

Subject-Level TEF:

Getting ahead without losing your head



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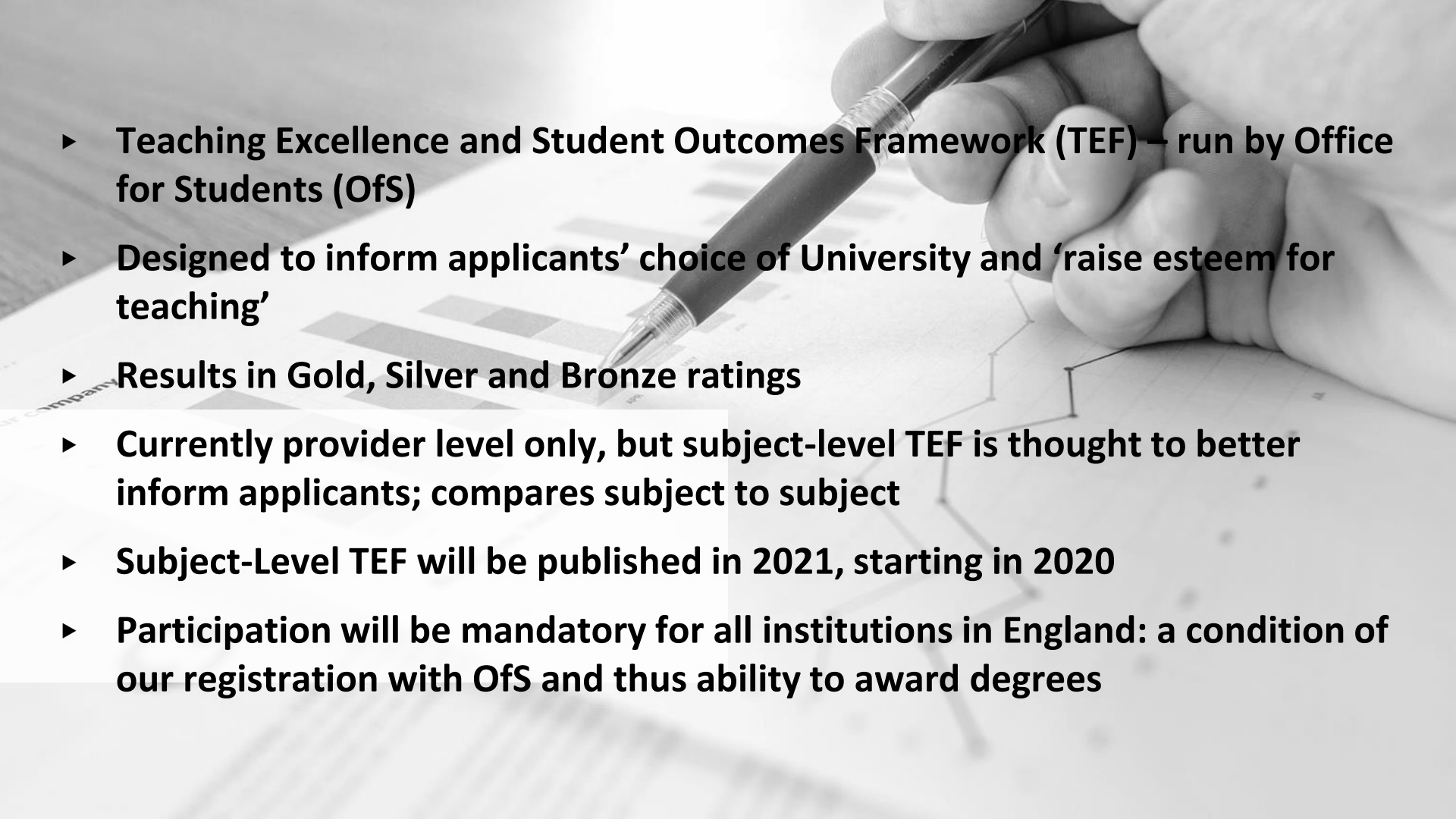
We'll come back to the cakes...

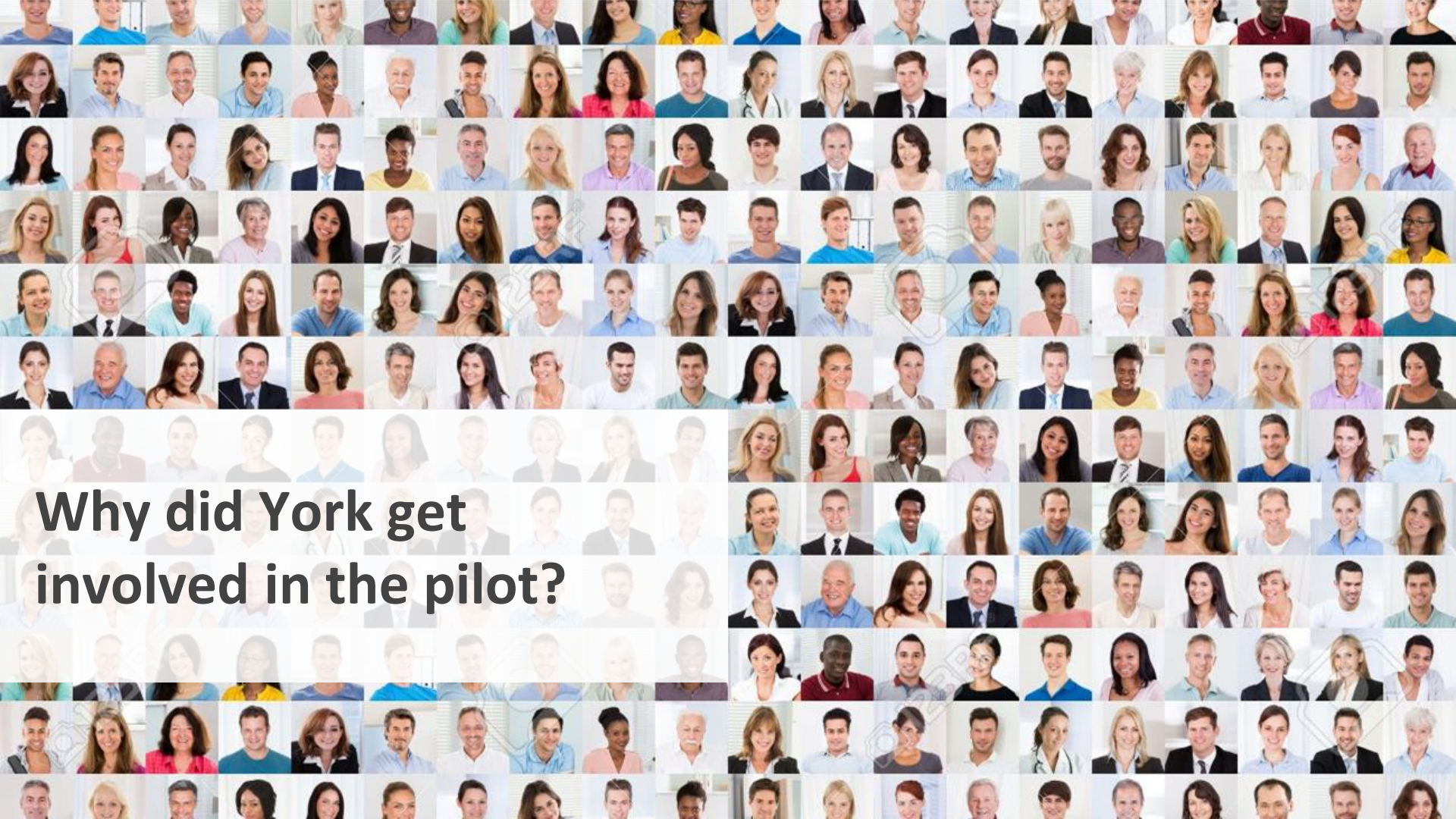
Our journey

- What is Subject-level TEF?
- Why did York get involved in the pilot?
- York's approach
- Our role in the process as liaison librarians
- Stories for impact
- What next?

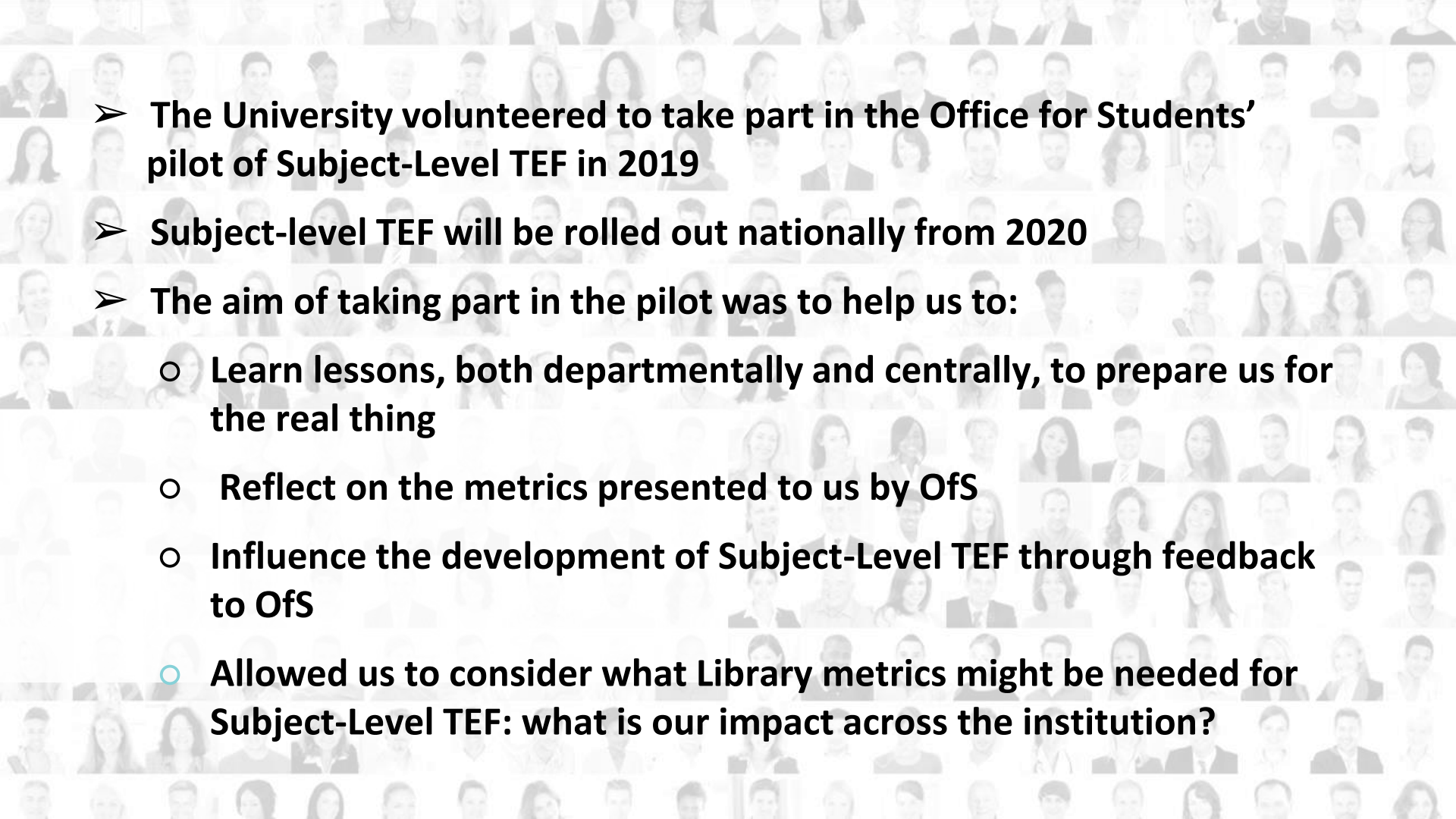
A close-up photograph of a hand holding a blue pen, pointing at a document. The document features several charts and graphs, including a bar chart with blue, red, and yellow bars, and a line graph with green and red lines. The text "What is Subject-Level TEF?" is overlaid on the left side of the image.

What is Subject-Level TEF?

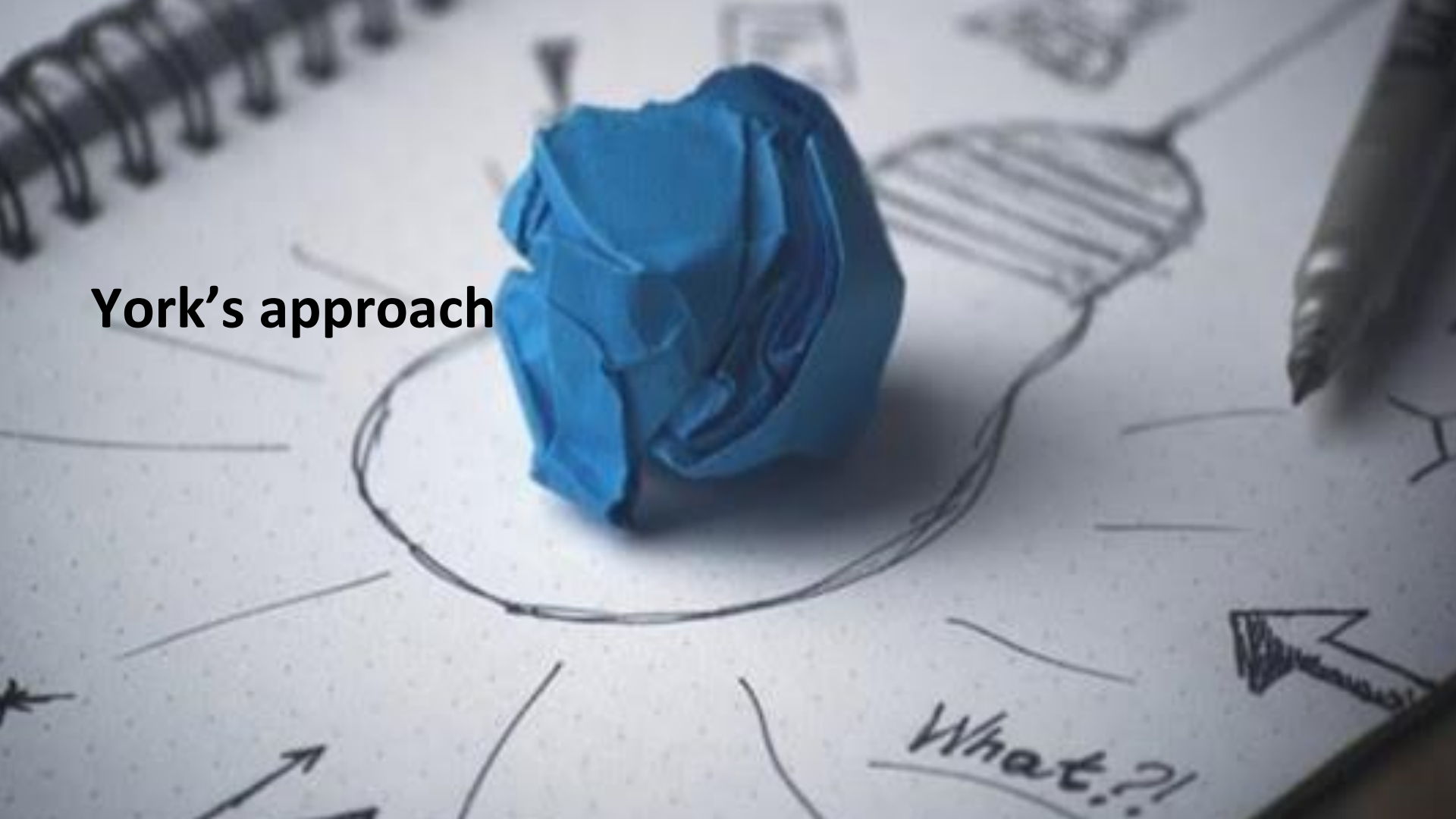
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- A grayscale background image showing a hand holding a pen, poised to write on a document. The document features various charts, including a bar chart and a line graph, suggesting a professional or academic context.
- ▶ **Teaching Excellence and Student Outcomes Framework (TEF) – run by Office for Students (OfS)**
 - ▶ **Designed to inform applicants' choice of University and 'raise esteem for teaching'**
 - ▶ **Results in Gold, Silver and Bronze ratings**
 - ▶ **Currently provider level only, but subject-level TEF is thought to better inform applicants; compares subject to subject**
 - ▶ **Subject-Level TEF will be published in 2021, starting in 2020**
 - ▶ **Participation will be mandatory for all institutions in England: a condition of our registration with OfS and thus ability to award degrees**



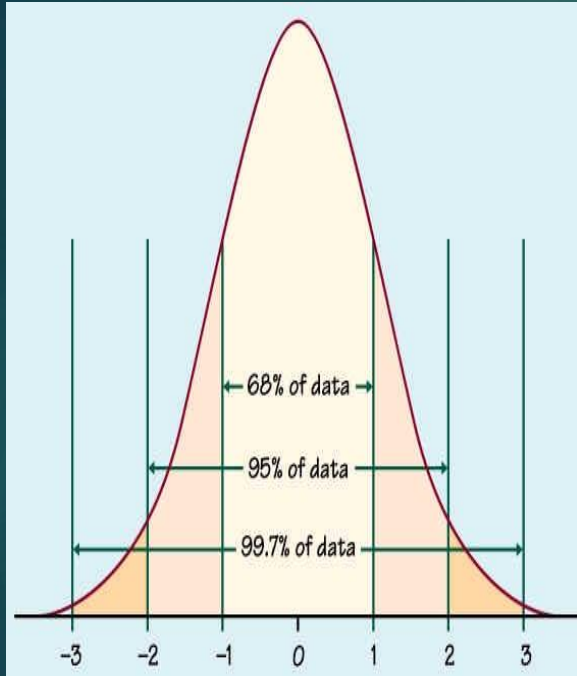
**Why did York get
involved in the pilot?**

- 
- A background collage of many small, semi-transparent portraits of diverse people, creating a textured, human-centric backdrop for the text.
- **The University volunteered to take part in the Office for Students' pilot of Subject-Level TEF in 2019**
 - **Subject-level TEF will be rolled out nationally from 2020**
 - **The aim of taking part in the pilot was to help us to:**
 - **Learn lessons, both departmentally and centrally, to prepare us for the real thing**
 - **Reflect on the metrics presented to us by OfS**
 - **Influence the development of Subject-Level TEF through feedback to OfS**
 - **Allowed us to consider what Library metrics might be needed for Subject-Level TEF: what is our impact across the institution?**

York's approach



Z Scores and Flags



- ▶ A Z-score measures the number of standard deviations a number is from the mean (benchmark)
- ▶ A Z score of 1.96 is one standard deviation. This means that we can be 95% confident the difference from the mean is not due to chance.
- ▶ - If the difference from the benchmark is 2% or greater, Z Scores of 1.96 or over are flagged (+) or (-)
- ▶ A Z score of 3 or above / below is evidence of very strong or weak performance, very unlikely to be due to chance
- ▶ - If the difference from the benchmark is 3% or greater, these are double flagged (++ or --) – they count double.



Our role



Promises, promises...



How we did it
(how we coped!)

- Teamwork
- Communication
- Organisation



How we did it
(how we coped!)

Teamwork

- Weekly meetings and ad hoc discussions between Clare, Tony and Vanya
- Fortnightly Faculty group meetings



How we did it
(how we coped!)

Communication

- Weekly updates from Project Manager (and additional updates when needed)
- Regular emails and phonecalls from Faculty Project Leaders
- Keeping in touch with the dept



How we did it
(how we coped!)

Organisation

- Google Team Drive for templates, data, submissions, OfS guidance, Careers, Library and so on...
- Fantastic Admin support to organise meetings and keep the Team Drive up to date

Stories

BRAIN RULES

More ideas

Do one thing at a time

The brain is a sequential processor, unable to do two things at the same time. Businesses and schools train multitasking, but research clearly shows that it reduces productivity and increases mistakes. Try creating an interruption-free zone during the day—turn off your email, phone, and social-media sites—and see whether you get more done. If you have trouble untangling stories, download software that blocks your access to certain websites for a certain amount of time that you specify.

Divide presentations into 10-minute segments

Remember my students who said they got bored in my lectures? The 10-minute rule, which I learned for many years, provides a guideline for how long people can pay attention to a lecture. The brain likes to hear a general idea first, then the details. Here's the formula: Give the general idea first, then the details. I was named the Harvard Medical School Teacher of the Year (awarded at one of the largest annual meetings in psychiatry).

I decided that every lecture I'd ever give would be divided into segments, and that each segment would last only 10 minutes. Each segment would cover a single core concept—abstract, general, and always explainable in one minute. The brain likes to hear the general idea first, then the details. The brain likes to hear the general concepts naturally leads to explaining information in a sequential fashion. Give the general idea first, before diving into details, and you will see a 40 percent improvement in understanding.

Each class was 40 minutes, so I could easily burn through five large concepts in a single period. I would use the other nine minutes


6. ATTENTION

in the segment to provide a detailed description of that single general concept. The trick was to ensure that each detail could be easily linked back to the general concept with minimal intellectual effort. I would make a pause to explicitly explain the link. This is like walking the path between stuffings. In addition to walking through the general idea at the beginning of the class, I sprinkled liberal repetition of "here we are" throughout the hour.

This prevented the audience from trying to multitask. If the instructor pays attention to the presentation, the audience is forced to pay attention to the instructor and attempt to understand what the instructor is saying. The audience is not trying to drive while talking on the phone. The audience is able to pay attention to ANY two things at the same time. I can remember a series of millisecond delays

in the presentation. After 20 minutes had elapsed, I had to pause the presentation. Why did I construct my lecture in this way? I knew that the audience had only about 600 seconds to pay attention to the presentation. The next hour would be useless. And I knew that I would not be able to pay attention to "buy" another 10 minutes.

Just the look of the audience's attention is getting lost in the stream of information. If something isn't done quickly, the students will be in successive losing bouts of an effort to stay with the information they need? Not more information of the same type. The students are already irrelevant cue that breaks them from the information stream. The students are already irrelevant cue that breaks them from the information stream. The students are already irrelevant cue that breaks them from the information stream. The students are already irrelevant cue that breaks them from the information stream.

A full-page background image showing a person standing on a dark, rocky ridge at night. The person is silhouetted against a vast, star-filled sky. The Milky Way galaxy is prominently visible, arching from the lower left towards the upper right. The galaxy's core is bright and glowing with a mix of pink, purple, and orange hues. The surrounding sky is dark blue and black, filled with countless stars. The overall scene conveys a sense of wonder and exploration in the sciences.

Working with the Sciences

Challenges for the department:

- Timescale, fitting into already heavy workload at a very busy period for academics
- Keeping it succinct - strict rules on length of submission, only 5 pages
- Focusing on historic activity rather than looking ahead
- The 'so what' factor - focus on **impact** rather than a report of activity (as well as telling the story)

Challenges for me!



Absolute values (in the top or bottom 10% of the sector)

- Timescale (delay in OfS data being released)
- Balancing with Business as Usual activities
- Balancing with other work and being part-time- some activities had to be pended to allow for Subject-level TEF work
- **Metrics!! Very challenging for an English graduate!**

CORE and SPLIT metrics

Flags can be positive or negative



Flags are given if our score is 2 percentage points above or below the benchmark

Working with the Social Sciences





Challenges for the department:

- Concerns about the metrics and what they were really measuring
- Time pressures
- Demonstrating impact

Challenges and positives for me

- Lead author
- Lots of data
- Need to be concise!
- Enhanced level of support for department
- Additional knowledge about my department

Impact



Impact

- Direct Library involvement in a University project - Liaison Librarian role as key player not just consultative role
- Librarian role at the helm to steer dept to their Subject-TEF submission (leading workshops, writing submission, proof-reading)
- Recognition of our contribution by senior management in the Library and the University





Where next?



Any questions?



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