

## Introduction

The Secretary of State for Education has appointed Dame Shirley Pearce to carry out an independent review of the Teaching Excellence and Student Outcomes Framework (TEF). Individuals and organisations with an interest in TEF are invited to submit views and supporting evidence to inform the review.

The Chartered ABS will submit a response that reflects the consensus view of our members. We would appreciate if you could complete this survey to help inform our collective response.

If you would prefer to simply provide your general views rather than answer the various questions, then there is an opportunity to do so.

Respondents are asked to provide details of their name, institution and email address. Your name and email address should only be given if you are happy to be contacted by the Chartered ABS to discuss your answers further and help shape our submission to the independent review.

Our final response to the review will be based on the aggregated results to this survey and the responses of individuals or individual institutions will not be cited.

## Your Details

1. Your Name (if you would be happy to be contacted to discuss your answers further)

2. Your job role

\* 3. Please select the name of your Business School from the drop-down list

4. Your email address (if you would be happy to be contacted to discuss your answers further)

5. Would you prefer to provide general written feedback on the TEF rather than answering the various questions related to the independent review?

Yes

No

6. Have you been involved in preparing for or writing a TEF or subject TEF submission?

Yes

No

7. Have you been a TEF assessor or panel member (for provider TEF or in the subject pilots)?

Yes

No

## Why have TEF?

8. Do you support the aim of assessing the quality of teaching excellence and student outcomes across providers of higher education?

- Yes
- No
- Don't Know

Please explain the reasons for your answer

The Government has stated that the **purpose** of the TEF is to:

- better inform students' choices about what and where to study;
- raise esteem for teaching;
- recognise and reward excellent teaching; and
- better meet the needs of employers, business, industry and the professions.

9. These purposes fall into two main areas: providing information, and enhancing the provision of higher education.

Which of these is the most important (select one option only)?

- Providing information
- Enhancing provision
- Both are equally important
- Neither are important

10. Please outline the reasons for your answer to the previous question

11. Should there be any other purposes for TEF? If so, what?

## How well does TEF work?

**When answering the questions in this section please refer to pages 8 and 9 within the *call for views*' document, which provide an overview of how TEF is being designed and delivered.**

**This overview of TEF and the terms of reference for the Independent Review should be considered when responding to the remaining questions in this survey.**

**The Independent Review is interested in views on both provider-level and subject-level TEF. Please make clear which level you are referring to in your answers to each question.**

### Terms of Reference

**1: The process by which ratings are determined under the scheme and the sources of statistical information used in that process**

**2: Whether that process, and those sources of statistical information, are fit for use for the purpose of determining ratings under the scheme**

12. Are the criteria used in TEF appropriate?

(See Figure 1 on page 9 of the *call for views*' document for a list of the criteria).

- Yes
- No
- Don't Know

13. If you do not believe the criteria in TEF are appropriate, what criteria would be more appropriate?

14. There is no direct measurement of teaching quality currently available. As a result, the TEF uses existing data as indirect measures of teaching quality. These measures are known as "proxies".

Are the metrics used in TEF the best proxies for measuring the TEF criteria? (See Figure 1 for a list of the criteria and metrics)

- Yes
- No
- Don' Know

15. If you do not believe the metrics used in TEF are the best proxies for measuring the criteria, what metrics would be more suitable proxies?

16. The TEF metrics are benchmarked to account for factors such as the subject of study, prior attainment, ethnicity and educational disadvantage of the provider's student intake (see page 8 of the 'call for views' document for detail).

Should the metrics be benchmarked to allow for difference in a provider's student population?

- Yes
- No
- Don't Know

17. If your answer to Q16 was 'Yes', does TEF benchmark for the right factors?

18. The TEF process uses both quantitative evidence (for example, the core metrics) and qualitative evidence (for example, the written submission).

What are your views about the balance of quantitative and qualitative evidence considered in arriving at ratings?

19. Are there any other aspects of the process that you wish to comment on?

## Are the ratings right?

**Terms of Reference 3: The names of the ratings under the scheme and whether those names are appropriate**

**There are currently three ratings – Gold, Silver and Bronze – plus an additional Provisional award, given to participating providers that meet national quality requirements, but do not yet have sufficient data to be fully assessed.**

20. Are the purpose(s) of TEF met by:

	Yes	No	Don't Know
Awarding a single rating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With three levels of differentiation, plus a fourth rating for those unable to be assessed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratings named Gold, Silver, Bronze and Provisional?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your answers.

21. If you answered 'No' to any of the elements of the previous question, what alternatives would you suggest:

For provider-level TEF?

For subject-level TEF?

22. If your previous response(s) reflected on the impact of the TEF on the international reputation of institutions and/or the UK as a whole, we would welcome any evidence or information you can provide that might support your view or help inform the independent review.

## Has TEF changed anything?

### Terms of Reference 4: The impact of the scheme on the ability of higher education providers to which the scheme applies to carry out their functions (including in particular their functions relating to teaching and research)

23. Has the introduction of TEF **positively** changed the educational experience of students (e.g. teaching and learning)?

- Yes
- No
- Don't Know

If you answered 'Yes', explain how

24. Has the introduction of TEF **negatively** changed the educational experience of students (e.g. teaching and learning)?

- Yes
- No
- Don't Know

If you answered 'Yes', explain how

25. Has the introduction of TEF impacted **positively** on research and/or knowledge transfer?

- Yes
- No
- Don't Know

If you answered 'Yes', explain how

26. Has the introduction of TEF impacted *negatively* on research and/or knowledge transfer?

- Yes
- No
- Don't Know

If you answered 'Yes', explain how

## Is TEF worth it?

### Terms of Reference 5: An assessment of whether the scheme is in the public interest

We are interested to assess whether the scheme provides outputs that are in the public interest and arrives at these outputs in a cost effective way that meets public interest principles.

The review intends to consider research about the costs and benefits of provider and subject-level TEF, but we are also interested in your views of the range of benefits, and costs, of the scheme to individuals, institutions and society.

27. Does TEF help you as a provider?

- Yes
- No
- Don't Know

Please explain the reasons for your answer

28. Explaining your reasoning, what are the most significant **costs** of:

Provider-level TEF?

Subject-level TEF?

29. Explaining your reasoning, what are the most significant **benefits** of:

Provider-level TEF?

Subject-level TEF?

## Is TEF fair?

**Terms of Reference 6: Any other matters that the appointed person considers relevant**

The review will also consider whether the overall TEF process delivers effectively for all across a diverse sector.

In the following question, the Independent Review is particularly interested in views about:

- providers in Scotland, Wales and Northern Ireland;
- harder to reach applicant/student groups;
- part-time students and part-time provision;
- small providers;
- specialist providers and specialist provision;
- private providers;
- further education colleges providing higher education.

30. Please list any particular types of students, provision or providers that are **disadvantaged** by the current design of TEF, in a disproportionate way.

31. If you identified any in your answer to the previous question, what changes could be made to address this?

32. Please list any particular types of students, provision or providers that are **advantaged** by the current design of TEF, in a disproportionate way.

33. If you identified any in your answer to the previous question, what changes could be made to address this?

Any other comments

34. If you have any other comments, please share them here.