

Teaching Excellence and Student Outcomes Framework (TEF): Findings from the subject-level pilot 2018-19

Annex F: Analysis of indicative ratings

This report was completed in autumn 2019 following the conclusion of the pilot.

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Introduction

This annex provides a complete set of the OfS's analysis of the indicative ratings that were generated in the TEF second subject-level pilot, summarised in the section 'Summary ratings and analysis' of the main report 'Teaching Excellence and Student Outcomes Framework (TEF): Findings from the subject-level pilot 2018-19'.¹ Page numbers below the charts in this document refer to pages in the main report.

The information has been anonymised, de-identified and aggregated in accordance with OfS data retention and publication policies.

Readers should exercise caution in interpreting these results given that any analysis can provide only limited confidence in the predictability of patterns observed. It is not possible to infer that the distributions shown here would be replicated in a full-scale assessment due to the small and selective samples included within the pilot. Readers should also note that the underpinning statistical elements of the methodology have been reviewed by the ONS as part of the independent review of the TEF. This is likely to lead to future revisions to the statistical methodology to improve robustness.

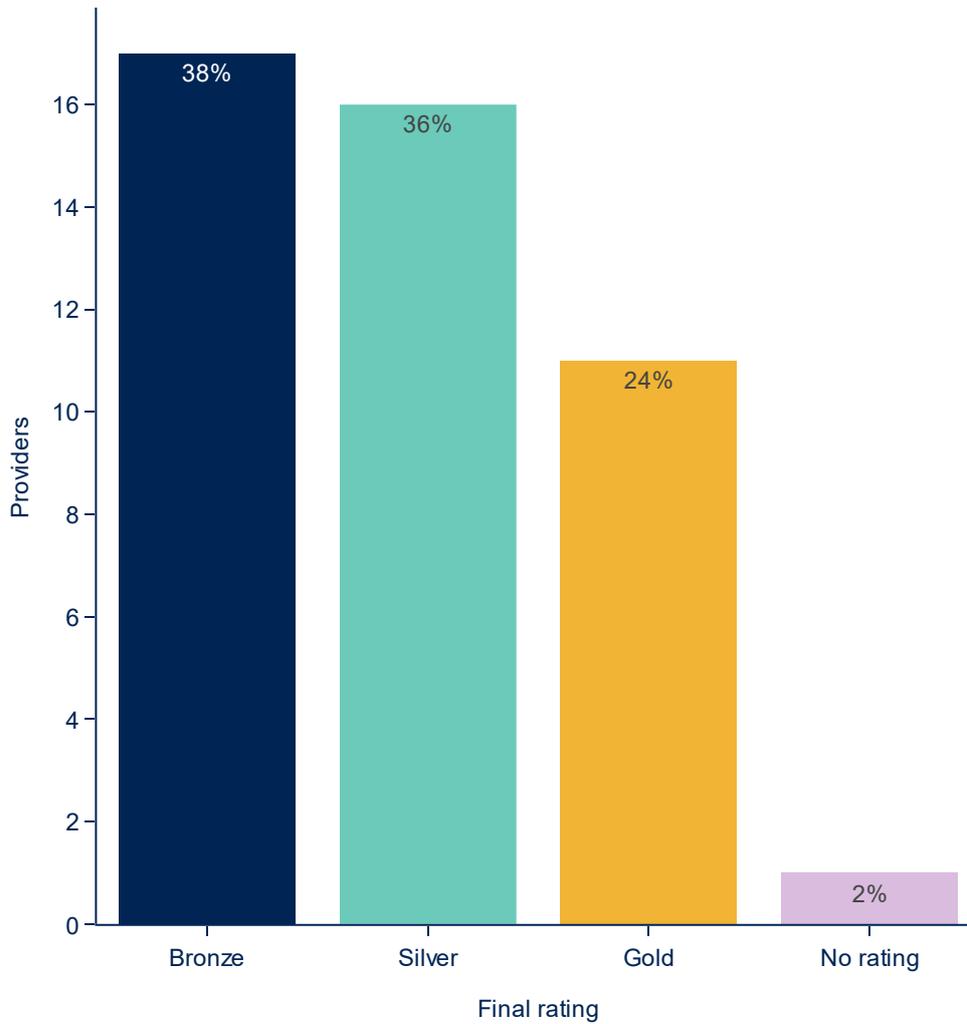
In this annex, higher education providers are referred to as 'providers' throughout.

¹ See www.officeforstudents.org.uk/publications/tef-findings-from-the-second-subject-level-pilot-2018-19/.

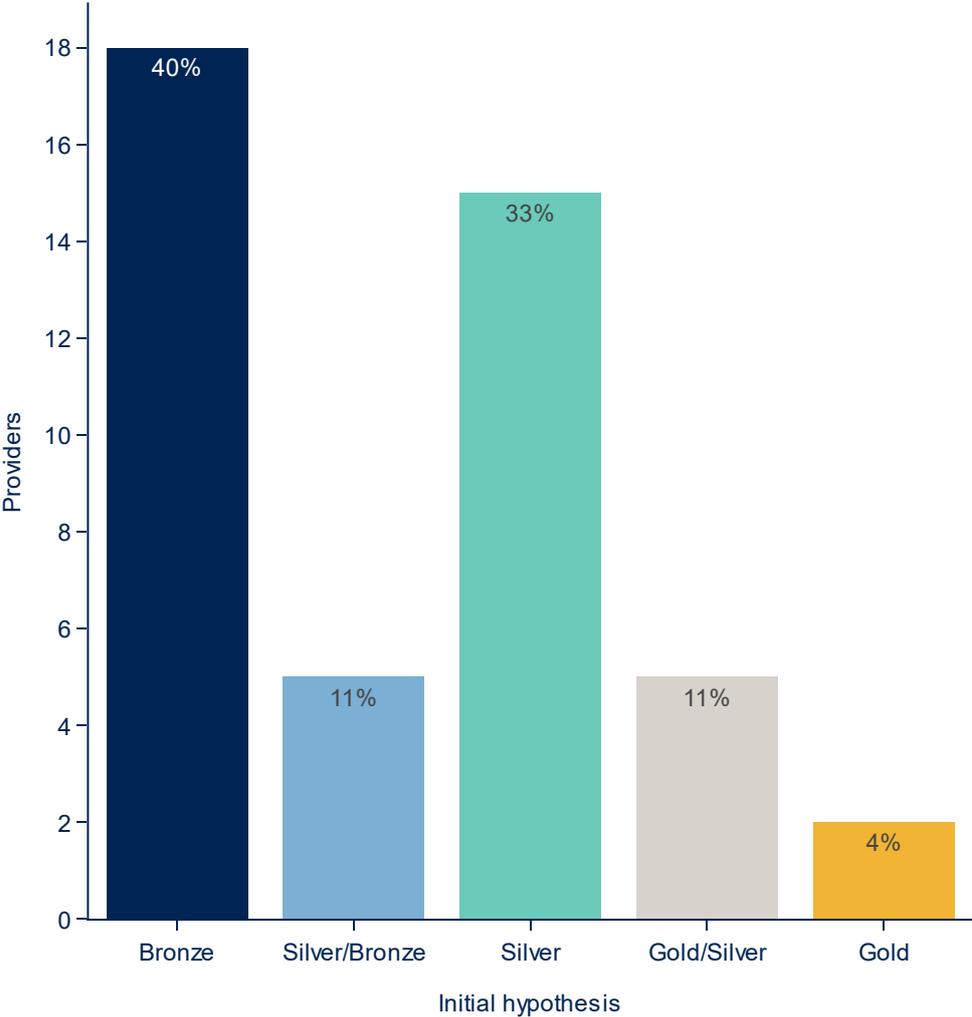
Provider-level charts

The following charts summarise the outcomes arrived at through provider-level assessment.

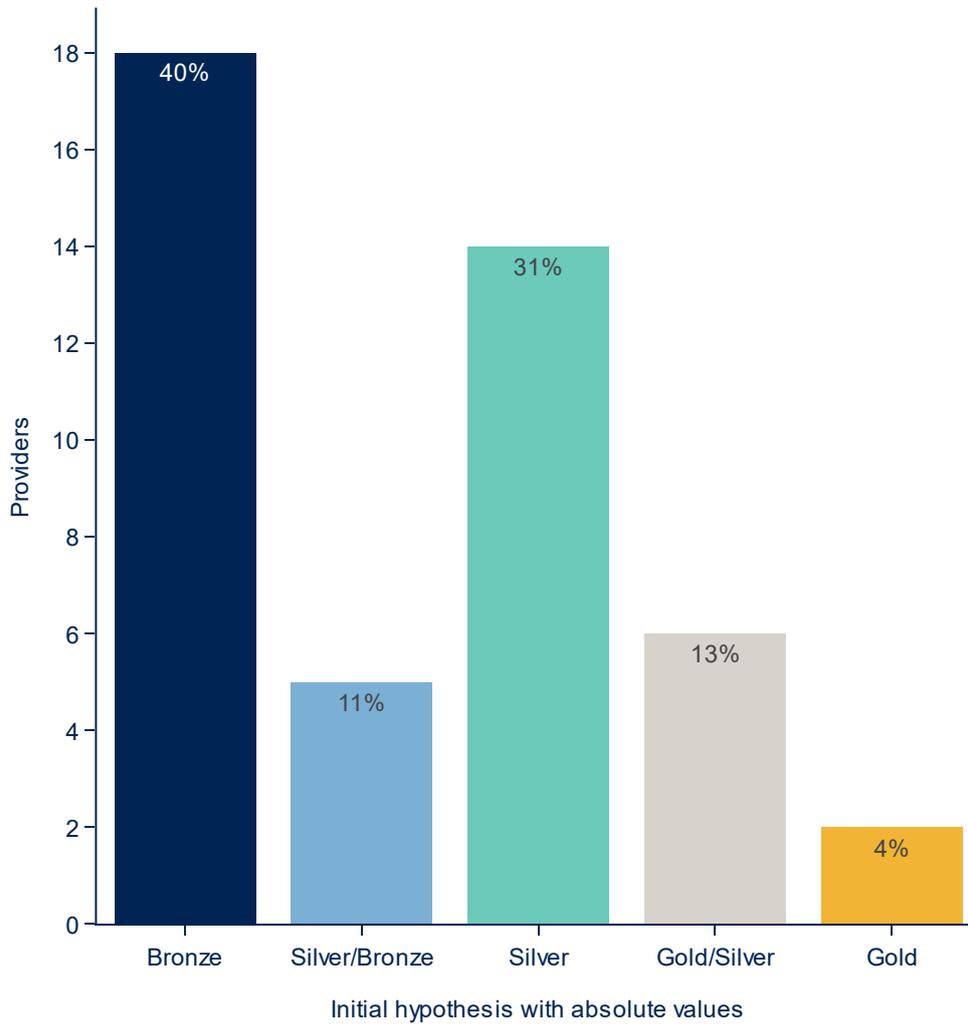
Final provider-level ratings



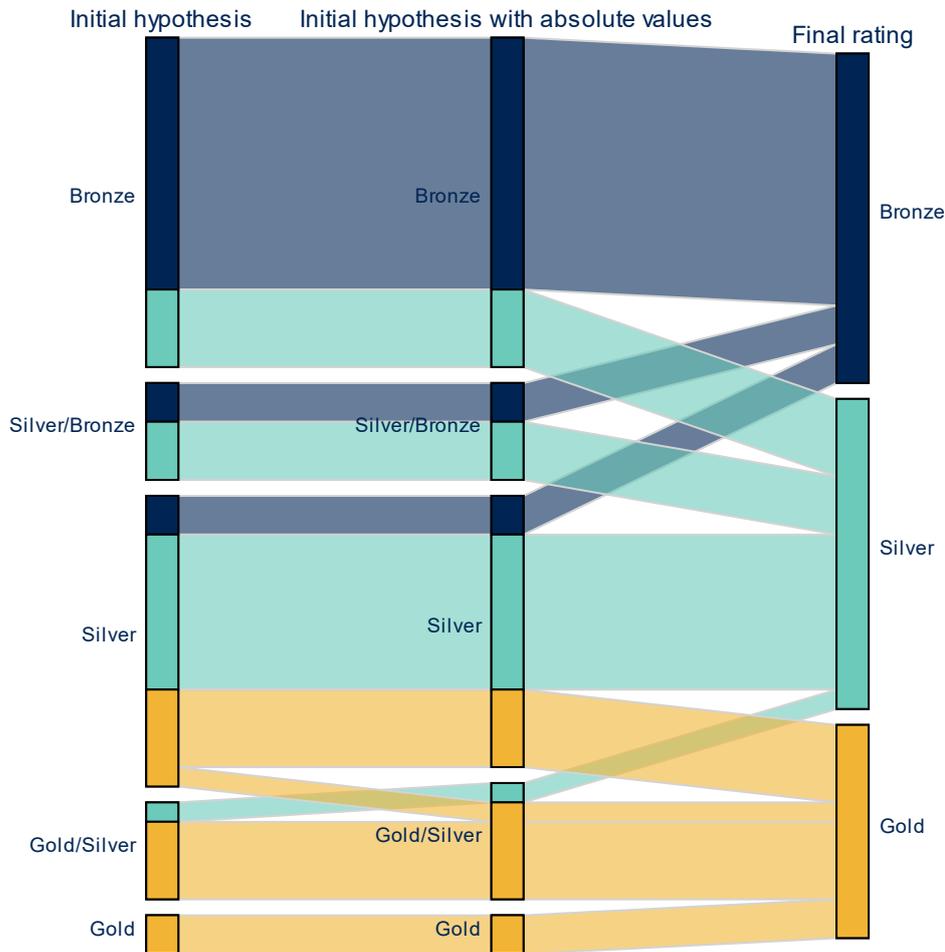
Provider-level initial hypothesis (without absolute values)



Provider-level initial hypothesis (with absolute value markers)

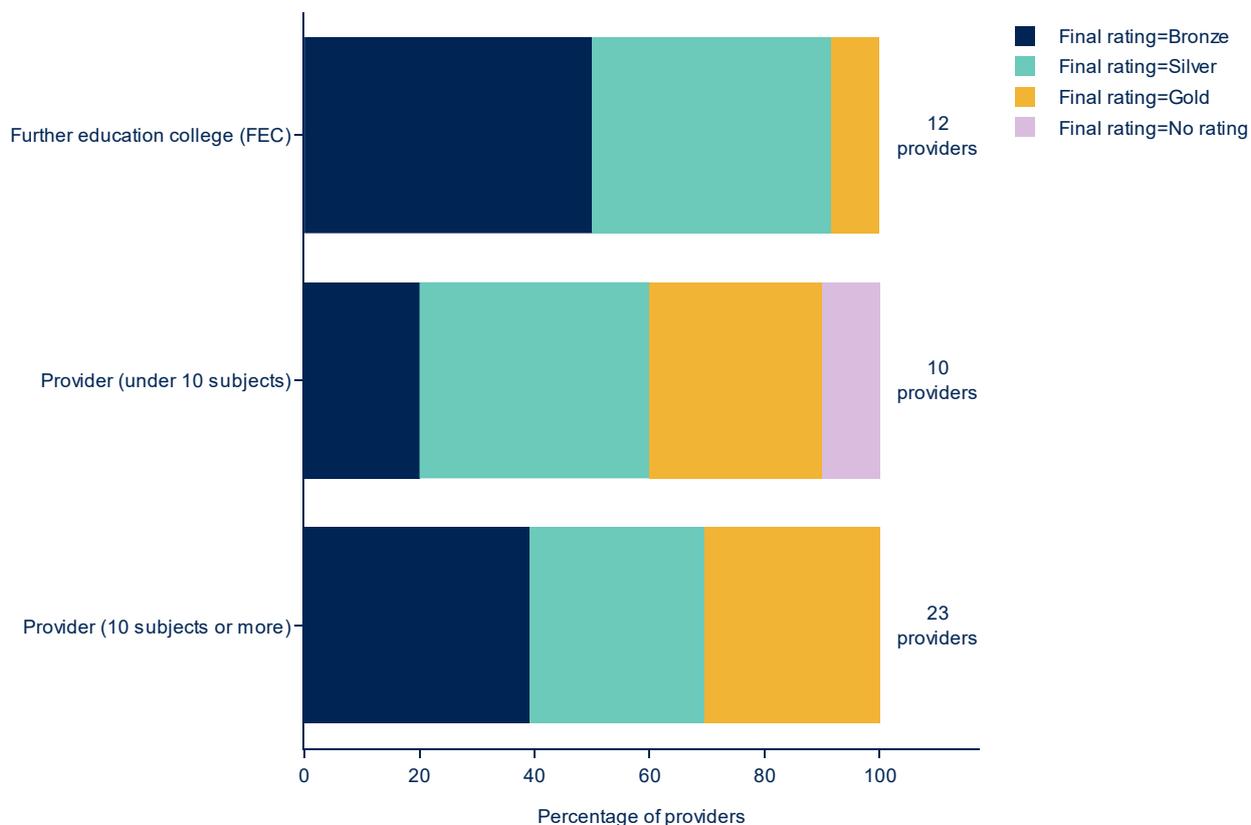


Movement from initial hypothesis to final provider-level rating



This chart illustrates the journey of each provider rated in the pilot from its initial hypothesis to a final rating. For example, it shows that of the 17 providers that had an initial hypothesis of Bronze, all 17 remained at Bronze when absolute values were accounted for, but ultimately 4 providers moved up to a final rating of Silver while 13 remained at Bronze following the holistic judgement of the panel.

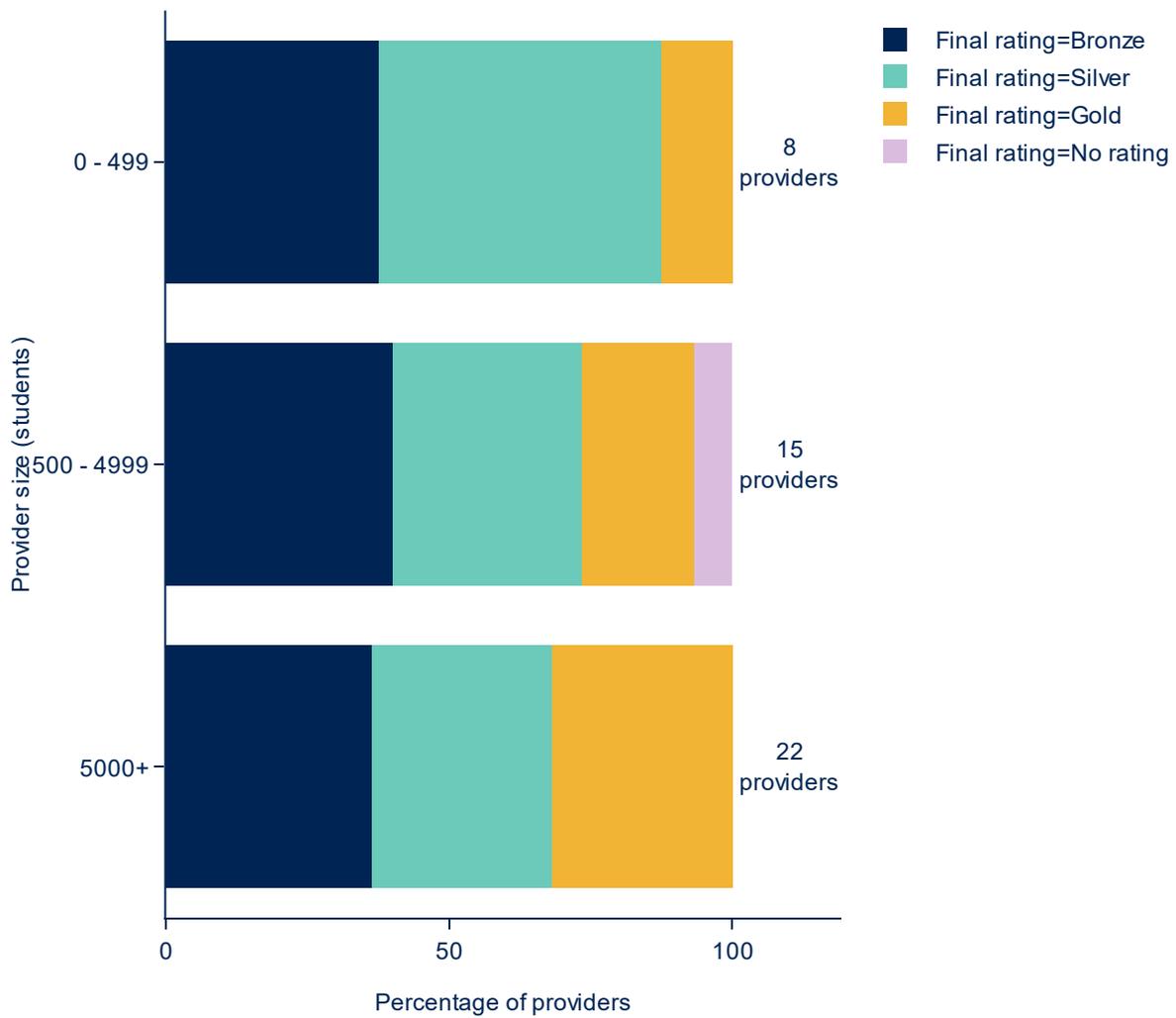
Final provider-level ratings by provider type



For the purpose of this analysis we have categorised providers into three broad groups. These are not formal categories used by the OfS for any other purpose:

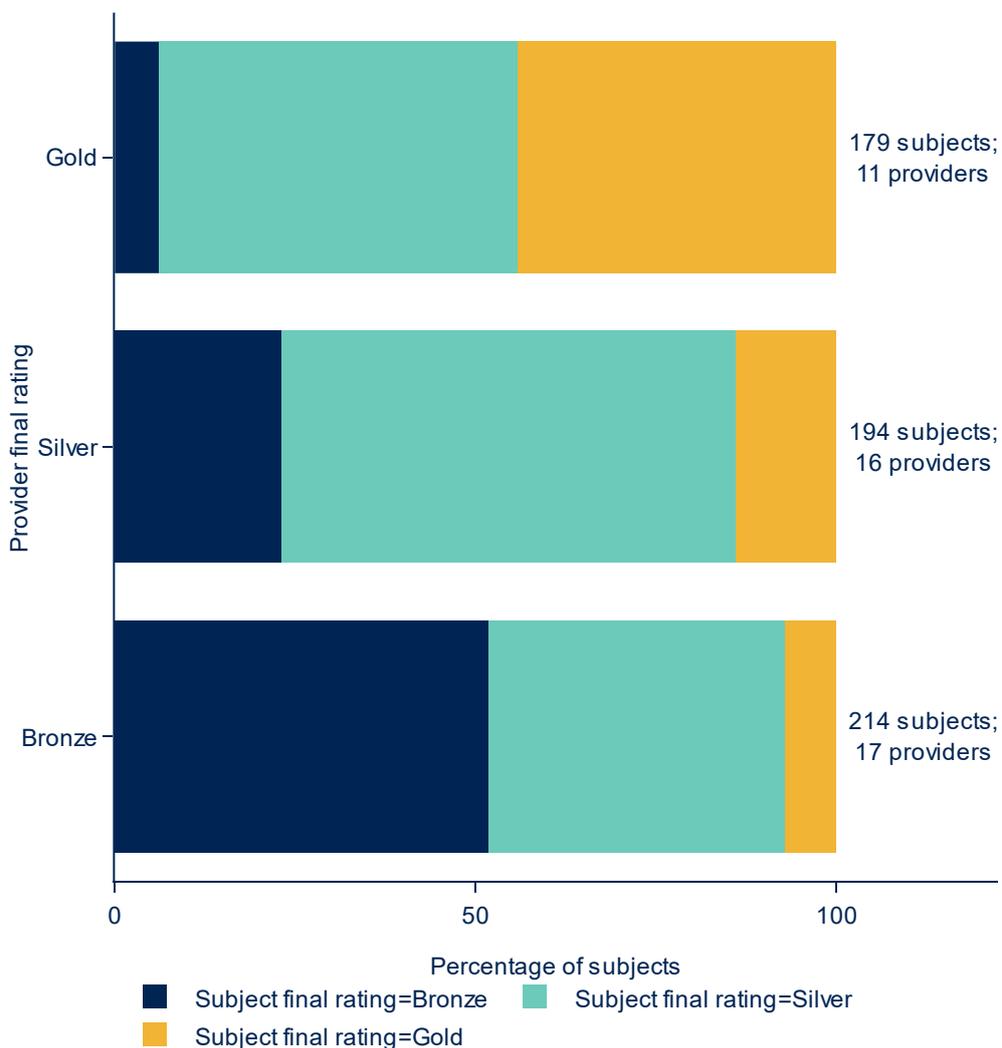
- a. Further education colleges (FECs)
Providers with more than 10 subjects assessed in the pilot (excluding FECs), broadly comprising large multi-faculty universities
- b. Providers with fewer than 10 subjects assessed in the pilot (excluding FECs), broadly comprising smaller and specialist providers, and those formerly referred to as 'alternative providers'.

Final provider-level ratings by provider size



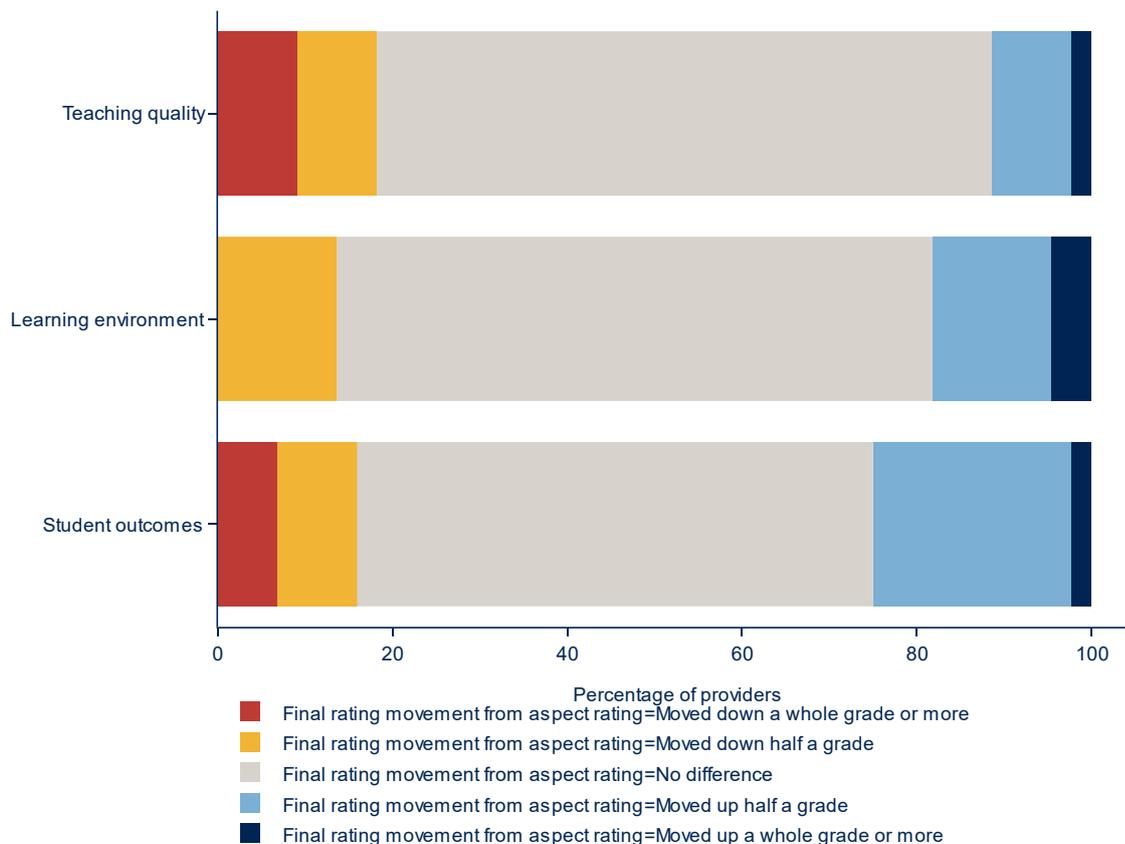
Provider size is classified as the contextual Full Person Equivalent (FPE) population (headcount) of students in the majority mode.

Differences between a provider's final rating and its subject ratings



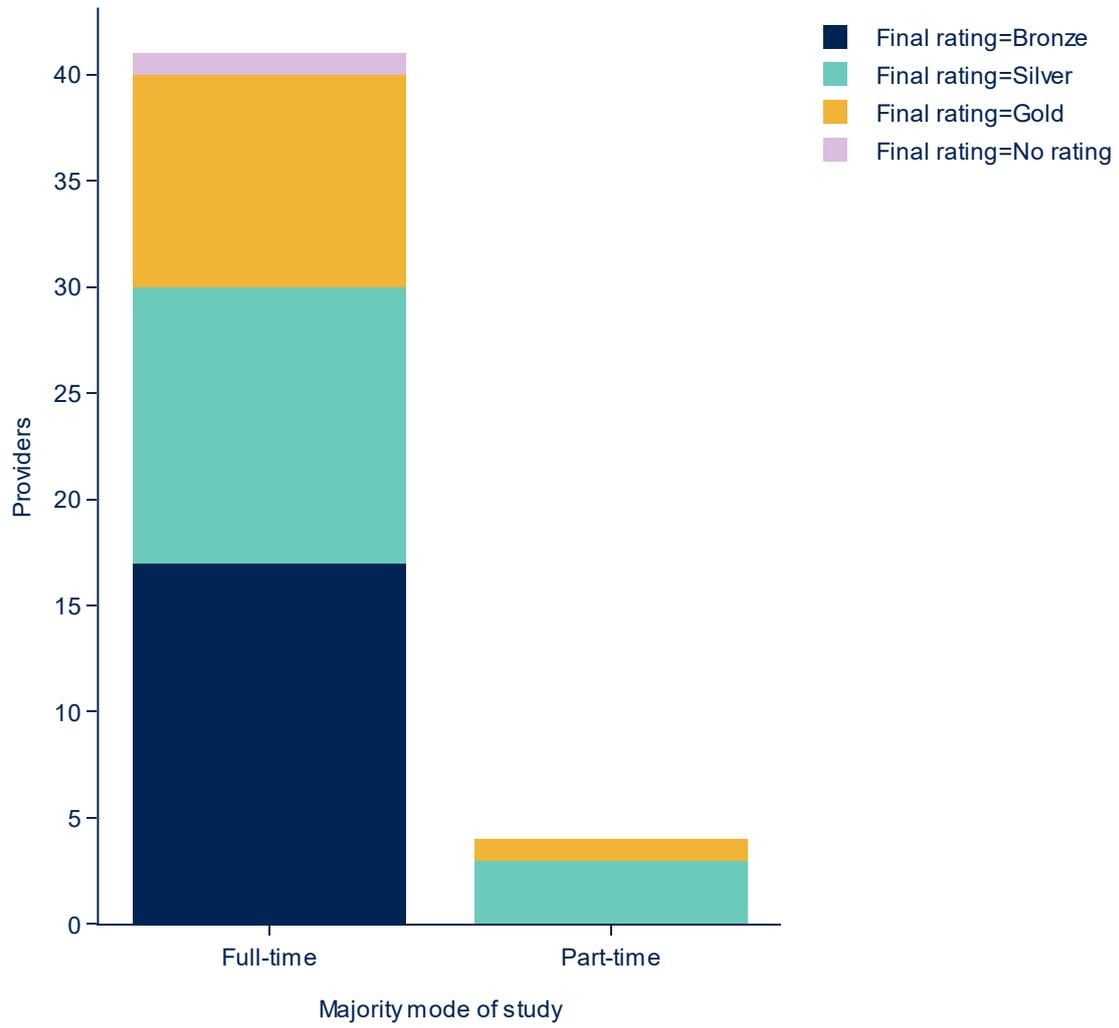
For all providers that received each final rating, this chart shows the proportion of their subjects which were given each rating. Outcomes of 'no rating' have been excluded.

Differences between a provider’s final rating and its aspect ratings

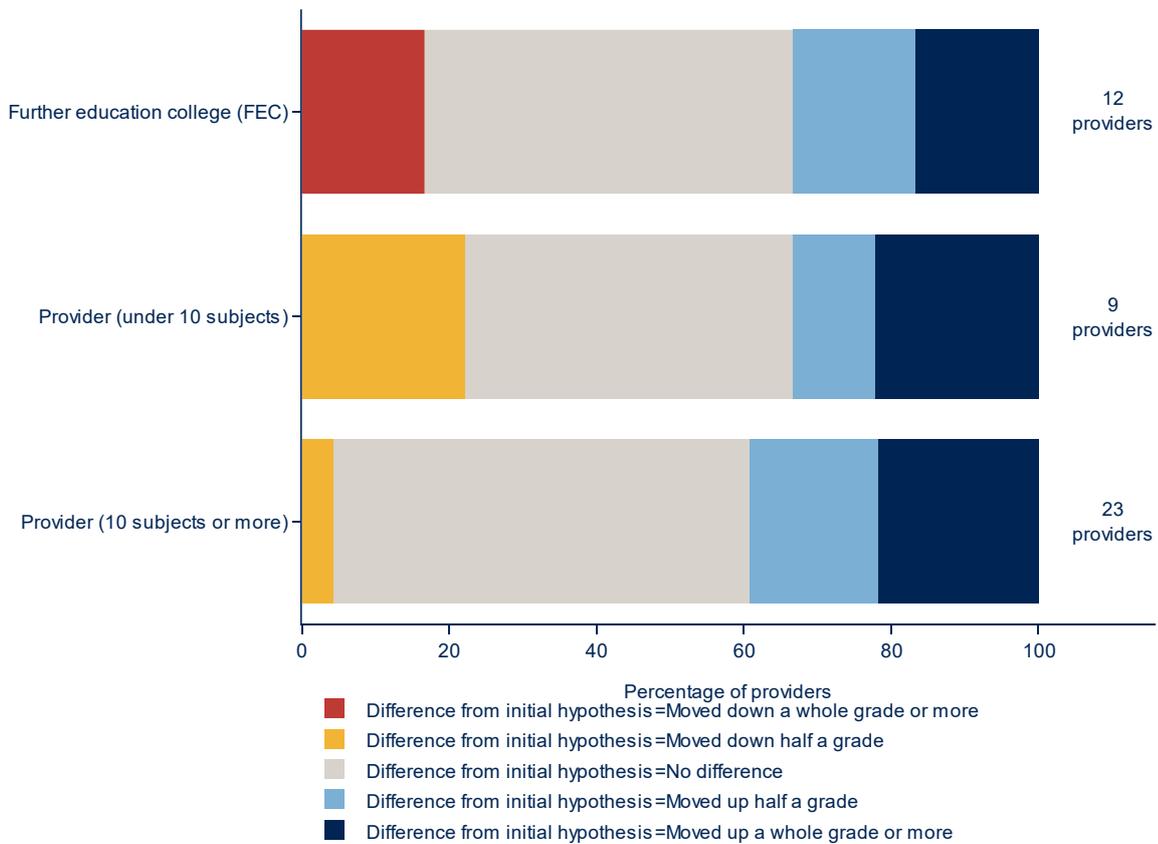


This chart shows how provider-level overall ratings compare with the ratings for each of the aspects of quality (teaching quality, learning environment, student outcomes). ‘Moved up’ means that the final rating is higher than the rating of the aspect in question. Outcomes of ‘no rating’ have been excluded.

Provider-level final ratings by majority mode of study

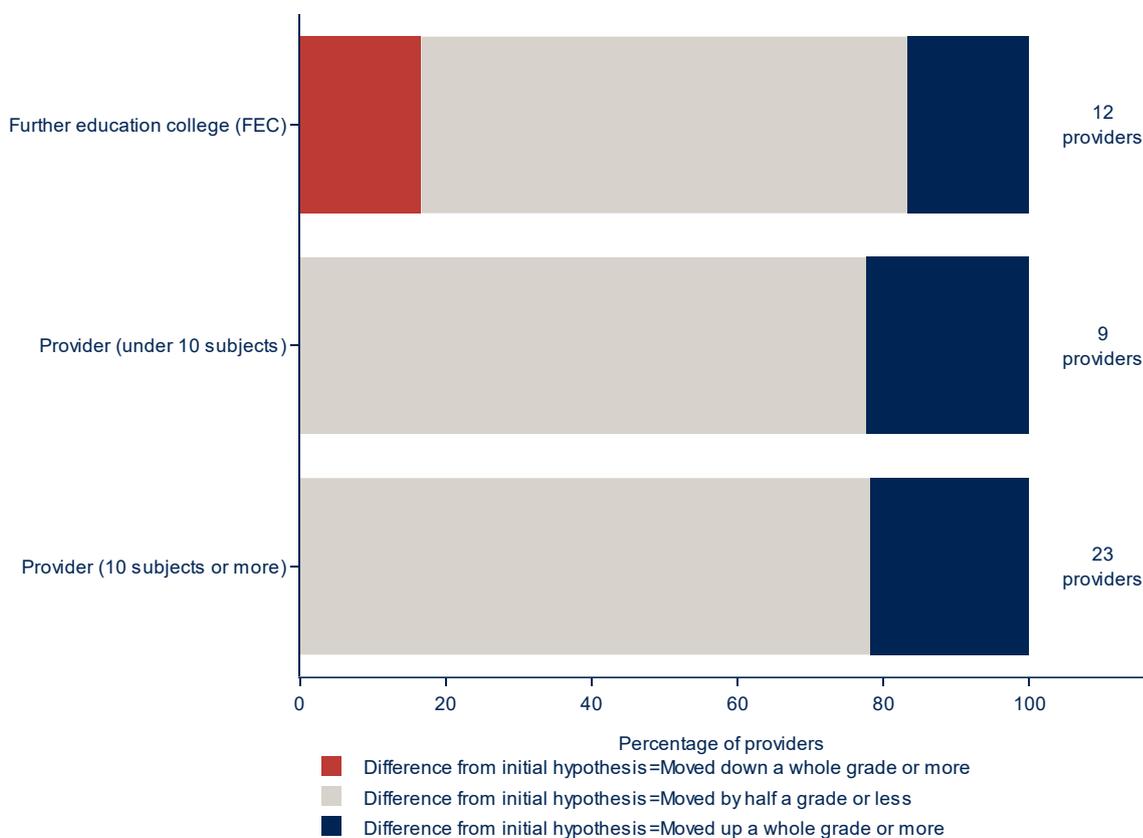


Differences between a provider's final rating and its initial hypothesis by provider type



This chart shows how each provider's overall rating compares with its initial hypothesis. 'Moved up' means that the final rating was higher than the initial hypothesis. Outcomes of 'no rating' have been excluded.

Differences between a provider's final rating and its initial hypothesis – excluding movement from a borderline rating to an adjacent rating



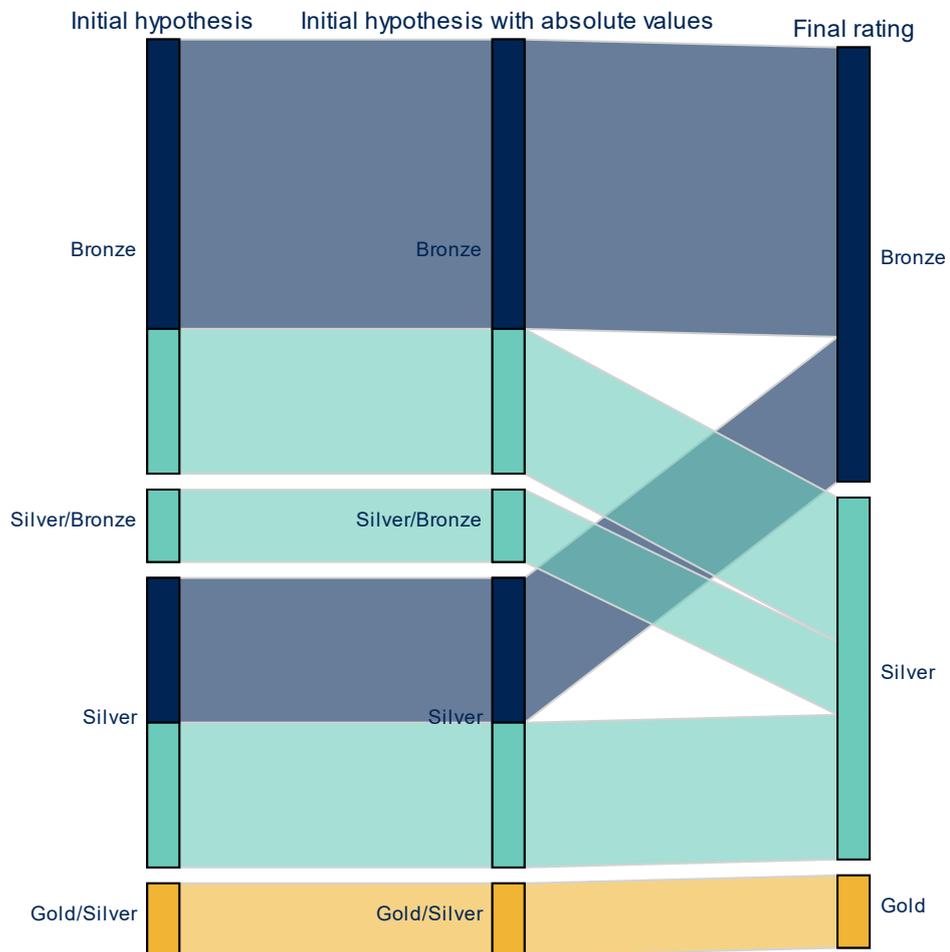
This chart is the same as the previous chart, but movement up or down by half a grade has been put into the same category as no movement. For comparison, the provider-level TEF movement from initial hypothesis is shown in the table below:

	Pilot movement from initial hypothesis	Provider-level TEF movement from initial hypothesis
Moved down	5%	9%
No movement*	75%	71%
Moved up	20%	20%

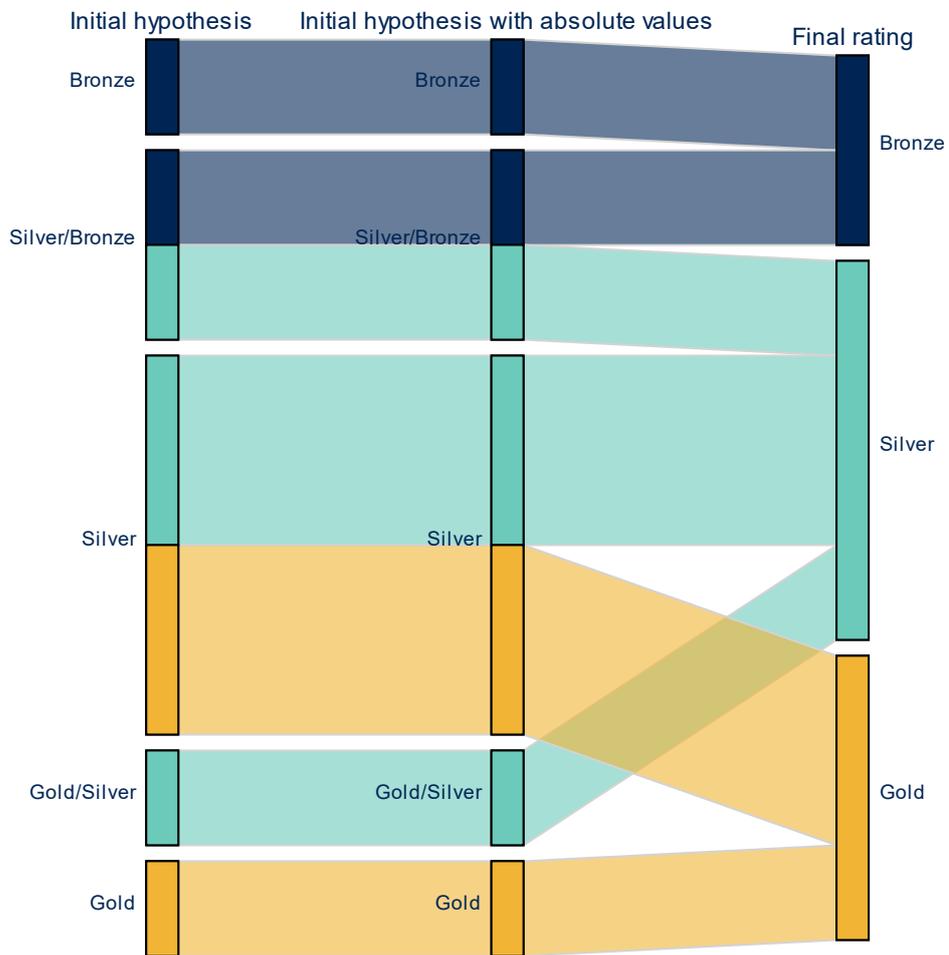
* 'No movement' for pilot means moved by half a grade or less.

The following three charts present 'movement from initial hypothesis to final provider-level rating' for the three categories of 'provider type' used in the report.

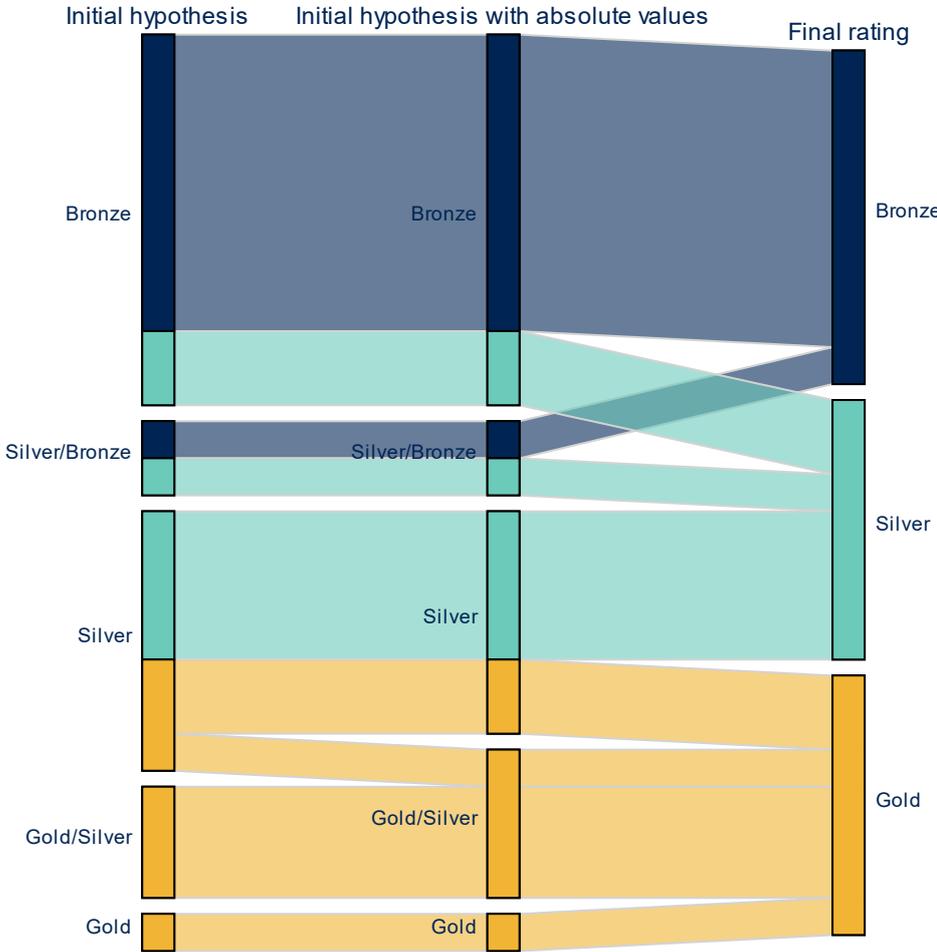
Movement from initial hypothesis to final rating – Further education colleges (FECs)



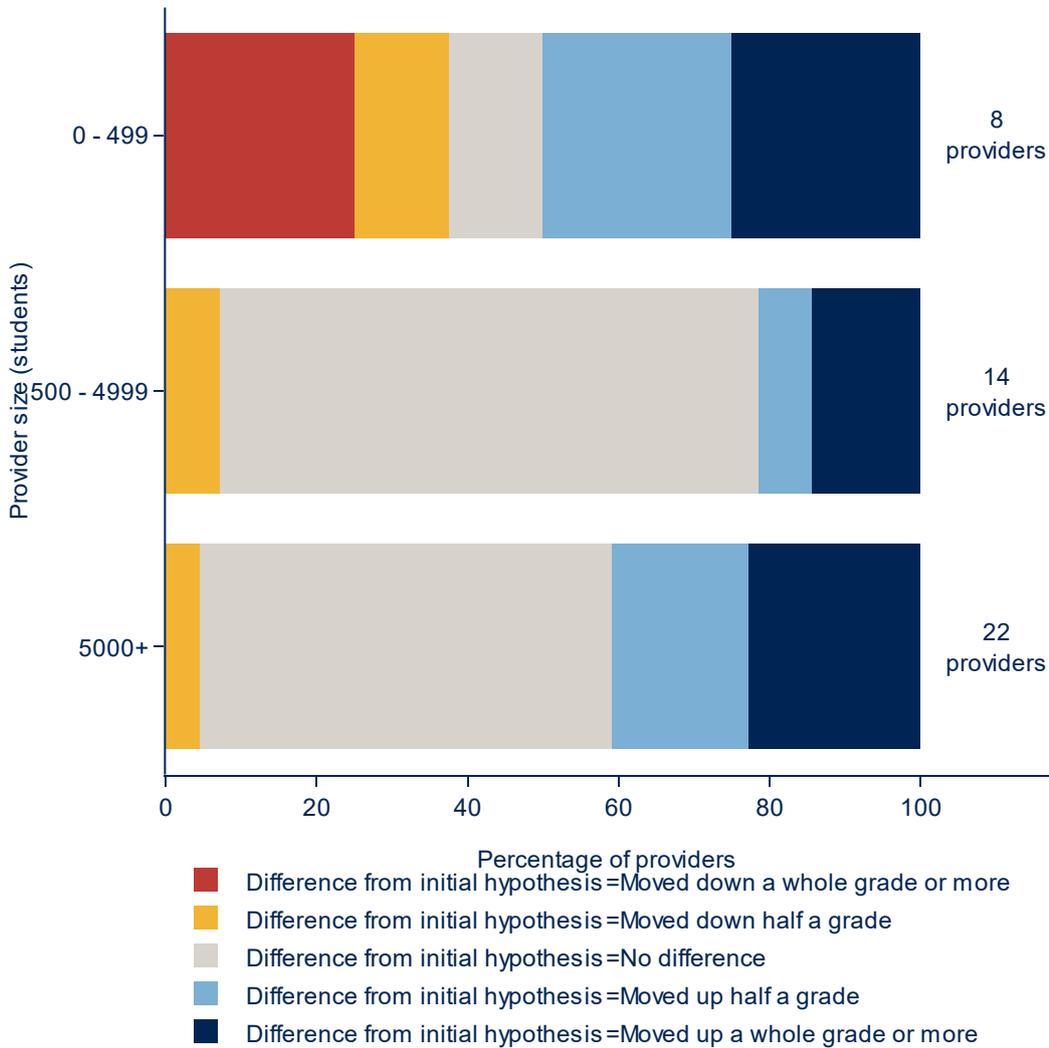
Movement from initial hypothesis to final rating – Providers with fewer than 10 subjects



Movement from initial hypothesis to final rating – Providers with 10 or more subjects



Differences between provider ratings and their initial hypothesis ratings by provider size



As above, this chart shows how each provider's overall rating compares with its initial hypothesis. 'Moved up' means that the final rating was higher than the initial hypothesis. This chart reports the outcomes by provider size.

Providers with subjects concentrated in a single rating

All (45 providers)

The following table shows the number of providers with more than a certain proportion of their subjects or students (FPE in the majority mode) concentrated in a single rating.

	>50%	>66%	>75%
Number of providers with this proportion of students in a single rating	38	23	20
Number of providers with this proportion of subjects in a single rating	35	19	11

Further education colleges (FECs) (12 providers)

The following table shows the number of FECs with more than a certain proportion of their subjects or students (FPE in the majority mode) concentrated in a single rating.

	>50%	>66%	>75%
Number of providers with this proportion of students in a single rating	12	8	7
Number of providers with this proportion of subjects in a single rating	9	7	5

Providers with under 10 subjects (10 providers)

The following table shows the number of providers with more than a certain proportion of their subjects or students (FPE in the majority mode) concentrated in a single rating.

	>50%	>66%	>75%
Number of providers with this proportion of students in a single rating	9	9	8
Number of providers with this proportion of subjects in a single rating	7	5	4

Providers with 10 subjects or more (23 providers)

The following table shows the number of providers with more than a certain proportion of their subjects or students (FPE in the majority mode) concentrated in a single rating.

	>50%	>66%	>75%
Number of providers with this proportion of students in a single rating	17	6	5
Number of providers with this proportion of subjects in a single rating	19	7	2

Providers with subjects in the same rating as the provider-level rating

All (45 providers)

The following table shows the number of providers with more than a certain proportion of their subjects or students (FPE in the majority mode) in the same rating as the provider-level rating.

	>25%	>50%	>75%
Number of providers with this proportion of students in the same rating	39	29	17
Number of providers with this proportion of subjects in the same rating	43	27	11

Further education colleges (FECs) (12 providers)

The following table shows the number of providers with more than a certain proportion of their subjects or students (FPE in the majority mode) in the same rating as the provider-level rating.

	>25%	>50%	>75%
Number of providers with this proportion of students in the same rating	11	10	7
Number of providers with this proportion of subjects in the same rating	12	9	5

Providers with under 10 subjects (10 providers)

The following table shows the number of providers with more than a certain proportion of their subjects or students (FPE in the majority mode) in the same rating as the provider-level rating.

	>25%	>50%	>75%
Number of providers with this proportion of students in the same rating	6	6	5
Number of providers with this proportion of subjects in the same rating	9	5	4

Providers with 10 subjects or more (23 providers)

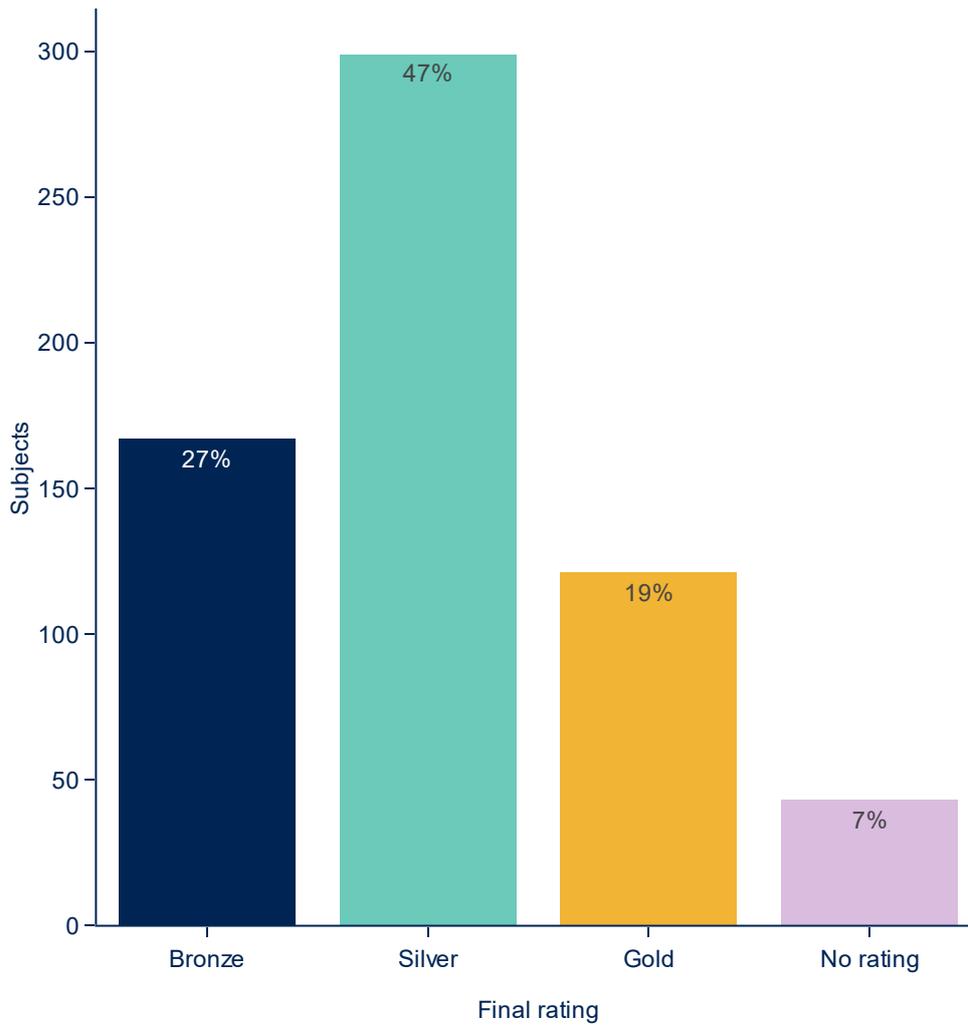
The following table shows the number of providers with more than a certain proportion of their subjects or students (FPE in the majority mode) in the same rating as the provider-level rating.

	>25%	>50%	>75%
Number of providers with this proportion of students in the same rating	22	13	5
Number of providers with this proportion of subjects in the same rating	22	13	2

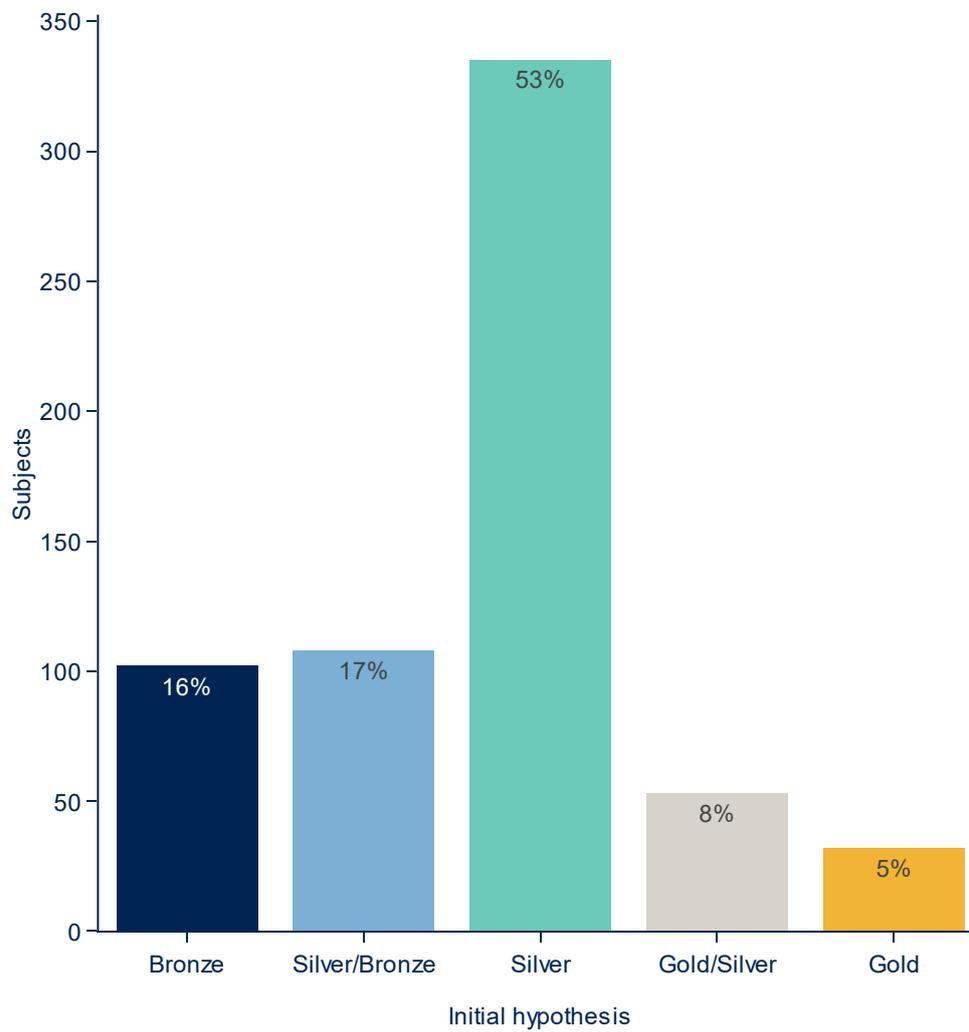
Subject-level charts

The following charts summarise the outcomes arrived at through subject-level assessment.

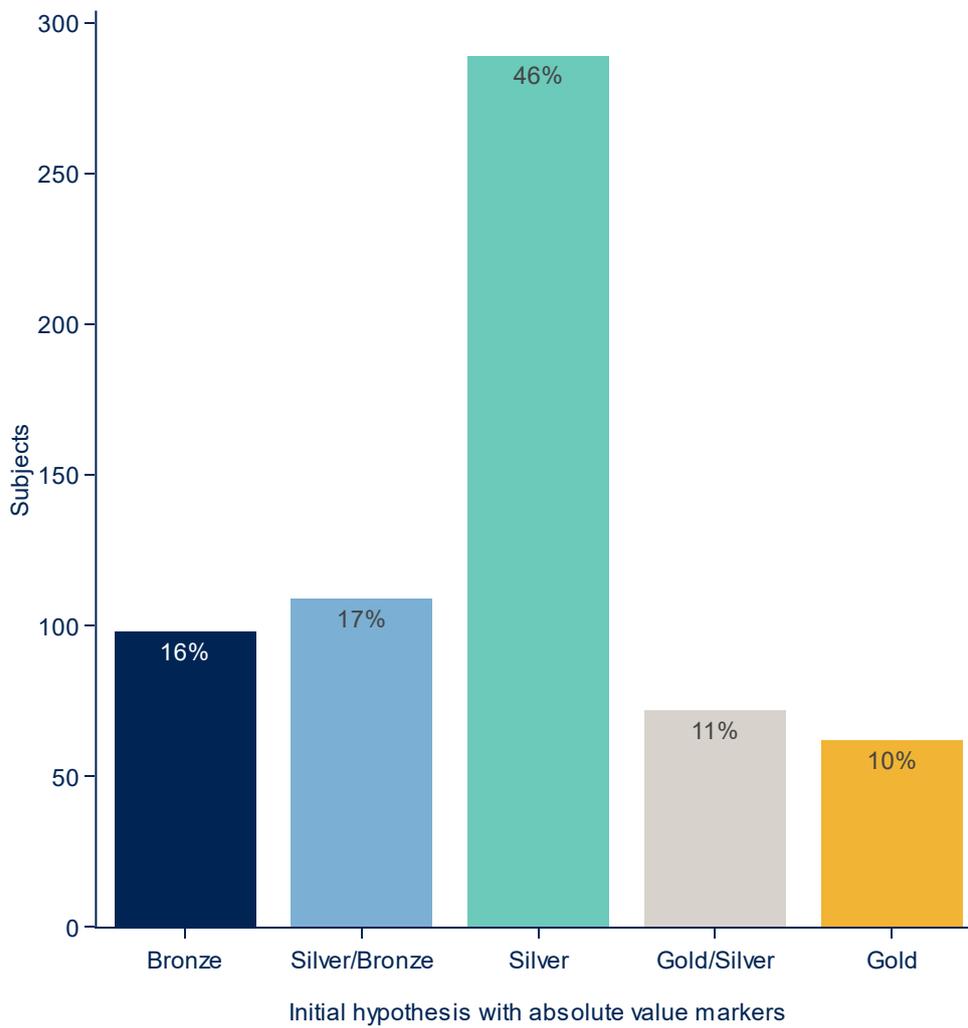
Subject-level final ratings



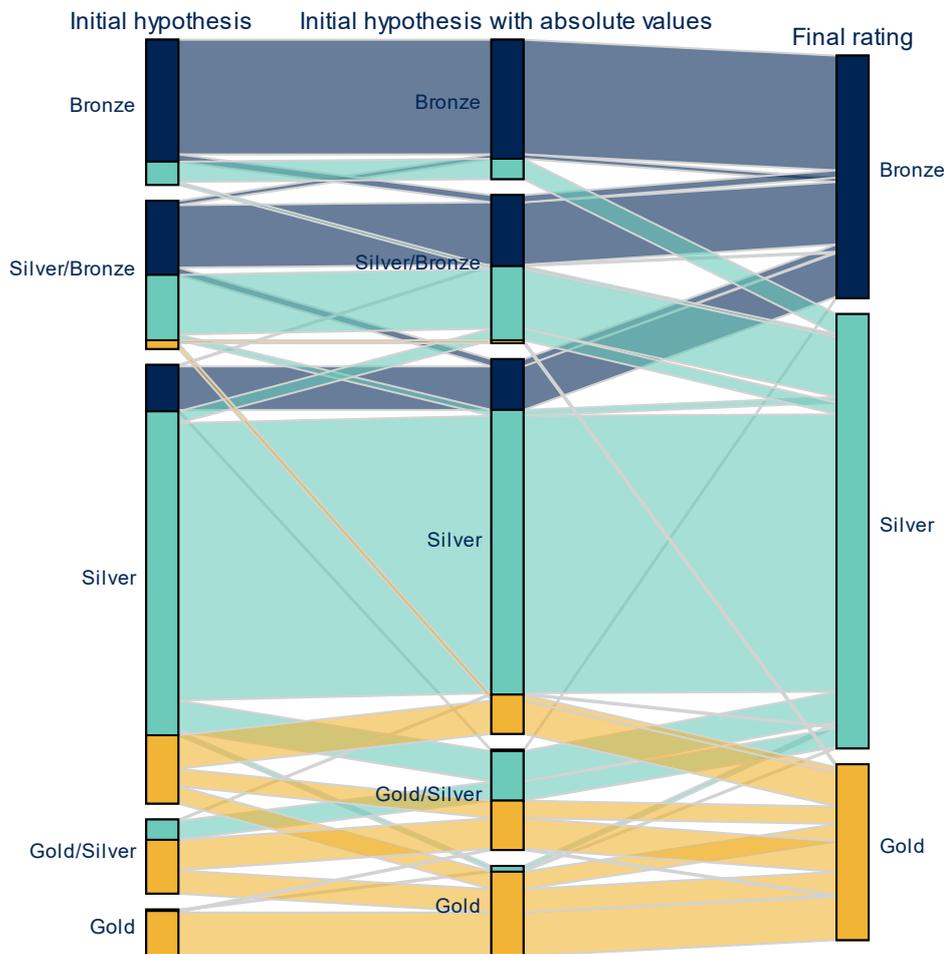
Subject-level initial hypotheses (without absolute values)



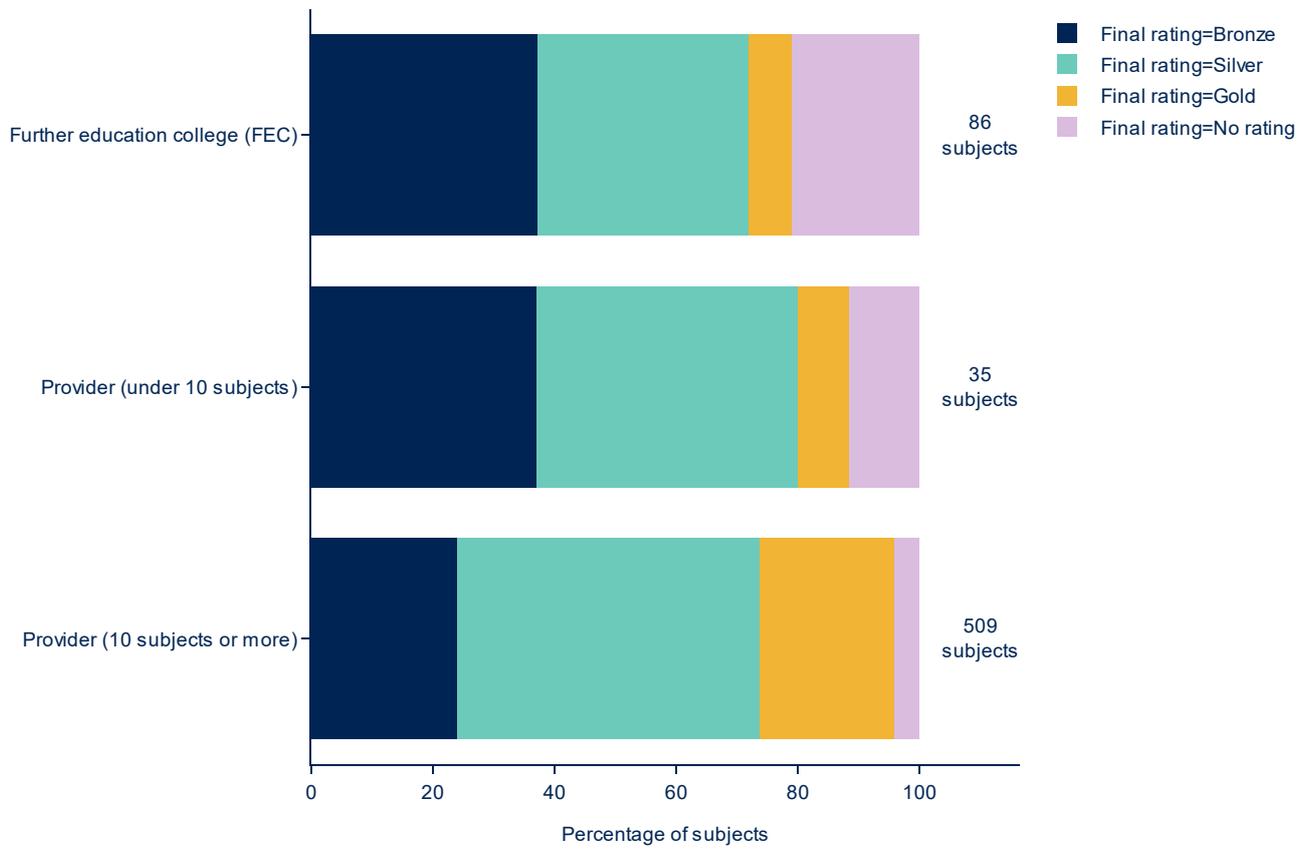
Subject-level initial hypotheses (with absolute value markers)



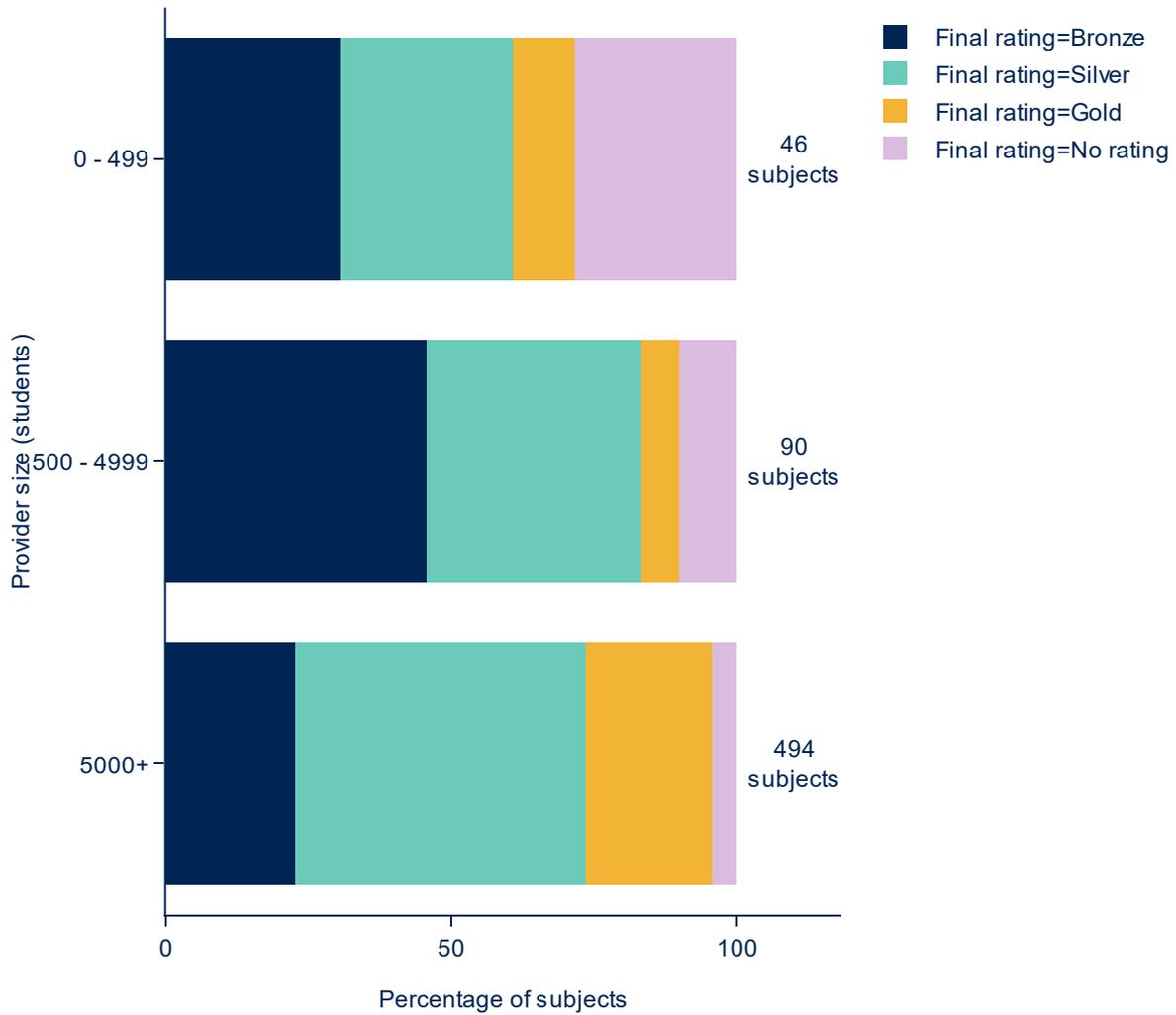
Movement from initial hypothesis to final subject-level rating



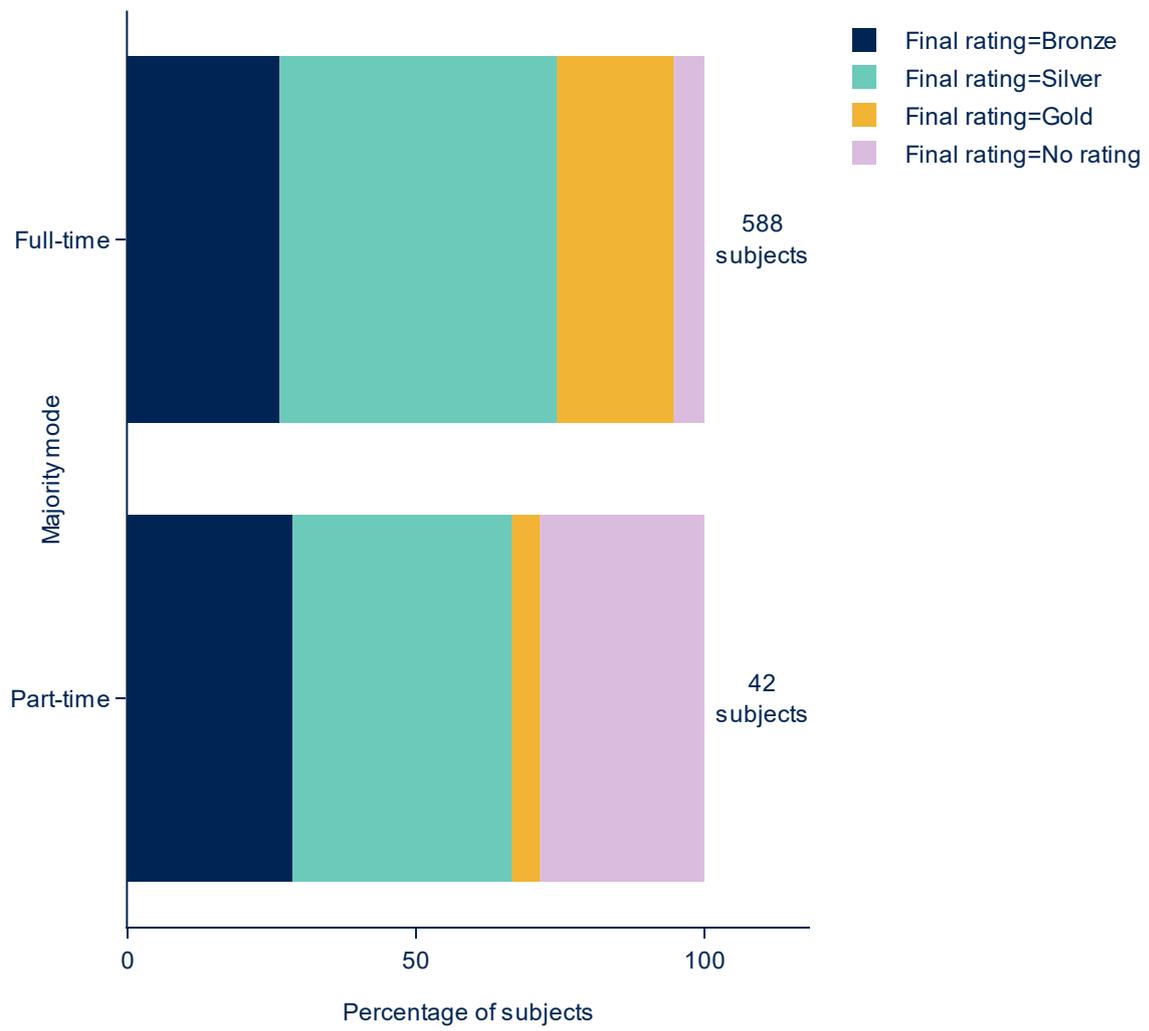
Subject-level ratings by provider type



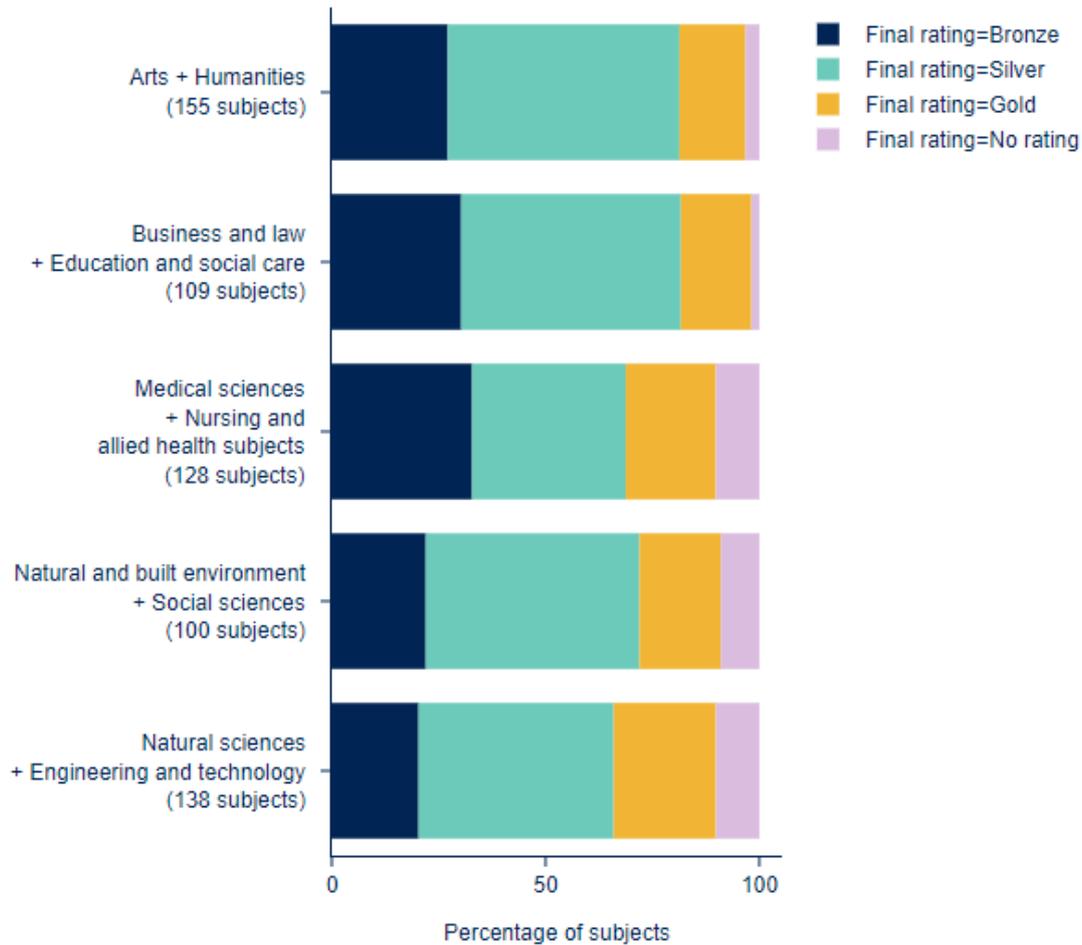
Subject-level ratings by provider size



Subject-level ratings by majority mode

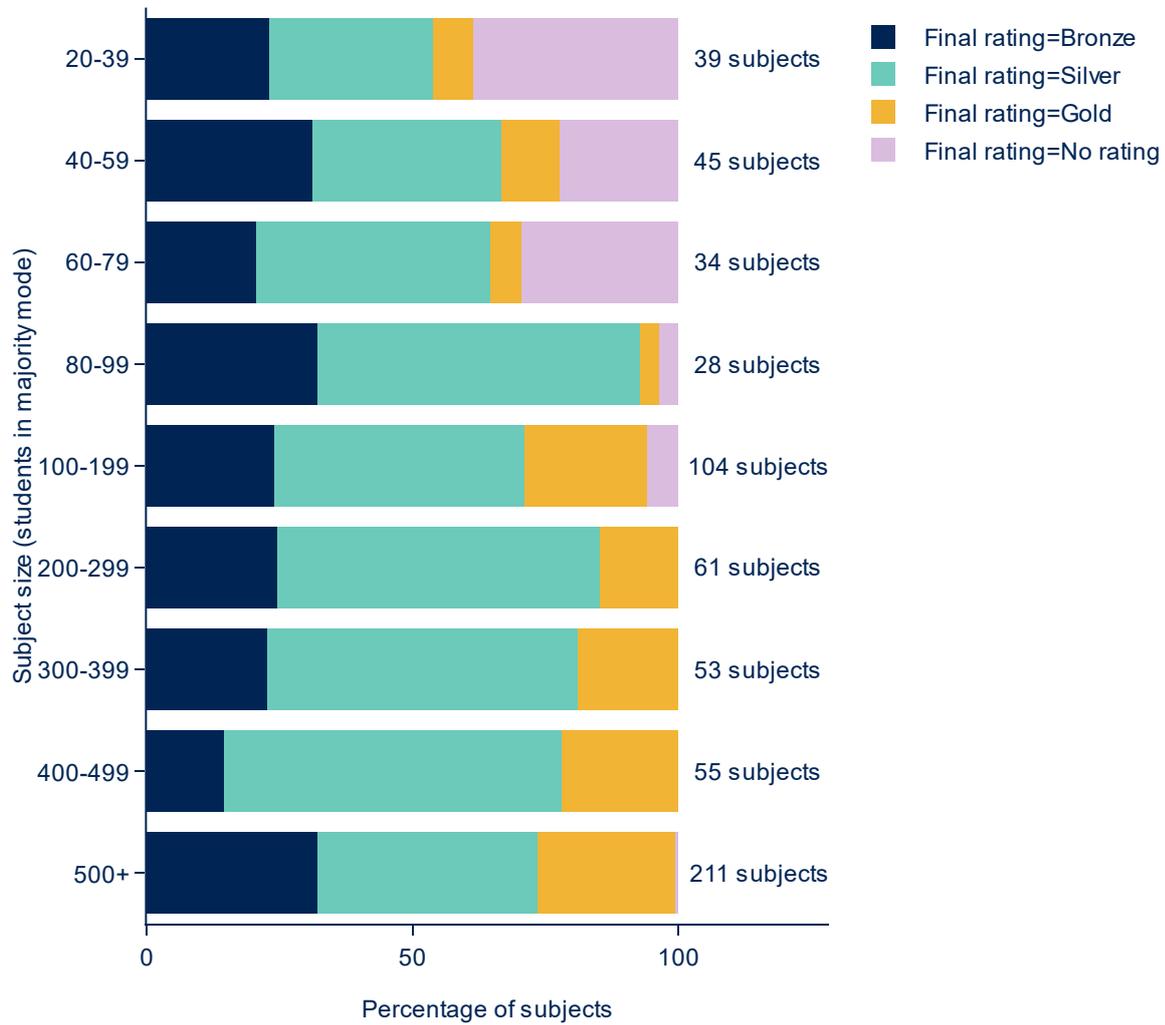


Subject-level ratings by panel



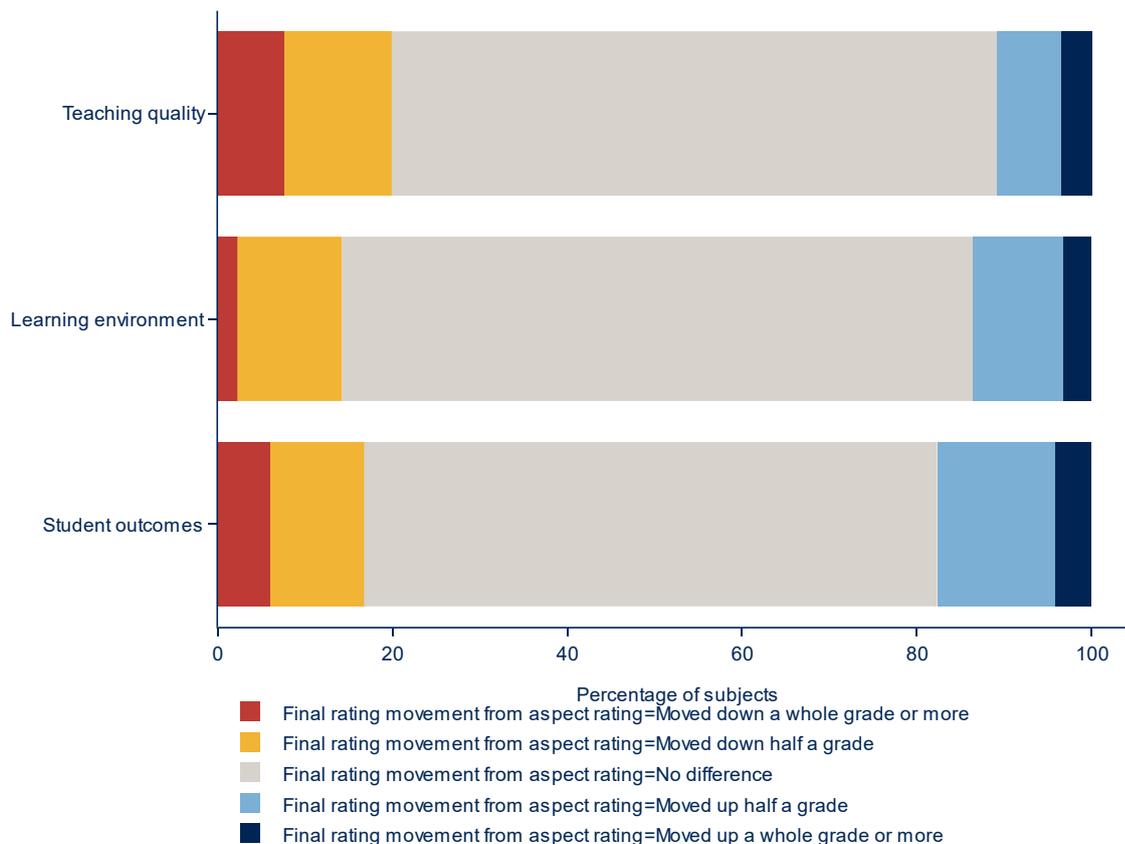
This chart shows the ratings arrived at by each subject panel.

Subject-level ratings by subject size



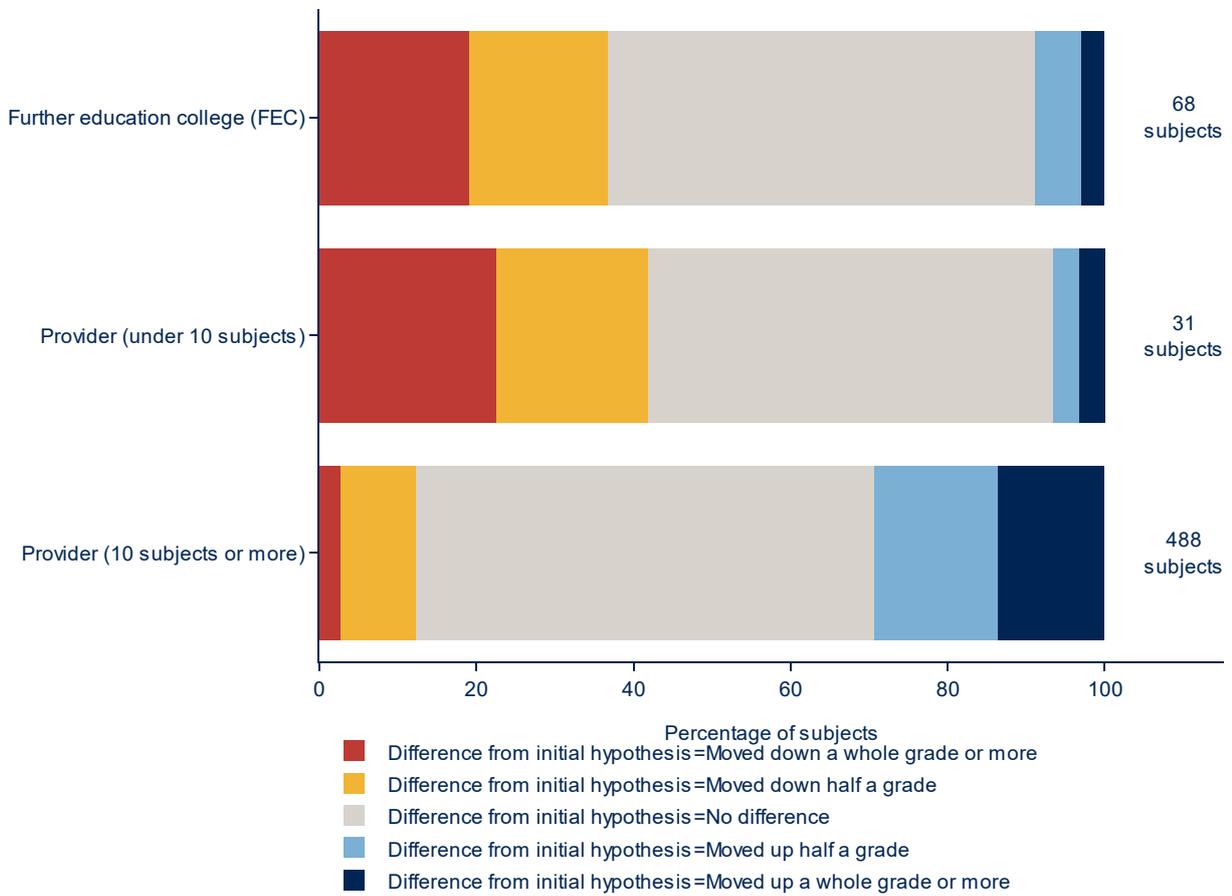
Subject size is based on the full person equivalent (FPE) of students in the majority mode. A minimum of 20 was required for inclusion in the pilot.

Differences between final subject-level ratings and their aspect ratings

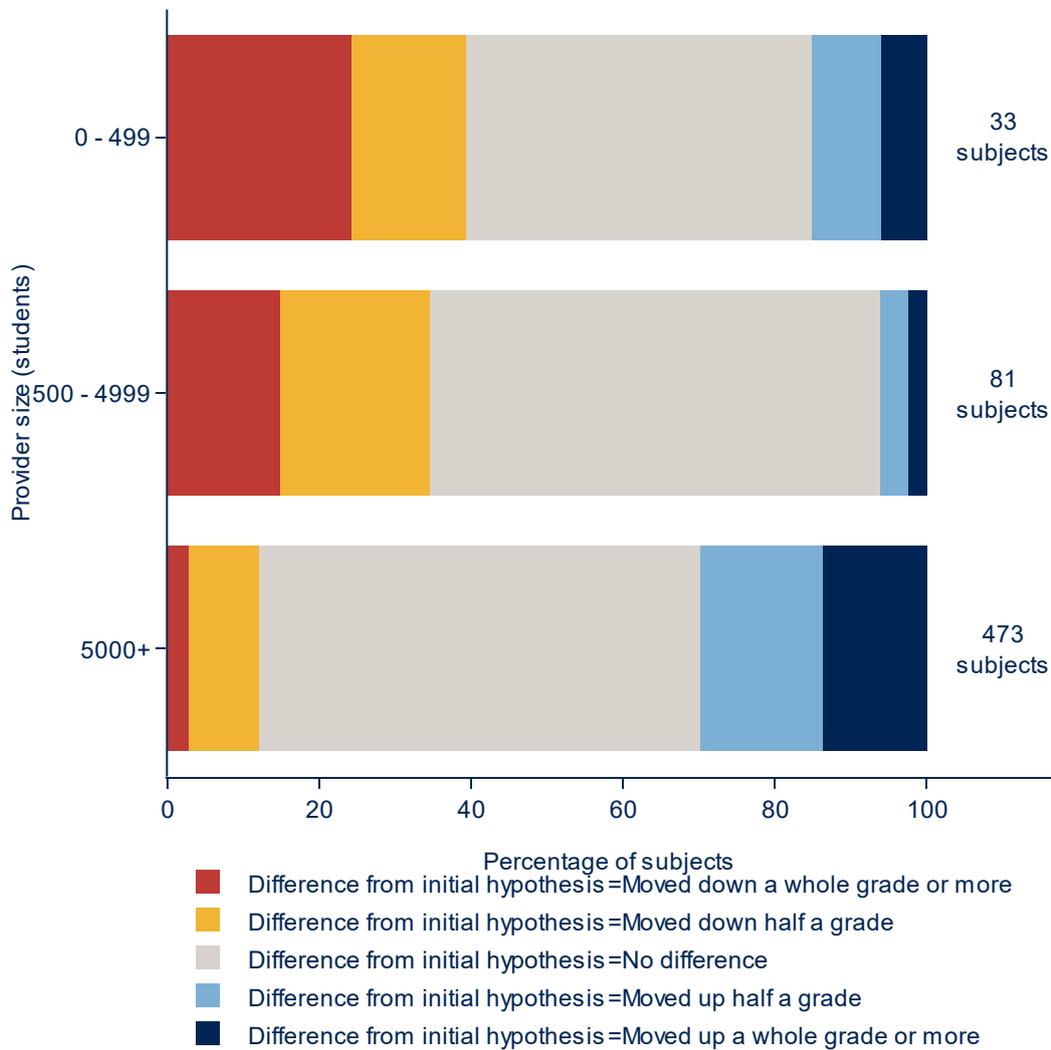


This chart shows how subject-level overall ratings compare with the ratings for each of the aspects of quality (teaching quality, learning environment, student outcomes). The above chart includes only those subjects whose aspects were rated in the pilot. This represents 317 of 630 subjects. 'Moved up' means that the final rating was higher than the rating given to that aspect of quality.

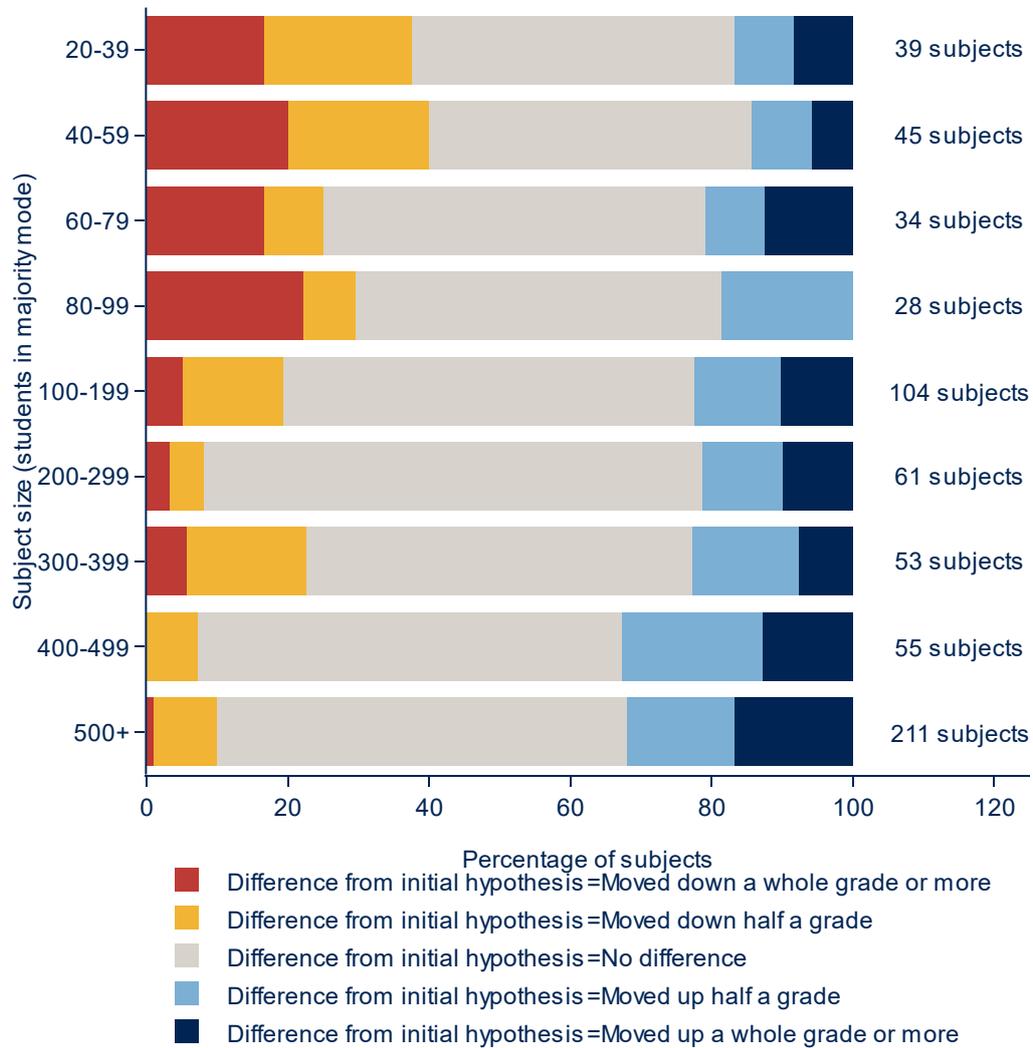
Differences between subject-level ratings and their initial hypotheses by provider type



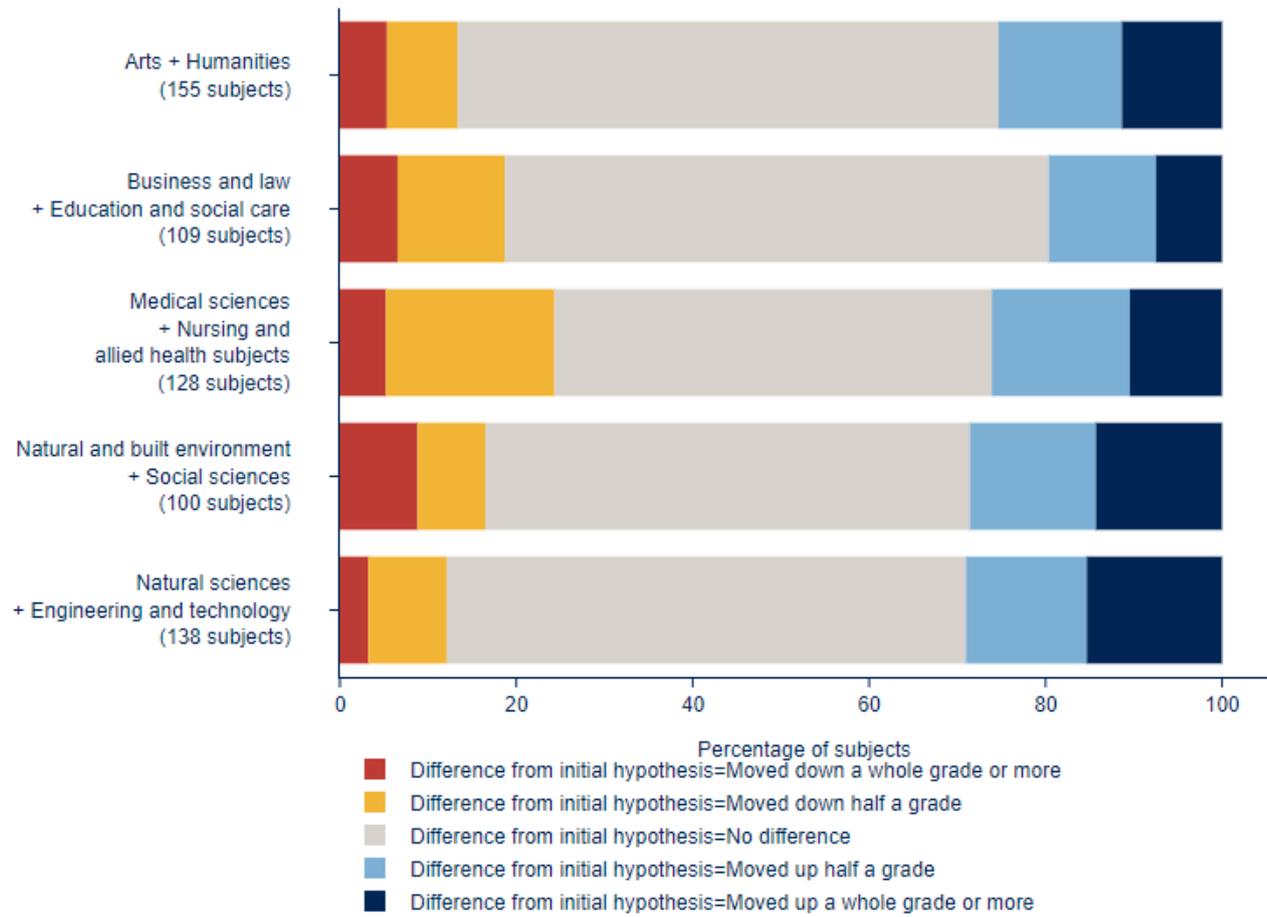
Differences between subject-level ratings and their initial hypotheses by provider size



Differences between subject-level ratings and their initial hypotheses by subject size



Differences between subject-level ratings and their initial hypotheses by panel



Subject-level ratings – numbers of subjects

Panel	Subject	Total	Initial hypothesis with absolute values				Final rating				
			Bronze	Silver/ Bronze	Silver	Gold/ Silver	Gold	Bronze	Silver	Gold	No rating
Arts + Humanities	Combined and general studies	2	S	S	S	S	S	S	S	S	S
	Creative arts and design	32	9	4	17	1	1	10	15	6	1
	English studies	25	3	5	14	2	1	5	16	4	0
	History and archaeology	20	3	2	14	1	0	3	13	4	0
	Languages and area studies	12	1	2	8	1	0	2	10	0	0
	Media, journalism and communications	22	6	2	10	3	1	8	9	4	1
	Performing arts	31	9	5	11	3	3	10	13	6	2
	Philosophy and religious studies	11	S	S	S	S	S	S	S	S	S
Business and Law + Education and Social Care	Business and management	36	6	4	17	2	7	12	14	10	0
	Education and teaching	25	9	2	11	2	1	7	14	2	2
	Health and social care	26	5	9	8	3	1	9	16	1	0

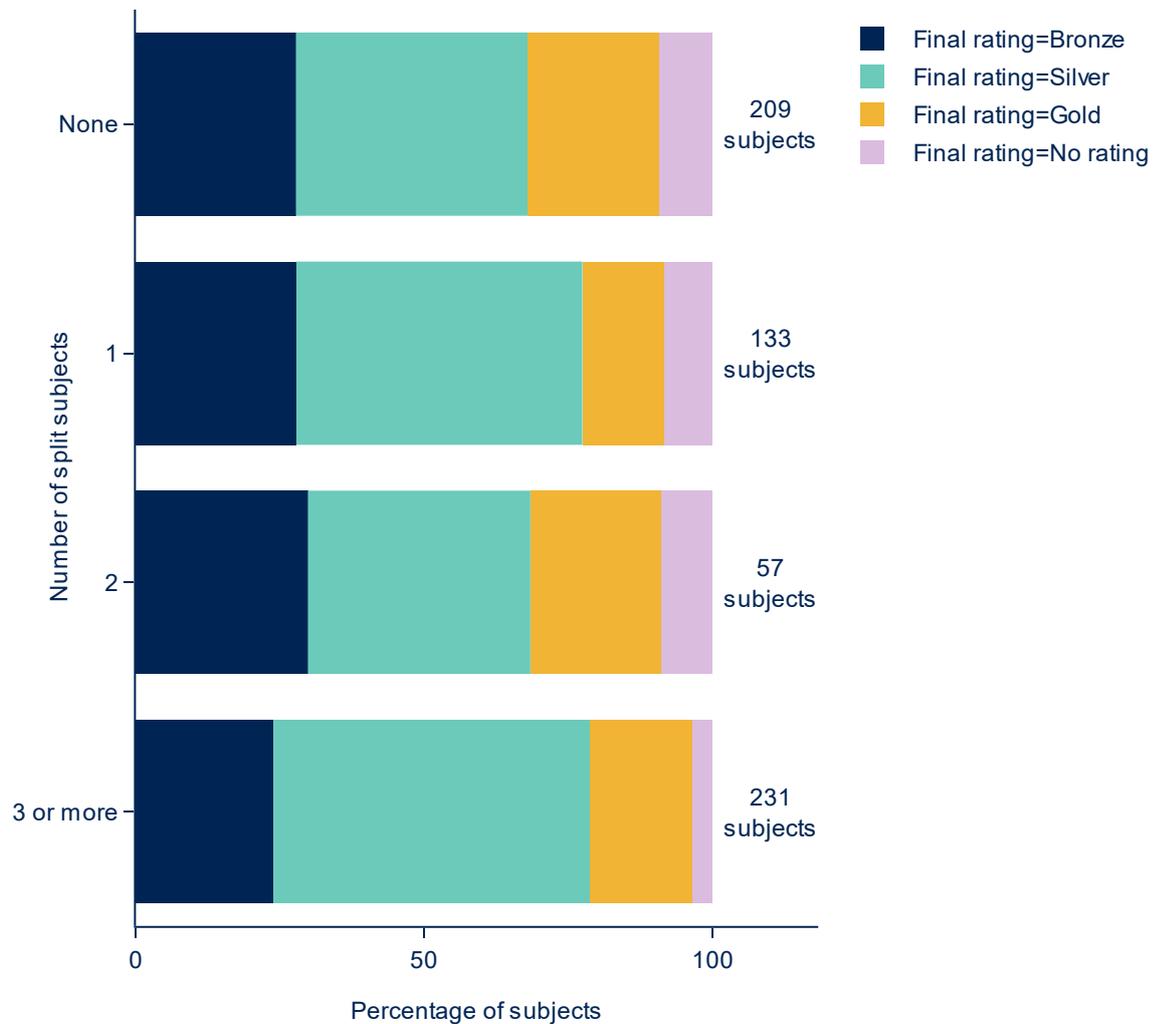
			Initial hypothesis with absolute values					Final rating				
	Law	22	3	1	15	3	0	5	12	5	0	
Medical Sciences + Nursing and Allied Health Subjects	Allied health	26	2	8	10	4	2	7	11	4	4	
	Medical sciences	17	1	5	6	3	2	5	6	5	1	
	Medicine and dentistry	8	S	S	S	S	S	S	S	S	S	
	Nursing and midwifery	17	2	7	6	1	1	6	5	4	2	
	Pharmacology, toxicology and pharmacy	12	0	4	7	1	0	3	4	5	0	
	Psychology	26	6	5	13	1	1	10	11	3	2	
	Sport and exercise sciences	19	5	2	12	0	0	7	7	2	3	
	Veterinary sciences	3	S	S	S	S	S	S	S	S	S	
Natural and Built Environment + Social Sciences	Agriculture, food and related studies	11	2	0	6	1	2	5	4	2	0	
	Architecture, building and planning	22	2	3	13	4	0	3	10	5	4	
	Economics	15	0	1	12	2	0	3	6	4	2	
	Geography, earth and environmental studies	13	1	2	10	0	0	0	10	1	2	

			Initial hypothesis with absolute values					Final rating				
	Politics	16	2	2	11	1	0	4	7	4	1	
	Sociology, social policy and anthropology	23	4	6	12	1	0	7	13	3	0	
Natural Sciences + Engineering and Technology	Biosciences	21	5	3	9	3	1	5	9	6	1	
	Chemistry	13	0	1	12	0	0	1	8	4	0	
	Computing	33	8	5	12	5	3	11	13	8	1	
	Engineering	29	4	6	16	2	1	6	13	5	5	
	General, applied and forensic sciences	12	0	1	10	1	0	0	5	4	3	
	Materials and technology	9	0	1	5	1	2	1	4	2	2	
	Mathematical sciences	14	1	2	11	0	0	3	8	1	2	
	Physics and astronomy	7	1	1	4	0	1	1	3	3	0	

Note: Some results with fewer than 5 instances of a subject have been suppressed where it may have been possible to identify another provider's rating. In order to prevent calculation of these missing values, the next smallest subject within that panel has also been suppressed. These values are marked with 'S'.

Interdisciplinarity

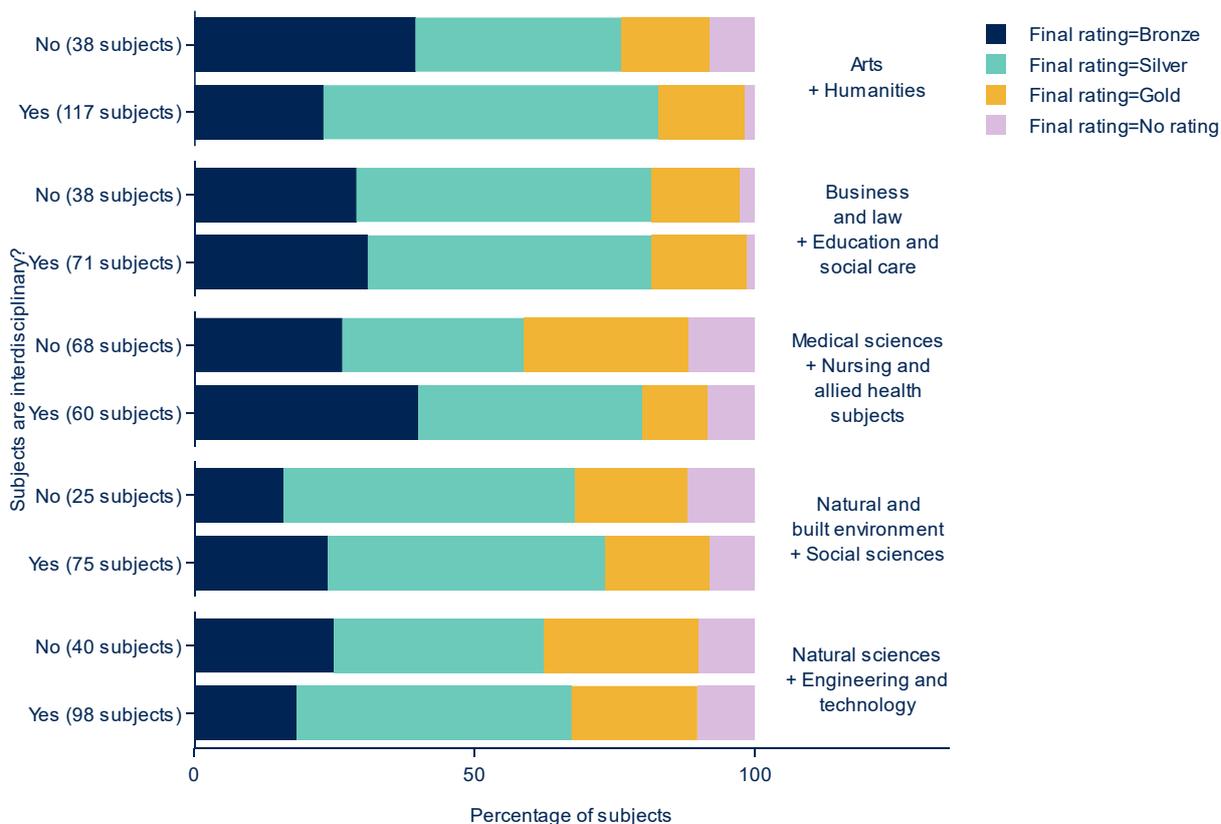
Subject-level final ratings by degree of interdisciplinarity



This chart shows the ratings awarded to subjects by number of 'split subjects', i.e. the number of other subjects that data within an assessed subject was also reported to.

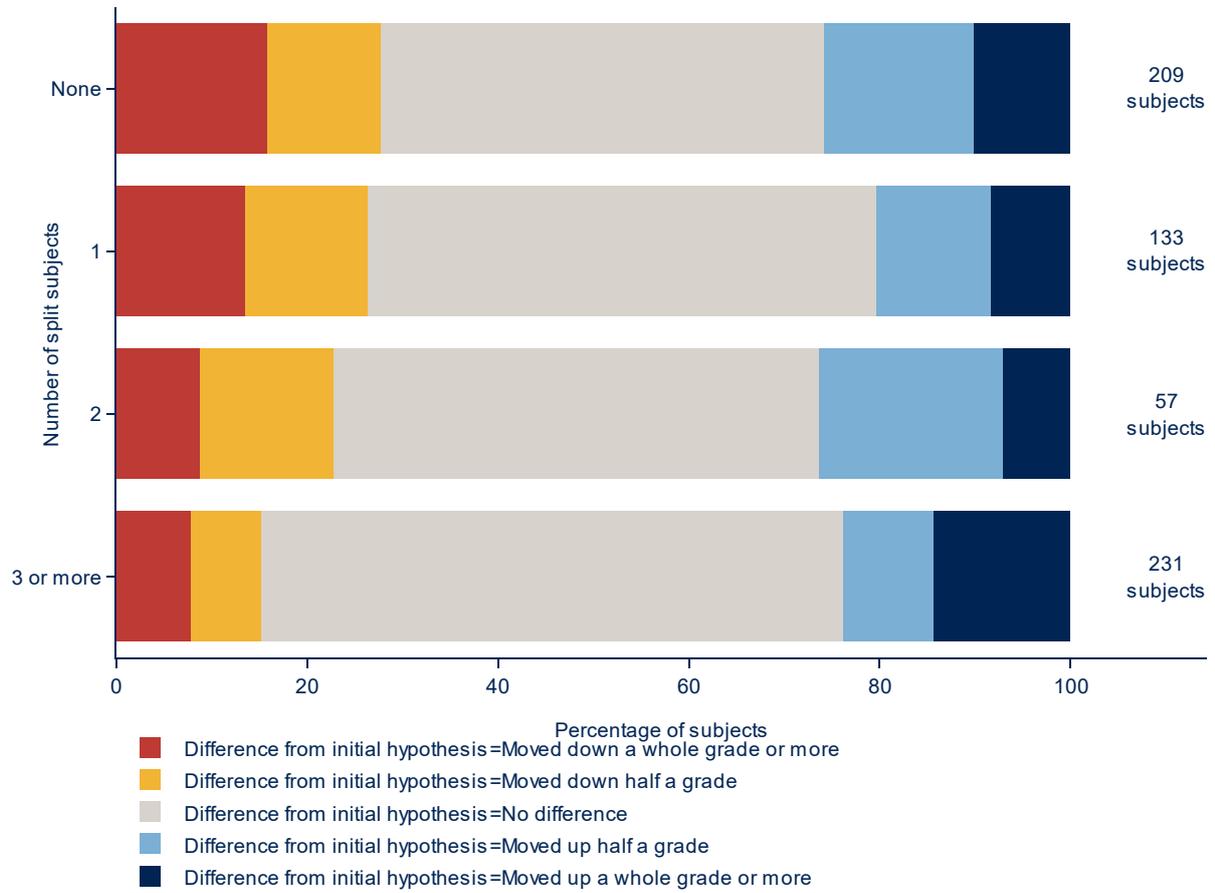
Subjects split with three or more other subjects have been aggregated into the '3 or more' category. The maximum number of splits was 18.

Subject-level interdisciplinarity by panel



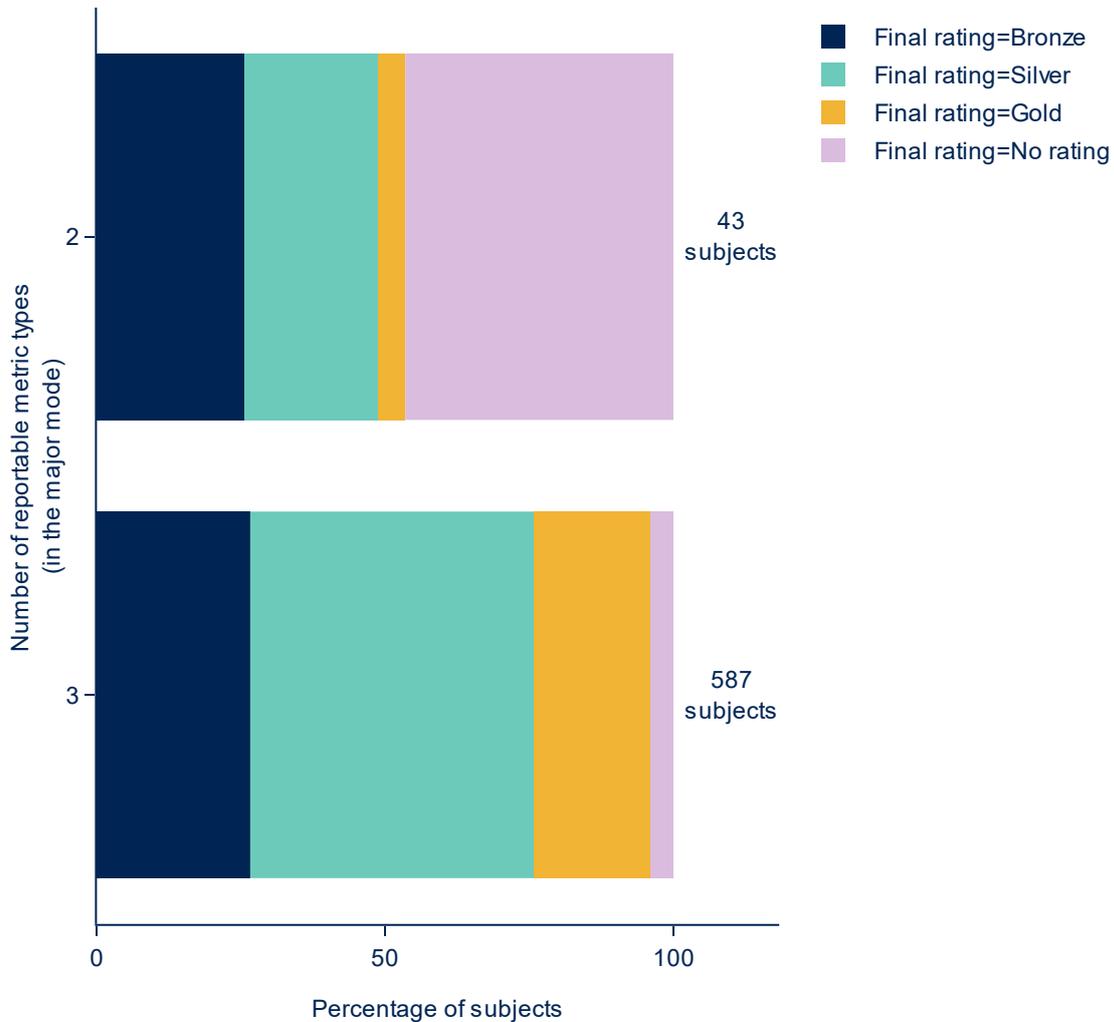
This chart shows the ratings arrived at by each subject panel, for subjects with different levels of interdisciplinarity. Subjects with no data splitting, and subjects where data was split with at least one other subject, are reported separately.

Subject-level movement from initial hypothesis by degree of interdisciplinarity



Reportable metric types and data sources

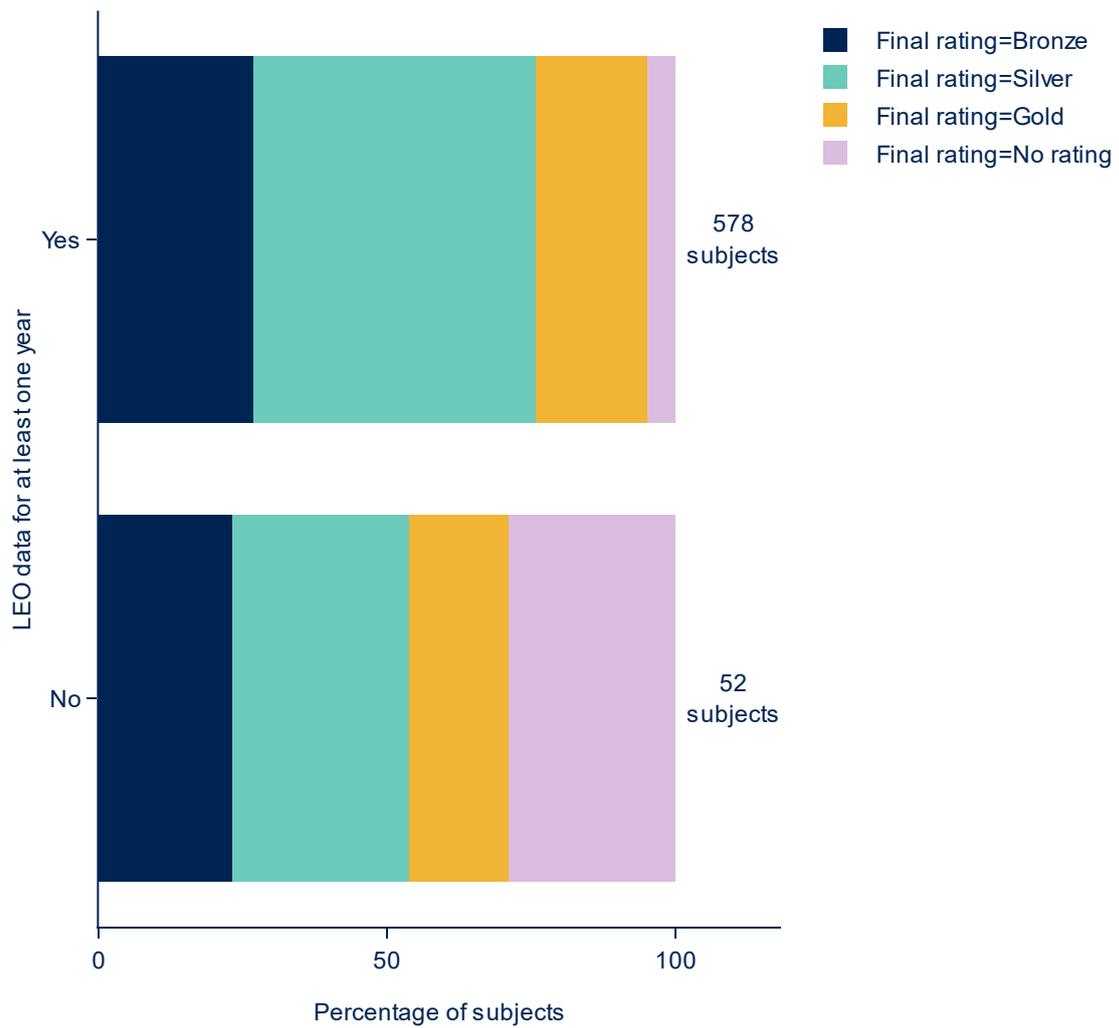
Final ratings by number of reportable metric types – subjects



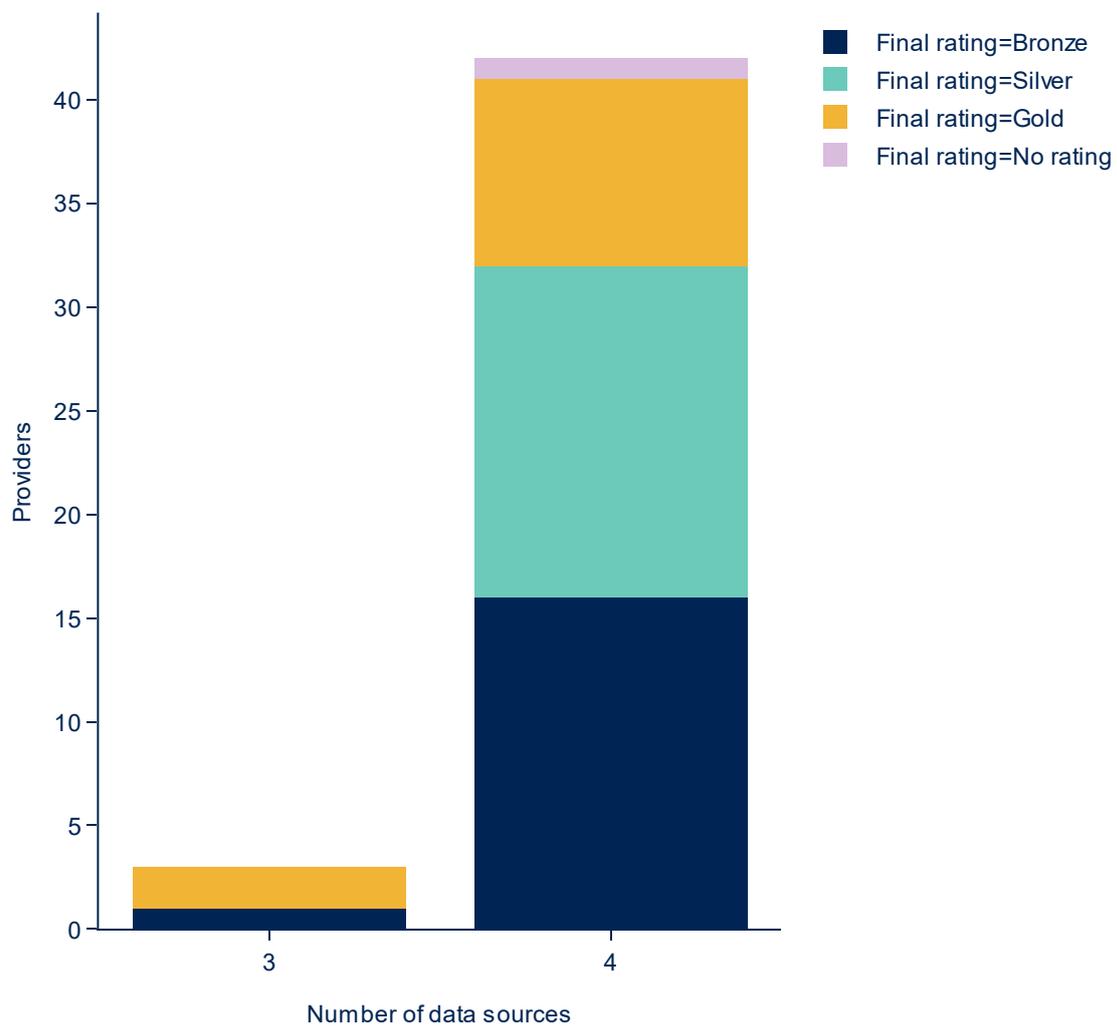
The three potential reportable metric types are National Student Survey (NSS), Higher Education Statistics Agency (HESA) or Individualised Learner Record (ILR), and Employment (deemed reportable if either Destination of Leavers from Higher Education (DLHE) or Longitudinal Education Outcomes (LEO) data is available).

The minimum threshold for a subject to be assessed in the pilot was two reportable metric types.

Final ratings by those with/without Longitudinal Education Outcomes (LEO) data



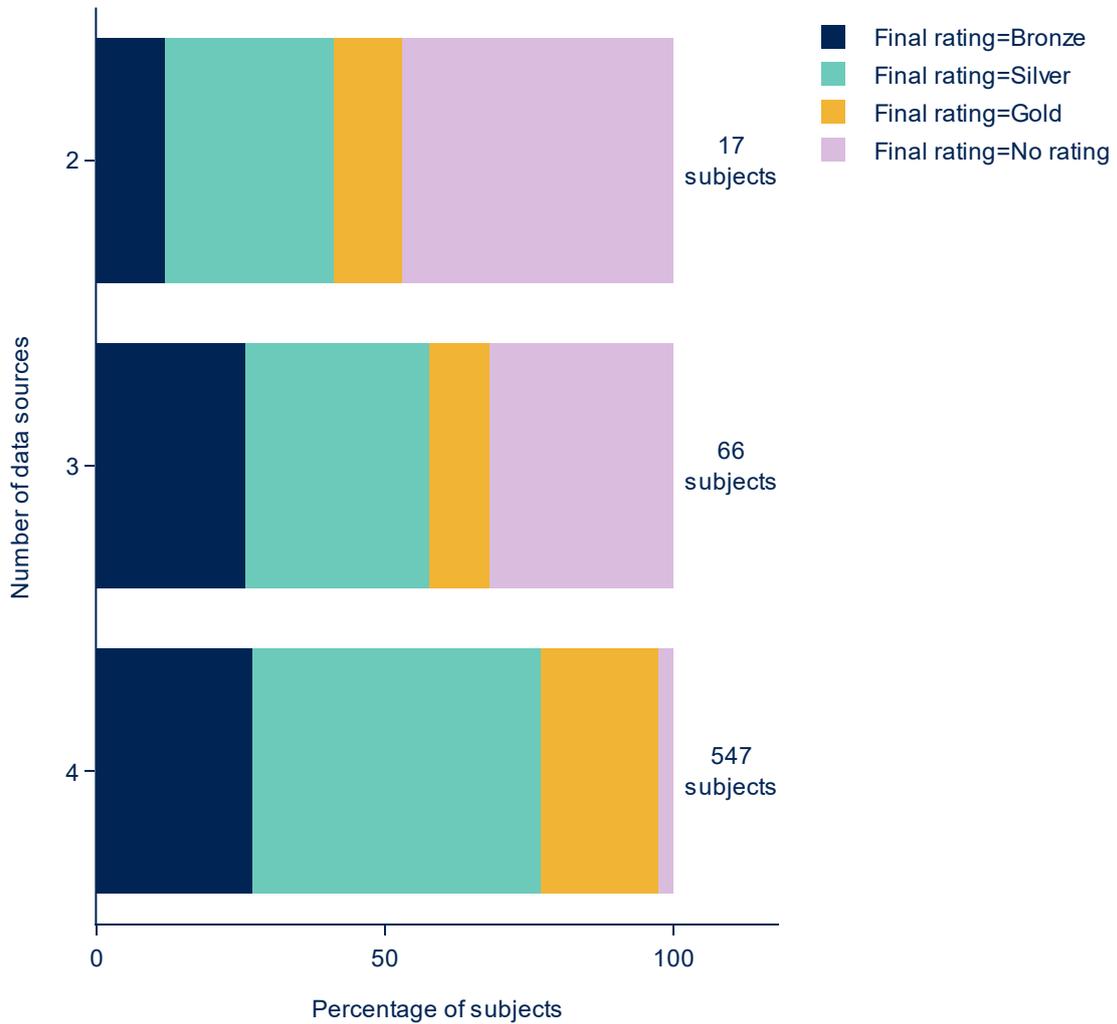
Provider-level awards by number of data sources (DLHE, HESA/ILR, NSS, LEO)



There are four potentially reportable metric sources:

- National Student Survey (NSS)
- Higher Education Statistics Agency (HESA)/Individualised Learner Record (ILR)
- Destination of Leavers from Higher Education (DLHE)
- Longitudinal Education Outcomes (LEO).

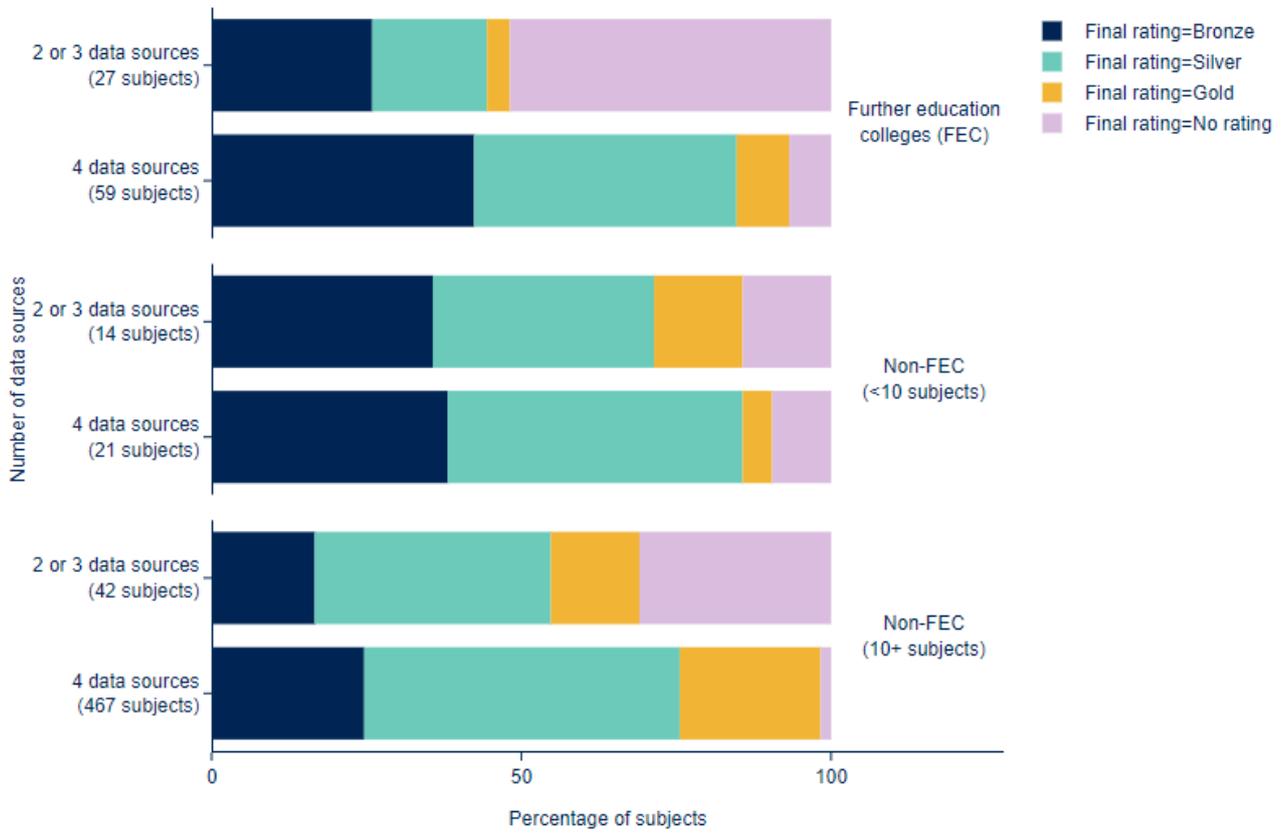
**Subject-level ratings by number of data sources (DLHE, HESA/ILR, NSS, LEO):
Chart 15, p90**



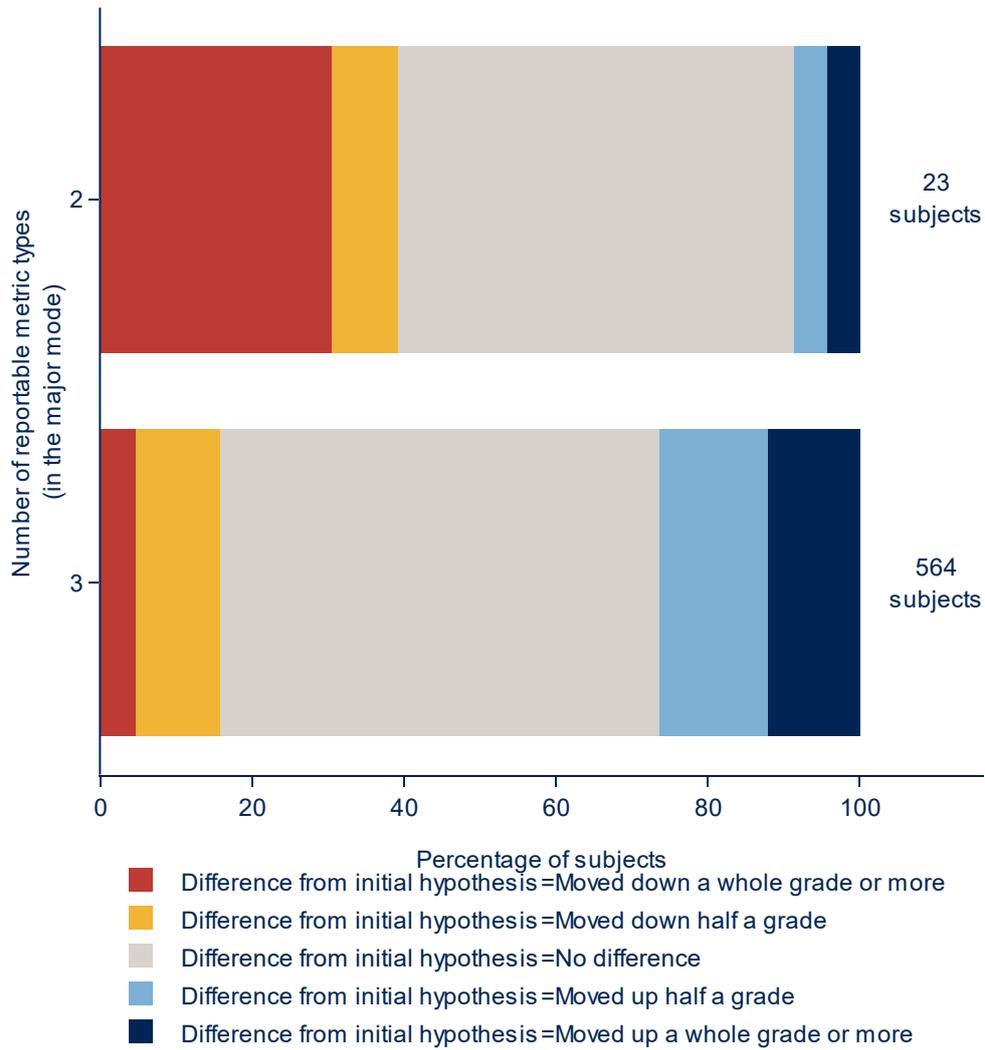
There are four potentially reportable metric sources:

- National Student Survey (NSS)
- Higher Education Statistics Agency (HESA)/Individualised Learner Record (ILR)
- Destination of Leavers from Higher Education (DLHE)
- Longitudinal Education Outcomes (LEO).

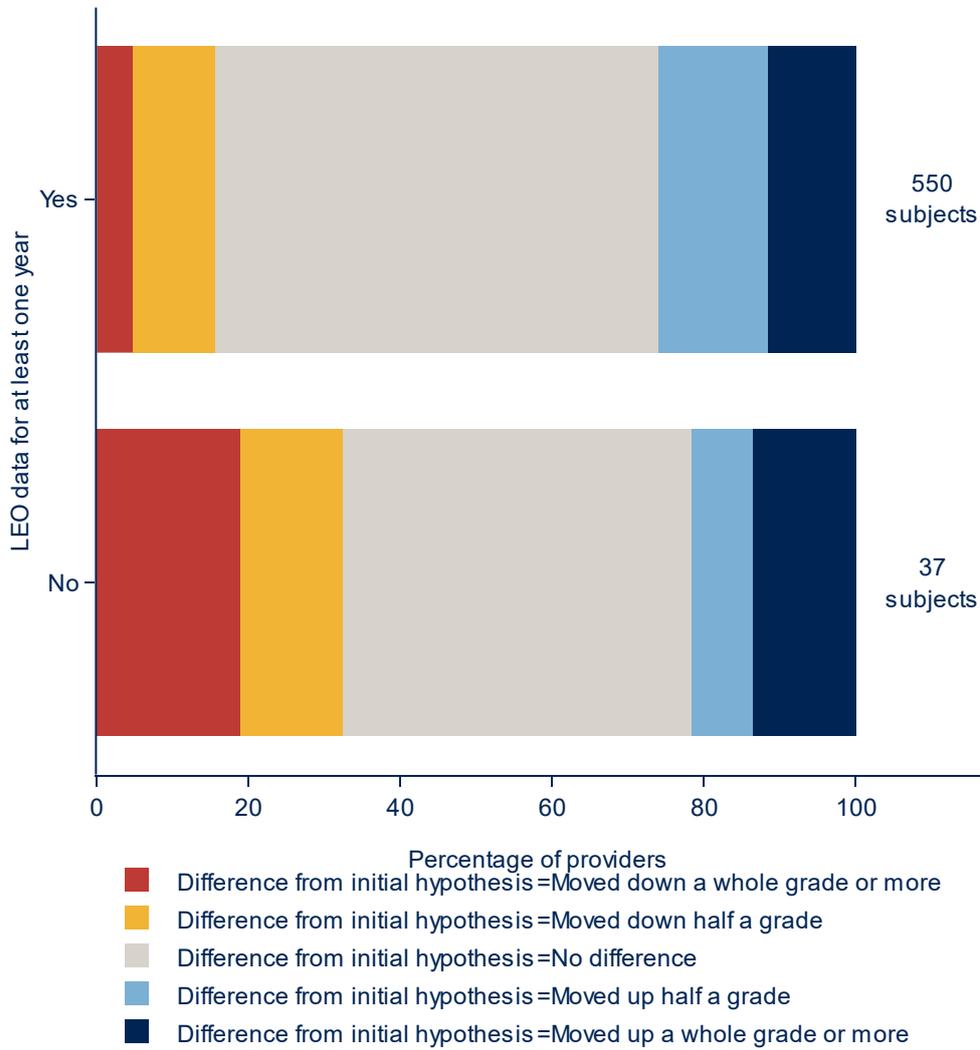
Subject-level ratings by number of data sources against provider type



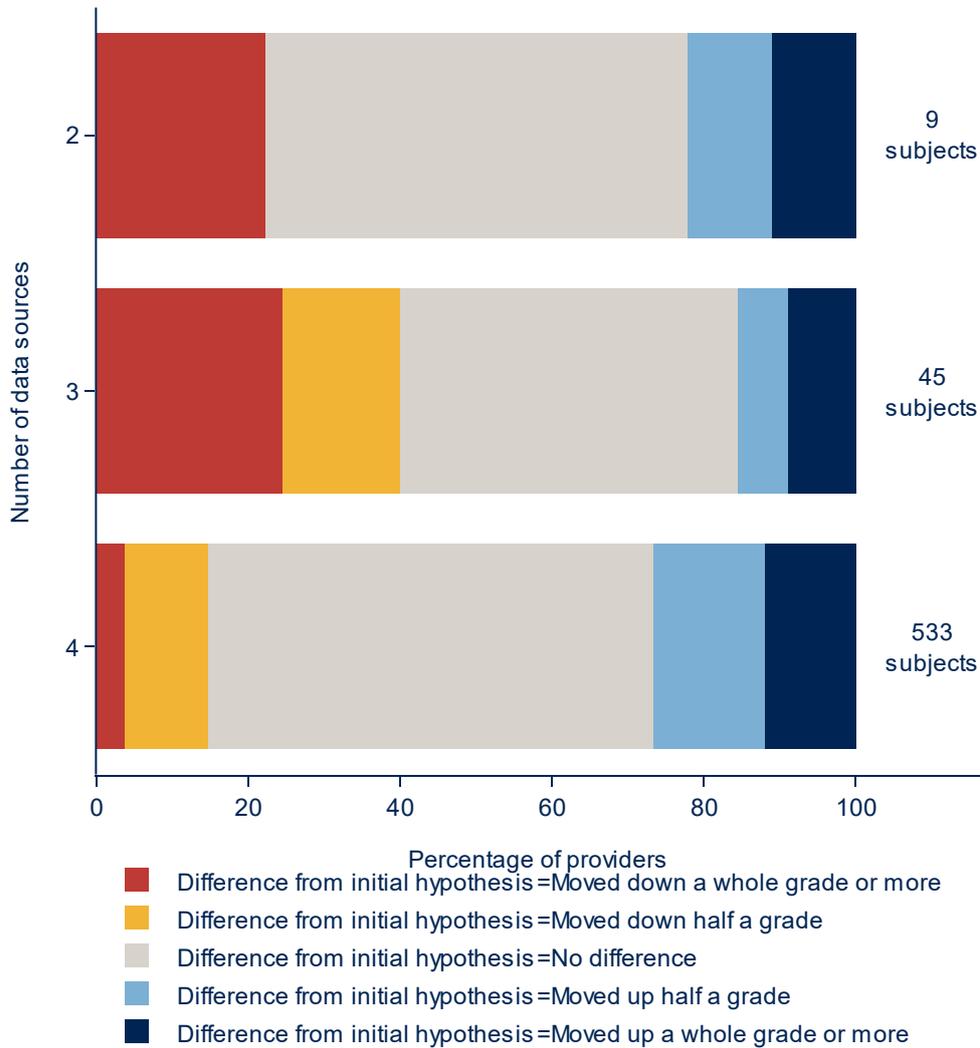
Movement from initial hypothesis by reportable metric types



Movement from initial hypothesis by those with/without Longitudinal Education Outcomes (LEO) data



Movement from initial hypothesis by number of data sources (DLHE, NSS, HESA/ILR, LEO)



There are four potentially reportable metric sources:

- National Student Survey (NSS)
- Higher Education Statistics Agency (HESA)/Individualised Learner Record (ILR)
- Destination of Leavers from Higher Education (DLHE)
- Longitudinal Education Outcomes (LEO).

Characteristics

The following charts present the subject-level ratings arrived at in this year's pilot by the proportion of students in those subjects with different personal characteristics.

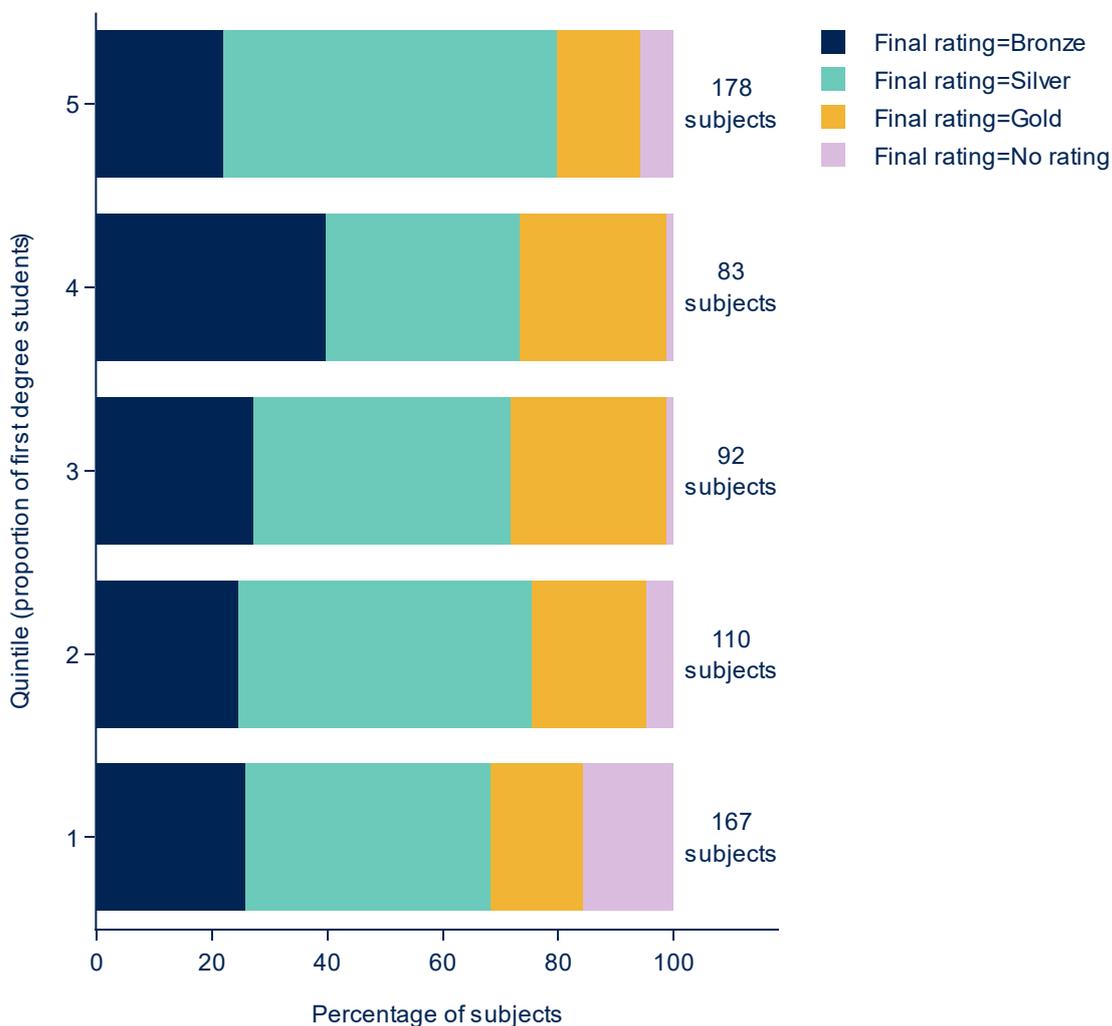
It should be noted that these charts do not control for other factors likely to have an impact on a subject's final rating (such as provider type or subject area), but which may closely correlate to the proportion of students with certain characteristics. As such, no causal relationship should be inferred from any patterns observed. A more detailed statistical analysis of these factors, which seeks to determine if they are significant predictors of TEF performance in their own right, has been undertaken as part of Annex G: Logistic regression models.²

For each characteristic in this section, the subjects have been divided into quintiles by:

1. Working out the proportion of students (FPE in the majority mode) in each subject with the characteristic
2. Ranking the subjects from lowest to highest based on this proportion
3. Dividing the subjects into five quintiles weighted by population (FPE in the majority mode) – this means that approximately 20 per cent of students are in each quintile.

² See www.officeforstudents.org.uk/publications/tef-findings-from-the-second-subject-level-pilot-2018-19/.

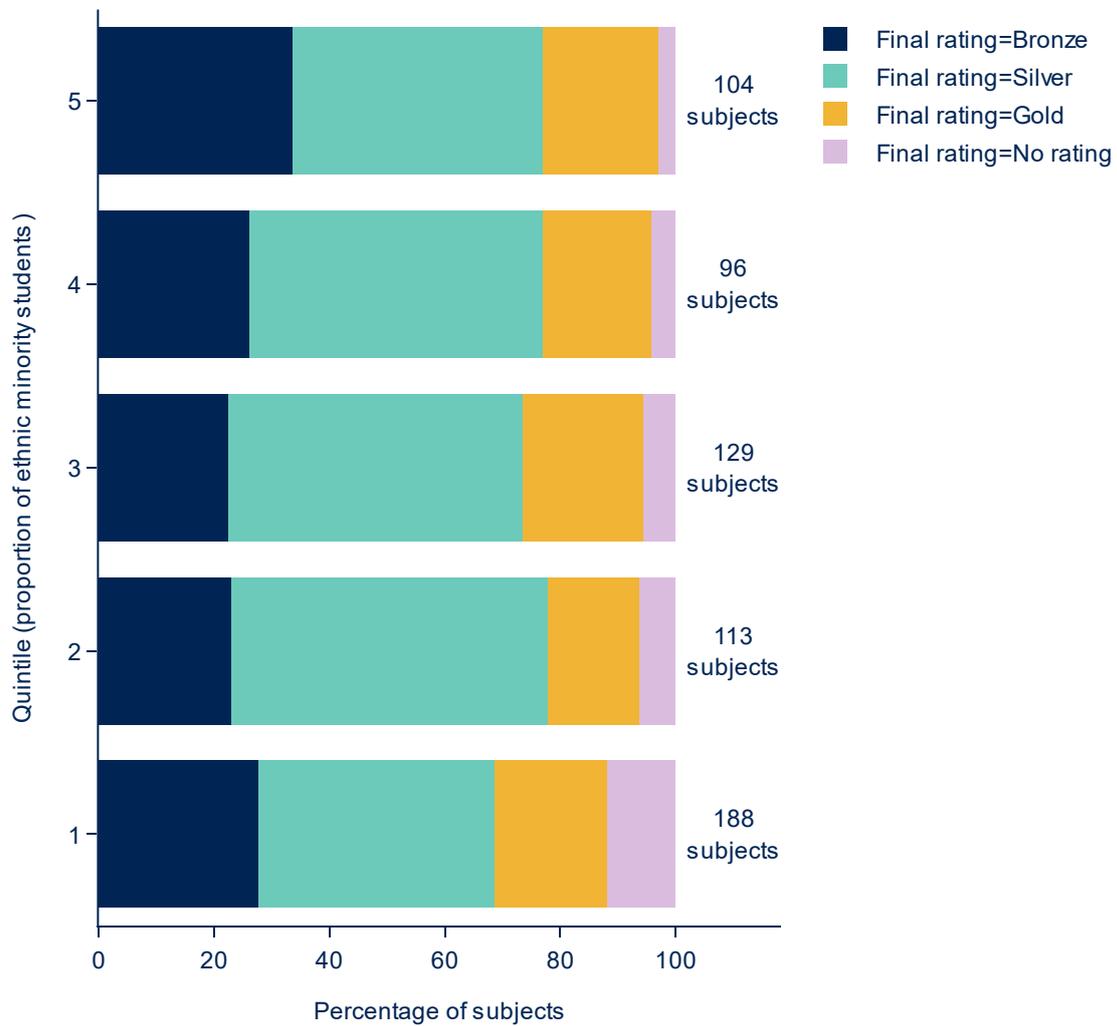
Subject-level ratings by level of study



This chart is based on the proportion of students with first-class degree status (other categories include 'Other undergraduate (UG)' and 'UG with postgraduate (PG) components').

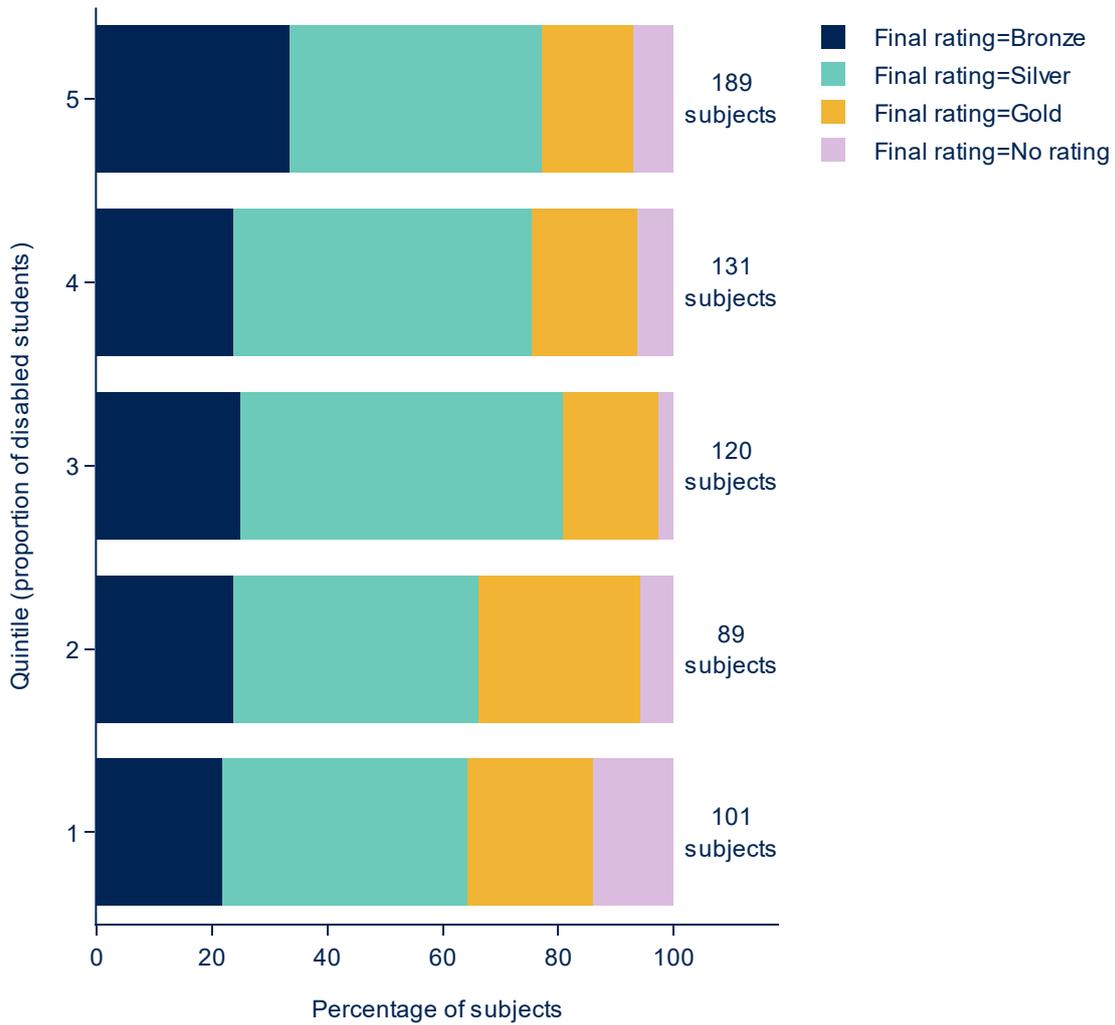
Quintile 1 contains subjects which have the lowest proportion of students with first-class degree status.

Subject-level ratings by ethnicity (proportion of black, Asian and minority ethnic students)



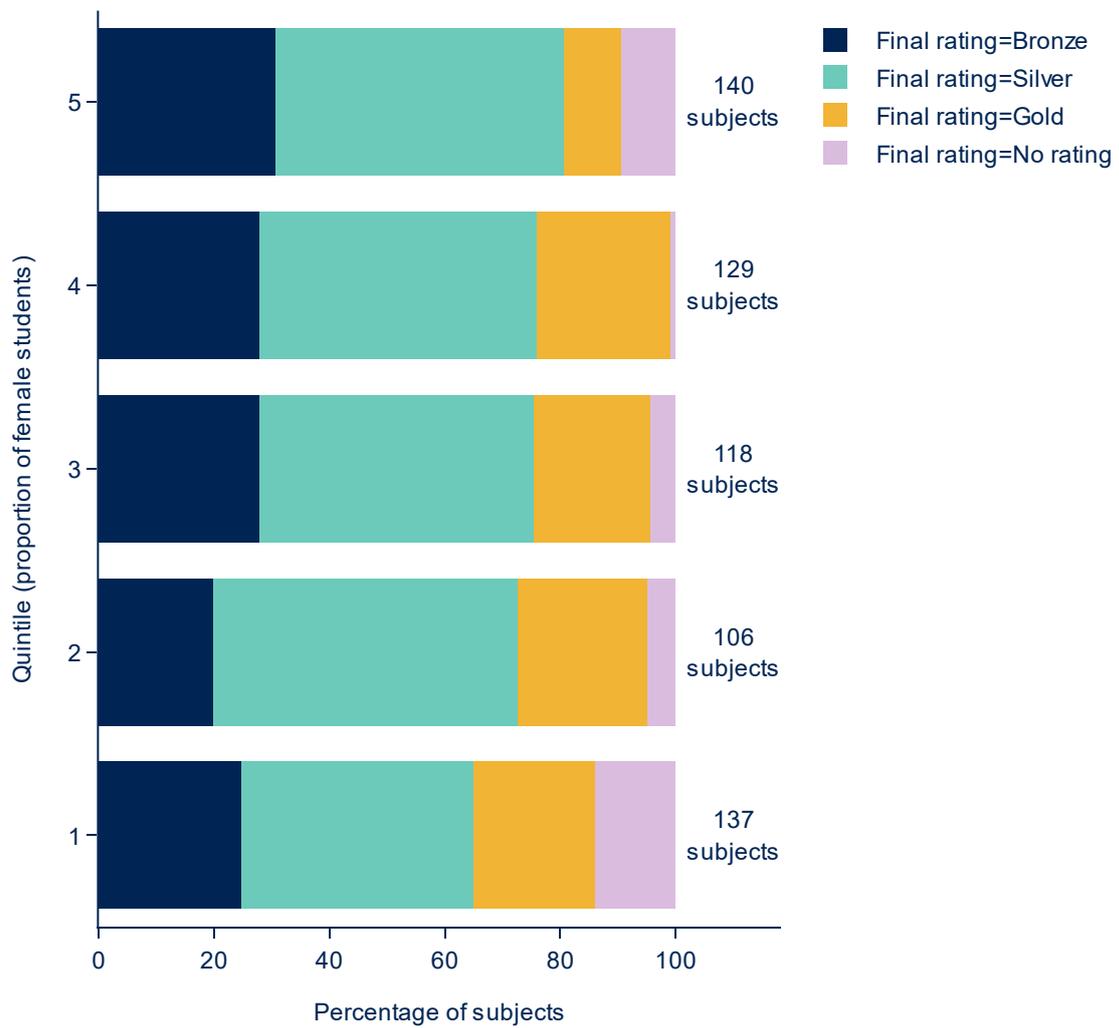
This chart is based on the proportion of students with minority ethnicities (black, Asian, other minority ethnicity) compared to all those with known ethnicities. Quintile 1 subjects have the lowest proportions of minority ethnic students.

Subject-level ratings by disability (proportion of students with declared disability)



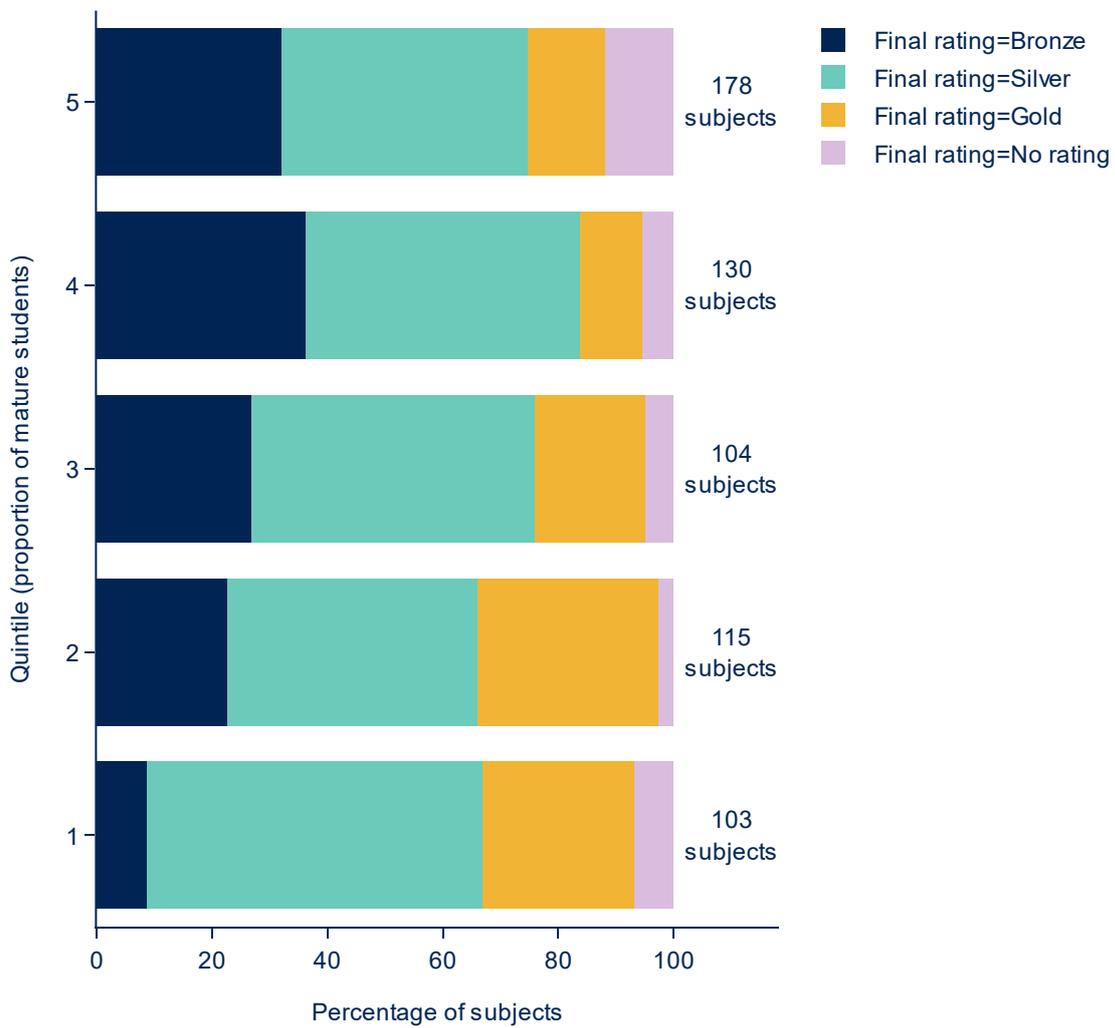
This chart is based on the proportion of students with a declared disability. Quintile 1 subjects have the lowest proportions of disabled students.

Subject-level ratings by sex (proportion of female students)



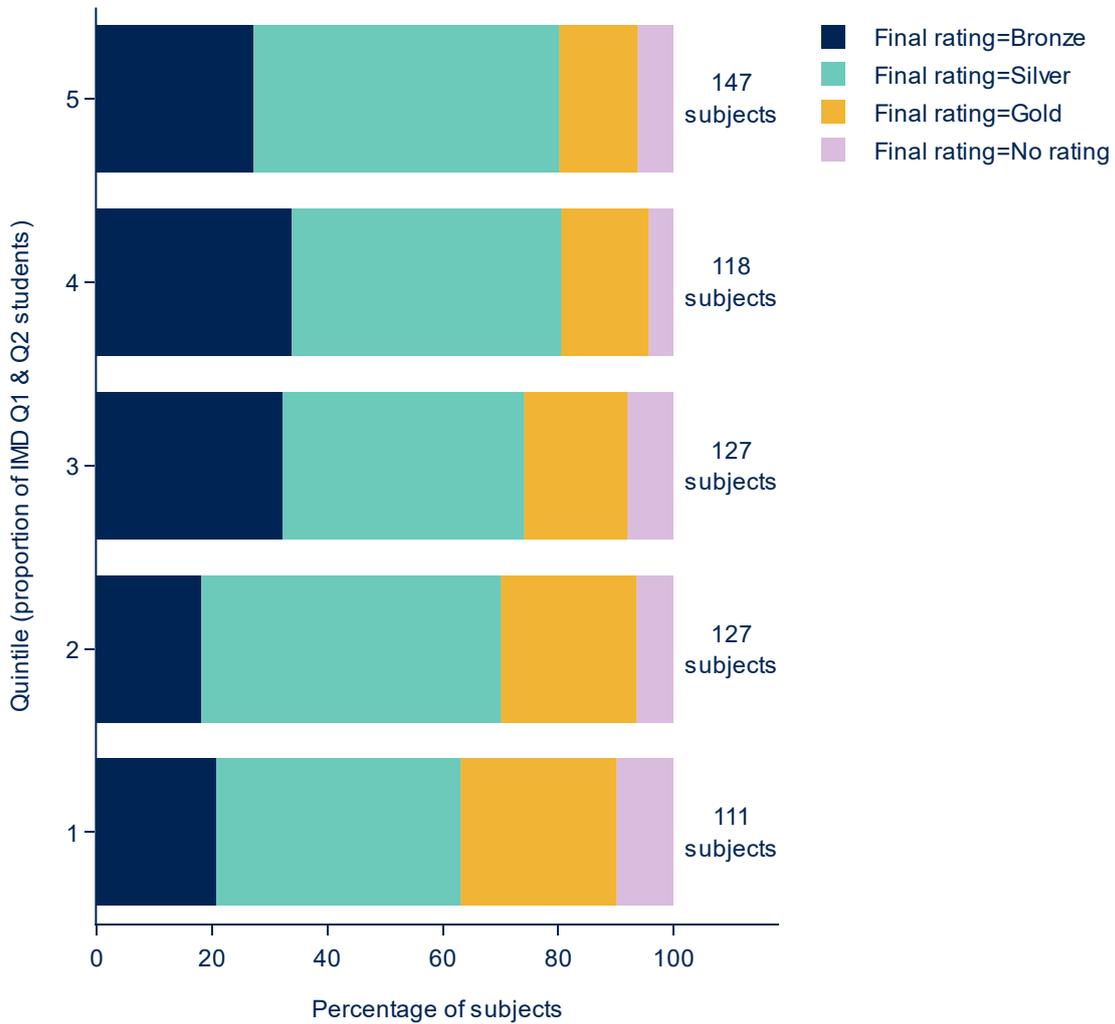
This chart is based on the proportion of female students (of all those who reported their sex). Quintile 1 subjects have the lowest proportions of female students.

Subject-level ratings by age (proportion of mature students)



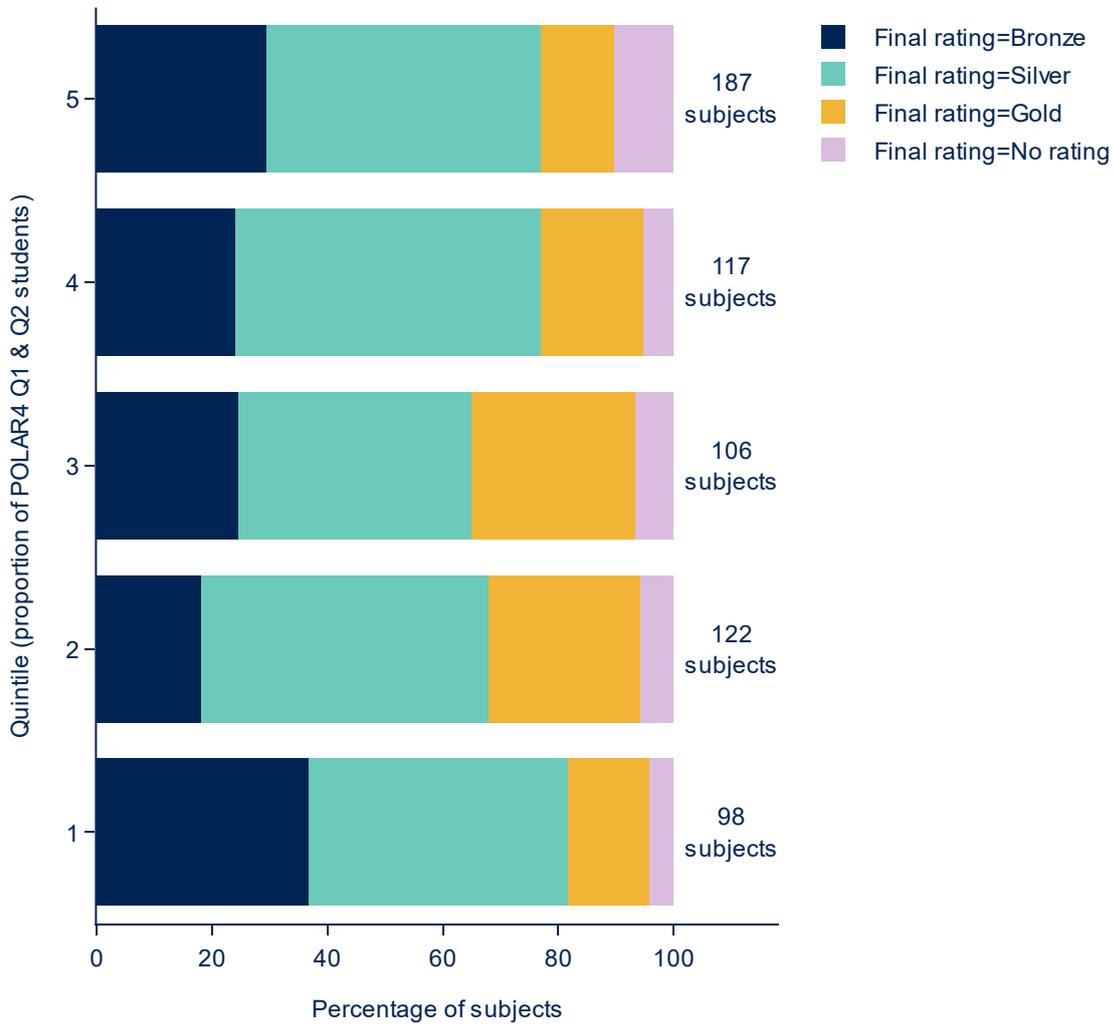
This chart is based on the proportion of mature students (age 21+). Quintile 1 subjects have the lowest proportions of mature students.

Subject-level ratings by deprivation (proportion of students in Index of Multiple Deprivation (IMD) quintiles 1 and 2)



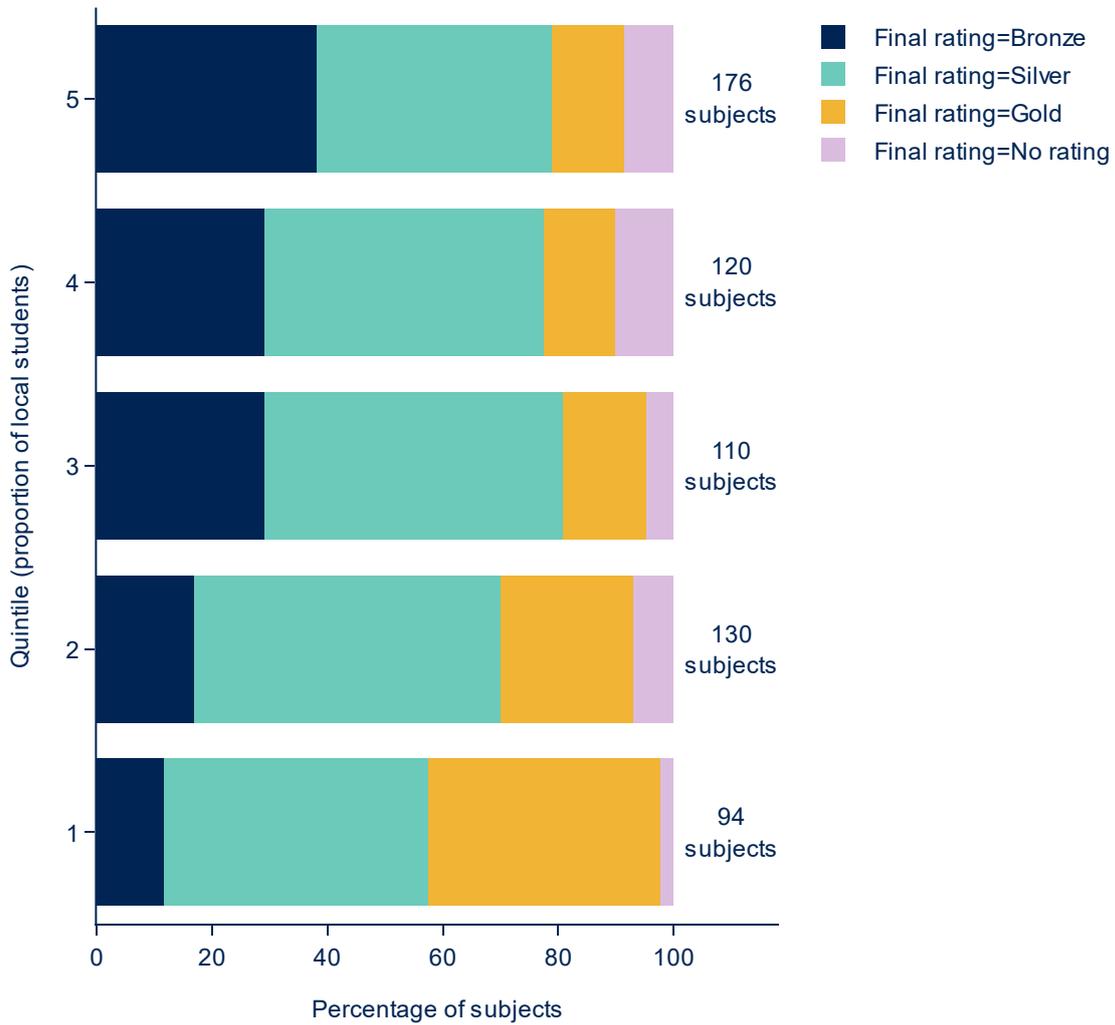
This chart is based on the proportion of students in IMD quintiles 1 and 2. Quintile 1 subjects (in this chart) have the lowest proportions of Q1 and Q2 students.

Subject-level ratings by participation of local areas (POLAR) (proportion of students in POLAR4 quintiles 1 and 2)



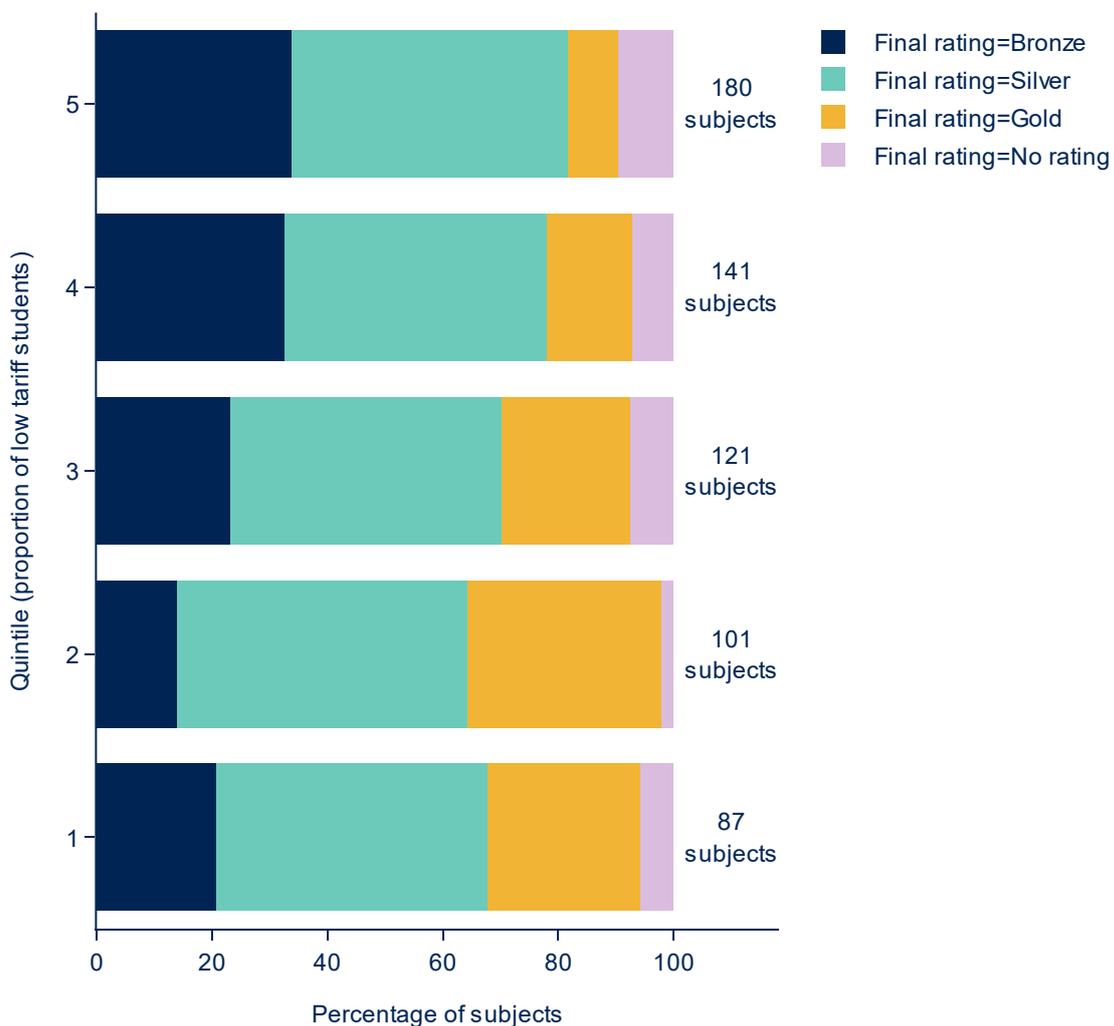
This chart is based on the proportion of students in POLAR4 quintiles 1 and 2. Quintile 1 subjects (in this chart) have the lowest proportions of Q1 and Q2 students.

Subject-level ratings by proportion of local students



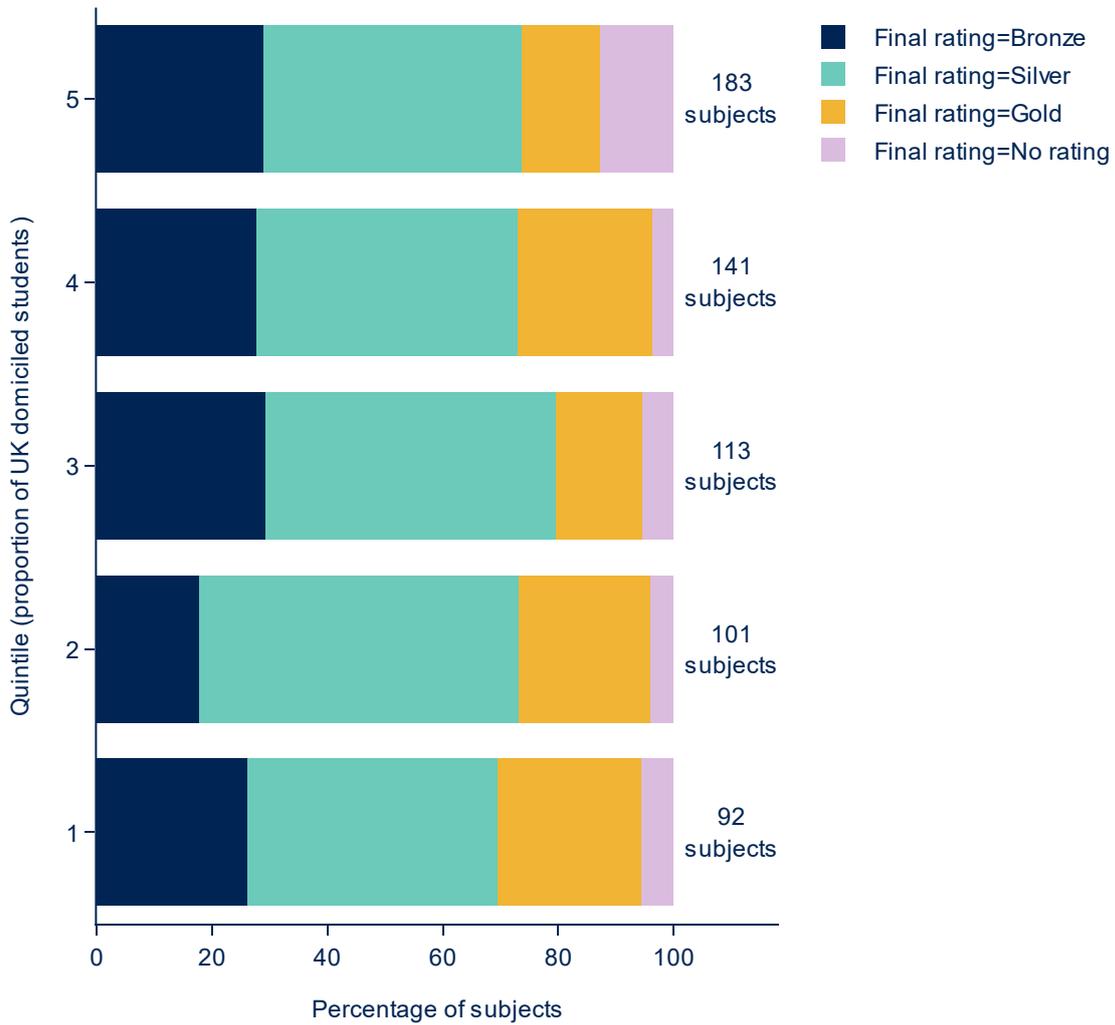
This chart is based on the proportion of students who are either local or distance learning. Quintile 1 subjects have the lowest proportions of local students.

Subject-level ratings by proportion of low entry tariff students



This chart is based on the proportion of students who entered with low tariff points. Quintile 1 subjects have the lowest proportions of low tariff students.

Subject-level ratings by proportion of UK domiciled students



This chart is based on the proportion of students with domicile in the UK (England, Northern Ireland, Scotland, Wales). Quintile 1 subjects have the lowest proportions of UK domiciled students.



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