



# Strengthening Learning Gain through Higher Education Teaching Excellence

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# Aims of the presentation



- Explore which pedagogic approaches contribute to Learning Gain
- How might the Teaching Excellence Framework promote those approaches

# Which aspects of teaching contribute most to Learning Gain?

Gibbs, G (2010) *Dimensions of quality* HEA: York :

- > **Presage** – e.g. funding, research performance and institutional reputation
- > **Process** – ‘what institutions do with their resources to make the most of whatever students they have.’

e.g. class size: level of student effort and engagement; who undertakes the teaching; the quantity and quality of feedback to students on their work

- > **Product** variables- e.g. degree classifications; student retention & success; ‘employability’/graduate destinations

# What contributes to Learning Gain?

Several aspects of educational provision are known to predict both student performance and **learning gains**, independently of other variables such as resources, research performance and student entry standards. The most significant are **class size, cohort size, extent of close contact with teachers, the quality of the teachers, the extent and timing of feedback on assignments and the extent of collaborative learning ...**

The impact of these aspects of educational provision can be validly measured by examining **student engagement and effort** using the National Survey of Student Engagement (NSSE), and NSSE scores are sufficiently robust that they can act as proxies for the quality of educational provision (Gibbs, 2012).

# Purpose of the Teaching Excellence Framework

- a. Better informing students' choices about what and where to study
- b. Raising esteem for teaching
- c. Recognising and rewarding excellent teaching
- d. Better meeting the needs of employers, business, industry and the professions

source: DfE (2016) Teaching Excellence Framework: Year Two Specification

# TEF Assessment Framework

Aspect of Quality <i>Areas of teaching and learning quality</i>	Teaching Quality (TQ)	Learning Environment (LE)	Student Outcomes and Learning Gain (SO)
<b>Criteria</b> <i>Statements against which assessors will make judgements</i>	Teaching Quality criteria	Learning Environment criteria	Student Outcomes and Learning Gain criteria
<b>Evidence</b>	<b>Core metrics</b>		
	<ul style="list-style-type: none"> <li>• Teaching on my course (NSS scale 1)</li> <li>• Assessment and feedback (NSS scale 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Academic support (NSS scale 3)</li> <li>• Non-continuation (HESA)</li> </ul>	<ul style="list-style-type: none"> <li>• Employment/further study (DLHE)</li> <li>• Highly-skilled employment/further study (DLHE)</li> </ul>
	<b>Split metrics</b>		
	<b>Additional evidence (provider submission)</b>		
<b>Statement of findings</b> <i>Why a particular rating was awarded</i>	Brief description of why a particular rating was awarded including particular strengths		
<b>Overall outcome</b> <i>TEF rating</i>	The level awarded		

# BIS Committee report, February 2016: suggested unintended consequences of elements of the TEF proposals (adapted)

## Element of proposal

- Using retention as one of the three metrics for the TEF.
- Using the National Student Survey's measure of satisfaction as one of the three metrics for the TEF.
- Using graduate destination as one of the three metrics for the TEF.
- Courses or institutions without good TEF scores are unable to increase fees.
- Allocating low TEF scores.

## Associated risk or unintended consequence

- those wishing to improve retention make courses less demanding,
- Students can undermine 'game' the NSS by reporting high/low scores
- may favour those specialising in disciplines that tend to lead to higher salaries or encourage them to change student recruitment ...
- Depriving courses from income prevents improvements being made and drives course closures.
- Adverse impact on UK's international brand & the ability to recruit students..

# Aspect of Quality 1

<b>Aspect of Quality</b> Areas of teaching and learning quality	<b>Reference</b>	<b>Criterion</b>
<b>Teaching Quality</b>	Student Engagement (TQ1)	Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies
	Valuing Teaching (TQ2)	Institutional culture facilitates, recognises and rewards excellent teaching
	Rigour and Stretch (TQ3)	Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential
	Feedback (TQ4)	Assessment and feedback are used effectively in supporting students' development, progression and attainment

# Student Engagement (TQ1)

- > Student engagement represents two critical features of collegiate quality.
  - the amount of time and effort students put into their studies and other educationally purposeful activities.
  - how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.  
<http://nsse.indiana.edu/html/about.cfm>
- > 'US research indicates student engagement is the key factor is promoting student learning gain (e.g. Pascarella & Terenzini)
- > As a survey NSSE annually assesses the extent to which students are participating in educational practices that are strongly associated with **high levels of learning and personal development**' (Kuh 2001)

# Seven principles for good practice in undergraduate education – with examples

## Good practice in undergraduate education...

- ...**encourages student-faculty contact** (e.g. students as partners in research; in curriculum development/assessment – peer assessment)
- ...**encourages cooperation among students** (peer-assisted learning)
- ...**encourages active learning** (collaborative learning)
- ...**gives prompt feedback** (feedback as dialogue; timeliness)
- ...**emphasises time on task** (directed student learning)
- ...**communicates high expectations**
- ...**respects diverse talents and ways of learning** (inclusive learning)

**Source:** Chickering and Gamson (1987)'Seven principles for good practice in undergraduate education' *Washington Center News*

# UK Engagement Survey

*“What the UKES offers, and this is very similar to what happened with NSSE in the States, is a completely different perspective on questions of quality. Particularly, it offers a counterpoint to the discourse about reputation and satisfaction, **to really focus more on matters of teaching and learning.**”*

*Alex McCormick, Senior Associate Director of CPR, NSSE Director, Indiana*

## Illustrative questions:

- > “About how many hours do you spend in a typical 7-day week preparing for taught sessions?”
- > “How much has your experience at this institution contributed to your knowledge, skills, and personal development in solving complex real-world problems?”
- > “How much has your coursework emphasised learning about the results of current research?”
- > “How much has your coursework emphasised your active participation in creating knowledge?”

# Valuing teaching (TQ2)

## **UKPSF and individual recognition.**

148 institutions with HEA accreditation of PG Certificates

## **UKPSF: Accredited provision.**

126 institutions with accredited Continuing Professional Development

## **National Teaching Fellowship Scheme**

55 NTFs per annum for 10 years

## **HESA staffing return on Teaching Qualifications**

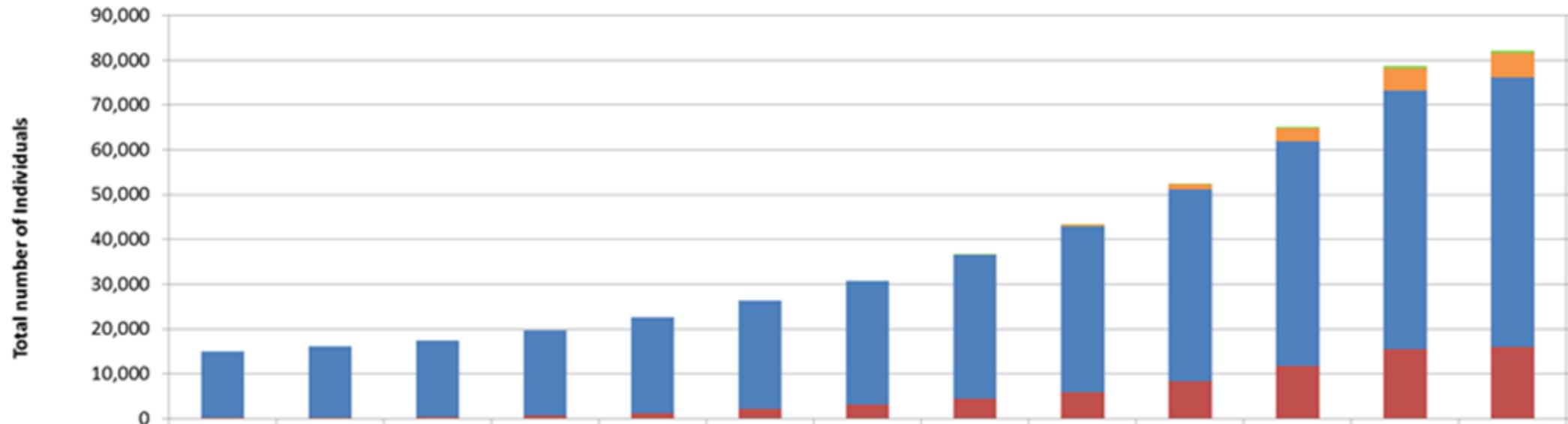
2014-15 return: 30% with TQs 'not known'

University of Huddersfield: c. 90% have TQs; 8% do not; 3% not known

<http://www.hefce.ac.uk/pubs/year/2016/CL,332016/>

# Number of HEA Fellows, 2004-05 to 2016-17

Total number of HEA Fellows - as of 9 November 2016



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 (as at 9/11/2016)
Principal Fellow Total								3	78	202	400	587	650
Senior Fellow Total								34	387	1,232	2,767	4,808	5,379
Fellow Total	14,715	15,853	16,959	18,928	21,323	24,163	27,553	32,127	36,923	42,796	50,205	57,844	60,075
Associate Fellow Total	235	298	418	715	1,232	2,161	3,103	4,393	5,955	8,315	11,754	15,464	16,030
<b>Total</b>	<b>14,950</b>	<b>16,151</b>	<b>17,377</b>	<b>19,643</b>	<b>22,555</b>	<b>26,324</b>	<b>30,656</b>	<b>36,557</b>	<b>43,343</b>	<b>52,545</b>	<b>65,126</b>	<b>78,703</b>	<b>82,134</b>

# Valuing teaching (TQ2): reward and recognition

- > More institutions are rewarding excellence in teaching  
(Cashmore et al (2013) *Rebalancing promotion in the HE sector: Is teaching excellence being rewarded*)
- > Promotion panels need to reflect those who are expert in learning and teaching  
(Fung and Gordon (2016) *Rewarding educators and education leaders in research-intensive universities*)
- > Unbundling of academic work is a key issue  
(Locke et al (2015) *Shifting landscapes: meeting the staff development needs of the changing academic workforce*)

# Rigour and stretch (TQ3)

> Validation and review procedures

> Role of PSRBs

> Developing student independence

Liz Thomas Associates (2015) Effective Practice in directed independent learning (QAA/HEA)

- clarity and leadership about directed independent learning;
- developing understanding of *learning gain* rather than contact hours;
- provision of suitable independent learning opportunities, which includes clarity and structure, relevance, support, flexibility and inclusiveness, and student monitoring; and
- development of student capacity and engagement.

[https://www.heacademy.ac.uk/sites/default/files/resources/effective\\_practice\\_in\\_the\\_design\\_of\\_directed\\_independent\\_learning\\_opportunities.pdf](https://www.heacademy.ac.uk/sites/default/files/resources/effective_practice_in_the_design_of_directed_independent_learning_opportunities.pdf)

# Assessment and Feedback (TQ4)



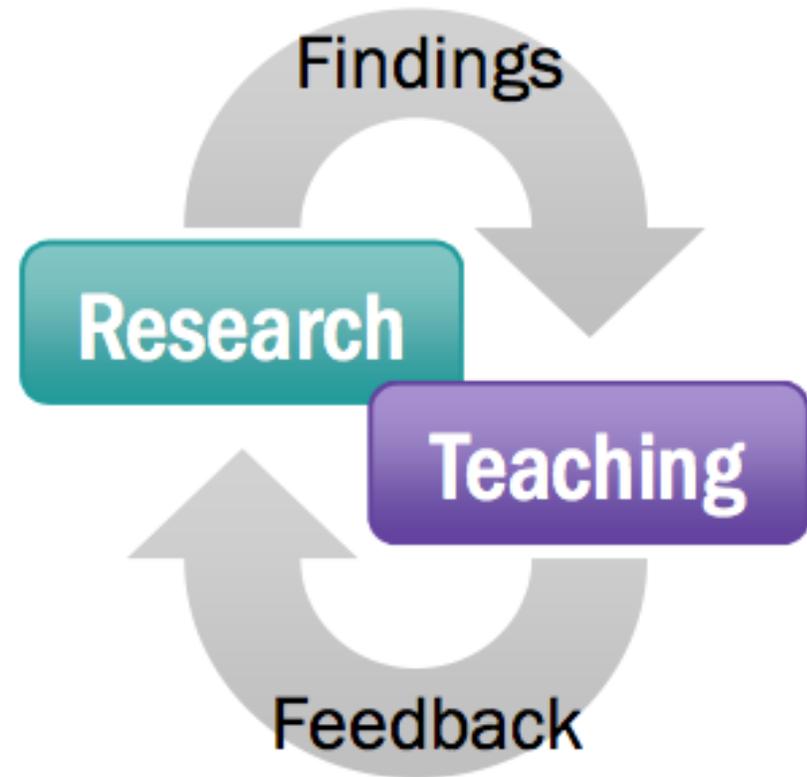
- > Formative assessment predicts learning outcomes
- > Feedback as dialogue
- > Feedback which is timely

# Aspect of Quality. 2

<b>Aspect of Quality</b> Areas of teaching and learning quality	<b>Reference</b>	<b>Criterion</b>
<b>Learning Environment</b>	Resources (LE1)	Physical and digital resources are used effectively to aid students' learning and the development of independent study and research skills
	Scholarship, Research and Professional Practice (LE2)	The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice
	Personalised Learning (LE3)	Students' academic experiences are tailored to the individual, maximising rates of retention, attainment and progression

# Research and Teaching

- > Symbiotic relationship between research and teaching
- > Scholarship of teaching and learning (SOTL) & REF
- > Fanghanel et al (pending) *Defining and supporting the Scholarship of Teaching and Learning: a sector-wide*



# Research-informed teaching

- > **research-led** – where students are taught research findings in their field of study;
- > **research-oriented** – where students learn research processes and methodologies;
- > **research-tutored** - where students learn through critique and discussion between themselves and staff;
- > **research-based learning** – where students learn as researchers

(source: Jenkins, A, Healey, M, and Zetter, R (2007) *Linking Teaching and Research in Disciplines and Departments*)

# Aspects of Quality 3

Aspect of Quality <i>Areas of teaching and learning quality</i>	Reference	Criterion
<b>Student Outcomes and Learning Gain</b>	Employment and Further Study (SO1)	Students achieve their educational and professional goals, in particular progression to further study or highly skilled employment
	Employability and Transferrable Skills (SO2)	Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives
	Positive Outcomes for All (SO3)	Positive outcomes are achieved by its students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes

# Student outcomes and learning gain

## HEFCE's Learning Gain pilots

- > To develop and test new ways of capturing educational outcomes and how students benefit from HE

<http://www.hefce.ac.uk/lt/lg/projects/>

## Employment vs employability

- > HEA *Framework for embedding employability in higher education*

<https://www.heacademy.ac.uk/search/site/frameworks>

## Measuring and recording student progress e.g. Grade Point Average

<https://www.heacademy.ac.uk/resource/grade-point-average-report-gpa-pilot-project-2013-14>

# White Paper and metrics beyond Year Two

> Creation of Longitudinal Education Outcomes dataset

<https://www.gov.uk/government/statistics/graduate-outcomes-by-degree-subject-and-university>

> Weighted contact hours and teaching intensity

- ‘rather than implementing crude metrics that could be easily gamed, we have asked HEFCE...to look into these matters, and to develop a methodology to measure them...trailing them in the disciplinary pilots in Year Three’

(source: DBIS (2016) Success as a Knowledge Economy)

# The Strategic Excellence Initiative for Vice-Chancellors or Principals



## Aims:

- Focus attention on corporate level responsibilities in learning and teaching;
- Identify and share innovative practice
- Recognise and promote the strategic leadership of excellence more broadly

# Support for Learning Gain supported through this initiative



- Oxford Brookes University – Learning gain in active citizenship
- University of Dundee – Capturing learning gain from work placements

# Concluding thoughts

- > Does measurement drive enhancement?
- > Do ratings drive enhancement?