

**Westminster Higher Education Forum Keynote Seminar:
Implementing the Teaching Excellence Framework**

Timing: Morning, Monday, 18th April 2016

Venue: Glaziers Hall, 9 Montague Close, London SE1 9DD

Agenda subject to change



- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.10 **Chair's opening remarks**
Professor the Lord Renfrew of Kaimsthorn, Senior Fellow, McDonald Institute for Archaeological Research, University of Cambridge
- 9.10 - 9.20 **The meaning of teaching excellence**
Louisa Darian, Deputy Director, Wonkhe
- 9.20 - 9.30 **The practical and political challenges of implementing the TEF**
Nick Hillman, Director, Higher Education Policy Institute
- 9.30 - 10.20 **Strategies for measuring teaching quality**
Do proposed metrics take sufficient account of the views of students and employers about what represents high quality teaching and learning? How should the metrics for the Teaching Excellence Framework (TEF) be structured; is it more appropriate to measure the progress of students or outcomes at the end of courses? To what extent are proxy metrics - for example the National Student Survey or the Destination of Leavers of Higher Education Survey - sufficient for measuring teaching quality? Which benchmarks should be directly measured, and how best can this be achieved? How can Government address concerns that the TEF will increase data collection burdens on universities, with cost and staffing implications? How well does the TEF account for diverse institutions - for example multi-campus or small and specialist universities?
Dr Adam Biscoe, Director, Higher Education Quality Management Specialists
Dirk Van Damme, Head of the Innovation and Measuring Progress Division, Directorate for Education and Skills, OECD
Dr Gill Wyness, Senior Lecturer in Economics, Department of Social Sciences, Institute of Education, University College London
Questions and comments from the floor with **Louisa Darian**, Deputy Director, Wonkhe and **Nick Hillman**, Director, Higher Education Policy Institute
- 10.20 - 11.10 **The impact of the TEF on students and universities**
How will the introduction of the TEF affect incentives for universities to collaborate and share best practice about student experience and employability? What effect will linking TEF results to increasing tuition fees in line with inflation have on universities, in particular those that are not permitted to increase their fees? To what extent will varying fees influence applicants' perceptions of the value of courses, and what steps can be taken to address concerns that some students will select courses or institutions based upon financial considerations? How can widening participation be measured effectively within the TEF framework and what steps can be taken to address concerns that the inclusion of retention and employability measures may create perverse incentives around widening participation?
Graeme Wise, Head of Policy, University Alliance
Professor Janice Kay, Provost and Senior Deputy Vice-Chancellor, University of Exeter
Ben Hunt, Vice President for Education (Arts & Sciences), King's College London Students' Union
Professor Sir Peter Scott, Co-Director, Centre for Higher Education Studies, Institute of Education, University College London
Questions and comments from the floor
- 11.10 - 11.15 **Chair's closing remarks**
Professor the Lord Renfrew of Kaimsthorn, Senior Fellow, McDonald Institute for Archaeological Research, University of Cambridge
- 11.15 - 11.45 Coffee
- 11.45 - 11.50 **Chair's opening remarks**
Professor Janice Kay, Provost and Senior Deputy Vice-Chancellor, University of Exeter
- 11.50 - 12.05 **Implementing the TEF: some implications for learning and teaching**
Dr Geoff Stoakes, Head of Special Projects, Higher Education Academy
- 12.05 - 12.55 **Supporting high quality teaching and curriculum design**
How can the TEF be structured to support high quality curriculum design, including engagement with students and employers? Do the current TEF proposals sufficiently support innovation within HE and account for diverse provision within the sector - including online learning, placement years and higher apprenticeships? How effective are current programmes at providing CPD for teaching in universities and do institutions need to take further steps to provide training for teaching to staff members in predominately research based roles? What steps can the sector take to address concerns about the 'casualisation' of teaching contracts and the effect they have on the quality of teaching provision at an institution?
Professor Helen E Higson, Professor of Higher Education Learning and Management and Deputy Vice-Chancellor, Aston University
Alex Bols, Deputy Chief Executive, GuildHE
Questions and comments from the floor with **Dr Geoff Stoakes**, Head of Special Projects, Higher Education Academy
- 12.55 - 13.00 **Chair's and Westminster Higher Education Forum closing remarks**
Professor Janice Kay, Provost and Senior Deputy Vice-Chancellor, University of Exeter
Jonny Roberts, Associate Editor, Westminster Higher Education Forum