reviewed and formalised their school (subject) writing team structure such that TEF is not the sole responsibility of one individual within the school (subject area) but that of a collective;
- Confirmed arrangements for engaging student participation and capturing the student voice.

The Vice-Principal's support team will be:

- Collating feedback from Invisible Grail and Schools as to determine an action plan which will best support individual schools (subject areas) leading up to the 2020 submission;
- Arranging for 'mock TEF' review panels to be created to review the draft submissions, and to provide critical feedback;
- Preparing an action plan to produce the first draft of the fifteen page provider narrative.