What can TEF learn from the measurement of teaching excellence in schools?

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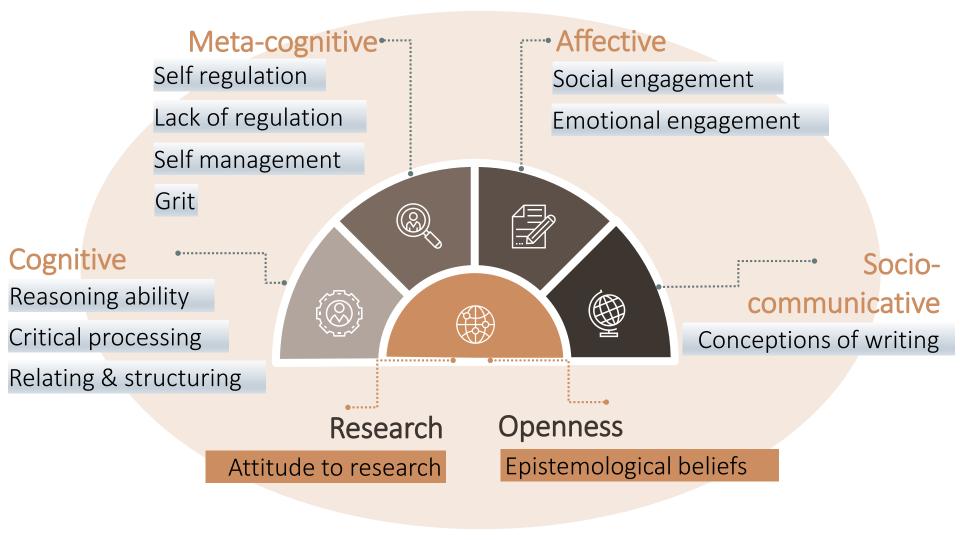
How do we measure quality in HE?

- What do we *want* to measure?

- What *can* we measure?

- What can we *learn* from trying to measure quality in the school system?

- **Take away messages**

What do we want to measure?

- Higher education, like all education, is complex
- Need a model of learning….
- Need to recognise that teaching excellence is just one component

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Meta-cognitive
- Self regulation
- Lack of regulation
- Self management
- Grit

Affective
- Social engagement
- Emotional engagement

Cognitive
- Reasoning ability
- Critical processing
- Relating & structuring

Socio-communicative
- Conceptions of writing

Research
- Attitude to research

Openness
- Epistemological beliefs

What can we measure?

- Students' views
- Degree classifications
- Knowledge based test scores
- Skills tests
- Meta cognitive, affective, socio-communicative skills
- Employment and earnings outcomes

What we can learn from measuring quality in the school system?

Be careful what you measure

- Predictive validity

- Usefulness to inform student choice

- Can universities influence the measures of quality?

- Beware unfortunate incentives

Predictive validity

- Does what you measure matter for real world outcomes?
- The sorry tale of GCSEs and the equivalency rules
- Grade inflation even with national standards

Usefulness to inform student choice

- Students need to make choices based on good information about prospective courses

- Does your measure capture quality reliably over time, for all students ?

- GCSE value added measure is highly variable over cohorts and across different types of students

- Earnings – indicative of degree courses many years previously?

Can universities influence the outcomes you are measuring?

- If universities cannot improve the metrics by improving teaching, you have got it wrong

- GCSEs and the impact of student effort

- GCSEs and the impact of student family background

Beware unfortunate incentives

- Sharp incentives distort behaviours
- GCSEs and the C/D borderline
- GCSEs and the equivalencies rule
- GCSEs and progress 8 – the case of science
- Holding schools to account for university participation

Take away messages

- What you measure matters

- Basket of measures intelligently applied is better

- Learning is a joint production process, you have to ensure you have not taken away the role of the student