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Introduction

The first CHOBE Policy Seminar was held at the University of Westminster on 17th May. It featured round table discussions about 4 subjects, which are currently presenting challenges to all UK Built Environment academic departments. For each subject two short presentations were followed by round table discussions. A list of the presenters and the participants is contained in Appendix A

1. Higher level apprentices
2. REF
3. TEF
4. The challenges of residential learning and development

This paper contains a summary of each keynote 'think piece' and a resume of the key points emerging from the discussions.

Higher level apprentices

The Professionalisation of Apprenticeships, Dr Caroline Sudworth, STEMExplored and Neil Hartis, CITB

Overview

Following the Richard Review of Apprenticeships, the recent years has seen mass reform to the way Apprenticeship standards and assessment mechanisms are developed, approved and delivered. The background to this can be found here: <https://www.gov.uk/government/collections/apprenticeship-changes>

These new trailblazer standards can be found at the BIS website: <https://www.gov.uk/government/collections/apprenticeship-standards> with a number of ready for delivery, and many more awaiting approval by the Government body known as the Institute of Apprenticeships.

Reform has not yet completed: the Apprenticeship Levy has recently been announced for all employers with a payroll over £3m per annum, with the aim of driving up Apprenticeship numbers to over 3 million apprenticeship starts by 2020. Information on the levy can be found here: <https://www.gov.uk/government/publications/trailblazer-apprenticeship-funding-requirements-for-employers>

With so many changes taking place, there do remain some areas of discussion. These include:

1. The role of the newly formed Institute for Apprenticeships, which will begin to take over the quality assurance mechanisms for approval of standards and end assessment plans, alongside the quality assurance of delivery partners.
2. The impact on employers who will be required to pay both the Apprenticeship Levy and the existing levy associated with CITB and ECITB.

Detail in these two areas is not yet transparent, with ongoing discussions taking place between Government, employers, and the professional and sector bodies.

What is consistent?

I. Standards

New apprenticeships are based on standards designed by employers to meet their needs, the needs of their sector(s) and the economy more widely. These standards are short, easy to understand documents that describe the Knowledge, Skills and Behaviour (KSBs) required to undertake a specific occupation well, and to operate confidently within a sector. Standards focus on how an apprentice should demonstrate mastery of an occupation, and meet professional registration requirements in sectors where these exist (for example, in engineering, science and accountancy).

To ensure every standard is high quality there are seven criteria that all apprenticeship standards must meet. A standard must:

- A. Be short, concise and clear.
- B. Set out the full competence needed in an occupation, so that, on completion, the apprentice is able to carry out the role in any size of employer across any relevant sector.
- C. Have the support of employers including smaller businesses.
- D. Be sufficiently stretching so that it will require at least a year of training (before the end-point assessment) with off-the-job training accounting for at least 20% of the apprenticeship.

- E. Align with professional registration where it exists.
- F. Contain minimum English and maths requirements and any digital skills required.
- G. Only include mandatory qualifications under certain circumstances.

2. End Point Assessment

End-Point Assessment (EPA) of all Apprenticeships has challenged many standards development groups, with Government requiring the inclusion of professional body recognition where applicable. In developing assessment plans, there needs to be consideration and expression of the role of professional bodies within end assessment, and the assessment plan should explain how this is achieved. Where the standard is aligned with professional recognition, the professional body can play a specific role within the assessment - for example, having the final say on competence and moderation.

There may be a small number of situations where the professional body is the only body able to award professional status because, for example, they may have a legal responsibility or act as the regulator for that profession. In these cases, it may be possible for the professional/regulatory body to be named in the plan. In some sectors the end assessment needs to be conducted by someone who is a member of a professional body or by an organisation accredited by the professional body.

3. Off-the-job training

For all standards, the amount of off-the-job training mandated is a minimum of 20% or equivalent. It is expected that all apprentices will benefit from genuine training away from their day-to-day job, but this does not necessarily need to take place away from the employer's premises.

The Professionalisation of Apprenticeships

As can be seen from the detail regarding the development, assessment and delivery of all new Apprenticeships standards is the direct link to professional standards, such as those offered by the Engineering Council through ICE and CIBSE, or those related to RICS, CIOB, CIAT, and for those completing these standards to directly demonstrate "full competence" within an occupation.

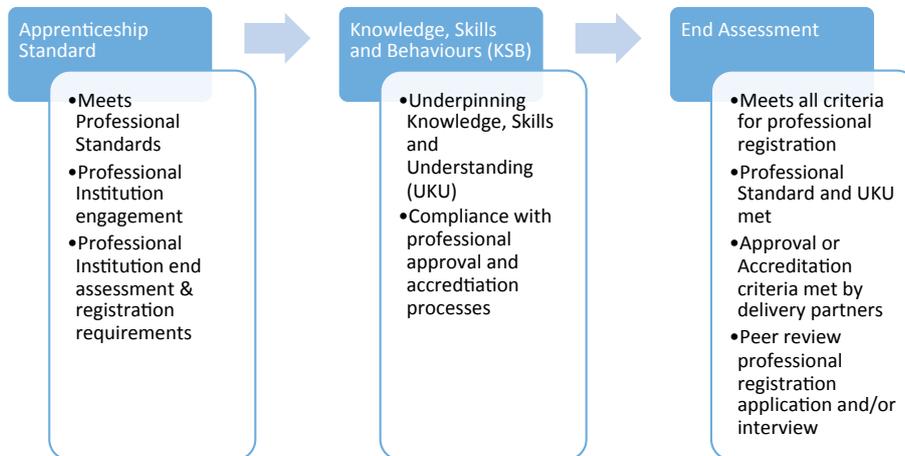
Within the standards themselves, there is a need to ensure that the Knowledge, Skills and Behaviours (KSB), are mapped to the professional standards at the appropriate level. Within the construction, engineering and building services sectors, these are typically Technician (level 3), Incorporated (level 6) and Chartered (level 7) statuses.

However, hidden beneath the simple two page standards, there is usually greater detail mapping of the professional specific knowledge, skills and understanding (KSU) that underpin these professional registration standards, often alongside the quality assurance processes (approval/accreditation mechanisms) for such programmes.

Equally, within each new Apprenticeship standard, there has to be a defined end assessment mechanism. In the majority of cases across the construction, engineering construction and building services sectors, employers have worked directly with the professional institutions to build in the professional review application and process as the end assessment.

That is to say, at all levels of apprenticeship delivery, the end point for any Apprentice must be the ability to apply and ultimately achieve professional registration as a Technician, Incorporated or Chartered professional.

In summary this can be demonstrated as:



How does this affect higher education providers?

Apprenticeships are a simultaneous and symbiotic combination of academic study and work experience, leading to a competent and skills employee. All apprentices must be employed, spend 20% of their time off the job, sit an all-encompassing final assessment, and be able to become professionally registered.

There are two types of Apprenticeship that higher education providers need to consider when participating in the development and delivery of Apprenticeships:

1. Higher Apprenticeships, defined as level 4 and 5 (HNC/D/Foundation Degree PLUS Technician registration)
2. Degree Apprenticeships, defined as level 6 and 7 (Bachelor or Masters degrees PLUS Incorporated/Chartered registration)

If you are considering develop a standard which you believe may be at level 4, 5, 6 or 7, there is an opportunity to include a HNC, HND or a degree in it. This will involve employers, colleges and universities and professional bodies working in partnership, with apprentices employed throughout, spending part of their time at university (with flexibility as to how this is structured - e.g. via day release or block release) and part with their employer.

Apprentices will complete a rigorous end-point assessment (EPA), which tests both the wider occupational competence, and academic learning required for success in the relevant profession. The degree programme can be structured in one of two ways:

- Employers, universities and professional bodies can come together to co-design a fully integrated degree course specifically for apprentices, which delivers and tests both academic learning and on-the-job training.
- Alternatively, sectors may wish to use existing degree programmes to deliver the academic knowledge requirements of that profession, combine this with additional training to meet the full apprenticeship requirements, and have a separate test of full occupational competence at the end of the apprenticeship.

Higher or Degree Apprenticeships in the construction, engineering or building services sector will typically be three to seven years in delivery, building in part-time higher education provision, typically covering the academic and technical elements of the Apprenticeship standards requirements.

Many employers will use industry qualifications to supplement training, such as that used for Health and Safety, site induction and access, project management, etc. alongside a professional development portfolio often available through the chosen professional institution.

The standards developed to date across these sectors clearly indicate the employer preference for the professional registration application and review to be the end-point assessment.

What are the Opportunities?

This opportunity to engage with employers, colleges, private training providers and professional institutions will be key to driving co-funded part time higher education going forward.

By supporting employers in the development and delivery of apprenticeships, university links to major UK, supply chain and local companies can be driven forward; equally links to National and more local colleges can be enhanced.

There is also a significant opportunity to better understand the qualifications and routes into such academic study, and to support true professional development of a more diverse university entrant, with much improved employer engagement.

Equally, improved employer links may also enhance the learning experience and gain for more traditional students, one of the key measures in the proposed Teaching Excellence Framework.

By working more closely with the professional institutions, there will also be an opportunity to better understand the complete professional offer, not only for Apprentices and students, but to open doors for staff development across the university.

By taking up the opportunity to link Apprenticeships to professional membership, access to professional development platforms to support lifelong career development, access to a network of expertise (academics and industrialists) and mentors, and opportunities to attend events, talks and courses linked to initial and continuing professional development, will be opened up.

What are the Challenges?

Although opportunities to open up the university market through co-funded Apprenticeships are welcome, there are challenges remaining.

Over recent years, the rapid changes to funding has seen a decline in the more flexible degree offering, be it through local FE College providers offering HNC and HNDs, through to franchised Foundation Degrees, and a flexible part time provision.

As such, the general appetite and culture towards flexible provision has taken a down turn across the university sector.

Investment and culture change is generally required by university leaders and more academic staff to enable greater commitment and success in the near future. Without targeted and sustained funding, being it from Government or employer sources.

Even with the Degree Apprenticeship Development Fund opportunity, there needs to be true employer and professional institution engagement to ensure the Apprenticeship standard, professional registration and accreditation criteria are met. This may mean that the existing academic accreditation model may be challenged, and may need to be more flexible going forward. Examples include the inclusion of off-site learning and transfer of Apprentice students from local colleges into university programmes at levels 6 or 7.

Internally at the university, there is a need to demonstrate employer commitment to numbers on programmes, and the guarantee that such learners are committed to a programme potentially lasting up to seven years. The impact of the levy on employer uptake and funding of Apprenticeships, and particularly Higher and Degree Apprenticeships, remains an unknown quantity.

Employers may also demand more in terms of flexible delivery than the university resources can cope with, such as resourcing of day release or block learning, alongside employers negotiating the costs and payment mechanisms of such delivery modes.

What financial support is available for Degree Apprenticeships?

Funding, to the tune of £8M over a two-year period, to support the development and delivery of Degree Apprenticeships has recently been announced. Details can be found here:

<http://www.hefce.ac.uk/kess/apprentice/> under Degree Apprenticeship Development Fund, which closes on 20th June 2016.

Questions posed for round table discussion:

1. What are the biggest opportunities and challenges to universities in the development and delivery of professional apprenticeships?
2. How can collaboration through organisations such as CHOBE, best represent and support the university sector with employer bodies and professional institutions supporting Apprenticeship development and delivery?

Round table discussion key points:

1. There are too many unanswered questions:
 - a. Who carries out Quality Assurance and what does it include? Will it impact or utilise existing practice, e.g. QAA and Professional Accreditation models. What is the impact of a potential CITB Approved provider model?
 - b. What impact will the levy have on employers choosing HE provision, if any?
 - c. What and when will commitment from employers come forward?
 - d. Will negotiation with employers affect funding rates of programmes?
 - e. Will Apprenticeships in the CHOBE areas be too long in delivery terms?
2. Too many funding changes in recent years:

- a. These have led to disruption of part time and flexible provision
 - b. These have had a major impact on learning expertise, staff and site resources
 - c. Links to local colleges have been lost
3. Culture change and investment by universities is required to deliver:
- a. Within the university leadership teams, an investment and commitment is required to drive and coordinate activity across the whole university (especially through HEFCE funding)
 - b. A critical mass is required to drive cultural change in some universities
 - c. There remains a reluctance to enter market typically related to the viability of PT programmes
 - d. For those who have a traditional PT market, there is much less of a culture shock, but commitment from employers to long term delivery is still required for investment; but a welcome co-funded market to tap into
4. Clear employer commitment is required
- a. Gaining clear employer commitment to numbers
 - b. Commitment to apprentice employed until the end of the apprenticeship (7 years is a long time)
 - c. Could be a route to better use industry liaison boards – use them to shape apprenticeship programmes
5. Delivery could be challenging:
- a. Entry requirements: the current programmes are challenging and typically over 300 UCAS points are required in the technical entry subjects; A levels are still preferred by some Universities, whilst others prefer the BTEC entry route
 - b. Timetabling: full time versus part time study causes timetabling and resourcing issues; Some universities offer day release, whilst others offer block learning wrapped around traditional semester teaching
 - c. Impact on other learners: TEF experience/learning gain affected?
6. Managing Expectations
- a. Some universities being asked to deliver all the Apprenticeship, including end assessment of the standard
 - b. The technical academic learning is straight forward, the remaining 80% competence assessment is very difficult to carry out
 - c. Is it too diverse, lots of work based assessment, behaviours too difficult to assess, and grading are all factors to consider
7. Other considerations:
- a. There remains a lack of awareness of industry qualifications and professional institution support that can be incorporated into Apprenticeships
 - b. Masters level programmes incorporated into Degree Apprenticeships could be a route to supporting UK post graduate programmes that have recently suffered
 - c. Titling of apprenticeship does not always reflect, or show consistency, with the degree title
 - d. Impact on professional accreditation - will they support more flexible delivery?
 - e. Lack of a true sector body since reduction of e.g. SummitSkills impedes information flow; could be a role for CHOBE support
8. There was appetite shown for a CHOBE Policy Seminar devoted to Apprenticeships

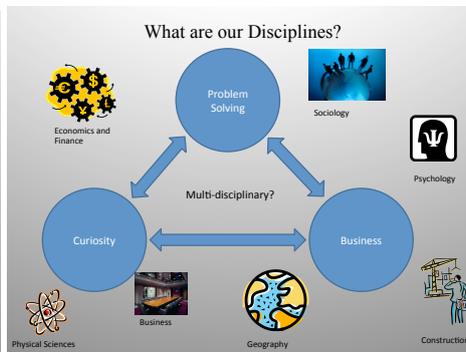
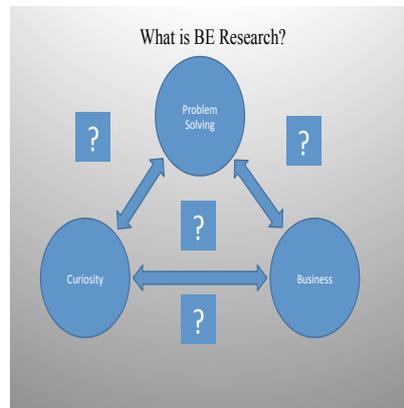
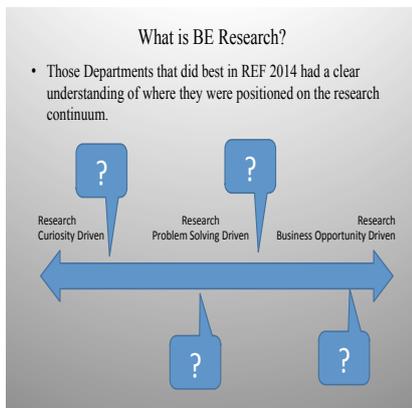
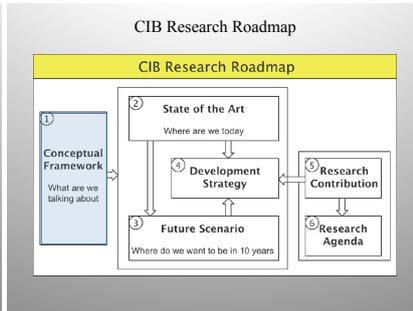
2. Research Excellence Framework

Presentations by Prof Keith Jones, Anglia Ruskin University and Ros Thorpe, CIOB

- David 29/5/2016 18:17
- Comment [1]:** Have we got anything from Ros? And any words from Keith?
- Jane Kettle 20/6/2016 14:43
- Comment [2]:** No.

Challenges

- How do WE raise the profile of Built Environment research amongst funders and users?
- How do WE support our colleagues access funds for Built Environment (BE) research?
- To what extent should Industry drive our research focus?
- What can WE do to increase the uptake of research outputs by end-users?
- Some insight into these challenges from the Research Roadmap project being run by CIB.



Feedback REF session

2 sessions took place discussing the issue of research. Whilst this was not billed as focused on REF research much of the discussion took place within this context.

Much of the discussion centred on why research matters and is an essential part of BE provision. In terms of why this is so the summary is:

- Prestige and reputation – both internally and externally
- Underpins M level programmes (and hence relates to student recruitment)
- It can produce money – although in many departments this is not really significant.

The groups accepted Keith Jones' analysis that in REF 2014, built environment (in its narrow interpretation) had not performed well and had definitely underperformed against real estate and planning. The reasons why are quite illuminating. It was considered that subjects such as construction management, QS and BS focused on application to problem solving in narrow technical ways, whereas planners worked extensively with geographers and had a wider international or global reach based on strong theory whereas real estate tended to be very rich in data and many worked with US researchers who were not under pressure to produce paper after paper and whose journals allowed for greater length (12,000) and depth of papers.

In short a lot of BE research is simply not very good and even the better BE journals have a low impact rating. A comment was made that many BE academics were not very numerate- so papers which contained maths- often had no comments from reviewers as to the maths/stats content.

Discussion focused on why this should be. There was a strong consensus that the classic model of 40/40/20 (teaching research, admin) or the 'holy trinity' as one delegate described it was not conducive of anything productive – for teaching or research. A view emerged that that it was almost certainly appropriate for staff to be encouraged to play to their strengths – and perhaps the TED with its emphasis on the importance of excellent teaching – would allow for this without a feeling that those who teach are somehow less important. Higher graded staff (professors) will bring in money to employ cheaper people to teach – and teaching staff often only Grade 7.

It was also agreed that there are different ambitions and models of research – from the industry consultancy at one end of the spectrum to blue sky at the other. However these are not necessarily mutually exclusive as a stream of small consultancy pieces can supply details within a deeper focused ambition.

Keith shared with the group how he had modelled the strategy at ARU which is focused on a 10 year aspiration, moving from analysis to understanding and deep contribution to a single focus theme within which there was scope to undertake research in difference disciplines, scales and utilising different funding models – as long as they all relate to and feed into the strategic objectives. The key is to ask: How can we make a difference?

The important thing about research at the department level is that it must fit into a narrative- and gain a reputation for one thing (e.g. Bath, Loughborough, Salford – all have focus). This may not be helped as BE does not have the identity- that say Architecture does...

Another issue is gaining the critical mass of researchers – when cognate grads go into practice. It was suggested that there is a rich supply of well education eastern Europeans and those from elsewhere who wish to gain PhDs and go into academe. The argument was put forward – that it is easier to get good researchers with a PhD to gain a practice qualification than take a practitioner and make them a good researcher- or even a good PhD student.

Summary

- There is need to improve the theoretical framing of research
- Finding the distinctiveness to gain a credible long-term strategy.
- Ambition and transformative aspiration – needed
- Drive industry not respond to industry
- Those who do a semi or cognate subject at B level and possible M level – come to UK for PhD – they are easier to then make practitioners – rather than turn practitioners into researchers.
- Pump priming
- We are tied down by professional bodies- tension there
- We lack good journals

Session 2

Covered similar ground but there was a stronger view that practice should play a bigger role – so the case for professional doctoral programmes was argued – they provide a bridge and fit well within a bigger narrative. The point was made that whilst collaborations between practice and academe are good – many employers have their own research departments – and don't feel they need academic links .

The case for practice-orientated problem solving /consultancy research was more strongly put in this group- but it was pointed out that most Unis want at least some research to be 'world class-: this doesn't preclude consultancy.

Ros Thorpe encouraged connections with University and called on CHOBE to ask for support. ; it was pointed out the RICS also support a mixture of closed and open-ended research. So back to the continuum – from industry to Innovate UK and similar to EU to research councils – a place for all.

Some points emerging:

- The main drivers are money, league tables and internal and external reputation.
- Good researchers – don't necessarily make good teachers... and vice versa- so don't pursue the 40/40/20 rule
- Whilst there are moves from teaching being "Sage on stage – to guide on the side.... " the guide is not enough – students want teaching too!
- It is important to spot the research gaps and help people work together across institutions – and it was asked: to what extent should CHOBE be thought leaders?
- Finding the gap means talking to industry – and then scale it up...
- Each department or centre needs to find place on continuum.
- Let people play to strength
- Collaborate and cooperate: with industry with other universities – with other countries...
- Talk to professional bodies...
- Could CHOBE be a ' dating agency' and help identify areas for future work ?
- Need to recognise that research is a non-negotiable: - it is matter of reputation, economics and league tables
 - Potential for status and to life change

3. Residential

The 2 think pieces were given by people from differing academic backgrounds: Tony Manzi is a housing academic, Sarah Sayce a Real Estate academic who was responsible for the development of an undergraduate degree in residential management. Despite their differing backgrounds their analysis of the situation and challenges it brings were remarkably similar. Between them they raised the following key points for discussion in the groups.

- Both speakers pointed out the supply of housing, its value, management and planning are issues very high on the UK government agenda. It is also a situation that is high among issues that face governments across other governments in both developed and developing countries.
- It was the view that among academic communities the built environment community should be at the forefront of both thought leadership and supply of skilled, knowledgeable professionals.
- Further in terms of value, the UK residential sector is some 6 times the size of the commercial sector – yet it is not studied within real estate courses in any depth.
- However, although there are some well-respected research units, these tended to be ‘housing research’ units situated in universities without large-scale student revision.
- Housing and residential are words that cover very common ground – but they are perceived differently by academics. Traditionally ‘housing’ courses have been placed within a planning /social science environment and have focused on public sector provision. Students were in the past often part-time and supported employers both in terms of funding and work experience.
- They now have very low recruitment and many have been closed.
- Some residential courses have been launched – focused more on private sector provision – but have not become established despite that fact there was much interest from students interested in renovation, development and agency.
- There has been a view that residential is the ‘easy piece’ in a real estate course – something for the first year construction programme and a little bit of law later: in reality, it is complex –and in legal terms more complex often than commercial- especially in terms of planning and landlord and tenant relationships. Funding too, is complex with social, public and private pulling from different sources.
- So- there is a divide, between research and degree provision and a continuing perception that housing is public sector, whereas residential is private sector. In reality such overlap between public and private sector provision, that the distinction is meaningless.
- This merging between sectors means that courses need to address both – and this in turn presents a challenge as to what knowledges and skills are required for those interested in careers in residential property.
- Further the type of employer has now changed: residential let units are now sitting within financial institutional portfolios, as well as specialist funds, social housing providers and (decreasingly) the public sector. There is a need to understand and service the skills and knowledge gaps that may be identified by employer organisations – but what are these?
- If the current provision is not market fit for purpose- and recruitment figures would indicate this – how feasible is it to combine existing programmes or should we be designing entirely new pathways for housing and built environment professionals?

Finally the speakers posed some key questions for discussion:

Key issues:

1. Poor image, low recruitment; not responsive to government and society needs; lack of recognition that private/public sectors are merging rapidly. Is our analysis right?
2. Do we need new courses- and what market research is required? What level? Full or part-time? What name (due to the connotations issue)?
3. What could/should professional bodies do?
4. What should CHOBE do?

Residential discussion points

Both sessions had a lively debate but the key themes explored and the views expressed were significantly different, although there was a general agreement that the whole question of housing provision is extremely high in the UK and global political and social agendas. Both groups acknowledged that there was very little higher education provision that explicitly concentrated on skills and knowledge related to housing – from either a real estate provision or from a legal and social perspective: whilst in the past there had been significant provision geared towards the public sector (and populated by those working in housing departments,) many courses had suffered declining student numbers and had closed. Within real estate and surveying, the focus had increasingly been on the commercial sector, which tended to have more complex building structures, bigger construction contract sizes and institutional investor interest.

The first group considered the skills that might be needed to service the UK market and the suggestion was made by several group members that provision was more appropriately placed at the M level – such as technically focused MSc for those with a first degree in a cognate discipline or a more finance /investment orientated MBA style course.

From this the discussion developed into a consideration of name: it was generally agreed that housing did have public sector/ social orientation perceptions (although the group recognised that there exists a merging between public and private sectors. Neither housing nor residential were highly favoured – instead there was a move towards a name such as ‘People and Places’ .

The group were of the view that the sector was still well served by research – but the well respected research centres – Cambridge, Sheffield, LSE, Glasgow - sit primarily within a social science setting and do not have significant student numbers (although they do tend to link to spatial planning) . Student numbers (where courses survive) tended to be either in Scotland or in a few universities that had succeeded in maintaining provision due to strong employer base (Westminster, LSBU) .

It was noted that ESRC were to sponsor research (call in June?!) to pull together evidence – and it was suggested that CHOBE could put itself forward as part of a consortium. If not there was a role to gain funding to do some market research on behalf of members.

In terms of UG provision, it was noted that CIH were now successfully developing programmes for apprenticeships and the take-up was good. This might be of interest to members.

Recommendations (Group 1):

- Seek funding (ESRC or elsewhere) for evidence base of need – skills, level, name, employer demand, student interest etc.
- Consider the possibility of working with CIH for apprenticeships
- Consider MBA or MScs

Group 2 also recognised the roots in social science – and that this had led to decline. However in terms of provision, they were much convinced that existing provision in BE departments provided students with the knowledge and skills to service both the commercial and residential sectors: they considered that programmes adequately covered the legal, social and financial requirements specific to residential – just as they serviced commercial- although they might consider a single elective module. However one member of the group said they did recognise the issue and were considering a residential development and planning offer at UG level – but also recognised that any programme which could be seen as being involved with social policy probably doesn't sit well in faculties that are Engineering/BE led. In summary, they considered:

- Whether courses would be put on or modified was a matter for the market: if the students were there or employers called for it, course teams would respond.
- There is probably the right amount of BE provision- and social policy is the place for housing –as it is about people - not the building primarily.
- If there is to be any interest in the BE sector to respond to the whole issue of housing supply, it would need a champion.

4. Teaching Excellence Framework

Presentation on the Teaching Excellence Framework, Professor Sean Ryan, Head of STEM, HEA and Professor Nick Morton, BCU

Genesis

- Dearing Report (1997)¹ “*Higher Education in the Learning Society*”
Recommendations: 13 ... programmes for teacher training of their staff, ... accreditation of such programmes from the [ILTHE]. 48 ... new full-time academic staff with teaching responsibilities are required to achieve at least associate membership of the [ILTHE].
- Charles Clarke (2003) White Paper² “*The Future of Higher Education*”
Effective teaching and learning is essential ... High quality teaching must be recognised and rewarded, and best practice shared... Centres of Excellence to reward good teaching and promote best practice; Better information for students ... to help student choice drive up quality; new national professional standards for teaching and a new national body ... [HEA].
- Jo Johnson, (Jul. 2015)³ speech: “*Teaching at the heart of the system*” “ ... drive good teaching up so that it becomes excellent and to root out bad teaching ... ” “... value for money both for students ... and taxpayers ... ” “... to include a clear set of outcome-focused criteria and metrics ... ”
- Sajid Javid, (Nov. 2015)⁴ Green Paper “*Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice*”(105pp)
- HE White Paper (May 2016)⁵
- TEF Technical Consultation (May 2016)⁶

Indicative criteria:

- Teaching Quality
 - Students ... stimulated, ... engaged in learning, and satisfied with quality
 - Understanding ways in which students are intellectually challenged and engaged
 - Courses, curriculum design, teaching and assessment are effective in developing all students’ knowledge and skills.
- Learning Environment:
 - Leadership and L&T strategy promote excellent teaching and learning.
 - Recognition and reward of excellent teaching
 - parity between teaching and research
 - explicit career path
 - Mutual benefits between teaching, scholarship and research
- Student Outcomes and Learning Gain:
 - Students’ knowledge, skills and career readiness enhanced.
 - All students receive effective support to achieve educational and professional goals and potential

¹ Snr civil servant & Chancellor, U. Nottingham, 1993-2000;
<http://www.educationengland.org.uk/documents/dearing1997/dearing1997.html>

² Secretary of State for Education and Skills;
<http://webarchive.nationalarchives.gov.uk/20040117001247/dfes.gov.uk/highereducation/hestrategy/>

³ Minister of State for Universities and Science <https://www.gov.uk/government/speeches/teaching-at-the-heart-of-the-system>

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/474227/BIS-15-623-fulfilling-our-potential-teaching-excellence-social-mobility-and-student-choice.pdf

⁵ <https://www.gov.uk/government/publications/higher-education-success-as-a-knowledge-economy-white-paper>

⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523340/bis-16-262-teaching-excellence-framework-techcon.pdf

- Students get added value

REF:	vs	TEF:
Output quality		Teaching quality
Research environment		Learning Environment
Impact		Learning Gain
Core to research assessment		On top of/beyond QA
Unavoidable?		Optional?
Core to QR income		Income is as secondary factor
Narrative, possibly with some metrics?		Narrative with core metrics

Discussion on TEF

There was a focus on the **metrics**, the question was asked, “Do the metrics suck?”

It was felt that there is a worrying emphasis on the NSS: how do you measure empathy, or a good differentiator, or a team player for example?

In terms of **incentives**: there is a mismatch between the value to the organisation and the value to the student, (PHD/research versus professional experience). Striving for excellence in teaching is a real opportunity but while there is responsibility there are very few mechanisms for promotion as a teacher.

Issues to do with **retention** were raised. To what extent will there be toleration of retention versus tolerating progression! Will that be a driving down of quality? Will there be collateral damage relating to open access?

Potential students **expectations**? “Try before you buy “gives better expectations of what is coming. And all students customers? And what about employers’ expectations?

Definitions: is there a definition of teaching in the white paper? Should learning not teaching be the metric? There is actually no definition of teaching or teaching excellence or of learning again. It was felt that we needed definition of learning again because this is a useful concept.

Demonstrable evidence: is TEF demonstrable evidence of excellence? People who are demonstrably good teachers seem to be the most opposed to it and it may be because it is the metrics.

The HEA noted the challenges of **pedagogic research** with the funding councils. There appears to be a view that it is important that it is not their job to fund it and pedagogic research needs to be put on the same platform. Does this mean we are hoping for a reputational gain for excellent teaching that leads to a finance stream and the opportunity to support this?

The **student voice** will be important and it is not easy to drill down. However it was noted that paying fees gives you the right to achieve the product and not to be given the product itself. It was suggested that TEF maybe the killing of diversity in learning provision.

Institutional responses to the TEF. It was felt that those who will do the best we have the most complex response.

On being a good teacher. Everybody should be a good teacher. Excellence is about pushing it forward, just disseminating, demonstrating. The bar must not be lower, it must simply give structure to excel. As part of the realignment of the portfolio, built in environment will have to put it own house in order otherwise it will become a risk area, which we have seen in the erosion of some disciplines.

Appendix 1

List of presenters

Professor Sean Ryan	Higher Education Academy
Professor Nick Morton	Birmingham City University
Dr Tony Manzi	University of Westminster
Professor Sarah Sayce	Royal Agricultural University
Dr Caroline Sudworth	STEMExplored
Neil Hartis	CITB
Rosalind Thorpe	CIOB
Professor Keith Jones	Anglia Ruskin University