



The quest for excellence:

How can the HEA support excellence in the MSOR disciplines?

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“Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit. “

Aristotle

Aims of the TEF

- Identify and encourage excellent teaching for all students
- Dissemination of exemplary practice
- Teaching to have equal status with research
- Better information about courses for employers
- Recognise institutions which support students from disadvantaged backgrounds to be successful
- Be flexible in recognising different types of excellence
- Enhance, not damage, the reputation of UK HE internationally

Measuring teaching excellence: Common metrics

Three common metrics (suitably benchmarked):

- Student satisfaction indicators – National Student Survey (teaching quality and learning environment)
- Employment/destination – Destination of Leavers from Higher Education, from 2017 results of Her Majesty's Revenues and Customs (tax returns)
- Retention/continuation – student outcomes (annual data returns to HESA)



HEA's response to the consultation 1: Proposed metrics

Existing common metrics:

- National Student Survey (Questions 5-9 – ***assessment and feedback***)
- Retention and success – drawing directly on institutional success in ***access, retention, attainment and progression***
- Employment – ***employability*** across the curriculum as a more appropriate measure than DLHE or HMRC data



Measuring teaching excellence 2. Potential metrics

Possible future common metrics:

- Student commitment to learning – including appropriate pedagogical approaches
- Training and employment of staff e.g. proportion of staff on permanent contracts
- Teaching intensity e.g. time spent studying as measured by the UK Engagement Surveys; proportion of total staff time spent on teaching.
- Contact hours



HEA response to the consultation 3. Institutional submission

Indicative evidence:

- Opportunity for institutions to submit evidence of how they measure teaching excellence;
- Building capacity and capability – supporting continued improvement through training, reward and recognition – ***HEA accreditation of PG awards and CPD***
- Disseminating teaching excellence throughout the institution – **impact assessment is to all evidence presented**
- Student engagement in shaping programmes of study – e.g. ***Student Engagement through partnership initiatives***

NB list is not prescriptive

HEA response to the consultation:

HEA's submission proposes three TEF 'standings', not 'Levels':

- **'good standing'** as a threshold level - equating to successful quality assessment (not excellent)
- **'excellent standing'** - equating to advanced proficiency across all three aspects of teaching excellence
- **'distinctive standing'** - equating to specialist expertise in a particular thematic area

Implications of Green Paper for disciplines

- Green Paper has consulted on whether TEF assessments should, in time, be made at discipline level - **See UUK response**
- And whether (if so) discipline level assessments would be aggregated with other institutional factors to give an institutional level award.
- How would inter-disciplinary provision be assessed?
- Whether eligibility for fee uplift or fee loans to be linked to the institutional level award
- But should the assessment framework for institutional TEF prepare the way for a disciplinary assessment? – **further consultation before move to disciplinary assessment?**
- Disciplines might/should inform the institutional case for excellence

TEF

- **July 2015** : institutions can increase tuition fee in line with inflation from 2017-18 to new students as long as they are providing 'high-quality teaching'
- **July-November 2015**: BIS informal consultation events to inform the Green Paper
- **November 2015**: *Fulfilling our potential: Teaching Excellence, Social Mobility and Student Choice*
- **January 2016** Formal consultation on the Green Paper closed
- **February 2016** Business, Innovation and Skills Committee report on the TEF
- **Spring 2016** Government response & TEF Technical Consultation
- **Summer 2016**- TEF Level One decisions ('Year One') – automatic for those with a 'successful Quality Assessment' –will unlock the inflation-capped fee uplift
- **Spring 2017** ('TEF Year Two') TEF higher level awards for 2017/2018 academic year

In summary

- The design of the TEF is still evolving – the government response to the consultation will be telling
- You can still influence the way the TEF is assessed – via the upcoming Technical Consultation
- Whilst the assessment of disciplines will be the focus of later rounds of the TEF, disciplinary excellence could inform your institution's case for excellence
- If the HEA proposal about 'distinctive standing' were to be adopted, it might significantly raise the profile of disciplinary work

STEM team at the HEA



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Inspiring Teaching, Transforming Learning

The HEA Framework Series

Framework for:

- > transforming assessment in HE
- > embedding employability in HE
- > student access, retention, attainment & progression in HE
- > internationalising HE
- > flexible learning in HE
- > student engagement through partnership

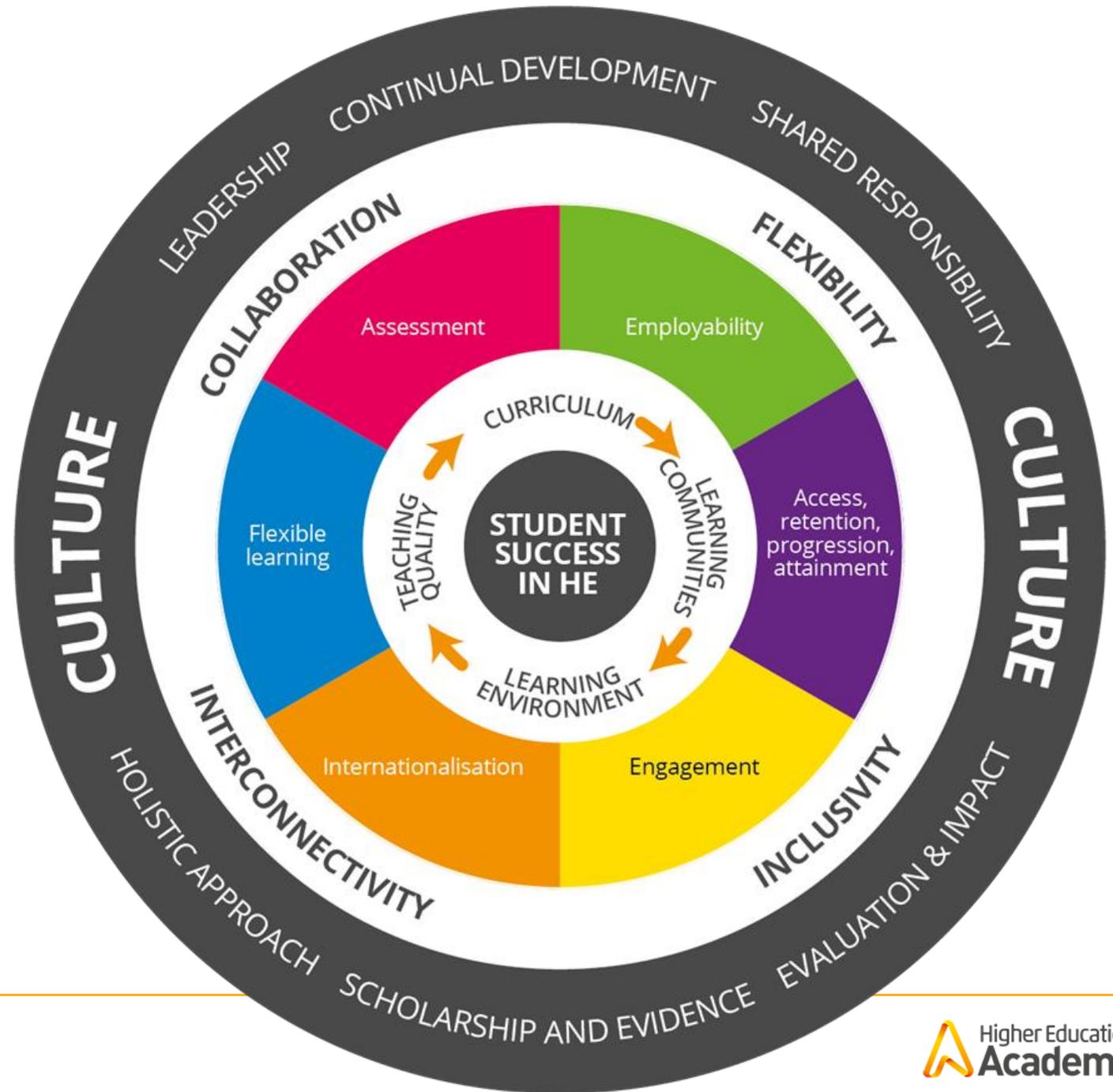
<https://www.heacademy.ac.uk/frameworks-toolkits/frameworks>

NEW

- > Framework for student success in HE

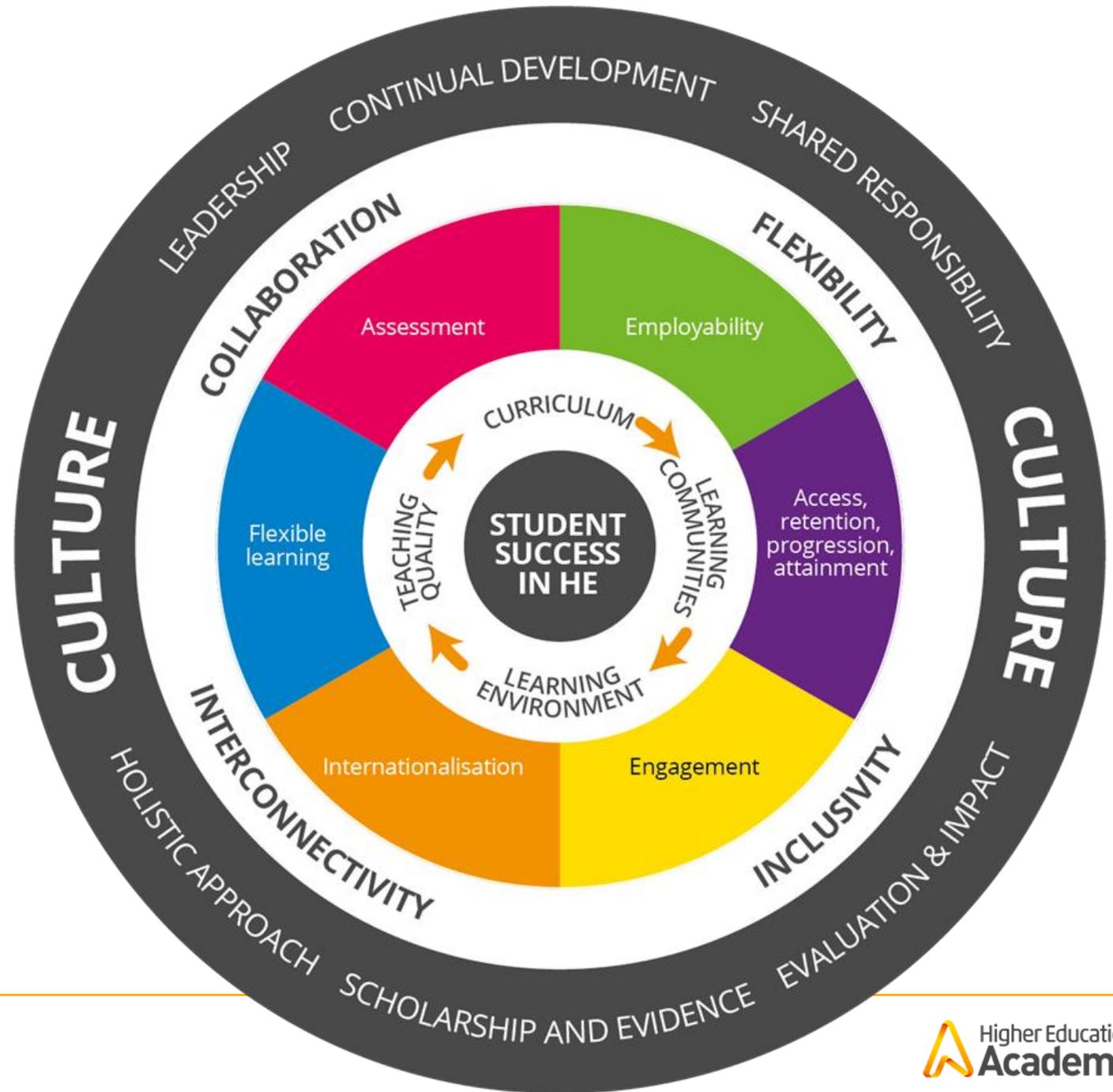
HEA framework series

- **Planning** – to inform planning and development of policy, strategy, practice, initiatives or the curriculum
- **Curriculum design** – to appraise, evaluate, and enhance formal/informal curricula, make pedagogical decisions, and inform validation/approval processes
- **Professional development** – to frame the continual review and enhancement of individuals
- **Research** – to inform or shape research projects, data gathering or tenders



HEA framework series

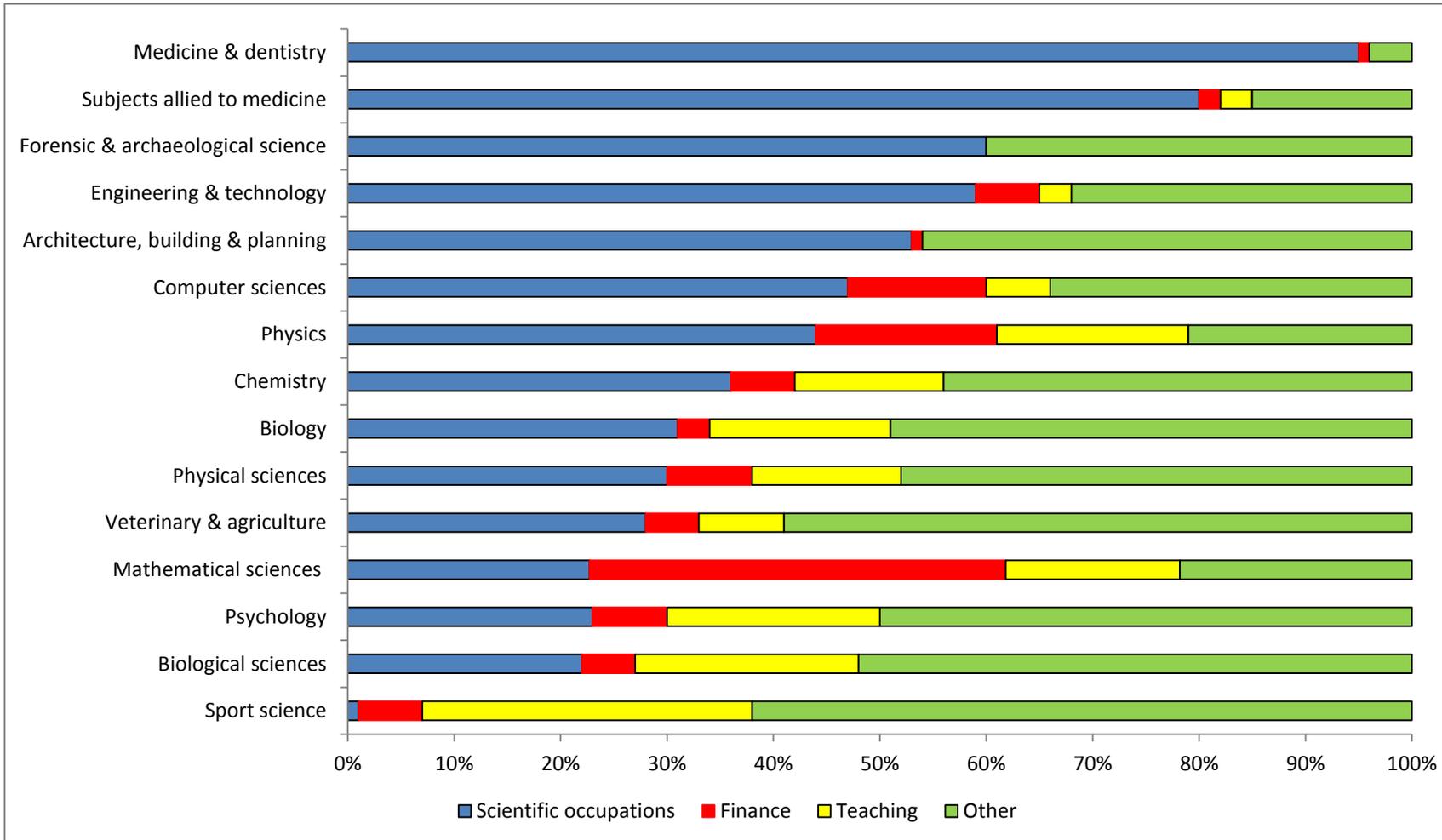
- **Communication** – help structure, categorise, or map out enhancement activity and/or impact, convey plans, ways of working or information to others
- **Review** – to evaluate, benchmark, or evidence enhancement activity, and assess individual or organisational readiness and chart future development



What our individual frameworks do?

- > Take a position on a particular theme
- > Provide a concise high level overview of the theme
- > Target multiple audiences
- > They are informed by scholarship, evidence-based research and practice
- > Encourages dialogue and collaboration within and between institutions
- > Encourage continuous quality enhancement
- > Align to the UKPSF.

UK Commission for Employment and Skills

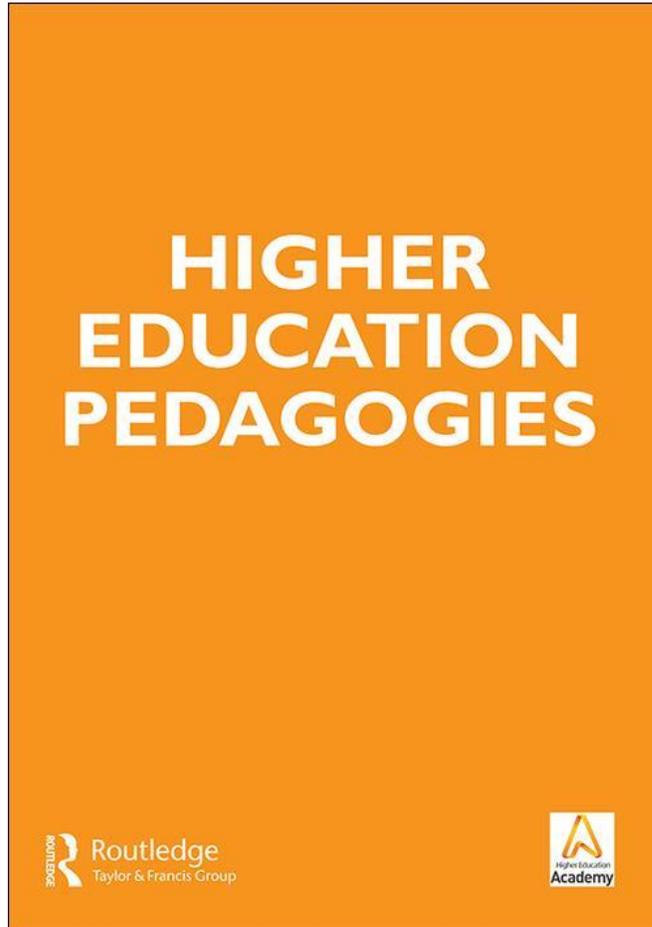


Toolkits and HEAtoZ

- > Our [toolkits](#) bring together useful resources to help enhance teaching practice and to improve student learning outcomes.
- > You can also explore the toolkit materials via our glossary, [HEAtoZ](#), This new area of the website takes you through an A to Z of learning and teaching terms.



Journals



Programmes

Principal Fellowship

Senior Fellowship

Fellowship

Associate Fellowship



Online ARR unit

Online leadership / change unit

Online A&F unit

Online STEM



Coaching

Discipline led CPD – Core Framework

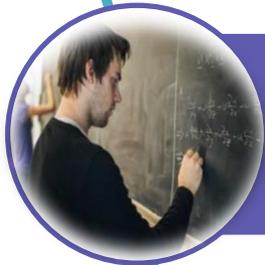


Leading and Transforming Teaching & Learning within

Leadership development programme aimed at HoDs and Associate Deans / Aspiring Deans

Maintaining or working towards Senior Fellow

Largely core with some discipline input



Stepping into Programme Leadership / Management.....

Discipline focused to compliment Institutional development / support

Maintaining Fellow or working towards Senior Fellow

Some short delivery material or whole package

Largely discipline with some theme input



Grow your skills in.....

Wide range of 'Grow your skills' badged courses, workshops and study days

Maintaining Fellow or working towards Senior Fellow

Equal discipline / theme input



New to

Discipline focused support for early career academics – enhancing L&T using signature pedagogies

Associate or Fellow

Discipline focused [possibly jointly badged with PSRBs]

CPD event for MSOR community

- > 2 day event
- > Dual badged between IMA and HEA
- > Developed in collaboration with HoDoMs
- > 15-16th September
- > University of Greenwich
- > ~£200 per person (tbc)



Questions?

