

# Subject-based Learning & Teaching Development and Innovation:

**The impact of the Higher Education & Research Bill, the Teaching  
Excellence Framework and other changes to the HE landscape**

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17 January 2017



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# Overview

- Background – a brief history of higher education policy
- Choice: Teaching Excellence Framework (TEF)
- Competition & the Regulatory Landscape: Office for Students (OfS) & UK Research and Innovation (UKRI)
- Other changes to the landscape
- Concluding remarks
- Any questions?



# Background – a brief history of higher education policy

- 1992 - Further & Higher Education Act
- 1998 - Teaching & Higher Education Act
- 2004 – Higher Education Act
- 2011 – Students at the Heart of the System: White Paper

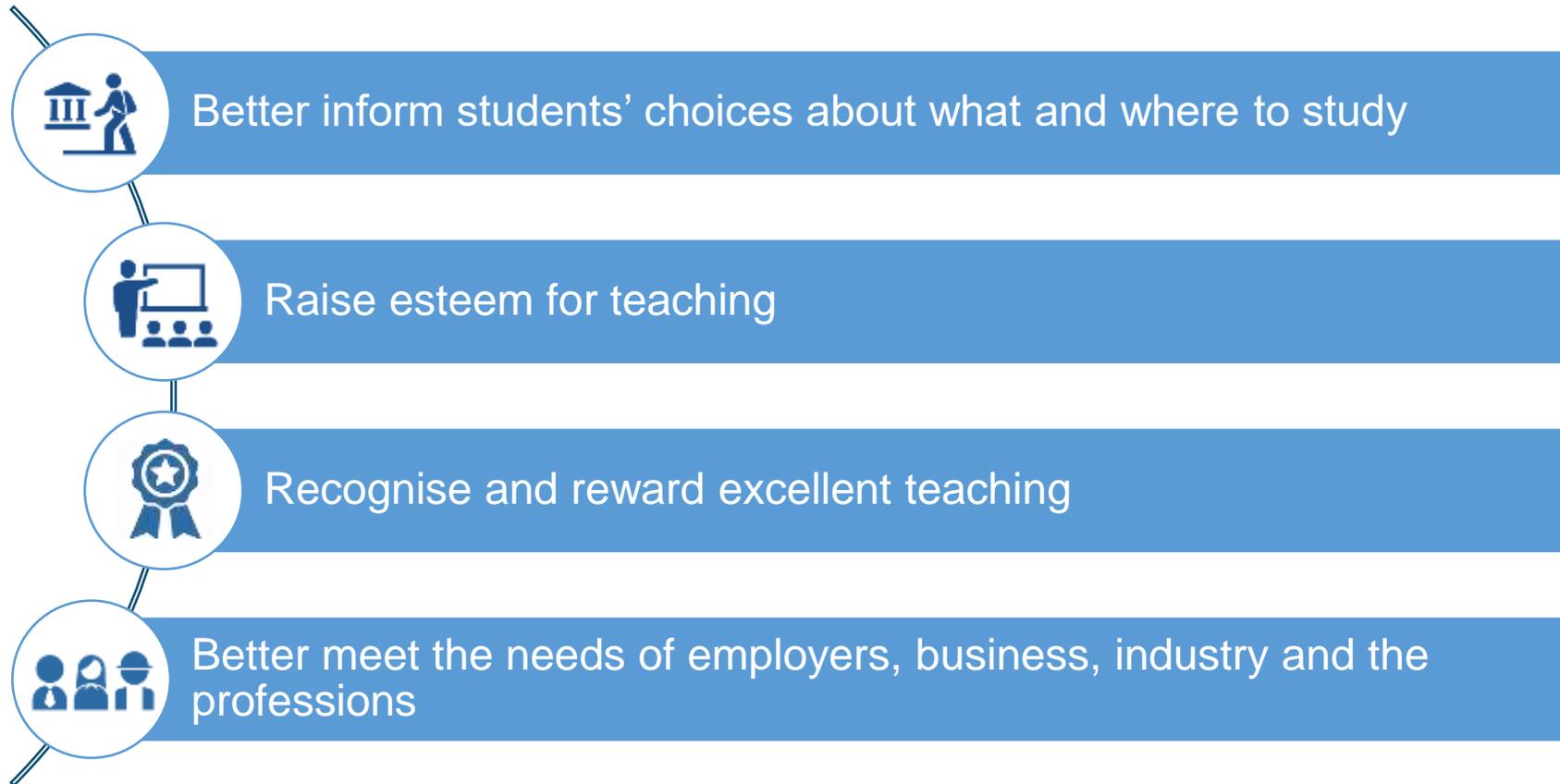


- 2016 - Success as a Knowledge Economy: Teaching Excellence, Social Mobility & Student Choice: White Paper
  - Choice
  - Competition
  - Regulatory Architecture
- *2017: Higher Education & Research Bill*

# Choice: Teaching Excellence Framework (TEF)



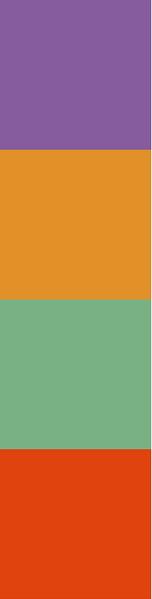
## Purpose of TEF



## A phased approach to implementation

	Year 1	Year 2	Year 3	Year 4
Assessment level	Provider level 'meets expectations' awards	Provider level trial	Provider level + <b>Subject level pilots</b>	Subject level + <b>Postgraduate level</b>
Fee caps	Full inflationary uplift	Full inflationary uplift	Differentiated inflation uplift (provider level)	Differentiated inflation uplifts (provider level)
Continuous improvement		Lessons learned	Further metrics development	On-going improvements

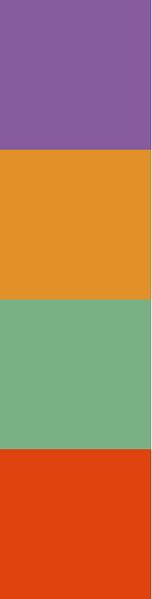




# Subject-Level TEF & Future Metrics Development

- Subject-level TEF:
  - DfE running a co-design process to end of February
  - Model(s) will be determined to test in pilots in 2017/18
  - Wakeham Report indicates differentiation of graduate outcomes by subject – should be accounted for by benchmarking
  - What is a subject?
  - Interaction with Professional, Statutory & Regulatory Bodies (PSRBs)?
- Future metrics:
  - Exploring teaching intensity measures (contact hours) and learning gain: <http://www.hefce.ac.uk/lt/lg/>

<http://www.hefce.ac.uk/lt/tef/>



# Competition and Regulatory Architecture: OfS & UKRI

## Activities of HEFCE disaggregated (April 2018):

- UK Research and Innovation (UKRI) – single R&I funding body
- Office for Students (OfS) – student-focused single market regulator:
  - Promote quality; Encourage competition; Promote value for money; Promote equality of opportunity (access and participation)
  - Regulator for all providers and Degree Awarding Powers (level playing field; single route to entry)
  - Risk-based approach to regulation
  - Distribute teaching grant
  - Work with UKRI “to understand the pipeline and take oversight of the health of disciplines through all levels of education”
- Challenges
  - TEF v REF
  - Competitive market v collaboration / sharing practice

# Other changes to the landscape

- UniversitiesUK review of HE sector agencies' functions, services and infrastructure:

<http://www.universitiesuk.ac.uk/news/Pages/working-group-higher-education-sector-agencies.aspx>

<http://wonkhe.com/blogs/higher-education-agencies-for-whom-the-bell-tolls/>

- The Equality Challenge Unit (ECU)
  - The Higher Education Academy (HEA)
  - The Leadership foundation for Higher Education (LFHE)
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- Publication of HESA Teaching Qualifications Data
    - Teaching Qualifications not currently being considered by DfE for TEF
    - Publication of HESA data in November 2016: <http://www.hefce.ac.uk/lt/wider/atq/>
    - New approaches: Degree Apprenticeships – Academic Professional Standard
    - Opportunities for PSRBs e.g. New to Teaching in the Biosciences  
<https://www.heacademy.ac.uk/training-events/new-teaching-stem-biosciences-online>

# Concluding remarks

- Significant changes at a sector level
- Opportunities for cross-sector networks including PSRBs:
  - Accreditation of discipline-based teaching development activities
  - Exchange of information with OfS through Annual Provider Review
  - Supporting collaboration & sharing practice



## How to find out more

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