



**The Teaching Excellence Framework
and the evolving UK higher education
policy landscape**

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Chief Executive

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Our mission is to safeguard standards and improve the quality of UK higher education, wherever it is delivered around the world

Recent UK policy developments

A time of significant change in UK higher education

Quality assessment review

New higher education legislation for England

New Teaching Excellence Framework

Major developments in the devolved administrations

'Brexit' vote to leave the EU



Quality Assessment Review

Conducted by funding bodies in England, Northern Ireland and Wales

2014 – 2015: sector consultations and ‘listening exercises’

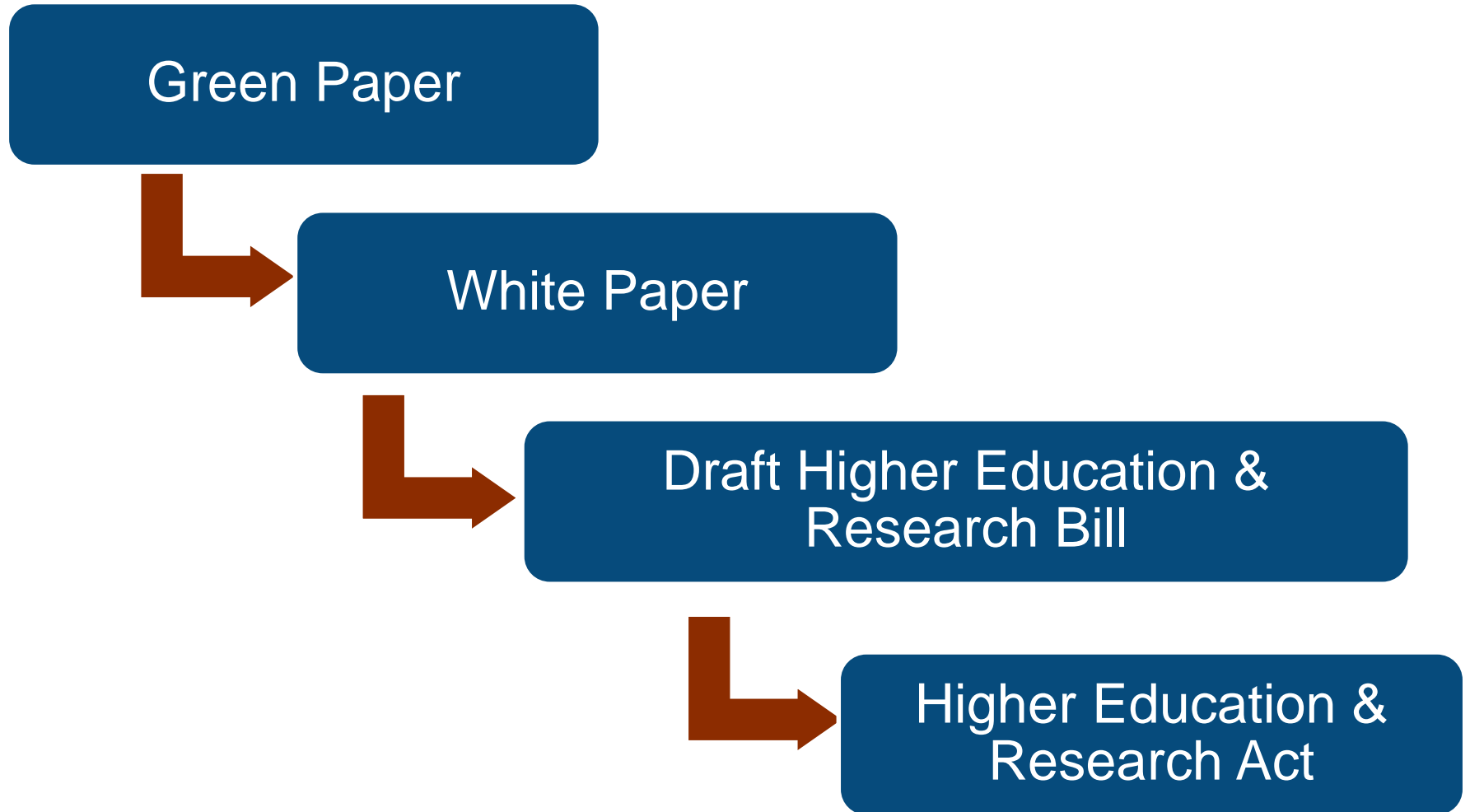
March 2016: revised model published:

- A more risk-based approach
- Greater focus on student outcomes
- New UK-wide baseline committee

March – May 2016: competitive procurement (six contracts)

August 2016: new arrangements began

England: Higher Education & Research Bill



Key points in relation to quality

New Office for Students, responsible for quality *and* standards

Independent quality body

Risk-based quality assurance

Simpler market entry for new, high quality providers

Protecting the student interest

Teaching Excellence Framework



Success as a Knowledge Economy:

Teaching Excellence, Social Mobility and Student Choice

May 2016



International context

Questions about quality assurance/ accreditation

Shift towards risk-based approaches in major systems
(Australia, England/UK, USA)

Addressing diversity of provision in mass systems

Greater emphasis on student outcomes

Teaching Excellence Framework

What is TEF?

The Teaching Excellence Framework (TEF):

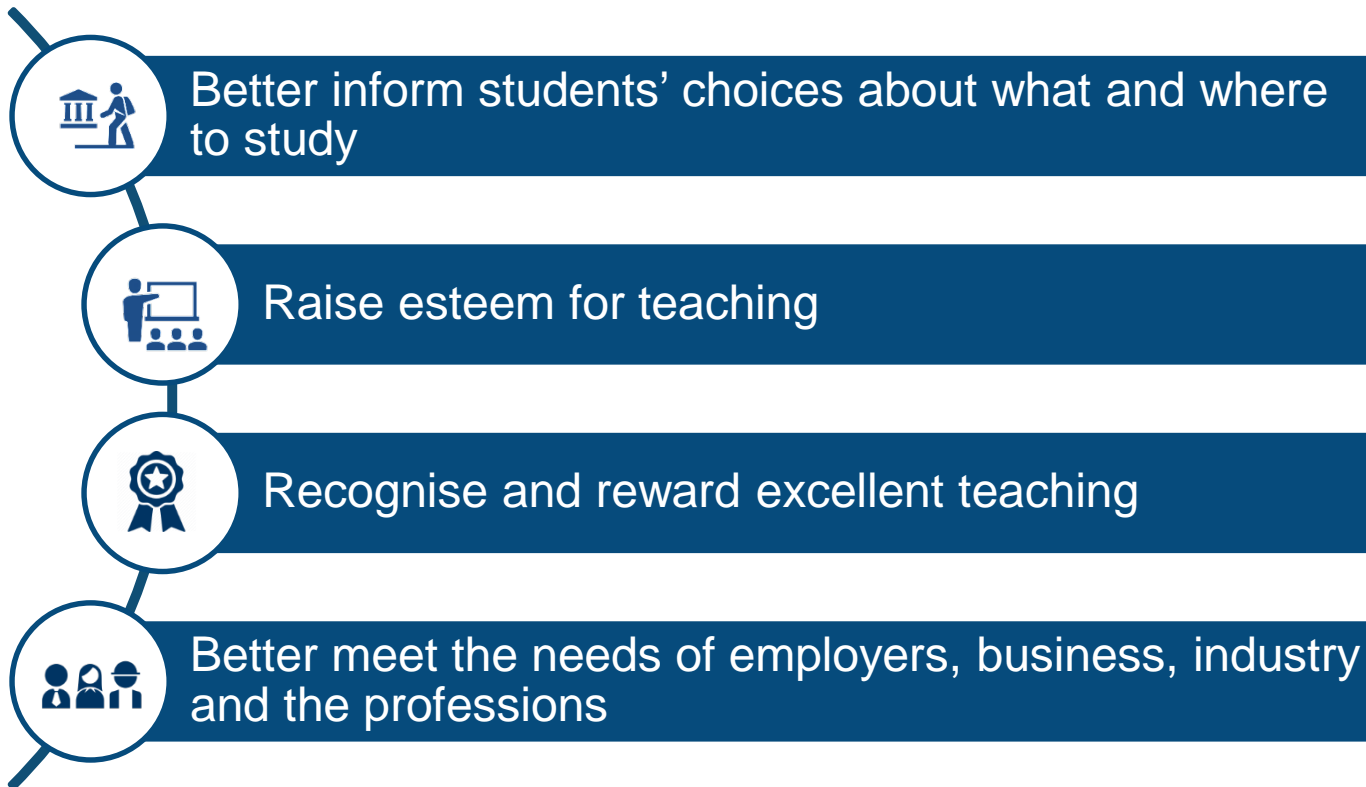
- assesses the quality of teaching in higher education providers
- differentiates quality over and above the baseline set by quality assurance

Ratings

The assessment process will **rate** HE providers as:



Purpose of TEF



Development of TEF

The Department for Education's approach and principles

- Wide definition of 'teaching excellence'
- Reflecting the diversity of the sector
- UK-wide
- Using existing metrics as proxies
- Expert judgement
- Minimising burden on providers
- Building on quality assessment arrangements

How is TEF being implemented?

Year 1 (Outcomes in 2016)

- 'Meets expectations' rating for all providers with successful QA reviews

Year 2 (Outcomes in 2017)

- Provider level
- Differentiated ratings (gold, silver, bronze)

Year 3 (Outcomes in 2018)

- Provider level + **subject level pilots**
- Differentiated ratings

Year 4 (Outcomes in 2019)

- Subject level + **possible post-graduate level**
- New metrics

TEF Year Two

The assessment framework

Aspects of quality:	Teaching quality	Learning environment	Student outcomes and learning gain
Criteria:	Teaching quality	Learning environment	Student outcomes and learning gain
Evidence:	Teaching, assessment and feedback (NSS results)	Academic support & non-continuation (NSS results and HESA)	Employment / further study, including highly skilled (DLHE)
<ul style="list-style-type: none"> • Metrics 			
<ul style="list-style-type: none"> • Submission 	Provider submission		
Outcome:	TEF rating & statement of findings		

TEF Year Two

The assessment criteria

Aspects of quality:

Criteria:

Teaching Quality

1. Student engagement
2. Valuing teaching
3. Rigour and stretch
4. Feedback

Learning Environment

1. Resources
2. Scholarship, research and professional practice
3. Personalised learning

Student Outcomes and Learning Gain

1. Employment and further study
2. Employability/transferable skills
3. Positive outcomes for all

TEF Year Two: scope

Scope

- UK-wide
- Undergraduate provision
- All modes of delivery
- UK and international students studying in the UK
- Franchised provision is assessed at the teaching provider

Eligibility

Designation for student support

Widening access and participation

Quality requirement

Suitable metrics: determines the type of award

The devolved administrations

Providers from Scotland, Wales and Northern Ireland will be able to participate. Some adaptations have been made to take account of national contexts.

Topic

How TEF accounts for the DAs...

Eligibility

Adapted to recognise different approaches

Metrics

The metric splits reflect differences in measuring disadvantage, and an additional Welsh medium split

Assessors and panel members

Will include representation from DAs, and all assessors will receive guidance and support

National context

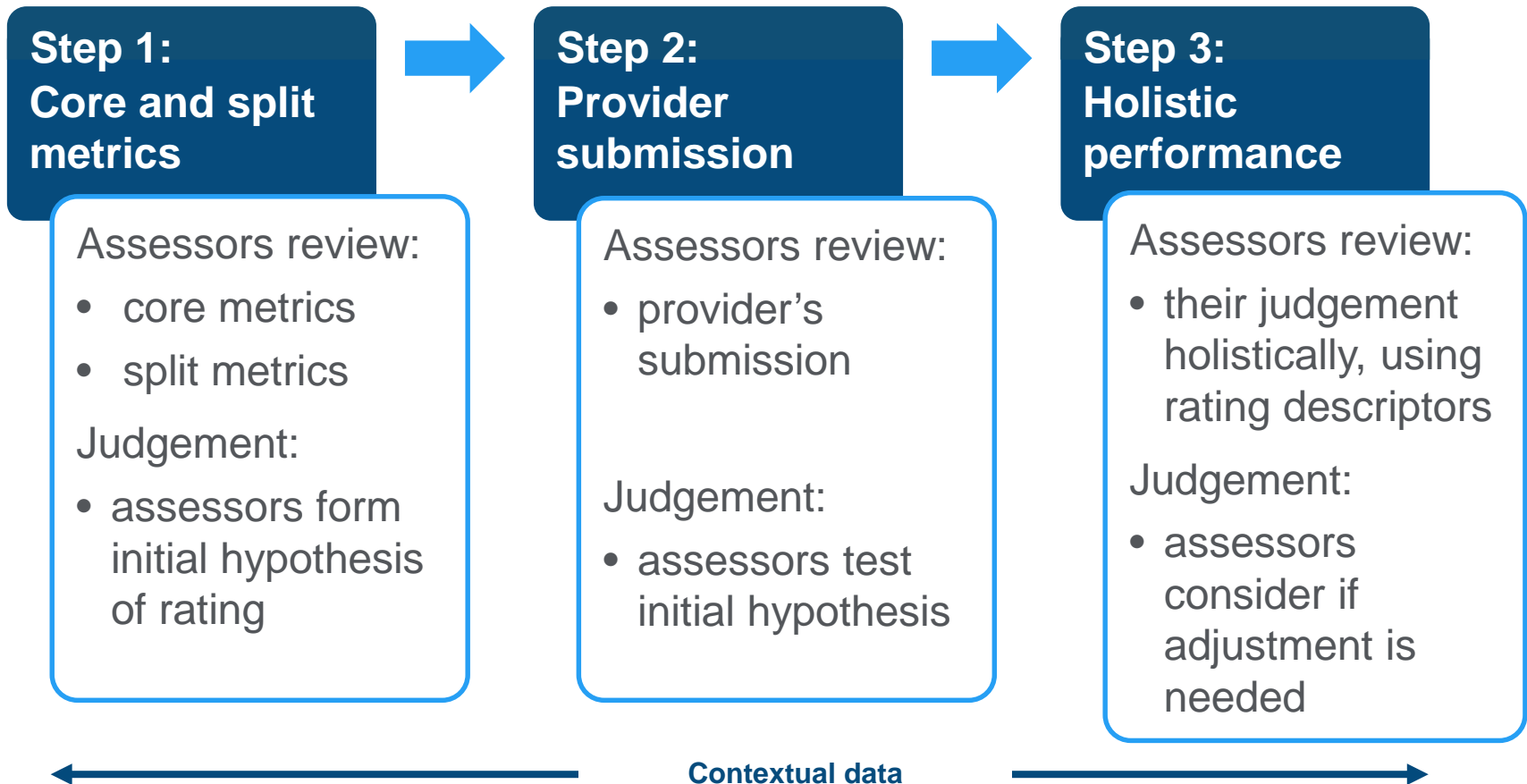
Description of the higher education context in each nation

Future TEF development

Involvement in the design and implementation of the TEF

Assessment

Assessment decisions will be based on all the components of an application



Outcomes – May 2017

Rating



Statement

A brief statement on why the rating was awarded

Duration

Valid for up to three years (if provider continues to be eligible). If a provider has one or two years of suitable metrics, the award is valid for one or two years respectively

Communication

- Published on Unistats, UCAS and HEFCE websites
- Metrics and submissions will also be published
- Further details due in early 2017

Beyond TEF Year Two

The Department for Education plans to:

- Conduct a Year Two lessons learned exercise
- Further develop the metrics package
- Pilot the TEF at subject level
- Carry out design work on incorporating taught postgraduates into TEF

Thank you



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