

## Teaching Excellence Framework (TEF) panel recruitment

### Role descriptions<sup>1</sup>

#### Role description for panel members

Panel members are responsible for:

- assessing a caseload of individual providers, analysing and interpreting quantitative and qualitative information and forming recommendations to the panel
- participating in meetings and making collective decisions on ratings which are robust, well-reasoned and evidence-based
- contributing to the writing of documents setting out the decisions
- exercising their expert judgement within the framework to be set out in published assessment criteria and guidance for the scheme.

#### Role description for deputy chairs

Deputy chairs will support and work with the panel chair throughout the assessment process. They will monitor progress, provide guidance, chair meetings and support rigorous and consistent decision making. Deputy chairs may also be assigned their own caseload of individual providers.

### Person specifications

Applications should address all the criteria under 'Experience' and 'Knowledge and skills' as they are all essential. These two sets of criteria will be weighted equally.

Applicants applying to be panel members who would also be interested in the deputy chair role should also address the 'Additional criteria for deputy chair'.

#### Academic panel members

Category	Criteria	Additional notes
<b>Experience</b>	a. Current or recent leadership responsibility for undergraduate learning and teaching at any type of UK higher education provider.	This responsibility could be for all of a provider's undergraduate portfolio of courses or for a substantial part of it, for example at faculty level. Responsibility for a small part of it, such as for an

<sup>1</sup> The role descriptions provided in this section are indicative only, and subject to any final decisions that we make once we have fully considered responses received to the TEF consultation.

		individual course would not be sufficient.
	b. A track record of leading the delivery of high quality learning and teaching and ongoing improvement.	This could be demonstrated by describing what recognition has been achieved for the quality of learning and teaching under your leadership and/or what improvements were successfully delivered.
	c. Experience of carrying out assessments, expert reviews, relevant committee work and/or decision-making bodies.	This could include, for example, experience of external examining, membership of review or accreditation panels, judging of teaching awards, or membership of committees concerned with scrutinising the quality of higher education. Experience of internal reviews or committee work can be included, but greater weight will be given to experience that is external to the employing provider.
	d. Experience of working effectively and collaboratively with others including students, respecting and valuing different people and viewpoints.	
<b>Knowledge and skills</b>	a. Understanding of different approaches to high quality learning and teaching, being open minded about diverse forms of excellence.	
	b. Understanding of the diverse learning needs of students from different backgrounds.	
	c. Ability to analyse and interpret relevant quantitative and qualitative information which may be complex.	
	d. Ability to reach robust judgements which are well-reasoned and evidence-based.	
	e. Writes clearly and concisely.	This will be assessed through the clarity and concision of the

		supporting statement itself. No further evidence is required.
	f. Capable of successfully completing demanding activities to tight deadlines and to a high standard.	
<b>Additional criteria for deputy chair</b>	a. Experience of contributing to relevant policies or initiatives at a national or sector-wide level.	This could include, for example, membership of national or sector-wide committees, panels or advisory groups concerned with higher education policies or initiatives to improve the student experience.
	b. Experience of chairing decision-making groups at a senior level and guiding them to make robust decisions.	Experience of chairing internally at a senior level can be included, but greater weight will be given to external experience.

### Student panel members

Student applicants need to have been an undergraduate student or held a role representing undergraduate students **within the last two years, when applying.**

Category	Criteria	Additional notes
<b>Experience</b>	a. Current or recent experience of representing undergraduate higher education students at any type of UK higher education provider.	This could be experience of representing all undergraduate students at a provider, or some students such as a course representative. Greater weight will be given where the role has been broader.
	Experience of contributing to the improvement of learning and teaching within your university or college.	This could be through representation work or contributing to student-led initiatives and/or working in partnership with the university or college.
	b. Experience of contributing as a member of committees, advisory or decision-making groups.	This could include, for example, membership of committees of the university or college, or student committees.

	c. Experience of working effectively and collaboratively with others including senior university or college staff, respecting and valuing different people and viewpoints.	
<b>Knowledge and skills</b>	a. Understanding of different approaches to high quality learning and teaching, being open minded about diverse forms of excellence.	
	b. Understanding of the diverse learning needs of students from different backgrounds.	
	c. Ability to analyse and interpret relevant quantitative and qualitative information which may be complex and imperfect.	
	d. Ability to reach robust judgements which are well-reasoned and evidence-based.	
	e. Writes clearly and concisely.	This will be assessed through the clarity and concision of the supporting statement itself. No further evidence is required.
	f. Capable of successfully completing demanding activities to tight deadlines and to a high standard.	
<b>Additional criteria for deputy chair</b>	a. Involvement in student representation beyond own university or college.	This could include, for example, involvement in regional or national student-led initiatives, or acting as a student representative on a sector-wide advisory group or committee.
	b. Experience of chairing a committee or other group and guiding it to make decisions.	