Subject level TEF: Impact and Implications

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Summary

TEF

This presentation covers:

- An overview of the policy context and introduction to the framework for current provider-level TEF, on which the subject pilot is based

- An introduction to the subject pilot:
  - its aims;
  - the model being tested;
  - the role of panel members;
  - the timeline and next steps.

Purpose of TEF

Better inform students' choices about what and where to study

Raise esteem for teaching

Recognise and reward excellent teaching

Better meet the needs of employers, business, industry and the professions

How is TEF being developed?

A phased approach

TEF

	Year One 2015-16	Year Two 2016-17	Year Three 2017-18	Year Four 2018-19	Subject TEF 2019-20 to 2020-21
Assessment level	Provider-level 'meets expectations' awards	Provider-level	Provider-level	Provider-level	Provider-and subject-level
Duration of award	One year (2016-17)	Up to 2020-21	Up to 2020-21	Up to 2020-21	To be determined
Development		Lessons learned exercise	First subject pilot + DfE consultation + student research	Second subject pilot + Independent review	Informed by pilot and independent review

Subject level development aims

"[…] the biggest improvement TEF will make to the information on offer to students will be to produce **ratings at subject-level**"

- Better inform students

- Ratings at both subject and provider level

- Reflect variation between subjects

- Drive up standards across all subjects

Department for Education

Teaching Excellence and Student Outcomes Framework: subject-level

Government consultation response

October 2018

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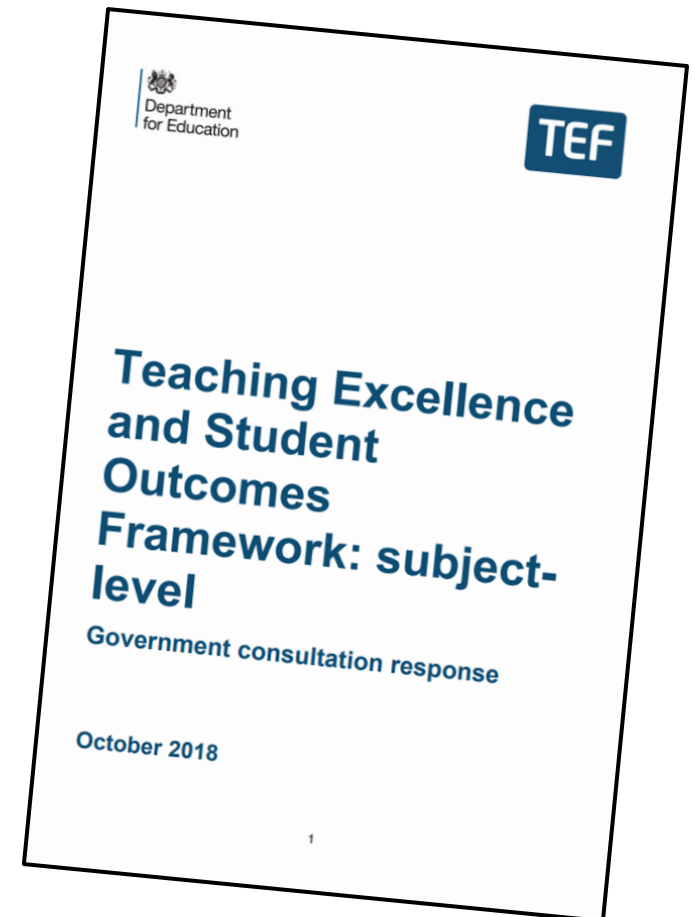
First pilot specification

Tested how two models generated TEF ratings at subject level and provider level:

- Captured the comparative benefits and disbenefits of Model A and Model B features, and how successfully they would have worked in practice

- Assessed whether the full range of detailed design and delivery aspects of the pilot were fit for purpose (both cross-cutting and model specific)

- Assessed considerations for delivery at scale

- Piloted a measure of teaching intensity

Specification was based on current provider level TEF (metrics and assessment criteria).

OfS Pilot findings report

- Published alongside Government response to the subject-level TEF consultation

- No ratings were published in a way that identified individual providers

Main findings:

- Ratings were successfully generated at provider and subject-level in both models using the existing provider-level framework

- Both models featured some elements that were intended to reduce burden but ultimately added to the complexity of the exercise

- The method of assessment based on combining metrics and submissions worked well but there were limitations in using the data at subject-level

- Students' input into submissions were generally valuable where present, but were inconsistently present and/or inconsistently meaningful; efforts will be needed to enhance this participation and input in the future.

Purpose of the second pilot

TEF

Test a revised model of subject-level assessment, which combines successful features from the two models tested in the first pilot.

It will also develop and test a series of other refinements to improve:

- Meaningfulness for students

- Driving enhancement

- Supporting diversity of provision

- Supporting widening participation and social mobility

- Robust evidence and assessment processes

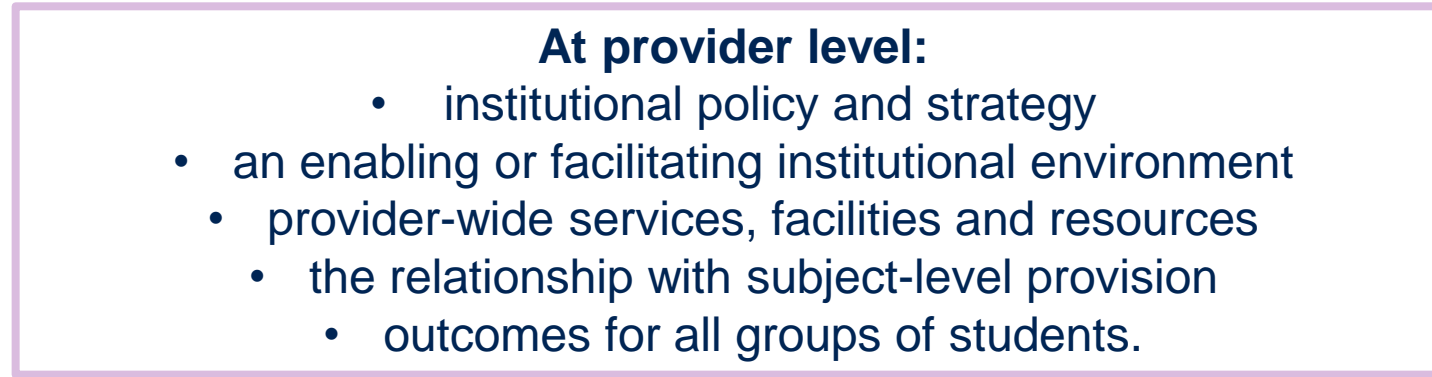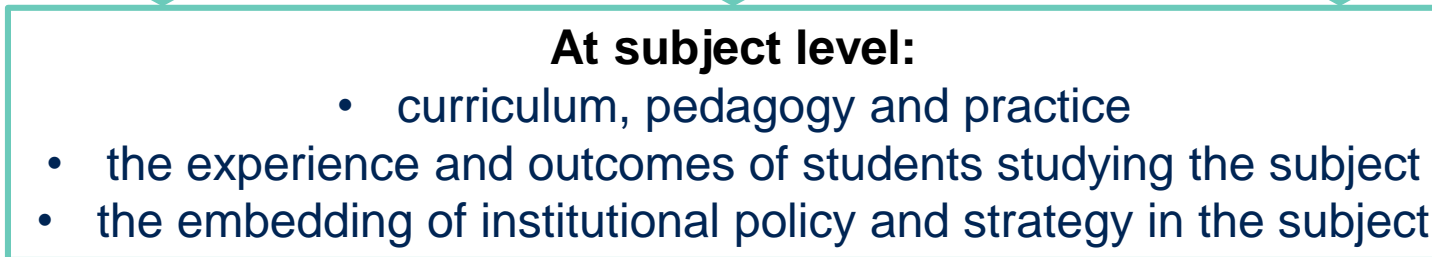- Effects on provider behaviour

- Value for money

The second pilot overview

- 50 providers

- 150 pilot panel members

- Working collaboratively with all participants to explore issues

- The OfS will seek formal feedback from panels, provider contacts, student contacts, and staff involved at subject-level

- Additional work with applicants undertaken to explore understanding and presentation of subject-level outcomes

- Subject-level metrics will are released to all providers for developmental purposes

Tailored criteria at provider and subject-level

At provider level:
- institutional policy and strategy
- an enabling or facilitating institutional environment
- provider-wide services, facilities and resources
- the relationship with subject-level provision
- outcomes for all groups of students.

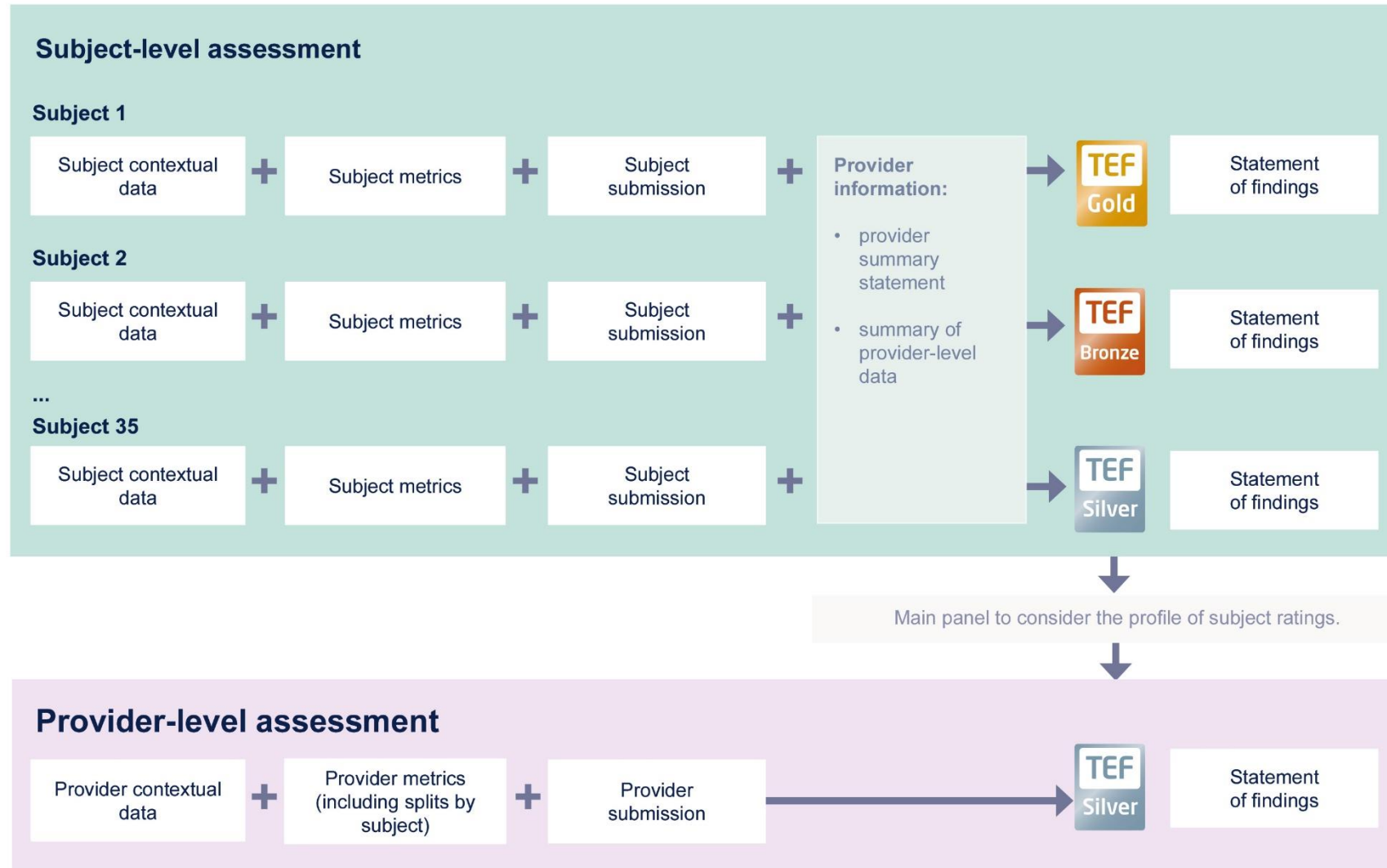| Teaching quality	Learning environment	Student outcomes & learning gain
- Student engagement with learning - Valuing teaching - Rigour and stretch - Assessment and feedback - Student partnership	- Resources - Scholarship, research and professional practice - Personalised learning	- Employability and transferable skills - Employment and further study - Positive outcomes for all

At subject level:
- curriculum, pedagogy and practice
- the experience and outcomes of students studying the subject
- the embedding of institutional policy and strategy in the subject

Subject categories and panel structure

	Medical sciences + Nursing & allied health	Natural sciences + Engineering & Technology	Natural & built environment + Social Sciences	Business & law + Education & social care	Arts + Humanities
	Medicine & dentistry	Biosciences	Agriculture, food & related studies	Law	Creative arts & design
	Pharmacology, toxicology & pharmacy	Physics & astronomy	Geography, earth & environmental studies	Business & management	Performing arts
	Medical sciences	Chemistry	Architecture, building & planning	Education & teaching	Media, journalism & communications
	Psychology	General, applied & forensic sciences	Sociology, social policy & anthropology	Health & social care	English studies
	Veterinary sciences	Mathematical sciences	Economics		Languages & area studies
	Nursing & midwifery	Engineering	Politics		History & archaeology
	Allied health	Material & technology			Philosophy & religions studies
	Sport & exercise sciences	Computing			Combined & general studies

Assessment overview for the second pilot

Subject-level assessment

Subject 1

Subject contextual data	+	Subject metrics	+	Subject submission	+

Subject 2

Subject contextual data	+	Subject metrics	+	Subject submission	+

...

Subject 35

Subject contextual data	+	Subject metrics	+	Subject submission	+

Provider information:

- provider summary statement
- summary of provider-level data

TEF Gold → Statement of findings

TEF Bronze → Statement of findings

TEF Silver → Statement of findings

Main panel to consider the profile of subject ratings.

Provider-level assessment

Provider contextual data	+	Provider metrics (including splits by subject)	+	Provider submission	→

TEF Silver → Statement of findings

Evidence used in the pilot

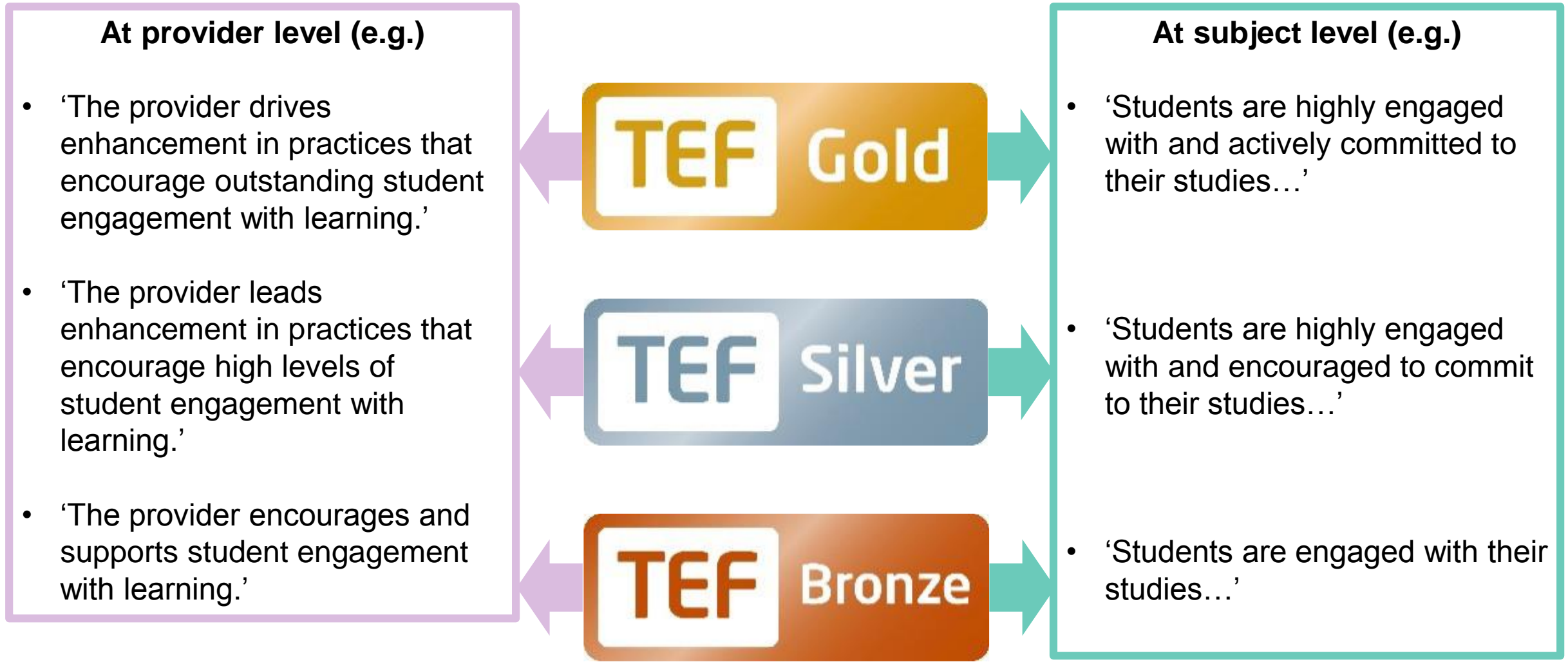|		**Provider level**	**Subject level**

Evidence	**Contextual information**	• Provider-level contextual data:
		  - profile of all students at the provider
		  - number of students taught in each subject
		• Maps of provider-level geographic context
			• Subject-level contextual data:
			  - profile of students studying the subject
			  - details of courses covered
			• Maps of subject-level geographic context

	Metrics	**Provider-level metrics:**	**Subject-level metrics:**
		• Teaching on my course (NSS) • Assessment and feedback (NSS) • Student voice (NSS) • Academic support (NSS) • Learning resources (NSS) • Continuation (HESA/ILR) • Highly-skilled employment or higher study (DLHE) • Sustained employment or further study (LEO) • Above median earnings threshold or higher study (LEO)	
	Supplementary data	Where applicable: • Differential degree attainment data and grade inflation data • Additional data on part-time provision	

Expanded basket of core metrics

TEF

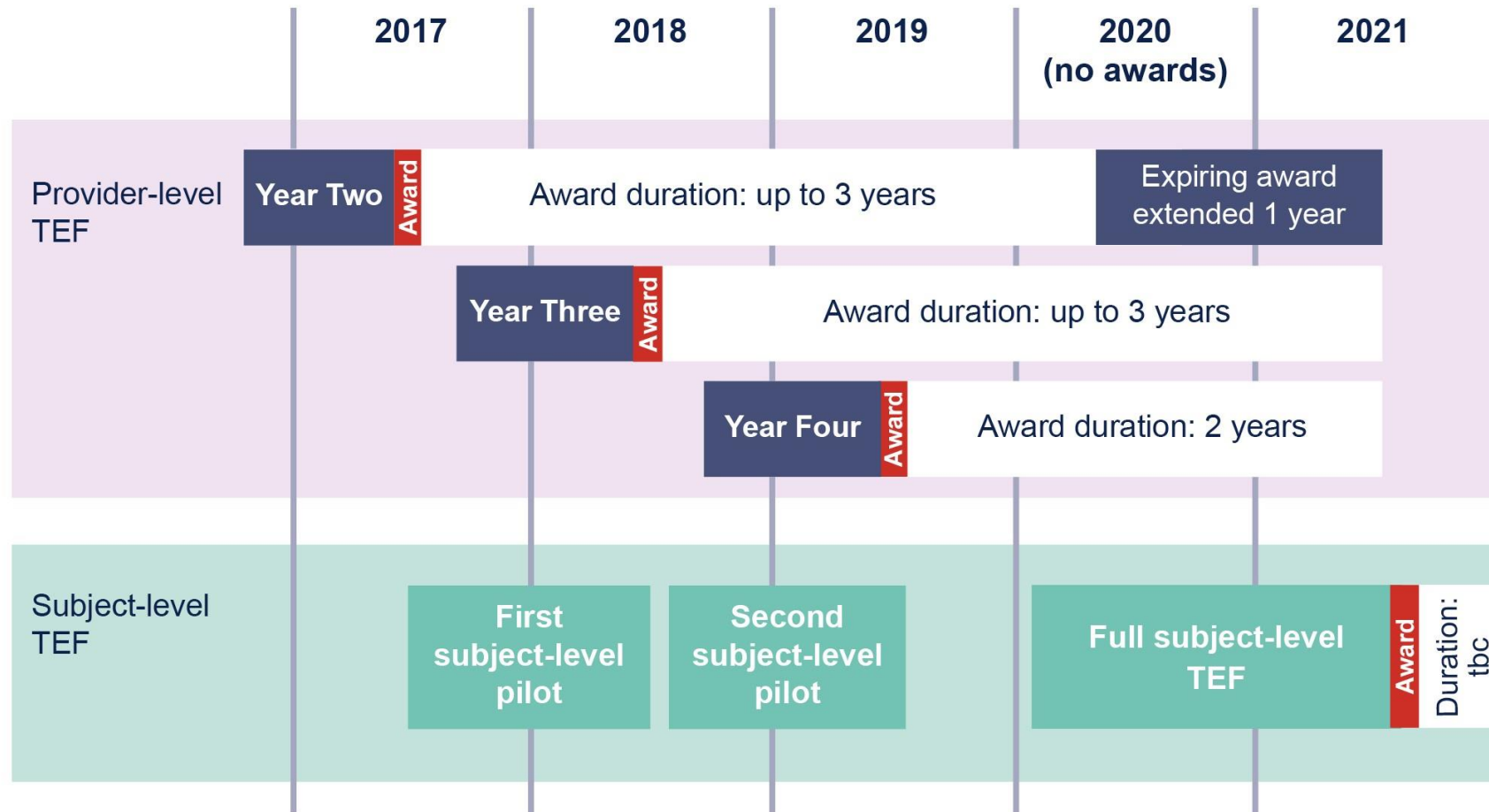| Evidence (TEF metrics)	Teaching quality (TQ)	Learning environment (LE)	Student outcomes and learning gain (SO)
Core metrics and split metrics (source)	Teaching on my course (NSS) Assessment and feedback (NSS) Student voice (NSS)	Academic support (NSS) Learning resources (NSS) Continuation (HESA/Individualised Learner Record)	Highly skilled employment or higher study (DLHE) Sustained employment or further study (LEO) Above median earnings threshold or higher study (LEO)

Purpose and scope of submissions

TEF

- Submissions are crucial in enabling panels to make holistic judgements against the rating descriptors

- Submissions should:
    - provide further context
    - engage with the metrics
    - provide additional evidence of excellence

- Judgements will be based on the totality of evidence in the metrics and submissions, against all three aspects of quality. At a minimum, the submission should address all three aspects.

- As before, panels will look for evidence of the impact of policies and practices

- Submissions should cover provision or outcomes within the last three years (unless relating to older metrics data)

Final judgements are made against the rating descriptors

At provider level (e.g.)

- 'The provider drives enhancement in practices that encourage outstanding student engagement with learning.'

- 'The provider leads enhancement in practices that encourage high levels of student engagement with learning.'

- 'The provider encourages and supports student engagement with learning.'

TEF Gold

TEF Silver

TEF Bronze

At subject level (e.g.)

- 'Students are highly engaged with and actively committed to their studies…'

- 'Students are highly engaged with and encouraged to commit to their studies…'

- 'Students are engaged with their studies…'

Transition from provider-level to subject-level TEF

	2017	2018	2019	2020 (no awards)	2021

Provider-level TEF

Year Two — Award — Award duration: up to 3 years — Expiring award extended 1 year

Year Three — Award — Award duration: up to 3 years

Year Four — Award — Award duration: 2 years

Subject-level TEF

First subject-level pilot — Second subject-level pilot — Full subject-level TEF — Award — Duration: tbc

Next steps:

- OfS pilot evaluation, including independently contracted research to gather both provider (including student) feedback and to undertake user-testing with applicants

- The independent review of the TEF

- Transition from provider-level to subject-level TEF

Further information

- OfS's TEF subject-level pilot webpages: www.officeforstudents.org.uk/advice-and-guidance/teaching/piloting-tef-at-subject-level/

- DfE's TEF webpages: www.gov.uk/government/collections/teaching-excellence-framework.

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Questions and discussion

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