**Summary of the TEF questions in the Green Paper**

Each question has a short summary of the information from the Green Paper relating to it. Please consider what your response to each of these questions would be.

**Question 2: How can information from the TEF be used to better inform student and employer decision making? Please quantify these benefits as far as you can.**

* *providing students with accessible and clear information to judge teaching quality across courses and disciplines – in the same way they can already compare a department’s research rating*
* *enable employers to make more informed choices about the graduates they recruit, providing better understanding of the range of skills and knowledge they bring from their course, and deliver graduates who are more work ready following an active engagement in their studies.*

**Question 3: Do you agree that the ambition for TEF should be that it is open to all HE providers, all disciplines, all modes of delivery and all levels? Please give reasons for your answers.**

* *TEF develops over time to be comprehensive and open to all HE providers in England, including alternative providers and further education colleges delivering HE provision.*
* *We would like all subjects or subject areas (disciplines) and all types of delivery (full-time, part-time, work-based, distance and blended learning), in the TEF assessment. This should include degree apprenticeships which are an exciting new venture for providers of all kinds working in partnership with employers and professional bodies.*
* *In time, we would also like TEF to be open to all levels in the Framework for Higher Education Qualifications (undergraduate and taught postgraduate).*

**Question 4: Where relevant, should an approved Access Agreement be a pre-requisite for a TEF award? What other mechanism might be used for different types of providers?**

* *TEF should recognise institutions’ track record, and that eligibility for the TEF should be contingent on having measures in place to facilitate the access and success of disadvantaged groups.*
* *metrics in the TEF will be broken down and reported by disadvantaged backgrounds and under-represented groups*

**Question 5: Do you agree with the proposals on:**

**a) what would constitute a ‘successful’ QA review**

* *the most recent review undertaken by the QAA or an equivalent review used for course designation (e.g. an ISI review); published by the end of February 2016;*
* *a judgement of “meets UK expectations” or higher (for example, commended) for each of the four areas which are setting and maintaining academic standards, provision of learning opportunities, provision of information about learning opportunities and enhancement of quality of students’ learning opportunities.*

**b) the incentives that should be open to alternative providers for the first year of the TEF**

* *We will set a maximum fee cap for those institutions successful in TEF and providers will be entitled to raise their fees in line with inflation up to this amount for new students from 2017/18.*
* *We will mirror this approach for alternative providers (with specific course designation or their own degree awarding powers (DAPs)) where they are delivering the majority of designated HE provision at level 6, who could have access to equivalent uplifts to the fee loan cap. Alternative providers without DAPs, who are currently subject to number controls, could alternatively be incentivised through the AP Performance Pool (see Part B Chapter 1). Further Education Colleges who offer a majority of HE provision at level 6 and who have a current QAA review will also be eligible for the fee uplift.*

**c) the proposal to move to differentiated levels of TEF from year two?**

**Please give reasons for your answer.**

* *In year two, we will award higher levels of TEF. In order to achieve a higher level of award (for example levels 2 to 4), a provider would need to apply to be assessed, with outcomes of the assessment process to be announced in spring 2017*
* *Consultation will be held on this in 2016*

**Question 6: Do you agree with the proposed approach, including timing, assessment panels and process? Please give reasons for your answer. Question 7: How can we minimise any administrative burdens on institutions? Please provide any evidence relating to the potential administrative costs and benefits to Institutions of the proposals set out in this document.**

* *TEF assessments will be independent from Government.*
* *TEF develops towards a 5 yearly award*
* *Proposing a rolling cycle of TEF assessments (as for current QA reviews) with an annual window for applications, as opposed to a periodic review (like REF).*
* *Institutions decide whether and when to apply for the higher levels of TEF (beyond level 1)*
* *Institutions will want to consider the range of evidence it wishes to submit alongside the common metrics*
* *Institutions would be expected to bear the cost of the TEF assessment process*
* *TEF judgements will be made by a panel of independent experts against an assessment framework, based on the evidence submitted (metrics and other additional evidence supplied by institutions).*
* *Visits are not proposed to make up part of the assessment*
* *Panels will be made up of a balance of academic experts in learning and teaching, student representatives, and employer/professional representatives. In time, it is envisaged that panels will be convened for each discipline (subject) – may be a need for moderation across panels.*
* *we are considering whether the panel’s judgement on each of the criteria should be published*
* *considering development of an appeals process*

**Question 8: Do you agree with the proposed approach to differentiation and award as TEF develops over time? Please give reasons for your answer.**

* *Our preferred option is that assessments are made at discipline (subject) level as soon as is practicable and the assessments would be aggregated to produce an overall institutional award.*
* *We propose a simple scale of three or four levels to differentiate institutions.*
* *The first point on the scale – level 1 – confirms the provider has a current successful QA (Quality Assessment) review (or equivalent) in England. Any provision falling below this threshold will be identified and addressed through the QA arrangements and would not be eligible for level 1 or higher levels of TEF.*
* *The highest level on the scale should require performance significantly above expectations and/or compelling evidence of excellence to identify the very best provision and incentivise improvement.*
* *Results should be published in full, including on the regulator’s register of providers and other sites used by students, their advisers, and employers.*

**Question 9: Do you agree with the proposed approach to incentives for the different types of provider? Please give reasons for your answer.**

* *Proposed that fee cap and fee loan cap uplifts will apply at an institutional level and over time we would expect fees to increasingly differentiate according to the TEF level awarded.*
* *Government would set a maximum fee cap to correspond to each TEF award level, setting it each year not exceeding real terms increases.*
* *Institutions can charge fees up to the cap they are awarded through the TEF.*
* *Not expected that fees will change for students already enrolled on courses if TEF level reached increases.*
* *Alternative providers with DAPs or specific course designation, could have access to equivalent uplifts to the fee loan cap,*
* *Alternative providers who are currently subject to number controls, and who are eligible to do so, could alternatively be incentivised through the AP Performance pool.*

**Question 10: Do you agree with the focus on teaching quality, learning environment, student outcomes and learning gain? Please give reasons for your answer.**

* *Proposed to use a common set of metrics derived from quality assured national datasets and benchmarked in a transparent and fair way across all providers to give information to inform assessments and propose to ask institutions to supplement them with additional information.*
* *We propose that all metrics will therefore be broken down and reported by disadvantaged backgrounds and under-represented groups, and this information will be used in making TEF assessments.*

**Suggested criteria- teaching quality, learning environment, outcomes and learning gain**

* *Students are intellectually stimulated, actively engaged in their learning, and satisfied with the quality of teaching and learning.*
* *There is a strategic and effective approach to understanding the ways in which students are intellectually challenged and engaged in the curriculum and their learning.*
* *The courses, curriculum design, teaching and assessment are effective in developing all students’ knowledge and skills.*
* *Leadership and the teaching and learning strategy support and promote excellent teaching and learning.*
* *The provider recognises and rewards excellent teaching through parity of status between teaching and research careers, and explicit career path and other rewards.*
* *The relationship and mutual benefits between teaching, scholarship and research Student outcomes and learning gain*
* *Students’ knowledge, skills and career readiness are enhanced by their education.*
* *All students receive effective support in order to achieve their educational and professional goals and potential.*
* *Students get added value from their studies.*

**Question 11: Do you agree with the proposed approach to the evidence used to make TEF assessments - common metrics derived from the national databases supported by evidence from the provider? Please give reasons for your answer.**

* *Proposed that the common metrics will be calculated and benchmarked in a consistent, transparent and fair way across all providers.*

**Common metrics to be used in TEF**

* *Employment/destination – from the Destination of Leavers from Higher Education Surveys (outcomes), and, from early 2017, make use of the results of the HMRC data match.*
* *Retention/continuation – from the UK Performance Indicators which are published by Higher Education Statistics Agency (HESA) (outcomes)*
* *Student satisfaction indicators – from the National Student Survey (teaching quality and learning environment)*

**New metrics suggested by sector**

* *Student commitment to learning – including appropriate pedagogical approaches*
* *Training and employment of staff – measures might include proportion of staff on permanent contracts*
* *Teaching intensity – measures might include time spent studying, as measured in the UK Engagement Surveys, proportion of total staff time spent on teaching.*

**Other information submitted by institution**

* *institution’s mission, size, context, institutional setting, priorities and provision*
* *how students are recruited from a diverse range of backgrounds, including use of access agreements where relevant.*
* *The ways in which an institution’s provision reflects the diversity of their students’ needs.*
* *The levels of teaching intensity and contact time*
* *The ways in which the institution builds capacity and capability, motivates and engages teaching staff, and supports continued improvement through training, reward and recognition mechanisms, and career progression.*
* *How institutions ensure that employers get graduates with the skills they need, for example by involving employers, learned societies, and Professional Statutory and Regulatory Bodies (PSRBs) in course and curriculum design, delivery and accreditation.*
* *The institution might also wish to demonstrate how its excellence in teaching is spread throughout the institution.*
* *Evidence of students helping to shape their programmes of study where appropriate.*