

Office for
Students



Supporting information for the consultation on the Teaching Excellence Framework (TEF)

Materiality and high benchmark values for
use in interpretation of the TEF indicators

Reference OfS 2022.09

Enquiries to tef@officeforstudents.org.uk

Publication date 25 January 2022

Contents

Introduction	3
Purpose	3
Feedback and enquiries	3
Our proposals	4
Materiality values	6
High benchmark values	11
Annex A: Coverage of the analysis	13
Annex B: Data tables for materiality value proposals	14
Annex C: Data tables for high benchmark value proposals	21

Introduction

Purpose

1. This document is intended to support our consultation on the Teaching Excellence Framework (TEF).¹ It sets out our analysis of data and options that have informed specific proposals about how indicators would be interpreted in the TEF assessments.

Feedback and enquiries

2. If you have feedback in response to the content of this document, please include it in your response to question 9 of the consultation on the TEF.
3. Please direct any enquiries to tef@officeforstudents.org.uk.

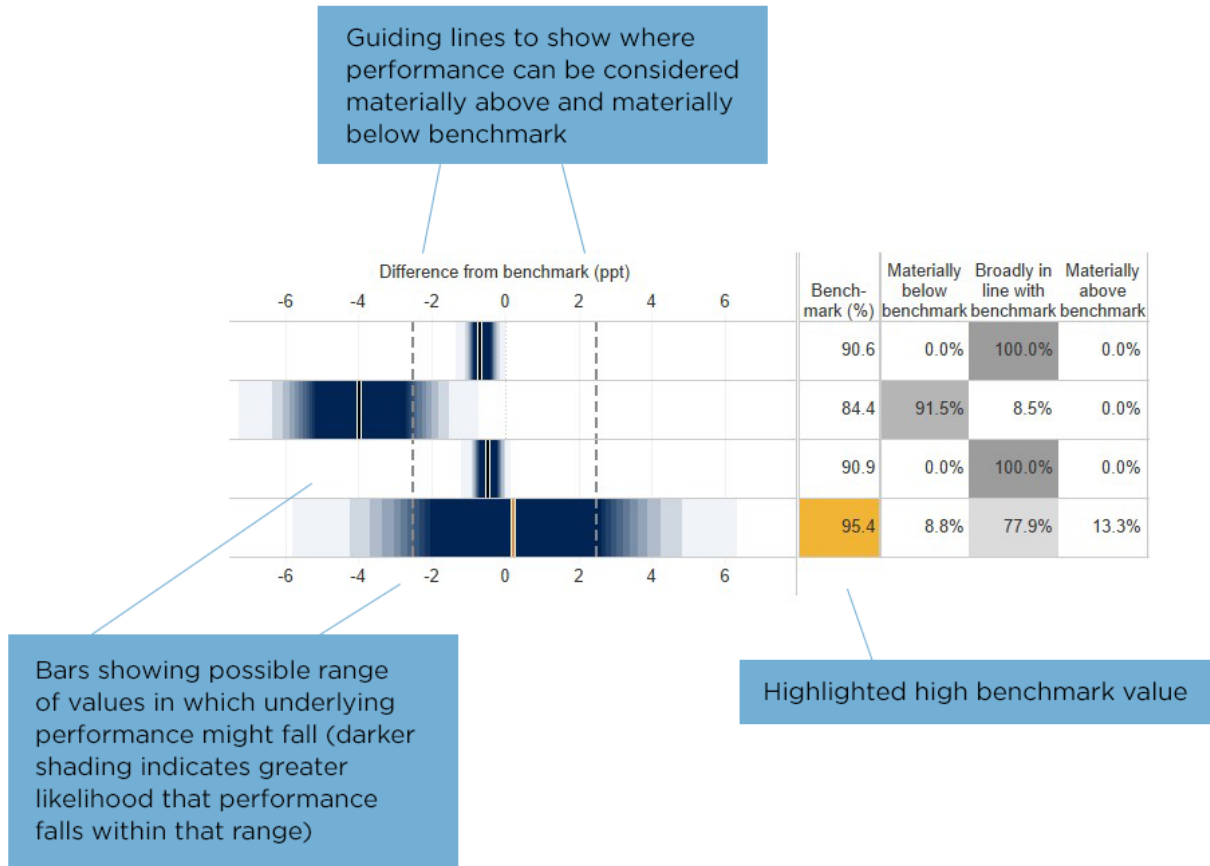
¹ Available at www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/the-tef/.

Our proposals

4. In section 3 of the consultation on the TEF we propose that the TEF indicators would provide part of the evidence that would enable the TEF panel to assess how well a provider delivers teaching, learning and outcomes for its mix of students and courses. We intend that the indicators and the submissions would in combination enable the panel to identify 'very high quality' and 'outstanding quality' features. The panel would then determine ratings, based on the extent to which there are very high quality and outstanding features across the range of a provider's student groups and courses.
5. The TEF indicators would show a provider's performance in relation to its benchmarks. To support consistent interpretation of the indicators, we propose to define 'materially above' and 'materially below' benchmark in a consistent way. We would also recognise that, in some cases, a provider's benchmark may be so high that it would be difficult for the provider to materially exceed its benchmark.
6. This document provides analysis of data and options that have informed the following elements of these proposals, set out under proposal 9 and Annex F of the TEF consultation:
 - a. The **materiality value of 2.5 percentage points**, within the following proposals:
 - i. Performance that is at least 2.5 percentage points above benchmark should be considered as materially above benchmark. This would initially be interpreted as indicating 'outstanding quality'.
 - ii. Performance that is at least 2.5 percentage points below benchmark should be considered as materially below benchmark. This would initially be interpreted as indicating 'not very high quality'.
 - iii. Performance that is within 2.5 percentage points of the benchmark in either direction should be considered as broadly in line with the benchmark. This would initially be interpreted as not indicating 'very high quality'.
 - b. The **high benchmark value of 95 per cent for the continuation measure**, within the following proposal:
 - i. That where a provider has a benchmark value of at least 95 per cent for continuation, and its performance is not materially below its benchmark, the panel would interpret this initially as evidence of 'outstanding quality'.
7. In considering these values, it should be noted that we also make proposals about how the panel would consider the level of statistical uncertainty when interpreting the position of the provider's indicator against its corresponding benchmark. Our proposed approach is illustrated in Figure 1 below, and is explained in more detail in the TEF consultation (proposal 9). The yellow line shows the observed difference between the provider's indicator value and its benchmark. The 'shaded bars' represent the distribution of statistical uncertainty around this difference. Guiding lines indicate where performance could be considered as materially above or below benchmark. A table of figures alongside this summarises the proportion of the distribution represented by the shaded bar that falls above or below these lines.

We propose to guide the panel to take account of statistical uncertainty by considering the position of the 'shaded bar' in relation to the 'guiding lines', recognising that the bar may cross one or both lines.²

Figure 1: Key elements of the proposed indicators presentation



² See Annex F of the consultation document (available at www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/the-tef/) for further detail about how we propose to guide the panel.

Materiality values

Approach to identifying proposed values

8. The following issues have informed our consideration of what value should be identified as materially above or below benchmark:
- a. **The distribution of performance across the sector.** Our analysis shows a wide range of performance when providers' indicator values are compared with their benchmarks, ranging from differences of close to zero, to more extreme differences of up to 20 percentage points in either direction for some measures. This distribution varies to some extent across the different measures. This document presents summary analysis of these distributions; more detailed data can be explored in the 'Sector distributions of student outcomes dashboard'.³
 - b. **Our policy intentions.** We intend that the indicators be used in the TEF to help differentiate levels of performance. For this purpose we want to identify a materiality value that distributes providers across all three performance areas (materially above, broadly in line with, and materially below benchmark). We have therefore considered how setting different materiality values would affect the distribution across these three performance areas, for each measure.
 - c. **Precedents for interpreting benchmarked performance.** In past TEF exercises, the point at which performance was considered materially different to benchmark was set at two percentage points above or below benchmark. The UK Performance Indicators⁴ have used three percentage points. As these have been broadly accepted approaches, we have looked at the effect of setting values for materiality at two percentage points and three percentage points, and other options including 2.5 percentage points and five percentage points.
 - d. **The nature of the indicators and benchmarks.** Given statistical uncertainty in the data, and that benchmarking does not take account of all factors that could affect performance, it would be unreasonable to consider very small differences from a provider's benchmark as being material enough to affect its TEF assessment.
 - e. **Transparency and consistency.** To enable transparent communication and consistent interpretation of the TEF indicators, it would be preferable to identify a single materiality value that could apply across all indicators. Using a range of different materiality values for different indicators would add complexity to the communication and use of the TEF indicators.
9. To identify an appropriate materiality value, we looked at the effects of using different materiality values. After initial analysis we focused on the options of 2, 2.5 and 3 percentage

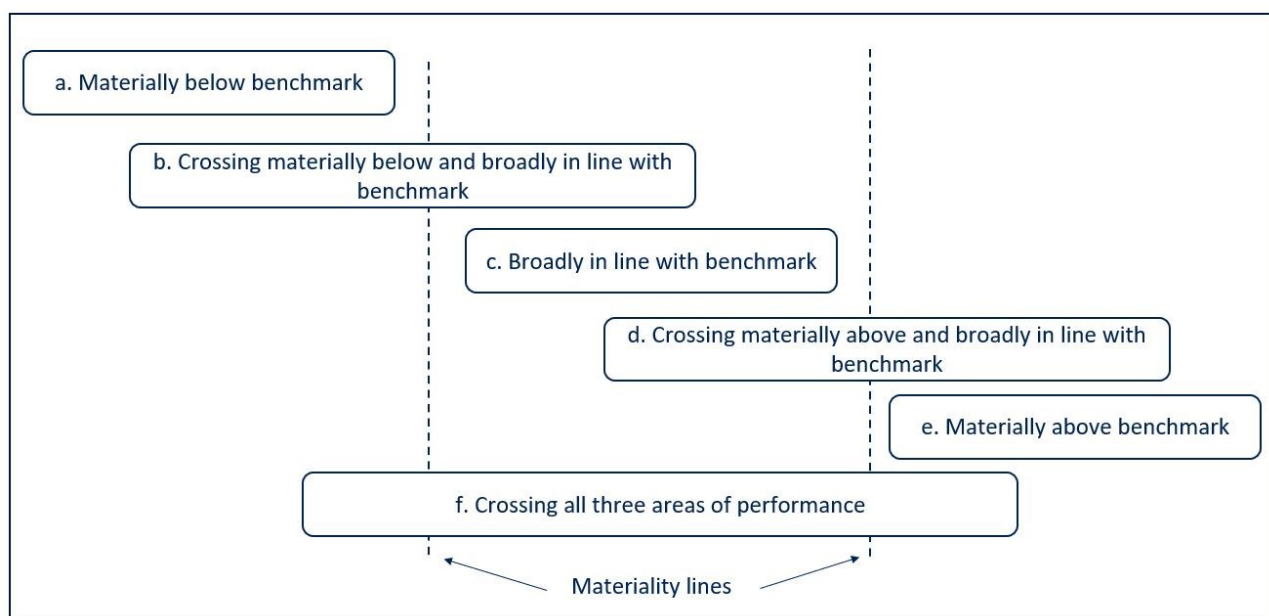
³ Available at www.officeforstudents.org.uk/data-and-analysis/student-outcomes-and-experiences-data-dashboards/.

⁴ For more information about the UK Performance Indicators, see www.hesa.ac.uk/data-and-analysis/performance-indicators.

points as the main potential candidates for the full-time indicators. For the part-time indicators we also looked at 5 percentage points.

10. As noted above, using any given materiality values creates three performance areas on the chart:
 - materially above benchmark
 - broadly in line with benchmark
 - materially below benchmark.
11. Through our approach to taking account of statistical uncertainty around the observed value, the shaded bars can span multiple areas. In analysing the effects of using different materiality values, we therefore placed providers into six different categories. These categories are illustrated in Figure 2 below.

Figure 2: Categories used for analysis



12. In weighing up the effects of each materiality value we considered:
 - a. The consultation on the TEF proposes that an 'outstanding feature' would be 'among the very highest quality found in the sector for the mix of students and courses taught by a provider'. For the indicators to aid identification of these features, it would be desirable to set the value at a level where a reasonable proportion of providers are materially above their benchmark (category e and to some extent d).
 - b. Given the distribution of performance across the sector (see paragraph 9.a.), a broadly similar proportion might have indicators materially below benchmark. However, this might not be the case for a given measure. We consider it would be unnecessary for the purposes of the TEF and would add undue complexity to set different values for materially above and materially below benchmark, to ensure a similar proportion of providers are in each category. We therefore only considered using the same values for materially above and materially below benchmark, on each measure.

- c. It would be desirable for a reasonable proportion of providers to have indicators broadly in line with benchmark, to aid the identification of very high quality features. Given the distribution of performance across the sector, we would typically expect this proportion to be at least as great as the proportion that are materially above (or materially below) benchmark. If fewer providers are broadly in line with benchmark than materially above (or materially below) benchmark, this could suggest that the materiality value is too low.
 - d. It would be undesirable to have a large proportion of providers where performance spans all three areas (category f). If this were to be the case, it could suggest that the materiality value is too low to be effective in differentiating performance for the purpose of the TEF. However, for smaller providers this may be unavoidable due to higher levels of statistical uncertainty around the indicators, as the student populations become smaller.
13. We looked separately at the distribution achieved for providers with more than 500 students in the indicator's denominator, and for providers with more than 23 students. We placed greater weight on the former, given that these providers would generally be required to participate in the TEF.⁵

Findings of the analysis

Full-time provision

14. Tables 1a to 1d at Annex B show the distribution of providers across the six categories shown in Figure 2, for full-time provision. The tables group the indicators by student outcomes and student experience, and show the distribution separately for larger providers (with more than 500 students) and all providers (with more than 23 students). The tables show the distribution for each of the three materiality values we considered. The distribution for our proposed value of 2.5 per cent appears in bold.
15. In summary we found that:
- a. A **two-percentage** materiality value results in a relatively high level of differentiation across all measures for larger providers. However, some of the measures have a smaller proportion of providers broadly in line with their benchmark than materially above their benchmark, suggesting that the materiality value might be too low for some measures. When including smaller providers, a high proportion of providers cross all three areas of performance (in excess of 30 per cent for some measures). Also, most measures have a smaller proportion of providers broadly in line with their benchmark than materially above benchmark, and the proportion of providers broadly in line with their benchmark is low (less than ten per cent) on several measures. These findings suggest that when including smaller providers, a two-percentage materiality value is undesirably low.
 - b. A **2.5 per cent** value results in a relatively high level of differentiation across most measures for larger providers. On some measures, notably continuation, the proportion of

⁵ The counts of students used in this analysis include all students used to calculate each indicator, for each mode of study. For all measures except progression, the count of students is generally based on a four-year time series. For the progression measure the count of students is over a maximum two-year time series. These counts differ from the proposed method for determining mandatory participation in the TEF on the basis of condition B6, which we have proposed will count the FTE of undergraduate students in the most recent academic year.

providers above benchmark is low (less than 10 per cent), although a large proportion are partially in line with their benchmark and partially above it (category d). When including smaller providers, a high proportion of providers still cross all three areas of performance (though this is reduced to below 30 per cent for all measures). For all but one of the measures, a greater proportion of providers are broadly in line with their benchmark than materially above their benchmark. These findings suggest that when including smaller providers, a 2.5 per cent value is more desirable than a 2 per cent value.

c. A **three per cent** value reduces the differentiation further for larger providers, with only one measure where the percentage materially above benchmark exceeds ten per cent. When including smaller providers, there remains a high proportion of providers that cross all three areas of performance (though this is reduced to below 27 per cent for all measures). There is only one measure where the percentage materially above benchmark exceeds ten per cent. These findings suggest that a three per cent value is too high.

16. Overall, we consider that a 2.5 per cent value would be the most appropriate. It generally provides a reasonable degree of differentiation for both larger and smaller providers. Although the proportion of larger providers that are above benchmark is relatively low on some measures, this could potentially be addressed by our proposal (set out below) to take account of very high benchmark values.
17. We note that all three options result in a high proportion of smaller providers crossing all three performance areas. This appears to be due to increasing statistical uncertainty as the student populations become smaller. It does not appear to be an issue that can effectively be addressed by adjusting the materiality value. Instead, our consultation on the TEF proposes that where there is a high degree of statistical uncertainty in the indicators, proportionately greater weight would be placed on evidence in the submissions.

Part-time provision

18. Tables 2a to 2c show the distribution of providers across the six categories shown in Figure 2, for part-time provision, broken down based on student population size in the same way as for full-time students. There were too few larger providers to inform our consideration of the student experience and progression measures (13 and four providers respectively). The tables for larger providers only show the continuation and completion measures.
19. For part-time provision, we found that materiality values of two, 2.5 and three per cent produced very similar distributions. Of these three, therefore, we would propose the 2.5 per cent value would be preferable, to align with the value we propose for full-time provision. We have therefore not included two or three per cent values in the tables. We have, instead, looked at the effect of using a higher value (five per cent) to improve the distribution for part-time provision.
20. In summary, we found different effects when considering the outcome indicators and the experience indicators:
 - a. For the **outcome indicators**, the distribution (for both larger providers and when including smaller providers) is skewed. Across these measures large proportions of providers are above benchmark, and small proportions are in line with benchmark. This skew is stronger when using a 2.5 per cent value. When using a 5 per cent value the distribution is improved and the skew is reduced, but still present.

b. For the **experience indicators** (which include smaller providers), there are small proportions above benchmark when using a 2.5 per cent value. When using a 5 per cent value this is reduced further, with no providers above benchmark on most of these measures.

21. Overall, for part-time provision there does not appear to be a single value that produces a desirable distribution across all measures. We propose to use the same value for part-time provision as we propose for full-time provision (2.5 per cent), because:

a. It would avoid the complexity of using different values for different modes of study, and for different measures within the part-time mode. Such complexity would be disproportionate, given the scale of part-time provision compared with full-time.⁶

b. The effects would be that, compared with a 5 per cent value, a larger proportion of part-time indicators would be above benchmark, and a larger proportion would cross all three performance areas (in which case greater weight would be placed on evidence in the submissions).

22. Overall, we consider the advantages of avoiding complexity outweigh any negative effects of the proposal, although we are open to considering arguments for using different values.

Apprenticeship provision

23. For apprenticeships, there were too few providers to consider the distribution effects of using different materiality values. We propose to use a value of 2.5 per cent for apprenticeships to align with the full-time and part-time modes, and avoid the complexity of using different values for different modes of study.

⁶ There are about 13 per cent of students classified as part-time as a proportion of all entrants. The average proportion of part-time students within a provider is about 16 per cent, and 32 out of 371 providers have a majority of their students classified as part-time. These figures are all based on undergraduate entrants at OfS-registered providers in the 2019-20 academic year, and calculated from the underlying data produced following the proposed definitions on the size and shape of a provider's provision.

High benchmark values

24. Having considered the distribution of performance across the sector, we also considered whether some providers' benchmarks may be so high that it would be difficult for the provider to materially exceed its benchmark. Where this is the case, we would recognise 'outstanding quality' by:
 - a. Setting a 'high benchmark value' for any measures where this is appropriate.
 - b. Highlighting where a provider's benchmark is at or above this value.
 - c. Guiding the TEF panel to interpret this as indicating outstanding quality, so long as the provider is not materially below its benchmark.

Approach to identifying proposed values

25. We first considered for which measures there appear to be benchmarks that are unusually difficult for providers to exceed, and at what point that occurs. This involved identifying, for each measure, if benchmark values reach a point at which the proportion of providers materially above benchmark (category e and to some extent category d of Figure 2) decreases markedly, or where no provider materially exceeds its benchmark. Once we identified such measures, we then considered the effect of setting high benchmark values on the overall distribution of providers' performance across the performance areas.
26. Tables 3a to 3c at Annex C show the distribution of providers with benchmarks above 80, 85 and 90 per cent for the progression and student experience measures. Tables 3d to 3f show the distribution for those with benchmarks above 90, 93 and 95 per cent for continuation and completion. The distribution in each case is shown separately for providers with more than 500 and more than 23 students. Our analysis focussed on full-time provision, as no part-time or apprenticeships indicators had benchmarks over 90 per cent, so all the data shown is for full-time mode.
27. In summary:
 - a. For the **student experience** measures and for **progression** we found that as the benchmark values increased, there was no clear decline in the proportion of providers above benchmark (categories e and, to some extent, category d). There are few providers with benchmarks above 85 per cent for these measures, and there is no noticeable shift away from the proportion of these providers that are above benchmark. We therefore concluded it would be unnecessary to propose a high benchmark value for these measures.
 - b. For the **completion** measures, there are a small number of providers with benchmarks above 93 or 95 per cent, and some of these are above benchmark (category e and to some extent d). This suggests it would be unnecessary to propose a high benchmark value for these measures.
 - c. For **continuation** there are a larger number of providers with a benchmark above 93 per cent and above 95 per cent. These providers' performance is concentrated in line with their benchmarks, and none are above benchmark. This suggests there is a point at which it is unusually difficult for providers to materially exceed their continuation benchmarks, and we should therefore propose a high benchmark value for continuation.

28. To identify what value to propose for the high continuation benchmarks, we took into account:
- a. The information in Tables 3d to 3f (summarised at paragraph 27.c. above), which suggests it may become unusually difficult for providers to materially exceed continuation benchmarks of 93 per cent or above.
 - b. The effect on the distribution of using 93 and 95 per cent values, especially on the proportion of providers in category e, as these would be interpreted as initial evidence of 'outstanding quality'.
29. Tables 3g and 3h at Annex C show the effect on the distribution of setting high benchmark values of 93 and 95 per cent for the continuation indicator, using a 2.5 per cent materiality value, first for larger providers and then for all providers. In these tables, providers with benchmarks exceeding 93 and 95 per cent that had been in category c or d are now shown in category e. As noted above, there was no part-time or apprenticeship provision with a benchmark above 90 per cent, so these tables are for full-time.
30. The effects shown in tables 3g and 3h suggest that using a 93 per cent high benchmark value for continuation may overly compensate for providers with high continuation benchmarks. Before taking account of high benchmark values, the continuation measure has a lower proportion of providers (6 per cent of larger providers) in category e than the other outcome measures (see tables 1a and 1c). Setting a high benchmark value of 93 per cent results in continuation having the largest proportion of providers (18.7 per cent of larger providers) in category e. Setting a high benchmark value of 95 per cent results in a more similar proportion in category e as the other outcome indicators, although continuation still has the largest proportion (13.9 per cent of larger providers).
31. On balance, our preferred option is to set a 95 per cent high benchmark value for continuation. We are, however, interested in views about how we have interpreted and weighed up the analysis and the options considered, and are open to alternative options.

If you have feedback on these issues, please respond to question 9 of the consultation on the TEF.

Annex A: Coverage of the analysis

1. The analyses presented in this paper use the measures as proposed in our consultation about the construction of student outcome and experience measures⁷ to be used in our regulation of student outcomes and the TEF. The measures remain subject to change on conclusion of the consultation exercise. Throughout, the indicators include all undergraduate students across all OfS-registered English providers.
2. Our consultation proposes how statistical uncertainty in the indicators would be communicated.⁸ 'Shaded bars' would represent the continuous spread (or distribution) of statistical uncertainty around the point estimates that we have calculated. For the purpose of this analysis, we categorised the shaded bars for providers into one of six categories (as illustrated in Figure 2) using the 95 per cent confidence interval. We have made no adjustment for multiple comparisons when calculating these confidence intervals in the analysis.
3. The provider-level differences from benchmarks use the data calculated for the illustrative student outcome and experience data indicators produced to support the consultations. As such, the differences from benchmarks are calculated using benchmarking factors that were available at the time of producing the illustrative data indicators. They do not include the Association Between Characteristics (ABCS) groupings that we propose to use in future as a benchmarking factor for the completion and progression measures.

⁷ Available at www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/outcome-and-experience-data/.

⁸ See proposal 11 of the consultation on constructing student outcome and experience indicators for use in OfS regulation, at www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/student-outcomes-data-indicators/.

Annex B: Data tables for materiality value proposals

These data tables show the proportion of providers that fall into each category (a to f) as a percentage of the number of 'Total providers', when different materiality values are applied.

Table 1a. Full time: distribution of providers with more than 500 students for student outcomes measures

Measure	Total providers	Materiality value (%)	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Cohort tracking	244	2.0	23.0	13.5	21.3	28.7	11.1	2.5
Cohort tracking	244	2.5	20.9	15.2	29.9	25.0	8.6	0.4
Cohort tracking	244	3.0	19.7	13.9	39.8	20.1	6.6	N/A
Completion - compound indicator	248	2.0	26.2	19.4	15.7	20.2	17.7	0.8
Completion - compound indicator	248	2.5	23.0	21.0	21.4	21.0	13.3	0.4
Completion - compound indicator	248	3.0	20.2	21.8	27.0	21.4	9.7	N/A
Continuation	251	2.0	11.2	21.1	37.5	20.3	7.6	2.4
Continuation	251	2.5	9.2	21.5	45.8	17.1	6.0	0.4
Continuation	251	3.0	6.8	21.1	52.6	15.5	4.0	N/A
Progression	100	2.0	6.0	33.0	19.0	30.0	10.0	2.0
Progression	100	2.5	6.0	29.0	31.0	24.0	9.0	1.0
Progression	100	3.0	5.0	25.0	42.0	21.0	6.0	1.0

Table 1b. Full time: distribution of providers with more than 500 students for student experience measures

Measure	Total providers	Materiality value (%)	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Academic support	159	2.0	15.1	26.4	17.6	25.2	13.8	1.9
Academic support	159	2.5	10.1	27.0	25.8	26.4	10.7	N/A
Academic support	159	3.0	8.2	22.6	35.8	25.2	8.2	N/A
Assessment and feedback	159	2.0	18.2	21.4	15.7	21.4	19.5	3.8
Assessment and feedback	159	2.5	12.6	22.0	28.3	20.8	13.2	3.1
Assessment and feedback	159	3.0	10.7	21.4	35.8	21.4	9.4	1.3
Learning resources	159	2.0	20.8	17.0	26.4	18.9	13.8	3.1
Learning resources	159	2.5	17.6	16.4	38.4	18.2	8.8	0.6
Learning resources	159	3.0	16.4	15.7	44.0	17.0	6.9	N/A
Student voice	159	2.0	18.9	18.9	14.5	22.6	19.5	5.7
Student voice	159	2.5	16.4	21.4	21.4	23.3	14.5	3.1
Student voice	159	3.0	13.2	23.3	28.3	23.9	10.1	1.3
Teaching on my course	159	2.0	6.9	31.4	27.7	22.0	9.4	2.5
Teaching on my course	159	2.5	5.7	25.2	40.3	21.4	6.9	0.6
Teaching on my course	159	3.0	5.0	21.4	49.1	20.1	4.4	N/A

Table 1c. Full time: distribution of providers with more than 23 students for student outcomes measures

Measure	Total providers	Materiality value (%)	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Cohort tracking	343	2.0	23.4	13.5	15.2	26.0	13.7	8.2
Cohort tracking	343	2.5	21.6	16.4	21.3	24.6	11.4	4.7
Cohort tracking	343	3.0	20.5	15.8	28.4	22.2	9.1	4.1
Completion - compound indicator	359	2.0	22.8	19.2	10.9	18.9	18.1	10.0
Completion - compound indicator	359	2.5	20.1	21.7	14.8	20.9	14.5	8.1
Completion - compound indicator	359	3.0	18.1	22.6	18.7	23.1	11.4	6.1
Continuation	362	2.0	11.3	20.7	26.0	20.4	11.0	10.5
Continuation	362	2.5	9.1	22.9	31.8	19.3	9.1	7.7
Continuation	362	3.0	7.2	24.3	36.5	19.3	7.7	5.0
Progression	320	2.0	8.8	22.3	9.8	24.9	11.9	22.3
Progression	320	2.5	8.3	21.8	16.1	23.8	10.4	19.7
Progression	320	3.0	7.8	20.2	21.8	22.8	8.3	19.2

Table 1d. Full time: distribution of providers with more than 23 students for student experience measures

Measure	Total providers	Materiality value (%)	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Academic support	347	2.0	10.3	19.1	8.2	22.6	11.7	28.2
Academic support	347	2.5	7.6	19.9	12.0	26.7	7.9	25.8
Academic support	347	3.0	6.5	18.8	16.7	28.4	6.7	22.9
Assessment and feedback	347	2.0	11.4	17.6	7.3	17.0	13.8	32.8
Assessment and feedback	347	2.5	8.8	19.1	13.2	19.4	10.0	29.6
Assessment and feedback	347	3.0	7.6	19.9	16.7	21.7	7.6	26.4
Learning resources	347	2.0	21.1	20.2	12.3	15.8	10.0	20.5
Learning resources	347	2.5	19.6	21.4	17.9	17.6	6.2	17.3
Learning resources	347	3.0	18.8	21.7	20.8	17.9	5.3	15.5
Student voice	347	2.0	14.7	16.4	6.7	17.9	13.8	30.5
Student voice	347	2.5	13.2	18.5	10.0	19.9	10.6	27.9
Student voice	347	3.0	11.1	21.4	13.2	22.0	7.9	24.3
Teaching on my course	347	2.0	5.6	19.6	12.9	22.6	8.2	31.1
Teaching on my course	347	2.5	5.0	17.9	18.8	24.9	5.9	27.6
Teaching on my course	347	3.0	4.1	18.8	22.9	26.4	4.7	23.2

Table 2a. Part time: distribution of providers with more than 500 students for student outcomes measures

Measure	Total providers	Materiality value (%)	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Cohort tracking	170	2.5	11.2	5.9	1.2	19.4	57.6	4.7
Cohort tracking	170	5.0	10.6	4.1	14.7	31.8	38.8	N/A
Completion - compound indicator	109	2.5	13.8	10.1	1.8	16.5	52.3	5.5
Completion - compound indicator	109	5.0	12.8	7.3	11.0	28.4	40.4	N/A
Continuation	125	2.5	15.2	8.8	3.2	32.0	38.4	2.4
Continuation	125	5.0	13.6	7.2	20.0	35.2	24.0	N/A

Table 2b. Part time: distribution of providers with more than 23 students for student outcomes measures

Measure	Total providers	Materiality value (%)	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Cohort tracking	268	2.5	10.6	5.3	0.8	20.5	51.7	11.0
Cohort tracking	268	5.0	9.5	6.8	9.9	34.6	35.7	3.4
Completion - compound indicator	264	2.5	10.6	6.8	0.8	21.6	38.3	22.0
Completion - compound indicator	264	5.0	9.5	9.5	4.9	38.3	27.3	10.6
Continuation	276	2.5	13.4	6.9	1.4	30.8	29.7	17.8
Continuation	276	5.0	10.9	12.0	9.8	42.4	18.5	6.5
Progression	194	2.5	6.0	12.0		30.1	14.5	37.3
Progression	194	5.0	1.2	20.5	3.6	48.2	4.8	21.7

Table 2c. Part time: distribution of providers with more than 23 students for student experience measures

Measure	Total providers	Materiality value (%)	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Academic support	158	2.5	8.9	15.8	1.4	21.9	2.7	49.3
Academic support	158	5.0	2.1	30.1	5.5	30.8	N/A	31.5
Assessment and feedback	158	2.5	14.4	18.5	1.4	13.7	0.7	51.4
Assessment and feedback	158	5.0	8.2	32.2	6.8	26.0	N/A	26.7
Learning resources	158	2.5	16.4	15.1	2.1	11.6	6.2	48.6
Learning resources	158	5.0	10.3	35.6	6.2	21.2	2.7	24.0
Student voice	158	2.5	2.1	8.2	1.4	24.0	13.0	51.4
Student voice	158	5.0	2.1	12.3	3.4	41.1	5.5	35.6
Teaching on my course	158	2.5	2.7	15.8	2.1	26.0	2.1	51.4
Teaching on my course	158	5.0	2.1	21.9	7.5	39.7	N/A	28.8

Annex C: Data tables for high benchmark value proposals

These data tables show the proportion of providers that exceed the specified benchmark value falling into each category (a to f), as a percentage of the number of 'Total providers', when a 2.5 per cent materiality value is applied. The table also show the proportion of providers with a benchmark below the specified value, as a percentage of the number of 'Total providers'.

Table 3a. Progression and student experience: distribution of providers with a benchmark value greater than 80 per cent

Measure	Number of students	Total providers	Providers with benchmark on or below 80 per cent	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Progression	>500	100	88	0	2.0	3.0	4.0	3.0	0
Academic support	>500	159	92.5	0.6	2.5	0.6	1.9	1.9	0
Assessment and feedback	>500	159	74.8	1.9	10.1	0	8.8	4.4	0
Learning resources	>500	159	24.5	8.8	13.2	37.1	10.1	6.3	0
Student voice	>500	159	96.2	0	1.3	0.6	0.6	1.3	0
Teaching on my course	>500	159	5	3.1	23.3	40.3	20.8	6.9	0.6
Progression	>23	320	90.2	0	1.0	1.6	3.6	2.6	1.0
Academic support	>23	347	43.5	2.6	11.4	0	16.4	4.1	22.0
Assessment and feedback	>23	347	76.2	0.3	2.9	0.3	5.9	2.1	12.3
Learning resources	>23	347	52	7.0	8.5	17.3	8.5	2.9	3.8
Student voice	>23	347	93.2	0	0.6	0.3	2.6	1.2	2.1
Teaching on my course	>23	347	4.3	3.8	16.7	18.8	23.8	5.6	27.0

Table 3b. Progression and student experience: distribution of providers with a benchmark value greater than 85 per cent

Measure	Number of students	Total providers	Providers with benchmark on or below 85 per cent	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Progression	>500	100	97	0	1.0	0	2.0	0.	0
Academic support	>500	159	98.2	0.6	0.6	0	0.	0.6	0
Assessment and feedback	>500	159	96.2	0	1.9	0	0.6	1.3	0
Learning resources	>500	159	97.5	0	1.3	0	0.6	0.6	0
Student voice	>500	159	98.2	0	0.6	0	0.6	0.6	0
Teaching on my course	>500	159	86.8	0	4.4	2.5	5.0	1.3	0
Progression	>23	320	96.9	0	0.5	0	2.1	0	0.5
Academic support	>23	347	92.3	0	0.9	0	4.1	0.6	2.1
Assessment and feedback	>23	347	96.1	0.3	0.3	0	1.2	0.9	1.2
Learning resources	>23	347	96.4	0	0.6	0	1.8	0.3	0.9
Student voice	>23	347	97	0	0.3	0	1.8	0.6	0.3
Teaching on my course	>23	347	68.8	0.3	4.7	1.2	10.9	0.9	13.2

Table 3c. Progression and student experience: distribution of providers with a benchmark value greater than 90 per cent

Measure	Number of students	Total providers	Providers with benchmark on or below 90 per cent	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Progression	>500	100	99	0	0	0	1.0	0	0
Academic support	>500	159	100	0	0	0	0	0	0
Assessment and feedback	>500	159	100	0	0	0	0	0	0
Learning resources	>500	159	100	0	0	0	0	0	0
Student voice	>500	159	100	0	0	0	0	0	0
Teaching on my course	>500	159	97.6	0	0.6	0.6	0.6	0.6	.
Progression	>23	320	99	0	0	0	1.0	0	0
Academic support	>23	347	98.5	0	0	0	1.2	0	0.3
Assessment and feedback	>23	347	99.7	0	0	0	0.3	0	0
Learning resources	>23	347	100	0	0	0	0	0	0
Student voice	>23	347	100	0	0	0	0	0	0
Teaching on my course	>23	347	93.6	0	0.6	0.3	2.9	0.3	2.3

Table 3d. Continuation and completion: distribution of providers with a benchmark value greater than 90 per cent

Measure	Number of students	Total providers	Providers with benchmark on or below 90 per cent	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Continuation	>500	251	65.7	2.0	1.2	26.3	4.4	0.4	0
Cohort tracking	>500	244	82	0.4	0	11.9	4.1	1.6	0
Completion - compound indicator	>500	248	87.1	0.4	0	7.3	2.0	3.2	0
Continuation	>23	362	71.2	1.4	1.4	18.2	6.1	0.6	1.1
Cohort tracking	>23	343	84.7	0.6	0.3	8.5	3.8	1.8	0.3
Completion - compound indicator	>23	359	90.5	0.6	0.3	5.0	1.4	2.2	0

Table 3e. Continuation and completion: distribution of providers with a benchmark value greater than 93 per cent

Measure	Number of students	Total providers	Providers with benchmark on or below 93 per cent	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Continuation	>500	251	86.9	0	0.4	12.7	0	0	0
Cohort tracking	>500	244	90.2	0	0	8.2	1.6	0	0
Completion - compound indicator	>500	248	94	0	0	4.0	0.8	1.2	0
Continuation	>23	362	90	0	0.3	8.8	0.6	0	0.3
Cohort tracking	>23	343	92.4	0.3	.	5.8	1.5	0	0
Completion - compound indicator	>23	359	95.5	0	0.3	2.8	0.6	0.8	0

Table 3f. Continuation and completion: distribution of providers with a benchmark value greater than 95 per cent

Measure	Number of students	Total providers	Providers with benchmark on or below 95 per cent	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above	f. Crossing all 3 areas
Continuation	>500	251	92	0	0	8.0	0	0	0
Cohort tracking	>500	244	97.6	0	0	2.0	0.4	0	0
Completion - compound indicator	>500	248	98.8	0	0	0.4	0.4	0.4	0
Continuation	>23	362	94.2	0	0	5.5	0.3	0	0
Cohort tracking	>23	343	97.9	0	0	1.5	0.6	0	0
Completion - compound indicator	>23	359	99.1	0	0	0.3	0.3	0.3	0

Table 3g. Full time: distribution of providers with over 500 students for the continuation measure

	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above benchmark, or in line with a high benchmark value	f. Crossing all 3 areas
With no high benchmark value applied	9.2	21.5	45.8	17.1	6.0	0.4
With high benchmark value of 93 per cent applied	9.2	21.5	33.1	17.1	18.7	0.4
With high benchmark value of 95 per cent applied	9.2	21.5	37.8	17.1	13.9	0.4

Table 3h. Full time: distribution of providers with over 23 students for the continuation measure

	a. Materially below	b. Crossing materially below and broadly in line with benchmark	c. Broadly in line with benchmark	d. Crossing materially above and broadly in line with benchmark	e. Materially above benchmark, or in line with a high benchmark value	f. Crossing all 3 areas
With no high benchmark value applied	9.1	22.9	31.8	19.3	9.1	7.7
With high benchmark value of 93 per cent applied	9.1	22.9	22.9	18.8	18.5	7.7
With high benchmark value of 95 per cent applied	9.1	22.9	26.2	19.1	14.9	7.7



© The Office for Students copyright 2022

This publication is available under the Open Government Licence 3.0 except where it indicates that the copyright for images or text is owned elsewhere.

www.nationalarchives.gov.uk/doc/open-government-licence/version/3/