

# TEF Student Submissions guidance

**WONKHE**  
SUs



## Teaching Excellence Framework

Guidance on student  
submissions

Reference OfS 2022.61

Enquiries to [TEF@officeforstudents.org.uk](mailto:TEF@officeforstudents.org.uk)

October 2022



# TEF Student Submissions guidance

**WONKHE**  
SUs



## Teaching Excellence Framework

Guidance on student  
submissions

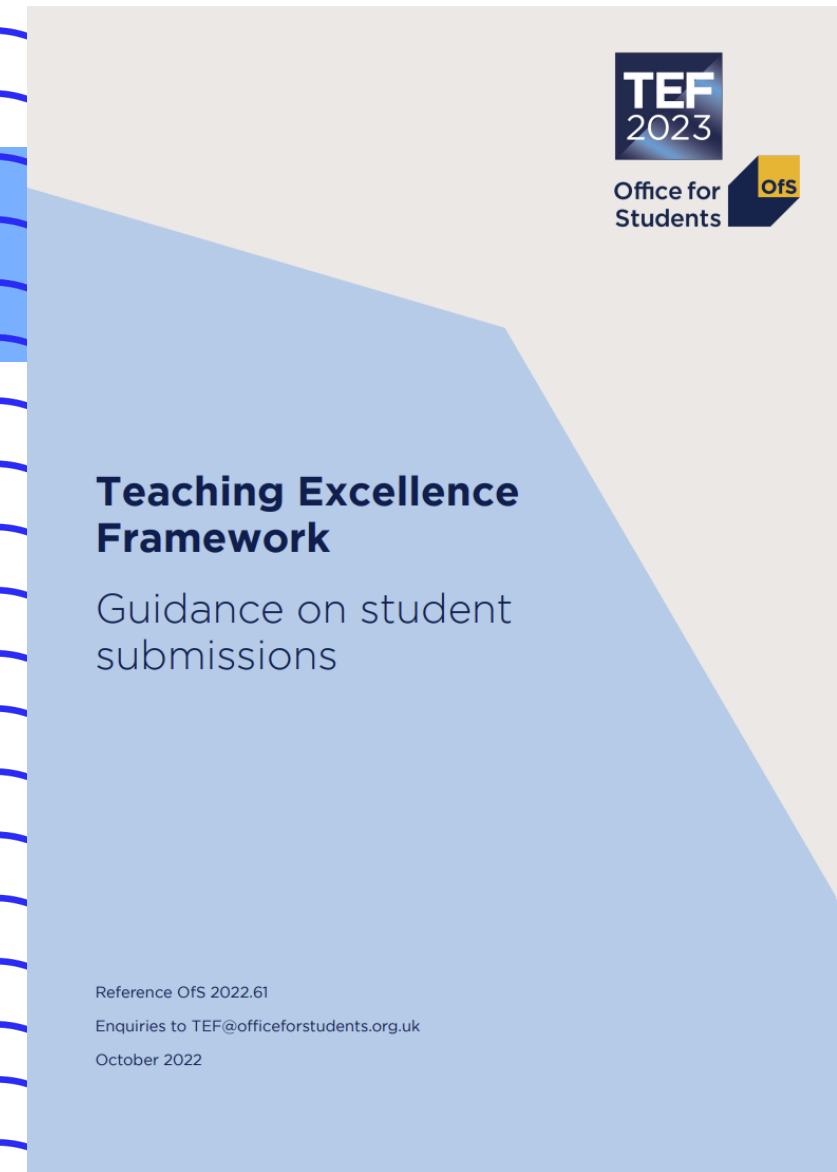
Reference OfS 2022.61

Enquiries to [TEF@officeforstudents.org.uk](mailto:TEF@officeforstudents.org.uk)

October 2022

# Guidance

- Official TEF guidance for providers (including on provider submissions)
  - An optional template for providers
- Official student submission guidance
  - An optional template for SU
- There are not huge changes from what we've previously seen – but helpful clarity in several areas that responds to issues raised in our catch ups
- Online briefing 10am Wednesday 19 October 2022, plus “drop in” sessions



# Confirmed timeline

- Deadline of 24<sup>th</sup> January for submissions (provider and SU)
- February to June 2023: The TEF panel carries out the assessments and reaches provisional decisions about the ratings.
- July to August 2023: Universities and colleges receive the panel's provisional ratings and the reasons for these.
  - Opportunity for universities and colleges to make representations before the final ratings are decided.
- September 2023: TEF ratings and submissions are published (for universities or colleges that do not make representations) by the OfS, including on the Discover Uni website, and by UCAS on its website.
  - Universities and colleges can promote their ratings in accordance with guidelines. Ratings last four years, subject to a university or college remaining eligible.



# What OfS wants to see:

Provides students' perspectives on what it is like to be a student at that university or college and what they gain from their experience, in a way that is:

- more **direct** than evidence in the provider submission
- **independent** from the provider submission
- more **current** than the TEF indicators, which are based on retrospective data.





# Student contacts

- This is the person who can make a TEF student submission on behalf of the university or college's students, and will usually be the person coordinating the content of the TEF student submission.
- The **alternative student contact** provides continuity if the TEF student contact needs to change. OfS will copy the alternative student contact into all student communications so that someone can reply if the TEF student contact is unavailable.



# University support

OfS expects universities and colleges to consider a range of ways in which they can offer support to their student contacts. OfS encourages collaboration between those working on the student submission and the university or college submission.

Examples:

- ensuring TEF student contacts know who their university or college's TEF contact is, how to get in touch, and who is involved in the university or college's submission
- making sure student contacts have access to any data that the university or college has that would be useful for their submission
- sharing any training on or analysis of the TEF indicators that is being made available to people writing the university or college's submission
- regular contact between the university or college contact and student contact to offer support and resolve queries
- mutual sharing of drafts, where this has been agreed by both parties
- coordination of content on areas such as definition of educational gains or which students are being covered within the provider submission
- help identifying the different courses or students which should or could be covered by the student submission.





# Unhelpful...

- It will be for the university or college and students to agree what arrangements are appropriate and whether this includes financial compensation. It is not OfS' role to incentivise student involvement through financial compensation.

# Independence

- When discussing how you would like to work with your university or college and what support could be offered, you should also agree **boundaries** to maintain the independence of the student submission.
- **Independence** means that the university or college does not try to influence the content of the student submission, and the TEF student contact has the final say over its content.

## Healthy Boundaries

- It is not my job to fix others
- It is okay if others get angry
- It is okay to say no
- It is not my job to take responsibility for others
- I don't have to anticipate the needs of others
- It is my job to make me happy
- Nobody has to agree with me
- I have a right to my own feelings
- I am enough

# Declaration...

- The TEF panel will want to have confidence about the independence of the student submission.
- The first section of the student submission should explain briefly how you collaborated with your university or college, any support that was offered, and how independence was maintained.
- OfS asks that you confirm that the university or college did not unduly influence the content of the submission.



# Examples of undue pressure

- pressuring students to **create or not create** a submission – that should be the choice of the student contact, in consultation with students
- pressuring students into **including, excluding or changing** any content in the submission
- making **access to resources or support** conditional on the student submission being created or evidence being gathered in a particular way
- pressuring students to **share their submission** with the university or college.





# Sharing is caring?

- You do not have to share your submission with your university or college ahead of its publication if you do not want to.
- However, your university or college will be given a copy of your submission by the OfS when we communicate the panel's provisional TEF rating decision.
- This is so universities and colleges have access to all of the evidence that a provisional decision is based on.
- (They can “respond”...)



# Who's in the mix?

Undergraduate courses, including:

- courses at Levels 4 and 5 (such as Higher National Certificates, Higher National Diplomas and foundation degrees), first degrees, and undergraduate courses with postgraduate components (such as courses with integrated Masters degrees, and medical and dental degrees)
- UK and international students on these courses.
- When you are writing your submission, you should have these students in mind as being the most relevant.
- Postgraduate students and courses are not included in TEF assessments



# Coverage complexity

- Some students and courses are optional, ie apprenticeships, courses delivered to students outside the UK, and courses that are only validated by your university or college are optional.
- Your university or college will decide whether it wants to include these optional courses in its submission.
- You shouldn't work on students/courses that the university isn't working on
- You don't have to work on the optional students and courses that the university chooses to include





# Time period

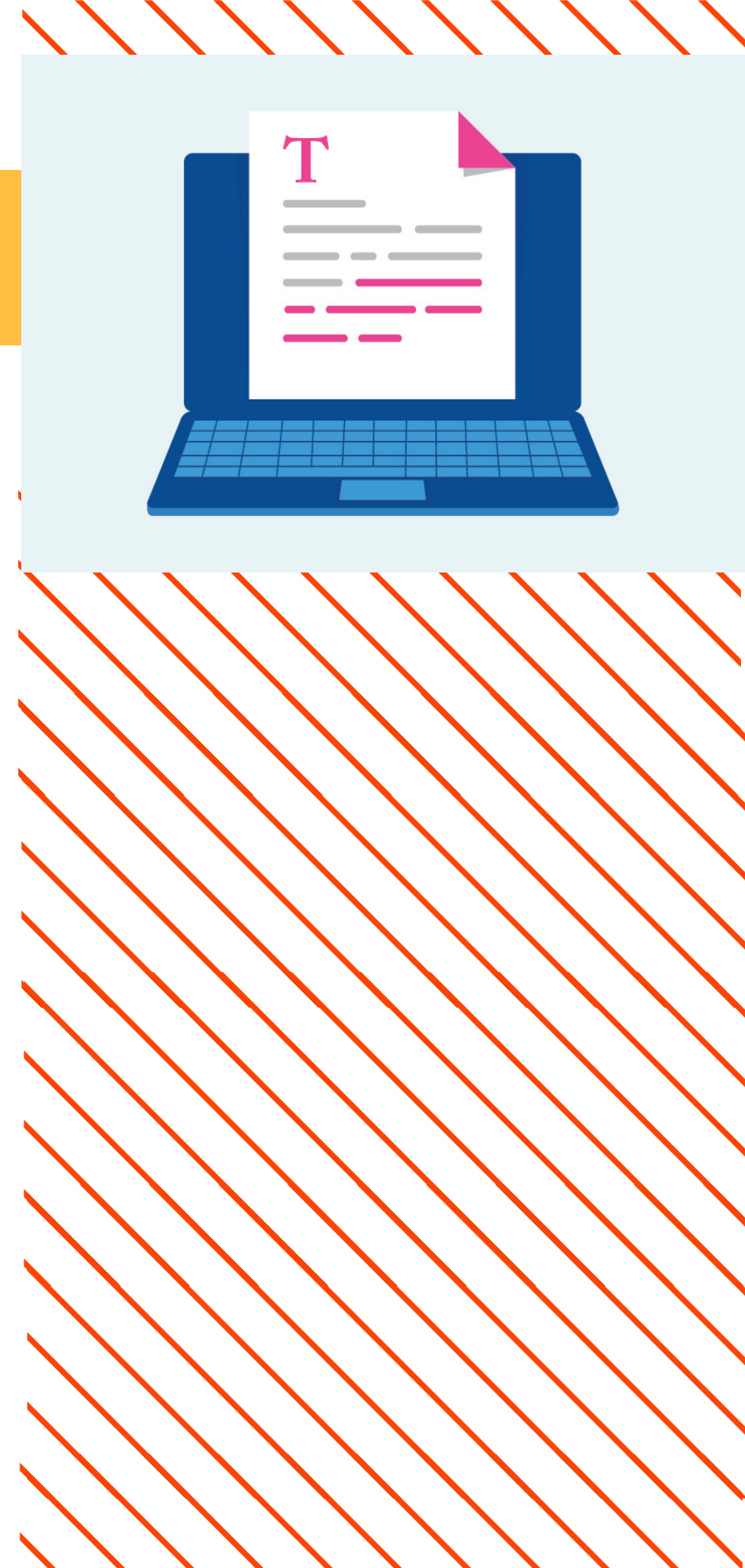
- The TEF assessment covers the student experience and student outcomes from the four most recent years. Evidence in the student submission can relate to any cohorts of students studying from the 2018-19 academic year onwards.
- OfS recognises it may be difficult to gather evidence relating to previous student cohorts, and will expect that the student submission will focus on students who are currently studying at your university or college.
- Evidence from the last four years can be included, but there is no expectation that you provide historical evidence.





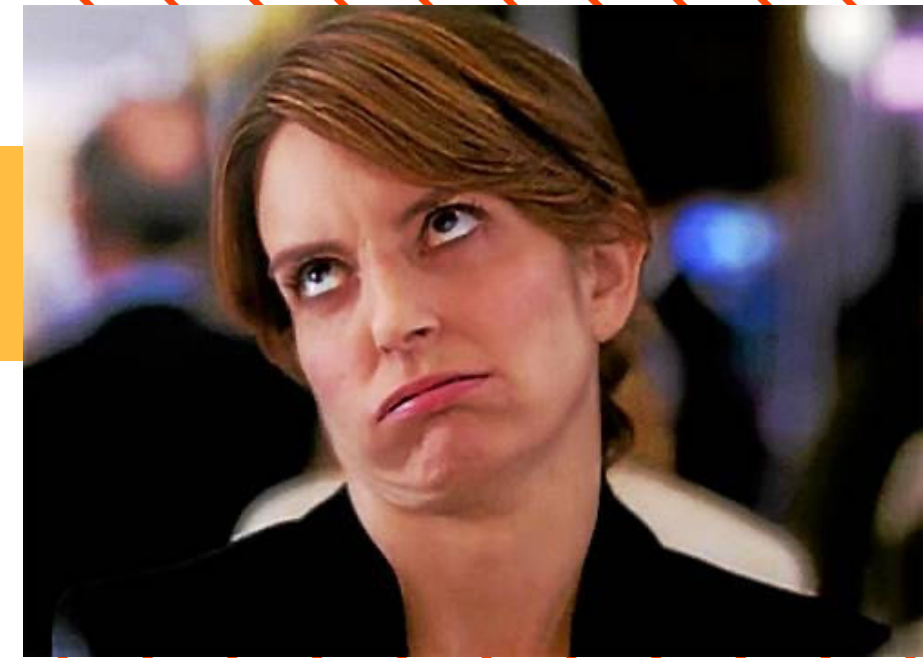
# Format

- Written submissions must be submitted in PDF format and there is a 10 page limit.
- As they must be accessible to screen reading technology, scanned PDFs are not acceptable.
- Any type of content can be included in the PDF document. It can include, for example, text, diagrams, images, graphs and tables, as long as these are within the page limit for submissions.
- No appendices or any additional information may be included if not incorporated within the page limit. References and hyperlinks are not needed.
- All the information you want the panel to consider should be included within the PDF document.
- In the first section of your submission you should describe how you have gathered your evidence, so the panel can understand where the evidence has come from and how representative it is. If you include references or hyperlinks to further sources of information, the TEF panel will not access them.



# Good grief

- Unlike the university or college submission, students can create all or part of their submission in a non-written format. Examples of a non-written submission could be:
  - podcasts
  - videos
  - presentation slides with an audio commentary.
- If using a non-written format, it should be equivalent in length to a written submission. For example, we consider that a 10-page student submission will take a panel member approximately 30 minutes to read, so a submission in a non-written format should not normally exceed this both in terms of volume of content and time taken to consider that content.
- We encourage students taking this approach to use the prompts in the template we have provided. Whatever format you choose to create your submission in, it should cover the content outlined in this guidance. Where possible, audio or video submissions should be accompanied by a written transcript, which should be



**WONKHE**

# What should be in it

The student submission should cover:

1. Your approach to evidence-gathering.
2. Evidence about the student experience.
3. Evidence about student outcomes.





# Shoulda coulda

Your submission **should** cover:

- The student educational experience and the outcomes of the educational experience. The educational experience includes educational activities that extend beyond the curriculum or the direct delivery of a course – for example, academic support or activities that support career development and employability.





# Shoulda coulda

## Your submission may cover:

- Other activities that are not directly educational but contribute to the quality of the educational experience or outcomes.
- Examples of this could be activities that foster a sense of belonging and community, or support for students' wellbeing.
- If you include these activities, please explain how they contribute to the quality of students' educational experience or outcomes.



# Shoulda coulda

## Your submission shouldn't cover:

- The wider student experience, for example, experiences that are primarily social, or outcomes or gains that students achieve as a result of social experiences.



# Approach

- Your role in representing students and how it fits in with wider student representation structures (e.g. the students' union) at your university or college.
- Who else has been involved in creating the submission (for example, have other students contributed, or commented on drafts?).
- If you have used pre-existing evidence sources, explain what they are and how that information was collected (for example, through course representatives, surveys or research).
- Explain any extra evidence-gathering that was conducted for the student submission (for example, surveying or focus groups).
- For both pre-existing and extra evidence-gathering, give details about the range of students and courses that they cover.





# Plus describe...

- What 'optional' courses you decide to include in your submission.
- How you worked with your university or college on the TEF and any support you received.
- How you maintained the independence of the student submission.
- Confirm that the university or college did not unduly influence the content of the submission.



# Evidence gathering

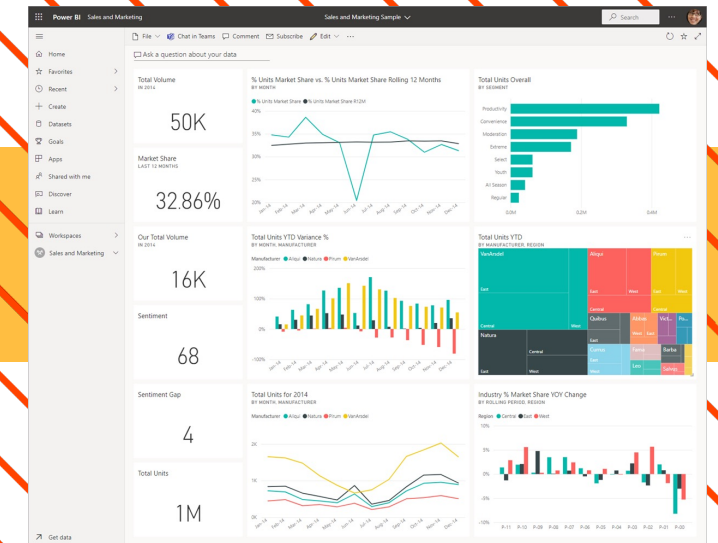
- Feedback gathered by student representatives across your university or college
- Surveys, research or reports relating to student perspectives
- Focus groups, Surveys, Drop in Sessions, Informal conversations, Canvassing, Lecture shoutouts, social media shout outs



# TEF indicators

It's not the job of the student submission to analyse what the TEF indicators show, but you could make use of the TEF indicators in various ways such as:

- To help shape evidence-gathering activities, for example by identifying potential themes, groups of students or courses where further evidence in the student submission may be useful.
- To reflect on any elements of the student experience or student outcomes where the TEF indicators support or contradict views you have gathered.
- To consider how you could supplement the TEF indicators with additional evidence of your own, for example by providing:
  - more up-to-date evidence, based on current students' perspectives
  - views of students who are not included in the TEF indicators.



# Sections 2 and 3



- TEF panels are looking for evidence above the B Conditions
- When assessing each aspect of the TEF (student experience and student outcomes) the TEF panel will look for specific things – “features of excellence”.
- Sections 2 and 3 of the student submission should provide information that is relevant to these features, but note that:
- You do not need to cover all of the features – they are not a checklist so you should cover what is most relevant to your context.
- You can include other things that relate to students’ educational experience or outcomes, but don’t exactly align with the features. The panel will consider any evidence it considers relevant to the quality of students’ educational experience or outcomes.



**Table 2: TEF aspects and how they relate to conditions B1, B2, **B3** and B4**

TEF aspect	Student experience		Student outcomes	
	Academic experience and assessment	Resources, support and student engagement	Positive outcomes	Educational gains
Ongoing quality conditions	B1: Academic experience B4: Assessment and awards	B2: Resources, support and student engagement	<b>B3</b> : Student outcomes	



# Experience

- The student experience aspect focuses on the extent to which teaching, learning, assessment and the educational environment deliver an excellent educational experience for the students at your university or college.



# Academic experience and assessment

- SE1** How well teaching, feedback and assessment practices support students' learning, progression, and attainment
- SE2** How well course content and delivery engages students in their learning, and stretches students to develop their knowledge and skills
- SE3** How far research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement contribute to the student academic experience

## Resources, support and student engagement

- SE4** How well the university or college supports staff professional development and academic practice
- SE5** How supportive the learning environment is, and how far students can access the academic support they need
- SE6** How well physical and virtual learning resources support teaching and learning
- SE7** How well the university or college engages with its students, leading to improvements to the experiences and outcomes of its students



# Outcomes

- The student outcomes aspect focuses on the extent to which students studying at your university or college succeed in and beyond their studies, and the educational gains delivered.
- You should use section 3 to give students' perspectives that relate to any or all of the student outcomes 'features' set out below.
- You could include evidence from past students about their outcomes and what they gained from their education, if this is available.
- However, OfS recognises it would be more practical to provide evidence about how your university or college supports its current students to achieve positive outcomes and educational gains.



## Positive outcomes

- SO1** How well the university or college supports its students to succeed in and progress beyond their studies
- SO2** How good students' rates of continuation and completion are
- SO3** How good students' rates of progression to skilled employment, further study or other positive outcomes are



## Educational gains

**SO4** What educational gains the university or college intends its students to achieve, and how relevant these are to its students

**SO5** How well the university or college supports its students to achieve these gains

**SO6** How far the university or college evaluates and demonstrates the gains made by its students



# Rosy gains

By assessing educational gains, the TEF seeks to recognise a wide range of ways that students benefit from their education beyond measures of continuation, completion and progression. Educational gains might include but are not limited to:

- Academic development: such as gains relating to the development of subject knowledge as well as academic skills such as critical thinking, analytic reasoning, problem solving, academic writing, and research and referencing skills.
- Personal development: such as gains relating to the development of student resilience, motivation and confidence as well as soft skills such as communication, presentation, time management, and networking and interpersonal skills.
- Work readiness: such as gains relating to the development of employability skills such as teamworking, commercial awareness, leadership and influencing.



# Evidence tests

- Wherever possible, you should gather evidence directly from students.
- This evidence can be qualitative, quantitative, or both. It should be factual and verifiable, rather than based on assertions that could not be verified.
- If it is unclear to the TEF panel whether your submission reflects the views of a wide range of students or just a small selection, they may not be able to place much weight on it.
- Whether evidence is quantitative or qualitative, you should aim to include information about:
  - when and how the evidence was collected
  - the range of students who took part or responded (for example, students on different types of courses and from different backgrounds), to indicate how representative the evidence is.





Submission content examples (fictional)	Comments on suitability
<p>“Our students are very positive about the level of support they get when arriving at the university and adjusting to higher education.”</p>	<p>On its own, this is likely to be considered an assertion. It does not appear to be supported by any evidence and there is no way of verifying it.</p>
<p>“Our students’ union’s annual survey of first year students from 2021 shows that 78% agreed or strongly agreed with the statement ‘I was supported well in my transition into university’.”</p>	<p>This provides some evidence and indicates how and when it was collected. However, it doesn’t provide details of who was surveyed or who responded.</p>



“Our students’ union’s 2021 annual survey was sent to all 1,850 first year undergraduate students who attend lectures on campus and 54% responded. The highest response was from students on social science courses (64%) and disabled students (61%) and the lowest was from part-time (39%) and medical students (42%). Overall 78% of students who responded agreed or strongly agreed with the statement ‘I was supported well in my transition into university’.”

This statement also provides some information about who was surveyed and who responded, providing more information to allow the panel to gauge the strength of the evidence.



## Submission content examples (fictional)

“Focus group feedback showed that in terms of learning resources, students were very positive about 24/7 access to library facilities, and the recent upgrades to equipment in the main computer suites. Their top priorities for improvement were: more accessible IT support and more spacious library and study spaces.”

## Comments on suitability

This qualitative example gives some information about students' views. However, it doesn't provide information about the focus groups or who participated.



“The students’ union conducted focus groups during spring 2021, to gather views about learning resources. There were 4 groups of 10-12 undergraduate students, from all faculties. There were a mix of students from different backgrounds, on a range of courses, mostly in their second and third years. Students from the faculty of Science and females were slightly over-represented while those from the faculty of Arts and Humanities were under-represented.

The findings were written up into a report and presented to the student council. The main findings were:

This provides more information about students’ views and the focus groups. It provides more information to allow the panel to understand the issues and gauge the strength of the evidence.



The findings were written up into a report and presented to the student council. The main findings were:

- Consistently very positive views about 24/7 access to library facilities.
- Students in three faculties were positive about recent upgrades to equipment in their computer suites, with some regarding it as 'state of the art'.
- The main priority for improvement is IT support, with frequent difficulties in accessing one-to-one support when needed.
- Students from two faculties felt library and study spaces are too crowded on weekdays and should be more spacious."

Provider name:

## Optional student submission template for TEF 2023

TEF student contacts can use this template to complete a student submission for the TEF 2023.

If you are using it to complete a submission, please remember:

- you will need to save it as a PDF
- it must be **no longer than 10 pages**
- you should use Arial font 11 point, 1.2 line spacing and 2 cm page margins (as here).

**Please delete this text box before submitting**

### 1. Approach to evidence-gathering

### 2. Student experience

### 3. Student Outcomes

244. Panel members should consider how compelling the evidence in a **student submission** is and how much weight to place on it. They should consider the extent to which:

**a. The evidence reflects the views of students within the scope of the student submission**

Evidence should be considered more compelling and greater weight placed on it, where it clearly articulates the views of students and is broadly representative of all student groups and courses within the scope of the student submission.

**b. The evidence is relevant to the features of excellence related to that aspect**

Greater weight should be placed on evidence that is directly relevant to the features, recognising that evidence in relation to student outcomes is likely to focus more on how well the provider supports current students to achieve positive outcomes, than on the outcomes achieved by past students. To ensure the assessment can recognise diverse forms of higher education the proposed features are not intended to be exhaustive. The panel should also consider other evidence presented that is relevant to the quality of the student educational experience and student outcomes.



# Annex A: Features of excellence

	Student experience	
	Academic experience and assessment	Resources, support and student engagement
Outstanding quality features	<p><b>SE1.</b> The provider has embedded outstanding teaching, feedback and assessment practices that are highly effective and tailored to supporting its students' learning, progression, and attainment.</p> <p><b>SE2.</b> Course content and delivery inspire the provider's students to actively engage in and commit to their learning, and stretch students to develop knowledge and skills to their fullest potential.</p> <p><b>SE3.</b> The provider uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to an outstanding academic experience for its students.</p>	<p><b>SE4.</b> There is outstanding support for staff professional development and excellent academic practice is embedded across the provider.</p> <p><b>SE5.</b> The provider ensures a supportive learning environment, and its students have access to a wide and readily available range of outstanding quality academic support tailored to their needs.</p> <p><b>SE6.</b> Physical and virtual learning resources are tailored and used effectively to support outstanding teaching and learning.</p> <p><b>SE7.</b> The provider embeds engagement with its students, leading to continuous improvement to the experiences and outcomes of its students.</p>
Very high quality features	<p><b>SE1.</b> The provider has embedded very high quality teaching, feedback and assessment practices that are effective in supporting its students' learning, progression, and attainment.</p> <p><b>SE2.</b> Course content and delivery effectively encourage the provider's students to engage in their learning, and stretch students to develop their knowledge and skills.</p> <p><b>SE3.</b> The provider uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to a very high quality academic experience for its students.</p>	<p><b>SE4.</b> There is very high quality support for staff professional development and excellent academic practice is promoted.</p> <p><b>SE5.</b> The provider fosters a supportive learning environment, and its students have access to a readily available range of very high quality academic support.</p> <p><b>SE6.</b> Physical and virtual learning resources are used effectively to support very high quality teaching and learning.</p> <p><b>SE7.</b> The provider effectively engages with its students, leading to improvements to the experiences and outcomes of its students.</p>

## Student experience

### Academic experience and assessment

### Resources, support and student engagement

#### Summary of relevant high quality minimum requirements<sup>56</sup>

##### Condition B1:

The provider must ensure that the students registered on each higher education course receive a high quality academic experience.

A high quality academic experience includes but is not limited to ensuring that each higher education course:

1. is up-to-date
2. provides educational challenge
3. is coherent
4. is effectively delivered; and
5. as appropriate to the subject matter of the course, requires students to develop relevant skills.

##### Condition B4:

The provider must ensure that:

1. students are assessed effectively
2. each assessment is valid and reliable
3. academic regulations are designed to ensure that relevant awards are credible
4. academic regulations are designed to ensure effective assessment of technical proficiency in the English language in a way which appropriately reflects the level and content of the course; and

##### Condition B2:

The provider must take all reasonable steps to ensure:

1. students receive resources and support to ensure:
  - a. a high quality academic experience for those students; and
  - b. those students succeed in and beyond higher education; and
2. effective engagement with each cohort of students to ensure:
  - a. high quality academic experience for those students; and
  - b. those students succeed in and beyond higher education.



Student experience		
Academic experience and assessment		Resources, support and student engagement
	5. relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.	
Explanatory notes	<p><b>SE1 to SE7:</b> These features build directly on relevant elements of our minimum quality requirements set out in conditions of registration B1, B2 and B4. They are defined in ways that represent a higher quality experience for a provider's students than would normally be required to satisfy the associated elements of the B conditions.</p> <p><b>SE1, SE2, SE5, SE6, SE7:</b> The evidence to identify these features will be a combination of NSS-based indicators and evidence in the submissions. An NSS-based indicator that is broadly in line with the provider's benchmark will initially be interpreted as indicating a 'very high quality' feature. An NSS-based indicator that is materially above the provider's benchmark will initially be interpreted as indicating an 'outstanding quality' feature. The NSS indicators will need to be supplemented by evidence of excellence in the submissions, and overall, they will contribute no more than half the evidence of very high quality or outstanding features for the student experience aspect.</p> <p><b>SE3:</b> This feature gives the provider the opportunity through its submission to demonstrate how far the student academic experience is enriched through one or more of the following, as appropriate to the context of the provider and the types of courses it delivers: students' exposure to research in relevant disciplines; innovation in the curriculum or methods of teaching and learning; scholarly activity; involvement of practitioners from relevant professions; or engagement with employers in the design and delivery of courses.</p>	



	Student outcomes	
	Positive outcomes	Educational gains
<b>Outstanding quality features</b>	<p><b>SO1.</b> The provider deploys and tailors approaches that are highly effective in ensuring its students succeed in and progress beyond their studies.</p> <p><b>SO2.</b> There are outstanding rates of continuation and completion for the provider's students and courses.</p> <p><b>SO3.</b> There are outstanding rates of successful progression for the provider's students and courses.</p>	<p><b>SO4.</b> The provider clearly articulates the range educational gains it intends its students to achieve, and why these are highly relevant to its students and their future ambitions.</p> <p><b>SO5.</b> The provider's approaches to supporting its students to achieve these gains are evidence-based, highly effective and tailored to its students and their different starting points.</p> <p><b>SO6.</b> The provider evaluates the gains made by its students, and demonstrates its students are succeeding in achieving the intended gains.</p>
<b>Very high quality features</b>	<p><b>SO1.</b> The provider effectively supports its students to succeed in and progress beyond their studies.</p> <p><b>SO2.</b> There are very high rates of continuation and completion for the provider's students and courses.</p> <p><b>SO3.</b> There are very high rates of successful progression for the provider's students and courses.</p>	<p><b>SO4.</b> The provider articulates the educational gains it intends its students to achieve, and why these are relevant to its students.</p> <p><b>SO5.</b> The provider effectively supports its students to achieve these gains.</p> <p><b>SO6.</b> The provider evaluates the gains made by its students.</p>



## Student outcomes

### Positive outcomes

### Educational gains

#### Summary of relevant high-quality minimum requirements<sup>57</sup>

**Condition B3:** The provider must deliver positive outcomes for students on its higher education courses, in terms of students:

- a. Continuing in their studies.
- b. Completing their studies.
- c. Progressing into managerial or professional employment, or further study.
- d. Any other areas as determined by the OfS.

#### Explanatory notes

**SO1 to SO6:** The evidence to identify these features will be a combination of student outcomes indicators (for SO2 and SO3) and evidence in the submissions. Overall, the indicators will contribute no more than half the evidence of very high quality or outstanding features for the student outcomes aspect.

**SO2 and SO3:** These features build on the requirements contained in condition B3, and are defined in ways that focus on how far a provider delivers excellent outcomes for its mix of students and courses. These features will be assessed initially by considering a provider's performance against its benchmarks for continuation and completion (SO2) and progression (SO3). An indicator that is broadly in line with the provider's benchmark will initially be interpreted as indicating a 'very high quality' feature. An indicator that is materially above the provider's benchmark will initially be interpreted as indicating an 'outstanding quality' feature. The progression indicator shows the proportion of students progressing to managerial or professional employment, or further study. We recognise that a provider could in its submission demonstrate other types of positive outcomes for its students, and have therefore expressed **SO3** more broadly than the outcomes captured by the progression indicator.

**SO4 to SO6:** The educational gains features are additional to our minimum quality requirements (that is, they do not build directly on the B conditions), and so are considered to be 'materially above' the B conditions collectively. We recognise that there is currently no national measure of educational gain, and that many providers may not have developed their own approach to measuring the educational gains they deliver for their students. The educational gains features relate to a provider's own articulation of the gains it intends its students to achieve; its approach to supporting these educational gains; and any evidence of the gains achieved by the provider's students. The TEF panel will assess the evidence related to all the student outcomes features and make a holistic judgement about the student outcomes rating, so a provider will not be prevented from being awarded higher TEF ratings solely based on an absence of developed educational gain measures. This approach is intended to allow providers time to establish their practice in measuring and evidencing educational gains, which could then become the focus of assessment in subsequent TEF exercises.



# Annex B: Ratings criteria

## Criteria for each rating category

	Aspect ratings	Overall provider rating
Gold	<p><b>A Gold rating signifies that the aspect is typically outstanding.</b></p> <p>This would be awarded where the panel judges that the available evidence 'best fits' the following description:</p> <ul style="list-style-type: none"><li>• Most features of the aspect are outstanding quality for all groups of students.</li><li>OR</li><li>• All features of the aspect are outstanding quality for most groups of students.</li></ul>	<p><b>A Gold rating signifies that the student experience and student outcomes are typically outstanding.</b></p> <p>This would be awarded where:</p> <ul style="list-style-type: none"><li>• The panel awards a Gold rating to both aspects.</li><li>OR</li><li>• The panel awards a Gold rating to one aspect and a Silver rating to the other aspect, and it judges that across all the available evidence the student experience and student outcomes are typically of outstanding quality. The Silver-rated aspect therefore needs to include outstanding features.</li></ul>
Silver	<p><b>A Silver rating signifies that the aspect is typically very high quality.</b></p> <p>This would be awarded where the panel judges that the available evidence 'best fits' the following description:</p> <ul style="list-style-type: none"><li>• Most features of the aspect are very high quality for all groups of students.</li><li>OR</li><li>• All features of the aspect are very high quality for most groups of students.</li></ul>	<p><b>A Silver rating signifies that the student experience and student outcomes are typically very high quality.</b></p> <p>This would be awarded where:</p> <ul style="list-style-type: none"><li>• The panel awards a Silver rating to both aspects.</li><li>OR</li><li>• The panel awards a Silver rating to one aspect and either a Bronze or Gold rating to the other aspect. It judges that across all the available evidence the student experience and student outcomes are typically of very high quality.</li><li>OR</li><li>• The panel awards a Gold rating to one aspect and a Bronze rating to the other aspect, and it</li></ul>



	Aspect ratings	Overall provider rating
		judges that across all the available evidence the student experience and student outcomes are typically a combination of very high and outstanding quality.
<b>Bronze</b>	<p><b>A Bronze rating signifies that the aspect is typically high quality, and there are some very high quality features.</b></p> <p>This would be awarded where the panel judges that the available evidence 'best fits' the following description:</p> <ul style="list-style-type: none"> <li>Some features of the aspect are very high quality for most groups of students.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Most features of the aspect are very high quality for some groups of students.</li> </ul>	<p><b>A Bronze rating signifies that the student experience and student outcomes are typically high quality, and there are some very high quality features.</b></p> <p>This would be awarded where:</p> <ul style="list-style-type: none"> <li>The panel awards a Bronze rating to both aspects.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The panel awards a Bronze rating to one aspect and a Silver or Gold rating to the other aspect, and it judges that across all the available evidence there is insufficient evidence that the student experience and student outcomes are typically of very high quality or typically a combination of very high and outstanding quality.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The panel awards a bronze rating or higher to one aspect but does not award a rating to the other. It judges that overall there are some very high quality or outstanding features of the student experience and student outcomes. There are no features clearly below the level of very high quality, or that may be of concern that it judges to be sufficiently serious or widespread to prevent the award of an overall rating of Bronze.</li> </ul>

# Criteria for not awarding a rating

	For an aspect	For the provider overall
Requires improvement	<p>No rating would be awarded to an aspect where the panel judges that the available evidence 'best fits' the following description:</p> <ul style="list-style-type: none"><li>• There are no or minimal very high-quality features.</li><li>OR</li><li>• There are features clearly below the level of very high quality, or that may be of concern, and these are sufficiently serious or widespread to prevent the award of an aspect rating of Bronze or above.</li></ul>	<p>No rating would be awarded where:</p> <ul style="list-style-type: none"><li>• The panel does not award a rating to both aspects.</li><li>OR</li><li>• The panel awards a bronze rating or higher to one aspect but does not award a rating to the other aspect because there are features clearly below the level of very high quality, or that may be of concern, and it judges these are sufficiently serious or widespread to prevent the award of an overall rating of Bronze or above.</li></ul>

## Student outcomes aspect

Requires improvement

Bronze

Silver

Gold

## Student experience aspect

Requires improvement

Bronze

Silver

Gold

## Overall

Requires improvement

Requires improvement or Bronze

Bronze

Bronze or Silver

Requires improvement or Bronze

Bronze or Silver

Silver

Silver or Gold

Silver or Gold

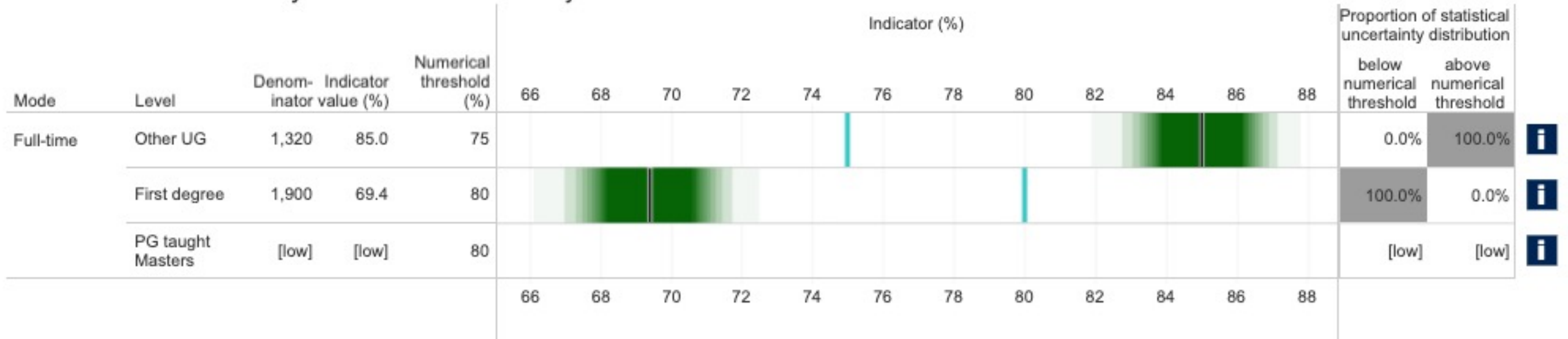
Gold



# What if...

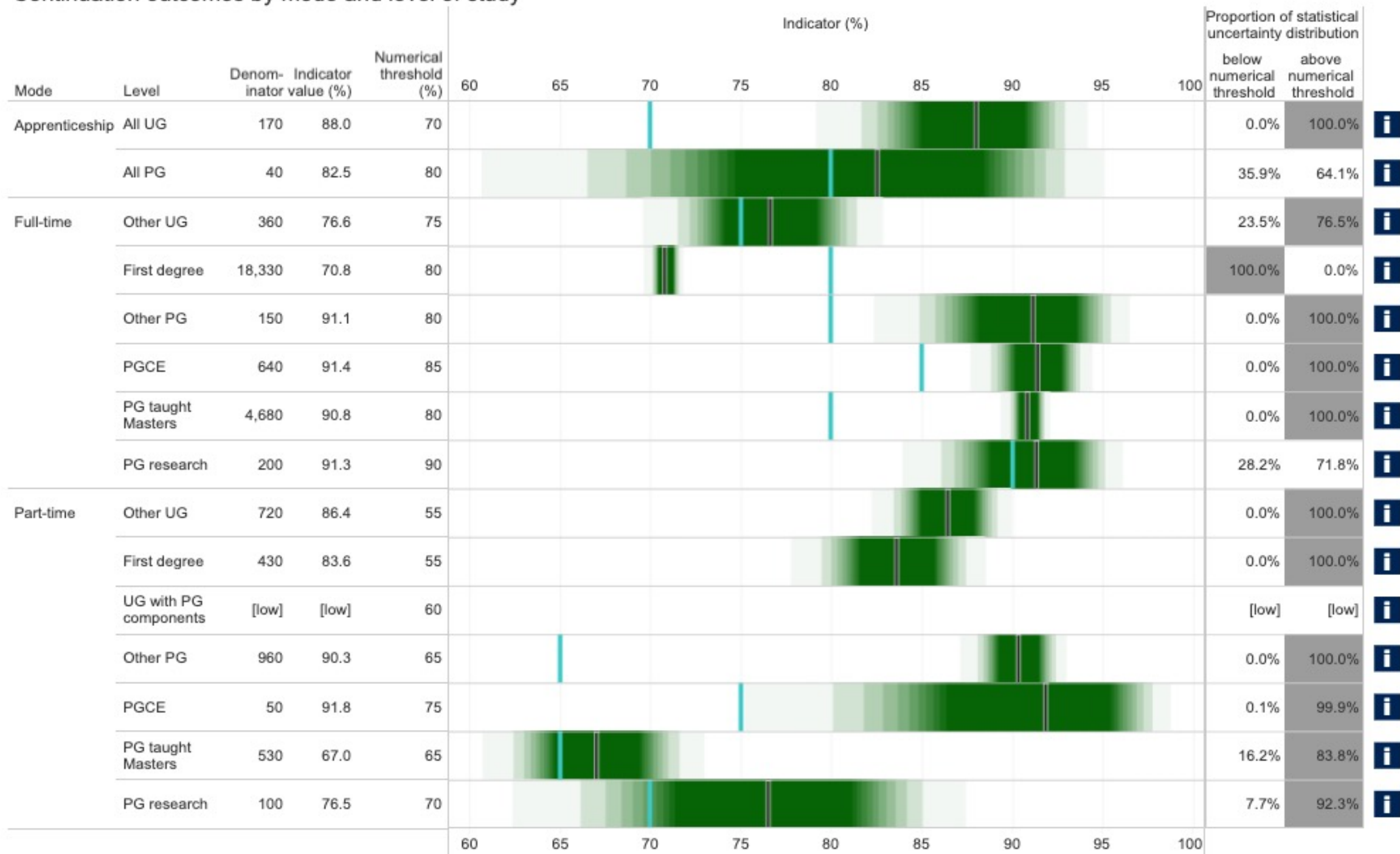
- Our B3 metrics show us as below minimum but OfS has not (yet) taken action or judged us as below the minimum?

Continuation outcomes by mode and level of study



# What if...

Continuation outcomes by mode and level of study



# TEF Student Submissions guidance

**WONKHE**  
SUs



## Teaching Excellence Framework

Guidance on student  
submissions

Reference OfS 2022.61

Enquiries to [TEF@officeforstudents.org.uk](mailto:TEF@officeforstudents.org.uk)

October 2022



# TEF Student Submissions guidance

**WONKHE**  
SUs



## Teaching Excellence Framework

Guidance on student  
submissions

Reference OfS 2022.61

Enquiries to [TEF@officeforstudents.org.uk](mailto:TEF@officeforstudents.org.uk)

October 2022