



Evidencing TEF Submissions & Measuring Learning Gain

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What is Learning Gain?

Learning Gain could be defined and conceptualised in several ways, but broadly;

“the distance travelled or the improvement in knowledge, skills, work-readiness and personal development demonstrated by students at two points in time”

October 2015 - www.hefce.ac.uk/lt/lg

TEF and Learning Gain

TEF defines universities as an education delivery model:

Input: students with known prior achievement and characteristics that influence learning

Output: employment

Process quality: student satisfaction and successful progression of students through study

TEF metrics and evidence

Standard metrics:

- student data benchmarked against the nationwide cohort on given characteristics
- HESA non-continuation (after first year)
- DLHE (employment/ study after 6 months)
- NSS (teaching, assessment and feedback, academic support)

Provider submission (usually rich in metrics)

Learning Gain & The TEF

Aspect of quality <i>Areas of teaching and learning quality</i>	Teaching Quality	Learning Environment	Student Outcomes and Learning Gain
Criteria <i>Statements that identify what assessors will be looking for</i>	Teaching Quality criteria	Learning Environment criteria	Student Outcomes and Learning Gain criteria
Evidence <i>The evidence base that will be used to form a judgement against the criteria, made up of core metrics and additional evidence</i>	Core metrics		
	National Student Survey (Q 1-4 – teaching on course; Q 5-9 – assessment and feedback)	National Student Survey (Q 10-12 – academic support) Non-continuation (HESA)	Employment/destination (DLHE) Potential highly-skilled jobs metric
	Additional evidence (provider submission)		
Statement of findings <i>Description of performance in each aspect</i>	Teaching Quality statement of findings	Learning Environment statement of findings	Student Outcomes and Learning Gain statement of findings
	Possible Commendations		
Overall outcome <i>TEF rating</i>	TEF Rating		

TEF provider submission

15 page document

- Contextualisation
- Narrative: claim of what is specific to an institution's offer, supported by evidence that it benefits students
- Counter metrics: indicators of value added

Note: no peer comparison, no data checks, no evidence standards, no national data sources unless by HEI choice

LG measures for future TEF

- Subject specific TEF –who knows?
- Future **form** of institutional TEF reviewed in 2019

In any case, we have our own views on what the Learning Gain for our students is. We should therefore strengthen the collection of metrics that record LG as relevant to Warwick.

Possible metrics

- Learning evaluations (by module or programme) - surveys or assessments
- Engagement metrics (with library, with VLE, with sources, with activities, with opportunities, work experience, other disciplines, etc)
- Other metrics or measurable indicators of excellence – suggestions welcome!

Triangulation of metrics

- Engagement or experience metrics in themselves provide no ‘proof’ of ‘distance travelled’
- Student (population) ‘quality’ at intake in itself is a known strong predictor for likely study outcomes.
- Triangulation of intake and outcomes, if controlled for engagement and/or experience metrics perhaps show distance travelled

*Over to all of us, to decide the
way forward...*

Questions, thoughts and
discussion