

Welcome to the Teaching Excellence Framework (TEF) 2023 briefing

19 October 2022

We will get started shortly

If you do experience any technical issues during the workshop, use the chat function to talk to us or email events@officeforstudents.org.uk

Closed captions are available- click the CC icon

This session is being recorded and will be available on the OfS website

Office for
Students



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Our agenda for today

- Welcome and housekeeping
- What the TEF is and why it is important to the Office for Students (OfS)
- Reflections from Professor Sir Chris Husbands
- How the TEF works
- Provider and Student submissions
- Reflections from Callum Perry
- The TEF panel and timings
- Q&A with OfS staff

Drop-in Q&A sessions with the TEF team

November:

Wednesday 2nd, 10.00-11.30 for TEF provider contacts

Tuesday 8th, 14.30-16.00 for TEF student contacts

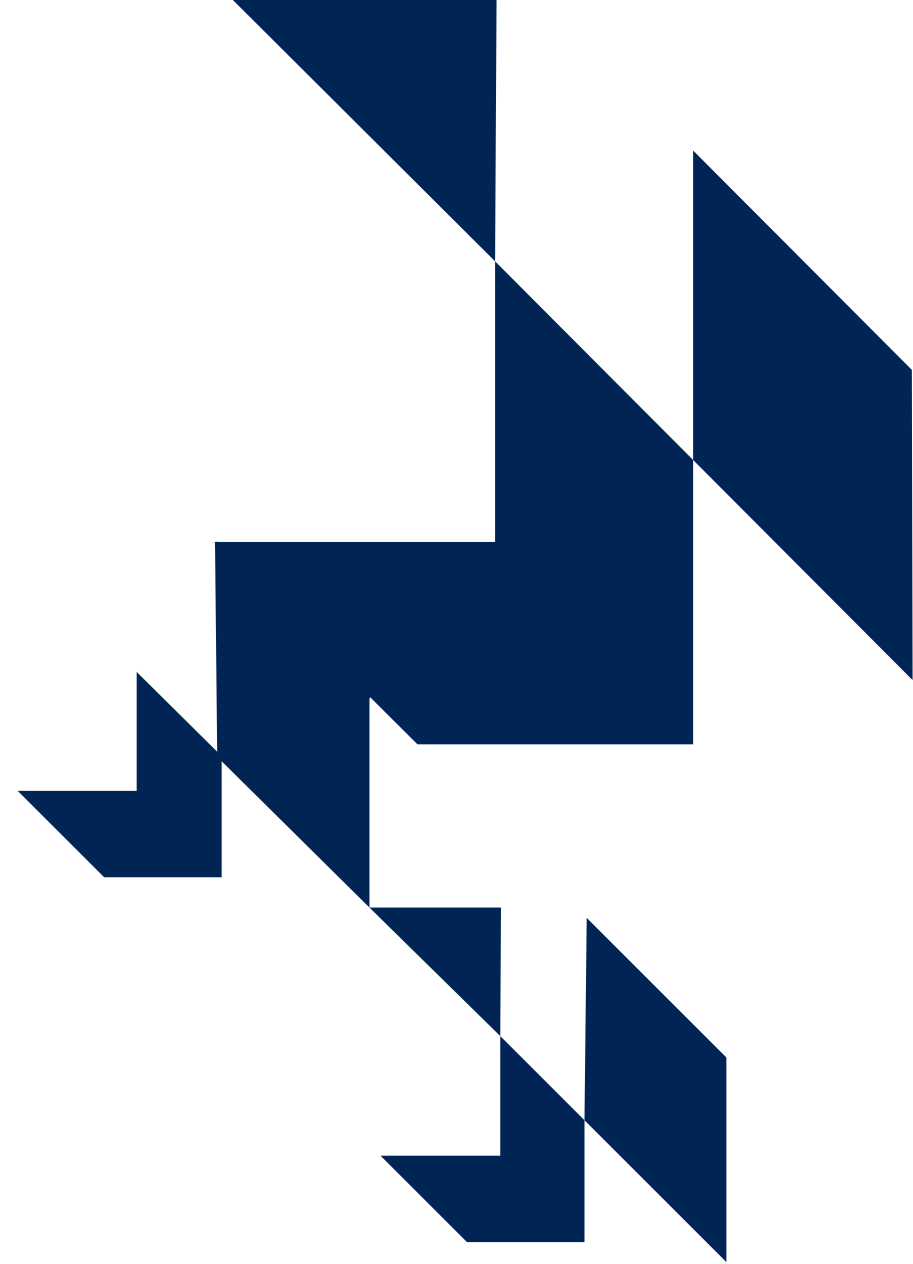
Thursday 17th, 14.00-15.30 for TEF provider contacts

Thursday 24th, 15.00-16.30 for TEF student contacts

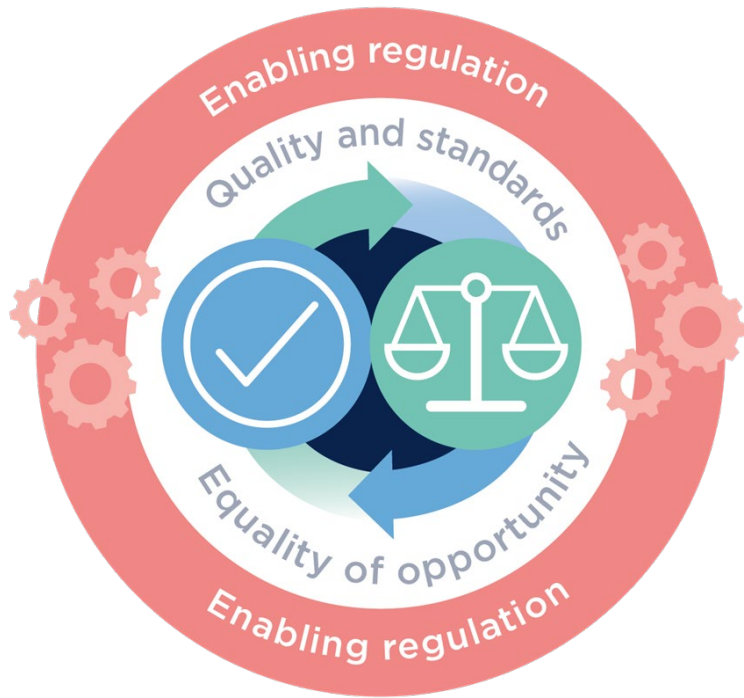
Keeping in touch

- Email provider-specific queries to tef@officeforstudents.org.uk
- Ask questions today in the Q&A
- Save the date for a drop-in Q&A session
- OfS staff are attending a range of events hosted by sector groups
- Please respond to today's event feedback form

Purpose of the TEF



The OfS strategy 2022-2025



Our two areas of focus are quality and standards and equality of opportunity.

They are closely connected and mutually reinforcing.

The purpose of the TEF



- The TEF is part of our overall approach to regulating quality and standards.
- Our conditions of registration set out minimum requirements for quality and standards.
- The TEF aims to incentivise improvement and excellence above these minimum requirements.

The overall approach

- A framework for assessment, not a prescriptive set of rules
- It relies on providers, students and a panel of experts:
 - We produce indicators using national datasets
 - The provider and its students submit evidence
 - The TEF panel carries out the assessments and awards ratings to the provider, for its undergraduate provision
- The new approach was decided following our consultations, which drew on recommendations from the Independent Review of the TEF
- Existing awards will all expire when we publish the outcomes of the TEF 2023

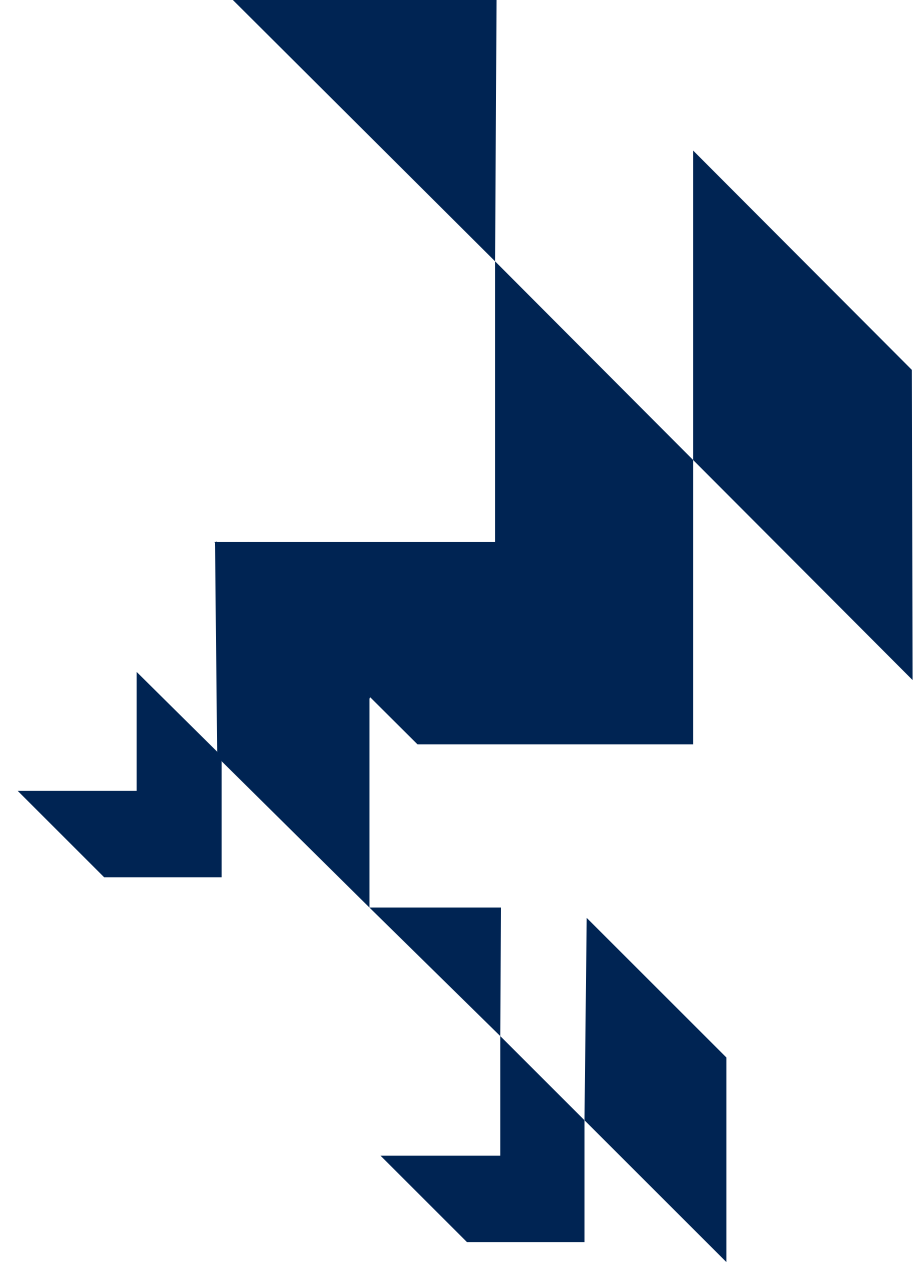
Professor Sir Chris Husbands

Vice-Chancellor of Sheffield Hallam University

TEF Panel Chair



TEF 2023: How the TEF works



Key documents



Regulatory advice 22: Guidance on the Teaching Excellence Framework 2023

Guidance on student submissions

Nothing in this briefing can override the ‘Guidance on the Teaching Excellence Framework (TEF) 2023’ or TEF consultation outcomes document. Every effort has been made to ensure this briefing is as accurate as possible, but in the event of any difference, the information set out in those documents will apply.

What are the outcomes?

A graphic showing the breakdown of a TEF 2023 award. On the left is the 'TEF 2023' logo. To its right are three stacked horizontal bars: a light blue bar with 'Overall: Silver', a brown bar with 'Student experience: Bronze', and a yellow bar with 'Student outcomes: Gold'.

TEF 2023	Overall: Silver
	Student experience: Bronze
	Student outcomes: Gold

Teaching Excellence Framework

What does the TEF assess?

TEF aspect	Student experience		Student outcomes	
What the aspect covers	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	B3: Student outcomes	

Features of excellence: an example

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

How will educational gains be assessed?

An individual provider is best placed to define and evidence what its students should gain from their educational experience, with reference to the specific character and mission of the provider.

The provider should articulate the gains it intends its students to achieve. It should also set out its approach to supporting these educational gains, and include *where possible* any evidence of the gains achieved.

The provider should:

- go beyond the gains we use in the TEF indicators, for example academic development, personal development or work readiness.
- show relevance to the mix of students and courses
- consider the different educational starting points of students

The TEF indicators

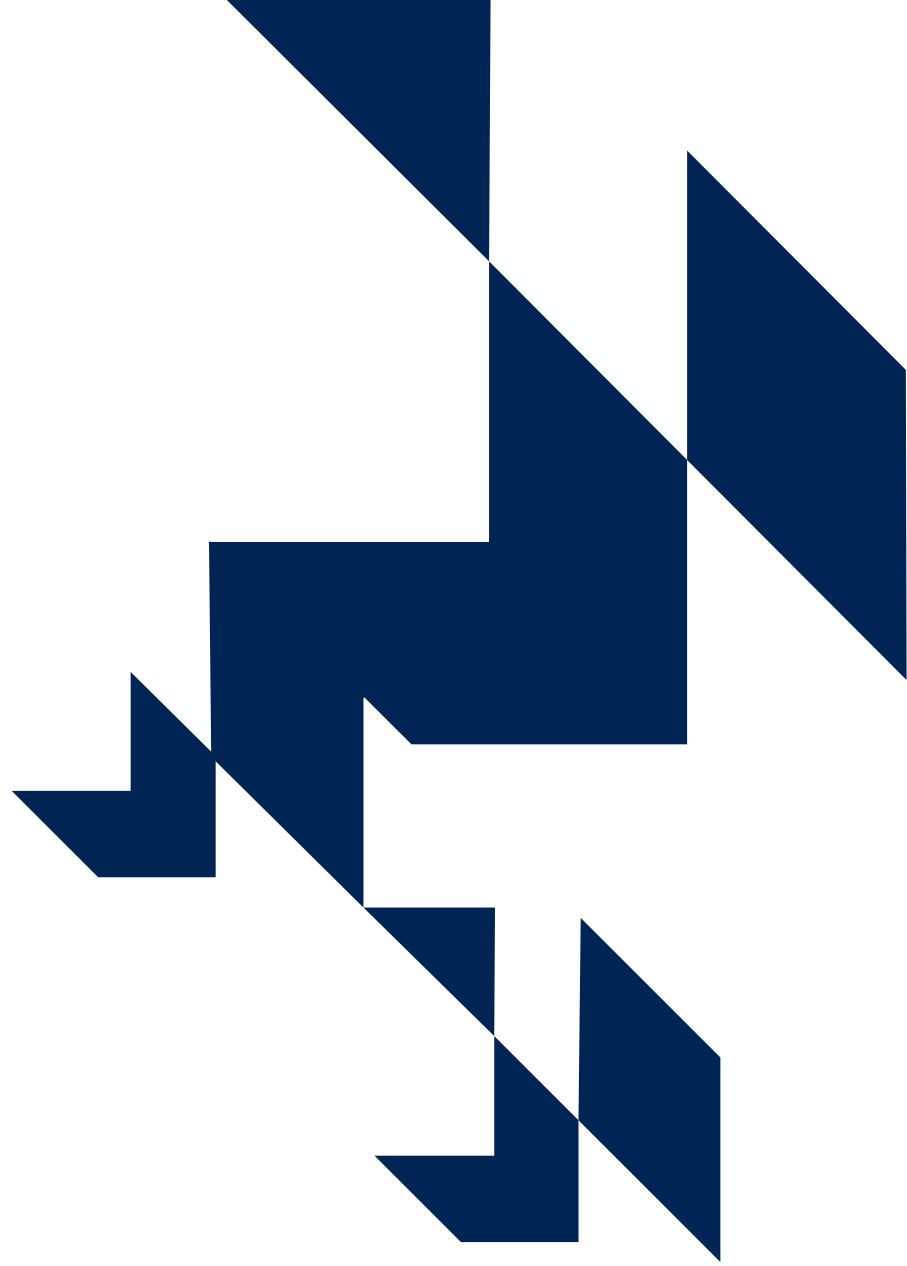
Student Experience:

- The teaching on my course
- Assessment and feedback
- Academic support
- Learning Resources
- Student Voice

Student Outcomes:

- Continuation
- Completion
- Progression

TEF 2023: Provider and student submissions



What should the provider submission cover?

Section number	Section name	Content
1	Provider context	Information about the provider's context, its educational mission and strategic aims, and any further information about the characteristics of its undergraduate students and courses.
2	Student experience	Evidence determined by the provider as relevant to its mix of students and courses, that demonstrates the features related to the student experience.
3	Student outcomes	Evidence determined by the provider as relevant to its mix of students and courses, that demonstrates the features related to student outcomes.
4	References	References to the main sources of evidence the submission has drawn on.

What evidence to draw on?

Evidence you have determined for yourself

- The submission should say what you aim to deliver for students, and how you know you are succeeding
- Evidence types are likely to vary between providers
- Our guidance includes some non-exhaustive, illustrative examples of evidence types.

Evidence which supplements the TEF indicators, for example:

- Additional information where data is missing, based on small numbers of students, or your students are not included in the indicators
- Explaining the reasons for historical performance

What should the student submission cover?

Section number	Section name	Content
1	Approach to evidence-gathering	An explanation of how you have gathered the information within your submission, to allow the TEF panel to clearly understand where the evidence has come from, and how representative your submission is.
2	Student experience	Evidence of students' perspectives that relate to any or all of the student experience features.
3	Student outcomes	Evidence of students' perspectives that relate to any or all of the student outcomes features.

What evidence to draw on?

- Consider how best to gather evidence in a way that is suited to your own situation
- Draw on pre-existing evidence where possible, talk to current student representatives if you have them
- If this is difficult, consider what the best options would be for gathering additional evidence
- We do not expect students to provide a detailed commentary on the indicators.

Provider submission	Student submission
A provider must make a written submission. It can be up to 25 pages long.	Student submissions are optional. 10-page limit for a written submission, may be in a different format of equivalent length.
It should include a list of references to key sources of evidence, which may be subject to verification checks.	It should explain how evidence was gathered. No references needed. Information may exceptionally be subject to verification
Should cover both aspects and provide evidence against the features of excellence.	Same aspects and features should be covered, but evidence in relation to student outcomes is likely to focus more on how well the provider supports current students.
Evidence should relate to the entire period covered by the TEF – the most recent 4 years.	Evidence relating to any of the four most recent years is in scope, but we expect it to relate primarily to current cohorts.
Should cover students registered by the provider but taught elsewhere. Some other groups of students optional.	It is optional to include students who are registered at a provider but taught elsewhere. Should only cover optional groups of students a provider has chosen to include.

Working together

Providers are expected to give support to their students to access information they need.

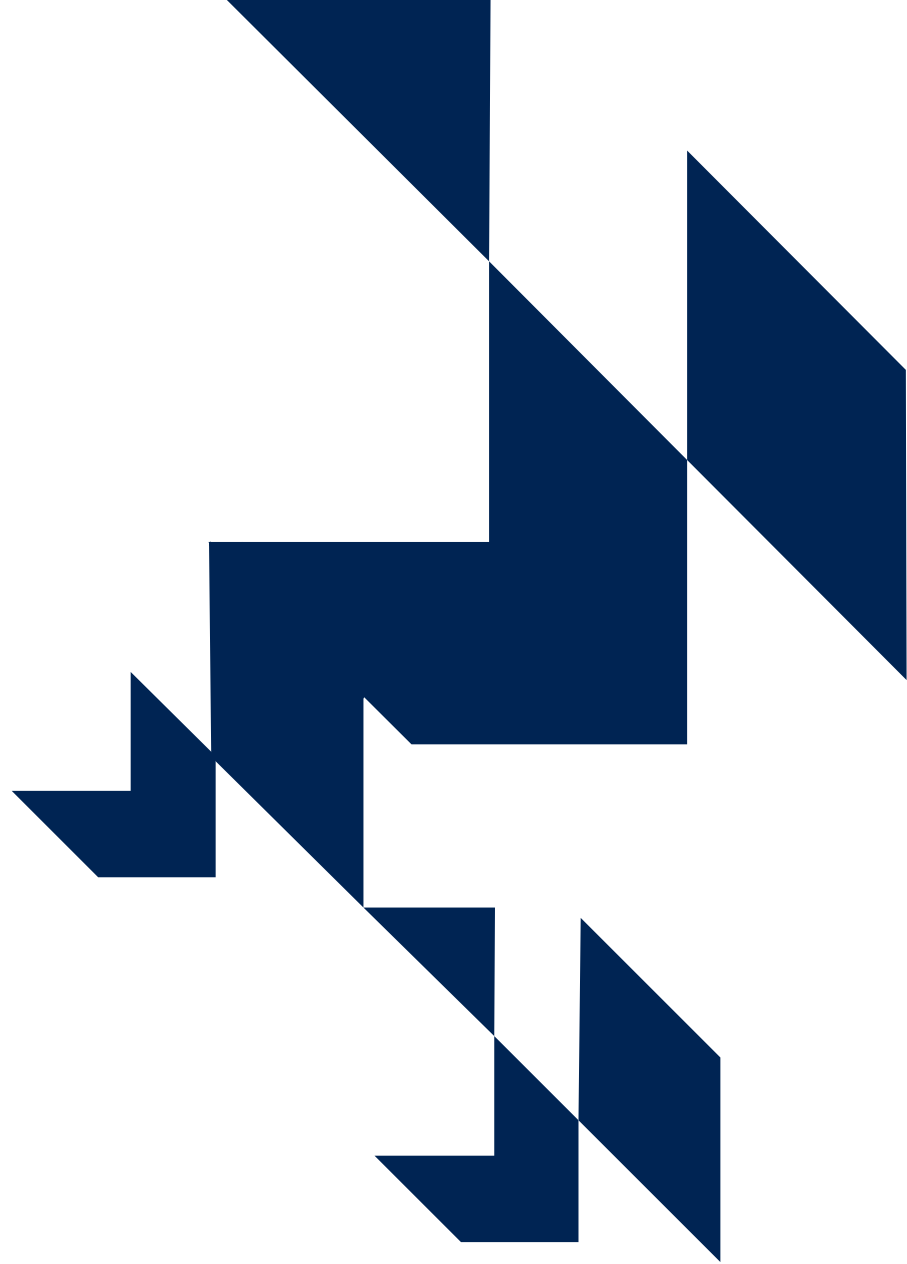
The student submission should be independent and the final content of the submission is the responsibility of the student author. Providers should not seek to exert undue influence on a student to include or exclude particular content in their submission.

Collaboration between providers and students (e.g. meetings to discuss content, sharing drafts of submissions) is likely to be beneficial to both, but ultimately up to the student.

Callum Perry

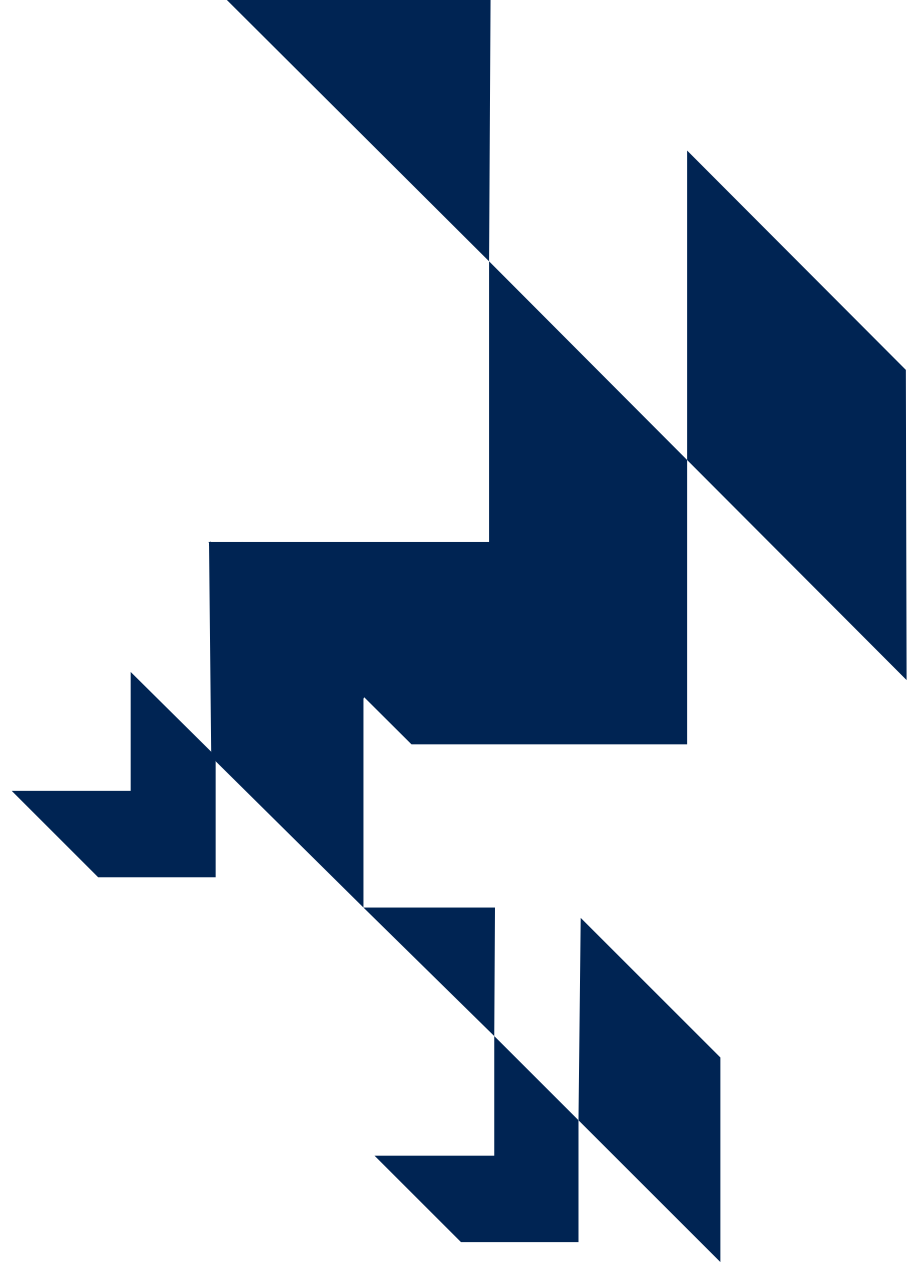
*Current student at University of
East Anglia (UEA)*

*Student member of the
TEF Advisory Group*



TEF 2023:

The TEF panel



Who is the TEF panel?

- An OfS committee responsible for deciding the ratings to award to each participating provider
- Members will be academics and students with expertise in learning and teaching, appointed through an open recruitment process
- Looking for members from diverse backgrounds and experience of diverse types of providers
- Members will be provided with training and will carry out a calibration exercise.

Assessment principles

- The assessment should consider how far a provider delivers excellence for its mix of students and courses.
- Positive evidence of excellence above the minimum quality requirements should be sought.
- Assessments should be based on a balanced consideration of the sources of evidence
- The ratings criteria should be applied holistically to all the available evidence.
- Assessments and outcomes should be transparent and coherent.

The timeline

Timing	Launch of the exercise
30 September 2022	Publication of the TEF indicators for providers in England.
7 October 2022	Publication of Guidance on the TEF.



Timing	Submissions
7 October 2022 to 24 January 2023	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">Participating providers prepare their submissions.</div> <div style="width: 45%;">Students optionally prepare their submissions.</div> </div>

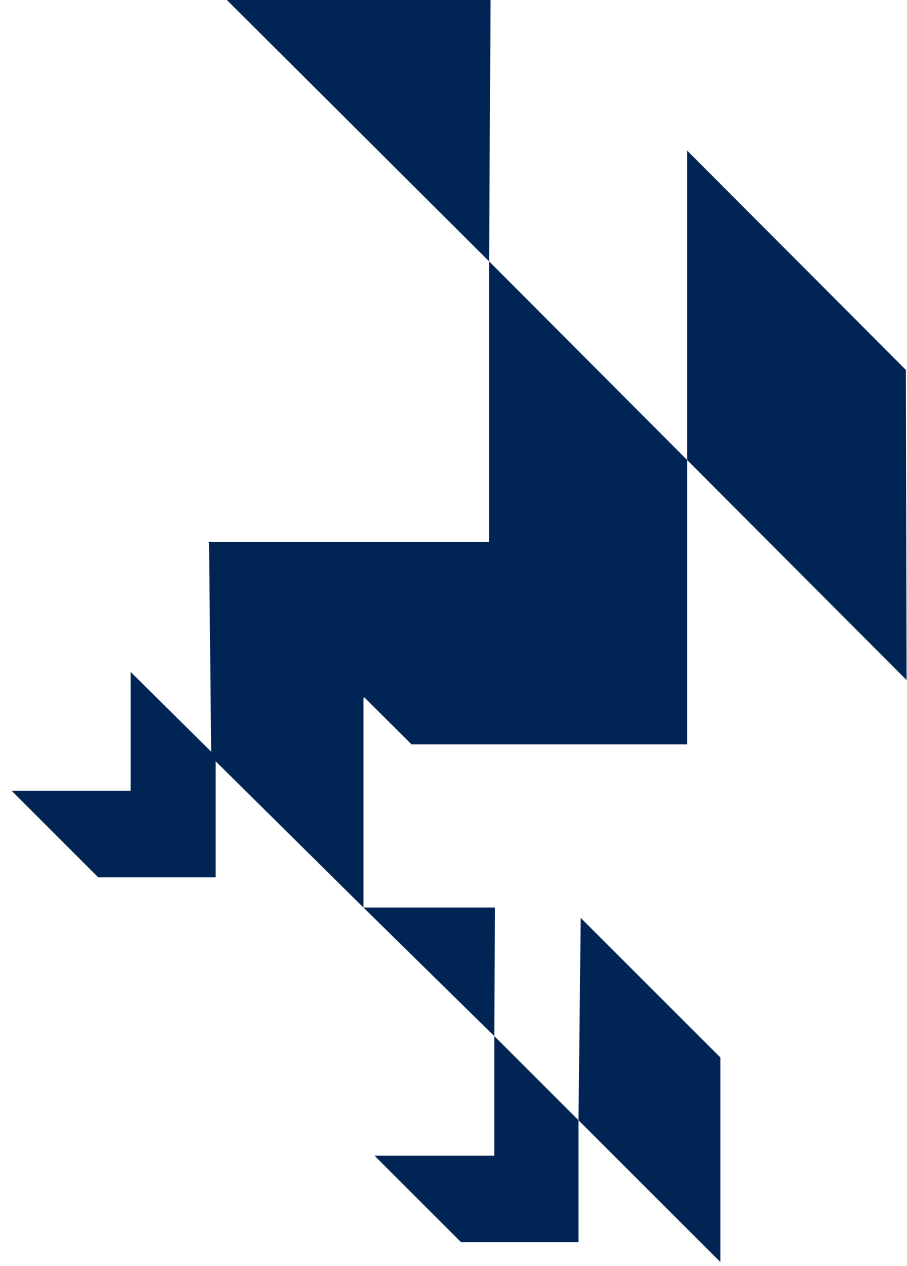


Timing	Assessment
November 2022	The TEF panel is appointed and membership published.
February to June 2023	The TEF panel carries out the assessments and reaches provisional decisions about the ratings.
July to August 2023	Providers receive the panel's provisional ratings and reasoning. Providers can make representations before the final ratings are decided.



Timing	Outcomes
From September 2023	We expect to publish outcomes and submissions. Providers can promote their ratings in accordance with guidelines.
Future years	Ratings last four years, subject to a provider remaining eligible. We expect to publish TEF indicators for providers in England annually.

Questions and answers



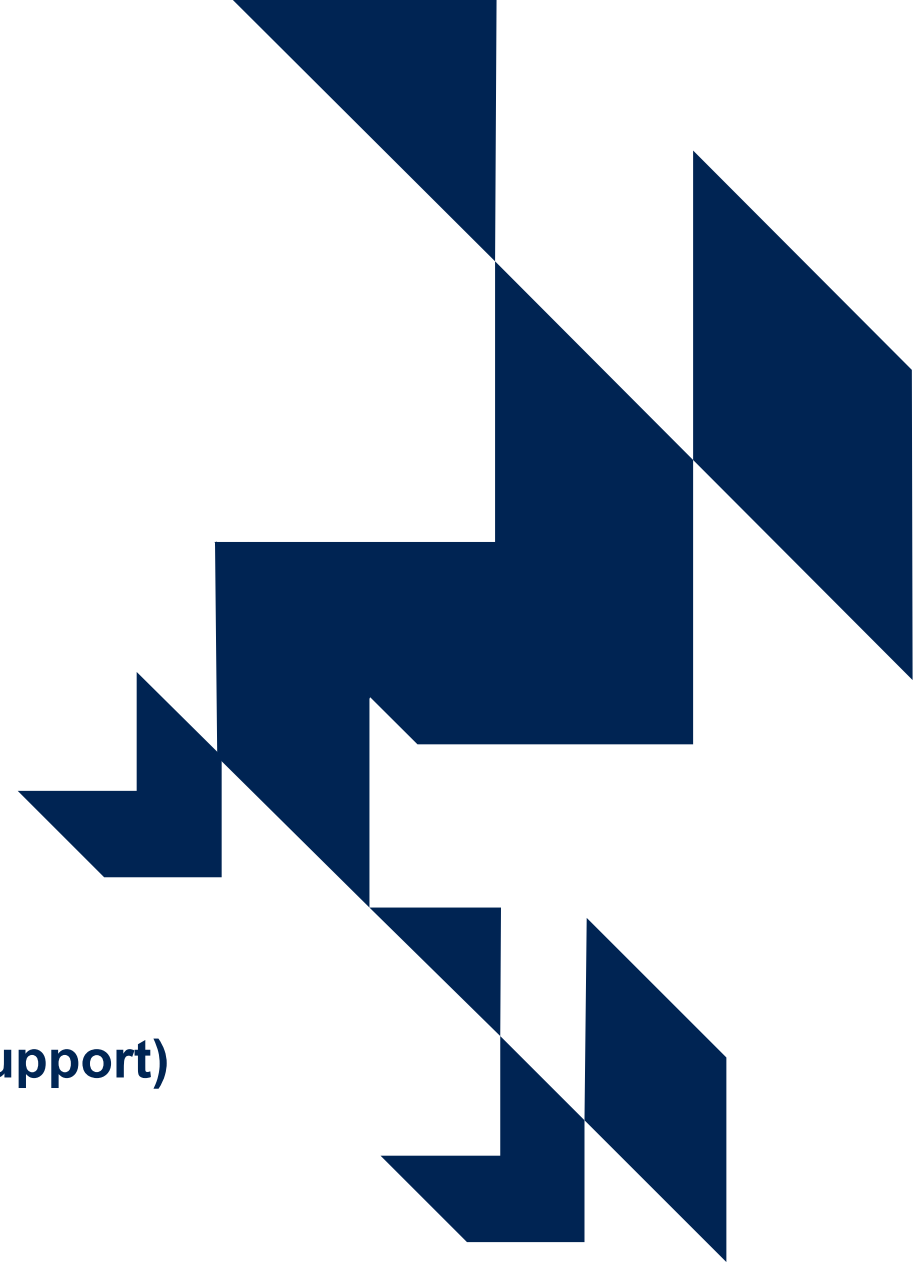
How to find out more and get in touch

TEF publications and information are on the OfS website

Drop in sessions, details will be emailed to you

Email: TEF@officeforstudents.org.uk

providermetrics@officeforstudents.org.uk (indicator support)



Office for
Students

The logo for the Office for Students, featuring a dark blue square with a yellow square in the top right corner containing the letters 'OfS' in white.

OfS

Thank you for listening

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