

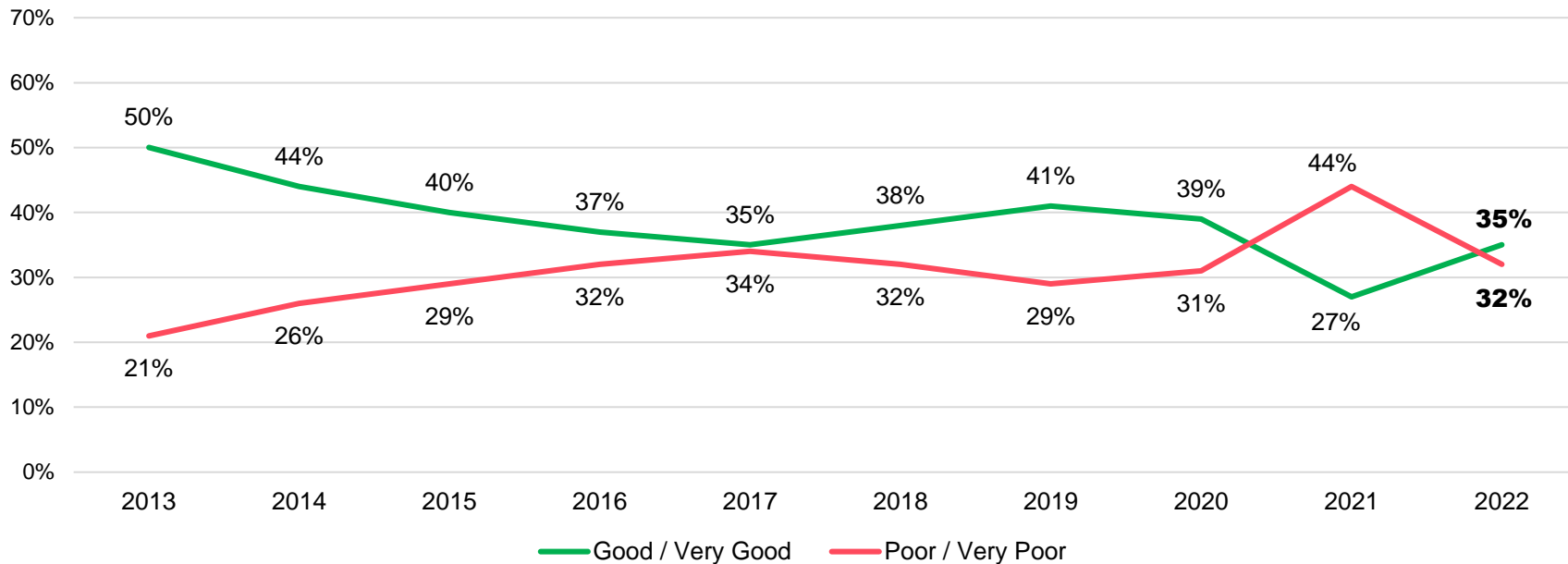


# Understanding the Student Experience: Insights from The Student Academic Experience Survey 2022

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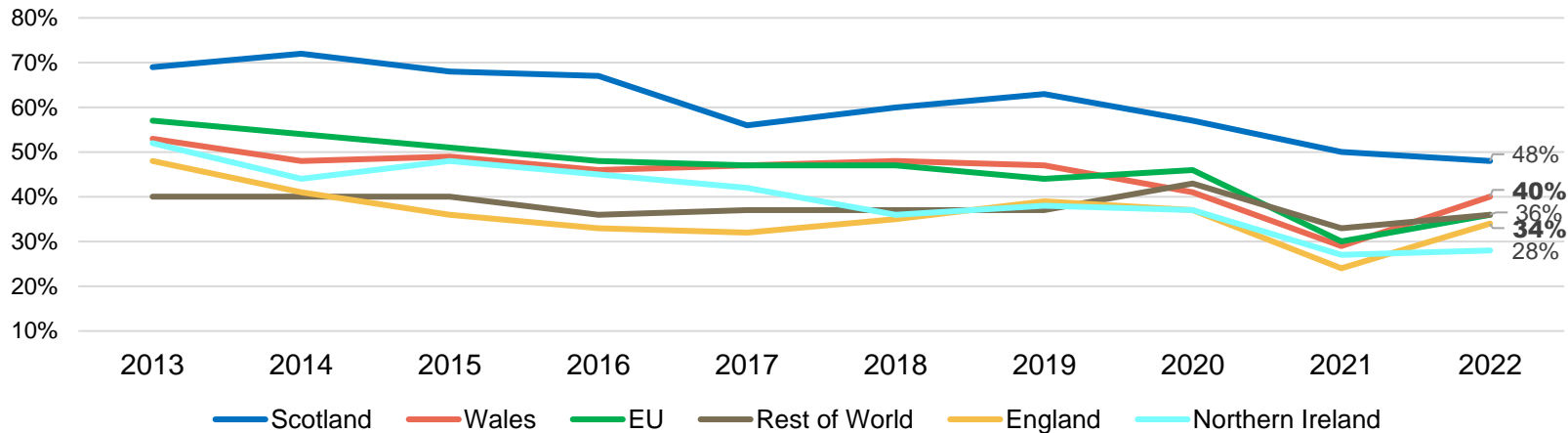
# Perceptions of value-for-money have recovered, but are not yet at pre-pandemic levels

## Value-for-money of your present course



The recovery is strongest in England & Wales. By contrast, levels in Scotland (though relatively high) continue to decline.

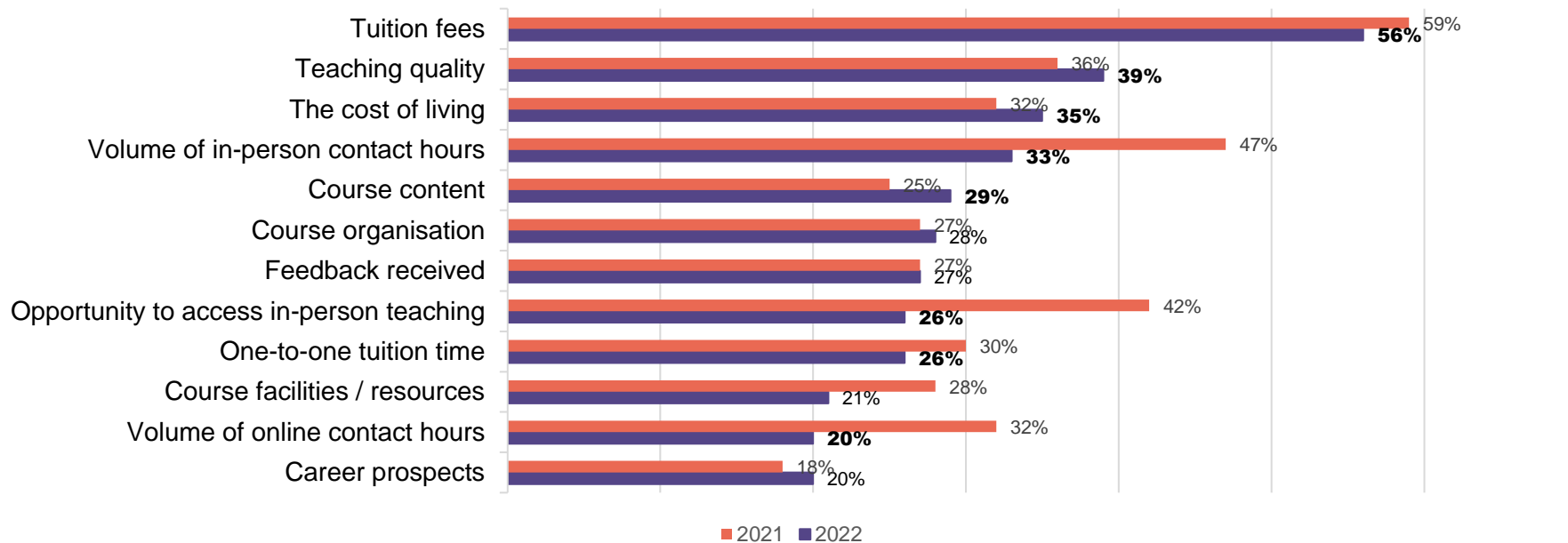
Value-for-money – by domicile  
(good or very good value)



	Scotland	Wales	EU	Rest of World	England	NI
<b>2020</b>	57%	41%	46%	43%	37%	37%
<b>2021</b>	50%	29%	30%	33%	24%	27%
<b>2022</b>	48%	<b>40%</b>	36%	36%	<b>34%</b>	28%

# There are much fewer mentions of contact hours or in-person teaching, as concerns move away from the pandemic impact to issues such as living costs

When saying you received poor value / very poor value, what were you thinking about?



# The free-text comments also highlight the impact of strike action on the experience this year

“Lecturers striking all the time so even when I should be taught stuff I’m not getting it”

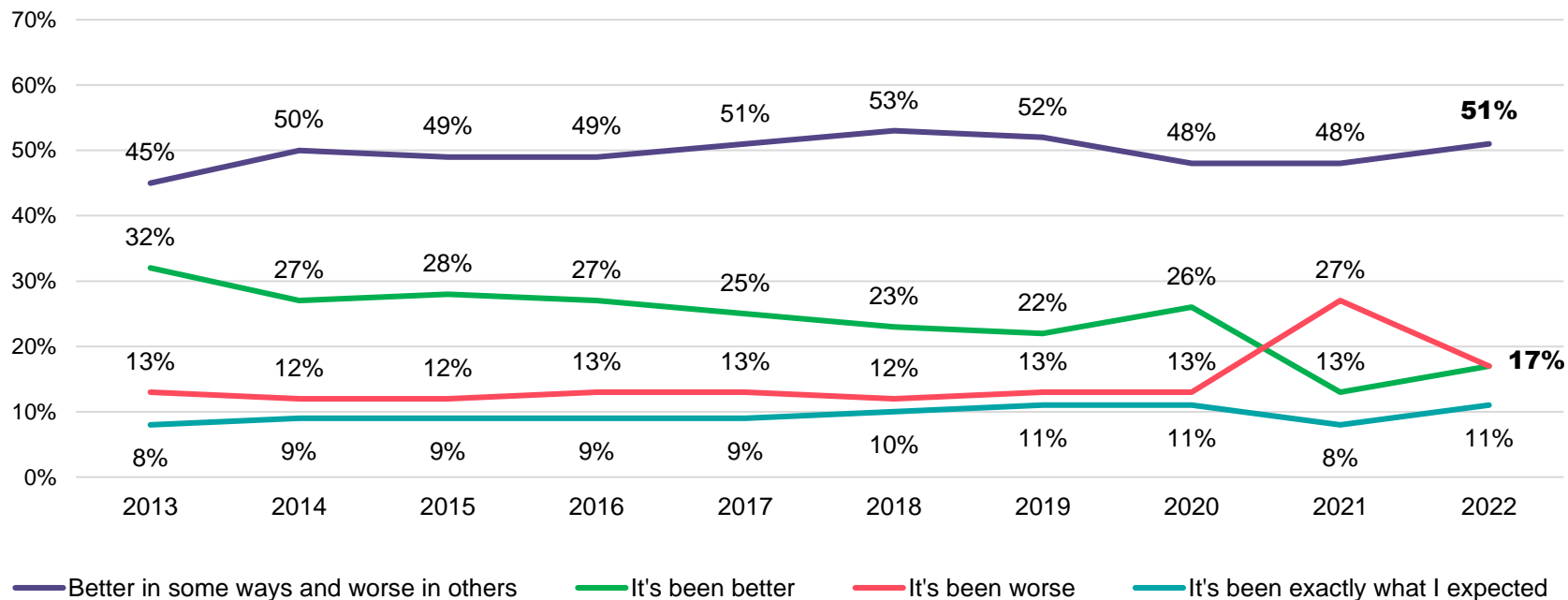
“A lot of strike action compounded by Covid causing a whole semester to be cancelled with no compensation”

“My course was affected by strike action throughout all three years”

“I don't have a bad word to say about the course or quality of teaching but due to Covid, strikes and having to cut my year abroad short due to war, in three years at university I've only had three terms of in person teaching.”

# As with value-for-money, there has also been a partial recovery in terms of the experience matching or exceeding expectations

## Experience compared to expectations

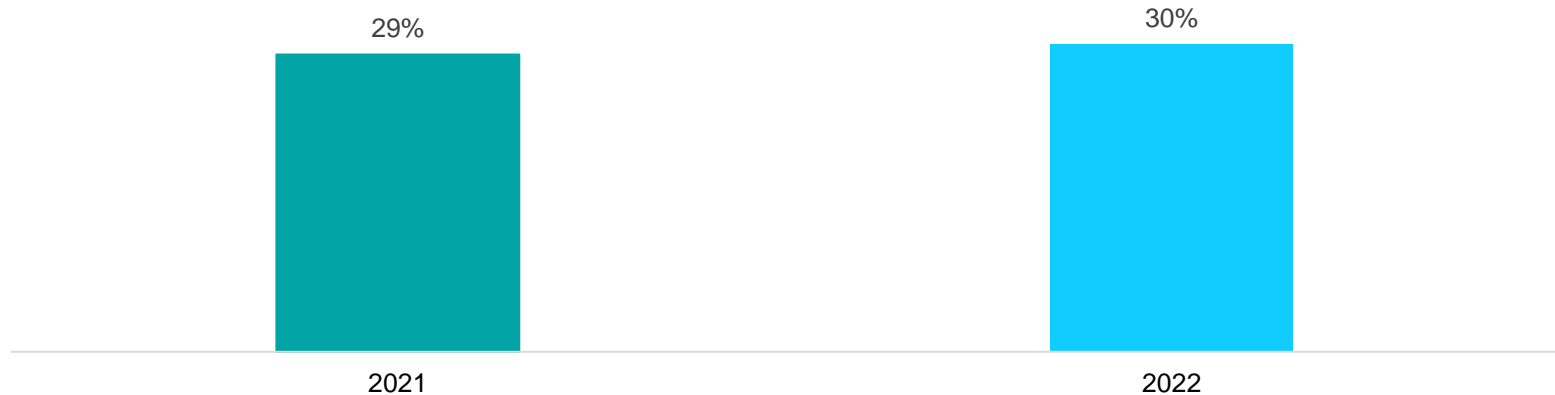


# Positive experiences compared to expectations were strongly related to year of study, and there were also differences by domicile

	Year of study					Domicile			
	First year	Second year	Third year	Fourth year or above		England	NI	Scotland	Wales
<b>Better than expected</b>	20%	15%	14%	19%		17%	16%	14%	11%
<b>Worse than expected</b>	12%	20%	23%	18%		18%	16%	21%	16%

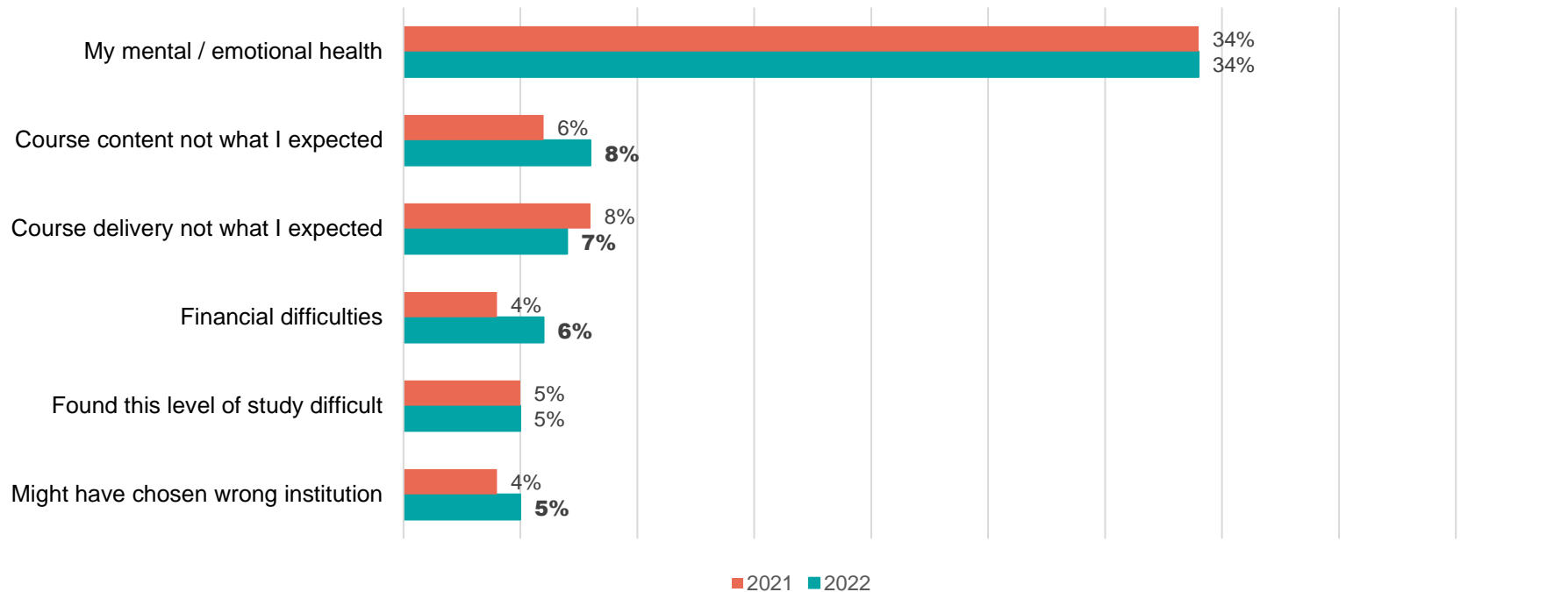
# A consistent figure of around 3/10 have considered leaving

**% considered withdrawing from or leaving university**



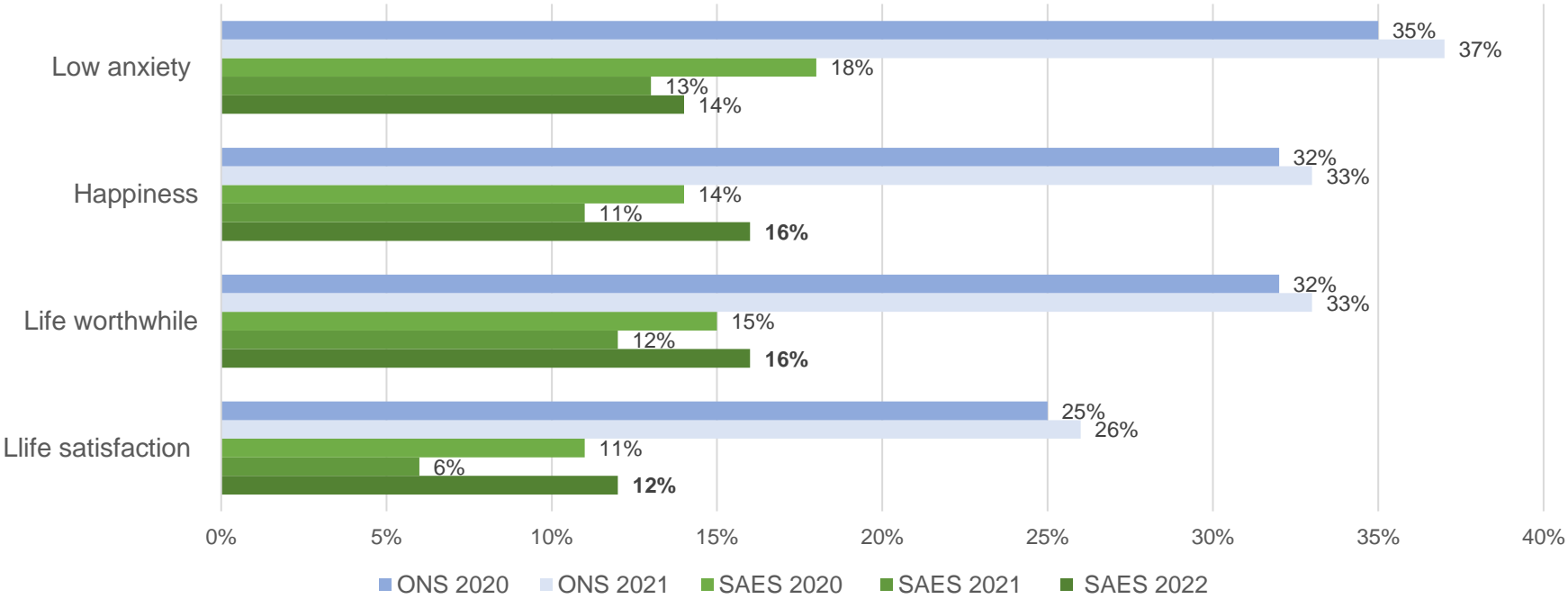
# Worryingly, this is driven by concerns around wellbeing and mental health

## Reasons considered leaving



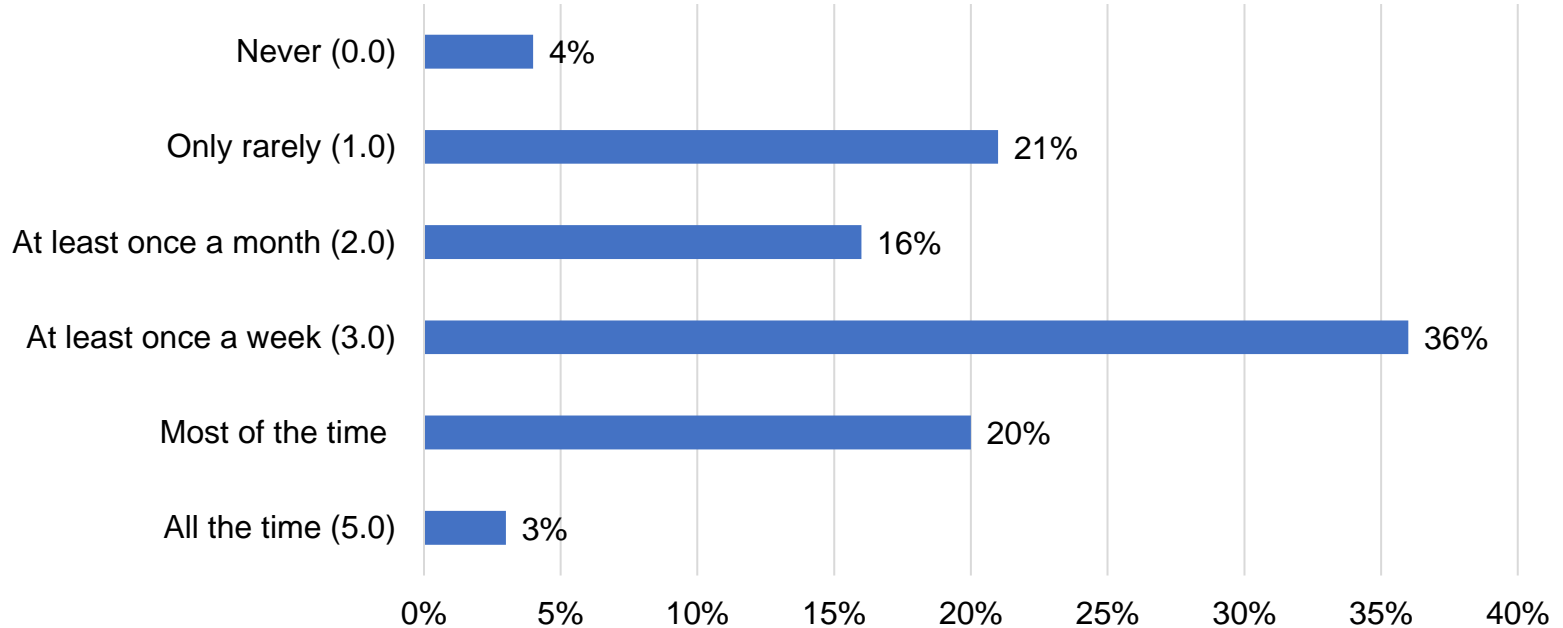
# While wellbeing indicators have recovered for students this year, anxiety levels remain high

## Comparison of key measures

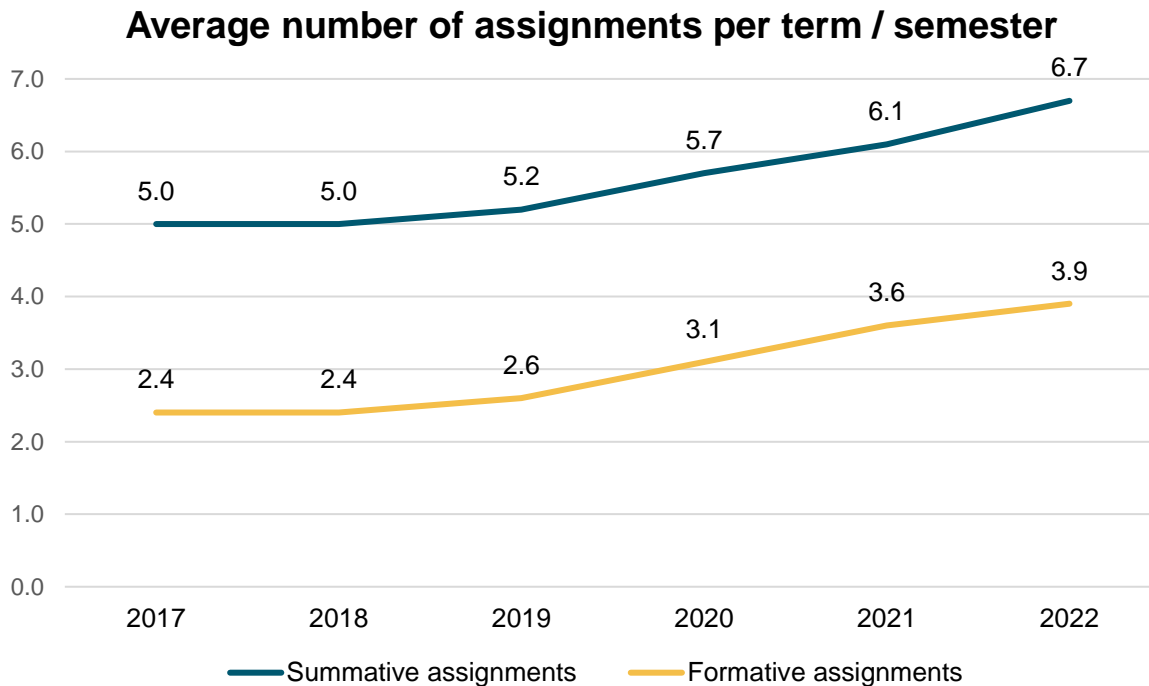


# Students tend to be lonelier than the general population

How often do you feel lonely?



# There has been a further increase in volume of assignments, which in some cases was greater than expected and created challenges



## Selected open comments

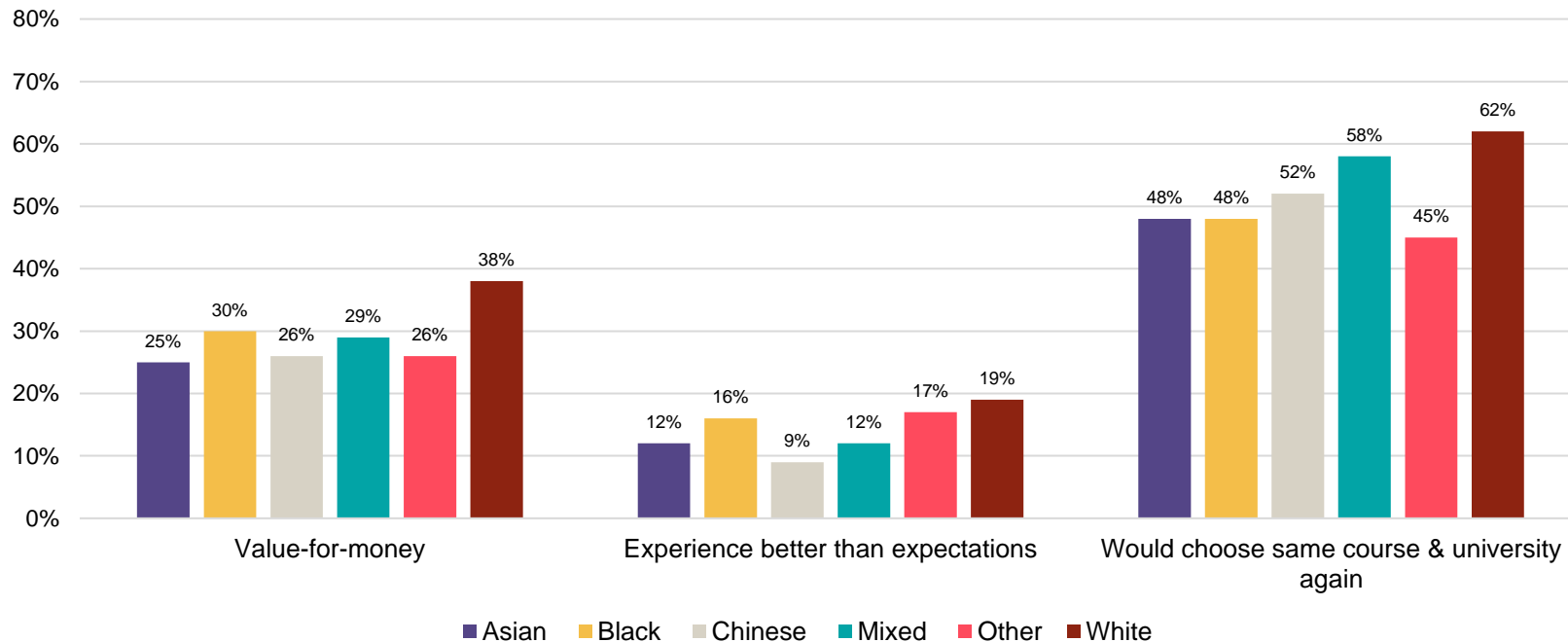
“Lighter workload- the workload is ridiculously large and we are given no credit for how large it is and the volume of work we have to generate in a small amount of time causes enormous stress and anxiety and is very hard to cope with- you have to really love the subject to be able to cope and put up with the workload which luckily I do”

“I didn’t feel prepared for how much work there was/how long I would have to spend on assignments”

“Run workshops on how to efficiently and effectively write assignments, as well as having a healthy work life balance”

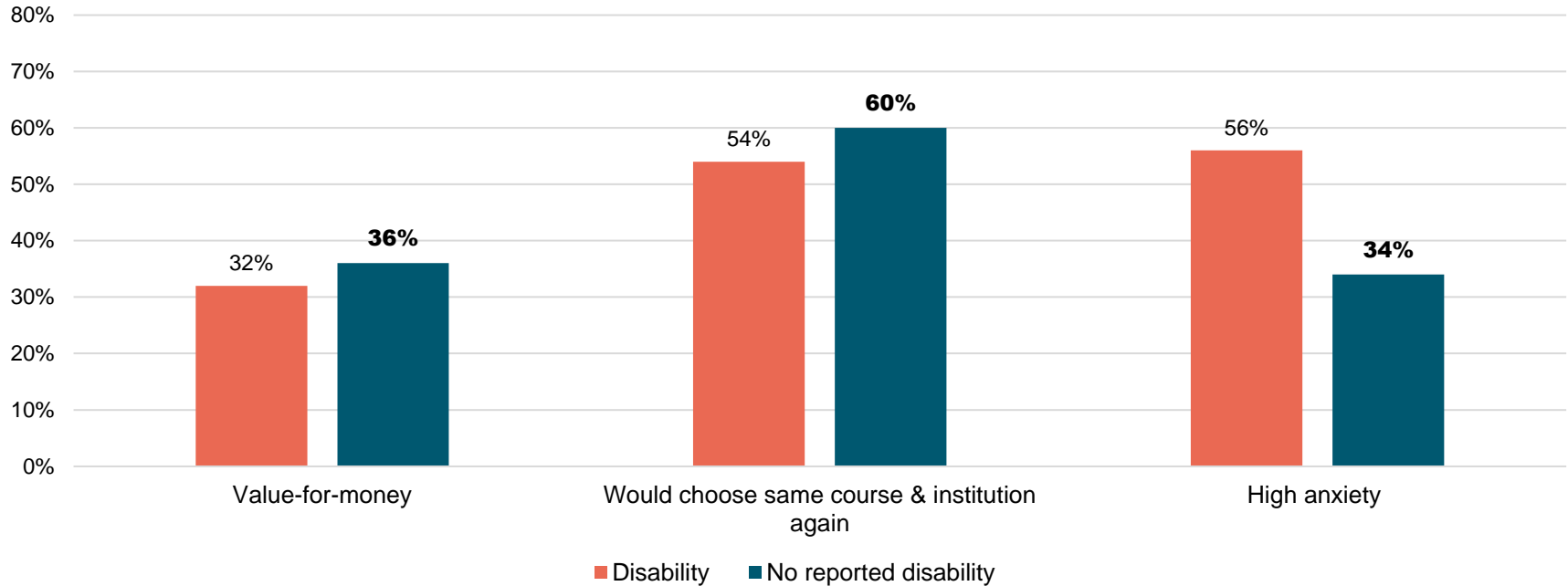
# Not all groups of students enjoy the same quality of experience (1)

## Key measures 2022 by different ethnic groups



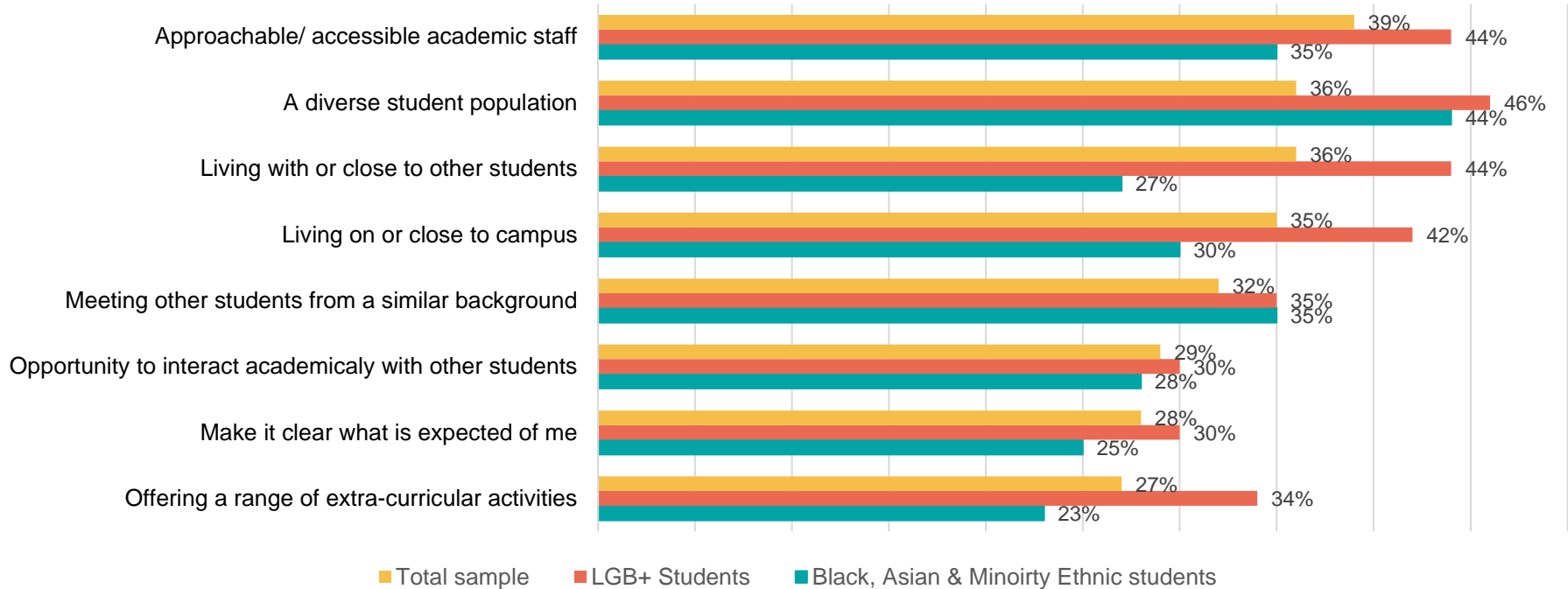
# Not all groups of students enjoy the same quality of experience (2)

## Key measures – disabled students



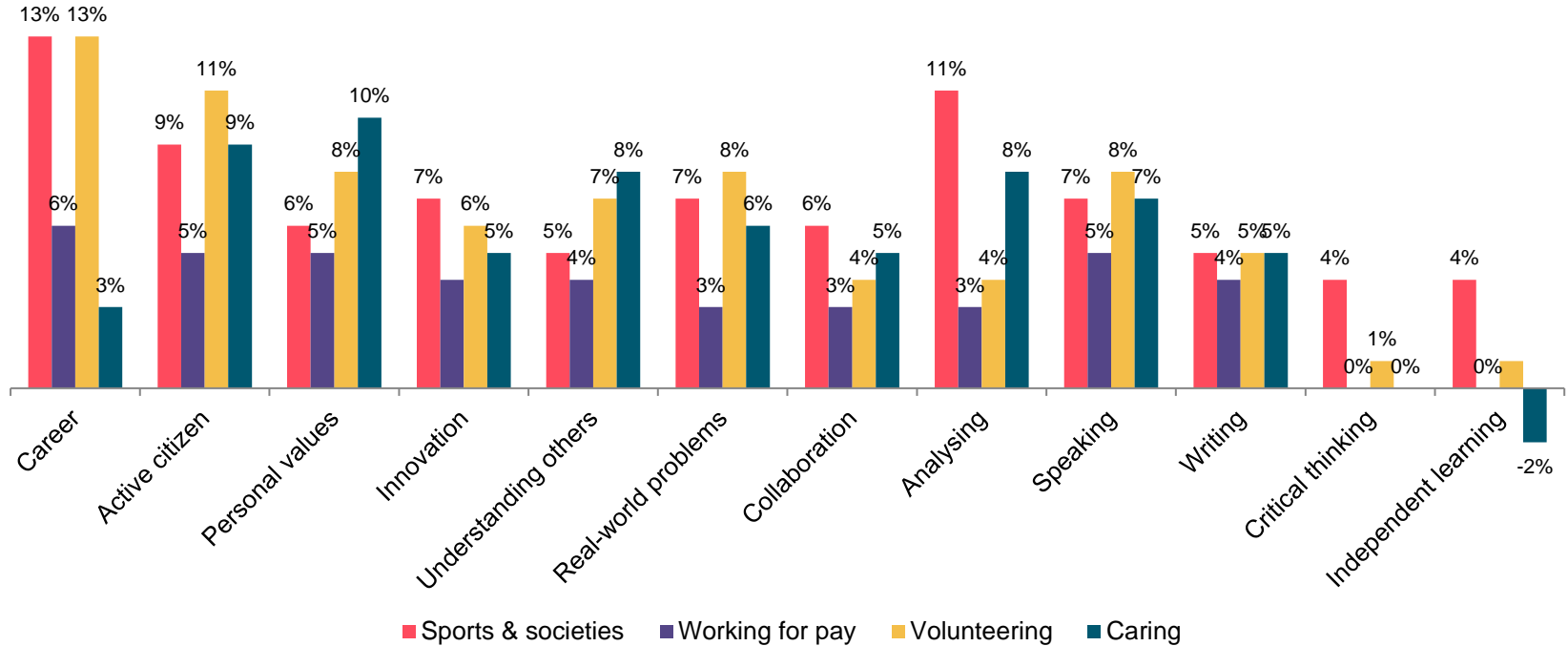
# Sense of belonging is principally driven by connections with (diverse) staff and students

## What contributes to a sense of belonging



# Many extra-curricular activities have a strong impact on skills development

## Impact of activities on skills development



# Unfortunately the pandemic had a significant impact on some of these activities – particularly sports and societies

