

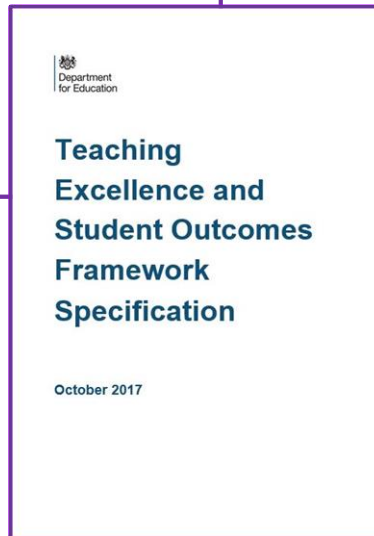
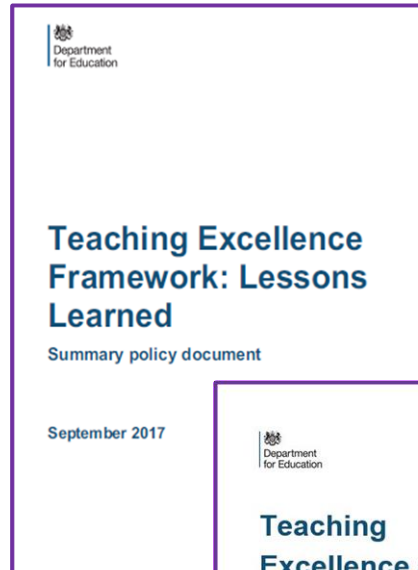


# TEF metrics

**23 November 2017**

**Graeme Rosenberg**  
TEF manager

# Refinements to TEF metrics



## Core metrics refinements:

- NSS weighting halved
- Top and bottom 10% absolute values highlighted
- Benchmarks reviewed and updated
- Extra page of data for  $\geq 35\%$  part-time provision
- Initial hypothesis for both modes where 'similar' proportions

## Supplementary metrics introduced:

- Longitudinal Educational Outcomes (LEO)
- Grade inflation

## Other detailed refinements:

- Clarified use of Z-scores above 3
- Refined some categories for splits and contextual data
- Presentation of non-continuation, denominators, data maps

# What are the metrics?



## **Core metrics:**

Teaching on my course (NSS)  
Assessment and Feedback (NSS)  
Academic support (NSS)  
Continuation (HESA/ILR)  
Employment or further study (DLHE)  
Highly skilled employment or further study (DLHE)



Used in Step 1 to form the initial hypothesis

## **Supplementary metrics:**

Sustained employment or further study (LEO)  
Above median earnings threshold or further study (LEO)  
Grade inflation (self-declared by providers with DAPs)



Considered in Step 2 alongside the provider submission

# Initial hypothesis – step 1.a.

Based on the **six core metric flags in majority mode**  
NSS metrics flags are weighted at 0.5

Positive flags (either + or ++) with a total value of 2.5 or more, and no negative flags (either - or --)	The starting point is <b>Gold</b>
Negative flags with a total value of 1.5 or more, regardless of the number of positive flags	The starting point is <b>Bronze</b>
Any other flag combination	The starting point is <b>Silver</b>

## EXAMPLES

	1	2	3
The teaching on my course	+		
Assessment and feedback			+
Academic support	+	+	-
Continuation	+	+	-
Employment or further study		+	+
Highly skilled employment or further study			

## Initial hypothesis – step 1.b.

- Panellists and assessors will review all the core and split metrics information before making a **judgement** about the initial hypothesis. This includes:
  - Very high (\*) and very low (!) absolute values
  - Split flags, where flags are present
  - Metrics in the minority mode, in proportion to the number of students
  - Additional factors such as the spread of flags, and distances from benchmarks (where statistically significant)
  - The additional data on part-time provision, if available
- Where the provider has at least 35% of students in each mode, panellists and assessors will calculate an initial hypothesis for each mode, and then combine them

# Benchmarking factors

Factor	NSS	Continuation	Employment or further study	Highly skilled employment or further study	Sustained employment	Above median earnings threshold
Subject of study	✓ (33 groups)	✓ (9 groups)	✓ (9 groups)	✓ (33 groups)	✓ (33 groups)	✓ (33 groups)
Entry qualifications		✓ (full time only, 28 groups)	✓ (4 groups)	✓ (4 groups)	✓ (Full-time only, 4 groups)	✓ (4 groups)
Age on entry	✓	✓	✓	✓	✓ (Full-time only)	✓ (Part-time only)
Ethnicity	✓ (full time only)	✓	✓	✓	✓	✓
Sex			✓	✓	✓ (Full-time only)	✓
Disability	✓			✓		✓
POLAR 3		✓		✓		✓
Level	✓ (full time only)	✓ (full time only)	✓	✓	✓	✓
Year	✓					

## Very high or low absolute values

\* Indicates the value is in top 10 per cent

! Indicates the value is in the bottom 10 per cent

- Thresholds based on large providers
- Same thresholds applied to all providers
- Considered at step 1b as similar to a positive or negative flag, where it is not contradicted by a flag

	Core metrics						Year †			Splits differ?
	Denominator	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)	Z-score	Flag	1	2	3	
<b>Full-time headcount: 285 (62%)</b>										
The teaching on my course	130	90.2 *	84.8	5.4	2.0	+				No
Assessment and feedback	130	87.0 *	78.0	9.0	2.7	+		+		No
Academic support	130	88.2 *	83.6	4.6	1.6					Yes
Continuation	529	86.6	84.2	2.3	1.9				++	Yes
Employment or further study	181	90.6	92.7	-2.1	-1.1		R			No
Highly skilled employment or further study	181	72.9	70.2	2.7	0.9		R			Yes

# Thresholds for very high or low absolute values

Metric	Full time		Part time	
	High	Low	High	Low
The teaching on my course	90.13	80.01	93.11	79.40
Assessment and feedback	83.19	66.86	86.30	66.36
Academic support	87.30	75.21	89.34	73.07
Continuation	95.78	79.78	88.59	64.98
Employment or further study	97.10	90.58	99.26	94.16
Highly skilled employment or further study	83.01	55.30	90.37	63.88
Sustained employment or further study	84.99	77.00	89.06	78.53
Above median earnings threshold or further study	77.51	32.43	82.06	57.14



# Split metrics



	Splits																							BME breakdown different to split?	
	Year			Level of study			Age		POLAR		National IMD		Ethnicity		Disabled		Sex		Welsh medium			Domicile			
	1	2	3	PG / UG boundary	First degree	Other UG	Young	Mature	Q1 or Q2	Q3, Q4 or Q5	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female	0 to 5	5 to 40	Over 40	UK	Other EU		Non-EU
<b>Full-time 1285 (62%)</b>																									
The teaching on my course				N/A		+	++		++				+	R	N	+	+		N/A	N/A	N/A		N/A	R	No
Assessment and feedback		+		N/A		++	+		+				+	R	N	+	+		N/A	N/A	N/A	+	N/A	R	No
Academic support				N/A		+	+		+					R	N				N/A	N/A	N/A		N/A	R	No
Continuation			++	N/A				++		++						+			N/A	N/A	N/A				No
Employment or further study	R			N/A										N					N/A	N/A	N/A				No
Highly skilled employment or further study	R			N/A		+	+		+					N					N/A	N/A	N/A				No
<b>Part-time 175 (38%)</b>																									
The teaching on my course				N/A	N				N/A	N/A					N				N/A	N/A	N/A		R	N	No
Assessment and feedback			+	N/A	N	+			N/A	N/A					N				N/A	N/A	N/A		R	N	No
Academic support			+	N/A	N				N/A	N/A					N				N/A	N/A	N/A		R	N	No
Continuation			N	N/A					N/A	N/A				N	N				N/A	N/A	N/A				No
Employment or further study				N										R	N				N/A	N/A	N/A				No
Highly skilled employment or further study		-		N	-			--					-	R	N	-		-	N/A	N/A	N/A				No

- The splits show benchmarked performance for specific student groups
- Benchmarked against students with the same characteristics
- Changes since Year Two:
  - PG/UG boundary
  - National IMD for all four nations
  - Welsh medium is split 3 ways

## Part-time provision

- An extra page of data can be submitted if at least 35% of students are part-time
- Must be quantitative data relating to continuation and employment (see Table 9 of the TEF specification)
- Will be considered in step 1.b. alongside these metrics
  
- Where the provider has at least 35% of students in each mode, panellists and assessors will calculate an initial hypothesis for each mode, and then combine them

## Supplementary LEO metrics: data coverage

- LEO charts the transition of graduates from HE into the workplace
- National Pupil Database → HESA/ILR student records → DWP and HMRC benefits and tax records
- Outcomes up to 10 years after leaving HE
- Self-assessed employment only available for 2014-15 tax year, no earnings yet
- TEF Year Three data covers 2010-11 HE qualifiers and their outcomes 3 years after leaving

✘ Northern Ireland providers

✘ Alternative Providers

✘ Scottish and Welsh FEIs

✘ Some English FECs

# Supplementary LEO metrics

- 1 year of data: 2010-11 UK domiciled qualifiers, in 2014-15 tax year
- **‘Sustained employment or further study’** as % of all qualifiers
- **‘Above median earnings threshold or further study’** as % of those in sustained employment with earnings data, or in further study
- Median earnings threshold £21,000
- Benchmarked
- Not available for all providers

	Supplementary metrics					
	Denominator	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)	Z-score	Flag
<b>Full-time</b>						
Sustained employment or further study	212	79.8	82.1	-2.3	-0.4	
Above median earnings threshold or further study	141	43.2	46.5	-3.3	-2.0	-
<b>Part-time</b>						
Sustained employment or further study	89	93.2	* 85.4	7.8	1.9	
Above median earnings threshold or further study	81	65.4	76.5	-11.1	-2.7	-

## Supplementary Grade inflation metric

- Mandatory for providers with DAPs (Level 6+)
- Self-declared data (supplied by OfS in future years)
- Students taught by the provider
- Number of awards made in various categories
- Time series data: 10 years ago (or year of first awards), 3, 2 and 1 years ago
- Considered alongside information in the submission about grading policy, factors influencing outcomes, and other evidence in relation to 'Rigour and stretch'

# Supplementary Grade inflation metric

Degree classification awarded	2007-08		2014-15		2015-16		2016-17		Change: 2016-17 % compared with 2007-08
	N	%	N	%	N	%	N	%	
First class honours degree (1st)	126	13%	160	15%	185	20%	198	20%	Increase of 7.3%
Upper Second class honours degree (2:1)	464	46%	500	48%	450	48%	480	48%	Increase of 1.9%
An honours degree classification of Lower Second (2:2), Undivided Second, Third, Fourth, or Pass	390	39%	290	28%	226	24%	217	22%	Decrease of 17.1%
An unclassified honours degree; a general or ordinary degree (resulting from a non-honours course); or an aegrotat degree (to honours or pass)	20	2%	85	8%	85	9%	98	10%	Increase of 7.9%
Of which:									
An enhanced degree with Distinction	0	0%	30	3%	35	4%	45	5%	Increase of 4.5%
An enhanced degree with Merit	0	0%	40	4%	30	3%	35	4%	Increase of 3.5%
An enhanced degree with Pass	0	0%	15	1%	10	1%	15	2%	Increase of 1.5%
A general degree	0	0%	0	0%	0	0%	0	0%	No change
An ordinary degree	0	0%	0	0%	0	0%	0	0%	No change
Any other unclassified degree award	20	2%	0	0%	10	1%	3	0%	Decrease of 1.7%
<b>Total number of Level 6 undergraduate degree qualifications awarded</b>	<b>1,000</b>	<b>100%</b>	<b>1,035</b>	<b>100%</b>	<b>946</b>	<b>100%</b>	<b>993</b>	<b>100%</b>	

Thank you for listening

Metrics queries: [tefmetrics@hefce.ac.uk](mailto:tefmetrics@hefce.ac.uk)

Other queries: [tef@hefce.ac.uk](mailto:tef@hefce.ac.uk)

Procedural and technical guidance:

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DfE enquiries:

[tef.queries@education.gov.uk](mailto:tef.queries@education.gov.uk)