Queen Mary
University of London

Paper Title	Preparation for the Teaching Excellence and Student Outcomes Framework (TEF)
Outcome requested	Senate is asked to **note** the progress made since the March 2019 Senate, 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 progress made since the March 2019 Senate, 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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Preparation for the Teaching Excellence and Student Outcomes Framework (TEF)

Overview

Senate has previously received an update on the work completed to date to prepare Queen Mary University of London for the 'TEF5' exercise provisionally scheduled for 2020/21 (*Paper SE2018.40, March 2019*). This paper reports on subsequent and ongoing work while also providing additional detail about the TEF metrics themselves.

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 the three aspects of teaching excellence as shown in the following table. The complete list of NSS questions is found in Appendix A.

The three aspects of teaching excellence are defined as:

- **Teaching quality (TQ):** the extent to which teaching stimulates and challenges students, and maximises their engagement with their studies.
- **Learning environment (LE):** the effectiveness of resources and activities (such as libraries, laboratories and work experience), which support learning and improve retention, progression and attainment.
- **Student outcomes and learning gain (SO):** the extent to which all students achieve their educational and professional goals, in particular students from disadvantaged backgrounds.

Aspect	Metric	Weight	Source
Teaching Quality	Teaching on my course	0.5	NSS Questions 1-4[1]
	Assessment and feedback	0.5	NSS Questions 8-11
	Student voice	0.5	NSS Questions 23-25
Learning Environment	Academic Support	0.5	NSS Questions 12-14
	Learning Resources	0.5	NSS Questions 18-20
	Continuation	2.0	HESA student data

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[1] These are the question references as in the National Student Survey 2017 and the National Student Surveys 2018 and 2019. However, the question numbers differed in previous surveys, the data from which has also been used to inform TEF data.

Student Outcomes and Learning Gain	Highly skilled employment of higher study	1.0	Destination of Leavers in Higher Education (DLHE)
	Sustained employment or further study	1.0	Longitudinal Educational Outcomes (LEO)
	Above median earnings threshold or higher study	1.0	Longitudinal Educational Outcomes (LEO)

The data is used to construct an initial hypothesis ('Gold', 'Gold/Silver', 'Silver', 'Silver/Bronze' or 'Bronze') around which a detailed statement (narrative) is then written. The purpose of the narrative is to reference the metrics and provide additional contextual evidence about the subject that is built around which is then used by the assessment panel to arrive at the final rating.

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 shortly.

As reported in March, 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 2018/19 subject-level pilot, and it is on this basis that our preparations continue to proceed.

TEF5 data

The TEF5 submission will be based on metrics derived from the following data:

- 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.

With the exception of the 2019 National Student Survey results, to be released to providers on July 3, the individual datasets are already available, however the TEF5 metrics derived from this data will not be published until at least the autumn of 2019.

Narrative Preparation and Dry Run

Since the March Senate, schools (subjects) have continued to build upon the work that they started with Invisible Grail (http://www.invisiblegrail.com) at the January (one-day plenary) and March (two-hour intensive, subject-specific) meetings, with each school (subject) producing a five-page draft narrative by mid-late April in response to the TEF4 metric dataset.

To mimic the actual TEF outcome award process where an independent panel of students, academics and other experts assess the official data in combination with the narrative statement to arrive at the 'Gold', 'Gold/Silver', 'Silver', 'Silver/Bronze' or 'Bronze ratings, expertise was sought outside of Queen Mary to recruit those with experience of TEF assessor panel membership.

Alongside the current QMSU Vice-President (Education) Redwan Shahid, the 'TEF Dry Run' panel comprised:

- Professor Helen Higson[2], Provost and Deputy Vice-Chancellor, Aston University *(Chair);*
- Dr Anne-Marie Reid[3], Director for Student Education (Medical Undergraduate Programmes) in Leeds Institute of Medical Education;
- Professor Phil Cardew[4], Deputy Vice-Chancellor (Academic), Leeds Beckett University.

A TEF Dry Run feedback day was held on May 31 where panel members met with the Vice-Principal (Education), and colleagues to receive formal written feedback. Members of the Queen Mary Senior Executive Team members were invited to attend. Subject-specific meetings with the Vice-Principal (Education) focussing on feedback and action points, have been scheduled to take place during the weeks beginning Monday June 10 and Monday June 17.

Next Steps

Subsequent to the June meetings, the Vice-Principal (Education) and her support team will be:

- Working with staff at the Faculty level (including the Dean for Education, and the Faculty Student Experience Manager) such that schools (subject areas) are clear on the recommended actions to be taken leading up to January 2020;
- Seeking assurance regarding the existence of formalised school (subject) writing team structures such that TEF is not the sole responsibility of one individual within the school (subject area) but that of a collective;
- Working with schools (subject areas) to confirm arrangements for engaging student participation and capturing the student voice.

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[2] https://www2.aston.ac.uk/about/management-structure/executive/provost-and-deputy-vice-chancellor/index
[3] https://medicinehealth.leeds.ac.uk/medicine/staff/2943/dr-anne-marie-reid
[4] https://www.leedsbeckett.ac.uk/staff/professor-phil-cardew

Appendix A: NSS 2017 and 2018 Core questionnaire

The NSS asks a range of individual questions which are organised into different sets, each representing a different theme. In responding to an individual NSS question, students indicate their agreement with each statement on a five-point scale (Definitely agree; Mostly agree; Neither agree nor disagree; Mostly disagree; Definitely disagree).

The teaching on my course
1. Staff are good at explaining things.
2. Staff have made the subject interesting.
3. The course is intellectually stimulating.
4. My course has challenged me to achieve my best work.

Learning opportunities
5. My course has provided me with opportunities to explore ideas or concepts in depth.
6. My course has provided me with opportunities to bring information and ideas together from different topics.
7. My course has provided me with opportunities to apply what I have learnt.

Assessment and feedback
8. The criteria used in marking have been clear in advance.
9. Marking and assessment has been fair.
10. Feedback on my work has been timely.
11. I have received helpful comments on my work.

Academic support
12. I have been able to contact staff when I needed to.
13. I have received sufficient advice and guidance in relation to my course.
14. Good advice was available when I needed to make study choices on my course.

Organisation and management
15. The course is well organised and is running smoothly.
16. The timetable works efficiently for me.
17. Any changes in the course or teaching have been communicated effectively.

Learning resources
18. The IT resources and facilities provided have supported my learning well.
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.

Learning community
21. I feel part of a community of staff and students.
22. I have had the right opportunities to work with other students as part of my course.

Student voice

23. I have had the right opportunities to provide feedback on my course.

24. Staff value students' views and opinions about the course.

25. It is clear how students' feedback on the course has been acted on.

26. The students' union (association or guild) effectively represents students' academic interest.

27. Overall, I am satisfied with the quality of the course.

28. Looking back on the experience, are there any particularly positive or negative aspects you would like to highlight?