



Teaching Excellence Framework Subject pilot

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Online briefing September 2017



Aims of the briefing

To help you prepare for taking part in the TEF subject pilot

- Introduce you to the context of the subject pilot
- Offer an outline of how the subject pilot will work
- Help you understand the implications for you as a provider
- Briefing scope



Department
for Education

Putting the pilot in context

Sam Meakin

Policy lead for subject level TEF, DfE

The logo for the Teaching Excellence Framework (TEF), consisting of the letters 'TEF' in white on a blue square background.

TEF

Teaching
Excellence
Framework

Aim of this session

To help you understand the purpose and scope of the pilot

- Explain the policy development process for subject level TEF
- Outline the purpose of the pilots
- Give an overview of the two models that we are piloting

Subject-level TEF

Purpose

- Better inform students
- Ratings at both subject level and provider level
- Reflect variation between subjects
- Drive up teaching standards across all subjects

Collaborative design

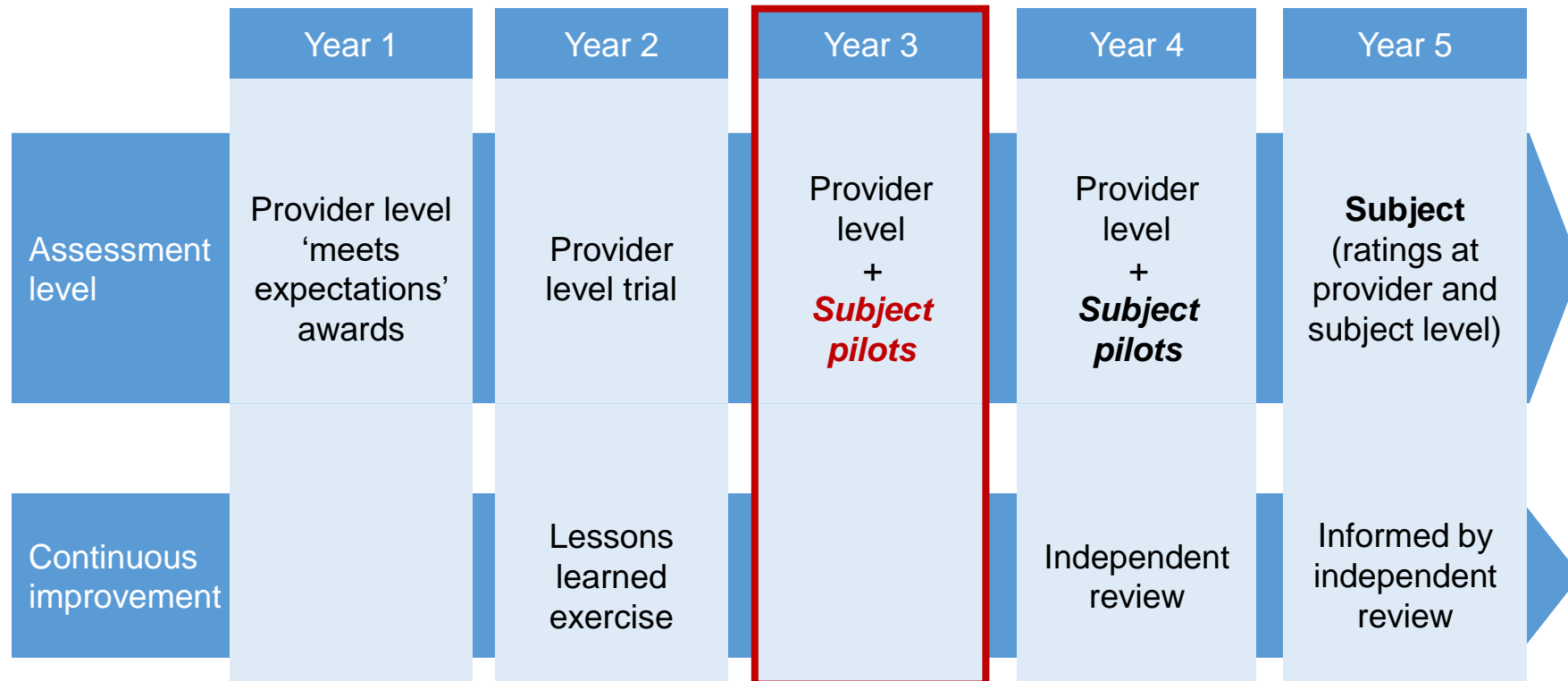
- November 2016 – February 2017
- Workshops
- Two models emerged

Pilots

- Test the models
- Inform subject level TEF in Year 5

How is TEF being implemented?

A phased approach



The Year 3 subject pilot

Specification

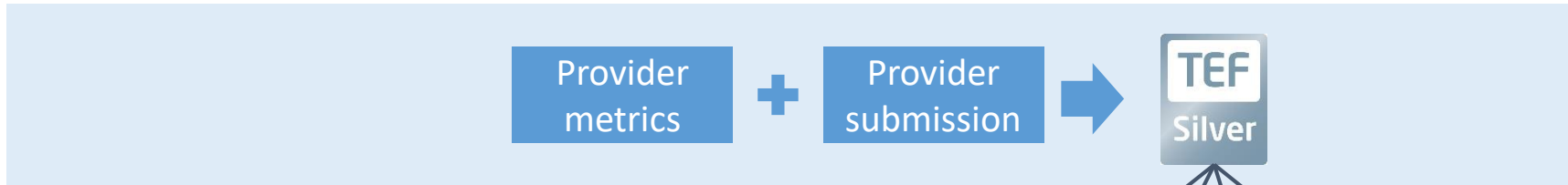
- Based on provider level TEF
- 2 models
- 35 subjects based on CAH2
- Provider and subject level ratings
- Also piloting a teaching intensity measure
- Looking for 30-40 providers to participate

Our aim

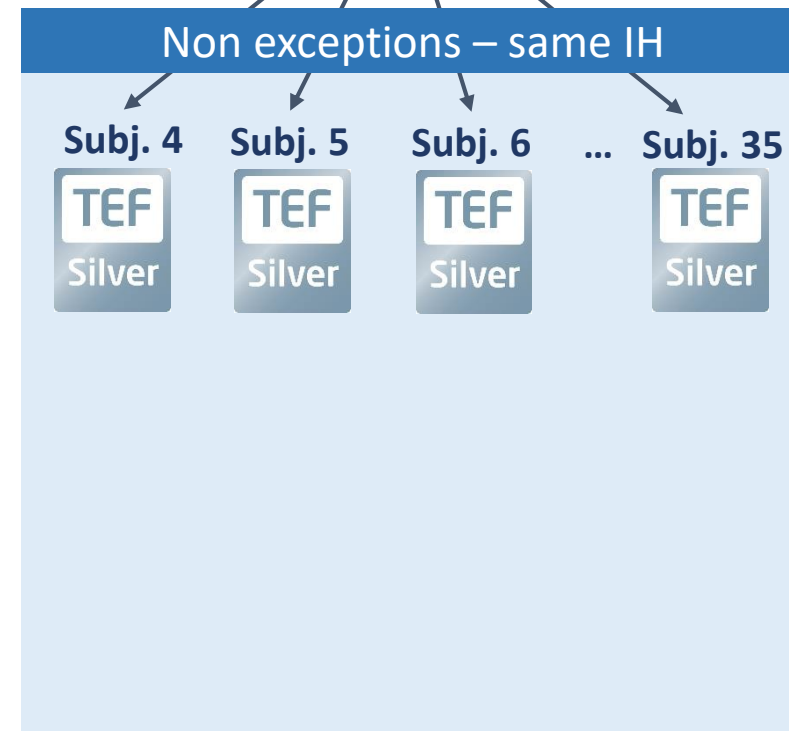
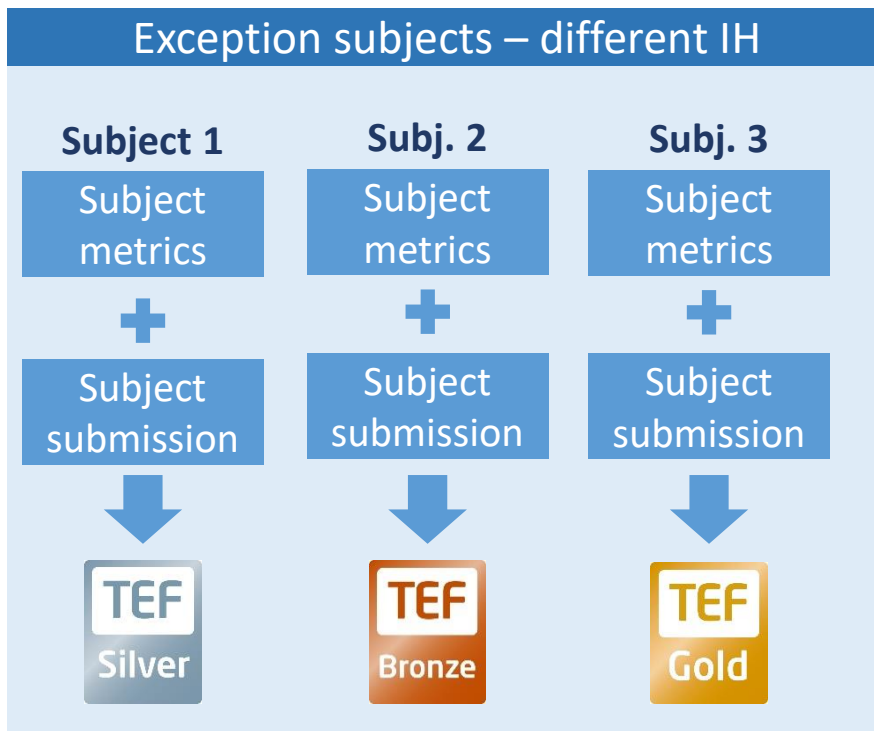
- Test and evaluate the models
- Inform second year of pilots
- Input into the independent review
- Refine subject policy prior to full implementation in TEF Year 5

Model A – By exception

1. Provider level assessment

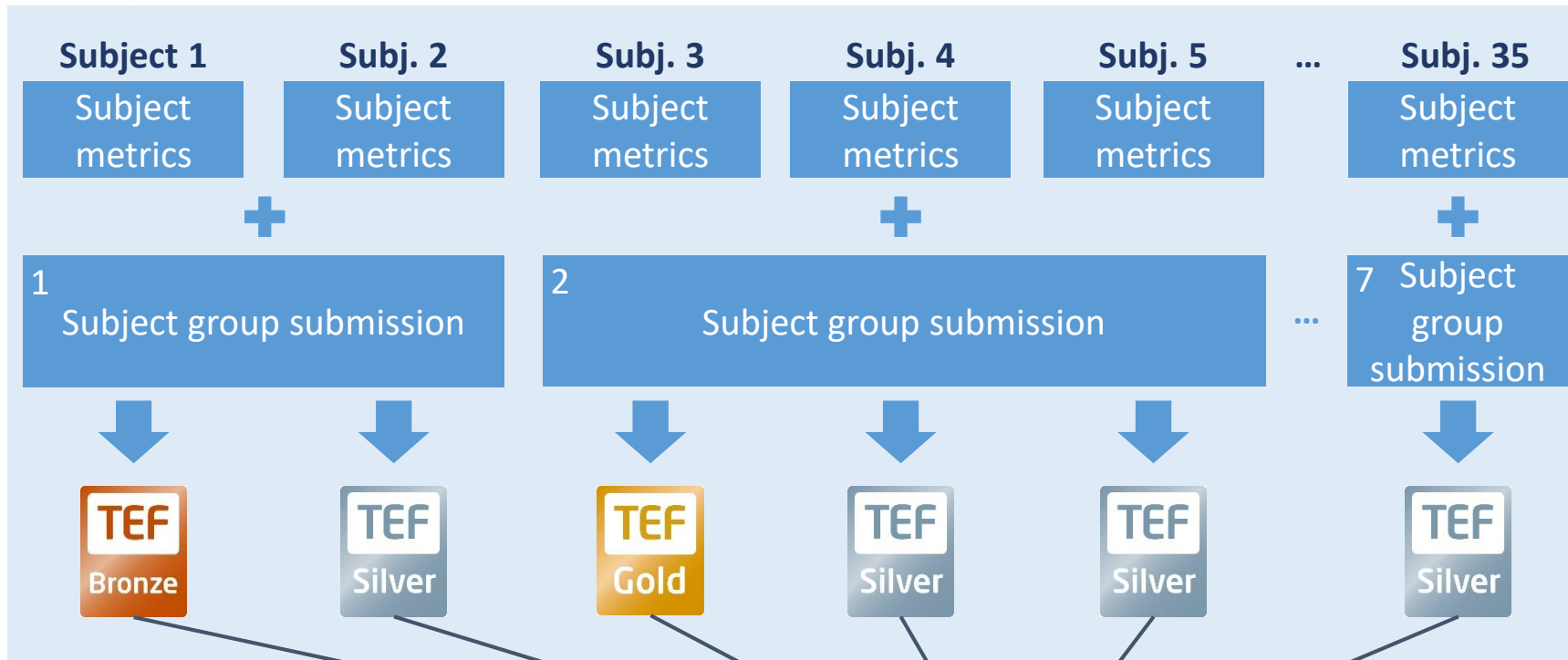


2. Subject level assessment



Model B – Bottom up

1. Subject assessment



2. Provider level assessment



Comparing the models

Design	Model A – By exception	Model B – Bottom up
Subject assessment	Only exception subjects	All 35 subjects
Provider assessment	Before subject assessment	After subject assessment
Provider submissions	15 page max, all criteria	10 page max, focusing on 3 criteria
Subject submissions	5 page max each For exception subjects	5-13 pages max each For 7 subject groups
Provider ratings	Decided by main panel	Decided by main panel
Subject ratings	Decided by main panel	Decided by subject panels
Subject metrics	Provided for all 35 subjects	Provided for all 35 subjects

Eligibility for the Year 3 subject pilots

- Same as provider level TEF
- Updated TEF specification
- Same as Year 2, except no provider will be disadvantaged from the NSS boycott
- All UK providers
- Can participate in both Year 3 provider level and pilots

Designation for student support

Widening access and participation

Quality requirement

Suitable metrics

Benefits of pilot participation

- Influence direction of TEF policy
- Better understand subject TEF
- See how you perform

Assurances:

- Purely developmental
- Confidential
- Ratings will not be shared or published
- No link or impact on provider level assessment or ratings



Implementing the pilot

Richard Smith

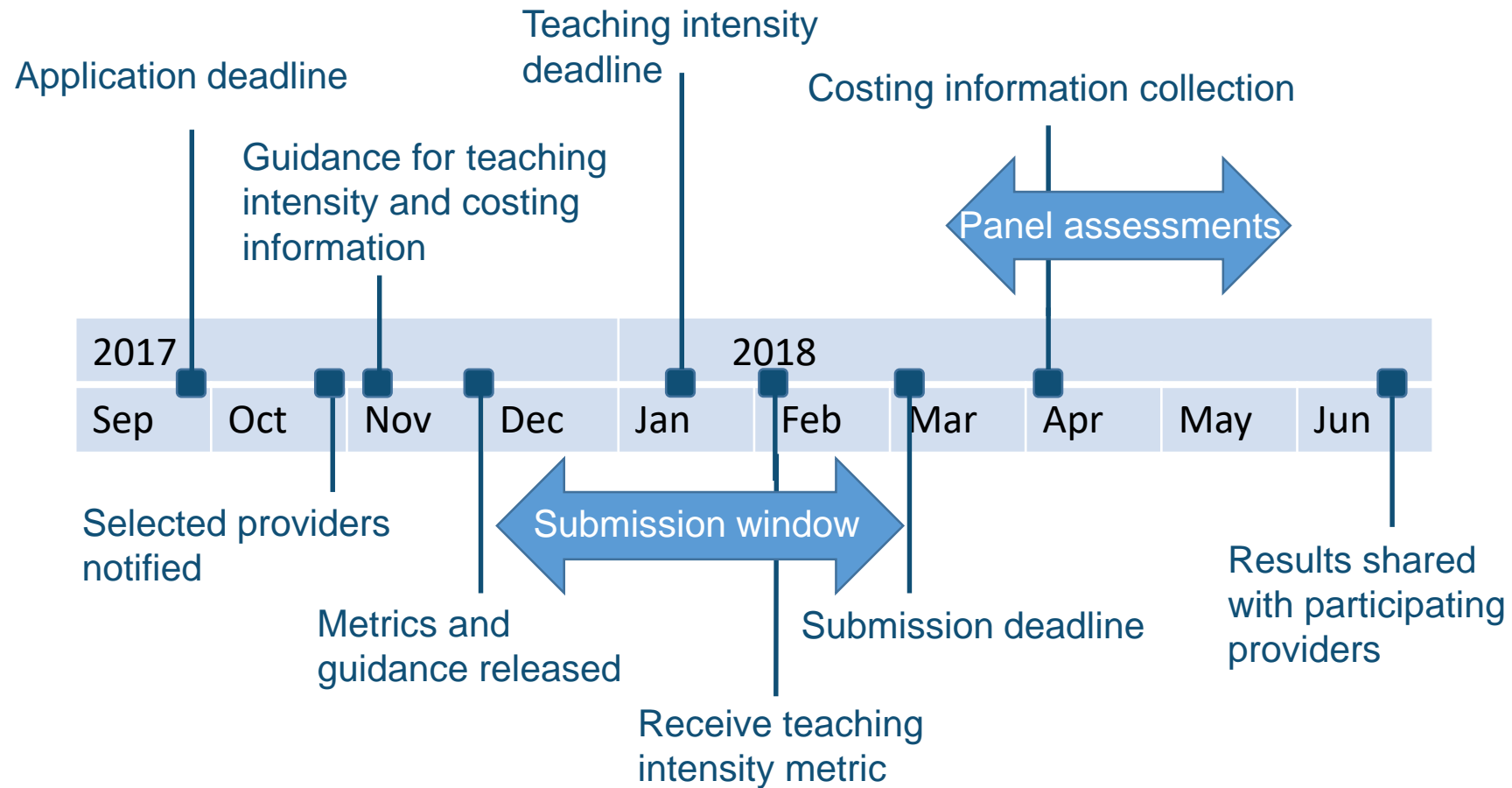
Subject Pilots Manager, HEFCE

Aim of this session

To help you understand the TEF subject pilot processes

- To offer an outline of how the subject pilot will work
- To help you understand the implications for you as a provider

Timeline



Key dates for providers

Application

- Deadline: Monday 25 September 2017
- TEF contacts will be sent a unique survey link in early September
- Survey asks which model(s) you wish to participate in
- Relates to Year 3 only (not Year 4)
- Selected providers will be notified late October 2017

Provider submissions window

- Teaching intensity and costing information released early November
- Metrics and accompanying guidance released end November 2017
- Extranet open early December 2017 – early March 2018
- With dedicated support before, during and after submissions

Provider selection

Model A – 15 providers

Model B – 15 providers

Both models – 10 providers

You might consider:

- Relative requirements of the models
- Interaction with Year Three

Our selection will consider:

- Size and breadth of provider
- Operational type
- Type of student
- TEF 2 ratings (if applicable)
- Nation

Requirements

You will need to:

- review your metrics and prepare written submissions for the model(s) you are participating in
- collect and report information on teaching intensity and support the student survey in the specified subjects
- prepare and report information on the cost of participating in the model(s)
- participate in feedback events and support other evaluation activities
- ensure your outcomes are kept confidential.

Subject metrics

- Calculation and presentation of core metrics and benchmarks will mirror Year 3
- Benchmarking against whole sector not just pilot participants
- HEFCE will identify subjects by mapping JACS and LDACS to the HECoS hierarchy
- Metrics and exceptions release week commencing 27 November 2017
(metrics same for both models)

How to structure submissions

Submission	Model A	Model B
Provider	15 page max, covering same 10 criteria as in TEF 2	10 page max, particularly covering: TQ2: Valuing Teaching LEI: Resources SO3: Positive Outcomes for All
Subject	<ul style="list-style-type: none"> • 5 page max • exceptions • + fixed % of other subjects 	<ul style="list-style-type: none"> • 7 subject groups • one submission per group • 5-13 pages per submission • page limit = $n + 4$, where n is the number of subjects in the group

Single subject providers

In Model A:

- A single submission with a maximum of 15 pages assessed by the provider level main panel to give the same rating for provider and subject.

In Model B:

- A single submission with a maximum of 15 pages.
- Assessed by relevant subject panel, which will assign a rating. This rating will be the provider's subject level rating and provider level rating.
- The main panel will review these ratings fully, whereas their review of other subject level ratings will be limited to moderation only.

Submissions – worked examples

- The University of the Three Rs
- Offers three subjects: History, English and Mathematics
- Has a very strong Maths programme but is weaker in English. Most students study History

Subject	Subject group (Model B)
Mathematical sciences	Natural sciences
English studies	Humanities
History and archaeology	

3 Rs University

Model A submission

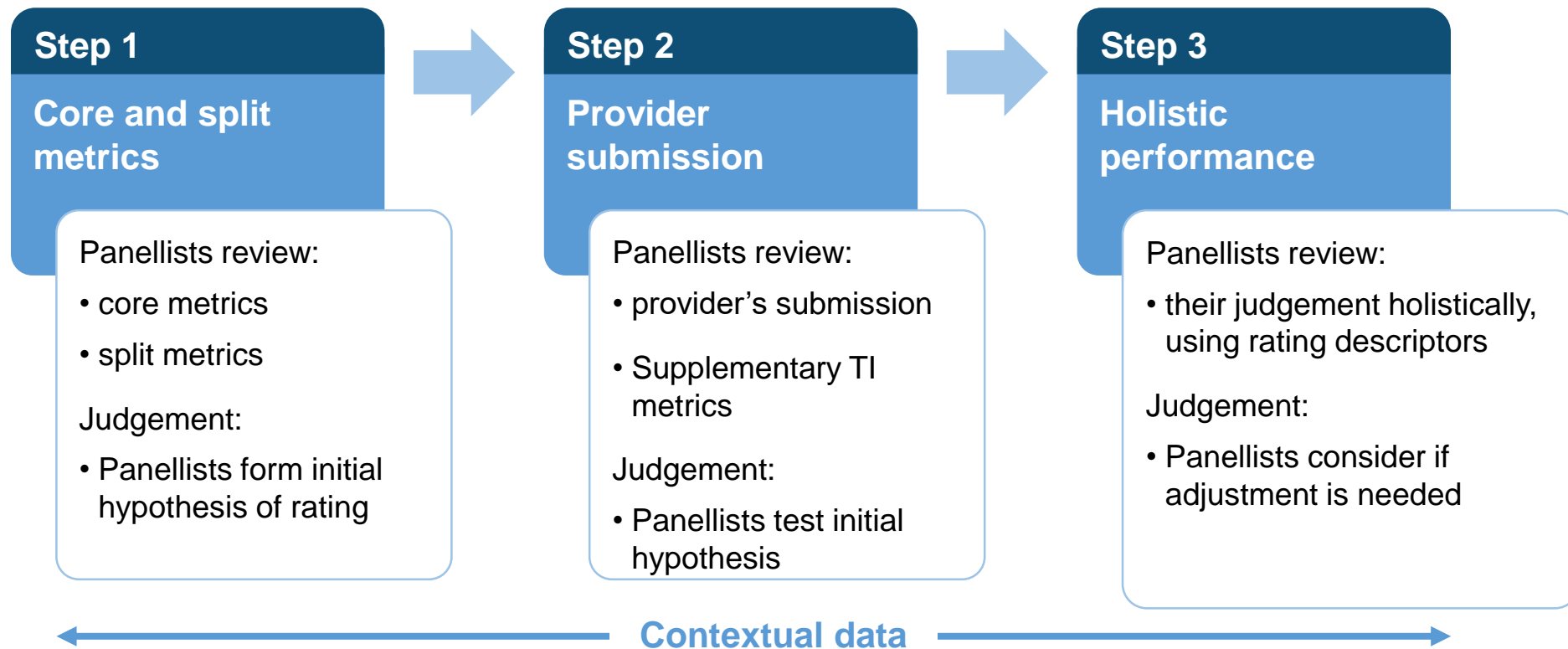
- Provider level metrics = initial hypothesis of Silver
- Subject metrics and exceptions show:
 - Mathematical sciences = initial hypothesis of Gold
 - History and archaeology = initial hypothesis of Silver
 - English studies = initial hypothesis of Bronze
- 3 Rs submits:
 - 15 page provider submission
 - 2 x 5 page subject submissions (in Mathematical sciences and English studies)
- History and archaeology does not submit a subject submission as its metrics match the provider metrics (Silver)
- Total pages: $15+5+5 = 25$

3 Rs University

Model B submission

- Same metrics as before:
 - Mathematical sciences = initial hypothesis of Gold
 - History and archaeology = initial hypothesis of Silver
 - English studies = initial hypothesis of Bronze
- 3 Rs submits:
 - 5 page subject group submission for Natural sciences (covering Mathematical sciences)
 - 6 page subject group submission for Humanities (covering History and archaeology and English studies)
 - 10 page provider submission focusing on the institutional level
- Total pages: $5+6+10 = 21$

Pilot assessment



Teaching intensity

Exploratory data collections

- A **provider declaration** of the contact hours it is providing, weighted by staff-student ratios.
- A **survey of the provider's students** on number of contact hours, self-directed study and whether they consider the contact hours are sufficient to fulfil their learning needs.
- Differentiated by year

Anticipated subjects

Nursing

Physics and astronomy

Creative arts and design

History and archaeology

Law

Gross teaching quotient

Gross teaching quotient (GTQ) uses a method that:

- weights the number of hours taught by the staff-student ratio of each taught hour
- uses *weighting bands*
- has no view on teaching method

The GTQ model is intended to value each of these at the same level:

- 2 hours spent in a group of 10 students with one member of staff
- 2 hours spent in a group of 20 with 2 members of staff
- 1 hour spent in a group of 5 students with one member of staff

Gross Teaching Quotient

Provider supplies:

- data at course or module level on the contact hours **provided**, weighted by staff-student ratios
- information about placements, field work and e-learning

Note: part-time provision will be out of scope.

Timing

- Guidance and data collection tools distributed by early November.
- Collection closes early January.
- Supplementary metric issued to providers early February.

Teaching intensity

The student survey will:

- be a short set of questions
- ask students about perceptions of contact time and whether they feel it is enough to support their learning and independent study.

Timing

- Survey distributed by providers from late October
- Survey closes early January
- Metric issued to providers early February

Costing study

- Providers will be asked to provide information about the costs of participating
- Key aim is to understand relative burden of each model
- Will seek to recognise diversity of provider types
- Information will be completed and returned by early April.

Ongoing support for participants

- Briefing and feedback events
- Dedicated guidance on preparing their submissions
- Technical guidance on teaching intensity and specific briefing event
- Guidance on costing
- Participants will also be able to draw on Year 2 / 3 materials
- Queries through TEF@hefce.ac.uk

Ongoing support for participants

Briefing and feedback events

Model-specific events, so providers involved in both models will need to attend all events.

- **Teaching intensity workshop** (late November)
- **Pre-application briefing session** (early December) – Briefing and guidance on processes for making submissions to the pilot.
- **Mid-application briefing session** (late January) – Further guidance on processes for submission, including any issues identified.
- **Post-application feedback** (late March) – Feedback on the submission process
- **Post-results events** (early July) – Lessons learned from the exercise post-results

Panellist recruitment

Could you be a panellist?

- Most Year Two panellists and assessors to be redeployed across Year Three and the pilot
- Recruiting a further 110 panellists and assessors
- Looking to increase current representation of FECs and APs
- A range of roles: academic, student representatives; experts in widening participation and employment; and employer and PSRB representatives.
- HEFCE online application portal open mid-September to early October.

Recap

You can:

- take part in both TEF Year Three and the subject pilot
- choose to participate in model A, model B, or both models
- **not** publish outcomes: they must be kept confidential.

Requirements

- Review your metrics and prepare written submissions
- Support teaching intensity collections and report costing information
- Participate in feedback events and support other evaluation activities.

Key next step: Confirm application by Monday 25 September 2017

Further information

TEF subject pilot specification

www.gov.uk/government/publications/teaching-excellence-framework-subject-level-pilot-specification

Provider information and FAQs

<http://www.hefce.ac.uk/lt/tef/>

Key contacts

- Sam Meakin, DfE Subject level policy lead: sam.meakin@education.gov.uk
- General queries: TEF@hefce.ac.uk
- Policy queries: tef.queries@education.gov.uk
- Metrics and provider extranet queries: TEFMetrics@hefce.ac.uk



Thank you

