

# Teaching Excellence





Moreover the NSS is conducted before the end of the programme, and so another reason to doubt the validity of the NSS is that it takes place too soon. Ideally there would be a survey 2 years (and at longer intervals) after graduation that would ask the students to look back on their programme. The need for valid evidence outweighs the considerable practical and logistical difficulties of running such a survey; many students will not be in a position to give a considered view at the time the NSS is currently conducted.

Consideration of these issues needs more time and expert input. This would be possible were the TEF process to be put on hold for two years as we are recommending.

### **Question 2 (Chapter 3)**

A) How should we include a highly skilled employment metric as part of the TEF?

*Some time is needed to benchmark any such indicators. At the very least years 2 and 3 must be used to do so. Local factors, subject mix and qualification level on admission are all relevant. Additionally, until UK the economy is rebalanced some mathematical skills may be underused.*

Consideration of these issues needs more time and expert input. This would be possible were the TEF process to be put on hold for two years as we are recommending.

B) If included as a core metric, should we adopt employment in Standard Occupational Classification (SOC) groups 1-3 as a measure of graduates entering highly skilled jobs?

Yes                      No                      Not sure

*There is a need to identify the skills actually used, not just the generic level of a post. Also, the perceived level of a post may not reflect its actual level, for instance there is a tendency for the financial managers of a business to be paid more than those who actually know how its products work.*

Consideration of these issues needs more time and expert input. This would be possible were the TEF process to be put on hold for two years as we are recommending.

C) Do you agree with our proposal to include all graduates in the calculation of the employment/destination metrics?

Yes                      No                      Not sure

Please outline your reasons and suggest any alternatives.

### **Question 3 (Chapter 3)**

A) Do you agree with the proposed approach for setting benchmarks?

Yes                  No                  Not sure

*Many sociological factors have been omitted. (See also response to question 2A.)*

*Consideration of these issues needs more time and expert input. This would be possible were the TEF process to be put on hold for two years as we are recommending.*

B) Do you agree with the proposed approach for flagging significant differences between indicator and benchmark (where differences exceed 2 standard deviations<sup>20</sup> and 2 percentage points)?

Yes                  No                  Not sure

Please outline your reasons if you disagree.

*We have concerns that flags may be used as a way of summarising the data, eg by newspapers. The unintended and unforeseen consequences could be immense.*

*Consideration of these issues needs more time and expert input. This would be possible were the TEF process to be put on hold for two years as we are recommending.*

**Question 4 (Chapter 3)**

Do you agree that TEF

*Splitting the results into categories probably means small cohorts and so false flags are even more likely to appear. In a sensitive area such as ethnicity this could be a real problem.*

*Consideration of these issues needs more time and expert input. This would be possible were the TEF process to be put on hold for two years as we are recommending.*

**Question 6 (Chapter 3)**

Do you agree with the contextual information that will be used to support TEF assessments proposed above?

Yes

No

Not sure

Please outline your reasons and suggest any alternatives or additions.

*It is not clear how the contextual information should be used*

*Neither in this additional evidence nor in the basic evidence proposed is there a sufficient attempt to directly assess what has been learned or what scholastic and intellectual development of students has taken place.*

*At present the TEF makes no attempt to assess learning gain (however we wish to define this). But one fundamental question is whether learning gain can be reasonably enough quantified or measured to be part of any attempt to measure effectiveness. This gets back to the point above, that learning gain is not a static thing that can be measured once. Part of what we are teaching is how to learn, and if done even reasonably well this can be a powerful force and one that is constantly changing.*

*Consideration of these issues needs more timee*

**Question 12 (Chapter 5)**

Do you agree with the