

HIGHER EDUCATION
SCHOOL/SUBJECT AREA TEF REVIEW AND
INSTITUTIONAL TEF REVIEW PROCEDURE
Issue 2

Introduction

The commitment to regularly review performance and identify opportunities for improvement is central to UCB's approach to quality management. Self-evaluation is an essential stage in many UCB quality processes, which also includes target setting, measurement and the involvement of all stakeholders in the assessment of performance. By evaluating performance against identified standards and criteria, good practice may be identified, validated and shared, and weaknesses identified and addressed. The purpose of formalising good practice in a controlled procedure is to ensure consistency and transparency of approach, by which UCB may enhance the quality of provision, student experience and overall outcomes.

For higher education programmes, the self-evaluation process is informed by the guidance from the baseline quality required in the Quality Assurance Agency (QAA) UK Quality Code for Higher Education and the Framework for Higher Education Qualifications. According to the Department for Education (TEF) quality assessment 'delivers assurances about the integrity of degree standards' while the TEF 'will incentivise excellent teaching and provide better information for students in making informed choices'. Therefore, quality assessment and the TEF will combine to assist continuous improvement and better student outcomes, providing an additional judgement on teaching and learning quality above the baseline. At the level of the programme, performance will be measured, reviewed and evaluated through the TEF Enhancement Plan which will be the focus of the HE Quality Monitoring Panels. This programme level performance evaluation enables the Schools to manage their own annual self-evaluation documents and data for their higher education provision. The School/Subject area TEF Enhancement Plans will provide evidence of impact and effectiveness against the TEF criteria which will form the basis of the School/Subject area TEF Reviews. The School/Subject Area TEF Reviews (self-evaluations) will provide much of the data, information and evaluation needed for the HE Institutional Review (IR) produced by UCB each year.

All quality strategies and processes are designed to provide evidence and performance information for School/Subject Area TEF Reviews and Institutional Review on an ongoing basis.

Aims

Through the evaluation of performance against the TEF criteria, the review and self-evaluation process prioritises the maintenance of academic standards and the enhancement of learning opportunities and the student experience, through the identification of strengths and weaknesses in school higher education provision.

The regular self-evaluation of higher education teaching, learning and assessment, and the quality of the student experience meets internal management reporting, internal and external audit requirements.

The involvement of UCB staff, students, awarding body representatives, external examiners and employers in the review and self-evaluation process is an important part of UCB's partnership approach to quality assurance and development.

The review and self-evaluation process will encourage and promote innovation in teaching, learning and service performance through the measurement and benchmarking of performance and shared good practice.

Responsibilities

The UCB Board of Governors is responsible for the final approval and ratification of the Institutional TEF Review Document and its contents.

The Executive Management Team is responsible for the production of the HE Institutional TEF Review and for ensuring the necessary participation and involvement of UCB stakeholders.

The Pro-Vice-Chancellor (Curriculum, Teaching and Learning) is responsible for the approval of School/Subject Area TEF Review Reports and for ensuring staff, students and stakeholders have an opportunity to contribute and comment on the Reviews and their contents.

The Executive Deans of Schools are responsible for the production of School/Subject Area annual TEF Reviews for the higher education provision within their respective Academic Schools.

Deputy Deans and Heads of Department are responsible for ensuring the completion of the areas for improvement in the TEF Enhancement Plan to include each programme within their area of responsibility.

The Academic Board through its Academic Quality, Standards and Enhancement Committee is responsible for the monitoring and evaluation of the Annual TEF Enhancement Plan, School/Subject Area TEF Review and Institutional Review processes and procedures.

The Curriculum and Quality Unit are responsible for assisting and facilitating the Annual TEF Enhancement Plan, School/Subject Area TEF Review and Institutional Review process in line with this procedure.

School/Subject area TEF Review - Overview

1. Each higher education Academic School and Specific Subject areas will produce a TEF Review Report each year in the format detailed in Annex 1 of this procedure for its HE provision. The two academic schools and specific subjects are,
 - i. School of Health, Sport and Food (Health, Education, Social Care, and Sport and Nutrition)
 - ii. School of Business, Tourism and Creative Industries (Business, Hospitality and Tourism, and Creative Industries)

2. The School and Subject annual TEF Reviews draw on information and evaluation from those involved with the delivery of provision and the maintenance of standards. For example, the teaching team, students, external examiners and industry representatives.
3. Although the School and Subject TEF Reviews must contain some description of process and practice, the emphasis is on the evaluation of student outcomes and the learning experience. This must be in the context of appropriate academic standards and opportunities and resources to support students achieve their potential.
4. The evaluation within the School and Subject TEF Reviews should clearly identify good practice, effective process and maintenance of standards according to the TEF criteria. Opportunities for enhancement and innovation should also be clearly stated within the document and should be in the format of a structured enhancement plan. The Academic Board and Academic Quality, Standards and Enhancement Committee will monitor the progress made by the School/Subject Team in developing provision and enhancing standards.

Institutional TEF Review - Overview

1. The Institutional Review Report (IR TEF) will be produced by the Executive Management Team each year. The suggested format for the Review is detailed in Annex 3 of this procedure.
2. The Institutional TEF Review will draw on information and evidence provided in the School/Subject area TEF Reviews and all available quality and performance reports to identify institutional performance within the context of UCB's mission and strategy.
3. The self-evaluation process will identify strengths in provision and will evaluate the effectiveness of management systems and policies in delivering high quality programmes of teaching and learning, and ensuring that appropriate academic standards are maintained. Student experiences and overall outcomes will be the overriding priority.
4. Judgements will be made with regard to the effectiveness and appropriateness of quality assurance systems and their application and management.
5. An evaluation will be made with regard to the management of published UCB information and the degree of confidence that stakeholders may have concerning its accuracy, reliability, currency and clarity. (Data protection guidelines)
6. The Institutional Review should be honest and evaluative but should also contain sufficient description of processes and practice to enable all stakeholders to understand the nature of UCB's provision and its approach to the management of quality and standards.

TEF Enhancement Plan – Overview

1. TEF Enhancement Plans are completed on an annual basis in the format detailed in Annex 2 of this procedure.
2. The TEF Enhancement Plan emphasises the importance of data in evaluating the performance of a programme of learning. Qualitative description of good practice is kept to a minimum and the evaluation of performance focuses on the quality of learning opportunities provided for students and the levels of satisfaction with their experience. The evaluation includes external examiner comment/proposed action, student feedback data which mirrors the questionnaire categories in the NSS survey of HE student satisfaction, mid and annual module review and the programme specific in year data set. The evaluation commences with a review of the previous year's TEF Enhancement Plan. The evaluation process results with an identification of programme strengths and weaknesses which enable the TEF Enhancement Plan to be completed to carry forward to the following year's TEF Enhancement Plan and School/Subject Area TEF review.
3. Although completion of the TEF Enhancement Plan is coordinated by the relevant Deans and Heads of Department, the subject area/programme teaching teams are involved and participate in the process.
4. Completed TEF Enhancement Plans are validated and approved by the relevant Executive Dean of School and comprise an Annex of the School/Subject Area TEF Review Report.

Schedule of Review Activity

October	HE annual School Internal Audits commence.
November	Programme Evaluations are completed for higher education programmes.
December	School and Subject TEF Reviews are completed for School higher education provision. School and Subject TEF Reviews are submitted to the Pro-Vice-Chancellor (Curriculum, Teaching and Learning) for approval and validation.
January	School and Subject TEF Reviews are presented by the Deans and School representatives to the Academic Quality, Standards and Enhancement Committee. The Executive Management Team use the School TEF Reviews to help compile the Institutional Review.
May	The Student Services and Standards Committee of the UCB Board of Governors approve and ratify the Institutional Review.

ANNEX 1

Required content of TEF Reviews

1. Academic Year and Date of Review	Academic Year to which TEF review relates
2. Programmes included in review	List of HE programmes within the School/Subject/Institution
3. Headline Performance Summary	One paragraph noting overall judgment on performance against the current TEF metrics and criteria.
4. Achievement against previous TEF enhancement plan	Outcomes of action points and impact on student experience and programme performance.
5. Evaluation of School or Subject area Performance against TEF criteria	<p>Under the following main headings. There are no sub-headings within each section – the points stated below each main heading are prompts only. Identify any ‘impact and effectiveness’ that has resulted in relevant sections</p> <p>Teaching Quality</p> <ul style="list-style-type: none"> - Impact and effectiveness of involving students in teaching evaluation - Impact and effectiveness of schemes focused on monitoring and maximising students’ engagement - Recognition of courses by professional, statutory and regulatory bodies - How are you achieving positive outcomes for students whilst successfully identifying, addressing and preventing grade inflation - Quantitative information on teaching intensity, such as weighted contact hours - Impact and effectiveness of external examining - Impact and effectiveness of teaching observation schemes - Impact and effectiveness of innovative approaches, new technology or educational research - Impact and effectiveness of recognition and reward schemes - Quantitative information relating to the qualification, experience and contractual basis of staff who teach - Impact and effectiveness of feedback initiatives aimed at supporting students’ development, progression and achievement <p>Learning Environment</p> <ul style="list-style-type: none"> - Impact and effectiveness of initiatives aimed at supporting the transition into and through a higher

	<p>education course</p> <ul style="list-style-type: none"> - Quantitative information demonstrating proportional investment in teaching and learning infrastructure - Use and effectiveness of learner analytics in tracking and monitoring progress and development - Extent, nature and impact of employer engagement in course design and delivery, including degree apprenticeships - Extent and impact of student involvement in or exposure to the latest developments in research, scholarships or professional practice - Impact and effectiveness of initiatives aimed at understanding, assessing and improving retention and completion <p>Student Outcomes and Learning Gain</p> <ul style="list-style-type: none"> - Learning gain and distance travelled by all students including those entering higher education part-way through their professional lives - Career enhancement and progression for mature students - Evidence of longer-term employment outcomes and progression of graduates including into highly-skilled - Evidence and impact of initiatives aimed at graduate employability - Extent of student involvement in enterprise and entrepreneurship - Number, impact and success of graduate start-ups - Use and effectiveness of initiatives used to help measure and record student progress, such as Grade Point Average (GPA) - Impact of initiatives aimed at closing gaps in development, attainment and progression for students from different backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes. <p>(NB: Please keep description to a minimum and evaluate impact and effectiveness on the student experience and outcomes)</p>
<p>6. School/Subject or Institutional TEF Review Enhancement Plan</p>	<p>Complete pro-forma in Annex 2 - Under the following headings:</p> <ul style="list-style-type: none"> - Teaching Quality - Learning Environment

	- Student Outcomes and Learning Gain
Appendices	List of Data tables to support evaluation

UCB HE School/Subject TEF Enhancement Plan

School/subject:

Year:

Review Date:

Improvement/Enhancement Required	Desired Outcome (impact)	Action to take	Lead Responsibility	Deadline	Progress against 'outcome' on review date
TEACHING QUALITY					
TQ1:					
TQ2:					
TQ3:					
TQ4:					
TQ5:					
TQ6:					
LEARNING ENVIRONMENT					
LE1:					
LE2:					
LE3:					
LE4:					
LE5:					
LE6:					
STUDENT OUTCOMES and LEARNING GAIN					
SO1:					
SO2:					
SO3:					
SO4:					
SO5:					
SO6:					

ANNEX 3

Institutional TEF Review (IR)

Sections	<u>Content to be included in each section</u>
Introduction	<p>Reference to the UCB Mission and Corporate Strategy.</p> <p>The provider context and distinctive nature of UCB and its provision.</p> <p>The development and context of the UCB curriculum, its specialist nature and vocational focus. Its articulation and vertical progression of qualifications and achievement.</p> <p>Examples illustrating the success of UCB and its recognition across a range of National accrediting, professional and quality focused organisations.</p> <p>The nature of its partnership with the University of Birmingham and value of the accreditation relationship.</p> <p>The widening participation strategy and nature of the UCB cohort.</p>
Enhancement since the last TEF Review Report	<p>Progress against the previous TEF Enhancement Plan and summary of key performance improvements.</p>
Teaching Quality	<ul style="list-style-type: none"> - Impact and effectiveness of involving students in teaching evaluation - Impact and effectiveness of schemes focused on monitoring and maximising students' engagement - Recognition of courses by professional, statutory and regulatory bodies - How are you achieving positive outcomes for students whilst successfully identifying, addressing and preventing grade inflation - Quantitative information on teaching intensity, such as weighted contact hours - Impact and effectiveness of external examining - Impact and effectiveness of teaching observation schemes - Impact and effectiveness of innovative approaches, new technology or educational research - Impact and effectiveness of recognition and reward schemes - Quantitative information relating to the qualification, experience and contractual basis of staff who teach - Impact and effectiveness of feedback initiatives aimed at supporting students' development, progression and achievement.

Learning Environment	<ul style="list-style-type: none"> - Impact and effectiveness of initiatives aimed at supporting the transition into and through a higher education course - Quantitative information demonstrating proportional investment in teaching and learning infrastructure - Use and effectiveness of learner analytics in tracking and monitoring progress and development - Extent, nature and impact of employer engagement in course design and delivery, including degree apprenticeships - Extent and impact of student involvement in or exposure to the latest developments in research, scholarships or professional practice - Impact and effectiveness of initiatives aimed at understanding, assessing and improving retention and completion
Student Outcomes and Learning Gain	<ul style="list-style-type: none"> - Learning gain and distance travelled by all students including those entering higher education part-way through their professional lives - Career enhancement and progression for mature students - Evidence of longer-term employment outcomes and progression of graduates including into highly-skilled - Evidence and impact of initiatives aimed at graduate employability - Extent of student involvement in enterprise and entrepreneurship - Number, impact and success of graduate start-ups - Use and effectiveness of initiatives used to help measure and record student progress, such as Grade Point Average (GPA) - Impact of initiatives aimed at closing gaps in development, attainment and progression for students from different backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes.
Summary	<p>An evaluation of the success of UCB in meeting its academic aims and objectives. To include particular examples of good practice, strengths of provision and distinctive features. Examples of recent planned enhancements and how these were identified. Also lessons learned and issues to be addressed.</p>

Future strategy	Briefly describe and justify the UCB strategy for the next three years to further enhance provision and address any issues that have been identified.
TEF Enhancement Plan Plan	A working list of action for enhancement to include responsibilities and timescales, success criteria and monitoring arrangements.
Appending documents	Core metrics

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