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Culture and change

• Culture tends to be resistant to change (Trowler 1998)
• Disciplines shape culture and identities (Becher 2001)
• Change in a complex environment may have unintended consequences (Trowler and Fanghanel 2008)
Culture and identity in the law school

Teaching?
• valued part of identity
• a strong perception of teaching as a performance
• teaching students ‘how to think’

Fiona Cownie 2004

• Academics not legal professionals (see also Kotze and Gravett 2013)
• RAE/REF – hastening move towards more mainstream academic research

• Growth of managerialism – a sense of strain on identity and autonomy
Interviews

• Semi-structured interviews

• 20 participants across 12 disciplines (hard/soft, pure/applied (Biglan 1973 and Becher 2001))

• Mix of gender and academic level

• Vignettes (Tony, Nadia, Reza and Max)
Interview data – excellent teaching

Valued teaching as a core academic activity but under pressure to research, teach and do admin

Indicators of excellence?
• Student feedback and attendance
• Enthusiasm / being an entertainer
• Availability to students
• Concern over link between student satisfaction and quality
Familiarity with the TEF?
The TEF

**Prerequisites**
- Designation for Student Support Purposes
- Access Agreement or Access and Participation Statement
- Satisfactory Quality Judgement

**Inputs**
- Teaching on My Course (NSS questions 1-4)
- Assessment & Feedback (NSS questions 5-9)
- Academic Support (NSS question 10-12)
- Non-Continuation (HESA & ILR data)
- Employment* (DLHE 6 months)
- High Skilled Employment* (DLHE 6 months)

**Process**
- Teaching Quality
- Learning Environment
- Student Outcomes
- Contextual Data

**Outputs**
- Provider Submission
- Confirmation of Eligibility

**Assessor Review**
- Data Splits:
  - Institution Specific Data
  - Sector-Wide and National Comparators
  - Data Maps for Destinations

**TFE Panel Review**
- Gold
  - Definition
  - Est. Real Terms Value after 5 years: £9,000
  - Est. Real Terms Value after 10 years: £9,000
- Silver
  - Definition
  - Est. Real Terms Value after 5 years: £8,500
  - Est. Real Terms Value after 10 years: £7,850
  - Does not apply in 2017
- Bronze
  - Definition
  - Est. Real Terms Value after 5 years: £6,000
  - Est. Real Terms Value after 10 years: £6,000
  - Est. Real Terms Value after 5 years: £5,650
  - Est. Real Terms Value after 10 years: £5,250

*These measures include further study as a positive outcome.

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Green = Access Agreement in place
Red = No Access Agreement in place
TEF – the headlines

Aims:

Measure ‘teaching excellence’

Raise the status and attention paid to teaching quality – to bring it on a par with research

Encourage focus on employability and outcomes for students.

Data?
NSS (q1-12) (teaching quality and learning environment)
HESA non continuation data and student outcomes (learning environment)
DLHE (employment and highly skilled employment)

As well as contextual data on students, commentary from institutions, satisfactory QAA outcomes and presence of access agreement.
So what (if anything) are we worried about?

• What is ‘teaching excellence’ and to what extent will this methodology measure it?

• The growth of managerialism - is there potential for legal academics to become more risk averse when seeking to develop pedagogic innovations?
  • Hervey and Wood (2016)

• A further competing pressure on academic identity?

• Effect on student-tutor relationship?
References


