Measuring teaching intensity

Guidance for providers

A version of this guidance document was originally created within the Year Three TEF subject pilot and was released to pilot participants in November 2017.

This version, released on 30 January 2018, is being made more widely available ahead of the Department for Education's consultation on subject-level TEF assessment to support provider responses. This version has been edited only to remove procedural and technical details that are only applicable to pilot participants.

Please note that the guidance on teaching intensity has been developed only to support providers who are taking part in the TEF Year Three subject pilots, and reflects only those measures currently being piloted. The guidance does not represent the final approach, processes or policy decisions. Therefore, providers are not required to submit a teaching intensity declaration or take any other action outlined in this document.

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Key points

1. The teaching intensity metric is designed to measure the teaching time provided per subject, weighted by student-staff ratio. In this first pilot year, the teaching intensity metric will be trialled only in the following subjects: business and management, creative arts and design, engineering, history and archaeology, nursing.

2. We will collect data for the teaching intensity metric in two ways:

    a. Through an Excel workbook that providers will be asked to complete

    b. Through a survey of the provider's students.

3. The purpose of the student survey is to ensure that some information about students' perceptions of the adequacy of contact time is included as part of the metric. Quantitative information that students supply about the number of teaching hours they receive will not be included in the metric; only their perceptions of the contact will be reported.

4. For the pilot exercise, teaching intensity will be a supplementary metric. This means it will not be used to form a provider's initial hypothesis, but will be available for panellists to consider alongside the subject-level submissions in step two of the assessment process. Part of what the pilot will explore is how valuable panellists find the teaching intensity data.

5. The teaching intensity metric captures only part of a provider's total teaching provision, and it is recognised that the metric cannot tell the whole story about the provider's teaching, philosophy, and pedagogical approach. Providers are encouraged to use their written submissions to discuss elements of their teaching that are not captured in this metric, as well as to comment on and provide context for the metric results.

Teaching intensity: guidance on completing the provider declaration

6. In the TEF Year Three Subject-level Pilot Specification[1] the Department for Education (DfE) asked HEFCE to carry out an initial exploratory pilot exercise for a teaching intensity measure. This section focuses on the **provider declaration** of teaching intensity, and covers **guidance on the data collection requirements** including scope, data coverage, categorisation of data and timelines.

7. This data collection has been designed to meet the requirements of the DfE specification. To do this, a number of modifications have been incorporated into the process. These are summarised in Annex A.

8. Illustrative data collection tables for the provider declaration are included in Annex B.

Scope of provision in the provider declaration

9. The provider declaration of teaching intensity asks pilot participants to report data to inform the following categories:

- Gross Teaching Quotient
- external visits and work-based learning (if applicable)

[1] 'Teaching Excellence Framework: Subject-level pilot Specification', July 2017, www.gov.uk/government/publications/teaching-excellence-framework-subject-level-pilot-specification.

- online teaching (if applicable).

10. Data should be reported for students studying:

- business and management
- creative arts and design
- engineering
- history and archaeology
- nursing.

11. To simplify the collection in this first pilot year, some students and activities are out of scope (but may be included in the second pilot year):

a. Only information related to students on full-time courses should be reported in the provider declaration. Pilot participants that teach students only on part-time courses in the subject areas in scope are not required to return information.

b. Information should be reported for only the first, second and third taught years of programme of study. In particular this will exclude foundation years and fourth and higher taught years of courses such as integrated masters degrees. HEFCE recognises that this will exclude fourth-year undergraduates in Scotland, and will supply additional advice on typical degree structures to panellists to address this. In addition:

i. Students on a year abroad or working in their sandwich year out ('thick' sandwich course) in the year of data collection should be excluded but students on a 'thin' sandwich course are in scope.

ii. Students returning to their third programme year following a year abroad or thick sandwich year out in their second year should be should be treated as being in their second taught year at the provider.

iii. Students returning to their fourth programme year following a year abroad or thick sandwich year out in their third year should be should be treated as being in their third taught year at the provider.

iv. Courses where the expected duration is shorter than three years should be mapped directly to that specific course's appropriate programme year only. Activity should not be spread across three years.

v. Students on accelerated degrees should be excluded.

c. Students who were studying or working on a year abroad (in the year of the data collection) should be excluded.

d. Students studying as part of a higher apprenticeship should be excluded.

e. Only information for single subject courses (based on the second level of the Common Aggregation Hierarchy) should be reported.

f. Students who are undertaking resits, and modules that are only available for students to resit, should be excluded. Students on resits may also be excluded when reporting the numbers of students registered on the course, when there is no expectation that the resitting students would repeat the teaching activity.

12. The teaching intensity metric aims to capture teaching activity only. Pastoral care provided to students (for example, advising activities, mentoring, non-academic tutoring) is out of scope.

Course and module coverage for the provider declaration

13. The provider declaration template sets out the list of courses to report against. The list is sourced from the 2016-17 HESA or ILR data as appropriate, and courses are identified on the basis that they are undergraduate courses taught by the participating provider within the subjects being trialled in this pilot during the 2016-17 academic year. Note that the course list within the provider declaration template will include single subject courses only, but otherwise will not reflect whether students are in or out of scope for this collection (see paragraph 11).

14. Information will be collected at a module level. Module data is not returned within the HESA AP record or the ILR data. Therefore APs and FECs will in most circumstances be required to identify activity at a module level, unless the courses identified have a structure where all modules are mandatory.

15. Information on all modules that are taught as part of the course should be returned irrespective of the subject of the module. This aligns with the approach made in assigning subject for the core metrics where students are split based on their course subjects.

Identifying and categorising activity

16. The provider declaration reflects three different types of activity:

   a. The **Gross Teaching Quotient** (GTQ) reflects scheduled teaching activity that is provided directly by members of staff in real time, either face-to-face or online.

   b. **External visits and work-based learning** (where applicable) reflect scheduled learning activity in taught years of study that occurs outside usual face-to-face teaching, which typically involves students in activity supervised by staff or appointed representatives (such as employers on a work placement, or clinical staff on a hospital placement). Some courses might have no external visits or work-based learning, so data should be returned in this category only if applicable.

   c. **Online teaching** (where applicable) reflects the number of hours staff spend on facilitating online learning when they are not necessarily online at the same time as the students (asynchronous online teaching). As this sort of asynchronous online teaching is usually not scheduled at specific hours, it cannot easily be returned with the scheduled teaching activities in the GTQ. Some courses might have no online teaching component, so data should be returned in this category only if applicable.

17. It is recognised that not all teaching and learning activity is provided face-to-face on campus. The categories ‘External visits and work-based learning’ and ‘Online teaching’ are included to help contextualise why a GTQ may be low, for instance for a distance learning course taught online or a course including a high number of work placements. It is also recognised that some courses may have no provision in the ‘External visits and work-based learning’ and ‘Online teaching’ categories.

18. For each measure of the provider declaration it is expected that providers return information based on the hours that students are expected or scheduled to attend rather than actual time spent or actual attendance. The units of measurement will be:

- GTQ – hours per year
- External visits and work-based learning – days per year
- Online teaching – hours per year.

19. Other than identifying activity between these three categories, it is not necessary to disaggregate further, for example by the learning and teaching approach. That is, it is not necessary to state whether the activity was, for example, a lecture, seminar, or tutorial.

20. Of the three categories, providers are asked to record as much activity as possible as part of the GTQ, reserving the other two for activities that clearly do not fit in the GTQ. This is in order to keep the exercise as simple as possible in the first year of pilots.

21. A student should be counted for each distinct course they are studying. Students can be counted more than once if they are studying for more than one distinct course. For example, a student undertaking two distinct courses in a year is treated as if they were two different students and treated as one student in each distinct course.

22. Each student studying a distinct course should be included only where they follow the definitions described by the HESA standard registration population[2]. A student should be counted only if they have completed their entire year of programme of study. Students who do not complete their entire year of programme of study would affect any weighting applied in the calculations made from the provider declaration collection.

What to include in the GTQ

23. As a guide to what should be considered for the GTQ, providers should first refer to the Quality Assurance Agency for Higher Education (QAA) taxonomy[3], which lists the following learning and teaching approaches:

- lecture
- seminar
- tutorial
- project
- demonstration
- practical classes and workshops
- supervised time in studio or workshop[4].

24. The QAA taxonomy recognises that many common forms of teaching in higher education, including lectures, seminars, tutorials, project supervisions and even demonstration classes, may take place online in virtual environments. Therefore, providers should include in the GTQ data return any scheduled live teaching sessions that take place online (what is known as 'synchronous' online teaching: teaching that occurs when staff and students are online at the same time). Examples include live webcasts, live webinars, and real-time group discussions by video or text. Synchronous online teaching may take place in wholly online modules or in

[2] 'HESA standard registration population', www.hesa.ac.uk/support/definitions/students.
[3] 'Explaining contact hours: Guidance for institutions providing public information about higher education in the UK', August 2011, www.qaa.ac.uk/publications/information-andguidance/publication?PubID=48.
[4] The QAA taxonomy also includes 'fieldwork' as a learning and teaching approach. It is expected that the number of days students are scheduled to participate in fieldwork would be reported under 'external visits and work-based learning' rather than GTQ.

modules employing a blended learning approach; both are in scope. Synchronous online teaching should be returned in the GTQ in exactly the same way as scheduled face-to-face teaching. (Asynchronous online teaching will be returned separately; see guidance below in paragraphs 31-32.)

25. One-to-one staff time that is offered by staff members to students on a course may also be included in the GTQ. One-to-one teaching falls into two broad categories, which are likely to fall into different bands (see paragraph 41):

a. One-to-one supervisions, for example, on research projects or dissertations, which would be returned in the $X \leq 2$ band. Any synchronous one-to-one teaching that occurs online, for instance via a tool like Skype, should also be included in this category.

b. Scheduled office hours, in which a staff member remains in their office and students are encouraged to drop in if they have any questions about the course material. Only scheduled office hours that have been advertised to students should be returned here; this category does not include all the hours that a staff member spends in their office. Virtual office hours, in which the staff member logs into the VLE at scheduled times so students can ask questions and receive answers in real time, should also be included here. For further details of how to measure office hours for inclusion in the GTQ see paragraph 47.

26. One-to-one teaching excludes pastoral care such as non-academic tutoring, advising or mentoring responsibilities.

27. It is expected that providers' practice in providing one-to-one teaching will differ, particularly their approaches to office hours. This is an aspect of teaching provision we will look to explore and understand further through the evaluation activities following the pilot in Year Three.

What to include in 'External visits and work-based learning'

28. Providers will be asked to return the number of days students are expected to spend on external visits or in work-based learning (which includes placements) for each module. Any external visit that is part of the course and linked to a learning outcome may be included: for example, creative arts students visiting a theatre, archaeology students undertaking fieldwork, students attending lectures by external expert speakers. Members of teaching staff need not be present on the placement or external visit; it is recognised that students may receive teaching from external experts such as employer mentors at work-based placements, or clinicians in a hospital placement. The external visits and work-based learning category is intended to capture placements and visits outside of scheduled classroom or online teaching. To avoid double-counting activities already captured in the GTQ, if an external visit occurs in a scheduled teaching session and the students are accompanied by a staff member (for example, if a teacher takes a group to a museum), that should be counted under GTQ and not under 'external visits and work-based learning'.

29. This category should not include students who are on a sandwich placement for the entire programme year ('thick' sandwich). The placement element of those students who are on a sandwich placement for part of the programme year ('thin' sandwich) should be included.

What to include in ‘Online teaching’

30. Synchronous online teaching, including synchronous one-to-one online teaching, is captured in the GTQ. In the ‘online teaching’ category please return only **asynchronous online teaching**, that is, teaching activity that takes place when staff and students do not have to be logged into the virtual learning environment at the same time. Examples include asynchronous tutorial discussions, tutor-facilitated discussion boards, and tutor-facilitated collaborative or individual projects such as wikis, padlets, blogs and e-portfolios. While they may not be present at the same times as the students, staff members actively, iteratively and directly engage with students to facilitate and guide learning, and are visible, engaged and active in the virtual learning environment.

31. Asynchronous online teaching does not include students’ independent study (for example, a student re-watching a recorded lecture, working through course materials without guidance from staff, or reviewing lecture notes that had been posted to the virtual learning environment). Students’ self-directed learning (for example, working through online activities without guidance) should be excluded from the data return. Also excluded are any assessment that is done online and any time staff spend online marking students’ summative assessments. Giving feedback on formative assessments (for example, via one-to-one tutoring or in commenting on students’ wikis or blogs) is in scope.

32. The online teaching category does not include time staff spend in preparing online teaching activities; it captures only the time staff spend facilitating learning and assisting students in the virtual environment (that is, the time staff are logged in and teaching). This is for consistency with the GTQ data collection. The definition of online teaching will be reviewed as part of the pilot evaluation.

Metric presentation

33. Once the data has been reported, HEFCE will provide a supplementary table (illustrated in Table 1) to providers to consider in their submissions. It is anticipated that panellists will use the table to inform judgements as part of step two of the assessment process, although the pilot will also explore how useful and valuable panellists find the teaching intensity information. This table will be displayed on a separate page in reissued subject-level metrics workbooks for each subject.

34. In contrast to other metrics that have been used in the TEF, the year represents the year of programme of study instead of the year of TEF data. This reflects that teaching patterns are likely to be different in each year of study. For instance, students in first year are likely to have more scheduled classes than students in their third year, who would be expected to spend more time in independent study and working on research projects or dissertations.

35. The GTQ and online teaching measures of teaching intensity will each be aggregated to show the total number of hours per year of programme of study. This is not displayed as total number of hours per week because the number of taught weeks will vary by provider and measuring by hours per year will help make more like for like comparisons between providers.

36. External visits and work-based learning will be aggregated to show the total number of days per year of programme of study.

37. To help panellists make a judgement of the teaching intensity at a provider level, the lower quartile (LQ) and upper quartile (UQ) for providers in the pilot are also shown for each measure, in the ‘sector’ section of the table.

38. There will be no further detail provided to panellists for the provider declaration.

Table 1: Illustrative teaching intensity metric

	Provider			Sector					
Subject X	Year of programme of study			Year of programme of study					
	First year	Second year	Third year	First year		Second year		Third year	
				LQ	UQ	LQ	UQ	LQ	UQ
Provider declaration									
GTQ (hours per year)									
External visits and work based learning (days per year)									
Online teaching (hours per year)									
Student survey									
Aggregated teaching intensity strand (% students who mostly or definitely agree that they are satisfied with the amount of									

teaching offered on their course)									

Gross Teaching Quotient: detailed guidance

Collection of the GTQ

39. The collection of the GTQ is split into two distinct parts, which HEFCE will then join together to calculate an appropriate weighted GTQ measure based on the number of students registered per module per course. The first part requires details of the number of students registered on the course and how many students from that course are attached to each module. Modules may be repeated across multiple courses and students nominally registered on separate modules may be co-taught in a single activity or session.

40. Providers must return the number of students registered who have completed their entire year of programme of study on each course and module.

41. The second distinct part is that for each unique module (without separation for repetition of the module across courses), information will be required to assign different activities to the appropriate student-staff ratio banding and completing for each of those bandings the number of taught hours per year. Each banding has a different weighting, which affects the calculation of the GTQ. This is shown in Table 2.

Table 2: Student-staff ratio band weightings

Student-staff ratio (X)	Weighting
$X \le 2$	2/3
$2 < X \le 8$	1/5
$8 < X \le 20$	1/14
$20 < X \le 40$	1/30
$40 < X$	1/75

42. When considering each type of module activity, the banding should be determined based on the number of students who are expected or scheduled to attend that activity divided by the number of staff teaching that activity, to give the value X shown in Table 2. In determining the number of students, all students taking the module should be included. This could include:

- students on courses in other subjects
- students attending on a non-credit bearing basis

- postgraduate students attending an undergraduate module
- any student that may have not completed their entire year of programme of study but did take the module[5]
- incoming exchange students.

43. The number of staff in the student-staff ratio would be the number of staff who were online or in the room with the students in each class or session, not the total number of staff members who teach the course. If a course of 30 students was team-taught – for example, if six lecturers lectured on it for two weeks each – but each lecture was given to all 30 students by only one staff member, the student-staff ratio would be 30:1, not 30:6. It would be 30:6 only if all six staff members were in the room actively giving the same lecture at the same time. See paragraph 49 for further definition of 'teaching staff'.

44. For each student-staff ratio banding assigned to each module, the provider must return the number of taught hours per year that are spent in scheduled teaching activity only.

45. It is expected that activity in a single module is likely to fall into different bands. In these cases, each different band should be recorded separately for each module. For example, if a module has 60 students registered and that module has a lecture element where all 60 students are taught by one member of staff, and a seminar element where the same single member of staff teaches 20 students at a time on three separate occasions, then the data would be collected as shown in Table 3. To avoid inflation of the GTQ, where activity is repeated to a smaller class size where students are only expected to go to that activity once, providers should only return the most typical band once. In Table 3, the information on the numbers of students and staff for each module element are included for illustrative purposes only and are not a requirement for the collection.

Table 3: Data return capturing lecture and seminar

Number of students	Number of staff	Student-staff ratio (X)	Taught hours
60	1	$40 < X$	50
20	1	$8 < X \leq 20$	10

46. It is expected that some providers will have circumstances where they co-teach students from separate modules in a combined session. Irrespective of whether the co-taught modules relate to separate courses or are on the same course, you should return the data for each module separately as this does not affect the GTQ.

47. When considering one-to-one staff time, it is common that staff members teaching on more than one module would normally hold office hours open to all their students and not restrict each office hour to students in one specific module. To avoid double-counting, providers will need to identify the staff member's total office hours per year and the number of students the office hours were made available to. They will then need to apportion those hours to modules based on the

[5] Even though students who have not completed their entire year of programme of study should not be recorded in the Excel workbooks supplied by HEFCE for providers to calculate the GTQ, those students should be considered when assigning the student-staff ratio banding as specified in Table 2.

number of students taking each module. For instance, if a staff member provides 200 office hours per year and teaches on modules x, y and z, which respectively have 40, 40 and 20 students registered, 80 office hours per year should be allocated to module x, 80 to module y and 40 to module z. To assign the office hours to a student-staff ratio band, the total number of students on the module should be considered. In this example, the entry for module z is 40 hours at student-staff ratio band $8 < X \leq 20$.

48. Providers are asked to optionally provide actual numbers of staff and students in the calculation of the student-staff ratio. This information will enable HEFCE to make an assessment of whether the bandings and weights shown in Table 2 are appropriate.

Definition of teaching staff

49. For the purposes of the GTQ data collection, anyone the provider assigns to facilitate its students' learning in any given scheduled activity counts as teaching staff. Those returned as 'teaching staff' do not have to be on teaching contracts or have teaching as their primary job responsibility. The only requirements for 'teaching staff' in the GTQ are that the staff member must be in the session with the students (either face-to-face or online) and actively engaging in teaching students (for example, not a sound technician or IT support technician who is there to record the lecture or set up the classroom technology). Examples of teaching staff include:

- a research-intensive staff member supervising an undergraduate's dissertation
- a PhD student supervising a tutorial group
- a librarian giving a demonstration of research techniques
- an external expert giving a guest lecture
- an artist-in-residence facilitating students' studio time
- a lab technician who is in the class to give advice and support to students.

50. For assigning the student-staff ratio banding, only the number of staff involved in each scheduled teaching activity should be considered, not the number of staff in the department or the number of staff teaching on the course as a whole.

51. The length of a class is considered to be the formal timetabled slot. Where the time scheduled for an activity includes time to enable the students to travel between buildings, this should not be deducted from the total time in that activity. For example, if in one timetabled hour the teaching typically lasts 50 minutes, with 10 minutes scheduled for students to move between buildings, this would be recorded as one hour.

52. Where the number of teaching staff varies throughout the programme year in a way that affects the student-staff ratio banding (for instance, where some classes are smaller than others), then each activity should be reported separately (see Table 7 for a worked example).

53. The GTQ data collection allows the option to return information at a staff level. This information will only be used for evaluation purposes, and will not form part of the metric or other information provided to panellists.

54. It is expected that the definition and scope of 'teaching staff' will be refined in response to pilot participants' feedback at the conclusion of the pilot in Year Three.

Worked example of GTQ collection

55. This example is included to show what a provider will have to do for the collection following the methodology described for the GTQ. Information that HEFCE has given to the provider is shown in italics. This includes the subject, the course and the module list.

- **Subject**

  Engineering

- **Course list**

  Engineering-A, Engineering-B

- **Module list**

  ModYr1-1, ModYr1-2, ModYr1-3

  ModYr2-1, ModYr2-2, ModYr2-3, ModYr2-4

  ModYr3-1, ModYr3-2

56. Table 4 shows the number of students registered on the course per programme year. The course list has been supplied to the provider.

Table 4: Number of students registered on the course

Course	**Programme year**	**Number of students registered**
Engineering-A	1	150
	2	160
	3	140
Engineering-B	1	40
	2	60

57. Table 5 shows the number of students registered on each module for each course per programme year. Providers must populate the number of students registered on each module. HEIs must use module codes that are consistent with their HESA student data return. For FECs and APs, each module taught must have a module code assigned unless all modules are compulsory.

58. Information from Table 4 and Table 5 is used in the first step to apply an appropriate weighting to each module per programme year per course (see paragraphs 64-70).

Table 5: Number of students registered on each module for each course

Course	Programme year	Module	Number of students registered
Engineering-A	1	ModYr1-1 (core module)	150
		ModYr1-2 (core module)	150
		ModYr1-3 (core module)	150
	2	ModYr2-1 (optional module – can only choose 1 optional)	130
		ModYr2-2 (optional module – can only choose 1 optional)	30
		ModYr2-3 (core module)	160
	3	ModYr3-1 (optional module – can only choose 1 optional)	40
		ModYr3-2 (optional module – can only choose 1 optional)	100
Engineering-B	1	ModYr1-1 (core module)	40
		ModYr1-2 (core module)	40
		ModYr1-3 (core module)	40
	2	ModYr2-1 (core module)	60
		ModYr2-2 (core module)	60

		ModYr2-3 (optional module – can only choose 1 optional)	30
		ModYr2-4 (optional module – can only choose 1 optional)	30

59. Table 6 shows the number of students registered on each module across the provider. Note that ModYr1-2 is taught to 50 additional students who are not on either of the courses related to the subject. As already described, these students should be considered when allocating the student-staff ratio banding. This should be populated with student numbers using the consistent module codes already identified in Table 5. This table includes only the first two modules, for simplicity.

Table 6: Number of students registered on the module

Module	Number of students registered across the provider
ModYr1-1	190 (course *Engineering*-A + course *Engineering*-B)
ModYr1-2	240 (course *Engineering*-A + course *Engineering*-B + 50 undergraduate students studying another subject)

60. Table 7 shows how HEFCE expects providers to assign student-staff ratio bandings to scheduled taught activity for the GTQ per module. It includes scheduled activity that is repeated multiple times, but only provided once for each student. This type of activity should be reported once only. Note that the pedagogy is for illustrative purposes only and the reporting of the number of students and staff is optional. Only the module identifier, the student-staff ratio banding and the taught hours are required for the collection. This table includes only the first two modules, for simplicity. In this example, for the office hours that have been included, the member of teaching staff provides 200 hours per year of scheduled office time across four modules to 400 students. By weighting the total office hours based on the proportion of students on the module ModYr1-2 (240) of the total number of students to whom the office hours were made available (400) results in 120 of those scheduled office hours being included in the calculation of the GTQ for this module. The number of students returned for the office hour is the total number of students who could have attended the office hour from that module.

Table 7: Student-staff ratio banding with taught hours per module

Module	Pedagogy (illustrative purposes only)	Number of students (optional)	Number of staff (optional)	Staff level (optional)	Student-staff ratio banding	Taught hours
ModYr1-1	Lecture (all students taught at the same time)	190	1		40 < X	60
ModYr1-1	Lecture (provided multiple times, but once for each student)	95	3		20 < X ≤ 40	30
ModYr1-1	Seminar (provided multiple times, but once for each student)	20	1		8 < X ≤ 20	25
ModYr1-1	Tutorial (provided multiple times, but once for each student)	10	1		8 < X ≤ 20	20
ModYr1-2	Lecture (all students taught at the same time)	240	1		40 < X	60

ModYr1-2	Lecture (provided multiple times, but once for each student)	50	1		40 < X	40
ModYr1-2	Office hours	240	1		40 < X	120

61. Using the information provided in Table 7, a total weighting per module can be calculated. That weighting is then mapped back onto the student number information provided at the module per programme year per course (structure shown in Table 5) where a weighted GTQ can be calculated at the course level. The final subject-level GTQ would then be calculated by weighting the course level GTQs based on the number of students on each course in the subject (structure shown in Table 4).

Collection of external visits and work-based learning and online teaching

62. For external visits and work-based learning, providers should return the number of days for each module. For asynchronous online teaching, providers should return the number of hours for each module.

63. Similarly to the GTQ, the number of days or hours (as appropriate to the measure) will be calculated as the total of the weighted number of days across all modules per course per programme year, based on the student numbers on those modules. This module weighting is then weighted across all courses that contribute to the subject. This calculation is likely to include modules that do not have any activity in external visits, work-based learning or online teaching.

Rationale for using student-module-to-course ratio to weight the GTQ

64. The DfE pilot specification indicates that providers will be required to return information at module level. In addition providers will need to return information at course level. This is because it is not expected that all students will attend every module available in each course, and courses will typically offer students core modules and optional modules. The number of students registered on the course compared with the number of students registered on the optional modules could inflate the GTQ. A worked example is provided below (Tables 8 and 9) to demonstrate this.

65. The example course shown in Table 8 represents the third year of programme of study. There are 50 students on the course. The students take one core compulsory module and choose one of four optional modules. In this case, and for simplicity, both the core module and the optional module would make up all of the student’s year of programme of study. All of the modules have the same number of taught hours and are taught by one member of staff. To aid understanding, the table shows information that will not be collected to this detail. HEFCE intends

to collect only information on the number of students registered on each module and course, the number of taught hours and the student-staff ratio.

Table 8: GTQ worked example

Module	Number of students registered on module	Taught hours per programme year (H)	Number of teaching staff	Student-staff ratio (X)	Weighting band	Weighting (W)	Total weighting (T = H * W)
Core	50	60	1	50	40 < X	1/75	0.8
Optional A	41	60	1	41	40 < X	1/75	0.8
Optional B	2	60	1	2	X ≤ 2	2/3	40
Optional C	2	60	1	2	X ≤ 2	2/3	40
Optional D	5	60	1	5	2 < X ≤ 8	1/5	12

66. From Table 8, the total GTQ for the example course is 93.6 hours. Although the maximum total weighting of staff taught hours for any student is 40.8 (Core 0.8 + Optional B or C 40), the course's GTQ is well over double this.

67. The GTQ calculation has been inflated in this example because each optional module is counted fully within the GTQ calculation. While the example given is extreme, it highlights that the GTQ calculation proposed in the DfE specification would favour those providers that offer a lot of optional modules and offer modules with relatively small numbers of students registered on them. Both situations have a significant impact on the final GTQ.

68. To weight modules more appropriately, HEFCE will also collect information at a course level. So, using the same course structure as described in Table 8, and with the knowledge that there are 50 students on the course, a further weighting can be applied based on the proportion of that cohort are studying each module. This is shown in Table 9. Again, the table shows information that won't be collected to this detail, but is included to aid understanding.

Table 9: GTQ worked example weighted by course and module information

Module	Number of students registered on module	Taught hours per programme year (H)	Number of teaching staff	Student-staff ratio (X)	Student to staff band	Weighting (W)	Student module / course ratio (M)	Total weighting (T = H * W * M)
Core	50	60	1	50	40 < X	1/75	50/50	0.8
Optional	41	60	1	41	40 < X	1/75	41/50	0.656

A								
Optional B	2	60	1	2	X ≤ 2	2/3	2/50	1.6
Optional C	2	60	1	2	X ≤ 2	2/3	2/50	1.6
Optional D	5	60	1	5	2 < X ≤ 8	1/5	5/50	1.2

69. After applying the proportion of students on the module from the course to each module, the total GTQ for the course is now 5.856. This is a more reasonable figure which gives appropriate weight to the modules with fewer students registered.

70. Aggregating course level GTQ values to subject level causes similar complications, overweighting the GTQ where student numbers on courses vary. Where student numbers on a course are low in comparison with other courses, those with lower student numbers are more likely to fall into the smaller categories of student-staff ratio and hence a higher weight is applied to reach the GTQ. Therefore, using the course level information that is being collected, the course-level GTQ can be weighted so that it reflects the proportion of the students in the subject registered on each course, to give an overall subject-level GTQ figure.

Teaching Intensity Student Survey

71. The Teaching Intensity Student Survey (TISS) has been built by HEFCE using Smart Survey. A text version is provided for reference below.

72. The survey may be distributed to all students taking the courses, including part-time students, students on higher apprenticeships, students on joint honours and modular or interdisciplinary degrees, incoming exchange students, and students undertaking work placements of less than a year's duration. Students who will not receive teaching from the provider this academic year should be excluded.

73. The survey includes a privacy notice setting out how students' data will be used and what steps HEFCE will take to safeguard students' data. Students are asked to accept the privacy notice before they can progress to complete the survey.

Teaching Intensity Student Survey text

Introductory text

In this survey, we are keen to hear about your experience of the amount of teaching on your course. The survey forms part of a new data collection that is being trialled as part of the

Teaching Excellence and Student Outcomes Framework (TEF) subject-level pilot, in which [provider name] is participating in 2017-18. The purpose of the data collection is to measure how many hours of teaching are typically provided on your course, and, importantly, whether students on the course feel adequately supported by the level of teaching provision they receive.

Before you start: To complete the survey, you will need to enter your student ID at your university or college, as well as your HUSID (if you know it), so please have your ID to hand. The survey is short and easy to complete, and we will only ask for your ID once.

This survey is administered by the Higher Education Funding Council for England (HEFCE) on behalf of the Government's Department for Education (DfE). For more information about the teaching intensity metric or TEF subject-level pilot, please see HEFCE's TEF webpages or the Technical Specification published by the DfE in July 2017, or contact TEF@hefce.ac.uk.

Privacy notice

Your individual responses will remain confidential and not be shared with your university or college in any way in which you could be identified. How we will use your responses is set out in this privacy notice [LINK]. Please confirm that you have read and accept the terms of the privacy notice. Please note that if you do not accept the privacy notice, you will be unable to continue taking the survey.

Demographic information

This information is required so that we can aggregate all the responses by programme of study and provider. Your responses will remain confidential and at no point will you be identified to your provider.

Please enter your HUSID or LEARNREFNUMBER, if you know it. (You should have received your HUSID/LEARNREFNUMBER along with the link to this survey – but if you didn't receive it then please leave this question blank):

Please enter your student ID at your university, college or school (compulsory):

Please select the third letter of your surname (from drop-down list):

Please select the fourth letter of your first name (from drop-down list):

Please select the year in which you were born (from drop-down list):

Please select the month in which you were born (from drop-down list):

Which year of your programme are you in? Please enter your year of programme, not your year of study – for instance, someone repeating second year should choose 'second year', not 'third year'.

Do you study full-time or part-time?

What subject do you study? (select from dropdown list of five: 'business and management', 'creative arts and design', 'engineering', 'history and archaeology', 'nursing'.)

Are you on a joint honours or multidisciplinary degree? (Yes/No)

If yes, please select the other subjects you study from this list: (dropdown list of the 35 subjects in the CAH2 hierarchy)[6]

Part 1: Your scheduled teaching

These questions ask you to reflect on the teaching you have received in the current term or semester, that is, autumn and winter 2017.

For the purposes of this survey, teaching and learning activities are defined broadly and may include, (but are not limited to): lectures, work placements, tutorials, demonstration classes, project supervisions, practicals, seminars, visits off campus, workshops, fieldwork, live Twitter chats, group projects, webinars, independent study, supervised time in a studio or workshop, attending office hours.

	Average number of hours scheduled per week
Thinking back over this term, how many **hours per week on average** were scheduled for face-to-face teaching such as lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, or supervised time in a studio or workshop?	

	Average number of hours scheduled per week
Thinking back over this term, how many **hours per week on average** were scheduled for online learning activities facilitated by a tutor, such as live lectures, question and answer sessions, discussion forums, group or individual presentations and workshops? If it was none, please enter zero.	

	Total number of days scheduled over the past term or semester

[6] Which are: ‘Medicine and Dentistry’, ‘Nursing’, ‘Pharmacology Toxicology and Pharmacy’, ‘subjects allied to Medicine not otherwise specified’, ‘Biosciences’, ‘Sport and exercise sciences Psychology Veterinary Sciences Agriculture, food and related studies’, ‘Physics and Astronomy’, ‘Chemistry’, ‘Physical, material and forensic sciences’, ‘General and others in science’, ‘Mathematical Sciences’, ‘Engineering’, ‘Technology’, ‘Computing’, ‘Geographical and environmental studies’, ‘Architecture, building and planning’, ‘Humanities and liberal arts (non-specific)’, ‘Sociology, social policy and anthropology’, ‘Economics’, ‘Politics’, ‘Health and Social Care’, ‘Law’, ‘Business and Management’, ‘Communications and Media’, ‘English studies’, ‘Celtic studies’, ‘Languages, linguistics and classics’, ‘History and Archaeology’, ‘Philosophy and Religious Studies’, ‘Creative arts and Design’, ‘Education and teaching’, ‘Combined and general studies’.

How many **days in total** over the past term or semester were scheduled for off-campus teaching such as external visits, placements, work-based learning, etc.? If there were none, please enter zero.	

	Average number of hours per week
Thinking back over this term, how many **hours per week on average** did you spend in independent study when there was no teacher present or tutor support available (for example, hours reviewing coursework, completing assignments, or learning course material)?	

Part 2: Your experience

These questions are about your personal experience of the teaching you have had this term. Again, please base your answer on your experiences in the past term or semester (autumn/winter 2017).

	Definitely disagree	**Mostly disagree**	**Neither agree nor disagree**	**Mostly agree**	**Definitely agree**
There is enough teaching (face-to-face or online) to support my learning					
The balance between teaching and independent study is right for my course					
The amount of teaching on my course meets my expectations					
Overall, I am satisfied with the amount of teaching offered on my course					

Annex A: Amendments to the DfE's Year Three TEF Subject Pilot specification

The following table summarises the changes made to the Year Three TEF Subject Pilot specification published in July 2017.

Aspect	Issue
GTQ calculation: additionally collecting information at course level to weight the GTQ	Collecting information only at module level without weighting modules can significantly affect the final GTQ figure. This is because this methodology would assume that all modules are taught equally to all students on each course. Collecting additional information at course level and using it to adjust the GTQ calculation by student-module-to-course ratio prevents variable module structures and course sizes across subjects from significantly affecting the final GTQ. A detailed explanation is provided in paragraphs 64-70.
GTQ calculation: x10 multiplier on final GTQ removed	Removing the multiplier means that the GTQ more directly reflects the typical number of hours of equivalent one-to-one teaching over the year of programme of study.
Placements, external visits and work-based learning category description	To avoid confusion in describing two similar activities, the 'Placements, external visits and work-based learning' category has been more simply described as 'External visits and work-based learning'.
E-learning typology	The DfE specification referred to e-learning, a term that can cover a wide range of technology-enhanced learning. It is proposed that synchronous ('live', real-time) online teaching (for example, webinars, online group discussions of whatever size, live Twitter chats) should be captured as part of the GTQ, as it is possible to count and weight these online activities in the same way as face-to-face teaching. In the e-learning typology providers will return the number of hours staff members spend facilitating and providing asynchronous online teaching, such as virtual classrooms, facilitated discussion forums, collaborative blogs or wikis. This is included to recognise that the virtual environment makes it possible for staff members to provide teaching even when they are not logged in at the same time as their students ('asynchronous activity'). To help with interpretation, 'e-learning' is described as 'online teaching'.

Reported time units	The GTQ and online teaching measures of teaching intensity will be reported by **total number of hours per year of programme of study** rather than total number of hours per week.
	External visits and work-based learning will be reported as **days per year** rather than per week. This is because the number of taught weeks will vary by provider and measurement per year results in a more meaningful comparison between the provider and the rest of the sector.
Joint honours	HEFCE will only provide courses based on single subject courses once the course subject has been converted to the second level of the Common Aggregation Hierarchy. This is to avoid proportioning each course's provider declaration measures based on the proportion of each subject within the joint honours course. The main rationale for not including multiple subject courses is that once those courses are split into their single subject proportions their activity may significantly differ from the structure typical for each of those subjects.

Annex B: Illustrative data collection tables for the provider declaration

The illustrative data collection tables included below intentionally replicate the worked example given in the section 'Teaching intensity: guidance on completing the provider declaration'.

Table 1a: Course list

This table provides a list of courses where providers are required to return the number of students registered to each course for each year of programme of study. This table is used to weight the information returned in Tables 2 to 4 below.

Table 1a - Course list

UKPRN:
Provider:

		Number of students		
		Year of programme of study		
Course ID	Course title	Year 1	Year 2	Year 3
Engineering-A	Engineering 1	150	160	140
Engineering-B	Engineering 2	40	60	0

Table 1b: Course and module list

This table providers a list of modules on the basis that there were students on the courses listed on Table 1a being taught on those modules. A module may appear more than once where the module is taught across different courses. Providers are required to return the number of students from the specific course who were registered on each module for each year of programme of study. This table is used to weight the information returned in Tables 2 to 4.

Table 1b - Course & module list

UKPRN:
Provider:

				Number of students		
				Year of programme of study		
Course ID	Course title	Module ID	Module title (not required for AP's/FEC's)	Year 1	Year 2	Year 3
Engineering-A	Engineering 1	ModYr1-1	Engineering module 1-1	150	0	0
Engineering-A	Engineering 1	ModYr1-2	Engineering module 1-2	150	0	0
Engineering-A	Engineering 1	ModYr1-3	Engineering module 1-3	150	0	0
Engineering-A	Engineering 1	ModYr2-1	Engineering module 2-1	0	130	0
Engineering-A	Engineering 1	ModYr2-2	Engineering module 2-2	0	30	0
Engineering-A	Engineering 1	ModYr2-3	Engineering module 2-3	0	160	0
Engineering-A	Engineering 1	ModYr3-1	Engineering module 3-1	0	0	40
Engineering-A	Engineering 1	ModYr3-2	Engineering module 3-2	0	0	100
Engineering -B	Engineering 2	ModYr1-1	Engineering module 1-1	40	0	0
Engineering -B	Engineering 2	ModYr1-2	Engineering module 1-2	40	0	0
Engineering -B	Engineering 2	ModYr1-3	Engineering module 1-3	40	0	0
Engineering -B	Engineering 2	ModYr2-1	Engineering module 2-1	0	60	0
Engineering -B	Engineering 2	ModYr2-2	Engineering module 2-2	0	60	0
Engineering -B	Engineering 2	ModYr2-3	Engineering module 2-3	0	30	0
Engineering -B	Engineering 2	ModYr2-4	Engineering module 2-4	0	30	0

Table 2: GTQ taught hours

This table requires providers to return student-staff ratio banding and taught hours for each unique module identified in Table 1b. Optionally, providers can return information on the number of students and staff, as well as staff grade. This table is used specifically for the GTQ calculation.

Table 2 - GTQ taught hours

UKPRN:
Provider:

Module ID	Module title	Student-staff ratio banding	Taught hours	Number of students (optional)	Number of teaching staff (optional)	Staff level (optional)
ModYr1-1	Engineering module 1-1	40 < X	60	190	1	
ModYr1-1	Engineering module 1-1	20 < X ≤ 40	30	95	3	
ModYr1-1	Engineering module 1-1	8 < X ≤ 20	25	20	1	
ModYr1-1	Engineering module 1-1	8 < X ≤ 20	20	12	1	
ModYr1-2	Engineering module 1-2	40 < X	60	240	1	
ModYr1-2	Engineering module 1-2	40 < X	40	50	1	
ModYr1-2	Engineering module 1-2	40 < X	120	240	1	

Table 3: External visits and work-based learning

This table requires providers to return student-staff ratio banding and taught hours for each unique module identified in Table 1b. Optionally, providers can return information on the number of students and staff, as well as staff grade. This table is used specifically for the GTQ calculation.

Table 3 - External visits and work-based learning

UKPRN:
Provider:

Module ID	Module title	Number of days
ModYr1-1	Engineering module 1-1	0
ModYr1-2	Engineering module 1-2	0
ModYr1-3	Engineering module 1-3	0
ModYr2-1	Engineering module 2-1	30
ModYr2-2	Engineering module 2-2	40
ModYr2-3	Engineering module 2-3	20
ModYr2-4	Engineering module 2-4	10
ModYr3-1	Engineering module 3-1	0
ModYr3-2	Engineering module 3-2	0

Table 4: Online teaching

This table requires providers to return student-staff ratio banding and taught hours for each unique module identified in Table 1b. Optionally, providers can return information on the number of students and staff, as well as staff grade. This table is used specifically for the GTQ calculation.

Table 4 - Online teaching

UKPRN:
Provider:

Module ID	Module title	Number of hours
ModYr1-1	Engineering module 1-1	0
ModYr1-2	Engineering module 1-2	0
ModYr1-3	Engineering module 1-3	0
ModYr2-1	Engineering module 2-1	0
ModYr2-2	Engineering module 2-2	0
ModYr2-3	Engineering module 2-3	0
ModYr2-4	Engineering module 2-4	0
ModYr3-1	Engineering module 3-1	50
ModYr3-2	Engineering module 3-2	45

Annex C: Teaching intensity FAQs from subject pilot participants

1. How is completion of the year of programme of study defined?

A student should be considered to have completed the entire year or programme of study where they have been taught in all modules they were scheduled to attend for the whole year of programme of study. Only students who have completed their entire year of programme of study should be recorded on Tables 1a and 1b, while those who did not complete their entire year of programme of study should be considered when assigning the student-staff ratio banding for Table 2.

2. When making an assessment of the student-staff ratio banding, which students should be considered?

The students considered for the student-staff ratio banding should include any students who are expected to attend that scheduled teaching activity. This will include the students being considered from the course and module combination but could also include:

- part-time students
- students on courses in other subjects
- postgraduate level students
- incoming exchange students
- any students who may not have completed their entire year of programme of study but did take the module
- students attending on a non-credit bearing basis
- students studying across multiple providers.

3. How should scheduled activity that is repeated to different groups of students be recorded, where the student numbers vary?

The teaching intensity guidance states in paragraph 45 that:

> ‘To avoid inflation of the GTQ, where activity is repeated to a smaller class size where students are only expected to go to that activity once, providers should only return the most typical band once.’

This refers to cases where the scheduled activity is repeated to different sized groups of students but each student is expected to go to that activity only once, for instance if a class of 21 students is spilt into three hour-long discussion groups of seven students each, with one member of teaching staff, where each student attends one discussion session and not all three. Providers should average the student numbers across the repeated activity and use the average number of students to assign the student-staff ratio banding. In the example above, one hour of teaching in the student-staff ratio of $2 < X \leq 8$ would be returned, as the activity was delivered once per student in groups of seven.

4. What sort of activity could be included in online teaching?

The asynchronous online teaching category is aiming to capture the kind of teaching that does not happen face-to-face and in real time. Often this involves some kind of online forum or tool that students are working on and staff members are logging in to update and check students' progress and facilitate their learning. This kind of teaching is increasingly common and important for students' development, but cannot be returned as part of the GTQ because it does not have set hours as a face-to-face class would.

Asynchronous online teaching might include:

a. Any kind of discussion board or discussion forum that the students contribute to, that the staff member logs into to moderate or facilitate, when the discussion does not occur in real time (for instance the student might post at 2200 or 0200 but the staff member would not log in until 0900 the next day).

b. Any kind of online group project that the teacher is actively leading, such as a collaborative padlet, popplet or wiki.

c. An individual project like a blog or e-portfolio that the student works on throughout the course but the staff member responds to and facilitates.

d. A group project such as using a wiki to build a shared annotated reading list as the course progresses, and the staff member advises, checks students' progress and adds comments that provoke new insights.

e. A Twitter forum facilitated by the lecturer where each student is expected to make regular tweets each week during the term.

f. Any situation where the lecturer has set up and moderates a discussion forum for the class.

5. We are mapping activity to the first, second and third programme years but our activity differs from the typical structure of taught activity across the sector. Won't that affect the comparability of our subject taught time in comparison to the sector?

Providers should follow the current guidance document which requires providers to return information based on only the first, second and third years of an undergraduate level degree. HEFCE is aware of activity that will differ from the 'typical' three year activity of an undergraduate programme, and that this will affect the comparison to the sector of the taught time provided. This typically occurs where the level of the year of programme of study does not match the 'typical' activity of an undergraduate programme. Two examples of this are where Level 6 activity is taught in the fourth year of programme of study (typically at Scottish providers), and where foundation degree programmes are spread across three years. Any future development of the measure of taught time would need to reflect this more adequately to provide better comparability across the sector.

6. What does 'facilitated studio time' encompass?

Time in a studio in which one or more staff members are present to assist students, answer their questions, or otherwise facilitate their learning. For this purpose, any staff member assigned to facilitate students' learning and engage with students in the session counts as 'teaching staff'; this may in some cases include artists in residence or lab technicians (see also paragraph 49 of the teaching intensity guidance). 'Facilitated studio time' might be a formally scheduled class but might equally well be a drop-in session for students. If there were no staff members present, the studio time would be independent learning and would not count towards the GTQ. The 'facilitated studio time' should be assigned a student-staff ratio based on the number of students who could potentially have attended the session, not the number of students who actually did so. The time of the session is the time the staff member was present rather than the time the facility was open (as many labs are open 24 hours). As studio hours are often open to all students and not specific to one module, facilitated studio hours should be allocated to one module in the same manner as office hours (paragraph 47 of the teaching intensity guidance).

7. Does 'teaching staff' include those who are not contracted by the provider?

Yes, it can in some cases: for instance, a guest speaker in a lecture, an external expert running an external visit; a clinician supervising nursing students on a placement. In the category of external visits and work-based learning, a student might be on a work experience placement without any member of the provider's teaching staff present; the hours the student spent on the placement should still be returned in that category.

8. Should time spent in preparation for teaching be included?

No, the time spent preparing teaching activities is not in scope for any aspect of the provider data collection.

9. Should time spent assessing work be included?

No, the time that staff spend marking students' work is out of scope in all measures of teaching intensity. However, the time staff spend providing feedback directly to students is in scope (for instance time spent going over the student's work in a class setting or in office hours). For the GTQ there is a fairly easy way to determine whether an activity is in scope or not: if at least one staff member and at least one student are not both present in real time (physically or virtually), the activity cannot be included in the GTQ. For asynchronous online teaching this is necessarily more a matter of judgement, but the time staff members spend providing feedback in the virtual environment is in scope.