



The Scottish HE Data Landscape

An overview of: Teaching Excellence Framework (TEF)

Type and scope of the data

The Teaching Excellence and Student Outcomes Framework (TEF) is a national exercise introduced by the government in England in 2017. Institutions are awarded gold, silver or bronze; subject-level TEF is at the pilot stage. The assessment combines data with a detailed statement from each university or college to arrive at the final rating. The data includes how many students continue their course from one year to the next (progression rates - from HESA Performance Indicators), graduate-level employment outcomes (from the Destination of Leavers from Higher Education survey (DLHE)), and students' views about their experience (from the National Student Survey). Year 3 supplementary metrics derived from the Longitudinal Education Outcomes have been used. Data are benchmarked based on student entry qualifications, student characteristics and institution subject mix.

Time period of data renewal

TEF is carried out annually but awards last for three years, so institutions need not enter every year.

Questions that the data can help to explore or answer

The TEF analysis combines benchmarked DLHE, National Student Survey and retention data (HESA PI) in one place, with breakdowns by characteristics including gender and study mode (full/part time).

Important caveats, exclusions etc.

Institutions in Scotland are not required to enter TEF. Five Scottish institutions entered in 2017: University of Abertay Dundee (Silver), University of Dundee (Gold), Heriot-Watt University (Silver), The Robert Gordon University (Gold) and University of St Andrews (Gold). No Scottish institutions entered in 2018.

The TEF measures (student retention, satisfaction and employment) are not measures of teaching excellence. Professional bodies have also criticised the statistical approach, particularly of the forthcoming subject-level TEF.

Publications/analyses which use the data

TEF results are not currently used for any publications but it is anticipated that they will be embedded into analysis such as UK league tables eventually. That Scottish institutions are not compelled to enter TEF is likely to cause difficulties for this type of UK-wide usage of the results.

Where to find the data and any further published analysis

www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-data

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