# The Teaching Excellence Framework

## Draft guidance for students

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# Introduction

## What is the TEF?

1. The Teaching Excellence Framework (TEF) is a national scheme run by the Office for Students (OfS). It encourages universities and colleges in England to improve and deliver high-quality teaching, learning and student outcomes.

2. The TEF assesses the quality of the student experience and student outcomes at universities and colleges, and rates them as Gold, Silver, Bronze or Requires improvement. A Requires improvement rating means that students at a university or college do not experience satisfactory provision, and in this case the OfS will act to protect students.

## Students have an important role in the TEF

3. Students play a central role in the TEF in several ways:

    a. They respond to the National Student Survey (NSS), whose results inform the assessments.

    b. They can contribute to a student submission giving further evidence about what it is like to study at their university or college.

    c. They can act as student assessors to work on assessments of other universities and colleges.

## Student submissions are used in most TEF assessments

4. Whenever we have enough available data from the NSS, we assess student experience as part of the TEF. When this happens, the university or college will be asked to nominate a TEF student contact, who will be responsible for making a student submission.

5. However, if a university or college does not have enough available NSS data, it will not get a TEF rating for student experience.

## This guide is primarily for student contacts

6. This guide is primarily intended for TEF student contacts and other students involved in preparing a student submission.

7. The guide explains how the TEF works, how student submissions contribute to assessment, how to prepare a student submission and the support available to students taking part.

8. Other students may also find the guide useful if they would like to understand how students can participate in the TEF.

## Students are expected to make a TEF student submission

9. Student submissions play an important role in the TEF by bringing students' views and experiences directly into the assessment process.

10. Your university or college is required to support you in overcoming practical barriers to making a TEF student submission, and so we would normally expect a student submission to be made.

11. The TEF student contact should consult with their fellow students and decide whether to make a TEF student submission on behalf of the student body. If they decide not to make a submission, we would like to hear the reasons for that decision.

**Question 24:** Do you agree, partly agree or disagree that this draft guidance document on the student submission is useful and clear in explaining the student submission process and requirements?

Please suggest how the draft guidance for students could be improved.

## Understanding the TEF

### How does the TEF work?

12. The OfS assesses quality across all its registered universities and colleges so that students can expect any registered university or college to meet a minimum set of requirements for the quality of its courses. We also encourage universities and colleges to improve and deliver high quality.

13. One way that we do this is through the TEF. Universities and colleges can apply for TEF ratings to demonstrate their teaching quality. They receive ratings based on the quality of their courses, teaching, learning resources and support, and the extent to which their provision prepares students for their future lives and careers.

14. The TEF rates universities and colleges in England for the quality of student experience, student outcomes or both, depending on what data we have available. Each of these is rated:

    - **Gold** for consistently outstanding quality
    - **Silver** for consistently high quality
    - **Bronze** for satisfactory quality
    - **Requires improvement** for unsatisfactory quality.

15. The ratings incentivise universities and colleges to improve and to deliver the best quality they can for their mix of students and courses. Where a university or college is rated as Requires improvement, the OfS will act to protect future students.

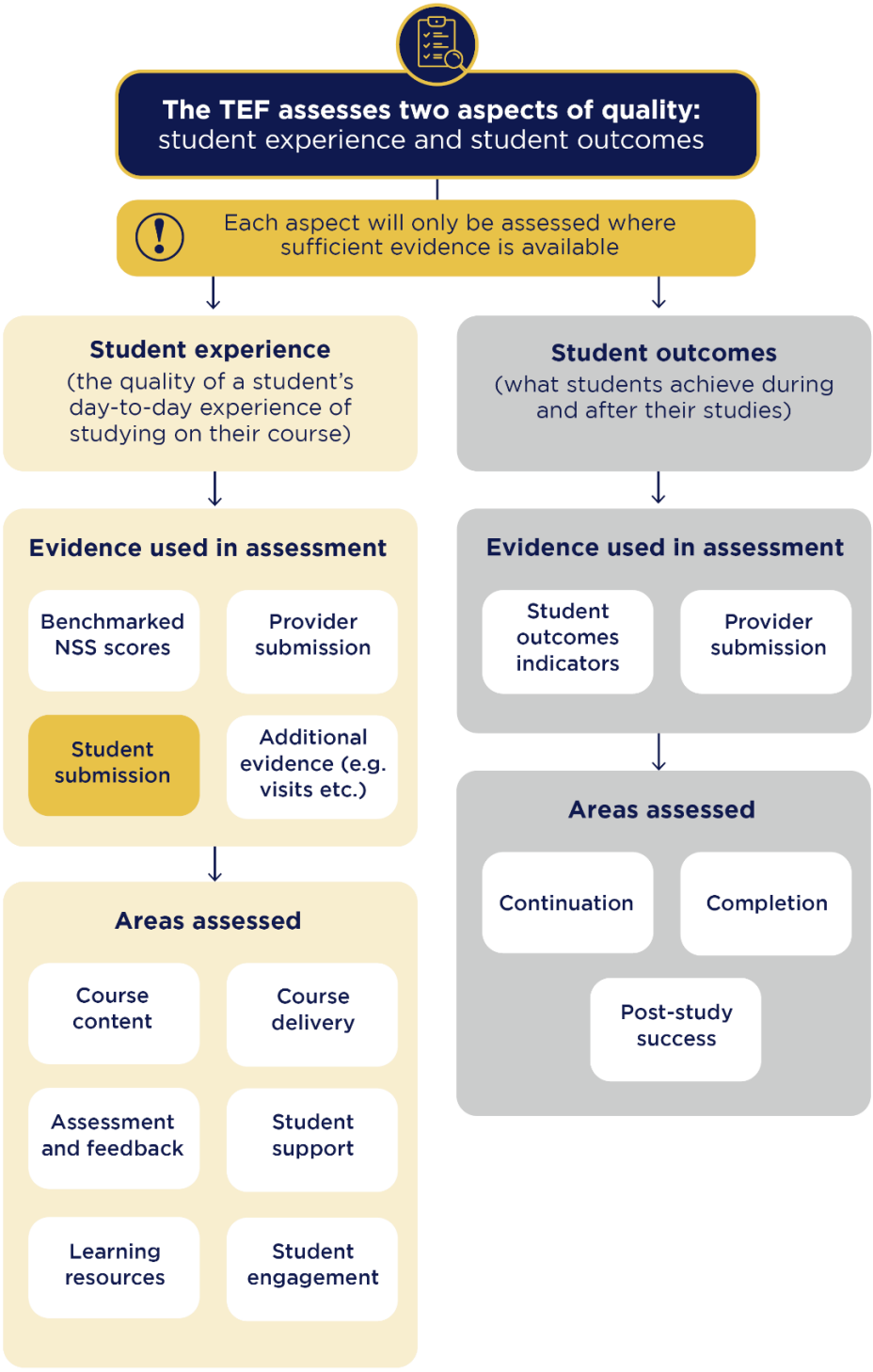
16. The TEF has been operating since 2017, and the last assessments took place in 2023. A new TEF scheme will operate from 2027, with universities and colleges assessed on a rolling cycle.

17. The TEF will assess undergraduate-level provision. From 2030 it will also assess taught postgraduate provision.

18. TEF assessments are carried out by teams of academics, student representatives and OfS staff. The assessment is informed by reviewing a range of evidence against a set of criteria, which can be found in Annex A of the main TEF guidance.[1]

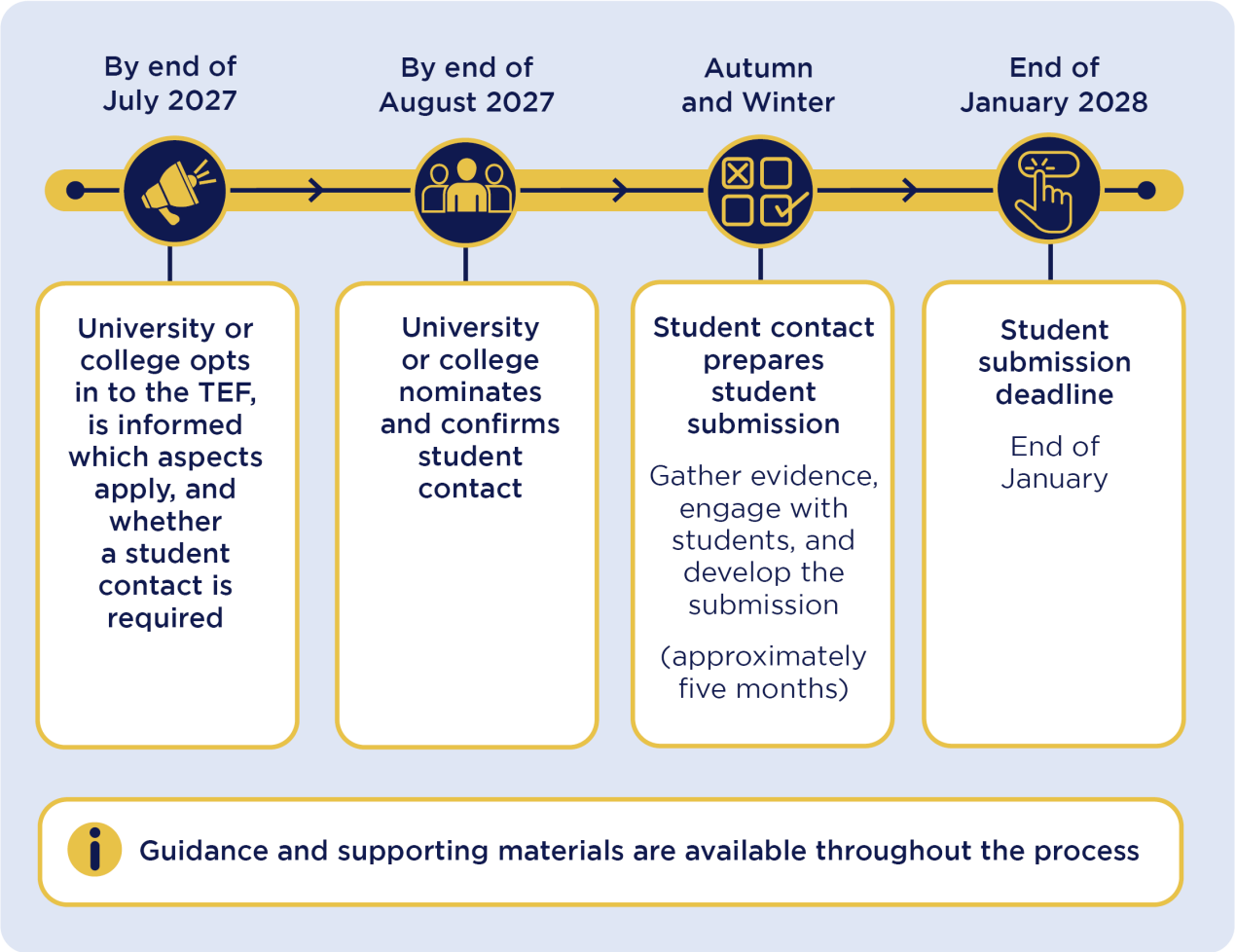
19. The structure and timeline of the TEF are illustrated in Figures 1 and 2.

**Figure 1: Structure of the TEF**




[1] Available at Annexes and supporting documents.

**Figure 2: Timeline and key milestones**




## Understanding your role

### What is the TEF student submission?

20. The student submission plays an important role in our assessment of the student experience aspect, so we would normally expect one to be made as part of the TEF process.

21. The submission provides an opportunity to gather feedback directly from students, setting out their views on the quality of their academic experience. It lets students tell the assessors:

    - what it is like to study at their university or college
    - what works well
    - what could be improved
    - whether the university or college listens to students and lets them influence decisions.

22. The nominated TEF student contact prepares and submits the student submission on behalf of the undergraduate-level student body. Paragraph 27 and the ‘Preparing the submission’ section (paragraph 46 onwards) give more information about the role of the TEF student contact and how they should represent students’ views.

23. Student submissions are an important part of the TEF because they are an opportunity for students to have their say. While we want to receive student submissions in as many cases as possible, we understand that students may not always wish to participate. Where students decide not to make a student submission, an opt-out statement can be used to explain why. More information about opting out is included in paragraphs 40 to 43.

### Who should coordinate the student submission?

24. A TEF student contact coordinates and submits the student submission on behalf of the student body.

25. Your university or college should nominate a TEF student contact. This will normally be a student who has been elected to represent students on educational matters, such as a students' union officer. Where this is not possible, your university or college may nominate another suitable student representative: for example, a student representative on a committee. Alternatively, a student-led nomination or election process could be used to identify a TEF student contact.

26. Before making a nomination, your university or college should discuss the role with the proposed nominee, ensure they understand the responsibilities involved, and confirm that they are willing to undertake it.

### What does the TEF student contact do?

27. As the TEF student contact, you are responsible for coordinating and signing off the student submission on behalf of the student body. This means that:

    a. You should oversee evidence gathering and drafting activities, whether you do these alone or with support from other students. You do not need to prepare the submission on your own – other students may help gather and analyse feedback or draft sections of the submission. Where a team prepares the submission, those involved should be students or working on behalf of students (e.g. staff working for a students' union, or a recent graduate employed to help with the submission) rather than staff from your university or college.

    b. You should try to ensure that the submission reflects the views of a broad range of undergraduate students. If your existing role relates to a particular course, subject area or group of students, you should take steps to ensure that a wider range of students' views are considered.

    c. You are responsible for finalising the content of the submission and submitting it to the OfS.

### Alternative TEF student contacts

28. Your university or college may also nominate an alternative TEF student contact. This helps provide continuity if you become unavailable or need to step down during the submission process.

29. The alternative contact is not responsible for the content of the submission, and would not normally submit it to the OfS.

30. If you no longer wish to act as the TEF student contact, you should inform your university or college as soon as possible so that a replacement can be nominated.

## What support should your university or college offer?

31. Your university or college is required to support you to ensure you are able to prepare a student submission, without influencing its content. Staff should discuss with you at an early stage what support you may need to gather, collate and present evidence about the student experience, and should provide reasonable support in a timely manner. The support you require will depend on your needs and those of the other students involved, and the approach you take to preparing the submission.

32. The support given might include:

- helping you to access existing student feedback or other data
- putting you in touch with relevant staff
- sharing the university or college's draft submission with you
- helping you to communicate with students across the university or college
- providing online survey tools
- helping to organise room bookings for focus groups
- other administrative support
- providing financial support to cover the costs of specific activities involved in preparing the submission.

33. These examples illustrate the different types of support that may be helpful when preparing a student submission, but they are not exhaustive. As noted in paragraph 31, you should work with your university or college to identify the support you need.

34. Your university or college is required to support you to participate effectively in the process without influencing the content of the submission. Students remain responsible for the views and conclusions presented in the submission.

35. This means that your university or college must not draft your submission on your behalf, suggest particular themes, viewpoints, or wording, encourage positive feedback or discourage criticism. Universities and colleges might offer financial support to cover costs of specific activities involved in preparing the submission, but cannot offer financial or other incentives linked to participation or the content of submissions.

36. Your university or college should share its submission with you before the deadline for the student submission. You can use your submission to provide a student perspective on key themes that the university or college submission covers.

37. You may choose to share your student submission with your university or college, but this is not required, and your university or college should not comment in a way that encourages positive feedback or discourages criticism.

38. If you experience practical barriers to participating in the process, such as time pressures or difficulties gathering or accessing information, you should raise this with your university or

college and request practical support. The university or college should work with you to identify and provide reasonable support to help overcome those barriers.

39. If you are not given adequate support, or have concerns about attempts to influence the content of the submission, you may wish to raise this in your student submission or, where applicable, in an opt-out statement. The assessors would find this helpful information to take into account when considering evidence of student engagement.

### Opting out of the student submission

40. We wish to receive student submissions wherever possible, and we require your university or college to provide all reasonable support to enable a student submission. However, we recognise that some students may decide not to participate for reasons other than practical considerations.

41. If students at your university or college decide not to make a student submission, we will ask you to let us know why, and how other students were consulted or involved in reaching the decision.

42. This helps the assessors understand how the decision was reached and provides assurance that it reflects the views of the student body, rather than the view of a single student or student representative.

43. Depending on the reasons given, the decision not to participate may be treated neutrally, or may inform the assessment of the student engagement criterion at the university or college.

### What support will the OfS provide?

44. The OfS will provide resources to support you in preparing a student submission. These include:

    - illustrative examples set out in this guidance and Annex A
    - the submission template, containing prompt questions
    - a submission checklist.

45. We may also provide additional support during the process, such as webinars, workshops, drop-in sessions or other activities designed to support students preparing a submission.

## Preparing the submission

### What should your TEF student submission cover?

46. Your submission should present students' views about their academic experience, focusing on the student experience criteria used in the TEF (see Figure 1). For each of the criteria it would be helpful to answer an overarching question:

    - **Course content** – To what extent does course content support and challenge students to develop the knowledge and skills to achieve their future goals?
    - **Course delivery** – How effectively are courses delivered, including the use of different teaching methods, independent learning and access to well qualified staff?

- **Assessment and feedback** – How well do assessments test and develop students' knowledge and skills and challenge them to demonstrate what they have learned?

- **Student support** – How well does academic and careers support help students to succeed in their studies and prepare them for future employment or further study?

- **Learning resources** – How well do learning resources, facilities and study spaces meet students' learning needs?

- **Student engagement –** Can you give examples of where student feedback has led to meaningful changes to your academic experience, and how confident are students that their views make a difference?

47. To support you in preparing your submission, a student submission template is provided at Annex B. The template expands on these overarching questions with optional prompts to help you identify potential themes to cover. These have been designed to supplement (rather than repeat) what students feed back through the NSS.

48. We would normally expect student submissions to address each of the student experience criteria used in the TEF. However, you do not need to cover each criterion in the same level of detail, or respond to all the prompts. The amount of detail provided, and which prompts you respond to, should be determined by what is most important to students at your university or college, and the evidence you have available.

49. Where relevant, you may also discuss non-academic services that have an impact on how students experience teaching and learning. For example, this might include non-academic support for disabled students, or mental health support.

50. You should aim to reflect the views of a wide range of students from all backgrounds and across a range of undergraduate courses taught by the university or college, including degree apprenticeship students where possible.

51. Students on the following courses are included in TEF assessments, meaning their views could be included in your student submission:

    - courses at Levels 4 and 5 (such as Higher National Certificates (HNCs), Higher National Diplomas (HNDs) and foundation degrees)

    - first degree courses (e.g., BA and BSc degrees and degree apprenticeships)

    - undergraduate courses with postgraduate components (e.g. integrated master's degrees and medical or dental degrees).

52. Full details of which courses are included in the TEF, and which may be optional, are set out in the guidance for higher education providers. Your university or college should also support you in understanding which courses are relevant to your submission.

53. We recognise that it may not be possible for submissions to fully represent students' views. However, you should explain whose views are represented, and identify any important gaps or limitations in the views gathered. Further guidance on gathering and presenting evidence is provided in paragraphs 64 to 67.

54. Your submission should primarily reflect the views of undergraduate students who are currently studying at the university or college. However, if you have access to views gathered from previous cohorts of students, you may also include this where it helps provide a broader picture of the student experience over time. This could include views from undergraduate students who studied in the four most recent academic years before the submission is made.

### What evidence should support the TEF student submission?

55. Your submission should be based on views gathered from students. These can be qualitative (such as comments collected via focus groups or forums), quantitative (such as survey results) or a combination of both. You should explain how the evidence supports the views presented about the student experience.

56. When getting started, a useful first step would be to discuss with your university or college what evidence is already available and what additional evidence, if any, may need to be gathered. As set out in paragraphs 31 to 33, your university or college should work with you to identify the support you need and provide reasonable practical assistance to help you access existing evidence and gather additional student views where necessary.

57. Where possible, you should make use of existing evidence and student representation processes to gather views, such as:

    - student surveys
    - course representatives or other student representation structures
    - staff-student committees
    - student forums
    - student-led research
    - campaigns
    - other student engagement activity.

58. You may also find it helpful to use published information, such as NSS results or other publicly available evidence, where this gives context for the views presented in the submission.

59. Some universities and colleges may not have established student representative arrangements, such as course representatives or elected students' union officers, who routinely gather students' views of the kind that could be used to support a TEF student submission. In this case, you may need to gather information directly from students, with practical support from the university or college. This could include running surveys, focus groups, discussion forums or other engagement activity.

60. To support you in this, the OfS will provide optional tools and resources, for example prompt questions for focus groups.

61. We understand that you may wish to use artificial intelligence tools to support the preparation of your submission, but it is important that the student submission reflects the authentic voice of the student body at your university or college. You should therefore identify and use

appropriate evidence from students, either by drawing on existing student feedback or collecting student views yourself. AI should **not** be used as a source of evidence, or to generate, invent or substitute for students' views.

62. AI **may** be used to support tasks such as analysing evidence, identifying themes, structuring content, or improving the presentation of the submission. Where AI is used, you should review its outputs carefully and satisfy yourself that they accurately reflect the evidence gathered from students. As student contact you are still responsible for the content of the submission and should retain full ownership of the final document.

63. Where AI has been used during the process, the methodology section of the submission (Section 1 of the template in Annex B) should include an explanation of how.

## What makes a strong student submission?

64. The TEF assessors will look at:

- how far the views presented in a submission are supported by evidence
- how the evidence was gathered
- how far the evidence represents the views of the student body on whose behalf the submission is made.

65. Assessors will give more weight to the views presented in the student submission if they are well supported by evidence.

66. Strong student submissions are typically:

a. **Independent and authentic** – The submission reflects students' own views, experiences and priorities, developed independently of the university or college.

b. **Representative and inclusive** – The submission draws on a broad range of student perspectives where possible, including different courses and groups of students, and seeks to reflect the diversity of the student body.

c. **Transparent –** The submission explains how evidence and student views were gathered, whose perspectives are reflected, and any limitations in the evidence base.

d. **Robust and evidence-based –** Conclusions are supported by sufficient and relevant evidence, including both qualitative and quantitative information where appropriate.

67. Annex A illustrates how these principles may be demonstrated in practice, and some of the characteristics of stronger and weaker approaches to gathering, presenting and explaining evidence. It also gives more detailed worked examples.

## Format of the submission

68. Your submission should normally be submitted in writing, using the template at Annex B. It should not exceed ten pages.

69. Your submission can contain any type of content. For example, text, diagrams, images, graphs, and tables can be included within the ten-page limit.

70. Alternatively, you may choose to submit an audio recording accompanied by a transcript if you feel this format would better enable you to participate in the process.

71. If you choose this approach, your audio submission should include the same information as a written submission. It would be helpful to use the template and answer the same questions as a written submission, so that the assessors will have comparable information regardless of the format used.

72. Where an audio submission is made, the accompanying transcript should not exceed ten pages. This will usually be equivalent to an audio recording of approximately 25 to 35 minutes.

## Uploading your submission and next steps

73. The student submission must be uploaded by the main student contact. The alternative student contact should not normally upload the submission. If this happens, we may ask for an explanation.

74. Submissions should be uploaded to our submissions portal by the given deadline. Details for how to use the portal will be sent to student contacts.

75. The student submission will be assessed alongside other evidence, such as the university or college submission and NSS indicators. Very rarely (for instance if the information appears to contradict the university or college's submission, or the TEF indicators), we may ask the student contact to clarify details provided in the student submission. If we get in touch, we may ask you to explain what evidence the relevant information is based on, and we may share this explanation with the assessors.

76. The student submissions will normally be published on the OfS website when we publish the TEF ratings.

77. Because the student submission will be published, you should ensure that any content included in it has been selected accordingly. Thus:

    a. You should consider data protection issues and should not include personally identifying information, unless it is already in the public domain or the individual in question has given their consent. For example, you should not include names of individual students or staff, or details that would allow someone to identify them.

    b. You should also avoid making statements that could be considered defamatory, taking particular care to ensure statements can be supported by evidence and are factually true, rather than assumptions or opinions presented as facts. You should consider the potential for statements to cause financial or reputational harm.

78. There may be circumstances where, for a variety of reasons, the OfS considers it appropriate to not publish a student submission, wholly or in part.

## Annex A: Worked examples

| Principle | Stronger example | Weaker example |
|---|---|---|
| **Independent and authentic** | The submission draws on evidence gathered directly from students and presents a clear student perspective on the issues that matter most to them. It uses student feedback to identify strengths and areas for improvement, explains how students have interpreted the evidence, and provides insights that are distinct from those presented by the university or college. | The submission draws on information available from the university or college and broadly reflects the issues identified by the university or college. There is limited evidence of students developing their own interpretation of the evidence or articulating a distinct student perspective on what matters most to their experience. |
| **Representative and inclusive** | The submission draws on views from a broad range of students, courses, modes of study and student groups, helping to reflect the diversity of the student body. | The submission draws on views from a narrow range of students, courses or student groups. |
| **Transparent** | The submission clearly explains how evidence and student views were gathered, when it was collected, the methods and sources used, whose perspectives are reflected, and any limitations in the evidence base. | The submission provides limited information about how evidence was gathered, whose perspectives are reflected, or any limitations in the evidence it relies on. |
| **Robust and evidence-based** | The submission draws on multiple sources of evidence where possible and identifies common or recurring themes across different sources of student feedback. The evidence it gives is sufficient to support the conclusions. | The submission relies on limited sources of evidence, isolated examples or unsupported assertions without evidence from other sources. |

**Example 1: Strong example of students represented and evidence used (large university or college, survey-led approach)**

This submission has been informed by research conducted over the previous 12 months and existing student feedback. Evidence has been drawn from student surveys, committee feedback, representative forums and focus groups. National Student Survey data and graduate outcomes data have also been referenced where relevant.

**Student experience survey:** Our largest source of evidence was a student experience survey conducted between March and May 2025, which received 7,298 responses from across the student body, representing a response rate of 15.2 per cent. 5,487 responses came from undergraduate students and have therefore been used to inform this submission. Of these respondents, 40 per cent were from Faculty A, 35 per cent from Faculty B and 25 per cent from Faculty C.

Although we recognise the importance of the experiences of part-time students, only 68 responses were received from this group. Their experiences have therefore not been analysed separately and this should be considered when interpreting the findings.

**Student representative feedback:** Student representatives participate in staff-student committee meetings throughout the academic year. Minutes from 53 committee meetings held across the institution were reviewed to identify recurring themes raised by students.

**Student focus groups:** to provide additional context to the survey findings, 36 students from a range of faculties and year groups participated in focus groups during autumn 2025.

Example 1 Illustrates particularly strong transparency through the use of multiple evidence sources, response rates and participation data.

**Example 2: Strong example of students represented and evidence used (small, specialist university or college)**

Our college has approximately 320 undergraduate students studying across three undergraduate programmes. Each programme and year group elects a student representative, resulting in nine elected representatives who gather feedback from students and raise issues through staff-student liaison committee meetings held throughout the academic year.

**Student representative feedback and staff-student liaison committees:** Student representatives collected feedback from their peers throughout the academic year and raised issues through termly staff-student liaison committee meetings. Minutes from 24 staff-student liaison committee meetings were reviewed as part of the evidence used for this submission.

**National Student Survey:** NSS findings were reviewed alongside locally collected evidence to identify themes raised consistently by students.

**Student focus groups:** Two focus groups attended by 42 students (approximately 13 per cent of the undergraduate student population) were held to provide additional context to representative and NSS feedback. All undergraduate students were invited to participate. Students from all undergraduate programmes and all years of study contributed evidence, although participation was lower among final-year students undertaking placements. Overall, across the evidence gathered, students from Programme A were most commonly represented, while male students from Programme B were least represented within the evidence base.

Example 2 illustrates how representative structures, NSS data and focus groups can be used together to evidence student views in a smaller university or college context.

**Example 3: Strong example of students represented and evidence used (mixed-methods approach)**

Evidence for this submission was drawn from course committee minutes collected between 2022 and 2025, feedback raised through student representatives, an online survey completed by 247 students, and social media polls completed by a further 126 students. Together, these activities engaged approximately 27 per cent of the student population and provided evidence from a range of student groups and courses.

The survey and social media activities were open to all students. Following lower initial participation from apprenticeship students, additional evidence was sought through apprenticeship course representatives and targeted communications. However, only 14 apprenticeship students contributed evidence, representing approximately 8 per cent of students on apprenticeship programmes. Students reported that work commitments and limited time on campus made participation more difficult. The experiences of apprenticeship students may therefore be less fully reflected in the findings presented here.

Example 3 illustrates how multiple evidence sources can be triangulated and how limitations can be transparently acknowledged when engaging particular student groups proves challenging.

**Example 4: Weak example of students represented and evidence used**

I have been elected as a student representative and as part of my role have frequent discussions with students. This submission uses information from those discussions along with student survey data and is thus representative of the student body.

Example 4 does not clearly explain how evidence was gathered, who participated, or how representative the evidence is. As a result, readers are unable to assess the strength of the evidence underpinning the submission.

# Annex B: Student submission template

## Using this template

This template provides a common structure for student submissions. It is intended to help students present their views and evidence clearly, and to support the assessors in considering submissions on a consistent basis.

You may adapt the structure of the template if this helps you present your evidence effectively.

### Section 1: How the submission was prepared

**Please explain what evidence was used to prepare the submission, how it was prepared and what support was given by the university or college.**

[Write your response here. Delete the following optional prompts before submitting.]

Evidence used:

- What range of evidence has informed the submission?
- How, when and from who was evidence gathered?
- Which students' views are represented in the submission? (For example, students on what range of courses or subject areas, modes of study, campuses or locations, or from different backgrounds.)
- Are there any important limitations in the evidence or representation?

Preparation of the submission:

- Who coordinated and prepared the submission?
- How does this relate to the existing student representation structure?
- What support did the university or college give?
- How was independence ensured?

### Section 2: The student experience at this university or college

[Delete the following before submitting.]

We would normally expect each of the criteria below to be addressed. However, you do not need to cover each criterion in the same level of detail or respond to all the prompts. The amount of detail provided, and which prompts you respond to should be determined by what is most important to students at your university or college, and the evidence you have available.

For each area you may wish to explain:

- what is working well
- what could be improved
- evidence supporting students' views
- whether there are important differences in experiences or views across different groups of students.

**Course content**

To what extent does course content support and challenge students to develop the knowledge and skills to achieve their future goals?

[Write your response here. Delete the following before submitting.]

You may wish to comment on:

- whether students feel course content remains relevant and up to date throughout their studies
- whether students feel course content encourages them to analyse, apply and evaluate knowledge in increasingly sophisticated ways as they progress through their studies
- examples of how course content has changed or improved in response to student feedback.

**Course delivery**

How effectively are courses delivered, including the use of different teaching methods, independent learning and access to well qualified staff?

[Write your response here. Delete the following before submitting.]

You may wish to comment on:

- how well lectures, seminars, practical sessions and other learning activities support students' learning and development
- whether students consider the balance of teaching, learning activities and independent study to support their learning and provide an appropriate level of challenge
- students' experiences of teaching staff's expertise, availability and support.

**Assessment and feedback**

How well do assessments test and develop students' knowledge and skills and challenge them to demonstrate what they have learned?

[Write your response here. Delete the following before submitting.]

You may wish to comment on:

- whether students receive feedback that is timely, clear and useful in helping them improve their future work
- whether students feel assessment enables them to apply and extend their knowledge and skills in ways that are relevant to their subject, future career or other real-world contexts
- whether students understand academic integrity expectations and receive appropriate support to meet them, including understanding what constitutes academic misconduct.

**Student support**

How well does academic and careers support help students to succeed in their studies and prepare them for future employment or further study?

[Write your response here. Delete the following before submitting.]

You may wish to comment on:

- whether students consider academic and study support to be accessible when they need it
- whether students feel the support available is tailored to different needs, circumstances and future plans
- students' experiences of careers support and how well it prepares them for future employment or further study.

**Learning resources**

How well do learning resources, facilities and study spaces meet students' learning needs?

[write your response here. Delete the following before submitting.]

You may wish to comment on:

- whether there are particular resources, facilities or study environments that students consider especially valuable or where improvements are needed
- whether students can access the resources, facilities and study spaces when they need them
- whether students feel learning resources, facilities and study spaces meet the needs of their subject and mode of study.

**Student engagement**

Can you give examples of where student feedback has led to meaningful changes to your academic experience? How confident are students that their views make a difference?

[Write your response here. Delete the following before submitting.]

You may wish to comment on:

- whether students feel listened to and that their feedback is taken seriously
- whether students feel they are partners in shaping their educational experience
- whether opportunities to engage are accessible to different groups of students.

## Section 3: Anything else the panel should know

Is there anything else the panel should know about the student experience at your university or college?

[Write your response here. Delete the following before submitting.]

You may wish to comment on:

- what students consider to be the strongest elements of the student experience
- what students would most like to see improved
- any important issues or perspectives not covered elsewhere in the submission.

# Annex C: Student submission checklist

## Scope

☐ Is the submission focused on the academic experience?

☐ Does it avoid matters outside the scope of the TEF, such as accommodation or other non-academic aspects of student life?

## Evidence

☐ Is the submission supported by evidence?

☐ Is it clear which evidence sources have informed the submission?

(For example: surveys, focus groups, student representative meetings, committees, forums or student-led research.)

## Representation

☐ Does the submission reflect a range of students' views?

☐ Is it clear whose views are reflected in the submission?

☐ Is it clear where there are limitations in representation?

(For example: particular courses, campuses, modes of study or student groups.)

## Key messages

☐ Does the submission focus on the aspects of the student experience that students identified as most important during evidence gathering?

☐ Does it clearly explain what is working well and what could be improved?

## Variation in experience

☐ Does the submission identify any important differences in the quality of the student experience across different groups of students or areas of provision?

## Final review

☐ Is the submission formatted in a way that is easy to read?

(We recommend using Arial font 11 point, 1.2 line spacing and 2cm page margins.)

☐ Is the submission within the ten-page limit?

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