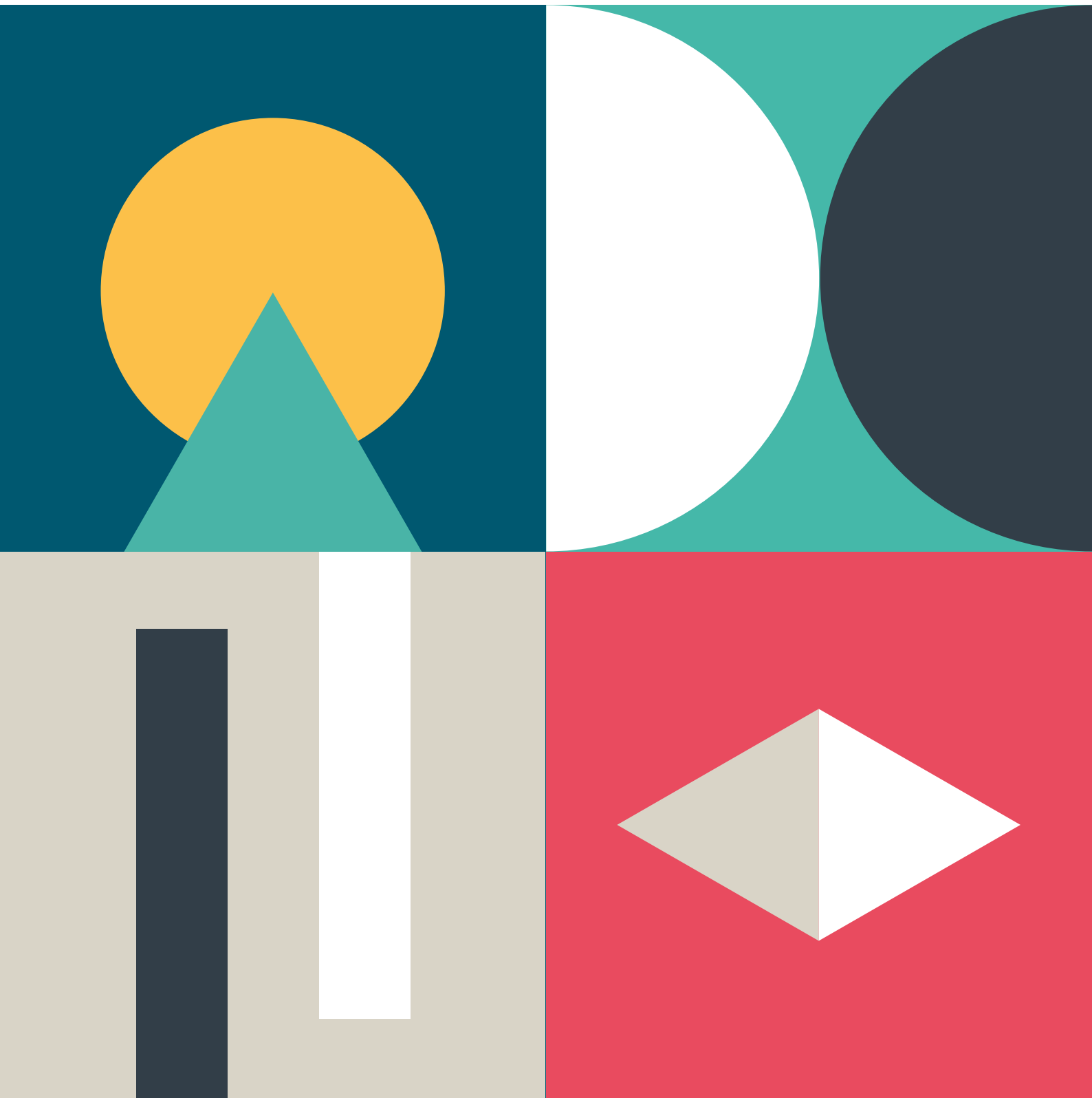


Postgraduate Taught Experience Survey 2022: findings for the sector

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POSTGRADUATE
TAUGHT EXPERIENCE
SURVEY



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Executive summary

- + The Postgraduate Taught Experience Survey (PTES) 2022 is the largest survey of the taught postgraduate student voice since 2018, with nearly 80,000 responses from across 91 higher education institutions.
- + Areas of the student experience that witnessed a significant fall in the pandemic have broadly recovered, with overall satisfaction at 82%. Perceptions of access to resources, most severely impacted by lockdown, recovered to pre-pandemic levels.
- + The taught postgraduate experience for many students, and for UK and EU domiciled students in particular, has had a downward trend overall and within several areas of the student experience since 2016, particularly in perceptions of organisation and engagement. Industrial disputes and the pandemic contributed to this trend.
- + The delivery of teaching mostly shifted to a blended or in-person model from being largely online in 2021, though 22.6% of taught postgraduates on in-person courses still had teaching delivered mostly or completely online. This cohort continued to experience issues with the use of technology and reduced contact with peers and staff.
- + Distance learners were significantly less likely to agree that they were receiving support for their health and wellbeing, with comments indicating that some students experienced loneliness and isolation if the course did not provide opportunities to forge meaningful connections with peers and staff.
- + Older students were more likely to be part-time and distance learners and they engaged with resources and support in ways that reflected this. Older students also had perceptions of assessment that were significantly more positive than younger students, due to having more skills and confidence, understanding assessment as part of a learning relationship, and having a greater likelihood of success in assessment.
- + Students from a minoritised ethnic group who declared a disability did not have a significantly different quality of learning experience to White students. They articulated many of the same challenges, though some students experienced intersecting challenges of ethnicity and disability.
- + Taught postgraduates who indicated 'prefer not to say' on demographic questions were likely to be critical of their experience, with just 44.5% of those who chose 'prefer not to say' on all demographic questions being satisfied with the quality of their experience.
- + Taught postgraduate provision is undergoing significant expansion, with evidence from PTES indicating that most, but not all, institutions were able to meet this challenge without negatively impacting on the taught postgraduate experience.

1 Methodology

1.1 Approach

The Advance HE Postgraduate Taught Experience Survey was first piloted in 2009 and since then has become well embedded within the UK as the major survey-based measure of the taught postgraduate experience. The survey was redesigned in 2014 after extensive research and consultation with the sector. While the core survey is stable, it continues to be developed with the aim of reflecting key sector concerns along with accommodating a diverse student cohort and institutional needs. Any student taking a course at master's level that is more than a single module is eligible to take part.

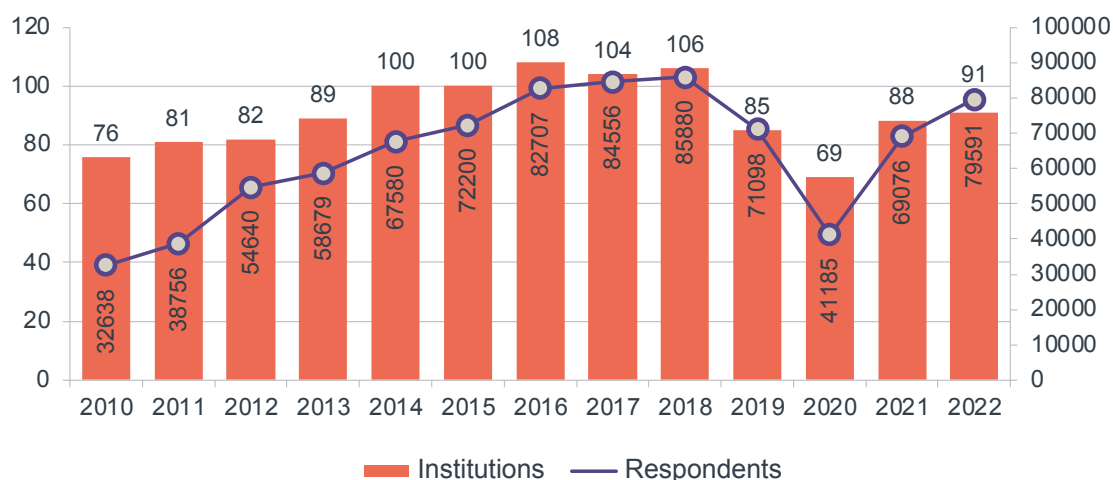
PTES has been designed to provide summarised information that can support strategic decisions, alongside detailed information and open comments that can be disseminated to course teams. Institutions administer the survey through the Jisc online surveys platform and have ownership of their data. A range of benchmarking is provided to support interpretation, enabling the use of the data in combination with other evidence to drive enhancement. Institutions may also publish their scores, benchmarked against relevant comparator groups, to inform prospective students.

The survey window for PTES 2022 was open from **1 February** to **17 June 2022**. Institutions were able to choose when to run the survey within this window, as long as the survey was open for a minimum of three weeks.

1.2 Participation

Participation in PTES was gradually increasing up until 2018. The pandemic impacted on participation in recent years. However, a response from nearly 80,000 taught postgraduates from 91 institutions makes this year's PTES the broadest survey of taught postgraduates since 2018 (see Figure 1). The survey continues to be the biggest articulation of the taught postgraduate voice in the UK.

Figure 1. Trends in participation and response



Although covering 13% of the total taught postgraduate population, the breadth of PTES enabled it to provide a good reflection of the UK taught postgraduate population. Appendix 1 compares the population of PTES to that of the sector. The main differences to the most recent data available for the sector are the proportion of responses in PTES from full-time students (73.8% compared to 60.5%), and those studying for a master's (87.1% compared to 77.5%). Although PTES 2022 had a significantly higher proportion of responses from non-UK students than the sector data for 2021, it is not yet clear if this reflects a shift in the taught postgraduate population, a disparity in response rates from UK and non-UK domiciled students, or some combination of the two.

2 The overall student experience

The broad trends in the postgraduate student experience are set out in Figure 2 and Figure 3 below. From this broad analysis it can be seen that:

- + 82% of postgraduate taught students (PGTs) agreed they were satisfied with their course in 2022, in-line with pre-pandemic levels of student satisfaction.
- + Areas of the student experience that witnessed a significant fall in agreement in the pandemic have recovered, with continuing positive trends around organisation and assessment.

Figure 2. Trend in overall satisfaction with course quality, 2014 to 2022

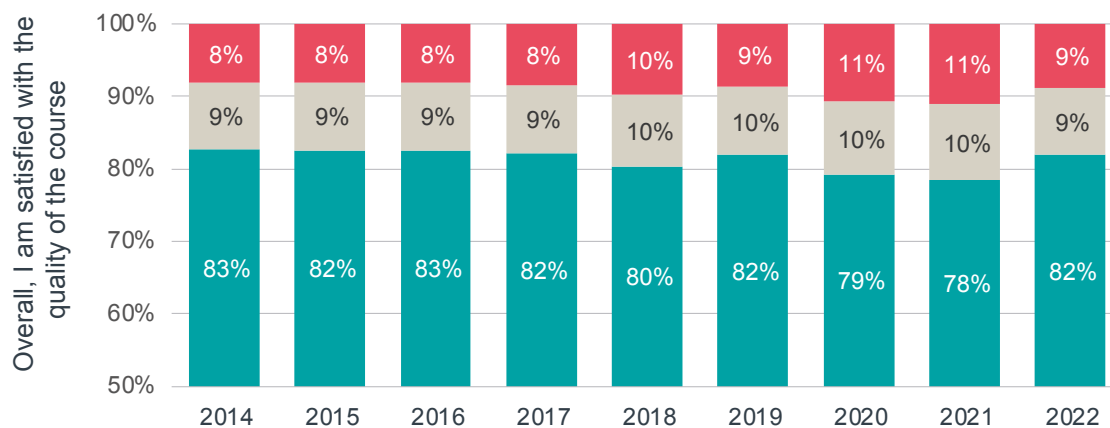
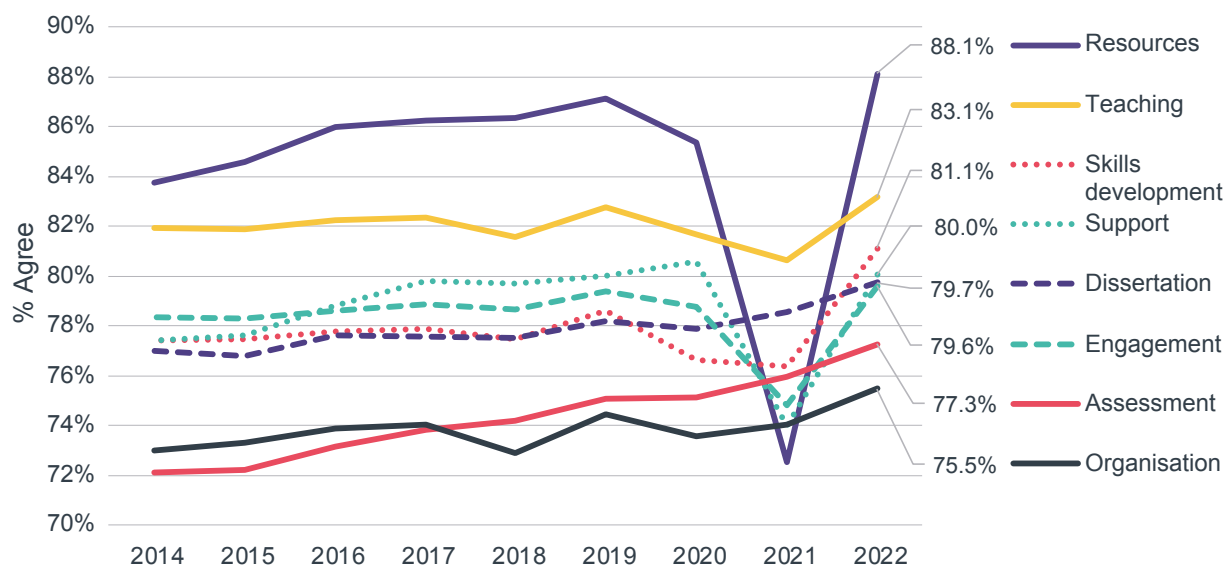


Figure 3. Trends in areas of the student experience, 2014 to 2022*

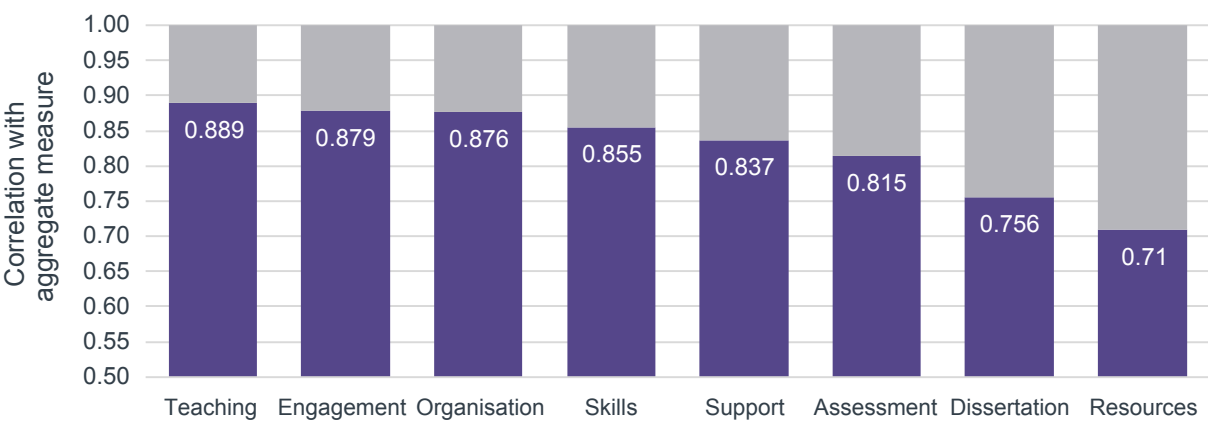


*Prior to 2021, support was measured by a single item. The resources items were separated into online and in-person resources in 2021

The recovery of the taught postgraduate student experience after the pandemic is a very positive finding. Sector-wide disruption due to the pandemic impacted on the student experience in 2021 and 2020 (Leman, 2020, 2021). The recovery in student perceptions indicates the pandemic and other issues were no longer sector-wide issues in 2021, even if more particular challenges remained for the student experience.

Taught postgraduate students were more positive about resources compared to any other area, with an average of 88.1% of students satisfied with access to library, IT and subject-specific resources. However, while resources were impactful for many students when access was restricted due to the pandemic, it remains of relatively marginal importance to the broader student experience. One method of measuring the importance of a particular area of the student experience is to explore how that area appears to influence the broader student experience. As Figure 4 shows, teaching is the most important area for taught postgraduates in terms of influence on their broader learning experience, as measured by the correlation with the overall aggregate.¹ This is followed by engagement and organisation, with a much lower correlation for resources.

Figure 4. Correlation between particular areas of the student experience and the aggregate experience



1 Pearson correlation used with an aggregate variable calculated as simple average of scale averages (excepting dissertation) and 'overall satisfaction' item, ranging from $r(54,916)=0.889$ for 'teaching' to $r(54,916)=0.710$ for 'resources', all significant to $p<0.001$.

Responses to the teaching scale were the second most positive on the survey, with 83.1% of respondents in agreement with the items (see Figure 3). The next most correlated with the aggregate experience was engagement. This, along with resources and support, experienced a marked dip in the pandemic. While the pandemic impacted on many elements of the student experience, the measure of organisation appeared barely affected, reaching 75.1% agreement in 2022. This continues a positive trend, driven to the greatest extent by increasing agreement around the element on being 'involved in decisions about how my course is run' (see Leman, 2020 for a detailed analysis).

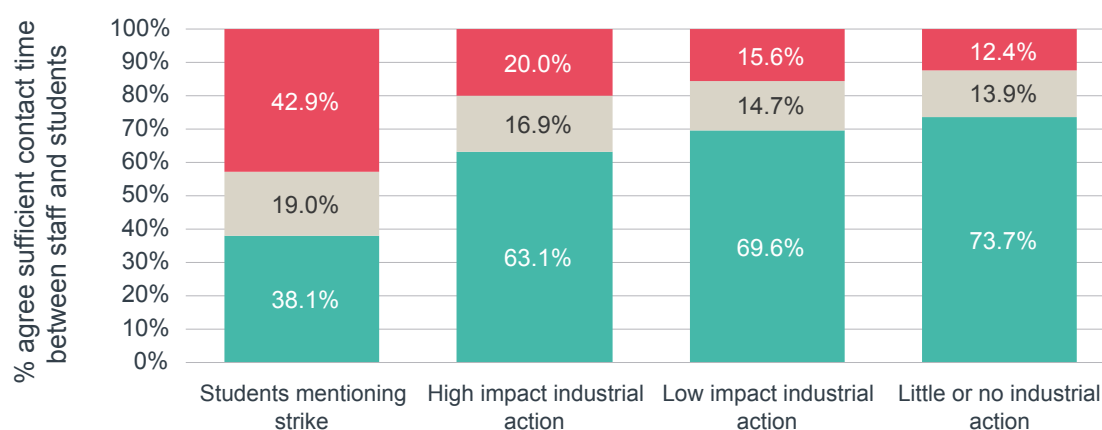
The reported student experience of assessment and dissertation continue a positive trend that has, aside from a combined impact of industrial action and lockdown in 2020, been consistent. However, to an extent the positive trends around assessment were driven by population changes within the survey, an issue that will be expanded on in Section 4 below.

2.1 Striking findings

As institutions recovered from the pandemic, industrial disputes continued. Analyses of PTES 2018 and PTES 2020 have illustrated how industrial dispute has a significant impact on the student experience (see Leman, 2020). While the trends coming out of the pandemic in 2022 were positive, the impact of industrial action was again evident.

In Figure 5, the responses for the item 'there is sufficient contact time (in-person or virtual/online) between staff and students to support effective learning' are broken down by those taught postgraduates who mentioned the strike in their comments, compared to the broader response at institutions where industrial action prompted high, low or no comment. Of taught postgraduates who mentioned the strike in their comments, 42.9% stated that they disagreed there was sufficient contact between staff and students. Whether this was due to students who were particularly dissatisfied with contact time ascribing that to industrial action, or whether those particularly affected by the dispute gave particularly negative responses about contact time was not clear.

Figure 5. Student perceptions of the strike*



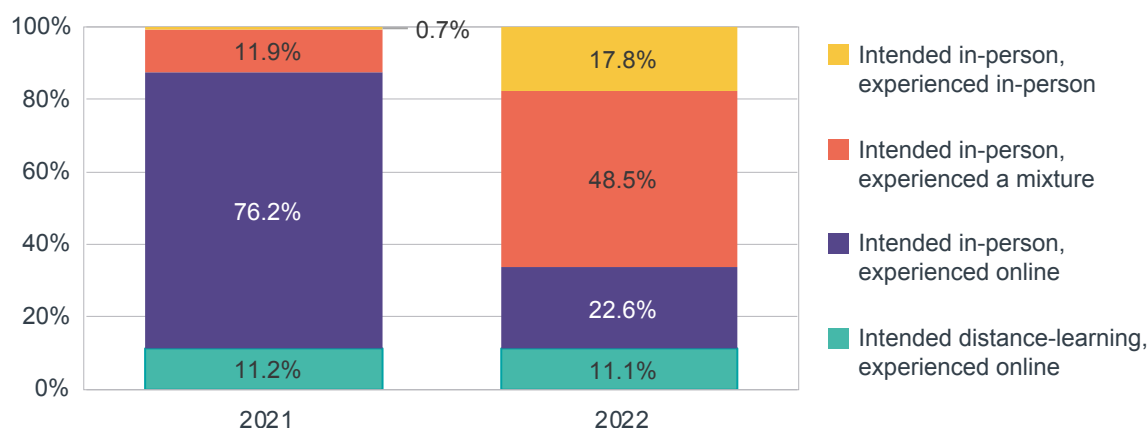
*response of 1,332; 7,334; 24,472; and 45,771 respectively

Turning to the broader taught postgraduate population, at institutions with a higher impact of industrial action, a fifth (20.0%) disagreed that contact time was sufficient.² This compared to 15.6% who disagreed at institutions with a lower impact of industrial action, and 12.4% at institutions with little or no reported industrial action. Prior to the current dispute that broadly started in 2018, those institutions with a higher impact of industrial action were around two percentage points below the rest of the sector regarding agreement that contact time was sufficient. Since the start of industrial action in 2018, these institutions have been significantly below the rest of the sector, with the current gap being 10.6 percentage points.

2.2 Recovering from the pandemic

Although the pandemic and its impact on the postgraduate taught experience was covered in depth in the 2021 PTES report, the results this year allow a reflection back on those findings. The clearest shift from 2021 to 2022 was in how students experienced their learning. In 2021, 76.2% of students had received teaching mostly or completely online despite expecting to be taught in-person, while just 0.7% stated teaching had been mostly or completely in-person, see Figure 6. In 2022, this completely changed for those expecting in-person delivery, with under a quarter (22.6%) stating they had received teaching mostly or completely online and 48.5% experiencing a mixture of online and in-person teaching. The remainder experienced delivery as intended, with 17.8% experiencing in-person teaching and 11.1% being on a distance-learning course.

² Institutions where over 5% of PGTs commented on strike action were classified as 'higher impact' (10 institutions), those between 1% and 5% commenting classified as 'lower impact' (22 institutions), and those with less than 1% commenting classified as 'little or no industrial action' (59 institutions).

Figure 6. How teaching was delivered, by intended delivery, from 2021 to 2022*

*n=51,652 in 2021, 56,333 in 2022. Distance learners stating they had experienced teaching via a mixture of delivery or in-person teaching (n=445, 0.4% of total) were removed from this analysis for simplicity.

While longer trend data is not available on perceptions of how the course was delivered, the fact that nearly half (48.5%) of respondents reported that teaching in 2022 was a blend of in-person and online delivery likely reflected that many institutions retained the use of the blended learning that had been introduced or expanded through the pandemic (for example, see Garrad Cole et al, 2021).

The changes in the delivery from 2021 to 2022 most affected access to on-campus resources, evidenced in Figure 7. Agreement that there was appropriate access to on-campus library resources and services increased by 28.1 percentage points, from 60.8% in 2021 to 88.9% to 2022. Similarly, agreement that there was appropriate access to subject specific resources on campus increased from 65.8% to 85.2% (19.4 percentage points). Access to general IT resources increased from 67.4% to 86.8% (19.4 percentage points), almost returning to pre-pandemic levels (87.3%, in 2020).

Exploring the broad trend, and within discipline, indicates that access to library and subject-specific resources has returned to pre-pandemic levels. For example, the subject area of 'design, and creative and performing arts', one of the subjects hard hit by pandemic restrictions, experienced a 24.8 percentage point recovery in positive perceptions of resources from 2021 to 2022 (63.4% to 88.2%). In 2022, no disciplines were significantly below their position for access to resources prior to the pandemic, and several were significantly above.

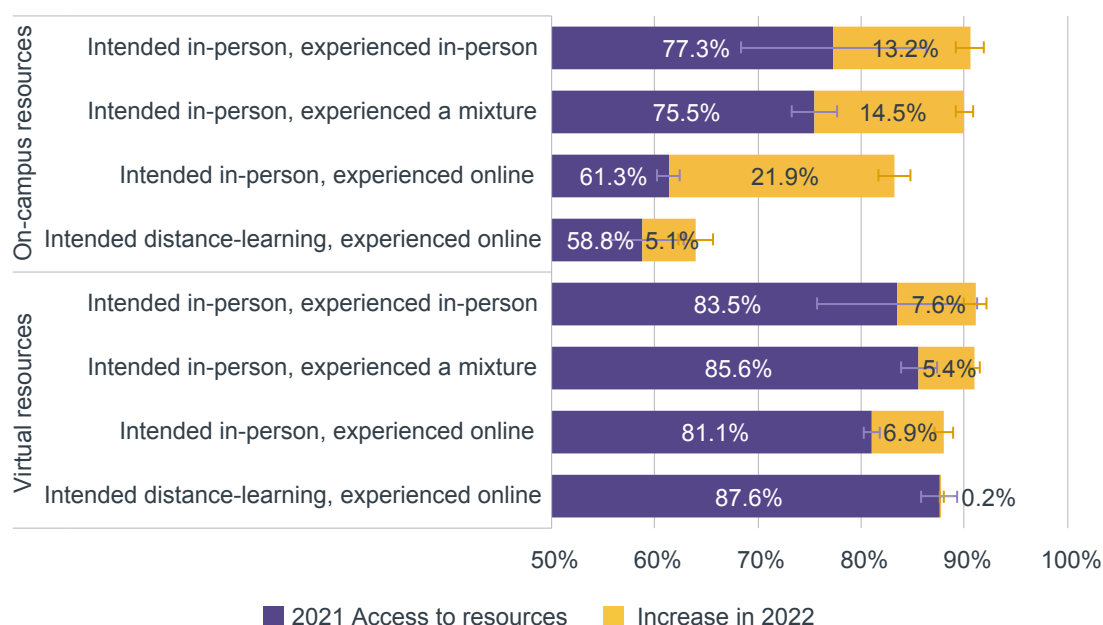
Figure 7. Change from PTES 2021 to 2022, selected items*

Section	Question item	% Change
Resources	Library resources and services are good enough for my needs (on campus)	28.1%
Resources	Access to subject specific resources necessary for my studies (on campus)	19.4%
Resources	I have been able to access general IT resources when I needed to	19.4%
Engagement	Sufficient opportunities to discuss my work with other students	11.5%
Teaching	There is sufficient contact time to support effective learning	8.3%
Resources	There is appropriate access to online library resources	7.9%
Resources	Access to subject specific resources necessary for my studies (remotely)	7.6%
Support	The support for using IT and accessing resources meets my needs	6.6%
Support	The support for my health and wellbeing meets my needs	6.2%
Skills	Ability to communicate information effectively to diverse audiences	6.2%
Skills	My confidence to be innovative or creative has developed	5.3%
Support	The support for academic skills meets my needs	5.3%
Skills	I have been encouraged to think about what skills I need for my career	5.2%
Organisation	The timetable fits well with my other commitments	-1.0%

*For detailed figures for all items, see Appendix 2

The opening up of physical spaces after the pandemic meant that for students on in-person courses, there was a very significant shift in perceptions. Even for those students who were intended as in-person learners but who still received teaching mostly or completely online in 2022, the increased availability of on-campus resources resulted in an increase of 21.9 percentage points in agreement that they had appropriate access between 2021 and 2022 (61.3% to 83.2%) – see Figure 8. For all taught postgraduate students who were on in-person courses, agreement that they had appropriate access to online resources increased. This appears to relate to the frustration stated by students in 2021 that online resources were not replacing, or could not replace, physical resources. With physical resources being available, the pressure on online resources to deliver was also reduced. For postgraduate taught students on distance learning courses, there was little change.

Figure 8. Access to resources and 2022 trend, by intended and experienced mode of teaching*



*n=1,980 (intended distance-learning) to 15,081 (intended in-person, experienced online). Error bars at 95% confidence interval.

Another area affected by the pandemic was interaction with other students and staff. This had a significant impact on the broader experience of students in the pandemic, particularly those who were expecting in-person contact and looking forward to this aspect of the taught postgraduate experience (see Leman, 2021). Figure 9 indicates that between 2021 and 2022 there was an 11.5 percentage point increase, to 76.3%, in taught postgraduates stating they had sufficient opportunity to discuss work with other students. The magnitude of this trend is larger than within any particular mode of delivery because the population within each mode of teaching delivery has radically changed between the administration of PTES 2021 and PTES 2022 (see Figure 6). While trends within different kinds of teaching delivery were generally positive, the magnitude of the overall trends for contact with students and staff reflected the shift from online to in-person or blended delivery.

Figure 9. Change from PTES 2021 to 2022, selected items*

	Sufficient contact time to support effective learning			Sufficient opportunities to discuss my work with other students		
	2021	2022	% Diff	2021	2022	% Diff
All	62.5%	70.8%	8.3%	64.8%	76.3%	11.5%
Intended in-person, experienced online	61.7%	66.3%	4.6%	63.0%	69.3%	6.3%
Intended in-person, experienced a mixture	72.7%	73.1%	0.4%	76.7%	79.4%	2.7%
Intended in-person, experienced in-person	73.2%	77.2%	4.1%	77.9%	82.7%	4.8%
Intended distance learning, experienced online	60.1%	57.9%	-2.3%	65.0%	62.2%	-2.8%

*differences marked in bold are significant

Students who were on in-person courses but experienced teaching ‘mostly or completely online’ had significantly more agreement in 2022 that contact with peers and staff was sufficient than in 2021. Comments indicated that, for some of this cohort, there was a blended learning element that allowed for greater interaction, which might explain the increase. However, agreement that contact with peers and staff was sufficient remained significantly below those students who reported fully blended or in-person teaching. For example, 69.3% of those on in-person courses but experiencing mostly online teaching agreed that there was sufficient opportunity to discuss work with other students in 2022, a positive increase of 6.3 percentage points from 2021. However, this was still significantly below the 82.7% of students on in-person courses for whom teaching delivery was mostly in-person who agreed there was sufficient opportunity to discuss their work.

A blend of experiences – open comments reflecting the differences in experiences and needs around online and blended learning

“The online classes are enough for most modules’ teaching (unless they are quite practical) but the one face-to-face class creates an opportunity to meet the other students and tutors and discuss our work.”

“One-hour tutorials were not enough to help me connect with course mates or lecturers. I was not able to start study groups and I felt isolated”

“[Needed] some support for online classes – the lecturers and the cohorts. There was nothing arranged at all to help us build any relationships or help with the awkwardness of it all.”

“I would like to praise [the tutors] for the great, interactive tutorials/seminars. I got to know my classmates and learn a lot with healthy discussions.”

“It was difficult to have a positive and efficient learning environment when 100 people were in an online lecture, where we were supposed to have discussions.”

“Given my positive experience with the MSc content and learning at a distance, I am disappointed that online will no longer be an option.”

“Don’t offer online/remote if there’s only a camera in a room. It leaves the online student isolated and unable to be involved in questions and seminars.”

“Please keep the online virtual classes an option. There is no way I would have had the time to commute to class if I had to go in person to class.”

For those who expected in-person delivery but experienced online teaching, there remained issues with the use of technology, the enabling of discussions with peers and staff, and contact with peers. Some students perceived their own experience in the context of peers at other institutions who had moved back to on-campus teaching, or in the context of government policy encouraging on-campus teaching. A further concern was a negative trend of more than two percentage points which, while not significant, indicated some distance-learning taught postgraduates lost a level of contact with peers and staff that had been stimulated by the broader shift to online learning in the pandemic (see Leman, 2020, 39-40). However, where it was delivered well and met the expectations of the student, online or blended provision was viewed positively.

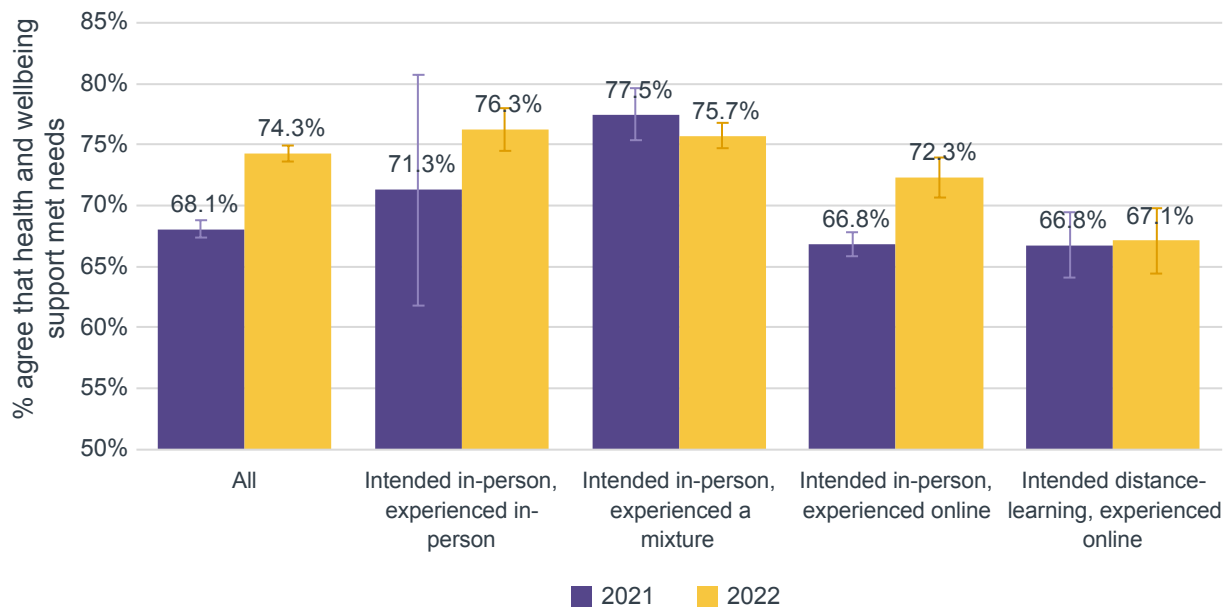
Between 2021 and 2022 there were significant positive movements in the taught postgraduate experience across areas such as support and skills. Broadly, these movements may be interpreted as the experience tending towards 'normal', or at least indicating a better alignment between the needs and expectations of students with regards their learning experience and the ability and resources of teaching staff and institutions to deliver it. An interesting exception to these positive trends was the student perception of timetabling fitting well with other commitments, which witnessed a one percentage point fall between 2021 and 2022, from 78.6% to 77.6%. While not significant, this movement likely reflects that, for some students, online teaching allowed for greater flexibility. As noted above, online delivery suited some students, and some courses had the technology and staff available to make it work well.

2.3 The loneliness of the long-distance learner

One aspect that was raised by students regarding online delivery, also noted in 2021, was the potentially isolating impact of that delivery. Analysis of health and wellbeing support by intended and expected teaching delivery finds positive trends for all those expecting in-person delivery. Indeed, the largest and most significant change was for students on an in-person course receiving mostly or completely online teaching. While 66.8% of students on in-person courses receiving online teaching agreed the support for health and wellbeing met their needs in 2021, this moved to 72.3% for 2022 (see Figure 10). Yet, this still left levels of agreement significantly below other in-person cohorts. More than 1 in 10 of those on in-person courses receiving online teaching disagreed that support met their needs (10.2%), albeit a fall from 2021 (12.9%). Furthermore, levels of disagreement with this item for distance-learning students increased, from 9.4% in 2021 to 11.2% in 2022. The levels of disagreement that health and wellbeing support met needs for those experiencing blended or mostly in-person teaching were 8.0% and 8.3% in 2022, respectively.

It should be noted that loneliness and isolation were experienced by students who had in-person teaching. Lack of personal tutors, being isolated on placement, or being an international student struggling to make friends, were reasons for loneliness cited by taught postgraduates receiving significant elements of in-person teaching. However, the lower agreement about support for those receiving teaching mostly or completely online has persisted over time and is significant. Some student comments described distance learning as an isolating experience. The concern has to be that students experiencing the online delivery of teaching, either on in-person or distance-learning courses, are not being sufficiently connected to supportive networks of peers or staff.

Figure 10. Health and wellbeing support by intended and actual delivery of teaching, 2021 and 2022



Open comments on the experience of isolation and distance-learning

“There is no interaction with the students on my course – distance learning is a very lonely experience.”

(Intended distance learning, distance learning)

“Needed more in-person online class (more than just four days for a whole module) so that the students will not feel like sitting alone and studying in their houses”

(Intended in-person, distance learning)

“There are no study groups formed during the end term like dissertation. People feel isolated and the only point of contact is the supervisor, which affects a students’ mental health.”

(Intended in-person, distance learning)

“Being at home constantly can take a major toll on your mental health especially if you are an international student and did not get a chance to meet anyone during your year or so abroad. In some ways, the course has been challenging but I would say the biggest reason for this is because it’s felt so lonely.”

(Distance learning)

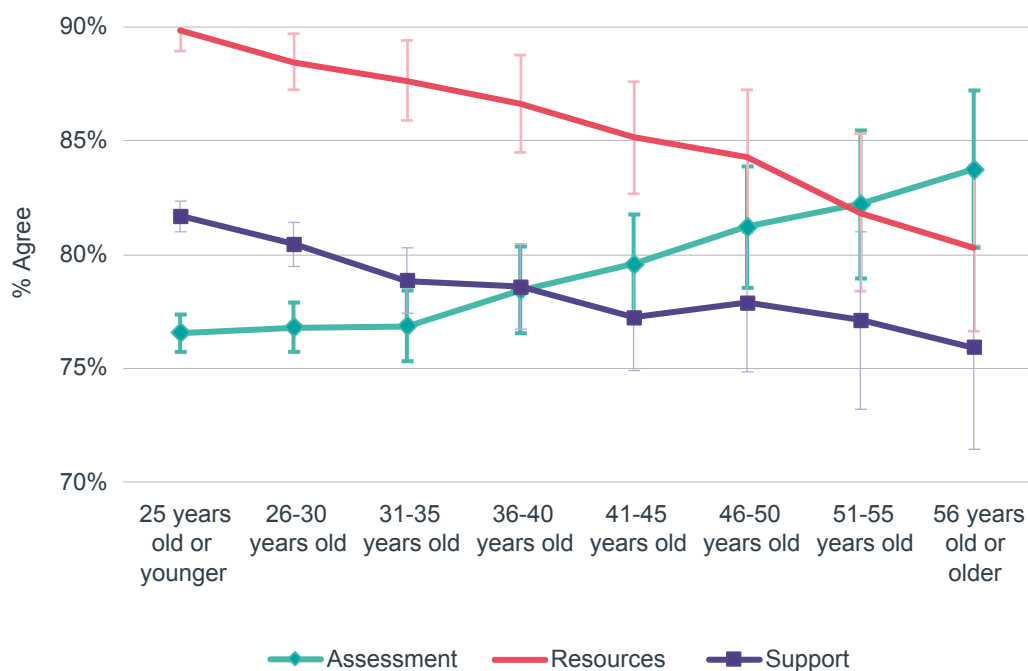
3 Intersections

Considering demographic characteristics, analysis indicates that the student experience had broadly recovered to pre-pandemic levels (see Appendix 2). However, patterns of difference across the student characteristics were also preserved, and often magnified, through the pandemic and into 2022. The next section will explore intersecting aspects of the student experience, examining age and mode of study, disability and ethnicity, and those students who did not respond to demographic questions.

3.1 Assessing age and mode

It has been consistently shown that older students in PTES tend to be more positive about their experience. In 2022, 86% of taught postgraduates between 46 and 50 years old agreed they were satisfied with the course overall, compared to 80.8% of taught postgraduates between 26 and 30 years old (see Appendix 3). However, the detailed results for older students indicate a cohort for whom agreement to items on support and access to resources was significantly less positive than for younger students, while the most significant positive trend was agreement to items about assessment (see Figure 11).

Figure 11. Aspects of student experience by age

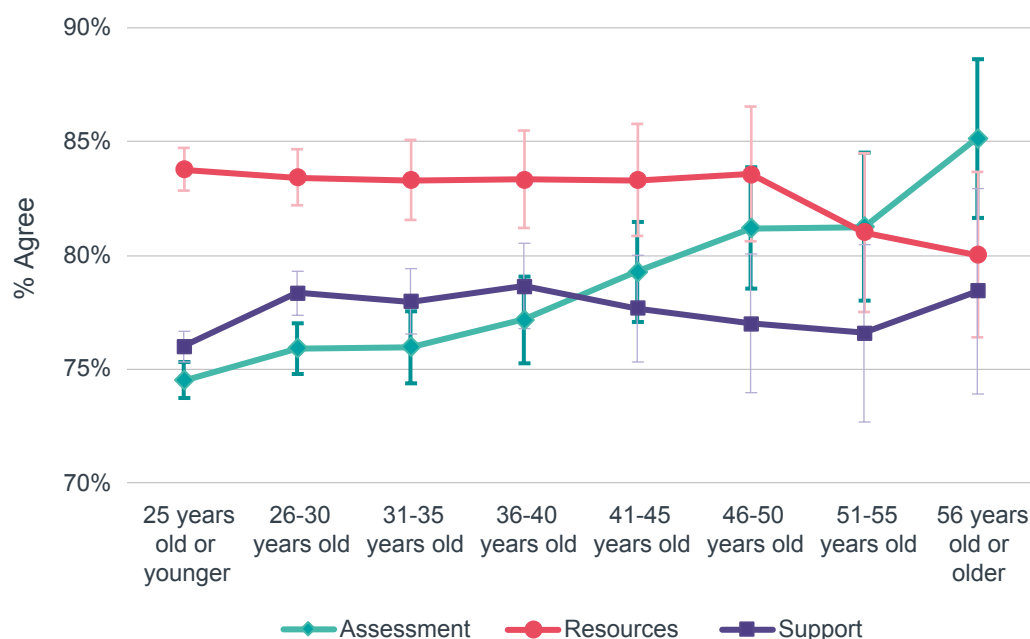


Uncovering how older students tend to study at taught postgraduate level is critical to understanding these differences. As shown in Figure 12, older students are far more likely to be studying part-time, with 80.8% of those over 55 being part-time taught postgraduates, compared to just 5.6% of those under 26. Older students were also much more likely to be distance learners, with 43.7% of those over 55 being distance-learning students, compared to 2.1% of those under 26. If mode of study and teaching delivery are taken into account, there were not significant differences across aspects such as resources and support (see Figure 13). To a great extent, perceptions of the need for support and resources are different in older students because part-time and distance-learning students have different expectations of support and a different engagement with resources. Appropriate access to resources and support for the broader population of part-time students and distance-learners would enhance the experience of older students.

Figure 12. Profile: mode of teaching and study by age

		Age in years							
		Under 26	26-30	31-35	36-40	41-45	46-50	51-55	Over 55
Intended in-person teaching	Full-time	93.7%	82.1%	67.4%	52.9%	39.7%	30.1%	22.6%	15.1%
	Part-time	4.2%	9.9%	16.5%	23.1%	31.3%	36.6%	41.6%	41.2%
Intended distance-learner	Full-time	0.6%	1.0%	1.7%	2.5%	2.5%	2.6%	3.9%	4.1%
	Part-time	1.4%	7.0%	14.3%	21.6%	26.5%	30.7%	31.9%	39.6%
Total		22224	13333	6686	4340	3162	2023	1444	1211

Figure 13. Aspects of student experience by age, accounting for mode of study and teaching delivery³



The analysis by mode of study and teaching delivery does not explain the strong variation in perceptions of assessment within age, which persists within these factors (see Figure 13). Given the different path of mature students into higher education, previous studies have raised concerns about supporting mature students through the assessment process, particularly those coming through non-traditional access routes (Tett et al, 2012; Young, 2010). However, for the broad student population, there is evidence that older students are better at time management (Trueman and Hartley, 1996; Richardson and King, 1998) and have an approach to learning that makes success within assessment more likely (see Cassidy, 2012; Sheard, 2010). Older students are therefore more likely to be able to handle the challenge of assessment, and have reasonable confidence in achieving successful outcomes. Their more positive view of assessment seems likely to reflect this view.

Many comments from older students about assessment would be familiar to younger students, from frustration with consistency to wanting more specific or timely feedback. However, some comments point to differences. The first is an awareness of marking as being a process dependent on people, and in particular the tutor, as part of a learning relationship:

“When the marking is subjective, there are always times when you feel badly done to (often without cause).”

“The usefulness of the feedback has varied depending on the marker (which can’t be helped).”

³ Average of agreement within mode (full-time and part-time) and intended delivery of teaching (face-to-face or distance learning)

This interpretation is reinforced in that older students more frequently mentioned the tutor in their comments about assessment, 11.8% of those under 26 years of age doing so, compared to 18.1% of those over 55 years of age.⁴ Another difference was in the experience of older students with success and failure:

“I was devastated by one of my grades which was a fail. I had not failed anything in almost 40 years.”

“My last [feedback] was very delayed and I had to request for it with support from the university tutor. Some of the last [feedback] was unclear to promote my future learning and I felt demotivated at some point. However, I remained focused.”

While younger students may have encountered challenges, older students would inevitably have had a longer experience of success and failure to call on. This last comment also evidenced the confidence and motivation of this particular student to seek feedback. While these examples are particular, they indicate how at least some older students may approach assessment in a different way to those without broader experience and maturity to draw on.

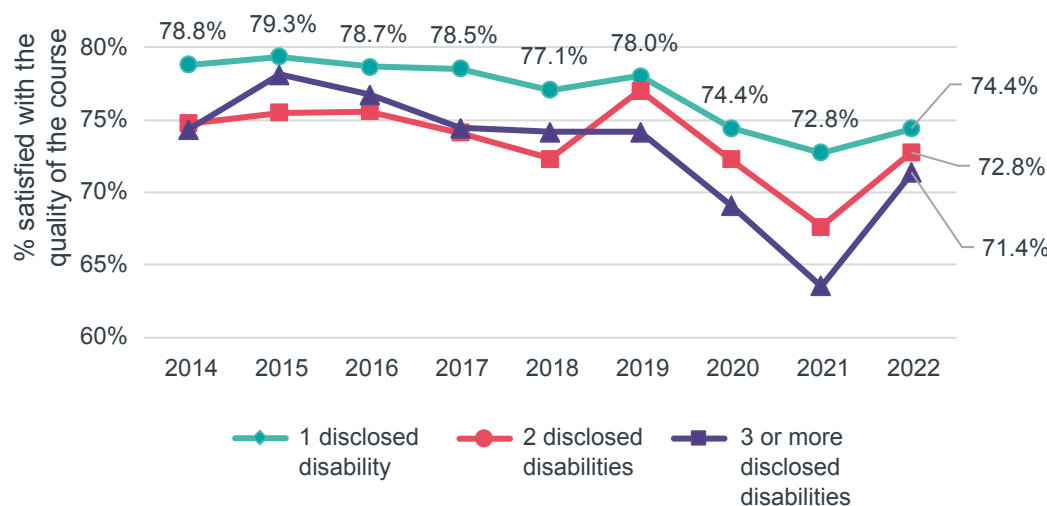
3.2 Ethnicity, disability and time

Within disability and ethnicity, Appendix 3 describes a student experience that largely recovered from the inequalities of the pandemic, but one where significant inequalities remained. Of taught postgraduates with a mental health condition, just 71.2% agreed they were satisfied with the quality of the course, significantly below the 81.9% of the wider taught postgraduate population who agreed with that statement. Significantly lower levels of agreement that they were satisfied with the course overall, compared to the general PTES population, were also expressed by those with a long-term illness, those with a learning difference, those with a physical impairment, and those who couldn't classify their disability within the options offered.

The PTES 2021 report explored intersecting disability, evidencing the challenges for those with more than one disability, particularly around support for health and wellbeing. To explore longer term trends, Figure 13 shows the overall satisfaction measure since 2014 for intersecting disabilities. While these differences within any one year were not significant, taught postgraduates disclosing two or more disabilities were consistently less positive about their overall experience, and particularly so in the pandemic year. While there has been a level of recovery, overall satisfaction with the quality of the course for students who disclosed a disability remains more than four percentage points below pre-2018 levels.

4 Proportion of taught postgraduates mentioning ‘tutor’, ‘tutors’, ‘lecturer’ or ‘lecturers’ of those who made a comment about assessment, 384 of 3244 comments (11.8%) for those under 26 years old, 62 comments of 343 (18.1%) for those over 55 years old. There was a broadly linear increase across age categories.

Figure 14. Overall satisfaction and intersecting disability, by year (n = 113 to 6289)



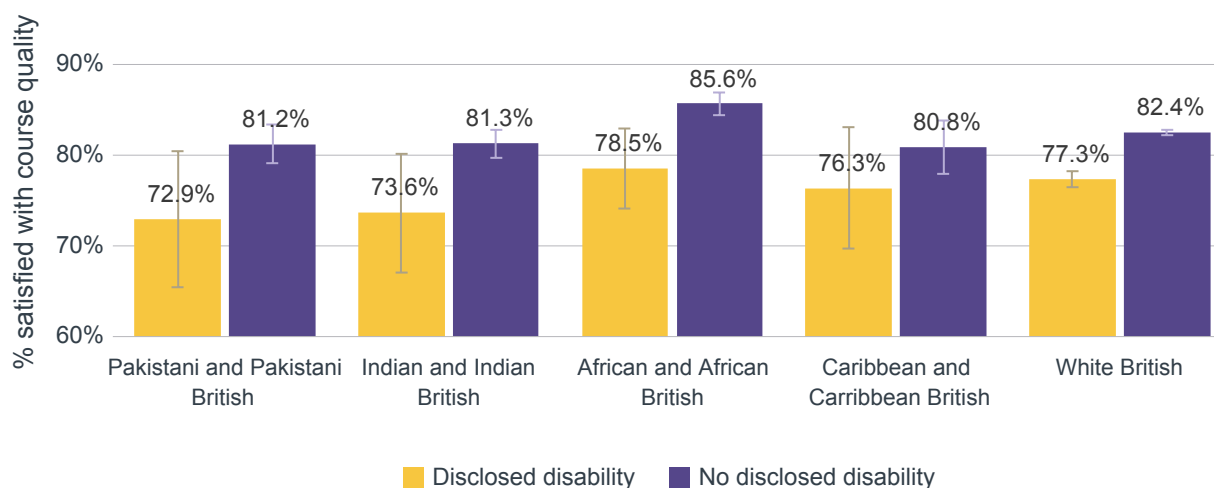
Amongst ethnicity,⁵ results were comparatively mixed (see Appendix 3). Overall satisfaction recovered across most detailed ethnic groups, with taught postgraduates from a number of different ethnic groups relatively positive about their experience, though not significantly so. Those from Black African ethnic groups were most positive, 84.6% agreeing that the overall course quality was satisfactory, though this result was not significantly higher than that for all taught postgraduates.

Of concern were the results for those of several 'other' ethnic backgrounds, with taught postgraduates of 'any other ethnic background', 'any other mixed background', and 'any other White background' being relatively low (74.8%, 74.7% and 76%, respectively), with the result for the latter group being significantly below that for all taught postgraduates.

The greater detail in the ethnicity question for 2022, changing to match ONS census categories, allowed the survey to gather information on 'White – Irish' and 'White – Roma' for the first time. The number of responses from these two ethnic groups was too low to produce significant results. However, the level of satisfaction with the quality of the course recorded by respondents from the White – Roma ethnic group was lowest among ethnicity, at 72.7%. Also not significant but low was the result for Black Caribbean students, at 73.6%. If these results become consistent over time, they will be of concern.

While disability and ethnicity are typically considered separately, exploratory analysis indicated there were intersections between the two characteristics. For example, the rate of disclosure of disability varies significantly across ethnic group (see Advance HE 2022). The longitudinal PTES dataset offers the opportunity to examine in more depth how these experiences overlap. The analysis found that the gap in satisfaction between those who have no disclosed disability and those with a disclosed disability varied across ethnic group (see Figure 15).

5 All ethnicity analysis is based on UK domicile

Figure 15. Overall satisfaction by disability and ethnicity*

*Number of responses = 543 to 203,003 (2014-2022 PTES dataset)

Taught postgraduates from a Pakistani ethnic group and with a disclosed disability have a satisfaction with course quality 8.3 percentage points lower than those with no disclosed disability (72.9% to 81.2%). Those from an Indian ethnic group and with a disclosed disability have a 7.7 percentage point gap to those with no disclosed disability (73.6% to 81.3%). These differences are substantially higher than those from the White majority ethnic group, where there was a 5.1 percentage point gap between those who had disclosed a disability and those who had not (77.3% to 82.4%). The differences for African and White taught postgraduates, between students who disclosed a disability and those who did not, were statistically significant. The reasons for the variation in difference within ethnic group were not clear.⁶ Students from racialised minorities who disclosed a disability were not significantly less satisfied with their course than White students who disclosed a disability.

Comments from racially minoritised students who had declared a disability were similar to those from White disabled students, emphasising appreciation for broad support, flexibility and resources:

“The staff, especially my course leader, had, for this past three years, always been understandable and empathic of the difficulties I have been facing. This flexibility and funding available to students experiencing difficult times have certainly enabled me to reach my goals.”

“I haven’t actually used any counselling services, but I was aware that they were offered, and the staff do seem to genuinely care about mental wellbeing.”

6 As many respondents in this historical sample self-identified their domicile and fee-status, it is possible that the wider gap for students from Asian ethnicity groups is partly due to non-UK domiciled students, who are typically less likely to disclose a disability, incorrectly completing the survey and being included in this analysis as UK students of Asian ethnicity (Pakistani and Indian)

“I am very happy with the support I have received from the department, seminar leaders, IT services and wellbeing services ... They have all really supported my learning experience and been extremely flexible given the unforeseen circumstances I have experienced this academic year.”

“The wellbeing team at the university and personal tutors are amazing at their jobs and go above and beyond to make sure you are doing well and have got the appropriate support required.

Comments also spoke of barriers to access, experiences of insufficient support, slow or rigid processes, and lack of response or understanding. These speak to the challenges faced by students disclosing a disability generally, where good communication, clarity and certainty, choice and flexibility, and consistency across the institution and sector were central to a good experience (Borkin, 2021). One student raised a need for specific intersectional understanding in support services across disability and ethnicity, calling for:

“understanding the different types and levels of challenges certain groups of students face directly as being ‘outsiders’ in the UK (and on their course) while also being away from home, loneliness/making friends, social engagement and a culture shock have not been considered.”

A potential lack of peer connections and an unfamiliar cultural environment in combination with having a disability would imply the need for intersecting support to match these intersecting challenges. The evidence indicates that ethnicity and disability does not necessarily compound challenges, but rather that support and practice needs to be inclusive of students from a wide range of backgrounds and overlapping needs (see Madriaga et al, 2010).

3.3 Preferring not to say

Appendix 3 sets out the levels of satisfaction across a range of demographics. Within each demographic, the most dissatisfied group are those who ‘prefer not to say’. For example, just 54.3% of those who indicated they ‘prefer not to say’ to the age question agreed that they were satisfied with the quality of their course, more than 25 percentage points lower than any age category. Those who indicated ‘prefer not to say’ on the age question had a similar demographic profile to others, though 61.5% of this group also indicated ‘prefer not to say’ on the item on sex and 53.5% to the item on disability. Those who did not respond to questions at all (leaving them as missing) were not as numerous or distinct regarding their responses to attitudinal questions.

Figure 16. Proportion preferring not to say on demographic questions

	Respondents preferring not to say					
	Age	Sex	Gender	Trans history	Disability	Ethnicity (UK domiciled)
2020	0.3%	-	2.5%	-	3.7%	2.5%
2021	1.3%	-	2.3%	-	3.9%	2.8%
2022	1.1%	2.7%	2.6%	4.6%	5.8%	2.8%
Total (2022)	77,070	79,048	79,036	78,233	78,699	32,910

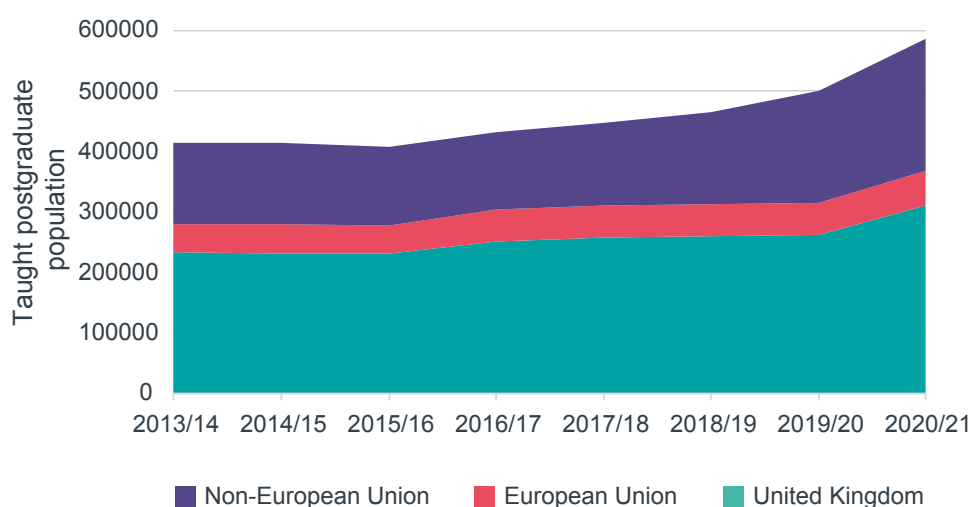
Exploring across demographic characteristics, the proportion of respondents who indicated 'prefer not to say' varied across different questions, from 1.1% on the age question in 2022, to 5.8% on the disability question in 2022 (see Figure 16). The more that the respondent indicated that they 'prefer not to say' in response to questions on demographics, the more negative they reported their experience. Of those who preferred not to answer the question on age but answered others, 70.2% were satisfied with the quality of their course. For the 155 taught postgraduates (0.2% of the respondents) who did not answer any demographic questions, satisfaction with the course was just 44.5%, significantly below the broader population. The level of missing responses also varied markedly by question.

Those who did not respond to the question on sex were much more likely to disclose they had a trans history (23.1%) than the general student population (0.9%). The extent to which taught postgraduates indicated 'prefer not to say' to the demographic questions therefore appears likely to relate to some extent to the nature of that item. More broadly, the main reason for non-response appeared to be a concern around disclosing personal information, particularly in relation to certain demographic categories, and/or being critical of the institution. Exploring comments from these students, there were no strong themes aside from one of broad difficulties and dissatisfaction. The responses of this group have a small but visible influence on the overall results. However, in the analysis of intersecting demographics, their views would often be missed. Those who 'prefer not to say' cannot be assumed to have the same views as those that disclose who they are.

4 The expansion of taught postgraduate provision and declining satisfaction

From the 2015-16 academic year to 2020-21 there has been a 44 percentage point increase in the number of taught postgraduates studying in the UK, with nearly half of that increase occurring in the academic year 2020-21. The taught postgraduate population at standard HE providers has increased to nearly 600,000 (see Figure 17, and Advance HE, 2022 for a more detailed analysis of the student population). There has been significant numerical growth in the subject areas of 'business and management' (an additional 23,430 students between 2019-21 and 2020-21), 'subjects allied to medicine' (13,435 students) and 'computing' (11,915 students). In 2022, the discipline of 'business and management' constituted over a quarter (27.8%) of PTES responses, up from 17.0% of the responses to PTES 2020 (see Appendix 1). The increase in PTES response in 2022 within the discipline area of business and management, and a smaller increase in the area of computing (from 6.1% to 7.1%), suggest the taught postgraduate population is continuing to rapidly grow, and particularly within these areas.

Figure 17. Taught postgraduate population (standard UK HE providers; HESA, 2021)



The expansion of the student population is driven by growth in students domiciled in the UK (up by 23.7% since 2015-16) and the EU (up by 10.1%), but particularly from students outside the EU (up by 71.0%). Growth in the latter cohort is primarily due to students from China and India, and to a lesser extent Africa. The proportion of PTES respondents from Asia, including China and India, has increased from 25.3% in 2021 to 33.6% in 2022. Given that the response by domicile in PTES has been a good reflection of the sector profile in previous rounds (see Appendix 1), this suggests there has been a further significant increase in the overseas student population for the 2021-22 academic year. As this section will show, this increase has obscured negative trends across the sector.

Analysing within domicile, there are clear downward trends for responses from taught postgraduates domiciled within the UK, Africa and the EU (see Figure 18). Only those domiciled in Asia were more positive in 2022 than 2014. The overall satisfaction of UK taught postgraduates has dropped 3.7

percentage points between 2016 and 2022, even after a recovery this year. This indicates a downward trend in satisfaction across more than 300,000 students. Exploring the different aspects of the taught postgraduate experience for UK domiciled students shows downward trends in engagement (down 3.0 percentage points since 2016), organisation (down 3.0 percentage points since 2016) and teaching (down 1.8 percentage points since 2016) – see Figure 19. These three areas are the most impactful on the overall student experience (see Figure 4).

Figure 18. Overall satisfaction by domicile, 2014 to 2022

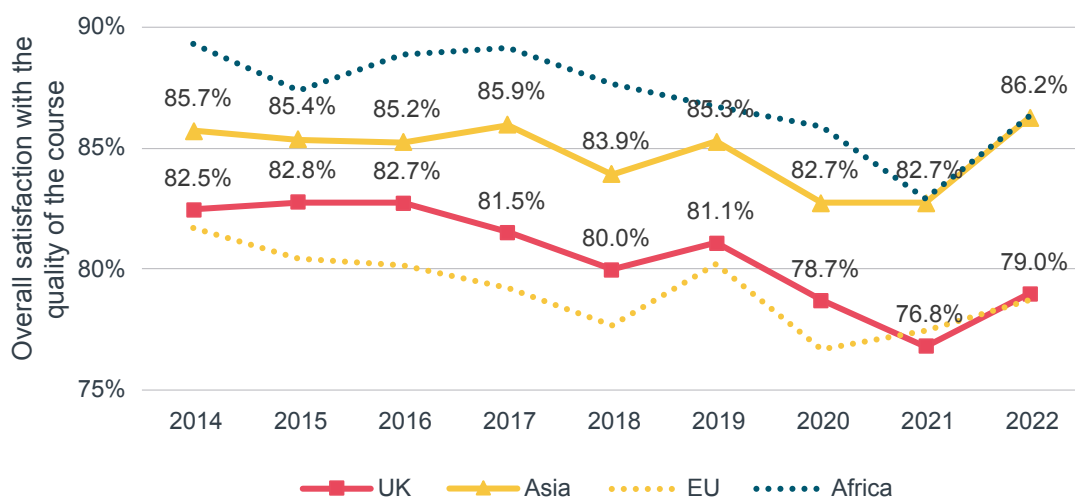
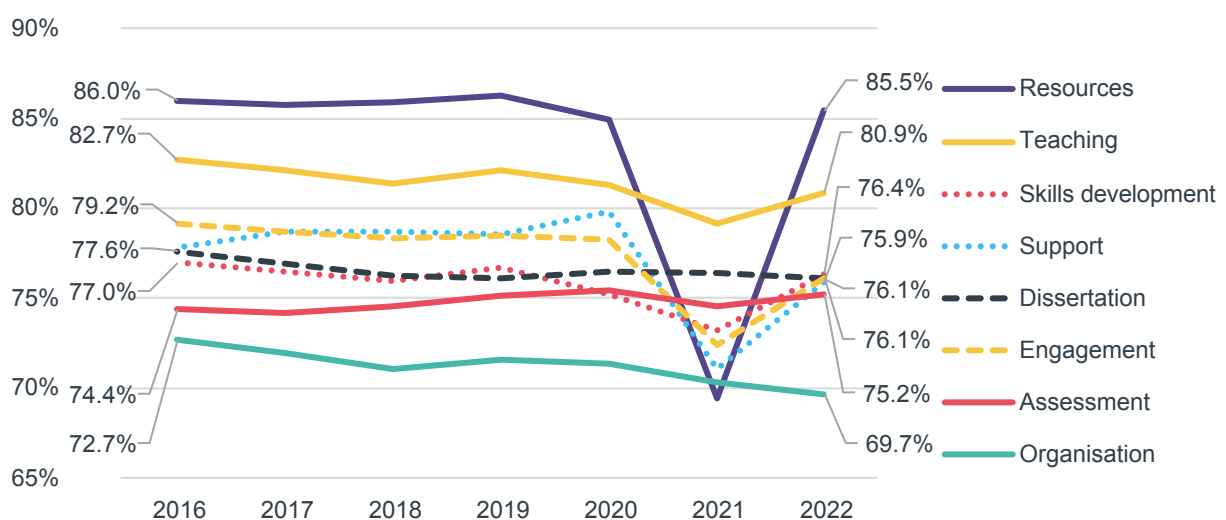


Figure 19. Trends in areas of the student experience, 2016 to 2021, UK domiciled taught postgraduates only (n=11,021 to 46,841)



The rapid expansion of taught postgraduate provision and the recruitment of large numbers of overseas students has raised questions over its impact on the taught postgraduate student experience (for example, Kernohan, 2022). As noted above, there are already challenges to providing a good learning experience given the ongoing challenges of pandemic recovery, shifts in teaching delivery and industrial disputes. Courses that expanded rapidly would appear to be adding to these challenges. The PTES dataset was analysed alongside HESA data to explore this issue; although the volatility of the student experience due to the pandemic and shift in the demographic of the taught postgraduate population places a caveat over the findings. An exploratory analysis examining 154 'departments' across 65 institutions found no link between the expansion of taught postgraduate provision and falling satisfaction.⁷

Exploring open comments in PTES 2022 for high-growth areas highlighted some issues. Some students in high-growth areas voiced concerns over the level of interaction, one stating "the class size is so big that engagement is discouraged", while in another institution a student praised staff but stated "I find that with the expansion of the [course] to such a large class size, there is not enough capacity for one-to-one support." These were expected issues for large and expanding courses. However, if these issues had an impact, it was not in a way that was evident in the broader experience. For both of the areas cited, responses indicated levels of engagement and support from staff that were more positive than average for PTES. Although some courses did appear to struggle with organisation, an aspect that might have been linked to their expansion, other high-growth courses appeared to cope well.

At the sector level, there is an apparent correlation between expanding postgraduate taught provision and a declining quality of taught postgraduate student experience. However, this does not appear to be a simple causal relationship. Industrial disputes and continued impact of the pandemic have contributed to the negative trend, though the extent to which they account for the negative trend is not clear. Many areas appeared well placed to meet the challenge of increased recruitment, while others struggled with the cohorts they already had. The evidence suggests that, at least at this time, expansion in itself is not negatively impacting the student experience. Rather, expansion is a concern where particular courses do not have sufficient resources to meet the challenges of expansion, which then leads to a poor student experience.

7 'Departments' defined as CAH1 areas within institution, limited to 'departments' with populations of over 100 in HESA 2021 data that had positive growth rates and more than 22 responses in PTES 2021. Analysis included by domicile, comparing areas by growth rates, exploring those with highest growth rates and trends across growth rates.

5 Conclusions

The shock of the pandemic and lockdown severely impacted the experiences of many taught postgraduates. While it was a credit to the higher education sector that the impact in 2021 was not more severe, 2022 has witnessed a welcome recovery to near pre-pandemic levels of satisfaction and a clear improvement in the experience of taught postgraduates. However, the results also show a sector still facing challenges, whether in delivering distance or blended learning, or continued industrial disputes, or the expansion of taught postgraduate provision. The apparent medium-term downwards trend in the satisfaction of taught postgraduates, outside of those arriving from India and China, does not suggest impending catastrophe. However, it does indicate that a key pillar of UK higher education is facing multiple challenges to sustain quality. Courses, departments and institutions already struggling to maintain good teaching and organisation appear to be particularly impacted by additional challenges, which then places further strain on the student experience.

The analysis in this report has underlined the complex and shifting nature of taught postgraduate provision. The report has evidenced broad tendencies in how older students view assessment, the loneliness of distance learners, and the interaction between ethnicity and disability. The significant downward trend since 2016 in satisfaction for students who disclosed a disability is an indicator that the quality of taught postgraduate provision for the most vulnerable has not been sustained. Higher education institutions that provided good teaching, responsive support and capably organised courses especially benefited students who disclosed a disability, but more broadly, benefited all taught postgraduates.

As taught postgraduate provision moves fully away from the pandemic, the sector is likely to pick up the pace of expansion and international recruitment. More students than ever will enter taught postgraduate courses, with diverse needs, expectations and engagement. The skills, experience and resources that teaching and professional services staff can bring to the taught postgraduate student experience will be critical. The voices and reflections of those students on their experience will let the sector know whether the direction it is moving in is a successful one.

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Appendix 1. PTES respondent and PGT population profile

	PTES profile			PGT profile (HESA, 2021)	
	2022	2021	2020	2020/21	2019/20
All (total)	79,591	69,076	41,185	615,095	523,525
Sex⁸					
Men	41.3%	.	.	40.9%	40.0%
Women	58.7%	.	.	59.1%	60.0%
<i>Total</i>	76,951	.	.	613,570	522,395
Gender					
Man	41.0%	39.0%	35.1%	.	.
Woman	58.0%	60.2%	64.2%	.	.
Non-binary/other	1.0%	0.8%	0.7%	.	.
<i>Total</i>	76,989	67,135	40,009	.	.
Age					
25 or Under	43.1%	45.3%	49.2%	46.2%	47.8%
26 to 35	35.6%	32.6%	29.4%	27.3%	26.1%
36 or Over	21.3%	22.1%	21.4%	26.5%	26.1%
<i>Total</i>	76,208	67,220	40,902	610,160	519,540
Disability					
Yes	8.5%	10.7%	10.1%	10.6%	10.0%
No	91.5%	89.3%	89.9%	89.4%	90.0%
<i>Total</i>	74,172	65,723	39,567	610,235	519,605
Ethnicity (UK domicile only)					
Asian	12.4%	10.1%	10.1%	9.7%	9.8%
Black	8.2%	7.1%	6.6%	6.5%	6.8%
Mixed	3.8%	3.8%	3.7%	3.6%	3.5%
Other ethnicity	1.9%	3.5%	2.1%	1.4%	1.4%

8 HESA figures for Sex exclude those that selected "Other" – an option that is not included in Advance HE's question.

	PTES profile			PGT profile (HESA, 2021)	
	2022	2021	2020	2020/21	2019/20
White	73.8%	75.4%	77.6%	78.8%	78.5%
<i>Total</i>	<i>31,998</i>	<i>35,368</i>	<i>21,322</i>	<i>309,945</i>	<i>260,060</i>
Domicile					
UK incl Channel Islands	42.2%	53.0%	54.2%	53.5%	52.7%
European Union	4.4%	6.7%	8.4%	9.8%	10.5%
Non-European Union	53.5%	40.3%	37.4%	36.8%	36.8%
<i>Total</i>	<i>78,303</i>	<i>66,945</i>	<i>40,498</i>	<i>602,735</i>	<i>513,630</i>
Mode of study					
Full-time	77.2%	73.8%	72.9%	60.5%	59.9%
Part-time	22.8%	26.2%	27.1%	39.5%	40.1%
<i>Total</i>	<i>79,098</i>	<i>68,665</i>	<i>41,030</i>	<i>615,020</i>	<i>523,455</i>
Intended mode of teaching					
Face-to-face	88.4%	88.5%	86.3%	.	.
Distance learner	11.6%	11.5%	13.7%	.	.
<i>Total</i>	<i>57,101</i>	<i>52,021</i>	<i>41,118</i>	.	.
Intended delivery of teaching					
Mostly or completely virtually/online	31.2%	86.5%	.	.	.
A mixture of in-person and virtually/ online	49.9%	12.7%	.	.	.
Mostly or completely in-person	18.8%	0.8%	.	.	.
<i>Total</i>	<i>79,179</i>	<i>68,797</i>	.	.	.
Qualification					
Taught Masters	87.1%	85.1%	83.5%	77.5%	77.8%
Other postgraduate taught	12.9%	14.9%	16.5%	22.5%	22.2%
<i>Total</i>	<i>79,463</i>	<i>68,988</i>	<i>41,143</i>	<i>615,020</i>	<i>523,455</i>

	PTES profile			PGT profile (HESA, 2021)	
	2022	2021	2020	2020/21	2019/20
Discipline (CAH1)					
Medicine and dentistry	2.4%	3.0%	4.5%	2.4%	2.3%
Subjects allied to medicine	8.3%	8.5%	7.8%	13.2%	12.9%
Biological and sport sciences	2.4%	2.7%	3.2%	1.8%	1.9%
Psychology	4.7%	5.6%	5.0%	4.3%	4.2%
Veterinary sciences	0.2%	0.1%	0.2%	0.4%	0.4%
Agriculture, food and related studies	1.0%	0.7%	1.1%	0.6%	0.5%
Physical sciences	0.9%	1.1%	1.3%	0.7%	0.7%
Mathematical sciences	1.3%	1.5%	1.2%	1.1%	1.1%
Engineering and technology	6.7%	6.5%	5.0%	5.1%	5.2%
Computing	7.2%	6.1%	4.7%	6.0%	4.8%
Geography, earth and environmental studies	1.5%	1.9%	2.2%	1.2%	1.2%
Architecture, building and planning	2.7%	4.2%	4.3%	3.0%	3.3%
Social sciences	7.7%	8.7%	9.0%	9.6%	9.5%
Law	3.2%	3.1%	4.4%	4.7%	5.0%
Business and management	27.8%	21.6%	17.0%	23.0%	22.5%
Media, journalism and communications	2.1%	2.1%	2.0%	1.9%	2.1%
Language and area studies	2.9%	3.8%	3.5%	2.2%	2.4%
Historical, philosophical and religious studies	2.4%	2.8%	2.8%	2.0%	2.2%
Design, and creative and performing arts	6.0%	5.5%	6.8%	4.1%	4.4%
Education and teaching	8.1%	10.0%	13.3%	11.5%	12.4%
Combined and general studies	0.5%	0.6%	0.4%	1.2%	1.0%
<i>Total</i>	<i>76,383</i>	<i>68,777</i>	<i>38,908</i>	<i>615,035</i>	<i>523,455</i>

Appendix 2. Item level trends – 2020 to 2022

	2022		2021	2020
	Response	Agree %	Agree %	Agree %
Staff are good at explaining things	79,308	87.6%	86.9%	87.2%
Staff are enthusiastic about what they are teaching	79,209	89.6%	89.2%	90.1%
The course is intellectually stimulating	79,181	86.3%	85.9%	85.1%
The course has enhanced my academic ability	79,194	86.3%	85.0%	84.5%
The learning materials provided on my course are useful	79,130	84.3%	82.4%	81.9%
There is sufficient contact time to support effective learning	78,954	70.8%	62.5%	67.6%
I am happy with the support for my learning I receive from staff on my course	79,020	77.1%	72.6%	75.3%
I am encouraged to ask questions or make contributions in taught sessions	78,901	89.1%	86.5%	88.3%
The course has created sufficient opportunities to discuss my work with other students	79,058	76.3%	64.8%	75.9%
My course has challenged me to produce my best work	79,226	83.0%	79.5%	80.6%
The workload on my course has been manageable	79,079	70.6%	67.4%	73.0%
I have appropriate opportunities to give feedback on my experience	79,066	79.0%	75.8%	76.1%
The criteria used in marking have been made clear in advance	79,122	81.8%	80.6%	78.8%
Assessment arrangements and marking have been fair	78,342	76.2%	76.1%	75.7%
Feedback on my work has been prompt	78,385	72.6%	70.5%	70.3%
Feedback on my work has been useful	78,406	78.4%	76.6%	75.5%
I understand the required standards for the dissertation/major project	53,793	83.4%	79.9%	79.2%
I am happy with the support I received for planning my dissertation/major project	52,056	76.4%	72.8%	71.4%
My supervisor has the skills and subject knowledge to adequately support my dissertation/major project	50,469	85.1%	83.9%	83.6%

	2022		2021	2020
	Response	Agree %	Agree %	Agree %
My supervisor provides helpful feedback on my progress	49,176	81.1%	79.2%	78.3%
The timetable fits well with my other commitments	78,897	77.6%	78.6%	78.3%
Any changes in the course or teaching have been communicated effectively	78,287	79.3%	78.1%	77.6%
The course is well organised and is running smoothly	79,117	75.9%	74.5%	71.0%
I was given appropriate guidance and support when I started my course	79,075	77.3%	74.8%	76.6%
I am encouraged to be involved in decisions about how my course is run	78,502	67.2%	64.0%	64.2%
On-campus library resources and services are good enough for my needs	72,961	88.9%	60.8%	85.4%
There is appropriate access to online library resources	78,780	91.8%	84.0%	.
I have been able to access general IT resources when I needed to	69,874	86.8%	67.4%	87.3%
I have been able to access subject specific resources necessary for my studies, on campus	68,864	85.2%	65.8%	83.2%
I have been able to access subject specific resources necessary for my studies when I am learning remotely	77,158	87.4%	79.8%	.
The support for academic skills meets my needs	70,650	81.2%	75.9%	80.6%
The support for using IT and accessing resources meets my needs	71,317	84.4%	77.8%	.
The support for my health and wellbeing meets my needs	68,225	74.3%	68.1%	.
As a result of the course I am more confident about independent learning	77,044	83.1%	79.0%	80.8%
My confidence to be innovative or creative has developed during my course	76,946	78.4%	73.0%	74.0%
My research skills have developed during my course	76,773	85.0%	82.0%	81.4%
My ability to communicate information effectively to diverse audiences has developed during my course	76,555	79.9%	73.7%	74.4%

	2022		2021	2020
	Response	Agree %	Agree %	Agree %
I have been encouraged to think about what skills I need to develop for my career	76,253	80.8%	75.6%	74.9%
As a result of the course I feel better prepared for my future career	76,209	79.4%	74.8%	74.3%
Overall, I am satisfied with the quality of the course	78,979	81.9%	78.4%	79.2%

Appendix 3. Overall satisfaction and demographic characteristics

Significant differences (at 95% confidence level, not adjusted for multiple tests) to all respondents are indicated in **bold**

	Overall, I am satisfied with the quality of the course			
	2022		2021	2020
	Response	Agree %	Agree %	Agree %
All	78,982	81.9%	78.4%	79.2%
Age				
25 years old or younger	32,613	82.0%	77.3%	78.6%
26-30 years old	18,121	80.8%	76.8%	76.6%
31-35 years old	8,845	81.3%	79.1%	80.6%
36-40 years old	5,753	83.9%	81.0%	80.8%
41-45 years old	4,214	83.3%	83.4%	83.5%
46-50 years old	2,679	86.0%	84.5%	84.2%
51-55 years old	1,888	85.8%	85.3%	83.2%
56 years old or older	1,583	87.5%	88.1%	82.7%
Prefer not to say	461	54.3%	55.1%	56.4%
Sex				
Man	31,577	83.8%	.	.
Woman	44,852	81.9%	.	.
Prefer not to say	2,066	55.2%	.	.
Gender				
Man	31,329	83.8%	79.0%	80.7%
Woman	44,384	82.0%	79.4%	79.6%
Other	2,013	54.6%	49.5%	53.1%
Prefer not to say	766	74.3%	69.6%	67.8%
Trans status				
Is trans or has trans history	780	84.2%	.	.
Not trans and no trans history	73,389	82.5%	.	.

	Overall, I am satisfied with the quality of the course			
	2022		2021	2020
	Response	Agree %	Agree %	Agree %
All	78,982	81.9%	78.4%	79.2%
Disability				
Blind or have a visual impairment uncorrected by glasses	182	81.3%	73.4%	78.9%
D/deaf or have a hearing impairment	289	79.6%	75.3%	74.1%
Learning difference such as dyslexia, dyspraxia or AD(H)D	2,163	72.8%	69.8%	73.1%
Long-term illness or health condition	1,011	75.4%	73.3%	79.2%
Mental health condition, challenge or disorder	2,799	71.2%	67.6%	70.3%
Physical impairment	720	72.8%	74.2%	75.5%
Social/communication conditions	509	75.2%	66.7%	71.4%
Development condition had since childhood	152	75.0%		
A disability not listed above	710	73.1%	73.1%	73.3%
Ethnicity				
Arab	261	80.1%	74.3%	83.4%
Asian – Bangladeshi	292	77.6%	72.5%	76.6%
Asian – Chinese	870	81.3%	77.9%	79.7%
Asian – Indian	1,456	82.1%	76.3%	79.2%
Asian – Pakistani	668	79.8%	75.0%	77.7%
Any other Asian background	685	80.4%	75.9%	77.7%
Black – African	2,115	84.6%	80.2%	82.6%
Black – Caribbean	342	73.6%	76.7%	77.4%
Any other Black background	161	82.8%	82.9%	78.0%
Mixed – Asian and White	421	78.4%	75.1%	81.8%
Mixed – Black African and White	152	81.2%	83.1%	84.2%
Mixed – Black Caribbean and White	203	81.6%	69.0%	79.8%

	Overall, I am satisfied with the quality of the course			
	2022		2021	2020
	Response	Agree %	Agree %	Agree %
Any other Mixed background	427	74.7%	75.3%	76.4%
White – Home nations/British	21,623	79.2%	77.6%	79.9%
White – Gypsy or Irish Traveller	17	76.5%	75.0%	70.0%
White – Irish	313	82.2%		
White – Roma	24	72.7%		
Any other White background	1634	76.0%		
Any other ethnic background	334	74.8%	74.4%	74.2%

Appendix 4. Participating institutions

Aberystwyth University	Nottingham Trent University	University of Nottingham
Anglia Ruskin University	Oxford Brookes University	University of Oxford
Arden University	Plymouth Marjon University	University of Plymouth
Aston University	Queen Mary University of London	University of Portsmouth
Bangor University	Queen's University Belfast	University of Reading
Birkbeck, University of London	Royal College of Art	University of Roehampton
Birmingham City University	The Open University	University of Southampton
Bournemouth University	The Royal Central School of Speech and Drama	University of St Andrews
Canterbury Christ Church University	Ulster University	University of Stirling
Cardiff Metropolitan University	University of Bath	University of Strathclyde
City, University of London	University of Bedfordshire	University of Surrey
Coventry University	University of Bolton	University of the Arts London
Cranfield University	University of Bradford	University of the Highlands and Islands
De Montfort University	University of Brighton	Royal Holloway, University of London
Durham University	University of Bristol	Royal Northern College of Music
Edinburgh Napier University	University of Buckingham	Royal Veterinary College
Goldsmiths, University of London	University of Cambridge	Sheffield Hallam University
Harper Adams University	University of Chester	SOAS, University of London
Hartpury University and Hartpury College	University of Derby	St George's, University of London
Heriot-Watt University	University of Dundee	St Mary's University College (Belfast)
Imperial College London	University of East London	St Mary's University, Twickenham
Institute of Cancer Research	University of Edinburgh	Staffordshire University

King's College London	University of Exeter	University of the West of England
Kingston University	University of Greenwich	University of Wales Trinity Saint David
Lancaster University	University of Hertfordshire	University of Warwick
Leeds Beckett University	University of Huddersfield	University of West London
Liverpool John Moores University	University of Hull	University of Westminster
London Metropolitan University	University of Lincoln	University of Worcester
Loughborough University	University of London (School of Advanced Study)	University of York
Newcastle University	University of Northampton	York St John University
Norwich University of the Arts		



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