



Applicants' use of TEF information

Focus groups with prospective students

A report by Savanta for the Office for Students

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1. Executive summary

Background and objectives

The Teaching Excellence Framework (TEF), managed by the Office for Students (OfS), aims to enhance and promote excellence in the student experience and student outcomes in higher education. A secondary aim of the TEF is to assist prospective students in making informed decisions.

Earlier this year, Savanta conducted a student poll for the OfS, revealing interesting insights about the TEF.¹ The student poll showed that 42% of students had seen TEF ratings before applying to universities. These students primarily accessed the ratings from university websites (52%) and the UCAS website² (41%), while fewer students received this information from career advisers, teachers, or parents (26%). The findings indicated that TEF outcomes were an important factor in deciding which offer to accept for 79% of those prospective students that had seen them (16%: extremely important; 36%: important; 27%: slightly important).

The OfS wanted to supplement the poll findings with qualitative research to deepen its understanding of how applicants use and interpret TEF ratings, the usefulness of the additional information beyond the ratings, and the perceived value of TEF outcomes. The OfS intends to use the research findings to identify misunderstandings and opportunities to improve how it communicates information about the TEF for the prospective student audience.

Methodology

Six focus groups were undertaken with prospective undergraduate students, aged 17-20. The participants included 35 prospective students (13 male, 21 female and 1 non-binary), with a range of ethnicities, who had applied to higher education providers in England. Most had applied to Silver-rated universities. The prospective students in four of the groups were aware of the TEF, while those in the other two groups were unaware of it.

Participants were shown published information about the TEF and TEF outcomes.³ This included descriptions of the TEF and the process of how ratings were decided; the different ratings and aspects of assessment; and examples of the additional information published alongside the ratings. They were asked to provide feedback on this information to stimulate discussion.

¹ The poll findings referred to in this report are available in Annex A.

² See [UCAS | At the heart of connecting people to higher education](#).

³ Examples of this information are shown in the Appendix.

Factors influencing higher education choices

The prospective students' higher education choices were influenced by several primary and secondary factors. Location, course content, and post-graduation outcomes were the primary considerations. Participants emphasised the importance of residing in a city that suited their needs, the relevance of course modules to their future goals, and strong employment opportunities post-graduation. Cost of living also played a significant role in their decisions. Secondary factors included university reputation, teaching quality, and personal preferences. While TEF ratings were not directly referenced by participants, factors assessed by the TEF, such as teaching quality and student outcomes, were of importance.

TEF ratings: use and interpretation

Among the TEF-aware prospective students, the ratings served as a confirmatory tool rather than a decisive factor in their university choices. The limited awareness and understanding of the TEF and its aspect ratings hindered its use. Participants had difficulty understanding the detail of how TEF ratings were decided and the criteria used, which led to confusion about the differences between Gold and Silver ratings and the comparability of different providers with similar ratings.

Despite the value prospective students placed on teaching quality and post-graduation outcomes, TEF ratings did not prominently feature in their decision-making processes. They generally used TEF ratings to validate their final choices rather than as a primary criterion.

Additional information: usefulness and barriers

None of the prospective students, including those aware of the TEF, had accessed additional information such as summary panel statements, provider submissions, student submissions, or the data dashboard before the focus groups. Upon reviewing these components, students found the documents too lengthy and lacking in clear, specific measurements and metrics.

The summary panel statements were seen as too general and lengthy, lacking the specificity needed to be useful, although the table at the beginning of the statement was considered more user-friendly. Provider submissions were viewed cautiously due to potential bias. Student submissions were considered the most reliable and relatable source of information, providing authentic feedback from current students, while the data dashboard was found to be complex and difficult to interpret, with students suggesting a need for clearer layout and explanations.

Value of TEF outcomes

TEF outcomes provided reassurance and validation for the participants, confirming that their chosen institutions delivered a high standard of education when rated Gold or Silver. However, the lack of course-specific ratings and the broad nature of TEF assessments were seen to limit the potential impact on prospective students' decision-making processes. Participants expressed a preference for more specific measures of educational quality tailored to their courses.

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Conclusion: usefulness of TEF outcomes and barriers to engagement

The prospective students commented positively on several elements of the TEF, including the comprehensive evaluation process that involved multiple sources of evidence and the inclusion of student feedback. These elements enhanced the TEF's perceived credibility and utility.

However, several barriers to engagement were identified. These included a lack of awareness and understanding of the TEF, unclear differences between provider ratings, concerns about the credibility of provider submissions, and the inaccessibility of additional information. The definitions and explanations of TEF components were often seen as ambiguous, limiting their utility and causing confusion.

Future of the TEF

To improve student engagement with and use of TEF ratings, three main elements could be considered. First, further promotion of the TEF, including through teaching personnel and advisers. Second, enhancing the clarity and transparency of TEF ratings and the decision-making process. Third, making detailed descriptions and additional information more concise and direct to facilitate easier comprehension by students.

By addressing these areas, the TEF has the opportunity to become a more valuable and effective tool for prospective students in making informed decisions about their higher education choices.

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2. Background, context and objectives

The TEF, run by the OfS, aims to encourage higher education providers to improve and deliver excellence in teaching, learning and student outcomes. The primary purpose is to incentivise excellence; a secondary purpose is to support prospective students in making informed decisions.

Earlier this year, Savanta ran a student opinion poll for the OfS.⁴ Several interesting insights emerged regarding the TEF, which the OfS were interested in exploring further. Around two in five (42%) students said they had seen TEF ratings prior to applying to universities they were interested in. Of those who had seen TEF ratings, they said they were most likely to have accessed the ratings directly from university websites or promotional material (52%), following by UCAS website (41%) and only one in four (26%) through career adviser, teacher or parent.

Students also fed back on other TEF information they had seen. While the overall rating was the predominant information about the TEF that was viewed (43%), followed by aspect ratings (33%), interestingly around one in four (27%) said they had viewed the provider submission and over one in five (23%) said they viewed the student submission.

Findings from the poll suggested that of those who had seen the TEF (42%), it was an extremely important factor in deciding which universities to apply to for a quarter of respondents (25%) and a slightly important factor for half (48%) of respondents. Similarly, 79% of respondents said the TEF was either extremely important (16%), important (36%) or slightly important (27%) when deciding which offer to accept.

The OfS wanted to supplement these findings with qualitative insight to deepen understanding of how applicants are using and interpreting TEF information, the context in which the TEF is viewed or utilised, and the perceived value of the TEF. For example, while the quantitative data suggests additional information beyond the TEF ratings was viewed by respondents, there was not the ability to explore and qualify this in any detail in this survey research. Only the results of the current qualitative research are reported on in this report, unless otherwise specified.

The current qualitative research suggests that students have limited exposure to provider and student submissions and are unlikely to utilise TEF ratings when deciding where to accept offers from. However, TEF ratings do hold merit, as students appreciate when their chosen provider is recognised with a Gold or Silver rating. We hypothesise that the poll data does not accurately reflect students' experiences of visiting the OfS website for additional information and thus there has been overclaim in the poll. There are several reasons why overclaim in this context might have occurred. We contend the most likely explanation is that respondents may have thought they remembered seeing the additional information (as a lot of information is

⁴ The survey polled 2,559 participants and included higher education applicants, undergraduates, postgraduates and graduates. Fieldwork took place between 12 April and 28 May 2024.

taken in when researching higher education) but they subsequently falsely recalled what they had seen. Where the quantitative data from the poll is supported, however, is in students' limited exposure to the TEF by career advisers, teachers, or parents. This suggests there is indeed an opportunity to improve awareness and understanding of the TEF among these influential authorities, which in turn could improve how they are communicating the TEF and how it can be useful to students. These insights will be further addressed throughout the report.

Key objectives

The OfS wants the qualitative research with students to provide a deeper understanding of:

- How applicants are using and interpreting the TEF ratings, including the OfS web content about the TEF and whether what the assessment covers is sufficiently clear
- The usefulness of the full set of 'additional information' beyond the ratings with a focus on perceptions of the summary panel statements
- Why applicants think the outcomes of the TEF (the ratings and/or the additional information) are of value to them, or not.

The OfS will use the outcomes of the research to identify where there are misunderstandings or opportunities to enhance its messaging about why and how the TEF can be useful to prospective students.

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3. Methodology

Six focus groups with prospective undergraduate students were conducted to assess student opinion, understanding, and utilisation of the TEF. The participants were aged 17-20, although most were 18, and thus were going directly to university after completing their A-levels. Four groups consisted of students who were aware of the TEF and two groups were held with students who were unaware of the TEF. 35 students took part: 13 male, 21 female and 1 non-binary, with a range of ethnicities. All had applied to and chosen to attend higher education providers within England, and the vast majority of those providers were universities rather than colleges or other provider types. UCAS points ranged from 104 to 144+. Most students (33) had applied to Silver-rated universities, while 19 had applied to Gold and 4 to Bronze.

Students were asked a series of discussion questions, taken to key parts of the OfS website online,⁵ and shown a range of visual stimulus information (examples can be found in the appendix of this report) on the following areas to stimulate discussion:

1. TEF definition ‘What is the TEF?’
2. TEF ratings ‘Gold, Silver, Bronze, Requires improvement’
3. Aspects of assessment ‘Student experience’ and ‘Student outcomes’
4. ‘How were the TEF ratings decided’
5. Summary panel statement
6. Provider submission
7. Student submission
8. Data dashboard
9. Ratings for comparison of two different Gold providers; a high tariff university and a further education college that delivers higher education.

After briefly reviewing each component of the stimuli, prospective students were asked to give their initial comprehension and feedback. Following the focus groups, transcripts were analysed to find common themes.

⁵ Primarily the ‘About the TEF’ pages, and individual provider outcome pages, available at:

- 1) [About the Teaching Excellence Framework \(TEF\) - Office for Students.](#)
- 2) [TEF 2023 outcomes](#)

4. Introduction: information considered when deciding on where to go and what to study for undergraduate education

The prospective students were aware that their choice of university was influenced by where they might be accepted based on grades achieved. This factor aside, primary factors raised by the prospective students were location, course content and structure, and employment or post-graduation outcomes. Secondary factors were personal preferences and experiences, teaching quality, and university reputation, although all factors were important and considered when narrowing down providers.

This section explores the core considerations for the prospective students when making these critical decisions, secondary factors, and where teaching quality, or the quality of education, features in this journey.

Location, course content and post-graduation outcomes were core considerations for prospective students when choosing a university

For many prospective students, location was a paramount consideration when deciding on where to go for undergraduate education. Residing in a city that suited their needs significantly impacted their decision. Prospective students underscored the importance of the cultural and social environment, where they sought a setting in which they could feel included and engaged. Cost of living was also a significant consideration, reflecting the practical concerns prospective students had, as they balanced academic aspirations with financial realities. For this reason, some prospective students preferred to select education providers that were in their home city. Location was a primary factor to prospective students because it was believed to impact their ability to thrive both academically and personally.

The relevance and variety of the modules offered in a course were also critical factors for prospective students when deciding on where to study for undergraduate education. Prospective students placed utmost importance on ensuring that the academic curriculum met their post-graduation goals. For many prospective students, the alignment between the course modules and their future ambitions was a decisive factor. Assessments were also a consideration, as some prospective students valued essay assessments over traditional exams, where available. There was also a preference for in-person module delivery versus online, along with a mixture of practical and traditional lecture style teaching.

Prospective students felt that course content and structure were vital considerations because they ensured that the academic experience would be enriching, comprehensive, and aligned with their future goals. This, for many, meant securing employment. This consideration significantly influenced their choice of provider, as they prioritised institutions that offered strong internship opportunities and high job placement rates. For many prospective students, practical experiences were not seen as tangential to their education, but integral components that would provide a competitive edge in the job market. This pragmatic approach underscores prospective students' desire for universities to support them in transitioning from academic life to professional careers, which when portrayed successfully, ultimately contributed to their decision. Internship opportunities, strong industry links, comprehensive

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career services, and specialised modules were collectively viewed to enhance employability, which made these elements indispensable in the decision-making process.

Interestingly, although the TEF does cover student outcomes, the prospective students did not consider, acknowledge, or utilise the TEF when researching potential post-graduation outcomes for themselves. This may be due to the lack of knowledge surrounding the TEF, particularly around the presence of aspect ratings and the extent to which student outcomes are explored in the TEF ratings.

University reputation, teaching quality, and personal preferences, while still important, were secondary factors in choosing post-secondary education

The reputation of the university was another considerable factor for prospective students, particularly the prestige associated with Russell Group universities. While course content did override this importance, many prospective students placed high value on the overall reputation of the university and the specific standing of the departments they were interested in. The perception of a university's quality and its ranking in league tables significantly influenced their choices.

Prospective students used various resources to assess the prestige and academic standing of potential colleges and universities. In addition to league tables, prospective students often consulted the Complete University Guide⁶ and sought personal recommendations to make informed decisions. The emphasis on reputation underscored for prospective students the importance they placed on attending institutions that are well-regarded in their fields, wherein prospective students often believed that this would open doors for future career opportunities and provide a high-quality education.

Societies and extracurricular activities played a supportive role in helping prospective students decide which university to attend. Many prospective students emphasised the importance of a vibrant campus life and the availability of diverse clubs and societies. For most prospective students, activities were not only seen as opportunities for personal growth and networking but also as essential elements that contributed to a well-rounded university experience. Prospective students appreciated institutions that offered a wide range of extracurriculars, seeing them as a means to develop skills, build friendships, and enhance their overall satisfaction with their university life. Societies that fit student preferences impacted their final decision, as they were seen to have provided a tangible sense of the university environment.

Teaching quality was highlighted as an important factor for some prospective students when deciding where to pursue their undergraduate education. Some prospective students attended open days while some said that they relied more on personal recommendations from friends or current students at the university to form their opinions. This approach allowed these participants to make what they felt was an informed decision based on direct observation.

⁶ Available at [Complete University Guide - University Rankings, Guides and Courses](#).

Prospective students also highlighted the importance of interactive and personalised teaching methods with a desire for an engaging and supportive educational environment. Overall, teaching quality was an important consideration for prospective students in shaping their decisions, assessed largely by accessing student forums, speaking to students having attended the institution, and personal experience.

While student outcomes were a primary factor for prospective students, and teaching quality a secondary factor, it is worth noting that no students raised the TEF directly in relation to their university selection process.



5. How applicants are using and interpreting TEF ratings, including the OfS web content about the TEF and the clarity of what the assessment covers

Among prospective students who were TEF aware, the ratings acted as a confirmatory check in university decision making. However, prospective students' use of the TEF was limited by a lack of awareness and in-depth understanding. Even amongst the TEF-aware prospective students, there was a very limited level of understanding of what the TEF covers and how best to utilise the ratings. In addition, a majority had not seen the aspect ratings.

In addition, prospective students had difficulty interpreting the specific nuanced measures and detail behind how TEF was decided, which further contributed to lack of understanding of the difference between Gold and Silver ratings, and the comparability of different providers in receipt of Gold TEF ratings. This is an important point because when participants were asked to interpret how two different types of provider both could receive a Gold rating, most participants could not articulate the reasoning behind this, based on the information given to them about how TEF ratings were decided. This is discussed in further detail later in this report.

For these prospective students, an enhanced understanding of the detail behind how the TEF was decided would have enabled them to use it in a more informed way.

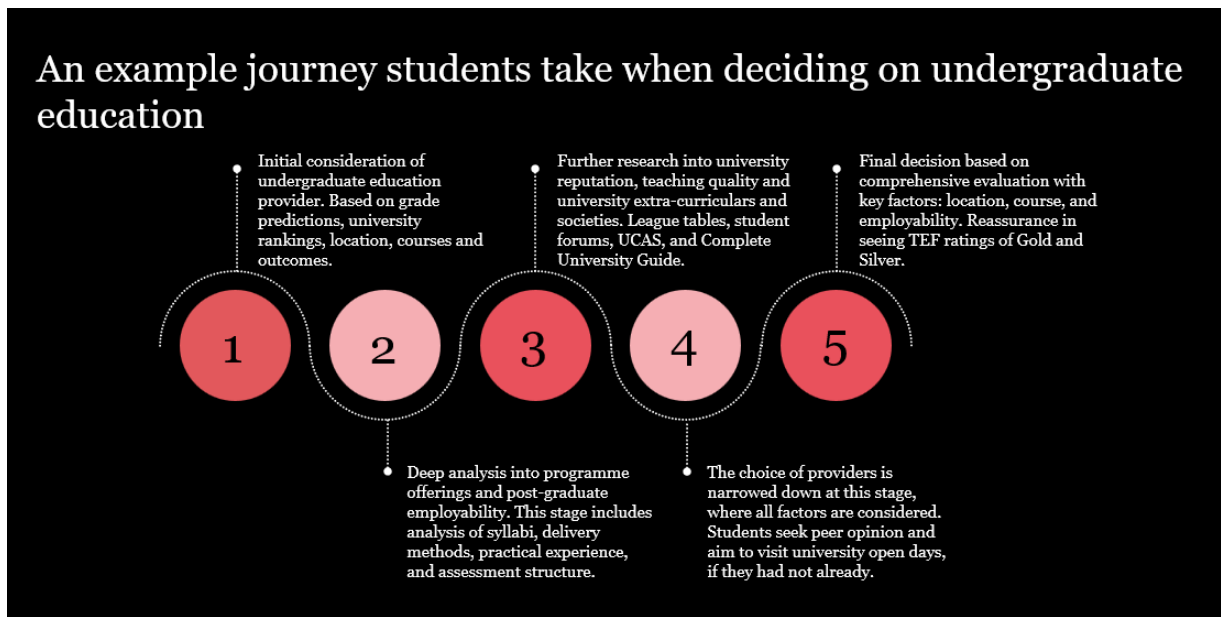
TEF ratings did not feature prominently in student decision making for undergraduate education, despite the value placed on teaching quality and post-graduation outcomes

For TEF-aware prospective students, the ratings served primarily as a validation tool rather than a deciding factor in their undergraduate choices. While TEF ratings were acknowledged and had been taken into consideration for a select few, they did not overshadow other critical elements such as location, course content, and personal experiences during university visits.

'I think maybe it [TEF] would help if I had two universities I couldn't decide between. If they were both equally ranked and I like the campuses and the courses just as much, then I think the TEF ranking would maybe play a part in it.' (TEF Aware)

Prospective students found TEF ratings to provide a sense of reassurance that the institutions met a certain standard of quality. However, the importance of TEF ratings were always limited and seen more as a supplementary tool that validated prospective students' preferences at the end of their undergraduate decision journey. Figure 1 shows how the prospective students tended to describe their higher education decision-making process.

Figure 1: Example decision journey for prospective undergraduate students



Prospective students had limited awareness and understanding of the TEF and its components

Prospective students who were aware of the TEF generally encountered it through university websites, university open days or, in rare cases, career advisers or teachers at their schools. The majority had seen the TEF on the university websites, followed by approximately half of prospective students who had also seen the TEF during open days. A few prospective students had been told about the TEF by advisers or teachers. This visibility helped raise awareness among these prospective students, making TEF a recognisable benchmark for assessing provider competencies: if trusted sources recommended and were advertising the TEF (institutions at open days and/or advisers), participants felt the TEF could tell them that the provider they had chosen was reputable.

'My sixth form might have mentioned something about it, but I mainly learned about it from the university websites themselves.' (TEF Aware)

Although nearly all participants said they had looked at the UCAS website to help them make an informed decision, across groups, only one student recalled seeing the TEF on there.

Prospective students in the groups unaware of the TEF mainly had not heard of it due to a lack of exposure and communication about the framework. Both groups appeared to have done a comparable amount of research and seemed equally interested and dedicated to their course and undergraduate study.

Most prospective students mentioned that their school advisers or teachers did not introduce them to the TEF during their university preparation sessions. Additionally, they reported that TEF relevance was not highlighted in the resources they commonly used, such as UCAS, the

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Complete University Guide or university prospectuses. This is again interesting because – as with UCAS – the Complete University Guide does in fact highlight TEF results. Accordingly, this perceived lack of visibility and promotion meant that many of the prospective students we spoke to did not understand the potential usefulness of the TEF as a tool to inform their choices. Participants focused instead on more traditional ranking systems and personal recommendations from current students attending the institutions or from friends.

‘I’ve heard of it [TEF] but I don’t know as much about it as different league tables. I didn’t use it because my parents and teachers didn’t know about it. Because the people who I spoke to didn’t know about it, I just used the other resources that they did know.’ (TEF Unaware)

The definition of the TEF initially seemed clear to prospective students but deeper reflection raised concerns about the clarity of what is assessed in the TEF

When presented with the definition of the TEF (see Figure 2), prospective students had varied reactions, often appreciating its potential utility but critiquing its clarity and comprehensiveness. They did not understand what was meant by minimum requirements: ‘excellence above a set of minimum requirements for quality and standards’.

Figure 2: OfS description of the TEF

What is the TEF?

The Teaching Excellence Framework (TEF) is a national scheme run by the Office for Students (OfS) that aims to encourage higher education providers to improve and deliver excellence in the areas that students care about the most: teaching, learning and achieving positive outcomes from their studies.

The TEF does this by assessing and rating universities and colleges for excellence above a set of minimum requirements for quality and standards.

Universities and colleges that take part in the TEF receive an overall rating as well as two underpinning ratings – one for the student experience and one for student outcomes.

The ratings reflect the extent to which a university or college delivers an excellent experience and outcomes for its mix of undergraduate students and across the range of its undergraduate courses and subjects.

There was a common concern among prospective students, who found the category of ‘student outcomes’ to be too broad and insufficient for making nuanced decisions about their chosen subject because ‘outcome’ was seen as an ambiguous term.

'I don't really understand where they're getting those two measures from. I equally think by only taking two measures, it doesn't seem very reflective of the Uni as a whole.' (TEF Unaware)

This lack of clarity led to confusion which contributed to some scepticism about the reliability of the ratings. Prospective students commonly pointed out the importance of understanding the assessment criteria that warranted a given rating. Consistently, the prospective students inquired about the specific factors that were considered in the TEF ratings. Further to this, some prospective students critiqued the 'desk-based expert review exercise' for its technical language and lack of clarity.

Aspect ratings were considered useful but more granular explanations of how they are decided would enhance credibility

Only a few of the prospective students we spoke to had seen or noticed the aspect ratings until the focus groups were conducted. Once shown the different aspect ratings, all prospective students appreciated that the TEF attempted to measure both student experience and outcomes. However, they felt that the way the assessment was conducted could have been clearer. Prospective students were interested in how specific metrics, such as employability rates and student satisfaction scores, contributed to each aspect rating. They believed that a more detailed breakdown of these metrics would have enhanced the value they placed on the TEF. As student experience was viewed as a subjective topic, prospective students questioned how ratings for this aspect were decided.

'You can't really just look at a student experience really, because some people might enjoy it. Some people might not.' (TEF Unaware)

Some prospective students suggested that the two aspects 'student experience' and 'student outcomes' were categories that felt too broad. Regarding student outcomes, as this topic was highly important to prospective students, there was a demand for more precise measurement and description of what positive outcomes were. For example, as stated by this student:

'I think it could be best supported with figures like 70% of our graduates go on to do this rather than just saying very high rates of continuation.'
(TEF Unaware)

Many prospective students noted that the inclusion of specific metrics and statistics would make the aspects of TEF assessments more credible and understandable, and would, overall, help them to make an informed decision.

While prospective students appreciated the dual focus on student experience and outcomes, they felt that the conclusion of aspect assessments could be better explained. In addition,

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across groups, a major challenge of the aspect ratings was said to be a lack of clarity around how TEF ratings were decided if ‘student experience’ and ‘student outcomes’ had conflicting results. A detailed breakdown of specific measures and metrics such as employability rates and student satisfaction scores were viewed as the best method to overcome this challenge.

Prospective students perceived Gold and Silver providers to be similarly appealing but found there was little difference in their definitions, making it unclear how Gold was more prestigious than Silver




Initially, all prospective students said that they understood the basic distinctions between Gold, Silver, and Bronze ratings in that they knew the ratings were tiered. However, once shown the stimulus of the written definitions of the ratings (see Figure 3), there was confusion and scepticism voiced about the exact differences between these ratings, and this ambiguity affected their confidence in the system.

Prospective students found the terminology used in the TEF ratings to be unclear and lacked specific examples to differentiate between the tiers effectively. For example, prospective students noted that there was little information differentiating Silver and Gold ratings where the only difference was Gold ratings were ‘outstanding,’ compared to Silver ratings which were denoted as ‘typically very high quality’.

‘They all seem to be varying levels of excellent. I don’t think I’d be able to differentiate between.’ (TEF Unaware)

‘It’s all the same basically, other than one says typically outstanding and one says typically very high quality.’ (TEF Aware)

Figure 3: OfS descriptions of TEF ratings

	<p>Gold</p> <p>The student experience and student outcomes are typically outstanding.</p>
	<p>Silver</p> <p>The student experience and student outcomes are typically very high quality.</p>
	<p>Bronze</p> <p>The student experience and student outcomes are typically high quality, and there are some very high quality features.</p>

To most prospective students, these descriptions were largely synonymous with one another. They raised the point that perhaps Silver and Gold were likely not very different at all.

Furthermore, the difference between Silver and Bronze was also viewed as lacking precise description, as much of the same language was used to describe either rating. For example, in the Silver definition, the terminology of ‘typically very high quality’ was seen as too similar to the Bronze terminology ‘typically high quality, and there are some very high quality features.’ Prospective students could not definitively articulate how Silver and Bronze were different, which therefore limited the influence the TEF might have had on helping prospective students to differentiate between provider quality based on the ratings given.

‘I have to say, I think the definitions for bronze and silver might be a little bit too similar. It doesn’t really seem like there’s much of a difference.’ (TEF Aware)

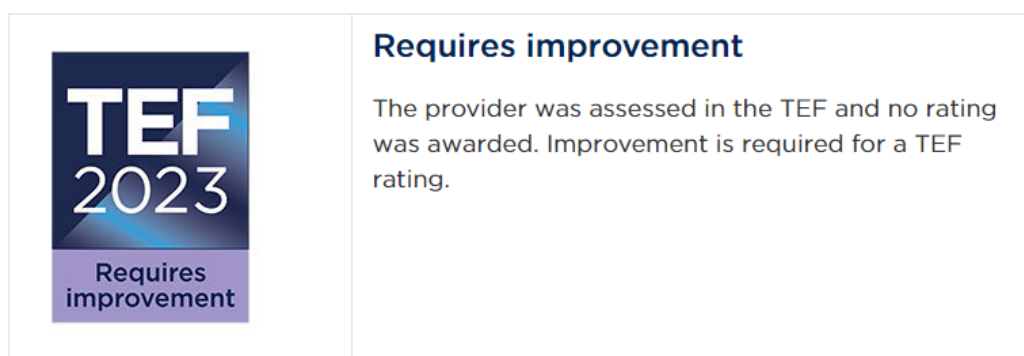
‘I couldn’t really tell the difference between silver and bronze.’

I was expecting bronze to be a bit more, you know... obviously it's above the bare minimum, but, it's lacking in a certain area... it doesn't really say why they're bronze and what's holding them back from becoming Silver or Gold.' (TEF Unaware).

In addition, under the Bronze definition, prospective students questioned the meaning of 'very high quality features', believing there needed to be a more precise explanation of what was meant by that.

The lowest TEF category, 'Requires improvement' (see figure 4) was interpreted by the prospective students as meaning that the institution did not meet general requirements, but the specificity of requirements remained unclear. Prospective students felt they required more information as to why precisely an institution might receive a 'Requires improvement' rating.

Figure 4: OfS description of the 'Requires improvement' category



As prospective students were unsure of the criteria and metrics that differentiated one rating from another, the broad categories of Gold, Silver and Bronze were seen as insufficient for making informed decisions about one institution's teaching quality, student experience or student outcomes, in relation to another's.

Despite some differences raised between the descriptions of ratings alongside one another, prospective students collectively looked favourably on universities with Gold and Silver TEF ratings above Bronze and 'Requires improvement'. They felt these higher ratings provided reassurance about the quality of education. Prospective students were more likely to be cautious about considering a university with a Bronze rating, as this rating was viewed as less attractive. Importantly, however, prospective students did not completely rule out Bronze-rated universities, as there was agreement that they would need to conduct more research, and that other factors such as location and course content were actually more important.

All of the prospective students we spoke to said that they would have serious concerns about universities with a 'Requires improvement' outcome, and would see this as a red flag.

'I'd definitely try and steer clear of that. Paying tuition to an institution that needs improvement would be quite a worrying thing for me.'
(TEF Aware)

However, a handful of prospective students noted that, while not ideal, they could be convinced that the benefits of other factors outweighed this rating, such as a renowned course offered within the institution. For example, several prospective students discussed how they chose their institution because of the lab facilities (in this case, for those taking medical degrees), or 'hands-on' / 'real-world' placement experiences that their future professions would look positively on, where they believed they would be more likely to gain employment after graduation. These considerations could then overturn their unfavourable opinions about when an institution receives 'Requires improvement.'

Prospective students were confused as to how two academically contrasting providers were each awarded Gold

When prospective students were asked to interpret TEF ratings in the context of comparing two providers who were given Gold ratings – a high tariff university and a lesser-known further education college that delivers higher education – their unanimous responses highlighted both scepticism of how the institutions could receive the same rating and a nuanced understanding of the ratings' limitations. While at that point in the discussions the participants understood that the TEF aimed to assess the quality of education across institutions, some prospective students questioned how the ratings of the two institutions could be equated.

'Just thinking about it myself, I wouldn't assume that they were similar, so I'm not really sure how to interpret it.' (TEF Unaware)

While it remained unclear how the two providers could be directly compared, a few participants did hypothesise that the context of the providers needed to be taken into consideration. For example, as remarked by this student:

'What would occur to me is that people who are studying at [the high tariff university] are probably at a much higher level than at [the further education college], so what they both need in terms of teaching would be completely different. For whatever's going on in [the high tariff university] and whatever's going on in [the further education college], probably both of those universities or colleges are doing the utmost best at that level for their students.' (TEF Unaware)

Furthermore, prospective students in one group hypothesised that the further education college could have had exceptional student outcomes due to courses that were more practical and industry focused.

Other points raised about the comparison were that the high tariff university had more resources, a more highly esteemed faculty, and more rigorous academic environment. It was expected, therefore, that teaching quality would naturally be higher than smaller, less renowned colleges. There were questions as to whether the TEF was assessed within the context of a given provider or if there were indeed standardised metrics by which the TEF was assessed, with many who expressed a hope that there should be equality in the scale used across providers for it to be useful.

Prospective students expressed a desire for more granular data to better understand how best to interpret and comprehend TEF ratings against different contexts of providers. While prospective students respected the TEF ratings as a tool for assessing teaching quality and outcomes, they were cautious about equating the ratings between different institutions.

Prospective students were unclear on the precise factors that are assessed when TEF ratings are decided, leading to scepticism of credibility

When prospective students were presented with the description of how the TEF ratings were decided, their reactions stressed appreciation for the comprehensive approach, with simultaneous concerns about clarity and transparency. There was a consensus across groups that it was not obvious what ‘features of excellence’ meant, and there were questions around how the TEF was decided. The evidence utilised to assess which TEF rating would be given was also considered unclear to prospective students across groups. They called for a more precise explanation of which information was included and how it was assessed. For example, it was appreciated that both independent academics and students were involved, but their level of involvement awarding the ratings was considered by some prospective students as unclear, making them sceptical of the TEF’s value. This quote captured this sentiment:

‘Having the source of this research and having a knowledge of who undertook this research and how the research was undertaken would make the statement more trustworthy.’ (TEF Aware)

For most prospective students, knowing where TEF ratings were derived from precisely was important in their assessment of the credibility and relevance of the TEF. The credibility of the TEF was generally well-regarded among TEF-aware prospective students upon first review, as they expected that providers would showcase ratings on their websites that were from a credible source and it was assumed that the panel members who decided TEF ratings were likely very thorough in their analysis and were appointed based on merit.

However, scepticism of credibility arose upon further analysis. Prospective students expressed a desire for more detailed explanations and greater clarity in how TEF ratings were

decided, with some saying it was ‘hard to understand’ (TEF Unaware). Prospective students felt that the credibility of the TEF could be further enhanced by providing specific examples and easy to interpret quantitative data to illustrate what constituted different rating levels.

‘You don’t know the actual statistics, so it doesn’t make it very easy to compare across different universities.’ (TEF Unaware)

*‘One thing I think would be good to include in this would be – what are these features of excellence? Because it’s all very well saying we have these features of excellence, but specifically what are they reviewing otherwise?’
(TEF Unaware)*

*‘I think it might be quite interesting to see what the features of excellence are, like what, what are they actually rating it by? And maybe afterwards you can download a full report and see exactly what they thought about it, because at the moment it does sound quite ambiguous what it is.’
(TEF Aware)*

The rating descriptions of ‘outstanding’, ‘high quality’, and ‘very high quality’ were considered to be hard to interpret. Additionally, prospective students called for a more granular breakdown of the metrics used in the assessments. Prospective students did appreciate the effort to include multiple sources of evidence, such as numerical indicators on the data dashboard, but felt that the explanations accompanying these metrics could be more straightforward.

‘I think if they’re trying to point more prospective students towards using it [TEF] in their decisions for Uni, then they should probably try and simplify the language just a little bit, so it’s a bit easier to understand and more inclusive for everyone.’ (TEF Aware)

Prospective students believed that clear, concise, and transparent explanations would help demystify the assessment process and make the ratings more accessible, understandable, and ultimately enhance credibility.

6. The usefulness of the full set of ‘additional information’ beyond the ratings

No prospective students we spoke to, including those aware of the TEF, said that they had clicked on any additional information (summary panel statement, provider submission, student submission and data dashboard), or had detailed insight on the additional information ahead of taking part in the focus groups. This contrasted with the findings of the student poll in which many prospective students claimed they had explored this.

Once introduced to this additional information in the groups, prospective students said that they found the documents too long, with too much information, and lacking in specific, clear measurements and metrics that comprised TEF ratings. Among these four pieces of additional information, prospective students were most interested in the student submissions, as these were viewed as the most useful, relevant, and relatable, while the provider submissions were considered the least reliable. The data dashboard was considered to be in need of commentary alongside it to aid comprehension.

Each focus group was shown the additional information from only one provider, chosen at random. When interpreting the results of the detailed student feedback provided below, it is important to consider the limited time participants had with each component of the additional information, and recognise this feedback is based on initial impressions, rather than detailed analysis.

The summary panel statements were described as containing too much general information for prospective students to find useful, lacking specificity and clarity

Prospective students appreciated that the information in the summary panel statements helped them to understand that there was a comprehensive process behind the TEF ratings. The layout on page two (see Figure 5 below for an example) was viewed by approximately half of the prospective students as a user-friendly presentation of information. However, two main criticisms of the summary panel statements were first that the statements were too lengthy and second that much of the information lacked specificity.

‘It’s all well and good having a 12 page document, but I don’t know how many people would take the time to read it for all of the universities they’re applying to.’ (TEF Unaware)

Prospective students consistently voiced their desire to see statistical figures to verify the results of the summary panel statements and to help make them clearer and easier to understand. Upon an initial overview, prospective students felt the information ought to be more concise for them to draw the important information from the document. The consensus among prospective students was that, while the statements provided an overview, they were not detailed enough. Prospective students felt that the broad terms used in the summary panel statements, such as the panel statement claiming that ‘teaching assessment and

.....

feedback practices' were taken into consideration, did not provide enough information to help them to make informed decisions.

'Even though they gave a lot of points, it still seems quite vague. I see a lot of things saying "very high quality, excellence promoted" but it doesn't actually give specific examples or features of this.' (TEF Aware)

While the summary panel statements begin to serve as a useful explanation as to why the panel decided the provider rating for a given institution, prospective students felt the panel statements needed clarification on exact metrics used and likely would not read through the entire statements.

Figure 5: Example of the layout on page two of a TEF summary panel statement ⁷

Summary of outcomes

Overall: Gold	
Typically, the experience students have [REDACTED] and the outcomes it leads to are outstanding.	
<p style="text-align: center;">Student experience: Gold</p> <p>The student academic experience is typically outstanding.</p> <p>Outstanding quality features include:</p> <ul style="list-style-type: none"> • highly effective teaching, feedback and assessment practices, tailored to supporting students' learning, progression, and attainment • course content and delivery inspires students to engage in and commit to their learning, and stretches them to develop knowledge and skills to their fullest potential • the use of research in relevant disciplines, innovation, scholarship, professional practice and employer engagement to contribute to an outstanding academic experience • physical and virtual learning resources are tailored and used effectively to support outstanding quality teaching and learning • engagement with students is embedded, leading to continuous improvements to their experience and outcomes. <p>There are also some very high quality features including:</p> <ul style="list-style-type: none"> • very high quality support for staff professional development, and excellent academic practice is promoted across the provider • a supportive learning environment is fostered, with students having access to a readily available range of very high quality academic support. 	<p style="text-align: center;">Student outcomes: Gold</p> <p>Student outcomes are typically outstanding.</p> <p>Outstanding quality features include:</p> <ul style="list-style-type: none"> • tailored approaches that are highly effective in ensuring the provider's students succeed in and progress beyond their studies • the clear articulation of the range of educational gains the provider intends its students to achieve, and why these are highly relevant to its students and their future ambitions • evidence-based, highly-effective approaches to supporting students to achieve educational gains which are tailored to students and their different starting points. <p>There are also some very high quality features including:</p> <ul style="list-style-type: none"> • very high rates of continuation and completion for the provider's students and courses • very high rates of successful progression for the provider's students and courses • the evaluation of the educational gains made by students.

⁷ The TEF summary panel statement for each university or college that took part in the TEF 2023 is available through the [TEF 2023 outcomes](#) page of the OfS website.

Provider submissions were viewed cautiously by prospective students

The provider submissions were generally seen as less useful by prospective students due to their potential for bias. It was raised by some prospective students that performance self-assessments, submitted by the providers, could not be viewed as objective assessments. Provider submissions were seen to potentially gloss over the challenges and areas for improvement and depict a more positive version of the situation at each university.

'I wouldn't put any effort into reading this because it seems like it's just written by the university and is talking about how it's great. It doesn't have any other points of view.' (TEF Aware)

Prospective students also said that the length of the provider submissions (25 pages) would be a barrier to engagement. A few prospective students commented they would have been interested in reading the submission, but only after they had made their choice for undergraduate education to understand in greater detail the institution they had chosen. While prospective students recognised that provider submissions had the potential to offer useful information to them, the current format and content made them less useful from a prospective student perspective.

Student submissions were viewed as the most reliable source of information

Once presented with the student submissions, these were looked upon favourably by prospective students, as it was assumed that they provided authentic and trustworthy feedback.

As the student submissions were reviewed during the focus group sessions, prospective students pointed out the usefulness of the inclusion of quotes from previous prospective students. As this student commented:

'Hearing directly from students about their experiences gave me a better sense of what to expect.' (TEF Aware)

Another prospective student also valued the directness of student feedback:

'The student submissions felt more real and less filtered.' (TEF Aware)

A highlighted benefit of the student submissions was that they often included both positive and negative experiences, providing a more balanced and credible view of the institution. While this document was only briefly reviewed, prospective students indicated that this

information would help them to understand not just the academic aspects of university life, but also the social and support structures in place, factors considered important in contributing to their undergraduate education choice.

Firsthand accounts from current students offered a relatable and trustworthy source of information, making the student submission the component of ‘additional information’ that prospective students said they would be most attracted to reading.

The quantitative data displayed in the dashboard was not considered accessible for prospective students to understand the information presented

Prospective students found the data dashboard the most difficult to engage with. Many found it confusing and difficult to interpret upon an initial read. Designed to present detailed statistical data about university performance, the dashboard's complexity made it less accessible for prospective students who were not comfortable with statistical data. Prospective students suggested that engagement would be enhanced by the dashboard having a clearer layout, utilising tables and graph formats and explanations of the data that were easier to read.

‘The data is there, but it's not presented in a way that's easy to understand.’ (TEF Aware)

‘I feel like there is definitely some very useful information on this page, but it's quite hard to figure out what any of it means.’ (TEF Aware)

The presentation of the data was highlighted as a barrier to accessing information that prospective students would have liked to be informed on. They particularly drew attention to the difference from benchmark (see Figure 6) visualisation, and what it was that the benchmark represented.⁸ To most prospective students, the indicator value percentage was unclear and could have used further explanation.

⁸ The TEF 2023 data dashboard is available at [Data used in TEF 2023 - Office for Students](#).

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Figure 6: Dashboard view showing an example of how a particular university differs from its benchmark for certain indicators

Measure	Denominator	Indicator value (%)	Difference from benchmark (ppt)					Benchmark value (%)	Proportion of statistical uncertainty distribution			Contribution to own benchmark (%)	Survey response rate (%)
			-4	-2	0	2	4		Materially below benchmark	Broadly in line with benchmark	Materially above benchmark		
The teaching on my course	9,620	80.8						80.1	0.0%	100.0%	0.0%	6.2	75.0
Assessment and feedback	9,620	72.8						69.3	0.0%	0.8%	99.2%	6.2	75.0
Academic support	9,620	76.9						75.4	0.0%	98.9%	1.1%	6.2	75.0
Learning resources	9,610	79.9						80.3	0.0%	100.0%	0.0%	6.2	75.0
Student voice	9,590	74.3						70.7	0.0%	0.5%	99.5%	6.2	75.0

As many prospective students asked for quantitative metrics when analysing the TEF, the data dashboard disappointed prospective students for its inaccessibility. Many said that they would have been immediately put off when seeing this page and would not have spent more time examining it.

‘Personally, if I saw that, I’d probably just skip past it. Not because I think it’s not important, but just because I think it would be so hard to process and would require so much thinking that at that point I don’t think it’s worth it.’ (TEF Aware)

Overall, the complex layout of the statistical results made it challenging for prospective students to extract meaningful insights from the data and many found the dashboard overwhelming. Several suggested having written explanations alongside, for the dashboard to become more valuable, useful and applicable to them.

7. Why applicants think the outcomes of the TEF are of value to them, or not

The TEF was viewed as a valuable source of *supporting* information about the prospective students' chosen provider. While TEF ratings enhanced trust and confidence, prospective students acknowledged the limitations of the TEF in providing specific course information. Despite this, a Gold or Silver rating confirmed that the universities met a standard of education perceived to be high.

TEF ratings were valuable to prospective students because they provided reassurance and validation that their provider would give them a good outcome or experience

The primary value of the TEF for prospective students was reassurance in knowing they had chosen a reputable provider when that provider had been given a Gold or Silver rating.

Knowing that their chosen institution had been awarded one of the two highest ratings, adding to their positive perception of the provider, provided a sense of validation. The TEF ratings helped confirm that the universities or colleges they were considering met a certain standard of quality. For example, this student commented:

'The only thing I was looking for was to check that it wasn't, you know, need for improvement or bronze.' (TEF Aware)

Although prospective students were aware of the TEF's limits in telling them specific information about their course, TEF ratings did provide a level of trust and confidence in the educational experience that prospective students could expect. By validating their choices, these ratings helped prospective students feel more comfortable and confident in their selections.

Prospective students were concerned about the extent to which the TEF was relevant and could be applied to their programme of interest, which limited the TEF's value

The lack of course-specific ratings and the broad nature of TEF assessments were viewed as limiting factors which inhibited the perceived value of the TEF. Prospective students questioned how the TEF could be useful to them when the course and its quality was one of their main concerns. They expressed their preference for assessments that provided a measure of the quality of education tailored specifically to their course.

'I think it's a bit strange because some universities are better at different types of courses. It wouldn't really make sense to base the ratings on everything they do.' (TEF Unaware)

Additionally, prospective students were unsure how applicable the TEF might be when comparing providers, as they found ranking, rather than rating, an easier method to gauge the reputation and compatibility with various providers.

While the reputation of teaching quality at a given institution was important to prospective students, the specific needs and styles of different courses were perceived to make a significant difference to student experience and outcomes, which prospective students felt the TEF could not speak to. Several prospective students raised queries about how lesson delivery could be gauged through the TEF. They were interested in learning how teaching was balanced between online and in-person modes which they felt was of more interest and concern to them than the teaching quality itself. To gain this information, prospective students were aware that they had to look at other sources. One of the roles of the TEF is to give prospective students information about teaching and education quality, but prospective students were unsure of how the TEF could provide this information about specific professors' performances when grouped into ratings for the university as a whole, and how exactly this worked.

'It seems kind of narrow. They're only broadly looking at student experience and outcomes. There's obviously more that goes into teaching, like how much effort a professor has put in and how much time they have spent developing their resources.' (TEF Unaware)

Although TEF ratings did incite interest among prospective students who had been informed, the broad nature of TEF assessments and the lack of course-specific ratings limited their impact on undergraduate education decisions. Prospective students expressed their preference for measures that provided a measure of the quality of education in specific course programmes.

8. Conclusion: what are prospective students finding useful about TEF information and what are the barriers to engagement?

To conclude this report, we have set out what prospective students found useful about the TEF and the current barriers to engagement.

What prospective students found useful

Prospective students highlighted several strengths of the TEF, which contributed to its perceived credibility and utility as a tool for evaluating universities.

Multiple sources of evidence strengthened its perceived value

Despite prospective students' desire for more information on how the TEF was decided, participants appreciated and understood that there was a thorough approach taken to decide TEF ratings. Prospective students felt the inclusion of surveys, direct feedback and quotes from students at the providers assessed, and numerical indicators, provided a robust framework for evaluating institutional performance. By drawing on a range of evidence, the TEF was viewed as ensuring that its assessments were well-rounded and reflective of various aspects of the university experience.

The involvement of academics, students, and inclusion of evidence from students who attended the provider, enhanced credibility

The involvement of both academics and students in the evaluation process made the TEF assessment process appear more reliable and therefore the TEF ratings more trustworthy. Prospective students valued the opinions and experiences of their peers and the inclusion of student feedback in the student submissions which they thought added authenticity and relevance to the ratings.

The inclusion of a range of evidence was valued by prospective students

Students were interested to learn that the TEF assessment covered the quality of the academic experience and student outcomes and took into account factors such as student perspectives on their course and employability rates, which were considered useful indicators for students when choosing a university. This comprehensive evaluation communicated to prospective students that the ratings were not based on isolated factors but encompassed a broad spectrum of the educational experience.

TEF ratings were considered useful in providing reassurance and validation

While the prospective students generally had not factored TEF ratings into their decision-making process prior to this study, the ratings were seen to be a useful tool for reassurance. While selections may not rely on TEF ratings as a central factor, students did feel that a higher TEF rating would solidify their choice and provide a sense of reassurance. In addition, it is important to note that when looking at TEF ratings, prospective students found both Gold

and Silver ratings to be positive outcomes, adding to their confidence in their chosen provider.

Barriers to engagement

However, there were a number of key barriers to engagement, some of which could be addressed to improve student engagement with and experience of the TEF.

Lack of awareness and understanding limited its impact

The initial barrier was simply the lack of awareness of the TEF. Several prospective students (those in the TEF-unaware groups) had not been introduced to or found the TEF in their research. For the TEF-aware groups, TEF information and how it can be used had not been effectively communicated to them and therefore they did not have a strong understanding of the framework.

Without adequate exposure to and understanding of the TEF, prospective students were less likely to consider it a useful tool. Once informed further about how the TEF was decided, most prospective students felt that having the knowledge that student satisfaction, employability, and teaching methods were weighted in panel decisions would have elicited higher trust among prospective students, making the TEF more impactful.

Differences between provider ratings and definitions limited utility and application

Even among those who were aware of the TEF before the current research started, the differences between the ratings—Gold, Silver, and Bronze—were often unclear to prospective students when they were asked to analyse the definitions of the ratings in detail. The terminology used, such as ‘outstanding’ and ‘high quality’, lacked specific definitions, which made it difficult for prospective students to discern what set the ratings apart. This diminished the utility of the TEF, as prospective students struggled to understand what each rating represented in terms of educational quality and outcomes. Moreover, the specificity of how ‘student outcomes’ and ‘student experience’ were measured were viewed as insufficiently explained.

Concerns about the credibility of provider submissions reduced trust

Another challenge was the assumption that provider submissions, which formed part of the TEF assessment, were potentially biased statements feeding into an unfairly positive narrative of the extent of provider capabilities and offerings. After being made aware that this formed part of the evidence considered in the TEF, prospective students were sceptical about the objectivity of these submissions, which undermined the credibility of the TEF ratings for some prospective students.

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Prospective students asked to see additional information, but when presented with it, found it to be unclear

Prospective students were interested in seeing more information which they reported enhanced the value they placed on the TEF. However, the descriptions and information were perceived to lack clarity and so this limited its utility and caused confusion.

The definitions and supporting evidence that prospective students fed back that were the **least clear** were:

1. The definition of the TEF. They did not understand what was meant by minimum requirements: ‘excellence above a set of minimum requirements for quality and standards’.
2. The explanation of how the ratings were decided. Key terms in this definition were criticised for their ambiguity. In particular, prospective students were unclear about which ‘features of excellence’ were assessed precisely.
3. The data dashboard. Prospective students found it hard to interpret the statistical data and requested more written information to help clarify what the depicted statistics represented.
4. Student submissions. Considered too long and indirect, deterring prospective students who admitted they would be unlikely to read through the entire document. Prospective students found the quotes to be the most useful.
5. The difference between Gold and Silver ratings. Prospective students found there was too little nuance between ‘typically outstanding’ and ‘very high quality’ to help them to differentiate the benefits of Silver and Gold providers.

Looking forward: the future of the TEF

There is an opportunity to improve student experiences of, engagement with, and utilisation of the TEF. Three main elements can be considered:

1. There is significant room for the promotion and dissemination of the TEF. An important route to achieve this would be through teaching personnel and academic and/or career advisers, who are often the first point of contact for prospective students on their journey towards higher education. It may also be useful to explore why more prospective students are not seeing or recalling TEF ratings on the UCAS website.
2. The presentation of what the TEF is, and the way TEF ratings are decided, would benefit from being clearer and more transparent, so its utility and applicability to student interests may be communicated more effectively.
3. All detailed descriptions, including the ‘additional information’, should be more concise and direct for prospective students to be able to read and understand.

Appendix: TEF stimulus

Research participants were shown published information about the TEF and TEF outcomes and asked to provide feedback on this information to stimulate discussion. Examples of the stimulus information are reproduced below.⁹

TEF logo and description of the TEF



What is the TEF?

The Teaching Excellence Framework (TEF) is a national scheme run by the Office for Students (OfS) that aims to encourage higher education providers to improve and deliver excellence in the areas that students care about the most: teaching, learning and achieving positive outcomes from their studies.




The TEF does this by assessing and rating universities and colleges for excellence above a set of minimum requirements for quality and standards.

Universities and colleges that take part in the TEF receive an overall rating as well as two underpinning ratings – one for the student experience and one for student outcomes.


The ratings reflect the extent to which a university or college delivers an excellent experience and outcomes for its mix of undergraduate students and across the range of its undergraduate courses and subjects.

⁹ This information was taken from the OfS website at [About the Teaching Excellence Framework \(TEF\) - Office for Students](#), and the individual provider outcome pages at [TEF 2023 outcomes](#).

The different TEF rating categories

	<p>Gold</p> <p>The student experience and student outcomes are typically outstanding.</p>
	<p>Silver</p> <p>The student experience and student outcomes are typically very high quality.</p>
	<p>Bronze</p> <p>The student experience and student outcomes are typically high quality, and there are some very high quality features.</p>

A university or college receives a lower category of 'requires improvement' if it has not shown enough evidence of excellence above our minimum quality requirements.

	<p>Requires improvement</p> <p>The provider was assessed in the TEF and no rating was awarded. Improvement is required for a TEF rating.</p>
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An example of a TEF outcome logo, showing the overall rating and aspect ratings awarded



Description of how the TEF ratings were decided

How were the TEF ratings decided? -

The TEF is a desk-based, expert review exercise. The [TEF panel](#), which is made up of independent academics and students who are experts in learning and teaching, conducted the assessments and made the decisions about ratings.

The panel considered a combination of evidence sources: evidence submitted by the university or college, evidence submitted by its students (where available), and [numerical indicators we produce from national datasets](#).

The indicators are benchmarked to show how well the university or college performs for its particular mix of students and courses.

When assessing each 'aspect' of the TEF (the student experience aspect and the student outcomes aspect), the TEF panel looked for specific things. We call these 'features of excellence'.

After awarding a rating for each aspect, the panel then decided the overall rating. If the university or college received the same rating for the two aspects, the overall rating would be the same. If it received different ratings for each aspect, the panel made an overall 'best fit' decision, taking into account all of the evidence.

Provider submission

The provider submission is the evidence submitted by the university or college for consideration by the TEF panel.

Please note that we may have redacted content from the submission where this is necessary for data protection. This will appear as blank spaces in the documents.

[See the provider submission documents](#)

Student submission

The student submission is an independent submission made by students at the university or college, for consideration by the TEF panel. It was optional to make a student submission, so not all universities and colleges will have one.

Please note that we may have redacted content from text submissions where this is necessary for data protection. This will appear as blank spaces in the documents.

Also, some student submissions took the form of audio or video files, and it may not have been possible for us to publish these. We have noted on the submission where it is a transcript of an audio or video submission.


[See the student submission documents](#)

TEF data

The links below take you to the data dashboards the TEF panel used in its assessments.

The TEF indicators dashboard shows student experience and student outcomes measures for this university or college.

The size and shape of provision dashboard shows information about the university or college's courses and students.

- [Explore the TEF indicators dashboard for this provider](#) 
- [Explore the size and shape of provision for this provider](#) 