

Independent Review of TEF

UCL Education Conference
April 2021

- Appointed Nov 2018
 - Reported Aug 2019
 - Gov response Jan 2021
 - OfS consultation 2021
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- What I did
 - What we found
 - What we recommended
 - Where we are now



What I did....

- Advisory Group
- Call for views
- > 60 Listening sessions across HE & FE
- Statistical evaluation ONS
- Desktop analysis costs and benefits
- International perspectives ...British Council
- Student views
- Employer's views
- Applicant's and career advisor's views.... UCAS

Thank you for your responses and contributions

The questions we asked:

ToR:

- Process
- Data
- Names of ratings
- Impact on providers
- In public interest
- Anything else?

Purpose?

- Information or enhancement?

Is it fair?

- Complexity of HE provision



Sector complexity:
What we heard

‘We are different’

- Providers have different missions, offer different educational experiences with different levels of resources.
- They attract different groups of students with different desired outcomes.
- Limitations of the metrics eg continuation
- Geographical differences in employment
- Devolved administrations, different regulatory systems

Clarity of Purpose:



Enhancement
above information

Design TEF to maximise
and incentivise
enhancement of
provision wherever HE
is delivered.



Principles

Transparent

- targeted communication programme
- understand process and any changes over time

Relevant

- To enhancement purpose no baubles

Robust

- Statistically and operationally robust
- ONS recs, verifiable data and audit submissions.



Process:

No measure of teaching excellence.....only proxies

- Over dependence on NSS...
- Be clear this measures student satisfaction

No simple measure of student outcomes

- Dependence on employment, no account region
- Broaden outcome measures eg GOS

Statistical improvements needed

Balance between metrics and provider submission

Students felt insufficiently involved

Proposed:

Educational
Experience:

- **T&L environment** (institutionally determined data)
- **Student satisfaction** (nationally comparable data NSS)

Educational
Outcomes

- **Educational gains** (institutionally determined data)
- **Graduate Outcomes** (nationally comparable data employment, controlled for region/ GOS)

Subject level challenges:

Subject categorisation

Small numbers and missing data

Burden and value for money

Risks of 'scalability' from the pilots

BUT

Subject level data helpful in driving change

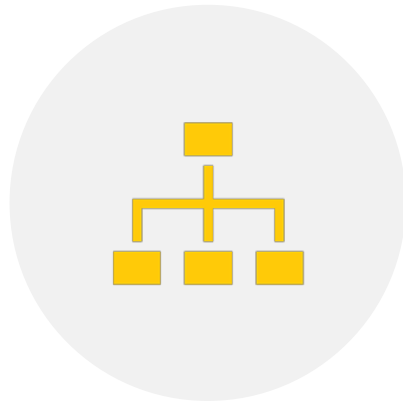


Possible Subject level Exercise

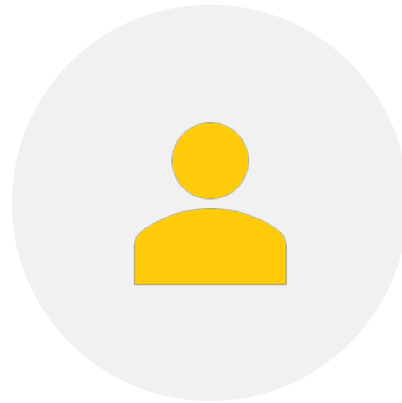
- All providers receive full set of subject level metrics
- Providers identify their patterns of subject variability or
- TEF panel identify subjects for discussion on basis of the metrics

- Provider level ratings informed by the way the institution is addressing subject variability/sharing best practice internally
- Failure to address variability to act as a limiting factor in ratings

The Submission



STANDARD STRUCTURE



INDEPENDENT
STUDENT SUBMISSION



VERIFICATION/AUDIT
OF SUBMISSIONS



The ratings:

Gold, Silver and Bronze replaced by

- Meets UK quality requirements
- Commended
- Highly commended
- Outstanding



The Name

Its **education** that matters.... not just **teaching**

The learning, skills, expertise, experience and resilience that students gain from HE is derived from a rich student educational experience.

Universities and colleges are responsible for the full student experience.

We Proposed:

The Educational Excellence Framework



What I think and hope now..

OfS has the opportunity/responsibility to build on TEF1 to make promote and reward excellence in Higher Education

- Develop the methodology to ensure respect and support across the sector
- Be realistic and transparent about what we are assessing and why
- Ensure power to assess and reward an institution's ability to:
 - address poor performance and
 - share best practice internally

Make your views known in OfS consultation