

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**

Dr Helen King FHEA NTF SFSEDA
Senior Higher Education Policy Adviser

Geological Society, Burlington House
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

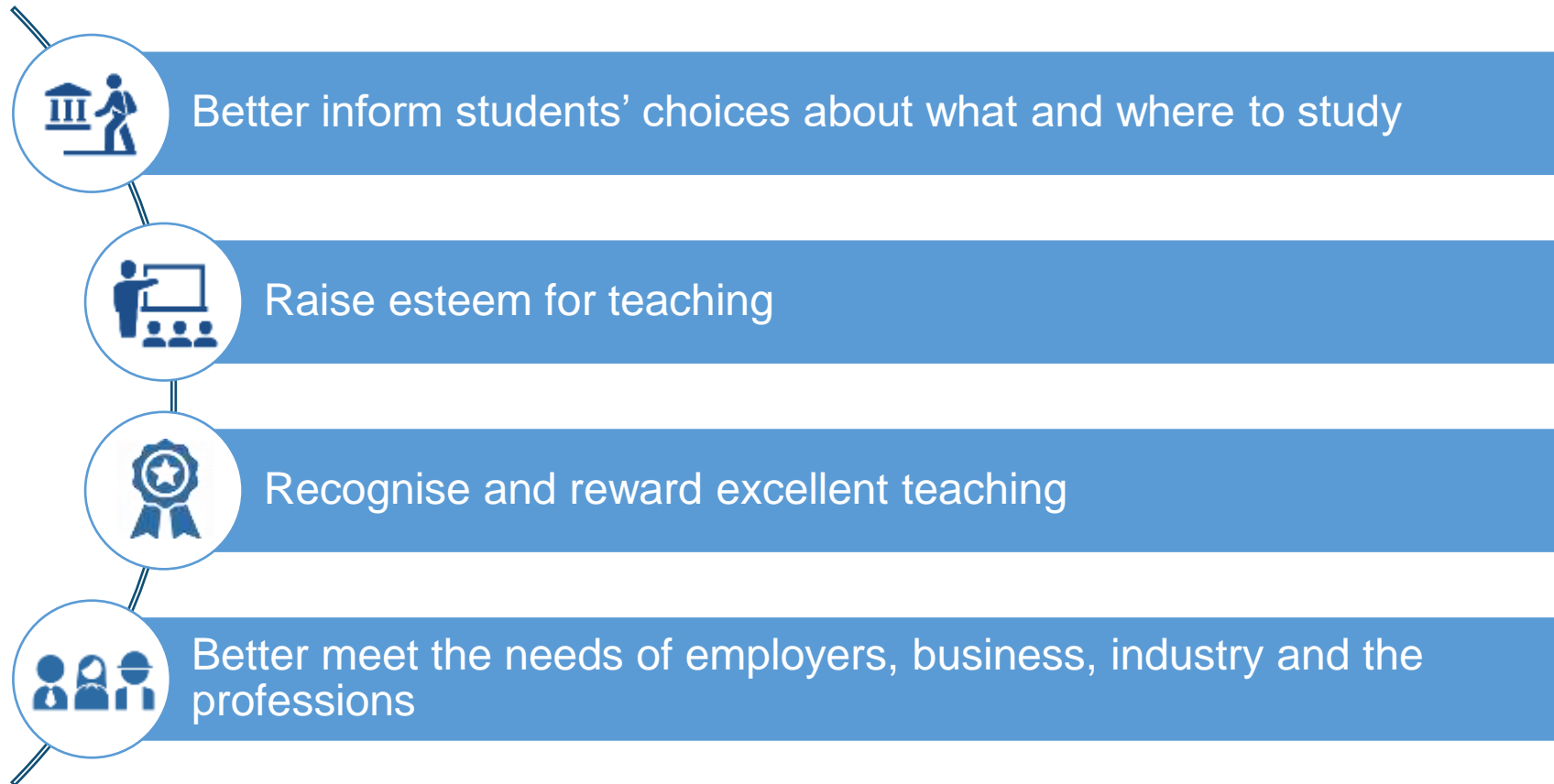


- 2016 - Success as a Knowledge Economy: Teaching Excellence, Social Mobility & Student Choice: White Paper
 - Choice
 - Competition
 - Regulatory Architecture
- *2017: Higher Education & Research Bill*

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 + Subject level pilots | Subject level + Postgraduate level |
| 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

email h.king@hefce.ac.uk

Twitter <http://twitter.com/hefce>

website www.hefce.ac.uk

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