

Introduction and Consent

Consent Form

You are being invited to participate in a research study titled “Programme Directors and the TEF: How do we train the former to survive the latter?” as you have been identified as a Programme or Course Director at a UK Higher Education Institution based in England, Scotland or Wales. This study is being done by Dr Ruth Massie from Cranfield University as part of her MA in Academic Practice being studied at City University London.

The purpose of this research study is to understand how Programme, or Course, Directors are engaging with, and being trained for, the Teaching Excellence Framework (TEF). The survey will take you approximately 10-15 minutes to complete. Your participation in this study is entirely voluntary and you can withdraw at any time. You are free to omit any question.

All data collected will be held securely on a Cranfield University laptop and backed up to the Cranfield University systems. Core files will be password protected and any information that allows individuals to be identified will be replaced with pseudonyms e.g. Institution name. Once the research has been completed the data will be managed in accordance with Cranfield University’s data retention policies, including storage within the Research Data Management System for open access purposes, including secondary data analysis.

The data provided will be used for a presentation at the Higher Education Academy’s annual conference 2017 and a peer reviewed journal paper. It will also form part of Dr Ruth Massie’s MA in Academic Practice dissertation submission. Anonymised quotes from the free text boxes may be used within the publication of this research. Should you wish a copy of the research outputs, please provide your email at the end of this survey.

You are free to withdraw your data up to 48 after completion of the survey. At this point, all data will be anonymised and analysed.

If you have any questions, please contact Dr Ruth Massie via ruth.massie.2@city.ac.uk or her dissertation supervisor, Dr Pam Parker via P.M.Parker@city.ac.uk.

If you have any problems, concerns or questions about this study, you should ask to speak to a member of the research team. If you remain unhappy and wish to complain formally, you can do this through City's complaints procedure. To complain about the study, you need to phone 020 7040 3040. You can then ask to speak to the Secretary to Senate Research Ethics Committee and inform them that the name of the project is "Programme Directors and the TEF: How do we train the former to survive the latter?"

You could also write to the Secretary at:

Anna Ramberg

Research Governance & Compliance Manager

Research & Enterprise

City, University of London

Northampton Square

London

EC1V 0HB

Email: Anna.Ramberg.1@city.ac.uk

I understand the above information and consent notification and I agree to participate in this research

- Yes
- No

I am a Programme or Course Director at a UK Higher Education Institution based in England, Scotland or Wales

A Course Director is defined as an individual academic with responsibility to ensure that an award bearing course is delivered to a suitable standard within their institution. A Programme Director is usually responsible for more than one award bearing course.

- Yes
- No

Survey Questions

Yourself and Your Courses

Approximately, how many years have you been a Course and/or Programme Director?

Approximately, how many years have you worked in academia?

What grade are you? Please select your title or nearest equivalent

- Professor
- Reader
- Senior Lecturer
- Lecturer
- Research Fellow/Associate

What gender do you identify with?

- Male
- Female
- Prefer not to say

What age bracket are you in?

What is your highest educational qualification?

- PhD or equivalent
- Masters or equivalent
- Undergraduate or equivalent
- Other

Do you receive a stipend or additional income for undertaking the Course/Programme Director role?

- Yes
- No
- Prefer not to say

What educational level are the degree(s) you currently direct? Select all that apply

- Undergraduate
- Masters
- Doctoral
- Other

Approximately how many students are you responsible for?

What discipline does the degree(s) cover? Please select the appropriate primary JACS code

Have you attended any training or briefings specifically on the Teaching Excellence Framework (TEF)?

- Yes
- No

- Only as part of other training or briefing sessions

Your Higher Education Institution

What is the name of your Higher Education Institution?

This will only be used for analysis purposes and will be anonymised in all cases.

Is your Higher Education Institution planning on taking part in the Teaching Excellence Framework?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not
- Don't know

Role of a Course/Programme Director

An analysis of 16 Higher Education Institution role descriptions for Programme and/or Course Directors identified 14 key activities of the role:

Activities	Exemplars
Student Recruitment	Marketing Admissions Processes
Student Experience Management	Student Liaison Committees Student Induction Student Surveys and Feedback
Student Progression	Extensions

Management	Suspensions General Monitoring of Students' progression Student Placements
Student Pastoral Care	General Monitoring of Students' health and well-being
Student Disciplinary Management	Investigations Plagiarism Reports
Industry Requirements Management	Accreditation Industry Advisory Inputs Horizon Scanning
Exam Board Management	External Examiner Selection Exam Board Preparation Post Exam Board Student Contact
Programme Administration	Handbook Management General Student Information Management School/University Committees Attendance
Programme Financial Management	Expenditure Authorisation Budgeting
Programme Delivery	Timetable Management Room Booking Management
Staff Liaison	Module Leader Management (direct or indirect) Library Staff Liaison
Programme Quality	Programme's Academic Standards Programme Reviews
Programme Compliance	University's Policy and Procedures External Policy and Procedures Health and Safety
Assessment Management	Quality Assurance Timings of Deliverables Assessment Styles Assessment Quantity Feedback Quality e.g. Moderation

Please order the 14 roles from 1 (most/highest) to 14 (least/lowest) with respect to how you perceive the priority of the activity to your **Higher Education Institution**

Industry Requirements Management

Student Disciplinary Management

Programme Financial Management

Student Pastoral Care

Exam Board Management

Programme Quality

Programme Compliance

Student Progression Management

Assessment Management

Student Experience Management

Programme Administration

Staff Liaison

Programme Delivery

Student Recruitment

Please order the 14 roles from 1 (most/highest) to 14 (least/lowest) with respect to how you perceive the priority of the activity to your **Students**

Exam Board Management

Student Disciplinary Management

Assessment Management

Programme Financial Management

Industry Requirements Management

Student Pastoral Care

Student Experience Management

Programme Quality

Student Recruitment

Programme Administration

Programme Delivery

Student Progression Management

Programme Compliance

Staff Liaison

Training You have Received

Please indicate if you received any training on the 14 identified roles:

	Before being appointed to the role as Course/Programme Director				Within one year of being appointed to the role as Course/Programme Director				Regularly after completing your first year as Course/Programme Director			
	Yes	No	Can't Remember	N/a	Yes	No	Can't Remember	N/a	Yes	No	Can't Remember	N/a
Assessment Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exam Board Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Progression Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Disciplinary Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Experience Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Before being appointed to the role as Course/Programme Director				Within one year of being appointed to the role as Course/Programme Director				Regularly after completing your first year as Course/Programme Director			
	Yes	No	Can't Remember	N/a	Yes	No	Can't Remember	N/a	Yes	No	Can't Remember	N/a
Industry Requirements Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Liaison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Pastoral Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Recruitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Financial Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Role and the TEF

Which of the 14 roles do you believe are relevant to the Teaching Excellence Framework?

	Entirely	A Lot	Somewhat	Not at All	Don't Know
Programme Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Pastoral Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Liaison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Experience Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Progression Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Disciplinary Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Entirely	A Lot	Somewhat	Not at All	Don't Know
Exam Board Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Requirements Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Financial Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Recruitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The TEF and Your Role as Course/Programme Director

The TEF has identified three aspects of quality, sub-divided into ten criteria:

- *Teaching Quality* including; Student Engagement; Valuing Teaching; Rigour and Stretch; and Feedback
- *Learning Environment* including; Resources; Scholarship, Research and Professional Practice; and Personalised Learning
- *Student Outcomes and Learning Gain* including; Employment and Further Study; Employability/Transferable Skills; and Positive Outcomes for All

Which of the 14 Programme/Course Director roles do you believe has an impact on each of the aspects of quality? Please select all that apply

	Teaching Quality	Learning Environment	Student Outcomes and Learning Gain	None of the Three Quality Aspects
Student Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry Requirements Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exam Board Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Disciplinary Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Pastoral Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Teaching Quality	Learning Environment	Student Outcomes and Learning Gain	None of the Three Quality Aspects
Programme Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Experience Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme Compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Progression Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme Financial Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What ability do you believe you have as a Course/Programme Director within your Institution to influence the results of the 10 TEF criteria (positively or negatively)?

	Significantly Influence	Somewhat Influence	Slightly Influence	A Little Influence	No Influence at All
Student Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rigour and Stretch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarship, Research and Professional Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalised Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment and Further Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employability/Transferable Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Outcomes for All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What responsibility do you believe you have as a Course/Programme Director within your Institution to influence the results of the 10 TEF criteria (positively or

negatively)?

	100% Responsible	75%	50%	25%	0% Responsible
Student Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rigour and Stretch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarship, Research and Professional Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalised Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment and Further Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employability/Transferable Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Outcomes for All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your time in completing this survey.

If you would be willing to have a follow up discussion on your views of the role of the Course/Programme Director in relation to the Teaching Excellence Framework, please enter your email address below:

If you would like a copy of the final paper, please enter your email address in the box below:

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